

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	SURINAME/CCB - Caribbean Group
▪ TC Name:	Language Training and Connectivity
▪ TC Number:	SU-T1170
▪ Team Leader/Members:	HOBBS, CYNTHIA MARIE (SCL/EDU) Team Leader; GABRIELA GAMBI (SCL/EDU) Alternate Team Leader; SEFANYA PIERPONT (SCL/EDU); WIP, SHANNON (CCB/CSU); MENDOZA BENAVENTE, HORACIO (LEG/SGO); BLASCO, IVANA (SCL/EDU); ALEJANDRA FORERO PEREZ (SCL/EDU)
▪ Taxonomy:	Operational Support
▪ Number and name of operation supported by the TC:	Skills for Life and Work: Improving Education Opportunities and Competitiveness through Bilingual Education and Technology. - SU-L1072
▪ Date of TC Abstract:	17 Apr 2023
▪ Beneficiary:	Ministry of Education, Science and Culture
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$200,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	24 months
▪ Types of consultants:	Individuals
▪ Prepared by Unit:	SCL/EDU - Education
▪ Unit of Disbursement Responsibility:	CCB/CSU - Country Office Suriname
▪ 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 ; Productivity and innovation ; Diversity

II. Objective and Justification

- 2.1 The objective of this TC is to support the Ministry of Education, Science and Culture (MOESC) to develop a strategy to strengthen teaching of English as a second language. This will include an exploration of connectivity options for schools, teaching modalities, proposed pedagogy, and identification of training and equipment needs.
- 2.2 English is considered the language of international communication. In the increasingly globalized world, English proficiency is becoming a necessity for improving educational opportunities and competitiveness. Strong English language skills will improve personal opportunities for professional growth as well as economic development at the national level, especially considering the use of English for the service industry and for emerging energy sectors. Learning English allows students to engage and participate in a globalized and plural world. It allows them to develop a critical mindset and exercise their citizenship rights, expanding the possibilities of interaction and mobility (Pereira & Stanton, 2023).
- 2.3 Within the education sector, approximately 325 of the 500 public and subsidized schools have an internet connection provided by MOESC through Telesur. However, these schools are all located in urban or coastal areas, and even in those schools there are issues with the quality of the service (bandwidth and service interruptions).

Improved connectivity will allow for hybrid education and expand learning opportunities for students. It will also allow schools to share information with the central MOESC on a more regular basis, enhancing the Education Management Information System (EMIS).

- 2.4 This TC will carry out studies to seek best practices in teaching of English as a second language and connectivity options for schools in different settings. This will support the design of a new loan (SU-L1072), Skills for Life and Work: Improving Education Opportunities and Competitiveness through Bilingual Education and Technology. The Bank has experience in teaching of English as a second language (UR-L1093) and recently carried out a similar study of connectivity options and related pedagogical modalities for the preparation of a project in Guyana (GY-L1079) under circumstances similar to Suriname's. This TC is aligned with the Bank's Second Update to the Institutional Strategy (AB-3190-2) in the following areas: (i) Social inclusion and equality through a strategy for English language training which ultimately will improve labor market opportunities for all students. A plan to connect all schools to the internet will lead to improved quality education opportunities for all; (ii) Productivity and innovation by exploring connectivity options for the different realities of schools on the coast and in the interior. The medium may vary depending on the circumstances; (iii) Gender equality and diversity in that the strategies for English language classes and connectivity for schools across the country, in urban and rural settings, will lead to new opportunities especially for children from indigenous communities in the interior. The TC aligns with the Country Strategy with Suriname (2021-2025) (GN-3065), objective 2.2 Improving education and labor market outcomes.

III. Description of Activities and Outputs

- 3.1 **Component I: Model for English language teaching.** This supports the development of a strategy for English language teaching and a pilot to test the proposed strategy through: (i) Review of international best practices for different teaching modalities and recommendations for implementation at different age levels; (ii) Development of a proposal for technological kits for schools, based on proposed methodologies; (iii) Development of a pedagogical proposal; (iv) Piloting of the proposal in a limited number of schools.
- 3.2 **Component II: Connectivity and data management.** This component looks at the main challenges for connectivity of schools: (i) mapping current connectivity conditions in schools and strategic planning of viable connectivity options in coastal and rural areas; (ii) feasibility study for scaling the pilot with inputs for operation's design in digital components; (iii) update of core aspects and roadmap for the MOESC's EMIS, which will include regular school infrastructure updates and school information.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Model for English language teaching	US\$105,000.00	US\$0.00	US\$105,000.00
Connectivity and data management	US\$95,000.00	US\$0.00	US\$95,000.00
Total	US\$200,000.00	US\$0.00	US\$200,000.00

V. Executing Agency and Execution Structure

- 5.1 This TC will be executed by the Bank's Education Division (SCL/EDU). The Bank will select and contract 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 and SU-L1059 has suffered staffing issues over the last three years. These constraints undermine the PMU's institutional, technical, and operational capacity to duly and timely execute the TC activities and is congruent with the justification for Bank execution according to document OP-619-4, Annex II.

VI. Project Risks and Issues

- 6.1 One potential risk to the implementation of this TC is the challenge of reaching schools in the interior of the country. This could hamper the consultant's ability to adequately assess the state of these schools, particularly with regard to their connectivity options. The IDB will work with the MOESC to provide adequate transportation. In addition, a checklist may be developed to send to schools that are not accessible. Finally, INE/ENE is installing solar panels in a number of communities in the interior and is sharing information with SCL/EDU and the COF-Suriname regarding school infrastructure in those areas.

VII. Environmental and Social Classification

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