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

National Report of Suriname

By

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Paramaribo, April 2008
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, Brownswey, Albina.
Terrain: Rain forest, savanna, coastal swamps, hills.
Climate: Tropical

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

<table>
<thead>
<tr>
<th></th>
<th>Literate</th>
<th>Illiterate</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>113,508</td>
<td>107,127</td>
</tr>
<tr>
<td>Female</td>
<td>10,788</td>
<td>17,466</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Programme / name and Brief description</th>
<th>a. Provider</th>
<th>b. Area of Learning</th>
<th>c. Target group(s)</th>
<th>d. Programme cost</th>
<th>e. Funding source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arbeidsbemiddeling / Registration Labour counseling</td>
<td>Public/ State</td>
<td></td>
<td>Job seekers and employers</td>
<td></td>
<td>Participants</td>
</tr>
<tr>
<td>Foundation ITA making of rooftiles from wood</td>
<td>CSO/ NGO</td>
<td></td>
<td>People from the interior</td>
<td></td>
<td>Participants</td>
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<tr>
<td>Bureau Public Health Education</td>
<td>Private</td>
<td></td>
<td>Adults</td>
<td>Government budget and participants</td>
<td></td>
</tr>
<tr>
<td>National Care for the Blind To support blinds in their development to become independent citizens</td>
<td></td>
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<td>Visual handicapped persons</td>
<td></td>
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<tr>
<td>Foundation for Production Work Training and coaching of small entrepreneurs</td>
<td></td>
<td></td>
<td>Organizations and Institutions</td>
<td>Government budget and participants</td>
<td></td>
</tr>
<tr>
<td>Young Biz Education and Development Centre To stimulate</td>
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<td></td>
<td>Youth between</td>
<td>Participants</td>
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<tr>
<td>Organization</td>
<td>Participants</td>
<td>Funding</td>
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<tr>
<td><strong>entrepreneurship under the youth and organizing trade training</strong></td>
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<tr>
<td>National Women Movement</td>
<td>X</td>
<td>Women</td>
<td></td>
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<tr>
<td>Training of women in a backlog position</td>
<td>X</td>
<td>Donor funds and Participants</td>
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<tr>
<td>Stichting PROJEKTA</td>
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<tr>
<td>Organization for women and development</td>
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<tr>
<td>TANA (Towards a New Alternative) technical training</td>
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<tr>
<td>Literacy Department</td>
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<tr>
<td>Academy for paramedical occupations</td>
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<tr>
<td>Education for care and health occupations</td>
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<tr>
<td>COVAB Central Institute for nurses and related professions</td>
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<tr>
<td>Foundation of Labour Mobilization and Development</td>
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<tr>
<td>Retraining of youth older</td>
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<td>than 16 year in skills</td>
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<tr>
<td><strong>Lobi Foundation</strong></td>
<td>X</td>
<td></td>
<td>X</td>
<td>All interested</td>
<td>Participants</td>
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<tr>
<td>To promote responsible sexual behaviour and family planning</td>
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<tr>
<td><strong>Four Prints N.V.</strong></td>
<td>X</td>
<td>X</td>
<td></td>
<td>Adults</td>
<td>Participants</td>
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<tr>
<td>Training of computer coworkers</td>
<td></td>
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<tr>
<td><strong>Foundation Klimop crèche and pre-scholer training</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Adults</td>
<td>Participants</td>
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<tr>
<td><strong>Mona Lisa</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Adults</td>
<td>Participants</td>
</tr>
<tr>
<td>Hair and beauty training, manicure and pedicure</td>
<td></td>
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<tr>
<td><strong>Spectrum</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Adults</td>
<td>Participants</td>
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<tr>
<td>Care for the elderly training</td>
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</table>
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 Bureau Forum NGO, Tana, SAO, Department of Literacy and Adult Education

- General Bureau of Statistics
  Section Public Relations and Information
  December 2005