

# **GUYANA EDUCATION ACCESS PROJECT**

## **STUDY ON ALTERNATIVE LEARNING PATHWAYS**

Part Two

of

**“BRIDGING THE GeAP”**

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for CfBT**

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Andrew Borthwick.

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## ABBREVIATIONS

|        |                                                         |
|--------|---------------------------------------------------------|
| ALP    | Alternative Learning Pathways                           |
| BESO   | Business Executive Service Overseas                     |
| CXC    | Caribbean Examination Council                           |
| CLAIT  | Computer Literacy and Information Technology            |
| CPCE   | Cyril Potter College of Education                       |
| ERET   | Employment Related Education and Training               |
| EU     | European Union                                          |
| GEAP   | Guyana Education Access Project                         |
| GBET   | Guyana Basic Education Training Project                 |
| GOG    | Government of Guyana                                    |
| GSCE   | Guyana Secondary Certificate Examination                |
| GTEE   | Guyana Technical Education Examination                  |
| GTI    | Government Technical Institute                          |
| GUIDE  | Guyana In-service Distance Education Project            |
| ICT    | Information and Communication Technology                |
| LMI    | Labour Market Information                               |
| LTI    | Linden Technical Institute                              |
| MoE    | Ministry of Education                                   |
| NCERD  | National Centre for Education Resources and Development |
| NATI   | New Amsterdam Technical Institute                       |
| P3E    | Public–Private Partnerships in Education                |
| PEIP   | Primary Education Improvement Project                   |
| PIC    | Practical Instruction Centres                           |
| PreVoc | Pre-vocational education                                |
| PTA    | Parent Teacher Association                              |
| REdO   | Regional Education Officer                              |
| RSA    | Royal Society of Arts                                   |
| SSRP   | Secondary School Reform Project                         |
| SSPE   | Secondary School Proficiency Examination                |
| SME    | Small and medium sized enterprises                      |
| TORs   | Terms of Reference                                      |
| TVET   | Technical and Vocational Education and Training         |
| VSO    | Voluntary Service Overseas                              |

## EXECUTIVE SUMMARY AND RECOMMENDATIONS

This report is designed to support the GEAP project enhance access to education, and thus help the alleviation of poverty, through the development of alternative learning pathways for young people – especially those currently not achieving at school. It reflects the findings of Labour Market Information Survey that took place concurrently and proposes that the academic/pre-vocational or TVET divide that exists within education should be replaced by the development of alternative learning pathways in employment related education and training. It is suggested that at least some elements of ERET should be included in all education programmes but should particularly be the basis of programmes and learning pathways that are developed for young people for whom the CXC curriculum is not appropriate.

The programmes should reflect the needs of employers as determined by both this and the LMIS consultancy. These findings conclude that employers first and foremost are seeking a high performance in the core (or basic) skills of numeracy, communication (written and verbal), and (increasingly) information and communication technology. In addition, employers and those with experience of the informal labour market see that personal competencies such as work ethics, entrepreneurial skills, problem solving and decision making skills, as well as the flexibility to change, and a willingness to continue learning are also important. It is identified in the study that the development of skills for specific occupation or employment opportunities should not be the responsibility of school based education. Training in specific production or service industry skills should be undertaken within the post-secondary school sector, whether that be through the public education system or through the private or company based training sector.

It is recognised that there is a need to create a framework and culture for ERET based ALP at both national and regional level and that in order to achieve this, links between education and business must be enhanced. The development of programmes which bring together education and businesses in an equal partnership at a local level represents a positive way forward.

Proposed activities can be seen as separate but it is recognised that for many young people it would be preferable to develop a collective programme in order to create a coherent ERET learning pathway which enjoys both local currency and national certification. Apart from ensuring that there is a national agency where business and education can meet together (and the proposed National Council for TVET may be appropriate) it is proposed that locally based forums are created which can oversee links and partnerships between local schools and businesses. As the role of school boards and PTAs is further developed it is proposed that the involvement of representatives from local businesses is given priority. Business involvement in education should foster joint working and stress mutual benefits; it should not be based on an assumption that all business has to contribute is additional financial resources.

Proposals for activities which may comprise, or contribute to, an alternative learning pathway and which may be co-ordinated or managed by a local forum include: teacher placement in business; student work experience; employers in school; entrepreneurial activity; short pre-apprenticeship schemes; mentor programmes for head teachers and students and sheltered workshops.

The report concludes that introducing alternative learning pathways within the secondary sector will entail the development of structures, systems and curriculum which bring the world of education and business closer together. This provision may well be varied and may best be seen as a whole programme of activity within GEAP, under the sub-title of “Bridging the Gap” and should relate where possible to the DFID P3E initiative. The recommendations, which cover general national issues as well as more specific developments in Linden and Corriverton are listed below:

**Recommendations:**

Recommendation One: Support should be given for the establishment of an ERET learning programme, together with a national certificate for form 4 and 5 leavers, to be promoted at national level drawing on pilot work taking place, as proposed in this study, in Regions 6 & 10.

Recommendation Two: An alternative learning pathway be developed as a pilot in Regions 6 and 10 and take the form of a modular programme which includes a range of ERET related activities and approaches.

Recommendation Three: GEAP should actively support the formation of the National Council for Vocational Education and Training and encourage its brief to include reference to school based ERET work.

Recommendation Four: The role of private providers should be reviewed and a register of ‘approved’ or ‘registered’ training providers established together with a list of recognised qualifications and their possible articulation routes.

Recommendation Five: Make developing links with business a part of the role of MoE and regional education staff and include in TORS of up-coming consultancy in this area.

Recommendation Six: GEAP should link with the P3E initiative in Guyana to help promote the role of business in the development and delivery of education projects and initiatives especially those arising from the recommendations in this report.

Recommendation Seven: Development of the teacher training curriculum within GEAP should reflect the core messages related to ERET made in this report.

Recommendation Eight: Review building programmes to ensure that ERET curriculum needs are being met and that basic assumptions behind plans for equipping workshops are valid in terms of the need for progression, articulation and relevant achievement.

Recommendation Nine: A tracer study is designed, undertaken and carried out annually for all secondary school leavers; this information is used to determine the effectiveness of provision.

Recommendation Ten: To establish specific activities to enrich learning programmes, based on para. 3.2.8 which can be delivered separately as part of enrichment ALP or be brought together as part of a modular programme.

Recommendation Eleven (a+b): A Forum for Education and Business (FEB) should be established in each project area.

Recommendation Twelve (a+b): Develop local progression routes between school and further additional education and training.

