

# **MINISTRY OF REGIONAL DEVELOPMENT**

## **TRAINING II: LOCALIZING THE SUSTAINABLE DEVELOPMENT GOALS**

# **REPORT**



**Date: Friday 30 October 2015**

**Time: 09.00 – 17.15 hours**

**Location: Overbridge River Resort**

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## Introduction

This is the report of the training II, '*Localizing the Sustainable Development Goals*', that was organized at Overbridge River Resort on 30 October 2015.

## Opening

**Mrs. Peggy Panka**, Head International Relations of Regional Development, welcomes the guests at the second session of the training '*Localizing the Sustainable Development Goals*'.

A special welcome goes out the intern of the UN, Mrs. Julia Terborg, Mr. Bryan Sloote, Mrs. Faranaaz Pahalwankhan, Mr. Ruben Martoredjo and Mrs. Beryll Kraag (note taker). Mr. Wilco Finisie from the President's Office is also present. Subsequently, all the guests introduce themselves and state their name and organization.

## Introduction movie

**Patrick Keuleers**, Director and Chief of Profession of UNDP's Governance and Peace Building Team in the Bureau for Policy and Programme Support, addresses the guests through a pre-recorded video message.

The Sustainable Development Goals that have now been approved by the member states of the United Nations represent an essential turning point for the mind-set concerning development policy. It is the first time a connection is made between sustainable development, peace, safety, justice and respect for human life.

The SDGs intend to achieve improved access for the public to social services and an improved quality of services and justice of the provided services for everyone, without prejudice based on class, gender, origin and religion. The collective effort to '*leave no one behind*' is very important in this regard. Policy should be focused on the most vulnerable and marginalized groups. Sustainable development is equal to improving the opportunities and choices for all levels of society.

Goal 16 is about building a peaceful, just and inclusive society and encourages the development of accountable and transparent institutes and participative and representative decision making at all levels. That means the focus should be more on a direct and constructive relationship between parliamentarians and the public.

If member states want to move towards a more peaceful, just and inclusive community, the chance of making progress and achieving all other targets for sustainable development in 2030, also increases.

## Status Quo of the MDG's 2000-2015

**Mr. Ruben Martoredjo** states that the development goals are currently in a transition phase. It is therefore good to use this moment to see how far Suriname is in the context of achieving the MDGs. In order to make a statement with regard to the status quo, interpretation plays an important role.

Goal 1 van de MDGs (*'Eradicate extreme Poverty and Hunger'*) is an example of a goal that can be interpreted in different ways. When Mr. Martoredjo asks the guests what they think about the status of the realization of this goal, the opinions are very different. Some guests think that this goal has not been realized,



since news reports show that there are still people in Suriname who suffer from poverty and don't have enough to eat. Other guests however think that the MDGs refer to 'extreme' poverty and starvation and they interpret this as people not being able to provide for themselves on a daily basis. And although everyone agrees that being able to provide for your needs depends on everyone's personal needs, a part of the guests thinks there is no extreme poverty in Suriname and also no starvation.

By initiating the discussion about whether or not MDG 1 has been realized in Suriname, Mr. Martoredjo wants to indicate that in order to determine whether a goal has been realized it is important to set definitions. Suriname will first have to come to a national consensus about the definition of poverty, before it will be possible to measure this.

In December 2014 Suriname formulated an MDG report in collaboration with different actors. Although Mrs. Panka forwarded this report to all department heads, not everyone is familiar with the report. Mr. Martoredjo emphasizes that it is important to read this report and become familiar with what Suriname has achieved in the past 15 years in the context of the MDGs. This report also touches upon the subject of the lack of a national definition for poverty. In this context Mr. Martoredjo refers to a report of the UN ECLAC that states that 72% of the Surinamese population suffers from poverty. The policy makers are now wondering how the UN ECLAC came to this figure. This also shows the importance of having a national definition.

**Mrs. Faranaaz Pahalwankhan** welcomes the guests. She then goes through the status quo of each of the 8 MDGs as included in the report.

