

Suriname Education Fact Sheets | 2019

Analyses for learning and equity
using MICS data



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for every child



Acknowledgements

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Introduction

What is MICS?

UNICEF launched Multiple Indicator Cluster Surveys (MICS) in 1995 to monitor the status of children around the world. Over the past twenty-five years, this household survey has become the largest source of statistically sound and internationally comparable data on women and children worldwide, and more than 330 MICS surveys have been carried out in more than 115 countries.

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. MICS was a major data source for the Millennium Development Goals indicators and continues to inform more than 150 Sustainable Development Goals (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries. MICS6 includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), Early Childhood Development and Education (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT—SDG4.4.1), and child functioning (child disability—SDG4.5.1), as well as parental involvement in education.

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and
- Build on the global data foundation provided by MICS6 to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

What is profiling?

One of the characteristics of this fact sheet is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category. Profiling answers questions such as “what percentage of a key population group is male and what percentage is female?” or “what percentage of a key population group lives in rural and what percentage lives in urban areas?” Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent.

For example, a profile of children not completing primary education will show what the main characteristics of children in the key population group for this indicator are. As primary completion rates look into children aged 3–5 years older than the entry age for children for the last grade of primary school, the target population will be children aged 14–16 years who have not completed primary education. In Suriname, 66 per cent of children of the key population group not completing primary education are male, therefore 34 per cent have to be female. In turn, 52 per cent of children of the target population not completing primary education live in urban areas, therefore 48 per cent live in rural areas.

How is this fact sheet structured?

The MICS-EAGLE initiative offers activities at the national, regional, and global level. The seven topics listed below are analyzed through an equity lens (gender, socio-economic status, ethnicity, etc.):



Access and Completion



Skills

(learning outcomes, ICT skills and literacy rate)



Inclusive Education

(with a focus on disability)



Early Learning



Out-of-School Children



Repetition and Dropouts

(internal efficiency)



Child Protection

(child labour and child marriage)

Topic 1

Completion

Guiding questions

1. In which level of education is the completion rate the lowest?
2. What are the characteristics of children who do not complete each level of education?
3. Which regions have the lowest completion rates at each level?
4. What is the profile of children who do not complete each level of education?

Overview

FIGURE 1 Overview of completion rates

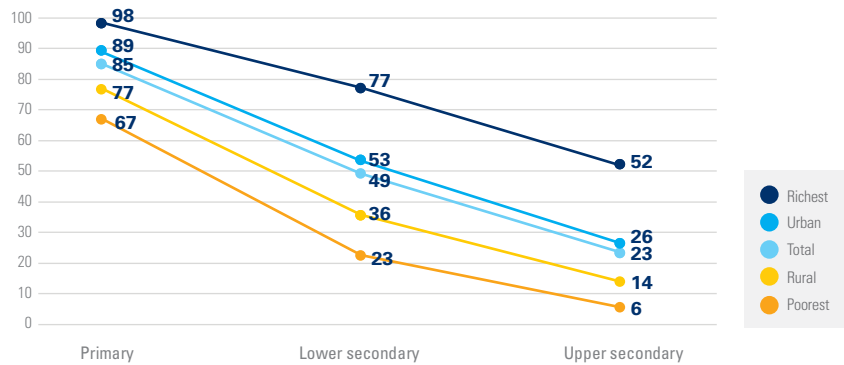


FIGURE 2 Completion rate, primary

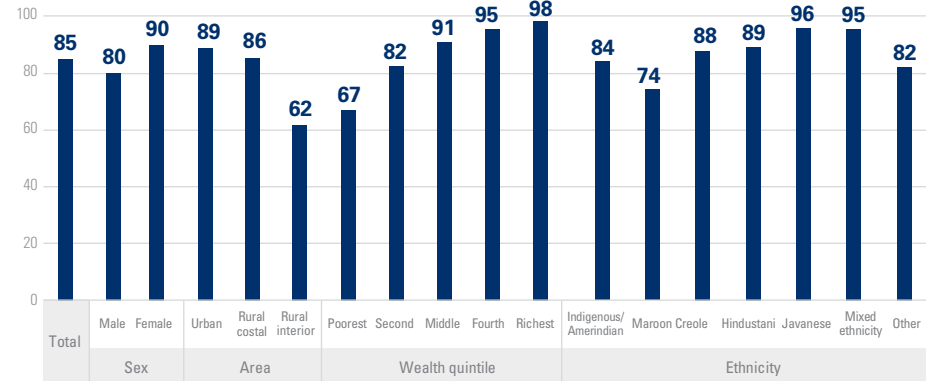


FIGURE 3 Completion rate, lower secondary

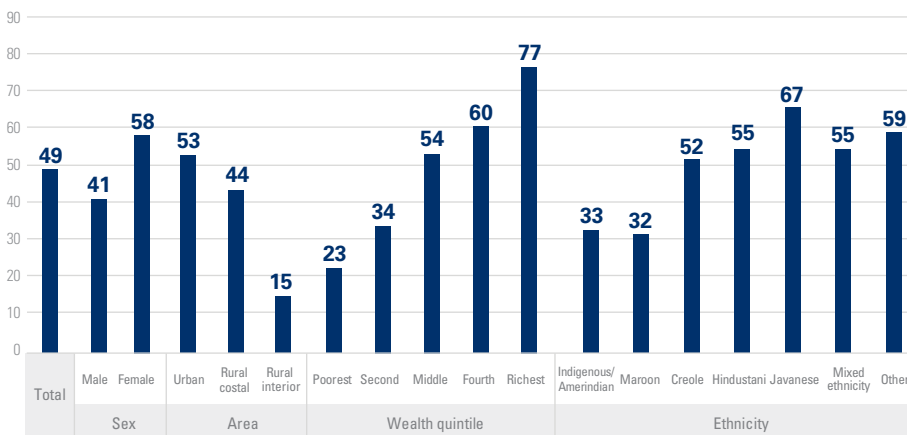
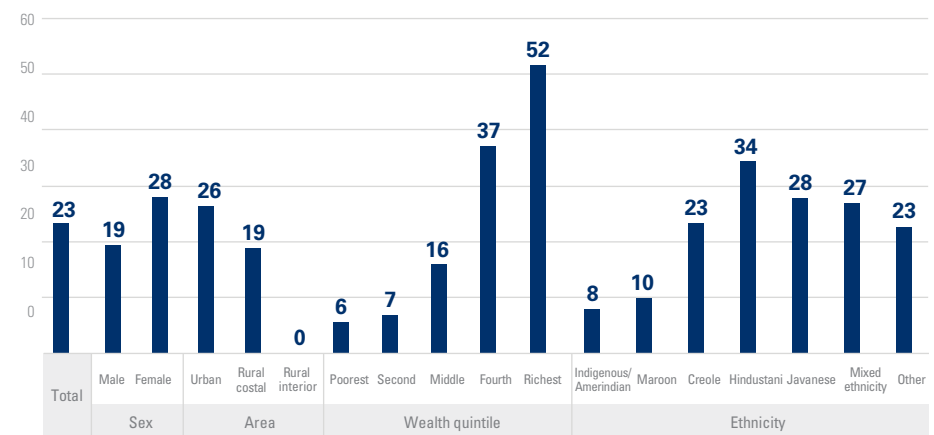


FIGURE 4 Completion rate, upper secondary



Findings

- Around 85 per cent of children complete primary education.
- However, completion rates decline steeply at higher levels of education, with only 23 per cent of all children completing upper secondary education.
- This implies that compared to primary education, lower and upper secondary education has higher rates of drop-outs, repetition or delayed conclusion which results in low completion rates.
- Socio-economic disparities influence the share of children completing a level of education.
- Across all levels of education, completion rates among children living in rural areas (particularly interior rural areas) and those belonging to the poorest households is both below the national average, and much lower than those in the richest households.
- This indicates that rural and poorer children are more likely to face additional barriers – compared to their urban or richer counterparts – that significantly impact completion rates for these groups.
- In addition to wealth and location, a smaller share of males and indigenous and Maroon ethnicities complete each level compared to their peers.
- In particular, differences in completion rates by wealth across levels are huge: in primary education the share of the richest children completing education is 1.5 times higher than the share of the poorest completing that level of education (98 per cent for the richest versus 62 per cent for the poorest).
- This ratio increases to 5 times greater (77 per cent versus 23 per cent) in lower secondary, and to as much as 8 times greater (52 per cent versus 6 per cent) in upper secondary.
- Across all three levels, female completion rates are higher than that of males.
- In lower secondary, the gap between female and male completion is the most prominent in favor of females, (17 per cent compared to 10 per cent in primary and 9 percentage points in upper secondary.)



Regional disaggregation

FIGURE 5 Completion rate, primary

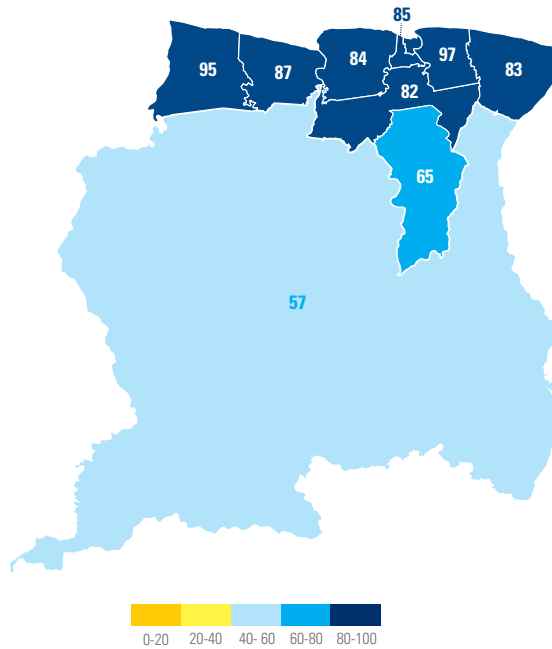


FIGURE 6 Completion rate, lower secondary

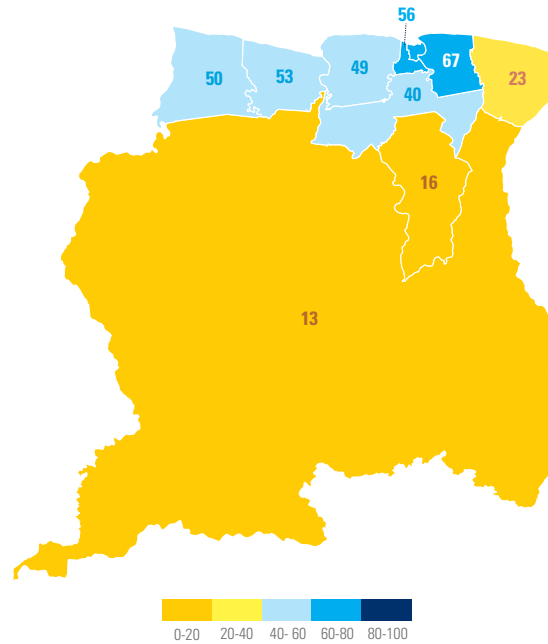
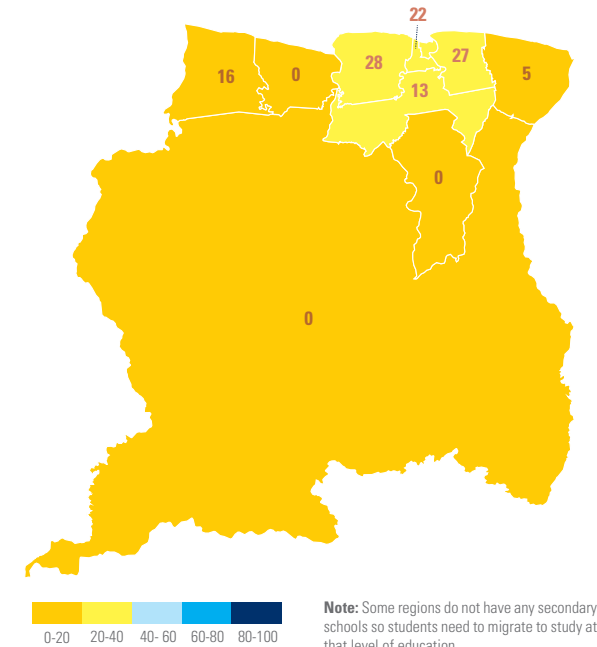


FIGURE 7 Completion rate, upper secondary



Note: Some regions do not have any secondary schools so students need to migrate to study at that level of education

Findings

- Serious regional disparities in completion rates exist in Suriname.
- Interior areas (districts in the South with no coastal lines) have lower completion rates across all education levels with no man or woman aged 21–23 years having completed upper secondary education in regions such as Sipaliwini, Coronie and Brokopondo, some of which do not have upper secondary schools. In contrast, the areas in and around the capital have much higher completion rates at all levels.
- At the primary school level, some regions, such as Commewijne and Nickerie, are close to achieving universal completion.
- In particular, Commewijne has the highest completion rate at the primary and lower secondary levels, and has the second highest at the upper secondary level.



