

**Formative Evaluation of the From Classroom to
Differentiated Education Programme: Improving
Enrolment, Learning and Transition from
Frontal to Differential Learning**

UNICEF Suriname

Years Covered: August 2018 – December 2022

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TABLE OF CONTENTS

Acronyms.....	i
1. Introduction	1
1.1. Country Context.....	2
1.1.1. Economic Growth and Human Development	2
1.1.2. National Commitments to Development and Human Rights	5
1.2. Educational System in Suriname	6
1.2.1. Access to Education	7
1.2.1.1. Primary School Enrolment	7
1.2.1.2. Secondary School Enrolment.....	8
1.2.2. Completion Rates.....	9
1.2.3. Grade Repetition.....	12
1.2.4. School Dropout	13
1.2.5. Out-of-School Children	14
1.2.6. Equitable Access to Education	16
1.2.7. Trained Teachers.....	17
1.2.8. Skills and Learning Outcomes	18
1.2.9. Impact of COVID-19 on Education	19
2. UNICEF Suriname From the Classroom to Differentiated Education Programme	21
2.1. Programme Purpose and Scope.....	22
2.2. Programme Objectives.....	22
2.3. Programme Outcome and Outputs.....	22
2.4. Programme Implementation	23
2.5. Programme Stakeholders and Beneficiaries	27
2.6. Programme Management and Monitoring.....	27
3. Evaluation Purpose, Objectives and Scope	28
3.1. Evaluation Purpose	28
3.2. Evaluation Objectives.....	28
3.3. Evaluation Criteria and Questions.....	29
3.4. Evaluation Scope.....	30
4. Evaluation Methodology	32
4.1. Desk Review	32
4.2. Inception Phase Consultations.....	32
4.3. Site Visits.....	33
4.4. Sample.....	33
4.5. Data Collection Methods	34

4.5.1. Key Informant Interviews (KIIs).....	34
4.5.1.1. KIIs with UNICEF.....	35
4.5.1.2. KIIs with National Partners	35
4.5.1.3. KIIs with Pilot School Staff	35
4.5.2. Focus Group Discussions (FGDs)	36
4.5.2.1. FGDs with Teachers	36
4.5.2.2. FGDs with Students.....	37
4.5.3. Review of Administrative Data	38
4.5.4. Stakeholder Participation and Triangulation	38
4.5.5. Equity and Gender Integration	39
4.6. Ethical Considerations	40
4.7. Mitigation of Risk.....	41
4.8. Ethical Review.....	41
4.9. Data Management and Analysis	42
4.10. Report Writing	42
4.11. Presentation and Validation of Findings.....	43
4.12. Evaluator.....	43
Annex A: References.....	44
Annex B: Terms of Reference	46
Annex C: Stakeholder Analysis	64
Annex D: Evaluation Matrix.....	65
Annex E: Evaluation Work Plan	75
Annex F: Draft Itinerary for Data Collection in the Field	76
Annex G: Model Itinerary for UNICEF and National Partners.....	77
Annex H: Model Itinerary for School Visits.....	78
Annex I: Consent Form	79
Annex J: UNICEF and National Partner Questionnaire	80
Annex K: School Staff Questionnaire.....	85
Annex L: Consent Form for FGDs.....	90
Annex M: FGD Guide for Teachers	91
Annex N: Parental Consent Form for Children’s Participation	95
Annex O: FGD Guide for Students	97
Annex P: Draft Outline for the Evaluation Report.....	99

ACRONYMS

AY	Academic Year
CARICOM	CARICOM-Caribbean Community
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CPD	Country Programme Document
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
CSO	Civil Society Organization
DAC	Development Assistance Committee
EBGS	Education Foundation of the Moravian Church
EMIS	Education Management Information System
ERB	Ethical Review Board
FGD	Focus Group Discussion
GDI	Gender Development Index
GII	Gender Inequality Index
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GEROS	Global Evaluation Reports Oversight System
GoS	Government of Suriname
HDI	Human Development Index
ICESC	International Covenant of Economic, Social and Cultural Rights
ICT	Information and Communications Technology
IDB	Inter-American Development Bank
IMF	International Monetary Fund
KII	Key Informant Interview
MICS	Multiple Indicator Cluster Survey
MICS-EAGLE	Multiple Indicator Cluster Surveys and Education Analysis for Global Learning and Equity
MINOWC	Ministry of Education, Science and Culture
NER	National Enrolment Rate
NGO	Non-governmental Organization
OECD	Organisation for Economic Co-operation and Development
SCO	Suriname Country Office
SDG	Sustainable Development Goal
SRD	Suriname Dollar
TOR	Terms of Reference
UNICEF	United Nations Children's Fund
USA	United States of America
USD	United States Dollar

1. INTRODUCTION

1. The purpose of this formative evaluation is to assess to what extent the programme entitled, 'Improving enrolment and learning: Transition from frontal teaching to differentiated learning (hereinafter referred to as the Programme) was successful in improving the performance of the Education Foundation of the Moravian Church (EBGS) schools in Suriname. The Programme was developed to strengthen teacher training programmes to build teachers' knowledge, capacities and skills to apply more innovative teaching methods in the classroom, which would improve student learning, outcomes and academic performance. Trained teachers should be able to effectively integrate these innovative teaching methods into the classroom in a more holistic manner, and use different teaching styles and approaches to teach students with different learning styles and abilities.¹ This evaluation is also focused on learning more about enabling factors, bottlenecks and challenges, as inputs for learning and future actions for improving and scaling up the Programme.
2. The Programme was developed by the United Nations Children's Fund (UNICEF) Suriname Country Office (SCO), in partnerships with the Ministry of Education, Science and Culture (MINOWC) and EBGS. The Programme was funded by UNICEF with civil society organization (CSO) partner contributions (i.e., EBGS). The Programme cost a total of USD 296,264, of which UNICEF contributed a total of USD 269,642 and CSO contributions were USD 26,622.² Because the Programme was funded UNICEF as a thematic initiative, versus funded with external donor monies, programme-related documents were limited in number, as there were no specific external donor reporting requirements. Nevertheless, programme-related documents that were available were reviewed and used in the inception phase to design the evaluation methodology and data collection tools, and to draft this Inception Report.
3. The Programme was initially planned to be implemented from 1 August 2018 to 31 December 2020, but it was interrupted by the COVID-19 pandemic which began in March 2020.³ To date, the Programme continues to be implemented by the 56 EBGS pilot primary schools.
4. The intended uses of this evaluation are to inform ongoing implementation of the Programme in the EBGSs. Thus, this evaluation will result in evidence-based recommendations for further improvement of the Programme and the potential for scaling up differentiated teaching and learning approaches to other grades and schools, and to inform national teacher training programmes. The evaluation will lead to strategic guidance to UNICEF on how to sharpen its focus areas of support to MINOWC for mainstreaming differentiated teaching and learning approaches in education, and the overall approach to quality education.
5. The target audience, including primary expected users of this evaluation will be the UNICEF SCO, MINOWC, EBGS management, EBGS school counsellors, and EBGS schools staff. This evaluation will also be of interest to partner UN agencies and international financial institutions and donors that contribute to UNICEF results and wider UN system commitments, intended outcomes and efforts on the realization of children's rights and wider human rights commitments, including equitable access to quality education and improvement to learning skills and outcomes.
6. The design of this evaluation was guided by the Terms of Reference (TOR) and programme documents, and the *Revised Evaluation Policy of UNICEF*⁴, *Evaluation Norms and Standards of the United Nations Evaluation Group*

¹ From the Classroom to Differentiated Education Programme Document, 2018.

² Ibid, 2018.

³ On 11 March 2020, the WHO declared the novel coronavirus (COVID-19) outbreak a global pandemic. Subsequently, on 13 March 2020, Suriname announced the first confirmed case of COVID-19 and closed its borders. On 16 March 2020, all schools were closed to prevent a further spread of COVID-19. The closure of schools had a notable negative impact on the ability of schools and teachers to ensure all children have access to distance education and remote learning. Although the COVID-19 pandemic continued throughout 2020 and into 2022, schools in Suriname were able to open in October 2020 with protective measures, yet temporary closures did occur as needed to prevent the spread of COVID-19. Thus, the spread of COVID-19 continued to interrupt the delivery of education and student learning.

⁴ UNICEF (2018). *Revised Evaluation Policy of UNICEF*. UNICEF: New York, NY, USA. Retrieved on 31 December 2022 from: [Revised Policy 2018 \(Interactive\).pdf \(unicef.org\)](#)

(UNEG)⁵, *UNICEF Procedure for Ethical Standards and Research, Evaluation, Data Collection and Analysis*⁶ and *UNICEF-Adapted UNEG Evaluation Report Standards*.⁷

1.1. Country Context

7. The Republic of Suriname lies on the north-eastern Atlantic coast of South America, bordered by French Guiana to the east, Brazil to the south and Guyana to the west. Suriname is one of the smallest countries in South America with an area of 163,820 km. Suriname is considered a Small Island Developing State (SIDS). Despite being located on the mainland, as a low-lying coastal country, Suriname faces development challenges similar to small island nations, such as limited resources, environmental fragility, high costs of transportation and energy, and vulnerability to climate change and natural disasters.⁸
8. Suriname is also recognized as the most forested country in the world. In 2020, 97 percent⁹ of land was reported to be forest area, of which 93 percent of the territory is covered by the Amazon rainforest. This creates distinctive differences between the sparsely populated interior and the more populated coastal areas of the country.¹⁰
9. Suriname is a small, upper middle-income country with an estimated population of 612,985 in 2021; an estimated 35 percent of the population were children aged 0-19 years.¹¹ Suriname is one of the most ethnically diverse national and multilingual societies in Latin America and the Caribbean with population groups originating from African, Amerindian, Indian, Javanese, Chinese, European and multiracial backgrounds. The largest ethnic groups are East Indians¹² (37 percent), Creole¹³ (31 percent) and Javanese¹⁴ (15 percent).¹⁵ Suriname is also home to four distinct indigenous groups which comprise up to five percent of the population, and six tribal communities, known as Maroons, which comprise up to 10 percent of the population.¹⁶
10. Most of the population is concentrated along the northern coastal zone areas; whereas the interior is sparsely inhabited.¹⁷ An estimated 65 percent of the population live in urban areas with more than half the population living in and around Paramaribo, the capital city. Thirty-five percent of the population lives in rural areas, including the interior.

1.1.1. Economic Growth and Human Development

11. Suriname is a member of the CARICOM-Caribbean Community (CARICOM), a regional intergovernmental organization that promotes and supports a unified Caribbean Community that is inclusive, resilient and competitive.¹⁸ According to the World Bank, Suriname is an upper-middle income country¹⁹ with a Gross Domestic Product (GDP) of USD of 2.98 billion in 2021, down from a GDP of 4.02 billion in 2019 (prior to the COVID-19 pandemic).²⁰ In 2020, due to the COVID-19 global pandemic, Suriname experienced a 16.0 percent

⁵ UNICEF (2016). *Evaluation Norms and Standards of the United Nations Evaluation Group*. UNEG: New York, NY, USA. Retrieved on 31 December 2022 from: [UNEG Norms Standards for Evaluation WEB.pdf \(betterevaluation.org\)](#)

⁶ UNICEF (2021). *UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis*. UNICEF: New York, NY USA. Retrieved on 31 December 2022 from: [Branded Procedure Template \(unicef.org\)](#)

⁷ UNICEF (2017). *UNICEF-Adapted UNEG Evaluation Reports Standards*. UNICEF: New York, NY, USA. Retrieved on 31 December 2022 from: [UNICEF-Adapted UNEG Evaluation Reports Standards | UNICEF Evaluation in UNICEF](#)

⁸ *Nationally Determined Contribution of the Republic of Suriname 2020-2030*, p. 6.

⁹ Retrieved on 31 December 2022 from: [Forest area \(% of land area\) - Suriname | Data \(worldbank.org\)](#)

¹⁰ *UNICEF Guyana and Suriname Country Programme Document, 2017-2021*, p. 2.

¹¹ Retrieved on 31 December 2022 from: [Specific country data | Human Development Reports \(undp.org\)](#)

¹² East Indians are descendants from 19th century workers who arrived from India.

¹³ Suriname Creoles are mixed descendants of West African slaves and primarily Dutch Europeans.

¹⁴ Javanese are descended from workers from the Dutch East Indies on Java, Indonesia.

¹⁵ Retrieved from World Population Review on 31 December 2022: [Suriname Population 2020 \(Demographics, Maps, Graphs\) \(worldpopulationreview.com\)](#)

¹⁶ Surinamese Maroons are descended from escaped West African slaves and are divided into five groups (Ndyuka, Kwinti, Matawai, Saramaccans and Paramaccans), see *Nationally Determined Contribution of the Republic of Suriname 2020-2030*, p. 5.

¹⁷ The population estimate for 2020 is based on UN Population Projections; *Nationally Determined Contribution of the Republic of Suriname 2020-2030*, 2019, p. 5.

¹⁸ Retrieved on 31 December 2022 from: [CARICOM-Caribbean Community - CARICOM](#)

¹⁹ Retrieved on 31 December 2022 from: [WDI - The World by Income and Region \(worldbank.org\)](#)

²⁰ GDP was obtained from the World Bank on 31 December 2022 from: [GDP \(current US\\$\) - Suriname | Data \(worldbank.org\)](#)

annual decrease in GDP from 2019, which saw a 1.2 percent annual increase in GDP.²¹ In 2021, Suriname's economy recovered somewhat from the global pandemic, but still faced a 2.7 percent annual decrease in GDP.²² In 2022, the International Monetary Fund (IMF) projected a 1.3 percent annual increase in GDP.²³

12. The *Human Development Report 2021/2022*²⁴ presents Human Development Index (HDI) values²⁵ for 191 countries and territories with the most recent data for 2021. The HDI is a summary measure of average achievement in key dimensions of human development, including: the ability to lead a long and healthy life, measured by life expectancy at birth; the ability to acquire knowledge, measured by mean years of schooling for adults 25 years of age and older, and expected years of school; and the ability to achieve a decent standard of living, measured by gross national income per capita. The scores for the three HDI dimension indices are aggregated into a composite index using a geometric mean and a ranking provided.²⁶
13. **Table 1.1** shows 2021 HDI values²⁷ for Suriname.²⁸ Scores for the three HDI dimension indices are aggregated into a composite index using a geometric mean and a ranking provided.²⁹ In 2021, Suriname was classified as 'high' on the HDI, positioning at 99 out of 191 countries and territories. For comparison purposes, similar data are presented for Latin America and the Caribbean and High HDI countries.

Table 1.1. Suriname Human Development Index Indicators (2021)			
Human Development Index	Suriname	Latin America and the Caribbean	High HDI countries
HDI Value	0.730	0.754	0.754
Rank	99	---	---
Life expectancy at birth (SDG 3)	70.3	72.1	74.7
Expected years of schooling (SDG 4.3)	13.0	14.8	14.2
Mean years of schooling (SDG 4.6)	9.8	9.0	8.3
National income per capita (2011 PPP\$) (SDG 8.5)	12,672	14,521	15,167

Source: UNDP (2022). *Human Development Report 2021/2022 – Uncertain Times, Uncertain Lives: Shaping our Future in a Transforming World*. UNDP: New York, NY, USA.

14. To measure human development more comprehensively, the *Human Development Report 2021/2022* presents the Gender Development Index (GDI), which compares female and male achievements on HDI values, and the Gender Inequality Index (GII), which highlights women's empowerment as it relates to reproductive health, education, political representation and the labour market.³⁰ The GDI is calculated for 167 countries. Globally, disadvantages facing females are a major source of gender inequality and one of the greatest barriers to human development progress.

²¹ Retrieved on 31 December 2022 from: [GDP growth \(annual %\) - Suriname | Data \(worldbank.org\)](https://data.worldbank.org/ny/gdp-growth-annual-suriname)

²² Ibid.

²³ Retrieved on 31 December 2022 from: [Suriname and the IMF](https://www.imf.org/en/Countries/SR)

²⁴ UNDP (2022). *Human Development Report 2021/2022 – Uncertain Times, Uncertain Lives: Shaping our Future in a Transforming World*. UNDP: New York, NY, USA. Retrieved 31 December 2022 from: [Human Development Report 2021-22 | Human Development Reports \(undp.org\)](https://hdr.undp.org/en/reports/global/human-development-report-2021-22)

²⁵ The HDI is a composite index focused on three basic dimensions of human development: the ability to lead a long and healthy life, measured by life expectancy at birth; the ability to acquire knowledge, measured by mean year of schooling and expected years of school; and the ability to achieve a decent standard of living, measured by gross national income per capita. The scores for the three HDI dimension indices are aggregated into a composite index using a geometric mean and a ranking provided; see UNDP (2022). *Human Development Report 2021/2022 – Uncertain Times, Uncertain Lives: Shaping our Future in a Transforming World*. UNDP: New York, NY, USA.

²⁶ Ibid, 2022.

²⁷ The HDI was created to emphasize that people and their capabilities should be the criteria for assessing the development of a country, not economic growth alone.

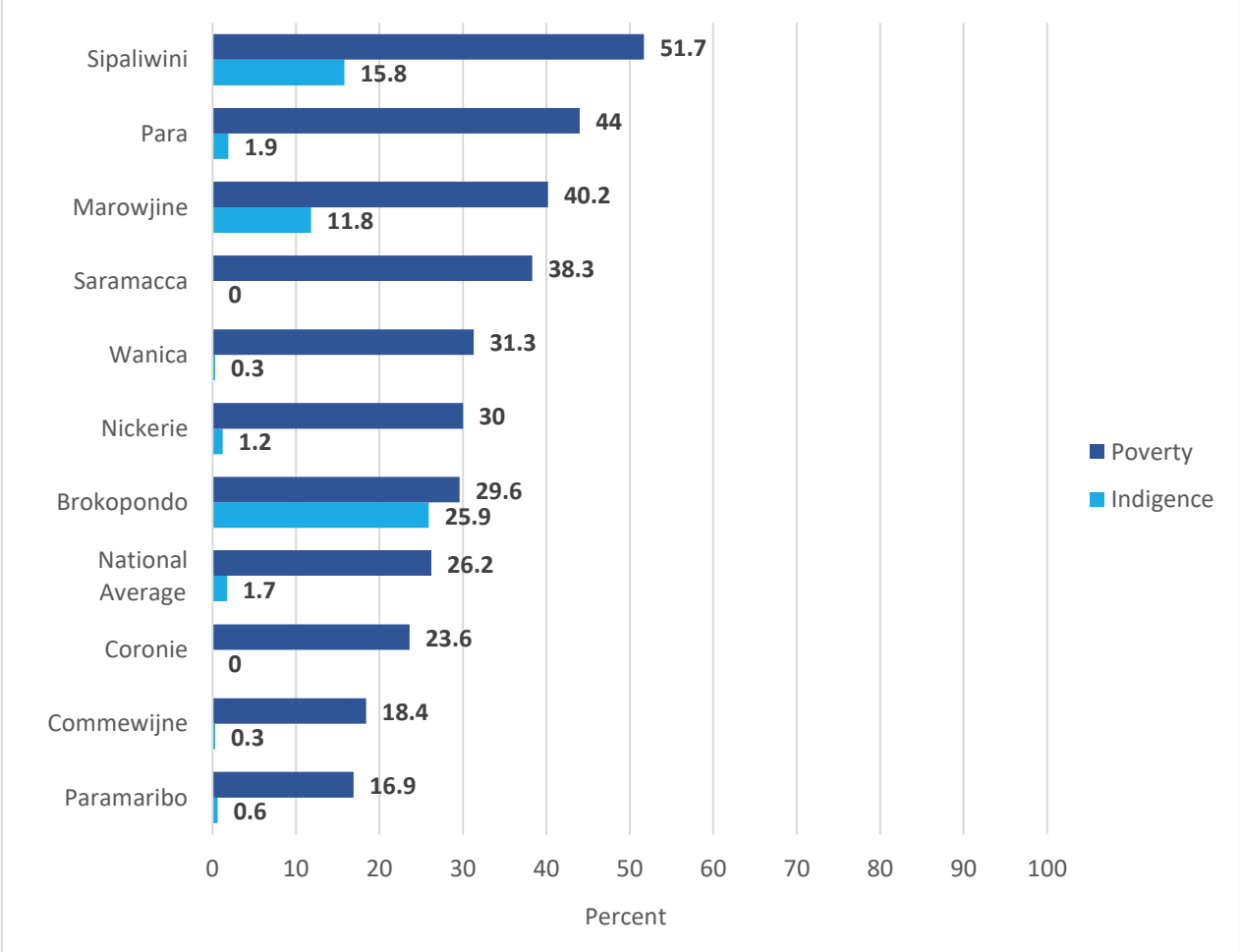
²⁸ The Human Development Report Office uses data from international data agencies with the mandate, resources and expertise to collect national data on specific indicators. For a list of international data providers; see UNDP (2022). *Human Development Report 2021/2022 – Uncertain Times, Uncertain Lives: Shaping our Future in a Transforming World*. UNDP: New York, NY, USA..

²⁹ Ibid, 2022.

³⁰ Ibid, 2022..

15. In 2021, the female HDI value for Suriname was 0.728, in contrast to 0.727 for males, resulting in a GDI value of 1.001, placing the country into Group 1 of countries with high equality in GDI achievements. In addition, Suriname has a GII value of 0.427, ranking it 105 out of 191 countries on the GII.³¹
16. In 2016-2017, the Inter-American Development Bank (IDB), in cooperation with the Central Bank of Suriname and Suriname’s Energy Company, implemented the Suriname Survey of Living Conditions³² and established poverty lines (in SRD per adult person) for Paramaribo, the coastal area and rural interior. Based upon these different poverty lines, it was estimated that 1.7 percent of the population lives in extreme poverty or indigence, 26.2 percent live in overall poverty (may be interpreted as living in survival mode) and 47.9 percent of people living in the rural interior are poor.³³ **Chart 1.1** shows that poverty and indigence rates vary significantly across districts. Poverty rates are highest in Sipaliwini, (51.7 percent), Para (44.0 percent), Marowjine (40.2 percent) and Saramacca (38.3 percent); whereas indigence rates are highest in Brokopondo (25.9 percent), Sipaliwini (15.8 percent) and Marowjine (11.8 percent).³⁴

Chart 1.1. Poverty and indigence rates in Suriname by district (%), 2016-2017



Source: Suriname Survey of Living Conditions, 2016-2017.

³¹ As it relates to the GII dimension indices, only 29.4 percent of parliamentary seats are held by women in Suriname (SDG 5.5). In addition, 69.9 percent of adult women aged 25 years and older had reached at least a secondary level of education, compared to 70.7 percent of adult males (SDG 4.4). Also, the female labour force participation (aged 15 years and older) was 43.4 percent, compared to 65.1 percent for males aged 15 years and older. Also, in 2017, for every 100,000 live births, 120 women die from pregnancy-related causes (SDG 3.1), and the adolescent birth rate is 56.1 births per 1,000 women of aged 15-19 (SDG 3.7); Ibid, 2022.

³² The Survey of Living Conditions was a nationally representative survey covering 2,100 households in 10 districts.

³³ UN (2020). Republic of Suriname Common Country Analysis: Final Report. UN Suriname: Paramaribo, Suriname, pp. 25-26.

³⁴ Beuermann, D.W (2018). Main Findings Suriname Survey of Living Conditions 2016-2017. IDB: Washington, DC, USA.

17. More recently, the *Global Multidimensional Poverty Index 2022*³⁵, based upon 2018 survey data, it was estimated that 6.7 percent of population was in multidimensional poverty and 4.0 percent were vulnerable to multidimensional poverty. Contributions of deprivation to overall multidimensional poverty included education (43.8 percent), standard of living (35.8 percent) and health (20.4 percent).
18. Poverty is clearly a problem in Suriname, even though the country has reached a level of development that should allow a significant proportion of the poor to escape poverty. A considerable amount of poverty derives from inequalities. Poverty is also at the heart of vulnerability, social discrimination and exclusion, including limited access to education, health care and other basic and essential services. Households with inadequate incomes are more vulnerable to changing economic and social circumstances and to reduced income-earning potential.
19. Child poverty is a problem which national experts have given much attention to because it threatens the future of national economic and social development objectives; still, however, there is limited country-level data on child poverty in Suriname. In recent years, UNICEF supported an analysis of multidimensional child poverty in Suriname.³⁶ Although findings from this analysis are not yet available, data from 2013, showed that 41 percent of children in Suriname are multidimensional poor.³⁷ In Suriname, poverty and living in Amazon's interior are aggravating factors for other social problems, including early marriage and pregnancy among girls.
20. It is well documented that children often bear the burden of poverty and poor children are frequently left behind when it comes to fulfilling their rights. Child poverty limits children's access to vital resources, including nutrition, clean water, sanitation, health care, early childhood education and social services; preventing children from achieving their full potential. In addition, families living below the poverty line are not provided with adequate safety nets and services to ensure that their children have the same opportunities as wealthier children. The CRC entitles children to an adequate standard of living, reiterating that growing up poor violates their rights, and highlights multiple dimensions of well-being related to survival, development, protection and participation.
21. Given the importance of children to the future of Suriname, it is essential that policymakers address poverty, particularly if they do not want children living in conditions of poverty to be compromised by poor health, limited education and reduced employment opportunities, and to ensure that these patterns are not replicated for future generations of children.³⁸

1.1.2. National Commitments to Development and Human Rights

22. Suriname has ratified core international human rights conventions, including the Universal Declaration of Human Rights (UDHR), Convention on the Rights of the Child (CRC), Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Convention on the Rights of Persons with Disabilities (CRPD) and the International Covenant of Economic, Social and Cultural Rights (ICESC), as well as the Millennium Declaration and the 2030 Agenda for Sustainable Development. As a signatory, the Government of Suriname has prioritized improving access to and the quality of health, education, child protection and social services for children and families in need, including social inclusion of persons with disabilities.
23. Since ratifying the CRC in 1993, Suriname has made significant progress in ensuring compliance of its legal and policy frameworks to ensure children's access to education and to improve the quality of education. In 2018, UNICEF launched the Multiple Indicator Cluster Surveys and Education Analysis for Global Learning and Equity (MICS-EAGLE) Initiative with the objective of supporting governments to improve learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators and lack of effective data utilization by the Government and education stakeholders. Thus, the MICS-EAGLE was designed to support an education sector situation analysis and sector plan development by building national

³⁵ United Nations Development Programme (UNDP) & Oxford Poverty & Health Development Initiative (OPHI) (2022). *Global Multidimensional Poverty Index 2022: Unpacking deprivation bundles to reduce multidimensional poverty*. UNDP & OPHI: New York, NY, USA.

³⁶ Retrieved on 1 January 2023 from: [Multidimensional Child Poverty Analysis Workshop in Suriname - SPRI Global](#)

³⁷ *UNICEF Guyana and Suriname Country Programme Document, 2017-2021*, p. 2; see also, Economic Commission for Latin America and the Caribbean, *Social Panorama of Latin America*, 2013.

³⁸ *Ibid*, p. 59.

capacity, and leveraging education data collected by MICS. The MICS-EAGLE builds on the global foundation provided by MICS to yield insights at the national, regional and global levels about ways to ensure that each child can reach his/her full potential by reducing barriers to opportunity.

24. Data generated from the MICS-EAGLE Initiative has increased knowledge generation as to the nature, extent and dynamics of education and learning outcomes in Suriname, as well as equity issues and child protection in education. Knowledge and information generated from the MICS-EAGLES in Suriname contributed to the development of the Programme, and challenges faced and lessons learned during the COVID-19 pandemic informed modifications to the Programme, as school had to shift to distance education and learning.
25. UNICEF MICS-EAGLE assisted UNICEF SCO to engage in policy dialogue and programme planning with the Government of Suriname (GoS) to ensure that all children, especially the most vulnerable and disadvantaged, enjoy their rights of a quality education and the opportunity develop to their full potential in an equitable, inclusive and protective society. This agenda is in line with Suriname's national priorities and UNICEF Guyana and Suriname Country Programme Documents for 2017-2021 and 2022-2016, and Sustainable Development Goal (SDG) targets and indicators in the 2030 Agenda for Sustainable Development.³⁹

1.2. Educational System in Suriname

26. In Suriname, the Government and the Roman Catholic and Moravian Churches provide education for kindergarten through secondary school. It is notable that nearly 50 percent of the schools are faith-based, yet subsidized by MINOWC and managed by the several religious organizations. In the interior of Suriname, the EBGs owns and manages the majority of primary schools.
27. The educational system consists of pre-school, primary school, junior and senior secondary schools, and vocational and tertiary education. Pre-school is a two-year programme for children ages four and five, and is usually housed in a primary school. Currently pre-school is not compulsory. Compulsory primary school consists of Grades 1 to 6 for children ages 6-12. Completion of primary school is determined by examinations conducted nationwide at the end of Grade 6. The national examinations are used for placement at secondary school, and monitoring and identification of students who may be 'at risk' of not achieving educational outcomes. Children enter lower secondary school at 12 years of age and upper secondary education starts at 16 years of age; neither lower nor upper secondary education are compulsory. Lower secondary school grades are referred to as Grade 1 to Grade 4, and upper secondary school also includes Grade 1 to Grade 4.⁴⁰
28. Suriname's basic educational curriculum is partly out of date; however, MINOWC aims to reform the education system and related legislation which dates back to the 1960s when Suriname was a Dutch colony. Reforms aims to increase compulsory schooling for children aged 4-16, and increase compulsory education up to Grade 10.⁴¹
29. In the educational system, there is an ad hoc system of strengthening teaching skills and training teachers. In general, however, the teaching methods can be categorized as being ineffective given the high repetition rates.⁴² In fact, in the Caribbean region, Suriname has the highest number of repeaters (e.g., 20 percent of students in grade 1 of the primary school are repeaters); thus, teacher training courses have yet to lead to a significant improvement in school performance. Moreover, teachers are insufficiently trained to provide a differentiated approach to learning, which responds to class dynamics and the situation, talents and learning differences of students. By sticking to a rigidly prescribed lesson plan, teachers are not sufficiently responsive to differences among students; thus, not all students have an equal opportunity to excel in school and everyday life.⁴³

³⁹ Retrieved on 15 January 2023 from: [The Sustainable Development Agenda - United Nations Sustainable Development](#)

⁴⁰ Haarr, R. (2021). *Situation Analysis of Children and Women in Suriname*. UNICEF Suriname: Paramaribo, Suriname.