### **Goal 1: Eradicate Extreme Poverty and Hunger**

It was difficult to properly report about this goal, because as mentioned before, the poverty lines have not been defined by Suriname. Although there have been discussions in Suriname about the advantages of a poverty line, it is also important to think about the way this will be set: will the definition only take poverty into consideration or will a multidimensional approach be used that will also take other issues into account such as housing, livelihood etc.?

It has been determined that in Suriname there is economic development, but also social inequality because not everyone has the same access to certain facilities. There has been a noticeable increase in employment. However, it is still difficult to create decent work, especially for young people. Malnutrition was also an indicator that was assessed in this context and it was apparent that there has been a decrease in malnutrition among children younger than five years old. The available data also showed that Suriname was confronted with *Non-Communicable Diseases* (NCD's), and people with an unhealthy lifestyle.



### **Goal 2: Achieve Universal Primary Education**

There has been a significant improvement in access to primary education in Suriname. However, there are inequalities in this access in the different geographic areas (rural, urban and the interior). In addition, improving the quality of education remains a challenge in Suriname.

### **Goal 3: Promote Gender Equality and Empower Women**

The figures show that Suriname is on the right track with regard to primary education. The figures however also show that along the way (especially after grade 7), there is a reduction in the number of boys at schools. In addition, boys seem to drop out in secondary and tertiary education. With regard to paid employment, data shows that there is a slight improvement in the position of women.

*Addition, Julia Terborg: The discussion of boys dropping out of education is very current. You can indeed see a difference in the number of boys and girls after primary school. The report only makes a distinction between boys and girls. But it is also important to take other variables into account, such as class, ethnicity and community. Simply stating that boys are the ones dropping out is insufficient to assess this issue. It is important to look at this issue from different perspectives and then it will become clear that this is something that isn't just about gender.*

**Mrs. Pahalwankhan** continues her presentation and informs the participants that in the area of participation of women in decision making processes and in Parliament, there has been an increase in the number of women in Parliament in 2005. This number decreased after the elections in 2010. After the 2015 elections there was an increase again, compared to 2010.

**Addition, Peggy Panka:** *Prior to the elections of 2015 there was a promotional campaign aimed at increasing the number of women in politics. And although the number of female parliamentarians increased after the elections of 2015 compared to 2010, this number did not increase if you compare the numbers with the result of the elections held in 2005. Therefore, there has not been an improvement in the participation of women in Parliament compared to 2005.*

#### **Goal 4: Reduce Child Mortality**

Based on the information of the Ministry of Health and the Bureau for Public Health (BOG) there is a reduction in infant mortality and child mortality of children younger than 5 years old.

The immunization coverage has been over 80%. However, there are differences in the different geographic locations.

#### **Goal 5: Improve Maternal Health**

Although there have been fluctuations in the period 2000-2012 there is a clear reduction in maternal mortality in the past period.

With regard to reproductive health care the figures show that the use of contraceptives have increased, there has been a decrease in teen pregnancies, access to pregnancy care has been increased and in the context of family planning there has been an improvement with regard to providing information and services.

#### **Goal 6: Combat HIV/AIDS, Malaria and other Diseases.**

Since 2003 the prevalence of HIV infections has been stable in particular in the target group of pregnant women in the age group of 15-24 years.

Data shows that people are using more condoms in case of unsafe sex.

Also, there has been an improvement in knowledge about the infection with the HIV virus and the use of medication for Aids.

The data shows that Suriname has reduced the prevalence of Malaria. However, it is advisable to stay alert in this context and beware of the chance of new outbreaks.

Prevalence of Tuberculosis is 25% of the reported cases. Because prevalence of Tuberculosis is still an issue in Suriname, the Global Fund and the Ministry of Health have approved a project that sees to arrangements in the area of Tuberculosis.

#### **Goal 7: Ensure Environmental Sustainability**

Although Suriname has a good forest coverage rate, this doesn't mean that Suriname doesn't have to take any action in this context. There are activities that are a threat to the forest, such as logging and gold mining. That is why it is important to have proper policy in place, as well as means for check-ups to ensure that everything is done properly.

