



MEASURING LEVEL OF EDUCATION IN SURINAME, WITH SPECIAL REFERENCE TO INCOMPLETE QUALIFICATIONS - AN OPTIMAL SCALING APPROACH



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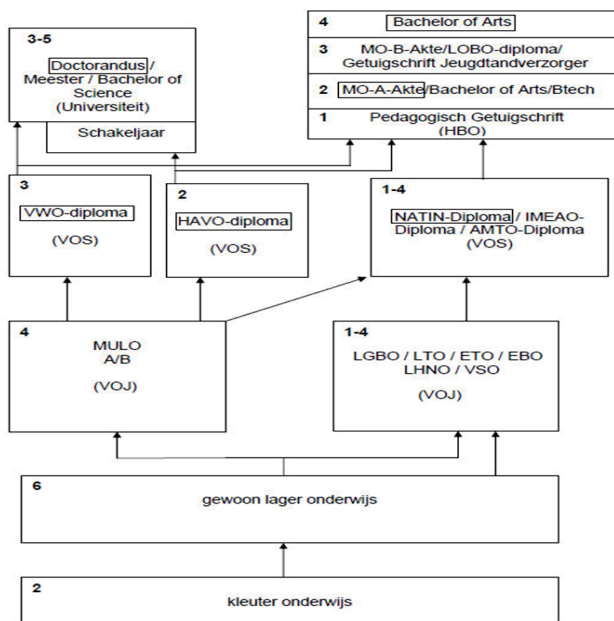


EDUCATION SYSTEM SR

Features:

- Compulsory education only up to age 12 (6 years).
- 21.2% of the population has never attended education or have only partially completed primary level
- Almost 50% of all other education is incomplete.

FLOWCHART SR



RESEARCH QUESTIONS

- What is the value of completed and incomplete qualifications?
- What is the value of an incomplete qualification relative to: (A) completing the qualification and (B) not starting the qualification?

DATA & METHOD

- SURMOB 2012-2020 (N=7315)
- 31 different qualifications: 14 complete, 17 incomplete
- We develop an SRLED (Surinamese Level of Education) using optimal scaling.
- Value of a qualification derives from two related but not identical processes:
 - **OUTPUT:** The value in the labour market and the marriage market:
 - **INPUT:** The value to parents: effects of socio-economic background.
- Optimal scaling model - qualifications operate as the mediator between social origins and social destinations.

CONCLUSIONS

- Incomplete qualifications score on average much below completed qualifications: -10.8 SRLED.
- However, incomplete qualifications score on average better than what would have obtained on highest completed qualification: 9.8 points SRLED.

RESULTS: SRLED SCALE

Table 5: Surinamese Level of Education [SRLED] for complete and incomplete qualifications

	SRLED				
	A	B	A-B	C	B-C
	COMPLETE	INCOMPLETE	LOSS vs COMPLETE	NORM	GAIN vs NORM
1 Did not go to school - illiterate	0.0				
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2 BO [Special education]	25.1		0	0	0
3 GLO [6 yr Primary]	18.4	11.8	-6.6	0	11.8
4 EBO [Primary + 1 yr Vocational]	36.7	24.8	-11.9	18.4	6.4
5.00 LBGO,ULO [Primary + 4 yr lower level]	37.0	27.9	-9.1	18.4	9.5
6 LTO [Primary + 4 yr Vocational]	47.0	41.3	-5.7	18.4	22.9
7 MULO [Primary + 4 yr midlevel]	54.8	36.7	-18.1	18.4	18.3
8 COVAB [MULO + Nurses Training]	71.2	62.1	-9.1	37.0	25.1
9 NATIN, AMTO [MULO-LTO + 4 yr vocational]	73.0	60.5	-12.5	47.0	13.5
10 PI [MULO + 4 yrs Teacher Training]	79.6	50.0	-29.6	54.8	-4.8
11 IMEO [MULO + 3 yrs Commercial Training]	75.1	60.7	-14.4	54.8	5.9
12 HAVO [Higher Secondary 2 yrs]	74.2	60.5	-13.7	54.8	5.7
13 VVO [Higher Secondary 3 yrs]	76.0	67.9	-8.1	54.8	13.1
14 [Tertiary Vocational 2-4 yrs]	91.7	82.2	-9.5	74.2	8.0
15 Universiteit BSC [Tertiary Academic 3 yrs]	91.9	84.9	-7.0	76.0	8.9
16 Universiteit MSC [Tertiary Academic 5 yrs]	100.0	93.9	-6.1	91.9	2.0
Total			-10.8		9.8

THEORY: HC

- Human capital investment: education represents human resources [skills] that are built up by investment (=foregoing consumption).
- From a HC perspective, incomplete ('partially completed') education is also investment.

IMPLICATIONS

- ISCED-2011 allows for the coding of complete and incomplete ('partially complete') qualifications.
- Comparative survey projects such as ISSP should take incomplete qualifications into account.
- Preferred question formats:
 - What is your highest attended education?
 - What is your highest completed education?

OPTIMAL SCALING MODEL

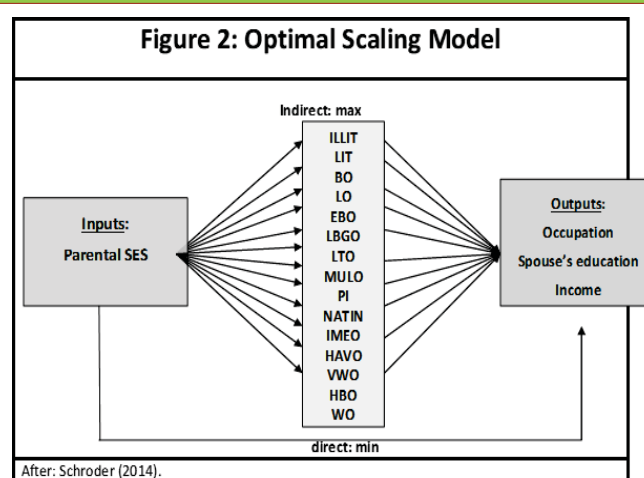


Table 1: % Incomplete for 14 qualifications

Qualification	N	Incomplete
ILLIT	400	0%
BO	90	86%
GLO	1661	64%
EBO	148	49%
LBGO	1037	58%
LTO	435	54%
MULO	1147	57%
COVAB	61	39%
NATIN	335	59%
PI	454	35%
IMEAO	328	45%
HAVO	254	46%
VVO	178	41%
HBO	441	46%
UNI-BA	121	63%
UNI-MA	225	56%
Total	7315	52%