

# Ministry of Education and Community Development – MINOV Suriname

**Department for** 

**Technical and Vocational Education and Training (TVET)** 

Ministry of Labor, Technological and Environment - ATM
Suriname

The Foundation of Labor Mobilization and Development (SAO)

## 'Towards improvement'

"It is not the size, strength or knowledge which leads to survival, but the ability to adjust."



## Vision /Mission Department for TVET-MINOV

### **Vision:**

 Suriname TVET provides quality education and equal opportunities to all communities, accessible to all regardless of and with respect to their differences.

### **Mission:**

- To provide Education for All
- To create opportunities for Lifelong Learning to all

# Activities of the Department for TVET-MINOV Plan 2011-2016

		Ho	ofd	afde	elin	ıg E	Ber	oep	080	nde	erw	ijs					
			Werkplan voor de periode 2011-2016														
			Г	2011	Т	201	12	20	13	2	)14	20	015	П	2016	Indicator	Opmerking
		1	T	T	+	T	ÎΤ		П	ΙŤ		T	П	Ħ	П		
Nr. Activiteiten	Doel en subactiviteiten	Wie	1	2 3	4 1	1 2	3 4	1 2	3 4	1 2	3 4	1 2	3 4	1	2 3	4	
0.1 Aanpassing organisatiestructuur Be	<u> </u>		$\bot$	$\perp$	4	╄	Щ	Щ	Щ	Щ	Ш	Щ	Щ	Н	Щ		
1 januari 2009	Goedkeuring Gewenste structuur voor ontwikkeling	MINOV-BIZA	Ш	Ш	$\perp$	$\perp$	Ш	Ш	Ш	Ш	Ш	Щ	Ш	Ц	Ш	Structuur gewijzigd	
2	Aanpassen/vernieuwen taken en functies	Idem	Ш		$\perp$	$\perp$	Ш	Ш	Ш	Ш	Ш	Ш	Ш	Ш	Ш	Functies beschreven	
3 Oktober 2010	Aanstellen Vaksecties/Intersecties/Coordinatoren BNO(CBNO)	MINOV					Ш							П		Vak-intersecties/CBNO operationeel	
0.2 Aanpassen Wettelijke Regeling	Het formaliseren van de status van de opleidingen			П	Т	П							П	П		Wetten aangepast en toegepast	
1	Inventariseren van bestaande wettelijke regelingen en ommissies						Ш		П	П	П	П	П	П	П		
2	Het formuleren en voorbereiden van moderne onderwijswetsvoorstellen						ш			Ш				Ш			
Evaluatie-aanpassing Curicula	Aanpassen van de curricula aan de veranderde	OD-BerOnd/		П	Т	Т	П	П	П	П		П	П	П	П	Curricula aangepast	Gedeeltelijke
	technologische ontwikkelingen.	HBNO	П	П	Т	Т	П		П	П	П	П	П	П	П		implementatie in
1	Inventarisatie en vastlegging bestaande curricula						ш				П			П			
2	TOR opstellen voor aantrekken externe deskundige		Ш	$\perp$		L	Ш			Ш		Ш		П	Ш		Aanpassingen in
3	Aantrekken externe deskundige		$\sqcup$	$\perp$	4		Ш	Ш	Ш	Ш	Ш	Ш	Ш	Н	Ш		
4	Instellen evaluatie-aanpassingscommissies		$\sqcup$	+	4		щ	ш	Ш	ш	ш	ш	Щ	Ш	ш		
5	Curricula evaluatie		₩	+	+	+	-		4	н	ш	Н	ш	н	-		
6	Curricula aanpassing en vernieuwing		₩	+	+	+	₩	Н	н	н		ш	ш	н	-		
I toutifulia and a constantion I ODO	Vernieuwde curricula implementatie		$\vdash$	+	+	+	4			-	•		-	н	-	Studiemogelijkheden verruimd	
I Institutionele versterking LOBO	Aanpassen,vernieuwen van curricula en uitbeiding studierichtingen		$\vdash$	+	+	+				ш		ш		ш	-		
2	Inventarisatie en vastlegging en aanpassing bestaande curricula		$\vdash$	+	+	+	-			Н	-	Н	н	Н	-	Faciliteiten voldoen aan eisen	