Recommendation Thirteen: In partnership with other stakeholders, introduce distance learning for teachers.

Recommendation Fourteen: Develop agriculture provision on school sites in Linden.

Recommendation Fifteen: Establish a “cyber café ” in Linden town centre as an example of joint entrepreneurial work and to support informal ITC learning.

Recommendation Sixteen: Design and deliver a residential course for young people.

Recommendation Seventeen: To strengthen the GEAP staffing in Corriverton especially in the area of education and business partnerships.

# **1 INTRODUCTION AND BACKGROUND**

## **Purpose**

**1.1** The purpose of this study is to explore alternative learning pathways (ALP) which match the present and future labour market skill requirements of the Linden and Corriverton Regions, of the Republic of Guyana, as well as in the country as a whole. In order to achieve this, the study was undertaken in association with a labour market information survey (LMIS).

**1.2** The study was related specifically to Output 3 of the GEAP Master Plan: “Greater participation is exhibited between the school and the community” with particular reference to the business community. It also links and cross references with other output areas. In relation to Output 1 it considered the implications for the new facilities i.e. the furnishing and equipping “to provide appropriate learning space”. The implications for Output 5 were also taken into account, improved teaching particularly the curriculum and “teaching content”. The study has considerable reference to Output 6, improved learning, through “improved appropriateness of learning strategies”. It was also recognised that proposals and recommendations should take account of Output 7, replication, and the need to “inform the policy and processes of national transition.”

**1.3** The study aims to make a considerable contribution to the achievement of the key outcomes listed in the Master Plan. Specifically, Output 3 “informal and formal links are established between the schools and local business communities by the end of year two”. In addition it is intended that the study will support Output 6 “improved appropriacy of learning strategies”.

**1.4** The study was undertaken in close co-operation with the LMIS consultancy with interrelated research taking place. The outcomes of the LMIS informs and underpins the recommendations of this study so as to ensure that curriculum and course developments take account of actual and projected employment opportunities.

## **Terms of Reference**

**1.5** The detailed terms of reference (TORs) may be found at appendix 1. The scope of the TORs is broad and inevitably in the time available detailed analysis of all aspects was not possible. It was considered important that any consideration of the curriculum (and especially any recommendations) take account of the existing national curriculum developments in education as well as the overall national system of pre-vocational, technical and vocational education. This is particularly important so as to ensure that proposals in relation to Regions 6 & 10 are congruent with national policy, thus increasing the possibility of replication.

**1.6** This inevitably caused there to be a constraint on proposals. It was felt that there should be a concentration on exploring what was considered to be feasible, practicable and achievable in both the general context of Guyana and the specific GEAP situation. It was also considered that proposals should take account of and reflect the OECS Reform Strategy. In relation to this latter, Outcome 3 is closely aligned with the OECS Strategy to “strengthen stakeholder participation in education”.

**1.7** The term “Alternative Learning Pathways” (ALP) was not defined in the TORs. This led to different expectations as to the scope and range of the study amongst those interviewed. Not all these expectations could be met in detail, therefore there was a concentration on aspects which most seemed to reflect the overall aims and outputs of the GEAP project. (See para. **1.9** below).

## **Definitions**

**1.8** During the interviews which took place many different interpretations of the phrase “Alternative Learning Pathways” were recorded. Indeed the phrase demands the posing of the question: “Alternative to what?” Most responses expressed the need for some type of provision which gave additionality to the current CXC, SSPE (Part I and II), GTEE Craft and Technician programmes. What exactly that additionality involved varied considerably from participant to participant but in the context of this study related mainly to activities designed to increase relevance to life beyond secondary education.

**1.9** Responses could in the main be grouped within six broad interpretations:

- i) Substitute learning pathways - whole courses, with accreditation, which are provided instead of CXC, GTEE, etc.
- ii) Enriched learning pathways - learning opportunities within an existing programme that are not traditionally available
- iii) Augmented learning pathways - standard programmes with experiences added
- iv) Extended learning pathways - different accreditation or certification when that is part of the CXC or other programmes
- v) Different learning pathways - the adoption of different teaching methods reflecting the differing learning styles and intelligences of pupils
- vi) Informal or non-formal learning pathways - experiences gained outside of traditional, planned education and training programmes which nevertheless encourage learning

In many ways these interpretations relate to the four generic terms listed in the DFID publication “Education and Training for the Informal Sector”:

- para-formal education - a substitute for formal education other than a ‘second chance’ provision
- popular formal - focus on the poor adopting content and methods to needs of learners
- personal development activities - a ‘market’ of courses which are sold on demand
- professional training - short cycle vocational training.

**1.10** To a certain extent all of the six interpretations are valid in the context of the aims of GEAP. And indeed, the study took as its starting point that it should include all definitions, even if final proposals focussed only on specific aspects. It was agreed that working life in this context places an emphasis on employment, including self-employment and informal employment, but may indeed include domestic and further learning considerations.

**1.11** The term “learning pathways” requires less debate and definition. In this study it is taken to mean any formal or non formal learning programme (of whatever length or level), which may or may not lead to certification, but which is recognised as a valid learning experience by major stakeholders. Whilst these may be appropriate to all young people there was a concentration on the needs of those young people, irrespective of ability or potential, for whom the traditional CXC pathway leading to higher education is not currently an option.

**1.12** There needs to be a brief clarification of some of the terms that are used to describe activities that prepare learners for the world of work. Pre-vocational education (PreVoc), TVET, employment related education and training (ERET) are especially common phrases that are in use. There are many different interpretations of these terms. (Indeed some commentators would say that TVET is not a valid term at all as it combines technical and vocational in a way that suggests they are synonymous). In the context of this study the term pre-vocational is used to describe the five subject groupings studied up to SSPE (Parts I and II) and CXC level in the secondary sector. The term TVET is used to cover post secondary craft and technician level training whether at college, skill centres, private providers or through apprenticeship schemes and is certificated through the GTEE or other recognised national or international certification. In this study ERET is used to indicate learning programmes at any level that follow a curriculum that is designed to cover personal skills, attitudes and knowledge, that may be specifically designed to introduce the learner to those attributes required by most employers, or for self employment, or employment in the non-formal sector, although not necessarily job specific.