Profile of children not completing education

FIGURE 8 Profile of children who do not complete school, by sex

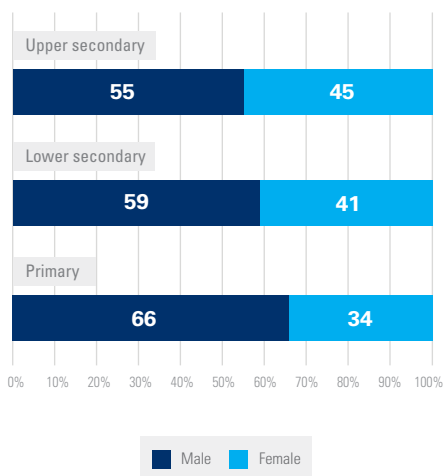


FIGURE 9 Profile of children who do not complete school, by area

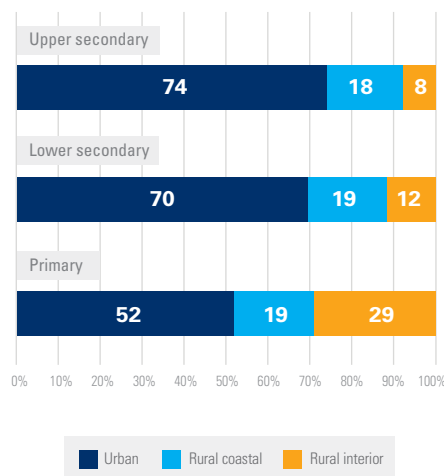


FIGURE 10 Profile of children who do not complete school, by wealth quintile

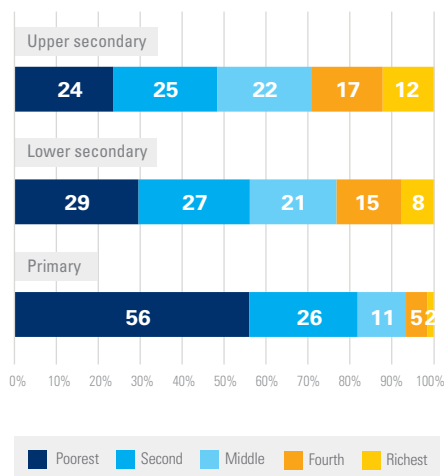


FIGURE 11 Profile of children who do not complete school, by ethnicity

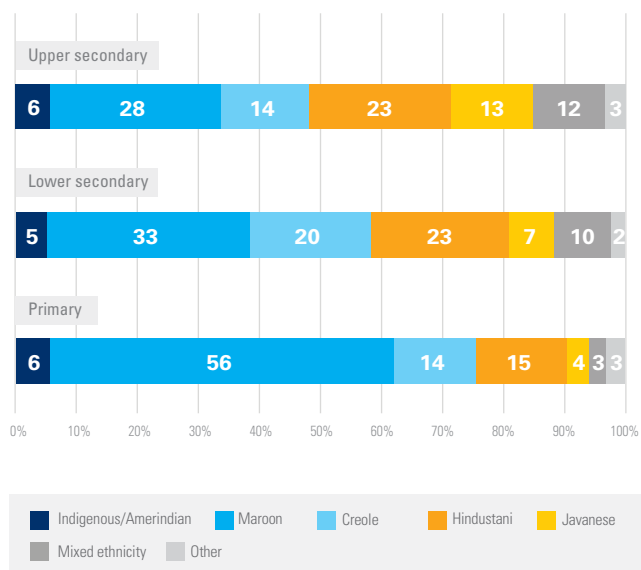
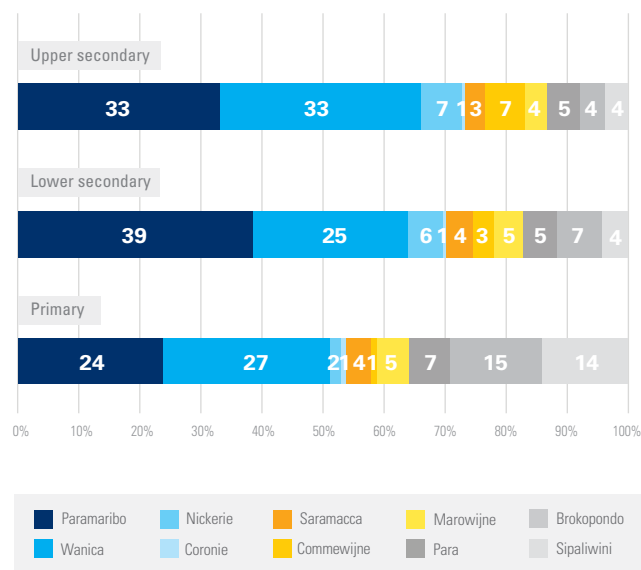


FIGURE 12 Profile of children who do not complete school, by district



Findings

- Across all three levels, boys and men are less likely to complete an education level compared to girls and women.
- Males make up 66 per cent of those who do not complete primary education.
- Urban areas in Suriname are more populous and, for this reason, despite having higher completion rates, most children not completing education do live in urban areas.
- The poorest quintile is very over-represented among non-completers, making up over half of those who did not complete primary school.
- Maroons are also over-represented among those who did not complete each level of education and the difference is particularly striking for primary school, where they are 56 per cent of all non-completers.



TABLE 1. Completion – Shares & headcounts by various socioeconomic characteristics

		Completion rates (%)			Headcount of children who did not complete		
		Primary	Lower Secondary	Upper Secondary	Primary	Lower Secondary	Upper Secondary
Total		85	49	23	4,700	15,300	22,200
Sex	Male	80	41	19	3,000	9,000	12,200
	Female	90	58	28	1,600	6,300	10,000
Area	Urban	89	53	26	2,400	10,600	16,400
	Rural coastal	86	44	19	900	2,900	4,100
	Rural interior	62	15	0	1,300	1,800	1,800
Wealth quintile	Poorest	67	23	6	2,600	4,500	5,200
	Second	82	34	7	1,200	4,000	5,500
	Middle	91	54	16	500	3,200	5,100
	Fourth	95	60	37	200	2,400	3,700
	Richest	98	77	52	100	1,200	2,700
Ethnicity	Indigenous/Amerindian	84	33	8	300	800	1,200
	Maroon	74	32	10	2,600	5,000	6,300
	Creole	88	52	23	600	3,000	3,200
	Hindustani	89	55	34	700	3,500	5,200
	Javanese	96	67	28	200	1,100	3,000
	Mixed ethnicity	95	55	27	100	1,400	2,600
	Other	82	59	23	100	300	800
District	Paramaribo	90	51	32	1,100	5,900	7,400
	Wanica	85	56	22	1,300	3,800	7,300
	Nickerie	95	50	16	100	900	1,500
	Coronie	87	53	0	-	100	100
	Saramacca	84	49	28	200	700	700
	Commewijne	97	67	27	-	500	1,400
	Marowijne	83	23	5	200	700	800
	Para	82	40	13	300	800	1,200
	Brokopondo	65	16	0	700	1,100	900
	Sipaliwini	57	13	0	600	600	800

*Headcounts are based on UNSD statistics; They can be calculated using other data sources if the country requests.

Topic 2 Skills and Learning Outcomes

Guiding questions

1. By which grade do most children acquire foundational learning skills?
2. What characteristics are linked to higher reading and numeracy skills?
3. What percentage of each group of young people has ICT skills?
4. What is the profile of children not learning?

Foundational reading and numeracy skills (based on contents for Grades 2 and 3) among children who are aged 7–14 years

FIGURE 13 Share of children with foundational skills by grade

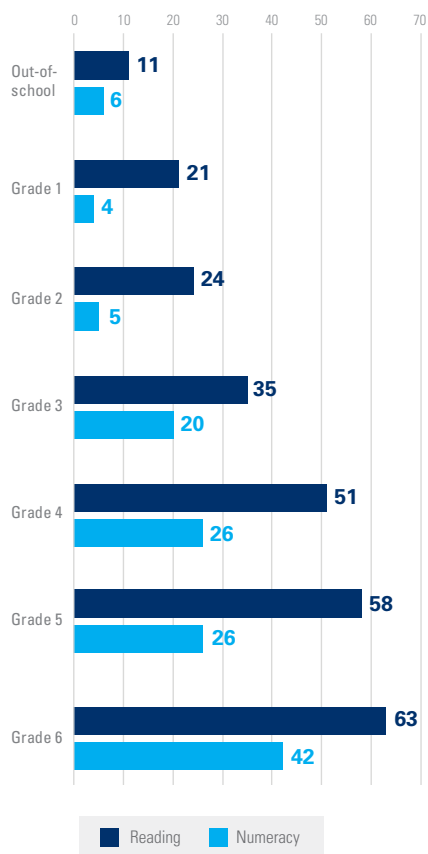


FIGURE 14 Share of children with foundational reading skills

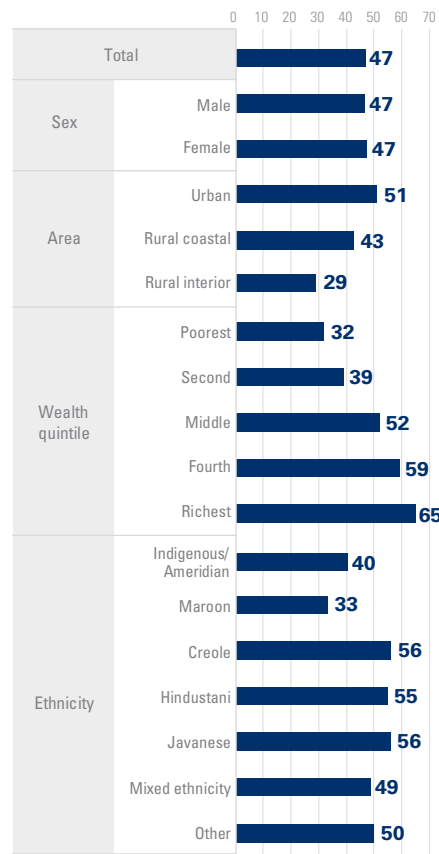


FIGURE 15 Share of children with foundational reading skills

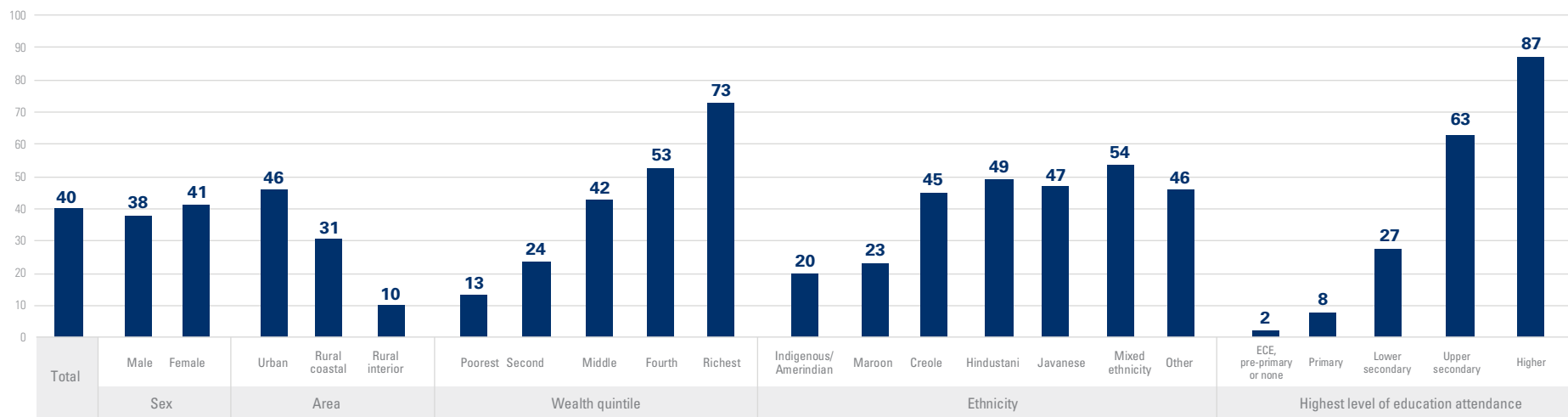


Findings

- Only 20 per cent of children in Grade 3 have the expected level of numeracy skills for that grade, while 35 per cent have the expected level of reading skills for the same grade.
- Children learn by staying in school, but by Grade 6, only 42 per cent have the numeracy skills and only 63 per cent have the reading skills they should have acquired by Grade 3.
- The skills of out-of-school children are even lower as only 11 per cent of children have foundational reading skills and just 6 per cent have foundational numeracy skills.
- The share of children with foundational skills, both reading and numeracy, is higher in urban areas, among the richest and among certain ethnic groups such as Creole, Hindustani and Javanese.
- The most striking differences in learning are seen in wealth inequality: among the richest children, 65 per cent have foundational reading skills and 38 per cent have foundational numeracy skills; in contrast, the prevalence of reading and numeracy skills among the poorest is 32 per cent and 16 per cent, respectively.

