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A stylized illustration in shades of orange and yellow showing various educational technology items: a laptop, a tablet, a smartphone, a computer monitor, and a keyboard. The items are arranged in a dynamic, overlapping manner.

National Policy and Strategy on **ICT in Education**

Report alternative education methods

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International Institute for Communication and Development
PO Box 11586
2502 AN The Hague
The Netherlands
Phone: +31 (0)70 311 7311
Fax: +31 (0)70 311 7322
E-mail: information@iicd.org
Website: www.iicd.org

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Abbreviations

ADEKUS	Anton de Kom University Suriname
BEIP	Basic Education Improvement Program
CEPAL	Economic Commission for Latin America and the Caribbean
CIEP	Center for Public Education
Co-TEP	Inter-American Collaboratory on the Teaching Profession
ECAR	EDUCAUSE Center for Analysis and Research
ECOIS	Expertise Center Education and ICT Suriname
EDUCONS	Education and Communication Network Suriname
EMEF	Municipal School for Elementary Education
ESGA	Essential for Some, Good for All
GERM	Global Education Reform Movement
IBERTIC	Ibero-American Institute for ICT and Education
IDB	Inter-American Development Bank
ICT	Information and Communication Technology
IICD	International Institute for Communication and Development
IOL	Institute for Training of Teachers
IP	Internet Protocol
ITT	Initial Teacher Training
LAC	Latin America and Caribbean
LMS	Learning Management Systems
MIU	Management Implementation Unit
MOECD	Ministry of Education and Community Development
OEI	Organization of Ibero-American States for Education, Science and Culture
PC	Personal Computer
PD	Professional Development
PI	Teacher Training College (Pedagogisch instituut)
TAS	Telecommunication Authority Suriname
MOTCT	Ministry of Transport, Communication and Tourism
UNICEF	United Nations Children's Fund
VOJ	Secondary School Juniors (voortgezet onderwijs junioren)
VVOB	Flemish Association for Development Cooperation and Technical Assistance

1. Introduction

This report presents the results of a study with findings and recommendations on alternative education methods and how to expand ICT in education in Suriname. It is a deliverable in an overall assignment to support the development of the National Policy and Strategy on ICT in Education.

The broader term "ICT in Education" includes school administration tasks. A management information system for the school system (called "EMISS", the Educational Management Information System Suriname) was already developed for MOECD. MOECD also has bought eSchool for school administration. The focus of the National Policy and Strategy on ICT in Education therefore will be more on ICT in teaching and learning (e-Education), although school management is touched within the policy. It also includes the enabling infrastructure, the capacity building of teachers, school administrators and MOECD, needed to implement the policy effectively.¹

The assignment is being carried out by International Institute of Communication and Development (IICD, The Hague, the Netherlands) and its subcontractors for the Ministry of Education and Community Development (MOECD) in Suriname, under the 2nd Basic Education Improvement Program (2nd BEIP).

The main objective of this report is to advise on an implementation strategy bringing experiences of current and future pilots of e-Education on scale with a special focus on alternative education methods in the interior. The term "alternative education methods" means in this regards other ways of teaching than the current way of using chalk and blackboard. The focus of the study is how ICT could be used in the interior to improve teaching and learning.

The report is based on a further study of literature on large-scale innovation processes in education and on information received during consultation workshops and interviews with stakeholders in Suriname.

The report presents recommendations within an approach that is mainly supporting and facilitating. The recommendations prepare MOECD for changes in its role and capacities necessary for e-Education in a context of rapid and unpredictable developments while reckoning with the specifics of the situation in Suriname.

1.1 Vision

E-Education holds a lot of promises and Suriname is bound to put into use the possibilities available to strengthen its education for pre-primary school and primary school.

Worldwide it is assumed that e-Education can considerably contribute to:

- Making education more attractive for pupils (and teachers)
- Changing roles of teachers and pupils, pupils having a more active role in learning
- Making education more effective and efficient, having better results.

In Suriname an urgent need exists to realize such effects. Examination results are not high compared with other countries with comparable socio-economic characteristics. Teachers in Suriname differ considerably in their teaching capacities.

It is acknowledged that not all promises for e-Education are fully yet realized. It is expected however that many of the wishes for a better education through the use of ICT could be honored in the coming years².

The use of ICT is or will become 'a fact of life'. And since education has to prepare for life in the widest sense, children have to become familiar with ICT. Not so much by learning about ICT but by using it.

