This report was prepared by the relevant national authorities in view of the World Education Forum (Incheon, Republic of Korea, 19-22 May 2015). It was submitted in response to UNESCO’s invitation to its Member States to assess progress made since 2000 towards achieving Education for All (EFA).

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The paper can be cited with the following reference: “Education for All 2015 National Review Report: Suriname”. For further information, please contact: efa2015reviews@unesco.org
Ministry of Education and Community Development Suriname

SURINAME
Education for All Report
2010 -2013
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<tr>
<td>ADEKUS</td>
<td>Anton De Kom University of Suriname</td>
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<td>AHKCO</td>
<td>Academie voor Hoger Kunst- en Cultuuronderwijs</td>
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<tr>
<td>ANER</td>
<td>Adjusted Net Enrolment Rate</td>
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<td>ATM</td>
<td>Ministry Of Labour Technological Development and Environment</td>
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<td>AWP</td>
<td>Annual Work Plan</td>
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<td>BEIP</td>
<td>Basic Education Improvement Program</td>
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<td>BLS</td>
<td>Basic Life Skills</td>
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<td>BOS</td>
<td>Bureau Education and Study Facilities</td>
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<td>CARICOM</td>
<td>Caribbean Community</td>
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<td>CBO</td>
<td>Community Based Organization</td>
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<td>CENASU</td>
<td>Centre for Continuing Education Suriname</td>
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<td>CFE</td>
<td>Child Friendly Education</td>
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<tr>
<td>COVAB</td>
<td>Central Nurses Training Institute and Related Professions. (Elsje Fink- Sanichar College)</td>
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<td>CTK</td>
<td>Child Care Institutions</td>
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<td>DR</td>
<td>Dropout Rate</td>
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<td>ECCE</td>
<td>Early Childhood Care and Education</td>
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<td>ECD</td>
<td>Early Childhood Development</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>EMIS</td>
<td>Education Management Information System’</td>
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<td>EOV</td>
<td>Elementair Onderwijs voor Volwassenen</td>
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<tr>
<td>ETR</td>
<td>Effective Transition Rate</td>
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<tr>
<td>GER</td>
<td>Gross Enrolment Ratio</td>
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<td>GIR</td>
<td>Gross Intake Rate</td>
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<td>GLO</td>
<td>Elementary Education</td>
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<td>GOS</td>
<td>Government of Suriname</td>
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<td>GPI</td>
<td>Gender Parity Index</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>HIV/AIDS</td>
<td>Human Immunodeficiency Virus Infection / Acquired Immunodeficiency Syndrome</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<tr>
<td>IDB</td>
<td>Inter-American Development Bank</td>
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<td>IOL</td>
<td>Institute for Advanced Teacher Training</td>
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<td>JTV</td>
<td>Youth Dental Care</td>
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<td>LBO</td>
<td>Basic Vocational Education</td>
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<td>LOBO</td>
<td>Teacher Vocational Training College</td>
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<tr>
<td>M&amp;E</td>
<td>Monitoring &amp; Evaluation</td>
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<tr>
<td>MICS</td>
<td>Multiple Indicator Cluster Survey</td>
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<td>MINOV</td>
<td>Ministry of Education and Community Development</td>
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<td>MOECD</td>
<td>Ministry of Education and Community Development</td>
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<td>NER</td>
<td>Net Enrolment Rate</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organisations</td>
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<td>NIR</td>
<td>Net Intake Ratio</td>
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<td>NOVA</td>
<td>National Organ for Accreditation</td>
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<td>NSP</td>
<td>National Sector Plan</td>
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<td>OBP</td>
<td>Education Professionalization Bureau</td>
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<td>OSU</td>
<td>Parental Participation Stimulation Unit</td>
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<td>PAHO/WHO</td>
<td>Pan American Health Organization/World Health Organization</td>
</tr>
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<td>PCR</td>
<td>Pupil Class Ratio</td>
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<tr>
<td>PI</td>
<td>Pedagogic Institute</td>
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<td>PI</td>
<td>Paedological Institute</td>
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<tr>
<td>PMU</td>
<td>Program Management Unit</td>
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<td>PTA</td>
<td>Parent Teachers Associations</td>
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<td>PTC</td>
<td>Polytechnic College</td>
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<tr>
<td>PTR</td>
<td>Pupil Teacher Ratio</td>
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<td>RR</td>
<td>Repetition Rate</td>
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<td>SEP</td>
<td>Sector Education Plan</td>
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</table>
SOV  Secondary Education for Adults
SPCOS  Protestant Christian Education in Suriname
SR  Survival Rate
TRS  Teacher Resource Center
TVET  Technical and Vocational Education and Training
UN  United Nations
UNDAF  United Nations Development Assistance Framework
UNESCO  United Nations Educational, Scientific and Cultural Organization
UNFPA  United Nations population Fund
UNICEF  United Nations Children’s rights & Emergency Relief Organization
VEOV  Preparatory Basic Education for Adults
VOJ  Junior Highschool
VOS  Senior Highschool
VVBO  Flemish Association for Development Aid and Technical Assistance
Section 1 Introduction

With this review Suriname examined “what has been achieved with regard to national development goals, how EFA has been achieved, what the current challenges are. The report further gives a picture of specific education data linked to the methods in which the measures have been applied by the Ministry of Education and Community Development. Suriname’s education system is centralized and is coordinated, coached and regulated by the Ministry of Education and Community Development. (MINOV). The ministry is also the greatest financier of education services. Since May 2010 MINOV consists of two directorates:
1. The directorate Education
2. The directorate Culture
For the organization chart of MINOV I refer to the appendix.

On the basis of the Development Plan 2012 – 2016 the Government Bouterse Ameerali will pay extra attention to education, science and culture. After all, the Government is aware that education, science and culture are important tools for the development process. Which ultimately should lead to prosperity and well-being of our people. The policy on the areas mentioned will therefore focus on the creation of the right and necessary conditions, which enable every individual, every citizen can develop optimally whereby he can contribute from his own possibilities to the development of our country.

According to the Government, the educational system must close the gap between between existing programmes of study and specific needs of the labor market. Education should contribute to the development of a society in which people can shape their lives themselves and be able to live together with others, a society in which citizens are willing and able to take responsibility for themselves and their environment.

Nationally there are a number of cooperating partners who in recent times have helped to improve the quality and access to education. Some of these partners are:
- Presidential Taskforce Education
- Presidential working Group “Child and Youth Policy”
- Business world
- Non gGovernmental Organizations (NGOs)
- Ministries

Some international organizations that have been involved in the education sector are:
- International Development Bank (IDB)
- FlemishAssociationfor Development Aid and Technical Assistance (VVOB)
- UNICEF
- CARICOM

To have a good overview of the various strategies, implementation of projects for the purpose of improving the quality and accessibility of education, there are several departments of the Ministry Of Education and Community Development in charge of the implementation, monitoring and evaluation of the various activities that directly or indirectly have an impact on EFA goals. In the annex is indicated which departments are responsible for the various activities.
Although the Government is doing everything possible to reach the different educational goals in an appropriate and efficient way, there seem to be some shortcomings in the implementation of various activities. One of the shortcomings is unlocking of the interior. Reaching the hinterland of Suriname remains a challenge for the Government. Also the change of ministers of education within this period has caused some stagnation of some programmes and activities.
Section 2 Main EFA activities and challenges in 2010 – 2013 and targets 2015

In this chapter for the period 2010 – 2013 several policies and projects that have been carried out with national and international organizations/committees included have been taken down. These policies and projects are linked to the six EFA goals and overlap each other.

2.1 Policy Measures

The policy measures adopted by the Bouterse- Ameerali administration between 2010 – 2013 relating to EFA goals are briefly described in the following paragraphs. It should be mentioned that in Suriname there has no explicit EFA STRATEGIC PLAN been developed yet, but there are activities under way to the EFA goals. The activities can be linked to the several policy documents in the field of education and measures have been taken by the Cabinet of the President of Suriname, including the “Task Force Preparation Education Innovation, August 4, 2011”

2.1.1 Early Childhood Development (ECD)

The ECD policy has as the target Group children in age Group 0 –9 year and is base don the right of every child on survival, growth, development, protection and participation. It also aims at policy with respect for cultural diversity, a sustainable coherent package of quality facilities to realize that all young children in Suriname receive the best opportunities of an optimal holistic development to dignified, confident, productive citizens who make a positive contribution to the national development.

In december 2002 the Minister of Education installed the Interministerial Committee on ECD and indicated with this Act the importance of ECD. The Commission was given the mandate to coordinate and monitor national and international the ECD policy and the resulting activities. By stakeholders in Suriname in 2003 the ‘Operational Plan for 2004-2005 ECD’ was adopted. The plan has as crucial points to establish:

- Effective integrated facilities in the field of early child development;
- National awareness of the importance of ECD;
- Development, implementation and securement of the ECD legislation and policy;
- A child-friendly learning environment, in which the access and opportunities to develop themselves are present;
- Special attention to children with disabilities and children infected with and/or affected by HIV/AIDS.

To implement the plan the coming years, after acceptance by stakeholders, there are a number of steps or shared projects initiated to implement the ECD policy, these are:

- Information dissemination and mobilising the community to participate in care in the areas of ECD and to stand up for quality education;
- Developing a custom communication strategy for the implementation of the ECD policy. Communications is a tool, that ensures the development of structured action and for achieving effective results where all the boys and girls can have benefits (0 to 8 years old);
• Visualize the ECD principles and standards through scientific research data, economic, political and practical arguments;

• Increase the attention for the importance of investing in the child at this stage and methods to illustrate how to bring about changes in early child development, the care and education by policy development aimed at the public;

• Develop an education communication association with the public by a cultural approach to ECD issues.

   a. Formulate clear messages to:
      1. Guarantee good ECD care;
      2. Promotion of high quality ECD education;
      3. Promotion of investment in the economy of the country by investment in ECD.
   
   b. Advocating rights of children by raising awareness of ECD. This will take place by disseminating information capacity building of ECD institutes.

To carry out this project the following fixed annual activities have been established:

1. Quarterly publications of ECD-magazines; (writing, graphic design & printing)
2. Printing of ECD folders, brochures, files, posters, banners an calenders;
3. Broadcast of radio and TV-programmes;
   - Radio spots about the list of 5
   - Special ECD television documentaries and
   - Child participation media project

Mainly responsible for the ECD policy are the ministries of Education, Youth Development, Sport & Public Health, justice, Social Affairs & housing & Police, Regional Development, Transport, Communications, Tourism and Finance. We emphasize that the other ministries also play a role in the development of the young child.

