PROJECT PROFILE

SURINAME

I. BASIC DATA

Project Name:	Second Basic Education Improvement Program (2nd BEIP) – Phase II	
Project Number:	SU-L1038	
Project Team:	María Soledad Bos (SCL/EDU), team leader; Claudia Uribe, Katherina Hruskovec and Livia Mueller (SCL/EDU); Natasja Deul and Mariska Tjon A Loi (CCB/CSU); Rinia Terborg-Tel (FMP/CSU); Shirley Maud Gayle (FMP/CTT); María Elisa Arango (LEG/SGO) and Carlos Gargiulo (consultant).	
Borrower:	Republic of Suriname	
Executing Agency:	Ministry of Education and Community Development (MOECD)	
Financial Plan:	IDB:	Up to US$40,000,000
	Total:	Up to US$40,000,000
Safeguards:	Policies triggered:	B.01 – OP-704, B0.1 – OP-102, B.01 – OP-761, B0.2, B.03, B.06, B.07, B.14, and B.17
	Classification:	Category "B"

II. GENERAL JUSTIFICATION AND OBJECTIVES

2.1 Suriname's education system faces the challenges of low student achievement at all levels, high levels of dropout in secondary education and large differences in school attainment and retention between the coastal cities and the interior. Results of the national exam at the end of primary education show that only half of the students have satisfactory skills that will allow them to pursue further academic studies. Dropout rates in secondary education are rampant, with close to 15% of students leaving school in each grade of secondary. Moreover, these problems are more serious in the interior. In some regions, only one-fifth of students or less pass the national exam at the end of primary. In the interior, drop out at the end of primary and lower secondary is higher than in the coastal cities, with more than 20% of students leaving school in each grade (MOECD Statistics 2014).

2.2 The main factors behind these challenges include: (i) an outdated curriculum for primary and secondary education. Although MOECD with support from the Bank (SU-L1019) redesigned the curriculum of grades 3 to 6[1], the remaining primary (7 and 8) and secondary grades are still outdated; (ii) limited and unequally qualified teachers; (iii) a tracking system that relies on a single exam at the end of primary. The Primary Education test (GLO – for its acronym in Dutch) assigns students to a specific track at an early age, limiting the students' opportunities for educational advancement; and (iv) geographical difficulties to reach rural communities and their dispersion result in a lack of competent teachers and learning materials, poor physical infrastructure and insufficient support and inspection from the central MOECD in the interior. Evidence of the main constraints to improving student outcomes is limited and dated; however, the challenges delineated in the main studies carried out in the past 5 years remain relevant (see Annex IV)

[1] Note that grade 3 is the first grade of primary education

2.3 The Bank is supporting the Government's effort to update the curriculum, provide better access to education in the interior and strengthen the capacity of the MOECD with the 2nd Basic Education Improvement Program (BEIP) Phase I (SU-L1019). Phase I was approved in June 2012 for USD 13,7 million as the first phase of a multiphase program aimed at increasing learning outcomes and improving internal efficiency. The main achievements of the program include: (i) redesigning and implementing curriculum for grades 3,4,5 and 6; (ii) training and coaching of 6,000 teachers and school managers in the new curriculum; (iii) distributing 440,000 textbooks and teacher guides; (iv) development of an ICT in education policy which was adopted by the MOECD; (v) building 2 news schools, renovation of 12 schools in the interior (21 new classrooms and 20 renovated classrooms) and building 20 new houses for teachers[2]. An important social media campaign is ongoing that has successfully raised awareness of the program. A final evaluation will be carried out in 2015 to inform on the outcomes of the program. A recent needs assessment of the MOECD identified areas of improvement and will be the basis for Phase II (see Midterm Evaluation and MOECD Needs Assessment).

2.4 When Phase I was designed, the curriculum reform activities were to be carried out by MOECD staff and Surinamese expert curriculum writers. However, when execution started, it became evident that the capacity to carry out these activities was not present in the country. As a result, the MOECD purchased curriculum licenses from a Dutch publishing company and adapted it to the Surinamese context. This decision increased the original costs of the activities[3] for the curriculum redesign. To fully fund this component some activities were deferred to Phase II (redesign of curriculum for grades 7 and 8, ICT pilot and building of CENASU[4]). Considered together, Phase I and II will achieve the multiphase operation activities and objectives.

2.5 The proposed program is the second Phase of a multiphase operation. The amount for this new phase is up to US$40 million to be executed in 5 years and the objective is to improve learning outcomes of all primary and secondary school students and increase access to school in the interior in Suriname. The higher amount of this new phase as compared to the originally planned when the multiphase was approved reflects the higher cost of purchasing the licenses for curriculum as compared to developing the curriculum in Suriname as it was originally planned. Phase I focused on developing the curriculum for primary education (grades 3 to 6) and improving access to education in the interior. Phase II continues to develop the curriculum for the last two grades of primary (grades 7 and 8) and lower secondary, and works to increase access to education in the interior. The following components have been agreed with the MOECD:

2.6 **Component 1: Improve student learning outcomes (US$25.4 million)** As in Phase I, the overall objective of this component remains to increase the quality of education for students in Suriname. In Phase II, it will continue to provide all schools with interventions designed to update and strengthen the curriculum and

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2 The latest data available shows that Suriname has 336 primary and preprimary schools with 81 of those located in the interior and 112 of lower secondary schools with 6 of them located in the interior.

