MINISTRY OF EDUCATION AND COMMUNITY DEVELOPMENT IN SURINAME

EDUCATIONAL DEVELOPMENT IN THE REPUBLIC OF SURINAME

A Report prepared for 47th session of the International Conference on Education

Paramaribo, September 2004
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Foreword

The education sector in Suriname has, due to several circumstances, deteriorated in the past decennia to a state that the sector’s essential contribution to the development of the country, has become almost impossible. Hence the situation can only be changed for the better through collective effort.

Serious problems both within the Ministry and in the education field have been observed, which have caused demotivation of teachers and civil servants, a lack of team spirit and team building within departments and schools, an increase in number of unqualified teachers, and a remarkable brain-drain. The disintegration is further evident from the poor condition of educational facilities, the chronic scarcities of adequate educational and auxiliary materials, a decrease in the success rates, an increase in the already high rates of repeaters and dropouts, and the adverse effect on the quality of education.

The past years, a clear political, social and economic stabilization has set in. These favourable developments have created room for a long-term perspective on the development of Suriname.

Since education is the key to the necessary economic recovery of the country, it has been regarded as one of the irrefutable top priorities. In 2001 MINOV started with a national mobilization process in order to consult the stakeholders in the education sector to lay the foundation for the realization of a short, medium and long term educational policy for the 15-20 year, which will clearly be based on a national and politically neutral view. Through the participatory model, the stakeholders have been informed and involved in:

- the determination of the final goals and priorities which are to be realized within the estimated time units;
- the determination of the strategies and policy instruments to be applied;
- the selection and organization of such activities and the creation of such preconditions as should lead to a successful realization of the goals.

The participation principle has been observed to the greatest extent possible in the preparation of this document. After the preliminary activities by a committee especially established for that purpose, several seminars were held on various themes for more or less variable groups of participants.

Based on numerous recent studies on Surinamese education and on the results of important international and regional conferences and conventions, a first draft National Education Plan was discussed at the National education Congress of 25 and 26 July 2002. The Congress made critical comments and remarks on the various items which made it imperative to revise the first draft and to organize a follow-up congress. On 29 November 2002 the National Education Plan, was approved as a strategic plan for the sector education and community development for the next 15 years.

Since then many workshops and seminars have been conducted for the “translation” of this strategic plan into concrete implementation plans which refer to the various items and aspects of the education sector. In good harmony between the stakeholders involved, in particular the business community and the teachers’ unions the first Five Year Education Sector Plan (2004-2008) was discussed in August 2004 at a one-day National Congress. At this congress many recommendations were formulated to finalize the draft for submission to the Cabinet and Parliament in October 2004.

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1 Based on recommendations the National Education Plan was renamed the Surinam Education Plan
The present document comprises seven chapters. The emphasis in this document is given to the identification of the priorities for the education sector in the coming five years. After the introduction and the strategy, a critical analysis of the educational sector is given in chapter three. This chapter provides a description of the existing situation and the problems. The reform of the education system is presented in chapter four. It must be observed that this chapter consists of two parts. The first part provides the suggested reforms for the next 15-20 year while the second part is a selection of the priorities for the next five years (2004-2008).

The Ministry of Education and Community Development wishes to thank everyone for his or her contribution in the finalization of this draft document. A special word of thanks is owed to the consultancy bureau MOC, the counterpart group of the Ministry and the stakeholders inside and outside the Ministry.

The Ministry of Education and Community Development

September 2004
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<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>ACI</td>
<td>Albert Cameron Institute</td>
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<tr>
<td>AHKCO</td>
<td>Academy for Higher Education in Arts and Culture</td>
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<td>AMTO</td>
<td>Evening middle-level secondary technical education</td>
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<td>ASFA</td>
<td>Association of Surinamese Manufacturers</td>
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<td>ATS</td>
<td>Evening junior technical school</td>
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<tr>
<td>BNP</td>
<td>Gross National Product (see: GNP)</td>
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<td>BEOS</td>
<td>Management and exploitation of state sports accommodations</td>
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<td>CDF</td>
<td>Comprehensive Development Framework</td>
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<td>CES</td>
<td>Caribbean Education Strategy</td>
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<td>COAS</td>
<td>Central training for PE-teachers</td>
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<td>CPI</td>
<td>Christian teacher training college</td>
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<td>EBO</td>
<td>Elementary vocational education</td>
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<tr>
<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>ENO</td>
<td>Elementary Domestic Science and Technical Education</td>
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<td>ETO</td>
<td>Elementary technical education</td>
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<td>ETS</td>
<td>Elementary technical school</td>
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<td>FOLS</td>
<td>Federation of the organization of teachers in Suriname</td>
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<td>GNP</td>
<td>Gross National Product (see: BNP)</td>
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<td>GLO</td>
<td>Primary education</td>
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<td>HAVO</td>
<td>Senior general secondary education</td>
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<td>HBO</td>
<td>Higher vocational education</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>IDB</td>
<td>Inter-American Development Bank</td>
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<td>IMEAO</td>
<td>Secondary Economic and Administrative Education</td>
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<td>IOL</td>
<td>Institute for Advanced Teacher Training</td>
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<td>KO</td>
<td>Preprimary teacher education</td>
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<td>LBGO</td>
<td>Junior vocation-oriented education</td>
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<td>LHNO</td>
<td>Junior domestic science and technical education</td>
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<td>LTS</td>
<td>Junior technical school</td>
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<td>MAHS</td>
<td>Secondary evening commercial school</td>
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<td>MBO</td>
<td>Middle-level vocational education</td>
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<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>MULO</td>
<td>Junior secondary general education</td>
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<td>NATIN</td>
<td>Institute for middle-level natural resources and engineering studies</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organizations</td>
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<td>OAS</td>
<td>Organization of American States</td>
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<tr>
<td>OC &amp; W</td>
<td>Ministry of Education, Culture and Science (the Netherlands)</td>
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<tr>
<td>OECD</td>
<td>Organization for Economic Cooperation and Development</td>
</tr>
<tr>
<td>PRELAC</td>
<td>Regional Education Project for Latin America and the Caribbean</td>
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<td>SBM</td>
<td>School Based Management</td>
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<td>SO</td>
<td>Special Education</td>
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<td>SPI</td>
<td>Surinamese Teacher Training College</td>
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<td>UNESCO</td>
<td>United Nations Scientific and Cultural Organization</td>
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<td>UNICEF</td>
<td>United Nations Children Fund</td>
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<td>VBO</td>
<td>Advanced Special Education</td>
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<td>VLOSS</td>
<td>Association for physical education, sports and games</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<td>VOS</td>
<td>General senior secondary education</td>
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<td>VSB</td>
<td>Surinamese Business Community</td>
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<td>VVOB</td>
<td>Flemish Foundation for Development Cooperation and Technical Support</td>
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<td>VWMKO</td>
<td>University preparatory, senior secondary education and teacher training</td>
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<td>VWO</td>
<td>Pre-university education</td>
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Chapter 1 INTRODUCTION

1.1 Background and justification

In Suriname, education reform has been raised to the level of an indisputable policy priority within which the human being, as most important factor, shall take a central place. A special circumstance for our country is that because of the deteriorated socioeconomic conditions in recent years, education was faced with neglect of accommodations, lack of basic facilities, continuous shortage of teaching aids, obsolete curricula, etc. These are matters that have seriously affected the quality of education. The same is true for the sector of community development. Not only the poor state of the facilities, but also international developments demand the reform of the sectors of education and community development.

Both in the MINOV policy document 2000-2005 and the Multi-annual Development Plan 2001-2005, the above aspects have been dealt with exhaustively. In both documents it is emphasized that education should make a special contribution to the organization and further development of society, especially in the following areas: executive training, democracy and rule of law, good governance, poverty alleviation and sustainable production. These problems can only be addressed successfully in the framework of a long-term vision within the perspective of international and regional developments.

In 1990, in Jomtien, Thailand, under the auspices of UN agencies and the World Bank, the “World Declaration on Education for All” was adopted, setting the goals for primary education for all by the year 2000.

An evaluation at the Education For All World Forum in 2000, in Dakar, (World Education Report UNESCO, 2000) shows that hardly any progress has been made in attaining such goals. Some countries have made some progress, however, and enrolment rates have increased in some regions. But too many children still do not attend school or are drop-outs and adequate primary education has still not been realized for many. New action plans have been drafted for the period until 2015.

In the framework of support for the worldwide efforts for poverty alleviation and sustainable development, in early 1999 the World Bank proposed a “Comprehensive Development Framework (CDF)” as a guideline for development in the next twenty years: a 2020 vision. The CDF consists of two essential components. In the first place, it directs attention to a wide variety of conditions for sustainable growth and poverty alleviation. Secondly, a new procedure is advocated, that is partnership between governments, development institutions, NGO’s and the private sector.

The first part of the CDF contains a list of approximately ten conditions for successful development and provides a useful framework to consider the relative strong points and weak points of the region and the individual countries. The following major conditions were identified:

- good and clean government
- an effective legal and justice system
- a well-organized and supervised financial system
- a social safety net and social programs
- education and knowledge institutions
- health and population issues
• water and sewerage (infrastructure)
• power
• roads, transportation and telecommunications
• sustainable development, environmental and cultural issues

The CDF also envisaged a useable framework for contemplating the development strategy of the Caribbean Region as a whole and the countries therein for the next 20 years. In an effort to establish the development strategy for this region, the ten CDF elements were reduced to four areas meriting attention. These areas are: Governance and Social Justice; Risk Diversification; Environmental Preservation; Caribbean Education Strategy. In this framework, education has a crucial role as regards sustainable growth and poverty alleviation. Problems and issues in these areas fall for the major part within the scope of the governments and larger communities and form key areas for public actions.

The changed characteristics of the present and future economies, more in particular the globalization process and increasing intellectual content of the production process, require a working cadre that disposes of higher order skills. In developed countries, this has led to almost universal secondary education, revised curricula and higher standards set for the learning process. In contrast to the above, the countries of Latin America and the Caribbean have much lower percentages of pupils enrolled in secondary education, in comparison with their competitors on the world market. The level of education in the region is inadequate, according to international standards: the curricula are obsolete and do not satisfy the demands of the labor market; teachers have insufficient command of their subject, modern pedagogical methods are not applied, and the teachers are often not motivated. Educational tools are scarce and inadequate. Schools rarely have a sense of identity and mission, and school principals often have no authority and recognition.

1.2 Need for a strategy

At the 2nd Summit of the Americas, held by the OAS in Santiago in Chili (1998), a follow up action plan was drafted, containing inter alia the following goals:
- universal access to and completion of quality primary education for 100% of all children by the year 2010;
- access for at least 75% of young people to quality secondary education with increasing percentages of young people completing secondary education.

It is evident that attainment of such important goals does not only require much effort, but can only be realized on the long term in accordance with a carefully considered strategic plan. In the framework of Education for All (Unesco: EFA) it was also agreed that the countries that do not yet have an EFA Plan would have established one by 2002.

At the request of the Caribbean Group for Cooperation and Development, consisting of twenty member countries, a “Caribbean Development Strategy to the year 2020 (Vision 2020)” was developed in CARICOM context, which views the improvement of education as fundamental. A Caribbean Education Task Force (CETF), which was established especially to that end, and experts from the World Bank have formulated the “Caribbean Education Strategy 2020 (CES 2000) on the basis of the contributions by the education ministers of the participating countries. Suriname is one of the 17 countries that collaborated in this effort. Furthermore, regional and international bodies have also cooperated. This CES appears to be a useful starting point, also for Suriname, for the organization of education in the coming twenty years.
At the meeting of education ministers of Latin America and the Caribbean in Cochabamba, Colombia (March 2001) arrangements were made and proposals presented which conform to the framework of action of the Education For All World Forum. The ministers committed themselves to observe these guidelines in the formulation of an educational policy for their countries in order to make a quantum leap in the field of education in the region. In this framework, the UNESCO has worked on a new Regional Education Project for Latin America and the Caribbean (PRELAC 2001-2015) to bring about actual and sustainable changes, so that education can meet the requirements of human development for the 21st century.

In Suriname, the Ministry of Education and Community Development has started a national mobilization process in 2001 in order to consult stakeholder in the sector for the formulation of a policy frame that should be considered a basis for the design of a National Education Plan (NEP) for the policy on education in the next 15 – 20 year. Education is considered to be “the key that should give access to the necessary economic redress” and “an indisputable top-level policy priority in which the Surinamese national holds a central place”.

Rapid and continuous technological change is a characteristic of the 21st century, whose influence is felt throughout the world. Labor-intensive technologies are disappearing; scientific knowledge and technological principles are now considered keys to increasing productivity and prosperity. The interrelated transformations in the global economy, in international relations and also in national institutions require a constant reformulation of systems to steer and manage desired processes of change. Reform of education and related systems is the pivot of the preparation of people to cope with new market requirements, to utilize emerging possibilities, to combat poverty and to reduce huge differences in income. These past decades, both industrialized countries and developing countries have emphasized the need for better-educated, creative and flexible working cadres to address the new requirements of the times. The educational systems are not yet sufficiently effective, however, and their capacity is still very limited.

The CES provides a framework for education reforms, which are necessary to cope with the requirements of economic and social transformation in the Caribbean and also in Suriname. The core, which consists of formulations of a portrayal of humankind (vision), the objectives and strategies, respectively, was presented at two meetings with representatives from the educational sector. The CES model was received favorably by the participants, at both meetings. The reactions from a survey among stakeholders (in and outside of the MINOV) were also favorable. Over 95% of the 69 respondents found the vision, the objectives and the strategies usable. A large part, however, was of the opinion that adaptation and translation to the Surinamese situation was required.

In addition to the division of labor between government and private persons, the CES model presents the prospect of regional coordination. Developing countries in general move from a position of planning and development, directed by the government, to greater trust in private enterprise. What areas can be left to the private sector (with regulations) and what areas are priority government concern? Which national and which regional investments will require coordination? Regional facilities can decrease the per-capita costs of public services, especially in the field of tertiary education, but also in the field of curriculum development and other fields for the benefit of primary and secondary education.

Sustained macro-economic growth is not only required for poverty alleviation and sustainable development, but also to finance the necessary education reform and to develop the infrastructure to promote a knowledge-based society. Conversely, a rapid and sustained economic growth will not be realized if the educational system is not effective and if the capacity remains limited. A
development strategy is an imperative condition for the possibility to realize changes that are needed to achieve an effective and efficient educational system.

1.2.1 The social and economic context

The social and economic situation is characterized by, on the one hand, the possibilities to generate income through production processes, including provision of services, and on the other side, the ability to provide for the own needs by means of a wide supply of goods and services at fair prices.

The total earning capacity has decreased slightly since 1990 and then increased somewhat in the period 1996-1998. In 2000, the gross domestic product (GDP) amounted to SRG 955,984,000,000 against current prices, compared to SRG 2,920,000,000 in 1990.

With the 1980 prices, the GDP amounted to SRG 1,548,000,000 in 2000, compared to SRG 1,343,000,000 in 1990. The growth of the overall domestic production fortunately improved in 2001 by approximately 3.6%, owing to *inter alia* the mining sector with a growth of 18%.

Compared to 1990 (66,374) the employment situation in Suriname has deteriorated by 9% in 1999 (60,317). The unemployment percentage was 20% in the first half of 1999. As regards the overall working population, 65% was employed by the government in 1990; in 2000, this was 60%.

The per capita income was SRG 7,942 in 1990 and SRG 2,459,259 in 2000, on the basis of the mean population of 401,665 and 434,000 respectively. It has been a fact for years that most goods are imported from abroad. This, however, means that the prices of most goods are strongly influenced by the exchange rate and excises. Inflation, which had come to a halt in 1996, increased to 99% in 1999 and attained a level of 59% in 2000. The purchasing power has thus been strongly affected. The average inflation percentage for 2001 was 38% and it is expected that it might be 18% for 2002.

These past years, the economic growth in the region as a whole has been relatively low: on average, approximately 2%, whereby some countries had a negative growth. The countries are attempting to diversify their small, often mono, economies. External factors, including the establishment of NAFTA as from 2005, the imminent loss of preferential markets, the need to create employment and fight unemployment, demand attention.

Tourism, construction and service industries are considered growth sectors and the efforts are focused on the further expansion of these sectors. In Suriname, moreover, the mining sector (oil, gold, bauxite) holds favorable possibilities. Such initiatives, intended to promote development, increasingly rely on higher levels of education, skills and technology. The changed labor market, which accompanies a number of economic tendencies that are evident worldwide and particularly in the region and in Suriname, also has consequences for the organization of the educational system. Some of these tendencies concern the decline in the number of jobs (in the agricultural and industrial sectors), growth of the services sector, growth of the informal sector, changes in job profiles, more in particular in respect of specific skills, and internationalization of labor.

Source:

3 New Year’s Lecture; Association of Economists in Suriname, 24 January 2002
5 Gross Domestic Product; General Statistics Office (ABS January 2002)
6 Consumer price index and inflation; General Statistics Office (ABS 23 May 2002)
Inequality as to education opportunities in respect of different social and economic groups contributes to and strengthens the stratification of the societies with corresponding problems. The Caribbean countries, including Suriname, are nowadays confronted with high crime and delinquency figures, often linked to drugs trafficking, with high numbers of school dropouts, with growing social and economic inequality and high unemployment. These are all symptoms of weak economies. The countries are furthermore confronted with an increasing incidence of HIV/AIDS and with health and nutrition problems especially among lower socio-economic groups.

1.2.2 Outline of education and community development situation

In most countries of the region, huge investments have been made in education. Education expenditures as a percentage of the gross national product (GNP) vary from 2% in the Dominican Republic to 7% in Jamaica. The regional average is approximate 4%.

The share of the Ministry of Education in the GNP in Suriname was 6% in 1990 and 5.5% in 2000. As to government expenditure on the ordinary service, the Ministry of Education and Community Development is responsible for approximately 16%. In the nineteen eighties, this was 25%. On the extraordinary service (investments), this share was 4% in 2001, and on the 2002 budget, this share is 8%.

Within the government apparatus, the Ministry of Education and Community Development accounted for 37% of the civil service in 2001. Of this, the teaching staff amounted to 77%.

In the last thirty years, great strides have been taken in the region as concerns access to formal education. Almost all countries have some or other form of elementary education up to 14 years. Most countries offer preprimary education to approximately 80% of the age bracket. In primary education, this percentage (the Net Primary Enrollment) varies between 80% in the Dominican Republic and 100% in Barbados. For Suriname, this percentage is not known. In some countries good progress is made with attaining universal secondary education. This means that every national must at least have received secondary education. In the Bahamas, Barbados and St. Kitts and Nevis this has been accomplished already. The Net Secondary Enrollment for Suriname is estimated at 42.8%

Apart from attention for the increase in the school population, in many countries much attention has also been paid to the quality of education, in particular in the areas of curriculum development and the training of teachers. In spite of the progress made in the countries, there are still many deficiencies that need to be addressed.

Successful completion of secondary education is of major importance for employment in a modern economy, for the development of a solid basis for a comprehensive and diversified tertiary education level and for the competitive position on the world market. The attainment of universal secondary education, that is secondary education as minimum schooling for every citizen, is imperative.

This process not only requires attention for the establishment of the physical infrastructure but also attention for the reform of the educational structure and for the development of curricula that are adequate for a general development of students and to equip them for the labor market. There is also a growing demand for post-secondary or tertiary education, in particular in the areas of the

Source: 7 Caribbean Education Strategy: Caribbean Education Taskforce; 2000
8 Gross Domestic Product; General Statistics Office (ABS January 2002)
9 Financial police document 2002; Ministry of Finance
10 Net Enrolment: the ratio/the percentage of the number of pupils of school age, as defined by the educational system, that is enrolled at school against the total number of that age group in the population.
natural sciences, technology and management. Post-secondary education is of importance to give direction to the national development and to meet challenges.

School achievements in Suriname are low. According to the MINOV policy document 2000-2005, every year approximately 23% of the pupils in the various grades of GLO, VOJ and VWMKO fail, while 23-40% fails the resit. The drop-out percentage for GLO, VOJ and VWMKO is estimated at respectively ±7%, ±25% and ±20%. The policy document also makes mention of an unfavorable picture of the transfer to secondary education. From the figures for the past 10 years it appears that an average of 49.6% is referred to MULO, 14.2% is referred to LBGO, 48% to LTO and 7.4% to the four remaining school types (VBO, EBO, ETS and LNO), whereas 28.9% repeats the 6th grade or drops out.