2.1.2. Construction of New Buildings, rehabilitation and renovation of schools and houses.
In the context of the implementation of the school building project a beginning has been made with the renovation of Senior- Junior and primary schools in various locations. Painting and setting up new buildings are those activities which will be carried out in Paramaribo, edge districts and in the Interior.

2.1.3 Subsidy to households
This policy consists of 2 (two) components namely: a) Scholarships to study in Suriname: fair offer apply to students who want to study further. The possibility to qualify for a scholarship. b) Cost of provided scholarships for study abroad: for students studying abroad there are agreements with some countries that Suriname partly pay regarding the study of students.
2.1.4 Project National Organ for Accreditation (NOVA)
Accreditation is a principle whereby an institution voluntarily is evaluated as a whole or as part (Faculty, course) to become certified. With the adoption and promulgation of the law NOVA accreditation will structurally be addressed. A Commission Implementation Act NOVA has been prepared for the operationalization of the organ such as:

1. Setting up an Accreditation Council;
2. Setting up an Accreditation Agency and staff.

2.1.5 Study loan for Higher Education in Suriname
The purpose of study loan is funding of students in secondary education to seniors level, secondary education, vocational education and vocational education and the Adek University of Suriname. In the start-up phase for the time being will only qualify the students of full-time day courses at the Anton de Kom University of Suriname and the Institute for the training of Advanced Teachers. The students can choose a basic package and an additional package. It is not possible to only choose a supplemental package. With the borrowed amount the student is enabled with less financial obstacles the study to complete within the specified period of study. The study loan is refunded with 4% interest per year and is calculated on the amount refunded and both during the study period as during the repayment period. The repayment period is set at 2½ times the nominal study duration. So if the study lasts 4 years, the student gets the opportunity to repay the loan with interest in 10 years.

Students who complete a study phase with an average grade of 8 or the study within the nominal study duration will, in recognition of their special performance, be rewarded with a partial remission. For this the Fund for student financial aid and the Supervisory Board, after coordination with the relevant actors, will establish the rules.

2.1.6 Project Parental participation
The international trend in education is to let parents/guardians to participate in education process (Cali and Voskens, 2008). By all sorts of circumstances parents/guardians often are not able to provide the necessary attention to the school and the education of their children, which leads to poor results. The Foundation for the education of the child is laid at home after all. The Ministry
works to strengthen participation of the parents to get a high degree of parental involvement, in order to create a child-friendly learning environment. Raising awareness of parents of the contribution they can do to improve the performance of their children at school will cost much effort. Some examples are regular meetings/trainings with parents, trainers, teachers, for which often specific learning material is needed. This project will start as a pilot and expand throughout the country as a ink stain. The specific purpose will result in better school results, in which the pupil is central.

2.1.7 Reform of the education system and improvement of the quality of education
During the school years 2010 – 2013 a number activities was started which will result in a complete improvement of the quality of our education.

- The reform of our education system, including widening of us primary education (eight-year basic education). The further improvement of vocational education on junior level, LBO A, B and c.
- The provision of schools at senior and junior highschool level with up-to-date books/learning tools. Not all subjects are included now, but the final aim is to arrive at an overall renewal.
- Set up a quality management department/unit, which will have the task of monitoring activities that will lead to quality improvement in our education.

Training and recruitment of quality staff is a first step. The officials will contribute, among other things, to support the educational process by monitoring activities such as identifying bottlenecks and drawing up improvement plans and projects. In this the inspection also has a contribution as a regulator on the quality of education. The joint actions, which include that together with the schools an improvement plan will be prepared and implemented, should ultimately result in increasing teaching efficiency both quantitative (number of graduates) and qualitative (meet the demand of society). The improvement plan will have to ensure that:

- repeating of pupils is declining
- teaching skills of teachers improve
- the evaluation instruments in teaching process be improved
- the promotion standards evaluated and improved

2.1.8 After school child care
In 2012 the after school child care was launched at various schools. The care includes providing a hot meal, recreational activities, assisting in doing homework, extra activities to support and guidance of children after school. Children are taken care of after the regular school hours in an educational way. Weak students can get extra attention under expert supervision, so that they can better perform at school. After-school training activities are developed and implemented
with the objective to contribute to the (development) of youth. The number of schools that participate in the after school care has now grown to 200 schools nationwide. The total project will also be evaluated to determine what the successes are and where possibly should be adjusted.

2.1.9 Measures aimed at teaching staff compensation position.

For optimal results and monitoring education quality is the more than necessary that the teaching staff is regularly trained in the new developments in the field of education. Regular training leads to professional development in their own field. Under professionalization means: to deepen all activities of a competent teacher for his/her knowledge, insight, skills and professional attitudes and expand, building on the initial competence acquired in the training. These include, among others, teachers who take further education (upgrading) for a master's degree in Spanish. The graduate teachers nationwide will be used to improve the teaching of the Spanish language. At present we urgently lack qualified Spanish teachers.

2.1.10 Centre for Continuing education Suriname (CENASU)

An important aspect in quality education is being able to have well-trained teachers and teachers who continue to be aware of the latest developments in education development, nationally and internationally. Having the knowledge and skills of the latest methods and techniques in teaching and teaching methodology in the learning process is indispensable. Hence the Ministry is working on the continuous learning of teachers and other interested parties, so also Office officials. CENASU should take the lead in training of teachers who are already in the system.

Goal of CENASU
This Office is there to increase the quality of education in Suriname and work out through organizing training and guidance activities for different target groups at different levels, all of whom have to be sustainable.

Target groups of CENASU are:

- departments of the Ministry of education (MOE) Department: Department of Curriculum development, guidance, Exam Bureau "Junior and senior highschool and elementary school Inspection Office,
- teacher training colleges
- school boards private schools
- all elementary schools (pre-primary and primary education)
- all schools at junior and highschool level.
2.1.11 Improving education in the Interior
Also in the Interior numerous programs are running, aimed at the improvement of the quality of education. Through the Nucleus centres the teachers in Albina and Brokopondoare assisted in the performance of their duties. In order to increase the chances of further education, two boarding schools (one on Atjoni and one on Drietabbetje) are being built.

2.1.12 Adult education/informal education/lifelong learning
Adult education is given to illiterates since 1988 and adults, who have not completed primary school. Adult education in Suriname is also called ‘Bigisma Skoro’. The adult education and literacy department has started a class on the basis of registrations for the following target groups:
- Adults aged 18 years and over who are not able to read and write
- Adults aged 18 years and older who have not completed basic education because of circumstances

2.1.13 Higher education
Higher education includes all training at post-secondary level for which for admission minimal a diploma at senior highschool level is required or its equivalent. The Anton de Kom University of Suriname (ADEKUS), the Institute for training of Advanced teachers (IOL), the LOBO, the Polytechnic College (PTC) and the AHKCO are institutions governed by the Ministry of Education. The Central Training for nurses and those in related professions (COVAB) and youth dental care (JTV) are governed by the Ministry of Health. The relationship with the Minov and the degree of autonomy by institution are different. Semi-government ADEKUS has a large degree of autonomy. IOL governed by the Directorate of Education and falls under the statutory regulations for schools. This is subsumed under the Directorate for AHKCO culture, while PTC was established as a public Foundation.

2.1.14 Implementation of activities of Basic Life Skills Education
Implementation Basic Life Skills Education has been mentioned in different policy documents of the Ministry of Education as a subject that is a necessity that should be implemented both in the current education system as in primary education (elementary education), so that children and young people can develop skills to cope with life's challenges. Related to the implementation of the Basic Life Skills education program in grade 5 and 6 of the Elementary schools and grade 1 and 2 of the junior highschools activities for the service year 2013 are planned.
2.2 Nationae and international cooperation and implemented projects

The national and international cooperations and projects implemented in the period 2010-2013 are:

2.2.1 Basic Education Improvement Programme (BEIP)

The Government of Suriname (GOS) has a multi-year development plan covering 2012 to 2016. One of the plan’s four pillars is social and human development, which includes education. The MOECD developed a National Sector Education Plan (SEP) for the period 2004–2008; a new SEP will be finalized in 2012. The primary objective of the education sector, as reflected in the draft plan, is to adequately prepare individuals with the skills and abilities required to increase productivity and meet current labor market challenges. In order to achieve the objective, both sector plans emphasize two main adjustments: (i) developing a new basic education system from pre-primary through junior secondary, including curriculum revision and teacher training; and (ii) improving the effectiveness and efficiency of education management at the MOECD and in schools.

Background of 1st BEIP

In 2002 the Ministry of Education and Community Development (MOECD) sought the support from the Inter-American Development Bank (IDB) to formulate and design a project that responds to the most urgent needs and challenges the country was facing in the education sector, in the areas of **quality** (such as teacher and principal training, education materials, school infrastructure and MOECD capacity among others); and **internal efficiency** (dropout rates, repetition rates). The goal of the project is to contribute to the development of human capital in Suriname. The objective of the project is the improvement of the quality and internal efficiency of basic education by means of updating the educational contents and processes, providing inputs to schools and supporting institutional reforms to strengthen the Ministry of Education and Community Development and build-up management capacities at school level. From 2002 to 2003 the IDB team and Government counterpart worked in conjunction to develop and approve in December of 2003, the First Basic Education Improvement Project (BEIP). The **goal** of the 1st BEIP Program was to contribute to the development of human capital in Suriname, and its **objective** was to **improve the quality and internal efficiency of basic education** by means of updating the educational contents and processes, providing inputs to schools and supporting institutional reforms to strengthen the MOECD and build-up management capacities at the school level. The BEIP 1 program period was March 2004 – March 2009. However due to some delays, the completion was done by March 2012.

The 1st BEIP Program achieved revisions in the curriculum for grades 1-3; design of curriculum framework for grades 1-8; renovation of 55 schools; construction of 10 teacher resource training centers; training of 3,300 education stakeholders; provision of 106,000 textbooks and learning materials; completion of 72 innovation fund projects; development of ITEM bank system to support assessment of new curriculum; and establishment of EMIS.

The 2nd BEIP Program will continue the efforts that were initiated under the 1st BEIP program.
2nd – BEIP program objective
The Program’s overall objective is to improve the internal efficiency and quality of the new basic education system, eliminate the tracking system and create a new basic education system with initial focus on the first eight years from pre-primary through primary.

The strategic objective of the Program is to eliminate the tracking system and create a new basic education system with initial focus on the first eight years from pre-primary through primary. Doing so will give all students the time required to develop the foundation in core skills such as reading and comprehension, writing, and mathematics and essential life skills.

