

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	SURINAME/CCB - Caribbean Group
▪ TC Name:	Support to Increase Access to Inclusive Quality Education in Suriname
▪ TC Number:	SU-T1115
▪ Team Leader/Members:	ARIAS ORTIZ, ELENA (SCL/EDU) Team Leader; HOBBS, CYNTHIA MARIE (SCL/EDU) Alternate Team Leader; GANGADIN, RAIJANT AMARNATH (CCB/CSU); SCANNONE CHAVEZ, RODOLFO ANDRES (SCL/EDU); GRECO, MARIA SOFIA (LEG/SGO); SIQUEIRA MORAES, MARCOS (VPC/002)
▪ Taxonomy:	Operational Support
▪ Number and name of operation supported by the TC:	Consolidating Access to Quality and Inclusive Education in Suriname -SU-L1059 - 1.Support for Preparation
▪ Date of TC Abstract:	19 Apr 2019
▪ Beneficiary:	Ministry of Education, Science and Culture
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	\$ 150,000.00
▪ Local counterpart funding:	\$ 0.00
▪ Disbursement period:	18 months
▪ Types of consultants:	Individuals
▪ Prepared by Unit:	Education
▪ Unit of Disbursement Responsibility:	Country Office Suriname
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality

II. Objective and Justification

- 2.1 The objective of this Technical Cooperation (TC) is to conduct a series of studies analyzing various sub-sectors of education in Suriname that will close existing data gaps and provide informed decision making and policy dialogue in the country. These studies will collect information as well as best practices in potential new areas of collaboration with MOESC where key information is missing: i) programs to improve school readiness among early learners, taking into consideration special education needs; ii) public private partnerships in education for the provision of education, especially in the interior; iii) career path and in-service teacher professional development; iv) diagnostic of education management and information systems; and v) contents, technology and pedagogical approaches in secondary school.
- 2.2 Suriname has made progress in providing access to education and is close to achieving the Millennium Development Goal of universalizing primary schooling. Despite these advances, Suriname continues to face challenges: i) access and quality in the early grades; ii) very high dropout rates in secondary school; and iii) low levels of student learning, particularly in the interior. First, preschool education is far from being universal. The latest estimates from MOESC suggest that 53% of children ages 3-4 attend an early childhood education program in Suriname versus 70.2% in the Caribbean region (UNICEF global data base, 2010). Second, high levels of repetition and dropout are observed throughout

the system. In 2013, the average repetition rate ranged from 13% to 20% in grades 3-8 (MOESC, 2017). The dropout rates are particularly high in three districts: Paramaribo, Brokopondo, and Sipaliwini, ranging between 10 and 14%, two times higher than those observed in other Districts. It is important to note that there is a high concentration of students in Suriname, as nearly 65% of the students live in Paramaribo and Wanica, while the rest is distributed in the other 8 districts (MOESC 2014). Brokopondo and Sipaliwini are the most remote as some areas are only reachable by boat. Lastly, student learning is low and unequal. Results of the 2014 national exam at the end of primary education (GLO 6) show that only 24% of the students had satisfactory grades in Math, and only 62% in Language. Students in the main urban areas- Paramaribo- had higher percentages of satisfactory grades than those in the interior - Brokopondo and Sipaliwini. Persistent inequalities are mainly due to the disadvantages teachers and students face in the interior: (i) Dutch is the official language at school, but most children in the interior do not speak Dutch; (ii) teachers who agree to work in the interior are less experienced and have not received specific training in teaching in multi-grade classrooms; and (iii) many of the schools are privately run by the Catholic or Moravian churches and charge fees which families are unable to pay. The limited management capacity at MOESC is also a critical challenge. Lack of timely information on school and student performance – especially in the interior and low levels of coordination among rural offices, reduce the ability of the MOESC to design and implement adequate education policies. The IDB has supported the Government of Suriname since 2003 to carry out a reform of the education sector, through the Basic Education Improvement Program (BEIP). Three different operations (1521/OC-SU, SU-L1019 and SU-L1038) assisted in the development of a new curriculum for all grades in basic education (from grades 4-8). To build on the achievements of the IDB-financed program for basic education, the Government of Suriname aims to focus their efforts on providing more inclusive access to all levels of education in the interior, and improved quality of lower secondary education, early childhood and special education. Across these three areas, there will be special considerations for children in the interior, who are the most marginalized and have the least access to quality education. In order to build a strategic plan, the MOESC has requested the support of the Bank to gather data in areas where they are missing key information for decision making, as well as review evidence available and share relevant best practices from the LAC region.