3	Aanpassing faciliteiten naar vernieuwingen toe		$\vdash$	+	+	+	₩		Н	н	н	Н	н	Н	-	LOBO gecertificeerd	
3	Her- en bijscholen van docenten		Н	-	+	٠	н		н	-	-		-	-	-	LOBO geceranceera	
II Training en awareness	Certificering LOBO  Trainen van staf en personeel naar de veranderde	OD-BerOnd/								н				Н		Otat an assessment material	Continuum
	·	HBNO		-	+	-								H		Staf en personeel getraind	Continuum
workshops	ontwikkelingen toe.  Training workshop voor uniforme inventarisatie/vastlegging	HBNO	+	-	+	+	₩	Н	Н	₩	Н	₩	Н	H	++		
2	Training workshop voor uniforme inventarisatie/vastegging  Trainingworkshop voor curriculum evaluatie methodieken		+	-	-		ш		н	н		н	н	н	-		
3	Training workshop management schooleiders		+		7	-	-		н	н	н	Н	н	Н	-		
4	Training workshop voor curriculum vernieuwingsmethodiek		+	+	+	-	ш	-	-	-	-		-	П	-		
5	Awareness workshops Caricom TVET		+	+	+	Н	н			н			н	н	-		
6	Training workshops Competentie gerichte Educatie (CBET)		+	+	+	-	-		Н	Н	н	Н	Н	Н	-		
/ Uitbreiding van studiemogelijkheden	Decentralisatie van Technisch-Nijverheidsonderwijs								-	•	-		-	т	_	Scholen gestart regionaal	
1	Onderzoek- en regionale planning													ш		Scholen gestart regionaar	
2	Bouw scholen en faciliteiten conform behoefte nivo's en studierichtingen		-	-	+	Н	н	Н	Н	Н	н	Н	Н	Н	-		
3	Aantrekken en trainen van (Lokale)vakdeskundigen en leerkrachten		+		_	т	-			Н		Н	н	H	-		
Inrichting Practicum	Inrichten van de laboratoria om de vernieuwingen te	OD-BerOnd/	+						-	•	_		_	п	_	Laboratoria NATIN ingericht	Gefaseerd naar
Laboratoria	kunnen implementeren.	HBNO	+	11			П			П				П		Laboratoria HATIN nigerieni	soort Labo
1	Instelling inventarisatie en inrichtingscommissie	none -	+	+			H	$\vdash$	Н	$^{+}$	Н	$\vdash$	H	H	++		30011 Eubo
2	Inventarisatie practicum Laboratoria LBO-MBO-HBO		+		d.		ш		Н	$^{\dagger\dagger}$	Н	$\vdash$	H	Ħ	++		
3	Instelling Aanbestedingscommissie Inventaris/Inrichting Lab's		$\Box$		T	Ħ					+	$^{\dagger}$	$^{\dagger}$	Ħ	+		
4	Inventaris aangekocht en Labinrichting		+	+	+	Г	П					$\vdash$	$^{\dagger}$	Ħ	+		
/I Opzetten Oveleg Orgaan(tripartiet)	De technologiche veranderingen moeten ondersteund	Minond	H	+	+	t								Ü		Overleg orgaan functioneel	Tripartiet overle
	worden door alle sectoren		$\forall$	$\forall$	+	t	П		П	П				П			
1	Opzetten Overleg orgaan als intermediair Beroepenveld-Minov	'	•			-			_								
2	Bestuur benoemen, aanstellen en onderbrengen		П	П	Т	Т	П			П	П	П	П	П	П		1
3	Opgenomen in de structuur van de overheid		1	$\rightarrow$	-	+	-	-		-	-	+	-	+			



- Currently, there are identified locations were practicum facilities already exist to some extend, so to bring the operating costs of the government to manageable proportions;
- The LBO(junior Secondary Professional) and MBO(senior Secondary Professional) day - and evening schools are accommodated at one place. The schools are jointly using the same facilities (expensive machinery and equipment) so, efficiency and effectiveness can be pursued.