As to MULO, an average of 51% passes the final examination and 30% of the failed candidates resits the exam.

The poor school achievements are the result of a variety of factors, including deficient curricula, lack of school supervision, inadequate didactical arts, unsatisfactory selection mechanisms, lack of qualified teachers and failing school organization. Summing up, it should be stated that the internal efficiency of the educational system is rather low.

The MINOV policy document 2000 has formed the basis for the formulation of the paragraph “Education Reform and Community Development” in the multi-annual program for development, MOP 2000-2005, recently approved by the National Assembly. The MOP puts forth the following: “The educational policy is aimed at restructuring and reorganizing, at the shortest possible term, the relevant institutions to be able to offer all citizens of Suriname schooling and training facilities that are adapted to the times, qualitatively good, flexible and affordable, so that they may successfully approach present-day challenges in economic, social and cultural fields. In this framework, some 10 policy measures are mentioned, namely: education administration, efficiency increase; greater accessibility; greater effectiveness; curriculum improvement; parent participation and house calls; policy on repeaters and drop-outs; adjustment of occupational education and vocation-oriented education; private non-regular education; university education”.

As a consequence of policy consultations between the Netherlands and Suriname in June 2000 in the Hague, in advance of a sector analysis, a quick scan for the educational sector was carried out in October 2001. Approximately 25 persons from the educational sector participated in this quick scan in a few workshops. The report mentions the following problems:

“The educational sector has clearly been on the decline these past years and therefore cannot contribute optimally to national development. The organizations within the sector have not been spared the consequences of the deteriorated socioeconomic situation, and both within the ministry and within the educational sector grave problems exist. The disintegration is evident from the dereliction of educational accommodations, the lack of basic facilities, the chronic shortage of adequate teaching materials, the lack of qualified teachers, inadequate teaching methods, obsolete curricula, poor results of education, decrease in the average pass rate, increase in the already high number of repeaters and drop-outs, and degradation of the quality of education (Policy document 2000-2005). The pass rates are far below international standards and, in addition to the many problems the educational sector is confronted with, this creates another social problem: the reception and counseling of repeaters and those who failed the final exam, which in terms of money means a waste of thousands of millions of guilders.”

The above shortages need to be addressed and require measures such as rehabilitation or optimization of existing systems. In the light of the new requirements which, more in particular, are set by the knowledge-based society and globalization against the background of sustainable
growth and elimination of poverty, it should be endeavored to change the system, that is to transform the overall educational system. For the greater part this refers to:

- **increasing access to and transfer in the primary, secondary and post-secondary levels;**
- **strengthening the effectiveness of the system of education and community education;**
- **raising the equity of the system;**
- **improving the management system.**

The competitive position of a country is to a high degree determined by the competitiveness of its working population. The demand for knowledge and skills from the labour market exceeds the traditional standard of literacy. If a completed secondary education is taken as the standard for determining the competitiveness of the working population, the Caribbean will not top 20%. The percentage for Suriname is, unfortunately, not known but will not be far from 20%. In the OECD countries, this percentage is 70%, in Singapore over 60%.

According to the report of the World Bank, “Educational Change in Latin America and the Caribbean”, the average level of schooling of the Surinamese population 25 years of age and over was less than 4.9 years of education. This information is derived from the “World Education Report” (Unesco 1998).

Except for cognitive skills, today’s worker must also have the right attitude towards the “work life” and solid communication skills.

In assessing the educational systems in terms of social equality, many problems are uncovered. Pupils from lower socioeconomic groups tend to lag behind in the educational process. Educational systems seem to harden the problem of social inequality. Both in rural and urban areas, poor pupils often go to schools that have little means, which moreover are of a lesser quality. In remote areas there is no or poor access to education that goes beyond the primary level. In Suriname, the interior is presently even deprived of sufficient possibilities of primary education. On account of the civil strife of the eighties, the infrastructure that was already poor, has been destroyed for the larger part, while the inhabitants of many villages became displaced.

In formulating a strategy for education and community development for Suriname, it is with much appreciation that use is made of proposals and drafts developed in the scope of the CES, Education for All (Unesco) and PRELAC (Regional Education Project for Latin America and the Caribbean).
Chapter 2  AN EDUCATIONAL AND COMMUNITY DEVELOPMENT STRATEGY

2.1 The vision and mission

2.1.1 The vision: the image of the ideal person

An important starting point for the reform of the educational system is a good understanding of what is considered the ideal society and the ideal citizens of society. On the 18th Summit of CARICOM Heads of State in Jamaica (July 1997), at which Suriname as well was represented, “The Vision of the Ideal Caribbean Person” was adopted. This vision seems a proper starting point for the formulation of an ideal portrayal of man for Suriname. In the Government Statement 2000-2005 in the paragraph on education, reference is made to a portrayal of man. In this connection, the following is stated *inter alia*:

“In addition to vocational preparation, the development of general skills, and physical and cultural development, the normative orientation will take an important place. For the Government deems it of importance that more than ever, the development of the child’s character is looked after.”

Furthermore: “The Government will see to it that the process of acculturation will continue to have the room to develop spontaneously and freely in a climate in which there is lasting respect for all forms of culture in our multicultural society and that every Surinamese national can continue to enjoy his culture in full freedom.”

On the basis of the CES vision and the indicated portrayal of the image of the ideal person in the Government Statement, having processed the suggestions of the SEP survey 2020, we may formulate a portrayal of the ideal Surinamese citizen as a person who:

- is permeated with respect for human life because it is the foundation on which all other values must be based
- is emotionally sure of himself (with a high degree of self-confidence and self-respect), enterprising and resourceful
- sees ethnic, religious and other diversity as a source of strength and richness
- is aware of the importance of life in harmony with the environment
- has a strong sense of family and a lot of community spirit, and has a strong appreciation of moral issues, including sense of responsibility of oneself and society
- has a well-developed respect for our cultural heritage
- is versatile, demonstrates an independent and critical intellect, calls existing concepts and customs into question, and is oriented towards the application of knowledge and facts to solve problems
- demonstrates a positive attitude towards work and cooperation with others
- shows a creative mind in its many manifestations and develops this in economic and enterprising spheres and other areas of life
- has the ability to control his physical, mental, social and spiritual well being and to contribute to the health and welfare of society
- cherishes the full development of every individual, and who utilizes differences and similarities between man and women as a source of mutual strength
- has a strong connection with the own country and people and has the orientation of a cosmopolitan
This description of the ideal persons includes several implicit yet unambiguous indicators of that which is expected of the educational system. This description offers a useful picture of that which should be the ultimate desired result of the educational system. The educational system, in this case the school, should be an institute where not only training is provided, but which also teaches moral values and social skills. Hence, the description largely covers the image of the Surinamese individual outlined in several documents, which the educational process should guarantee. The indicators must be incorporated into the curricula and programmes of schools and other educational institutions.

2.1.2 The mission of MINOV

In accordance with the Constitution and the MINOV policy document 2000-2005, the following mission may be formulated.

To create and maintain
- conditions, facilities and means of education and community development for the benefit of every citizen and resident of Suriname, for the acquisition of
- knowledge, skills, standards and values, aimed at
  - participating efficiently in our democratic society and the modern world
  - participating freely in the multi-cultural life with a strongly developed environment awareness
  - participating optimally in socioeconomic life of our country.

To realize the portrayal of man to be indicated and to accomplish the mission, in view of the problems identified, substantial changes will have to be brought about in the system of education and community development and the related processes. Systems and processes for education and community development will have in any case be based on the following principles (Prelac; Discussion Paper, 2002):

**Quality**: Education and development contributing to “learning to be”, “learning to do”, “learning to live together”, learning to endeavor”;

**Equality/Equity**: Education and development for all, with allocation of most efforts and resources to the most vulnerable parts of the population;

**Continuity**: Broad and flexible educational systems that offer multiple learning opportunities for enrolment and withdrawal of students during their lifetime and for widening the horizontal and vertical transfer possibilities;

**Diversity**: Education and development that respect, appreciate, take into account and incorporate individual, social and cultural diversity in the learning process;

**Actors Central**: Education and development in which the various actors, in particular teachers, communities and society, are effectively involved to introduce meaningful and necessary changes in the existing educational system.

2.2 Objectives and strategies

2.2.1 Objectives

Starting from the mission and the image of the ideal person, we arrive at the following objectives at the macro level:

- a more effective and efficient educational system
- a just educational system
- an international competitive working population
These objectives can also be found in an IDB strategy for the reform of primary and secondary education in Latin America and the Caribbean (IDB; May 2000). According to the IDB quality and equity are two objectives of reform. Quality has many definitions, the most important of which is output – and learning – based, that is the extent to which pupils acquire the knowledge and skills that society wishes to impart to them. Equity, as the second key goal, is necessary because there is a wide discrepancy as regards the attainability of education for the various social classes (ibid: 10).

2.2.1 Strategies

The above objectives should be realized through the following strategies:
1. reducing the knowledge gap between and within the countries
2. turning the school and the class into the focus of the educational system
3. undoing inequalities in the school system
4. improving educational financing and management
5. strengthening regional cooperation

Ad 1 Reducing the knowledge gap
- Accelerating the attainment of universal (= accessible for all) primary education and of an increased pass rate.
- Accelerating the attainment of universal secondary education and of an increased pass rate.
- Diversifying the programmes at secondary (VOS) and tertiary level to meet the market requirements and to strengthen regional participation at that level.
- Strengthening the capacity to carry out and apply research, in particular in support of educational reform.

The rapid growth of the knowledge-based society has created a new basis for inequality: the knowledge gap. As knowledge becomes an ever more important production factor, the extent to which a country will be able to reduce the knowledge gap will be decisive of its competitive position. In addition to possibilities for the new generation, measures are needed in favour of the current working population, especially the many individuals with no or poor schooling. An elaborate lifelong learning policy is required to promote continuing education and to raise the population's level of schooling. The establishment of a more flexible educational system that offers differential possibilities for enrollment for, return to and completion of a study, irrespective of age and living conditions of the student, is required.

Working on the knowledge gap implies the care for appropriate values and attitudes for the labor world so that everyone may participate optimally in the job market. Improvement of own research in the fields of education and community development by developing the appropriate infrastructure, care for human resources, and allocation of the required resources is necessary. In the field of education is necessary to have information on the processes and results in relation to the requirements of the market and society. Mechanisms and standards for the determination (measurement) of the results obtained as regards knowledge and skills in education should be ensured. The same goes for the determination of the results obtained in the community development sector.

Expansion and diversification of higher education will also be necessary so as to address the increasing demand for executives in the various scientific and technological disciplines which particularly relate to the growth of the national economy. Networking by institutes for tertiary
education, at regional and international levels, is imperative to be able to address the need for knowledge at this level.

Cooperation among the University, the IOL, training colleges and other institutions for carrying out research and development projects to support educational reform in close interaction with the Ministry, is essential.

**Ad 2 Turning school and class into the focus of the educational system**

- Making and implementing development plans for individual schools
- Strengthening management capacity and performance of school managers and teachers
- Allocating resources to schools on the basis of requirements
- Determining minimum standards of effective education as from nursery education up to tertiary level
- Transforming the school environment

The school is often the most important social infrastructure in many communities, especially in rural areas and in the interior. This allows the school to play a central function as learning environment and learning center for the local community as a whole. It does mean, however, that the school will have to move beyond the borders of the formal educational system. With some adjustments to the infrastructure, schools and classrooms may be changed into centers for community education and lifelong education with multipurpose facilities.

An important element of this strategy is also that in such modern schools, classrooms as such must be designed so that they may be equipped for many types of activities, such as traditional teaching, group work in small and large teams, multimedia interactions, etc. etc. A minimum of specifications for different school types is also required, as well as the establishment of adequate maintenance programmes and plans an attention for equipment and resources for instruction. When the school will function as learning center in the local community, school managers and teachers should be well-equipped for the role of primary links for knowledge transfer and training. The training of and refresher courses for teachers will have to be translated in the light of the new requirements and roles. Incorporation of information technology at school, development of the guidance and counseling capacities of teachers to address the psychological, social and cultural needs of the youth, and the application of more pupil-oriented didactic methods form a part of the new challenge.

The training should be accompanied by the determination of appropriate performance standards and incentives. School managers and teachers are the pivot and shall play a vanguard role in each and any change in education. Career plans shall be determined and working conditions and compensations will be improved to give status to the teaching profession. Fulfillment of a central development function by the school in the local community also means that change will be required in terms of administration. The school will have to have a certain degree of autonomy, in any case in certain areas. Reform of the school administration and the manner in which the school is managed, as regards both curricular and extracurricular activities, must be given attention.

The school must be transformed into friendly learning environments that are open to participation, in which everyone feels at ease, where the self-respect of pupils and teachers is strengthened and where as many people as possible participate in the decision process.
Ad 3  Undoing inequalities in the school system

- Ensuring that budget-wise there shall be an equitable per capita distribution and additional resources will be available in favor of disadvantaged students.
- Developing and implementing compensation programmes, programmes that emphasize a sound command of basic skills (reading, writing, arithmetic) and promote keeping poor students in school.
- Enhancing the opportunities for students from lower socio-economic classes to have access to higher levels of education.

It is evident that may categories of students do not do well in the existing school system. It concerns students from lower socioeconomic classes, students from rural areas and the interior, and students with a disability. On the basis of information from household surveys and other research, communities and categories that may be considered risk groups and qualify for extra resources and attention will be identified.

Systematic research is also required to analyze the school and extracurricular factors that contribute to the poor school performance and the inefficiency of the educational system as appears, among other things, from the high numbers of repeaters and dropouts. This will enable a more target-oriented approach, while the foundation will be laid for cooperation with other social institutes to address issues such as non-attendance, malnutrition, unfavorable home situation, and specific deficiencies.

Participation by students with disabilities should be enhanced at all levels, by providing appropriate infrastructure, appropriate instruction material and proper teachers. This category of students should be integrated as much as possible in “normal” education, if necessary with additional programmes.

An adequate scholarship system for secondary and tertiary education for students from the lower socioeconomic groups should be established. Enhancement of access to Internet and use of ICT (information and communication technology) for educational purposes must be taken in hand. The EDUCONS Knowledge Centers are a good example in this respect.

Ad 4  Improving educational financing and management

- Strengthening, throughout the entire educational system, from the central level to the school and training institutes, the capacity for making financial analyses and developing cost-effective programmes and efficient management.
- Allocating more means to the sector through mobilization of the private sector and international support, thereby attaching priority to primary education.
- Developing a culture of accountability, from the Ministry to class level.

The costs of education are increasing drastically and will increase even more on realization of the proposed strategic goals. To an important extent, the increase in costs may be reduced to a workable level if the necessary adjustments can be made in the sector so as to accomplish greater efficiency in the application of the resources. Through the application of modern approaches of financial management in combination with utilization of the possibilities of information technology, the capacity for efficient and effective budgeting may be improved at both the central and school and institute levels. At the central level, a better insight may be gained into the allocation of resources to the sub-sectors and a better equilibrium may be attained between personal emoluments and other elements. At the school level, apart from analysis and cost-control, the possibility is created for reporting and accountability.
Partnerships between schools, institutes, the private sector, communities and other stakeholders will have to tap financial sources. Such alliances will above all be influence the contents of education, the determination of the required skills and the new relations of cooperation between the educational world and the world of labor.

Ad 5 Strengthening regional cooperation

- Documenting and distributing information on available sources, including regional expertise and practical examples (best practices) in and out of the region
- Increasing and spreading distance education techniques and methods

The deepening of regional cooperation in the educational sector should be an essential part of the education strategy in view of our scale, but especially on account of the common history and problems. Regional integration is both a means and an end to educational development. Cooperation, in particular in the framework of regional linkages such as UNESCO, CARNEID, CARICOM, OAS, IDB and the World Bank, should be strengthened and used, not only at the political level, but more in particular at professional level. In this context, the already established cooperation between the Ministry and the Netherlands-based foundation Samenwerking Onderwijs Suriname-Nederland, SOSN (cooperation education Suriname-the Netherlands) is of importance. The foundation has meanwhile made some valuable suggestions, contained in two documents, as regards the curricula and the set-up of the educational/learning process. Networks should be established between national and regional institutions and with international counterparts for the exchange of knowledge, information and programmes. This process is made possible by the information technology.
Chapter 3 THE EDUCATIONAL SYSTEM

General introduction

In this chapter, an overview is given of the formal educational system. The different levels of education and the related school types and their problems are outlined. Since the beginning of the eighties the educational system, from preprimary education up to secondary education inclusive, has hardly changed. This also indicates why education, in this rapidly changing world, has reached the stage where reform is imperative. It is clear from the description how little flexible the system is and what obstructions exist to facilitate a smooth horizontal and vertical transfer of pupils. No international trends are followed, which could improve the quality of our education by comparing the results of our educational system to those of other countries in the region.

3.1 Pre-primary education

3.1.1 Present situation

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. It appears that in 1995/1996, according to a publication of the General Statistics Office, 81.3% of the children was enrolled in pre-primary school. This is the highest percentage in the region, particularly because pre-primary education in other countries is private (paid) education. In Suriname, pre-primary education is for free, with the exception of the private schools. The number of pupils for the school year 2001/2002 is over 15,586 and the number of teachers, 665. The ratio pre-school children / teachers amounted to 23.4.

Pre-primary schools are often linked to a primary school, although they have their own teachers, who are nursery trained teachers. Of the 281 schools, 273 (97.2%) is accommodated in a primary school.

There are no legally compulsory, established, national curricula for pre-primary education. In 2000, the department Curriculum Development introduced a play-way programme for the 4-year and old pre-school children. Children automatically go to primary school, provided that they will turn 6 before 1 January of the following year. All pre-primary schoolteachers have the formal qualification to teach pupils of pre-primary schools and of the first and second year of primary school. One has to complete the nursery school teacher training. All pre-primary schoolteachers are female. Almost half of the pre-primary schools (48.9%) belong to public education. The remaining schools are run by religious societies and subsidized by the State. Eight pre-primary schools are private schools and the parents have to pay a tuition fee.

A positive development in Suriname as regards Early Childhood Development (ECD) is the fact that relatively many pre-school children in the city visit private pre-primary schools. According to the report of the Multiple Indicator Cluster Survey (MICS; 2000), a sample survey showed that 61% of the children aged 4 to 5 years and 14% of the children aged 3 to 4 was enrolled in pre-school activities. For some time already, the policy and programmes regarding children, from birth to the age of 8 years, is placed within the concept of Early Childhood Development (ECD). The purpose is to protect the rights of children, allowing them to develop optimally in the cognitive, emotional, social and physical domains.
Already in 2000 the Ministry of Education assumed the overall coordination of the ECD programme and developed a policy document and a program of action. In the past years, the government and the NGOs have provided training to enhance the professional abilities of the service providers. The parent’s awareness of the importance of the early stage of life is being raised. Various NGOs are actively engaged in this field. In 1997 already Suriname has approved the Caribbean Early Childhood and Education Plan. In 1999, this plan was adapted to the Surinamese situation and a policy document and programme of action were formulated. In December 2000, the Surinamese plan of action was presented to the educational sector by the Ministry of Education, and adopted.

3.1.2 Bottlenecks

Problems

- Scientific knowledge as regards Early Childhood Development (ECD) is not widespread.
- The prevailing situation suggests insufficient understanding of the importance of ECD, resulting in insufficient emphasis on and investment in ECD.
- Government and policymakers are insufficiently aware of the importance of ECD.
- Early education is seen too often from the educational point of view (preprimary education)
- Classes are too large.
- Sanitation in schools is problematic.
- There is no national curriculum for preprimary schools with clear objectives.
- There are often no pre-primary classes in the interior, with all due consequences.
- The curriculum lacks subjects like national education, hygienic and environmental awareness.

3.2 Primary Education

3.2.1 Existing situation

Primary education comprises 6 years and children are enrolled as from age 6 until they are 12 years old (compulsory education runs from age 7 to 12). The number of enrolments in the nineties was over 75,000 pupils. In 2001-2002 65,207 pupils were enrolled. According to the Suriname Multiple Indicator Cluster Survey (2000), almost 78% of the pupils of primary school age actually attended school. In the urban areas this was 81.6% of the students and in the rural areas 81.9%. This percentage was much lower for the interior, namely 61.2%. There are approximately as many boys enrolled as boys in pre-primary education and primary education.