⁴¹ Ibid, 2021.

⁴² Terms of Reference

⁴³ Terms of Reference.

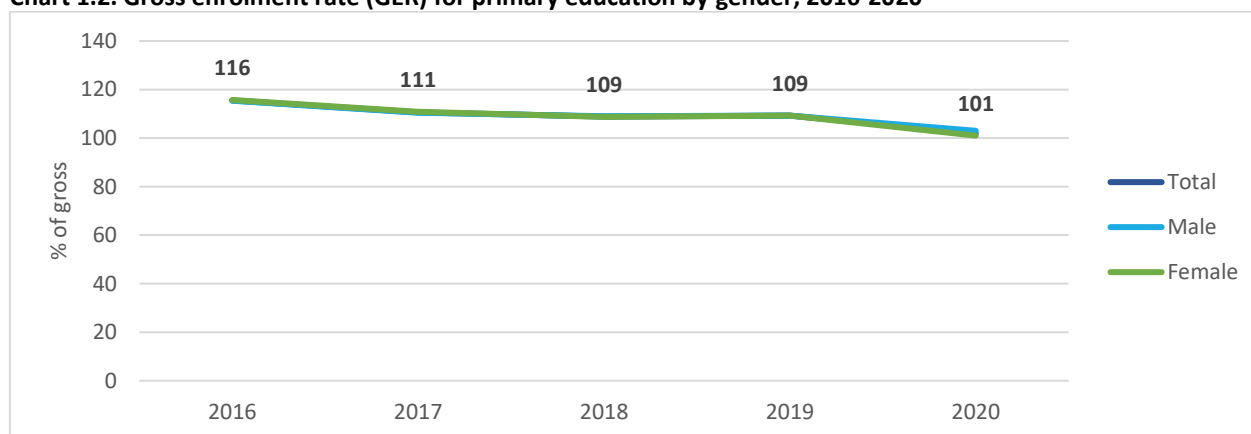
1.2.1. Access to Education

30. Access to quality education is one of the most effective interventions to empower children and adolescents with the skills to function in and contribute to society. Access to education has broad effects on children and adolescents' development and well-being, including physical and mental health, social development and civic engagement. Access to quality education is a vital prerequisite for combating poverty, and protection from hazardous and exploitative practices.⁴⁴
31. With the adoption of the SDGs, the GoS has committed to achieving universal completion of primary and secondary education by 2030, and a greater focus on inclusiveness in education, including gender parity. It is notable that the primary education completion rate in Suriname is comparable with the average primary education completion rate for Caribbean Small States, yet lower than the average for Latin American and Caribbean (LAC) countries. Bear in mind, however, that Suriname does not have an automatic system of promotion from one grade to another.

1.2.1.1. Primary School Enrolment

32. **Chart 1.2** shows the primary school gross enrolment rate (GER) for children of primary school age from 2016-2020. The GER has declined from 116 percent in 2016 to 101 percent in 2020, with little variation by gender. A GER can exceed 100 percent in situations where many children enter school late or repeat a grade.

Chart 1.2. Gross enrolment rate (GER) for primary education by gender, 2016-2020



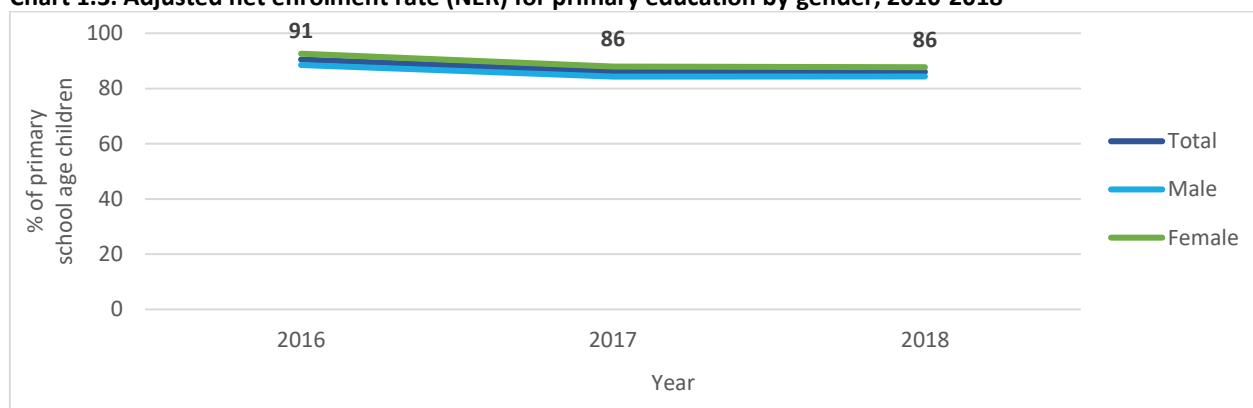
Source: Retrieved from 1 January 2023: [School enrollment, primary, female \(% gross\) - Suriname | Data \(worldbank.org\)](https://data.worldbank.org/SD/SH.UV.SRVS.CV.SR)

33. In comparison, **Chart 1.3** shows the adjusted primary school net enrolment rate (NER)⁴⁵ for 2016-2018. In 2018, 86 percent of children of primary school age were enrolled in primary schools. The NER varied little by gender, although there was a three-percentage point difference in favour of girls in 2018. Since the NER excludes overage and underage students, it more accurately captures the education's system coverage and internal efficiency than the GER; however, it is useful to see differences between the GER and NER for capturing the incidence of over-age and under-age enrolment.

⁴⁴ Haarr, R. (2021). *Situation Analysis of Children and Women in Suriname*. UNICEF Suriname: Paramaribo, Suriname.

⁴⁵ NER is the number of children in the official school-age group for a given level of education who are enrolled in any level of education, expressed as a percentage of the corresponding population; see [Total net enrolment rate | UNESCO UIS](https://uis.unesco.org/en/indicators/SH.UV.SRVS.CV).

Chart 1.3. Adjusted net enrolment rate (NER) for primary education by gender, 2010-2018



Source: Retrieved from 1 January 2023 from: [Adjusted net enrollment rate, primary, female \(% of primary school age children\) - Suriname | Data \(worldbank.org\)](#)

34. In 2018, MICS data found that 96.6 percent of children ages 6-11 attended primary schools (**Table 1.2**). Children in urban (97.4 percent) and rural coastal areas (96.3 percent) were slightly more likely to attend primary school, compared to children in the rural interior (93.5 percent). In addition, children in the richest (97.7 percent) and middle (98.5 percent) wealth quintiles were more likely to attend primary school than children in the poorest households (93.4 percent).

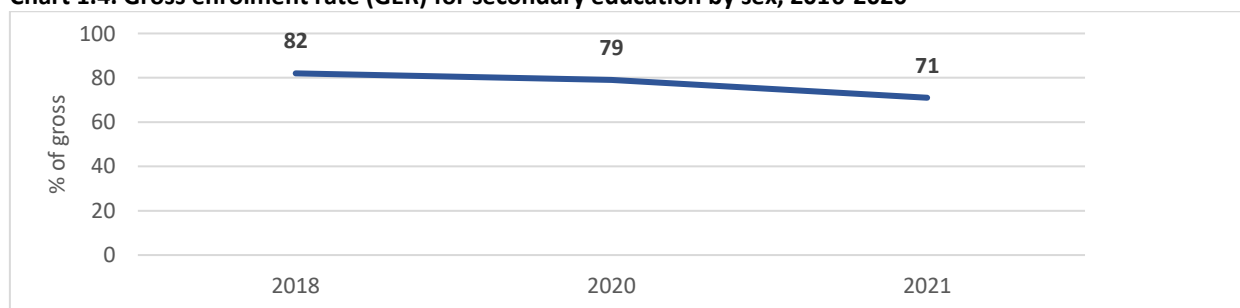
Table 1.2. Primary NER (adjusted), 2018	
	Percent (%)
Total	96.6
Sex	
Male	96.0
Female	97.2
Area	
Urban	97.4
Rural Coastal	96.3
Rural Interior	93.5
Wealth Quintile	
Poorest	93.4
Middle	98.5
Richest	97.7

Source: Suriname MICS, 2018

1.2.1.2. Secondary School Enrolment

35. Upon completion of primary school, some students join the work force, while others continue their education at a secondary institution. Secondary education is divided into two phases – lower secondary education for four years and upper secondary education for two to four years. **Charts 1.4** shows the secondary school GER for 2018, 2020 and 2021; data were not available for 2019. In 2021, 71 percent of children of secondary school age were enrolled in secondary schools, down from 82 percent in 2018. In 2021, the GER varied by gender, with a 14-percentage point difference in favour of girls (78 percent) over boys (64 percent).

Chart 1.4. Gross enrolment rate (GER) for secondary education by sex, 2016-2020



Source: Retrieved on 1 January 2023 from: [School enrollment, secondary, female \(% gross\) - Suriname | Data \(worldbank.org\)](#)

36. In 2018, MICS data found that 62.4 percent of children aged 12-15 years attended lower secondary schools. Females (69.0 percent) were more likely than males (55.6 percent) to attend lower secondary schools (**Table 1.3**).

37. It is also notable that children in urban (68.2 percent) and rural coastal areas (64.2 percent) were more likely to attend lower secondary school, compared to children in the rural interior (28.6 percent). Only one in four children in the rural interior attended lower secondary schools.

Children in the richest (88.1 percent) were most likely to attend lower secondary school, whereas children in the poorest wealth quintile (36.5 percent) were least likely to attend lower secondary schools.

Table 1.3. Lower secondary NER (adjusted), 2018

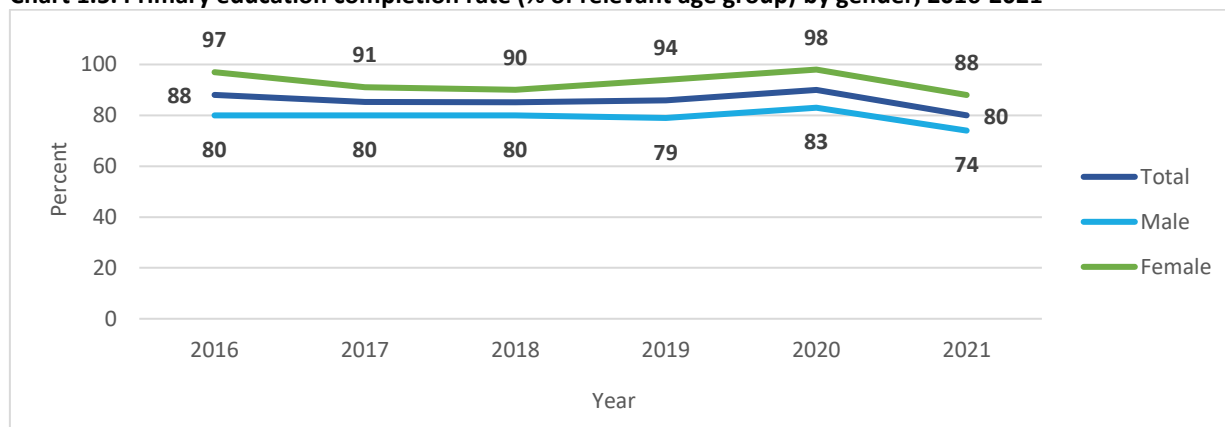
	Percent (%)
Total	62.4
Sex	
Male	55.6
Female	69.0
Area	
Urban	68.2
Rural Coastal	64.2
Rural Interior	28.6
Wealth Quintile	
Poorest	36.5
Middle	69.2
Richest	88.1

Source: Suriname MICS, 2018

1.2.2. Completion Rates

38. Ensuring that all girls and boys complete primary and secondary education is a target of the 2030 Agenda for Sustainable Development. Charts 1.4 and 1.5 show the completion rates⁴⁶ for primary and lower secondary levels of education for 2016-2020. **Chart 1.5** reveals that the primary education completion rate declined from 88 percent in 2016 to 80 percent in 2021. Over time, the primary education completion rate has been consistently higher for females than males (i.e., 14-percentage points higher in 2021). The decline in completion rates in 2021 is most likely due to the impacts of the COVID-19 pandemic on children’s education, including school closures and learning modality changes, and challenges faced by teachers and students with teaching and learning during the pandemic.

Chart 1.5. Primary education completion rate (% of relevant age group) by gender, 2016-2021

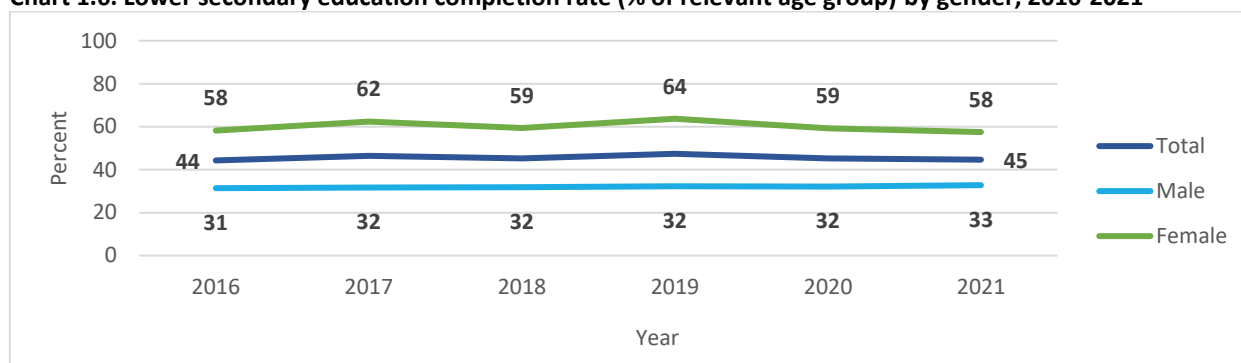


Source: Retrieved on 1 January 2023 from: [Primary completion rate, total \(% of relevant age group\) | Data \(worldbank.org\)](https://data.worldbank.org/SD/SH.UV.CDVS.CV)

39. **Chart 1.6** shows that from 2016 to 2021 the lower secondary education completion rate remained unchanged. from 44 percent in 2016 to 45 percent in 2021, a 10-percentage point increase over time. Over time, however, the lower education completion rate has been consistently higher for females than males (i.e., 25-percentage points higher in 2021).

⁴⁶ UNESCO defines the completion rate as the percentage of a cohort of children or young people ages three to five years above the intended age for the last grade of each level of education who completed that grade

Chart 1.6. Lower secondary education completion rate (% of relevant age group) by gender, 2016-2021

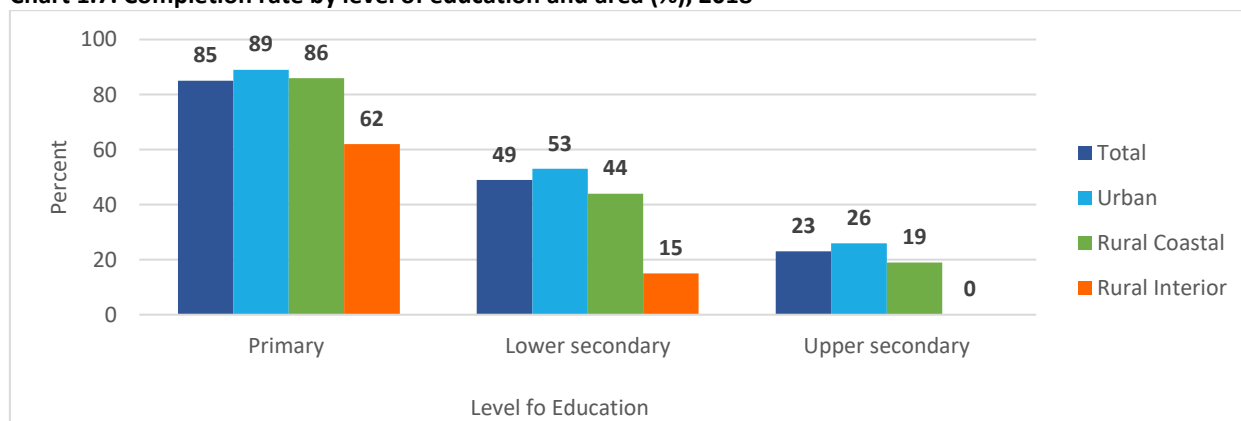


Source: Retrieved on 1 January 2023 from: [Lower secondary completion rate, total \(% of relevant age group\) | Data \(worldbank.org\)](https://data.worldbank.org/SH.SV.LS.CMVS)

40. In 2018, the MICS measured completion rates by level of education.⁴⁷ **Chart 1.7** shows that MICS data revealed, on average, that 85 percent of children surveyed completed a primary education. Completion rates declined steeply at higher levels of education, with only 49 percent of all children completing lower secondary education and 23 percent completing upper secondary education. This implies that compared to primary education, lower and upper secondary education has higher rates of dropout, grade repetition or delayed conclusion which results in lower completion rates.⁴⁸

41. MICS data found serious area disparities in education completion rates. **Chart 1.7** shows that completion rates for primary education were much higher in urban (89 percent) and rural coastal (86 percent) areas, and lowest in the rural interior (62 percent). In addition, completion rates for lower secondary education were highest in urban areas (53 percent) and lowest in the rural interior (15 percent). In terms of upper secondary education, completion rates were highest in urban (26 percent) and rural coastal areas (19 percent), but non-existent in the rural interior. Across all levels of education, the rural interior has the lowest education completion rates; this, in part, is because there no upper secondary schools in rural interiors areas.⁴⁹ It is notable that areas in and around Paramaribo have the highest education completion rates at all levels of education; even higher than the national average.⁵⁰

Chart 1.7. Completion rate by level of education and area (%), 2018



Source: Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data. UNICEF, 2019.

⁴⁷ Similar to UNESCO, the MICS defines the completion rate as the percentage of a cohort of children or young people ages three to five years above the intended age for the last grade of each level of education who completed that grade.

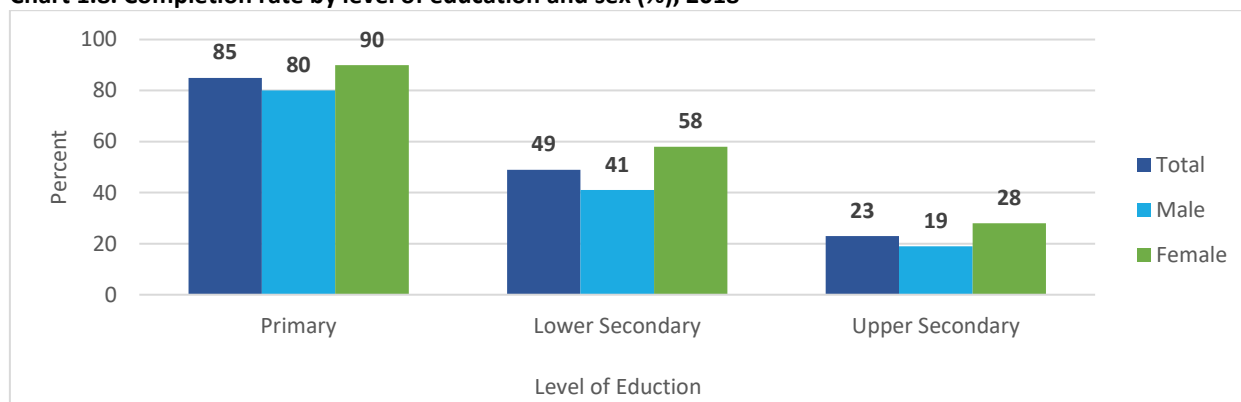
⁴⁸ Haarr, R. (2021). *Situation Analysis of Children and Women in Suriname*. UNICEF Suriname: Paramaribo, Suriname; see also, UNICEF (2019). *Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data*. UNICEF: Paramaribo, Suriname, pp. 6-8.

⁴⁹ Ibid, 2021; Ibid, 2019, pp. 6-8.

⁵⁰ Ibid, 2021; Ibid, 2019, pp. 6-8.

42. **Chart 1.8** shows that across all three levels of education – primary, lower and upper secondary – females have higher completion rates than males and the national average. There is a notable decline in completion rates for both males (39-percentage point decline) and females (32-percentage point declined) from primary to lower secondary education.⁵¹

Chart 1.8. Completion rate by level of education and sex (%), 2018

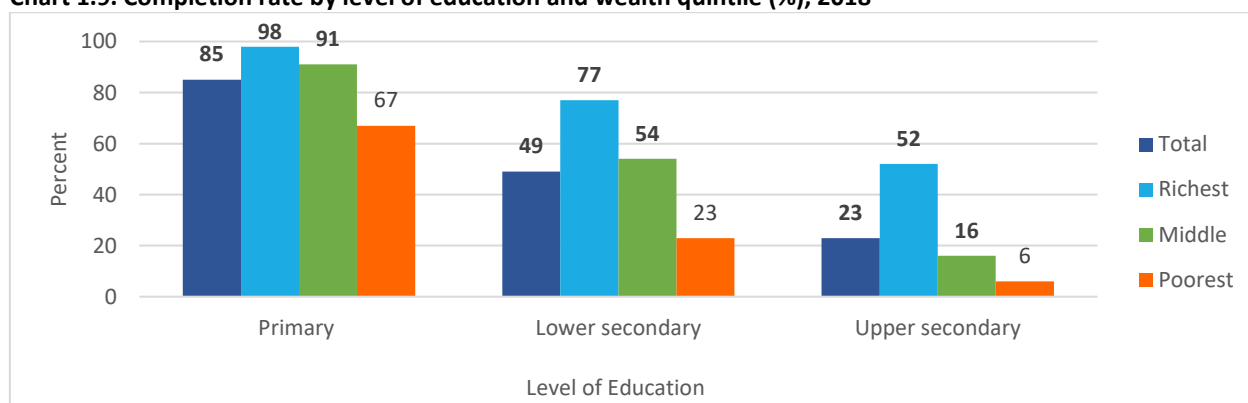


Source: *Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data.* UNICEF, 2019.

43. Finally, **Chart 1.9** shows that socio-economic disparities influence education completion rates. Across all levels of education, completion rates are highest among children in the richest households; even higher than the national average. For children in the middle wealth quintile, completion rates are higher than the national average at the primary and lower secondary levels of education, but much lower at the upper secondary level. Across all levels of education, completion rates are lowest among children in the poorest households; significantly lower than the national average and much lower than children in the richest households. These data indicate that rural and poorer children are more likely to face additional barriers accessing and completing education, compared to their urban and richer counterparts.⁵²

44. It is notable that children in the richest households were three times more likely to complete a lower secondary education than children in the poorest households; whereas children in the middle wealth quintile were twice as likely to complete a lower secondary education as children in the poorest households. In addition, those in the richest wealth quintile were nine times more likely to complete an upper secondary education than those in the poorest households, and three times more likely to complete an upper secondary education than those in the middle wealth quintile.⁵³

Chart 1.9. Completion rate by level of education and wealth quintile (%), 2018



Source: *Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data.* UNICEF, 2019.

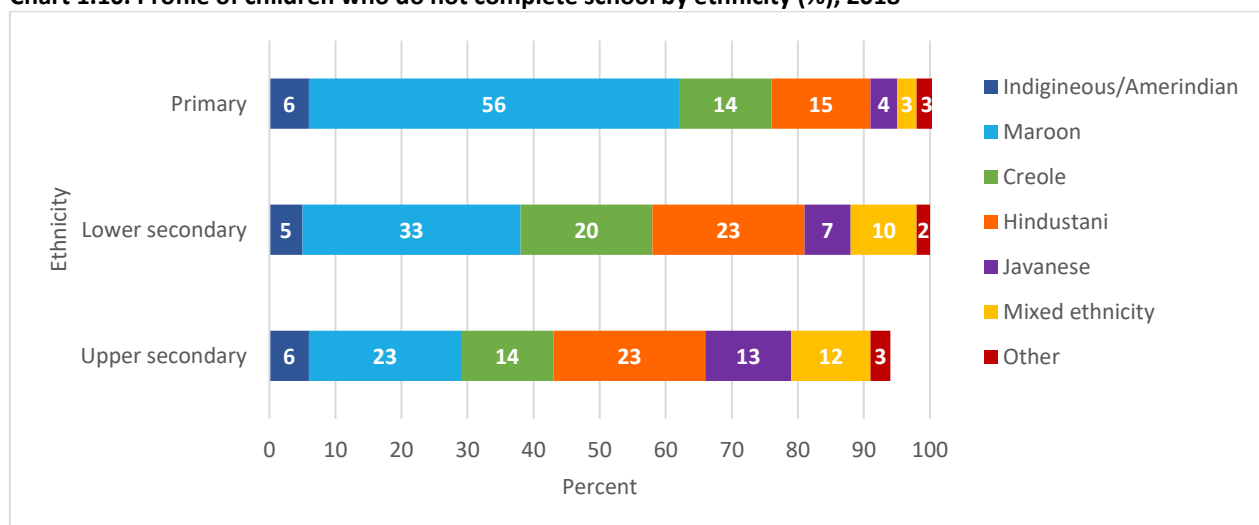
⁵¹ Ibid, 2021; Ibid, 2019.

⁵² Haarr, R. (2021). *Situation Analysis of Children and Women in Suriname*. UNICEF Suriname: Paramaribo, Suriname; see also, UNICEF (2019). *Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data*. UNICEF: Paramaribo, Suriname.

⁵³ Ibid, 2021; Ibid, 2019.

45. Children who do not complete school at primary and secondary levels are most likely to be Maroon; Maroons comprise 10 percent of the population. In 2018, MICS data revealed that 56 percent of children who do not complete primary school were Maroon (**Chart 1.10**). Maroons were 14 times more likely not to complete primary school compared to Javanese (4 percent), nine times more likely to not complete primary school compared to Indigenous/Amerindians (6 percent), and four times more likely to not complete primary school compared to Hindustani (15 percent) and Creole (14 percent). Similarly, Maroons were most likely not to complete lower secondary education (33 percent) and upper secondary education (28 percent).⁵⁴
46. Patterns identified in Chart 9 can be explained in large part by the fact that Maroons tend to live in the rural interior, where they face poverty and infrastructure challenges, such as lack of electricity, internet and schools. Children from the rural interior who aim to attend lower secondary school typically need to move to another village/city and travel long distances by boat to reach lower secondary schools; there are no upper secondary schools in the rural interior.⁵⁵

Chart 1.10. Profile of children who do not complete school by ethnicity (%), 2018



Source: Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data. UNICEF, 2019.

1.2.3. Grade Repetition

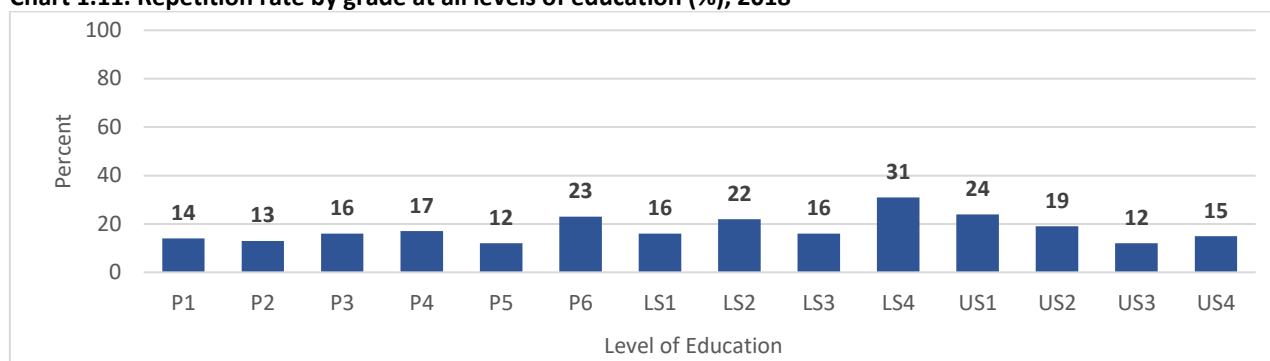
47. Grade repetition rates represent the proportion of pupils who remain in the same grade in the following school year. Repeating a grade reflects the internal efficiency of educational systems. Repetition is one of the key indicators for analysing and projecting pupil flows from grade-to-grade within educational systems. In Suriname, repetition rates vary widely from each grade of primary (P1-P6), lower secondary (LS1-LS4) and upper secondary (US1-US4) education. **Chart 1.11** shows that at the primary level, the repetition rate is highest at Grade 6 (23 percent), and at the lower secondary level, the repetition rate is highest at Grade 4 (31 percent). Grade repetition continues at the upper secondary level, with repetition rates highest in Grade 1 (24 percent) and 2 (19 percent).⁵⁶

⁵⁴ Ibid, 2021; Ibid, 2019.

⁵⁵ Ibid, 2021; Ibid, 2019

⁵⁶ Haarr, R. (2021). *Situation Analysis of Children and Women in Suriname*. UNICEF Suriname: Paramaribo, Suriname; see also, UNICEF (2019). *Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data*. UNICEF: Paramaribo, Suriname, pp. 24-26

Chart 1.11. Repetition rate by grade at all levels of education (%), 2018



Source: Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data. UNICEF, 2019.