¹ Report of current status of ICT in Education 4.0 (IICD)

² See e.g. the report of Accenture, 2010 about dramatically lowering costs for countries to implement large-scale eLearning solutions in African countries

This holds especially for those children who have no or limited ICT-facilities at home. Schools cannot fully close the gap between children who live in affluent families with a variety of devices and other families with none. But at least schools can help to bridge the gap that is fast growing. Education can help to instill in children the trust of knowing and mastering the world instead of just being the victim of an incomprehensible world.

2. Current situation Suriname

The Suriname context is comparable with other countries where large-scale use of ICT is in its infancy.

Some similarities are:

- Teachers and parents have high expectations about making education more attractive through the use of ICT;
- Even without a national policy or regulations regarding the use of ICT 48% of schools have been successful in acquiring at small scale hardware on their own; only 33% have access to internet; only a 7% have been able to integrate ICT in the teaching, learning and management processes at their school;
- Many teachers personally own a laptop or another device and (with support of others), master these devices and use this for private purposes; some of them are independently finding out didactical applications for their lessons.
- Many children own a mobile phone (most mentioned Blackberry) and use this for private purposes;
- There are initiatives from other ministries to overcome challenges like the current lack of electricity and internet access in the interior that also could be of benefit for improvements of the education system in the interior³;
- Like other countries it is difficult to combine national management of schools and national management of innovation in schools (relation MOECD and BEIP);
- Like other countries a gap is felt between MOECD (and BEIP) and (head) teachers.

Suriname also differs (somewhat) from the context in other countries in ways that should direct approaches and policies.

- For a number of teachers becoming a teacher was the only option for education at medium or higher level. In the interior a number of teachers have a specific diploma for teaching in the interior (Boslandakte) and some teachers do not have a full formal education for the job, resulting in low Professional Capacity⁴
- Although a Bureau of Professional Development Education is established up till now there is not much experience with systematic professional development and in service training at national level. It is therefore difficult to build on successful previous large-scale projects of professional development;
- Good examples of key innovations in education exist (e.g. restructuring training of teachers in the pedagogical institutes, introduction of school counsellors⁵ ("zorgcoördinatoren"). Many small-scale projects in itself are not that successful or did not have an effect beyond pilot project(s). Teachers perceived implementation strategies of large scale projects like that on curriculum change as insufficient;
- EDUCONS, ECOIS and other actors promoting the use of ICT in education have shown that initial interest in their activities is relative high but follow-up is hard to realize;
- Head teachers have limited autonomy and do not have much experience with educational leadership (with some well-known exceptions);
- Budgets at school level are (very) tight. It is no option that schools pay investments in ICT or maintenance of ICT from that budget.

In the next paragraph we will sketch good practices with the relevant quotes in the annex. In paragraph 4 we will sketch the future situation and in paragraph 5 recommendations and next steps.

3. Good practices

³ "designing a strategy for e-delivery of Government services to the interior of Suriname" Ministry of Transport, Communication and Tourism, 2011

⁴ Hargreaves and Fullan

⁵ A school counsellor supports the school and teachers to improve teaching and learning and in the development of a guidance and counselling plan

Most of the literature available on system-wide change in education worldwide is based on experiences in developed countries. For the use of ICT in education however also some studies exist on large-scale implementations of e.g. 1 to 1 laptops projects in developing countries.

In appendix 1 more details are described of good practices found worldwide. It is a reference document that can be used for further reading.

What does work is establishing infrastructure and creating facilities in schools (although strategic mistakes also have been made in these fields if not combined with capacity building of teachers to use the devices). A common picture is that remote schools or schools in poorer areas don't have Internet (at the relevant capacity). These schools sometimes have 1-to-1 facilities, but professional training is lacking and governments are not able to invest in newer technologies (like using mobile devices). Worldwide it is still difficult to integrate pedagogy and ICT at classroom level.

