UNICEF SURINAME

TERMS OF REFERENCE

Consultant Situation Analysis of Indigenous and Maroon Education

Duty station: Paramaribo
Section Department: Program Section
Post title: Consultant: Situation Analysis of Indigenous and Maroon Education in Suriname
Supervisor: Chief of Field Office
Duration of Contract: Approx. 6 months

1. Background information

The 2010 Situation Assessment and Analysis of Children’s Rights in Suriname identified the extreme disparities in education results between the coastal areas and the interior (where the majority of Amerindians and Maroons live) as a key area for further research in order to formulate policy and action to address the quality of the education system and disparities within the education system.

Suriname recognizes two indigenous groups: Amerindians (about 3.7%) and Maroons (about 15% of the population), both living mainly in the interior of the country. While Suriname is somewhat on track nationally to meet Millennium Development Goal 2 (full primary education), there are significant geographical gender and socio-economic disparities, with particular concern for children, boys and girls, in the interior where progress is significantly below target. The problems in education start with pre-school, with only limited access and preparations to primary in the interior. The national net primary school attendance rate is 97% compared to 55% for the interior. Poor availability and quality of pre-schools and the sudden switch from local languages to Dutch are the main factors resulting in high repetition rates in first grade (19%) and poor net completion rates (51%, MULO), especially in the interior (34% and 18% respectively). The national percentage for adult engagement in activities with children under five is 70%, while the percentage for the interior is only 44.7% (MICS data). There are fewer girls going to school than boys in some areas in the interior (gender parity index 0.9), which is the opposite trend in the coastal areas where the gender parity index is 1.0 and where more boys are dropping out than girls. A total of 34% of the teachers in the interior are not qualified to teach.

59% of the schools in the interior are private (denominational) schools. Tuition is free in private schools, but registration fees are charged at between 50 – 120 SRD per year compared to 10 SRD per year for public schools.

For the above mentioned issues there are numerous reasons for the fact that some children achieve well in the education system and others do not. One of these reasons is that the entire education system is intended to be taught in Dutch from pre-primary school and from the first grade of primary school. For many children, who only speak local languages at home, Dutch remains mainly a foreign language. Another important reason is the lack of unqualified teachers in the interior and educational services.
In several Latin American Countries (LAC) Intercultural Bilingual Education programs have been in place for several decades and have been pivotal for empowering indigenous peoples and organizations and reforming legal frameworks on education, as reported in several studies, research and evaluations. Still there is little known on similar efforts in the Caribbean, as well as in Suriname.

The existing information on bi-lingual education is incomplete, despite the fact that there have been several attempts towards more culturally and linguistically appropriate education in some of the Caribbean countries. The Caribbean presents a great variety of socio-linguistic contexts, including indigenous languages, creoles, and others.

With the aim to start a dialogue on Indigenous and Maroon children in the Caribbean, UNICEF organized a Caribbean countries meeting. One of the recommendations of that meeting was to undertake a Situation Analysis (Sitan) on Intercultural, Bilingual education programs in Belize, Guyana, Suriname, St Lucia, Dominica and St Kitts which would then be discussed in a sub-regional event with the Ministries of Education, social organizations, and international institutions.

UNICEF Suriname is pursuing the above research but within a broader scope to include a Situation Analysis (Sitan) of all impediments to education for Amerindian and Maroon children in Suriname.

This TOR has been developed in consultation with the Minister of Education and his staff, including the Research and Planning Unit and the IDB and SLO.

2. Purpose of position

The purpose of this full time consultancy is to 1) to assess and analyze the impediments to education among Indigenous and Maroon children in general, and 2) then to review how bilingual education programs have supported learning among these groups, using new research conducted by the MINOV Research and Planning Unit, supported by SLO.

This two tiered research will support the Ministry of Education (MINOV) to develop policies in support of Education that is relevant for, improves, quality of, and access to education for Maroon and Amerindian Children in Suriname, and will also lend to the wider analysis for the Caribbean Region.

3. Coordination

In parallel to this analysis, IDB, the Basic Education Improvement Program (BEIP), MINOV Research and Planning Unit supported by SLO are conducting 3 other pieces of research from November –December 2011 including:

1) A review of previous experiences in Bilingual Education in Suriname, with emphasis on Indigenous and Maroon education. Lessons learned from those experiences, existing evaluations, and systematization. Existing didactic materials developed. Specify if the experience was mostly focusing on bilingualism or if it also encompassed a cultural and intercultural focus.
2) Research on drop out in the coastal areas
3) Research on situation of special education in the interior

This research will give further information to the Indigenous and Maroon Sitan and therefore, the results of that research will be incorporated into draft two of the Sitan to take place at the beginning of 2012. In addition, this full time consultancy will be coordinated with MINOV Research and Planning Unit supported by SLO to ensure that data collection tools are
harmonized and that research is adequately coordinated to maximize the quality and depth of the research.

