

Policy Solution Prototypes

(Output Paper)

Suriname

Prevention of Marine Litter in the Caribbean Sea



Supported by:

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1 Introduction

This output paper is part of the Prevention of Marine Litter in the Caribbean Sea (PROMAR) Project, a regional initiative aimed at addressing the persistent and growing challenge of marine litter and plastic pollution in the Wider Caribbean Region. PROMAR is funded by the German Federal Ministry for the Environment, Nature Conservation, Nuclear Safety and Consumer Protection (BMUV) and implemented by adelphi in collaboration with the Cartagena Convention Secretariat of the United Nations Environment Programme. The project is currently in Phase II (2024–2026), which includes Guyana, Suriname, Trinidad and Tobago, Saint Kitts and Nevis, and the British Virgin Islands.

To discuss the topic of marine litter prevention interventions in the Caribbean context, the Green Heritage Fund Suriname held the **National Dialogue on Marine Litter Prevention and Plastic Waste Management** on 5 November 2025, as part of PROMAR's third work package, which focuses on policy and capacity building. The event was moderated by Amarnath Munnolimath, a green and circular economy expert from adelphi.

The event brought together actors from different sectors, and together with experts, the participants discussed the Waste Management Policy Landscape in Suriname, the current challenges faced and how to address them, and prototyped forward-looking policy solutions based on best practices and successful models from other jurisdictions.

Regarding the challenges, the participants were divided into groups, preferably consisting of representatives from different sectors, and identified the following:



Figure 1: Challenges on plastic waste management in Suriname, 2025.

After identifying the challenges, the groups worked on prototyping possible solutions, identifying stakeholders, and highlighting critical or innovative aspects of their suggested solutions. The groups

then presented their outcomes in a plenary session, followed by a collective reflection and feedback round.

The document is intended to serve as a resource for national policymakers, providing actionable insights to support the implementation of the proposed solutions at the National Dialogue and to advance Suriname's plastic waste management through collaborative and evidence-based strategies.



Figure 2: Participants of the National Dialogue on Marine Litter Prevention and Plastic Waste Management, Suriname, 2025.

2 Group 1: Integrated Enforcement and Incentive Mechanisms for Plastic Waste Management

2.1 Background and Solution Overview

Group 1 focused on the **lack of enforcement of existing laws and policies** as a key challenge related to waste and plastic management. Although regulatory frameworks are in place, their impact remains limited when compliance is not effectively monitored, and sanctions are not consistently applied. This enforcement gap undermines efforts to reduce plastic waste and weakens public trust in the waste management system.

To address this challenge, participants proposed a set of complementary solutions aimed at strengthening enforcement mechanisms and improving institutional coordination. These solutions include the collection of fines and deposits at the district fund level, the establishment of a central complaints submission system at the district commissioner's office or through an online platform, and the designation of one central enforcing entity to replace the currently dispersed responsibilities. In addition, participants emphasised the need for purchasing essential materials and investing in capacity building for staff and operators, as well as the introduction of a waste-deposit scheme to motivate proper disposal and recycling behaviour.

The successful implementation of these measures depends on the involvement of several key stakeholders, including:

- Ministry of Financials and Planning;
- Ministry of Public Works and Spatial Planning (OWRO);
- The National Assembly (DNA);
- District councils and district commissioners' offices;
- SEMC and training institutes.

Across these proposed solutions, some success factors were identified, such as self-sufficiency, efficiency, and the expected higher citizen motivation to lead to less waste generation and better compliance, creating a "win-win" situation in which both communities and public authorities benefit from a cleaner environment and a more reliable waste management system.

2.2 Next Steps

To move from proposed solutions to practical implementation, Group 1 have identified the following next steps:

- Review and update the legal framework;
- Design sustainable financing models for enforcement;
- Explore and strengthen public-private partnerships;
- Secure dedicated finances for enforcement activities.

3 Group 2: Establishment of a Waste Authority

3.1 Background and Solution Overview

Group 2 worked with the challenge of **lack of adequate waste infrastructure**, including insufficient collection, treatment and disposal facilities, combined with fragmented responsibilities and limit the effectiveness of existing policies.

As a response to this challenge, the group proposed the creation of a dedicated Waste Authority. The aim is to establish a specialised institution with a clear mandate for planning, financing and overseeing waste infrastructure and services, supported by stable funding, legal clarity and sufficient technical capacity. By concentrating responsibilities that are currently dispersed, such an authority is expected to strengthen coordination, improve enforcement related to infrastructure use and standards, and create better conditions for long-term investment in waste infrastructure.

