

THE DEVELOPMENT AND STATE
OF THE ART OF
ADULT LEARNING AND EDUCATION
(ALE)

National Report of Suriname

By

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National Report on the situation of Adult Learning and Education in Suriname

1. General Overview:

SURINAME:

Geography

Area: 163,194 sq. km. (63,037 sq. mi.); slightly larger than Georgia.

Cities: *Capital*--Paramaribo (pop. 242,946). *Other cities*--Nieuw Nickerie, Moengo, Brownsweg, Albina.

Terrain: Rain forest, savanna, coastal swamps, hills.

Climate: Tropical

People

Nationality: *Noun*--Surinamer(s). *Adjective*--Surinamese.

Population (2004 census): 492,829.

Annual growth rate (2004): 1.30%.

Ethnic groups: Hindustani (East Indian) 27%, Creole 18%, Javanese 15%, Maroon 15%, Mixed 12.5%, Amerindians 3.7%, Chinese 1.8% (percentages from 2004 census).

Religions: Hindu, Muslim, Roman Catholic, Dutch Reformed, Moravian, several other Christian denominations, Jewish, Baha'i.

Languages: Dutch (official), English, Sranan Tongo (Creole language), Hindustani, Javanese.

Education: *Years compulsory*--ages 6-12. *Literacy*--90%.

Health: *Infant mortality rate* (2004)--7 per 1,000. *Life expectancy* (2003)--71 yrs.

Work force (100,000): *Government*--35%; *private sector*--41%; *parastatal companies*—10

Government

Type: Constitutional democracy.

Constitution: September 30, 1987.

Independence: November 25, 1975.

Branches: *Executive*--president, vice president, Council of Ministers. *Legislative*--elected 51-member National Assembly made up of representatives of political parties.

Judicial--Court of Justice.

Administrative subdivisions: 10 districts.

Political parties: *Governing coalition*--National Party of Suriname (NPS); Progressive Reform Party (VHP); Pertjaja Luhur; A - Combination, a coalition of General Interior Development Party (ABOP), Brotherhood and Unity in Politics (BEP), and Seeka; Suriname Workers Party (SPA); Democratic Alternative '91 (DA' 91). *Other parties in the National Assembly*--National Democratic Party (NDP), Democratic National Platform 2000 (DNP 2000), Alternative 1 (A1), Party for Renewal and Development (BVD), Javanese Indonesian Peasants Party (KTPI).

Suffrage: Universal at 18.

Economy

GDP (2007 est.): U.S. \$2.23 billion (Source: IMF).

Annual growth rate real GDP (2006 est.): 5.8%.

Per capita GDP (2006 est.): U.S. \$4,000.

Inflation (2006): 5.6%.

Natural resources: Bauxite, gold, oil, iron ore, other minerals; forests; hydroelectric potential; fish and shrimp.

Agriculture: *Products*--rice, bananas, timber, and citrus fruits.

Industry: *Types*--alumina, oil, gold, fish, shrimp, lumber.

Trade (Source: IMF): *Exports* (2006)-- US \$1.391 billion: alumina, gold, crude oil, wood and wood products, rice, bananas, fish, and shrimp. *Major markets* (2005) -- Norway (23.9%), U.S. (16.8%), Canada (16.4%), France (8.1%), Iceland (2.9%).

Imports (2006)--US \$1.2 billion: capital equipment, petroleum, iron and steel products, agricultural products, and consumer goods. *Major suppliers* (2005)--U.S. (24.4%), Netherlands (14.5%), Trinidad and Tobago (10.5%), Japan (4.3%), China (5.4%), Brazil (3).

Literacy data:

From the population about 295.000 is adult.

	Literate	Illiterate
Male	113.508	107.127
Female	10.788	17.466

1. Policy, Legislation and Financing

1.1. Legislative and policy frameworks of ALE

- 1.1.1. Since 1997 no policies and laws related to ALE have been established.
- 1.1.2. The priority goals for ALE are the upgrading of the people to maximize their participation in the labour force and reducing of poverty.
- 1.1.3. Ministries which are involved in ALE are: the Ministry of Education and Community Development, the Ministry of Labour, the Ministry of Social Affairs, the Ministry of Health.
- 1.1.4. Every Ministry has its own policy with regard to ALE. All keep in mind gender equality, social cohesion and active citizenship. ALE is mainly centralized and common.
In the interior some NGO's are working with the linguistic and cultural differences in their literacy programmes.
The Ministry of Education has already build two learning centres in the interior with education facilities, ict and relevant government services from which other centres, schools, villages and the neighbourhood are being served.
National development plans and strategies....