All levels will follow a seamless transition to facilitate students’ ability to build upon each prior year’s learning and skills development, giving them the foundations required for success in their future endeavors, whether they choose vocational/technical or academic routes. While all students will receive the same general education, the new first phase of the basic education system will have the flexibility to allow students to focus on their interests through elective subjects, as well as provide adequate support to low performing students. Education approaches can also be modified as required to meet the needs of children in urban, rural, and interior areas of the country. This type of education system can increase the competitiveness of the Suriname education system and contribute to the integration with Caribbean Community (CARICOM).

The four components and subcomponents in which BEIP is focusing on are:
1. Improve student learning outcomes in basic education
   • Redesign of curriculum, testing and examination
   • Provide schools with appropriate textbooks and learning materials
2. Information and Communication Technology in education
3. Increase access to basic education in the interior and improve facilities of MOECD
4. Improvement of the management at the MOECD and school levels
   • Capacity development of MOECD staff
   • Strengthening and expanding the EMIS
   • Monitoring and evaluation and social marketing

2.2.2 Flemish Association for Development Aid and Technical Assistance (VVOB)
PROGRESS is the multiannual programme the Ministry of education (MOE) and VVOB implement in Suriname. The program focuses on institutional capacity development service providers to schools so that schools are able to achieve quality education (VVOB annual report 2011-2013). The PROGRESS programme focuses on the following areas:
1. strengthening the MINOV departments Inspection and guidance;
2. improving the quality of teacher training centres;
3. drawing up a sustainable professional development for teachers and other school staff;
4. the elaboration of an Education Management Information System (EMIS);
5. strengthening the nucleus centres (post-university centres in the Interior of Suriname);
6. capacity development of MINOV-management.
2.2.3 UNICEF projects

1. Child Friendly Schools – In-Service Teacher Training
In relation to the strategic vision document “Ik geloof in jou” an in-service teacher training program was developed and implemented to strengthen the capacity of all teachers in Suriname in implementing Child Friendly Education practices. During the years 2010, 2011, and 2012 MINOV and UNICEF trained 90% of all teachers in the interior (more than 800 teachers at 90 schools) through three, two days, in-service teacher training programmes covering subjects on activating didactics and the creating of conducive learning environments.

The evaluation of the third phase of the programme surfaced the need for additional training of teachers in the interior of Suriname on the topics of Activating Didactics and effective learning environments. In 2013, an additional training programme, specifically addressing the learning needs of teachers in the interior, has been developed, 18 Master Trainers and School Guidance Staff received a training-of-teachers course, and 800 teachers in the interior are trained.

2. Continued professional support to capacity strengthening of teachers in the interior of Suriname
Directly related to the In-Service Teacher Training program, continuous support to teachers in the interior when implementing new educational practices has been identified as a crucial point of action. Through the development of a training programme for new and current School Guidance staff at the two Nucleus Centres in the Interior of Suriname and at the School Guidance Department in Paramaribo, MINOV and UNICEF have been strengthening the on-site professional guidance to teachers in the interior of Suriname.
This project is strengthening the capacity of School Guidance staff at the Nucleus Centres in the interior and at central Ministry level through the development of an advanced training programme for on-the-job training of 10 guidance staff members for the Nucleus Centres and the training of 10 senior staff at the Guidance Department. The training of senior staff at the Guidance Department will allow them to support the training of new Guidance Staff members utilizing the newly developed training materials and to structurally support all teachers in the interior regions of Suriname in implementing Child Friendly Education.

3. Increasing school performance through the application of Computer Aided Learning
Aiming to strengthen the school performance of 700 children in the interior of Suriname, the MINOV and UNICEF are jointly introducing Computer Aided Learning in five pilot schools in the interior districts of Marowijne, Brokopondo and Sipaliwini.

Currently 135 laptops are procured and installed at the five pilot schools. A maintenance contract with an ICT service provider assures the computers to remain operational during the pilot phase. Active lobbying of MINOV and UNICEF resulted in the, free of charge, provision of educational software on the topics of Math and Language to be used for the pilot project. In addition to the procurement of the laptops, a joint MINOV – UNICEF analysis of the school facilities took place, resulting in support to equip three pilot schools with a solar panel electricity system. Additionally, the momentum of the project was used by two schools to fundraise additional resources for the building of a computer classroom and procurement of additional equipment.
Training sessions were conducted to provide all teachers of the pilot schools with basic and advanced computer skills. 53 Teachers, School Leaders and members of the Parents Associations were trained in early January in basic ICT skills and usage of the provided practice software. 22 Change Agents (consisting of teachers, community members, policy makers and project stakeholders) received training on the usage of the education software, through a distance learning programme. 60 Teachers, School Leaders and members of the Parents Associations were trained in the usage of the educational software and its practical implementation at school and class level.

INTERMEDIATE ASSESSMENT

The assessment was done from jan till march 2014 and it measured if the intervention (the placement of laptops with Math and Language supportive software on it) has successfully contributed to children’s and teachers' performance in Math and Language, and satisfaction levels of children, teachers, parents and communities in the 5 target schools. Limitations of this assessment is that the gathered test results have not been analysed as yet since the implementation period has been relatively short (the project started in 3rd quarter of school year 2012-2013 instead of the first as was planned).

It can be concluded that the satisfaction level of children is strongly increased after the intervention has taken place at the five pilot schools. Children of all pilot schools like to go to school, especially now the school has been provided with laptops. All children have been working on a laptop at school during computer classes. The laptops are an extremely motivating tool for the children, especially due to the Math and Language supportive software on it, which includes a student rewarding system, and visual -and interactive materials. More than half of the children indicate now that computer class practice is their favourite subject, especially to practice 'Tables' on the laptops. Children feel that the laptops help them at school to perform better. Math and Language subjects became much nicer for the children, now they can practice Math and Language subjects on the laptops.

Children, as well as teachers and communities feel that the laptops are stimulating and motivating the children to perform better. Children feel they understand Math and Language much better now they can practice on the laptop.

Software used: Ambrasoft

4. Capacity building of the Research and Development Unit

This workshop is part of a comprehensive approach in which the Department is both quantitatively and qualitatively strengthened. Quantitative has to do with the lack of senior management within this Department. Qualitative reinforcement has to do with developing a training that should impart the skills and competencies of scientific research to the staff. This training is part of the two-year process in which in the very project will focus on two categories of officials: policy makers and policy researchers.
5. Schoolmapping
The School Mapping program is part of the EMIS and aims to develop a better understanding of early school leavers and performance, with a particular focus on schools in the Interior of Suriname. Besides collecting data about the educational facilities and infrastructure, School Mapping program highlights the differences between the urban and rural regions in Suriname. Data is collected through interviews with teachers and school leaders.

6. Strenghting of the schoolguidance department
Promotion of the capacity of the school supervisors in the Department Guidance in Paramaribo and the Nucleus centers at Albina and Brokopondo and the Nucleus centres to support implementation of child-friendly education at schools in Paramaribo and in the Interior of Suriname.

2.2.4 Task Force Voorbereiding Onderwijsinnovatie
The Task Force is a Presidential Commission installed on 04 August 2011 by the President of the Republic of Suriname. The Task Force aimed at the quality of education and access to education in order to improve the results which in recent years have dropped to pull them to a higher level. Measures taken to increase the quality of education include:

1. Stop registration/placement problem of pupils/students who can find no place by building additional classrooms, restoration of schools/areas, plumbing and new school construction.
2. State decision for students free tuition for primary and secondary education
3. New subsidies for special education
4. Widening vocational education in districts and Interior
5. Replacement of obsolete textbooks/learning materials at basic education (primary and secondary education)
6. Construction of library, media library and ICT rooms
7. By law establishing classes the minimum teacher- pupil ratio of primary and secondary education
8. Inservice Training for all teachers in primary and secondary education
9. Extension of effective hours of class
10. More qualified teachers at secondary education
11. Restrict non-attendance of teachers
12. Highlights of computing and language learning
13. The professionalisation of teachers in compiling reliable tests
2.3 Challenges within the activities and projects in relation to EFA

Whereas the majority of the activities have been implemented and a substantial amount of the targets were achieved, during the course of the year challenges in programme implementation were encountered. Limited implementation capacity within some departments at the Ministry of Education and Community Development (MOECD) caused the need for additional technical support during programme implementation (e.g. through the use of external consultants). Coordination amongst different departments and units within the ministry at times proved to be challenging. Stronger internal alignment of programmes and communication processes could be put in place to enhance synergy between various donor initiatives and to avoid overlap of activities. In addition to the above mentioned challenges, internal administrative procedures at MOECD were identified to be an impeding factor in some instances, causing delay in project implementation.

Specific challenges and delays are summarized:

3. High staff turnover at the department of Research and Planning at the MINOV. As a result of this staff turnover the completion of some project and activities encountered multiple delays.

2. Due to circumstances some projects were not implemented. For example: “the strengthening and expanding of the EMIS”

3. Some projects and activities with UNICEF encountered some delays and challenges
   A. Commitment and ownership within the Government in development and implementation of the AWP.
   B. Strong coordination and communication between the MOECD and the Ministry of Foreign Affairs.
   C. Strong coordination and communication between the Head of Bureau International Relations and the Education specialist from UNICEF.

1. Lack of context and knowledge capacity within the Ministry can also be indicated as a bottleneck.

2. Implementation of Basic Life Skills program has not yet been realized.

3. There is also a wide variety of differences within higher education institutions in their management, financing, control/monitoring. To ensure that programs of higher education will effectively contribute to local, regional and national development innovative plans for cooperation between the institutions of interest will be developed.

4. Attention should be paid to the mutual cooperation. Furthermore, attention should be given to the education content integration, exchange of teachers for the care of lectures and practicals, study programmes, admission requirements, exam systems, tax credits and study standards for study, expensive colleges.

5. In the calculation of the costs of primary education, is not based on the average cost per pupil. Because of our infrastructure it is not possible to perform this calculation. Using the ABS will bring improvement in the future.

6. For pre-primary education a budget was never established, because this project is carried out moderately. From the President's Cabinet a Commission was appointed, headed by Mrs. Ferrier, to develop the pre-primary thought. For this is on the education budget an amount of SRD 200,000 reserved. This is not to express in percentages compared to the total expenditure on education.
7. The structures of the MINOV do not lend themselves to a specific picture of expenditure from a point focused on basic education. To calculate this will need to be based on:

- School Construction
- Learning Tools
- Utilities
- Maintenance
- Personnel Costs
Section 3 Progress towards the EFA goals

In chapter three, the various policies, projects and activities in the period 2010 – 2013 are described in relation to the six EFA goals. Because of a shortage of capacity, know-how and lack of financial resources, it has not been possible to investigate the analyses of the different factors that can do a statement about a particular indicator. Furthermore, only the tables that show a significant difference are described in the six goals. Also other relevant data will be included pertaining to the targets.