The teaching staff at primary schools consists chiefly of female teachers: 9 out of 10 teachers is a woman. In 2001-2002, there were 3272 teachers employed for primary education. The ratio between teachers and pupils is 1 : 19.9. Nearly all teachers in the coastal region are qualified. There is a huge shortage of qualified teachers in the interior. Over half of the primary schools are runned by religious organizations, such as the Moravian Church in Suriname (EBGS), Roman Catholic Denominational Education (RKBO), the Foundation of Protestant Schools, the American Methodist Episcopal Church (AMEC), the Sanatan Dharm, Arya Dewaker, the Surinamese Muslim Association, the Wesleyan Church, the Seventh-Day Adventists, the Foundation of Islamic Societies in Suriname and the Full Evangelical Foundation. They are subsidized in part by the State. The MINOV bears the teachers’ salaries, but the religious organizations themselves recruit and select their teachers. All school use the same books which are obligatory for public primary schools. Of the primary schools, the government funds 51%, 48% is financed by
religious organizations, and 1% offers private education for which a tuition fee is paid (Source: Inspection Primary Education). In principle, primary education is free of charge.

At the end of the 6th year, the pupils make a test aimed at two objectives:

1. to determine whether a pupil is eligible for transfer to a following level (advanced education at junior level). Dependent on the score, the pupil may pass for MULO (junior secondary general education), LBGO (junior vocation-oriented education), LTO (junior technical education), or LHNO (junior domestic science and technical education);
2. to determine whether a pupil is eligible for a school certificate (diploma), which indicates that the student has successfully completed primary education. When a pupil of the 6th grade does not pass the test but is not yet 13 years of age, he/she may repeat the grade. If the pupil is older, it is possible to be admitted to EBO (elementary vocational education) with a certification. There is also the possibility, for pupils of age 14, to be admitted to LBGO with the GLO certification, dependent on the marks obtained.

The interior

The interior demands special attention and measures. During the civil strife (1986-1992), numerous schools were destroyed or seriously damaged. Education has hence not been provided for many years in that region. In the interior there is a huge lack of qualified teachers.

About 68 schools in the interior are operational (1998); one (1) of which is a school for MULO/LBGO in the center of Brokopondo. An estimate, based on the figures for 1999, shows that over 14,000 pupils were enrolled in 2000.

The distribution of the schools was as follows:

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>16</td>
</tr>
<tr>
<td>EBGS</td>
<td>26</td>
</tr>
<tr>
<td>RKBO</td>
<td>20</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
</tr>
</tbody>
</table>


The Foundation Projects Protestant-Christian Education Suriname carries out the financial management of the construction and renovation of schools and teachers’ dwellings in the interior. Funds are largely provided by donors.

3.2.2 Bottlenecks

The learning environment

In addition to a lack of teaching material, the schools are also confronted with a lack of adequate furniture and other material needed to guarantee the quality of education. The environment in which the pupils are to be educated is not particularly stimulating, either. The schools are generally poorly maintained and are often in deplorable condition, sanitary facilities are insufficient or rather poor, the school yard turns into a quagmire in the rainy season, etc. In Suriname, it is not the custom that the community participates in the maintenance of schools; however, sometimes it does.
The curriculum

The curriculum of primary education dates from 1965 (Prins Syllabus) and needs to be urgently renewed. The learning aids are obsolete and the most recent methods date back to the mid-eighties. In 1986 renewed methods for arithmetic, language, reading and expression that were adapted to the environment of the Surinamese child were introduced. The MINOV had hoped to make education more interesting to our young people. More attention was given to Surinamese culture and more emphasis was placed on the pupils’ active participation. Textbooks were replaced with workbooks. Even though this was a better approach for reasons of pedagogy and educational psychology, the reform created another problem. The pupils had to work in their workbooks, thus this had to be replaced every year anew, which had huge financial consequences which the government could no longer bear. The number of new workbooks declined noticeably and after a few years the teachers had to write the texts on the blackboard or copy the workbooks with the cooperation of the parents. Not all methods were renewed in 1986. Evaluation and adaptation of the methods developed 15 years ago have still not really gotten off the ground, as a result of which the children are confronted with obsolete facts and insights.

Over two years ago, study groups have started to revise the Prins Syllabus. As regards the textbooks and teaching material, the products developed are adjusted for the following subjects, including: Dutch language, arithmetic, geography, history, science, physical education, music, writing, expressive arts, and nursery education. As appears from an assessment by foreign IDB experts, the study groups need to be supported. There is a marked need for expertise with respect to the development of curricula, but the current Curriculum Development Department does not dispose of the material means and human resources capacities to give support to these study groups. The Department is not equipped with modern means, such as computers and printing facilities, and almost everything is now contracted out (lay-outing, printing, etc.). The current procedure is time-consuming and very expensive. An important obstacle is the fact that there are no clear plans for the organization, the printing and the distributing of the curricula that are being adapted.

Teachers

Although it is said that the educational tools offer the possibility to vary the contents, variance in didactic methods is minimal and traditional formal lecturing is still dominant. Our teachers are not all up to their tasks. Many of them are not really interested in making a career as a teacher. Owing to the social and economic situation and the poor working conditions, it does happen that teachers become disheartened. All this manifests itself in the high percentage of absenteeism among teachers (“ghost officials”). Three factors are mentioned which would keep this system intact:
(i) “ghost teachers” keep their rights, attached to their teaching job, so that they may be entitled to state health insurance, an important facility in Suriname;
(ii) although the real disposable income of teachers is low, among other things because of inflation, in comparison to comparable groups in the private business sector, in general higher they receive a higher pay than the average civil servant;
(iii) there are little or no consequences if one fails to turn up for work or performs poorly.
This is in part due to the fact that MINOV lacks the management capacity to monitor the teachers’ school attendance. However, if certain cases are reported to the MINOV executive, little of any action is taken to correct the situation. Students often attend a teacher training college because this is the only training possibility open to them. If they did not succeed in passing the entry exams for VWO/HAVO/NATIN or IMEAO, they enroll at a training college. According to anecdotal information, may do not become teachers or they prematurely leave the training college.
in search of better prospects. Primary schools are therefore confronted with teachers who are insufficiently motivated and interested. They are not prepared to put too much energy in all sorts of innovations demanding greater commitment, more time and creativity from them. This is one of the reasons why the new methods that were introduced in 1986 scored little success. In many cases, the teachers are not sufficiently if at all trained in the new didactic methods and too little time has been invested to familiarize them with the new syllabi. By consequence, the teachers have used the methods adapting them to their old, antiquated insights. Hence, the innovatory train of thought has not taken root.

**Internal efficiency**

The repeaters and dropout percentages are rather high. If 9 out of 10 children start school, in the end only 4 of them will finish secondary school 12 years later. Until 1992 the dropout percentage at primary-school level was about 4% per year for grades 1-5. Thereafter this would increase significantly for the 6th grade, also as a consequence of the entrance exam for VOJ. Most students who have not been promoted do not leave school but repeat the grade. This they often do for several grades. The past 10 years, approximately 25% of the pupils of each year have repeated the next year. A cohort analysis which followed a group of pupils from the first grade in 1988 until 1994 gives an indication that of the 10,275 pupils in the population who started first grade in 1988, 7.27% completed the six grades in six years; 12.4% took seven years; 12.7% needed eight years; 9.8% needed nine years, and 5.6% completed school in 10 years. Approximately 48% of the pupils, who at one time started primary school, finally obtained a primary school diploma. The high percentage of repeaters and dropouts give an indication of the enormous dissipation and the low level of the internal efficiency. The drop-out of pupils means that this does not result in graduates with deployable skills. Repeating a grade results in the government having to make extra costs for many students: more classrooms, teachers, educational tools, etc. It is known that the high percentages of repeaters in the region are symptomatic of a more complex problem that has to do with inadequate education and poor results. There are to few measurements of “process” variables (i.e. what is really happening in the classroom), which lie between physical and financial inputs and the learning/teaching process and the time actually spent on teaching, the educational strategies used and the use of educational tools. There are no data to match the skills needed on the workplace with the school’s final product. Repeating a grade increases the chance of repeating anew and of dropping out because, as the pupils get older, the chances to start working increase.

**The test system**

Since 1994, the school marks of the 6th-grader are included in the assessment whether the pupil passes or not. The schools take their own “tests” which make up 1/3 to the score, whereas the nation-wide test forms 2/3 of the score. The school tests are prepared by the teachers of the school. They have had little or no training in preparing tests and there is no comparison to tests of other schools. There is also a large difference in the level of the tests taken. It appears, however, that this system has not increased the number of passes significantly.

The primary school test is, among other reasons, intended as a selection means to gain admission to the different types of schools at VOJ level. Although the procedures for the development of these national tests follow properly established professional directions, in the end they are checked and scored in a manner that undermines their validity and usefulness. Since the current administration of the tests is very expensive as regards its implementation, it would be worth the investment if the test result would refer pupils in an accurate and just manner to the different educational possibilities and would provide useful information on the effect of
interventions that would be aimed at improving the quality of education. However, as long as the test results are combined with school tests to reach a final score, the investment in extensive administrative procedures to take the tests is largely wasted. The current test system also relies too much on one single test at the end of an educational cycle of six years as the basis for referring pupils to future education routes. In applying this [terminal assessment] system, the ministry departs from chance scores that give only a random indication [of the pupil’s knowledge]. International practice gives preference to continuous assessment which is based on more information gathered throughout a longer period and provides the opportunity to take the pupil’s personal interests and capabilities into account in the decision-making. Another problem is that teachers are not trained in designing tests and that there is no comparison between schools.

**Education in the interior**

During the internal strife (1986 – 1992) many schools were destroyed or badly damaged. Education was therefore discontinued in many places. The interior is still struggling with a lack of schools and teacher’s dwellings and a lack of qualified teachers. Recruiting teachers to work in the interior presents a problem, as the interior is not very popular with the teachers because large distances must be bridged, transport is expensive and there is the risk of contracting malaria. Furthermore, the interior is isolated and there are cultural differences with the locals. The performance of the teachers who work in the interior is affected by the poor working conditions, the shortage of materials and the lack of possibilities to continue one’s studies.

There is a considerable lack of qualified teachers in education in the interior. The training for the “boslandakte” [teaching qualification for the interior] was reinvigorated in 1992. The programme has yielded mixed results. When it attracted too few trainees from the interior, people from the city were admitted to the course. On completion of the training, a large number of the people from the city refused to be stationed in the interior. Of the total of 260 participants, 60% passed. The duration of the training was only 8½ months.

Other important problems that influence the teaching/learning process in the interior include:

- the school language is not the home language;
- many children of pre-school age do not attend nursery school as a result of which the problems in the first grade of primary school are often great;
- the percentages of repeaters and dropouts are relatively higher than in the city, among other reasons, because of the lack of qualified teachers, frequent shortages of educational tools and irregular school attendance;
- there is no reading tradition and there are no libraries;
- the interior is difficult to reach and transport to the interior is very expensive;
- the transport of pupils (by boat) to the school is not always optimal;
- the illiteracy percentage is relatively high;
- the involvement of the parents in the education process is minimal and the children hardly receive any support from their parents;
- many young inhabitants of the interior move away, in search of a better future;
- the possibilities for inspecting and guiding schools are highly restricted and even absent on account of reasons of finance, geography and infrastructure;
- no or insufficient inspection and guidance from the part of the ministry;
- incentives (compensations in money) are lacking;
- the teacher training does not train the teachers in teaching combined classes;
- no account is given to the fact that pupils often enroll in the first grade at an older age;
- many areas lack well-functioning communications means, which increases isolation;
there are no short professional courses which could serve as follow-up training and provide for certain local needs.

3.3. Special Education

3.3.1 Existing situation

Special education is intended for children with a  
- visual handicap  
- communication handicap (hearing, speech or language problem)  
- physical and/or mental handicap  
- serious behavioral disturbance or a psychiatric problem  
- learning and behavior difficulties  

Special education in Suriname is provided by various establishments (types of school) and at two levels: primary special education and secondary special education.

Special primary education is provided in  
- classes for special education at primary schools  
- schools for children with (serious) learning difficulties (zmik)  
- schools for children with learning and educational problems (lom)  
- a school for children with motor disabilities  
- a school for children with multiple disabilities  
- schools for children with sensory disabilities  

Secondary special education is provided at schools for secondary special education (VSO) and this for several types. There are in Suriname over 1800 pupils for whom some kind of special education is provided.

3.3.2 Bottlenecks

The policy in respect of special or integrated education has never been formulated and thus has not kept up with international developments. As a consequence, the traditional method is still followed, which is not beneficial for the interested persons. There is, among other things, a lack of:  
- adequate, special educational tools  
- a modern diagnostic assessment system  
- remedial programmes  
- suitable assessment space  
- assessment aids  

The provision of services in the field of examination and counseling is also very bad, due to the highly deficient institutional capacity which is characterized by the lack of qualified manpower, insufficient materials and means.

The UNESCO activities in the field of special or inclusive education have explicitly been placed in the framework for special education that was adopted at the 1994 Salamanca Conference. The Conference reaffirmed the commitment to Education for All, recognizing the necessity and urgency of providing education for children, youth and adults with special needs within the regular education system.
Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning.

We should draw the conclusion that the organization of special education has foundered and in effect, does not do justice to the fundamental rights of children. Contrary to international treaties, children are barred from regular schools.

3.4 Secondary education

Secondary education may be divided into junior secondary education (VOJ) and senior secondary education (VOS). VOJ comprises one general education course (MULO), which offers possibilities for further study, whether or not after an entrance examination at VOS level.

VOS comprises two general education courses and some vocation-oriented courses. Pre-university education (VWO) prepares students for admission to university. Higher General Secondary Education (HAVO) prepares pupils for higher vocation education (HBO). The remaining courses such as the Institute for Secondary Economic and Administrative Education (IMEAO), the Institute for Natural Resources and Engineering Studies and the colleges of education are intended as both vocation-oriented and terminal education.

3.4.1 Existing situation VOJ

The different courses at VOJ level vary in duration from 18 months to 4 years and there are several branches: junior secondary general education (MULO) and Junior Vocation-Oriented Education (LBGO), junior technical education (LTO), junior domestic science and technical education (LHNO), elementary technical education (ETS) and elementary vocational education (EBO) and advanced special education (VSO).

MULO comprises a four-year training intended for those who have obtained the best results in the test. Pupils with a lower score may continue their education at an LBGO school (4 years’ duration) or a school for LTO (4 years’ duration). Pupils with an even lower score may attend an LHNO school (4 years’ duration) or an ETS (3 years’ duration). The other pupils are referred to a school for EBO (18 month’s duration) or a school for VSO (1 year’s duration). These last-mentioned schools do not provide education leading on to subsequent training courses. Almost half of the VOJ schools, with the exception of technical education and professional education, is managed by religious organizations, including, more in particular, the large religious communities such as the Moravian Church in Suriname, the Roman Catholic Church, the Muslim communities and the Hindu communities. The junior technical schools are all public schools. There are two domestic schools, one of which is a private school.

Junior secondary general education (MULO)
MULO offers a four-year programme and is divided into an A stream and a B stream in the third year. In the 3rd and 4th years it is possible to take an entrance examination for pre-university education and Higher General Secondary Education (HAVO). In the 4th year, one can also take an entrance examination for NATIN. For admission to the course, one needs to have one’s MULO certificate.
Junior Vocation-Oriented Education (LBGO)

LBGO has two bridge years. Afterwards, the pupils are admitted, on the basis of their achievements, to the following streams: MULO, administrative-economic, technical and care giving. The two last-mentioned do not offer further study opportunities. With the diploma of the administrative-economic one may be admitted, on the basis of certain criteria, to the bridging course of IMEAO. On certain conditions, holders of the diploma of the technical stream may be admitted to Class 4C of LTO, which gives access to NATIN.

Junior technical education (LTO)

LTO is a 4-year training which provides in addition to general subjects also technical subjects (theory and practice).

At the end of the first school year, the pupils may opt for the following courses:

- construction
- electronics
- painting
- mechanical engineering
- automobile engineering
- gas, water and sanitation
- agricultural production. (Since 1997, agricultural education is provided at LTO).

There are 2 final levels: the C-programme for those who desire to attend MBO (NATIN) and the B-programme for those who will be involved in the labour process directly.

There are 4 LTO schools (2673 pupils; 2001/2002) in Paramaribo and surroundings and 1 in Nickerie (222 pupils in 2001/2002). Here, the LTS is combined with an ETS and an ETO (Source: Inspectorate VOJ).

Furthermore there is a night technical school (438 pupils in 2001/2002), which has a 4-year duration and admission requirement of the primary school certificate. There is also a night school for technical vocational training (128 students in 2001/2002), where short courses are given 1 year in welding, masonry, painting, and gas, water and sanitary provisions (GAWASA). Admission is at least elementary technical school. There are discussions to shorten these courses to, for example, 3 months each.

Elementary technical education (ETS)

This type of school is a 3-year training in simple vocational skills.

Elementary vocational education (EBO)

The EBO consists of elementary technical training (ETO) and elementary domestic science (ENO). The students follow three blocks of 6 months each. The total duration is 18 months.

3.4.2 Bottlenecks

General
- Old textbooks.
- Shortage of school materials.
- Schools do not have their own budget.
- Great shortage of qualified teachers.
- There is no in-service or upgrading of teachers.
- Schools are not properly maintained.

Specific
- The curricula are generally old-fashioned and have not been attuned to developments in the world.
- There is a great shortage of qualified teachers, because the qualified or limited qualified teachers are recruited for senior secondary schools.

The most striking characteristic of junior secondary (VOJ) is that there are different types of schools, each with an own program. These are often, for example, technical training at different levels at different locations and with different goals. The vertical and horizontal flows are very limited. According to data of the Examinations Bureau, there is an unfavorable flow of students to secondary education. Data of the past ten years show that each year some 46.9% of the students are referred to general junior secondary school (MULO), 14.4% to junior prevocational school (LBGO), 48.1% to junior technical school (LTO) and 7.4% to the remaining four types of schools (VBO, ENO, ETS and LHNO), while 28.9% repeats sixth grade or drops out. Some students are referred to both MULO and ETS and can then choose. For a number of school types, completion of primary school is required, while for others the age of the student provides admittance. Simplification of this structure could be more cost-efficient as far as human power and use of facilities and materials are concerned. For the parents and students this will mean more clarity in educational possibilities. As far as administrative competencies are concerned, the appointment of teachers and materials are the competence of one department, while the management of buildings and inventory are the competence of another department. This causes lack of clarity.

Gender statistics
According to a publication of the General bureau of Statistics (Selected Gender Statistics Suriname, April 2002) there is no clear difference between the number of registration of male and female students in primary schools. According to the same source, in 1999/2000 there were 5643 boys and 9320 girls at general junior secondary (MULO). At junior prevocational (LBGO) there were 3045 boys and 4745 girls. Technical schools had more boys (2530) than girls (146). In domestic science school there was 1 boy and 346 girls.

MULO (general junior secondary)
The percentage of MULO students that graduated remained relatively constant, i.e. about 50%. The percentage of graduates in 2001 was 51.8%. There is no information on repeaters and dropouts. Anecdotal information from persons who know the national educational statistics estimate that 22 – 28% of the students repeat each year, and that there are more than 17% dropouts. These estimates are about the same as the percentages for primary school and senior secondary school.

Vocational education

LBGO
Junior prevocational school is a type of school that was established over 25 years ago. There have been several evaluations, but almost no changes in the structure and curricula. The original intention of LBGO was to provide students of the old-type 2 and 3 year ULO more educational opportunities, in view of the devaluation of the certificate at the time. It seems that the current LBGO fulfills the same function, again because of the lower value of the certificate in comparison with the general education certificates.
Technical and vocational education
This type of education, which comprises technical and domestic science education, has the following types of schools: LTO, LBGO, LHNO, EBO (ETO and ENO), and ETS. The question is whether our country, in view of the limited human resource capacity (qualified teachers), school buildings, (costly) inventory, learning materials and auxiliary materials, can afford so many different types of education at one level.

3.4.3 Existing situation senior secondary education (VOS)

University preparatory education (VWO) and general senior secondary education (HAVO)
Students who follow MULO sit an entry exam for VWO/HAVO in the third or fourth year. Their score determines the stream for further education. Students with the highest scores can follow the 3-year university preparatory school (VWO). Students with lower scores can follow the two-year general senior secondary education (HAVO), which is actually preparation for higher vocational education (HBO). There is also a night HAVO.