Suriname has made progress in the context of providing good drinking water.

Sanitary facilities are good in the coastal area, but not so much in the other areas. This is an issue that deserves attention, because sanitary facilities also affect health.

### **Goal 8: Develop a Global Partnership for Development**

Suriname is not so much ODA oriented and more NHS oriented, which includes bilateral collaboration. Suriname also received funds from the OAS. In 2010 Suriname started focusing more on the 'South' countries, like China. This has been a conscious policy choice of the government.

With regard to ICT and Internet connection, Suriname has developed significantly in the past 15 years. The percentage of mobile phones is more than 100%, which means that people have more than 1 mobile phone. The number of landlines remained at the same level. Because Telesur is the only company that offers landlines, this means that the company has not made any investments in landlines in the past years.

### **Strategies and actions in 2015 and beyond**

Although the intentions for the period after 2015 are included in the 2014 MDG report, Mr. Martoredjo states that it is also good to determine to what extent these plans are incorporated in the different policy documents. In order to do this, the Development Plan, annual plans of the ministries and annual plans of the district and resort councils can be reviewed. Then it will be possible to indicate at the various levels which goals will be a priority. This includes a bottom-up approach that will require linking the community level goals to what is current at policy level. It is also important to determine what part individuals will play in this entire process, which will promote accountability.

With regard to follow-up actions, Mr. Martoredjo indicates that there are discussions on-going, in which the Ministry of Finance and the General Bureau for Statistics (ABS) are involved in the context of coming to a national definition of poverty and consensus with regard to how this can be measured. However, it is mainly about political will and the courage to actually finish this. Because if poverty is measured at this point and at the end of the administration period, based on the agreed to calculation method, it would become clear that poverty has increased, the current government could be blamed for this. That is why this issue is rather sensitive.

It is emphasized that the number of goals has increased from 8 to 17 and it has become even more important to have data and a baseline. It is difficult to report about progress when there is no information about the starting position. Also, with regard to the activities that will be implemented in the communities it would be good to have an idea about the initial situation in the communities, which is based on figures. At the end of the activities it will then be possible to submit evidence-based results.



## QUESTIONS AND ANSWERS

**Q:** Which definition was used when the poverty level of 72% was determined?

**A (Ruben Martoredjo):** ECLAC is an economic commission and this commission looks at macro-economic figures. So I assume that an economic approach was used. The report is available online.

**Q:** Around 2000 there was an increased attention for the poverty line. Weren't there any indicators for the poverty line that could be used to determine what was considered poverty in Suriname?



**A (Ruben Martoredjo):** There were three institutions that used a poverty line that was determined based on their perspectives: PLOS, ABS and ATM. However, there should be a national accepted poverty line. Now that minimum wage has been set, you could say that there is an 'informal poverty line', because if you earn less than this minimum wage, you are poor.

**A (Julia Terborg):** All of this also has to do with how you should approach poverty. At the time ABS took the standard consumer basket into account when establishing the poverty line, expressing poverty in currency. However, nowadays people often think more about using a multi-dimensional approach, taking more issues into account than just money. For example, the people living in the interior don't have much money. But do they have less than the maroons living in the poor districts in Paramaribo? In the interior they have more space, land they can grow their food on etc. So you also have to look at the local context and then define poverty within that context.

**A (Ruben Martoredjo):** That is right. In our publication of 2012 we used a multi-dimensional approach, taking 'assets' into account. But the things you take into consideration in the coastal area are other assets you take into account in the interior. That is why it is important to come to an agreement at national level, what assets should be taken into account.

**Q:** In het MDG report you see that there is sufficient and concrete data with regard to the goals related to health, when you compare this with the situation of Suriname in the area of poverty and education.

With regard to education there is a need for a political decision. Boys are dropping out and girls are continuing their education. There is a lack of legislation to make it mandatory for children to attend school until they have reached a certain age. If you expand compulsory education from 12 to 16 years, the drop-out rate might decrease.