3 SU-L1019 originally budgeted USD1,93 million for the curriculum redesign of all grades 3 to 8. Acquiring the licenses from the Dutch publishing company costs EURO 1,3 million per grade plus approx. USD100.000 to adapt to Suriname context.

4 CENASU is the acronym for the In Service Teacher Training Institute

classroom teaching approaches to improve learning outcomes. This phase will finance: (i) developing the curriculum for grades 7, 8 and lower secondary education as well as complementing the new curriculum of grades 3 to 8 with reading materials; (ii) training of teachers and school managers for grades 7 and 8 and lower secondary education; (iii) printing textbook and learning materials for grades 7 and 8 and lower secondary and distributing them to all schools; (iv) purchasing tactile materials for grades 1 to 8; and (v) development and delivery of ICT educational content for all subjects and grades.

2.7 **Component 2: Increase access to education (US$10 million).** BEIP's second phase will build on the progress made in Phase I and will continue to improve school facilities with the objective to expand access to education in the interior. It will focus on expanding and renovating existing preprimary and primary school facilities, including classrooms, teacher housing and media centers. The program will finance: (i) assessment, design and supervision of school renovation and expansion. This activity will entail both the initial examination of schools' current facilities by the MOECD's building commission and the design and monitoring of construction works in the interior; (ii) renovation and expansion of classrooms, teacher housing and media centers for schools in the interior on MOECD owned land; and (iii) building of the Teacher Training Institute (CENASU) for training current teachers.

2.8 **Component 3: Improving management capacity at the MOECD and school levels (US$1.9 million).** This component will strengthen MOECD's capacity to provide quality education for students in Suriname. In Phase II, this component will continue to improve management capacity at the MOECD financing: (i) improvement of the monitoring and evaluation capacity of the MOECD; (ii) continued implementation of a social marketing campaign to inform the public about the new curriculum and raise awareness of the program; and (iii) assistance to the MOECD in executing the ICT in Education Policy.

2.9 **Component 4: Program Administration (US$2.2 million) and Contingencies (US&500,000).** This component includes the execution of the program through the existing Program Executing Unit (responsible for the execution of SU-L1019), the midterm and final evaluation and the audit.

2.10 This program is aligned with Suriname's country strategy 2011-2015 (GN-2637-3), that emphasizes the improvement of the quality of education through strengthening the education system and enhancing the MOECD's capacity. It is also framed within the Bank's Sector Framework Document of Education and Early Childhood Development (GN-2708-2), that supports the establishment of education quality assurance systems by setting high standards aligned with curriculum and student learning evaluations, as well as ensuring that all schools have adequate facilities and materials to promote learning. Finally, it is also consistent with the Ninth General Capital Increase (GCI-9) and the Strategy on Social Policy for Equity and Productivity (GN-2588-4), that highlight interventions that increase human capital as key factors for economic growth and development.

III. TECHNICAL ISSUES AND SECTOR KNOWLEDGE

3.1 The proposed program is the second phase of a multiphase operation, with Phase I triggering a set of conditions to be met for the launch of Phase II (Table 1). Four of the seven triggers have been fully met. The trigger related to

decrease in dropout and repetition will be verified during the design stage, given that the MOECD is currently working on reporting the education statistics. Preliminary reports in dropout rates suggest that this trigger will be met. Regarding the trigger on basic education legislation, a proposal was sent by the MOECD to Parliament recommending the elimination of the exam at the end of primary education and makes education compulsory until age 16. It is expected that the law will be passed before the redesign of the lower secondary curriculum begins. The final trigger includes a strategy to reform lower secondary education; this strategy has not been developed yet but will be advanced early 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 Phase II.

Table 1. Triggers for Phase II

Trigger	Mean of verification	Status
Curricula for core subjects in grades 3 to 6 approved	Copy of revised curricula for core courses from grades 1 to 6; MOECD certification of its implementation.	**Met.** Curriculum for grades 3 to 6 has been developed. Grades 3 and 4 and 5 (mathematics): implemented nationally; Grades 5 (language) and 6 (mathematics and language): piloted in current school year and implemented nationally in 2015 school year.
Basic education legislation, which includes abolishment of the tracking system, approved.	Final approved legal document, legalized by the GOS.	**Partially met.** Legislation awaits approval in Parliament. Proposal includes the elimination of exam at the end of primary and makes education compulsory until the age of 16
2 and 4 percentage points decrease in drop out and repetition rates, respectively.	School statistics from MOECD.	**To be verified during design.** Preliminary reports suggest that the dropout trigger has been met: they indicate a 2 percentage points decrease in dropout rates for grades 3 to 5. Repetition rates have not been reported yet.
Draft National ICT in education policy and strategy completed.	Documents received from the MOECD.	**Met.** ICT policy completed and adopted by MOECD.
Schools constructed and functioning in the interior.	MOECD certifications of infrastructure completed to appropriate standards; and complete staffing at appropriate levels.	**Met.** 2 new schools were constructed and 12 were renovated and expanded
Strategy for reforming junior secondary grades developed in Phase II.	Consultancy report approved by Minister of Education/Cabinet.	**Not met.** 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 primary education that are now part of Phase II.
At least 50% of loan resources disbursed and 75% committed.	Bank systems.	**Met.** 81% of the loan resources have been disbursed.

