

TC Document

I. Basic Information for TC

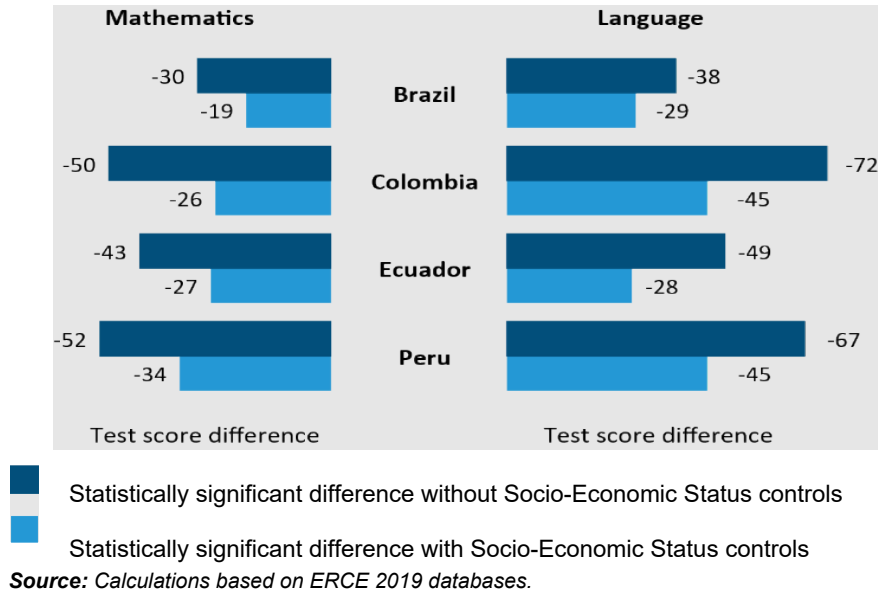
▪ Country/Region:	REGIONAL
▪ TC Name:	Advancing Intercultural Bilingual Education in the Amazon Region
▪ TC Number:	RG-T4460
▪ Team Leader/Members:	Naslund-Hadley, Emma Ingrid (SCL/EDU) Team Leader; Castro De Souza Marotta, Luana (SCL/EDU) Alternate Team Leader; Andara Chacon, Freddy Antonio (VPC/FMP); Bazan, Jorge Antonio (SCL/EDU); Arguello, Marlene Zoraida (VPC/FMP); Forero Perez Maria Alejandra (SCL/EDU); Bonilla Merino Arturo Francisco (LEG/SGO); Olivares Greta (SCL/EDU); Cuba Valdivia, Abel Armando (VPC/FMP); Tejerina Camacho, Veronica; Serrao Acioli, Ellen Cristina Takaes Santos Inaie (CSD/ACU); Olivares Greta (SCL/EDU); Cuba Valdivia, Abel Armando (VPC/FMP)
▪ Taxonomy:	Client Support
▪ Operation Supported by the TC:	n/a
▪ Date of TC Abstract authorization:	March 27, 2024
▪ Beneficiary:	Ministries of Education of Peru and Suriname.
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding:	OC SDP Window 2 - Social Development(W2E)
▪ IDB Funding Requested:	US\$300,000.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period (which includes Execution period):	36 months
▪ Required start date:	June 15, 2024
▪ Types of consultants:	Consultancy firm
▪ Prepared by Unit:	SCL/EDU-Education
▪ Unit of Disbursement Responsibility:	SCL/EDU-Education
▪ TC included in Country Strategy (y/n):	Yes
▪ TC included in CPD (y/n):	n/a
▪ Alignment to the Update to the Institutional Strategy 2024-2030:	Diversity; Environmental sustainability; Indigenous People; Social inclusion and equality