1.1.5. The main development challenges are: reducing of poverty, gender equality in the labour force, a just education system, with equal opportunities for every one, common health security.
ALE is a instrument to reach these challenges.

1.1.6. Other policies have to do with the MDG , the Caribbean Education Strategy (CES: july 1997) and the World Declaration on Education for All (EFA : 1990)

1.2. Financing of ALE

1.2.1. Public Investment in ALE.

- a. In the Ministry of Education part of the budget is allocated for adult education. For the year 2007 that was about SRD. 90.000,-
US\$ 35,000.-
The activities are literacy and adult education for illiterates and people who are dropouts of the primary school. The Literacy and Adult Education department is the responsible department.
- b. Other responsible ministries are the Ministry of Labour. Here there is the foundation for Workers Mobilization and Development, a centre for vocational training with the target to retrain unemployed in technical jobs.
Ministry of Social Affairs: training courses for school leavers as day-care workers.

1.2.2. Some donor countries, as the Netherlands, the Belgians invest also in ALE. The Netherlands in Literacy and Nucleus Centres. Amount 800.000 euro
Belgian in a project in the Interior, also for Literacy and parental participation. Amount € 45.750,- (Euro)

1.2.3 The annual expenditure from corporate sectors is over 1 million Euro's.

1.2.4 Support to ALE from civil society: TANA, Education Centre Service Bureau for NGO's (see further ad 2.1.2.)

1.2.5 Learners have to pay for ALE courses. Only ALE courses given by the Government are free of charge.

1.2.6. There are direct or indirect financial incentives in support of ALE.

1.2.7. There are no targets in relation to financing of ALE in place.

2 Quality of Adult Learning and Education: Provision, Participation and

Achievement

2.1. Provision of ALE and institutional frameworks.

- 2.1.1. There is no institution at national level which is responsible for managing and co-ordinating of ALE.
- 2.1.2. Beside a great number of ICT training companies see further next pages 5, 6, 7
- 2.1.3. Linkages between formal and non-formal approaches are existing. In some cases the students are placed in companies for practical experience. Some certificates are acknowledged by the Ministry of Education and Community Development. The exams are held under supervision of the Ministry.
- 2.1.4. Most of the ALE lead to certification at the end.

2.1.2.

Programme / name and Brief description		a. Provider			b. Area of Learning		c. Target group(s)	d. Programme cost	e. Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge Generation innovation			
Arbeidsbemiddeling / Registration Labour counseling		X				X	Job seekers and employers		Participants
Foundation ITA making of roof tiles from wood			X		X		People from the interior		Participants
Bureau Public Health Health Education	X			X		X	Adults		Government budget and participants
National Care for the Blind To support blinds in their development to become independent citizens	X				X	X	Visual handicapped persons		
Foundation for Production Work Training and coaching of small entrepreneurs	X				X	X	Organizations and Institutions		Government budget and participants
Young Biz Education and Development Centre To stimulate							Youth between		Participants

entrepreneurship under the youth and organizing trade training			X	X	X	X	6 – 30 years		
National Women Movement Training of women in a backlog position		X		X	X	X	Women		Donor funds and Participants
Stichting PROJEKTA Organization for women and development		X		X	X	X	Organizations Communities Youth		
TANA (Towards a New Alternative) technical training		X		X	X	X	Dropouts and graduated from formal school 16 – 25 years		Participants
Literacy Department	X					X	Illiterates and dropouts prim. school		Government budget
Academy for paramedical occupations Education for care and health occupations		X				X	X	Total population	Participants
COVAB Central Institute for nurses and related professions	X					X	X	School-leavers	Government budget
Foundation of Labour Mobilization and Development Retraining of youth older		X				X	X	Early school-leavers Companies	Participants

than 16 year in skills									
Lobi Foundation To promote responsible sexual behaviour and family planning			X			X	All interested		Participants
Four Prints N.V. Training of computer co- workers			X		X		Adults		Participants
Foundation Klimop crèche and pre-scholer training			X		X	X	Adults		Participants
Mona Lisa Hair and beauty training, manicure and pedicure			X		X	X	Adults		Participants
Spectrum Care for the elderly training			X		X	X	Adults		Participants