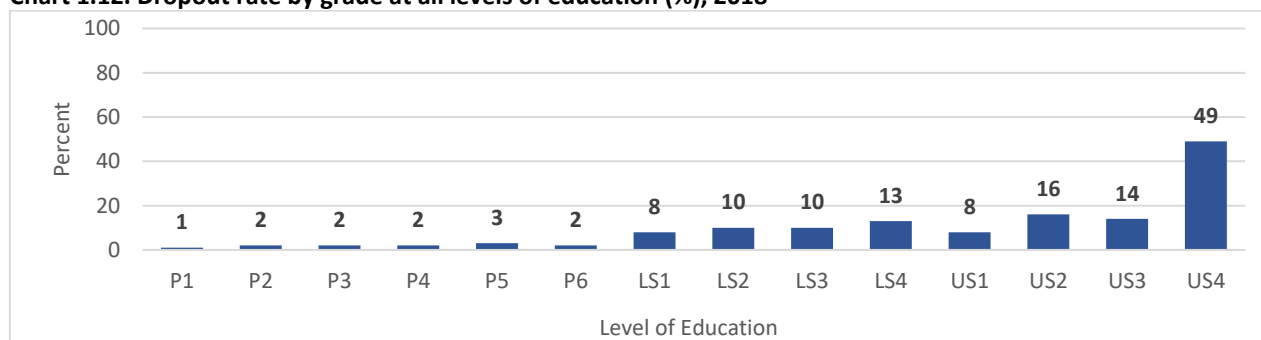
48. In 2018, MICS data revealed that males (56 percent) were more likely to repeat grades than females (44 percent). Grade repeaters were also more likely to be in urban areas (69 percent), compared to rural coastal (16 percent) and rural interior areas (15 percent) of the country. Grade repeaters were also more likely to be in the poorest household (28 percent), although a significant proportion of grade repeaters were also in the richest households (14 percent).⁵⁷ Grade repeaters were most likely to be Maroon (39 percent), followed by Creole (18 percent), Hindustani (17 percent), mixed ethnicities (12 percent), Javanese (8 percent) and Indigenous/Amerindian (5 percent).⁵⁸

1.2.4. School Dropout

49. School dropout rates reflect the proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year. Premature exiting measures the phenomenon of pupils from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. School dropout is a key indicator for analysing and projecting pupil flows from grade-to-grade within the educational cycle.⁵⁹

50. Dropout rates vary at the primary (P1-P6), lower secondary (LS1-LS4) and upper secondary (US1-US4) levels. In contrast with repetition rates, dropout rates are all at or below 3 percent at the primary level, but show a clearer pattern increasing consistently at each grade in lower and upper secondary education (**Chart 1.12**). At the lower secondary level, dropout rates ranged from 8 to 13 percent depending upon grade, and was highest at Grade 4 (LS4). At the upper secondary level, dropout rates increased even more, reaching 49 percent of students at Grade 4 (US4). Students who dropout at Grade 4 (US4) do not move on to tertiary education.⁶⁰ Most dropouts abandon school after attending a grade in lower secondary education (51 percent).⁶¹

Chart 1.12. Dropout rate by grade at all levels of education (%), 2018



Source: Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data. UNICEF, 2019.

⁵⁷ Ibid, 2021; Ibid, 2019, pp. 24-26.

⁵⁸ Ibid, 2021; Ibid, 2019, pp. 24-26.

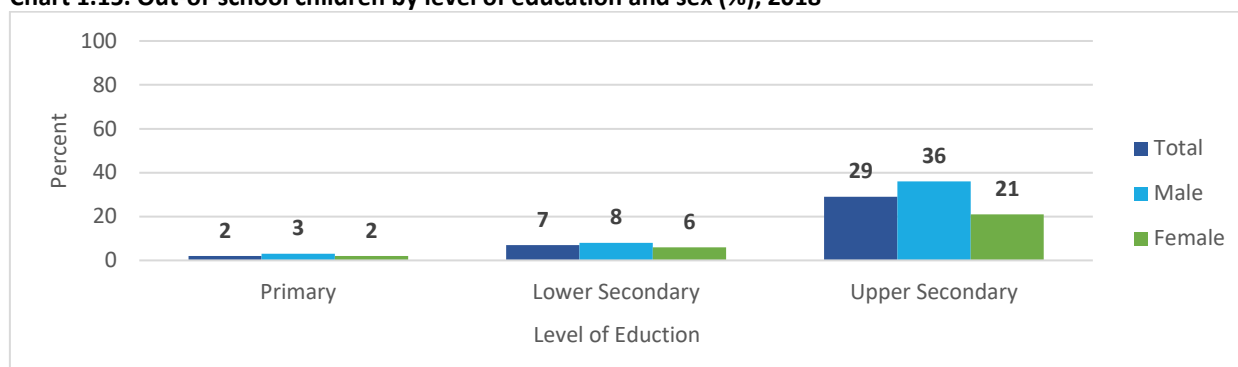
⁵⁹ Haarr, R. (2021). *Situation Analysis of Children and Women in Suriname*. UNICEF Suriname: Paramaribo, Suriname; see also, UNICEF (2019). *Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data*. UNICEF: Paramaribo, Suriname, pp. 24-26.

⁶⁰ Ibid, 2021; Ibid, 2019, pp. 24-26.

⁶¹ Ibid, 2021; Ibid, 2019, pp. 24-26.

54. In 2018, at the upper secondary level, there were notable gender differences. Males (36 percent) were more likely than females (21 percent) to be out-of-school at the upper secondary level; the gap between males and females is 15-percentage points (**Chart 1.15**).⁶⁵

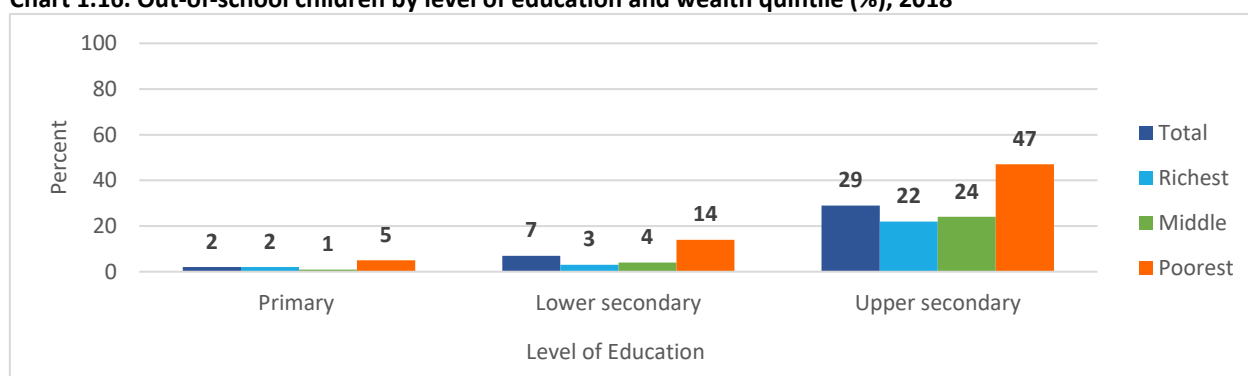
Chart 1.15. Out-of-school children by level of education and sex (%), 2018



Source: *Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data.* UNICEF, 2019.

55. **Chart 1.16** shows that across all levels of education, out-of-school rates are highest among children in the poorest households; even higher than the national average. Children in the poorest households are twice as likely to be out-of-school at the primary level and more than three times more likely to be out-of-school at the lower secondary level. Out-of-school rates are low and lower than the national average for children in the richest households.⁶⁶

Chart 1.16. Out-of-school children by level of education and wealth quintile (%), 2018



Source: *Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data.* UNICEF, 2019.

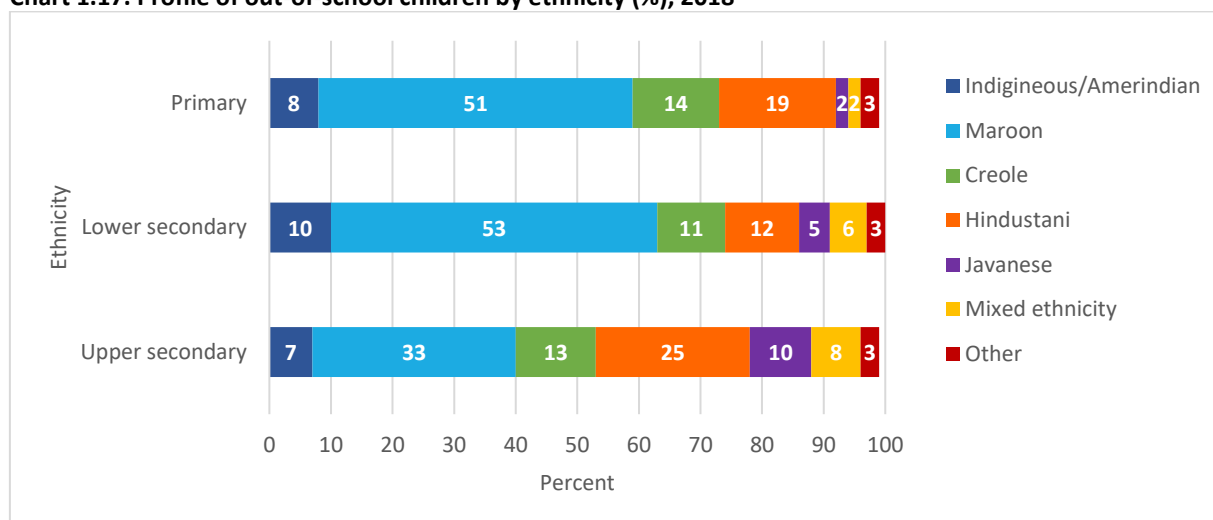
56. Out-of-school children at primary and secondary school levels are most likely to be Maroon. In 2018, MICS data revealed that Maroon were 51 percent of out-of-school children at the primary level, 33 percent at the secondary level and 33 at the upper secondary level (**Chart 1.17**).⁶⁷

⁶⁵ Ibid, 2021; Ibid, 2019, p. 15.

⁶⁶ Haarr, R. (2021). *Situation Analysis of Children and Women in Suriname*. UNICEF Suriname: Paramaribo, Suriname; see also, UNICEF (2019). *Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data*. UNICEF: Paramaribo, Suriname, p. 15.

⁶⁷ Ibid, 2021; Ibid, 2019.

Chart 1.17. Profile of out-of-school children by ethnicity (%), 2018



Source: Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data. UNICEF, 2019.

1.2.6. Equitable Access to Education

57. In Suriname, special needs education is provided for students whose needs cannot be met in mainstream schools. This does not include exceptional or gifted students who may also have special educational needs. There are 36 schools for children with disabilities, including 24 at the primary school level (20 in urban areas, three in rural coastal areas and one in the rural interior) and 12 at the secondary school level (nine in urban areas and three in rural coastal areas).⁶⁸
58. Children with disabilities who get high enough marks can transfer to mainstream secondary school, for further education or vocational training. The challenge, however, is that teachers at secondary schools do not typically have the skills needed to integrate children with disabilities into their classrooms and to accommodate their special needs. As a result, many parents end up removing their children from the mainstream schools and bring them back to the special schools for children with disabilities. Unfortunately, mainstream schools do not do a good job of preparing teachers or students to welcome children with disabilities into their classrooms and to understand their needs; as a result, children with disabilities are at increased risk of experiencing bullying and discrimination in mainstream schools.⁶⁹
59. Another challenge facing special schools for children with disabilities is that the teacher training colleges do not prepare teachers to specialize in special education for children with disabilities. Nearly two decades ago the teacher training colleges did offer a specialization in special education; however, that programme has since been eliminated. Thus, finding teachers with an interest and expertise in teaching children with disabilities is a challenge for special schools for children with disabilities. Thus, many teachers hired to teach in special schools for children with disabilities end up receiving on the job training, on how to effectively communicate and teach children with disabilities, and how to cope with and support them in their social and emotional learning. Some teachers must also learn sign language on the job.⁷⁰
60. In Suriname, only 14 percent of children ages 5–17 have at least one functional difficulty (i.e., a difficulty in any of the following functional domains: sensory, movement, cognitive or emotional/behavioural). Children with functional difficulties are over-represented among children not learning and out-of-school at both primary and lower secondary school levels.⁷¹ At the upper secondary school level, only six percent of out-of-school children had a functional difficulty. These patterns can likely be explained by the fact that children with functional

⁶⁸ Haarr, R. (2021). *Situation Analysis of Children and Women in Suriname*. UNICEF Suriname: Paramaribo, Suriname.

⁶⁹ Haarr, R. (2021). *Situation Analysis of Children and Women in Suriname*. UNICEF Suriname: Paramaribo, Suriname.

⁷⁰ Ibid, 2021.

⁷¹ Ibid, 2021; UNICEF (2019). *Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data*. UNICEF: Paramaribo, Suriname, pp. 27-28.

difficulties stay in school longer (more years), but not necessarily attending the right level of education in relation to their age.⁷²

61. The prevalence of functional difficulties is similar for boys (15 percent) and girls (12 percent), and among children ages 5-14 (14 percent) and 15-17 years (11 percent). There is an apparent relationship between area and socio-economic status and functional difficulties. Most notable, children ages 5-17 living in the rural interior (20 percent) were more likely to have functional difficulties, compared to children living in rural coastal (15 percent) and urban areas (12 percent). In addition, children in the poorest household (18 percent) are more likely to have functional difficulties than children in the richest households (8 percent). The most common functional difficulties in Suriname are emotional/ behavioural, including anxiety (4 percent), controlling behaviours (4 percent) and accepting change (3 percent).⁷³
62. Children with functional difficulties attend school at very similar rates as children without functional difficulties. There are, however, some gaps in attendance one-year prior to the start primary education (83 percent) and in primary education (94 percent), compared to children without functional difficulties (96 percent). Similarly, there are some gaps in attendance at the lower secondary level (53 percent and 62 percent, respectively).⁷⁴
63. There are no notable differences in repetition rates between children with and without functional difficulties. At the primary level, 17 percent of children with functional difficulties repeated their last grade of primary school, compared to 10 percent of children without functional difficulties. At the lower secondary level, 26 percent of children with functional difficulties repeated a grade, compared to 20 percent of children without functional disabilities.⁷⁵
64. 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. Only 34 percent of children with functional difficulties have foundational reading skills, compare to 49 percent of children without functional difficulties. The gap in foundational numeracy is even larger. Children without functional difficulties (26 percent) were more likely to have numeracy skills than children with functional difficulties (18 percent).⁷⁶

1.2.7. Trained Teachers

65. A trained teacher is one who has received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the relevant level in Suriname. Training of teachers can have a great impact on student learning outcome; yet this only happens when the teachers apply new knowledge and skills in their classroom.⁷⁷
66. **Chart 1.18** shows that the proportion of trained teachers has remained high at the pre-primary and primary school levels from 2016-2021; however, the proportion of trained teachers at the lower secondary level is not as high, at only 83 percent in 2016, and 82 percent in 2021. At the upper secondary level, the proportion of trained teachers is the lowest at 50 percent in 2015; data are not available for 2016-2021.⁷⁸ There are far fewer trained teachers at the secondary level because there is a lack of college faculty who can teach specialized subjects to college students and there is a lack of teachers trained on specialized subjects; these two issues are coupled and there has been no education policy develop to resolve this issue or gap.⁷⁹

⁷² Ibid, 2021; Ibid, 2019, p. 28.

⁷³ Ibid, 2021; Ibid, 2019, p. 28.

⁷⁴ Ibid, 2021; Ibid, 2019, p. 28.

⁷⁵ Ibid, 2021; Ibid, 2019, p. 28.

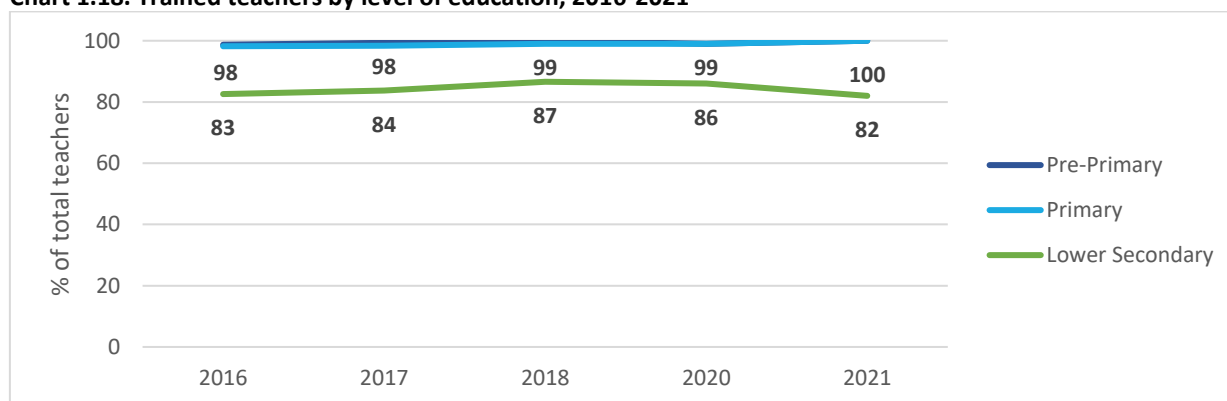
⁷⁶ Haarr, R. (2021). *Situation Analysis of Children and Women in Suriname*. UNICEF Suriname: Paramaribo, Suriname; see also, UNICEF (2019). *Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data*. UNICEF: Paramaribo, Suriname, p. 28.

⁷⁷ Ibid, 2021.

⁷⁸ Retrieved on 3 January 2023 from: [Trained teachers in upper secondary education \(% of total teachers\) - Suriname | Data \(worldbank.org\)](https://data.worldbank.org/SD/ST.SV.TEVS.SRVS.CV.CV)

⁷⁹ Haarr, R. (2021). *Situation Analysis of Children and Women in Suriname*. UNICEF Suriname: Paramaribo, Suriname.

Chart 1.18. Trained teachers by level of education, 2016-2021

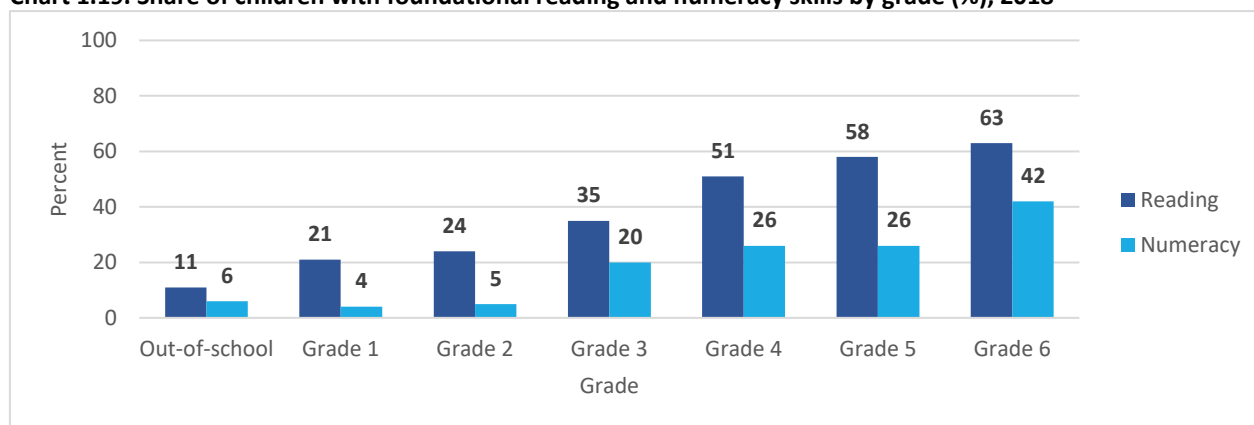


Source: Retrieved on 3 January 2023 from: [Trained teachers in preprimary education \(% of total teachers\) - Suriname | Data \(worldbank.org\)](#); [Trained teachers in primary education \(% of total teachers\) - Suriname | Data \(worldbank.org\)](#); [Trained teachers in lower secondary education \(% of total teachers\) - Suriname | Data \(worldbank.org\)](#)

1.2.8. Skills and Learning Outcomes

67. In 2018, on average, only 47 percent of children ages 7-14 had the expected reading skills and 25 percent had the expected numeracy skills for their grade. **Chart 1.19** shows that the share of children with foundational reading and numeracy skills has increased by grade; however, a significant proportion of children in each grade did not have the foundational skills expected for their grade.⁸⁰ For instance, in Grade 1, only 21 percent of children had foundational reading skills and four percent had numeracy skills expected for that grade. By Grade 3, only 35 percent of children had reading skills and 20 percent had numeracy skills expected for that grade. By Grade 6, only 63 percent of children had foundational reading skills and 42 percent had numeracy skills expected for that grade. These patterns are likely tied to the fact that grade repetition is highest at Grade 6 (see Chart 5.12). Skills of out-of-school children were even lower, with only 11 percent having foundational reading skills and six percent having numeracy skills.

Chart 1.19. Share of children with foundational reading and numeracy skills by grade (%), 2018



Source: Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data. UNICEF, 2019.

68. **Table 1.4** shows that the proportion of children with foundational reading and numeracy skills are highest in urban areas, among the richest households and among Creole, Hindustani and Javanese; there were no notable differences gender differences.⁸¹

⁸⁰ Ibid, 2021; UNICEF (2019). *Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data.* UNICEF: Paramaribo, Suriname.

⁸¹ Haarr, R. (2021). *Situation Analysis of Children and Women in Suriname.* UNICEF Suriname: Paramaribo, Suriname; UNICEF (2019). *Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data.* UNICEF: Paramaribo, Suriname.

69. Children ages 7-14 who did not have foundational skills in **numeracy** are more likely to be male (53 percent), urban (67 percent), poorest (29 percent), Maroon (34 percent) and Hindustani (20 percent). Whereas, children aged 7-14 who do not have foundational skills in **reading** are more likely to be male (53 percent), urban (64 percent), poorest (33 percent), Maroon (39 percent) and Hindustani (23 percent).
70. In Suriname, language education has long been a challenge because the official language is Dutch, but in rural areas and the interior Dutch is not the primary language and Dutch is a difficult language to learn. Thus, enacting policy that will allow teachers to teach in the language that is predominant within the region will help to improve literacy skills and reduce language barriers in learn; however, this requires legislative reform.⁸²
71. Given these data, MINOWC recognizes there is a need to shift away current traditional basic approaches of teaching children the fundamentals to developing a competency-based education and curriculum which focuses on children's development of foundational reading and numeracy skills, and other subjects. There is also a recognized need to decentralize the educational system so that teacher resource centres and guidance departments are in districts, closer to the schools they work with and serve.⁸³

Table 1.4. Children (ages 7-14) with foundational reading and numeracy skills, 2018		
	Literacy Skills (%)	Numeracy skills (%)
Sex		
Male	47	25
Female	47	26
Area		
Urban	51	28
Rural Coastal	43	21
Rural Interior	29	15
Wealth Index Quintile		
Poorest	32	16
Middle	52	23
Richest	65	38
Ethnicity		
Indigenous/Amerindian	40	19
Maroon	33	18
Creole	56	31
Hindustani	55	29
Javanese	56	31
Mixed ethnicity	49	24

Source: Suriname Education Fact Sheets, 2019. Analysis for learning and equity using MICS data. UNICEF, 2019.

1.2.9. Impact of COVID-19 on Education

72. Globally, the COVID-19 pandemic significantly disrupted learning for millions of children and young people as it resulted in temporary school closures.⁸⁴ In Suriname, education was interrupted and more than 139,912 children were out-of-school between March and September 2020, of which approximately 48 percent were primary school students.⁸⁵ Although local schools instituted distance-learning initiatives, inequalities regarding access to computers/laptops and other electronic devices, and the internet exacerbated inequalities in education. As MINOWC took adaptive measures to start classes via television, the situation in villages was quite different and schools in the rural interior could not always follow suit.⁸⁶ Significant losses with respect to learning and human capital development are likely to deepen already existing inequalities over the long-term.
73. The closure of schools put gains made in access to education and learning outcomes at-risk, especially for the poorest and most marginalized children and young people. In March 2020, UNICEF, together with the Minister of Education, released operational guidance on protecting children and schools from COVID-19. As a result, a

⁸² Ibid, 2021; Ibid, 2019.

⁸³ Ibid, 2021; Ibid, 2019.

⁸⁴ Haarr, R. (2021). *Situation Analysis of Children and Women in Suriname*. UNICEF Suriname: Paramaribo, Suriname; UN (2021). *Socio-Economic Impact Assessment and Response Plan for COVID-19 in Suriname*. UN Suriname: Paramaribo, Suriname, p. 71.

⁸⁵ Ibid, 2021; Ibid, 2021, p. 71.

⁸⁶ Ibid, 2021; Ibid, 2021, p. 71; see also, Amazon Conservation Team Suriname – Situation Analysis (May 2020): Retrieved on 12 January 2023 from: [COVID-19 situation analysis ACT-S by Vishaal - Flipsnack](#).

total of 44,989 children in Suriname, including 56 percent girls and 44 percent boys, gained access to school through distance learning with direct UNICEF support. The pandemic highlighted the fact that there is an urgent need to invest in education systems, so that they are better prepared to prevent and address disrupted learning including through online and distance learning for every child and young person.⁸⁷

74. The pandemic also highlighted that Suriname needs to invest more in the professional development of teacher. Most teachers were not prepared and lacked the skills needed to shift from in-person to online teaching. One survey found that 50 percent of teachers could not use a computer/laptop or electronic device. The pandemic highlighted the fact that MINOWC needs to invest in lifelong learning and training for teachers.

⁸⁷ Ibid, 2021; Ibid, 2021, p. 72.

2. UNICEF SURINAME FROM THE CLASSROOM TO DIFFERENTIATED EDUCATION PROGRAMME

75. In Suriname, multiple bottlenecks have been identified that account for the inequality and poor quality of primary and secondary education, including: an outdated curriculum; a limited number of programmes for inclusive education; unqualified teachers, especially at the secondary level; and language barrier for indigenous and Maroon children, who must adapt to learning in the national language.⁸⁸ In Suriname, there are notable disparities between the coastal areas and the interior in terms of secondary-school attendance rates.
76. Teachers in Suriname have been trained to use traditional teacher-centred pedagogical approaches that use rigidly prescribed lessons plans, which limits teachers abilities to identify students with different learning styles and capabilities and meet their learning needs using different teaching methods and approaches that are responsive to students' differences. As a result, a notable proportion of students tend to fall behind in academic performance and have a to repeat grades, and transition and completion rates at the secondary level are low and dropout rates are high. One of the causes of this are that teachers have not been sufficiently trained to use different teaching approaches to support differential learning styles of students, or to assess class dynamics, including students' skills and learning differences, and to adapt their teaching styles accordingly..⁸⁹
77. In recent years, MINOWC and EBGs had made some progress at developing the capacities of teachers via trainings; however, a structured approach or policy for ensuring quality teacher training and capacity building had yet been developed. Instead, solutions were ad hoc, such as offering refresher trainings to teachers. These ad hoc solutions had proven ineffective, especially in interior areas and other areas where students do not benefit from a 'one size fits all solution' because they come from different ethnic backgrounds and have different needs and language skills. This has put a lot of pressure on educational processes.⁹⁰
78. In addition, although classroom assessments are included in teacher instruction manuals and training, most teachers are ill-prepared to conduct such classroom assessment in a structured manner. As a result, teachers are ill-prepared to identify students with different learning capabilities (e.g., distinguishing between fast and slow learners) and learning styles (e.g., visual, auditory, kinesthetic and reading/writing learners). Teachers are also ill-prepared to provide slower learners with remedial learning, to help them catch-up, or to identify students with developmental and/or learning delays or difficulties. At the same time, teachers are ill-prepared to offer enrichment learning activities for students who learn at a faster pace, to keep them engaged. Rather, teachers tend to treat all students the same and make minimal adaptations to their teaching approaches.⁹¹
79. In light of the abovementioned challenges, in 2018, the Programme was developed by UNICEF Suriname, in partnerships with EBGs. The Programme was developed to strengthen teacher training programmes to build teachers' knowledge, capacities and skills to apply more innovative teaching methods in the classroom, which would improve student learning, outcomes and academic performance. Trained teachers should be able to effectively integrate these innovative teaching methods into the classroom in a more holistic manner, and use different teaching styles and approaches to teach students with different learning styles and abilities.⁹²
80. The Programme was envisaged as a joint effort between UNICEF and EBGs. In fact, the Programme was funded as a thematic initiative by UNICEF with CSO contributions (i.e., EBGs). The Programme cost a total of USD 296,264, of which UNICEF contributed a total of USD 269,642 and CSO contributions were USD 26,622 (i.e., EBGs).⁹³ Because the Programme was funded UNICEF as a thematic initiative, versus funded with external donor monies, programme-related documents were limited in number, as there were no specific external donor reporting requirements. Nevertheless, programme-related documents that were available were reviewed and used in the inception phase to design the evaluation methodology and data collection tools, and to draft this Inception Report.

⁸⁸ UNICEF Guyana and Suriname Country Programme Document, 2017-2021.

⁸⁹ From the Classroom to Differentiated Education Programme Document, 2018.

⁹⁰ Ibid, 2018.

⁹¹ Ibid, 2018.

⁹² Ibid, 2018.

⁹³ Ibid, 2018.

81. The Programme was initially planned to be implemented from 1 August 2018 to 31 December 2020, but was interrupted by the COVID-19 pandemic. To date, the Programme continues to be implemented by the 56 EBGs pilot primary schools. The evaluation covers the period of August 2018 to December 2022 because schools needed more time for implementation and to see results.

2.1. Programme Purpose and Scope

82. The goal of the Programme was to strengthen teacher training programmes to build teachers' knowledge, capacities and skills to apply more innovative teaching methods in the classroom which would improve student learning, outcomes and academic performance. Trained teachers should be able to effectively integrate these innovative teaching methods into the classroom in a more holistic manner, and to use different teaching styles and approaches to teach students with different learning styles and abilities.⁹⁴

83. The Programme was implemented in all districts of Suriname, including coastal zone areas and the sparsely inhabited interior. More specifically, the Programme was implemented in 56 primary EBGs schools, which employ an estimated 900 teachers and enrolls an estimated 13,000 primary school students.

2.2. Programme Objectives

84. The objectives of the Programme were to create an integrated capacity development programme for teachers, which includes teacher training, coupled with training coaches and support staff who are available to support teachers to utilize and apply more innovative teaching methods in the classroom. The role of coaches and support staff are important because teachers are often confronted with challenges when transitioning away from traditional teacher-centred pedagogical approaches to differentiated teaching approaches and styles that are student-centred.⁹⁵

85. The objectives of the Programme are that:⁹⁶

- a. Teachers are able to encourage students' creative thinking by asking questions in a different way (e.g., Socratic questioning).
- b. With differentiated teaching approaches, teachers' are able to respond in a more dynamic manner to students learning differences and talents, and classroom dynamics.
- c. Teachers are better able to identify and assess the learning needs of students and adapt their teaching approaches accordingly.
- d. Teachers are better able to understand and work with diverse groups of students in the classroom, and to support students who underperform or have learning delays or difficulties, and do so by increasing students' learning opportunities.
- e. Through efforts of the Activating Didactic Instruction (ADI) Model students are provided the opportunity to participate and take a more active role in their lessons and to participate in the learning process.
- f. Teachers are more aware of the language goals and are better equipped or capacitated to support language stimulation and production among students.
- g. Teachers are capacitated to use visual teaching materials during lesson plans to engage and teach students in a more playful and interactive way, to increase their understanding and solution-oriented thinking.