## Application for land to build school towards the decentralization process, and in the following areas:

- LBO MBO day and evening schools in the districts of Para and Wanica at Groenthartweg;
- LBO MBO day and evening schools in the district Commewijne in Nieuw Amsterdam/Meerzorg;
- LBO MBO day and evening schools in the district Saramacca in Groningen;
- LBO MBO day and evening schools in the district Marowijne in Moengo/ Albina;
- LBO MBO day and evening schools in the district Brokopondo at The Center and Klaaskreek.

# Retraining and continuing education of teachers at college level

- Restart TVET Teacher Training College(LOBO) in 2008;
- Purpose is to train LBO teachers towards fully qualified teachers;
- Additionally training and retraining of teachers in technical and vocational education;

The principle of Lifelong Learning is being implemented and work is being done to improve the quality of technical education.

- In addition to the following existing technical fields of study namely, Electrical Engineering, Architecture, Mechanical Engineering, Mathematics, Physics and Mechanics;
- The new fields of study were started in the school year 2011/2012;
   Fashion and Creation, Facility services and Horeca (Hospitality);
- The establishment of quality Labs per discipline;
- Working towards accreditation of the institution.

### **Curriculum and Educational plan**

 TVET has started identifying, digitizing and placing information in a format, in preparation for the adjustment and renewal of curricula, tailored to needs/demand, according to national and regional standards (international).

- Renewing Curricula LBO-level;
- Renewing Curricula MBO-level;
- Reneweing Curricula College level (Teacher's training LOBO)
- Clear guidelines for curriculum design and development;
- Inflow / initial situation are taken into account;
- Outflow / final objectives are taken into account;
- Student regulations;
- Teacher regulations;
- Passing standards;
- Exam regulations;
- Teaching hours Grids / subject overview;
- Class schedule;
- Teacher's schedule;
- Program per subject and content area;
- Budget per subject area;
- List of books per subject area.



Currently we are developing a new School Educational Plan for the junior secondary technical school (LTS), which consists of seven disciplines :

Agricultural Production;
 Mechanical Engineering;

3. Building Construction; 4. Gas Water Sanitation;

5. Electrical engineering; 6. Automotive Engineering; and

7. Industrial Painting.

The new school curriculum will guarantee that the various LTS - schools have a uniform operation. The LTS school curriculum is compared to level I (10th grade) of the CARICOM Standards.

- The LTS- educational plan is currently being prepared voor de period of 2011-2013;
- Ordering of new schoolbooks in the different subject areas for the 2012-2013 schoolyear(near completion);
- Redesigning the practicum classrooms, overhaul of the machine park in 2012(delayed).

### Suriname Educational System in transition

- Pre Primary Education
- Primary Education;
- Secondary Education at Junior level (VOJ) consists of:
  - ➤ Junior Secondary Genaral Education and
  - > Junior Secondary Technical and Vocational Education;
- Secondary Education at Senior level(VOS) consists of:
  - > Senior Secondary General Education and
  - ➤ Secondary Secondary Technical and Vocational Education;
- Tertiary Education consists of:
   ADEK-University, IOL, PTC, LOBO, AHKCO, JTV

# Junior Secondary Technical and Vocational Education (LBO)

## Problem areas (current situation):

- Too many types of schools at VOJ-level with the same practicum facilities
- Availability of allocated finance for buying (practicum) learning and support resources
- Lack of fully qualified teachers
- Outdated curricula
- No seamless transition between levels of education