2.2. Participation in ALE

- 2.2.1. a. Due to the fact that there is no institution which is responsible for managing and coordinating ALE at national level, exact data on participation rate is not available.
 - b. In literacy programmes the number of participants vary between 250 -500 a year.
For vocational training about 1000 – 2000 a year.
For disabled about 100 – 250 a year.
- 2.2.2. There are no studies on non participation and groups that are difficult to reach.
- 2.2.3. There are no studies on learner motivation.
- 2.2.4. Some learners are motivated through the difficulties they encountered to find jobs and the fact that life is getting harder day by day.
Further through advertisement, families and friends.
- 2.2.5. Groups which are targeted are: dropouts from school, illiterates, people from the interior, disabled, women, youth.
- 2.2.6. The different institutes have their own benchmarks in relation to participation dependent on the training they are giving.

2.3. Monitoring & evaluating programmes and assessing learning outcomes

- 2.3.1. Some institutions follow the guidelines of the different Ministries, with regard to the skills the participants should reach at the end of the training.
Others are guided by the sort of skills companies and institutions request.
And the national and international demands also play a part in the assessing of learning outcomes.
- 2.3.2. Tools which are used to monitor and evaluate programmes are examinations, written and practical.
Most of the training programmes have a framework that is known beforehand.
- 2.3.3. In some programmes the suggestions of the practical ,evaluations are, where possible, integrated in the next course.
- 2.3.4. Realistic benchmarks related to outcomes are that firstly the participants of ALE after finishing the training can find work for effective participation in the society and secondly be able to follow more advanced education if desirable.

2.4. Adult educators / facilitators status and training

- 2.4.1. The educational qualifications / training required for adult educators varies depending on the sort of training they are giving. It could be formal teachers or specialists of the working force with a technical or vocational background.
- 2.4.2. Adult education is not considered as a specific profession.
- 2.4.3. There is no exact data available due to the fact that most of the institutions working in ALE are Non-Government organizations or private organizations.
- 2.4.4. The terms of employment and remuneration in ALE is not known. For Literacy instructors a payment of SRD 17,50, about US\$ 6,- is given for 1 hour. Other workers in the field of ALE are part time workers with mostly an allowance per working hour.

3. Research, Innovation and Good Practice

- 3.1. Some institutions do research studies in the field of adult learning and also students from abroad do some studies as a teaching practice. But there are no mayor research studies done since 1997.

4. Adult Literacy

- 4.1. A person is literate when he/she is able to read and write and especially in Dutch (the official language of Suriname). After 1997 there have been no changes in the field of adult education.
- 4.2. This means that there have not been new policies that have been implemented.
- 4.3. The department has been giving adults who cannot read or write and dropouts of primary education a second chance to learn these skills. A large number of adults can now learn to read and write, while a number of the dropouts of primary education passed the admission test for Mulo education. The lessons were given during the evenings. There is a great need for this kind of education and many people enroll every year. Within short the decentralization process of adult educational activities to the districts will be started.
- 4.4. There are no specific programmes which are aimed at women. It is a fact that the majority of illiterate persons are women (19,866). More women than men are enrolled in the literacy courses (10:1). From the latest census (2005) it appears that 33,054 persons in Suriname were illiterate.
- 4.5. Literacy policies and programmes can build literate environments by promoting and motivating illiterates to learn, to read and write. In this way illiterates can become literate and function better in our society. Other

illiterates will see the progress made by people who could not read or write at first but achieved these skills and they will like to master the skills as well.

5. Expectations of CONFINTEA VI and future perspectives for ALE

5.1. CONFINTEA VI

- will help the participating countries in finding ways to increase the cooperation between governments and other organizations in their countries
- will give legislative advises for ALE
- establish networks for strengthening each other (partnership)
- will help to create benchmarks for ALE
- will give guidelines how to conduct an ALE research.

The government should make it possible that the courses of the NGO's and other institutions could guarantee a legal certificate.

Sources:

- Sectorplan Onderwijs 2004 – 2008
Ministerie van Onderwijs en Volksontwikkeling
Paramaribo, November 2004
- Sociale Gids 2006
Ministerie van Sociale Zaken en Volkshuisvesting
- Materials from Buerau Forum NGO, Tana, SAO, Department of Literacy and Adult Education
- General Bureau of Statistics
Section Public Relations and Information
December 2005