2.3. Programme Outcome and Outputs

86. The Programme was aligned with the UNICEF Guyana and Suriname Country Programme Document (CPD) 2017-2021.⁹⁷ In keeping the outcome of the Programme was defined as strengthened organization capacity of key stakeholder to design and deliver equitable, inclusive and relevant education services, transitioning strategies and protective learning in emergencies, for all children and adolescents within rights-

⁹⁴ From the Classroom to Differentiated Education Programme Document, 2018.

⁹⁵ Ibid, 2018.

⁹⁶ Ibid, 2018.

⁹⁷ In the UNICEF Guyana and Suriname CPD 2017-2022, the From the Classroom to Differentiated Education Programme was aligned with Output 2.3, i.e., strengthened organization capacity of key stakeholder to design and deliver equitable, inclusive and relevant education services, transitioning strategies and protective learning in emergencies, for all children and adolescents within rights-based educational frameworks and principles by 2021.

based educational frameworks and principles by 2021. The CPD key progress indicators related to this output were:

- a. Percentage of students who are overage for grade in primary education by gender (Baseline: 18 percent for girls and 22 percent for boys / Target: 10 percent decreased for girls and boys).
- b. Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination or abuse (Baseline: Bullying: 26 percent of girls and boys / Target: 10 percent decrease for girls and boys).

87. More specifically, the Programme included four outputs (see Annex Table B1):

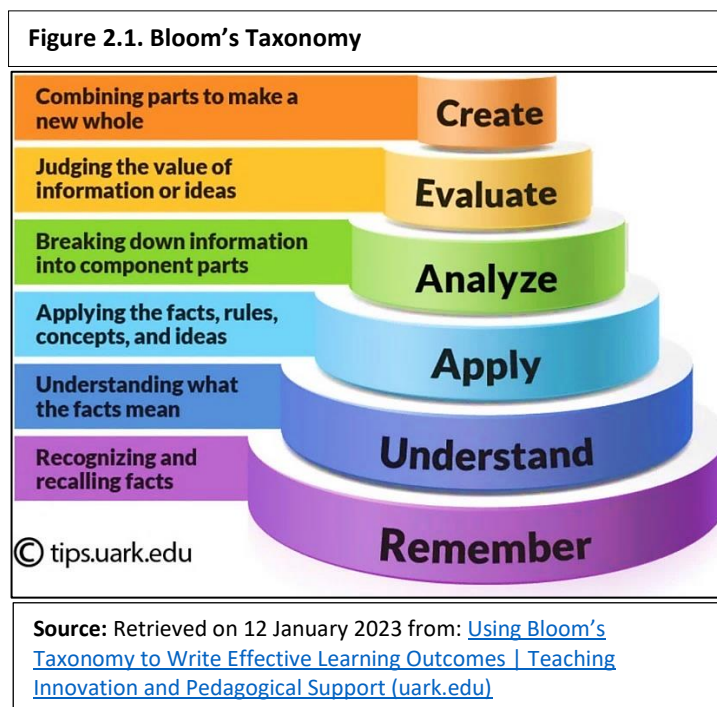
- a. Output 1 – Training programme (materials) for teachers on differentiated learning in basic education are designed
- b. Output 2 – Participants have been trained on an integrated training programme for coaching teachers in differentiate learning, and project leaders have been coached in managing the Programme
- c. Output 3 – On-the-job coaching of basic education teachers on differentiated learning/instruction are completed in 56 schools of basic education.
- d. Output 4 – Baseline and effect measurement completed. Project management, monitoring and evaluation for the correct adjustment aimed at achieving results.

2.4. Programme Implementation

88. According to the Programme Document, the Programme was initially planned to be implemented from 1 August 2018 to 31 December 2020 in 56 schools.⁹⁸ Because the COVID-19 pandemic was interrupted by the COVID-19 pandemic, pilot schools required more time for implementation. To date, the Programme continues to be implemented; thus, this evaluation covers the period of August 2018 to December 2022.

89. The Programme’s first phase was a preparation phase that occurred between August to November 2018, during which time detailed programme planning occurred and an integrated training programme was developed to support the Programme.

90. The Programme’s second phase was an implementation phase, which included the training phase and the on-the-job coaching phase. The training phase occurred between November 2018 and July 2019. In this phase, the goal was to train 119 education staff, including 112 trained coaches (teachers) in the basic education EBGs⁹⁹, 5 EBGs education consultants and 2 project leaders. These education staff were divided into five groups, each of which received the same 13-day training, which included five modules. The five modules that were developed were grounded in Bloom’s Taxonomy that simulates higher thinking, which teachers have already been trained to understand. In general, Bloom’s Taxonomy¹⁰⁰ is a classification of different learning outcomes and skills that



⁹⁸ Some analysis of the available data from the EBGs GLO schools

⁹⁹ Two teachers were trained to be coaches in each of the 56 pilot primary schools.

¹⁰⁰ The taxonomy was proposed in 29156 by Benjamin Bloom, an educational psychologist at the University of Chicago, and originally included six levels – remembering, understanding, applying, analysing, evaluating and creating – that could be used to structure learning outcomes, lessons and assessment. Like other taxonomies, Bloom’s is hierarchical, meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at the lower levels; thus, Bloom’s Taxonomy is often displaced as a pyramid to demonstrate this hierarchy. Retrieved on 12 January 2023 from: [Using Bloom’s Taxonomy to Write Effective Learning Outcomes | Teaching Innovation and Pedagogical Support \(uark.edu\)](https://www.uark.edu/teaching-innovation/pedagogical-support/using-bloom-taxonomy-to-write-effective-learning-outcomes/).

educators set for their students (**Figure 2.1**). The five different 13-day trainings were delivered over 65 days. The training phase also included capacitating or coaching two project leaders in EBGs management.

91. The on-the-job coaching phase was planned to occur from November 2018 and August 2020; however, this phase was interrupted by the COVID-19 pandemic and related lockdown measures that led to periodic, temporary school closures and shifts to distance learning. Education in Suriname was interrupted from March 2020 and into the academic year (AY) 2021-2022. More specifically, from March to September 2020, 139,912 children had been out-of-school, of which approximately 48 percent were primary school students.¹⁰¹ These children had their learning interrupted due to the spread of COVID-19, although they did receive some benefits from other school-based support mechanisms, such as protection and health. Given the impact of the COVID-19 pandemic on programme implementation, the on-the-job coaching phase was extended to August 2022.
92. The on-the-job coaching phase entailed simultaneously implementing the Programme in 56 primary EBGs through peer-to-peer coaching. During the implementation phase (2018-2020), each teacher was expected to receive three class consultations with 90 minutes each from the coach. Across the 56 primary EBGs, the plan was that coaches would guide every two teachers in their schools. After coaching of these teachers, knowledge would be further extended to other teachers in the schools. When choosing the first group of teachers, the focus was on teachers who were able to quickly absorb knowledge and information and transfer it to others.¹⁰²
93. For a rapid dissemination of knowledge, coaches were expected to be a buddy for the teachers who had not yet been coached. With new teachers, the coaching can take place by both the coach and the buddy. In this way, it is expected that knowledge is spread faster, can be used faster and remains widely available within the school. Coaches were expected to continue to monitor the deployment of the training program within their schools.
94. goal was to peer coach 224 primary EBGs teachers and to conduct 672 class consultations. Class consultations entailed coaches observing teachers while teaching and offering feedback on their teaching style and lessons, and to come to agreements for making improvements. Teachers were expected to have an assignment folder with assignments from the different training components that need to be carried out, and coaches are expected to monitor and give feedback on assignment. Ultimately, trained coaches were
95. **Table 2.1** shows that the Programme was implemented in 43 schools in coastal areas, including: 10 schools in Paramaribo Centrum District; 10 schools in Para-Wanica, Coronie and Nickerie Districts; 9 schools in Saramacca District; 8 schools in South West Paramaribo; and 6 schools in Saramacca and Marowijne Districts. In addition, the Programme was implemented in 13 interior area schools, including 7 schools in Upper Suriname and 6 schools in Brokopondo District. **Map 2.1** highlights those districts in the coastal and interior areas where the Programme was implemented.

¹⁰¹ Haarr, R. (2021). *Situation Analysis of Children and Women in Suriname*. UNICEF Suriname, p. 71.

¹⁰² Annex C-PCA Programme Design.

Map 2.1. Map of Suriname and Programme areas



Table 2.1. Number of EBGs schools, school staff and students in the Programme by region

	Coastal Areas					Interior Areas		Total
	Cluster Upper Sarammaca & Marowijne Districts	Cluster Commewijne District	Cluster Para-Wanica, Coronie and Nickerie Districts	Cluster Paramaribo Centrum District	Cluster Paramaribo (South West)	Cluster Brokopondo District	Cluster Upper Suriname	
	n	N	n	n	N	n	n	
EBGS primary schools	6	9	10	10	8	6	7	56
EBGS counsellors and project leaders (located in the central office, but assigned to the cluster)	1	1	1	1	1	1	1	7
Coaches (teachers) trained	10	18	20	18	18	12	14	110
Teachers targeted via peer coaching	11	38	59	57	14	22	33	234
Students of targeted grades 3-6	519	1,072	1,702	1,536	2,372	829	1,468	9,498

2.5. Programme Stakeholders and Beneficiaries

96. The Programme was a joint effort of UNICEF and EBGs. In the EBGs, the division responsible for teacher trainings is the Board of Management of the Moravian Foundation. In addition, NGO SAGA Foundation Inc. was contracted to develop and deliver the Programme-related trainings on differentiated education in the classroom to the 110 EBGs primary school teachers who were coaches in the 56 pilot schools. In addition, MINOWC, particularly the division responsible for teacher trainings (i.e., CENASU) and the Inspection Department, are also stakeholders. Other stakeholders include the 56 pilot EBGs primary schools where the Programme was implemented. The stakeholder analysis identifies the *duty-bearers* as UNICEF Suriname, MINOWC and EBGs. *Rights-holders* (beneficiaries) include intended and unintended beneficiaries of the Programme, which includes EBGs primary school teachers, primary school students and parents/guardians of primary school students (see Annex C: Stakeholder Analysis).
97. Teachers are considered rights-holders because they lack the knowledge, capacities and skills needed to apply more innovative teaching methods in the classroom, and to use differentiated teaching styles and approaches to teach students with different learning styles and abilities, which would improve student learning, outcomes and academic performance; thus, teachers were direct beneficiaries of the Programme.
98. Other interest groups who are not directly participating in the intervention but have strategic technical inputs into the intervention, include: other denominations that operate primary schools.

2.6. Programme Management and Monitoring

99. Programme planning also included a focus on effective programme management, monitoring and evaluation. Programming management and monitoring began at the start of the Programme in August 2018, and continued to the end of the Programme. The aim was to use monitoring data to make quarterly adjustments to the Programme, and to scale-up the Programme to other education providers after the Programme ends.¹⁰³
100. The Programme Document included a Results Monitoring Framework (RMF) with defined performance indicators, coupled with baseline data, targets and means of verification (see Annex B: Terms of Reference, Annex Table B1). Administrative data was used to track the effects of transforming teaching on students' grades and academic performance, from AY 2018-2019 and up until the 1st Quarter of AY 2019-2020. Prior to the start of the Programme, for more than four years, EBGs had been tracking on a quarterly basis average grades of students by school and classroom. During AY 2019-2020, after the start of the COVID-19 pandemic, MINOWC ended the grading systems in primary schools as part of educational reform. Thus, student grades are not available beyond the 1st Quarter of AY 2019-2020.
101. As part of monitoring, coaches and teachers were also assessed through portfolio assessment methods and their participation in training sessions. In the first stage of the Programme's implementation, 134 teachers received professional development from one module of the Programme.
102. At this time, it was determined that it is important to have an independent evaluation of the Programme to determine whether the Programme brought about the desired changes and improvements to teacher's abilities and skills to teach using differentiated teaching and learning approaches and styles in the classroom to meet the needs of students.

¹⁰³ From the Classroom to Differentiated Education Programme Document, 2018.

3. EVALUATION PURPOSE, OBJECTIVES AND SCOPE

3.1. Evaluation Purpose

103. The purpose of this formative evaluation is to learn about enabling factors, bottlenecks and challenges as inputs for learning and future action for improving and scaling up the Programme. The evaluation will gather information, data and evidence about UNICEF-supported schools implementing the Programme. This includes the collection of data and evidence from before and during the pandemic to determine the relevance, coherence, efficiency, effectiveness and sustainability of the Programme.
104. The evaluation will result in evidence-based recommendations for further improvement of the Programme and the potential for scaling up differentiated teaching and learning approaches to other grades and schools, and to inform national teacher training programmes. The evaluation will lead to strategic guidance to UNICEF on how to sharpen its focus areas of support to MINOWC for mainstreaming differentiated teaching and learning approaches in education, and the overall approach to quality education.
105. The intended uses of this evaluation are to inform ongoing implementation of the Programme in EBGs primary schools, and assess the performance of the approach and provide evidence to national stakeholders on pedagogical approaches that can be effectively incorporated into the national curriculum for education. The target audience, including primary expected users of this evaluation will be UNICEF SCO and MINOWC, along with management of faith-based schools and EBGs school management, school counsellor/project leaders and coaches. This evaluation will also be of interest to partner UN agencies and international financial institutions and donors that contribute to UNICEF results and wider UN system commitments, intended outcomes and efforts on the realization of children's rights and wider human rights commitments, including promoting gender equality and ending violence against women and girls.

3.2. Evaluation Objectives

106. The main objective of this formative evaluation is to assess to what extent, before and during the COVID-19 pandemic, the Programme was successful in improving the performance of the EBGs supported by UNICEF in terms of target components (learners, teachers, programme management and alignment with MINOWC and policy frameworks) considering gender, equity and child rights; and analyse what has or has not been working and why.
107. More specific objectives include:
 - a. Assess the relevance, efficiency, effectiveness and sustainability of the differentiated student-oriented programme in the 56 EBGs schools, as a key enabler in promoting child-centred teaching and student performance considering interruptions in education due to the COVID-19 pandemic from 2020-2021.
 - i. Assess the relevance of the differentiated learning approaches in terms of design relevance and justifications for such an intervention.
 - ii. Assess the efficiency of the programme's implementation process and costs related to the teaching and learning approach, and identify different cost components needed to take place to plan and inform budgeting for scale-up of the Programme.
 - iii. Assess the effectiveness of the Programme's implementation process and see to what extent the differentiated approach has achieved its objectives, and identify areas that need further strengthening in ways that the approach is understood and implemented.
 - iv. Assess the sustainability of the intervention (i.e., Is the Programme and approach sustainable? And, how feasible is it to roll the approach out to other schools?)
 - b. Assess what has or has not been working in supported schools regarding components of the Programme, identify similarities and differences of targeted components across schools (before and during the pandemic), and analyse causal factors that explain successes and failures, and similarities and differences before and during the current pandemic.
 - c. Assess how gender, equity and child rights approaches have been applied in the components of supported programme before and during COVID-19.
108. The evaluation will document and critically analyse good practices, lessons learned, gaps, bottlenecks and challenges considering pre-pandemic and pandemic contexts. Based on findings and conclusions related to

actual performance of the UNICEF-support schools, the evaluation will propose pragmatic and measurable recommendations for its future improvement considering the pandemic.

109. To achieve these objectives, human and child rights-based and equity-based approaches will guide the evaluation and data collection approach. Particular attention will be paid to exploring human and child rights as the goal of the Programme, while taking into account beneficiaries interests. Attention will also be paid to equity dimensions of the intervention. For UNICEF, equity means that all children have an opportunity to survive, develop and reach their full potential, without discrimination, bias or favouritism. Equity-based evaluations provide assessments of what works and does not work to reduce inequity, and highlights intended and unintended results for the most vulnerable groups as well as inequalities in outcomes for vulnerable children and families. To the extent possible, access to quality support and outcomes for different subgroups of vulnerable children and families will be explored in this evaluation, and the groups least reached will be identified.

3.3. Evaluation Criteria and Questions

110. Evaluation evidence will be assessed using the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee's (DAC) criteria of relevance, coherence, effectiveness, efficiency, impact and sustainability. The evaluation will also incorporate equity, gender equality and human rights considerations as cross-cutting issues.

111. Evaluation questions related to relevance include:

- a. Relevance of the teaching approach for delivering the primary curricula:
 - i. How relevant is the differentiated teaching approach for the Surinamese context and the national primary education curricula?
 - ii. How do MINOWC and EBGs schools define child-centred teaching and learning? And, how well does the differentiated teaching approach work towards and/or against the approach they have in mind?
 - iii. To what extent are teacher and learning concepts, tools and methodologies accepted by national and local stakeholders?
 - iv. How does the differentiated teaching approach work within the school environment and classroom spaces?
- b. Relevance of training teachers and preparing them to adopt the approach in the classroom:
 - i. How relevant are the teacher trainings to prepare teachers to adopt the differentiated learning approach in the classroom?
 - ii. What are the different approaches or modalities of teacher training that have been applied?
 - iii. How relevant are current contents, methods, materials and delivery mechanisms used for the training?
 - iv. What are the advantages and disadvantages of the teacher trainings? And, how could they be improved?
- c. Relevance of the teaching and learning materials used:
 - i. What are the different types of materials used for implementing the approach?
 - ii. How relevant are these materials developed by teachers to achieve the objectives?
 - iii. What are the positives and negatives? How could it be improved?

112. Evaluation questions related to effectiveness include:

- a. To what extent and how has the approach achieved its objectives?
- b. How well has the approach been integrated and applied into daily teaching and learning practices?
- c. To what extent and how has the Programme helped to improve teacher performance in effectively addressing the different needs of students? And to making teaching and learning more inclusive?
- d. To what extent and how has the approach helped to make differences in students' learning behaviour and progress?
- e. What and how have differences come about for other beneficiaries, such as education officials, principals and parents?
- f. What were the major factors influencing the achievement or non-achievement of the differentiated learning objectives? How can the approach be more effective (e.g., training, materials, class and school

- environment, resources, monitoring and measurement mechanism and tools, coordination, and governance)?
- g. Were there any challenges, barriers or negativities surrounding the approach by stakeholders? How were these addressed?
113. Evaluation questions related to efficiency include:
- a. To what extent does the Programme deliver the necessary quality at the least necessary cost?
 - b. What are the different cost elements in implementing this approach in schools (e.g., training, monitoring, material, classroom improvements)?
 - c. Was the approach implemented in the most efficient way, compared to alternatives (e.g., training all teachers instead of applying a train/coach the trainer concept)?
 - d. What are the challenges faced in sourcing funds for these costs?
 - e. How can different cost elements be made more cost effective and sustainable?
114. Evaluation questions related to sustainability include:
- a. To what extent is the differentiated learning approach and interventions sustainable?
 - b. To what extent did the Programme build upon and contribute to increasing existing national and local government capacities to deliver child-centred learning in primary education?
 - c. To which extent is the approach externally driven and owned or managed by EBGs schools?
 - d. How much of a continuous “external input” does it require (e.g., monitoring, training and provision of materials) for sustainability?
 - e. What are the implications and requirements for potentially transitioning to a completely EBGs-run/owned approach?
 - f. What new capacities within education services have been established or restored?
 - g. To what extent does the EBGs have sufficient financial and human resources and capacities to maintain the benefits produced by the Programme?
 - h. To what extent have the stakeholders undertaken the necessary decisions and course of actions to ensure sustainability of the approach?
 - i. How have UNICEF and stakeholders ensured EBGs and school ownership of the approach (i.e., intrinsically driven to apply the approach)?
 - j. To what extent the contents of the approach and its implementation modality have a potential for scaling and mainstreaming? Is there political will to support the mainstreaming of principles and approach in the education system?
115. Evaluation questions related to equity, gender equality and human rights-based approaches include:
- a. To what extent have human rights-based approaches and equity and gender equality goals and processes been incorporated into planning documents and resource materials of the Programme interventions?
 - b. To what extent has the approach been effective to advance equitable access to education and learning?
 - c. To what extent did the different groups, including children with disabilities and other most marginalised children, benefit in different ways from the approach?

3.4. Evaluation Scope

116. In terms of thematic scope, this evaluation will cover all related programme interventions and references relevant to primary education, including: the developed differentiated learning curriculum and syllabus; materials (e.g., lesson plan tools) and delivery mechanisms; level and modality of adoption in schools and classrooms; planning and monitoring approach; monitoring reports; and awareness-raising and capacity building of stakeholders. The evaluation will also consider the regulatory framework, including relevant policies, regulations, plans, and strategic and legal documents.
117. Given the lack of a comprehensive baseline for all schools and other robust comparable data, the evaluation will be formative in scope, and take into consideration disruptions to education due to the COVID-19 pandemic. For these reasons, the attributable ‘impact’ of the approach will not be assessed or determined in this evaluation. The evaluation, however, will assess how the Programme is making a difference in teaching practices and students’ learning behaviours and progress, and differences among beneficiaries (e.g., education officials, principals, teachers and students).

118. In terms of geographic scope, the evaluation will focus on 56 EBGs schools (municipality schools) supported by UNICEF. The 56 EBGs schools are located in several districts and the interior of Suriname. Bear in mind, municipality schools are autonomous in terms of management and delivery of public services, but follow policies, regulations and national curriculum, and are accountable to MINOWC.
119. In terms of temporal scope, the evaluation will cover the Programme's implementation period which began in 2018 and continues to date; thus this formative evaluation covers parts of the previous UNICEF Guyana and Suriname Country Programme 2017-2021, and the period of the COVID-19 pandemic and its implications, as well as the UNICEF Guyana and Suriname Country Programme 2022-2026.
120. Stakeholders to be consulted will include, but not be limited to: central level authorities (i.e., MINOWC representatives); sub-national level authorities (i.e., district level MINOWC authorities and management of EBGs); school and community level representatives (i.e., school principals, teachers and students); UNICEF SCO staff; and non-governmental organization (NGO) implementation partners.

4. EVALUATION METHODOLOGY

121. To ensure the evaluation approach is as thorough and reliable as possible, a mixed methods evaluation approach has been developed to ensure systematic collection of data and information related to each of the evaluation questions and that provides evidence as it relates to the evaluation criteria of relevance, effectiveness, efficiency and sustainability, as well as equity, gender equality and human rights-based. The mixed method evaluation approach is described in the subsections that follow.
122. The evaluation approach, including the methods and data collection tools, developed for this evaluation were guided by the Terms of Reference (TOR) and a desk review, with inputs from UNICEF SCO. The evaluation approach will allow for a comprehensive, fair and unbiased evaluation of the Programme and its implementation in EBGs primary schools.
123. Participatory approaches will be used throughout this evaluation. This includes mainstreaming a gender lens, applying human rights approaches and recognizing key stakeholders and beneficiaries as ‘rights-holders’, and the responsibility of the State and other actors to act as ‘duty-bearers’ to support the realization of children’s rights to equitable, inclusive and relevant education services.

4.1. Desk Review

124. The evaluation began with a desk review of seven relevant programme-related documents, including the programme document, an annex on programme design, the teacher training manual for the programme and workbook for teachers on differentiated teaching¹⁰⁴, templates to monitor student grades and some analysis of the two years of available grade data, and a detailed budget for the programme. The desk review also included a review of materials on the environment in which Programme operated before and during the COVID-19 pandemic, including the Situation Analysis of Children and Women in Suriname (2021) and Country Programme Documents (CPDs). Because the Programme was funded UNICEF as a thematic initiative, and not with external donor monies, programme-related documents were limited in number, as there were no specific external donor reporting requirements. Nevertheless, programme-related documents that were available were reviewed and used in the inception phase to design the evaluation methodology and data collection tools, and to draft this Inception Report.
125. The desk review informed the development of this Inception Report, including the evaluation methods and data collection tools to ensure that all questions and measures are related to the evaluation criteria and questions. UNICEF SCO staff were consulted to ensure programme documents are properly understood in terms of merit and use. Information from the desk review will be incorporated into the final evaluation report and used, when appropriate, to draw conclusions and develop recommendations.

4.2. Inception Phase Consultations

126. Evaluations are typically characterized by extensive evaluator engagement throughout the evaluation period, coupled with independent field assessments, data collection and analysis, and generation of findings and conclusions by the evaluator to ensure independence and open discussion. Thus, UNICEF SCO will be involved in this process, including planning for the evaluation, determination of the evaluation methods and data collection tools, selection of sites (schools) to visit and key informants to interview, coordination and scheduling of interviews across each of the sites, and finalization of the Inception Report. EBGs management will also be involved in the process of identifying the 10 pilot schools to visit and to advise schools on organization for the site visit of the evaluator.
127. During the inception phase, before beginning the evaluation and data collection in the field, several online consultations occurred with staff from UNICEF’s SCO (i.e., the Monitoring & Evaluation Specialist and Education Specialist). The focus of these consultations has been on planning for the evaluation, developing the

¹⁰⁴ The teacher training manual for the programme and workbook for teachers on differentiated teaching are currently in Dutch and will need to be translated into English, in whole or in part.

evaluation methodology and data collection tools, and planning for the mission trip to conduct data collection in the field.

4.3. Site Visits

128. The evaluation does not aim to represent the entire country, but will be conducted in Paramaribo, the capital city, where UNICEF and EBGs management are located, and in several coastal area and interior districts of Suriname, where pilot EBGs primary schools are located. The districts and pilot schools to be visited will be identified in consultation with the UNICEF SCO and MINOWC; however, the goal is to visit 10 pilot EBGs primary schools located in both coastal and interior areas; at least 7 pilot schools in coastal areas and 3 pilot schools in interior areas. The focus will be on EBGs primary schools that have been implementing the Programme, but maybe at different stages of implementation, and that have been successful, to varying degrees, at using more innovative teaching approaches and learning materials in the classrooms, so that lessons learned and good practices can be documented, along with barriers and challenges faced.

129. Site visits and data collection in the field will be conducted during a four-week period of time from 12 February to 11 March 2023.

Map 4.1 . Study sites in Suriname



4.4. Sample

130. The sample will include a cross-section of duty-bearers and rights-holders, as well as UNICEF SCO. More specifically, this sample will include: UNICEF SCO staff and consultants; MINOWC representatives at the national and district levels; EBGs management; EBGs school counsellors and project leaders; NGO SAGA Foundation Inc.;

school principals/deputy principals; coaches (teachers) trained; teachers targeted via peer counselling; and students from grades 3-6, which were grades targeted by the programme.

131. A purposeful sampling approach will be used to interview individuals who have knowledge of and/or experience with the Programme at stages of planning, development and implementation. **Table 4.1** provides summary information about the target groups to be sampled by data collection methods, regions covered and targeted sample size. The projected sample size is presented as a range because it is not clear at this time how many individuals from each institution and school will participate in the evaluation, and how many schools will participate in the evaluation. The methods of data collection – key informant interviews (KIIs) and focus group discussions (FGDs) – are also identified for each group of respondents. Section 4.5 on data collection methods offers more explanation as to how each of these targeted groups will be selected and sampled, wither as a KII or FGD.

Table 4.1. Projected sample by type of institution and schools				
Level/Type of Entity	# Institutions/ Schools (Range)	# Persons per Institution/ School (Range)	Total (Range)	Data Collection Approach
National and subnational levels				
UNICEF SCO staff and consultants	1	2	2	KII
MINOWC (national level)	1	3-4	3-4	KII
EBGS Management	1	3-4	3-4	KII
EBGS counsellors and project leaders	1	7	7	KII
NGO SAGA Foundation Inc. (trainers)	1	4-10	4-10	KII
School level				
School principal/deputy principal	10	1-2	10-20	KII
Coaches (teachers) trained	10	2	20	KII
Teachers targeted via peer coaching as per the Programme	10	6-8	60-80	2 FGDs per school (3-4 per group)
Students of targeted grades 3-6 who benefited from the Programme	10	16-20	160-200	2 FGDs ^a per school (8-10 per group)
Total			289-387	

^a To ensure a gender and equity lens, each school will be asked to organize separate FGDs for girls and boys, including underachieving students.

132. The evaluation will be conducted over a five-month period from 28 December 2022 to 3 April 2023, including data collection in the field during a four-week period of 13 February to 11 March 2023 (see Annex F: Draft Itinerary for Data Collection in the Field, Annex G: Model Itinerary for UNICEF and National Partners, and Annex H: Model Itinerary for School Visits).

4.5. Data Collection Methods

4.5.1. Key Informant Interviews (KIIs)

133. A purposive sampling approach will be used to interview persons who have knowledge of and experience with the planning, development and implementation of the Programme. In many cases, more than one person will be identified as a relevant contact in each of the different institutions and pilot schools. Given this reality, the evaluation approach will involve conducting a combination of one-on-one and small group key informant interviews (KIIs). Small group KIIs will include two to four persons.

134. One-on-one KIIs will be conducted in those situations where there is one person in an institution and/or school that needs to be interviewed and/or in situations where a senior official/representative (e.g., minister/deputy minister, programme manager, counsellor/project leaders, principal/deputy principal) needs to be interviewed. One-on-one KIIs may also be conducted in situations where an individual has an area of specialization or expertise that requires a one-on-one interview. One-on-one KIIs can also be conducted if an interviewee requests.