The polytechnic institute (NATIN)
NATIN is a four-year secondary vocational school with three different streams: science, technology and laboratory technician training. In the first year one of these main streams is chosen and education in that year aims at providing a good basis for the stream. Besides general subjects, there are specific subjects in the program. In the second year the student chooses a specific stream and in the third and fourth years there is further specialization. There are theoretical classes and practical classes during which the student learns the relevant skills for the stream. Moreover, there is a 12 week period of practical work in the third year, while students have to execute a final project in the fourth year, also 12 weeks. In this manner they are imbued in specific professional practice. To be admitted to NATIN, students need to have a MULO B stream certificate and passed the entry exam for NATIN, or have the LTS-C certificate. Students are also admitted with a MULO B certificate, who did not pass the entry exam, but who passed for NATIN at the LTO.

Evening technical School (AMTO)
AMTO is a 4-year technical school and has a 2-year advanced training as well. Students who have an LTS certificate are admitted. There are currently discussions to start an AMTO in the district of Nickerie.

Institute for secondary economic and administrative education (IMEAO)
IMEAO comprises 3 training courses: a secretarial, a statistic and an economic/administrative (duration 3 years). Students are admitted to the first year of IMEAO with a MULO certificate. Students with LBGO-AE certificate are admitted on the grounds of specified criteria to the bridging year. IMEAO is currently going through a period of strong growth.

There is also a night commercial school. This is in fact an anachronism, which still provides the old program that has been renewed years ago at IMEAO.

Almost all schools at senior secondary level are public schools. There is one private 6-year university preparatory school.
3.4.4 Bottlenecks

The percentages of repeaters and dropouts at VWO and HAVO are very high. In 1991, 1 out of 3 students in the first year dropped out; 1 out of 4 students repeated, lack of data on repeaters and drop out percentages makes it impossible to calculate the cohort survival rate for VOS. A cross-sectional analysis on the basis of data of 1997 gives an indication that of each 100 students who start in the first year of university preparatory, only 27 will complete school with a certificate within the scheduled three years. This shows serious forms of internal inefficiency, since the government finances many years of education of students, which does not result in their graduating in time. These low survival rates often show the low quality of education and the low validity of final examination. The question here is whether the test at the end of MULO should be the only means used to determine the stream for the student. For example, a test could be done for a mutual basic year of VWOP/HAVO, and on the basis of the students’ results at the end of that year, a definite selection could take place.

Many students who do not progress within VWO decide to move to HAVO. As a result, HAVO has become overburdened (the number of students grew from 964 in 1993/1994 to 1740 in 2001/2002). The intention of the Dutch-style HAVO was preparation for higher vocational education. In Suriname, the number of higher education possibilities is very limited. Many students therefore enroll at the Institute for Advanced Teacher Training (IOL) even though they do not want or intend to become teachers.

The number of students at IMEAO is also increasing without there being any clear perspectives for the graduates on the labor market. The number of students of IMEAO grew from 1277 in 1999/2000 to 1610 in 2001/2002 (see table 7).

The number of students at NATIN increased strongly after 1996, and now numbers over 1200. It is noteworthy that this growth was caused primarily by an increase of the number of graduates from LTO-C. However, this group of students does not progress as well as students with a MULO-B certificate. One part leaves the NATIN after some years without a certificate. The number of dropouts among students with a MULO certificate is significantly lower. In view of the nature of the school, there is a theoretical component and a practical component in each course. Because of a lack of financing, the practical component, which is an essential part of the training, stagnates. It is recognized that the technological developments in trade and industry cannot always be followed quickly. It appears that learning proper basic skills in school during practical hours gives sufficient guarantees to learn new technologies through short, on-the-job training. In the NATIN program there is vocational training, but also sufficient time for general subjects. NATIN graduates can be admitted to a bridging year of university.

Students HAVO and IMEAO who excel, can also be admitted to the bridging year of university and after successful completion of the one-year program, they can be admitted to university.

In view of the low quality of education, the education system is not efficient externally, since the graduates do not have at their disposal the necessary skills to easily learn on the job. Students in general schools often do not have textbooks and other materials at their disposal; students of technical and vocational schools do not have materials and tools to develop their skills and practical experience. This combination of factors limits the skills of new job-seekers on the labor market.

Evaluation reports show that MULO and VWO are directed too much at the Netherlands and the curricula need to be changed drastically.
Experiences with trade and industry show that graduates of technical schools and vocational schools do not know the technology being used in production processes and are not familiar with tools used to maintain equipment. A more general problem is that graduates of technical schools are trained in narrow, separate technical areas. Trade and industry requires, however, their employees to have a broad training in basic skills, so that they can undertake in a variety of tasks. The relevant technology of the large international enterprises changes every 2 to 3 years and the technical schools and vocational schools are unable to keep up with those trends.

The technical schools and vocational schools also have a low prestige in comparison with MULO and this stigmatizes their students. Tracer studies will have to make clear the possibilities for jobs available for graduates. Anecdotal evidence indicates that the actual unemployment of graduates, at least at VOJ and VOS levels, is low because those who are not employed in the formal sector enter the informal sector.

Another problem that will become evident on the short term is that the labor market is unable to accommodate graduates of IMEAO and HAVO levels.

Studies have shown that the government suffers from a great shortage of middle-level cadre and higher cadre. There is also brain drain, because of low salaries and poor working conditions. It is more difficult to estimate the shortage in the private sector, because salaries there for the above-mentioned categories are generally higher and the working conditions are also much better.

It is noteworthy that our education system provides few study possibilities in the sphere of welfare or the care at middle level. Whilst the government and private sectors are increasingly directed towards improving the quality of life and services. The only training courses available are for nurses and the internal training at different levels, which are provided by the Ministry of Social Affairs and Housing. The Klimop Foundation also provides training courses for day care center workers.

At senior secondary level the Ministry of Education and Community Development does not provide any middle level vocational training in care giving or environmental protection (for example, foresters and guards). Other training possibilities would be social and pedagogical work, such as care of the disabled, child care, social cultural work and sports and movement leaders. The Association for Private Social Institutions (VPSI) started in 2001 with a once-only 3-year central training, which was intended for people who were already employed in the sector. Admission was at least LBGO. The people were employed as caregivers in homes for the elderly, homes for people with a disability, childcare, and in orphanages and children’s homes.

There is a national institute for Education, Labour and Vocations, whose task it is to fulfill a bridging function among institutions for vocational education and trade and industry in developing curricula. The institute has never functioned. It is deemed of great importance to reactivate the institute.

There is a shortage of qualified teachers. Teachers who are qualified to teach at VOJ level are often placed at VOS, where there is also a shortage of qualified teachers. This causes the shortage of teachers at the junior level. There is no in-service or retraining of teachers.

School materials are generally old and need to be replaced. Little or no use is made of modern technological resources and teaching methods. According to the Statistics Bureau, Selected Gender statistics April 2000-2001, there were 2967 male students at VOS in 1999/2000, and 5646 female students. This is, respectively 34.5% male and 65.5% female enrolment. This proportion
requires further study and attention, if we base ourselves on an almost equal number of men and women in all age groups.

3.5 Higher education

Supply and demand of higher education developed in a spectacular manner in the second half of the twentieth century owing to, among other things, democratization, new technologies, and demands from within the society. As the new century commenced, the demand for and diversity of the supply of higher education has grown even more. People have become aware of the vital importance of higher education for the socio-cultural; and economic development of the country. Training at higher level has always been necessary, for youth as well as the older generation, in building the nation.

Higher education comprises all types of studies, training or research training at post-secondary level, which are provided by universities or other educational institutions that are recognized as higher education institutions by the authorities. Higher education is confronted with great challenges, related to financing, a more equitable admission to and progress of the study, further professionalization of the staff, skills training, improvement an maintenance of the teaching quality, concluding efficient agreements of cooperation and an equitable admission to the advantages of international cooperation. More recently, the need for and legal regulation for in-service and upgrading, the social relevance of the studies, own income generation of training institutions through service rendering to third parties, distance learning, etc. have been added to the problems.

At the same time, higher education is challenged by new possibilities, related to technologies that improve the manner in which knowledge is produced, managed, distributed, made admissible and controlled. Equitable admission to such technologies must be ensured at all levels of the education system (World Declaration on Higher Education for the twenty-first Century: Vision and action, UNESCO, Paris, 1998).

3.5.1 The existing system

The existing institutions for higher education are the following:

Anton de Kom University of Suriname (ADEKUS)
The university provides academic training. The institution is a parastatal, which aims at being a center for science and technology and contributing actively to the social reform process, directed towards social and economic independence and with respect to realization of social justice.

ADEKUS has 3 faculties:
- The faculty of social sciences, with 6 disciplines and 14 specializations. In 2001-2002, 1928 students were enrolled in this faculty.
- The faculty of medical sciences with 2 disciplines. In 2001-2002, there were a total of 329 students enrolled.
- The faculty of technological sciences, with 6 disciplines and 15 specializations. In 2001-2002, 554 had enrolled in this faculty.

The university furthermore has 9 research institutions, namely:
- The institute for applied sciences (INTEC)
- The institute of social sciences (IMWO)
- The center for agricultural research in Suriname (CELOS)
- The institute for development planning and management (IDPM)
- The Prof. Dr. Paul Flue institute of medical research (MWI)
- The national herbarium
- The national zoological collection
- The center for environmental research (CMO), to be established
- The institute for child rights
- The institute for international law.

Two types of studies are provided:
The 5-year doctorandus studies, with a propadeutic phase (1 year) and a doctoral phase (4 years).
The 3 or 4-year bachelor of science studies.

Persons who hold a university preparatory (VWO) certificate or who meet the criteria of the colloquium doctum are admitted to the studies. People who hold a certificate from other types of senior secondary schools are placed in a bridging year.

**Institute for advanced teacher training (IOL)**
The IOL was established by ministerial decree as per 1 October 1971 and falls administratively under the Director of Education. Although not explicitly formulated, the IOL provides training through which people can become fully or partially qualified teachers for secondary schools. The institute provides some 20 different courses, each in a different subject that is taught at secondary school. There are three levels of training: LO, MO-A and MO-B. The courses are given as daytime or night classes. Each of the courses has integrated professional training as well, which involves pedagogical-didactic education. The LO is a full qualification to teach the subject concerned at all types of junior secondary schools. The MO-A qualifies its holder to teach the subject concerned at all types of secondary schools and is a limited qualification to teach the subject in the lower grades of senior secondary schools. The MO-B is a fully qualification to teach the subject concerned in all types of senior secondary schools.

**Youth dental care (JTV)**
JTV is a government foundation. Its objective is to train persons to provide preventive and curative dental care and dental hygiene to especially the youth (0-18 years). The board of the foundation establishes policy. Its members are appointed by the Minister of Health for a duration of three years. A director is responsible for management.

**Central training for nursing and related professions (COVAB)**
COVAB is also a government foundation which provides nursing training. The different training courses are given with the permission of the Ministry of Health. The foundation aims at providing a central training for health workers in such a manner that they are able to develop their knowledge, insights, skills and attitudes independently. The policy is determined by the board, which consists of the nursing directors of all hospitals in Suriname, as well as the permanent secretary of health and the permanent secretary of education. The day-to-day management is in the hands of a director.
COVAB provides 9 courses at higher education level:
- The training for nurse teachers
- The training for nurses in social care (MGZ)
- The management training to build capacity
- The training for anesthesiological nurses.
The supply of students depends on the annual needs of the field.
**Academy for higher arts and culture education (AHKCO)**

AHKCO is a higher education institution that falls under the Directorate of Culture of the Ministry of education. The objective is to train people who are able to analyze and monitor the processes of arts, communication and cultural expressions, individually or in groups, and at the national level, and where necessary, give direction to the processes.

The following courses are given:
- Arts
- Social-cultural work
- Journalism

The AHKCO has a research institute called the institute for services, research and study guidance (IDOS), which can be contracted to conduct research and training. The management of AHKCO consists of a general director and the sector directors of each of the three courses.

**Polytechnic college (PTC)**

PTC is a professional training that is directed towards trade and industry. Its objective is to prepare students theoretically and practically for professions for which higher education is required. The training courses are organized in modules. The PTC gives the following courses:
- Infrastructure with specialization in construction and civil engineering
- Mechanical engineering
- Electrical engineering with specialization in energy and informatics.

**Teacher training for professional education (LOBO)**

LOBO’s objective is to train teachers for technical schools and for practical subjects for secondary level.

The above institutions fall under the government. The private sector also has a bachelor’s training in business economics. This course started in 2001 and is linked to the Ichthus College in the Netherlands. An in-depth study needs to be made of courses of different Ministries and private persons or institutions. The following table gives a summary of the different study possibilities, admission criteria, duration and titles awarded by the studies.
<table>
<thead>
<tr>
<th>Faculty/discipline</th>
<th>Admission criterion</th>
<th>Duration</th>
<th>Title</th>
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<tbody>
<tr>
<td>University of Suriname</td>
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<td>Social sciences</td>
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<td>3 years (night classes)</td>
<td>LOBO certificate</td>
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</tbody>
</table>
The discrepancy within the same discipline and between different courses of higher education levels is remarkable. The difference in duration has to do with, among other things, whether the course is offered as daytime classes or night classes. The titles awarded are not always clear for all courses.

### 3.5.2 Bottlenecks

Since the then medical school, higher education has expanded. Higher education is of great importance to the development of the country and is constantly influenced from outside. This type of education is under enormous pressure, for it has not reacted adequately to global and regional developments.

**Some important issues with respect to higher education**

Legal regulations. The legislation on higher education is lacking, which should lay down minimal conditions to be an institute for higher education, such as structure of higher education, management and supervision, financing of the institutions, minimal admission criteria, quality requirements, training courses, curriculum, qualifications of teaching staff, duration of study and title. The legal position of the training courses has not been regulated either. The above table shows that there is quite some diversity among training courses within university and training courses at higher vocational level.

**Financing: allocation of resources by the government for higher education.** Higher education is costly and is subsidized almost entirely by the government. The number of participants in higher education will undoubtedly grow in the coming years. The rapid technological developments and the rapid changes in society increasingly demand higher qualified persons. Financing is therefore not only the responsibility of the government, but should be borne by the community in general. In view of the government’s precarious financial situation, it is not possible for the government to provide optimal subsidies to these institutions. Thus, alternatives need to be sought.

**Increase of numbers of students.** On the one hand, there is the demand for highly qualified persons, on the other hand there are the costs of general admission to higher education and the need to guarantee its quality. In general, admission to higher education or admission to particular courses is based on the demands of society on graduates of higher education, the number of places available, and financial considerations. The focus is on the admissions procedure and the requirements of higher education. The restrictions in the number of admissions for certain courses, and who determines, will be discussed. Relevant questions in this regard: what selection
criteria are applied; what are the admission routes for older students and those who do not have the traditional admission qualifications; what measures should be taken to minimize the number of dropouts and spillage?

**Non-competent teaching staff.** The problems concentrate themselves around the following issues:
- Pedagogical competency of teachers
- Teaching large groups of students
- Use of new didactic working forms (e.g. problem solving)
- Increasing use if informatics and communication technology
- Practicals
- In-service and retraining

**Lack of materials for study.** The independence of students is restricted because they do not have at their disposal qualitatively sufficient and affordable materials. There is no bookshop that can provide students with the necessary textbooks. Because of financial circumstances, the libraries of the different institutions are unable to purchase new materials regularly.

**Insufficient resources.** This has an influence on the quality of education and research. The strong increase of knowledge, the continuous automation, rapid technological developments and globalization effects hardly impact necessary curriculum transformations. Facilities like Internet possibilities are not sufficiently available.

**Curriculum.** This includes the programming, content and quality of the learning programs. A thorough assessment of the curriculum is required, and the focus of the assessment should be on issues like too much ballast in the program, attuning learning objectives, student friendly approach, relevance, testing techniques, being modern, international recognition (accreditation), choices for students, flow-through, quality of the graduates, and so forth.

**Issues with respect to internal efficiency (wastage) and external efficiency (attuning to labor market).** To what extent do students who enroll in a study actually graduate? To what extent does this take place within the scheduled time? To what extent are the training courses attuned to the labor market? Graduates should be better able to function in their jobs.

In view of the assessment of higher education (IMWO, 1999), the following concrete problems were identified:
- The objectives of higher education are insufficiently attuned to social demand
- The objectives and content of the studies are insufficiently directed towards the labor market
- Collection and maintenance of essential data to develop policy for higher education.
- Personnel costs are a large percentage of the exploitation costs.
- Discrepancy between duration of study and actual graduation.
- Costs per student at an institution for higher education.
- The subsidization system as an ineffective policy instrument for higher education.
- The lack of realistic budgets of the institutions
- The low yield of the institutions
- The lack of any form of study financing
- Limited choice of studies
- Lack of adequate structures at macro and meso levels to efficiently and effectively realize objectives.
- Lack of information on possibilities for studying at higher education institutions
- Guidance of students during their studies
- Inflexible, old-fashioned didactic techniques used by teachers
3.6 Teacher training

In vision on teaching and learning, there is a shift from transfer of knowledge by the teacher to independent knowledge acquisition by the students. Developments in society, science and technology take place so rapidly that much knowledge quickly becomes obsolete and everyone should continuously learn new things. The school should prepare for lifelong learning through independent learning. Students should plan, organize and control their own learning processes so that later, when there is no more teacher’s guidance, they will be better able to maintain their knowledge (Geerlings and Van der Veer, 1996).

If the school is to be recognized as a focal point for the education system, the teacher as primary agent of the transfer of knowledge, should be sufficiently equipped to fulfill that role. This requires setting up a fitting cadre for initial teacher training, upgrading and career development in accordance with the requirements of the profession. The content and modalities of teacher training should be redefined, taking into account the new demands and the new roles which are expected of the teacher. The incorporation of information technology, guidance and counseling should be given more attention to meet the psychological needs of the youth. Student-centered pedagogy consists for the greater part of this new challenge. Related to such training, clearly described and adequate achievement standards and incentives should be developed, so that intrinsic motivation can play a greater part or have an important function in the professional development of the teacher.

3.6.1. The existing system

Teachers are trained at middle vocational level (teacher training college for primary and pre-primary teachers) and at higher vocational level (LO, MO-A and MO-B) for teachers for secondary schools. In view of the special place that teachers have in the teaching process and in view of the future vision (teachers to be trained only at higher vocational level), both levels are discussed here together.

Teacher training was commenced in 1840 at the initiative of a plantation director. The first teacher training school was started by the Moravian Church in 1851: the Centraal Normaalschool. Various reforms, developments, renewals, improvements and expansions took place throughout the years. Now, 150 years later, there are different institutions responsible for teacher training at different educational levels. The following table gives an overview of the training, the admission requirements and the duration.
<table>
<thead>
<tr>
<th>Training</th>
<th>Minimal admission requirements</th>
<th>Duration</th>
<th>Institute</th>
<th>Students in 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training of preprimary school teachers (for 4 – 8 years olds) (Kweek A)</td>
<td>Junior pre-vocational with at least 7 for Dutch language, Arithmetic and Mathematics at least 6SPI Or passing CPI from MULO 2 to 3</td>
<td>4 years</td>
<td>ACI</td>
<td>449</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SPI</td>
<td>555</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CPI</td>
<td>695</td>
</tr>
<tr>
<td>Head of preprimary school</td>
<td>Preprimary school teacher</td>
<td>1 year</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Training of primary school teachers (for 6 – 12 year olds) (Kweek B)</td>
<td>MULO graduates with at least 5 for Dutch language, and Geography + History + Biology at least 15</td>
<td>4 years</td>
<td>SPI: AVF BVF</td>
<td>537 137</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CPI: AVF BVF</td>
<td>271 58</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SGN: AVF BVF</td>
<td>143 58</td>
</tr>
<tr>
<td>Teacher training (for 6 – 12 year olds)</td>
<td>Assistant teacher or upgrading</td>
<td>4 years</td>
<td>AV.OA (night school)</td>
<td>503</td>
</tr>
<tr>
<td>Head teacher (night classes)</td>
<td>Teacher training or Kweek B</td>
<td>2 years</td>
<td>Head teacher (night classes)</td>
<td></td>
</tr>
<tr>
<td>Training of teachers for junior secondary school (VOJ)</td>
<td>HAVO or AVF LO or HAVO/VWO</td>
<td>2 – 3 years</td>
<td>IOL (day and night classes)</td>
<td>1942*</td>
</tr>
<tr>
<td>Training of teachers for junior and senior secondary school (VOJ and VOS)</td>
<td>VWO, HAVO, NATIN or AMTO</td>
<td>2 – 3 years</td>
<td>IOL (night classes)</td>
<td></td>
</tr>
<tr>
<td>Training of teachers for junior vocational schools (LOBO)</td>
<td>LO and other</td>
<td>3 years</td>
<td>LOBO (night classes)</td>
<td>40</td>
</tr>
<tr>
<td>Professional training to become a teacher</td>
<td></td>
<td>2 years</td>
<td>IOL</td>
<td>7</td>
</tr>
</tbody>
</table>

*school year 2000/2001


**Preprimary school teachers and heads**

Besides students with a diploma of the AE stream of LBGO, the training as a preprimary school teacher also admits to the second year students who did not move up from MULO 3 to MULO 4, or who did not pass MULO 4. In classes 2 and 3 students go to a preprimary school once a week for practicals. Students of class 4 so to a preprimary school for 1 day, and to classes 1 and 2 of primary school for 1 day. In classes 2 and 3, there are 16 subjects, while in class 4 there are 10...
subjects. Preprimary teachers can be trained to become a preprimary school head within one year, who are then competent to run a nursery school.