## **Methodology and Report Structure**

**1.13** The study was undertaken during a two-week consultancy in Guyana in November. It was carried out at the same time as the LMIS study and much work was undertaken jointly. Interviews were held in Georgetown, Linden and Corriverton with senior MoE staff, regional education staff, employers in the regions, students, out of work and employed young people (both in regular and self employment), community leaders, head teachers and principals and teachers. In Corriverton a workshop for teachers, employers, unemployed and parents was held. A full schedule is provided at Appendix II. A review of relevant literature was also undertaken which included MoE policy and other documents, GEAP and other reports, and papers produced by individuals. A list is attached at Appendix III.

**1.14** Four counterparts from the MoE were attached to the ALP and LMI consultancies some of whom were able to work alongside the consultants. The counterparts provided a valuable perspective on issues and proposals as they arose.

**1.15** The LMIS study implicitly provides the foundations upon which this study is built. In places the link between the two studies is made explicit, most especially in the conclusion where there is provided a summary chart which draws together the main findings of the two studies. The study has also taken account of developments taking place both across the Caribbean and beyond in the field of PreVoc, TVET and ERET.

**1.16** This report leads to a conclusion which contains a summary of the key points made. It is built upon a general consideration of context and policy which considers the questions “alternative pathways to where?” and “alternative to what?”. General developments in ALP are then presented together with consideration of some specific developments in Linden and Corriverton. The proposals and recommendations arise as a result of the collation and analysis of the research and interviews undertaken. However, from time to time, in order to illuminate or emphasise a particular point, a direct quote is included. These are anonymous as all interviews were considered to be confidential and there was insufficient time to gain expressed permission from the participants to include attributed comments.

## **2 POLICY AND CONTEXT**

**2.1** The policy background to the study is provided both from interviews and from documentation. The Education Policy - Growth Through Learning For All (MoE; Chapter 20, August 1999) provides a useful base. In this document the current most significant constraints on the secondary education system (which includes PreVoc) are seen as (p29 & p24):

- curriculum driven by examination process
- no overriding concern to stimulate and encourage critical thinking
- core curriculum fails to provide basic computer literacy and foreign language competence
- system seals education fate of children by end of primary where secondary selection determines an academic or vocational track
- lack of instructional materials
- persistent shortage of equipment for science and technical subjects.

**2.2** In relation to the TVET system the policy document (p26 & 30) cites constraints as:

- insufficient volume in relation to the growing needs of industry and commerce
- TVET curricula not fully attuned to the requirements of employers
- lack of mechanisms for wider private sector participation in funding costs of TVET
- absence of continuous evaluation of TVET programmes
- private sector require occupational (as opposed to job specific) skills
- private sector has legitimate role in financing and managing TVET
- quality of TVET and responsiveness to labour demand need to be improved
- females not entering field of technical education.

**2.3** In the document “Message from a True Patriot” Dr. Clarence Perry, the Head of NCERD, lists two major constraints. First, the poor economic and social conditions in Guyana which reduce the resources available for education and appear to encourage consumerism rather than problem solving and creators of wealth. Second, a failure to recognise that changes have taken place in the regional, national and international arena that question the validity of the current, traditional approach which divides education into vocational and academic, and which is content/product centred rather than performance/process orientated.

**2.4** From experience gathered in this consultancy there is an overwhelming need in Guyana - in common with other Caribbean states and indeed most other states in the world - to review the extent to which continuing traditional approaches to PreVoc and TVET are viable. This need arises not only from a desire to maximise the use of scarce resources but also to ensure that education and training remain relevant to the needs of employers and economic growth. Certainly, in terms of the latter the findings from the LMI study suggest that this is not the case either for current or future purposes. The World Bank commenting recently on another Caribbean state’s plans in this area stated:

*“What would be useful for the primary and basic cycle (i.e. the first nine grades) within the general education programme is an introduction to technology, either as part of the science curriculum or on its own, rather than technical or vocational education.”*

2.5 There is a very strong reliance on CXC for the main certification up to the end of secondary school. As argued by Dr Hunte, Director, Secondary School Reform Project, (July 1998) there is a need to ensure that the national and international market value of CXC is maintained. However, the extent to which CXC can encompass the approaches and content required for ERET is perhaps limited. Certainly, there is potential to augment the CXC learning pathway with certain features of an ERET programme as Dr Hunte suggests. There remains a question as to whether such an augmentation approach goes far enough for many young people especially those currently excluded, dropping out or not achieving sufficiently high CXC grades.

2.6 There is currently discussion at policy level to remove the current SSPE (Part I and Part II) and replace this with an alternative secondary leaving certificate. It would appear that this presents an ideal opportunity to introduce a common ERET programme. Some of the features of such a programme may be included as valid options within a CXC course. The GEAP project is ideally placed to contribute to the development of such a programme by piloting locally based provision in Regions 6 & 10. Such a programme could be orientated to meet both the general and occupational needs of employers as set out in the MIS study.

### 2.6.1 Recommendation One

Support should be given for the establishment of an ERET learning programme, together with a national certificate for form 4 and 5 leavers, to be promoted at national level drawing on pilot work as recommended this report in Regions 6 & 10.

**2.7** A complete analysis of current levels of CXC pass rates is difficult because of changes to the grading system. However, pass rates of those entered for CXC appear to equate with, in general terms, the Caribbean average. What is unclear is the overall success rate i.e. the percentage of the total age cohort. Drop out rates of nearly a third from Primary Tops in some regions, approaching one in five from Community High Schools and over 5% from Secondary Schools gives serious rise for concern about the number of young people not benefiting from CX C.

**2.8** Even amongst those who do achieve at CXC but who do not go on to further study there is considerable dissatisfaction expressed as to their currency and worth.

*“Why work for five good CXCs when there is no job at the end of it, or, in the case of teaching, the job you get is the worst paid there is?”*

There is even greater dissatisfaction from those who know that they are unlikely to be in a position to enter the formal labour market. This is coupled with a recognition that the type of jobs that CXC may lead to are not necessarily well paid enough to justify the effort of achieving the qualification.

*“I get more a week from cleaning these fishing nets than many people in regular jobs.”*

**2.9** There is evidence of a gender and ethnic bias in terms of achievement as well as employment aspiration. There appears also to be a status issue in as much that some work is held in higher regard than other. For example, office work, (administration) was seen in some cases to be mainly a female employment opportunity and, indeed, service industries seemed not be held in high esteem compared with manufacturing or product orientated occupations.

*“I’m looking for a real job”* – an individual in informal (self) employment responded when asked about opportunities in the service sector.

**2.10** There was also generally, and in particular in Linden, a view that only work with large employers was ‘real’ work. Despite evidence of the skills required by small businesses and the self employed, these types of employment did not seemed to be valued.