3.1. Lessons learned from system-wide changes in education:

- Combine government policy decisions (an inspiring vision and investment priorities) with national management of implementation by involving representatives of the field trusted by their colleagues;
- Make technology supportive to teaching and learning and for professional discussions about teaching and learning;
- Focus on enhancing the quality of teaching by personalized learning for teachers;
- Support and facilitate all kinds of networking between teachers, head teachers and schools to solve problems and to develop in cooperation;
- Decide on a clear and maybe even narrow focus (e.g. on literacy and numeracy) and a creative mix of measures to facilitate intended innovations;
- Make schools more autonomous, regarding decisions on finances, teaching and learning;
- Stimulate collaboration between school principals and create system leadership at school level⁶
- Rather than on the formal structure, focus on results of students and make it a habit in schools to investigate why student results are as they are;
- Make time and create facilities for in-school and inter-school professional collaboration.

3.2. Lessons learned from large-scale implementation of e-Education

- Make e-Education in Teacher Training College (PI's) and cooperation between PI's and (pre) primary education a priority;
- Give attention to the gradualness inherent to the process of ICT integration, aiming to ensure its sustainability;
- Be prepared for ongoing investments because of the changing norms of what is considered to be acceptable IT-solutions;
- Do not only focus on mathematics and language, but focus also on social competences or subjects like culture and history
- Be keen on value for money, don't go for the cheapest solutions;
- Foster the development of new learning systems that are easy to adapt to local context and to use;
- Make plans for online adaptive assessment with testing environments as close to learning environments as possible;
- Go for continuous collective professional learning among teachers and across schools based on data about the impact on students;
- Shift from textbook (funding) to digital instructional materials. Create online / offline solution of the digital content;
- Boost broadband, create ubiquitous access to technology 24/7;
- Free the user from concerns about technical issues. Create technology support that is timely and effective on all aspects: software, hardware, maintenance, electricity and connectivity;
- Monitor and evaluate systematically the impact of initiatives and policies related to ICT integration in PI's, and develop a set of specific indicators.

⁶ school principals almost as concerned about the success of other schools as they are about their own (See Hopkins and Harris (2011))

3.3. Lessons learned about Pedagogy-ICT integration

- Invite students to participate in designing their learning situations and in supporting teachers in becoming familiar with ICT devices;
- Create a broad variety of options to receive the kind of support that fits the specific situation of a teacher or a school;
- Create ICT integration teams with champions teachers trusted by their peers;
- Start with the needs of the teachers.

3.4. Lessons learned about remote schools

- Prioritize remote schools. Gains in student results will be higher than elsewhere contributing more to higher national results;
- Set clear goals for getting student results of remote schools at the same level as elsewhere and design strategies specific to the requirements of the remote schools (own languages, local relevant content);
- Differentiate funding for remote and other schools;
- Start earlier with pre-primary education in remote schools;
- Create support services for students from remote schools to transfer to secondary school elsewhere;
- Strengthen links between remote schools and their communities;
- Stimulate linking between secondary school and remote primary schools
- Offer training to secondary schools that aims to create learning and working environments in which indigenous identities, cultures and knowledge are understood, respected and celebrated;
- Design a framework that articulates the commitment of MOECD to maintain a dynamic workforce that is representative of all communities and to building inclusive work environments where people are valued for their diverse culture, experiences, knowledge and abilities.
- Stimulate principals' preparation programs to embrace a contextually oriented understanding of school leadership.
- Conduct targeted induction programs for teachers and school leaders entering small rural and remote schools;

4. Future situation

Based on regional consultations, a national consultation with e-Education leaders and interviews, a survey under 200 of 344 primary and pre-primary schools a needs analysis of the different stakeholders was conducted. Relevant findings for this report will focus on the needs for the interior and the step-by-step approach to move from the current situation to the future nationwide situation.

4.1 System-wide changes in education

Key findings from National consultations

- To use ICT to eliminate inequalities (distance, disability, social economics) to give all children equal opportunity to develop their individual talents (relevant market skills in combination with soft skills like self-confidence, creativity and imagination) based on the right methodology (textual, auditory or visual);
- To use ICT to improve the quality of teaching in the interior (capacity building of teachers through blended/distance education, local relevant digital learning materials to support curriculum);
- Improve the communication within the education system (within MOECD and with other stakeholders);
- Build the capacity of school leaders from the start to manage the change process, motivate their staff to use ICT.

