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SURINAME

SKILLS FOR GROWTH: IMPROVING EDUCATION OPPORTUNITIES AND COMPETITIVENESS

(SU-L1072)

PROJECT PROFILE

This document was prepared by the project team consisting of: Cynthia Hobbs, Team Leader, Gabriela Gambi, Maria Fernanda Prada, Ivana Blasco (SCL/EDU); Gisele Teixeira Braun, Shannon Wip, Sefanya Pierpont (CCB/CSU); Veerle Vivienne Combee, Cleide Custodio Da Silva (VPC/FMP); Javier Jimenez Mosquera (LEG/SGO); Luciana Etcheverry Hernandez (SCL/GDI); Enrique Iglesias Rodriguez (IFD/CMF); Yyannu Cruz Aguayo (SCL/LMK); Tatiana Forero Pabon, Patricia Alvarez, Gustavo Arcia (Consultants)

Under the Access to Information Policy, this document is subject to Public Disclosure.

PROJECT PROFILE

SURINAME

I. BASIC DATA

Project Name:	Skills for Growth: Improving Education Opportunities and Competitiveness		
Project Number:	SU-L1072		
Project Team:	Cynthia Hobbs, Team Leader, Gabriela Gambi, Maria Fernanda Prada (SCL/EDU); Gisele Teixeira Braun, Shannon Wip, Sefanya Pierpont (CCB/CSU); Veerle Vivienne Combee, Cleide Custodio Da Silva (VPC/FMP); Javier Jimenez Mosquera (LEG/SGO); Luciana Etcheverry Hernandez (SCL/GDI); Enrique Iglesias Rodriguez (IFD/CMF); Yyannu Cruz Aguayo (SCL/LMK); Tatiana Forero Pabon, Patricia Alvarez, Gustavo Arcia (Consultants).		
Borrower:	Republic of Suriname		
Executing Agency:	Ministry of Education, Science and Culture (MOESC)		
Financial Plan:	IDB (fund):	US$	40,000,000
	Total:	US$	40,000,000
Safeguards:	Policies triggered:	Environmental and Social Policy Framework (ESPF)	
	Classification:	C	

II. GENERAL JUSTIFICATION AND OBJECTIVES

2.1 **Economic context.** Suriname is confronting a severe macroeconomic crisis. The country had not fully recovered from the 2015 commodity price shock when the COVID-19 pandemic hit in March 2020. After consecutive annual contractions of 15.9% and 2.7% in 2020 and 2021, Suriname's economy is estimated to have grown by only 1.3% in 2022[1] and is expected to grow over the medium term at a rate of 3%. By sector, growth projections are variable. Overall economic growth is projected at 2.3% in 2023, with growth projections in some sectors as low as 0.6%. In addition, there are large disparities between economic opportunities for people in urban and coastal areas versus largely indigenous and Maroon communities in the interior, where education and jobs are scarce.[2] The Government of Suriname (GoS) is seeking ways to bolster the economy following the pandemic and the downturn in economic growth (GN-3065). Investment in human capital is key to support economic growth and diversification of the economy. Citizens need to enhance their skills, including language, digital, and technical skills, to improve public services, stimulate the productive sector, bolster competitiveness, and ensure successful participation in a highly

[1] International Monetary Fund (IMF). Regional Economic Outlook. April 2023.

[2] Suriname's population is racially and ethnically diverse, divided into urban, coastal, and 'Interior' areas. Most people in the Interior belong to Indigenous and Maroon communities who are historically, economically, and culturally distinct from the rural and urban populations (Menke and Sno, 2016).

competitive labor market. The GoS also aims to strengthen connectivity within Suriname and with neighboring countries to increase tourism and trade, among other sectors.

2.2 **Overview of the education system.**[3] In Suriname's education system, pre-primary education includes grades 1 and 2 (ages 4-5), primary comprises grades 3 to 8 (ages 6-12), lower secondary includes grades 9 to 12 (technical vocational/TVET program–LBO) and upper secondary comprises grades 13 to 15 (academic program) or 13 to 16 (technical vocational/TVET program–MBO). There are 99 academic lower secondary and 61 upper secondary schools, 52 technical schools offering LBO, four major providers offering MBO[4], and 11 special needs schools with various levels of technical education. In 2019, nearly 35% of students were enrolled in LBO.