III. Description of Activities and Outputs

- 3.1 The proposal has two main components:
- Component 1: Inclusion and access of underserved populations:
- 1) Barriers to learning in communities in the interior: This study will analyze data and collect information about current challenges families and children face in the interior. The study also will provide to the MOESC an overview of international best practice community-based approaches in rural areas to inform the discussion and create awareness about the importance of early stimulation and education in rural and remote areas.
 - 2) Public Private Partnerships (PPPs) in Education: This study will analyze successful PPPs for Education used in LAC and other regions that could be considered as a model when redefining the relationship between the MOESC and the denominations schools operating in the interior.
 - 3) Special Education Needs and Services: The MOESC has developed an instrument for early detection of special needs. This consultancy would review the current instrument, introduce best international practices for identification of special needs, and carry out an assessment of current services available to provide adequate responses to the needs that could emerge from the application of the instrument.

Component 2. System accountability and teacher professional development

1) Contents, technology and pedagogical approaches in secondary school in Suriname. This study will document the current content of the curriculum for grades 9, 10 and 11 in Suriname in the academic, vocational and technical tracks to assess the gaps in new skills such as the use of interactive technology (for coding, programming, etc.) and the use of innovative pedagogical tools and technology to foster learning.

2) Analysis of the teaching profession and in-service teacher training. Teaching methods for primary school traditionally have emphasized formal lecturing, instead of participatory learning (IADB, 2012). This study will summarize the current teaching career path (access to teaching positions, professional development opportunities, promotion requirements) across all levels with emphasis on early childhood development and special education teachers, areas that are underdeveloped. It also will conduct some classroom-observation analysis to assess the current pedagogical needs in terms of in-service teacher training and assess the capacity of the system to provide the training.

3) Education Management and Information Systems. A diagnostic of the current education management and information systems is required to identify existing issues and opportunities to improve. A consulting firm will collect information regarding the state of the various management processes that guide the education sector in Suriname and make recommendations for an improvement plan using the methodology developed in the Regional Technical cooperation for the Digital Transformation (RG-T3008).

3.2 Component I: Inclusion and access of underserved populations . In order to gather more information on the challenges faced by communities in the interior in terms of access and quality of learning, this component will support three studies: i)

Barriers to learning in communities in the interior; ii) Public Private Partnerships (PPPs) in Education; iii) Special Education Needs and Services

3.3 Component II: System accountability and teacher professional development . This component will finance three studies: i) Contents, technology and pedagogical approaches in secondary school in Suriname. ii) Analysis of teaching profession and in-service teacher training. iii) Education Management and Information Systems.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Inclusion and access of underserved populations	\$ 85,000.00	\$ 0.00	\$ 85,000.00
System accountability and teacher professional development	\$ 65,000.00	\$ 0.00	\$ 65,000.00

V. Executing Agency and Execution Structure

5.1 This program will be executed by the Bank, through its Education Division (SCL/EDU).

5.2 In their request for support, authorities in Suriname asked the Bank to execute the TC, given the Bank's expertise and access to international experts in the areas for which the MOESC seeks additional information and data.

VI. Project Risks and Issues

6.1 The risk of this TC is considered low as it is mainly supporting consultancies, data collection and studies.

VII. Environmental and Social Classification

7.1 The ESG classification for this operation is "undefined".