**2.11** Given the projections in the LMIS report about the amount of change, the employment patterns and the areas of likely economic and employment growth there is clearly a need to stress the value and validity of employment in the service and business sector as well as in micro, small and medium sized enterprises.

**2.12** These findings, together with the findings of the LMIS make it clear that there needs to be a change in the way that people are prepared for the world of work through the development of alternative learning pathways. In order to meet the needs of employers and the demands of working in the informal labour market the content of such an ERET programme should include:

- numeracy (practical applied to work situation and life situations)
- literacy and written/spoken communication
- ITC skills keyboard skills, use of computers/Internet, word processing, spreadsheets, and data base management
- foundations of technology and science (including applications in practice)
- problem solving and decision making
- entrepreneurial/enterprise skills (including the basis of business and practical financial management)
- innovation and marketing (including self presentation)
- career and occupational choice (to include issues related to gender and ethnicity)
- team working and relationships

**2.13** The implications of this for the development of ALP in terms of the definitions provided earlier are set out below.

- 1) Substitute - the development of a two year programme built around the content areas listed in para. 2.9 utilising, and set in the context of some of the activities listed in Section 3 below. The programme to replace the current SPEE and for many children the CXC.
- 2) Enriched – the development of teaching and learning experiences within existing course (e.g. CXC) which add to the CXC experience but cover essentially the same content. The integration and valuing of work experience and /or participation in entrepreneurial activity, etc. might be examples of this.
- 3) Augmented – adding experiences which cover skills and attitudes not currently included in the CXC programme (e.g. residential experiences) but which introduce skills required of employers.
- 4) Extended – offering additional certification for parts of the overall provision currently offered (e.g. using RSA CLAIT, Pitmans, etc.)
- 5) Different – moving from teacher centred, didactic methods to learning centred or exploratory methods by using project or active learning approaches, making better use of visits and external speakers and, crucially, using careers counselling and development.
- 6) Informal – use of entrepreneurial workshops, sheltered workshops, small single owner businesses for work attachments.

**2.14** The major thrust should be to combine most of the above within the framework of the two year programme as set out in 2.13.i. It should be designed as a modular (or unitised) programme centred around particular content themes. Ideally the full two year programme should contain the activities set out in section 3 and covered in 2.13.iii. and/or v. and/or vi.

**2.15** It is not recommended that time is spent on extended ALP opportunities (vi) except for some basic ITC qualifications. There are cost implications in registering for external examinations and the tradition in Guyana more recently has been to develop in-country accreditation. It may be appropriate that each unit or module of the two year programme is given some type of certification to demonstrate achievement. These could then be brought together in a folder of student achievement which could be accredited or recognised by an education business forum. (para.3.6).

#### 2.15.1 Recommendation Two

An alternative learning pathway is developed as a pilot in Regions 6 and 10 and takes the form of a modular programme which includes a range of ERET related activities and approaches.

**2.16** The policy proposals to form a tripartite National Council for Technical and Vocational Education and Training are to be welcomed. A number of employers made particular reference to the importance of the Council *“It can’t come soon enough from my point of view”*. The Council appears to have the capacity to support not only post secondary sector TVET development but also to provide a basis for dialogue and partnership between education and business which might impact on school age ERET.

**2.17** A key role of the council should be to balance the supply side with the demand side of the labour market. Currently there appears little formal link between the two, with the type, range and number of skills being delivered by the supply (education) side bearing only a casual relationship with the demand (employment ) side. This balancing should take place at both national policy level and at local, operational level.

**2.18** There are other Ministries and agencies involved in the provision of education and training. Examples include the Ministries of Labour, Health, Agriculture together with agencies such as the Public and Private Sector Commissions. Although not necessarily falling strictly within the terms of reference of this consultancy it is likely that these agencies should contribute at a national level to both ERET generally and ALP developments. It is by no means clear that there are suitable forums at national level in which these stakeholders can meet either together or with the wider business community.

### 2.18.1 Recommendation Three

GEAP should actively support the formation of the National Council for Vocational Education and Training and encourage its brief to include reference to school based ERET work.

**2.19** National developments of this type however should not restrict local developments. Rather, perhaps, the Council (or if not this body another suitably created body) should be seen to be creating a national framework for education, training and business partnership which encourages and stimulates local developments which identify local solutions to local problems/issues. (*para. 3.6*)

**2.20** The role of the private sector in financing and providing training was noted in the Education Policy (para.2.2). Evidence was collected in Corriverton that a number of private or NGO agencies were making a valid contribution to the training of the community.

*“I left school with no qualifications so I paid to go to “ X” commercial college and I left there with a Pitmans qualification that allowed me to get a job as a receptionist”.*

The major industry training centres clearly make a large contribution through formal apprenticeship schemes (e.g. Guysuco). However, the many smaller private centres and colleges also provide valuable support to the overall provision of education and training post secondary. It is these that should be both nurtured and their quality encouraged through registration schemes. In Linden it was felt that there were fewer small private providers, especially in the area of IT than might be expected. When designing ALPs the contribution these providers can make should not be ignored – nor should their role in providing progression routes and specific occupational training.

### 2.20.1 Recommendation Four

The role of private providers should be reviewed and a register of ‘approved’ or ‘registered’ training providers established together with a list of recognised qualifications and their possible articulation routes.

**2.21** Within the education sector at Regional level there appears currently to be little recognition of the need to develop closer working relations with businesses. There is, for example, no specific reference to business in the regional volume of the Desk Manual for Education Managers - MoE. Although there is reference to working with the community the importance of the place of business within that community is not identified.

**2.22** In both Georgetown and New Amsterdam there was some recognition of the benefits, in both curriculum and resourcing terms, to the involvement of the business community. The New Amsterdam Technical Institute appeared to have made particular strides in developing links with business and, indeed, there was evidence that senior MoE staff involved in PreVoc and post secondary TVET education had begun to try to forge links with businesses, especially in relation to post-secondary curriculum development. At a national level the difficulty of achieving links and the involvement of business even in this sector was noted.

*“We invited businesses to participate but in general it appeared that they were too busy to get involved.”*

**2.23** There was very little evidence that any of the developments to link education and business in relation to post secondary had made a significant impact on the secondary “mainstream” school provision. Indeed, there was little evidence that school focussed education officers and advisers at either regional or national level considered the development of education business links as a high priority or as a method of developing ALP. In the main, such links as there are between education and business at any level, in relation to schools, seems to be solely resource led.