4. Duties and responsibilities

In consultation and collaboration with UNICEF, MINOV Research and Planning Unit supported by SLO, Indigenous and Maroon organizations and NGO’s the consultant will be responsible for the following:

1. Development of a detailed work plan for the consultancy period, including methodology, timelines, list of schools/areas which are going to be visited and develop the table of contents for the report.
2. Development of data collection instruments to use for the qualitative research in Maroon and Amerindian communities and among Key Informants.
3. Desk review and analysis of the existing quantitative data, including but not limited to MICS 2,3,4, EMIS, SitAn, Report of the Special Rapporteur on the rights of indigenous people on the mission to Suriname, Even, E; Educational Quality and Equality in the Inland of Suriname;2008, School mapping reports 2008, 2009, MINOV Education Yearbook 2008-2009; 2010
4. Field research in Indigenous and Maroon Communities areas using focus group discussions, group discussions, and Key Informant Interviews (among boys, girls, women, and men, teachers, school leaders etc.)
5. Research in Paramaribo among key informants from the Ministry of Education, private schools, Ministry of Finance, school leaders, and NGOs.
6. Establish a Technical Review Committee (TRC) with MINOV Research and Planning Unit supported by SLO (and others tbd as appropriate) for review of research tools and inputs and review of the drafts of the research report.
7. Write the Situation Analysis (SitAn) report and incorporate inputs and feedback from the TRC and deliver it to UNICEF in Dutch (First draft by December 15th)
8. Write a second draft of the SitAn report in Dutch (Maximum of 40 pages, excl. annexes), incorporating research on bi-lingual education, special education in the interior, and boys drop outs conducted by IDB/SLO/MINOV in the last quarter of 2011 (2nd draft due 15 February 2012)
9. Write the final draft of the SitAn report in Dutch, based on feedback from UNICEF and the TRC and translate the final report into English (by 27 April 2012)

The content of the report should be structured from a Human Rights Based Approach as follows:

- Situation of Education among Maroon and Amerindian Children;
- Legal and Policy Framework for Education in the Interior and among Maroon and Amerindian children;
- Causality Analysis of Education and learning among Interior and among Maroon and Amerindian children;
- Role and Capacity analysis of Education in general and specifically in the interior and in Indigenous and Maroon communities;
- Key recommendations for future policy and action to improve the learning environment and education results for Maroon and Amerindian Children.

Some of the topics (not limited to the below) that should be included are:

Bilingual education in general and intercultural education

- Brief description on the main languages and ethno-linguistic groups existing in Suriname, with emphasis on the Indigenous and Maroon languages.
If official or commonly accepted alphabets exist and for which languages.
Existing sociolinguistic information regarding languages spoken, levels of monolingualism and bilingualism of the population, with emphasis on children and teachers.
Identification of the main geographic areas where these languages are present and gaps in information.
Fee structure of the primary education: private/public schools structure and dynamics, why children do or don't go to school.

Trends in Education including
- Disaggregated quantitative data key indicators on education in selected areas where indigenous people live compared with national averages (coverage, completion rate, drop-out, repeaters, girl's education)

Legislation and Policies
- Current legal framework on cultural and linguistic diversity and existing governmental bodies dealing with these aspects.
- Education policies regarding languages and cultural variety in the curriculum and whether an intercultural perspective is also included. Use of languages in education.
- Existing legislation and policies regarding education in the interior

All phases of Education for Maroon and Amerindian Children including Early Childhood Education, Pre primary, primary, and secondary.

5. Deliverables
- A detailed work plan, including research methodology - due 04 November 2011
- A one-page monthly progress report - due end of each month
- Data instruments: structured questionnaires for the focus groups and key informant interviews - due 14 November 2011
- Draft 1 Situation Analysis report in Dutch and English - due 15 December 2011
- Draft 2 Situation Analysis report incorporating the findings from the IDB/BEIP/SLO research in Dutch - due 15 February 2012
- Final Situation Analysis report in Dutch and in English - due 27 April 2012

6. Skills and previous experience
- University degree in Anthropology, Social Sciences or related fields; post graduate degree preferred.
- A minimum of 3 years working experience in research in Suriname, with specific experience doing research in the interior
- Proven experience in data collection, analysis and reporting (provide one example of a previous research report in English)
- Fluency in Dutch and in English

7. Estimated Duration:
The estimated duration of this consultancy is 100 days.

8. Supervision
The consultant will be supervised by the Chief of Field Office in Paramaribo, Suriname. The consultant will work very closely with the UNICEF Education Specialist, the Research and Planning Unit at MINOV (supported by the SLO team), with guidance and feedback from the Indigenous Rights Advisor at UNICEF TACRO. Drafts should also be shared with the Education Specialist in the Guyana Office.
9. How to Apply
If you have experience working in a similar capacity and match the profile outline, kindly send the following to vacancyguyanasuriname@unicef.org with subject line “SUR – Education Sitan Consultant” by 24 October 2011:

- A completed United Nations Personal History form - P11 (which can be downloaded from our website at http://www.unicef.org/guyana/about_12401.htm).
- A cover letter
- Updated resume/CV
- The last 2 PERs (for internal candidates)

Addressed to: The Representative
Guyana and Suriname
United Nations Children's Fund (UNICEF)
72 Brickdam
Georgetown

Only SURINAMESE nationals are eligible to apply.

UNICEF is an equal opportunity employer. Applications will be considered only if accompanied by an updated CV and P11 form, as well as the two most recent PERs/Evaluations (mandatory for UNICEF & UN candidates). Regret letters will only be sent to shortlisted candidates.

UNICEF is committed to gender equality in its mandate and its staff. Well qualified candidates, particularly women are strongly encouraged to apply.