Literacy and ICT skills

FIGURE 16 Share of youth (15–24 years old) with ICT skills



Findings

- Around 40 per cent of youth aged 15–24 years have at least one ICT skill.
- Those types of skills are almost equally present between men and women, but they are much more present in urban areas (46 per cent) than rural areas (31 per cent for coastal and 10 per cent for interior).
- Socioeconomic status also shows strong inequalities in ICT skills (13 per cent among the poorest quintile versus 73 per cent among the richest quintile).
- However, the gap is even larger when contrasting ICT skills based on level of education attended. ICT skills are present among just 8 per cent of youth who have attended only primary education, versus 63 per cent of those who attended upper secondary and 87 per cent who attended higher education.

Profile of children aged 7–14 years who do not have foundational skills

FIGURE 17 Profile of children aged 7–14 years who do not have foundational skills, by sex

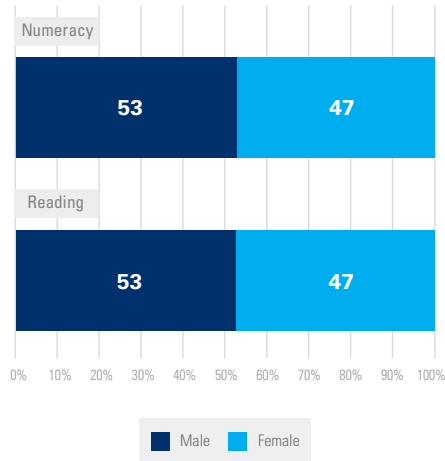


FIGURE 18 Profile of children aged 7–14 years who do not have foundational skills, by area

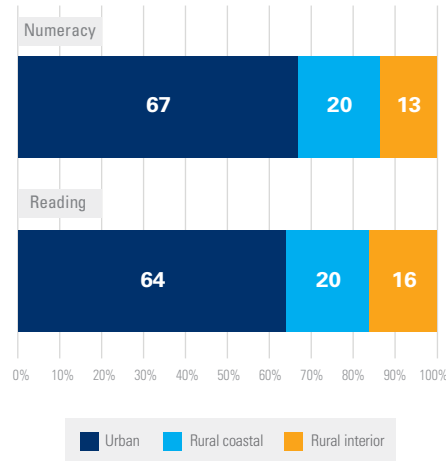


FIGURE 19 Profile of children aged 7–14 years who do not have foundational skills, by wealth quintile

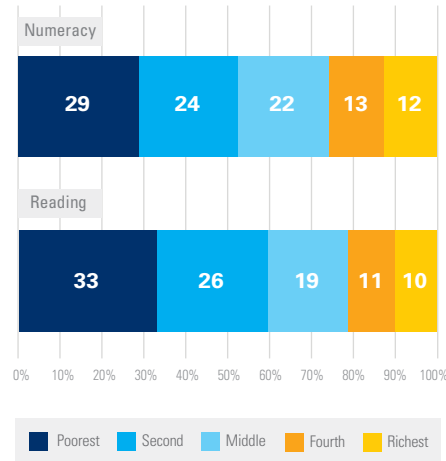


FIGURE 20 Profile of children aged 7–14 years who do not have foundational skills, by ethnicity

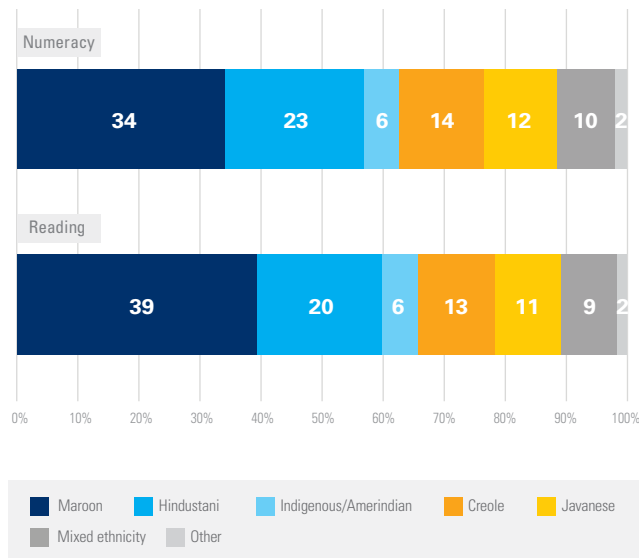
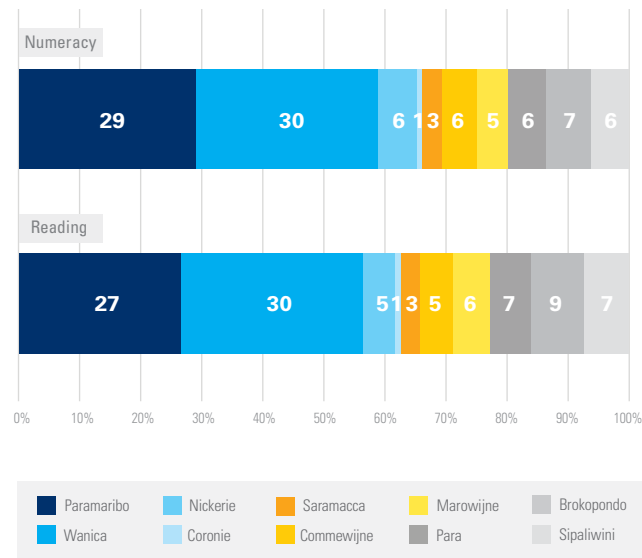


FIGURE 21 Profile of children aged 7–14 years who do not have foundational skills, by district



Findings

- Boys are slightly more represented than girls among those who do not have foundational numeracy and reading skills (53 per cent versus 47 per cent).
- Most children not learning are also in urban areas (67 per cent for numeracy and 64 per cent for reading) and come from the poorest families in the country.
- For example, 59 per cent of the children who do not have foundational reading skills come from the bottom two-fifths of the country's wealth distribution.
- In terms of ethnic groups and regions of residency, over half of children without foundational skills come from Maroon (39 per cent for reading and 34 per cent for numeracy) or Hindustani backgrounds (20 per cent for reading and 23 per cent for numeracy) and live in Paramaribo (27 per cent and 29 per cent for numeracy) or Wanica (30 per cent for reading and 30 per cent for numeracy).



TABLE 2. Skills and Early Learning – Shares & headcounts by various socioeconomic characteristics

		Share of children (age 7–14) who do not have foundational skills (%)		Headcount of children not learning	
		Reading	Numeracy	Reading	Numeracy
Total		53	75	36,100	51,300
Sex	Male	53	76	19,100	27,200
	Female	53	74	17,000	24,100
Area	Urban	49	72	23,100	34,300
	Rural coastal	57	79	7,200	10,100
	Rural interior	71	85	5,800	6,900
Wealth quintile	Poorest	68	84	11,900	14,700
	Second	61	77	9,600	12,200
	Middle	48	76	6,900	11,100
	Fourth	41	67	4,100	6,900
	Richest	35	63	3,600	6,400
Ethnicity	Indigenous/Amerindian	60	81	2,200	3,000
	Maroon	67	82	14,300	17,600
	Creole	44	69	4,500	7,100
	Hindustani	45	71	7,400	11,600
	Javanese	44	69	3,800	6,100
	Mixed ethnicity	51	76	3,300	4,900
	Other	50	82	600	1,000
District	Paramaribo	48	74	9,700	15,000
	Wanica	50	70	10,600	15,200
	Nickerie	43	76	1,900	3,300
	Coronie	60	71	400	400
	Saramacca	52	72	1,100	1,600
	Commewijne	47	72	1,900	3,000
	Marowijne	74	86	2,200	2,600
	Para	60	82	2,400	3,300
	Brokopondo	68	81	3,100	3,700
	Sipalwini	76	89	2,700	3,200

*Headcounts are based on UNSD statistics; They can be calculated using other data sources if the country requests.

Topic 3

Out-of-School Children

Guiding questions

1. Which level of education has the highest out-of-school rate for children?
2. How many children are out of school?
3. What regions have the highest out-of-school rates?
4. Where do most out-of-school children live and what is their background?

Overview

FIGURE 22

Overview of out-of-school rates

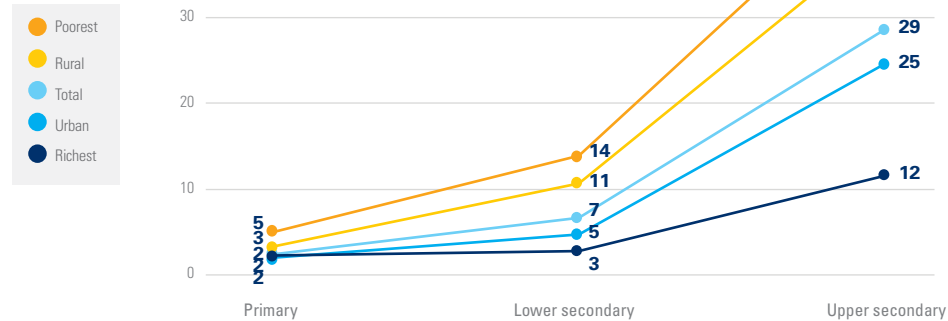
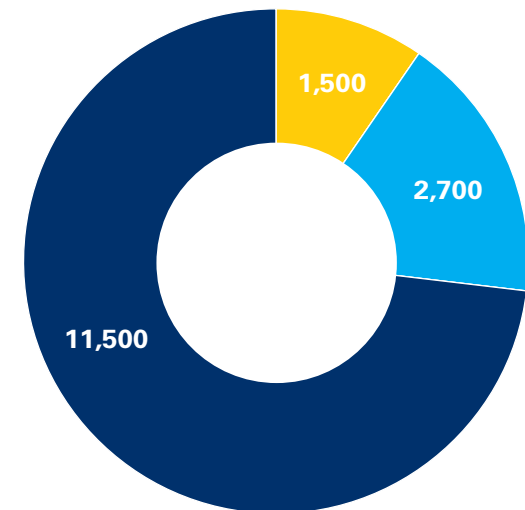
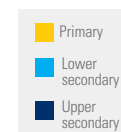


FIGURE 23

Estimated number of out-of-school children



Findings

- Nationally, most children of primary school age are in school.
- This is true for both rural and urban children and across socioeconomic backgrounds.
- In the lower secondary education age, the number of out-of-school children increases, particularly for the poorest (14 per cent) and the rural (11 per cent).
- In total, about 1,500 children are out of school when they should be attending primary school and 2,700 when they should be in lower secondary.
- The out-of-school situation worsens at the upper secondary level, in which 11,500 children are out of school.
- Almost half (47 per cent) of children in the poorest wealth quintile are out of school.
- In contrast, among richest quintile, 88 per cent per cent are in school.