4.2 large-scale implementation of e-Education

Key findings from National consultations

- Policy measures should first be piloted at small scale before implemented at national level

- Start at pre-school level and build from there. Prioritize primary education (including VOJ);
- Integrate ICT in pedagogical institutes;
- Integrate ICT in the curriculum;
- Involve the communities (ICT lab open for community);

Preconditions for a pilot

- Energy supply to the local community;
- Internet connectivity options available;
- 'Helpdesk' possibilities;
- Type of computers and services rendered relevant;
- Quality of the teachers, their experience with computers, their drive for change;
- Quality of school management, especially the head teacher;
- Options to implement it in the regular lesson programme, in after-school care or a combination thereof;
- Cooperation possibilities with MOECD;
- Complexity of the project should be limited, especially for a pilot.

4.3 Pedagogy-ICT integration and teacher training

Key findings from National consultations

- Create a ready environment: train the teachers first, involve teachers in adapting the curriculum, adapt educational materials;
- Step-by-step approach: start with the training of teachers and students in basic ICT skills;
- Train teachers to use ICT in the preparation of lesson plans and to integrate ICT in the teaching process
- Use ICT to in-service training of teachers;
- Create special trainers to train and mentor a group of schools to integrate ICT. There will be a helpdesk or sounding board for the schools.

Key findings regional stakeholder consultations

- Teachers: ICT helps to expand one's mind and development; it increases knowledge to bring pupils to a higher level (learning outcomes).
Teacher training and upgrading: Enhance ICT knowledge & skills for teachers, e.g. through computer and Internet courses in basic schools;
- Community-based stakeholders: teacher training and refresher courses (also for maintenance); also using ICT know-how of students and parents to support teacher training.
- Teachers: Training sufficient good and highly motivated teachers; using ICT increases their social function.

4.5 schools in the interior

Key findings school survey

A survey under 200 of the 344 schools in Suriname was conducted. If we don't look at the national result but focus on Marowijne, Brokopondo and Sipaliwini 58 schools participated of the possible 83 schools.

The key findings for the districts in the interior (including coastal districts like Marowijne, but also Brokopondo and Sipaliwini) give the following results:

- 69% of all schools in Suriname have good access to electricity, but only 5.3% of schools in Sipaliwini, 55% in Marowijne and 57% in Brokopondo have electricity without a problem.
- 48% of all schools in Suriname have computers, but in Sipaliwini only 21%, in Brokopondo only 26% and in Marowijne 40%.
- Schools in Sipaliwini, Brokopondo and Marowijne have also less access to other ICT tools like radio, tv, video, mobile phones and audio than the national average.
- Most schools in Suriname (66%) have no access to the internet, but in the interior 0 schools have internet access
- Only 33% of schools in Suriname with computers have a computer lab, but in Sipaliwini (0%), Brokopondo (25%) and Marowijne (20%) this is even lower

- At national level 34% of teachers at schools with computers have no ICT training and 59% only a few with training. Sipaliwini (75% no ICT training), Brokopondo (42% no training) and Marowijne (70% no training) score below average

Key findings from National consultations

- Different approach for city, coast and interior, different also according to the level of ICT resources in the school and the level of ICT use at home;
- Improve ICT infrastructure of the interior (hardware, electricity and connectivity)
- Create support structure around schools for maintenance;
- Create preconditions / foundation: computers, laptops, beamers, computer labs, relevant educational software.

Key findings regional stakeholder consultations

- Community-based stakeholders: in some district there is a lack of trust in local initiatives. Initiatives from the city are seen as better than local. To stimulate local ownership this should be addressed.
- Community-based stakeholders: Taking own initiatives: e.g. In Marowijne, 'taking own initiative' to fundraise for the lacking infrastructure and ICT equipment was highlighted; own initiative to get ICT work force to train teachers and maintain hardware was purposefully mentioned.

Special needs for schools in the 3 consulted regions (Marowijne, Brokopondo and Nickerie)

- Finding solutions to electricity shortage and power failures (e.g. fixed schedule for power cuts)
- ICT equipment resistant to inclement weather conditions
- Training more teachers in the use of ICT
- Providing technical maintenance
- Air conditioned (class)rooms
- Increasing government support and financial means for ICT acquisition and use
- Organizing security of ICT equipment against theft

5. Recommendations

5.1. Main strategic recommendations for MOECD

5.1.1 General

1. Make e-Education supportive to large-scale innovations already happening in Suriname resulting from strategic decisions made earlier (a new curriculum, a different approach of children (learner-centric)), harmonize the introduction of the new curriculum and spreading ICT devices;
2. Use mainly supportive, facilitative and challenging measures to innovate, given the early stage of e-Education in Suriname. Grant all (head) teachers a virtual budget to spend on professional development. Setting standards and obligations come later;

In the next recommendations the focus is first on preparing MOECD for incorporating the use of ICT in Education in its own organization to make e-Education sustainable. Given the current lack of institutionalized contacts with the field and the felt lack between MOECD and the field, subsequently recommendations are formulated for ongoing discussions and cooperation with others.

