

# Advancing Intercultural Bilingual Education in the Amazon Region (D2459)

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**Description:**

The overall objective is to help improve learning of indigenous children and youth in the Amazon region, ensuring culturally relevant and effective bilingual education from kindergarten to twelfth grade.

The specific objectives are to: (i) Conduct a systematics analysis of Intercultural Bilingual Education (IBE) national commitments and policies in the Amazon region; (ii) conduct an assessment exercise to understand the current state of IBE classroom practices (i.e. Language instruction, language of instruction, and intercultural content) in select education systems; (iii) based on extensive consultations with community and ministry stakeholders, develop a Policy Framework for Intercultural Bilingual Education in the Amazon Region, including policies for teacher training, language preservation, and community engagement, as well as curriculum development through methodologies that incorporate indigenous knowledge; and (iv) technical assistance to national ministries in the development of inter-connected paths for action with strategic advice, as well as the identification of global and regional support mechanisms that are available to the country.

**Submitted by:**

Emma Naslund-Hadley

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**Status:**

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**Category:**

Client Support

**Tags:**

advancing intercultural bilingual education in the amazon region bilingual education intercultural education lac

**Linked Ideas:****Whiteboard:****Team Leader Name**

Emma Naslund-Hadley

**Alternate Team Leader Name**

Luana Castro

**Has the proposal been discussed and authorized by the responsible sector or country department/division, as applicable?**

Yes

**Team Leader Responsible Department**

SCL

**Are there specific countries that will directly benefit from your proposal?**

Yes

**Mark the specific countries that will be directly benefited from your proposal?**

Bolivia

Brazil

Colombia

Ecuador

Guyana

Peru

Suriname

**Where applicable, describe how the proposal aligns with the respective country strategy (for each country selected)**

The proposed TC is aligned with the development challenge of social inclusion and equity as it fosters policies to close the learning gaps between indigenous students and their peers. In Brazil, one of the strategic objectives of the country strategy is to improve management and the quality of spending and infrastructure in the and education sector. Priority investments include tools to improve efficiency and equity of access. Inclusion of indigenous peoples is also a priority of the country strategy. In

Peru, the country strategy sets out "to improve basic education with an inequity-reduction, decentralized, and inclusive focus." The inclusion of indigenous peoples is a cross-cutting priority area. Bolivia, the country strategy prioritizes initiatives promoting access to quality basic services for the indigenous population. In Surinam, the country strategy prioritizes investments to improve learning outcomes and foster diversity and inclusion. In Colombia, the country strategy supports policies to improve the quality of education and prioritizes an integrated approach to boost empowerment of indigenous populations. In Guyana, the country strategy supports improved quality of primary education and diversity inclusion. In Ecuador, the country strategy prioritizes education and includes diversity as a cross-cutting focus area.

**Does the proposal align to one or more sector frameworks?**

Yes, the proposal aligns with at least one sector framework

**Identify and describe how the proposal aligns to the sector framework(s)**

The proposed TC is aligned with the Skills Development SFD (GN-3012), which supports the development of relevant and culturally appropriate curriculums and effective, culturally sensitive pedagogies and teaching methodologies adapted to the specific needs of indigenous peoples.

**Select the regional challenges and cross-cutting issues to which the proposal aligns to**

Social Inclusion and Equality

Diversity

**Justify the alignment to each selection above**

The proposed TC is aligned with the development challenge of social inclusion and equity as it fosters policies to close the learning gaps between indigenous students and their peers.

The proposed TC is aligned with the crosscutting issue of diversity as it seeks to bring skill development of indigenous children and youth to the forefront of education policy discussions. Poor Intercultural Bilingual Education policies harm learning, access, equity, cost-effectiveness, and inclusion. Yet, the limited available evidence suggest that indigenous students are frequently taught in a language they do not understand, and with education content that is not culturally pertinent. International and IDB experimental evidence suggests that massive learning improvements are feasible by intercultural teaching and learning in the language the students understand and speak the best.

**What is the estimated funding that you need in order to implement this proposal?**

300000

**Select the expected outputs of this proposal**

Project Preparation Deliverables (Implementation and Management Plans, Procurement Plans, M&E Plans, etc.)

Others

**Are outputs strictly Knowledge Products?**

**Describe the motivation and main question(s) this TC intends to answer.**

**Describe the methodological approach to be used and the type of data (when applicable) which will be used**

**Please specify the type(s) of Knowledge Product (s) this TC encompasses:**

**Please provide a brief description of the output(s) selected above (The number of units planned, and the estimated cost). If you selected others, please specify.**

The proposed TC is expected to produce the following products: (i) a systematic map of IBE commitments and policies of countries in the Amazon region; (ii) a report on the state of IBE classroom practices in the Amazon region, using a new IDB tool for the coding of IBE classroom practices; and (iii) a Policy Framework document for Intercultural Bilingual Education in the Amazon Region.

**Outcomes: If the outputs are delivered successfully, what is the change expected (in capacity, knowledge, behavior, etc.)**

The ministries of education will have knowledge of the alignment of their national IBE policies with international practice and commitments. Select education systems will also have knowledge of the state of the IBE education provided in their classrooms. Ministries of education will also have developed national paths for action for a more resilient, equitable, and effective IBE system. An additional outcome, is that the Bank will be positioned as a trusted partner, and source of knowledge and expertise in skill development of indigenous children and youth in the Amazon region.

**(0) Attachments**

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0 Comments