*“Business sees schools as beggars: schools see businesses as only interested in making a fast buck.”*

**2.24** There is an upcoming consultancy within GEAP that is looking at the role of the regional education officers. It is suggested that the terms of reference of this consultancy include reference to education and business links and that any roles and responsibilities include links with business as a crucial part of the overall community function.

#### 2.24.1 Recommendation Five

Include developing links with business as a part of the role of MoE and regional education staff and include in the TORS of the up-coming consultancy in this area.

**2.25** In numerous countries the mutual benefits of education and business working together at national level to produce a strategic framework, and at regional and local level to produce specific developments, has been well documented. The DFID initiative P3E is based on the need to create such partnerships drawing on experience in Africa and Asia. The Education Action Zones and the Education Business Partnership programmes within the UK (of which the ALP and LMIS consultants have recent and active experience) also provide useful models of how private and public education and training providers can work together for their mutual benefit.

#### 2.25.1 Recommendation Six

GEAP should link with the P3E initiative in Guyana to help promote the role of business in the development and delivery of education projects and initiatives especially in relation to the proposals in this report.

**2.26** It is generally recognised that the single most valuable resource within any education system is the teaching force. It is not within the detailed TORs to examine the implications of the ALP study specifically in respect of the teaching force. However, any recommendations or proposals for changes to the content and delivery of the curriculum are likely to have implications for teaching. The LMI survey identified that teachers are not well paid and that the workforce is currently suffering both low morale and from a continuing exodus overseas. Proposals made concerning the development of ALP and for the development of closer links between education and business should be incorporated into the methodology element of initial teacher training and continuing professional development.

The type of skills and attitudes required by employers is noted in the LMI study and will inform the development of ERET and/or ALP curriculum. However, it is worth noting that some teacher trainers do not feel that people currently leaving school and opting to join the teaching force have gained sufficiently in terms of their own school experience. Even those with supposedly the minimum requirements for entrance are reported not to be sufficiently competent at basic maths and English.

*“ If education can’t prepare potential teachers with the skills and work ethics that are required for its own employment needs, what can we say about the system’s ability to prepare people for any other employment areas?”*

**2.28** Some of the proposals set out in this report will contribute to the continuing development of teachers (work placements, mentoring, etc.) and should, wherever possible, be fully recognised as such. They may be considered as *bona fide* activities for inclusion within the “teacher development profile” as proposed in the GEAP report by John Anderson.

#### 2.28.1 Recommendation Seven

Development of the teacher training curriculum within GEAP should reflect the core messages related to ERET made in this report.

**2.29** The second most significant resource within education systems is the physical assets, such as buildings, plant and machinery. In addition to basic classrooms the provision of the workshops, equipment and materials related especially to PreVoc and TVET activities within schools, represents a significant capital and recurrent (or revenue) expenditure. Within the context of an education budget already under severe pressure great care must be taken to ensure that resources are spent as effectively and efficiently as possible.

**2.30** In the context of GEAP this suggests that any resources allocated for facilities to enhance learning programmes (whether alternative or mainstream) should as a minimum:

- have planned 100% use of plant and machinery
- be absolutely necessary and relevant to learning programmes
- not be available through other sources
- represent a higher priority than other demands
- make a significant impact on the key GEAP objectives of raising learning and achievement, enhancing access (including progression/articulation) and reducing poverty.

**2.31** Resource intensive subjects that are considered basic or core education areas include science and technology, and ICT. The other most significant resource intensive subjects are the PreVoc subjects of industrial arts, agriculture science, home economics, and arts. If the five above criteria are applied to these it can be seen that the basic/core education subjects meet all five criteria. Science can be applied to a range of subjects; ICT is identified within the LMI study by employers as a high priority - and ICT resources can be used as additional teaching/learning resources through specialist software and the Internet. Technology is also a core area and (as seen in the World Bank comment) may be related closely to science. It is not the same as industrial arts or other PreVoc subjects and may require a different type of facility and equipment.

**2.32** In relation to PreVoc neither the criteria related to relevance and necessity nor the other four can be so easily met. Employers are asking for skills other than ‘hard’ practical skills. When asked whether they expect young people to have specific skills related to any particular piece of equipment employers answer:

*“It’s our job to train them to use a particular piece of equipment. A school cannot afford to have every model and every type of machinery that every employer requires.”*

Even the technical institutes would prefer students to have a good level of basic skills rather than practical skills:

*“ I like students to have a better standard of English, mathematics and science when they come to the Technical Institute so that we don’t have to spend time re-teaching them. Training them to use a particular lathe or piece of catering equipment – that’s our job, not the school’s.”*

**2.33** This has important consequences for resourcing schools and suggests that multi-purpose technology facilities are likely to be more appropriate than mono-tech laboratories/workshops. If ideas set out in this report for developing closer links with local businesses are implemented then it is possible that exposure to more specific technical or business equipment and facilities may come through local employers. It is important to avoid the situation which sometimes arises in schools:

*“When the lathes broke down I thought I would try to use some local employer’s workshop. Then I found that there were no employers locally that used these lathes – the nearest was in Georgetown (a distance of 50+ miles). I asked myself “Why are we training children to use pieces of equipment that do not exist here? If all we’re doing is training people to leave this locality or for work that does not exist here, it all seems a bit pointless!”*

**2.34** In the context of GEAP, therefore, it is recommended that the only ‘dedicated’ or mono technical facilities are IT resource rooms. Even these should be designed so as to be suitable both for formal IT teaching as well as computer assisted learning resource centres. Science facilities should include facilities for technology. Other resource areas should be multi-functional i.e. multi-skill practical workshops; arts development; catering/leisure facilities; business centres, etc. The siting of the facilities should take account of the type of use that might be made of them. They may be linked to entrepreneurial activity, sheltered workshops, or small business development and thus should have access separate from the main school entrance and have the potential to be available outside school hours and terms. In relation to agriculture, some resource should be allocated to making ground secure and thought given to relocating the sites of farms so that they are not so exposed. It is likely that overall the cost of equipping the type of facilities described here will be less than setting up traditional, mono-technical workshops directly linked to PreVoc subjects.

**2.35** The opportunity for progression from secondary education is extremely variable. In the two areas studied there were different types of secondary provision, but there were no Practical Instruction Centres. The Technical Institute in Linden is not well resourced and the nearest Technical Institute to Corriverton is in New Amsterdam. Whilst there are attempts at the NATI to provide accommodation for young people from outlying areas there is not widespread provision. This means that young people are either faced with a substantial travel commitment (costly in both human and financial terms) or have to move away from home. In Linden there was a very small capacity for sixth form education but local progression at Corriverton was severely limited.