3.2 For the design of the operation, two main technical studies will be commissioned: (i) school mapping to assess the infrastructure needs. Using the available administrative data from MOECD, the study will estimate the demand for schools in each district and will contrast it to the ones that are currently available in order to determine gaps. This study will be complemented by an in-depth infrastructure assessment to be carried out during the execution of the program; and (ii) an analysis of the current lower education system and its tracking system, with recommendations based on international best practices on how to reform this level of education. Phase II activities will include in depth technical studies to support the MOECD in moving forward with the elimination of the exam at the end of primary to complement the curriculum redesign of lower secondary.

3.3 The main challenge encountered in the design of the program is the lack of ready available data on education, both to assess the progress of Phase I and for the design of Phase II. MOECD has collected data on schools and students for all recent years, but they lack the capacity to manage and analyze it to produce yearly statistical reports. For the design of Phase II, a consultant has been hired to work with the design team and in close collaboration with the MOECD in analyzing the existing data. In Phase II, activities will be carried out to improve the capacity of the MOECD in collecting, analyzing and publishing education statistics.

IV. SAFEGUARDS AND FIDUCIARY SCREENING

4.1 The Bank's safeguard screening process classified the program as category "B" given the negative environmental impacts of the construction phase under the proposed program are expected to be of small to moderate magnitude, highly localized, already altered by human occupation and typical of small to medium scale construction works. (see Annex II).

V. OTHER ISSUES

5.1 Given the increased cost of developing the curriculum, activities originally planned for Phase I are now incorporated in Phase II. These include the development of the curriculum for the two last grades of primary education. These activities are time sensitive given that students who are currently using the new curriculum through grade 6 will need the new curriculum in grades 7 and 8. As a result, the curriculum for grade 7 needs to be ready to be piloted by October 2015, with the licenses acquired by April 2015 and the adaptation and material developed before August 2015.

VI. RESOURCES AND TIMETABLE

6.1 Annex IV provides details of technical work undertaken. Annex V describes the operation preparation steps, the milestone dates, and resources required. The POD Due Date is scheduled for September 21, 2015 and consideration for approval by the Board of Directors for November 25, 2015.

Development Effectiveness Matrix			
Summary			
I. Strategic Alignment			
1. IDB Strategic Development Objectives	Aligned		
Lending Program	–Lending to small and vulnerable countries –Lending for poverty reduction and equity enhancement		
Regional Development Goals			
Bank Output Contribution (as defined in Results Framework of IDB-9)	–Students benefited by education projects –Teachers trained		
2. Country Strategy Development Objectives	Aligned		
Country Strategy Results Matrix	GN-2637-3	GN-2637-3	
Country Program Results Matrix	0	The intervention is included in the 2015 Operational Program.	
Relevance of this project to country development challenges (If not aligned to country strategy or country program)			
II. Development Outcomes - Evaluability	Highly Unevaluable	Weight	Maximum Score
	0.8		10
3. Evidence-based Assessment & Solution	2.4	33.33%	10
3.1 Program Diagnosis	1.2		
3.2 Proposed Interventions or Solutions	1.2		
3.3 Results Matrix Quality	0.0		
4. Ex ante Economic Analysis	0.0	33.33%	10
4.1 The program has an ERR/NPV, a Cost-Effectiveness Analysis or a General Economic Analysis	0.0		
4.2 Identified and Quantified Benefits	0.0		
4.3 Identified and Quantified Costs	0.0		
4.4 Reasonable Assumptions	0.0		
4.5 Sensitivity Analysis	0.0		
5. Monitoring and Evaluation	0.0	33.33%	10
5.1 Monitoring Mechanisms	0.0		
5.2 Evaluation Plan	0.0		
III. Risks & Mitigation Monitoring Matrix			
Overall risks rate = magnitude of risks*likelihood	Specify risk rate on risk tab		
Identified risks have been rated for magnitude and likelihood			
Mitigation measures have been identified for major risks			
Mitigation measures have indicators for tracking their implementation			
Environmental & social risk classification	Specify risk classification on risk tab		
IV. IDB´s Role - Additionality			
The project relies on the use of country systems			
Fiduciary (VPC/FMP Criteria)			
Non-Fiduciary			
The IDB's involvement promotes additional improvements of the intended beneficiaries and/or public sector entity in the following dimensions:			
Gender Equality			
Labor			
Environment			
Additional (to project preparation) technical assistance was provided to the public sector entity prior to approval to increase the likelihood of success of the project			
The ex-post impact evaluation of the project will produce evidence to close knowledge gaps in the sector that were identified in the project document and/or in the evaluation plan			

Evaluability Assessment Note: The purpose of this note is to provide an overall assessment of the project's evaluability based on the standards described in the Evaluability Guidelines, as well as to ensure that the Board understands why scores were or were not given to the project. The following information should be developed in order to achieve this purpose. *Assess and summarize the diagnosis and the level of empirical evidence to support it. Assess and summarize the level of empirical evidence (or cost-effectiveness) of the solution proposed. Assess and comment on the Results Matrix Quality. Asses and describe the evaluation methodology ex ante and ex post to be used by the project to demonstrate its results. Describe the main type of risk the operation is subject to and its intensity. Describe whether mitigation measures are in place and whether they can be monitored during the life of the project.*