135. Small group KIIs of two to four persons will be utilized when interviews need to be conducted with a small number of staff in the same institution or school. Small group KIIs will allow for some degree of synergy and discussion on questions which will allow for more depth and perspective by groups from the same institution or school. Small group KIIs allow the evaluator to maximize their contact with a wide range of individuals from institutions and schools identified as partners and key stakeholders by UNICEF SCO.
136. A structured interview questionnaire will be used to guide KIIs. The interview questionnaire includes questions focused specifically on the evaluation questions related to each of the evaluation criteria – relevance, effectiveness, efficiency and sustainability, as well as equity, gender equality and human rights. Questions will be designed to capture a historical perspective, to the degree to which respondents have a historical perspective of the Programme. On average, KIIs will take about one hour to complete.
137. Informed consent will be obtained from all persons who participate in KIIs (see Annex I: Consent Form). As part of the informed consent, respondents will be informed that their participation is voluntary and that they are ensured confidentiality. All interviews will be conducted in the language of preference to interviewees. The International Consultant will work with an interpreter in the field, as needed, to conduct interviews in Dutch or other local languages. UNICEF SCO will provide an independent interpreter to support conducting KIIs in Dutch or other local languages.
138. Most all KIIs will be conducted in-country by the Evaluator; however, if need be, KIIs may be conducted after the mission trip to Suriname, depending on availability UNICEF SCO staff, national partners and key stakeholders.

4.5.1.1. KIIs with UNICEF

139. An important component of this evaluation approach will be to conduct KIIs with the two UNICEF SCO staff who have working knowledge of UNICEF's support to plan, develop and implement the Programme in partnership with EBGs, and to select and implement the Programme in the pilot schools. One-on-one interviews will be conducted with each of these individuals.
140. A structured interview questionnaire will be used to guide interviews with UNICEF SCO staff and consultants (see Annex J: UNICEF and National Partner Questionnaire). The interview questionnaire includes questions related to each of the evaluation criteria and questions, and were designed to capture historical perspectives and experiences to the degree to which respondents have a historical perspective of and experiences with the Programme. On average, interviews with UNICEF SCO staff will take about 1.5 hours to complete and will be conducted in English.

4.4.1.2. KIIs with National Partners

141. Another important component of this evaluation will be to interview national partners, including: EBGs management who have working knowledge of UNICEF's support to establish and implement the Programme in the 56 pilot EBGs primary schools (i.e., four individuals, including the former and current EBGs Director, former Head of Counsellors, and one key staff member); seven EBGs counsellors and project leaders; NGO SAGA Foundation Inc. Director and trainers; and MINOWC representatives from the Inspection Department.
142. A structured interview questionnaire will be used to guide these interviews with national partners (see Annex J: UNICEF and National Partner Questionnaire). The interview questionnaire includes questions related to each of the evaluation criteria and questions, and were designed to capture historical perspectives and experiences to the degree to which respondents have a historical perspective of and experiences with the Programme. On average, interviews with national partners, including implementing partners, will take about one hour to complete.

4.4.1.3. KIIs with Pilot School Staff

143. School staff from 10 pilot EBGs primary schools who have working knowledge of UNICEF's support to establish and implement the Programme will be interviewed. In each pilot school, separate one-on-one or small group interviews with the principal and/or deputy principal, and coaches (teachers) trained.

144. UNICEF will notify each of the 10 pilot schools about the dates for the evaluation site visit and provide guidance as to which school staff the Evaluator would like to interview, and how to organize them. Still, however, respondents will be instructed that their participation in the evaluation is voluntary.
145. A structured interview questionnaire will be used to guide interviews with school staff (see Annex K: School Staff Questionnaire). The interview questionnaire includes questions related to each of the evaluation criteria and questions, and were designed to capture historical perspectives and experiences to the degree to which respondents have a historical perspective of and experiences with the Programme, with a particularly focus on implementation of the Programme in their respective schools. On average, interviews with each separate group of school staff identified above will require about one hour to complete.

4.5.2. Focus Group Discussions (FGDs)

146. In each of the 10 pilot schools to be sampled, separate FGDs will be conducted with teachers targeted via peer coaching as per the Programme and students of targeted grades 3-6 who benefited from the Programme. A purposive sampling approach will be used to determine which teachers and students will be invited to participate in FGDs. School staff will be asked to organize the FGDs of teachers and students by inviting them to come to the school and participate in the FGD with the Evaluator on a particular day and time. FGDs will typically be limited to 6-10 persons, however, FGDs with students will be limited to 8-10 students.

Box 1. Pilot school sample

In each pilot school visited during the evaluation the goal will be to conduct:

- KII with principal/deputy principle
- KII with coaches (teachers) trained
- 2 FGDs with teachers grades 3-6 who received peer coaching on differentiate education teaching
- 2 FGDs with students grades 3-6 who benefited from differentiated education learning

147. Informed consent will be obtained from all persons who participate in FGDs. As part of the informed consent, respondents will be informed that their participation is voluntary and that they are ensured confidentiality. As it relates to children/students, in advance of the FGD, parents' informed consent will be obtained for each child/student who will participate in FGDs. Parental consent forms will be collected prior to beginning the FGD. In addition, prior to starting the FGD, each child/student will also be asked to give their verbal informed assent to participate in the FGD using a standard script that is part of the FGD guide. As part of the informed consent, both parents and students will be informed about the purpose and scope of the evaluation, their voluntary participation and right to decline participation (without penalty), and planned uses of the FGD data and evaluation findings.
148. On average, FGDs will take about one hour to complete. FGDs with teachers and students will take place in the schools for purposes of comfort and ease of participation. The International Consultant will work with an interpreter in the field to conduct FGDs in Dutch or other local languages. UNICEF SCO will provide an independent interpreter to support conducting FGDs in Dutch or other local languages.

4.5.2.1. FGDs with Teachers

149. In each of the 10 pilot schools sampled, 2 separate FGDs will be conducted with 3-4 teachers per FGD (a total of 6-8 teachers per school). The focus will be on primary school teachers of grades 3-6 who received peer coaching and participated in the Programme and taught using differential teaching styles and approaches to support child-centred learning.¹⁰⁵ A total of 20 FGDs will be conducted with teachers and will include a total of 60-80 teachers who have been targeted via peer coaching and participated in the Programme (**Table 4.2**).

¹⁰⁵ It was brought to the attention of the Evaluator that in most of the pilot schools, there will be only 6-8 teachers teaching grades 3-6. In a couple of larger schools there may be a few more teachers teaching grades 3-6; however, they will not have all been coached or taught to use differential teaching styles and approaches.

Table 4.2. Number of classes and students in pilot schools by region and type of school				
FGD groups	# FGDs per school	# teachers per FGD	# schools	Total teachers
Teachers of grades 3-6 who received peer coaching	2 FGDs	3-4 teachers per FGD	10 schools	60-80 teachers

150. A semi-structured FGD guide will be used to guide the FGDs with teachers (see Annex M: FGD Guide for Teachers). The FGD guide includes questions related to many of the evaluation criteria and questions, and were designed to capture perspectives and experiences related to the Programme, with a particularly focus on implementation of the Programme in their respective schools.

151. In each pilot school, school principals will be asked to identify teachers who have been targeted via peer coaching and participated in the Differentiate Learning Programme (taught using differential learning activities), and who are available and willing to participate in an FGD. This selection criteria will be provided to each of the pilot schools to help them identify teachers. FGDs with teachers will take place in the school for purposes of teachers' comfort and well-being.

152. Prior to beginning FGDs, informed consent will be obtained from each of the teachers who participate in the FGD (see Annex I: Consent Form). All teachers will be informed about the purpose of the evaluation and that their participation is voluntary, and that they will be guaranteed confidentiality. They will also be informed that the FGD will *not* be audio-recorded, but verbatim notes will be taken by the Evaluator on her laptop during the FGD. On average, each FGD will require about one hour to complete.

4.5.2.2. FGDs with Students

153. In each of the 10 pilot schools sampled, the goal will be to conduct 3 separate FGDs with students in grades 3-6 who were in a class with a coach teachers and teachers who received peer coaching and used differentiated teaching styles and approaches to promote child-centred learning in keeping with the Programme. The aim is to conduct separate FGDs with female students and male students, including low performing/underachieving students (students with star 1, 2 and 3 ratings).

154. **Table 4.3** shows that a total of 16-20 FGDs will be conducted with a total of 160-200 students in grades 3-6. Schools will be instructed to make sure that students invited to participate in FGDs come from different grades and classes.

Table 4.2. Number of classes and students in pilot schools by region and type of school				
FGD groups	# FGDs per school	# students per FGD	# schools	Total students
Female students, grades 3-6	1 FGD	8-10 students	10 schools	80-100 students
Male students, grades 3-6	1 FGD	8-10 students	10 schools	80-100 students
Total				160-200 students

155. A semi-structured FGD guide will be used to guide the FGDs with students (see Annex O: FGD Guide for Students). The FGD guide includes questions related to some of the evaluation criteria and questions, and were designed to capture perspectives and experiences related to teachers' teaching styles and approaches in the classroom, their experiences with these teaching styles and approaches in the classroom, including differentiated learning activities, how differentiate learning activities have helped them to learn the subject matter and what more they need to learn class content. The Evaluator has prior experience conducting FGDs and interviews with children, and will use child friendly approaches. In particular, if a student becomes upset during the FGD, the group will take a break so that the Evaluator can talk with the child and engage a trusted adult or teacher at the school to support the child.

156. In advance of the FGD with students, parents' informed consent will be obtained for each child/student who will participate in FGDs (see Annex N: Parental Consent Form for Children's Participation). Parental consent forms will be collected prior to beginning the FGD. In addition, prior to starting the FGD, each child/student will also be asked to give their verbal informed assent to participate in the FGD using a standard script that is

part of the FGD guide (see Annex O: FGD Guide Students). As part of the informed consent, both parents and students will be informed about the purpose and scope of the evaluation, their voluntary participation and right to decline participation (without penalty), and planned uses of the FGD data and evaluation findings. Students will also be informed that the FGD will not be audio-recorded, but verbatim notes will be taken by the Evaluator on her laptop during the FGD. FGDs with students will take place in their schools for purposes of students' comfort and well-being. Each FGD will take about 45-60 minutes, depending upon children's age.

157. In each school, school principals will be asked to identify students who are willing and able to participate in an FGD. Pre-selection criteria and guidance will be provided to schools to identify students who are in grades 3-6 and were in classrooms where teachers implemented the Programme. It will be important to have separate FGDs with groups of female and male students to ensure a gender lens. Including low performing/underachieving students is important given the fact that the Programme was designed to support teachers to use different teaching styles and approaches to teach students with different learning styles and abilities.

4.5.3. Review of Administrative Data

158. Although there is a lack of administrative data to measure the impact of the Programme on students and their academic performance, effort will be made to learn more about what types of administrative data have been collected by EBGs for each of the pilot schools, such as number of teachers supported with peer coaching, number of students who benefited from differentiated education and learning. To the degree possible, effort will be made to collect summary administrative data, without identifiers to support this evaluation; administrative data will not be collected on individuals. Administrative data that are relevant and available will be compiled, analysed and interpreted.

4.5.4. Stakeholder Participation and Triangulation

159. The Evaluator will use participatory approaches, which include involving stakeholders and beneficiaries, particularly participants in the Programme and those affected by the Programme, in specific aspects of the evaluation process.¹⁰⁶ In keeping with participatory approaches, the Evaluator recognizes that national and implementing partners, key stakeholders and beneficiaries are important and should actively participate in the evaluation, as they can contribute to the production of knowledge and understanding needed to conduct an evaluation. To ensure their participation in the evaluation process, the Evaluator will set out to collaborate with national and implementing partners, and pilot EBGs primary schools and their teachers and students during the data collection process. The use of participatory approaches helps to strengthen the evaluation, and ensure that human and child rights (including the rights to participate and have their voices heard) are built into the evaluation process.¹⁰⁷ In addition, key stakeholders will participate in the validation meeting where they will have the opportunity to provide comments and feedback on evaluation findings, conclusions and recommendations
160. Triangulation will also be an important part of the evaluation approach to ensure the credibility of information and data collected, and to allow diverse perspectives and experiences to be captured. Triangulation will be conducted to ensure that perspectives and experiences of national and implementing partners, key stakeholders and beneficiaries of the Programme are captured. This is important because it ensures that individuals and groups who see the Programme from different vantage points have their voices heard during the evaluation.
161. The Evaluator will undertake the analysis and interpretation of data collected in the field as an opportunity to allow different vantage points and diverse perspectives and experiences captured through triangulation to come to the forefront and to reveal the influence of the Programme, including its relevance, effectiveness, efficiency and sustainability. Effort will also be made to triangulate primary data collected in the field with secondary data contained in programme documents and monitoring reports, to the degree possible. Bear in mind, however, the number of programme-related documents are limited in number and scope.

¹⁰⁶ Guijt, I. (2014). *Participatory Approaches. UNICEF Methodological Briefs, Impact Evaluation No. 5*. UNICEF Office of Research – Innocent: Florence, Italy.

¹⁰⁷ *Norms and Standards for Evaluation*. United Nations Evaluation Group, 2017.

162. Triangulation is also important because it allows for a critical, unbiased and objective examination and analysis of data and information from groups and individuals with differing opinions of and experiences with the Programme to come to the forefront. When contradictory information are obtained from groups and individuals with differing opinions of and experiences with the Programme, effort will be made to understand the reasons for such contradictory information, including sector and institution/agency differences in perspectives and experiences, and how to address them in the evaluation findings.¹⁰⁸

4.5.5. Equity and Gender Integration

163. This evaluation aims to integrate equity and gender, to the degree possible, in keeping with UNICEF's approach to integrating equity and gender into evaluations (**Box 1**).¹⁰⁹

Box 1. Five principles for gender-integrated evaluations

1. **Be transformative** – Seek to redress gender inequalities and support gender-transformative change.
2. **Be participatory and inclusive** – Include diverse stakeholders in decision-making about what will be evaluated and how the evaluation should be done.
3. **Promote women and girl's empowerment** – Consider contextual factors related to gender and power relations, including how evaluations are conducted and by whom. Support empowerment by incorporating the insights of diverse women and girls into all stages of the evaluation process.
4. **Be innovative** – Support innovative approaches to advancing gender equality and empowerment.
5. **Be intentional** – Plan evaluations that clearly articulate purpose and how findings will be used to improve and advance UNICEF's work on gender equality and the rights of women and children.

Source: *UNICEF Guidance on Gender Integration in Evaluation*. UNICEF Evaluation Office and Gender Section, 2019, p. 8.

164. More specifically, equity and gender have been taken into consideration during the evaluation planning and development stages, and will be further mainstreamed into the collection, analysis and report writing stages.

- a. Evaluation planning stage – Equity and gender have been integrated into the country context analysis and evaluation objectives; equity, gender equality and human rights have been included in the evaluation questions; equity and gender-sensitive indicators, and equity and gender-responsive data collection and analysis methods are included in the evaluation design; and the evaluator has a strong background in equity and gender research and evaluation methods, and equity and gender analysis.¹¹⁰
- b. Evaluation conducting stage – Equity, gender equality and human rights are included throughout this Inception Report; quantitative and qualitative (mixed) methods include sex-disaggregated data and data disaggregated by schools and districts, including coastal and interior areas; data collection methods are gender-sensitive and attentive to who is conducting the interviews, who is participating in the interviews and how questions are drafted/asked; and a woman is leading the data collection and analysis.

¹⁰⁸ Ibid.

¹⁰⁹ *UNICEF Guidance on Gender Integration in Evaluation*. UNICEF Evaluation Office and Gender Section, 2019, pp. 8-9.

¹¹⁰ It is important to note that the Evaluator, Dr. Robin Haarr (PhD), is a gender expert with more than 25 years of experience academic experience designing and conducting gender-focused and gender-sensitive research and evaluations, including within the development context, and conduct gender analyses and theory-building on gender, offering gender recommends to support gender mainstreaming in the development context.

- c. Evaluation reporting stage – Report will include a discussion and analysis of equity and gender into the findings and recommendations; unexpected results and outcomes on equity and gender, and other equity- and gender-based differences or results are addressed.

4.6. Ethical Considerations

165. The evaluation will follow *UNEG Norms and Standards and Ethical Guidelines for Evaluations*.¹¹¹ In keeping, the evaluation will be “conducted with the highest standards of integrity and respect for the beliefs, manners and customs of the social and cultural environment, for human rights and gender equality, and for the ‘do not harm’ principle for humanitarian assistance.”¹¹² In keeping with *UNICEF Procedures on Ethical Standards in Research, Evaluation, Data Collection and Analysis*¹¹³, principles of respect, beneficence, justice, integrating and accountability have been integrated into the methodology, data collection and ethical procedures, and will inform day-to-day decision-making during data collection in the field and as part of the data analysis and report writing process (**Box 2**).

Box 2. Five principles that will inform evidence generation in this evaluation

1. **Respect** – This principle involves engaging with all stakeholders in a way that honours their dignity, well-being, participation and personal agency, and acknowledges any limitations of agency. This evaluation will be responsiveness to respondent’s sex/gender, age, background, ethnicity and ability, among others characteristics.
2. **Beneficence** – This principle means striving to do good for people while minimizing harms arising from evidence generation. This evaluation weighs the harms and benefits of data collection. Data collected will be purpose-driven (directly informed by the activity or benefit), proportional (only collecting what is required) and protective of children’s rights.
3. **Justice** – The principle of justice requires that consideration is given to those who benefit and those who carries the burden of evidence-generation, and the broader equity of the project, its implementation and outcomes. This evaluation will be “people-centric”, which means the needs, interests and expectations of people, including school staff and students will be prioritized by the evaluation team.
4. **Integrity** – This principle necessitates the active adherence to moral values and professional standards, which are essential for all evidence that is commissioned or undertaken.
5. **Accountability** – Is the obligation to be answerable for all decisions made and actions taken, and to be responsible for honoring commitments, without qualification or exception, as well as to report potential or actual harms observed through the appropriate channels. The principle includes accountability to relevant populations. This principle will be followed in keeping with the process of ethical review and international ethical standards of research and evaluation, including human subjects protections.

Source: *Norms and Standards for Evaluation*. United Nations Evaluation Group, 2017, p. 21.

166. The evaluation will be conducted in an independent manner, with key elements of impartiality, objectivity, professional integrity and absence of bias at all stages of the evaluation process. Credibility will be established as evaluation findings and recommendations will be informed by and grounded in the use of the best available qualitative and quantitative data and analysis to meet organizational needs for learning and accountability.¹¹⁴

167. Universally recognized values and principles of human rights, gender equality and do no harm will be integrated into all stages of this evaluation and respected by the evaluator.¹¹⁵ In keeping, special measures will

¹¹¹ Retrieved from: <http://www.uneval.org/normsandstandards/index.jsp> and <http://www.unevaluation.org/ethicalguidelines>

¹¹² *Norms and Standards for Evaluation*. United Nations Evaluation Group, 2017, p. 11.

¹¹³ UNICEF (2021). *UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis*. UNICEF: New York, NY USA. Retrieved on 15 January 2023 from: [Branded Procedure Template \(unicef.org\)](https://www.unicef.org/branded-procedure-template)

¹¹⁴ *Norms and Standards for Evaluation*. United Nations Evaluation Group, 2017.

¹¹⁵ *Norms and Standards for Evaluation*. United Nations Evaluation Group, 2017, p. 12.

be put in place to ensure that the evaluation process is ethical and that participants can openly provide information and express their opinions in confidence, as respondents will be guaranteed confidentiality. In keeping, sources of information will be protected; only the evaluator will know the source of the information. In keeping with UNEG Ethical Guidelines, attention will be paid to issues related to harm and benefits, informed consent, privacy and confidentiality, and exercising commitment to avoid conflicts of interest in all aspects of the evaluation, thereby upholding the principles of independence, impartiality, credibility, honesty, integrity and accountability.¹¹⁶ Data will be protected and coded to ensure anonymity.

168. All participants will be informed of the purpose of the evaluation, and that their participation is voluntary and that they are guaranteed confidentiality. To ensure confidentiality, all interviewees will be assigned a unique identification (ID) number at the time of the interview by the Evaluator. The ID number will be included in the field name on the data collection tools. In the evaluation report, only ID numbers will be used to identify and differentiate respondents. ID numbers and generic categories (e.g., coaches, teachers, students) will be used to identify and differentiate respondents. District will be used to differentiate schools; school names will not be used.
169. FGDs with students will take place in the school for purposes of parents/caregivers and children's comfort and well-being. If a student becomes upset during the FGD, the group will take a break so that the Evaluator can talk with the child and engage a trusted adult at the school to support the child.
170. All interviews will be saved in password protected files with only the identification numbers assigned to them to further ensure confidentiality. Qualitative data will be presented in the report in a manner that ensures anonymity and confidentiality, to ensure that respondents cannot be identified, particularly in the case of school staff and students. This is especially important to reduce the risk that their participation does not impact their experiences working in or studying in their schools. Still, however, the Evaluator cannot fully guarantee that participation in this evaluation can have some sort of negative effects.
171. The Evaluator will not audio record interviews or FGDs; rather, verbatim interview notes will be typed directly into Word on a laptop by the Evaluator during the interviews and FGDs, and cleaned immediately thereafter for accuracy. The Evaluator has the skills needed to record verbatim interview notes in this manner, which is more efficient and just as effective as audio recording interviews.

4.6.1. Mitigation of Risk

172. Efforts to minimize risks will include the following complementary components:
 - a. The evaluation methodology provides sufficient detail to demonstrate how each data element contributes to the analysis plan to eliminate unnecessary procedures and to minimize the risk of procedures
 - b. The minimum data needed for the evaluation will be collected
 - c. A Minimum number of identifiers needed for the evaluation will be collected
 - d. Only procedures that are necessary to achieve the evaluation purpose and objectives will be performed
 - e. Steps will be taken to ensure confidentiality and minimize risk to human subjects
 - f. Data will be coded to conceal identifiers
 - g. Stored data will be secure so that the confidentiality of the subjects is preserved

4.7. Ethical Review

173. The Inception Report will be submitted for external ethical review. UNICEF SCO will submit the Inception Report for an external ethical review to ensure effective processes and accountability for ethical oversight, and to ensure that human subjects protections, including the protection of and respect for human and child rights, are incorporated into the evaluation methodology and data collection processes in keeping with *UNICEF Procedures for Ethical Standards in Research, Evaluation, Data Collection and Analysis*.¹¹⁷

¹¹⁶ *Norms and Standards for Evaluation*. United Nations Evaluation Group, 2017, p. 21.

¹¹⁷ *UNICEF Procedures for Ethical Standards in Research, Evaluation, Data Collection and Analysis*, 2015. Document Number: CF/PD/DRP/2015-001

174. The ethical review will be conducted by an external Ethics Review Board (ERB) in Washington, DC, United States of America (USA). The ERB will be responsible for reviewing the evaluation methodology and data collection to ensure the following requirements are satisfied:
- a. Proposed evaluation approach is methodologically sound and designed to minimize risk to human subjects (participants).
 - b. Human subjects are not placed at undue risk, and any risks are reasonable in relation to the anticipated benefits.
 - c. Special protections are provided to special populations, including children.
 - d. Human subject's participation in the evaluation is voluntary.
 - e. Informed consent is sought from each human subject or the subject's legally authorized representative prior to their participation in the evaluation.
 - f. Informed assent is sought from children prior to their participation in the evaluation.
 - g. Relevant protection protocols are in place to ensure human subjects' protections and safety
 - h. Human subjects' safety, privacy, confidentiality, and anonymity when possible, are maximized.
 - i. Data collection and analysis does not result in violations of confidentiality and/or anonymity
175. ERB reviewers will pay attention to the following written elements of this Inception Report:
- a. Informed consent forms or guidelines
 - b. Protocols for the protection of subjects' safety
 - c. Protocols for the protection of subjects' identities
 - d. Protocols for the protection of collected data
 - e. Interview questionnaires and other data collection instruments, human subject recruitment plans, and any parts of the evaluation approach that are relevant to human subject protections.

4.8. Data Management and Analysis

176. Data will be coded and analyzed using grounded theory.¹¹⁸ Grounded theory allows data collection and analysis to occur simultaneously, strengthening both the quality of data and analysis. As data collection and analysis progresses and preliminary findings begin to emerge the Evaluator will be able to identify and explore emerging themes, such as results achieved, lessons learned, challenges encountered and adjustments made to the Programme.
177. KII and FGD data will be extremely important to this evaluation, as these data represent the voices of both 'duty-bearer' and 'rights-holders', and reveal their perspectives of and experiences with the Programme. KII and FGD data will also offer insights into how the Programme was implemented across the pilot schools, including similarities and differences in Programme implementation across pilot schools, and challenges and bottlenecks faced, and steps taken to overcome those challenges and bottlenecks. The plethora of primary data that will be collected during this evaluation will allow the Evaluator to triangulate findings by types of respondents. Where possible, primary data will be triangulated with information garnered from the desk review.
178. All data from KIIs and FGDs will be saved in Word files. Qualitative data from open-ended questions will be managed and coded in Word based upon themes and sub-themes, and analysed for patterns by the Evaluator. Quantitative data from close-ended questions will be coded and input into SPSS, and analysed by the Evaluator. Both the qualitative and quantitative data will allow for an in-depth and comprehensive understanding of the Programme and its relevance, effectiveness, efficiency and sustainability; this includes progress made toward expected outcomes. The Evaluator manage all data and lead all qualitative and quantitative data analysis.

4.9. Report Writing

179. The Evaluator will lead the report writing process. The evaluation report will be prepared according to the *UNICEF-Adapted UNEG Evaluation Report Standards*¹¹⁹, as per the Global Evaluation Reports Oversight System (GEROS).

¹¹⁸ Glaser, B. & A. Strauss (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Sociology Press: Mill Valley, CA, USA.

¹¹⁹ UNICEF (2017). *UNICEF-Adapted UNEG Evaluation Reports Standards*. UNICEF: New York, NY, USA.

180. The evaluation report will incorporate: desk review materials, although limited in number; qualitative and quantitative data collected in the field; and education management information system (EMIS) data, to the extent possible. The evaluation report will be drafted in accordance with the agreed upon outline for the evaluation report (see Annex P: Draft Outline for the Evaluation Report).
181. The evaluation report will be prepared in English for UNICEF, MINOWC and EBSG for comment. UNICEF will take the lead to translate the evaluation report into Dutch for MINOWC and EBSG comment. UNICEF will also send the evaluation report for quality assurance review. Based upon comments and feedback received, the evaluation report will be revised and finalized. The Evaluator will respond to all comments in the report using comment boxes and tracking changes to ensure transparency of the process

4.10. Presentation and Validation of Findings

182. Once the draft evaluation report has been completed, findings and recommendations will be presented at a UNICEF SCO and EBSG organized event, that will engage MINOWC, EBSG management, relevant NGOs and other key stakeholders. The presentation will be used as to collect comments and feedback, that will help to inform finalization of the evaluation report. The presentation will also be used to validate the findings and recommendations.
183. In keeping with the TOR, the presentation of evaluation findings and recommendations will be done in-country by the Evaluator. The Evaluator will develop the presentation in PowerPoint and provide it to UNICEF in advance for review and feedback. UNICEF SCO will take the lead to translate the PowerPoint into Dutch, and provide simultaneous translation during the validation meeting, as needed.

4.11. Evaluator

184. This external evaluation will be conducted by Dr. Robin Haarr (PhD), International Consultant/Evaluator from the USA. The Evaluator has extensive experience conducting evaluations for UNICEF and other UN agencies, as well as experience interviewing children. This Inception Report, including the evaluation methodology and data collection tools, was developed by the Evaluator, in consultation with UNICEF SCO. UNICEF has reviewed and approved the evaluation approach and data collection tools prior to beginning the evaluation (see Annex E: Evaluation Work Plan).
185. The evaluation will be conducted between 28 December 2022 and 3 April 2023, with data collection in the field during the period of 13 February to 11 March 2023.
186. Following data collection in the field, data analysis and report writing will be led by the Evaluator. Finalization of the evaluation report will also be led by the Evaluator, following review and feedback from UNICEF SCO, MINOWC and EBSG management. The evaluation report will be validated in a validation meeting with UNICEF SCO, MINOWC, EBSG management and others; the Evaluator will participate in this validation meeting.
187. Specific tasks for the International Consultant/Evaluator includes:
- a. Desk review of all relevant programme documents and reports, previous studies and research, and other relevant documents
 - b. Develop and provide methodological guidance for the team with regard to methodology and data collection tools development, and defining the overall direction of data analysis and quality assurance
 - c. Manage the evaluation workplan
 - d. Maintain coordination and communication with UNICEF SCO
 - e. Lead evaluation planning and implementation processes
 - f. Lead and undertake the data collection in the field, with support from the National Expert
 - g. Lead data analysis and report writing
 - h. Lead presentation of evaluation findings and recommendations to UNICEF SCO and MINOWC
188. The evaluator will be supported by a translator provided by UNICEF SCO.

ANNEX A: REFERENCES

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ANNEX B: TERMS OF REFERENCE

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS

Title	Funding Code	Type of engagement	Duty
<p><i>Individual consultant for the formative evaluation of the differentiated education programme:</i></p> <p>Improving enrolment and learning: transitioning from frontal to differentiated learning</p>		<input checked="" type="checkbox"/> Consultant <input type="checkbox"/> Individual Contractor Part-Time <input type="checkbox"/> Full-Time Individual Contractor	Station: Suriname
<p>Purpose of Activity/Assignment: The UNICEF Suriname Office has been supporting the programme differentiated approach to learning that responds to specific needs of students since 2019. An evaluation is proposed to determine how the program has been received and what has worked, and to document the lessons learned.</p> <p>UNICEF Suriname is seeking an experienced and qualified consultant to enter into a service contract to conduct an evaluation of the UNICEF-supported differentiated teaching and learning approach in EBGs schools in Suriname.</p> <p>The CO has been supporting the program differentiated approach to learning that responds to specific needs of students since 2019. An evaluation is proposed to determine how the program has been received and what the impacts are also what has worked, and to document the lessons learned.</p>			

1. Background

Access to quality education is one of the most effective interventions to empower children and adolescents with the skills to function in and contribute to society. Access to education has broad effects on children and adolescent's development and well-being, including physical and mental health, social development, civic engagement, and protection from hazardous and exploitative practices.

With the adoption of the SDGs, the Government of Suriname has committed to achieving universal completion of primary and secondary education by 2030, with a greater focus on inclusiveness in education, including gender parity. The primary education completion rate in Suriname is comparable with the average primary education completion rate for Caribbean Small States, but lower than the average for Latin American and Caribbean countries. Bear in mind, Suriname does not have an automatic system of promotion from one grade to another.