2.3 A common general curriculum is being developed for grades 9-10 to give all students stronger basic skills and introduction to TVET subjects. Students enter the TVET track through assignment following a placement exam (Grade 10), or after passing a Grade 12 examination to move from the academic track to TVET for Grades 13-16. The academic track is generally more desirable at Grade 10, but some students opt for technical school for MBO programs, especially for technical areas which lead to immediate employment.

2.4 During Suriname's Education Congress 2023,[5] the following issues were discussed that are relevant to this project: (i) With increasing globalization, there is greater demand for international skills, such as cultural competencies, *foreign languages,* and intercultural understanding; (ii) Changes in technology will increase the demand for new *digital skills* and knowledge; (iii) *Vocational education* must respond to digital transformation and ensure curriculum flexibility and adaptability. Awareness of environmental issues and the need for sustainable practices will increase the need for green professions, such as renewable energy, environmental management, and agricultural technology.

2.5 **English language skills.** Improved English language skills are paramount for Suriname to participate more actively in the predominantly English-speaking Caribbean Community (CARICOM) and CARICOM Single Market and Economy, in the global market, and in emerging sectors in Suriname. The MOESC faces several challenges with delivering English language curriculum: (i) There are insufficient *qualified teachers for upper secondary level*. Some 88% of the 305 English teachers are qualified to teach lower secondary English, but only a few are qualified to teach upper secondary English[6]; (ii) The *teaching college curriculum is not aligned with international standards*, nor CEFR standards nor the CARICOM qualifications framework; and (iii) *Materials and assessments for English language teaching are outdated.* The lower secondary textbook, from 1967, focuses heavily on grammar and vocabulary. Upper secondary uses a 2007 textbook but the digital and

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3 Research and Planning, MOESC, 2019.

4 LBO and MBO are Dutch acronyms. LBO focuses on basic entry-level occupations in craft, business, and service sectors. MBO prepares students for technical fields.

5 Suriname's Education Congress 2023 was held in Paramaribo from October 6-7. https://sites.google.com/view/onderwijscongresminowc2023/home?authuser=1.

6 Research and Planning, MOESC, 2023.

online materials are not accessible to all teachers due to lack of digital infrastructure at schools and absence of a digital education strategy.[7]

2.6 **Digital skills and ICT readiness of the education sector.** Educational systems' ICT readiness involves setting the grounds and enabling conditions for integrating technology into teaching and learning, including digital skills, internet access, funding, and regulatory framework to inform policy development (UNESCO, 2022). Suriname's teachers and students have limited digital skills; they use mobile phones for personal use but few have other devices, and digital skills training opportunities are scarce. There are large disparities among youth with digital skills by socioeconomic status, geographic location, and ethnicity according to UNICEF's Multiple Indicator Cluster Survey (MICS6) data. Around 13% of the poorest youth have digital skills compared to 73% of the wealthiest, 46% of urban youth compared to 31% in coastal areas and 10% in interior regions, and 20% and 23% of Indigenous/Amerindian and Maroon youth compared to at least 45% of their peers.[8] In terms of education attained, 8% of youth with primary education possess ICT skills compared to 63% of secondary school completers and 87% of those with higher education. There are several ongoing national initiatives,[9] including planned internet connectivity to all schools by 2024, and an ongoing E-Gov initiative. But to date, meaningful school connectivity for teaching and learning is limited. Of the approximately 550 public and subsidized schools, 325 have internet connection provided by MOESC through Telesur.sr[10]. These schools are mostly located in urban or coastal areas, the connection is to the director's office, and there are issues with quality of bandwidth and service interruptions. Schools in the interior are rarely connected. As connectivity expands, MOESC's Information Technology (IT) Department has limited capacity to manage and monitor digital infrastructure, including IT support and maintenance.

2.7 **Technical Vocational Education and Training (TVET).** The TVET programs require updating to ensure they are high quality and demand-driven. Students graduate without the skills needed by employers and Suriname requires greater human capital to further its development and modernize its economy.[11] Despite recent investments from the Caribbean Development Bank and Islamic Development Bank in TVET-related areas (mostly infrastructure) and initiatives to upgrade the junior vocational education level to increase employability of graduates and make TVET programs more accessible to students in remote areas, most programs offered were designed over 30 years ago.[12] TVET programs face several challenges: (i) shortage of quality teachers and insufficient training opportunities for them; (ii) no Ministry system to oversee quality of programs offered or services provided by TVET institutions;[13] (iii) inadequate school infrastructure and equipment; and (iv) absence of a structured relationship between MOESC and the private sector, affecting relevance of programs and formal coordination between the Ministry and companies to provide students

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7 IOL interview, November 30, 2023

8 https://data.unicef.org/resources/suriname-education-fact-sheets-2019/

9 The Telesur National Broadband Project, Suriname-Guyana Submarine Cable System and expansion of 5G network (https://www.telesur.sr/zakelijk/telesur-seogs/telesur-solutions-for-your-business/).