Next technical recommendations are formulated. This might seem contradictory to the slogan: Education first, then technology. That is true for dedicated technology. Focus in the recommendations however is technology that creates options for all kinds of qualitative educational use one can imagine.

As extras: by prioritizing Internet connectivity the value of investments done already is growing (fast) and Suriname distinguishes itself with a strategy that really fits current technology and technology of the immediate future.

The last category (but extremely important given the lack of Professional Culture) is professional development for teachers, school leaders and other professionals of the educational sector. While options for professional development in the interior are scarce the focus is first on educational personnel working there.

5.1.2 Organization of MOECD

Equipping the standing organization for e-Education for all.

3. Create a strong e-Education Unit with a firm basis in MINOV (temporary staff from other MOECD departments) and with substantial actual and on-going experience in the field, recognized by the field as a trustworthy and knowledgeable representative;
4. Charge the e-Education Unit with detailing the implementation plan, taking care of the communication with and organizing decision making with stakeholders mentioned in the next recommendations, making inventories of expertise available, organizing the implementation process and monitoring progress of it, reporting to the Director of Education; In staffing (temporary) units the focus should be on expertise instead of having all organizations being represented.
5. Build a strong human infrastructure that guarantees on-going focus on e-Education resulting in a set of pilot projects and support for wider implementation of promising results.
6. Charge the Bureau of Professional Department (in cooperation with the PI's, IOL and ADEKUS) with designing a strategy for Professional Development on e-Education. Include the Nucleus Centers and private sector in that strategy. Design requirements for PD for teachers and head teachers but also for Pedagogy-ICT integrators. Assign the Bureau of Professional Department a task of quality control especially of the PD paid by the virtual budget of educational personnel (see below);
7. Prepare the 'Bureau for Primary Education' and the 'Bureau of Education in the Interior' for a shift from maintenance and supervision towards innovation also, so that in the future they can take over (some of) the tasks of the e-Education Unit. Charge the Bureaus with the task to design a change from a 'physical innovation infrastructure' (clusters) towards a 'virtual innovation infrastructure';
8. Primary Education in the future will be Primary e-Education offering blended learning (a combination of face-to-face education and e-Learning).

9. Broaden the task of the Curriculum Department with gathering information and advising about Learning Management Systems (LMS) with a focus first on LMS that support the new curriculum. Charge them with defining tenders in this field;
10. Equip the School Radio and TV Department to design and produce supportive e-education tools adapted to the Surinamese context and curriculum and to give advice about existing internet resources relevant for e-Education. Collaborate with local multimedia companies for the technical development of interactive tools. Charge the Department to design a strategy, budget and staffing towards that goal, building on the strong elements of the current activities;
11. Charge the Directorate of Administrative Services with calculating sustainable investments needed for e-Education. Charge the Directorate also with an investigation into the possibilities and requirements to enable schools to finance some investments in ICT and training from larger regular budgets;
12. Charge the Inspectorate to design a strategy on collecting more detailed information (big data) about the progress of students (in cooperation with experts e.g. from ADEKUS);
13. Collecting big data will be easier with students working on Internet/intranet. This requires clear regulations about privacy.
14. Charge the Department of Research, Planning and Monitoring to assist the e-Education Unit with monitoring the change process from Education towards e-Education and preparing for such monitoring after the project period;
15. Charge the Director of Education with the task to design a Human Resource Strategy to enable the different Departments to execute the new tasks at hand and the tasks foreseen for the future;

5.1.3 Discussion and cooperation with others

16. Incorporate discussions about e-Education in regular meetings with stakeholders and supporting organizations and foster on-going consultations with Suriname based suppliers and developers of ICT solutions for education;
17. Collaborate with Ministry of Transport, Communication and Tourism (TCT) to focus implementation of the e-delivery of Government Services to the interior of Suriname also to educational services. MOECD might not be able to solve the connectivity and electricity challenges in the interior, but should lobby and advocate with other ministries to prioritize on education in the interior
18. Continue the good relations with IDB, VVOB and UNICEF and ask them to include support for MOECD in making the changes as detailed above in their future planning;
19. Design with other Ministries policies for privacy, safety and e-waste.
20. Strengthen international cooperation in the region and wider in order to mutually learn how countries deal with always surprising ICT developments and to jointly enter into research about issues on equity, effectiveness and efficiency.