SAFEGUARD POLICY FILTER REPORT

PROJECT DETAILS	
IDB Sector	EDUCATION-PRIMARY EDUCATION
Type of Operation	Investment Loan
Additional Operation Details	
Investment Checklist	Generic Checklist
Team Leader	Bos, Maria Soledad (SOLEDADB@iadb.org)
Project Title	Second Basic Education Improvement Program Phase II
Project Number	SU-L1038
Safeguard Screening Assessor(s)	Hruskovec Gonzalez, Katherina (katherinah@IADB.ORG)
Assessment Date	2015-01-21

SAFEGUARD POLICY FILTER RESULTS		
Type of Operation	Loan Operation	
Safeguard Policy Items Identified (Yes)	Type of operation for which disaster risk is most likely to be low .	(B.01) Disaster Risk Management Policy– OP-704
	The Bank will make available to the public the relevant Project documents.	(B.01) Access to Information Policy– OP-102
	Does this project offer opportunities to promote gender equality or women's empowerment through its project components?	(B.01) Gender Equality Policy– OP-761
	The operation is in compliance with environmental, specific women's rights, gender, and indigenous laws and regulations of the country where the operation is being implemented (including national obligations established under ratified Multilateral Environmental Agreements).	(B.02)
	The operation (including associated facilities) is screened and classified according to their potential environmental impacts.	(B.03)
	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 of women and men, (b) socio-culturally appropriate participation of indigenous peoples and (c) mechanisms for equitable participation by vulnerable groups.	(B.06)

	The Bank will monitor the executing agency/borrower's compliance with all safeguard requirements stipulated in the loan agreement and project operating or credit regulations.	(B.07)
	The operation is a repeat or second phase loan.	(B.14)
	Suitable safeguard provisions for procurement of goods and services in Bank financed projects may be incorporated into project-specific loan agreements, operating regulations and bidding documents, as appropriate, to ensure environmentally responsible procurement.	(B.17)
Potential Safeguard Policy Items(?)	No potential issues identified	
Recommended Action:	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:		

ASSESSOR DETAILS	
Name of person who completed screening:	Hruskovec Gonzalez, Katherina (katherinah@IADB.ORG)
Title:	
Date:	2015-01-21

COMMENTS
No Comments

SAFEGUARD SCREENING FORM

PROJECT DETAILS	
IDB Sector	EDUCATION-PRIMARY EDUCATION
Type of Operation	Investment Loan
Additional Operation Details	
Country	SURINAME
Project Status	
Investment Checklist	Generic Checklist
Team Leader	Bos, Maria Soledad (SOLEDADB@iadb.org)
Project Title	Second Basic Education Improvement Program Phase II
Project Number	SU-L1038
Safeguard Screening Assessor(s)	Hruskovec Gonzalez, Katherina (katherinah@IADB.ORG)
Assessment Date	2015-01-21

PROJECT CLASSIFICATION SUMMARY		
Project Category: C	**Override Rating:**	**Override Justification:** **Comments:**
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	
Identified Impacts/Risks	**Potential Solutions**

DISASTER RISK SUMMARY	
Disaster Risk Category: Low	
Disaster/ Recommendations	• No specific disaster risk management measures are required.

ASSESSOR DETAILS	
Name of person who completed screening:	Hruskovec Gonzalez, Katherina (katherinah@IADB.ORG)
Title:	
Date:	2015-01-21

COMMENTS
No Comments

ENVIRONMENTAL AND SOCIAL STRATEGY

I. BASIC DATA

Project Name:	Second Basic Education Improvement Program Phase I		
Project Number:	SU-L1038		
Project Team:	María Soledad Bos (SCL/EDU), team leader; Claudia Uribe, Katherina Hruskovec and Livia Mueller (SCL/EDU); Natasja Deul and Mariska Tjon A Loi (CCB/CSU); Rinia Terborg-Tel (FMP/CSU); Shirley Maud Gayle (FMP/CTT); María Elisa Arango (LEG/SGO) and Carlos Gargiulo (consultant).		
Borrower:	Suriname (SU-SU)		
Executing Agency:	Ministry of Education (MOECD)		
Financial Plan:	IDB:	Up to	US$40.0 million
	Total:	**Up to**	**US$40.0 million**
Safeguards:	Policies triggered:	B.01 – OP-704, B0.1 – OP-102, B.01 – OP-761, B0.2, B.03, B.05, B.06, B.07, B.14, and B.17	
	Classification:	Category “B”	

II. PROJECT DESCRIPTION

2.1 The program is the second Phase of a multiphase program for an overall amount of USD 40 million. The objective of the program is to increase the learning outcomes of students in Suriname. Phase I focused on developing the curriculum for primary education (grades 3 to 6) and improving access to education in the interior. Phase II continues with the development of curriculum in the last two grades of primary (grades 7 and 8) and for lower secondary, and seeks to improve access to education in the interior.