10 Telesur.sr is a state-owned telecommunications company.

11 Ori, et al., 202X "Position Paper Vocational Education.

12 Richards, 2022 "Analysis and Diagnosis of the Training System in Surinam", consultancy report.

13 Idem.

with workplace learning opportunities or internships. Male enrollment (65%) is higher than female enrollment (35%) in the TVET track, and females mostly study in service sectors leading to lower paying jobs.[14]

2.8 **Justification.** Suriname's Multiannual Development Plan 2022-2026 identifies the need for expansion of ICT/digital and TVET programs, especially for the interior, to help citizens improve their skills and reach higher educational levels. English proficiency enables international communication and a competitiveness in the global job market. Digital and technical skills facilitate active participation in the labor market and contribute to the country's economic growth. The proposed program addresses the development of English language, digital skills and skills for work and improves programs and connectivity options for students, building on ongoing national efforts. Emphasis will be placed on strategies to make these education opportunities available to students in the interior.

2.9 **Strategic Alignment.** This program is consistent with the Bank's Second Update to the Institutional Strategy (UIS) (AB-3190-2) and is aligned with the development challenges of: (i) social inclusion and equality through strategies for English language, digital skills and TVET training, and connectivity for schools leading to improved quality education opportunities for all; and (ii) productivity and innovation by exploring connectivity options for schools and TVET courses aligned to evolving labor market needs. It is aligned with cross-cutting themes of gender equality and diversity through targeted opportunities for females in TVET programs and new opportunities for indigenous children via digital skills and connectivity, and Climate Change and Environmental Sustainability through acquisition of energy efficient equipment and development of skills for green industries. The program will contribute to the Corporate Results Framework (CRF) (GN2727-12) by measuring the number of students who benefited from education projects.

2.10 It aligns with the current IDB Group Country Strategy with Suriname (2021-2025) (GN-3065) in the strategic area of promoting private sector competitiveness by developing a strategy for improving English language, digital and TVET skills needed to close skills gaps and meet future labor market demands and a plan to provide connectivity in all schools.

2.11 It is aligned with the Gender and Diversity Sector Framework Document (GN-2800-10) and the Employment Action Framework with a Gender Perspective (GN-3057). The project is consistent with the Sector Framework Document for Skills Development (GN-3012-3) by fostering digital skills for teaching and learning.

2.12 **Objectives.** The general objective of the project is to promote the development of skills for growth and competitiveness, focusing on English language, digital skills and skills for work. The specific objectives are to: (i) strengthen the quality of English language instruction for upper primary and secondary school levels; (ii) improve access to learning opportunities aided by technology for primary and secondary school levels; and (iii) support the MOESC in developing and offering high quality TVET programs that respond to evolving needs of employers.

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[14] Ori, et al., 202X "Position Paper Vocational Education".

2.13 **Component 1. Strengthen teaching of English** (US$5 million). This component will improve the quality of English language programs and increase the number of certified English teachers. It will finance: (i) an updated pedagogical proposal following international good practices; (ii) updated teaching materials; (iii) new assessment tools; (iv) upgrading of the training program to meet international qualifications and training of teachers; and (v) a pilot and rollout of the strategy.

2.14 **Component 2. Strengthen teachers' digital skills and educational system's ICT readiness** (US$19 million). Building on current government efforts to expand connectivity, this component will improve ICT readiness of Suriname's educational system by harnessing data, integrating digital technologies into teaching and learning, and strengthening digital competencies for teachers. It will finance: (i) a digital strategy for education to guide integration of digital technologies for pedagogy and management, according to the country's different contexts, including a specific focus on schools in the interior to support indigenous and Maroon students' digital skills; (ii) technology and connectivity options in schools, including digital infrastructure, internal network, energy-efficient devices and equipment; (iii) teacher professional development in digital skills; and (iv) strengthening of MOESC's institutional and technological capacity to plan, deliver and monitor the educational system's ICT readiness.