Out-of-school children by level of education

TABLE 24 Share of out-of-school children children, primary

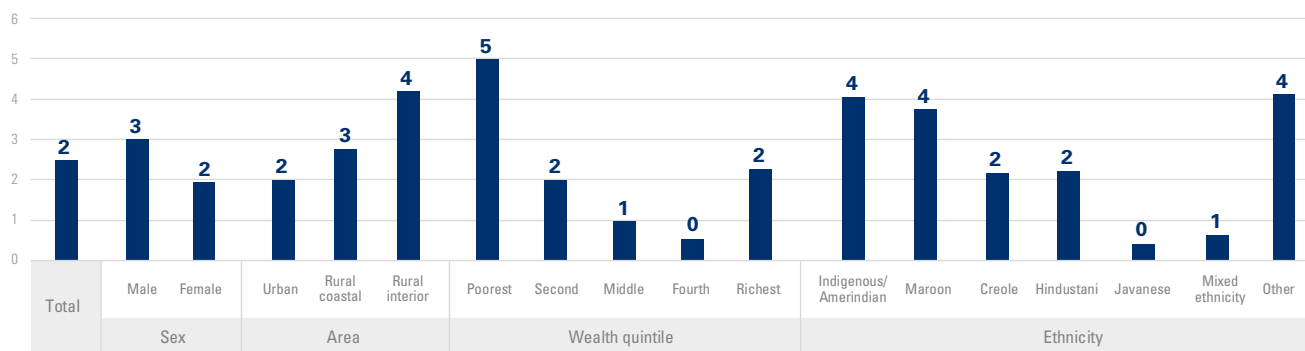


TABLE 25 Share of out-of-school children children, lower secondary

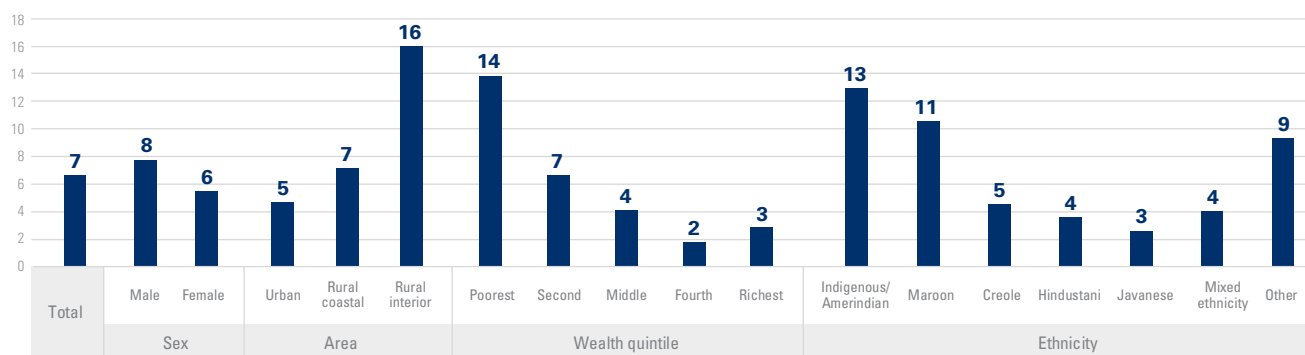
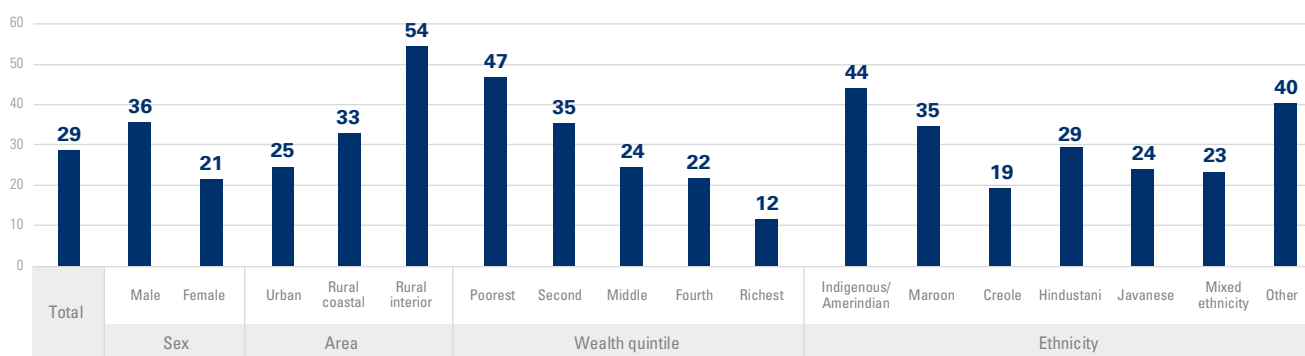


TABLE 26 Share of out-of-school children children, upper secondary



Findings

- At the primary education level, the share of out-of-school children is low – only 2 per cent of the population that age. Some groups, namely the poor and those living in the rural interior have higher out-of-school rates.
- For children who should be attending lower secondary education, the out-of-school rate increases slightly and the gaps between groups also increase. The gap between the poorest and richest children is 11 per cent.
- Finally, in upper secondary, the share of out-of-school children increases even more to 29 per cent. The majority (54 per cent) of children living in rural interior areas who should be attending upper secondary education are out of school. It is worth noting that the rural interior has no upper secondary schools.



Regional disaggregation

FIGURE 27 Share of out-of-school children, primary

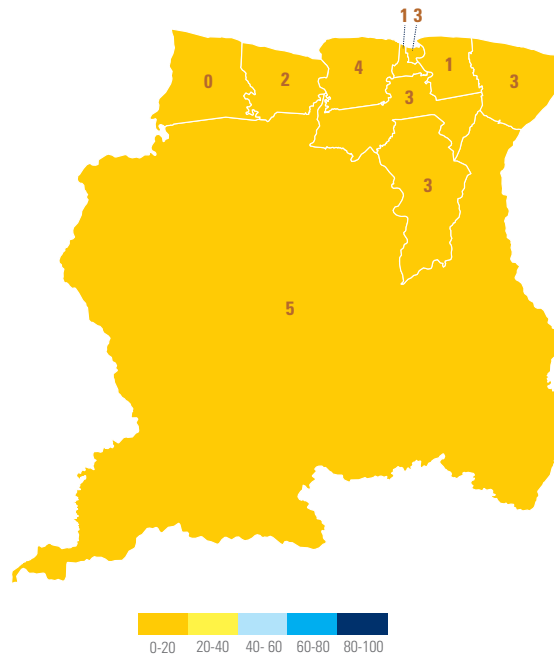
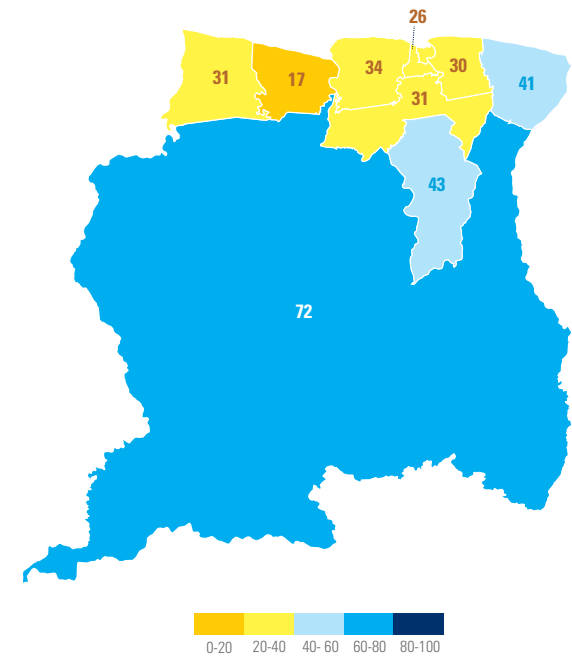


FIGURE 28 Share of out-of-school children, lower secondary



FIGURE 29 Share of out-of-school children, upper secondary



Findings

- Across all levels of education, the out-of-school rate for children is highest in Sipaliwini, a region in the rural interior.
- In that region, 72 per cent of children of upper secondary school age are out of school, while no other region in the country shows rates beyond 45 per cent.
- The out-of-school rate is much lower in Paramaribo, where it moves from 3 per cent in primary to 22 per cent in upper secondary.
- Most of the coastal areas, especially those around the capital such as Wanica and Commewijne, have lower out-of-school rates.
- Interestingly, at the upper secondary level the out-of-school children rate is lower in Coronie, which has no upper secondary schools, than in the capital and the neighboring regions. This may be due to regional migration or to children of upper secondary school age attending lower secondary school instead of being out of school.



Profile of out-of-school children

FIGURE 30 Profile of out-of-school children, by sex

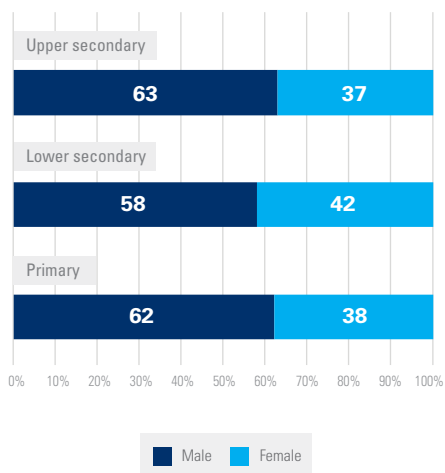


FIGURE 31 Profile of out-of-school children, by area

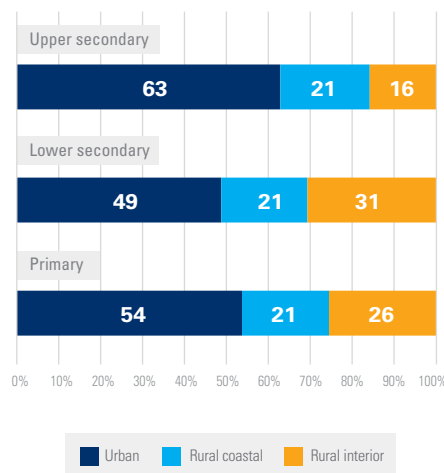


FIGURE 32 Profile of out-of-school children, by wealth quintile

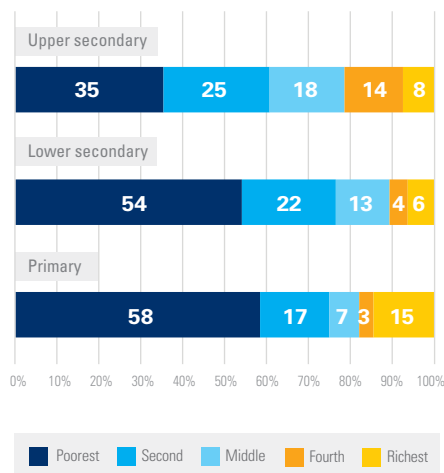


FIGURE 33 Profile of out-of-school children, by ethnicity

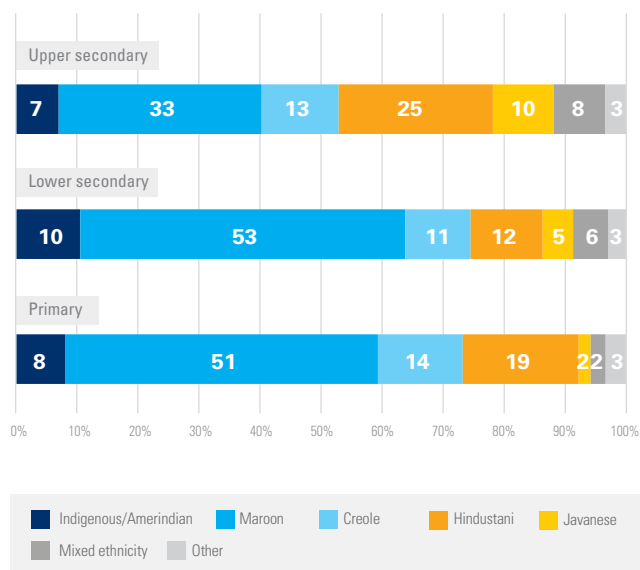
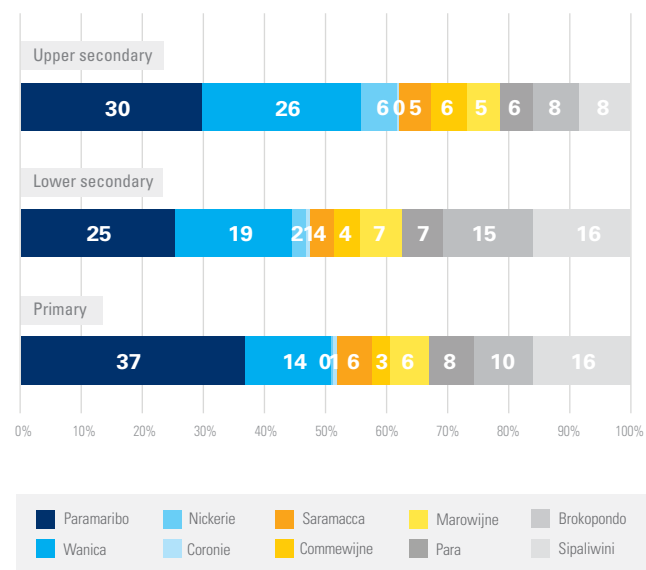


FIGURE 34 Profile of out-of-school children, by district



Findings

- Across all levels of education, the majority of out-of-school children are boys, varying between 58 per cent and 63 per cent depending on the age group.
- At the primary and upper secondary levels, there are more out-of-school children in urban areas, whereas at the lower secondary level they are almost evenly split (49 per cent urban and 52 per cent rural).
- Despite being 20 per cent of the population, children in the poorest wealth quintile comprise the majority of those out of school at both the primary and lower secondary levels.
- At the upper secondary level, many children from the wealthier quintiles drop out of school. As a result, the share of wealthier children among those not in school increases. Although the number of poorer out-of-school children at this level does not decrease, their relative share does due to the higher number of wealthier children.
- Maroon children show a similar pattern as poorer children, being very over-represented in primary and lower secondary out of schooling, but less present (proportionally) in upper secondary, where dropout rates from other ethnic groups also increase.
- Paramaribo and neighboring Wanica are two populous regions where most out-of-school children live. In total, the two regions have more than 40 per cent of out-of-school children in all levels (51 per cent in primary, 44 per cent in lower secondary and 56 per cent in upper secondary).