3.1 Expanding ECCE (Early Childhood Care and Education)

Goal 1
Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

In Suriname ECD is subdivided as follows:

- Age group 0-4 year.
- Age group 4-5 year.
- Age group 6-9 year.

Taking a glance on the quality-oriented approach to the assessment of early childhood education in Suriname we see that the current state of the issue of evaluation is the following:

There is no comprehensive evaluation of children 0 to 4 years. The Ministry of Health covers this age group with regard to immunization, nutrition and mother and child care focusing on breastfeeding. Indicators/ criteria: Children are brought to health consultation bureaus were their development is monitored. The Ministry of Social Affairs and Housing covers the care in day care centers, mainly public day care centers, but since the submission of the draft legislation to Parliament, also private day care centers are under the scope of this ministry. In this regard the Ministry of Social Affairs established an interdepartmental commission: Committee Control on Child Care Institutions (CTK).

Based on the Regional Guidelines for developing policy, regulation and standards in Early Childhood Development Services, the government is working on a new Child and Youth Policy document, ECD Legislation and standards are submitted to Parliament waiting for discussion and approval. The designated institutions are working on their task to promote and raise awareness of the ECD standards. Since awareness is raised upon the integrated approach and pre-registered day care centers sensitized in the ECD standards to be met, these day care centers are making efforts to adjust their programs and services.
Once legislation is set, the day care centers are obligated to the regulations and standards which will be the criteria for operation and service. Observations/ Lessons learned: Standard national norms/ legislation/ indicators are necessary for comprehensive continuous evaluation.

There is not a comprehensive evaluation of children 3 to 5 years. According to the Multiple Indicator Cluster Survey (MICS:2006) only 38.5% of children aged 3-5 years are attending pre-school, less than half of that percentage between the ages 3-4 years. Urban-rural and interior differentials are significant- the figure is high as 49.4% in urban areas, compared to 29.5% in rural and coastal areas, and only 7.3% in rural interior areas. No gender differentials exist, but differentials by socio-economic status are significant: 63.1% of children in rich households attend pre-school, while the figures drop to 17.4 % in poor households. The proportion of children in the first grade of primary school who attended pre-school the previous year is an important indicator of school readiness. Overall, 88.4% of children who attended pre-school who are currently in the first grade of primary school were attending pre-school previous year.

The age group from 4 up to 5 is covered in our regular primary schools as the kindergarten or pre-school is part of primary education. Even though the attendance of kindergarten is yet non-compulsory, enrolment is high (approximately 85% of the school age group). The kindergarten starts at the age of four. Kindergartens are usually attached to primary schools. There is no competitive examination, and at the end of two years, all children automatically pass on to primary school. The average number of pupils per class is thirty per one teacher (1:30). There is no evaluation test at the end of the two years of the kindergarten. The pupils automatically go to the first year (grade) of the primary school after completion of the two years of the kindergarten.

Pre-primary education is considered part of the Early Childhood Development. Children go to pre-primary school at age 4 and go through a 2-years’ programme, preparing them for elementary school. They are taught all sorts of skills, such as singing, drawing, (fine) motor skills, language, pre-reading skills and number work. This is the national “Play and “work plan” (curriculum), which is revised and implemented in October 2011. A critical note is that in the revised national curriculum still minimal attention is being paid to special education needs and disparities in educational needs. Taking this in consideration the Ministry of Education is preparing a policy document for special education at all levels.

There is a comprehensive evaluation of children 6 to 8 years. This age group is part of the primary education in Suriname. Some of the indicators used are National curriculum, tests to evaluate the topics (tests are given by the teachers in each and every grade). These tests based on the national program are not standardized. It depend on the teachers how to test and how to evaluate. The inspection does control (not on a regular basis) if the tests were developed based on the national “norms”.

The evaluation of achievements of children in all dimensions of their development is conducted. The national curriculum is the instrument to evaluate the achievement of children. The curriculum and teaching methods/ goals are very cognitive oriented. Meaning less attention is being paid to the emotional and social development of the child. Teachers are not well trained to “cope” with this emotional/ social development.
Children (especially in remote areas) feel often “left out” and not motivated in the educational system because the social/ emotional/ cultural environment (especially the language barrier) is not being considered in the national educational program and the teaching methods.

**Project Ouderparticipatie Stimulerende Unit (OSU)**

With this project the ministry wants to make policy that makes it compulsory that schools establish Parent Teachers Associations (PTA’s) in order to increase the involvement of parent’s in schools. Parents participate directly in the school management. PTA’s are the ways to facilitate parents’ participation. Until now the involvement of parent’s is very limited nationally and needs to be promoted. National approach on Parenting and Parent education is still in initial phase, but conducted on small scale by NGO’s. During recent years many different activities were undertaken by governmental and non-governmental organizations to support the expressed need of parents in the upbringing of their children.

Currently parenting manuals have been finalized for the age group 0-5 years, 6-12 years and 13-16 years, by the Ministry of Health in collaboration with other stakeholders including the Ministry of Education and Community Development (MINOV), the Foundation for Protestant Christian Education in Suriname (SPCOS) and UN organizations. The parenting manuals are meant to be an integral part of the envisioned National parenting program. The manuals will be tested and enriched with experiences from the varied cultures of the Surinamese society.

As the most foundational group in every community the children in the age group 0-3 are an important group to pay attention to. Different institutions e.g. day care centers, under-five clinics and pre-schools on a day-to-day basis are involved in the care, growth and development of these young children as well as in the support to their parents. Parent education trainers for this target group will establish a wealth of information to initiate the development of a National Parenting Education program. Therefore it is important to train staff from these areas to become parent education trainers. These people can be representatives of organizations such as teachers, CBO’s, NGO’s and religious organizations that are already involved in the support and strengthening of parents. Collaboration between Ministry of Health, Ministry of Education and Ministry of Social Affairs and other relevant ministries with UNICEF Suriname will focus on creating consensus among all organizations responsible for parenting support.

In order to reach the communities the former ECD Commission has conducted a “District Focal Points” project. The goal of this project is to reach the communities through selected and trained persons in the communities to raise awareness and carry out ECD programs in their own communities. A manual has been developed based on the Early Childhood Caribbean Learning outcomes.

Teachers are trained or qualified at the teachers training colleges. Once they are qualified they are entitled to teach at the level they are qualified for. Trainings are now being given in the area of child friendly schools, but the effects of the training were not evaluated, so the impact was not measured. Also, these trainings were not given at a regular basis. International/comparable norms, standards and indicators need to be set in order to evaluate and monitor. The evaluation
of teachers should be monitored at the level of the centers and this information must be shared with the ministry.

The evaluations are more focused on infrastructure (physical) of the centers and less on management and teaching aspects. Because of a shortage of inspectors, inspection is not carried out regularly. In 2011 the minister selected 20 inspectors to strengthen the inspectorate. The strengthening of the unit or department responsible for monitoring and evaluation should be given high priority.

The department responsible for education in the interior has made efforts, to deliver qualified teachers for the public schools in the interior. Schools from the other denominations are also included in the upgrading of teachers.

Regarding the evaluation of policies, the ministry has an EMIS by which educational data is collected, processed and analyzed. The main achievements or progress in the educational system are being analyzed on the basis of which the policy should be evaluated and revised or adapted. But there is not yet a mechanism present for evaluation of policies based on analysis of these collected data.

The challenge is that evidence based policy making is very limited. In February 2012 the former ECD Commission launched a national ECD database. This database will provide the data with regards to the ECD services in Suriname.

Overall the monitoring of projects is done within projects. However, the evaluation of these projects are not linked (rarely) to policies. Programs are evaluated very rarely. Meaning the content is evaluated, monitored but the effect is not measured nor evaluated.

The quality is not monitored at school level but more at the macro level with an EMIS. Sectors that participate in the evaluation are schools, Research and Planning of the Ministry of Education, Inspection/ supervision of the Ministry. The Ministry of Health is also involved in the evaluation process.

Educational proposals have incorporated the recommendations generated by the Hemispheric Commitment for Early Childhood Education (Development of Draft norms and standards), and the Child Rights Convention, the General Comment N° 7, 11, 12, and the Action Framework of the World Forum of Education for All, Dakar are considered in the National Policy.

The Child Friendly School with UNICEF, Reform of Basic education with IDB, PROGRESS with Flemish Organization for Development Cooperation and Technical Support (VVOB) are efforts to implement comprehensive care and education programs in the country with international cooperation.

Evaluation of educational programs/ projects/ plans is very linked to the (cognitive) performance of children in schools. The evaluation is not linked to teachers’ performance or even the content of the program and also not to teachers training institutions.
In conclusion, we may say that the coverage of Early Childhood Education in Suriname is not yet comprehensive, as the above mentioned analyses has shown there are significant gaps in a number of areas, including:

- Early stimulation services
- Developmental monitoring and early intervention
- Access to and quality of preschool

There is a need to continue to strengthen the policy framework, to implement strong monitoring mechanisms and to build human and technical capacity to deliver the services at the levels that are required.

Met betrekking tot goal 1 worden de volgende grafieken weergegeven:

**Fig 1.1 Gross Enrolment Ratio (GER) Pre-Primary level by year and sex (2010-2013)**

In the year 2010 the percentage of enrollment in pre-primary education was the highest. However starting from 2011 there is a decreasing trend to note. There is a marginal decrease of about 10%.

![Graph showing GER Pre-Primary by year and sex](image)

**Fig 1.6 People Teacher Ratio (PTR) Pre-primary by year (2010-2013)**

Compared to 2010 there is a decrease to be noticed in 2013 regarding the number of pupils per teacher within pre-primary education.

![Graph showing PTR Pre-primary by year](image)
3.2 Universalizing primary/basic education

Goal 2
Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

To increase the access to education for the Surinamese child, regardless of faith, ethnicity, culture and/or living conditions, the following activities/measures have been taken.

Basic Education Improvement Project
Component 1: Improve student learning outcomes in basic education

All public and private schools will benefit from interventions designed to update and strengthen the curriculum and classroom teaching approaches to improve learning outcomes, especially in low performing students, students facing language difficulties and in Dutch and arithmetic skills of students in grades 4 to 8.

This will be achieved in Phase I through a revision of the curriculum in these grades, distribution of revised teaching and learning materials to schools, improved student-centered teaching approaches in the classroom, an improved assessment system, which will guide school internal efficiency improvement efforts, student learning and policy decisions, abolishment of the exam used to stream students into specific tracks, and developing a strategy for revising junior secondary during Phase II.