2.15 **Component 3. Upgrade secondary technical and vocational education (TVET)** (US$14.5 million). This component will strengthen and develop secondary education TVET programs aligned with employers' needs based on international good practices. It will finance: (i) a needs assessment and roadmap to transform TVET in secondary schools; (ii) a rationalization of TVET programs and updated curriculum; (iii) development of related learning materials; (iv) training of teachers and instructors; (v) upgraded physical spaces and energy-efficient equipment, as needed; (vi) strategies to improve collaboration with the private sector including more workplace learning opportunities for students; and (vii) activities to increase enrollment and completion of female students in TVET education, focused on high paying jobs, including curriculum with a gender perspective.

2.16 **Program administration and evaluation** (US$1.5 million)**.** This provides project execution support to the Project Management Unit, including independent audits and monitoring and evaluation of the project.

2.17 **Expected impact and results.** This project will: (i) increase the percentage of students proficient in English and the number of teachers qualified to teach upper secondary English; (ii) improve schools' ICT readiness, teachers' digital skills and students' access to technology for teaching and learning; and (iii) increase the number of students enrolled in and/or graduated from TVET courses aligned with employers' needs in areas such as agriculture, service and energy industries.[15]

[15] These sectors were identified as promising in their potential to generate employment by preliminary studies carried out for SU-L1061 (Cicowiez, 2022).

III. TECHNICAL ISSUES AND SECTOR KNOWLEDGE

3.1 To achieve the goals of this project, the GOS and the Bank agreed that a specific investment loan is the most suitable instrument. This instrument is considered to be appropriate due to its fixed scope, logical interdependence of the components and its physical and technical individuality. The total amount of the loan is US$40 million from the Ordinary Capital resources of the Bank, and the project will be disbursed over a period of five years. The execution structure for program management will continue as established under current loan operations, whereby the Borrower is the Republic of Suriname and the Executing Agency is the MOESC working with a Program Management Unit (PMU). The PMU will oversee the technical and operational implementation of the program, including administrative tasks, procurement, and financial management, and coordination with MOESC staff on technical decisions and execution of the activities.

3.2 The Bank has learned the importance of high-quality, contextualized materials and assessments in the development of English language training programs (3225/OC-UR) for Component 1. The IDB has experience regarding Component 2 in digital transformation of school management, teaching, and learning (ATN/OC-18966-JA, ATN/OC-19514-JA), and is developing a tool for teacher self-assessment of digital skills (ATN/OC-19645-RG). Ongoing training in digital skills for teachers and trainers in Caribbean countries, including Suriname, has provided lessons regarding challenges in engaging Surinamese teachers (ATN/CF-18864-RG). Schools' readiness for digital learning and connectivity is addressed in Guyana and Brazil under similar circumstances (5809/OC-GY, 5750/OC-BR) and aligns with the Education Management Information System (EMIS) component of the ongoing loan operation (4984/OC-SU). Curriculum reforms and teacher training in student-centered pedagogy in current education projects in Suriname, and EMIS upgrades, will pave the way for the proposed English language and digital skills components (3603/OC-SU, 4984/OC-SU).

3.3 Related to Component 3, IDB has developed a framework to identify essential elements for successful TVET systems to prepare students with skills to thrive in a constantly changing labor market (IDB-TN-1328), which has guided IDB's work on TVET projects (ATN/OC-15890-CH,5749/OC-BL). Salient lessons learned from IDB's operational work highlight the importance of: (i) training and continuous support for teachers (3773/OC-UR); (ii) curricular transformations required to ensure that skill needs are formally incorporated in the education system (3539/OC-CH); and (iii) strong cooperation between schools and the private sector to identify and update skills required by employers (3787/OC-BH, 2739/OC-BA, 4645/OC-JA)..

3.4 The IDB team has procured a technical cooperation (ATN/OC-20233-SU) to do the following studies: (i) pedagogical approaches to teaching English as a foreign language; (ii) identification of technological kits to deliver improved teaching and learning in different school settings; (iii) assessment of school connectivity and development of a plan to connect schools to the internet or alternative connectivity options; (iv) development of an Education Management Information Roadmap to improve data collection using school connectivity; and (v) assessment of secondary education TVET program content.

IV. Environmental Safeguards and Fiduciary Screening

4.1 In attention to the Environmental and Social Policy Framework (ESPF), the operation was classified as Category “C” since only minimum or no negative environmental or social effects are to be expected.