The Surinamese curriculum in basic education is partly out of date. There is an ad hoc system of strengthening teaching skills and training of teachers. Generally, the teaching methods can be categorized as being ineffective hence the high repetition rates (average repetition rate primary education was 15% in 2019). Students fall behind on their academic performance which is evidenced by statistics. The various teacher training courses have so far not led to a significant improvement in school performance. The data from several studies, (IDB Quarterly Bulletin, World bank, UNESCO institute for Statistics, Onderzoek en Planning, Ministry of Education Science and Culture (MinOWC)), show the following:

189. In the Caribbean region Suriname has the highest number of repeaters: 20% of the pupils in grade 1 of the Primary School (GLO) are repeaters.

190. The national completion rate in primary education between 2012 and 2017 is on average around 54%. Thus, almost half of the number of students in primary education do not pass the final exam to proceed to secondary education.

191. Teachers are insufficiently trained in providing a differentiated approach to learning which responds to the class's dynamic

192. situation, talents and learning differences of pupils. By running a rigidly prescribed lesson plan, teachers are not sufficiently responsive to differences between pupils and thus not all children get an equal opportunity to excel in school and in everyday life

SURINAME EDUCATION SYSTEM

In Suriname, the educational system consists of pre-school, primary school, junior and senior secondary schools, and vocational and tertiary education. Pre-school is a two-year program for children ages four and five and is usually housed in a primary school. Currently pre-school is not compulsory. Compulsory primary school consists of Grades 1 to 6 for children ages 7-12. Completion of primary school was determined by examinations conducted nationwide at the end of Grade 6 until 2020. Children enter lower secondary school at 12 years of age and upper secondary education starts at 16 years of age; neither lower nor upper secondary education are compulsory. The Ministry of Education aims to reform the education system and education legislation which dates to the 1960s when Suriname was a Dutch colony. Reforms would focus on increasing the compulsory schooling for children ages 4-16, which would include pre-primary, primary and lower secondary education, bringing compulsory education up to Grade 10. Almost 50% of the schools are faith based subsidized by the ministry and managed by the several religious organizations. The EBGs owns and manages the majority of primary schools in the interior of Suriname.

Although some progress in capacity development of teachers has been made in past years through training by the Education Foundation EBGs as well as the Ministry of Education, an integral structural policy for teacher's capacity development, which is in line with contemporary best practices on learning, is not yet in place. Existing solutions have mostly been disintegrated refresher training programs which put a lot of pressure on the educational process and is proven to be ineffective especially in the interior and other regions of the country where children do not benefit from "the one fits all solution" as they have a different (ethnic) background, different needs, different language skills. It has been observed that most schools still practice a more teacher-centred pedagogical approach. This traditional approach limits the teachers in identifying the fast from the slow learners (students that take time to understand core concepts or have specific issues why they are lagging behind) and the undertaking of remedial (for slow learners) and enrichment (for fast learners) activities required for the different learning styles. Further, although robust classroom assessments are included in the teacher instruction manuals and in teacher trainings, they do not take place in a structured manner in the classroom and all students are treated the same, with minimal adaptations to the teaching process.

2. OBJECT OF THE EVALUATION: PROGRAM ON DIFFERENTIATED LEARNING

It can be noted that the EBGs has made investments in capacity development of teachers in past years through training. However, an integral structural policy for teacher's capacity development, which is in line with contemporary best practices on learning, is not yet in place. Existing solutions have mostly been disintegrated refresher training programs which put a lot of pressure on the educational process and is proven to be ineffective especially in the interior and other regions of the country where children do not benefit from "the one fits all solution" as they have a different (ethnic) background, different needs, different language skills. It has been observed that most schools still practice a more teacher-centred pedagogical approach. This traditional approach limits the teachers in identifying the fast from the slow learners (students that take time to understand core concepts or have specific issues why they are lagging behind) and the undertaking of remedial (for slow learners) and enrichment (for fast learners) activities required for the different learning styles. Further, although robust classroom assessments are included in the teacher instruction manuals and in teacher trainings, they do not take place in a structured manner in the classroom and all students are treated the same, with minimal adaptations to the teaching process.

In light of the above illustrated challenges, the current program on differentiated learning, by emphasizing the mutual relationships between the training programs clearer and by integrating the training subjects, teachers are

strengthened in providing differentiated learning from a more holistic view on education. In 2018 the differentiated learning program was developed which includes: differentiation in the classroom, multilingual support, anti-bullying, creativity, and Activating Direct Instruction (ADI) centred around the taxonomy of Bloom. In the first stage of the implementation 134 teachers received professional development in one module of the program. The goal of the differentiated teaching method is to strengthen the skills and knowledge of teachers to enable transitioning into innovative teaching methods to improve student's learning. Through this program a teachers' capacity development concept was developed and is being implemented in the EBS schools, with associated assessments/evaluations to measure the success of the concept. The school grades of year 2017-2018 serves as a baseline.

Objective of the program on differentiated learning: The creation of an integrated capacity development programme for teachers, training of coaches and supporting staff and the simultaneous implementation of the teaching method to transition to differentiated student learning.

The program aims at achieving the following at the student level:

- By another way of asking questions (socratic questioning) by the teacher, pupils creative thinking will be activated.
- By differentiated teaching the teacher responds dynamically to the class situation, talents and learning differences of pupils.
- By means of group overview the teachers get a good picture of the learning needs of the pupils and adapt their approach (interpersonal, professional-pedagogical, didactic, and organizational) accordingly.
- Through better understanding of and working with flexible grouping there is more room for the teacher to pay attention to the weak students and by doing so increase their opportunities.

The aim of the programme was to train 117 education staff (110 coaches from the EBS, 5 education counsellors and 2 project leaders), divided into 5 groups, that each received the same training offer (13 training days) simultaneous. The 13 training days were spread over 5 modules in the period November 2018 – July 2019 which allowed the participants to immediately bring into practice what they had learned. The aim was also to simultaneously implement the programme at the 56 primary schools EBS through peer-to-peer coaching of 224 teachers (see annex 1: Result Framework). The integrated training programme consists of 5 parts, all of which, in addition to the interconnectedness, are all connected with Bloom's Taxonomy (all teachers are already trained in this) that stimulates higher thinking. The program components are:

- Working with non-native speakers (Dutch language development while retaining one's own language).
- Differentiated working in the classroom (use of Active Direct Instruction Model).
- No mek dreigi tron wan soro (Programme on bullying to raise awareness about the consequences and how to stop bullying).
- Substantiated: a structured cognitive learning offer around development material and teaching material).
- Power of Art (Developing game and development materials to support the learning process). Key activities included:
 - Development of the differentiated teaching handbook and tools.
 - Information sessions with key partners.
 - Capacity building of coaches.
 - Peer-to-peer coaching of teachers on the job.
 - Monitoring of teacher development and progress.

Table 1: Number of beneficiaries and stakeholders

	Cluster Upper Saramacca & Marowijne	Cluster Commewijne	Cluster para-Wanica	Cluster Par' bo centrum-North	Cluster Brokopondo	Cluster Par' bo south-west	Cluster Upper Sur	Total
Number of students of targeted grades 3, 4,5 and 6 in primary	519	1072	1702	1536	829	2372	1468	9498
Number of schools	6	9	10	10	6	8	7	56
Number of coaches (teachers) trained (Nov 2018- July 2019)	10	18	20	18	12	18	14	110
Number of teachers targeted through on the job peer coaching dec 2018- July 2020	11	38	59	57	22	14	33	234
Number of counsellors and project leaders								7

The national stakeholder is the Ministry of Education (division responsible for teacher training CENASU and the inspection department), as well as the board and management of the Moravian Foundation. Local stakeholders other than mentioned in table above include School principals and teachers.

Education in Suriname has been interrupted since March 2020, as a result of COVID-19. More than 139,912 children had been out-of-school as of September 2020, of which approximately 48 percent are primary school students. While local schools instituted distance-learning initiatives, inequalities regarding access to computers/laptops and other electronic devices, as well as the internet have exacerbated inequalities in education. Significant losses with respect to learning and human capital development risk deepening inequalities over the long term.

Programme monitoring and pre- and post-assessment

- Pupil assessments: The effects of the transformation to a different way of teaching have been tracked through administrative data on student performance. For more than 4 years now, St. Onderwijs der EBS is keeping track of the average grades per school, per quarter, at classroom level. The pupil's performance of 2017-2018 serves as the baseline. In the 2 school years (2018-2020) thereafter (the period of the project), the grades / students' performance is compared per school year against the baseline. This to keep track of the progress. Obviously, there are many variables that influence performance of the children, but these assessments are crucial to confirm the success of the concept.

Teacher assessment: Coaches and teachers were assessed through portfolio assessment method and participation in sessions.

3. PURPOSE OF THE EVALUATION

It is proposed to carry out an evaluation that is formative and hence its main purpose will be to learn about enabling factors, bottlenecks and challenges as input for learning and future action for improvement and scale up. As this is a formative evaluation, its main aims are to further gain insight. It is expected that the evaluation will gather information, data and evidence about UNICEF supported schools implementing the Differentiated Education Programme, including data and evidence from before and during the pandemic determining the relevance, coherence, efficiency, effectiveness, and sustainability.

The evaluation is intended to draw recommendations for further improvement of the programme and exploring potential for scaling up differentiated teaching to other grades, schools and inform national teacher training programmes. Furthermore, provide strategic guidance to UNICEF in sharpening its focus areas of support to the ministry for mainstreaming the differentiated teaching approach in education as well as the overall approach to quality of education.

The intended utilization of the evaluation is to inform the fine-tuning of the ongoing implementation in the Moravian primary schools (EBGS), to summatively assess the performance of the approach, and to provide evidence to the national stakeholders on the pedagogical approach which could be incorporated into the national curriculum for education.

The main users of the evaluation will be as follows. Those key stakeholders will be engaged through participatory evaluation methodologies (which will be further determined at the inception phase):

- Management of faith-based schools
- Management of Moravian schools
- Ministry of Education (MoE)
- UNICEF
- Counsellors and coaches

4. OBJECTIVES OF THE EVALUATION

The main objective this formative evaluation is to assess to what extent, before and during the COVID-19 pandemic, the Differentiated Education Programme was successful in improving the performance of the EBGS schools supported by UNICEF in terms of targeted components (learners, teachers, programme management and alignment with MoE and policy frameworks) considering gender, equity and child rights; and analyze what has or has not been working and why.

Specific objectives of this formative evaluation are the following:

- Assess the relevance, efficiency, effectiveness and sustainability of the differentiated student-oriented programme in the 56 EBGS schools as a key enabler in promoting child-centred teaching and student's performance considering the interruptions in education during 2020-2021 due to COVID. More specifically:
 - To assess the relevance of the differentiated learning approach in terms of the justification for such an intervention (design relevancy).
 - To assess the efficiency of the implementation process and to assess the cost related with the teaching and learning approach, identifying the different cost components needed to take place to plan/inform budgeting for scaling the programme.
 - To assess the effectiveness of the implementation process of the programme and to see to what extent the differentiated approach has achieved its objectives. Thereby identify areas that need further strengthening in the way that the approach is understood and implemented.
 - To assess the sustainability of the intervention. Is this sustainable and how feasible is the approach to be rolled out to other schools?
 - Assess what has or has not been working in supported schools regarding the components of the Differentiated Education Programme, identify differences and commonalities regarding targeted components among schools before and during the pandemic, and analyse causal factors that explain success, failure, differences and commonalities before and during the current pandemic.
 - Assess how gender, equity and child rights approaches have been applied in the components of supported programme before and during COVID-19

The evaluation needs to document and critically analyze good practices, lessons learned, gaps, bottlenecks and challenges considering pre-pandemic and pandemic contexts. Based on findings and conclusions related to actual performance of the UNICEF supported schools the evaluation needs to propose pragmatic and measurable recommendations for its future improvement considering the pandemic.

5. SCOPE OF THE EVALUATION

Thematic scope: The evaluation will cover all related programme interventions and references – including the developed differentiated learning curriculum and syllabus, materials (lesson plan tool) and delivery mechanism, the level and modality of adoption in schools and classrooms, planning and monitoring mechanism, monitoring reports, awareness and capacity building of stakeholders etc. The focus is on primary education. The evaluation will consider the regulatory Framework, including relevant policies, plans, strategic and legal documents.

Due to unavailability of a comprehensive baseline for all schools and other robust comparable data, the nature of the evaluation being formative, and taking into consideration the disruptions due to COVID the attributable ‘impact’ of the approach will not be assessed and determined in this evaluation. Nonetheless, as specified in the evaluation questions, the evaluation needs to assess how the programme is making a difference in teaching practice and students’ learning behaviour and learning progress¹; as well as any differences among other beneficiaries such as education officials, principals and parents.

Geographic scope: the evaluation will be focused on the (56) EGBS (municipality) schools supported by UNICEF located in several districts and interior of Suriname. The municipality schools are autonomous in terms of management and deliver its public services but follow the policies and regulations and national curriculum and is accountable to the ministry of education.

Temporal scope: The period to be covered is the implementation period of the Differentiated Education Programme starting from 2019 to present. This means that this formative evaluation covers part of the previous Country Programme (2017-2021) and includes COVID-19 implications.

Stakeholders: The suggested stakeholders to be consulted include (to be finalized at the inception phase):

- Central level: MoE,
- Sub-national level district level MoE staff, Management EGBS
- School and community level: teachers, school principals, students, parents
- UNICEF: Suriname office
- NGO SAGA Foundation

6. EVALUATION FRAMEWORK AND CRITERIA

The assessment will focus on the interventions supported by UNICEF in the ALL-primary schools governed by the Moravian Foundation. The evaluation criteria to be used will be the standards OECD-DAC covering relevance, efficiency, effectiveness and sustainability. Additionally, in line with the guidance of the United National Evaluation Group (UNEG) human rights, gender equality and equity are integrated in the evaluation criteria.² Impact will not be assessed in this evaluation due to lack of baseline and other essential data for measuring ‘impact’, and disruptions caused by the COVID pandemic.

The overarching question is: Whether the approach is relevant, efficient, effective, sustainable and equitable? The specific evaluation questions by criteria are the following:

➤ RELEVANCE

Relevance of the teaching approach for delivering the primary curricula

- How relevant is the differentiated teaching approach for the Surinamese context and the national primary education curricula?
- How does the MOE and EBGs define Child-centred teaching-learning and how well does the differentiated teaching approach work towards/against the approach they have in mind?
- To what extent are the tools, methodologies and the concept accepted by national and local stakeholders?
- How does the approach work within the existing classroom space and classroom/school environment?

Relevance of the training of teachers in preparing them to adopt the approach in the classroom

- How relevant is the training of teachers in preparing them to adopt the differentiated learning approach in the classroom?
- What are the different approaches/modalities of teacher training applied?
- How relevant are the current contents, methods, materials and delivery mechanism used for the training?
- What are the advantages and disadvantages? How could it be improved?

Relevance of the teaching-learning material used

- What are the different types of material used for implementing the approach?
- How relevant are these materials developed by teachers to achieve the objectives?
- What are the positives and negatives? How could it be improved?

➤ EFFICIENCY

- To what extent does the programme deliver the necessary quality at the least necessary cost?
- What are the different cost elements in implementing this approach in schools (i.e., training, monitoring, material, classroom improvements)?
- Was the approach implemented in the most efficient way compared to alternatives (training all teachers instead of applying a train/coach the trainer concept)?
- What are the challenges faced in sourcing funds for these costs?
- How can different cost elements be made more cost effective and sustainable?

➤ EFFECTIVENESS

- To what extent and how has the approach achieved its objectives?
 - How well has the approach been integrated and applied into the daily teaching-learning practices?
 - To what extent and how has the programme helped improve teacher performance in effectively addressing different needs of students? And making teaching-learning more inclusive?
 - To what extent and how has the approach helped make difference in students' learning behaviour and learning progress?
 - What and how differences have come about for other beneficiaries – education officials, principals and parents?
- What were the major factors influencing the achievement or non-achievements of the differentiated learning objectives? How can the approach be more effective? (training, materials, class and school environment, resources, monitoring and measurement mechanism and tools, coordination, and governance, etc)?
- Were there any barriers/negativities surrounding the approach by stakeholders? How were these addressed?

➤ SUSTAINABILITY

- To what extent is the differentiated learning approach and interventions sustainable?
 - To what extent did the programme build on and contribute to increasing the existing national and local government capacities in delivering child-centred learning in primary education?
 - To which extent is the approach externally driven and to which extent owned/managed by EBS. How much of a continuous “external input” does it require (e.g., monitoring, training, provision of materials) and what are the implications and requirements for potentially transitioning to a completely EBS run/owned approach?
 - What new capacities within education services have been established or restored?
 - To what extent does EBS has sufficient financial and human resources and capacity to keep up the benefits produced by the programme?
 - To what extent have the stakeholders undertaken the necessary decisions and course of actions to ensure the sustainability of the approach?
 - How have UNICEF and stakeholders ensured EBS and school ownership of the approach (intrinsically driven to apply the approach)?
- To what extent the contents of the approach and its implementation modality have a potential for scaling and mainstreaming? Is there political will to support the mainstreaming of principles and approach in the education system?

➤ EQUITY, GENDER EQUALITY AND HUMAN RIGHTS BASED APPROACH (HRBA)

- To what extent have equity, HRBA and gender equality goals and processes been incorporated into the planning documents and resource materials of the Differentiated Education Programme interventions?
- To what extent has the approach been effective to advance equitable access and learning?
- To what extent did the different groups, including children with disabilities and other most marginalised children, benefit in different ways from the approach?

7. METHODOLOGY

7.1. METHODOLOGICAL DESIGN

Applicants for the consultancy are required to present their best ideas as part of the technical proposal. The quality and relevance of the methodology section will determine whether an applicant is deemed technically qualified. Applications should display the ability to identify, conceptualize, and manage a range of methods to answer the evaluation questions. The following is intended to offer useful information on actual or potential resources and limits.

- It is proposed to carry out the evaluation in four phases: i) Inception ii) Data collection iii) Analysis and reporting iv) Knowledge dissemination.
- For the bid, the consultants are requested to provide as detailed technical proposal as possible. The technical proposal should present (not limited to) a detailed strategy for collecting and analyzing data, comprising of both primary and secondary data and utilizing both qualitative and quantitative tools, even if not all the tools or timetables. Other methodological design could be included in the technical proposal as possible, otherwise in the detailed inception report, including: a sampling strategy, the target groups, the sample size and analytical framework; a series of specifically designed tools; and a detailed work plan. An outline of the final report should also be shared during the inception stage if not included in the technical proposal.
- Data should be disaggregated by relevant criteria (wherever possible): age, grade, gender, marginalized and vulnerable groups, etc. All findings to the largest possible extent be triangulated (use of three or more sources of information to verify and substantiate an assessment) and validated.
- Before finalizing the report, a participatory validation workshop should be organized, during which main findings, conclusions and recommendations of the evaluation will be discussed, validated and finalized. This will also be the opportunity to receive clarifications and/or request additional information to fill in data gaps before

the final report is drafted.

- In preparing the evaluation report, the findings should be evidence based and should have clear references to the source. The conclusions and recommendations should be firmly based on evidence and analysis, be relevant and realistic and presented in a comprehensive manner that makes the information easy-to- understand by the intended audience. Furthermore, recommendations need to be actionable and identify the responsible stakeholders to allow for a management response. The final report in hard and electronic copies should be in standard format for printing. A PowerPoint presentation highlighting the key components of the final report should also be presented.

In addition, the final report should contain the following annexes (*to be finalized during the Inception Phase*):

- Terms of Reference for the evaluation
- Evaluation tools
- List of meetings/interviews/focus groups discuss etc. conducted
- Names of Key stakeholders interviewed
- Records of interviews and focus group discussions etc.
- Photos taken during field missions of interventions
- List of documents reviewed
- Any other relevant material

The following core activities will be completed by the evaluation consultant to be selected:

a) Comprehensive desk review: the evaluation consultant is expected to analyze key secondary sources of information related to the program. This critical review must include the current situation of education in EBGs schools.

Key documents include training manuals, program design documents, program progress/monitoring reports, tools including lesson plan formats and templates to monitor student progress.

b) Elaboration and submission of a detailed and thorough inception report: based on the results of the desk review, it is expected that the consultant produces a complete inception report (first deliverable), operationalization of proposed evaluation approach, limitation of the scope, specification of methodology, elaboration of a final evaluation matrix (including criteria and questions and sub-questions) and evaluation tools, tentative evaluation schedule (specifying proposed sequence of activities), definition of the structure, length and characterization of the formative evaluation report and other expected evaluation deliverables. More evaluation components could be added to the inception report.

c) Collection, analysis, and triangulation of evidence related to the UNICEF supported program: in addition to the desk review and after the approval of the inception report, the consultant will gather qualitative and quantitative information, aligned to the evaluation purposes, objectives, evaluation criteria and questions, etc., The period dedicated to collecting primary information must be aligned to the proposed timeframe described in the approved inception report. The collection, analysis, and integration of the information to be collected must be defined based on the evaluation matrix (evaluation criteria and questions) which is a key part of the mentioned report.

Its maximum length must be 20 pages (excluding annexes). This document must be approved by UNICEF

The application of quantitative methods can be based on a sample survey and analysis of existing quantitative secondary data. For this purpose, student assessment data (grades per quarter) is available and student star profiling assessment. Participatory approach, what, with whom, when will be further be elaborated in the inception report, and will include semi-structured interviews and focus groups for gathering the views of a selection of participants (coaches and targeted teachers) on topics and issues in the data collection stage. In the

design stage Counsellors at central level will need to be involved in instrument development to ensure alignment to local context of schools. Participation at validation stage of analysis and findings will include Counsellors, selection of coaches and teachers.

Program cost data are available and need to be analysed to address the efficiency questions of the evaluation.

d) Elaboration and submission of a draft version of the formative evaluation report: based on the triangulation of the collected (quantitative and qualitative) information and according to the evaluation matrix, the selected evaluation consultant will develop the draft version of the formative evaluation report offering straight forward evidence-based answers to the evaluation criteria and questions and highlighting evidence about how gender, equity, and child rights. The structure of the draft version of the formative evaluation report will be the one proposed and approved in the inception report.

7.2. EVALUATION NORMS AND ETHICAL CONSIDERATIONS

The evaluation will be guided by commonly accepted evaluation norms, standards and approaches. Specifically, the evaluation should be guided by the UNEG norms, standards and guidance.³ The evaluation must be external and independent and will be carried out in an objective, impartial, open and participatory manner, based on empirically verified evidence that is valid and reliable.

UNICEF's *Evaluation Report Standards*⁴ should be followed when preparing the evaluation report. Final evaluation report will be with all annexes in digital format incorporating feedback and comments from UNICEF along with specific, simple and achievable recommendations for future policy and programmatic improvement to be made by the government, as well as specific recommendations for UNICEF's assistance to address the key issues highlighted through the evaluation results. The report will be externally reviewed through UNICEF's Global Evaluation Reports Oversight System (GEROS)⁵, therefore, the evaluation report needs to consider the GEROS quality assurance criteria.

Ethical considerations - The UNEG Code of Conduct⁶ and Ethical Guidelines for Evaluations⁷ shall apply to all stages of the evaluation, as well as UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis.⁸ Where the evaluation involves the participation of members of vulnerable groups, children in particular, evaluators must be aware of and comply with legal codes governing interviewing children and young people and the evaluation design and instruments need to be reviewed by an external ethical review board (see UNICEF Procedure on Ethical Standards). Evaluators shall respect people's right to provide information in confidence and make participants aware of the scope and limits of confidentiality. Evaluators must ensure that sensitive information cannot be traced to its source so that the relevant individuals are protected from reprisals.

The ethical principles that will guide the evaluation are independence, impartiality, credibility, responsibility, honesty, and integrity. Similarly, it is essential for the evaluation team to maintain respect for the dignity and diversity of the individuals interviewed, and to take into consideration respect for human rights, gender equity and equality⁹ throughout the evaluation process. The team will take the appropriate measures to preserve the confidentiality of information and data of the individuals involved, while respecting the right to provide information in confidence. Here, it is essential that informed consent be obtained when the information is collected.

8. EVALUATION WORKPLAN AND DELIVERABLE

Key activities, Deliverables and Timelines <i>Key Activity</i>	<i>Deliverables</i>	<i>Time Frame (From date of contract award)</i>	<i>Payment schedule</i>
Phase I - Inception			
Phase 1: Inception Report: the key activities expected: <ul style="list-style-type: none"> - Kick off meeting - Initial document review and orientation interviews - Development of methodology, data collection strategy and data collection tools in participation with Counsellors of the Moravian Foundation - Development of workplan - Development of inception report, including evaluation matrix 	Inception Report	Two weeks	15%
Phase II – Data Collection			
<ul style="list-style-type: none"> • Data collection at sub-national and national level. The collection of information will be based on approved and final version of evaluation tools. The contractor must include the triangulation of different sources of information as well as pilot testing of instruments. 	Data collection conducted	Four weeks	15%
Phase III – Analysis and Reporting and dissemination			
<ul style="list-style-type: none"> • Data analysis and develop a first draft report in Dutch and English for UNICEF / EBGs comments. The structure of the study report must cover and be aligned to the objectives and mentioned evaluation matrix. 	First draft report	Four weeks	25%
<ul style="list-style-type: none"> • Presentation of the Evaluation findings and recommendations in PPT at a UNICEF/EBGS organised event. ☒ 	One day event/ PPT	One week	15%
<ul style="list-style-type: none"> • Incorporate comments and produce final draft for validation by UNICEF and EBGs. Feedback received from UNICEF/ EBGs (including inputs from governmental stakeholders must be assessed and smoothly included within the final version of the formative evaluation report. This final version of the formative evaluation must be ready for its (printed / digital) publication and timely submitted to UNICEF for its critical review and approval. 	Updated draft report incorporating the comments/ final report	One week	30%

Inception report: The outline and content of the inception report need to comply with UNICEF evaluation standards and will be further discussed during inception. Annex 2 includes a preliminary outline of the inception report. The inception report needs to: clarify the purpose, objectives and scope of the evaluation; specify the

evaluation approach and methodology (including data collection methods and sampling strategy); include an evaluation matrix (including criteria and questions and sub-questions); data collection tools to be used; detailed workplan (specifying proposed sequence of activities) and definition of the structure, length and characterization of the formative evaluation report and other expected evaluation deliverables.

Evaluation report: The report should conform to the UNICEF-Adapted UNEG Evaluation Reports Standards and GEROS quality assurance criteria. The report needs to be drafted in English and should not be more than 50-70 pages excluding annexes. The report needs to include an executive summary of maximum 5 pages (complying with GEROS criteria).

Revised versions of the report based on feedback from UNICEF and EBSGS need to be accompanied by a comment matrix that present who each comment is addressed in the revised version (or justify why the comment is not addressed).

9. MANAGEMENT AND GOVERNANCE ARRANGEMENT

The National Evaluator will be working under the supervision of Monitoring and Evaluation Specialist and the Education Specialist. Given the fact that COVID-19 pandemic measures have been lifted or simplified the consultant is expected to carry out data collection mission to the interior to do interviews and propose other data collection methods to collect the data on project interventions. The deputy representative will be the final approver of the evaluation deliverables.

10. ESTIMATED COSTS

Candidates should submit a technical and financial proposal to be considered **Timeframe:** The contract will start from November 2022 and end March 2023.

Child Safeguarding

Is this project/assignment considered as "[Elevated Risk Role](#)" from a child safeguarding perspective?

YES NO If YES, check all that apply:

Direct contact role YES NO

If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:

Child data role YES NO

If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):

More information is available in the [Child Safeguarding SharePoint](#) and [Child Safeguarding FAQs and Updates](#)

Budget Year: 2022	Requesting Section/Issuing Office: <i>M&E Paramaribo</i>	Reasons why consultancy cannot be done by staff: <i>Evaluation needs to be independent and non-biased</i>			
Included in Annual/Rolling Workplan: <input checked="" type="checkbox"/> Yes No, please justify:					
Consultant sourcing:			Request for:		
National International Both			New SSA – Individual Contract		
Consultant selection method:			Extension/ Amendment		
Competitive Selection (Roster)					
<input checked="" type="checkbox"/> Competitive Selection (Advertisement/Desk Review/Interview)					
If Extension, Justification for extension:					
Supervisor: Prya Hirasingsh, M&E Specialist <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Start Date: Nov 2022	End Date: March 30 th 2023	Number of Days (working) 60 days

Estimated Consultancy fee			
Travel International (if applicable)	NA		
Travel Local (please include travel plan) <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	To be determined and in consultation with the stakeholders the consultant and UNICEF	<input type="checkbox"/>	
DSA (if applicable)	To be determined based on the travel plan (yet to be determined)	<input type="checkbox"/>	
Total estimated consultancy costs ⁱ	USD 46,000		

<p>Minimum Qualifications required:</p> <p>Bachelors <input checked="" type="checkbox"/> Masters PhD Other</p> <p>Enter Disciplines</p> <p>Social sciences, Education Sciences,</p>	<p>Knowledge/Expertise/Skills required:</p> <ul style="list-style-type: none"> • demonstrated 10 years of experience in conducting high level evaluation work in development, social, education, social protection, etc. matters. An outline of similar work and samples required in submission of proposal. • Demonstrated expertise in designing and managing complex analysis, evaluations, or research in education, and experience in designing and implementing quantitative and qualitative data collection methods and data analysis with a range of UN agencies, multilateral agencies, governmental or private sector, etc. • Proven participation in international and regional networks, events, processes related to Accelerated Education, non- formal education, and education, in general. • Demonstrated experience in working at national and community level engaging multiple stakeholders and dealing with different governance structures. An understanding of or an existing network to critical and relevant stakeholders especially in the education sector, is an asset. • Availability and willingness to take up the assignment on short notice and ability to work under pressure and deliver on deadlines within proposed timeframe. • Proven experience in leading and managing outcome and impact evaluations. Good understanding of evaluation methodologies and UNEG norms and standards for Evaluation. • A good understanding of equity issues • Proven analytical skills and experiences leading to the ability to identify and evaluate best practices and innovative approaches to be utilized by the project • Excellent writing skills • Strong organizational, and presentation skills • Proven knowledge of local context is an asset; knowledge of local languages is an asset
<p>Administrative details:</p> <p>Visa assistance required:</p> <p>Transportation arranged by the office:</p>	<p><input checked="" type="checkbox"/> Home Based <input checked="" type="checkbox"/> Office Based:</p> <p>If office based, seating arrangement identified: IT and Communication equipment required: Internet access required:</p>

ⁱ Costs indicated are estimated. Final rate shall follow the “best value for money” principle, i.e., achieving the desired outcome at the lowest possible fee. Consultants will be asked to stipulate all-inclusive fees, including lump sum travel and subsistence costs, as applicable.