**Primary school teachers**
The training for primary school teachers consist of two parts, namely the general formative phase (AVF) and the vocational training phase (BVF). The table shows the admission requirements for AVF. This phase lasts 2 years and contains a package of 12 subjects: 6 HAVO subjects (H) and 6 teacher training subjects (K). At the end of the second year, students sit an exam. Graduates are admitted to the BVF phase of the course. Students with a HAVO certificate are also admitted directly to BVF. The BVF lasts 2 years. In that phase, the emphasis is on didactics of the different subjects. In the first year students do practicals once a week. The second year is entirely practice-oriented. Teachers and pedagogues give guidance for practicals. At the end of the course, students are subjected to a practical exam which comprises 6 subjects.

**Head teacher’s certificate**
A person with a head teacher’s certificate and 2 LOs is fully qualified to teach at a junior secondary school. A head teacher’s certificate is needed for people who want to become involved with school leadership.

**Teachers’ certificate (AV.OA)**
This training is intended, among other things, for those people who have an assistant teacher’s certificate and wish to become a primary school teacher. The training is provided in the evenings and is attended in particular by adults who are unable to follow the teacher training in daytime.

**LO, MO-A and MO-B**
At the IOL, students are prepared to become subject teachers. There are some 20 subjects in which the students can become competent. Besides knowledge of the subject, students learn didactic and methodological knowledge and skills to be able to teach the subject concerned. Holders of an LO certificate are qualified to teach at junior secondary schools. After they have completed an LO study, they can continue to study for an MO-A certificate, and in some cases for an MO-B certificate. A holder of an MO-A certificate is fully qualified for junior secondary schools and also for the lower classes of senior secondary schools. The MO-B certificate qualifies its holder to teach the subject concerned at senior secondary schools. In all three cases, the student acquires a teaching qualification when he/she has successfully completed the course on professional teaching.

**Professional teaching**
In the first pace, this course is intended for students who are studying for an LO, MO-A or MO-B certificate. The professional training is a compulsory, integrated part of the professional training (pedagogical certificate), which provides the teaching qualification in the subject concerned. Participation in this course is also possible for university graduates or others who want to acquire a teaching qualification.

**Teachers of vocational schools**
The modular 3-year training as a teacher of vocational schools is the reformed OLNO training of old.

**3.6.2 Bottlenecks**
In our schools, students are usually taught verbally. The teachers take over the mental activities of the students:
- Give examples instead of having the students think up examples
- Point out main ideas in the content instead of having students look for them
- Present information instead of having students collect information themselves
- Give similarities and differences between different notions or theories, instead of having students do this themselves, etc.

The strong verbal nature of the classes causes students to see learning as a process through which the teacher presents information, which should be learned by heart. Learning by heart may be useful and is sometimes necessary, but it does have its limitations.

Although most countries have difficulty in attracting motivated students for teacher training, this is even more difficult in Suriname owing to the flow-through in secondary education. Becoming a teacher is a possibility for further study for students who are less successful. This probably contributes to the low status of the profession and to the lack of interest and motivation to become a teacher. This creates a vicious circle of poor teaching quality.

There is no clear and efficient human resource management policy in the education sector, such as promotions on the basis of achievement, endeavors and results. Certificates are often the only possibility to move up in the profession. This causes decreased motivation among teachers. At the same time, the expectations of parents, employers and others are steadily increasing.

Teachers suffer from decreased prestige and status. Because of the increased participation of the number of children in education, and also because they participate longer in the education process, there is a lack of qualified teachers. To meet the shortages, less qualified teachers are recruited, that is to say, the requirements for teaching are lowered. This has caused a crisis in education.

The teachers are less involved in what happens in the class and with the students’ achievements. Only when teachers are truly anxious about the results of the class will they be effective. It is known that teachers are a critical factor in the learning process. The achievements of students are determined to a large extent by the quality of teaching. Everything is linked to the teacher. It is important that the teacher remains anxious about generating learning skills among the students instead of only providing information in accordance with the curriculum, especially since learning does not end when students leave school. Developments and changes, nationally and internationally, force us to constantly collect information. Outside the school former students should be able to collect such knowledge and skills themselves.

The training for preprimary school teachers and the vocational phase (BVF) for teachers of primary schools are vocational training that prepare for functioning in the class and being able to apply renewals and improvements. One problem for primary school is that too few students graduate from the daytime courses, and that many graduates are placed in traditional schools where they are unable to apply new methods. Moreover, many students are enrolled at IOL and then move up to other forms of education.

Another problem is the low salaries:
- Many teachers have to take on a second job
- Many teachers leave for better paid sectors or go abroad
- There are discrepancies in salaries of teachers who work at the same level.
Moreover, since many student teachers (AV.OA) are not available in daytime, they are unable to participate in practical experiences which are directed towards renewal. The curricula of the different subjects are also more general instead of profession-oriented.

There is also a lack of in-service training to keep teachers informed of changes and alternative didactic forms of learning. The training courses are insufficiently attuned to the practice. Refreshment and upgrading courses are therefore urgently required.

From inadequate pedagogical and didactic methods, and teacher training that is not sufficiently directed towards reality, are some factors which are bottlenecks to a qualitatively high yield from education. In the interior the problem is worsened by the fact that there are not sufficient qualified teachers.

From the results of the survey, held among 70 stakeholders, it appears that the inadequate training of teachers has nothing to do with the duration of the training. Over 60% of the respondents indicates that the training should not last longer. The problems are in the field of general education and professional training. Over 64% of the respondents believes that the education before teacher training is insufficient. 86% believes that the training does not provide sufficient general education. The professional training is not sufficient, says 84% of the respondents, while 78% thinks that there should be more practice days in the training. 78% is of the opinion that the performance and functioning of teachers can be improved through in-service training.

In the evaluation report, drawn up by the Commission for the Evaluation of Teacher training, a number of problems are indicated, which refer specifically to the current situation:

- The present structure, which was set up in 1978, has never been assessed.
- The professional teacher training is inadequate owing to the short duration of the training in combination with the general formative period.
- The choice for teacher training is often a negative one. Many students leave teacher training after the general formative phase.
- The general formative phase is not sufficiently attuned to education practice.
- The content of the subjects in the professional training phase have hardly been adapted.

The following can be added to the problems mentioned in the above-mentioned evaluation report:
- Attunement of the different types of teacher training
- The sense and meaning of the head teachers’ training, in view of the fact that there are subject-qualified teachers for junior secondary school level
- Qualities of principals and directors of schools
- The minimal requirements for access to teacher training
- The motivation of teachers
- Knowledge and skills of teachers
- The status the teaching profession
- The lack of professional profiles for the different levels
- The lack of a clear human resources policy for the teaching profession
- Criteria for giving incentives
- The in-service and retraining of teachers has not been institutionalized
- The lack of a resource center where teachers can take the initiative to improve their knowledge and skills
- Accessibility for those in outlying districts and the interior.

3.7 Problems in education: a summary
- Ancient compulsory school act (from 7 – 12 years)
- Pre-primary education is not integrated into the concept of early childhood development
- Pre-primary education is not integrated into primary education
- Our education system is characterized by, *inter alia*:
  1. A great measure of internal inefficiency: high percentages of repeaters and drop-outs;
  2. No flexible horizontal and vertical flow-through: it is directed too much at excluding students through all sorts of barriers: entry requirements;
  3. Many different types of schools with more or less the same character at junior secondary level, which leads to wastage of human and material resources, and faulty management. Examples: MULO and M-stream at LBGO; LTO, ETO and T stream at LBGO; junior domestic science, ENO and V stream at LBGO.
  4. Only 44% of our youth is enrolled in secondary schools.
  5. There are too few female students enrolled in studies of nature, technology and sciences.
  6. At the level after primary school, there are relatively few male students enrolled at MULO and VOS.

- The curricula are old fashioned. Teaching methods are not varied; the classical, frontal method dominates.
- The teaching methods are not varied; the classical, frontal method dominates.
- There is no in-service training and upgrading of teachers.
- The final results of the training (graduation percentages) are far below measure.
- Education in the interior has been neglected.
- There have not been any educational innovations in the past twenty years; no one keeps up with international developments.
- The quality of education has strongly decreased. There has been no comparison with countries in the region.
Chapter 4 REFORM OF THE EDUCATION SYSTEM

Basic Education for All (EFA)

In the World declaration for All (EFA), which was adopted in 1990 in Jomtien, Thailand, the world community adopted a broad vision on basic education. At the World Education Forum in Dakar (Senegal) in 2000, it was recognized that the 1990 goals of Jomtien had not been realized. The World Education Forum agreed on six EFA goals, which were considered to be essential, attainable and affordable given strong international commitment and resolve. The Dakar Framework for Action declared that by 2015, all children of primary-schools age would participate in free schooling of acceptable quality and that gender disparities in schooling would be eliminated. Levels of adult illiteracy would be halved, early childhood care and education and learning opportunities for youth and adults would be greatly increased, and all aspects of education quality would be improved. In the same year the Millennium Development Goals were agreed, two of which – universal primary education (UPA) and the elimination of gender disparities in primary and secondary education- were defined as critical to the elimination of extreme poverty.

National governments agreed to dedicate themselves to securing the goals. Each country that did not yet has an EFA plan, was expected to have a plan ready for implementation by the end of 2002.

The Government has the responsibility to provide basic education for all. Although access to high quality basic education is a fundamental human right, the government investments and reform measures have not always been sufficient and adequate. The political commitment of the government is essential for the realization of the EFA goals.

Education plays a crucial role in achieving a just and sustainable development and for promoting peace and stability. Education is an absolute necessity to be able to participate effectively in the societies and economies of the twenty-first century, which are characterized by rapid global developments. Attaining the EFA goals can no longer be delayed. The basic education needs of all should be met as soon as possible.

4.1 Basic education

Introduction

Suriname has a long educational tradition. The compulsory education act for primary education for 7 – 12 year olds originates from 1876. Education in the capital city of Paramaribo and in the coastal area was especially extended after the second worldwar. In the interior, the Roman Catholic Mission and the Moravian Church were the main providers of education for years.

Owing to all sorts of socioeconomic circumstances in the nineteen eighties, there has been an enormous deterioration of the provisions in the field of education and a decrease in quality. Moreover, Suriname did not take over global developments and the consequences therefore for education. The last educational reforms were in the nineteen eighties. The foundations which were laid in the many years before, offer a good basis so that we need not start from the ground, but can build on what we have. Due account will be given to the international developments in education and the commitments which Suriname has as a member of UNESCO, IDB, OAS and Caricom. The gap with the rest of the world will otherwise become too great, and we shall not be
able to educate people who are internationally competitive. Nor will we be able to realize an educational system that is effective and equitable, which will enable our country and people to participate in global developments and face the challenges thereof.

In this light, our primary education must be reformed to become what is internationally referred to as basic education. The concept of basic education implies a close integration of pre-primary, primary and junior secondary education, as well as special education and adult education. These forms of education are discussed separately hereunder, but will become basic education (new style).

4.1.1 Pre-primary education

Why are Early Childhood Development Programs important?

1. They seem to encourage school ripeness.
2. ECD stimulates the total development of the child.
3. It has been proven that ECD decreases the percentages of repeaters and dropouts in the first years of primary school.
4. ECD leads to improvement of intellectual and social skills.

In the framework of the policy on Early Childhood Education, which fits in the framework of Education for All, the following priorities are therefore important:
- A policy of sustainable development means that the greatest investments must be made in the early childhood years.
- ECD must become a policy priority, with a clear place in policy notes, and there should be a focal point within each Ministry. More attention must be given to ECD in the framework of poverty alleviation and sustainable human development.
- The tasks of the Ministry of Education should be supplemented with ECD. There must be a visible coordination from the Ministry of Education, which should take the lead on initiatives.
- There should be a separate budget for ECD on the government budget. It is recommended to reserve 1% of the national budget for ECD.
- Legislation must be implemented through the establishment of a supervisory body.
- There should be continuous data collection and a proper planning, monitoring and evaluation of ECD activities, with the emphasis on children in difficult circumstances.
- The capacity of ECD employees must be built at all levels and in all institutions.
- Educational programs should be broadcast on radio and TV, because the care of 0-3 year olds does not take place only in institutions, but also at home. The programs should also refer to the various development phases and what a child of that age can be offered in that phase.
- Information must be given on, among other things, food and nutrition, in the form of games, songs and poems.
- Media campaigns are needed to increase the awareness and the importance of ECD and the involvement of parents.

Some specific measures with respect to preprimary education:
The final goal of preprimary education should be to develop the whole personality of the child and to prepare the child for primary education by focusing on basic skills acquisition.
Legislation on preprimary education should be made. Schools could then be obliged to enroll children from the neighborhood as long as there is room.
Abolishment of the so-called dispensation regulation: children should be admitted as soon as they are 4 years old.
The preprimary school should become an integrated part of primary schools,
The curriculum should therefore be adapted to the changing demands of time and to global developments. The re should be continuous in-service training and upgrading. The compulsory education act should be extended to 4–14 year olds and there should be sanctions for non-compliance.

4.1.2 Primary education (GLO)

Since only 50% of the children leave primary school with a certificate, the reforms should strive towards making this percentage 100%. Priority will be given to the following:
- Legal determination of the compulsory education for 4–14 year olds.
- Integration of preprimary education into primary education, which will then be extended with 3 years to basic education new style (2+6+3)
- The number of effective school hours should be extended to at least 1200 per year.
- Adjustment of the curriculum to changed global technological, economic, social, cultural and political developments.
- The education programs should not only give attention to cognitive development, but also to social, emotional, creative and physical development of the child.
- Introduction of other, more effective methods, which take into account the individual needs, the interests and the capacities of the child, can contribute to increasing internal efficiency.

There should be regular diagnostic testing, so that the school inspectors, heads of schools and teachers can regularly assess whether the learning objectives for each subject are achieved by teachers and students. If these tests are done correctly, they can greatly influence many elements of the education system. This applies to both the national policy and the education reform programs, education curricula, decisions by parents, students and teachers, local and regional policy measures, and didactic methods and programs. Assessments can help to support the Ministry to monitor its policy on planned curricula, actual curricula, textbooks, knowledge of teachers, didactics and learning processes. The ensuing adjustments will make it possible to establish higher, but accessible standards, to improve the training and didactics of the teachers, and to guarantee that reformed curricula are followed in practice. Evaluations can also be used to channel additional resources to schools with the greatest needs.

As a result of the above-mentioned tests, the percentages of dropouts and repeaters could be decreased. Further studies, in collaboration with the university, as to the causes of the high percentages of repeaters and dropouts are necessary, because this phenomenon leads to enormous wastage of educational resources.

The test at the end of grade 6 should not be the only selection criterion for moving to secondary education; due account should also be given to the capacities and sphere of interest of the students. To be able to assess the quality of our education, our students could participate in international tests for primary schools in the region, which are organized by UNESCO.

Increased involvement of teachers in all changes or reform processes will also contribute positively to improvement of the educational results.
Training of school principals in (school) management techniques and new pedagogical and didactic methods.
Improve the quality of teachers through continuous in-service training and upgrading. Teachers should also follow training in test development and curriculum development to improve the quality and relevance of education.
Upgrading of the quality of the buildings and school grounds and other facilities.
The schools should be organized in clusters; a cluster is made up of a number of schools which are in the same area.
**Interior**

Through the core system the socioeconomic problems of the interior will be approached by different departments. The educational resources and the services of the different ministries and parastatals will be clustered and collaboration built or strengthened with NGOs. Other specific measures for the interior:

- The interior should be made (financially) more attractive for qualified teachers. During their training student teachers should be given the opportunity to do their period of practice in the interior.
- Possibilities should be created for distance education, so that teachers would be able to follow continued education.
- Due account should be given to students who enter the school system at a later age. The age limit should be extended for these students.
- Special attention should be given to the language problems in connection with the arrears in that regard.
- Participation of parents in the school should be intensified.

**4.1.3 Special education**

With respect to special education, deliberations will be held with stakeholders and a new approach found, based on the new vision that is internationally accepted (World Conference on Special needs education: Access and Quality; Salamanca, Spain, 1994):
- The social policy is now directed towards encouraging integration and participation and fighting exclusion.
- Involvement and participation of everyone is essential for the humane dignity and is of interest to enjoyment and exercise of human rights.
- In the field of education this means that strategies need to be developed that will truly make the principle of equal opportunities possible.
- Experiences in many countries have shown that integration of youth with special educational needs can best be achieved through the integrated (inclusive) school, which is at the service of all children in society.
- Referrals of children to special schools should only be done in exceptional cases, namely when it has been clearly shown that education in regular classes cannot meet the special educational needs for social needs required for the best interest of the child or the other children.
- In this framework, children with special educational needs can come to complete social integration and better educational achievements.
- The success of this approach requires a joint effort, not only by the school principals and teachers, but also by the peers, parents, families and volunteers.
- The policy change and the reform of social institutions that develop activities in that area is not only a technical matter, but is to a great extent dependent on the political will of the government and the conviction, commitment and good will of all people.

**4.1.4 Adult education**

Adult education (including literacy courses, second chance education and community education) was not included earlier in his document, because it is in fact part of non-formal education. But it is an important part of the World declaration on Education for All.
The Declaration on Adult Learning, which was adopted at the fifth International Conference on Adult Education (Hamburg, 2000), concludes among others, that Adult education is not only a fundamental right but also a key to the 21st century.

There will also be more and closer collaboration between formal and non-formal education, because the current social developments have different requirements from citizens and employees:
- We live in a society in which knowledge and information is becoming increasingly more important, as a result of which adult education and continuous learning have become prerequisites.
- The new requirements of the society, the labor market and the job all demand that an individual constantly adjusts and adapts his/her knowledge and skills.
- The state does not only have the obligation to guarantee the right to education, but should also conclude new forms of cooperation with NGOs and the private sector.
- The government should not only make available education, but should also act as an advisory, financing, monitoring and evaluating institution.
- Adult education has become an interdepartmental matter.
- Employers’ organizations, trade unions, women’s organizations, NGO’s, organizations or indigenous peoples and Maroons must be involved in the process and have the responsibility and the obligation to create possibilities for lifelong education.
- The information and communication technology can play an important part in learning and distance learning in the process of adult education, through a form of second-chance education.

**Youth**

Special attention should be given to the youth who, for whatever reason, have dropped out of school. An attempt must be made to keep the youth in school as long as possible. For the youth where these efforts fail, alternative possibilities should be sought to provide in the learning needs and in their emotional, social and economic needs. The establishment of training centers where attention is given to basic training and skills, but also to basic life skills, is an urgent necessity for this group.

Education to youth is part of the process of life long learning and has the following objectives:
- To develop the autonomy and the feeling of responsibility of people and communities.
- To strengthen the capacity to undertake transformations that take place in the economy, culture and society
- Living together peacefully, and promoting mutual tolerance and participation of citizens on the basis of information and creativity.
- In short, to enable people and societies to take their lot in their own hands and to take up the challenges they face.

**Second chance education**

There are two initiatives for supplementary education which deserve special mention and need support and extension by the government:

1. **Center Towards a New Alternative (TANA)**

   This center is part of the foundation for labor mobilization and development (SAO) of the Ministry for Labor, Technology and the Environment, and offers the group of dropouts the possibility to prepare themselves to follow vocational training. The period in this center is known
as the preparatory trajectory. In this period attention is given to the student’s attitude and it is made clear to him/ her that the society is making resources available to give him/ her the opportunity to participate in a positive manner in the labor process. During this period, it becomes clear what mental and physical possibilities these youth have, while their possibilities to be admitted to a vocational training are increased. For students who do not appear to be able to follow the basic training, alternatives are sought.