**A (Ruben Martoredjo):** It will only be possible to expand compulsory education to a certain age. You also need to take other social preconditions into account, to keep



*these boys in school. For example, in case of a home situation when a 13-year old boy needs to work to earn an income for the family it is difficult to keep him in school. Policy should take all relevant issues in this context into account.*

*C: Compulsory education in Suriname means that it is mandatory to be educated, it is not mandatory to go to school. It is therefore also possible for parents/care takers to keep a child at home and teach the child at home.*

*C: When you look at the example of the 13 year-old boy, you also have to take into account how the boy got into that situation. This goes beyond issues related to the law.*

## Sharing information from the Field

**Mrs. Cylene France** is a student in the Master Education for Research for Sustainable Development (MERSD).

In this course a number of study subjects need to support the academic development in the area of, among other things, community development. In the past year the subject

*‘Community Development: Theory and Practice’* was part of her course. She gives a presentation of an assignment that was done for the subject Community Development.



The objective of the assignment was to work using the international agenda for sustainable development as a starting point. A link was made between the Sustainable Development Goals and the Community Development Theory. The students chose to do the assignment in the area of West Suriname.

Sustainable development has an inter-dimensional approach. The social dimension, environment and the economic dimension are important. These dimensions should be used to develop a sustainable system that can be socially supported, is responsible from an environmental point of view and reasonable from an economic perspective. Community development is about focusing the process on social changes. These arise from collective actions, social justice and environmental justice. These three dimensions also play a role in the context of sustainable development.

For the implementation of the assignment the students chose to do this under sustainable development goal number 8, that falls within the scope of core value number 3: *‘prosperity, strong economies where everyone participates’*. For sustainable development it is important to have an inclusive process that takes into account things like economic growth, employment and decent work.

The definition of the assignment was: *‘What are the perceptions and experiences within the indigenous community of West Suriname in the context of sustainable development and how can these be linked to local initiatives?’*

The work method for the research included literature study and interviewing people who are known in the area. This was used to get an idea of the local context. Then field visits were conducted, during which there were discussions with focus groups to gain insight in how the local people look at development. The local people the students spoke with are young people, women, formal structures (local authority) and the Tareno’s (from the South of Suriname). A separate session was organized for the Tareno’s because they had indicated they would like to inform the students about their specific interests.

The students used the local radio to announce their visit and this was also used to request the local community to participate. The students also walked through the villages and observed the situation for the different groups.

In the process of the implementation of the assignment it was important to take the values of community development into account. One of these values is about earning the trust of the target group. It was also important to interact with the target group. In addition, attention was also given to creating space for the residents of a certain area to have a dialogue about issues they are confronted with on a daily basis and think about solutions. Also, collectivity was taken into consideration: it was important for the community to come together as a group to identify common issues. And attention was given to participation of the residents and empowerment of the communities. Mrs. France shows the guests some pictures of the focus groups.

The result of the assignment is that a lot of knowledge and information has been gathered in West Suriname in the area of sustainable development. Young people consider development as *‘doing something better, step by step progress, a way to correct behaviour, better education’*. Women see development as *‘more and constant turnover of products, hence more income.’* For more of the collected information Mrs. France refers to the poster in which all results have been included.

Mrs. France thanks the guests for their attention and ends her presentation.

## QUESTIONS & ANSWERS

**Q:** *I didn’t like the use of the word ‘decent work’. People often find employment according to their education level. Can you explain what you mean?*

**A (Cylene France):** *This regards an SDG where the goal is to have ‘decent work’ for everyone. What is decent is determined within the context of a certain area and we did not really conduct research on this issue.*



**Q:** The Ministry of Labor surely has some rules in this context? This can then be adjusted to the level of the community. I don't quite understand the term 'decent' either.