TABLE 3. Out-of-school – Shares & headcounts by various socioeconomic characteristics

		Out-of-school rates (%)			Headcount of children out of school		
		Primary	Lower Secondary	Upper Secondary	Primary	Lower Secondary	Upper Secondary
Total		2	7	29	1,500	2,700	11,500
Sex	Male	3	8	36	900	1,600	7,200
	Female	2	6	21	600	1,100	4,300
Area	Urban	2	5	25	800	1,300	7,200
	Rural coastal	3	7	33	300	600	2,400
	Rural interior	4	16	54	400	800	1,800
Wealth quintile	Poorest	5	14	47	900	1,400	4,100
	Second	2	7	35	200	600	2,900
	Middle	1	4	24	100	300	2,000
	Fourth	0	2	22	100	100	1,600
	Richest	2	3	12	200	200	900
Ethnicity	Indigenous/Amerindian	4	13	44	100	300	800
	Maroon	4	11	35	800	1,400	3,800
	Creole	2	5	19	200	300	1,500
	Hindustani	2	4	29	300	300	2,900
	Javanese	0	3	24	-	100	1,200
	Mixed ethnicity	1	4	23	-	200	1,000
	Other	4	9	40	100	100	400
District	Paramaribo	3	5	22	600	700	3,400
	Wanica	1	4	26	200	500	3,000
	Nickerie	0	3	31	-	100	700
	Coronie	2	4	17	-	-	-
	Saramacca	4	7	34	100	100	600
	Commewijne	1	5	30	-	100	700
	Marowijne	3	10	41	100	200	600
	Para	3	8	31	100	200	600
	Brokopondo	3	14	43	100	400	900
	Sipaliwini	5	19	72	200	400	1,000

*Headcounts are based on UNSD statistics; They can be calculated using other data sources if the country requests.

Topic 4

Early Learning

Guiding questions

1. Which children are developmentally on track (measured by ECDI)?
2. Which level(s) of education do young children attend?
3. Do children attend Grade 1 at the right age?
4. What is the profile of children not attending ECE?
5. What is the profile of children not developmentally on track (measured by ECDI)?

Overview

FIGURE 35 Early Childhood Development Index (ECDI) for children aged 3–4 years

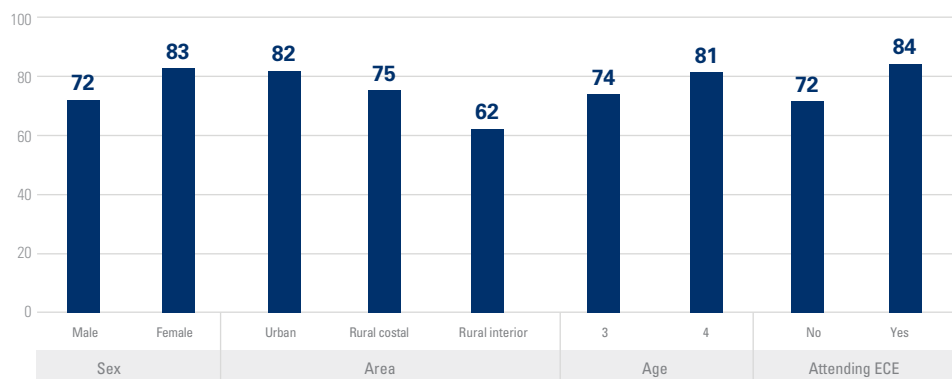


FIGURE 37 Level of education attended by age

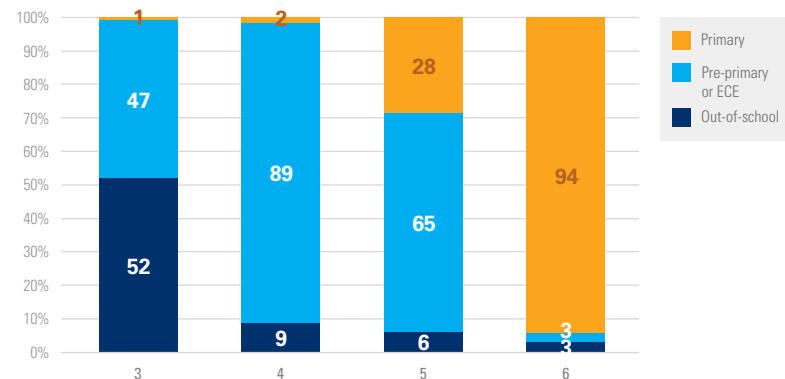


FIGURE 36 Percentage of children aged 36–59 months attending early childhood education

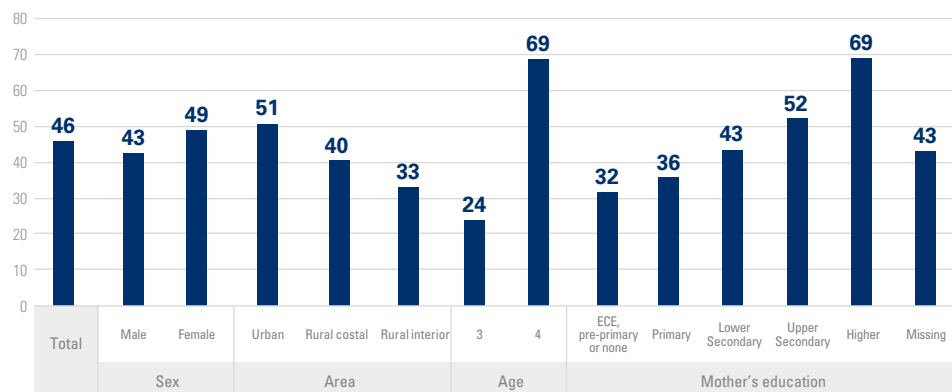
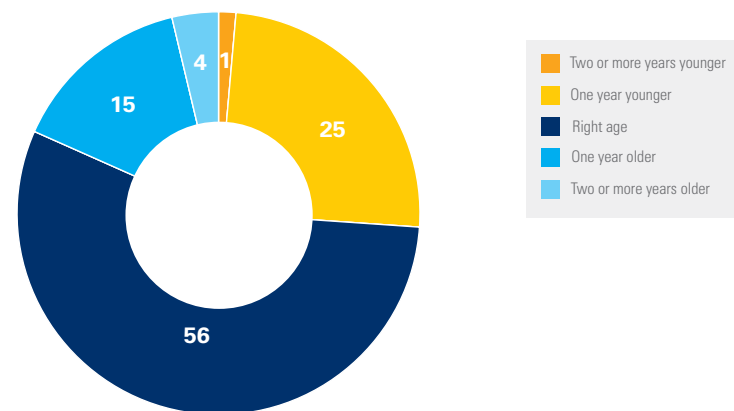


FIGURE 38 Age distribution at Grade 1 of primary education (%)



Findings

- Over three-quarters (77 per cent) of children are developmentally on track, based on the Early Childhood Development Index (ECDI).
- The share of children developmentally on track is higher for girls and urban children.
- Importantly, the share of children attending ECE who are developmentally on track is 12 per cent higher than that of children not attending ECE.
- This is a key difference, given that only 46 per cent of children aged 3–4 years nation-wide attend ECE.
- Attendance is higher among urban children and also among children whose mothers attended higher levels of education.
- A full 69 per cent of children whose mothers attended higher education are in ECE, while that number is only 32 per cent for those whose mothers' highest level of education is lower than primary school.
- It is important to note that children aged 3-4 years, who have not yet reached primary school age, should be attending ECE.
- Most children (52 per cent) in Suriname are out of school when they are 3 years of age and almost all of the remaining (47 per cent) are attending pre-primary or ECE.
- By the time they are 4 years old, pre-primary and ECE attendance increases strongly to 89 per cent, only to go down to 65 per cent when turn 5 years of age.
- At the age of 6, the vast majority (94 per cent) of children are in primary education.
- Because many children attend primary school when they are 5 years of age, a total of 25 per cent of all children in Grade 1 of primary education are one year younger than the official starting age of 6.
- However, 19 per cent of children in Grade 1 are one year older (15 per cent) or two years older (4 per cent) than the official starting age of 6.



Profile of children not developmentally on track or not attending ECE

FIGURE 39 Profile of young children aged 3–4 years not attending ECE or not developmentally on track, by sex

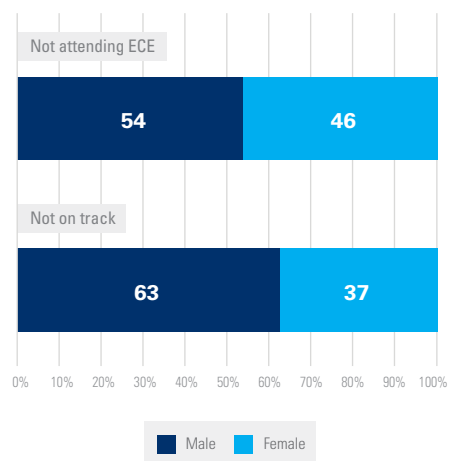


FIGURE 40 Profile of young children aged 3–4 years not attending ECE or not developmentally on track, by area

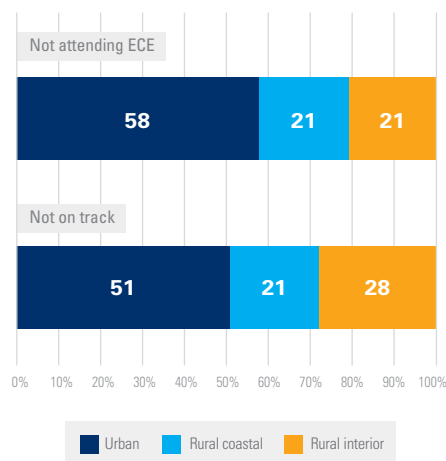


FIGURE 41 Profile of young children aged 3–4 years not attending ECE or not developmentally on track, by wealth quintile

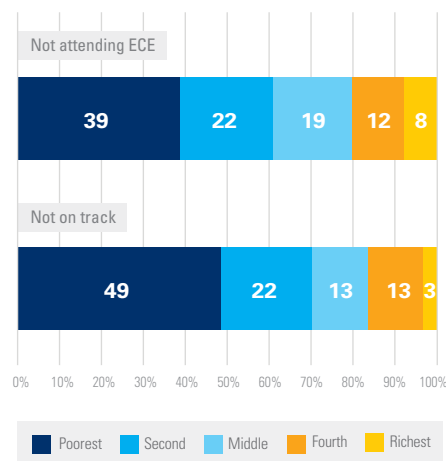


FIGURE 42 Profile of young children aged 3–4 years not attending ECE or not developmentally on track, by ethnicity