5.2. Main technical recommendations

21. Lobby and advocate for acceleration of roll out of fast Internet in the interior with capacity for schools so that all students and teachers can work at the same time at Internet;
22. Invest in learning and assessment software deployed on internet that has a direct relation to the books recently bought, but design the solution in such a way that it also works off line when internet is (temporary) not available;
23. Take a political decision on priorities for setting available devices for students and teachers (Either start with schools that already have a reliable Internet connection in Paramaribo or start with schools in the interior or start with PI's). Use devices that are the least vulnerable for hardware problems and harsh conditions (don't select only on price, but also on total cost of ownership)
24. Strengthen and/or build capacity on tendering hardware, hardware maintenance and software management and maintenance solutions within MOECD.
25. Acquire and distribute devices that at the moment of buying (or renting) are the best cost-effective solution for using Internet. Criteria and solutions will require ongoing development during the next years
26. Formulate criteria for learning management systems (including assessment) and school administrative systems to be used in schools;

The main argument for recommendation 21 is that we are at the brink of a major change from working at PC's sometimes connected to Internet to working in the Cloud. Goal of

TAS is to have Internet access available for all people in Suriname with as intermediate goal 40% coverage in 2015. Fostering access for all to work in the Cloud prevents investing on a large scale in maintenance support for hardware and software at local level. It also creates an environment where it is easy for schools to connect with each other and share good practices. Investing at the moment in old software that does not need internet connectivity could be low value for money for the long term.

The main argument for recommendation 22 is that professional and ICT competences of many teachers are at a rather low level. Especially for them it is important to create an uncomplicated, safe and easy environment that supports them in their main task. For them there will be no need to try to uncover (and understand) the right resources on Internet. Training of teachers can concentrate on the application of dedicated software for literacy and numeracy in their teaching practice instead of general training on use of a computer and Office software.

The main argument for recommendations 23 and 24 is that up till now much energy is lost in solving hardware and software problems. To reduce hardware problems one should use hardware that is close to the user. One should be able to analyze and solve software problems at a distance.

5.3. Recommendations for professional development of teachers and head teachers in the interior

When the recommendations as mentioned above are implemented there will be many options for professional development in the interior (just as for teachers and head teachers elsewhere). Some of these are:

27. Piloting the use of courseware to supplement and support the curriculum (with the Curriculum Department and the School Radio and TV Department);
28. Participating in the development of distance training for the new curriculum (with the Bureau of Professional Department);
29. Being represented in voice-over-IP (e.g. skype or Google Hangout) discussions of the e-Education Unit on the progress of the implementation strategy;
30. Participating in Voice-over-IP discussions about the expanded task of the Bureau of Education in the Interior;
31. Supporting the School Radio and TV Department in identifying and distributing resources that fit the specifics of education in the interior;
32. Use of social media to reflect on solutions for problems in education in the interior;
33. Flipping the classroom exchanges with teacher educators and experienced teachers⁷;
34. eMentoring⁸ between experienced teachers and new teachers
35. Becoming members of Wikiwijs⁹ (for teachers) or Wonderwijsweb¹⁰ for ICT-integration in teacher education;
36. Linking and learning with colleagues in other countries also working under similar conditions.

The basic recommendation is not to focus only on a standardized formal training instead each teacher should be offered a range of (tailor made) options for her or his professional development and a virtual budget to pay for those PD. One option will be standardized formal distance-education that has a clear focus on the specifics of the new curriculum.

It is a political decision whether the conditions for schools in the interior will be realized before these are offered to schools in Paramaribo or in the coastal region. This especially holds for Internet facilities (and electricity and safety of course).

⁷ See [flipping the classroom](#)

⁸ See [EDWeek](#); and for an example: [e-Mentoring for Student Success \(eMSS\)](#)

⁹ See [wikiwijs](#)

¹⁰ See [Wonderwijsweb](#)

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Appendix 1 Good practices (Additional Reading)

Additional reading on Good practices is delivered in a separate document:



**Appendix 1 Good
practices report alle**