III. LOCATION OF THE PROGRAM AND AREA CHARACTERIZATION

3.1 Suriname is located on the northern coast of South America, and is bordered in the north by the Atlantic Ocean, in the south by Brazil, in the east by French Guyana and in the west by Guyana. It has a total area of approximately 164,000 km2. Geographically the country can be subdivided into two main regions: coastal (urban and rural) and interior (rural). The interior comprises 80% of the country land and consists of tropical rainforest and sparsely inhabited savannah along the border with Brazil.

3.2 Over 88% of the population (approximately 455,000 people) lives in the urban and peri-urban areas situated along the northern, coastal lowlands. Paramaribo, the capital, is home of almost half of the country’s population. The remaining 12% (ap. 62,000 people) live in the forested Interior region, which is the ancestral home and traditional territory of several Indigenous peoples and Maroon communities (tribal peoples of African descent). The Maroons, in particular, live in small villages along the major rivers.

3.3 Suriname is ranked 94 out of 182 countries in the UNDP Human Development Index (HDI) 2010, with a GNI per capita of $7,093, placing it in the "Medium Human Development" country category band. Qualitative studies show that the most vulnerable populations live in the interior and in high-risk urban neighborhoods, with women headed households being particularly vulnerable.

3.4 Although the country has achieved several improvements related to the MDG, the Government acknowledges that still face a number of challenges, especially in the interior, including: school enrolment in the interior; application of modern technology in the education and health sector; the creation of sustainable employment opportunities for youth between 15 and 24 years of age; better access of pregnant women to health care, birth control and essential medicine; and ensuring that the community, including the interior, has a sustainable living environment.

3.5 **Scope of the project: School construction and CENASU site.** Most schools in the interior are in poor condition. Many lack toilet facilities, running water, or electricity. The Bank has worked with the Ministry rehabilitating many schools in the interior in order to improve the quality of schools.

3.6 For the current program MOECD has preliminary identified 28 schools in the districts of Sipaliwini and Brokopondo that are in need of rehabilitation or expansion and teacher housing. MOECD has not yet defined the exact number of schools and locations that will be renovated. However, most of them will be located in the interior; particularly, in the areas of Sipaliwini and Brokopongo. The services proposed for these renovations include: the renovation or construction of new classrooms, and other facilities such as media centers, toilets, offices, storage rooms; as well as the restoration of floors, ceilings, roofs, rain water collection systems, electrical installations, painting, etc. Also the restoration or construction of new teachers housing are proposed for these schools.

3.7 Additionally, the future CENASU site is located in a lot adjacent to the MOECD in Paramaribo that is currently vacant. It consists of a large flat land with no former use. There is no indication that the area has any type of contamination or is subject to periodical flooding. Some garbage has been burnt in the site but in a very small and limited area.

3.8 The scope of the actual building has been already defined and the construction will meet all the building regulations that apply for Paramaribo area. As it is part of the same site where the MOECD is located, safety conditions shall be especially taken into consideration in order to avoid the risk of accidents.

IV. REGULATORY FRAMEWORK

4.1 **Education Policy Framework.** The education system of Suriname is under the responsibility of the Ministry of Education and Community Development (MOECD). The MOECD is divided in two Directorates: Directorate of Education

and Directorate of Culture. Each Directorate is headed by a Director, who is responsible for the daily management of the Directorate and reports directly to the Minister of Education. The Directorates are divided into several main divisions, each headed by a Deputy Director. These divisions include a number of departments or services (with a support or service function), each one led by a department head or coordinator.

4.2 The Directorate of Education includes seven main sections namely:

- Education Division, which is responsible for the implementation and inspection of education in general.
- Administrative Support Division, which includes responsibility for personnel and financial matters.
- Development Service Division, which is responsible for educational innovations.
- Technical Support Division, which includes responsibility for the technical support in the implementation of educational activities.
- School Materials Production and Distribution Division.
- Technical and Vocational Education Division.
- Educational Student Centers Division.

4.3 The MOECD is entirely responsible for the school system in Suriname including public and private schools at primary, secondary and tertiary level. The Directorate of Education is responsible for: all matters relating to education and training; supervision of special education; science and technology; the promotion of literacy; libraries and study. The Education Division is responsible for the implementation and monitoring of education and consists of the following departments: primary education office, secondary education office, special education office, inspectorate primary educations, inspectorate junior secondary education, inspectorate senior secondary education, examinations, libraries, and educational information and study facilities.

4.4 The Technical Department consists of the following departments: cleaning and security, transport, buildings and premises. The Technical Services Department is responsible for the construction and maintenance of public schools in the entire country.

4.5 Although not involved in Program implementation, other institutions are involved in managing educational infrastructure, as follows:

- **Ministry of Regional Development**: responsible for regional governance, decentralization and the development of the interior. It is also responsible for land tenure, waste disposal and cleaning services in Suriname, with the exception of the district of Paramaribo. All District Commissioners and the village's captains are under the coordination of this ministry.
- **Ministry of Heath**: responsible for providing access and good quality healthcare for all. The Bureau of Public Health (BOG) is the national institute of preventive health care that focuses on the promotion and monitoring of the

overall health of everyone in Suriname. The Environmental Inspection Division of the BOG is responsible for sanitation inspection in households and public areas, including schools, in all of Suriname.