II. Objectives and Justification of the TC

- 2.1 In the Amazon region, where approximately 400 indigenous peoples speak some 300 languages, indigenous children are particularly vulnerable, facing significant challenges in educational achievement at all levels. They are at a disadvantage in developing the foundational skills necessary for lifelong learning and meaningful participation in their respective economies. In Guyana, only 53% of indigenous students reach the final years of secondary education (UNICEF, 2017). These obstacles result in lower academic outcomes, with indigenous sixth graders scoring, on average, 38 points lower on the regional standardized learning assessment (ERCE 2019) compared to their peers. Disadvantages vary among Amazon countries, ranging from 30 points in Brazil in mathematics to 72 points in language in Colombia. Furthermore, these differences persist even when controlling for socioeconomic factors in the analysis (see table 1). Other Amazon countries that do not participate in ERCE, display similar learning gaps

between indigenous students and their peers on the national learning assessments. For example, in Suriname the leaning gap is 24 percentage points in mathematics and 40 percentage points in language between indigenous students and their peers (Naslund-Hadley & Santos, 2022).

Table 1. Achievement difference between Indigenous and non-Indigenous students, Sixth Grade Mathematics and Language in the Amazon region (test-score points).



- 2.2 Both in terms of access to education and learning, there are profound gaps among different groups of indigenous students. Rural indigenous girls have the region’s lowest enrollment and attendance rates at both the primary and secondary levels of education (World Bank, 2015). Indigenous girls are at a higher risk of dropout of primary education compared with boys, as they need to care for siblings, or assist with household chores (Elacqua, 2022). It is less likely for indigenous girls to speak Spanish or attend school and if they are enrolled in school, it is also less likely that they complete primary school in comparison to indigenous boys and their non-indigenous peers (Näslund-Hadley and Santos, 2022).
- 2.3 **Intercultural bilingual education.** To address these challenges, countries have adopted intercultural bilingual education (IBE) policies. IBE is defined as “a model that seeks to consolidate the education of indigenous children in ways that support cultural, ethnic, and linguistic heritage while bolstering individual identity and helping to form a national identity that allows citizens from diverse backgrounds to live and thrive alongside each other” (Näslund-Hadley and Santos, 2022). While the exact proportion of IBE schools in the Amazon countries is unknown, a significant proportion of students study in these schools. At the preschool through primary levels, in Ecuador 11 percent of schools are IBE, and in Peru they represent 25 percent of all primary schools, reaching around two fifth of all primary students.
- 2.4 **Available evidence suggests that IBE is frequently of low quality.** Teachers often neither speak the local language nor comprehend the cultural heritage of the community. Additionally, educators in IBE schools often lack the requisite qualifications to enhance educational quality for their students. It’s common for teachers in IBE schools to lack higher education degrees, have less work experience, and teach subjects outside their specialty. Finally, the enrollment rate in IBE programs is significantly lower than the

proportion of the population who self-identify as indigenous (Näslund-Hadley & Santos 2022). Little evidence exists on what occurs at IBE classrooms and schools (López, 2009). This lack in evidence is one of the reasons that there is a gap between policy design and classroom practices (Valdiviezo, 2010, 2009; García & Velasco, 2012). Against this background, the IDB has developed a draft video coding instrument to assess the quality of IBE (EC-T1502). The instrument has been reviewed by a panel of experts and the next step is to validate it in the Amazon region.

