

# SOCIO-ECONOMIC CONSEQUENCES OF SCHOOL DROPOUT IN SURINAME

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## Dropout: not completing last level

Table 1: % Dropout by Level of Education

Level of Education	% Dropout	N	
BELOW PRIMARY			
0 ILLIT	100.0%	183	
1 LIT	100.0%	46	
2 BO	72.7%	11	
PRIMARY			
3 GLO	66.5%	945	
4 ENO	47.2%	53	
LOWER SECONDARY			
5 LBGO	56.6%	565	
6 LTO	53.6%	222	
7 MULO	61.2%	583	
8 NATIN	58.0%	131	
9 PI	29.5%	237	
HIGHER SECONDARY			
10 IMEO	45.2%	157	
11 HAVO	37.3%	102	
12 VWO	34.2%	73	
TERTIARY			
13 HBO	23.0%	122	
14 WO	49.1%	110	
TOTAL	All	57.6%	3540

*Overall, some 58% of Surinamese did not complete their highest attended level of education*

## Prevalence of Dropout by Background

- Dropout more frequent among males than among females
- Only moderately strong effects of social and ethnic backgrounds
- Drop-out decreased sharply at the primary level, but rises at secondary and tertiary levels.

Source: Riedewald & Ganzeboom (2015)

## Research Questions

What are consequences of dropping out of school for socio-economic careers?

- How different by level of education?
- How different by cohort and life cycle?
- How different by gender, ethnicity and parents SES?

## Theories

Human Capital Theory: both level attendance and level completion (diploma) build up human resources  
Signalling / Scarring Theory: dropout damages human resources beyond grade  
Social Capital Theory: resources through available networks may weaken dropout damage

## Hypotheses

Dropout effect is stronger in the earlier career than in the later career  
Dropout effect is stronger now than it was earlier  
Dropout effect is stronger for men than for women  
(Drop-out effect is stronger in the formal economy than in the informal economy)  
Dropout effect is weaker with high status parents  
Dropout effect is weaker in Asian-Surinamese families than Afro-Surinamese families

## Survey data

Sno & Ganzeboom: Social Stratification and Social Mobility in Suriname 2012-2014, N=3939.  
Stratified random sample of households, respondent randomly selected (birthday method).  
Full retrospective educational careers, cohorts 1940-1990.  
Advantages:  
– Cohort comparison  
– Complete careers  
– Multiple dropout  
– Full information background

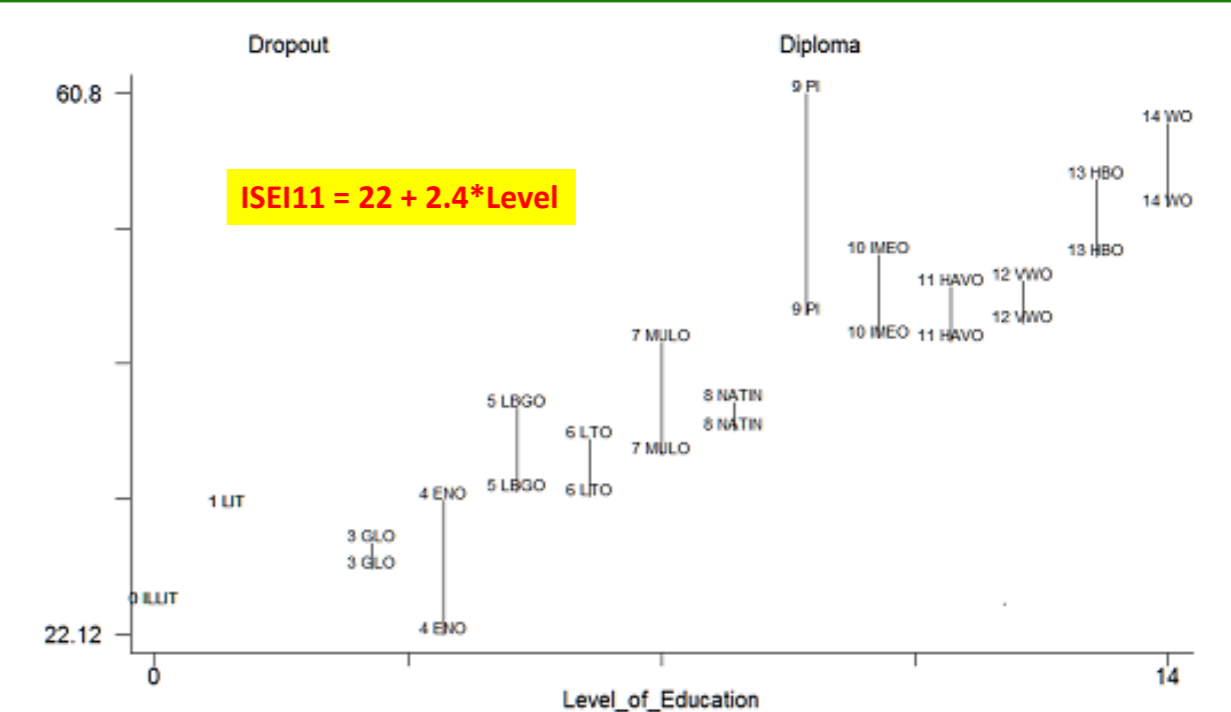
## Damage of Dropout

Table 2: Socio-Economic Outcomes for Diploma's and Dropouts

	Diploma	Dropout
Never worked	7.5%	+6.7%
Years of unemployment	3.7	+1.1
Informal employment at entry	29.6%	+10.0%
Informal employment at present	28.0%	+10.6%
ISEI at entry	32.0	-6.0
ISEI at present	34.5	-6.3
Monthly earnings (SRD)	1152	-273

Controlled for Level of Education and Gender. Expected values for Diploma refer to men with primary education (GLO)

## ISEI1 by Education Level by Dropout



## Moderators: Job status at entry

Table 3: Damage of Dropout (0/1) in ISEI1 by conditions

	Effect (min → max)	T-value
Mean damage of dropout	-6.0	11.9
*Level of Education	-4.0 → -8.7	2.8
*Cohort	-5.4 → -5.9	ns
*Female	-4.0 → -7.1	3.5
*ParentsStatus	-5.5 → -5.4	ns
*Ethnicity	8 groups	ns

## Conclusions

Dropping-out damages ISEI at labor market entry, especially for women  
The damage of dropout is stronger at higher levels of education  
The damage of dropout has not changed over cohorts.  
Ethnicity and parental SES do not influence the damage of dropout.