- **Ministry of Natural Resources**: responsible for maximizing the use of natural resources for community's economic and social development, and provide access to water and electricity. The Energy Company of Suriname NV (EBS) is responsible for the electricity supply in urban and semi-urban areas, and the Electricity Supply Service (DEV) is responsible for the electricity supply in the interior. The NV Suriname Water Company (SWM) is responsible for water supply in urban and semi-urban areas; and the Service Water (DWV) is responsible for water supply in the interior.
- **Ministry of Labor, Technology Development and Environment**: responsible for job opportunities and employment, good labor relations, biodiversity, climate change, combating environmental pollution, quality of life in the country, stimulating innovation and innovations in production. It is responsible for environmental policy and regulation, as detailed in the following section

4.6 The Ministry of Natural Resources and the Suriname Water Company are the main institutions in charge for safe drinking water. In the past years some specific projects have been executed through the Community Development Fund Suriname (CDFS), the Fund for the Development in the Interior (FOB) and the Decentralization Program to increase access to safe water in the Interior areas. The collaboration with the Ministry of Natural Resources and the Ministry of Regional Development could be encouraged so that the water supply is guaranteed. In current situation this already takes place as the MOECD, specifically the Bureau for education in the Interior (BOB) negotiates with these Ministries to provide safe water to the schools. Through the renovation activities the needed sanitary and water facilities will be provided. The actual supply of the water can then be negotiated.

4.7 The National Institute for Environment and Development in Suriname (NIMOS) is responsible for waste management in Suriname, although there are no national regulations and guidelines. The World Bank Guidelines are the measures taken into consideration. Within the NIMOS there are two departments which could be of assistance during this project namely the Environmental & Social Assessment department and the Environmental Monitoring & Enforcement department.

4.8 Also the Environmental Inspectorate division of the Bureau of Public Health (BOG) of the Ministry of Health periodically inspects the schools on hygienic situations. If there is something wrong they write a report about the steps that has to be taken to correct this, within a certain period. Information from that division indicated that they execute periodic inspection visits to the interior areas, so collaboration with them could also be supportive to the monitoring of proper solid waste management.

4.9 **Environmental Policy and Framework.** Although the Constitution of the Republic of Suriname (1987) provides a legal basis for a national environmental policy it has not yet been approved. An Environmental Act has been drafted to lay down rules for the conservation, management and protection of a sound environment within the framework of sustainable development, but it has still not been approved.

4.10 A National Environmental Action Plan (NEAP) was compiled in 1996 (also not formally approved), and an institutional framework for environmental management and sustainable natural resource use has been established. The National Environmental Council (NMR) and the National Institute for Environment and Development (NIMOS) have been established since 1997. These institutions provide, together with the various departments, the rules and guidelines for environmental protection and sustainable use of natural resources in Suriname.

4.11 The Ministry of Labor, Technological Development and Environment (ATM) is responsible for the environmental policy and regulation, as well as supervision of compliance with employment protection and health and safety inspection regulations. ATM's Environmental Division (created in 2002) oversees governance and administration of environmental affairs. ATM is thus responsible for the coordination of the activities of other ministries regarding the use of natural resources, biodiversity conservation, regional development, etc.

4.12 NIMOS is a technical working arm of ATM, responsible for the preparation of national policy and legislation designed to protect the environment, and also to monitor compliance with national environmental laws and regulations.

4.13 In the absence of dedicated national environmental legislation, the responsibility for environmental issues remains spread between a number of agencies and departments in other ministries.

4.14 The Ministry of Natural Resources (Ministerie van Natuurlijke Hulpbronnen-MNH) is responsible for the sustainable management of natural resources, including concessions (rights) for the use of state-owned resources, among which are building materials like sand and crushed stone. The MNH issues permits to exploit quarries, borrow pits and other natural resources for construction purposes.

4.15 **Environmental Regulations.** Suriname currently does not have an overarching environmental law that promotes sustainable economic development or governs the systematic application of environmental management tools, such as environmental impact assessments, environmental management plans, and pollution control measures.

4.16 Although Suriname has not yet promulgated an Environmental Act as such, elements of environmental protection and the conservation of biological resources can be found in other legislation:

- General environmental rules and regulations for undertakings are provided by the Hindrance Act, further more explained.
- For sand and crushed stone quarries, the Mining Decree is applicable. A Mining Act has been drafted, but it has not been promulgated.
- Archaeological sites are regulated by the Monuments Law (2002).
- Waste management is not yet regulated by law, although some general articles regarding waste have been included in the Penal Code. A Waste Management Act has been drafted and is currently under consideration of policy makers.

4.17 Since World War II Suriname accepted various laws with the intention to protect the environment. Some important laws are: The Nature Protection Law of 1954; The Hunting Law of 1954; The Fish Protection Law of 1961; and The Insecticide Law of 1972.

4.18 The Nature Protection Act provides the legal framework for nature conservation. The protected areas of Suriname are divided into: four Multiple Use Management Areas, 11 Natural Reserves, and one National Park.

4.19 Forest management in Suriname is regulated by the Forest Management Act (1992) that regulates forest exploitation and primary wood-processing. The Act defines concessions and other forms of forest exploitation, respectively under License and Communal Forestry.

4.20 Suriname has subscribed multilateral environmental agreements. In 1985, it has deposited the accession to The Convention on Wetland of International Importance (Ramsar 1971), especially the waterfowl habitat, for the protection of biodiversity. This protected wetland is limited to the north-central part of Suriname, between the Atlantic Ocean and Saramacca River.