4.2 **Fiduciary screening.** There is limited human resource capacity in the MOESC to execute the project activities. An experienced Project Management Unit (PMU) is overseeing implementation of two IDB-financed loans. However, the PMU has suffered frequent staffing changes, especially due to low salaries established by the Ministry of Finance. It has proved challenging to replace staff, especially with adequate experience in procurement. Difficulties in finding qualified personnel for the PMU, as well as experienced technical staff within the MOESC, may affect the timing, efficiency and effectiveness of the project.

V. Other Issues

5.1 The preliminary risk assessment identified a medium-high risk regarding possible weak coordination between the Executing Agency and other institutions involved, especially since the PMU will work with new institutions. This could lead to delays in achieving the program's objectives. An institutional capacity assessment will identify other potential risks and determine mitigation strategies to address them.

VI. Resources and Timetable

6.1 Annex V details the preparation schedule and establishes the milestones for the Proposal for Operational Development (POD) to be distributed to QRR on March 13, 2024. The presentation of the operation to the Board is expected on June 12, 2024. The Technical Cooperation (ATN/OC-20233-SU) was approved on July 27, 2023 for US$200,000 to support the design of the operation and close data and knowledge gaps in the areas described in Section III. The total administrative budget for preparation is US$88,348.

CONFIDENTIAL

[1] The information contained in this Annex is confidential and will not be disclosed. This is in accordance with the "Deliberative Information" exception referred to in paragraph 4.1 (g) of the Access to Information Policy (GN-1831-28) at the Inter-American Development Bank.

E&S Screening Filter

Operation Information

Operation Name	
Skills for Growth: Improving Education Opportunities and Competitiveness	
Operation Number	SU-L1072

Operation Details

Organizational Unit	IDB Sector/Subsector
SCL/EDU	
Type of Operation & Modality	Original IDB Amount
LON / ESP	$40,000,000.00
Executing Agency	Borrower
SU-MESC	MINISTRY OF FINANCE
ESG Primary Team Member	Team Leader
	Cynthia Marie Hobbs
Toolkit Completion Date	Author
17/10/2023	Jessica Eileen Arango Laws (Esg Guidance Service)
Applicable ESPSs with requirements	
ESPS 1; ESPS 2; ESPS 10	

Operation E&S Classification Summary

Environmental and Social Impact Categorization (ESIC)	C

Disaster and Climate Change Risk Classification (DCCRC)	Low

Environmental and Social Risk Rating (ESRR)	Low

Summary of Impacts / Risks and Potential Solutions

The project has no environmental and social impacts and/or risks therefore no Environmental and Social Assessment (ESA) or Environmental and Social Impact Assessment (ESIA) process will be conducted for the project during preparation.

There are no contextual risks associated with the project (e.g. political instability, oppression of communities, armed forces in the project area).

The operation will not have direct impacts associated with child labor or forced labor in the workforce.

The operation will not have significant indirect and/or cumulative impacts associated with child labor or forced labor in the workforce.

The Executing Agency or other relevant entity (in relation to the operation) has a proven track record to respect and protect the fundamental principles and rights of workers (including fair treatment, commitment to non-discrimination, equal opportunity, protection of workers including workers in vulnerable situations, work accommodations, migrant workers' rights, collective bargaining and rights of association) and compliance with national employment and labor laws.

The operation will not result in the direct loss of employment (i.e. retrenchment).

The operation will not result in the indirect and/or cumulative loss of employment (i.e. retrenchment).

The Borrower will prepare and operate a Grievance Redress Mechanism for all workers (direct and contracted).

The operation will not cause direct impacts associated with accidents, injury, and disease arising from, associated with, or occurring in the course of work.

The operation will not cause indirect and/or cumulative impacts associated with accidents, injury, and disease arising from, associated with, or occurring in the course of work.

The operation will promote a sustainable use of resources including energy, water and raw materials.

The operation will not have direct adverse impacts on human health and the environment due to pollution from project activities.

The operation will not have indirect and/or cumulative adverse impacts on human health and the environment due to pollution from project activities.

The operation will not generate direct impacts generated by solid waste (hazardous and/or non-hazardous).

The operation will not generate indirect and/or cumulative impacts generated by solid waste (hazardous and/or non-hazardous).