Subcomponent 1.1 Redesign of curriculum, testing and examination
The program will finance: (i) curriculum revision and piloting of grades 4 to 8 and national expansion of the revised curriculum in grades 3 to 6; (ii) development of diagnostic tests for grades 3 and 7 and a manual for the diagnostic examination system; (iii) train all teachers at the primary level (approximately 5,000) in participatory teaching approaches, and the revised curriculum and examination system; (iv) revision of the draft education legislation for the new basic education system, which includes abolishing the use of an exam to stream students into tracks in junior secondary; (v) development of a process that offers students flexibility in selecting a junior secondary school; and (vi) development of a strategy for revising the junior secondary grades in Phase II.

Initiatives in this component will include all private and public schools in the country.
In the first year of the Program grade 4 will be developed and implemented. After its evaluation, decisions will be made on the development of either one or two grade(s) per year for the following grades 5-8. Each grade will be piloted after it has been developed. Subsequently adjustments will be made, following which it will be nationally implemented.

Revise and redesign curriculum of grades 4 to 8 and expand the revised curriculum in grades 3 to 6 nationally
The Program will finance international and national technical assistance and other services to
assist the MOECD in the following activities:

(i) establishment of attainment standards, grades and subjects for the curriculum of the new system, which will take place during the first year of the Program;

(ii) based on the work done by the MOECD in the last two years to update the contents of the curriculum for grades 1 to 3, further adjustments will be done to the curriculum of these grades to make them aligned with the requirements of the new system, during the first year of the program;

(iii) the curriculum contents of grades 4 to 8 will be revised and/or redesigned during the years 1 to 3 of the Program; and

(iv) testing of the new curriculum along with textbooks, learning and teaching materials and will be carried out through validation considering a sample of teachers and students, before their implementation. The curricular adjustments will pay particular attention to problems of low-performing pupils, and challenges related to the language background of an important part of, and will include strategies to deal with the differentiated learning needs of an ethnically diverse population;

(v) Evaluation of the implementation of the revised and/or redesigned curricula.

Curriculum for grade 3 has already been revised and/or redesigned by 2012. In phase 1 of the Program, the curricula for grades 4 – 8 will be revised or redesigned. The national expansion however will take place in the grades 3 – 6. And in phase 2 of the Program the national expansion for grades 7 – 8 will take place.

**Development of diagnostic tests for grades 3 and 7 and a manual for the diagnostic examination system**

As a result of the revised basic education system, the tracking system will be moved up to senior secondary education (grade 11) and the existing examination system will be reformed.

The Program will finance the following activities:

(i) technical assistance and support for the MOECD to study and adjust the tracking system beyond basic education based on a standardized test for all schools:

(ii) based on the existing examination system the MOECD will have technical assistance and support for establishing a student assessment and testing system aimed to evaluate academic progress in selected grades and subjects;

(iii) dissemination of test information among schools, teachers and parents, and use of test results to guide school quality improvement efforts and policy purposes.

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1 It should be noted that not all the areas of the curriculum need adjustment. The activities under this component will focus on the areas needed for the establishment of a basic education system. In the redesign of the curriculum, special attention will be given to the issues of Dutch competency of children and teachers, school-home language gap and the teaching of English as a second language.
Train all teachers, including trainees at the primary level (approximately 5,000) in participatory teaching approaches, and the revised curriculum and examination system

The implementation of the new curriculum will take place gradually. Approximately 5,000 teachers (that is, all teachers at the primary level) and MOECD officials will be trained in the new curriculum contents, in the use of the new or adjusted materials, guides and textbooks, and in the new assessment approach. In addition, the Program will assist the MOECD to reform its in-service and pre-service teacher training. First, the component will finance a policy dialogue between the different actors involved in teacher education and training to reach a consensus on a plan to reform the existing arrangements; and second, it will finance technical assistance to implement the reform.

Subcomponent 1.2: Provide schools with appropriate textbooks and learning materials

The Program will finance the development and delivery of textbooks, teaching and learning materials, and supplementary reading materials for approximately 44,000 students in grades 4 to 8 (public and private).

The Program seeks to assist the MOECD in the provision of textbooks, learning materials and teacher guides for approximately 100,000 students and 5,000 teachers in basic education. During the first two years of the project, the MOECD will bid the printing and distribution books and teaching materials for grades 4 and 5. Similarly, the same procedure will be applied for grades 6 to 8. The activities financed by this subcomponent will be complemented by MOECD.

Component 3: Increase access to basic education in the interior and improve facilities of MOECD

The goal of this component is to improve the condition of school infrastructure in Suriname, by renovating primary and junior secondary schools that are in poor condition and rehabilitating those that are in unacceptable conditions and are considered unsafe. The Program will assist the MOECD in the reorganization of school infrastructure to implement the new basic education system.

The Program will finance: (i) construction of schools (including furniture, equipment, multimedia center, sports facility, teacher housing, and supervision) in the interior on MOECD owned land; (ii) the operations/management of the multimedia centers in these schools for the first two years, after which the MOECD will take over financial responsibility; (iii) a diagnostic on school construction and expansion in the interior; (iv) evaluation of the current functioning of the Teacher Resource Centers (TRCs) and the (possible) construction of additional TRCs; (v) upgrading of teachers and employing additional teachers required for the interior; and (vi) construction, rehabilitation and refurbishment of MOECD departments, including equipment for staff.

The activities for this component are as follows:

1. construction and furnishing of schools in the interior;
2. renovation and rehabilitation of schools in the interior;
3. construction of a building to be used as a center for in-service teacher training at

4. renovation and upgrading of some MOECD departments and the purchase of equipment;
5. evaluation of the current functioning of the Teacher Resource Centers (TRCs) and the (possible) construction of additional TRCs;
6. training and upgrading of teachers to eliminate the qualifications currently used only for the interior, and employing additional teachers required for the interior.

The infrastructure projects, which include construction of new public schools and expansion of existing ones in the interior of the country, are designed to complement the other initiatives of the program and achieve the following: (i) decrease over-crowdedness in grades 1 and 2 of schools; (ii) expand primary schools to include grades 1 and 2; and (iii) increase access to basic education system. Phase II of the Program will continue increasing access to education primarily at the junior secondary level. This includes construction of new junior secondary schools (grades 9 to 11) and expansion of current schools to include the last three grades of the education system. Also, Phase II will lead to an increase in the quality of teachers from the interior by offering opportunities for teacher training, and constructing a teacher training institute in the interior.

Special Condition Prior to Disbursement of Resources for the Activities referred to in Component 3 of the Program

The first disbursement of the Financing for the activities referred to in Component 3 of the Program shall be subject to the fulfillment, to the satisfaction of the Bank, of the following requirements:
(a) approval of the list of sites where land tenure has been secured by the Borrower, in terms previously agreed upon by the Bank; and (b) approval of the Environment and Social Management Plan developed by the Executing Agency for the construction of new schools and schools targeted for expansion in 2012 and 2013, in terms previously agreed upon by the Bank.

Construction of schools and furnishing
The sites and the land titles for the construction of the new schools will be established in close cooperation of the Ministry for Regional Affairs and the local dignitaries of the interior.

Renovation and rehabilitation of schools
Based on a recent survey of school infrastructure, the MOECD has identified 68 primary and junior secondary schools that are in poor condition and will be the priority of this subcomponent.

Renovation and upgrading of some MOECD departments and the purchase of equipment
The Program will finance the renovation and upgrading of the some MOECD departments. A needs assessment will determine which departments are in urgent need of renovation and upgrading.

Upgrading of teachers and employing additional teachers required for the interior
Education in the interior lags behind the rest of the country. The limited availability of qualified teachers is common in the interior. In public schools in the interior, 34 percent of qualified teachers are qualified solely for teaching in the interior not for the coastal areas. This component will support actions related to the training and upgrading of teacher to eliminate the qualifications currently used only for the interior, and employing additional teachers required for the interior.
UNICEF SURINAME
In collaboration with UNICEF Suriname, MINOV has undertaken activities which support goal 2. These activities c.q. projects are:

**Child Friendly Schools – In-Service Teacher Training**
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Evaluation of the third phase of the programme surfaced the need for additional training of teachers in the interior of Suriname on the topics of Activating Didactics and effective learning environments. In 2013, an additional training programme, specifically addressing the learning needs of teachers in the interior, has been developed. 18 Master Trainers and School Guidance Staff received a training-of-teachers course, and 800 teachers in the interior are trained.

**Increasing school performance through the application of Computer Aided Learning**
Aiming to strengthen the school performance of 700 children in the interior of Suriname, the MINOV and UNICEF are jointly introducing Computer Aided Learning in five pilot schools in the interior districts of Marowijne, Brokopondo and Sipaliwini.

Currently 135 laptops are procured and installed at the five pilot schools. A maintenance contract with an ICT service provider assures the computers to remain operational during the pilot phase. Active lobbying of MINOV and UNICEF resulted in the, free of charge, provision of educational software on the topics of Math and Language to be used for the pilot project. In addition to the procurement of the laptops, a joint MINOV – UNICEF analysis of the school facilities took place, resulting in support to equip three pilot schools with a solar panel electricity system. Additionally, the momentum of the project was used by two schools to fundraise additional resources for the building of a computer classroom and procurement of additional equipment.

Training sessions were conducted to provide all teachers of the pilot schools with basic and advanced computer skills. 53 Teachers, School Leaders and members of the Parents Associations were trained in early January in basic ICT skills and usage of the provided practice software. 22 Change Agents (consisting of teachers, community members, policy makers and project stakeholders) received training on the usage of the education software, through a distance learning programme. 60 Teachers, School Leaders and members of the Parents Associations were trained in the usage of the educational software and its practical implementation at school and class level.

Measures taken by the Task Force that contribute to goal 2. These measures are:
1. Stop registration/placement problems pupils/students who can find no place by building additional classrooms, restoration of schools/areas, plumbing and new school construction
2. State decision for students’ free tuition for primary and secondary education
MINOV Policy measures
The following measures taken by MINOV focusing on goal 2.

Curricula, reform and adaptation
In the context of renewal there a basic education, a national basic education curriculum has been developed together with stakeholders from the field. This is linked to the ongoing process of adapting and renewing the teaching package per grade per subject. Also in the Interior are numerous programs running, aimed at the improvement of the quality of education. Through the Nucleus centres at Albina and Brokopondo Center teachers are assisted in the performance of their duties. In order to increase the chances of further education, two boarding schools (one on Atjoni and one on Drietabbetje) built. These will be put to use in the coming year. Technical education in Brokopondo and Klaas will have his progress Creek.

With the above is sought as completely as possible to give a view of what activities have been undertaken and or taken steps to achieve EFA goal 2.

The standard charts in this chapter are included such as the GIR, NIR, GER, NER, ANER and DR. In addition, the graphs that show figures show significant differences. These charts can be found in the annex.