V. ENVIRONMENTAL AND SOCIAL RISKS AND IMPACTS

5.1 The Bank's safeguard screening process classified the program in category "B" given the negative environmental impacts of the construction phase under the proposed program are expected to be of small to moderate magnitude, highly localized, already altered by human occupation and typical of small to medium scale construction works. There are two groups of construction activities: (i) rehabilitation or expansion of existing primary schools and teachers housings in the interior; and (ii) construction of the CENASU and rehabilitation of the departments of the MOECD, in Paramaribo (see Annex II).

5.2 During operation phase, impacts are due to human occupation of the said facilities, mainly associated to the use of infrastructure, such as, water supply, wastewater treatment, solid waste management, use of energy provided by generator, etc.

5.3 In general the ecological impacts associated with the infrastructure improvements are not substantial, but cumulatively can be considered to be of

significance. The potential impacts of infrastructure construction in the interior are mainly related to nuisances to the neighborhood, as described as follows:

- Dust and noise disturbance. As construction takes place, dust and noise might be generated from the activities and the gathering of many workers on the site. During dry season dust can be a more important concern than during the raining season. Considering the works will take place during the school year, these disturbances might affect negatively the educational activities, as well as dwelling.
- Soil erosion and drainage. Work in some schools will result in the removal of the existing surface soil and upper levels of the underlying subsoil to provide suitable material for foundations. If not controlled, sediment may be washed from the exposed site and into nearby areas and water bodies resulting in the degradation of the sites and local environment. This adverse effect must be prevented through erosion control protection associated with construction, and revegetation of the exposed flat areas. Borrow pits, if necessary, may also affect soil erosion conditions. Construction activities can alter on-site drainage, resulting on puddling or soil erosion processes, as may also improve existing flooding conditions.
- Alteration of site safety conditions. As in some schools the available area is very limited, for both construction camp and construction activities, pedestrian circulation around the school might be affected, including areas used by the students for recreational activities. As result safety conditions for the students in the school area and around construction activities can be severely affected.
- Disturbance of educational and dwelling activities. During construction activities, due to the fact that school terms are ongoing, some disturbance can be caused to teaching activities by noise, dust emissions, and safety aspects. Also, as teachers are dwelling in the existing housing units, and schools are located nearby communities, disturbance can also be caused to the local community due to improper attitudes of workers. These conflicts can become more significant when different cultural aspects are involved.
- Use of water resources. As in most locations in the interior water supply is provided by rain water collected into water tanks, during dry season some shortage or even lack of drinking water can be experienced within the existing schools or dwellings, due to excessive consumption by workers and construction activities. Also excessive dust can compromise the quality of water captured from roofs into the water tanks, washing dust into the tanks. During operation, water supply can be insufficient during dry season, resulting in the lack of safe drinking water and unsanitary conditions in the toilet blocks.
- Wastewater. As many workers will be on site during construction activities, there will be an additional production of wastewater that might not be absorbed by the existing septic tanks, either clogging of the plumbing system or overflowing the septic tanks. Wastewater can also be not properly disposed on to the ground or into rivers close to the residential areas, polluting the environment. During operation, clogging of plumbing system can also occur due to inadequate operation of toilet facilities or even vandalism.
- Waste dumping. Waste materials from construction activities might be generated and not correctly disposed of creating inappropriate sanitary

conditions around the schools and residential areas. Additional rubbish produced by disposal of food and other domestic waste can be dumped into the environment providing conditions to grow harmful animals or insects that can transmit different diseases. During operation, inappropriate waste disposal can also occur degrading the environment and health safety conditions.

- Energy supply. In the case that energy is supplied by a local generator, impacts will be related to air pollution due to emissions caused by oil burning. Also risks are associated to oil (fuel) storage, either due to leaks from the storage tanks or due to the possibility of fire or explosion. During construction, the extra need of energy supply will intensify these risks.
- Deterioration of vegetation. The expansion of existing schools and teachers housing may impact negatively some existing vegetation around these structures. Also, a number of workers on the site as well as the construction supply activities, such as brick production, borrow pits, collection of wood, or site camps can also invade still remaining vegetation. No mangroves areas are expected to be affected, as these are not proper areas for settlements or infrastructure.
- Archaeological sites. No archaeological sites are expected to be affected by the works as the sites are all located within areas already altered by human occupation, with some level of urbanization. Anyway, in the case of such findings the artifacts, their finder, and the coordinates shall be reported to the Director of the Suriname Museum at the Fort Zeelandia Office and recorded in the national archaeological register.

VI. ENVIRONMENTAL AND SOCIAL RISKS AND IMPACTS

6.1 During the design, the project team will build on the lessons learned and activities accomplished by Phase I (SU-L1019) to develop the Environmental and Social Management Plan (ESMP). This plan will emphasize the risks, as well as potential positive and negative social and environmental impacts that could be created by the project due to its construction and operational activities. In particular, it will address the following areas:

- Identification of socioeconomic and cultural conditions. In particular, the existence of Javanese and Maroon communities.
- Description of the Consultation Process.
- Analysis of potential positive and negative socio-environmental impacts, including affected and benefitted communities.
- Analysis of institutional and legal framework
- Analysis of mitigation and prevention measures.