The operation will not have direct negative impacts to the environment and human health and safety due to the production, procurement, use, and disposal of hazardous materials such as PCBs, Radiological Waste, Mercury, CFCs, etc.

The operation will not have indirect and/or cumulative negative impacts to the environment and human health and safety due to the production, procurement, use, and disposal of hazardous materials such as PCBs, Radiological Waste, Mercury, CFCs, etc.

The operation will not have direct negative impacts to the environment and human health and safety due to the production, procurement, use, and disposal of pesticides.

The operation will not have indirect and/or cumulative negative impacts to the environment and human health and safety due to the production, procurement, use, and disposal of pesticides.

The operation is not expected to or currently produce directly GHG emissions.

The operation is not expected to or currently produce indirectly-cumulatively GHG emissions.

The operation is not considering alternatives to implement technically and financially feasible and cost-effective options to avoid or minimize project-related GHG emissions during the design and operation of the project.

The operation has no exposure to climate transition risks related with a loss of value of a project driven by the transition to a lower-carbon economy, result from extensive policy, legal, technology, and/or market changes to address climate change.

There are no direct health and safety risks associated with the design of structural elements or components of the operation (e.g. existing or new buildings, earthworks, bridges, drainage, roadways, power stations, transmission and distribution poles, underground utilities, and dams), and/or road transport activities (e.g. transport of heavy or over-sized equipment) which could result in health and safety impacts to third parties and project-affected people.

There are no indirect and/or cumulative health and safety risks associated with the design of structural elements or components of the operation (e.g. existing or new buildings, earthworks, bridges, drainage, roadways, power stations, transmission and distribution poles, underground utilities, and dams), and/or road transport activities (e.g. transport of heavy or over-sized equipment) which could result in health and safety impacts to third parties and project-affected people.

The project will not directly affect the public (including workers and their families) by exposing them to hazardous materials released by the project, particularly those that may be life threatening.

The project will not indirectly-cumulatively affect the public (including workers and their families) by exposing them to hazardous materials released by the project, particularly those that may be life threatening.

There is no potential for the project or project-related activities (e.g. the influx of temporary or permanent project labor, among others) to directly result in or exacerbate community exposure to water-related (i.e., waterborne, water-based, and vector-borne diseases) and/or communicable diseases (e.g. COVID).

There is no potential for the project or project-related activities (e.g. the influx of temporary or permanent project labor, among others) to indirectly-cumulatively result in or exacerbate community exposure to water-related (i.e., waterborne, water-based, and vector-borne diseases) and/or communicable diseases (e.g. COVID).

The project's direct impacts on priority ecosystem services will not result in adverse health and safety risks and impacts to the project-affected people.

The project's indirect and/or cumulative impacts on priority ecosystem services will not result in adverse health and safety risks and impacts to the project-affected people.

There is no potential for an emergency or unanticipated event to occur in the project area of influence that demands immediate action to prevent or reduce harm to people, property, and/or the environment.

Natural hazards, such as earthquakes, droughts, landslides, floods, wildfires, or others, including those caused or exacerbated by climate change, are not likely to occur in the project area, and there will be no impact the project, and/or the project will not exacerbate the risk from natural hazards to human life, property, and/or the environment.

There is no potential direct impacts to workers and project-affected people related to the use or arrangement of security services to safeguard personnel and/or property.

There is no potential indirect and/or cumulative impacts to workers and project-affected people related to the use or arrangement of security services to safeguard personnel and/or property.

The project will not lead to direct impacts related to physical, and/or economic displacement - Impacts include, and are not limited to, relocation; expropriation; loss of shelter; loss of land; loss of assets; restrictions on land and natural resources; loss of income; loss of livelihoods; loss of social safety net.

The project will not lead to indirect and/or cumulative impacts related to physical, and/or economic displacement - Impacts include, and are not limited to, relocation; expropriation; loss of shelter; loss of land; loss of assets; restrictions on land and natural resources; loss of income; loss of livelihoods; loss of social safety net.

Vulnerable people will not be disproportionately affected by direct impacts related to land acquisition - people may be considered vulnerable by virtue of disability, state of health, indigenous status, gender identity, sexual orientation, religion, race, color, ethnicity, age, language, political or other opinion, national or social origin, property, birth, economic disadvantage, or social condition. Other vulnerable people include the elderly, children, single-headed households, refugees, internally displaced persons, natural resource dependent communities.