**2.36** In the context of ALP progression and articulation are two important elements. This is particularly so in relation to access – if that is taken to include all levels of education and training - and in developing local skill/entrepreneurial bases in order to reduce economically damaging labour migration. There has been some discussion that schools should develop specialist facilities so as to create ‘centres of excellence’. In urban areas, where there may be a genuine choice of secondary school, this may be appropriate. In semi-urban and rural areas this approach is not likely to present genuine choice to students as there is little alternative to attending the school which is nearest, thus locking the child into following the specialism of that school.

**2.37** Although perhaps outside the specific TORs, it is worth observing that specialist mono-technical facilities for non-core subjects in respect of PreVoc or TVET, may best be provided as part of the post-secondary sector. There are no Practical Instruction Centres (PIC) currently operating in the two pilot areas which formed part of this study. However, although there may be a case for centralising equipment and facilities in some regions through PICs, if a more broad based ERET programme is to be developed, (as seems appropriate from the views of employers within the LMIS), then it may be that PICs would be better seen as sub-satellites of Technical Institutes and more orientated to post secondary training.

**2.37.1 Recommendation Eight**

Review building programmes to ensure that ERET curriculum needs are being met and that basic assumptions behind plans for equipping workshops are valid in terms of the need for progression, articulation and relevant achievement.

## Summary

**2.38** This chapter has attempted to demonstrate the need for some changes to the present secondary education provision. It has proposed the broad direction of any alternative learning pathways and the implications this may have for certain aspects of provision. Some of the proposals in this report for developing ERET can augment or enrich existing learning pathways, whilst some provide a substitute or different pathway and others may create extended or informal learning pathways.

**2.39** There remains a continuing debate about the effectiveness of academic, PreVoc and/or TVET course; the proposals in this report to establish an ERET programme add to this debate. As was recorded in the LMIS survey there is a scarcity of data related to the destinations of students after completion of courses and there is a recommendation that a collection programme is put into place. This information, together with other data concerning courses, should be used to undertake an evaluation of the effectiveness of current provision within the context of preparing young people for post secondary school life.

### 2.39.1 Recommendation Nine

A tracer study is designed, undertaken and carried out annually for all secondary school leavers; this information is used to contribute to evaluation of the effectiveness of provision.

### 3 DEVELOPING ALTERNATIVE LEARNING PATHWAYS

**3.1** Although it is preferable that the development of alternative learning pathways should be within a national framework there is much work that can be undertaken at regional and local level either in preparation for, or as an extension of, national work. In the main, this work will best be achieved through business and education working together in order to bridge the gap in transition and trust that exists between school and working life.

**3.2** From the study undertaken some or all of the following list of activities could be commenced not only in Regions 6 and 10 but also in other regions and localities. Each is briefly set out below.

#### 3.2.1 Teacher Placement in Business

There is widespread lack of appreciation amongst the teaching force (including head teachers) of the skills and attitudes required within the work place. Experience of working in business contexts differing from small family run, informal businesses, to large employers could be made available (and recognised through a certificate/record and linked to a CPD programme) to education professionals. As one ex-teacher now running their own business said: *“If I had know then (i.e. when she was teaching) what I know now I would have done things very differently”*.

#### 3.2.2 Student Work Experience

There is a work study programme currently operating but it is experiencing considerable difficulty and is not currently impacting on a significant number of students. There appear to be three main reasons for this. First, there is by no means a common consensus as to the main purpose of the experience. In the context of ERET the key rationale for work experience is to gain an insight into the type of skills and attitudes required to be successful. It is not to have training in specific occupation skills or to have preparation for a particular job. Second, there is not a generally accepted learning/education value given to the experience. It is, therefore, too often an experience which is either squeezed into periods just after examinations or (even at craft or technician level) something which is relegated to the vacation periods. *“If they (i.e. students) went out of school/college during term time their learning would suffer.”* Third, there is a focus on large employers (including the public sector) who in some cases are expected to pay some type of wage. The potential of small employers and the informal sector is largely ignored despite the fact that for many it is just such work that will be available to the school leaver. Developments elsewhere in the world suggests that work experience schemes that are locally organised between employers operating in close proximity to the schools and parents are most successful. Furthermore, the experience is more valued when there are clear learning goals attached and where the experience takes place as part of the formal education programme.

### 3.2.3 Employers in School

Examples of employers and local business people coming into school were recorded, but it appeared that their participation is usually limited either to contributing to a high profile event, (such as prize giving or sports day) or to ‘pep’ talks to students during the last year of compulsory schooling. When employers (and people engaged successfully in the informal economy) take part in a learning programme in a planned and coherent way it can be much more valuable. Such a programme has the value not only of exposing students to outside views but can also indicate the current school situation to business people. Employers can make a major contribution to programmes in terms of applicability and application of mathematics and basic/core skills but can also assist in the development of personal and entrepreneurial skills. *“I’d love to work with the school – and not just be used as a figurehead or as someone to fund cups and competitions.”*

### 3.2.4 Entrepreneurial Activity

There is evidence that linking education and training to business development and entrepreneurial activity can be beneficial to both. There are opportunities for small scale entrepreneurial activity which may be undertaken as joint education/business enterprises although this will require an element of innovation and creativity. The small scale craft works using new paper-making techniques in St Lucia are an example of how this activity may be developed. Schemes which provide business advice and some limited start-up loan or grant can also be useful. The Prince’s Trust in the UK (and it is reported there are the beginnings of a similar scheme in Guyana) and some of the small scale schemes operated by the banks act as useful models. Links with Technical Institutes and larger employer training programmes (such as Guysuco) can be used to identify areas of need and potential development. As the manager of a private training programme said: *“We have the potential for developing small businesses here. Actually we already add to our income through selling and supplying services as part of our training programmes.”*

### 3.2.5 Short Pre-apprenticeship Schemes

Many of the large companies have apprenticeship schemes linked to craft and technician level training. It is reported that there is also a scheme in the Georgetown area for assisting young people who might otherwise not gain access to a formal apprenticeship to undertake a special programme. There is perhaps more opportunity at local level to develop programmes which ‘mix’ employment and education during the last years of compulsory secondary education. There is already a large drop out in this age group reported amongst young people. By recognising the need for some young people to enter employment (including self and informal employment) but providing a continuing link to education, opportunities for further and lifelong learning are maintained. As a person in their twenties engaged in the informal economy said, *“I dropped out of school. What*

*was the point? I needed money and washing cars seemed to be the answer. But it would have been good to have carried on with some useful things at school. Start again now? It's too late."*

### 3.2.6 Mentor Programme for Young People

There is a large bank of goodwill within the community towards schools and learning. Many people interviewed, from all sectors of society, recognised the need to encourage young people to stay at school and develop skills which would aid them as individuals as well as aid the local economy and wider society. Many felt aggrieved that they had not been exposed to the type of learning that would have been useful to them (a case for an ERET programme). Others felt that they had not appreciated why they needed to learn some skills. *"If only I had known when I was at school!"* These people would in many cases be prepared to come back as mentors to young people to provide them with information and guidance. In many cases volunteers could be gained from alumni or through parents and local contacts. Such mentoring schemes should not be seen as a threat to teachers, as amateurs getting involved with the teacher's professional role of guidance and counselling, but as an additional support.