The successful establishment and functioning of the Waste Authority requires the involvement of a broad range of stakeholders, who are expected to form part of its supervisory board:

- Anton de Kom University of Suriname (ADeKUS);
- Private sector;
- Ministry of Public Works and Spatial Planning (Min. OWRO);
- Ministry of Oil, Gas and Environment (Min. OGM);
- Ministry of Regional Development (Min. RO);
- Supervisory board of the Waste Authority.

Across these elements, the following success factors were identified:

- Own income and financial autonomy, enabling capacity retention, a stable knowledge base and legal stability for the Authority.
- A clear regulatory framework, including a mandatory user fee, a strong enforcement institute and an EPR fund.
- Effective project design and technology transfer, with good exit strategies and a reasonable return on investments at pilot sites.
- Operational systems for waste segregation at source and robust data collection and tracking, supporting planning, monitoring and continuous improvement of infrastructure and services.
- Overall reduction of waste, reflecting both improved infrastructure and behavioural change among users.

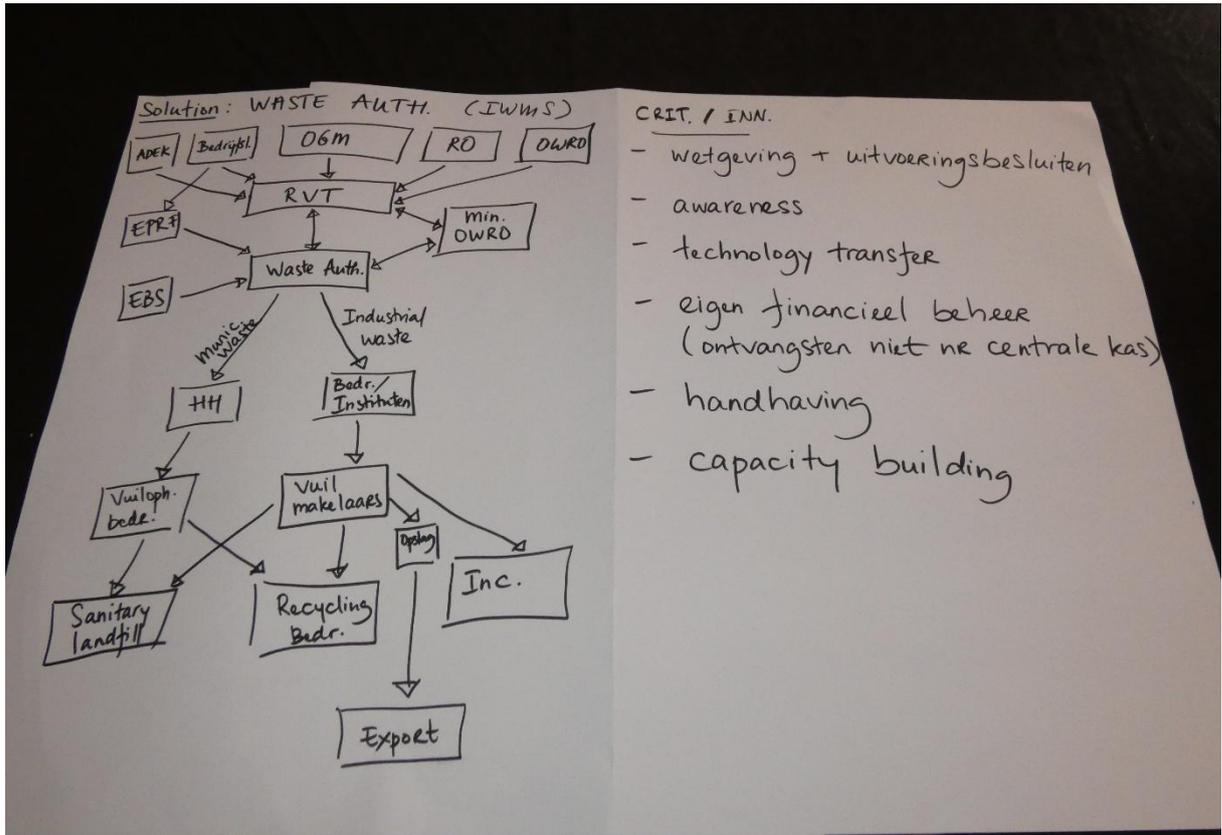


Figure 3: Group 2 presentation, Suriname, 2025.

3.2 Next Steps

To turn the proposal for a Waste Authority into a functioning institution capable of addressing the lack of waste infrastructure, the following steps are required now:

- Develop the necessary laws and executive orders to formally establish the Waste Authority;
- Design an own financial management system for the Waste Authority;
- Operationalise the regulatory framework;
- Invest in awareness-raising efforts;
- Plan and implement technology transfer processes;
- Strengthen enforcement capacity.