2. Educons Foundation
This new foundation aims, among other things, at applying modern information and communication technology to make education more accessible to large groups in society. The foundation endeavors to attain its goal by establishing Knowledge Centers in various areas. People of all ages can participate in introductory courses, where they learn to use computers, have access to a wide variety of learning possibilities from formal education.

4.1.5 Extension of primary education (basic education)

The more rapid socioeconomic, cultural, political and technological developments increasingly influence education, both in content and in structure. Not only do students study on to higher levels owing to their increased aspirations, but society now demands more and more of its citizens if they are to function in a modern society. Primary education used to be sufficient as the basis for functioning and to further develop, but this is no longer the case. The present society is called a knowledge society. There are a number of fundamental reasons why primary education should be extended with a number of years:

- Extension of primary education is essential to consolidate what has learned and is an important precondition to not fall back into functional illiteracy.
- In secondary education students learn more abstract skills, such as mathematics and science and technology.
- The primary school certificate is no longer sufficient to find a job in the modern sector of the economy.
- The countries that are now growing have made fundamental investments in their education sector in the past.
- There are changes in the labor market:
  - because of the decrease of jobs, increasing numbers of youth decide to continue their studies and thus delay access to the labor market and prevent increasing unemployment among youth
  - There is increasing unemployment in the services sector in comparison with the agricultural and industrial sectors.
  - Changes in professional profiles, especially specific skills
  - Growth of the informal sector in comparison with the formal sector.
  - Increasing international mobility of the area.

Extension of primary school will cause a number of fundamental changes, which are both structural and in content.

1. Structure
The new basic education should be characterized by an established total educational package of 11 years (2 + 6 + 3), as a result of which there will be no more breaks between preprimary, primary and junior secondary.
- There should be no sudden changes: no barriers
- Much attention should be given to horizontal and vertical flow through: the demands for entry, leaving and re-entry should be more flexible, so that the principle of lifelong education can be applied.
There should be a clustering of technical training and vocational training, to be provided by special vocational schools; the possibilities to enter these schools should be variable, while certified training should be provided at different levels.

In cooperation with the Ministry of Labor and the SAO, and continued education, the different types of technical and vocational education will be taken over by in training centers. This will make a more efficient use of scarce resources, materials, human resources and facilities possible. The technical schools and domestic science schools will then be able to concentrate completely on their own goals.

The vocational training courses referred to above fall outside the formal education system and could be organized in a different manner, making different entry points possible. This will also make it possible for participants to attain partial certificates and follow different courses.

On the long term, the aim should be for one junior technical school and one junior domestic science school which will provide education of a high quality, and which work in close collaboration with trade and industry.

2. **Content**

Secondary education, in particular junior secondary, should direct itself towards general and transferable knowledge and skills, such as language, mathematics, science, communication skills and the development of attitudes required for teamwork and problem solving. These should be supplemented with other skills such as: civic responsibility in a democratic society, creativity and innovation, an understanding of the role of technology in the community, life skills, and environmental awareness.

Curricula should be developed as modules. The relevant modules could then be shared by different institutions, which will increase the flexibility of the system. Reforms will then also be easier to accomplish.

The emphasis should no longer be on employment, but on employability: students should focus less on seeking an available job, but should create employment themselves and be available continually for work.

Information and communication technology (ICT) should be given as at basic education level. The introduction of computers in school offers new possibilities.

There are three applications of ICT, which should all be utilized in the course of basic education and in secondary level education:

- **Learning to use ICT**: students learn in school how to use computers: acquisition of basic skills and knowledge.
- **Learning with the use of ICT**: ICT is used as an auxiliary means for learning; it provides access to information and offers possibilities for communication with teachers and others. It can then be used to make assignments, collect and process information, and so forth.
- **Learning through the use of ICT**: the computer is used as an instrument of instruction and training, as an independent resource, which takes over the functions of the teacher in part or in whole. This application gives possibilities for various forms of distance education.

Besides these three possibilities, ICT should also be used for management in the school. For example, for school administration and financial management.

3. **Technical and vocational training**

Technical and vocational training are moved up increasingly until after junior secondary level. It is assumed that students with a higher, broader general education are more flexible, especially in view of the rapid changes in information and communication technology. These now form the basis of modern production processes in the economy. The most important vocational training then take place on the job and not in schools, which react very slowly to social changes.
Temporary measures on the way to EFA

On the short term there are a number of concrete measures that can be taken and can lead to improving the efficiency of primary education. International donor organizations have already expressed their willingness on many forms to make available financial resources, which aim at completion of primary school by all students. In this framework, Suriname can take the following measures:

Improve efficiency of primary school:
- reduce the percentage of repeaters and drop outs
- emphasize the final results against the backdrop of the inputs; the teaching results should meet both national and international (minimal) standards.
- Give incentives to raise the efficiency of school management, for example, by having the persons concerned receive a gratuity; by enabling persons concerned to orient themselves in the region; by re-instituting the title ‘best school principal of the year’.
- Decrease absenteeism of teachers.
- Increase the number of effective school hours to at least 1200 hours per year (also increase the learning time for students through better classroom management and varied methods; strengthen the supervision system).
- Have make available in-service training and upgrading possibilities for teachers, so that their knowledge and skills can grow, and their motivation to participate in change and improvement of the education system increases.
- Establish an education management and information system with the help of ICT, so that data is collected regularly, information is constantly evaluated and published, as a result of which all stakeholders gain an insight into the educational problems and can track progress and measures taken.

Organize more tests during the 6 years of primary school: in case of limited financial resources, the subjects Dutch language and arithmetic will be prioritized. The primary school test at the end of the year is a snapshot, and is insufficient to serve as a selection means; the school test does not guarantee quality. Through clustering of schools, cluster tests could be drawn up to encourage quality and objectivity.

Assess the results of the tests, so that the ministry, inspection, examination bureau, school principals and teachers can solve the problems in the teaching and learning process (problems with curricula, achievement of final goals, in-service training and upgrading of teachers, etc.) can be solved in time.

4.2 Secondary education

Introduction

The report of the Delors Commission (learning: The treasure within) mentions secondary education more specifically. This type of education should be considered “as a crucial point in the lives of individuals: it is in this phase that young people should be able to decide about their future, in the light of their own choices and possibilities, and that they have the capacity to lead to become a successful adult”. The report continues as follows: “secondary education should therefore be adapted to take into account the different processes through which adolescents reach adulthood … and should provide in economic and social needs”.
The international community, which is aware of the fundamental importance of education and the increasing need to focus attention on secondary education, has accepted the challenge.

One of the objectives of the Plan of Action of the Summit of the Americas in 1998 was to increase the percentage of students enrolled in secondary education from 55% to 75% by the year 2010.

In Suriname, the number of students enrolled in secondary education is only 44% of the age group concerned. We could aim at achieving the same goal in 2010, but we will have only 7 years for this.

General points of departure
- Commitment to universal secondary education as an aspiration that should be maintained to the greatest possible extent, so that all possible barriers and obstacles are removed.
- Serious attention should be given to taking adequate measures for those who have not been selected for secondary education, those who drop out, or those who have to leave school before completing the cycle, and those who are not permitted to enter the stream of their choice.
- Where there is no transfer from primary to secondary education and/or from junior to senior secondary, efforts should be made to accommodate all who have a right thereto through alternative measures. Where this is impossible, places should be made available in an equitable and transparent manner.
- The programs and the use of streaming should be evaluated to offer greater flexibility and more choices to students in the selection process, which should also give the possibility to go back and choose a different stream.
- Future orientation on secondary education should be directed towards more quality and diversity of what is offered, more flexibility in the organization of the teaching/learning process and more interest in the needs and circumstances of the students.
- Secondary education must be directed towards relations between academic subjects and vocation-oriented subjects and their interdependence with general education and adolescent students of both sexes.
- Secondary education is intended as preparation for life and should reflect reality of life in the 21st century, which means a seamless transfer of lifelong learning and the world of work.
- The nature of vocation-oriented subjects, the manner in which they are organized and taught, and the recognition given to them, determine their status in the curriculum of secondary education.
- Secondary education should not only provide in human resource needs of society, but also in the (psychological) needs and aspiration of individuals.
- Incorporation of vocational education in secondary education can be costly and lead to poor education and decrease of the status of vocation-oriented subjects. A solution for this problem can be sought by having specialized subjects taught by specialized schools, institutions or training centers.
- As the trend of lifelong education becomes clearer, secondary education should adapt to this reality by developing flexible structures and a varied choice in the programs and by establishing strong relations with the world of work.
- In general, traditional general education cannot provide adequately in the need of students in terms of realizing their complete potential, in particular in a framework of rapid economic, cultural and social change and gender-based discrimination.
- In view of the decreasing role of other socializing institutions, schools should accept more responsibilities to help students achieve life skills.
In view of international trends, the following aspects need to be emphasized in developing the new education structure and curricula:
- Clear distinction between general education and vocation-oriented education.
- Moving technical education and vocational education up to post-junior secondary level.
- The choice of study should have less the character of a vocational training and more the character of an academic training with some broad, relevant occupational groups (such as the study house in the Netherlands).
- Maintaining only one junior technical school and one junior domestic science school of high quality, who cooperate closely with trade and industry and offers possibilities for further study at middle-level vocational education.

All students of secondary education level should learn “new” general skills of a higher order, such as:
- Mathematics and physics
- Technology
- Creativity and innovation
- Communication
- Languages
- Civic responsibility
- Problem solving
- Teamwork
- Democratic principles.
- Environmental awareness.

In view of the increase of many small and medium sized enterprises, entrepreneurship should also be part of the curriculum.

Information and communication technology should be introduced in secondary education. It concerns the three application of ICT in the education sector, namely learning to use ICT, using ICT as an auxiliary means of learning with the help of ICT.

Office technology should be incorporated in the curriculum of the Institute for middle-level economic and administrative education (IMEAO) so that modern software used in enterprises are introduced in the school already.

General education subjects should be added to vocation-oriented education, as a result of which the general education base of the students is broadened and they can function more easily.

**Environmental awareness and environmental education**

The environment deserves special attention in developing curricula for schools. Clean air, clean water, rich grounds, healthy forests and numerous species which they keep in tact, are crucial for stable and healthy communities. It is our task to take care that this basis is protected for future generations. This is the reason why environmental education should be integrated in both formal and informal education.

For environmental education, strategies need to be developed to utilize natural resources in an equitable manner. We need to remain aware of the significance of our environment and see to it that a proper environmental awareness is a precondition to sustainable development. Sustainable development can be defined as satisfaction of the needs of modern man, without endangering those of future generations.

Environmental education can only be successful if we can give humankind a felling of being bound to nature. Environmental education should, therefore, aim at the following:
1. Transfer of knowledge with respect to what there is in the field of nature and environment.
2. Transfer of knowledge and skills with regard to utilization of esthetic values of nature and environment.
3. Transfer of knowledge and skills with respect to utilization of the economic values of nature and environment.

Furthermore, environmental education should emphasize that the environment should be considered in the context of human influences, by which economic, cultural, political structures and social justice and natural processes and systems should be seen in coherence.

**Improve the efficiency of secondary education**

1. Reduce the number of repeaters and dropouts
2. Give incentives to improve the efficiency of school management.
3. Decrease absenteeism of teachers.
4. Increase the effective teaching time (increase the time which students need to learn through improved classroom management and better pedagogy; strengthen the inspectorate to 1200 hours per year.

**Options that can decrease the unit costs of secondary education.**

- Decrease the unit costs of secondary education by combining junior secondary education with primary education.
- Restrict registration in expensive schools for technical training and vocational training.
- Introduce core curricula with limited options at junior secondary level.
- Encourage self-work of students and use a variety of teaching methods.

**Methods:**

- Increase the number of students per teacher, so as to increase the productivity of the teacher
- Reduce the number of students per class.
- Increase the number of effective school hours.
- Train teacher to be able to teach more than one subjects.

**Description of temporary structure: phase 1 (realized completely by 2007)**

Until 2007, the following training courses will be gradually removed and instead included in the training centers which are being set up and given shape at present through a collaboration with the Ministry of ATM and organized trade and industry.

At the same time, preparations are being made for the introduction of 3-year general junior secondary education with a core curriculum for all students and 3-year general senior secondary education for students who want to and can follow that type of school. Technical and vocation education often last a bit longer than general education, hence the existing duration of these training schools will be maintained.

**Structure: phase 2**

In the second phase, which will be completed by 2010, there will be the following types of schools at secondary level:

- A 3-year junior secondary school as an extension of primary school and forming part of basic education
- A 3-year senior secondary school; students who have completed junior secondary and meet certain criteria shall be admitted to this type of education

After upgrading, one 4-year junior secondary technical school and one 4-year junior domestic science school. Both of them will collaborate closely with organized trade and industry; these schools will have the possibility for continued education in middle-level vocational schools. Besides existing training at middle-level vocational schools, informatics, tourism and hotel and restaurant training courses could be added.
There is also a need for professionally trained workers from middle-level vocational school in the care sector, for example, social pedagogical work (care of the disabled, child care, care of the aged), social services, etc.

4.3 Higher education

4.3.1 Mission and vision

**Mission**

1. **Education, training and research**
   The core missions and values of higher education, in particular the mission to contribute to continuous development and improvement of society in its entirety, will be maintained and strengthened, and further extended through:
   - The training of qualified and responsible citizens
   - Making it possible to study at higher education level and learn continuously through a flexible admission and possibilities to leave the system.
   - Conducting research to produce, create and expand knowledge, and to render services to society.
   - To help to understand, interpret, conserve, perfect and extend culture.
   - To help to protect and perfect social values by training young people in the values that form the basis for a democratic society.

2. **Ethic and responsible actions and ability to look to the future**
   Higher education institutions and their employees and students should:
   - Act ethically in exercising science
   - Be able to give their opinion on ethical, cultural and social problems without being influenced by others, and be aware of their responsibility to act on the basis of a kind of intellectual authority.
   - To improve their critical and forward-looking function through constant analysis of social, economic, cultural, political, technological and medical trends.
   - Use their intellectual capacity and moral prestige to defend and spread universally accepted values (peace, rights, freedom, equality and solidarity)
   - Enjoy complete academic independence and freedom, and meanwhile give complete responsibility and accountability to society
   - Play a role in helping to identify and direct themselves towards subjects which have an effect on the well-being of society.

**Vision**

1. Justice in admission to higher education as far as gender, preliminary training, working students and older students are concerned.
2. Increase participation and encourage the role of women in higher education (involvement in decision making, women’s studies, removal of political and social obstacles).
3. Increase and expand knowledge through scientific research (post graduate studies, basic and purposeful research. All members of the academic community should conduct research, will be trained to do so, and should be given the necessary support. Financing for this will be sought from the government and the private sector.
4. Higher education should be oriented towards social goals and needs which are relevant on the long term, with due respect for culture and the environment. The relevance of the studies as far as curriculum is concerned, should be established in terms of accordance with what society expects of the institutions and what the institutions do. Higher education institutions should
expand their services (poverty alleviation, the fight against discrimination, violence, illiteracy, etc). They should contribute to the development of the entire education system. Finally, higher education should create a new society that has no violence and is not directed towards exploitation.

5. Strengthening of collaboration with the world of labor and analysis of and anticipation on social needs. In the application of new production techniques, on the basis of knowledge and passing on the information thereof, the link with higher education must be strengthened through the participation of representatives in governing bodies of the institutions. They should establish learning processes and programs in close deliberation.

6. The offer of programs in higher education should have a great diversity, in order to attain equal opportunities: traditional certificates, short courses, part-time studies, flexibility in following studies, modular courses and distance learning should be part of what is offered.

7. Higher education starts from a reformed educational approach: critical and creative thought. In the ever-changing world all students should learn to think critically, analyze problems, seek solutions and apply them.

The staff and students of higher education are the main actors. Development of the staff of higher education institutions is essential. Teachers should teach students to take initiatives and not only store knowledge. Decision makers should take students and their needs as point of departure of their thoughts. A guidance and advisory service should be set up for the students.

4.3.1 Recommended reforms

In view of the above, it should be clear that higher education in our country is faced with many shortcomings which require urgent solutions. The problems can be summarized in the following categories:

1. Legal basis for changes;
2. Management, financing and supervision
3. Admission and internal efficiency
4. Study financing
5. Curriculum and teaching
6. Internationalization

The categories overlap somewhat. In the following pages the actions for the coming years are mentioned in more detail.

Ad 1. Legal basis for changes

Changes in higher education are closely related to the policy of the government. This policy is sanctioned by laws that provide the framework of action. Initiating changes, adjustments and reforms in higher education will have to take place within the framework of legislation. Higher education uses instruments for change which are sanctioned by the law. The instruments should be assessed regularly and adjusted, if necessary, in accordance with international provisions (Declaration of Bologna). It is now necessary to study existing legislation again with a view to rapid developments in all areas of society. It is clear that a number of these laws require adjustment. For example, globalization of higher education and the decision to implement bachelors and masters studies.

A survey, held among a large number (70) of stakeholder showed that 71% preferred the bachelors studies at tertiary level. All respondents indicated that higher education should be distinguished in two cycles: a bachelor’s and a master’s degree. 62.2% chose a bachelor of at least three years and a master of two years. An extension of the study possibilities is deemed necessary by 71.2% of the respondents. In order to make changes, reforms, improvements in
higher education possible, it is recommended to review the following laws on higher education
and/or to implement new laws.

a. **Structure of higher education**
   A restructuring of higher education in such a manner that all post-secondary institutions and
courses, university and non-university, are brought together in the same legal framework. The
conditions indicate the criteria which existing and future institutions should meet to be called
higher education. Only the university has a legally established position. The existing institutions
which need to meet the criteria include: IOL, BVF, PTC, JTV, AHKCO, COVAB, private
training and courses which do not fall under the responsibility of MINOV.

b. **Management and supervision**
   Legal regulations award higher education the autonomy to develop management methods based
on the principle of and responsibility toward society. Institutional independence and academic
freedom are necessary for an effective functioning of the higher education system, for
strengthening its capacities to change, for implementing its supervisory and observing functions,
for insuring its moral authority in debates on ethical and other important issues with international
significance, and for functioning as a place where democracy is exercised and practiced.

c. **Financing of institutions**
   What are the legal means for the institutions to contribute to financing? What financing sources
are legally identified? The law should indicate different financing sources. These sources could
be: direct contributions from the government, fees from students for a complete study or for one
or more courses, production activities such as services, consultancies and research, production of
goods, such as agricultural produce and industrial products, donations from enterprises directly to
institutions or to students. The accounting rules should hereby be taken into account.
Of the respondents in the NEP survey, 87.9% was of the opinion that tuition fees should be paid
at the higher education level. During a higher education seminar on 19 March 2002, a rapid
survey was held, and 75% of the 43 participants indicated that the tuition fee should be between
SF 250,000 and SF 500,000. 12% of the respondents indicated an amount that was higher.

d. **Quality control and evaluation**
   The law should establish procedures to determine the quality of education offered. The quality
demand is an important area of care in higher education. This is how higher education meets the
needs and expectation of society. To meet this requirement, higher education depends on the
quality of the staff, programs and students, and on its infrastructure and academic environment.
An institute for quality care, a national accreditation council, databases, profiles of staff,
objectives of educational types and educational methods are things that require legal frameworks.
The value of the objectives and standards that should be attained in the curricula should be
indicated in the legislation. It is not only an accumulation of knowledge, but also concerns the
acquisition of skills, the skill to mobilize knowledge and analyze and solve complex problems, to
be able to conduct teamwork and give logical explanations for choices and to look forward.
Valuable education should develop the capacity of students to react as a trustworthy intellectual
and a responsible and cooperative citizen to build on sustainable developments and a culture of
peace.
The content of the curriculum is subject of regular adjustments through interaction with existing
political, economic, cultural and social systems. The content is furthermore influenced by
national and international events and scientific developments. All above-mentioned factors have
an impact on the need to modify curricula and can thus have an impact on their quality. The
pressure forces higher education to take into account important forms of qualitative changes in
the curricula: changes in objectives, in methods and in the structure of the curricula in relationship to one another.

e. **Curriculum planning**
Although reforms in courses, program structures and contents are usually the responsibility of higher education institutions, the law can give a framework thereof. The law also indicates the offering of short undergraduate, postgraduate and post-secondary courses, on the specification of the different levels to which different types of certificates or diplomas can be attained, to the flexibility in programs and/or the determination of a clear link between courses offered and requirements of the labor market. The establishment of a national advisory body for higher education to develop and assess courses and programs is necessary. The law should also recognize private training at higher education level.

f. **Admission and internal efficiency**
Admission to higher education should be reviewed and re-established, also in the framework of education for all and life long education. Clear rules are needed for the admission of older students and those with non-traditional previous education. This also applies to possibilities for parttime studies and for those who only have sufficient professional experience. In view of a more open admission system, the emphasis should be placed on reducing dropouts by improving advice and guidance to students.

g. **Study financing**
The form of study financing, the amount and the conditions under which financing is awarded. The possibilities could be: a complete scholarship, part scholarship and part study loan, and complete study loan.

h. **Internationalization**
Legal regulations with respect to adjustments of education to international standards, both in form and content, encouragement of international orientation, international collaboration and international mobility require attention.

i. **Teaching and assessment**
Legal regulation with respect to the required qualifications for teaching at an institution of higher education. The criteria for assessment of students should also be established by law.