### 3.2.7 Mentor Programme for Headteachers/Senior Staff

The GEAP project is committed to improving school management. This involves not only head teacher training but also senior staff in the regional education office. A scheme that encourages senior staff to work with senior business people would have the dual purpose of encouraging the exchange and development of management skills but would also help develop closer links between business and education.

### 3.2.8 Sheltered Workshops

Many schools have the potential to develop small farms and other enterprises. The importance of agriculture was noted in the LMIS yet in the two regions visited only one school had anything like a real, working practical, agricultural section. Given that the only consistent reason given for this was the absence of fencing it is possible that considerable progress could be made for little financial outlay in this area. There is a need to gain the support of the local community and parents to reduce vandalism and to raise the value of the work. However, it is possible to see how an active farm could not only contribute to the learning programmes overall (as project work in Jamaica has demonstrated) but could be part of a "value chain". An example would be the farm/garden supplying produce for the home economics section to use to make food to sell either in the school canteen or to the wider population. Other value chains could be constructed around arts and crafts and multi-skill workshops and facilities. In one school such enterprise was supported by school leavers, otherwise not employed, returning to assist with the

‘business’ giving the potential for at least some form of payment. A home economics teacher reported: *“Why am I struggling for produce when we have all this land. Why are we paying people to run a school canteen when that’s the sort of thing I am teaching?”*

### 3.2.9 Careers Guidance

The need for careers guidance is set out in the LMIS document and is not repeated here. Where a fully professional service cannot be developed, however, provision can be enhanced through the use of employees in both small and larger enterprises. The service could indeed be linked to the use of mentors supplemented by appropriate labour market, career and further education/training information.

**3.3** It could be argued that there are examples of all the above taking place currently. However, although that suggestion might be true any such developments that were observed, or heard about, tended to be operating in isolation and were fragmented. They did not appear to contribute to a planned and coherent programme. Neither did they have specific, identified learning objectives which purposefully contributed to the young persons’ overall learning programme.

**3.4** The type of ERET learning programme proposed in this report should be written in learning outcomes or personal competence terms. It should therefore be able to be delivered through a variety of delivery mechanisms which might include in formal school classes, practical activities, on employers’ premises, within entrepreneurial activities or in sheltered workshops. The emphasis in such a programme should be on the practical application of basic, key, and personal skills as well as broad based employment skills within a variety of contexts. There is a place for theoretical underpinning and this may be provided within the CXC provision or may be covered separately for those young people not following a CXC programme.

**3.5** There has recently been some work undertaken to develop the technician element of GTEE. It is the intention that this should be written in units and should be able to be delivered in colleges, private training providers and in the work place. More important in this context however is the fact that in order to determine the skills which should be included in the course, employers and college staff are brought together. Whilst it is reported that it was sometimes difficult to get employers to attend meetings, the experience was worthwhile. It provides a useful model on which the development of ERET provision in schools may be based. Any ALP programme that is developed related to ERET should have employers involved in the development and should be produced in modular form so that young people may work towards components of an overall certificate.

### **3.5.1 Recommendation Ten**

To establish specific activities to enrich learning programmes, based on the above, which can be delivered separately as part of enrichment ALP, or be brought together as components of a modular programme.

**3.6** There is a clear need for education and business to work together to develop the most appropriate local responses to the proposed activities. This is important partly to ensure that there is commitment and understanding of value by all stakeholders and partly to ensure that developments are co-ordinated, coherent and planned. In order to promote and to facilitate the activities listed above there is a need for a group or forum of people representing education and business within a local area. The role of such a body should be to:

- represent the views of business and education equally
- ensure that appropriate data is available (e.g. marketing information, outcomes of tracer studies, LMI information, lists of employers and employment data, etc.)
- stimulate and draw in employers and representatives from the informal sector
- represent the needs of schools and colleges
- bridge the gap between education and work
- identify and facilitate the development of local entrepreneurial activity
- develop the activities listed in para. 3.2
- oversee the development of the ERET related ALP programme
- act (in the absence of a national certificate) as a validating body for local awarded certificates/records of achievement.

**3.7** There are a number of bodies and/or agencies that might be seen to be suitable to 'host' education and business links (e.g. Chamber of Trade/Commerce): in practice none that appeared to meet the demands of the above. It is therefore probable that GEAP should form a suitable group which it is proposed should be termed a Forum for Education and Business (FEB). Although needing to be representative it is recommended that, although the Forum may represent a wide range of interests, the executive body should be sufficiently small to enable the accent to be placed on action. It should ideally consist of about 12 members representing locally businesses, local schools and the local community. In the first instance it is proposed that GEAP should act as the secretariat in Regions 6 and 10.

**3.8** One of the main duties of the Forum would be to ensure that links are made with employers and other business community organisations, together with links with School Governors and PTAs. The purpose of the Forum is to co-ordinate and plan, not to act as a gatekeeper or filter between schools and business. The geographical area to be covered by a Forum will vary from region to region. However, it is to be expected that a whole region would be too large (both in terms of geography because of poor communications and in terms of population size). An area containing four or five secondary schools would seem to be appropriate.

**3.9** In some respects there are parallels in the development of partnerships between business and education, and the development of closer links between education and the local community. Certainly, business should be seen as part of the wider community, however, in order to develop specific education business/partnership arrangements it is considered that a dedicated group/Forum is required.

#### 3.9.1 Recommendation Eleven

A Forum for Education and Business (FEB) should be established in each project area.