Vulnerable people will not be disproportionately affected by indirect and/or cumulative impacts related to land acquisition - people may be considered vulnerable by virtue of disability, state of health, indigenous status, gender identity, sexual orientation, religion, race, color, ethnicity, age, language, political or other opinion, national or social origin, property, birth, economic disadvantage, or social condition. Other vulnerable people include the elderly, children, single-headed households, refugees, internally displaced persons, natural resource dependent communities.

The operation doesn't have the potential to directly impact modified habitat that include significant biodiversity value.

The operation doesn't have the potential, including through the supply chain, to indirectly-cumulatively impact modified habitat that include significant biodiversity value.

The operation doesn't have the potential to directly convert or degrade natural habitat.

The operation doesn't have the potential, including through the supply chain, to indirectly-cumulatively convert or degrade natural habitat.

The operation doesn't have the direct potential to implement project activities in critical natural habitat.

The operation doesn't have the indirect and/or cumulative potential, including through the supply chain, to implement project activities in critical natural habitat.

The operation is not expected to directly impact a legally protected area or an internationally recognized area.

The operation is not expected, including through the supply chain, to indirectly-cumulatively impact a legally protected area or an internationally recognized area.

The project will not directly introduce (intentionally or accidentally) alien, or non-native, species of flora

and fauna that have the potential for invasive behavior in areas where they are not normally found.

The project will not indirectly-cumulatively, including through the supply chain, introduce (intentionally or accidentally) alien, or non-native, species of flora and fauna that have the potential for invasive behavior in areas where they are not normally found.

The project is not likely to adversely directly impact ecosystem services.

The project is not likely to adversely indirectly-cumulatively, including through the supply chain, impact ecosystem services.

The project is not expected to cause adverse direct impact on Indigenous Peoples. FPIC is required when there will be (i) impacts on lands and natural resources subject to traditional ownership or under customary use; (ii) Relocation of Indigenous Peoples from lands and natural resources subject to traditional ownership or under customary use; or (iii) significant impact on Cultural Heritage.

The project is not expected to cause adverse indirect/cumulative impact on Indigenous Peoples.

Indigenous Peoples are not expected to be adversely impacted by direct project related land-acquisition or access restrictions. Note that all impacts on lands and natural resources subject to traditional ownership or under customary law requires FPIC.

Indigenous Peoples are not expected to be adversely impacted by indirect/cumulative project related land-acquisition or access restrictions. Note that all impacts on lands and natural resources subject to traditional ownership or under customary law requires FPIC.

The project doesn't have the potential to cause adverse direct impacts on Indigenous Peoples who live in isolation and initial contact.

The project doesn’t have the potential to cause adverse indirect and/or cumulative impacts on Indigenous Peoples who live in isolation and initial contact.

The project is not expected to directly damage or negatively impact cultural heritage.

The project is not expected to indirectly-cumulatively damage or negatively impact cultural heritage.

The project is not expected to directly damage or negatively impact critical cultural heritage.

The project is not expected to indirectly-cumulatively damage or negatively impact critical cultural heritage.

The project will not negatively directly affect people due to their gender, sexual orientation or gender identity.

The project will not negatively indirectly-cumulatively affect people due to their gender, sexual orientation or gender identity.

The project is not expected to lead to direct risks and impacts associated with Sexual and Gender-based Violence.

The project is not expected to lead to indirect and/or cumulative risks and impacts associated with Sexual and Gender-based Violence.

The project will not potentially face direct barriers to equitable gender-based participation.

The project will not potentially face indirect and/or cumulative barriers to equitable gender-based participation.

The project will not deal with a subject matter and/or be implemented in an area where the manipulation, interference, coercion, discrimination, and intimidation of stakeholders has been documented.

ESPS 1 - Assessment and Management of Environmental and Social Risks and Impacts

The Executing Agency will not prepare and maintain an Environmental and Social Management System (ESMS) for the operation as defined under ESPS 1.

The Borrower/Executing Agency's has good organizational capacity and competency for managing environmental and social issues.

ESPS 2 - Labor and Working Conditions

The Executing Agency will prepare and maintain an Environmental and Social Management System (ESMS) for the operation with specific elements related to Labor and Working Conditions under ESPS 2.

ESPS 10 - Stakeholder Engagement and Information Disclosure

The Borrower will operate a Grievance Redress Mechanism at the Project level (direct and contracted).