**A (Julia Terborg):** 'Decent work' is an international term that has been promoted by especially ILO, because it became apparent that in case of an increasing level of inequality workers more often get into a difficult situation and there is a breach of their rights. Large companies are getting rid of their employees and hiring contractors instead. They often work under bad conditions such as lack of coverage of medical costs, no right to pension and no holidays.

'Decent work' it is about ensuring that everyone who works, does this in a 'decent' way, and the work conditions are in compliance with the minimal work conditions.

**Q:** So this is something that regards the Ministry of Labour. What should we do when we get information in this context? Do we forward it to this ministry?

**A (Julia Terborg):** You also should take the local context into consideration. It is possible for instance that employers who don't have large companies are not capable of creating the perfect circumstances, but you can set this as a standard you are working towards achieving. This will require creating awareness about the standard.

**A (Peggy Panka):** An example is the gold production and wood processing companies in the interior. The rules that apply there should be the same as the rules in the rest of Suriname. It is not about the type of work you do, it is about being allowed to work in a way that makes you feel protected and satisfied.

**A (Tom):** It is mostly about the translation of 'decent work', and the focus is on being able to conduct your work in a correct and decent way.

**V (Ruben Martoredjo):** The presentation shows how the community sees development because the people from the community stated what they think development entails. The purpose of this session is to prepare participants for when they go in the field to inform the communities about the SDGs and what role they can play in achieving the SDGs.

Is there also a clear link with the national goals or was there only a focus on local issues?

**A (Cylene France):** The villages indicated they give their input to the local authorities. They assume that the local authorities further communicate this input to the national policy makers. They know that it is important that people outside of their own community are informed about their vision and priorities.

**C (Julia Terborg):** It might be good to tell us about what they see as a barrier in their communication with the government.

**A (Cylene France):** The communities indicated that they often come to agreements, but forget



*what was agreed to and decided in the previous meeting. Because they don't document their agreements it seems as if no progress is made.*

*The younger people feel as if they are not really involved and other people want to decide for them what is important and they also want to contribute.*

**C (Peggy Panka):** *Cylene spoke about three villages and Zandlanding. The last one is an upcoming village and the Ministry of Regional Development will play an important role there.*

**A (Cylene France):** *The Tareno's are known as the Trio's. In 1995 they requested and received permission to settle at the location they are now. This was supposed to be only temporary, but has become a permanent arrangement.*

**C (Peggy Panka):** *When you go into the villages it is recommended to take the situation there into account. There are often tensions in the area of Apoera.*

**A (Cylene France):** *Apoera includes Plan Apoera and Village Apoera. Plan Apoera is the area where they planned to establish a city in the seventies and the area has paved roads. The village is different. The people there also stated that if you want to do something in Apoera, it is better to do so in Village Apoera and that is also where we organized most of the sessions.*

## Work Group Session

The participants are divided over work groups. The results of these assignments are included as annexes.



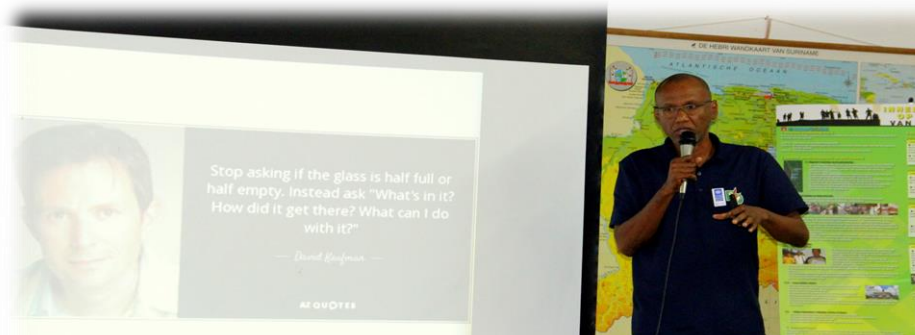
## Reflection and Expectations

**Mr. Bryan Sloote** explains that in practice it will be important to recognize whether or not the local initiatives actually contribute to the SDGs. It might be possible to link some of the projects to more than one sustainable development goal and they will also have to be capable of recognizing this.