Fig 2.1 Gross Intake Rate (GIR) by sex and year (2010-2013) Primary
The Gross Intake Rate (GIR) indicates, the percentage of new registrations, in relation to the part of the population which has reached school age, regardless of their age. In all the years we see that the percentage for both the male and the female students is more than 100. At the male students we see a decline in all years and at the female pupils the decline starts in 2012.
Fig 2.2 Net Intake Ratio (NIR) by year and sex (2010-2013) Primary
In 2013 there is compared to 2010 a decline of both male and female pupils of about 10% in terms of the number of new entries in the first grade of primary education.

Fig 2.3 Gross Enrolment Rate (GER) by level year and sex (2010-2013) Primary
It is striking that from 2012, there is a rising trend in the female gender with regard to the number of students in primary school
Fig 2.4 Net Enrolment Rate (NER) by level, year and sex. (2010-2013) Primary

The Net Enrolment Rate (NER) indicates the percentage of the population that enrolls, as part of official school age, who are really in that age group (6-11 years). The NER has remained fairly stable from 2010 to 2013.
Fig 2.5 Adjustment Net Enrolment Ratio (ANER) by level, year and sex (2010-2012)

Primary

The Adjusted Net Enrolment Rate (ANER or NERA) is the percentage of students at the primary school in the primary age group that are distributed to the elementary schools and the junior highschools. As well as the NER is the ANER also remained fairly stable for the years 2010 to 2013.
Indicator 2.10 Dropout Rate (DR) by level, year and sex (2010-2013) Primary

The percentage of drop- outs has remained fairly stable since 2010 until 2013.

Indicator 2.6: percentage of primary school repeaters, by grade and sex.

The percentage of repeaters in primary school is for the male gender significantly higher compared to the female gender for the period 2010 to 2013. It is striking that the percentages for both the male and the female sex are highest in 2012. (See attached chart)

Indicator 2.12 Survival Rate to last grade (SR) by year and level (2010-2013) Primary

With a view to the percentages of pupils who reach the 6th grade within the specified time (without repeating a grade), it catches the eye that the percentages for both the male and the female sex quite strongly decreased, namely with 8% in the male gender and with 7% female. On the other hand, is right the following year, a striking increase of 10% in boys and 11% in girls to see. (see attached chart)
3.3 Meeting the learning needs of youths and adults

Goal 3
Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes

In the period 2010 -2013 INOV started a number of activities which will result in a comprehensive improvement of the quality of our education. These activities are:

- Innovation of our education system, including widening of our primary education (eight-year basic education). The further improvement of vocational education on junior level, LBO A, B and C.
- Provision of schools on junior and senior highschool level; of new up-to-date books/learning tools. It is now not all subjects, but in the end the aim is to arrive at an overall renewal.
- Set up a quality management department/unit, which will have the task of monitoring activities that will lead to quality improvement in our education.

Training and deployment of quality staff is a first step. The officials will contribute, among other things, to support the educational process by monitoring activities such as identifying bottlenecks and drawing up improvement plans and projects. It also has the inspection to contribute as a regulator on the quality of education. The joint actions, which include along with the schools prepare and implement an improvement plan, should ultimately result in increasing teaching efficiency both quantitative (number of graduates) and qualitative (meet the demand of society). The improvement plan will have to ensure that:
- the grade repeats are declining
- teaching of the teachers is improved
- the evaluation instruments in the learning process are improved
- the transitional standards are evaluated and improved

Furthermore an adolescent pilot programme has been initiated in one site. In November 2013, a field visit had been made to Moengo where discussions with the different stakeholders regarding sexual abuse of adolescents were held. In collaboration with the UNICEF, 10 participants of Suriname (Ministry of Justice and Police (4), Ministry of Social Affairs (2), Ministry of Education and Community Development (2, care-coordinators ), an NGO and a delegate from the radio station BOB from Moengo) participated in a workshop in Guyana from 3-5 December 2013, about the breaking the silence initiative ( an community-based awareness program regarding child sexual abuse).

The National Adolescent Strategic Plan is finalized and priority areas have been identified. The draft National Adolescent/Youth Health Plan has been finalized.
Table 3.7a. Number and percentage of young people (only) completing different types of technical/vocational education and skills training (TVET) programmes (not by sex)

<table>
<thead>
<tr>
<th>Type of programme</th>
<th>Education level</th>
<th>Stage in programme</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical and Vocational</td>
<td>Lower secondary</td>
<td>1 year (start)</td>
<td>385 (58.9%)</td>
<td>474 (59.4%)</td>
<td>459 (54.1%)</td>
</tr>
<tr>
<td>education and training</td>
<td>education</td>
<td>2 year</td>
<td>361 (48.3%)</td>
<td>419 (48.3%)</td>
<td>351 (39.7%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 year</td>
<td>352 (69.6%)</td>
<td>346 (68.9%)</td>
<td>332 (62.3%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 year (end)</td>
<td>489 (59.5%)</td>
<td>418 (54.4%)</td>
<td>410 (51.8%)</td>
</tr>
</tbody>
</table>

Indicator 3.9 Effective Transition Rate (ETR) by level, sex and year (2010-2011)

Lower to Upper

The ETR is the flow of junior to senior highschool. Compared to 2010 the percentage of this flow has decreased significantly.
3.4 Improving adult literacy level

**Goal 4**
Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Worldwide, almost 1 billion adults are illiterate. According to the last census (2005) 33.054 people in Suriname are illiterate. This means that these people cannot read and write. Most illiterate people in Suriname and in the world are women. In the Multiple Indicator Cluster Survey 2010 of Unicef there is data available on female illiteracy in Suriname.

In MICS, since only a women’s questionnaire was administered, the results are based only on females age 15-24. Literacy is assessed on the ability of the respondent to read a short simple statement or based on school attendance. Thus, it is estimated that 92 percent of women 15-24 years are literate. Literacy rates in urban areas are higher than those in rural areas being 96 percent and 80 percent respectively and have been observed to be substantially lower in the rural interior (54%) than in the rural coastal areas (93%), the latter having rates that closely approximate those in urban areas. Not surprisingly, there is a positive association between socio-economic status of females 15-24 years and literacy rates with just 73% of women in the poorest households being literate.

The Department of Literacy and Adult education of MINOV, also known as "Bigisma Skoro", has the task to help adults in their development. This is done by offering literacy courses to elderly people who are not yet able to read and write. These courses last 1 year and are given in Paramaribo, Nickerie, Brokopondo, Commewijne and Albina. Adult education gives those who in their youth have not been able to visit the school a nice opportunity to do so. A "Golden second chance" it is for the students who visited the school in their youth, but for various reasons could not finish it.

The structure of the education program of the department is as follows:

<table>
<thead>
<tr>
<th>Phases</th>
<th>Subject matter</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>Reading + Writing (method ‘Alfasur’)</td>
<td>1 school year</td>
</tr>
<tr>
<td>V.E.O.V. (Preparatory Elementary Education for Adults) equivalent to grade 1 en 2 primary education</td>
<td>Reading/ Writing/ Dutch/ Arithmetic</td>
<td>1 school year</td>
</tr>
<tr>
<td>E.O.V 3 (Elementary Education for Adults) equivalent to grade 3 primary education</td>
<td>Reading/Dutch/Arithmetic/Geography/History/Natural sciences</td>
<td>1 school year</td>
</tr>
<tr>
<td>E.O.V. 2 (Elementary Education for Adults) equivalent to grade 4 primary education</td>
<td>Reading/Dutch/Arithmetic/Geography/History/Natural sciences</td>
<td>1 school year</td>
</tr>
<tr>
<td>E.O.V. 1 (Elementary Education for Adults) equivalent to grade 5 primary education</td>
<td>Reading/Dutch/Arithmetic/Geography/History/Natural sciences</td>
<td>1 school year</td>
</tr>
<tr>
<td>S.O.V. (Secondary Education for Adults) equivalent to grade 6 primary school.</td>
<td>Reading/Dutch/Arithmetic/Geography/History/Natural sciences</td>
<td>1 school year</td>
</tr>
</tbody>
</table>

### Registrations department Literacy Schoolyear 2010-2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Man</th>
<th>Woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>101</td>
<td>341</td>
</tr>
<tr>
<td>V.E.O.V.</td>
<td>21</td>
<td>178</td>
</tr>
<tr>
<td>E.O.V 3</td>
<td>24</td>
<td>115</td>
</tr>
<tr>
<td>E.O.V. 2</td>
<td>19</td>
<td>53</td>
</tr>
<tr>
<td>E.O.V. 1</td>
<td>8</td>
<td>49</td>
</tr>
<tr>
<td>S.O.V.</td>
<td>9</td>
<td>42</td>
</tr>
<tr>
<td>Grandtotal</td>
<td>182</td>
<td>778</td>
</tr>
<tr>
<td>Phase</td>
<td>Man</td>
<td>Woman</td>
</tr>
<tr>
<td>------------</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>Literacy</td>
<td>29</td>
<td>84</td>
</tr>
<tr>
<td>V.E.O.V.</td>
<td>22</td>
<td>198</td>
</tr>
<tr>
<td>E.O.V 3</td>
<td>7</td>
<td>43</td>
</tr>
<tr>
<td>E.O.V. 2</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>E.O.V. 1</td>
<td>1</td>
<td>34</td>
</tr>
<tr>
<td>S.O.V.</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>Grandtotal</td>
<td>69</td>
<td>528</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase</th>
<th>Man</th>
<th>Woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>47</td>
<td>291</td>
</tr>
<tr>
<td>V.E.O.V.</td>
<td>26</td>
<td>101</td>
</tr>
<tr>
<td>E.O.V 3</td>
<td>52</td>
<td>110</td>
</tr>
<tr>
<td>E.O.V. 2</td>
<td>12</td>
<td>69</td>
</tr>
<tr>
<td>E.O.V. 1</td>
<td>8</td>
<td>92</td>
</tr>
<tr>
<td>S.O.V.</td>
<td>3</td>
<td>58</td>
</tr>
<tr>
<td>Grandtotal</td>
<td>148</td>
<td>712</td>
</tr>
</tbody>
</table>

From the schedules can be derived that more women than men register for ‘Bigisma Skoro’s’. That is also the case at the private ‘Bigisma Skoro’s in the year 2013/2014.
Private Bigisma Skoro per school, school year and sex 2013/2014

<table>
<thead>
<tr>
<th>Name of the school</th>
<th>Grade 1</th>
<th></th>
<th>Grade 2</th>
<th></th>
<th>Grade 3</th>
<th></th>
<th>Grade 4</th>
<th></th>
<th>Grade 5</th>
<th></th>
<th>Grade 6</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>m</td>
<td>V</td>
<td>m</td>
<td>V</td>
<td>m</td>
<td>V</td>
<td>m</td>
<td>v</td>
<td>m</td>
<td>V</td>
<td>m</td>
<td>v</td>
<td></td>
</tr>
<tr>
<td>Afternoon Latour</td>
<td>13</td>
<td>56</td>
<td>15</td>
<td>35</td>
<td>8</td>
<td>26</td>
<td>11</td>
<td>28</td>
<td>16</td>
<td>29</td>
<td>13</td>
<td>71</td>
<td>76</td>
</tr>
<tr>
<td>Afternoon Rankin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Bigi Sma Skoro Frigiter</td>
<td></td>
<td></td>
<td>1</td>
<td>16</td>
<td>8</td>
<td>32</td>
<td>13</td>
<td>23</td>
<td>8</td>
<td>10</td>
<td>9</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>MBS Jonkinie</td>
<td>9</td>
<td>25</td>
<td>4</td>
<td>31</td>
<td>3</td>
<td>17</td>
<td>1</td>
<td>14</td>
<td>1</td>
<td>22</td>
<td>3</td>
<td>16</td>
<td>21</td>
</tr>
</tbody>
</table>

Besides the MINOV, the Ministry of Labour, Technological Development and Environment (ATM) and several NGOs carry out activities in the field of adult education and second chance education for young people. The activities that will be carried out under this policy are:
- continuation of the fight against illiteracy in Suriname. Meanwhile a new literacy method has been developed, with which is alphabetized.
- After-school education/tutoring/professional training drop-outs.