Payment of professional fees will be based on submission of agreed deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant

Individuals engaged under a consultancy or individual contract will not be considered “staff members” under the Staff Regulations and Rules of the United Nations and UNICEF’s policies and procedures, and will not be entitled to

benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.

¹ **Teaching practice:** differentiated teaching by adjusting lesson plans with regards to either the content being discussed, the process used to learn, or the product expected from students to ensure that learners at different starting points can receive the instruction they need to grow and succeed. **Student learning behavior:** active participatory role during the lessons, increases participation and peer-to-peer learning. **learning progress:** this is based on the student grades as well as growth throughout the 3-star system.

³ UNEG (2016) [Norms and standards for evaluation](#)

⁴ <https://www.unicef.org/evaluation/media/816/file/UNICEF-Adapted-UNEG-Evaluation-Report-Standards.pdf>

⁵ <https://www.unicef.org/evaluation/global-evaluation-reports-oversight-system-geros>

⁶ <http://www.unevaluation.org/document/detail/100>

⁷ <http://www.unevaluation.org/document/detail/102>

⁸ <https://www.unicef.org/evaluation/documents/unicef-procedure-ethical-standards-research-evaluation-data-collection-and-analysis>

⁹ UNEG (2014), [Integrating Human Rights and Gender Equality in Evaluations](#).

Annex Table B1: Result framework

Result statement	Performance indicators	Baseline	Target	Means of Verification ⁱ
Corresponding result from Country programme/ Humanitarian Response Plan ⁱ				
Outcome 3: Strengthened organizational capacity of key stakeholders to design and deliver equitable, inclusive and relevant education services, transitioning strategies and protective learning environments, including in emergencies, for all children and adolescents within rights based educational frameworks and principles by 2021				
CPD Key progress indicators, baselines and targets:				
4. Percentage of students who are overage for grade in primary education, by gender Baseline: 18% (girls), 22% (boys) (Sur) Target: 10% decrease for all groups				
5. Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination or abuse Baseline: bullying: 37% (girls), 40% (boys) (Guy); 26% (girls), 26% (boys) (Sur) Target: 10% decrease for all groups				
Programme Output 1	Integrated training	Various ad-hoc training parts	Integrated training program together in 1 syllabus	Training map PowerPoint training
Training programme (material for teachers in differentiated learning in basic education designed)	Detailed planning that is communicated at all levels	All our projects are equipped with a planning	1 detailed planning for the duration of the project	1 Planning schedule
Programme Output 2	Certification based on instructions portfolio	0% trained in differentiated learning from an integrated (holistic) perspective	At least 75% of participants are internally certified. The coaches can be used both internally and externally for the training other teachers	-Rating portfolio -obtained certificates
119 participants have been trained in an integrated training program for coaching teachers in differentiated learning	Project leaders are coached in 6 meetings in organization, monitoring and management of the implementation	Experience with managing similar programs	2 project managers completed the 6-day coaching program	Progress report Monitoring files Organizational structure
2 Project leaders have been coached in managing the program	Training participation in the 65 training days	0%	At least 80% participation realized	Entry list attendance list of participants
	Participants assessment of the training program on process content an context	None	At least the rating 7.5 for the implementation of the training and the quality of the training supply	Training evaluation forms and report

Programme Output 3 On-the-job coaching of basic education teachers in differentiated learning/ instructions completed at 56 schools in basic education	Number of Teachers (minimum 4 per school) are simultaneously coached in differentiated learning	0% Coached in the new training program	At least 75% of the 224 participating EBGs teachers have completed their coaching course.	Teachers completed instructions folder
	Number of on-the- job class consultations of teachers	0% Class consultations carried out	At least 75% of the 672 class consultations have been carried out	Completed forms class consultation and report
Programme Output 4 Baseline and effect measurement completed. Project management, monitoring and evaluation for the correct adjustment aimed at achieving results	developed measuring instruments	No measuring instrument No effect measurement	1 developed measuring instrument & 2 effect measurements carried out	1 measuring instrument 2 measurement- reports
	The learning outcome of students	EBGS student completion rate: on average 10%above national ratio for MULO and 6% for LBO	An improvement of 7% for Mulo; LBO consolidation compared to the national average	Test results elementary schools (GLO), 2020
	Project group consultations concerning the continuation	0% Project group consultations carried out	A minimum of 10 realized project group consultations	Project group reports Attendance list
	Photo reports with the visualisation of the running program	All our projects are equipped with photo reports	Realization of 3 photo reports	3 photo reports
	Evaluation reports in which the targets are compared, interim and at the end, to the delivered results	All our projects are provided with interim and final reports	Realization of 1 interim report and 1 final report	2 evaluation reports, including monitoring files

Annex 2: Suggest including a preliminary outline of the inception report in annex:

1. Analysis of the context and description of the object of the evaluation
2. Purpose, objectives and scope of the evaluation
3. Evaluation framework (including evaluation criteria and questions), together with evaluation matrix
4. Methodology, including:
 - a. Description and justification of overarching design
 - b. Data collection methods
 - c. Sampling strategy
 - d. Data collection tools
 - e. Data analysis strategy
 - f. Limitation and mitigation measures
 - g. Ethical considerations and quality assurance
 - h. Integration of gender, equity and human rights
5. Dissemination of the evaluation
6. Workplan and evaluation team
7. Deliverables

ANNEX C: STAKEHOLDER ANALYSIS

Annex Table C1. Stakeholder Analysis				
Human Rights Role	Stakeholders/Target Groups	Role in Intervention	Mandate Area(s)	Thematic Areas
Duty-bearers	UNICEF Suriname CO	Programme Management Funder	Normative Operational Coordination	Cross-cutting
	Ministry of Education, Science and Culture (MINOWC)	Programme Partner Beneficiary	Normative Operational	Education
	Education Foundation of the Moravian Church (EBGS)	Programme Partner Funder Beneficiary	Normative Operational	Education
Rights-holders	EBGS primary teachers	Primary Beneficiary	Operational	Education
	Primary school students	Primary Beneficiary	Operational	Education
	Parents/guardians	Primary Beneficiary	Operational	Education
Other interest groups who are not directly participating in the intervention but have strategic technical inputs into the intervention	NGO SAGA Foundation	Implementing Partner	Normative Coordination Programme	Cross-cutting

ANNEX D: EVALUATION MATRIX

Annex Table D1. Evaluation Matrix				
Evaluation Criteria and Questions	Indicators	Data Sources	Methods of Data Collection	Data Analysis Methods
1. Relevance				
1.A. How relevant is the differentiated teaching approach for the Surinamese context and the national primary education curricula?	1.a.1. Degrees to which and ways that differentiated teaching approaches are relevant to the national context and primary education curricula. (Quantitative/Qualitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers)	Desk review KIIs and FGDs	<ul style="list-style-type: none"> • Content analysis of desk review materials • Analysis of KII and FGD data with comparison by target groups
1.B. How does MINOWC and EBGS schools define child-centred teaching and learning? And, how well does the differentiated teaching approach work towards and/or against the approach they have in mind?	1.b.1. Degree to which and ways that differentiated teaching approaches support child-centred learning (Quantitative/Qualitative)	UNICEF SCO MINOWC EBGS management Coaches (trained teachers) EBGS primary school staff	KIIs and FGDs	<ul style="list-style-type: none"> • Analysis of KII and FGD data with comparison by target groups
1.C. To what extent are teacher and learning concepts, tools and methodologies accepted by national and local stakeholders?	1.c.1. Degree to which and ways that EBGS management and staff accept teacher and learning concepts, tools and methodologies supported by the Programme (Quantitative/Qualitative)	UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff	KIIs and FGDs	<ul style="list-style-type: none"> • Analysis of KII and FGD data with comparison by target groups
1.D. How does the differentiated teaching approach work within the school environment and classroom spaces?	1.d.1. Ways that teachers are applying or using differentiated teaching approach in classrooms (e.g., visual teaching materials during lesson plans to engage and teach students in a more playful and interactive way) (Qualitative)	UNICEF SCO EBGS management Coaches (trained teachers) EBGS primary school staff Students	KIIs and FGDs	<ul style="list-style-type: none"> • Analysis of KII and FGD data with comparison by target groups

Evaluation Criteria and Questions	Indicators	Data Sources	Methods of Data Collection	Data Analysis Methods
1.E. How relevant are the teacher trainings to prepare teachers to adopt the differentiated learning approach in the classroom?	1.e.1. Degree to which and ways that teacher trainings are relevant to prepare teachers to adopt the differential learning approach in the classroom (Quantitative/Qualitative) 1.e.2. Degree to which and ways that teacher trainings are important to preparing teacher to use more innovative teaching approaches in the classroom (Quantitative/Qualitative)	UNICEF SCO EBGS management Coaches (trained teachers) EBGS primary school staff	KIIs and FGDs	<ul style="list-style-type: none"> • Analysis of KII and FGD data with comparison by target groups
1.F. What are the different approaches or modalities of teacher training that have been applied?	1.f.1. Different approaches or modalities of teacher training that have been applied (Qualitative)	Programme documents UNICEF SCO EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff	Desk review KIIs and FGDs	<ul style="list-style-type: none"> • Content analysis of desk review materials. • Analysis of KII and FGD data with comparison by target groups
1.G. How relevant are current contents, methods, materials and delivery mechanisms used for the training?	1.e.1. Degree to and ways that contents, methods, materials and delivery mechanisms used for the training are relevant (Quantitative/Qualitative)	Programme documents UNICEF SCO EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff	Desk review KIIs and FGDs	<ul style="list-style-type: none"> • Content analysis of desk review materials • Analysis of KII and FGD data with comparison by target groups
1.H. What are the advantages and disadvantages of the teacher trainings? And, how could they be improved?	1.h.1. Advantages and disadvantages of teacher trainings, and ways that they can be improved (Qualitative)	UNICEF SCO EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff	KIIs and FGDs	<ul style="list-style-type: none"> • Analysis of KII and FGD data with comparison by target groups

Evaluation Criteria and Questions	Indicators	Data Sources	Methods of Data Collection	Data Analysis Methods
1.I. What are the different types of materials used for implementing the approach?	1.i.1. Different types of materials developed and used for implementing the approach (Qualitative)	Programme documents UNICEF SCO EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff	Desk review KIIs and FGDs	<ul style="list-style-type: none"> ● Content analysis of desk review materials ● Analysis of KII and FGD data with comparison by target groups
1.J. How relevant are these materials developed by teachers to achieve the objectives?	1.j.1. Degree to which and ways that training materials are relevant to teachers, such as contributes to teacher's ability to identify and assess students' learning needs and to adapt their teaching styles and use materials that contribute to more active student participation and learning. (Quantitative/Qualitative)	Programme documents UNICEF SCO EBGS management Coaches (trained teachers) EBGS primary school staff Students	Desk review KIIs and FGDs	<ul style="list-style-type: none"> ● Content analysis of desk review materials ● Analysis of KII and FGD data with comparison by target groups
1.K. What are the positives and negatives of the training materials? How could it be improved?	1.k.1. Strengths and limitations of training materials (Qualitative) 1.k.2. Ways that training materials can be improved. (Qualitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff Students	Desk review KIIs and FGDs	<ul style="list-style-type: none"> ● Content analysis of desk review materials ● Analysis of KII and FGD data with comparison by target groups

Evaluation Criteria and Questions	Indicators	Data Sources	Methods of Data Collection	Data Analysis Methods
2. Effectiveness				
2.A. To what extent and how has the approach achieved its objectives?	<p>2.a.1. Degree to which and ways that respondents believe the Programme has prepared teachers to identify and assess the learning needs of students (Quantitative/Qualitative)</p> <p>2.a.2. Degree to which and ways that the Programme has prepared teachers to adapt their teaching approaches to teach different types of students in the classroom, and to support students who have difficulties learning a subject (Quantitative/Qualitative)</p> <p>2.a.3. Degree to which and ways that the Programme has prepared teachers to take a more active role in developing their lessons plans (Quantitative/Qualitative)</p> <p>2.a.4. Degree to which and ways that the Programme has prepared teachers to use of visual teaching materials during lesson plans to engage and teach students in a more playful and interactive way, and to increase their understanding (Quantitative/Qualitative)</p>	<p>Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff Students</p>	<p>Desk review KIIs and FGDs</p>	<ul style="list-style-type: none"> • Content analysis of desk review materials • Analysis of KII and FGD data with comparison by target groups
2.B. How well has the approach been integrated and applied into daily teaching and learning practices?	<p>2.b.1. Ways in which more innovative teaching approaches have been integrated and applied in teaching and learning practices (Qualitative)</p>	<p>Programme documents UNICEF SCO EBGS management Coaches (trained teachers) EBGS primary school staff Students</p>	<p>Desk review KIIs and FGDs</p>	<ul style="list-style-type: none"> • Content analysis of desk review materials • Analysis of KII and FGD data with comparison by target groups

Evaluation Criteria and Questions	Indicators	Data Sources	Methods of Data Collection	Data Analysis Methods
2.C. To what extent and how has the Programme helped to improve teacher performance in effectively addressing the different needs of students? And to making teaching and learning more inclusive?	2.c.1. Degree to which and ways that respondents believe the Programme has prepared teachers to identify and assess the learning needs of students (Quantitative/Qualitative) 2.c.2. Degree to which and ways that the Programme has prepared teachers to adapt their teaching approaches to teach different types of students in the classroom, and to support students who have difficulties learning a subject (Quantitative/Qualitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff Students	Desk review KIIs and FGDs	<ul style="list-style-type: none"> • Content analysis of desk review materials • Analysis of KII and FGD data with comparison by target groups
2.D. To what extent and how has the approach helped to make differences in students' learning behaviour and progress?	2.d.1. Ways in which the Programme helped to improve students' learning and progress (Qualitative)	Programme documents EMIS data UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff Students	Desk review EMIS data KIIs and FGDs	<ul style="list-style-type: none"> • Content analysis of desk review materials • Analysis of relevant EMIS data • Analysis of KII and FGD data with comparison by target groups
2.E. What and how have differences come about for other beneficiaries, such as education officials, principals and parents?	2.e.1. Benefits of the Programme on education officials and staff and primary schools (Qualitative)	UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff	Desk review KIIs and FGDs	<ul style="list-style-type: none"> • Content analysis of desk review materials • Analysis of KII and FGD data with comparison by target groups

Evaluation Criteria and Questions	Indicators	Data Sources	Methods of Data Collection	Data Analysis Methods
2.F. What were the major factors influencing the achievement or non-achievement of the differentiated learning objectives? How can the approach be more effective (e.g., training, materials, class and school environment, resources, monitoring and measurement mechanism and tools, coordination, and governance)?	2.f.1. Factors influencing the achievement or non-achievement of the differentiated learning objectives (Qualitative) 2.f.2. Ways in which the Programme can be strengthened to be more effective (Qualitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff Students	Desk review KIIs and FGDs	<ul style="list-style-type: none"> Content analysis of desk review materials Analysis of KII and FGD data with comparison by target groups
2.G. Were there any challenges, barriers or negativities surrounding the approach by stakeholders? How were these addressed?	2.g.1. Types of challenges, barriers or negativities to Programme implement, and how they are addressed (Qualitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers)	Desk review KIIs	<ul style="list-style-type: none"> Content analysis of desk review materials Analysis of KII data with comparison by target groups
3. Efficiency				
3.A. To what extent does the Programme deliver the necessary quality at the least necessary cost?	3.a.1. Costs of delivering Programme (Quantitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers)	Desk review KIIs	<ul style="list-style-type: none"> Content analysis of desk review materials Analysis of KII data with comparison by target groups
3.B. What are the different cost elements in implementing this approach in schools (e.g., training, monitoring, material, classroom improvements)?	3.b.1. Breakdown of costs to element the Programme (e.g., training, monitoring, material, classroom improvements) (Quantitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers)	Desk review KIIs	<ul style="list-style-type: none"> Content analysis of desk review materials Analysis of KII data with comparison by target groups

Evaluation Criteria and Questions	Indicators	Data Sources	Methods of Data Collection	Data Analysis Methods
3.C. Was the approach implemented in the most efficient way, compared to alternatives (e.g., training all teachers instead of applying a train/coach the trainer concept)?	3.c.1. Additional funding and costs needed to implement the Programme (Quantitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers)	Desk review KIIs	<ul style="list-style-type: none"> Content analysis of desk review materials Analysis of KII data with comparison by target groups
3.D. What are the challenges faced in sourcing funds for these costs?	3.d.1. Challenges faced in sourcing funds to implement the Programme (Quantitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation	Desk review KIIs	<ul style="list-style-type: none"> Content analysis of desk review materials Analysis of KII data with comparison by target groups
3.E. How can different cost elements be made more cost effective and sustainable?	3.e.1. Ways in which the Programme can be made more cost effective and sustainable (Qualitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation	Desk review KIIs	<ul style="list-style-type: none"> Content analysis of desk review materials Analysis of KII data with comparison by target groups
4. Sustainability				
4.A. To what extent is the differentiated learning approach and interventions sustainable?	4.a.1. Degree to which and ways that differentiated learning approaches and interventions are sustainable (Quantitative/Qualitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff	Desk review KIIs and FGDs	<ul style="list-style-type: none"> Content analysis of desk review materials Analysis of KII and FGD data with comparison by target groups
4.B. To what extent did the Programme build upon and contribute to increasing existing national and local government capacities to deliver child-centred learning in primary education?	4.b.1. Degree to which and ways that the Programme contribute to increasing the capacities of EBGS primary schools to deliver more innovative teaching approaches that are focused improving child learning and academic performance (Quantitative/Qualitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff	Desk review KIIs and FGDs	<ul style="list-style-type: none"> Content analysis of desk review materials Analysis of KII and FGD data with comparison by target groups

Evaluation Criteria and Questions	Indicators	Data Sources	Methods of Data Collection	Data Analysis Methods
4.C. To which extent is the approach externally driven and owned or managed by EBGs schools?	4.c.1. Ways in which the approach has been externally driven and owned versus managed by EBGs schools (Qualitative)	Programme documents UNICEF SCO EBGS management Coaches (trained teachers) EBGS primary school staff	Desk review KIIs and FGDs	<ul style="list-style-type: none"> • Content analysis of desk review materials • Analysis of KII and FGD data with comparison by target groups
4.D. How much of a continuous “external input” does it require (e.g., monitoring, training and provision of materials) for sustainability?	4.d.1. Type of ongoing external inputs and support are needed for the Programme to be sustainable (Qualitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff	Desk review KIIs and FGDs	<ul style="list-style-type: none"> • Content analysis of desk review materials • Analysis of KII and FGD data with comparison by target groups
4.E. What are the implications and requirements for potentially transitioning to a completely EBGs- run/owned approach?	4.e.1. Implications and requirements for transitioning the Programme to a completely EBGs-run/owned approach (Qualitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers)	Desk review KIIs and FGDs	<ul style="list-style-type: none"> • Content analysis of desk review materials • Analysis of KII and FGD data with comparison by target groups
4.F. What new capacities within education services have been established or restored?	4.f.1. Different types of new capacities within education services have been established or restored (Qualitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff	Desk review KIIs and FGDs	<ul style="list-style-type: none"> • Content analysis of desk review materials • Analysis of KII and FGD data with comparison by target groups
4.G. To what extent does the EBGs have sufficient financial and human resources and capacities to maintain the benefits produced by the Programme?	4.g.1. Availability of EBGs financial and human resources and capacities to maintain the benefits produced by the Programme (Qualitative)	UNICEF SCO EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff	KIIs and FGDs	<ul style="list-style-type: none"> • Analysis of KII and FGD data with comparison by target groups

Evaluation Criteria and Questions	Indicators	Data Sources	Methods of Data Collection	Data Analysis Methods
4.H. To what extent have the stakeholders undertaken the necessary decisions and course of actions to ensure sustainability of the approach?	4.h.1. Decisions and actions taken by stakeholders to ensure sustainability of the approach (Qualitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff	Desk review KIIs and FGDs	<ul style="list-style-type: none"> • Content analysis of desk review materials • Analysis of KII and FGD data with comparison by target groups
4.I. How have UNICEF and stakeholders ensured EBGs and school ownership of the approach (i.e., intrinsically driven to apply the approach)?	4.i.1. Steps taken by UNICEF and stakeholders to ensure EBGs and school ownership of the approach (Qualitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff	Desk review KIIs and FGDs	<ul style="list-style-type: none"> • Content analysis of desk review materials • Analysis of KII and FGD data with comparison by target groups
4.J. To what extent the contents of the approach and its implementation modality have a potential for scaling and mainstreaming? Is there political will to support the mainstreaming of principles and approach in the education system?	4.j.1. Degree to which and reasons why the contents of the approach and its implementation modality have the of being scaled up and mainstreamed (Quantitative/Qualitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff	Desk review KIIs and FGDs	<ul style="list-style-type: none"> • Content analysis of desk review materials • Analysis of KII and FGD data with comparison by target groups
5. Equity, Gender Equality and Human Rights-Based Approaches				
5.A. To what extent have human rights-based approaches and gender equality goals and processes been incorporated into planning documents and resource materials of the Programme interventions?	5.a.1. Ways in which human rights-based approaches and gender equality goals and processes been incorporated into planning documents and resource materials of the Programme interventions (Qualitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers)	Desk review KIIs and FGDs	<ul style="list-style-type: none"> • Content analysis of desk review materials. • Analysis of KII and FGD data with comparison by target groups

Evaluation Criteria and Questions	Indicators	Data Sources	Methods of Data Collection	Data Analysis Methods
5.B. To what extent has the approach been effective to advance equitable access to education and learning?	5.b.1. Degree to which and ways that differentiated education approaches have been effective at advancing equitable access to education and learning (Qualitative)	Programme documents UNICEF SCO MINOWC EBGS management NGO SAGA Foundation Coaches (trained teachers) EBGS primary school staff Students	Desk review EMIS data KIIs and FGDs	<ul style="list-style-type: none"> • Content analysis of desk review materials. • Analysis of relevant EMIS data • Analysis of KII and FGD data with comparison by target groups
Evaluation Criteria and Questions	Indicators	Data Sources	Methods of Data Collection	Data Analysis Methods
5.C. To what extent did the different groups, including children with disabilities and other most marginalised children, benefit in different ways from the approach?	5.c.1. Number of students from different groups, including children with disabilities and other most marginalized children (e.g., children from the rural interior) benefit in different ways from the approach (Quantitative)	Programme documents EMIS data UNICEF SCO EBGS management and staff	Desk review EMIS data KIIs and FGDs	<ul style="list-style-type: none"> • Content analysis of desk review materials. • Analysis of relevant EMIS data • Analysis of KII and FGD data with comparison by target groups

ANNEX E: EVALUATION WORK PLAN

Annex Table E1. Evaluation Work Plan				
Steps	Description of Deliverables	Responsibilities	Estimated Number of Days and Location	Evaluation Team Deliverables (Submission Dates)
Phase 1 – Inception				
Inception Report	Draft and finalize inception report, including key activities: <ul style="list-style-type: none"> • Kick off meeting • Initial document review and orientation interviews • Development of methodology, data collection strategy, data collection tools in participation with counsellors of the Moravian Foundation • Development of workplan • Draft and finalize Inception Report, including evaluation matrix • Submit for ethical review and receive ethical approval • Submit for quality assurance review 	Dr. Robin Haarr (Evaluator)	9 days / remote	<u>Inception Report</u> Date: 31 January 2023
Phase 2 – Data collection				
Data Collection in the Field	Data collection at sub-national and national level. Collection of information will be based on approved and final version of evaluation tools. The evaluator must include the triangulation of different sources of information, and pilot testing of instruments.	Dr. Robin Haarr (Evaluator)	27 days / in-country	<u>Data collection in the field</u> Dates: 12 February – 11 March 2023
Phase 3 – Analysis, Report Writing and Dissemination				
Data Analysis and Report Writing	Data analysis and develop a first draft report in English for UNICEF and EBGs comments. The structure of the study report must cover and be aligned to the objectives and mentioned evaluation matrix..	Dr. Robin Haarr (Evaluator)	19 days / remote	<u>Draft Evaluation Report (in English)</u> Date: TBD
Presentation	Presentation of the evaluation findings and recommendations in PPT at a UNICEF/EBGS organised event.	Dr. Robin Haarr (Evaluator)	5 days in-country	<u>Presentation</u> Date: 3 April 2023
Final Evaluation Report	Incorporate comments and produce final draft for validation by UNICEF and EBGs. Feedback received from UNICEF/ EBGs (including inputs from governmental stakeholders must be assessed and smoothly included within the final version of the formative evaluation report. This final version of the formative evaluation must be ready for its (printed / digital) publication and timely submitted to UNICEF for its critical review and approval.	Dr. Robin Haarr (Evaluator)		<u>Final Evaluation Report (in English)</u> Date: 3 April 2023
			Total: 60 days	

ANNEX F: DRAFT ITINERARY FOR DATA COLLECTION IN THE FIELD

Annex Table F1. Draft Itinerary for Data Collection in the Field			
Date	Day	Proposed Activity	Location
12 Feb	Sun	International consultant arrives in Paramaribo Overnight in Paramaribo	Paramaribo
13 Feb	Mon	Meetings and interviews with: <ul style="list-style-type: none"> • UNICEF SCO staff (2 KIIs) • MINOWC representatives (3 KIIs) • EBGs management (1 KII) • EBGs counsellors and project leaders (7 KIIs) • NGO SAGA Foundation Inc. (2 KIIs) Overnight in Paramaribo	Paramaribo
14 Feb	Tues		
15 Feb	Wed		
16 Feb	Thurs	Data collection at pilot school (#1) in Paramaribo Overnight in Paramaribo	Paramaribo
17 Feb	Fri	Finish up remaining interviews with: <ul style="list-style-type: none"> • UNICEF SCO staff (2 KIIs) • MINOWC representatives (3 KIIs) • EBGs management (1 KII) • EBGs counsellors and project leaders (7 KIIs) • NGO SAGA Foundation Inc. (2 KIIs) Overnight in Paramaribo	Paramaribo
18 Feb	Sat	Rest days - Evaluator will work on own to manage data Overnight in Paramaribo	Paramaribo
19 Feb	Sun		
20 Feb	Mon	Data collection at pilot school (#2) in coastal area (1 day) Data collection at pilot school (#3) in coastal area (1 day) Data collection at pilot school (#4) in coastal area (1 day) Data collection at pilot school (#5) in coastal area (1 day)	
21 Feb	Tues		
22 Feb	Wed		
23 Feb	Thurs		
24 Feb	Fri		
25 Feb	Sat	Rest day - Evaluator will work on own to manage data	Paramaribo
26 Feb	Sun	Overnight in Paramaribo	
27 Feb	Mon	Data collection at pilot school (#6) in interior area (1 day) Data collection at pilot school (#7) in interior area (1 day) Data collection at pilot school (#8) in interior area (1 day)	
1 March	Tues		
2 March	Wed		
3 March	Thurs		
4 March	Fri	Rest day - Evaluator will work on own to manage data Overnight in Paramaribo	Paramaribo
5 March	Sat		
6 March	Sun	Data collection at pilot school (#9) in coastal area (1 day) Data collection at pilot school (#10) in coastal area (1 day)	
7 March	Mon		
8 March	Tues		
9 March	Wed	Meetings with UNICEF and EBGs	Paramaribo
10 March	Thurs		
11 March	Fri	Presentation of Observations from the Field Overnight in Paramaribo	
12 March	Sat	Evaluator leaves Suriname	

ANNEX G: MODEL ITINERARY FOR UNICEF AND NATIONAL PARTNERS

UNICEF can organize the schedule in a way that works best for each of the individuals, the table shows how much time should be planned for each interview; this is only an example.

Length of Time	
Day 1	
1.5 hours	Kick-off meeting with UNICEF SCO
30-minute	
2 hours	EBGS management (current Director and key stakeholder) Discuss methodology Small group interview with current EBGS management
1-hour break	
1 hour	NGO SAGA Foundation Inc. Small group interview with NGO Leaders
20-minute break	
1 hour	NGO SAGA Foundation Inc. Small group interview with NGO trainers for the Programme
Day 2	
1 hour	Former EBGS Director (retired) One-on-one interview
20-minute break	
1 hour	Former EBGS Head of Counsellors (retired) One-on-one interview
20-minute break	
1 hour	EBGS Counsellor/Project Leader #1 One-on-one interview
20-minute break	
1 hour	EBGS Counsellor/Project Leader #2 One-on-one interview
20-minute break	
1 hour	EBGS Counsellor/Project Leader #3 One-on-one interview
Day 3	
1 hour	EBGS Counsellor/Project Leader #4 One-on-one interview
20-minute break	
1 hour	EBGS Counsellor/Project Leader #5 One-on-one interview
20-minute break	
1 hour	EBGS Counsellor/Project Leader #6 One-on-one interview
20-minute break	
1 hour	EBGS Counsellor/Project Leader #7 One-on-one interview
20-minute break	
1 hour	MINOWC Inspection Department Small group interview with MINOWC staff
Day 4	
1 hour	UNICEF (Prya) One-on-one interview
20-minute break	
75 minutes	UNICEF (Faisal) One-on-one interview

ANNEX H: MODEL ITINERARY FOR SCHOOL VISITS

Schools can organize the one-day visit schedule in a way that works best for each of the groups, the table simply shows how much time should be planned for each interview and focus group discussion (FGD). This is just an example of an itinerary for the school visits, to help the schools organize.