When the participants are asked how they see their role and what they will do, the answers include: *'making an inventory', 'creating awareness', developing an*

*action plan prior to going into the field', 'seeing things from the perspectives of other people', 'initiating dialogue', 'think about things and making these happen', 'achieve participation of people'.*



It is emphasized that it is important that the participants are well aware of what they will be doing in the field and pay attention to the following:

- People can only be trained in the things they are interested in doing.
- Trainers need to keep their focus on the purpose of this project to prevent telling people what to do, instead of asking what they see as development.
- In Suriname localizing the SDGs is approached as follows: (i) *'How do we localize the SDGs?'* (ii) *'What does it mean for the communities'* and (iii) *'How do we foster community engagement and why is this important?'*
- It is important to look at the current level of the formulated policies: are they formulated as policy initiatives or citizen initiatives? In case they are formulated at policy level they will have to determine how to transform this to community level. Policy often is about what people want to do and looking for ways to get people to participate. But intermediate action is required to come to a citizen initiative and that means guidance is necessary.

The participants will also have to take into consideration how people in society experience certain things. People can either have the attitude *'the glass is half full'* or *'the glass is half empty'*. In some cases a community can also feel the bar is set too high. One way to deal with this is to assess the situation and determine what else is necessary. For the trainers in SDGs this might be a good approach. Your starting point is whatever is already available and how you can use this to move forward.

Subsequently Mr. Sloote explains the meaning of *'Appreciative Model'*. This model is about appreciating people's initiatives, regardless whether or not you agree with them. The participants are then divided into groups of three. They are given the assignment to interview each other in an appreciative manner about an idea they want to implement aimed at achieving one or more SDGs. It is emphasized that is important to keep asking questions in a positive manner to encourage the person to implement the idea. It is important to realize that it is not only about the facts, but also about the experience of the person who wants to implement the project. Also, the person asking the questions should not start a discussion and/or make cynical remarks.

At the end of the assignment when Mr. Sloote asks about the results, the participants mention some of the projects.

**Project 1:**

*'Providing safe drinking water for the people living in the interior, especially in the areas where gold mining activities are conducted because the water from the river is polluted. It is clear there is a need for safe drinking water. I would first look at what projects have already been implemented there and the facilities that are already available.'*

**Project 2:**

*'Working on capacity strengthening of women in the district Brokopondo or Sipaliwini, especially the Upper Suriname area. I would like to get them interested in setting up foundations, because this will make it possible to achieve more for yourself, but also for the village. I had the village Godo in mind for this project.'*

**Project 3**

*'Arranging professional childcare in Moengo and surrounding areas for the age group 0-3 years. The reason I chose this area is that through observation and dialogue it became clear that there is a need for professional childcare. Children from 0-3 years old need to develop, because from the age of 4 they need to go to school and perform. Based on research I would like to hear from the people there what they consider 'professional childcare' and then I would like to work this out in further detail. I will take into account the things that are already available and the location people prefer to have this childcare.'*

Mr. Sloote gives some examples of the attitude aid organizations/people have when offering help to communities.

He shows a picture of people coming to offer help to members of a community. The people coming to offer help are standing and the community members are sitting down. This is an example of a situation in which people don't have the idea they are equals. Another picture is shown in which both parties are sitting down and this picture does give the idea that both parties are equal and there is an opportunity for dialogue.

Then Mr. Sloote shows a short movie of Cheetham Hill, a community that had to deal with a lot of criminality at one point. When the police come to the conclusion that they can no longer go on like this, they organize a session with the community based on *Appreciative Inquiry*.

It is emphasized that Appreciative Inquiry is not a technique, but more a way of looking at people and communities. The appreciative attitude is a way of life people could adopt. It is about asking questions in a way that the focus is on the positive side of things. This will help creating the ideal image for the person with a certain idea. The last step will be determining what actions should be taken to realize this image.

