

TERMS OF REFERENCE

Institutional Assessment of the MINOV

I. BACKGROUND

Currently approximately 25 % of the civil servants is employed with the Education Directorate and 75 % of the budget is spent on personnel expenses, including those for Denominational Education. However it appears that, despite the relatively large number of persons and services, very important functions are not or not efficiently carried out. The MINOV is a large and complex organization that centralizes the management, funding and decision-making of the education system in Suriname. These activities overburden the Ministry with too many non-core functions, leave schools with no authority or resources to address their needs and allow it few possibilities to address the strategic issues of the sector. It is feared that unless the administration of the system is transformed to make it more efficient and responsive, additional resources will not lead to improvements in the quality of the educational service, but rather will result in greater inefficiencies and resource wastage.

A study shows that the officials of some departments are frustrated by the many bureaucratic layers one had to navigate to get something done or to get response from the higher echelons. Also numerous service and department units had faces a structural shortage of qualified staff for many years. Recruitment and retaining of qualified personnel for these department units is hampered by the current salary system of the government, which is not attractive to even compete on the labor market.

Within the framework of the “Primary Education Project” (SU-0023), in July 2001, a consultation mission was carried out and the consultant advises to contract out some functions of the MINOV.

According to the Education Sector Plan the branches Technical Services, Production and Distribution Teaching Materials, Educational Student Care and Vocation-oriented Education will be discontinued or made independent. The tasks of these branches will be reallocated or outsourced.

It is also the policy that the decision-making power regarding the various functional areas, which in the current situation is concentrated in one function, i.e. that of the central director, will be decentralized and delegated to lower-level officials.

Schools shall have more autonomy and certain powers will be exercised by school boards, representatives of parents, employers and local communities.

To achieve some of the objectives as mentioned in the educational policy documents, the Government and the Inter-American Development Bank (IDB) signed the loan contract 1521/OC-SU “Basic Education Improvement Program (BEIP)” on March, 31 2004.

This project aims at improved quality and increased efficiency of the basic education system by updating the educational contents and processes, providing inputs to schools and supporting institutional reforms to strengthen MINOV and build-up management capacities at the school level.

II. CONSULTANCY OBJECTIVES

The objective of the consultancy is:

To carry out an institutional assessment of the Education Directorate of the MINOV and determine the capacity of the Ministry to implement and sustain the reforms in the proposed program, identify the risks in implementation and determine areas that need strengthening.

III. ACTIVITIES

3.1. Background for the MINOV institutional assessment.

- Ethno-Socio-political background.
- Administrative culture, including practices, shared views and value systems present in the public (central government and decentralized units) and private sector.
- How do people perceive MINOV in general?

3.2. MINOV Institutional and Organizational Capacity, the consultancy will conduct the following activities, among others.

i) Review and analysis of the Literature: The consultant shall review all Literature and other documents generated from previous consultation on change institutional reform of the education system and the MINOV. The consultant shall review, inter alia, (i) report from Mrs. Claudia Uribe (Jan, 2001); (ii) in-house consultations (In-house Consultaties met betrekking tot Hervormingen Basisonderwijs Eindrapport, Bendt Training & Consultancy) (iii) reports from the workshops conducted in November 2005; (iv) Sectorplan Onderwijs 2004-2008, November 2004; (v) Surinaams Educatief Plan- SEP, December 2002)

ii) In depth assessment: Analysis of the strengths and weaknesses of the organization in terms of:

Strategic management – the analysis should include assessment of leadership and the strategic planning process.

Assessment of the organization structure – legal framework, decision making process, methods of setting direction and external links.

Financial management- financial planning and financial accountability

Human resource management – and dimensions of human resources – HR planning, performance management and evaluation, career development planning, quality of working life issues; personnel audit

Service delivery – identifying needs, developing evaluation systems; implementing capacity, monitoring and evaluation

Process management: problem solving decision-making and communication; operation systems and procedures, etc.

Inter-organizational linkages. – network, partnership, electronic linkages

3.3. Conclusions and Recommendations

Based on activities 1 and 2 above, the consultant shall make recommendations on:

- How can problems be solved? How can we take advantage of strengths and potential synergies?
- Is there a potential role for the NGO sector in participating in the reform and delivery of education
- The consultant shall determine one or more strategies to outsource non-core tasks regarding direct provision/administration of services.
- Identify the most relevant short, medium and long-term implications/risks that may arise from the implementation of the proposed reforms and recommend actions to mitigate potential adverse effects.

3.4. Institutional and Organizational Capacity Strengthening Plan

The consultant shall prepare an institutional and organizational capacity strengthening plan and a road map for its implementation and for the institutional modernization of the MINOV.

IV. REPORTS

The main product of the consultancy will be a detailed report, based on the above mentioned issues, on the institutional assessment of MINOV and an institutional strengthening plan for the institutional modernization of the MINOV.

Within two weeks of signing the contract, the consultant shall submit a work plan and outline for the institutional assessment report for approval by the IDB and MINOV

V. CHARACTERISTICS OF THE CONSULTANCY

Type: Individual Consultant

Duration: The consultancy will be for duration of 3 months.

Place of Work: Suriname.

Supervision: The consultant will report to the PCU Manager.

VI. MINIMUM QUALIFICATIONS OF THE CONSULTANT

The consultant should have a Masters in Organizational Development or related field. Doctorate preferred. Other requirements include: (i) at least 10 years of proven experience with institutional analysis of education systems. (ii) excellent ability to analyze and synthesize vast amounts of information, (iv) strong writing skills, (v) fluency in written and oral Dutch or English, (vi) thorough understanding of the Surinamese educational system.

VII. COORDINATION

The consultant will report to the PCU/MINOV. The consultant will work closely with the PCU Project Team and will have the Program Coordinator as primary contact within the PCU. The MINOV departments Administrative Services, Research and Planning and Education will also be actively involved in all the activities and will have specific responsibilities related to this consultancy.