

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	SURINAME/CCB - Caribbean Group
▪ TC Name:	Support for Implementation of Consolidating Access to Inclusive Quality Education in Suriname
▪ TC Number:	SU-T1154
▪ Team Leader/Members:	HOBBS, CYNTHIA MARIE (SCL/EDU) Team Leader; HINCAPIE ORDONEZ, DIANA PATRICIA (SCL/EDU) Alternate Team Leader; BLASCO, IVANA (SCL/EDU); EMILIO LAGUILLO (SCL/EDU); GRECO, MARIA SOFIA (LEG/SGO); HOEPEL, LUCAS A (CCB/CSU)
▪ Taxonomy:	Operational Support
▪ Number and name of operation supported by the TC:	Consolidating Access to Inclusive Quality Education in Suriname - SU-L1059
▪ Date of TC Abstract:	22 Apr 2022
▪ Beneficiary:	Ministry of Education and Science
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$150,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	30 months
▪ Types of consultants:	Individuals
▪ Prepared by Unit:	SCL/EDU - Education
▪ Unit of Disbursement Responsibility:	SCL/EDU - Education
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	Yes
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality ; Diversity

II. Objective and Justification

- 2.1 The general objective of this Technical Cooperation (TC) is to assist the Ministry of Education, Science and Culture (MOESC) in the technical and operational execution of SU-L1059 in specific areas for which studies were carried out during the project design phase. This will include: (i) support for the development of an inclusive education strategy and awareness campaign, (ii) the design of a fund to improve school infrastructure for public and private schools, and (iii) technical support for the school infrastructure component.
- 2.2 The program Consolidating Access to Inclusive Quality Education in Suriname (SU-L1059) was approved by the IDB in February 2020 for US\$30 million and signed by the Government of Suriname in February 2022. CONTEXT for TC support. The Surinamese special education model includes children 6 to 19 years old with disabilities. In 2019, 2,080 students were assigned to special education schools. There are 21 special education primary schools, four special education schools for children with severe disabilities, and eight vocational special education schools for youth ages 15 to 19. Denomination schools are managed by religious organizations and are part of the Federation of Denomination Institutions of Suriname (FIBOS in Dutch). In 2018, they represented 42% of all schools and 36% of the student population (MOESC, 2019). The MOESC pays teacher salaries and a fixed

per-pupil per-year subsidy, provides subsidies for transportation, and reimburses for water services. FIBOS schools have full autonomy to manage their budgets, maintain and repair buildings, select teachers, purchase materials and supplies, and pay for utilities. FIBOS schools are not held accountable for the quality of the education offered or the state of the facilities. CHALLENGES to be addressed. During the design phase of SU-L1059, relevant studies were carried out on special education and on a new partnership between the MOESC and FIBOS. The first study reviewed the status of Special Education in Suriname. It found a broad mix of children with physical and intellectual disabilities in special education schools, as well as children with behavioral issues. Most teachers in these schools are not trained in special education. To face these challenges, the report recommended strengthening the CARE Unit, early diagnosis of disabilities and learning support, training of teachers in special education, curricular adaptation with respective support services, and a mechanism to support schools and families. The study also recommended movement towards an inclusive education system. The Government has requested support to establish a common understanding of inclusive education to pave the way for the implementation of a national inclusive education strategy.

The second study reported challenges faced by FIBOS schools, largely dependent on public funding. Under the current relationship between FIBOS and the MOESC, the ministry has a very limited role in supervising the quality of education provided. The study recommended closer collaboration between the MOESC and FIBOS, a new regulatory framework to guarantee stability, predictability and fairness in funding and good quality education, and development of a fund for infrastructure improvements, equipment, and teacher training for FIBOS schools. Previous IDB education projects have included school infrastructure and teacher housing. Preliminary observations from the 2019 school census revealed that they have suffered deterioration, in part due to lack of preventive maintenance. The proposed activities under the loan include the development of guidelines, awareness campaigns and training. Green principles will be introduced for construction of the new schools. These are new areas for the MOESC, and they have requested technical support to introduce and develop these areas, and provide capacity building in strategic management of school infrastructure for the Building Commission and the Project Management Unit.

III. Description of Activities and Outputs

- 3.1 **Component I: Groundwork for the implementation of an inclusive education strategy and early identification of disabilities.** This component will lay the groundwork for implementation of an inclusive education strategy. The TC will finance consultants to: (i) develop the strategy to introduce the concept and cost options for inclusive education, (ii) organize workshops with key stakeholders and prepare materials for an awareness campaign, and (iii) explore good practices for identifying disabilities and special needs at an early age and addressing those needs in an inclusive education environment.
- 3.2 **Component II: Design of a fund for public and denomination schools (FIBOS).** A "Denomination Schools' Quality Improvement Program" in the new loan operation consists of a fund for infrastructure improvements, equipment, and teacher training for FIBOS schools. The Minister has requested the design of a similar fund for infrastructure improvements for public schools. This TC component will support the design of both funds, including objectives, guidelines, criteria for selection of schools to be financed, and operational aspects of the funds.
- 3.3 **Component III: Technical support to school infrastructure component.** This component will support an international consultant to provide technical expertise in various areas of school infrastructure. This includes development and validation of

school infrastructure maintenance guidelines and planning tools, sharing of good international practices for infrastructure design, introduction to green infrastructure principles, and capacity building of the MOESC's Building Commission and the Project Management Unit.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Groundwork for the implementation of an inclusive education strategy and early identification of disabilities	US\$50,000.00	US\$0.00	US\$50,000.00
Design of a fund for public and denomination schools (FIBOS)	US\$20,000.00	US\$0.00	US\$20,000.00
Technical support to school infrastructure component	US\$80,000.00	US\$0.00	US\$80,000.00
Total	US\$150,000.00	US\$0.00	US\$150,000.00

V. Executing Agency and Execution Structure

- 5.1 This TC will be executed by the Bank's Education Division. The Bank will select and contract consulting firms in conformity with the Policy for the Selection and Contracting of Consulting Firms for Bank-Executed Operational Work (GN-2765-4), individual consultants in accordance with Human Resources policies (HRD's Complementary Workforce Employees (CWE) regulations (AM-650), and logistical services according to the Corporate Procurement Policy (GN-2303-28).
- 5.2 The Project Management Unit responsible for SU-L1038 has suffered serious staffing issues over the last two years. The onset of SU-L1059 brings additional work. These constraints undermine the PMU's institutional, technical, and operational capacity to duly and timely execute the TC activities. Further, the MOESC recognizes the Bank's expertise and access to international experts in the areas for which they seek technical assistance.

VI. Project Risks and Issues

- 6.1 One potential risk to the implementation of this TC is resistance to the introduction of new concepts, namely inclusive education and preventive maintenance, that will require buy-in from key stakeholders. For this reason, the consultancies include workshops and the development of awareness campaigns to inform and develop shared responsibility for implementation of new policies. Consultancies with FIBOS were carried out during the study.

VII. Environmental and Social Classification

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