**Ad 2 Management, financing and supervision**
Management and supervision deal with the division of regulating power and decision making power between institutions of higher education and the government. The internal management of higher education and the involvement of external bodies, such as representatives of trade and industry and the social partners in the planning of higher education are also included. Management, financing and supervision also have to do with the measure of autonomy of higher education institutions. The following activities will be given attention in the coming years:

a. **Management**
An effective management and financing of higher education requires the development of a proper planning and policy analysis, based on partnership between higher education institutions and the government and national planning and coordination bodies, to ensure a proper management strategy and a cost-effective use of resources. Higher education institutions should introduce forward looking management practices, which react to the needs of their environment. Managers of higher education institutions should be open and competent and able to regularly assess the effects of procedures and administrative rules with the help of internal and external mechanisms.
Higher education should have autonomy to manage internal matters. This autonomy entails a clear and transparent justification to the government, the National Assembly, students and, in the wider context, to society. The ultimate goal of management should be to promote the mission of the institution by ensuring the high quality of education, training and research and services to society. This objective requires management skills that combine a social vision and understanding with global issues. Leadership in higher education is an important social responsibility and can be strengthened through dialogue with stakeholders, especially teachers and students of higher education. Due account should be given to the participation of teachers in administrative bodies of higher education. The cooperation with developed countries in order to attain financing for strengthening of higher education is essential.

b. Financing
Diversity in resources for funds reflect the support which society gives to higher education and should further be strengthened to that higher education develops, increases its efficiency and quality, and remains relevant. Government support for higher education and research is essential to ensure a balance between achievement in teaching mission and social mission. Society as a whole should support education at all levels, including higher education, in view of its role in promoting continued economic, social and cultural development.

c. Supervision
Granting autonomy to institutions of higher education to determine how they spend their budget, together with a formalized form of quality evaluation. The process of quality evaluation should be defined nationally. Quality evaluation can comprise three elements, which can be assessed in different manners:
- Institutional evaluation is focused on an institution of higher education in its totality: education, learning environment and management; it can take place through self-evaluation or through external reviewers.
- Program evaluation is focused on a specific discipline or a specific subject area and compares that with other institutions that are doing the same.
- Research evaluation is focused on the quality of the output of the research (in particular the university).

Ad 3 Admission and internal efficiency
The standard basic requirement for admission to higher education is successful completion of senior secondary education (HAVO and VWO). Admission to some professionally related areas of higher education is also possible for those with a completed vocational training at secondary level. In some cases, such training also gives access to other higher education programs. Access to specialized areas is based on personal amplitude and is therefore selective. The great increase of the number of persons who wish to study and the need to regulate the supply of certain professional have made it necessary to restrict admission to some studies where the number of student wishing to enroll is too large. Selection is then desirable, for example medicine, which sometimes causes problems. Admission to profession-related courses, in particular at non-university level, is selective owing to their capacity.

a. Admission
The number of students (numerus fixus) that is admitted to follow a certain course. Consideration should be given to the demands of the labor market, the number of places in the institution, the quality of the course, etc. Determining the admission requirements and selection requirements anew for each course: admission exam, previous training, grades in the previous training, admission with vocational training. A committee comprising government representatives and representatives of the institution, which will be responsible for establishing the criteria.
Application of selection criteria at the end of the first year at the higher education institution. Extension of the selection to persons without the traditionally required previous training: accreditation of previous education, admission exam, admission courses, flexible programs, distance learning.

b. Internal efficiency
Higher education is costly. To attain the necessary efficiency, admission procedures should go together with measures directed towards increasing the number of graduates of higher education programs. These measures relate to decreasing the number of students who do not complete their studies and shortening the time spent on successfully completing the studies. Dropping out of a specific study is not necessarily a good measure for not completing higher education. Sometimes the student is permitted to repeat the year or to move on to a different study within the same institution, or to another institution, and to then complete the study successfully. Measures to increase efficiency:
- The (re-)establishment of study limits for the different studies; possibility to complete studies before time, fine for taking too long to complete, etc.
- Improve information and make available guidance in the choice of a higher education, so that students have a clear picture of the content of the study of their choice and the required qualities to successfully complete it; organize open days, improve information flow to schools, make available study guides.
- Introduction of shorter and modular courses: shorter courses with interim levels and certificates.

Ad 4 Study financing
This concerns grants to be given directly to students as scholarships and/or loans. Studying at higher education institutions is costly, even though higher education is free in Suriname. Students only pay enrolment fee and do not pay tuition fee. The economic situation causes relatively a lot of students to work besides their study, which has negative effects on the duration, the progress and the quality of their studies. Parents are often unable to provide full maintenance for the young adult. On the short term, some form of study financing should be realized. The following form of study financing is recommended: financing in the form of a scholarship, an extra scholarship and a loan. Each student should be considered for a scholarship, unless the student has an own income. Students will be considered for an extra scholarship if the income of their parents makes it impossible for them to cover the study further. If this is insufficient, an interest-free loan could be given. Regulations should be drawn up for repayment. Establishment of a system for subsidized services, such as student housing, student houses, transportation costs and maintenance, will also be necessary.

Ad 5 Curriculum and teaching

a. Curriculum
In view of changes which will take place in the coming years, including the transfer of the doctoral programs to bachelor’s and master’s programs, and striving after international accreditation and internationalization, there will be drastic changes in the structure and curriculum of higher education level. The quite theoretical studies, especially at the university, do not seem to meet the requirements completely. There is great need for more practical vocational training at a higher level. At the same time, as a consequence of economic factors, attention will be focused on the link between courses and the need of the labor market for higher qualified workers. The following will be realized in the coming period:
- Establishment of a body, which will be responsible for the educational programs of training courses, or a curriculum committee comprising experts.
- Setting up a national advisory body with representatives of trade and industry, government and other institutions, to advise the government on study programs for higher education institutions.
- Establishment of a higher education unit (for university and non-university education) within the ministry, in charge of higher education, i.e. strengthening the link with trade and industry and adjustment of programs to changing circumstances.
- Promote improved cooperation between vocation-oriented higher education institutions and increase the status of these vocational institutions (COVAB, JTV, AHKCO, PTC).
- Inventorize and re-assess training courses which have the level of higher education but are not yet acknowledged as such.
- Offer short courses for postgraduate level at higher education institutions.
- Offer smaller units of programs as modules or on a semester basis, and introduce credits to increase the possibilities for students to choose and to increase the mobility among studies.
- Higher education should create possibilities to make admission possible for those who cannot follow on a full-time basis, for example owing to employment: open university concept, flexibility in choice of course and studying in a varied tempo.
- Distance learning will be started at a small scale.

b. Teaching
Teaching and assessment and grading of the achievements of the student are matters of the institution. The call for justification and the interest in assessment and the quality of the output have stimulated changes in teaching and evaluation techniques. Changes in the role of the teacher now call into doubt the traditional manner of teaching. For example, digital learning and the facilitation thereof are increasingly necessary.

The following measures need to be taken with respect to teaching:
- Assessment of teaching styles and teaching competency of teachers, also as part of the determination of the quality of the study.
- Since university lecturers were earlier recruited on the basis of their research experience, regular training will be needed in (new) didactic skills.
- A difference should be made in teaching methods for large and small groups of students. With smaller groups it is better possible to offer problem-solving on the basis of practice.
- Institutions should direct themselves towards increasing information technology during teaching. On the short term, the required equipment will have to be available for such application.
- Create a fund, which makes it possible for teachers and lecturers to follow training and upgrading abroad in their field of expertise.

The assessment method for student achievements also needs improvement. All higher education institutions have so far preferred a summative, formal, often written examination. For final diplomas of higher education institutions, but also for interim levels, being able to write papers or theses on the basis of own research is of great importance for (professional) training. Test forms should be clearly indicated in all programs of the different studies. The point of departure should be continues evaluation of the student during the entire course. This requires the introduction of new assessment and valuation methods and an increase in assessment frequency.

Ad 6 Internationalization
Internationalization includes every activity of higher education to beyond the national borders. It comprises the mobility of students, curriculum development and all strategies that are initiated by the authorities and institutions to adapt to and benefit from outside relations:
- Working on quality and having institutions accredited by an international accreditation board
- Earmark 10% of the budget of an institution for quality improvement.
- Indicate criteria which students should meet for exchange with higher education institutions abroad.
- Set up a desk that takes care of all international relations of the institutions.
- Provide foreign language courses for students and teachers. Teachers should also be able to give courses in a foreign language, in particular English.
- Internationalize curricula.

At the seminar for higher education and teacher training, held in the framework of the development of this plan, numerous valuable ideas have been produced by the participants through working groups. Many of them have been included in the above. For the sake of completeness, a summary of the results is given below. For a number of specific aspects, the participants were asked to choose the most important characteristics in joint deliberation. The final results, after clustering of the twelve groups to four, gave the following picture:

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inflow of students</td>
<td>Active attitude towards learning</td>
</tr>
<tr>
<td>2. Outflow of students</td>
<td>Problem solving; able to start work</td>
</tr>
<tr>
<td>3. Teachers</td>
<td>Competent; student-friendly</td>
</tr>
<tr>
<td>4. Curriculum</td>
<td>Attuned to goals; relevant</td>
</tr>
<tr>
<td>5. Didactics</td>
<td>Efficient; student-friendly; varied</td>
</tr>
<tr>
<td>6. Institutions</td>
<td>In-service training and upgrading; quality control</td>
</tr>
<tr>
<td>7. School materials</td>
<td>Encouraging self-work; fitting with curriculum and didactics</td>
</tr>
<tr>
<td>8. Government</td>
<td>Consistent picture; involve stakeholders</td>
</tr>
</tbody>
</table>

Note: some groups have chosen 2 characteristics

### 4.4 Teacher training

Teachers are strongly directed towards transfer of learning content. This appears, for example, from what some teachers often say: “I am one chapter late on my schedule, I need to treat a larger portion today”. Transfer does not result without more in learning. Mental efforts of the student are also required to have learning take place. Learning is something that has to be done by the students themselves. The presentation of the content may take place perfectly, but remembering knowledge and learning skills is an strictly internal process: it takes place within the head of the student.

#### 4.4.1 Mission and vision

One of the most important objectives for the training of new teachers and already trained teachers, is to improve the quality of teachers to achieve increase of productivity and yield. Improvement in training should lead to sufficient and qualified teachers. Some conditions that underlie the objectives:
- Increase admission requirements and amendment of the structure of the training
- Reform the curriculum for teacher training
- Modernize didactic methods
- Modernize educational facilities.

The structure of teacher training should be reviewed. It is constantly recognized that educational services depend to a large extent on the effect of reforms, renewals and changes. Attention will
have to be given to modalities of the teacher training. It is not simply a matter of adjusting the content of the training to incorporate subjects like information technology, but rather to acquire competencies in the field of continuous change. It assumes a flexible nature of the training and is closely intertwined with the philosophy of teaching.

Although reforms and improvements of teacher training are clearly necessary, the recommended reform will be insufficient if the flow system does not change and there are no clear incentives for motivated students to choose for the teaching profession.

Only a new policy and an efficient human resource management in the education sector can help to improve this situation.

The teacher will also have to meet the demand of life long learning. Developments in society, developments in the area of technology, and scientific development in the field of didactics and pedagogy are challenges that confront the teacher. In view of this, in-service training and upgrading are necessary conditions to qualitatively properly educated teachers.

Education must be recognized as an ongoing, lifelong process. It is important that citizens, irrespective of their age, are given the means for in-service training and upgrading or for acquiring the skills to meet the changed demands. This contribution in the development of a learning attitude among students is the task of the teacher. This cannot be attained if the teacher displays constant explanation. This attitude of teachers will have to change into a more student-centered attitude. Teachers will have to change their attitude through in-service training. Student teachers can be qualified for their task with pre-service training. The training should not take place incidentally. Pre- and in-service training of teachers must be institutionalized. Persons who have to give in-service training will have to be upgraded to do so.

4.4.2 Recommended reforms

Professional profile of the teacher
Develop a professional profile of the teacher in which responsibilities, skills, knowledge and attitudes that are characteristic for the different levels of teaching are described. The IOL has already prepared a professional profile for teachers of junior and senior secondary schools.

Structure of teacher training
The teacher training institutions are gradually changed into bachelor’s level. The title will be that of BEd and the duration will be four years. The structure of the training is one basic year (B-I phase), followed by a choice of a 3-year major as a teacher of 4-8 year olds, a teacher for 9-12 year olds, or a teacher of secondary school (B-II, B-III and B-IV phases). The completed B-I phase gives access to the major. At the end of each module, students have to sit an exam. The results of the examinations contribute to the final assessment. This development is currently being prepared at the IOL. The existing teacher training colleges (ACI, SPI and CPI) only train teachers for 4-8 year olds and 9-12 year olds. IOL offers teacher training for secondary education. The teaching program for the B-I phase is the same at all institutions. MO-B studies will become Master’s of Education (MEd).

Admission
- Admission to teacher training should be on the basis of the profile, namely:
  - Previous education level of at least HAVO
  - Personal profile of the school career
  - Physical condition
- Personality
- Creativity
- Flexibility
- Inventiveness
- Social and communicative skills

Curriculum
The curriculum comprises two types:
A. competencies for education in general (B-I phase). Knowledge in the following areas is deemed necessary for the future teacher:
   - general philosophy of teaching to understand the nature and objectives of teaching
   - an insight into culture and ethics to be able to function better in our multicultural society
   - psychology and sociology of teaching to better understand students and the society in which they live
   - family education, to integrate this into the curriculum
   - counseling and advice to be able to discover basic behavioral problems and to direct oneself towards them, give preventive guidance to students with serious problems through referrals to the proper services.
   - Special education to be able to work with children with special needs, to discover disabilities and deal adequately with these children in the normal class situation.
   - Health, safety (including traffic) and environmental awareness
   - Teaching reading in order to better learn how to read at all levels
   - Principles and the practice of teaching: curriculum planning, pedagogy, measurements and evaluation, in particular in relation to the curriculum, in order to reach the educational goals.

B. Competencies to transfer the content at the level concerned (B-II, B-III and B-IV phases). The focus in the curriculum should be at the professional training and not in the subject area. Special attention should be given to esthetic areas, such as drama, music, handicrafts. These are important for the total development of the child. In the three years attention should be given to level-specific teaching.
   Teacher of 4-8 year olds and 9 – 12 year olds:
   a. specific attention for issues that have to do with the age groups
   b. specific knowledge to transfer knowledge and skills with respect to the subjects at the levels concerned.
   Teacher of secondary education:
   c. students who choose this level specialize themselves in transferring a subject area. The choice is made from subjects which are to be taught at this level.
   d. Attention for esthetic subjects
   e. Attention for issues that have to do with the specific age group

The period of practicals in schools should be given an important place. Extracurricular activities should be an essential part of the program and will help to determine the students’ achievements. A school-year for a student teacher will be scheduled in a flexible manner, to offer space for:
- Self-study and fieldwork
- Closer collaboration between institutions
- Integration of students into the training
To achieve the above, a number of minimal facilities are needed, such as an adequate library and a gymnasium (for physical education). In the final year of teacher training the
practicals will be done at the chosen level. Supervision of the practicals will be done by the training institution in collaboration with the school and teachers where the practical training period takes place. The program and the teaching should provide possibilities to increase the general education through interactive teaching (working in groups), through integration of subjects, and project education by means of the following:
- Assignments that stimulate to think about problem solving
- Identification of basic knowledge and skills to collect information (e.g. the Internet)
- Making theory functional, i.e. directly applicable in practice
- Basic life skills
- Elementary technical skills and agricultural techniques
- Learning to develop specific methods
- Attention for self-reflection and self-correction

**Teachers of teacher training institutions**
The teachers of teacher training institutions play a crucial role in relation to the efficiency and improvement of quality of teaching in the schools. The role of the teacher trainers demands more responsibility than the teachers.

**In-service training**
- In the framework of developments in the field of education and lifelong education, annual in-service training will be provided for teachers in function and to teacher trainers. The following steps will be taken into account:
  - Identification of the need for training
  - Determination of the content of the training
  - Implementation and evaluation of the training to establish the effect.

**Financial valuation of teachers**
Good teaching at all levels is important. Each level of teaching has its own specific nature and difficulties. This equality will also be expressed in the financial valuation. The difference in salaries of graduates of different specializations must be abolished. A salary structure shall be developed in such a manner that the starting salaries will be the same for all beginning teachers. Career development of the teacher should not only depend on acquiring more diplomas. Promotion should be possible on the basis of the teacher’s performance.
5.1 Community Development

The term ‘community development’ refers to the education of the entire population. The objective is to promote active participation by and a balance personal development of the people. Central to it are the physical, creative and spiritual development, which lead to the desired total health of human beings. Personality development, the physical condition, cultural development, expressions or art, and religious experiences should be undertaken in a purposeful manner. After it has been clearly established where in society such (mis)education takes place, we will need to see how that moment or situation can be included in the education of the community. For, formal education can only bear fruits and have an adequate meaning if it is provided to individuals who have a healthy spirit and a healthy body.

In formal education, creative and cultural education should be undertaken more visibly and seriously besides the intellectual education. Transfer of knowledge about sports, culture, arts and handicrafts should also be given (e.g. the history, techniques and possibilities). Besides existing curricula, the creative activities should be made compulsory at all educational levels.

5.2 Strategic implications for community development

<table>
<thead>
<tr>
<th>Community education</th>
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<tbody>
<tr>
<td>Construction, renovation and reorganization of multifunctional neighborhood centers, directed towards after school and extracurricular activities in the fields of sports and recreation, arts and culture, and youth</td>
</tr>
<tr>
<td>Restructuring and facilitation of the media, directed towards total education of the society</td>
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<tr>
<td>Establishment of the committee for media and education</td>
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<table>
<thead>
<tr>
<th>Culture</th>
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</thead>
<tbody>
<tr>
<td>Introduction of arts and culture education in formal education at all schools, using artists and artistes as external experts, in collaboration with teachers of existing subjects</td>
</tr>
<tr>
<td>Evaluation of arts and culture education and introduction in formal education in all schools as a compulsory subjects with an own curriculum</td>
</tr>
<tr>
<td>Teacher training for arts and culture education</td>
</tr>
<tr>
<td>Development of curricula arts and culture education for teacher training</td>
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<table>
<thead>
<tr>
<th>Sports</th>
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<tbody>
<tr>
<td>Place school sports under the responsibility of the directorate of education and introduce physical education in all schools, given by qualified teachers</td>
</tr>
<tr>
<td>Evaluation and adjustment of teacher training and disciplines for PE</td>
</tr>
<tr>
<td>Inventorize, evaluate and renovate existing sports accommodations and facilities</td>
</tr>
<tr>
<td>Establishment of committee for higher education sports training</td>
</tr>
<tr>
<td>Development and implementation of curriculum for sports at higher education level</td>
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<thead>
<tr>
<th>Youth Affairs</th>
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<tbody>
<tr>
<td>Establishment of national advisory board on education of the youth</td>
</tr>
<tr>
<td>Consolidation and strengthening and facilitation of National Institute for Youth</td>
</tr>
<tr>
<td>Monitoring, evaluation and adjustment of policy and programs of the institute</td>
</tr>
<tr>
<td>Organization of training for cadres of youth leaders</td>
</tr>
</tbody>
</table>
6.1 Overview of structure and tasks

The administrative structure of the ministry has become complicated in the past thirty years, as a result of the expansion of the educational structure through:
- increase in the number of organizational levels above the school
- increase in the number of processes and services directed to education
- expansion of and increase in the community education component, by including culture, sports and youth affairs.