4 Group 3: Incorporation of Circular Economy in the Formal Curriculum

4.1 Background and Solution Overview

Group 3 addressed the key challenge of **lack of skills and capacity for circular economy innovations**. Although there is growing awareness of sustainability issues, the knowledge and competencies required to design, implement and scale circular solutions remain limited. To address this gap, participants proposed a solution focused on youth: the incorporation of circular economy and sustainability topics as mandatory components of the formal curriculum. By embedding these themes in primary and secondary education, the aim is to foster a cultural mindshift from an early age, equipping students with the concepts, values and practical skills needed to understand resource cycles, reduce waste and engage in innovative, circular practices. Over time, this is expected to build a stronger foundation for circular economy innovations across society.

Several success factors were identified to ensure that curriculum reform leads into real capacity for circular innovation. Government ownership and facilitation are essential to drive and coordinate the process, while institutional recognition on an annual basis can help to keep circular economy education visible and valued. Enforcement by CBvS, the introduction of mandatory permits for start-ups, and mandatory curriculum adjustments led by the Ministry of Education, Science and Culture (MinOWC) are seen as key levers to link education, regulation and entrepreneurship, ensuring that circular economy principles move from theory into practice.

The successful implementation of this education-centred solution also involves a range of stakeholders:

- Ministry of Oil, Gas and Environment: responsible for setting up an environment fund;
- National Environment Authority (NMA): tasked with creating lesson plans for the Ministry of Education and the Ministry of Agriculture, Animal Husbandry and Fisheries (Min. LVV);
- Ministry of Education, Science and Culture (MinOWC): responsible for making curriculum adjustments mandatory and dispersing lesson plans to schools at primary and secondary level;
- Ministry of Agriculture, Animal Husbandry and Fisheries (Min. LVV): provides practical know-how;
- Primary and secondary schools: implement the adjusted curriculum in classrooms.

A critical and innovative aspect of this solution is the deliberate focus on a cultural mindshift from kids to adults. By starting with children and young people, the approach aims to gradually influence household practices, community norms and, eventually, business and policy decisions, creating a long-term transformation towards more circular and sustainable behaviours.

5 Group 4: Development of a National Education Programm

5.1 Background and Solution Overview

Another challenge identified during the National Dialogue was the **lack of awareness and education** on waste and environmental issues. While regulations and technical solutions are important, their effectiveness remains limited if citizens, schools, communities and businesses are not sufficiently informed, motivated and engaged to change everyday practices.

To respond to this challenge, Group 4 proposed the development of a National Education Programme on waste, plastics and environmental protection, to be integrated into the formal education system, particularly at primary and secondary school level. The objective is to create a structured and continuous approach to awareness-raising, ensuring that environmental topics are not treated as isolated campaigns, but as a consistent part of learning and school life across the country.

The success factors were identified for this National Education Programme were: the commitment of the Ministry of Education that is essential to anchor the programme institutionally and ensure that it is implemented at scale. Continuance and consistency are equally important, supported by tools such as slogans and jingles, incentives for participation, and a green certificate that can recognise schools, classes or students for their environmental efforts. Finally, strong stakeholder engagement is needed to bring in the necessary expertise, resources and local perspectives.

The implementation of the programme involves a diverse set of stakeholders:

- Ministry of Education, Science and Culture (MinOWC): coordinates the programme within the education system and includes scientists for research and for developing content and materials;
- Ministry of Public Works and Spatial Planning (Min. OWRO) – Directorate of Public Greenery: provides logistical and technical information;
- Ministry of Public Health, Well-being and Labour: contributes expertise on hygiene and sanitation;
- Ministry of Oil, Gas and Environment (Min. OGM): ensures alignment with national environmental policy and broader sustainability objectives;
- Ministry of Regional Development (Min. RO): supports implementation in districts;
- Ministry of Finance and Planning: provides funding for the programme;
- Private sector: offers additional funding for special activities.