INDEX OF COMPLETED AND PROPOSED SECTOR WORK

Issues	Description	Expected dates	References & hyper links to technical files
Country Priorities	Bank's strategy in Suriname	Complete	IDBDOCS #36421436
Documents related to the previous loan	Technical Note: Returns to Education in Suriname	Complete	IDBDOCS #39160110
	Mid-term Evaluation	Complete	IDBDOCS # 39358692
Analytical documents related to the education sector in Suriname	Government of Suriname and UNICEF: Monitoring the situation of children and women: Multiple Indicator Survey 2010, 2013. USAID, PADF and OAS: Suriname Rapid Labor Market Study, 2013. USAID, PADF and OAS: Suriname "at-risk" youth assessment, 2013. USAID, PADF and OAS: Suriname School Drop-out Assessment, 2013. MOECD, Education Sector Plan 2010-2014 School Mapping Study 2010 2010 Situation Assessment and Analysis of Children's Rights in Suriname Even E, Educational Quality and Equality in the Inland of Suriname	Complete	IDBDOCS # 39359021 IDBDOCS # 39359022 IDBDOCS # 39359023 IDBDOCS # 39359024 IDBDOCS # 39364118 IDBDOCS # 39364105 Only hard copies available Only hard copies available
Project design	School mapping study	April 2015	
	Lower Secondary Education Analysis	April 2015	
Economic Analysis	Cost-benefit Analysis	April 2015	

Use the Index matrix to provide a brief explanation of the status of the analysis and resolution of issues for project viability, executability and risk management. If no issues, or adequately handled, the "description" column would indicate that is so and the expected dates and references/ hyperlinks would be blank – and be expected to remain so as the Index is refined through the POD and PAL.

PROJECT PREPARATION RESOURCES

PROJECT PREPARATION TIME TABLE

Description	II Sem .2014		January 2015				February 2015				July 2015				August 2015				September 2015				October 2015				November 2015			
Identification Mission I																														
Identification Mission II																														
ERM Distribution																														
VPC Invitation to ERM																														
Orientation Mission																														
Approval PP																														
School mapping study																														
Lower secondary education and tracking analysis																														
Economic Analysis																														
Operations Manual Update																														
Preparation of POD																														
Distribution of POD																														
Approval of POD																														
Distribution of Loan Proposal to OPC																														
Approval of draft loan proposal by OPC																														
Negotiation																														
Distribution of loan proposal to Board																														
Board Approval																														

PROJECT PREPARATION COSTS

I. CONSULTANCIES

CONSULTANCY	COST	
	US$	SOURCE
ESTIMATED EXPENSES		
Consultancy 1. School mapping study	12,500	ADM
Consultancy 2. Lower secondary education and tracking analysis	20,000	ADM
Consultancy 3. Economic Analysis	10,000	ADM
Consultancy 4. Support with AOP, budget and update of MO	12,500	ADM
1.1 Total estimated expenses	**55,000**	

1.2 Total executed + estimated (ADM)	**55,000**
1.3 Total executed + estimated (TC)	**-**
1.4 Grand total Consultancies	**55,000**

II. MISSIONS

PROJECT TEAM MISSIONS	COST	
	US$	SOURCE
EXECUTED EXPENSES		
Identification Mission: tickets and per diem (3 professional staff, 5 days)	7,500	ADM
Identification Mission II: tickets and per diem (2 professional staff, 5 days)	5,000	ADM
Total executed expenses	**12,500**	
ESTIMATED EXPENSES		
Orientation Mission: tickets and per diem (3 professional staff, 5 days)	7,500	ADM
Analysis Mission: (4 professional staff, 5 days)	10,000	ADM
Total estimated expenses	**17,500**	

1.5	**Total executed + estimated expenses (ADM)**	**30,000**
1.6	**Total executed + estimated expenses (TC)**	**-**
1.7	**Grand total Missions**	**30,000**

CONSULTANCIES AND MISSIONS	COST
	US$
Total executed + estimated expenses in Consultancies and Missions (**ADM**)	**85,000**
Total executed + estimated expenses in Consultancies and Missions (**TC**)	**-**
1.8 **GRAND TOTAL (executed and estimated)**	**85,000**

III. PROJECT TEAM

TEAM MEMBERS	DAYS	FTE
Maria Soledad Bos (SCL/EDU), Team Leader	60	0.30
Claudia Uribe (EDU/CJA), Alternate Team Leader	40	0.20
Katherina Hruskovec (SCL/EDU), Team Member	30	0.15
Natasja Deul (CCB/CSU), Operations Analyst	15	0.07
Livia Mueller(SCL/EDU), Project Assistant	15	0.07
Shirley Gayle (FMP/CTT), Procurement Specialist	5	0.02
Mariska Tjon A Loi (CCB/CSU), Procurement Specialist	5	0.02
Rinia Terborg-Tel (FMP/CSU), Financial Specialist	5	0.02
María Elisa Arango (LEG/SGO), Legal Consultant	20	0.05
TOTAL	195	**0.9**

DIVISION	PERCENTAGE
SCL/EDU	78.4%%
CCB/CSU	10.8%
FMP/CCT	2.7%
FMP/CSU	2.7%
LEG/SGO	5.4%
TOTAL	**100%**