**Questions & Answers**



*Q: Will it work?*

*A: There is no reason for it not to work. During my research I asked a young man what he wanted to do. He said he didn't want to do anything, because there wasn't anybody who did anything for him. Then I asked him what he would like his community to look like and how he could contribute to achieving this. He then offered a lot of different ideas.*

*Q: What about monitoring? What happens when someone wants to implement a project but doesn't have the required expertise?*

*A: Monitoring is something that is done from the outside, but monitoring can also be done from the inside. The people from the community will indicate what actions they will take and when this doesn't happen, whatever it is they had in mind will not happen. That is why it is good to see if you have people in your network that can support them. This doesn't have to cost any money but they can provide assistance through coaching.*

*Q: Is there also a threat involved in using Appreciative Inquiry?*

*A: The biggest threat is that people will start to think 'I am the expert' and start telling people what to do. It is important to give others the opportunity to give their input.*

## **Results work groups 1<sup>st</sup> Workshop**

**Mrs. Peggy Panka** goes through the report of the first session *Localizing the SDGs* with the participants. The statements included in this session that need to be worked out in further detail are:

Statement 1: Communicating the message to the communities and groups

Statement 2: Develop IEC material for the communities

## **Results work groups 2<sup>nd</sup> Workshop**

The results that have been presented by the work groups are enclosed in Annex 3. Mrs. Panka asks the participants to work out the idea that have been developed in the groups into concrete products. The jingle one of the working groups produced can also be worked out in further detail together with Mrs. Panka, so it can be used in announcements and meetings. The sticker intended for taxi company 1660 should also actually be produced.

For issues related to budgets the participants can contact Mrs. Panka. They are requested to do this as soon as possible because there are still funds available for this year. The work groups will receive guidelines for how to work out the products in further detail and in case a meeting room is necessary they can use the room available at the ministry.

## Closing

**Mrs. Peggy Panka** thanks everyone who helped in the organization of the workshop. She also thanks the participants for their contributions. Subsequently, she closes the meeting.



*Empowered Lives.  
Resilient Nations*

**PROGRAM**  
**Training II**  
**Localizing the Sustainable Development Goals**

09.00 hrs.	<b>Arrival</b>	
09.30 hrs.	<b>Opening</b>	<b>Mrs. Peggy Panka</b> , Head International Relations for Regional Development
09.35 -09.45 hrs.	<b>Introduction movie</b> <i>Sustainable Development Goals</i>	
09.45 - 10.15 hrs.	<b>Status quo of the MDGs 2000-2015</b> <i>Achievements on the MDGs; our baseline</i>	<b>Mrs. Faranaaz Pahalwankhan</b> , United Nations Coordination Analyst <b>Mr. Ruben Martoredjo</b> , UNDP Programme Associate
10.15 - 10.30 hrs.	<b>Sharing Field Experience</b>	<b>Mrs. Cylene France</b> Project coordinator SFOB
10.30 - 10.45 hrs.	<b>Snack break</b>	
10.50 - 11.05 hrs.	<b>Preparation 1<sup>st</sup> Work Group Session</b> <i>Dividing guests in working groups and preparation of sessions</i>	<b>Mrs. Peggy Panka and Mr. Bryan Sloote</b>
11.05 - 12.05 hrs.	<b>1<sup>st</sup> Working Group Session</b> <i>Assignment on the follow up of SDG training session 1</i>	<b>Dhr. Bryan Sloote</b> LOCI/ MERSD Alumni
12.05 -12.30 hrs.	<b>Presentations of the Work Groups</b>	<b>Work group representatives</b>
12.30 - 13.15 hrs.	<b>Reflections and Expectations</b> <i>Getting ready for the field</i>	<b>Mr. Bryan Sloote</b>
13.20 - 14.15 hrs.	<b>Lunch break</b>	
14.15 - 14.25 hrs.	<b>Presentation</b> <i>Workgroup results of SDG Training session 1</i>	<b>Mrs. Peggy Panka</b>
14.25 - 15.25 hrs.	<b>2<sup>nd</sup> Work group session</b> <i>Follow up on workgroup achievements/ Production of IEC Material</i>	
15.25 - 15.40 hrs.	<b>2<sup>e</sup> Snack - break</b>	
15.40 - 16.10 hrs.	<b>Presentations van de Work Groups</b>	<b>Work group representatives</b>
16.10 - 16.30 hrs.	<b>Feedback</b>	
16.30 - 16.45 hrs.	<b>Closing - Acknowledgments</b>	<b>Mrs. Peggy Panka</b>