- 2.5 **Beneficiaries.** The beneficiaries of this technical cooperation (TC) are the Ministries of Education of the participating countries. They will benefit from an increase in the knowledge of the current state of IBE practices, such as language instruction, language of instruction, and intercultural content. They will also benefit through the facilitation of dialogue with other policymakers on IBE.
- 2.6 **Objective.** The objective of the TC is to assess the quality of IBE in the Amazon region, including classroom instruction and teacher knowledge and attitudes about IBE. The specific objectives are: (i) to understand the current state of IBE practices, such as language instruction, language of instruction, and intercultural content; (ii) to produce a policy framework for IBE in the Amazon region which includes policies for IBE teacher hiring and training, language preservation, community engagement, evidence-based responses to close gender gaps, and learning models; and (iii) to foster dialogue among policymakers in the Amazon region and form inter-connected paths for action through strategic advice and the identification of global and regional support mechanisms.
- 2.7 **Strategic Alignment.** The TC is consistent with the IDB Group Institutional Strategy: Transforming for Scale and Impact ([CA-631](#)) and is aligned with the objectives of: (i) reduce poverty and inequality as it focuses on the most vulnerable student population in the region; and (ii) address climate change by researching IBE practices, including if instruction incorporates the ancestral and current day knowledge of the indigenous population of living in harmony with the environment. The TC is also aligned with the operational focus areas of: (i) gender equality and inclusion of diverse population groups ([GN-2800-13](#)) by studying gender perceptions of IBE teachers and IBE classroom practices; and (ii) social protection and human capital development ([GN-2784-12](#)) by promoting quality IBE policies.
- 2.8 The TC is consistent with the Sector Framework Document for Skills Development ([GN-3012-3](#)) by promoting culturally appropriate curricula and encouraging culturally sensitive pedagogies that are adapted to the specific needs of indigenous students. It is also aligned with the IDB Amazon Initiative which promotes the sustainable and inclusive development of the region through the inclusion of indigenous peoples, afro-descendants and local communities. The TC is also aligned with the [W2E - OC SDP Window 2 - Social Development fund](#) as it funds a TC project that aims to support the challenge of social exclusion and inequality by supporting investment in human capital and supporting efforts to promote social inclusion and diversity in member countries ([GN-2819-14](#)).
- 2.9 The Program is consistent with the IDB Group Amazonia Forever Program and is aligned with the pillars of: (iii) people by enhancing the foundational skills of indigenous peoples. The Program is also aligned with the transversal area of action of: (i) women, indigenous peoples, afro-descendants, local and/or intercultural communities.
- 2.10 Additionally, the TC is aligned with the strategies of all included countries. The IDB Group Strategy with Peru 2022-2026 ([GN-3110-1](#)) aims to “help improve basic education with an inequity-reduction, decentralized, and inclusive focus”. The IDB Group

Strategy with Suriname 2021-2025 ([GN-3065](#)) is aligned to this TC through the strategic objective to improving education and labor market outcomes.

III. Description of activities/components and budget

- 3.1 **Component I. Survey of intercultural bilingual education teachers (US\$75,000).** The TC will use resources to finance a consultancy firm to conduct a comprehensive survey of teachers working in IBE schools in the Amazon countries that participate in the TC. The survey will gather insights into the challenges, needs, and experiences of educators in these settings, with the ultimate goal of informing targeted interventions to strengthen teacher capacity and improve educational outcomes for indigenous students. Specifically, the survey will: (i) assess the current status of teacher training, qualifications, and pedagogical practices in IBE schools across the Amazon region; (ii) identify the specific challenges and needs faced by teachers in addressing the linguistic and cultural diversity of indigenous students; (iii) explore opportunities for collaboration and knowledge sharing among educators working in IBE schools; (iv) analyze perceptions of IBE teachers, including perceptions about diversity and gender; and (v) inform the development of targeted interventions and support mechanisms to enhance teacher capacity and promote educational equity in the Amazon region. The selection of the schools will be decided in dialogue with each country's Ministry of Education. Each country has schools categorized as intercultural and bilingual schools, but the terminology varies by country. All participating countries will be invited to participate in the survey. A representative sample will be drawn from each country's IBE schools.
- 3.2 Activities to be undertaken by the firm include: (i) Designing a survey instrument tailored to the unique context of IBE schools in the Amazon region, with input from key stakeholders and experts in bilingual and intercultural education; (ii) Conducting a pilot test of the survey instrument to ensure validity and reliability; (iii) Recruiting representative samples of teachers from IBE schools across Amazon countries to participate in the survey; (iv) Administering the survey electronically or through other appropriate means, taking into account language and technological accessibility considerations, such as each country's official language(s); (v) Analyzing survey data to identify key trends, challenges, and opportunities related to teacher training, qualifications, and pedagogical practices in IBE schools; and (vi) Assist in the production of reports, presentations, and other knowledge-sharing platforms to stakeholders, policymakers, and educators in the Amazon region.
- 3.3 **Component II. Video study of intercultural bilingual education (US\$95,000).** The purpose of the component is to conduct a comprehensive video study to assess the state of IBE classroom practices in the Amazon region. This component will utilize a new tool developed by the Bank specifically for the coding and analysis of IBE classroom practices. The activities will be carried out through the contracting of a consultancy firm specializing in educational research and evaluation. The firm will be tasked with the following objectives: (i) Validation of the IDB Coding Instrument: The consultancy firm will collaborate with experts in bilingual and intercultural education to validate the IDB coding instrument. This instrument has been designed to measure various dimensions of IBE classroom practices, including language use, cultural relevance, pedagogical approaches, and student engagement. The validation will include pilot testing in a sample of IBE schools. This pilot test will help identify any potential issues or challenges with the instrument and ensure its reliability and validity across different contexts. Feedback from teachers, administrators, and other stakeholders will be solicited to