Adult literacy/education is active in the following districts:
- Afoabakka
- Centre Brokopondo
- Huboga
- H.J. Polanenschool
- Welgelegen
- Victoria
- Albina
- Centrum Nickerie
- Moengo
- Penitentiary institution Duisburglaan
- Wageningen
- Brownsweg
- Ellen
- Pikinslee
- Santo polder
- Tamanredjo
### 3.5 Gender parity and equality in education

#### Goal 5
Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.

#### Gender Equality and the Advancement of Women
An active Working Group on Gender Equality and Empowerment of Women promoted gender mainstreaming in UN policies and programmes, joint UN programmes on gender equality, and regular exchange of information and expertise on gender during 2013. UNFPA helped to raise public awareness of gender issues at the national and local levels through advocacy campaigns. UN WOMEN, UNFPA, UNICEF and PAHO/WHO have projects on gender-based violence, which encompass capacity building, awareness-raising, and policy development. The Gender Working Group will take an active role in the implementation, coordination and monitoring of the UNDAF to ensure that these criteria are met and that the UNDAF adequately addresses national gender concerns. The Ministry of Education and Community Development (MOECD) emphasizes the importance of gender equality. Within the development of the new curriculum for primary (GLO) and junior secondary education (VOJ) gender issues receive increased attention. Teachers in senior secondary education (VOS) are trained in gender related issues (joint initiative from the MOECD and the Ministry of Home Affairs).

#### 5.1 Females Enrolled by level of education and year (2010-2013)

<table>
<thead>
<tr>
<th>Year</th>
<th>Pre-primary</th>
<th>Primary</th>
<th>Lower Secondary</th>
<th>Upper secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>49</td>
<td>49</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2012</td>
<td>50</td>
<td>48</td>
<td>53</td>
<td>NA</td>
</tr>
<tr>
<td>2011</td>
<td>49</td>
<td>48</td>
<td>52</td>
<td>63</td>
</tr>
<tr>
<td>2010</td>
<td>49</td>
<td>48</td>
<td>52</td>
<td>63</td>
</tr>
</tbody>
</table>
5.2 Percentage of Female Teachers by level and by year (2010-2013)
5.16 Gender Parity Index van de Gross Enrolment Rate (GER) in secondary education by year and level (2010-2013)

Upper Secondary

5.16 Gender Parity Index van de Gross Enrolment Rate (GER) in secondary education by year and level (2010-2013)

Lower Secondary
5.17 Gender Parity Index van de Gross Enrolment Rate (GER) in basic education (primary education) by year and sex (2010-2013)

5.17 Gender Parity Index of the Gross Enrolment rate (GER) in basic education (lower secondary education) by year and sex (2010-2013)
1.15 1.12 1.17
2010 2011 2012

GPI
3.6 Quality of education

Goal 6
Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

To increase the quality of education, the Government carried out a number of policies and activities. Rather there are overlaps indicated where the activities carried out and measures taken affect several EFA goals. In its development plan 2012 – 2016 these are as follows:
1. The Government will ensure that the quality of its education is guaranteed. (quality surveillance)
2. The Government sees teaching as craftsmanship; minimum training requirements.
3. Professionalization of teachers
4. Catch up laws and regulations (Customize outdated laws; basic and higher education)

The measures taken by the Task Force and relating to goal six are:
1. Establishing final objectives and teacher-pupil ratio of primary and secondary education
2. Inservice Training for all teachers in primary and secondary education
3. Extension of effective hours of class
4. More qualified teachers at secondary education
5. Restrict non-presence teachers
6. Highlights of arithmetic and language education
7. Professionalization of teachers to compile reliable tests.

A permanent part of the policy programme of MINOV is the professionalization of teachers. The activities related to the capacity building of teachers should have their impact on improving the quality of our education. In goal 2 was already indicated that there is a large number of teachers have been trained on both primary and junior high school level.

<table>
<thead>
<tr>
<th>Training</th>
<th>Target group</th>
<th>Number of participants per training-session</th>
<th>Duration (number of)</th>
<th>Number of times training was carried out</th>
</tr>
</thead>
</table>

EFA Report 2014
Professionalization of teachers is a task of CENASU. In the table below is demonstrated how many trainings the Bureau has presented during the period 2010 – 2013:

<table>
<thead>
<tr>
<th></th>
<th>Training</th>
<th>Target group</th>
<th>Participants per training session</th>
<th>Duration (days)</th>
<th>Number of times training was presented.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Arithmetic en didactics</td>
<td>Teachers grade 6</td>
<td>3</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Dutch and Dutch didactics</td>
<td>Teachers grade 6</td>
<td>2</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Ritmetic and maths</td>
<td>Teachers grade 4, 5 and 6</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>History</td>
<td>Teachers grade 6</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Natural sciences</td>
<td>Teachers physics junior highschool</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Training For Instructors</td>
<td>Trainers CENASU</td>
<td>20</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Developing training material, How are you doing that?</td>
<td>Department CENASU</td>
<td>10</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

8. Prevention and tackling behavior problems Trainers 20 3 6
9. Prevention and tackling behavior problems Principals junior highschool 25 3 6
10. Prevention and tackling behavior problems Reachers junior high school 25 3 11
| 11. Training didactic methods | Graduates Pedagogic Institutes | 25 | 1 | 2 |
| 12. Communication | Teachers junior highschools | 20 | 3 | 6 |
| 13. English new method | Teachers junior/senior highschools | 3 | 4 |
| 14. Train the Trainers | Trainers CENASU | 20 | 3-4 | 4 |
| | Total trainings | 130 |
In cooperation with UNICEF, MINOV has initiated and implemented a number of projects 2010 and 2013. These projects can be linked to goal 6 and are as follows:

1. **School Mapping**
   In 2013 support was provided to implement the collection of the School Mapping data and translation of findings into a School Mapping report.

2. **Situation Analysis on Indigenous and maroon Education.**
   A study on language issues and general education impediments in the interior of Suriname was completed and used for internal discussion at the MINOV.

3. **ICT for Education (Computer Aided Learning)**
   Besides the support to introduction of Computer Aided Learning in five pilot schools, a qualitative study is being conducted to measure impact of the programme and to provide “lessons-learned” on the introduction of ICT based teaching and learning practices in the interior of Suriname. Indicators on student performance and satisfaction levels amongst children, teachers, and community members in relation to the provided education are being measured. In 2012, the planning of the study and establishing a baseline took place. The computer aided learning is currently under implementation and the pilot is expected to be completed by 2014 with lessons learned supporting the up-scaling of ICT for education.

4. **Continued professional support of capacity strengthening of teachers in the interior of Suriname**
   Directly related to the In-Service Teacher Training program, continuous support to teachers in the interior when implementing new educational practices has been identified as a crucial point of action. Through the development of a training programme for new and current School Guidance staff at the two Nucleus Centres in the Interior of Suriname and at the School Guidance Department in Paramaribo, MINOV and UNICEF have been strengthening the on-site professional guidance to teachers in the interior of Suriname.

   This project is strengthening the capacity of School Guidance staff at the Nucleus Centres in the interior and at central Ministry level through the development of an advanced training programme for on-the-job training of 10 guidance staff members for the Nucleus Centres and the training of 10 senior staff at the Guidance Department. The training of senior staff at the Guidance Department will allow them to support the training of new Guidance Staff members utilizing the newly developed training materials and to structurally support all teachers in the interior regions of Suriname in implementing Child Friendly Education.

**Componenten uit BEIP**

Several components and subcomponents of the BEIP programme were initiated to improve the management at the MOECD and personnel at school levels. The initiatives in this area are designed to address three key areas: (i) management at the Ministry and school levels; (ii) strengthening the Education Management Information System (EMIS); and (iii) monitoring and evaluation (M&E) and social marketing. Initiatives will target key staff within the MOECD departments, school principals in all public and private primary schools and other key stakeholders. Through the Program, key MOECD staff and school principals and teachers will build their capacity in leadership, management, M&E, and their ability to support students. Also the planning and policy-making capabilities within MOECD will be strengthened. The EMIS will contribute towards continuous monitoring and evaluation of
the education system, the collection, analysis and evaluation of relevant student data to track student progress throughout the basic education system. Initiatives will be taken to start the process of transformation of the Personnel Department into a Human Resource Management Department. Public awareness and understanding of the Program will also increase through a social marketing campaign, whereby the key stakeholders will be sensitized towards actively supporting program implementation.

Furthermore for phase II a strategy will be developed towards ongoing strengthening of the management capacities of MOECD and school staff through training and expansion of the EMIS, and continuation of the School Innovation Fund for small school projects.

**Capacity development of MOECD staff**
The Program will finance:

1. capacity building opportunities for MOECD staff from key departments e.g. Curriculum Development, Examinations, Research and Planning, Inspection and Guidance;
2. leadership and management training for teachers and school principals;
3. training of up to 25 MOECD staff for three years to support program implementation; and
4. establishing and strengthening of the Program Management Unit (PMU) within the MOECD, with phased technical support provided by external project management.