## LIST OF PARTICIPANTS

	Name	Organization	Telephone/Mobile	E- mail address
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## RESULTS WORK GROUPS

### WORK GROUP 1:

Participants:

1. Mrs. Mirelva Apensoea
2. Mrs. Marijke Agwense
3. Mrs. Janet Vola
4. Mrs. Merville Vrede
5. Mrs. Telina van Cooten

<b>PRODUCT:</b>	Cards for a game of quartet
<b>TARGET GROUP:</b>	Secondary education (GLO en VOJ)
<b>SDG:</b>	<ul style="list-style-type: none"><li>* People who sell fruit in the streets (8-15 years)</li><li>* Dilapidated house</li><li>* Home situation ( 1 loaf of bread for 6 people)</li></ul>
<b>MATERIAAL:</b>	Photo material

## WORK GROUP 2:

### Participants:

1. Mr. Wayne Roberts
2. Mrs. Negretha Amiamba
3. Mrs. Celine France
4. Mrs. Syffra Woodly - Tolud
5. Mrs. Ceraif Petres
6. Mrs. Anne Lachman - Johannis

**PRODUCT:** Rap (communicating the message through rap)

**TARGET GROUP:** Young people

**SDG:**

- \* Education
- \* Health
- \* Clean environment
- \* Fighting criminality
- \* Peace and safety
- \* Employment

**MATERIAL:** They will use music, recording music and putting this on a CD. The rap artists can come from the village that is chosen for the project and they can collaborate with artists from Paramaribo. In addition they will use art by painting walls and taxis will be (e.g. 1660) will be used with the logo of the SDGs. Sports can also be used, by for instance donating football shirts with the logos of the SDGs.

## WORK GROUP 3

### Participants:

1. Mr. Ramon Apoetitie
2. Mr. Alphons Ristie
3. Mr. Humphrey Dundas
4. Mr. Danny Amatgalim
5. Mrs. Gladys Kloof
6. Mrs. Moejinga Aboikoni - Linga

**PRODUCT:** Radio spot in local language

**TARGET GROUP:** The community at Bronsweg and surrounding villages

**MATERIAL:** There will be an information meeting. The announcement of this meeting will take place via the radio. The idea of the Ministry of Labour to work with focal points will be worked out in further detail. Then people can be appointed and trained to communicate the message of the SDGs to their community.

**TEXT:**

*Alla den owroe wang, nanga jong wang, uma nanga mang, now na ten fu set Sranang 7 november d'e kong, wi sa sidon foe kenki, prakserie, abra a tan bun in a kondre pe w'e tan. Bakra tongo taki SDGs, den sma foe Bronsweg nanga kondre w'e kari fu kon na a bigi krutu oso na Hoofdweg na wan ten fu siksi yuru.*

## WORK GROUP 4:

### Participants:

1. Mrs. Jaffna Zandveld
2. Mrs. Alice Jongaman
3. Mr. Rieldo Aserie
4. Mrs. Serita Dewinie
5. Mr. Wilco Finisie

**PRODUCT:** Textile crafting

**PURPOSE:** Creating awareness, employment and empowerment

**TARGET GROUP:** Santigron (women organizations among other groups)

**SDG:**

- \* Education
- \* Health
- \* Clean environment
- \* Fighting criminality
- \* Peace and safety
- \* Employment

**MATERIAL:** Pangi's, bedding, hammock, table cloths, kitchen cloths angisa's, shoulder cloth.

**TEXTS (among other things)**

Njang gesontu, na soso - baado e taki, uman na basi,