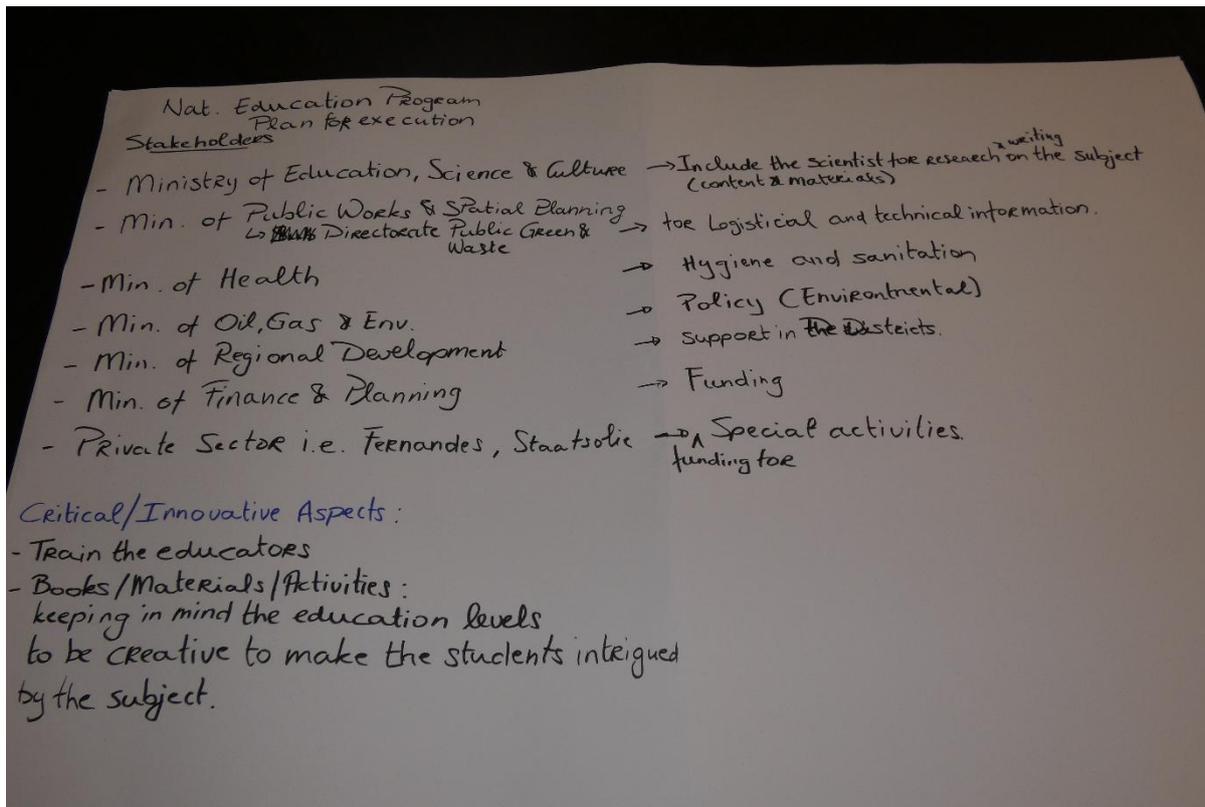


Figure 4: Group 4 presentation, Suriname, 2025.

5.2 Next Steps:

To ensure that the National Education Programme effectively builds awareness and genuinely engages students, the next steps were recommended by the group:

- Design and implement a national teacher training programme integrating circular economy and environmental education;
- Develop a structured package of teaching materials (books, worksheets, digital content and activity guides);
- Pilot test the materials and activities in selected schools;
- Create a repository or platform for sharing materials and good practices.

6 Recommendations

The National Dialogue on Marine Litter Prevention and Plastic Waste Management held in Suriname has demonstrated both strong commitment and promising ideas for improving plastic waste management and reducing marine litter. However, meaningful change will require concrete, coordinated action that addresses the four priority challenges identified: lack of enforcement, lack of waste infrastructure, limited skills and capacity for circular innovation, and insufficient awareness and education. Building on the solutions co-developed during the National Dialogue Day, the key recommendations are presented below:

- **Establish a national Waste Authority with a clear mandate:** Create a Waste Authority with its own income, financial management and stable legal basis to plan, coordinate and oversee waste and plastic management.
- **Strengthen enforcement of existing laws and policies:** Clarify and consolidate enforcement responsibilities in a central enforcing entity, supported by district-level mechanisms for collecting fines and deposits. Introduce or reinforce systems for central complaints submission (at district commissioners' offices and online) and ensure that enforcement is backed by adequate staff, training and equipment.
- **Introduce and operationalise economic instruments for plastic waste management:** Develop and implement mandatory user fees, a waste-deposit scheme and Extended Producer Responsibility (EPR) mechanisms to create sustainable funding for collection, treatment and recycling. Channel these revenues through district funds and the Waste Authority to support enforcement, infrastructure and marine litter prevention activities.
- **Invest in waste infrastructure and data systems:** Prioritise the development and upgrading of waste infrastructure for collection, segregation, treatment and safe disposal, with particular attention to coastal and riverine areas that contribute to marine litter.
- **Integrate circular economy and sustainability into a National Education Programme for youth:** Make these topics mandatory in primary and secondary school curriculum, supported by lesson plans and practical know-how from relevant ministries and institutions. Develop a coordinated programme that combines scientifically sound content with creative materials and engaging activities tailored to different education levels, and train educators to deliver these topics effectively.
- **Strengthen multi-stakeholder cooperation and local implementation:** Ensure that ministries, local authorities, schools, universities, the private sector and civil society work together on marine litter prevention and plastic waste management. Involve stakeholders in the design and implementation of policies, education programmes and infrastructure projects, and support district-level initiatives that translate national goals into practical action on the ground.

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