refine the instrument as needed. (ii) Video Studies in Select Schools: Following the validation of the coding instrument, the consultancy firm will conduct video studies in select schools across two countries in the Amazon region.¹ These video studies will involve the observation and recording of classroom activities, teacher-student interactions, and instructional practices related to IBE. The videos will be systematically coded and analyzed using the IDB coding instrument to identify trends, patterns, and areas for improvement in IBE classroom practices. The findings from Component II will provide valuable insights into the effectiveness of IBE implementation in the Amazon region, as well as inform the design of targeted interventions and support mechanisms to enhance teacher capacity and improve educational outcomes for indigenous students. Through rigorous data collection and analysis, this component will contribute to the evidence base for evidence-based policymaking and programming in bilingual and intercultural education.

3.4 **Component III. Inter-Ministerial meeting on intercultural bilingual education (US\$130,000).** This component will finance an inter-ministerial policy dialogue to foster dialogue between policy makers in the Amazon region, including travel and logistics. This inter-ministerial policy dialogue will explore strategies to improve access and quality of education in the Amazon region and the lessons that are drawn from the Amazon for all Latin America and the Caribbean. Central topics such as educational trajectories, school infrastructure and significant connectivity will be analyzed, as well as the relevance of education in the face of cultural diversity and climate change. A firm will be contracted to assist with dialogue facilitation and logistics. The dialogue will be held in three official languages and include all material in these languages. The expected result is the signing of a letter of intent to support education in the Amazon region. And, as important, that ministers, secretaries of state, and selected IDB consultants will discuss and reflect on the most critical challenges and needs they face to implement intercultural bilingual education and close learning gaps between Indigenous and non-Indigenous students. Travel will be financed for government officials and IDB consultants.

3.5 **Budget.** The total cost of the TC is US\$300,000 to be charged against the resources of W2E-OC SDP Window 2 - Social Development.

Indicative Budget (US\$)

Activity/Component	Description	W2E-OC SDP Window 2 - Social Development	Total
Component 1. Survey of intercultural bilingual education teachers	Design and administration of a teacher survey.	75,000	75,000
Component 2. Video study of intercultural bilingual education	Conduction of a comprehensive video study to assess the state of IBE classroom practices in the Amazon region.	95,000	95,000
Component 3. Inter-ministerial meeting on intercultural bilingual education.	Travel for inter-ministerial meeting and dialogue facilitation	130,000	130,000
Total		300,000	300,000

¹ The countries will be selected in consultation with the ministries of education.

- 3.6 **Monitoring.** The Project Team will be responsible for the review of all technical and financial reporting. The Team Leader will be responsible for monitoring activities in the field, and continuous progress meetings with the counterparts and consultants.