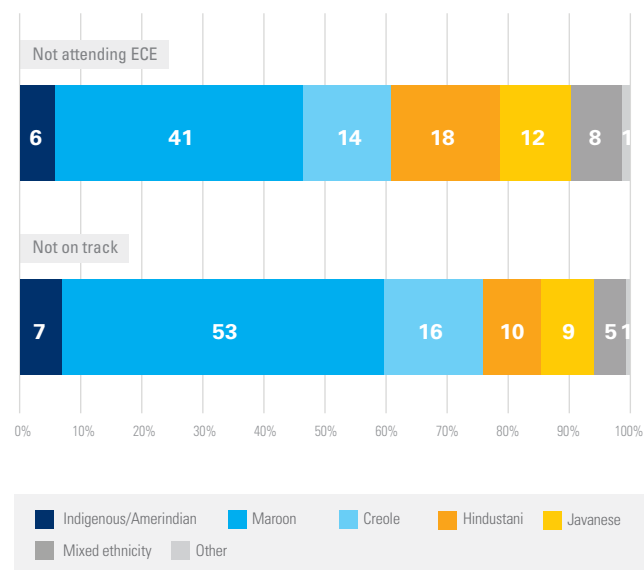
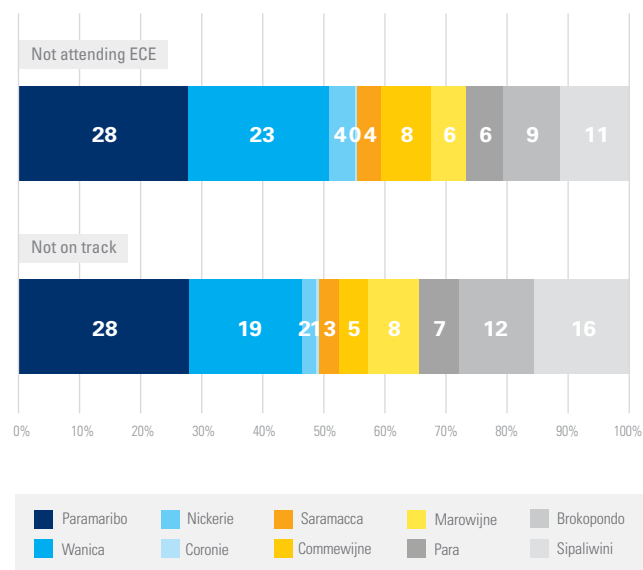


FIGURE 43 Profile of young children aged 3–4 not attending ECE or not developmentally on track, by district



Findings

- Although attendance rates for ECE are higher in urban areas than in rural areas, most children (58 per cent) not attending ECE are urban.
- This is due to the fact that the urban areas are more populous than rural areas. Urban areas are also home to about half (51 per cent) of children not developmentally on track.
- In terms of socioeconomic background, a large share of children not attending ECE (39 per cent) and not developmentally on track (49 per cent) belong to the poorest one-fifth of the population.
- Another group that is over-represented among both children not in school and not on track are the Maroon ethnic group.
- Maroon children are 41 per cent of those not in school and 53 per cent of those not developmentally on track.



TABLE 4. Early Learning – Shares & headcounts by various socioeconomic characteristics

		Share of children age 3–4 (%)		Headcount of children	
		Not on track on ECDI	Not attending ECE	Not on track on ECDI	Not attending ECE
Total		23	54	4,800	11,400
Sex	Male	28	57	3,000	6,100
	Female	17	51	1,800	5,300
Area	Urban	18	49	2,400	6,600
	Rural coastal	25	60	1,000	2,400
	Rural interior	38	67	1,300	2,400
Wealth quintile	Poorest	35	68	2,300	4,400
	Second	24	60	1,000	2,500
	Middle	16	55	600	2,100
	Fourth	17	38	600	1,400
	Richest	6	33	200	900
Ethnicity	Indigenous/Amerindian	32	63	300	600
	Maroon	32	60	2,500	4,600
	Creole	21	46	800	1,600
	Hindustani	12	52	500	2,000
	Javanese	19	62	400	1,300
	Mixed ethnicity	11	43	300	1,000
	Other	8	43	-	100
District	Paramaribo	19	45	1,300	3,100
	Wanica	17	52	900	2,600
	Nickerie	13	62	100	500
	Coronie	25	39	-	-
	Saramacca	21	59	200	400
	Commewijne	16	67	200	900
	Marowijne	38	64	400	700
	Para	24	53	300	700
	Brokopondo	31	56	600	1,100
	Sipaliwini	45	80	700	1,300

*Headcounts are based on UNSD statistics; They can be calculated using other data sources if the country requests.

Guiding questions

1. Which level or grade has the highest levels of repetition and dropout?

2. What is the profile of children who repeat grades?

3. What is the profile of children who drop out of school?

Overview

FIGURE 44 Repetition rate by grade

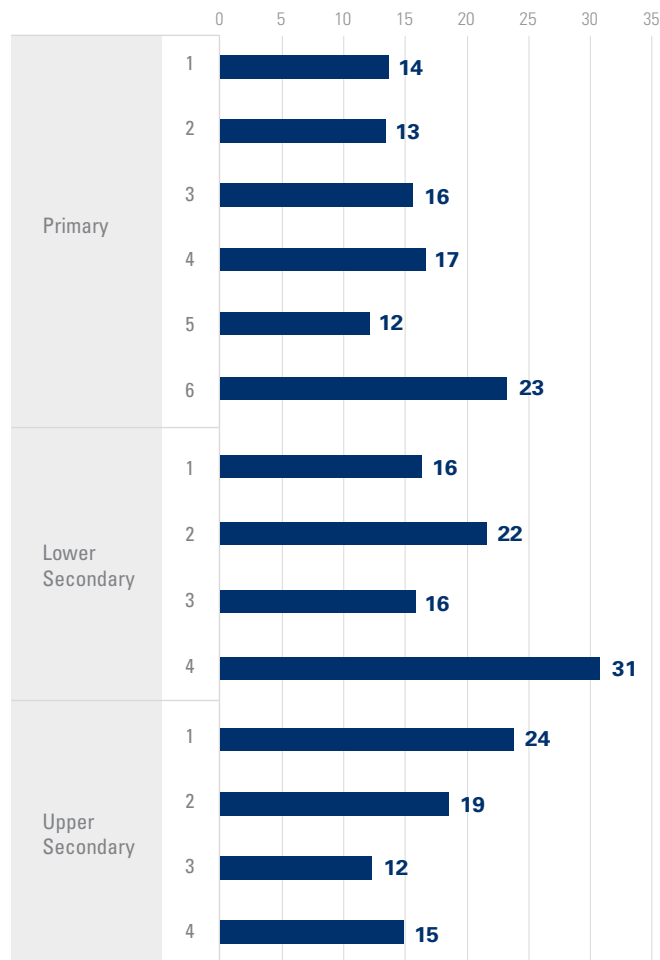
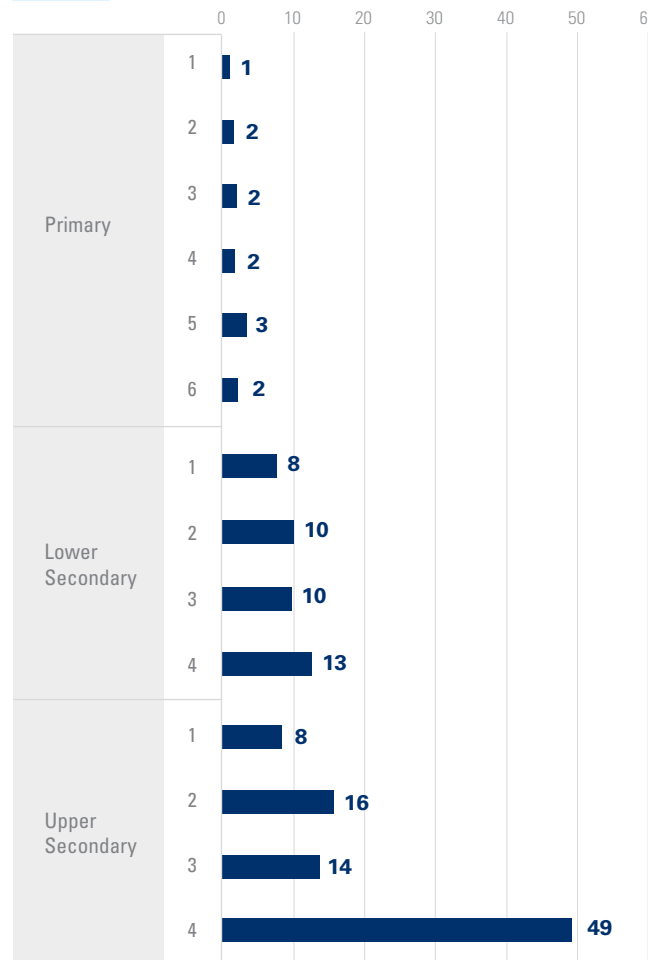


FIGURE 45 Dropout rate by grade



Findings

- Repetition rates vary widely for each grade of primary and secondary education.
- Grade 5 of primary school and Grade 3 of upper secondary school have repetition rates of 12 per cent, while Grade 4, the last year of lower secondary education, has a repetition rate of 31 per cent.
- In contrast with repetition rates, dropout rates show a clearer pattern increasing consistently at each grade. In primary school, dropout rates are all at or below 3 per cent.
- By lower secondary, dropout rates reach between 8 per cent and 13 per cent.
- In upper secondary, dropout rates increase even more, reaching 49 per cent of students at the last grade of upper secondary who do not move on to tertiary education.

Profile of repeaters and dropouts

FIGURE 46 Profile of repeaters and dropouts, by sex

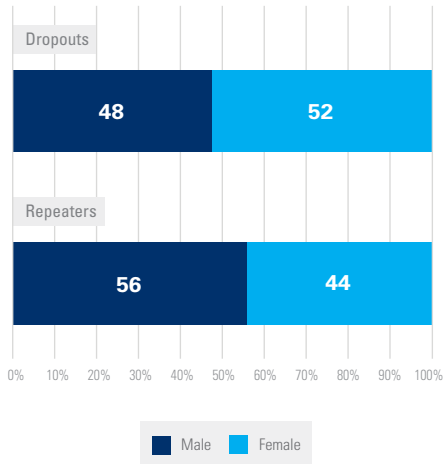


FIGURE 47 Profile of repeaters and dropouts, by area

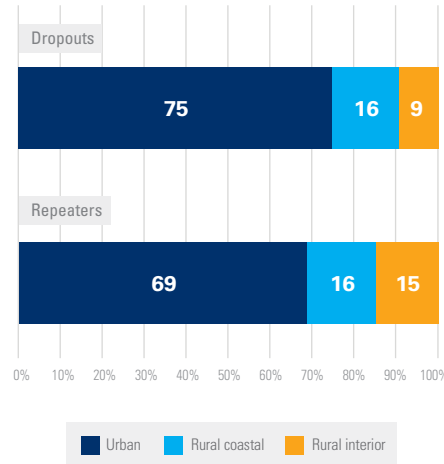


FIGURE 48 Profile of repeaters and dropouts, by wealth quintile

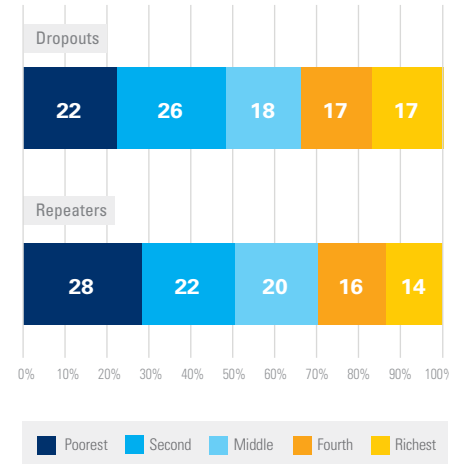


FIGURE 49 Profile of repeaters and dropouts, by ethnicity

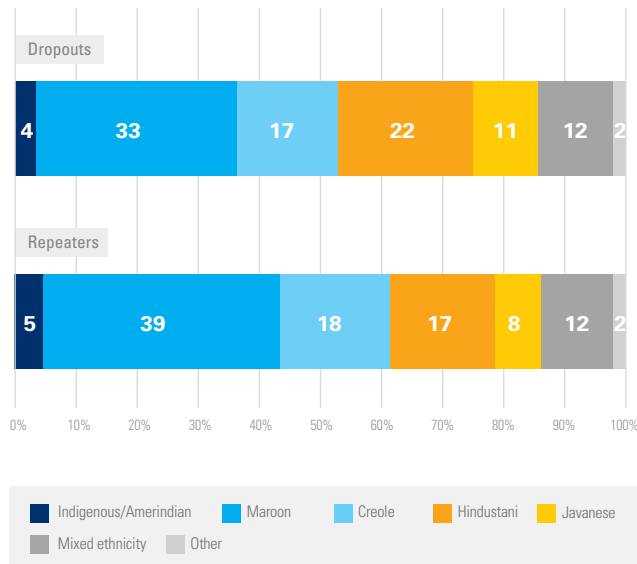
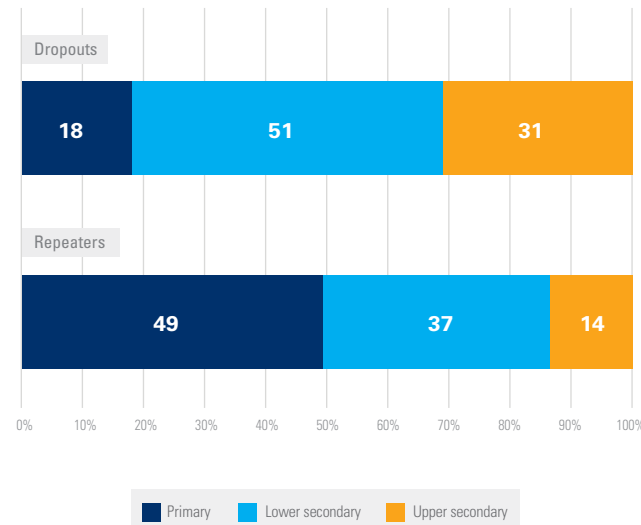