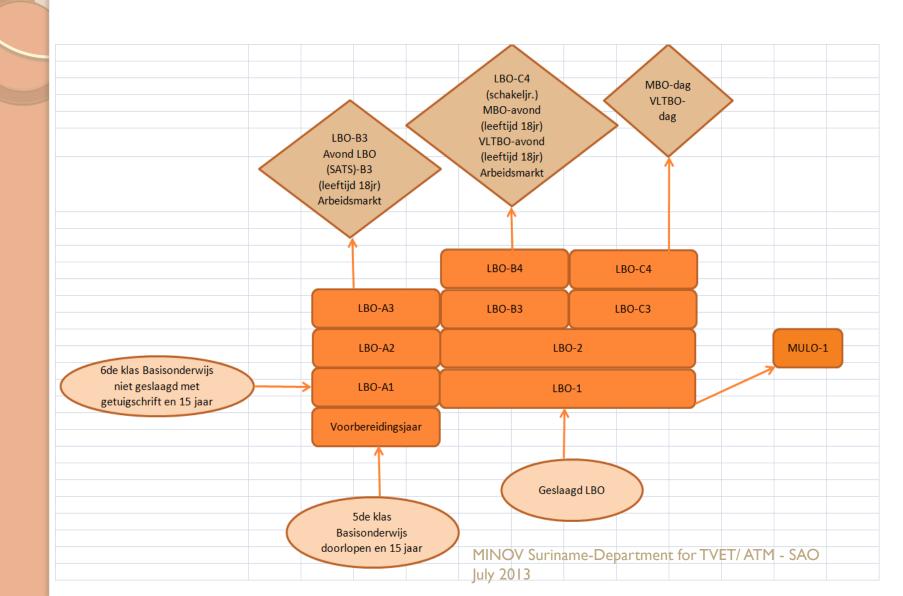
## Areas for improvement (new situation):

- The five different LBO types of schools reduced to one type of schools(process started in 2012)
- Efficient use of Lab instructors and Lab facilities
- Uniform educational plans for LBO schools, which are tailored to the needs of the labour market, bussiness community and continuing education
- Increase mobility for students within the LBO system
- Improved/Seamless articulation between LBO, MBO and HBO

### Restructuring and renewing LBO

- Primary School six grade students who pass the standardized test can be assigned to the following types of schools:
  - >MULO (A / B) of
  - ➤ LBO: Technical Stream (TS B / C)
    Services Stream (DS B/C)

### New structure LBO A- B- en C-level



# Phasing out timetable ETS and EBO 2012/2015

	Afbouwperiode ETS			
	2012/2013	2013/2014	2014/2015	
4	ETS-3	ETS-3	LBO-3A en restgroep ETS-3	
3	ETS-2	LBO-2A en restgroep ETS-2	LBO-2A	
2	LBO -1A: 6de klas niet geslaagd met getuigschrift, leeftijd 15 jaar en gedoubleerden ETS-1	LBO-1A	LBO-1A	
1	VOORBEREIDINGSJAAR: 5de klas doorlopen, leeftijd 15 jaar	VOORBEREIDINGSJAAR	VOORBEREIDINGSJAAR	
	Afbouwperiode EBO: 2012 - 2015			
	2012/2013	2013/2014	2014/2015	
4			LBO-3A	
3	EBO-3	EBO-3	LBO-2A en restgroep -3	
2	EBO-2	LBO-1A en restgroep EBO-2	LBO-1A	
1	VOORBEREIDINGSJAAR: 5de klas doorlopen, leeftijd 15 jaar en gedoubleerden EBO-1	VOORBEREIDINGSJAAR	VOORBEREIDINGSJAAR	

# Phasing out timetable for LBGO/LTO/LHNO 2013/2017

	Afbouwperiode LBGO/ LTO/ LHNO: 2013 - 2017				
	2013/2014	2014/2015	2015/2016	2016/2017	
4	LBGO-T/V/AE-4/ LTS-4/ LHNO-4	LBGO-T/V/AE-4/ LTS-4/ LHNO-4	LBGO-T/V/AE-4/ LTS-4/ LHNO-4	LBO-4 en restgroep	
3	LBGO-T/V/AE-3/ LTS-3/LHNO-3	LBGO-T/V/AE-3/ LTS-3/LHNO-3	LBO-3 en restgroep	LBO-3	
2	brugjaar 2/ LTS-2/LHNO-2	LBO-2 en Brugjaar 2/LTS-2/LHNO-2 (restgroep)	LBO-2	LBO-2	
1	LBO -1: (gedoubleerd brugjaar 1 / LTS-1/LHNO-1 en geslaagd LBO)	LBO-1	LBO-1	LBO-1	

### **Adjustment Curriculum/ Educational Plan**

- TVET is now working towards a closer cooperation with the industry and other partners, to breach the gap between the world of work and education.
- The TVET curriculum can continuously be adjusted and keep up with new technological developments, both nationally and regionally.