IV. Executing agency and execution structure

- 4.1 **Executing Agency.** The Inter-American Development Bank (IDB) through the Education Division (SCL/EDU) will execute this TC. The counterparts in each country will be the ministries of education. The letter of non-objection has been received from Suriname and Peru. An amendment will be done to add Brazil, Colombia, Ecuador, and Guyana in case they present letters of non-objection. The counterparts have requested that the IDB execute the TC due to the regional nature of the project. This is consistent with Appendix 10 in the Operational Guidelines for Technical Cooperations (as modified Annex 2 of OP-619-4), which identifies the need of a strong institutional, operational, and technical capacity for the execution of the contemplated activities in technical cooperations.
- 4.2 **Execution and disbursement period.** The TC will be executed over a period of 36 months and disbursed over a period of 36 months as of the date of approval.
- 4.3 **Procurement.** The activities to be executed are included in the Procurement Plan (Annex) and the consultancy services in accordance with current Bank procurement policies and procedures. The Bank will contract the services of consulting firms for services of intellectual nature in accordance with the Policy for the Selection and Contracting of Consulting Firms for Bank-Executed Operational Work (GN-2765-1) and its Operational Guidelines (OP-1155-4).
- 4.4 **Single Source Selection (SSS).** Direct contracting is foreseen of RDP Consulting, using US\$25,000 from the TC to undertake the dialogue facilitation activities related to the inter-ministerial meeting (component 3). The SSS of RDP is consistent with the Corporate Procurement Policy ([GN-2303](#)) which allows for single-source selection in cases where it is a small assignment with an estimated value which shall not exceed US\$50,000. RDP is a consulting firm in Costa Rica with an extensive experience collaborating closely with the IDB. RDP has delivered excellence for numerous events at competitive prices. RDP brings expertise from the region as they have worked with previous organizational units in bringing together dialogue and managing the stakeholder needs.
- 4.5 **Lessons Learned.** Conducting video studies of classroom practices can provide rich insights into instructional practices. The IDB has conducted several video studies (BL-T1130; BL-L1018; CO-T1678; PR-T1092), generating lessons learned. These include: (i) Choose classroom settings that reflect the diversity of educational contexts, including different grade levels, subject areas, and socio-economic backgrounds, to capture a comprehensive view of teaching and learning practices; (ii) Use high-quality video recording equipment to capture classroom interactions, ensuring clear visuals and audio to facilitate detailed analysis of teacher-student interactions, instructional strategies, and student engagement; and (iii) Conduct iterative cycles of data analysis to explore emerging themes, patterns, and discrepancies in classroom practices, using systematic coding frameworks or qualitative analysis techniques to uncover underlying meanings and relationships.

V. Major issues

- 5.1 The risks to project execution are reduced by being directly executed by the IDB. The IDB has extensive experience in conducting education video studies and teacher surveys (NI-T1306; BL-T1130; EC-T1502). The risks associated with the survey of teachers and the video coding will be managed through the processing of an Institutional Review Board (IRB) application of Human Subjects Research. The IRB will ensure that the research meets ethical standards. By reviewing the survey protocol, the IRB will assess potential risks to participants and ensure that appropriate measures are in place to protect their rights, privacy, and confidentiality. This will include obtaining informed consent from participants and safeguarding their personal information. By scrutinizing the survey design, sampling procedures, and data collection methods, the IRB will identify any potential flaws or biases that may compromise the integrity of the research findings. This helps to ensure that the survey yields reliable and valid data that can effectively inform decision-making processes. Through the IRB review process, potential risks associated with the survey of teachers will be identified and mitigated in advance. This proactive approach to risk management helps to minimize the likelihood of adverse events or unintended consequences during the research process, protecting both participants and researchers. Obtaining IRB approval signals to stakeholders, including participants, funding agencies, and collaborating institutions, that the research has undergone rigorous ethical and scientific review. This also aligns with the IDB Personal Data Privacy Policy ([GN-3030-5](#)) which looks for evaluation design and instruments to be approved by a certified IRB to ensure that they meet commonly accepted ethical standards.
- 5.2 **Intellectual Property.** All knowledge products derived from this TC will be the Bank's intellectual property.

VI. Exceptions to Bank policy

- 6.1. There are no exceptions to Bank policies.

VII. Environmental and Social Aspects

- 7.1 This Technical Cooperation is not intended to finance pre-feasibility or feasibility studies of specific investment projects or environmental and social studies associated with them; therefore, this TC does not have applicable requirements of the Bank's Environmental and Social Policy Framework (ESPF).

Required Annexes:

[Request from the Client_65352.pdf](#)

[Results Matrix_15328.pdf](#)

[Terms of Reference_61165.pdf](#)

[Procurement Plan_46368.pdf](#)