Text for the Environmental and Social Annex of the PP for Cat. C operations

In accordance with the Environmental and Social Policy Framework of the Bank, the operation was classified as Category “C” because only minimum or no negative environmental or social effects are to be expected. The actions of the Program will finance for Component 1: (i) an updated pedagogical proposal following international good practices; (ii) updated teaching materials; (iii) new assessment tools; (iv) upgrading of the training program to meet international qualifications and training of teachers; and (v) a pilot and rollout of the strategy. For component 2: (i) a digital strategy for the education sector to provide direction and guidelines on the integration of digital technologies into teaching and learning according to the country’s different contexts; (ii) technology and connectivity options in schools, including digital infrastructure, internal network and adequate and energy efficient devices and equipment; (iii) teacher professional development in digital skills; and (iv) strengthening of the MOESC’s institutional and technological capacity to plan, deliver and monitor the educational system’s ICT readiness. And for Component 3: (i) a needs assessment and roadmap to transform TVET in secondary schools; (ii) a rationalization of the TVET programs offered with updated curriculum; (iii) development of related learning materials; (iv) training of teachers and instructors; (v) upgraded physical spaces and energy efficient equipment, as needed; and (vi) strategies to improve collaboration with the private sector including the expansion of workplace learning opportunities for students.

In order to comply with the requirements of the ESPF and especially those of the Environmental and Social Performance Standards 1, 2, and 10, during preparation any existing environmental and social management instrument in the Executing Unit and/or in the applicable local regulations will be reviewed.

Index of Completed and Proposed Sector Work

Issues	Description	Dates	Link to Document
1. Studies required for preparation of Project Profile (PP)	Multi-Annual Development Plan of the Republic of Suriname 2022-2026	Concluded	Link
	Skills Development Sector Framework	Concluded	Link
	Gender and Diversity Sector Framework	Concluded	Link
	IDB Group Country Strategy with Suriname 2021-2025	Concluded	Link
2. Additional studies for technical design	Monitoring and Evaluation Plan (team)	Pending	
	Economic analysis (consultant)	Pending	
	Environmental and Social Guarantees Annexes (team)	Pending	
	ICAP (consultant)	Pending	
	POM, PEP, PP, AOP (consultant)	Pending	
	Pedagogical Approaches to Teaching English as a Foreign Language	Pending	
	Identification of technological kits for teaching and learning	Pending	
	Assessment of School Connectivity in Suriname	Pending	
	Development of an Education Management Information Roadmap	Pending	
	Assessment of current secondary education TVET program content	Pending	
3. Analytical documents and data related to technical aspects (English language,	Renandya, W. A., & Widodo, H. P. (Eds.). (2016). *English Language Teaching Today: Linking Theory and Practice.* Springer.	Concluded	
	Richards, J. C. (2006). *Communicative Language Teaching Today.* Cambridge University Press.	Concluded	
	Vinogradova, P., & Shin, J. K. (2020). *Contemporary Foundations for Teaching English as an Additional Language: Pedagogical Approaches and Classroom Applications.* Routledge.	Concluded	

digital skills, TVET)	Ortiz, E. A., & Cristia, J. P. (2014). The IDB and Technology in Education: How to Promote Effective Programs? IDB Technical Note IDB-TN-670. Washington, D.C.: Inter-American Development Bank.	Concluded	Link
	Pin, J., Saltos, M., & Villafuerte-Holguin, J. (2023). Contributions of Digital Competencies toward the Speaking Skills in English Language Classes in Ecuadorian Elementary Schools. *Education Quarterly Reviews*, 6(1), 490-503. URL: https://papers.ssrn.com/abstract=4391663	Concluded	Link
	UNICEF. (2020). *Suriname Education Fact Sheets 2019: Analyses for Learning and Equity Using MICS Data.*	Concluded	Link
	Statista. (2022). Suriname—Urbanization 2012-2022. Statista. URL: https://www.statista.com/statistics/728456/urbanization-in-suriname/	Concluded	Link
	Ori, et al. (2023). Position Paper: Targeting the Development of Vocational Education in Suriname.	Concluded	Link
	Richard, D. M. (2022). Analysis and Diagnosis of the Training System in Suriname.	Concluded	Link

CONFIDENTIAL

[1] The information contained in this Annex is confidential and will not be disclosed. This is in accordance with the "Deliberative Information" exception referred to in paragraph 4.1 (g) of the Access to Information Policy (GN-1831-28) at the Inter-American Development Bank.