FIGURE 50 Profile of repeaters and dropouts, by grade



Findings

- While dropout rates are almost evenly split between men and women, there are considerably more male repeaters (56 per cent) than female ones (44 per cent).
- In contrast, both repeaters and dropouts are concentrated in urban areas, respectively at 69 per cent and 75 per cent.
- In terms of socioeconomic background, the share representing children of the poorest wealth quintile is lower than in other indicators: the bottom 20 per cent poorest children are 22 per cent of dropouts and 28 per cent of repeaters.
- Most repeaters and dropouts come from Maroon, Creole and Hindustani groups, which is consistent with their representation in the population.
- In terms of education, repeaters are usually younger than dropouts, as most repeaters are repeating a grade of primary education.
- Dropouts, in contrast, mostly abandoned school after attending a grade in lower secondary education.

TABLE 5. Repetition and Dropout – Shares & headcounts by various socioeconomic characteristics

		Rate (%)		Headcount of children	
		Repetition	Dropout	Repeaters	Dropouts
Total		17	6	27,600	9,600
Sex	Male	19	5	15,500	4,500
	Female	14	6	12,100	5,100
Area	Urban	16	6	19,000	7,200
	Rural coastal	15	5	4,500	1,500
	Rural interior	23	5	4,100	900
Wealth quintile	Poorest	21	5	7,800	2,100
	Second	18	7	6,200	2,400
	Middle	16	5	5,400	1,700
	Fourth	15	5	4,400	1,600
	Richest	12	5	3,800	1,700
Ethnicity	Indigenous/Amerindian	18	5	1,300	300
	Maroon	21	6	10,700	3,100
	Creole	17	5	5,000	1,600
	Hindustani	13	5	4,800	2,100
	Javanese	10	5	2,100	1,100
	Mixed ethnicity	17	6	3,200	1,200
	Other	17	6	600	200
District	Paramaribo	17	6	10,300	3,800
	Wanica	15	6	7,400	3,000
	Nickerie	14	3	1,100	200
	Coronie	22	3	300	-
	Saramacca	15	6	800	400
	Commewijne	11	5	1,000	500
	Marowijne	18	5	1,200	300
	Para	16	5	1,400	500
	Brokopondo	21	5	2,100	500
	Sipaliwini	25	4	2,100	400

*Headcounts are based on UNSD statistics; They can be calculated using other data sources if the country requests.

Topic 6

Inclusive Education

Guiding questions

1. Which groups of children have higher disability rates?

2. What are the most common disabilities among children?

3. How is disability linked to school attendance and learning?

4. How is disability linked to repetition and dropout?

5. How do disabilities explain the profile of out-of-school children or not learning in school?

Children with functional difficulties

FUNCTIONAL DIFFICULTIES

Examples include a child who has gradually lost vision and cannot see well things that are too far, as well as a child who is blind.



UNACCOMMODATING ENVIRONMENT

Glasses are not available to the child who has difficulty seeing distant objects. Learning materials are not made available in braille to the child who is blind.



DISABILITY

These children are likely to experience limited participation and their right to education may be compromised as a result of unaccommodating environments.

FIGURE 51 Prevalence of functional difficulties (children aged 5–17 years)

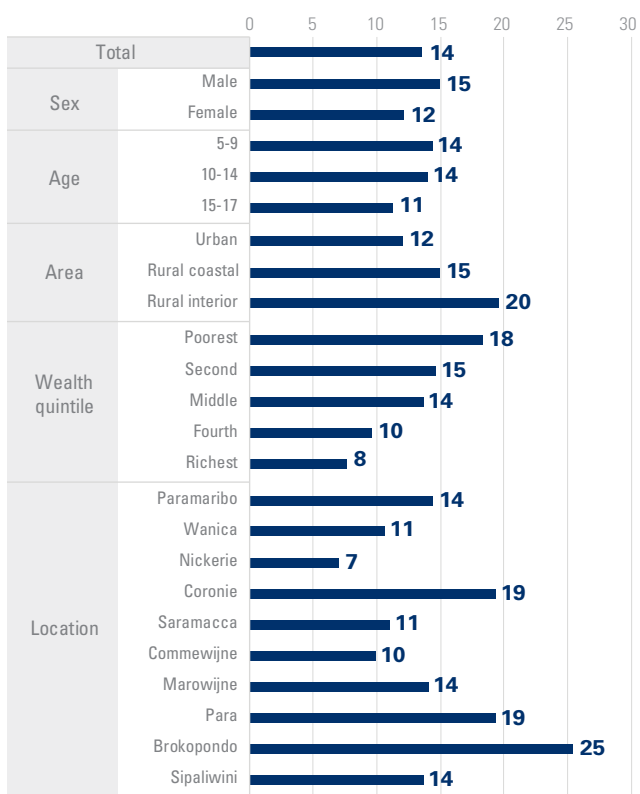
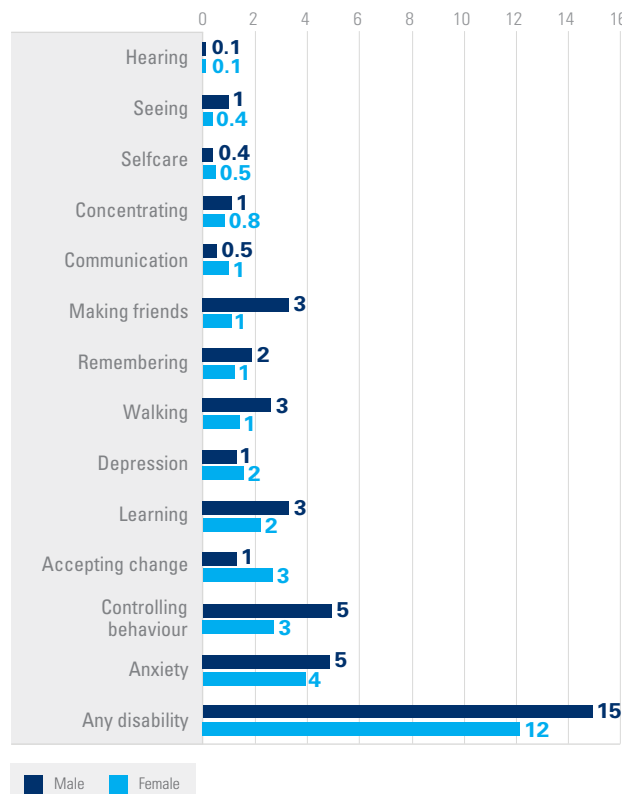


FIGURE 52 Prevalence of types of functional difficulties (children aged 5–17 years)



Findings

- Across the country, 14 per cent of children aged 5–17 years have at least one functional difficulty.
- The prevalence of functional difficulties (FD) is higher for boys (15 per cent) than girls (12 per cent) and younger children (14 per cent) than older ones (11 per cent).
- There are strong links between socioeconomic background and functional difficulties. Around 20 per cent of children in the rural interior have functional difficulties, as compared to 12 per cent of those in urban areas.
- Across wealth quintiles, the share of children with FD falls from 18 per cent among the poorest families to 8 per cent across the richest ones.
- The most common functional difficulties in the country are mental; anxiety (4 per cent), controlling behaviour (4 per cent) and accepting change (3 per cent).

Inclusive education

FIGURE 53

Adjusted net attendance rate by functional difficulties (children aged 5–17 years)

● No functional difficulties
■ Any functional difficulty

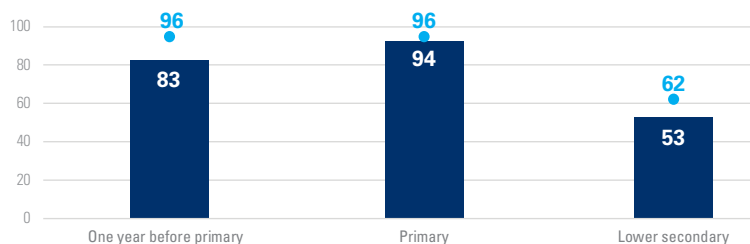


FIGURE 54

Dropout and repetition rates by level of education and functional difficulties (children aged 5–17 years)

■ No functional difficulties
■ Any functional difficulty

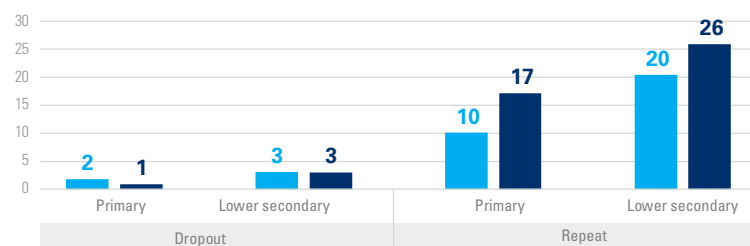
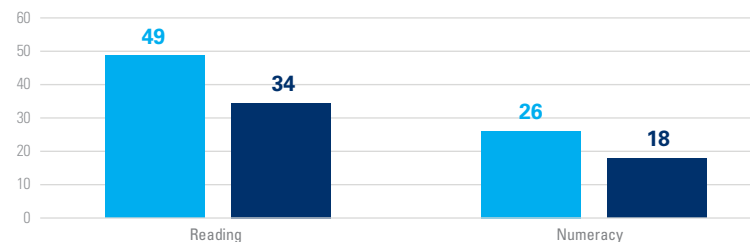


FIGURE 55

Foundational skills by functional difficulties (children aged 7–14 years)

■ No functional difficulties
■ Any functional difficulty

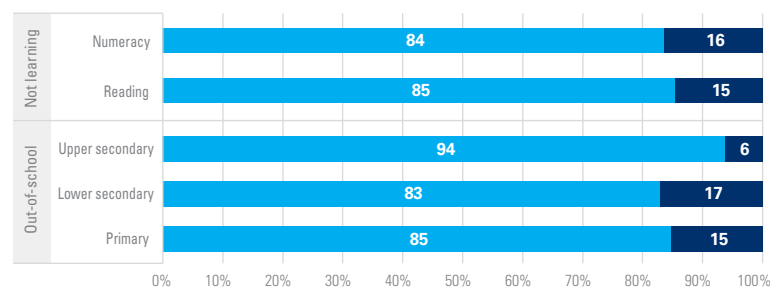


Profile of children not learning or out of school, by disability

FIGURE 56

Profile of children who are not learning or are out of school by functional difficulties

■ No functional difficulties
■ Any functional difficulty



Findings

- Children with functional difficulties attend school at very similar rates as those without disabilities in primary education. However, there are strong gaps in attendance one year before primary education and in lower secondary education (13 per cent and 9 per cent, respectively).
- Dropout rates are low in the country and there is not a significant gap between children with and without functional difficulties.
- Repetition rates, on the other hand, show strong differences according to children's functioning. For instance, 17 per cent of disabled children in primary education repeated their last grade, while only 10 per cent of those without functional difficulties did. The gap in lower secondary is almost as large as repetition rates stand at 20 per cent and 26 per cent, respectively.
- In terms of learning, school environments seem less prepared to accommodate children with functional difficulties, who still do not fare as well as their peers.
- While 49 per cent of children without functional difficulties have the foundational reading skills, only 34 per cent of children with functional difficulties do.
- The gap in foundational numeracy is also large as the share of children with functional difficulties who have those skills is 8 percentage points lower than that of other children (18 per cent versus 26 per cent).