Length of Time	Interview/Focus Group
45 minutes	School Director/Deputy Director Small group interview with both
5-minute break	
60 minutes	Coaches (teachers) trained Small group interview with both coaches
5-minute break	
60 minutes	Focus Group #1 with teachers grades 3-6 who have received peer coaching from coaches <ul style="list-style-type: none"> • 1 Focus Group with 3-5 teachers • Choose teachers from grades 3-6 who received peer coaching from coaches and/or are using differentiated teaching in their classes
5-minute break	
60 minutes	Focus Group #2 with teachers grades 3-6 who have received peer coaching from coaches <ul style="list-style-type: none"> • 1 Focus Group with 3-5 teachers • Choose teachers from grades 3-6 who received peer coaching from coaches and/or are using differentiated teaching in their classes
5-minute break	
40 minutes	Focus Group #1 with female students grades 3-6 who benefit from differentiated education <ul style="list-style-type: none"> • 1 Focus Group with 8-10 female students • Choose female students from different grades 3-6 who were taught by teachers who have been coached to use differentiated teaching in their classes. Choose female students of different learning skills and styles, not just the best female students. It is important to include some female students who are slow to learn at times. • For each child selected to participate in the Focus Group please collect from parents the signed parental consent form prior to UNICEF's arrival. UNICEF will need to collect those parental consent forms while at the school before starting the Focus Group.
5-minute break	
40 minutes	Focus Group #2 with male students grades 3-6 who benefit from differentiated education <ul style="list-style-type: none"> • 1 Focus Group with 8-10 male students • Choose male students from different grades 3-6 who were taught by teachers who have been coached to use differentiated teaching in their classes. Choose male students of different learning skills and styles, not just the best male students. It is important to include some male students who are slow to learn at times. • For each child selected to participate in the Focus Group please collect from parents the signed parental consent form prior to UNICEF's arrival. UNICEF will need to collect those parental consent forms while at the school before starting the Focus Group.

ANNEX I: CONSENT FORM FOR KIIs

Agreement to Participate in the Evaluation of the Steps Together Programme

(For use with UNICEF, MINOWC, EBGs, NGO SAGA Foundation and School Staff)

Who are we and why are we conducting this evaluation?

The evaluation is being conducted by the United Nations Children's Fund (UNICEF), and is necessary for the From the Classroom to Differentiated Education Programme, which has been implemented by UNICEF Suriname, in partnership with the Education Foundation of the Moravian Church schools in Suriname since 2018. I have been contracted by UNICEF to conduct the evaluation, but I am not an employee of UNICEF.

The purpose is to obtain an independent evaluation of the From the Classroom to Differentiated Education Programme which is being implemented in 56 schools across Suriname. The aim is to understand the programme's relevance, effectiveness and results achieved by the Programme. The evaluation is expected to support strategic learning and decision-making with regard to improving the Programme, and its eventual scale-up and sustainability.

What will be your involvement?

Your opinion and point of view are very important to us; thus, we invite you to participate in this interview and share your perspectives, opinions and experiences related to the Programme. This will allow me to assess the relevance, effectiveness, efficiency and sustainability of the Programme.

You are just one of more than 150 people that will be interviewed as part of this evaluation. Everyone who participates in this evaluation is guaranteed confidentiality to protect their privacy. No names or identifiers will be included in any documents or reports. Only summary data for all respondents will be presented in the evaluation report. It is also important that you know that participating in this interview will cause **no risk** to you.

The interview will take about 1 hour, and your participation is voluntary. The evaluator will take detailed notes during the interview on their laptop; the interview **will not** be audio recorded. If you are participating in a small group interview with others from your institution/school, you are obliged to keep information confidential that is discussed during the interview.

How will the information collected be used?

While you will not benefit immediately from taking part in this interview, findings from this evaluation will be used to support efforts to strengthen the Programme in the future. The evaluator will **not provide** financial reimbursement **nor** gifts of any type for participation. Refusal to participate **will not impact** you in any way. You can skip questions that you do not want to answer or stop the interview at any point without penalty. You can contact UNICEF in Paramaribo if you have questions.

How do I give permission for my participation in this evaluation?

You can give your permission to participate by checking the 'Yes' box. If you do not give your permission to participate, check the 'No' box. You should also sign and date this form, and return it to evaluator before you begin the interview.

- Yes, I agree to participate in the interview for this evaluation
 No, I do not agree to participate in the interview for this evaluation

Signature _____ Date _____

If you have questions about this evaluation, you can contact Faisel Tjon-a-loi, UNICEF Education Specialist, at etjonaloi@unicef.org

ANNEX J: UNICEF AND NATIONAL PARTNER QUESTIONNAIRE

UNICEF and National Partner Questionnaire (For use with UNICEF SCO, MINOWC, EBGs management and counsellors/project leaders, NGO SAGA Foundation Inc.)	
Introduction/Directions	
Introduce yourself and explain the scope and purpose of the evaluation and offer a brief description of the methodology. Review the informed consent form with each participant. Get each participant to sign the informed consent form prior to beginning the interview. Keep the signed copy of the informed consent form and leave them an unsigned copy. THE INTERVIEW SHOULD TAKE ABOUT 60 MINUTES	
Background/Demographic Information	
Date	
Location (city/district)	
Institution/Agency/School	
Number of participants	
Number of males	
Number of females	
Names & Titles (of each participant) To be collected during the interview, then assigned an ID number, after which names will be removed and stored in a separate master list	
Have you obtained a copy of the signed consent form from each participant prior to beginning the interview?	<input type="checkbox"/> Yes → Proceed to interview <input type="checkbox"/> No → Do not interview
Familiarity with the Programme	
1	What has been your involvement with the From the Classroom to Differentiated Education Programme, that UNICEF has supported?
Relevance	
<i>I want to ask you about the relevance of the Differentiated Education Programme. If you do not know the answer to a question, we can skip it.</i>	
2	On a scale of 1 to 10, how relevant is the differentiated teaching approach to the national context and primary education curricula? Why did you give it a ___? Not relevant Somewhat relevant Very relevant 1 2 3 4 5 6 7 8 9 10
3	In what ways has the From the Classroom to Differentiated Education Programme helped to strengthen teacher training?
3a	I understand that the 112 teachers who were selected to act as peer coaches/trainers were a key part of the Programme. Can you tell me more about who those 112 coach teachers were selected? Capacitated? Trained other teachers? What were the strengths and limitations of this approach?

Effectiveness	
<i>I want to ask you about the effectiveness of the From the Classroom to Differentiated Education Programme. If you do not know the answer to a question, we can skip it.</i>	
15	<p>On a scale of 1 to 10, how effective has the From the Classroom to Differentiated Education Programme been at preparing teachers to identify and assess the learning needs of students? Why did you give it a ___?</p> <p>Not effective Somewhat effective Very effective</p> <p>1 2 3 4 5 6 7 8 9 10</p>
16	<p>On a scale of 1 to 10, how effective has the Programme been at preparing teachers to adapt their teaching approaches to teach different types of students in the classroom, and to support students who have difficulties learning a subject? Why did you give it a ___?</p> <p>Not effective Somewhat effective Very effective</p> <p>1 2 3 4 5 6 7 8 9 10</p>
17	<p>On a scale of 1 to 10, how effective has the Programme been at preparing teachers to take a more active role in developing their lessons plans? Why did you give it a ___?</p> <p>Not effective Somewhat effective Very effective</p> <p>1 2 3 4 5 6 7 8 9 10</p>
18	<p>In what ways, if any, more innovative teaching approaches and learning materials being used on a regular basis in the pilot schools and classrooms? Can you tell me more about that?</p>
19	<p>On a scale of 1 to 10, how effective has the Programme been at preparing teachers to use of visual teaching materials during lesson plans to engage and teach students in a more playful and interactive way, and to increase their understanding? Why did you give it a ___?</p> <p>Not effective Somewhat effective Very effective</p> <p>1 2 3 4 5 6 7 8 9 10</p>
20	<p>In what ways have more innovative teaching approaches and learning materials helped to improve students' learning and progress? Can you tell me more about that?</p>
21	<p>In what ways have more innovative teaching approaches and learning materials helped children who are slow learners? And to support children with varying language skills?</p>
22	<p>In what ways, if any, have children with disabilities benefited from more innovative teaching approaches and learning materials? In what ways, have other marginalized children benefited from the more innovative teaching approaches and learning materials?</p>
23	<p>Are there any other factors have had a positive influence on the ability of EBGs and its primary schools to implement the From Classrooms to Differentiated Education Programme?</p>
23a	<p>How can the Programme be strengthened? Is there a need for more effective:</p> <p><input type="checkbox"/> Training materials</p>

30	<p>On a scale of 1 to 10, how sustainable are the use of differentiated teaching approaches and in schools to meet the needs of students with different learning abilities? Why did you give it a ___?</p> <p>Not sustainable Somewhat sustainable Very sustainable</p> <p>1 2 3 4 5 6 7 8 9 10</p>
31	<p>What decisions and sections have been taken to ensure sustainability of the Programme?</p>
32	<p>What are the barriers or challenges for sustainability of the Programme?</p>
33	<p>What type of ongoing external inputs and support (e.g., monitoring, trainings, provision or materials) are needed for the Programme to be sustainable?</p>
34	<p>To what extent does the EBGs have sufficient financial and human resources, and capacities to maintain the benefits produced by the Programme?</p>
35	<p>What are the implications and requirements for transitioning the Programme to a completely EBGs-run/owned approach?</p>
36	<p>On a scale of 1 to 10, how likely is it that the contents of the Programme’s approach and implementation modality will be scaled up and mainstreamed in the education system? Why did you give it a ___?</p> <p>Not likely Somewhat likely Very likely</p> <p>1 2 3 4 5 6 7 8 9 10</p>

ANNEX K: SCHOOL STAFF QUESTIONNAIRE

School Staff Questionnaire (For use with school principals/deputy principals and coaches (teachers) trained)	
Introduction/Directions	
Introduce yourself and explain the scope and purpose of the evaluation and offer a brief description of the methodology. Review the informed consent form with each participant. Get each participant to sign the informed consent form prior to beginning the interview. Keep the signed copy of the informed consent form and leave them an unsigned copy. THE INTERVIEW SHOULD TAKE ABOUT 60 MINUTES	
Background/Demographic Information	
Date	
Location (city/district)	
Institution/Agency/School	
Number of participants	
Number of males	
Number of females	
Names & Titles (of each participant) To be collected during the interview, then assigned an ID number, after which names will be removed and stored in a separate master list	
Have you obtained a copy of the signed consent form from each participant prior to beginning the interview?	<input type="checkbox"/> Yes → Proceed to interview <input type="checkbox"/> No → Do not interview
Familiarity with the Programme	
1	What has been your involvement with the From the Classroom to Differentiated Education Programme, that UNICEF has supported?
Relevance	
<i>I want to ask you about the relevance of the Differentiated Education Programme. If you do not know the answer to a question, we can skip it.</i>	
2	On a scale of 1 to 10, how relevant is the differentiate teaching approach to the national context and primary education curricula? Why did you give it a ___? Not relevant Somewhat relevant Very relevant 1 2 3 4 5 6 7 8 9 10
3	In what ways has the Programme helped to strengthen teacher training?
4	In what ways has the Programme helped to build teachers' knowledge, capacities and skills to apply more innovative teaching approaches in the classroom which would improve student learning and academic performance? Can you tell me more about the classroom consultations done by coaches? How often were class consultations conducted? What impact did they have?

<p><i>I want to ask you about the effectiveness of the From the Classroom to Differentiated Education Programme. If you do not know the answer to a question, we can skip it.</i></p>	
15	<p>On a scale of 1 to 10, how effective has the From the Classroom to Differentiated Education Programme been at preparing teachers to identify and assess the learning needs of students? Why did you give it a ___?</p> <p>Not effective Somewhat effective Very effective</p> <p>1 2 3 4 5 6 7 8 9 10</p>
16	<p>On a scale of 1 to 10, how effective has the Programme been at preparing teachers to adapt their teaching approaches to teach different types of students in the classroom, and to support students who have difficulties learning a subject? Why did you give it a ___?</p> <p>Not effective Somewhat effective Very effective</p> <p>1 2 3 4 5 6 7 8 9 10</p>
17	<p>On a scale of 1 to 10, how effective has the Programme been at preparing teachers to take a more active role in developing their lessons plans? Why did you give it a ___?</p> <p>Not effective Somewhat effective Very effective</p> <p>1 2 3 4 5 6 7 8 9 10</p>
18	<p>In what ways, if any, more innovative teaching approaches and learning materials being used on a regular basis in the pilot schools and classrooms? Can you tell me more about that?</p>
19	<p>On a scale of 1 to 10, how effective has the Programme been at preparing teachers to use of visual teaching materials during lesson plans to engage and teach students in a more playful and interactive way, and to increase their understanding? Why did you give it a ___?</p> <p>Not effective Somewhat effective Very effective</p> <p>1 2 3 4 5 6 7 8 9 10</p>
20	<p>In what ways have more innovative teaching approaches and learning materials helped to improve students' learning and progress? Can you tell me more about that?</p>
21	<p>In what ways have more innovative teaching approaches and learning materials helped children who are slow learners? And to support children with varying language skills?</p>
22	<p>In what ways, if any, have children with disabilities benefited from more innovative teaching approaches and learning materials? In what ways, have other marginalized children benefited from the more innovative teaching approaches and learning materials?</p>
23	<p>Are there any other factors have had a positive influence on the ability of primary schools and teachers to implement the From Classrooms to Differentiated Education Programme?</p>
23a	<p>How can the Programme be strengthened? Is there a need for more effective:</p> <p><input type="checkbox"/> Training materials</p> <p><input type="checkbox"/> Class environment</p> <p><input type="checkbox"/> School environment</p>

ANNEX L: CONSENT FORM FOR FGDs

Agreement to Participate in the Evaluation of the Steps Together Programme

(For use with Teachers)

Who are we and why are we conducting this evaluation?

The evaluation is being conducted by the United Nation's Children Fund (UNICEF), and is necessary for the From the Classroom to Differentiated Education Programme, which has been implemented by UNICEF Suriname, in partnership with the Education Foundation of the Moravian Church schools in Suriname since 2018. I have been contracted by UNICEF to conduct the evaluation, but I am not an employee of UNICEF.

The purpose is to obtain an independent evaluation of the From the Classroom to Differentiated Education Programme which is being implemented in 56 schools across Suriname. The aim is to understand the programme's relevance, effectiveness and results achieved by the Programme. The evaluation is expected to support strategic learning and decision-making with regard to improving the Programme, and its eventual scale-up and sustainability.

What will be your involvement?

Your opinion and point of view are very important to us; thus, we invite you to participate in this focus group and share your perspectives, opinions and experiences related to the Programme. This will allow me to assess the relevance, effectiveness, efficiency and sustainability of the Programme.

You are just one of more than 150 people that will be interviewed as part of this evaluation. Everyone who participates in this evaluation is guaranteed confidentiality to protect their privacy. No names or identifiers will be included in any documents or reports. Only summary data for all respondents will be presented in the evaluation report. It is also important that you know that participating in this interview will cause **no risk** to you.

The focus group will take about 1 hour, and your participation is voluntary. The evaluator will take detailed notes during the focus group discussion on their laptop; the interview **will not** be audio recorded. If you agree to participate in the focus group with others from your institution/school, you are obliged to keep information confidential that is discussed during the focus group.

How will the information collected be used?

While you will not benefit immediately from taking part in this focus group, findings from this evaluation will be used to support efforts to strengthen the Programme in the future. The evaluator will **not provide** financial reimbursement **nor** gifts of any type for participation. Refusal to participate **will not impact** you in any way. You can skip questions that you do not want to answer or stop the interview at any point without penalty. You can contact UNICEF in Paramaribo if you have questions.

How do I give permission for my participation in this evaluation?

You can give your permission to participate by checking the 'Yes' box. If you do not give your permission to participate, check the 'No' box. You should also sign and date this form, and return it to evaluator before you begin the interview.

- Yes, I agree to participate in the focus group for this evaluation
 No, I do not agree to participate in the focus group for this evaluation

Signature _____ Date _____

If you have questions about this evaluation, you can contact Faisel Tjon-a-loi, UNICEF Education Specialist, at etjonaloi@unicef.org

ANNEX M: FGD GUIDE FOR TEACHERS

FGD Guide for Teachers (For use primary school teachers who benefited from peer-to-peer coaching)	
Introduction/Directions	
<p>Introduce yourself and explain the scope and purpose of the evaluation and offer a brief description of the methodology. Review the informed consent form with each participant. Get each participant to sign the informed consent form prior to beginning the interview. Keep the signed copy of the informed consent form and leave them an unsigned copy.</p> <p>THE INTERVIEW SHOULD TAKE ABOUT 60 MINUTES</p>	
Background/Demographic Information	
Date	
Location (city/district)	
Institution/Agency/School	
Number of participants	
Number of males	
Number of females	
Names & Titles (of each participant) To be collected during the interview, then assigned an ID number, after which names will be removed and stored in a separate master list	
Have you obtained a copy of the signed consent form from each participant prior to beginning the interview?	<input type="checkbox"/> Yes → Proceed to interview <input type="checkbox"/> No → Do not interview
Familiarity with the Programme	
1	Are you familiar with the From the Classrooms to Differentiated Education Programme that aims to develop teacher's abilities to use differentiated teaching styles and approaches to encourage children's learning in EBGs primary schools? You are probably familiar with this programme from the coaches in your school, these are the teachers who were trained to use differentiated teaching styles and approaches, and are here to coach you on how to do the same.
Relevance	
<i>I want to ask you about the relevance of the Differentiated Education Programme. If you do not know the answer to a question, we can skip it.</i>	
2	On a scale of 1 to 10, how relevant is the differentiate teaching approach to the primary education curricula? Why did you give it a ___? Not relevant Somewhat relevant Very relevant 1 2 3 4 5 6 7 8 9 10
4	In what ways have coaches helped to build teachers' knowledge and skills to use more innovative teaching approaches in the classroom to improve student learning and academic performance?

5	In what ways have these more innovative teaching approaches (introduced by the coaches) been accepted by teachers?
5a	Has there been any resistance? Can you tell me about the resistance? How can this resistance be overcome?
<i>I would like to ask you some questions about the trainings for teachers provided by the UNICEF-support Differentiated Education Programme.</i>	
8	On a scale of 1 to 10, how important have coaches been at preparing teachers to use more innovative teaching approaches and materials in the classroom? Why did you give it a ___? Not important Somewhat important Very important 1 2 3 4 5 6 7 8 9 10
12	What are the different types of teaching and learning materials that coaches provided you with? How are you using these teaching and learning materials in the classroom?
9a	On a scale of 1 to 10, how important have these teaching and learning materials been to improving student learning and academic performance? Why did you give it a ___? Not important Somewhat important Very important 1 2 3 4 5 6 7 8 9 10
13	What are the benefits and strengths of these teaching and learning materials?
14	What are the limitations or weaknesses of these teaching and learning materials? How can they be improved?
<u>Effectiveness</u>	
<i>I want to ask you about the effectiveness of the Differentiated Education Programme. If you do not know the answer to a question, we can skip it.</i>	
15	My understanding is that coaches have taught you to identify and assess the learning needs of students, is that correct? On a scale of 1 to 10, how effective has the guidance provided by coaches been at preparing you to identify and assess the learning needs of students? Why did you give it a ___? Not effective Somewhat effective Very effective 1 2 3 4 5 6 7 8 9 10
15a	Sometimes you have a child that is a slow learner or has difficulties learning. How do you know when you is a slow learner or having a difficult time learning? Do you talk to the child about it? Do you talk to the child's parents about it?
15b	When you have a child that is a slow learning or having a difficult time learning, do you try to help the child learn the subject or to catch-up with their classmates? Can you tell me how you do that? How does that help the child?

15c	Sometimes you have a child that is a fast learner. How do you know when you have a fast learner? Do you talk to the child about it? Do you talk to the child's parents about it?
15d	When you have a child that is a fast learner, do you give the child additional teaching materials or more difficult activities to challenge them and keep them engaged? Can you tell me about that? How does that help the child?
16	<p>On a scale of 1 to 10, how effective have coaches been at preparing teachers to adapt their teaching approaches to teach different types of students, such as to support students who are slow learner? Why did you give it a ___?</p> <p>Not effective Somewhat effective Very effective</p> <p>1 2 3 4 5 6 7 8 9 10</p>
19	<p>On a scale of 1 to 10, how effective have coaches been at preparing teachers to use visual teaching materials during lesson plans to engage and teach students in a more playful and interactive way, and to increase their understanding? Why did you give it a ___?</p> <p>Not effective Somewhat effective Very effective</p> <p>1 2 3 4 5 6 7 8 9 10</p>
20	In what ways have more innovative teaching approaches and learning materials helped to improve students' learning and progress? Can you tell me more about that?
21	In what ways have more innovative teaching approaches and learning materials helped children who are slow learners? And to support children with varying language skills?
22	In what ways, if any, have children with disabilities benefited from more innovative teaching approaches and learning materials? In what ways, have other marginalized children benefited from the more innovative teaching approaches and learning materials?
24	<p>What challenges and barriers need to be addressed to strengthen the use of more innovative teaching and learning approaches in the classroom?</p> <p>How can this be strengthened? Is there a need for more effective:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Training materials <input type="checkbox"/> Class environment <input type="checkbox"/> School environment <input type="checkbox"/> Resources <input type="checkbox"/> Monitoring and measurement mechanisms and tools <input type="checkbox"/> Coordination <input type="checkbox"/> Collaboration <input type="checkbox"/> Cooperation <input type="checkbox"/> Management and governance <p>Other</p>
Sustainability	
<i>I want to ask you about the Programme's sustainability over time and its scale-up. If you do not know the answer to a question, we can skip it.</i>	

ANNEX N: PARENTAL CONSENT FORM FOR CHILDREN'S PARTICIPATION

Agreement for Child's Participation in the Evaluation of the Differentiated Education Programme

Parental Consent Form for Children's Participation

Who are we and why are we conducting this evaluation?

The evaluation is being conducted by the United Nation's Children Fund (UNICEF), and is necessary for the From the Classroom to Differentiated Education Programme, which has been implemented by UNICEF Suriname, in partnership with the Education Foundation of the Moravian Church schools in Suriname since 2018. I have been contracted by UNICEF to conduct the evaluation, but I am not an employee of UNICEF.

The purpose is to obtain an independent evaluation of the Differentiated Education Programme which is being implemented in 56 schools across Suriname. The aim is to understand the programme's relevance, effectiveness and results achieved by the Programme. The evaluation is expected to support strategic learning and decision-making with regard to improving the Programme, and its eventual scale-up and sustainability.

What will be your child's involvement?

Your child's opinion and point of view is very important to us; therefore, we want to invite your child to participate in a focus group and share their perspectives and experiences with different teaching and learning activities in the classroom that aim to support child-centred learning. We will ask them questions about teaching and learning activities in their classroom. This will allow us to assess the relevance and effectiveness of the Differentiated Education Programme.

Bear in mind, your child will be just one of more than 100 primary school students (grades 3-6) what we will be meeting with and talking to as part of this evaluation. Everyone who participates in this evaluation is guaranteed confidentiality to protect their privacy. No names or identifiers will be included in any documents or reports. Only summary data for all respondents will be presented in an evaluation report of the Differentiated Education Programme. It is also important that you know that participating in this focus group will cause *no risk* to you or your child.

We anticipate the focus group discussion will take about 45 minutes.

Is it mandatory for your child to participate in this focus group discussion?

It is up to you and your child to decide whether your child will participate in this focus group; their participation is voluntary. If you decide that you do not want your child to participate in this focus group, you can withdraw your consent at any time without giving any reason why. Even if you agree that your child can participate in the focus group, we will also ask your child if they want to take part in the focus group, so that they can decide for themselves. It will be explained to your child that can stop their participation at any time without reason, and they can answer only those questions that they want to answer.

About 18-24 primary school students (grades 3-6) from your child's school will asked to participate in one of three focus groups that we have scheduled (6-10 students per focus group).

Who will have access to the data from this focus group discussion?

The focus group is designed to protect your child's identity. All information collected as part of the focus group will be held as confidential by the evaluator. Only the UNICEF-contracted evaluator will be allowed to examine focus group responses. All information from focus groups will be stored on a password protected computer, which is accessible only to the evaluator.

How will the anonymous answers given by your child in this focus group discussion be used?

The answers given by your child in the focus group will be used to evaluate how the Differentiated Education Programme was implemented in your child’s school. We are interested in the general responses shared by all students who participate in focus groups. We plan to conduct a total of 24 focus groups in 8 EBGs primary schools in Suriname. Your child is one of more than 100 primary school students (grades 3-6) who have been asked to participate in a focus group.

HOW DO I GIVE PERMISSION FOR MY CHILD TO PARTICIPATE IN THIS EVALUATION?

You give permission for your child to participate by checking the ‘Yes’ box and signing the form. If you do not give your permission for your child to participate, check the ‘No’ box. You should fill out the below information and sign and return this form to the evaluator before your child participates in the focus group (on the day of the focus group).

- Yes, I agree to have my child participate in the focus group for this evaluation**
- No, I do not agree for my child to participate in the focus group for this evaluation**

Child Name (please print) _____ Age _____

Parent/Legal Guardian Signature _____ Date _____

If you have questions about this evaluation, you can contact Faisel Tjon-a-loi, UNICEF Education Specialist, at etjonaloi@unicef.org

ANNEX O: FGD GUIDE FOR STUDENTS

FGD Guide for Students	
Introduction/Directions	
Have you obtained a copy of the signed parental consent form for each child prior to beginning the focus group?	<input type="checkbox"/> Yes → Proceed to obtain verbal assent <input type="checkbox"/> No → Do not obtain verbal assent, take a break and have the child leave the group
<p>Introduce yourself and explain the purpose of the evaluation and offer a brief description of the methodology. Let the children know that they are only one of a large number of children who are being interviewed in 8 primary schools in Suriname.</p> <p>Read the following script before starting each interview:</p> <p>Your participation in this discussion is voluntary which means that you can choose not to participate if you do not want. It also means that if you choose to participate that you can skip questions or end your participation at any time. It is also important to understand that participation in this discussion is not a requirement of the school. If you choose not to participate in this discussion or choose to end your participation it will in no way impact your grades in school.</p> <p>There are no right or wrong answers, and <u>no one</u> at the school will know how you answered any of the questions. I will not share this information, but I also ask that you do not share the answers with persons outside of this group.</p> <p><u>No names</u> will be used during the report writing process and <u>no</u> information that you provide will be attached to your name. Each of you will be assigned a number to guarantee your confidentiality.</p> <p>I will take detailed notes on my computer during our discussions.</p> <p>Do I have your permission to continue with the discussion?</p> <p>THE DISCUSSION TAKE NO MORE THAN 45 MINUTES. Make sure to monitor your time.</p>	
Obtain verbal consent from each child as to their willingness to participate in the focus group	<input type="checkbox"/> Yes → Proceed with FGD <input type="checkbox"/> No → Take a break and have the child leave the group
Background/Demographic Information	
Date	
Location (city)	
Type of FGD	<input type="checkbox"/> Girls <input type="checkbox"/> Boys
Grade (check all that apply)	<input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6
Number of participants	
Number of males	
Number of females	

Everyone is encouraged to participate. You may be asked to share what you think or I may ask for comments from those who haven't spoken. It is always OK to "pass" when you are asked to share a comment.

Familiarity with and Relevance of the Programme

Let's get started. I want to ask you some questions about the Steps Together Programme.

I know that in your classroom, your teacher has used different activities and lessons to teach you the subject matter. I also know that student learn at different paces, some student learn very fast and other students need a bit more time to learn and understand the subject, and that is okay. For instance, some students are good at math, but other students have a difficult time learning math and need more time and practice. Also, some students are good at reading, but other students have a difficult time reading and need more time and practice. I want to hear about the different types of activities and lessons learned in the classroom that have helped you to learn subjects, such as reading, writing, math and more.

1	What are some of the activities or lessons that you have done in the classroom with your teachers that have enjoyed and they have helped you to learn? It could be his year or last year.
2	What did you like about those activities or lessons? Are they commonly used or rare?
3	Sometimes we are slow to learn a subject or we are having a hard time learning. When you are slow to learn a subject or are having a hard time learning, does your teacher know this? How do they know this? Do teachers talk with you to make sure that you learning okay? Has your teacher been able to understand why you are having a hard time learning? Were they kind about it and willing to help you?
4	When you are slow to learn a subject or have a hard time learning, what did your teacher do to try to help you learn the subject and to catch up with your classmates? Can you tell me about that. Did that help you?
5	Sometimes we are fast to learn a subject, maybe you are a good reader or good at math, or good at art. When you are learning fast and find classroom activities and lessons to be easy, does your teacher know this? How do they know this? Do they talk to you about it? Were they kind about it?
6	When you are learning fast and find classroom activities and lessons to be easy, does your teacher give you additional teaching materials or activities to help you to keep learning faster? Can you tell me about that. Did that help you to keep learning fast, without getting bored?
7	Whether your are a slow learner or a fast learner, what type of activities and lessons help you learn in the classroom?
8	Are there any classroom activities and lessons that do not help you learn? Maybe they are boring? What would you change in the classroom to make learning more fun?
9	Do you have any thoughts on how to improve classroom activities or lessons to help you learn better? Do you want the teacher to provide more explanation? Do you want more activities that you can do with your classmates, so you can learn together? Do you want more activities to do with your hands?

Wrap-up and Closure

I want to thank you for participating in this discussion today. I really appreciate you taking the time to come and talk with me and share your views and opinions. This information is very useful to our evaluation. It is important to UNICEF to hear the views of children. Please let me know if you have any questions of me before we end this meeting today.

ANNEX P: DRAFT OUTLINE FOR THE EVALUATION REPORT

The Final Report will comply with UNICEF evaluation reporting standards and will include the following structure:

- Title page
- Opening pages
- Executive summary
- Introduction
 - Country context
 - Educational System
- Programme description
- Evaluation purpose, objectives and scope
- Evaluation methodology
- Findings
 - Relevance
 - Effectiveness
 - Efficiency
 - Sustainability
 - Equity, Gender Equality and Human Rights
- Conclusions
- Lessons learned
- Recommendations
- Annexes