**Leadership and management training for teachers and school principals**
Through this component, the BEIP program seeks to strengthen the management structure, the administrative staff and the teachers at school level. In order to accomplish the above-mentioned, under this component follow up activities regarding the training of teachers and school principals will be undertaken. In preparation to the follow up activities, an assessment will be made on the output of the activities that were carried out under BEIP 1 in this regard. On the basis if this assessment, new training models will be developed for the training of school principals and school administrators.

**Monitoring and evaluation and social marketing**
The Program will finance: (i) establishment of an M&E unit in the Research and Planning (R&P) Department; (ii) integration of M&E functions into MOECD departments involved in program implementation (in Phase II, M&E functions will expand to the remaining MOECD departments); and (iii) a social marketing campaign that disseminates information to stakeholders (i.e. all school staff, parents, students, denominational boards, Non-Governmental Organizations (NGOs), and donors) through press releases, workshops, events, radio programs in local languages, an MOECD website, and other social marketing initiatives.

**Social marketing on the new basic education system**
Notwithstanding the general consensus on the need to establish a new eleven year basic education system, it is necessary to explain to key stakeholders (teachers, administrative personnel, parents,) the implications of the reform in order to facilitate its implementation. The MOECD will perform social marketing activities to secure the support of political parties and key stakeholder for the legal adjustments needed.

The curriculum of the new basic education cycle, the new textbooks and teaching materials and
the activities of teacher training will take into account the richness of Suriname’s cultural diversity and the co-existence of multiple languages and will promote social inclusion and gender equality.

**VVOB activities**
In collaboration with VVOB between 2010 and 2013 MINOV has initiated and carried out a number of projects. The program focuses on institutional capacity development, service providers to schools so that schools are able to achieve quality education. The activities or result areas (IR) from the VVOB programme can be linked to goal six and are as follows:

**IR1. Strengthening MINOV Department Inspection and Guidance**
The Guidance department is implementing an intensive pilot (50 schools) in the field of structural strengthening of care in primary schools, through the training of care coordinators (ZoCos). A second group of 25 schools started to implement the project October 2013. The organization is done by the Department in collaboration with CENASU guidance. The financing is done by MINOV. The pilot school-wide Inspection was fully prepared but is not realized within the programme. In March 2014 Inspection starts with the implementation of this pilot. From a change analysis with participatory ZoCo-schools are the strongly positive effects of ZoCo depicted on the level of the Guidance Department, the schools, the teachers and the students.

**IR2. Improving the quality of teacher training institutes**
The professionalisation programme “teacher training” was being improved since 2011 focusing on the themes activating didactics, review and competency-based training. A large group of teachers involved in the training programme in relation to teacher training institutes has had a curriculum development training. Pedagogic change/management capacity of the institutes was strengthened by a study trip. For these and other changes a more sustainable system of internal quality assurance (prose-model) was entered on the teacher training institutes. The renewed program and curriculum "The new teacher" that was introduced in the 2012-2013 school year is totally focused on the training of primary school teachers. The old structure with general education of two years followed by a two-year training to be a teacher has been stopped. Now the training as a teacher starts as early as the first year on the teacher training institutes. Admission to the institutes has become more rigid.

**IR3. Drawing up a sustainable professional development for teachers and other school staff**
A Professionization Training Institute, CENASU, has been operational since the end of 2012 and in the year 2013 over 150 training courses for teachers of primary, junior and senior high schools. CENASU was included on the 2013 budget of the MINOV. Also for 2014 are there operating resources provided for CENASU. CENASU has a pool of trainers more than 30 trainers from which they can draw on for the various training courses.

**IR4. Working out an "Education Management Information System (EMIS)**
During MJP2 a Yearbook 2008-2009 appeared and a data leaflet on the 2009-2010 school year. The Yearbook Indicators Education School year 2009-2010 and 2010-2011 was made ready-to-print. The Yearbook 2009-2010/2010-2011 contains for the first time some trend analysis and contains more data about junior and senior highschool and higher education.
IR5. Strengthening the Nucleus centres (post-graduate centres in the Interior of Suriname)
On the basis of the operation over the last 3 years, and on the basis of an evaluation workshop in
October 2013 a pilot report was presented at the end of December that indicates how the NC
functions. In this report, much attention has been given to the cross-compliance requirements and
conditions for the proper functioning of the NC. With particular attention to individual capacity
building of the staff, as well as organizational and institutional strengthening of the NC is a sine
qua non. The report was submitted to the Ministry early 2014. The MINOV has decided at the
beginning of 2014 that the NC should play a more prominent role in the development of
education in the Interior. The 2 Nucleus centres are strengthened via CD at the individual,
organizational and institutional level. The mutual consultations have been strengthened. Annual
plans and budgets are drawn up. It is mutually improved as well as the network capacity. The NC
initiates activities for coaching and reading promoting activities in the interior. The number of
activities in Brokopondo has increased by 46% since early 2011.

IR6. Capacity development of a group of 25 MINOV Management
A group of 25 MINOV secretarial staff employees and a group of 25 MINOV managers each
have completed their own integral professionalizing route (trajectory of 1 year with intervisiion
and coaching sessions) and their growth and experiences presented to the MINOV management.
An organization scan has been made by the Directorate of education and the terms of reference
have been drawn up a start up improvement programmes. The job descriptions of departments of
the Directorate Development service through consultancy assignment have been put up
according to the requirements of the Ministry of Home Affairs.

6.3 Pupil Teacher Ratio (PTR) Lower Secondary education by year and sex (2010-2012)

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### Section 4 Prospects for post-2015

#### Prospects for the near future
Suriname is making some small progress in implementing the right to early childhood education. Suriname is implementing its strategic plan for increasing access to quality early childhood services by all children, including:

- providing access to quality education in the first two years of primary school through the provision of early childhood trained teachers and appropriate staff child ratios;
- Exposing practitioners to early childhood teacher training and qualification and early childhood caregiver training and certification;
- Developing and harmonizing curriculum offerings that are consistent with the current scientific underpinnings.

### Government Policies, Achievements, Challenges and Next Steps

<table>
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| 1   | 100% access to basic education | • Exemption of school fees from 2011.  
• Renovation and building of new schools on classrooms.  
• Implementation of the after school program.  
• School feeding program.  

Early Childhood Development (ECD):  
• Approval of the bill on child care (RaamwetKinderopvang).  
• Stimulation early childhood development (introducing preschool for children at age 3).  
• Implementation of Programmes towards strengthening the pre-schools and primary schools.  
• Pilot executed in primary schools towards childfriendliness and child-centered approaches.  
• MINOV is working on rules & regulations and policy. | • Increasing the budget to guarantee or improve the quality of primary education.  
• Ensuring adequate infrastructure, learning materials, educational tools and other supplies needed, at the various schools.  
• Employing an adequate number of professionally educated teachers at all levels within education nationwide.  
• Accommodation of all 3 years old children selected for the pre-school. | • Continuation of the reform of the education system with the implementation of the 2nd Basic Education Improvement Project funded by the IDB.  
• Continuation of programme implementation with the assistance of UNICEF and VVOBto strengthen the pre-schools and primary schools.  
• Draft law on primary education.  
• Continuation and improvement of the after school programme implementation.  
• Integration of pre-primary education within the primary education.  
• Streamlining definitions regarding certain education indicators and geographical working areas (rayons). |
| 2   | Guarantee equity regarding quality of education | • Refreshment training for teachers and headmasters;  
• New curricula developed.  
• The reintroduction of the diagnostic exams within the 4th and 5th grade of primary school. The aim is early detection of problems within learning areas of pupils and | • Employing an adequate number of professionally educated teachers.  
• Increasing the budget to guarantee or improve the quality of primary education. | • Increase the participation of parents as one of the key stakeholders in improving the education system. |
| 3 | Increase completion of primary education | - Reduction in the percentage of repeaters in the past years.  
- A research on “out-of-school” youth (school mapping) has been conducted in 2008 in the districts of Sipaliwini and Marowijne to gain a better insight into the problems leading to dropouts and repeaters in primary education. | - Taking measures to be able to trace the number of repeaters, dropouts.  
- Defining the term dropout: when can a child be categorized as a dropout. | - Conduct research for policy purposes (e.g. the reasons of dropouts for boys and girls, literacy rates among men). |
|  | Improve data availability and quality for evidence based policy | From 2004 an education management information system (EMIS) has been set up for monitoring of pupils performance | - A proper pupil tracking system.  
- Gaps in data collection and processing.  
- Streamline the data for comparability purposes.  
- No uniform data processing system within MINOV.  
- The availability of relevant information for the | - Improve data systems and dissemination in public and private schools and within the Ministry.  
- Legalization of compulsory education for children 4-14 years. |
Paedological Institute

From the Paedological Institute (PI) implementation will take place for all EFA goals within Special Education. The PI's goal: "providing multidisciplinary guidance and assistance to pupils in the Primary Special Education both in the school and in the home situation. PI goes on to school guidance to teachers in Primary Special Education through consultations. The target group of the PI consists of students aged 6-15 years with socio-emotional, learning and or extreme behavioral problems and their system in primary education. For the project of PI in relation to the EFA goals, please refer to the annex.

The project will be monitored from the start and after a positive evaluation it is intended to be rolled out further in the Interior.

For special education, this means that children with disabilities or handicap must also be prepared in the future to be part of our society. The PI thinks this point, in close cooperation with the regular education, will be implemented in the following ways. Namely by means of:

1. Inclusive education
2. Adaptive education
3. Extra attention to endangered target groups in their development: toddlers and children with Autism Spectrum Disorder (ASD)

Target group

Target Group of the Pilot project:

1. Students with educational difficulties (LOM) from 6 to 15 years.
2. Parents/guardians/caregivers and teachers of this group of children
Objectives

The objective is to offer inclusive/adaptive education to the above target groups. The groups need education in small groups, with an adapted curriculum.

Output

In October 2014 a school for regular education in Brokopondo Centre a class will start with about 11 children with specific learning difficulties (pilot PI class). Point of departure is that this audience with special guidance and support will eventually be able to continue within the formal education and that the number of drop-outs is minimized.

Outcome

Providing development perspective to children in education in the Interior. The development perspective offers the teacher a tool to offer education systematically and efficiently and is a suitable instrument for coordination and communication between school, parents and student.

Project goals

The direct goal of this project is the start of a PI class for above mentioned target group. This project objective is divided into four sub-goals:

1. Providing guidance and special education with multidisciplinary coaching and assistance to children who are not able to participate in Primary Education in the Interior.
2. Improve support and professional development to staff involved in the PI class and in the second instance, the regular basic education.
3. Providing diagnostics and assistance to parents/guardians and teachers of these children.
Annexes: Major references; detailed statistical tables; excerpts from policies/plans;

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