- Set-up a platform for sustainable cooperation with partners of the industry, labour market and business community;
- Set up a system within schools to support market research, data collection and processing;
- Teachers and Support staff have been trained in August 2011 in SPSS;
- We started in the 2011/2012 school year with the software program SPSS to collect, process and analyze data. Based on the results, action plans are developed, for example, to address "problem subject area's" and so work towards improved academic results;
- The purchase of more laptops and beamers, and
- To provide Internet service to all the schools to adress connectivity for sharing data, services and to support decentralization; and
- Use of technology to adress equity in quality education, City versus remote areas(Distance Learning)



- Suriname, as a member of CARICOM agreed (COSHOD 2002) to commit its TVET to the Competency Based Education and Training model (CBET-Model), so that competencies can be assessed in a uniform manner at the levels used in the CARICOM.
- The uniformity in assessment will be very motivating for students, graduates and individuals in the business community towards opportunities within Suriname and CARICOM.
- LBO level comparable to level I (assistant practitioner), according to the CARICOM Standards;
- MBO level comparable to level 2-3

Suriname Education System is based on Educational Standards(ES) and not on Occupational Standards (OS), Competency Based Education (CBE) is not a Common Model.

- Train teachers in curriculum development;
- Teachers training in competency-based education model;
- Caricom Vocational Qualifications(CVQ's) translate into Dutch.
- Upgrading and Expansion of Lab facilities to support the demanding curricula.

## Ministry of Labor, Technological and Environment (ATM)

The Foundation of Labor Mobilization and Development (SAO)

- The Foundation for Labor mobilization and Development (SAO) is an working arm of the Ministry of Labor, Technological and Environment.
- SAO is establish 32 years ago and is subsidized by the government.
- Objectives:
- To train persons from 16 years and up;
- To retrain workers;
- To organize courses/training for the companies.
- Type of training SAO offers:
- Technical training: welding, plumbing, electro, etc.;
- Training in services: assistant nurse, geriatrics, beauty training and textile;
- Administrative training.



### The Foundation of Labor Mobilization and Development (SAO)

The way SAO trains:

- At the institute;
- On the job;
- At the remote Regions, including the hinterland(if it is possible).

The steps to get forward with the implementation of SAO TVET programs:

- Research, the last total scan was done by Paulette Dunn Smith(2008);
- Upgrading of the welding and auto-mechanic labs;
- Upgrading of the curricula;
- Upgrading and Certification of the instructors;
- In cooperation with SENAI, 2 instructors in Auto-mechanics are certified after a train the trainers course;
- In cooperation with SENA, Columbia. 4 instructors will be trained as trainers for excavator operator.
- 4 instructors will be trained as trainers at the mining section at Sogamoso Columbia;



- Setting up a National Vocational Qualification (NVQ);
- Setting Up a National Training Authority;
- Upgrade and revision of the LMI system;
- To have a paradigm shift towards the importance of TVET; and
- Increase the national budget to facilitate Education in general and TVET in particular;
- Change, adjust or develop laws to support TVET;
- Breaching the language barrier to use the CVQ's optimal; and
- Lessens the influence of the Dutch and at the same time increasing the Regional acceptance;
- Increase regional cooperation and technical capacity building;
- Raising the level of workforce competitiveness;

## **Cooperation**

- IT IS OUR DUTY TO WORK COOPERATIVELY
  TOWARDS THE IMPROVEMENT OF THE QUALITY OF
  THE SURINAME EDUCATIONAL SYSTEM, WITH THE
  CHILDREN AS OUR MAIN FOCUS AND PRIORITY
- AND INTOGETHERNESS STRIVE TO ACOMPLISCH THE MILLENNIUM GOALS AND OUR MISSION NAMELY:
  - **EDUCATION FOR ALL**
  - **►LIFELONG LEARNING**