The growth of the organization has implied a further specialization of tasks and the related fragmentation of functions and services. For example, the examinations bureau and the education bureaus were split off from the inspectorate in the seventies, while the inspectorate itself was split into independent units for each education level and/or type. The specialization of tasks created further problems in the field of communication and coordination. These problems were aggravated because services and processes, which were supposed to link, differed in time and place.

The MINOV currently consists of four directorates: Education, Culture, Sports, and Youth Affairs. Each directorate is headed by a director, and is divided into a number of main departments or sub-directorates, each led by a deputy-director. Each main department comprises a number of departments or services, each headed by a department head.

All services are concentrated in Paramaribo, from where schools and other institutions are administered. For the sector Education, the inspectorate is represented in most districts, while Sports has departments in the districts of Marowijne and Nickerie, and Culture has a department in Nickerie.

Although the school inspectors in the districts were originally meant to supervise schools there, in the course of time they were also made responsible for implementation of other management tasks and functions.

Work that requires coordination and cooperation from more departments is often a source of anxiety. The efficiency of the departments is often at the expense of the efficiency of the entire apparatus, while the effectiveness of services rendered is often not up to standard.

The tasks of the ministry as a whole were established in 1992 by state decree no. 52: Decree and tasks of departments 1991. The following tasks were assigned to the MINOV:

**Responsibility for:**

a. matters concerning all forms of education and all training institutions
b. the exercise of science and technology and the promotion thereof
c. public education and supervision of denominational education and educational institutions
d. regulations of subsidy to bodies, which provide education on the basis of recognition by the government
e. study facilities, including the granting of scholarships
f. libraries
g. the promotion, exercise and development of arts and culture
h. museums, archeology and monuments
i. media policy
j. sports and youth policy
k. promotion of relationships of cooperation with organizations working in the fields of sports and youth

Furthermore, MINOV is responsible for all direct or indirect subjects with regard to the above, in so far as these are not assigned specifically to another institution.

6.2 Bottlenecks in the organizational structure

At present, some 3,272 persons are employed at MINOV in non-teaching positions, of which 1300 are professionals or support professional staff, and about 2,000 are administrative staff. There are another 4,238 teachers in public schools and 3,711 teachers in subsidized schools.

In spite of the relatively large number of persons employed by MINOV, it appears that very important functions are not or insufficiently filled. Collection and processing of national education statistics are scanty, which provides a skewed and inaccurate picture of the educational system. The flow-through data and other data are not analyzed, such as moving up, repeaters, drop outs and teacher/student ratio. MINOV thus misses an effective way to monitor quantitative indicators for educational achievements. Comparisons with key indicators in other countries to establish own achievements (benchmarking) is thus difficult, and even impossible.

It should be noted that a student registration system has been set up last year, which provides and ID to all students of primary school, to make it possible to track their school career. The poor functioning of MINOV is ascribed to the fact that there are few or no mechanisms to keep officials of MINOV and at schools liable for the quality and timely delivery of their achievements. This is reflected in the shortages of school materials, delays in repairs, teacher absenteeism, and the supposed high number of ‘ghost teachers’. A sensible system for performance assessment of MINOV officials and teachers starts with the development (or adjustment) of clear position descriptions with explicit performance indicators. These are lacking to a large extent.

According to studies of the Inter American Development Bank, the accounts of MINOV are not structured either in a manner that makes it possible to analyze budgets and realizations according to educational level. Although such analyses are not possible, earlier studies carried out on the basis of data of 1988 to 1990, before the decrease of the educational share on the national budget and the worst period of inflation, indicated that the current costs per student were the highest in the Caribbean. Besides the lack of and/or faulty management systems and mechanisms, the Ministry also has had to deal with a serious lack of professional cadre in these past years.

The organizational structure of the ministry with many units at sub-directorate and departmental level, is probably ‘too heavy’, and that this is probably due to far-reaching specialization and fragmentation of tasks. Specialized structures and fragmented processes restrict innovation and creativity in the components and in the entire structure, and make an organization non-responsive to its external environment

The problems of communication, coordination and supervision in MINOV between the different administrative departments and between these departments and the schools and other executing institutions are cause to a large extent by the administrative structure
According to some consultants, the ‘centralization of MINOV’ is one of the four main issues that confronts the education sector. The other issues are: curriculum, repeaters and drop outs, teacher training. One of the consequences of the centralized structure is that all curricula are developed from within MINOV and established without the schools themselves having a say. Schools are not involved in the planning process or in the following activities, which are decided centrally: evaluation of school and teacher performance; renovation of schools; distribution of school materials, etc.; transportation of teachers and students.

6.3 Recommended reforms

In order to force back the far reached fragmentation of tasks of the Directorate of Education in that way improving the effectiveness and efficiency it is necessary to re-organize the directorate. The Directorate will limit to and concentrate herself on the core business and processes. In the Suriname Educational Plan the following 8 core functions and processes are identified:

• Development strategy
• Management of financial resources
• Human Resource Management
• Management of of learning and development aids
• Monitoring of quality
• Information
• Communication
• Accountability.

Based on these indicated core functions and processes with regard to the education sector, the administration will have to be reformed thoroughly.

1. The administrative apparatus of MINOV should be transformed from a traditional administration to a strategic management organization, which aims at creating and maintaining conditions, facilities and means for the sectors of education and community education, and the supervision of those sectors.

2. Transformation of MINOV will be experienced by many as an unpleasant process, which goes together with insecurities. Established structures, methods and views will come under pressure. The literature on organizations shows that resistance can be expected when change and reorganization take place. The reform process be properly communicated to the persons concerned and implemented in phases. This process should be carefully prepared, implemented and assessed.

3. MINOV as a strategic management organization should restrict itself to and concentrate on fulfilling its main functions as mentioned above. Institutions in charge of these functions should be equipped and/or strengthened in material and staffing. The implementation of the main tasks will be an illusion without institutional strengthening of the administrative apparatus.

4. Successful reorganization of the above-mentioned main tasks of MINOV requires also the establishment and use of effective mechanisms for the following internal management processes:
   - Management and use of information, including the application of ICT;
   - Internal and external communication, also with the application of ICT;
   - Responsibility and liability of staff.
5. Within MINOV both vertical and horizontal decentralization should be undertaken. Vertical decentralization concerns delegation of formal power to lower regions in the line to executive institutions: schools and community institutions. Horizontal decentralization concerns the distribution of competencies to relevant non-line functions: technical structure and supporting services.

6. Decentralization in the sense of physical distribution for education and community education should be encouraged in the light of a just educational system, which offers possibilities for everyone.

7. The central authority should create conditions and see to it that certain competencies are delegated to schools and community education institutions, where such competencies will be the responsibility of the management of the school or institution, consisting of professionals (e.g. school principal and teachers), and representatives of political legitimacy (elected representatives of the community) and, where necessary, on the basis of market efficiency (who are the clients). The areas in which schools require a certain measure of autonomy are:
   - Normative autonomy;
   - Management and organizational autonomy;
   - Educational autonomy;
   - Staffing autonomy;
   - Material and financial autonomy.

8. To strengthen and expand the legal security for all concerned at all levels and in all facets of education, and the relevant processes, it is necessary that existing educational legislation is thoroughly adjusted and renewed, with due respect for the reforms.
Chapter 7 SUMMARY OF STRATEGIC IMPLICATIONS FOR EDUCATION

In part a. of this summary an overview is given of the recommended measures that need to be implemented in the next 15 to 20 years. In part b. an overview is given of the priorities for the coming five years (2004-2008). It should be mentioned that many of these activities are already in implementation or are under way to be implemented.

7.1. Measures for the next 15 – 20 years

<table>
<thead>
<tr>
<th>1.1 General</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strengthen the capacity of the Ministry to be able to prepare and implement reforms</td>
</tr>
<tr>
<td>• Strengthen the relations between the ministry and IOL and university</td>
</tr>
<tr>
<td>• Strengthen the relations with regional and international organizations</td>
</tr>
<tr>
<td>• Draw up an EFA plan in collaboration with civil society</td>
</tr>
<tr>
<td>• Implement EFA plan in accordance with guidelines of UNESCO and national circumstances</td>
</tr>
<tr>
<td>• Adjust compulsory education act</td>
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<table>
<thead>
<tr>
<th>1.2 Preprimary education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Implement programs and projects with respect to ECD</td>
</tr>
<tr>
<td>• Make ECD to government policy priority, coordinated by MINOV</td>
</tr>
<tr>
<td>• Organize media awareness programs on ECD</td>
</tr>
<tr>
<td>• Integrate preprimary education into primary education</td>
</tr>
<tr>
<td>• Organize in-service training and upgrading for preprimary school teachers</td>
</tr>
<tr>
<td>• Improve quality of preprimary education</td>
</tr>
<tr>
<td>• Abolish dispensation regulation: the moment that children become 4 years old, they are admitted</td>
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<table>
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<tr>
<th>1.3 Primary education</th>
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</thead>
<tbody>
<tr>
<td>• In-service training and upgrading of teachers</td>
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<tr>
<td>• Management training for principals</td>
</tr>
<tr>
<td>• Develop and assess curricula</td>
</tr>
<tr>
<td>• Improve working conditions of teachers</td>
</tr>
<tr>
<td>• Regular organization of diagnostic tests</td>
</tr>
<tr>
<td>• Take measures to reduce high percentages of repeaters and drop outs</td>
</tr>
<tr>
<td>• Extend number of effective school hours to at least 1200 hours per year</td>
</tr>
<tr>
<td>• Extend primary education</td>
</tr>
<tr>
<td>• Organize schools in clusters, so that there is an a more effective and efficient manner to provide services</td>
</tr>
<tr>
<td>• Develop special plan for the interior in the framework of EFA</td>
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<tr>
<th>1.4 Special education</th>
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</thead>
<tbody>
<tr>
<td>• Reform policy with respect to special education</td>
</tr>
<tr>
<td>• In-service training and upgrading of teachers</td>
</tr>
<tr>
<td>• Training of special teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.5 Adult education</th>
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</thead>
<tbody>
<tr>
<td>• Reform policy with respect to adult education</td>
</tr>
<tr>
<td>• Intensify adult literacy courses</td>
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<tr>
<td>• Extend possibilities for second chance education</td>
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<tr>
<th>1.6 Youth</th>
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</thead>
<tbody>
<tr>
<td>• Organize programs to keep youth in schools as long as possible</td>
</tr>
<tr>
<td>• Establish training centers for school drop outs</td>
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<tr>
<td>• Training of teachers for these centers</td>
</tr>
<tr>
<td>• Develop curricula</td>
</tr>
</tbody>
</table>

2. Secondary education
- Have more female students enroll in technical education through awareness programs
- Endeavor to keep boys in secondary education longer
- Improve quality of secondary education
- Increase number of registered students in secondary education to 75% by 2010
- Reform structure of secondary education
- Develop and evaluate curricula
- Organize in-service training and upgrading of teachers
- Improve efficiency of secondary education
- Increase number of effective school hours to at least 1200 per year
- Extend the number of middle-level vocational education possibilities

### 3. Higher education

#### 3.1 Legal regulations
- Establish committee, develop proposals, hold deliberations, test legal recommendations and operationalize
- Recommendations for adjustment of legislation
- Operationalization of legislation
- Introduction of BA/MA structure

#### 3.2 Management, financing and supervision
- Assess management structures
- Make recommendations for change
- Study developments within institutions and yield and make recommendations
- Present policy notes
- Evaluate planned activities

#### 3.3 Admission and internal efficiency
- Evaluation of existing admission criteria and make recommendations
- Determine intake of students per discipline
- Labor market study
- Set up institutions to guide students
- Develop strategies for information to new students

#### 3.4 Study financing
- Manner of study financing
- Policy plans for student facilities

#### 3.5 Curriculum and teaching
- Continuous evaluation of the curriculum by an institute for quality control
- National advisory body for educational programs
- Establishment of non-university higher vocational education sector
- Committee for collaboration of higher education institutions
- Re-valuation of higher education training courses which are not yet recognized
- Planning and implementation of distance learning

#### 3.6 Internationalization
- Establishment of accreditation board
- Recommendations for cooperation with international institutions

### 4 Teacher training

#### 4.1 Professional profiles of teachers
- Develop and evaluate professional profiles for teachers at all levels
- Legal establishment of professional profiles

#### 4.2 Structure
- Develop and evaluate and legally establish the structure of teacher training
- Implementation of new structure
- Gradual transfer of training according to old structure

#### 4.3 Admission
- Teachers of 4-8 year olds at least MULO 3-4
- Teachers of 4-8 year olds at least MULO diploma
- Teachers of 8-12 year olds at least MULO diploma with Dutch language at least 6 and bio + geo + his + 16
- For all teacher training at least HAVO diploma
- Develop, evaluate and implement a system to test other required knowledge and skills for admission to teacher training

### 4.4 Curriculum
- Develop, evaluate and implement the curriculum for B-I phase
- Develop, evaluate and implement the curricula for remaining phases
- Continue evaluation of curricula

### 4.5 Teachers of higher education institutions
- Study of qualities of teachers
- Recommendations for improvement

### 4.6 In-service training
- In-service training for teachers
- Planning for continuous in-service training for teachers

### 4.7 Financial valuation
- Research and evaluation of financial valuation of teachers
- Develop a human resource management system
- Adjust, improve financial valuation of teacher

### 7.2. Measures for the next 5 years

#### Basic Education

**ECD**
This project is already being implemented

**Preprimary Education**
- Assessment and adjustment of existing curricula and integration of curriculum Preprimary Education and Basic Education
- In 5 years, train 350 teachers over a period of 2 weeks in the use of new curriculum and methods

**Basic Education Improvement Project (BEIP)**
- Rewrite curriculum for existing basic education cycle
- Reform existing system of examinations
- Reorganize basic education, junior secondary education, teachers and management
- Provide text books and teaching aids to basic education
- Train teachers in new curriculum
- Develop strategy for “multiple-grade schools” for basic education in the interior
- Social marketing of new basic education cycle

**Projects in the framework of Starting Fund**
- Revision of General Curriculum Basic Education
- Management Training School Heads

**VVOB (Flemish Foundation for Development Cooperation and Technical Assistant)**
- Project LEARN

#### Interior
- Establish multi purpose services center at Albina and Brokopondo (both building with several rooms and houses for service providers)
- “Upgrading undergraduate teachers in the interior” (UNESCO)
- “Improvement of opportunities for pupils at basic education level in Suriname”: on the job
<table>
<thead>
<tr>
<th>Area</th>
<th>Activities</th>
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<tbody>
<tr>
<td><strong>Training of teachers in the interior (VVOB)</strong></td>
<td>• Provide educational radio programmes for different cultural groups in the interior</td>
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<tr>
<td><strong>Special Education</strong></td>
<td>• Retraining and in-service training 200 teachers Special Education</td>
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<td></td>
<td>• Formulation and implementation of policy on Inclusive Education</td>
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<tr>
<td><strong>Youth and Informal Education</strong></td>
<td>• Accommodate young drop-outs in informal education: TANA</td>
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<td>• Establish 2 SAO centers</td>
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<td>• 12 SAO projects</td>
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<td><strong>Knowledge Centres</strong></td>
<td>• Establish 30 knowledge centres</td>
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<td><strong>Adult Education</strong></td>
<td>• Strengthen Adult Education department of MINOV</td>
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<td></td>
<td>• Study expansion of activities</td>
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<td><strong>Additional Facilities</strong></td>
<td>• Assisting Adolescents and youth in Suriname with basic life skills and HIV/AIDS prevention (UNICEF project)</td>
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<td></td>
<td>• This project is being implemented</td>
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<td>• Strengthening parental participation in Suriname</td>
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<td>• Gender mainstreaming in education</td>
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<td></td>
<td>• Publication facilities NUCS</td>
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<td></td>
<td>• Study and implementation extension school time</td>
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<tr>
<td><strong>Secondary education</strong></td>
<td>• Adjustment And Implementation Of Incl. Examination System</td>
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<tr>
<td><strong>VOJ: General Education</strong></td>
<td>• In-Service Training 200 Teachers</td>
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<td></td>
<td>• Provide teaching aids</td>
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<tr>
<td><strong>VOJ: Vocation-oriented Education</strong></td>
<td>• Assessment and adjustment of existing curricula</td>
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<td></td>
<td>• In-service training over 200 teacher employed with this type of education; 2 weeks per group</td>
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<td>• Development and implementation of short vocational training courses</td>
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<td><strong>VOS: General and Vocation-oriented Education</strong></td>
<td>• Research into need for distinction between HAVO and VWO</td>
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<td>• Assessment and adjustment existing curricula</td>
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<td></td>
<td>• Retraining and in-service training 300 teachers at VOS level, for 2 weeks</td>
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<td></td>
<td>• Provision of instructional material</td>
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<td>• Quality control at Natin (VVOB)</td>
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<td>• NISAB; operationalising the institute and determining the qualification structure</td>
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<td>• Feasibility study autonomy for VOJ and VOS schools</td>
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<td></td>
<td>• Introduction vocational training in IT, tourism, environmental and social services sector</td>
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<td><strong>Teacher training</strong></td>
<td>• Introduction teacher training colleges at higher education level: study and determination of curricula for the training of teachers for basic and special education</td>
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<td>• Implementation of curricula developed for teacher training colleges</td>
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<td>• Development and introduction plan concerning retraining and in-service training of teachers employed by teacher training institutions</td>
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<td>• Adjustment c.q. incorporation legal provisions concerning amendments to the act on higher education</td>
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<td>• Development of teacher remuneration system in accordance with new set-up</td>
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</table>
**Higher education**

- Finalize act on university titles (degrees)
- Draft an act on higher education in relation to Bachelor, Master, Post-graduate and HBO studies
- Feasibility study concerning integration and cooperation higher education institutions; implementation results
- Re-evaluation and determination of admission requirements for various studies of higher education
- Re-evaluation and determination tuition fee for various training courses and systems of student grants and loans for specific target groups; implementation of results
- Develop and set up unit for distance education at ADEKUS or IOL
- Extra training teachers at higher education in *inter alia* curriculum design, teaching methods and assessment methods
- Extra training teachers and researches at higher education in methods and techniques of research
- Stimulate existing training institutions to offer market-oriented courses

**Physical infrastructure**

- Renovation and improvement Minov units + TRC
- Suriname Education Network and ITC
- Programme School Construction
- Renovation + overdue major repairs schools
- Construction + furnishings and fittings IT units
- Auditorium ADEK/IOL
- Construction + furnishings and fittings 2 wings IOL
- Laboratory IOL
- Pilot project student accommodation campus

**Administrative reform**

- Establishment of National Advisory Council for Education (NOAR) with representatives of major stakeholders in the field for advise on policy
- Establishment of Strategic Management Team and recording of goals and functions Sub-Directorates and departments including division of power of decision
- Appointment responsible managers and heads of entities
- Formulation and recording of job specifications for MINOV personnel
- Staffing of new administrative structure
- Discontinuation of qualifying (head) departments and re-assignment or outsourcing of their tasks
- Quantitative and qualitative strengthening Research & Planning and setting up of EMIS (BEIP)
- Transformation of existing personnel units into a modern HRM department and creation personnel data file (BEIP)
- Establishment and monitoring of a system of periodic evaluation and assessment of personnel including school heads and teachers
- Training of executive officials and school heads in conducting performance appraisal interviews
- Transformation of BIB into a general Project Management Unit incl. design of data file on management/monitoring of externally financed projects and programmes
- Establishment of an Innovations Department with units for Curriculum Development and Counseling (BEIP)
- Establishment of the departments of Finance, Procurement & Logistics, Legal Affairs, Public Relations and General Affairs
- Transformation of various inspectorates into one integrated multifunctional inspectorate and development of standard inspection procedures
- Staffing of the inspectorate and of inspectors
• Institutional strengthening of the Examinations Bureau: infrastructure, staffing and training
• Additions and changes to and update of education act
• Study and determination autonomy schools and norms for budget schools, together with clustering schools
• Phased implementation of autonomy schools including training school heads and installation of school boards
• Introduction of periodic diagnostic tests, and internationally standardized tests, to be given centrally by the Examinations Bureau
• Introduction of semi-annual external consultation on policy and year plans with the boards of denominational/private schools, teachers’ unions
• Institutionalization of internal regular reporting and consulting system among and within entities
• Management and leadership training for managers, heads of department, school heads and others
• Training in financial management for managers, heads of department and school heads
• Institutional strengthening public relations function: infrastructure and staffing
• Establishment National Accrediting Body (NOVA)