Findings

- Although only 14 per cent of children in Suriname have a functional difficulty, they are over-represented among children not learning and out-of-school children at both the primary and lower secondary levels.
- However, at the upper secondary level, only 6 per cent of out-of-school children have a functional difficulty.
- This is probably due to the fact that children with functional difficulties are staying in school longer, but not necessarily attending the right level.

Guiding questions

1. Which groups have higher rates of early marriage, and how does it affect literacy and ICT skills?

2. Which groups of children are more frequently involved in child labour?

3. How is child labour linked to education attendance and foundational learning skills?

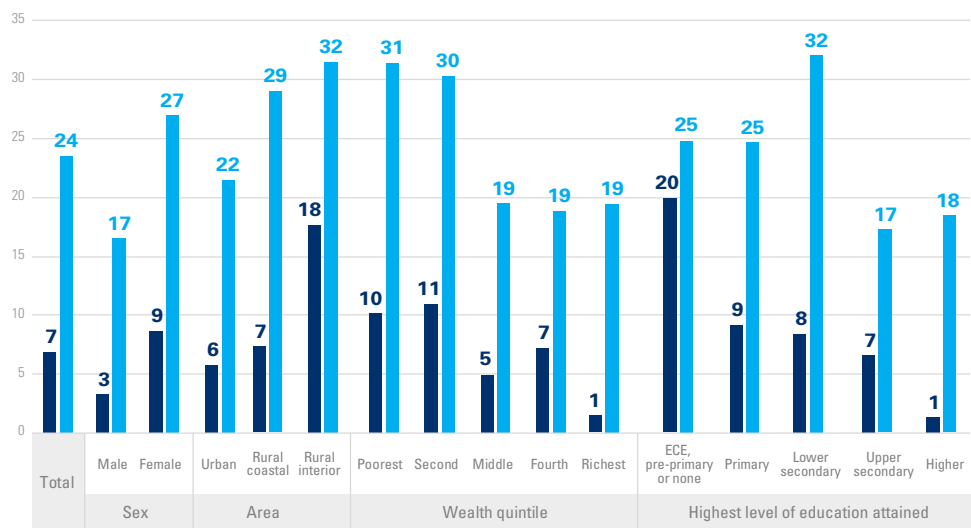
4. How does child labour explain the profile of out-of-school children or those not learning in school?

Child marriage and education

FIGURE 57

Prevalence of child marriage among youth aged 20–24 years

■ Before age 15
■ Before age 18



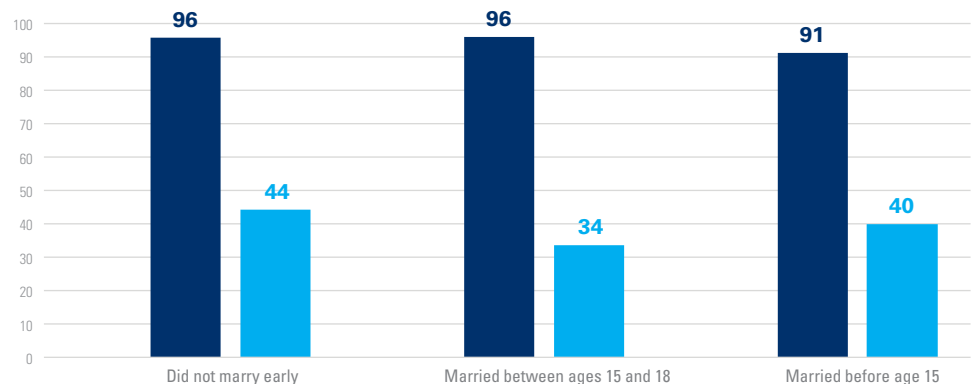
Findings

- About 24 per cent of young men and women 20–24 years old married or entered a union before their 18th birthday.
- The prevalence of child marriage is higher for women than for men and it is much more common in rural areas and among poorer families.
- While 18 per cent of youth in the rural interior of the country married before the age of 15, only 6 per cent of those in urban areas were married by the same age.
- Education is strongly associated with early marriage, especially marriage before the age of 15.
- This is because children who marry early are less likely to stay in school and also because children who study longer are less likely to marry early.
- Among youth whose highest level of education is below primary, one-quarter were married before they turned 15.
- In contrast, only 1 per cent of youth who attended higher education were married before that age.
- Youth literacy rates are very high across the country, but youth who married before the age of 15 have literacy rates 5 per cent below the national average.
- In terms of ICT skills, there is also a gap between youth who did not marry early and those who did. About 44 per cent of youth who did not marry early have ICT skills, while only 34 per cent of those who married between 15 and 18 do.

FIGURE 58

Literacy rate and ICT skills of youth aged 20–24 years, by marriage status

■ Literacy rate
■ ICT skills



Child labour and education

FIGURE 59

Prevalence of child labour for children aged 5–17 years

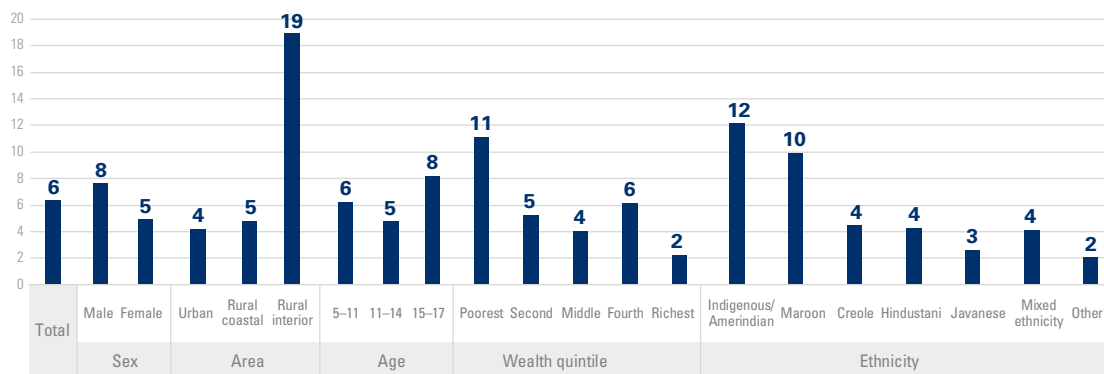


FIGURE 60

School attendance per age and child labour status

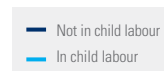
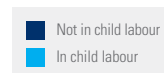


FIGURE 61

Foundational skills by labour status (children aged 7–14 years)



Findings

- A total of 6 per cent of all children aged 5–17 years are engaged in some form of child labour.
- The rates of child labour are higher in the rural interior, where almost one-fifth of children are working.
- Children from poorer families or those of indigenous or Maroon background also work in much greater numbers than children from other ethnic groups or richer families.
- Up to the age of 14, school attendance of children who are working is almost as high as for those who are not. However, older working children seem to drop out of school earlier than their peers.
- Although 96 per cent of working children age 14 are in school, school attendance drops to 64 per cent at the age of 15 and to 28 per cent by age 16.
- Furthermore, a lower share of working children have foundational reading skills as compared to the total population.
- In contrast, working children outperform non-working children in numeracy skills.
- Part of this is explained by the fact that working children are older, which makes them more likely to have already acquired numeracy skills.

Profile of children not learning and out of school, by child labour, and uneducated or unskilled youth by early marriage

FIGURE 62

Profile of children out of school or not learning, by child labour status

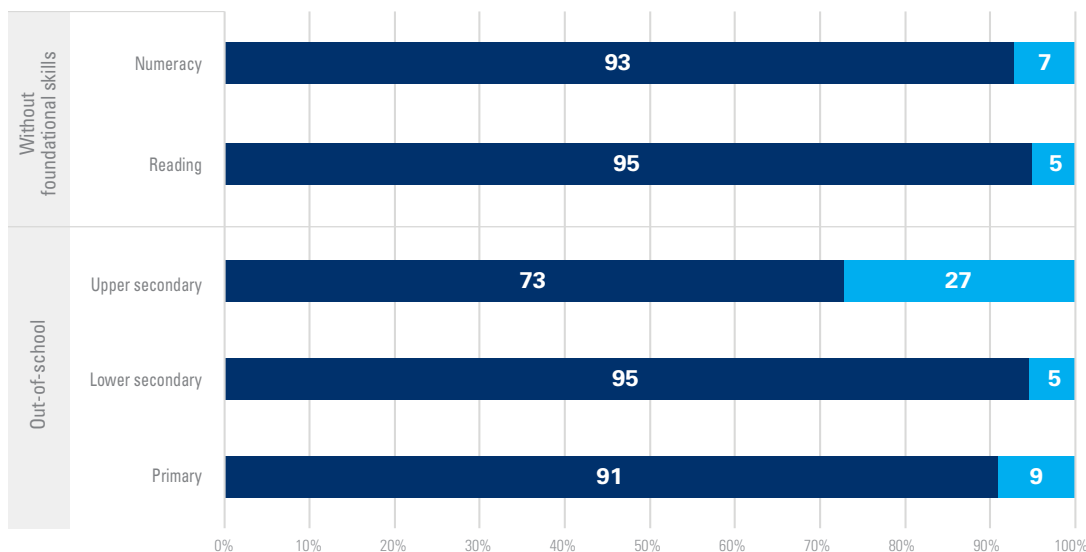
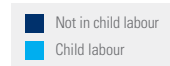
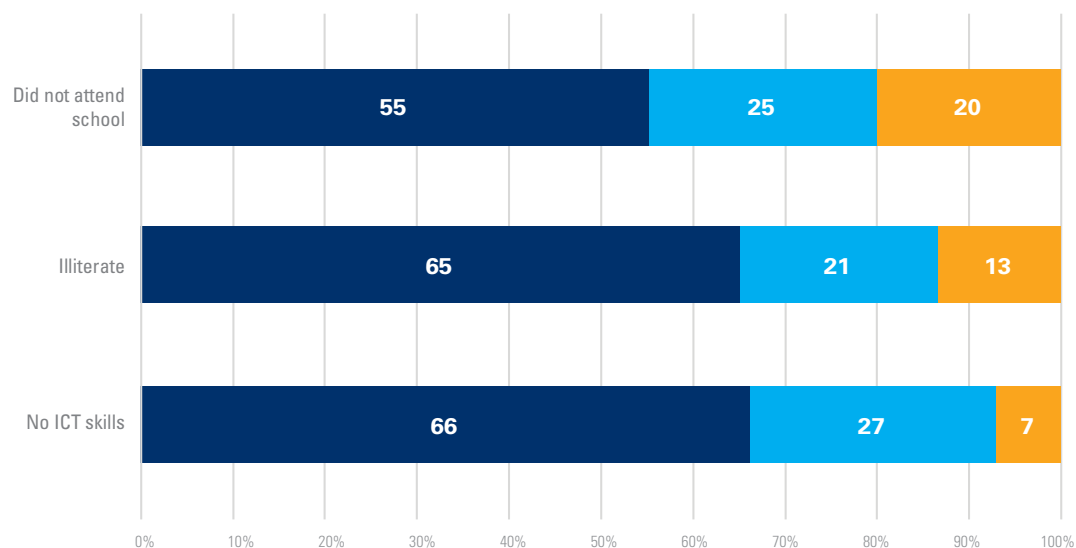
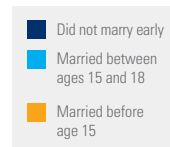


FIGURE 63

Profile of uneducated or unskilled youth aged 20–24 years by date of marriage



Findings

- Six per cent of all children aged 5–17 years are in child labour. The share of children not learning who are in child labour is similar to their share of the total population (5 per cent for those without reading skills, 7 per cent for those without numeracy skills.)
- However, they are 27 per cent of all children out of school at upper secondary level, confirming previous findings that they drop out of school earlier than their peers.
- 45 per cent of young people who did not attend school married early and around one-fifth of all children who did not attend school were married before the age of 15.
- Young people who got married early are roughly one-third of both youth without literacy skills and youth without ICT skills.





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