**3.10** In order to maintain access to education and training and to address poverty issues by encouraging and keeping skills within the local workforce it is important that the provision of post secondary education and training is considered. It is therefore in the interests of the community that locally based Sixth Form and technical provision is established. (Where such provision can be stimulated and supported by GEAP, then it should be). In some cases this may be assisted by the development of ‘out stations’ that can provide facilities for both pre- and post-secondary. It may be useful to stimulate the use of distance or open/resource based learning, perhaps linked to new computer facilities.

#### 3.10.1 Recommendation Twelve

Develop local progression routes between school and further additional education and training.

**3.11** There are two possible ways of immediately stimulating an interest in distance or open learning. First, by making available software within the new computer facilities that is suitable for supporting self study, perhaps associated with vocational work within the business and or commercial sector. Second, to develop, perhaps in association with other projects, more traditional paper based distance learning. In some cases the local media may be able to assist. The demanding travel arrangements required of teachers undertaking training is leading to a high drop out and/or teachers trying to transfer to schools closer to the training provision. By supporting the development of distance education for teachers GEAP would be providing a model of learning for the teachers which they themselves could then emulate with their students. It could also contribute to keeping the locally trained workforce, local. Given the amount of material that has been developed elsewhere in the Caribbean (e.g. Belize) the development of distance based teacher education should not be too demanding.

#### 3.11.1 Recommendation Thirteen

In partnership with other stakeholders introduce distance learning for teachers.

## **Summary**

**3.12** There are many examples of the proposed ERET focussed alternative learning pathways across the world. Experience suggests that much of the development work should be done at local (i.e. regional or sub-regional) level where the development process itself can be used as the basis for creating partnerships between education and business. There need be little direct cost involved in establishing either the activities or the proposed FEB to co-ordinate and facilitate the development. The major expense arises in the person hours required to stimulate and promote the links required, and to act as the secretariat for the FEB. GEAP may well see that this is an area in which it can offer support through the use of VSOs or by accessing assistance from BESO. In some cases specific short term technical and training assistance may be appropriate in order to establish activities.

## **4 DEVELOPMENTS IN LINDEN**

**4.1** It is believed that all the proposals and recommendations made in Section 3 are applicable to the situation in Linden (Region 10). Most important is the need to create a Linden FEB (LinFEB) as it would appear to be timely. The Chamber of Trade was supportive to the idea and to the development of closer links with education but did not see itself (or any other existing body) undertaking the role. The Regional Office was also supportive and saw such a development linking with the work that might emanate from the upcoming EU project. Indeed, the EU project would appear to provide a useful opportunity to link enterprise development with education and training.

**4.2** The presence of LinMine should provide a useful support and ally for a local Forum. Given the comments of members of the senior management team it may be that there could be the opportunity to second a member of LinMine staff to assist with secretariat support or to act as an executive officer.

### **4.2.1 Recommendation Eleven (a)**

Create a FEB in Linden for the immediate Linden area.

**4.3** There is evidence gathered during the LMIS that employment in agriculture remains a realistic option in the Linden area. There is considerable potential for the development of farms, small holdings, gardens and other such specialist facilities in most of the secondary schools. The provision of fencing, the re-siting of agricultural activity (to ensure security) is recommended. This represents a low cost and sustainable development which could be used to develop both ERET and, indeed, make a contribution to CXC practical work.

**4.4** It was reported that agriculture does not have a high status in the community. It is important to counteract this through communication with, and involvement of, parents. Developing skills in agriculture does not necessarily involve working with every type of crop or animal. The purpose of using agriculture in the context of ERET is to expose young people to the opportunities presented by it and providing an opportunity to develop basic, core and personal skills and attitudes to work as much as to acquire specialist farming skills. There are examples elsewhere in the Caribbean (St Lucia) where the provision of farms has made a contribution to the school feeding programme and the development of entrepreneurial skills.

### **4.4.1 Recommendation Fourteen**

Develop agriculture provision on school sites in Linden.

**4.5** There was not much evidence of private training provision in Linden. For a town of its size it appeared that there was an under-representation of small office and commercial training centres. The IT facilities at Linden Technical Institute were not sufficient to meet demand and although there will be a significant increase when the GEAP ICT facilities are ready there will still be a case for developing additional facilities which provide access to IT and the Internet.

**4.6** A possible opportunity to undertake a joint project, facilitated by GEAP, LinFEB and a private sector investor may exist. There are cyber cafés all over the world (and they are particularly popular in parts of South America) and are not necessarily resource intensive to set up. Apart from the usual cyber café day-time facilities, basic word processing/IT skills tuition could be provided in the evenings.

**4.6.1** Recommendation Fifteen

Establish a “cyber café ” in Linden town centre as an example of joint entrepreneurial work and to support informal ITC learning.

**4.7** There was interest expressed in some quarters, and promoted by the CPCE officer in Linden, for the development of a residential experience for young people. A two or three day camping experience which addressed personal skills such as decision making, problem solving, leadership, etc. was considered to be a viable financial and educational option. The programme for the residential course should be based around one of the modules of the ERET programme so that young peoples’ activity and performances can be assessed in terms of the learning outcomes designed for that component. Those young people not able to benefit for whatever reason from the residential course would be able to achieve the learning outcomes through activity based in or on their school.

**4.7.1** Recommendation Sixteen

Design and deliver a residential course for young people.

**4.8** In Linden there are two post secondary institutions, Mackenzie High VIth Form and the Linden Technical Institute. In the case of the latter the numbers in the VIth Form are low. It would be appropriate to increase these numbers, if possible, to provide local progression routes. Alternative delivery mechanisms (such as distance or resource based learning) should be investigated as should alternative courses in the style of the UK GNVQs or professional examinations. The Linden Technical Institute is currently not well equipped. If it was found that there was a need for specialist workshops (i.e. other than for ICT or multi-skills) then it may be appropriate to provide such facilities in the LTI supported by agreements for joint use by those secondary age pupils requiring access. This would be preferable to placing specialist facilities in a single secondary school. As there is already some transfer of young people to the LTI prior to the end of the fifth year of secondary this should not be too difficult to arrange. It is important that the LTI recognise the ERET programme being developed as part of the proposals in this report and there is articulation between this course and the LTI provision. Some joint use of facilities could help facilitate that process.

**4.8.1** Recommendation Twelve (a)

Develop post-secondary provision to support local progression and articulation in Linden.

**Summary**

**4.8** The atmosphere amongst those interviewed in Linden was extremely positive about the future opportunities for economic development, despite the problems experienced over the last few years by LinMine. There is a need to harness this enthusiasm and optimism and channel it into a progressive and innovative programme. The GEAP project and proposals for ALP and ERET can benefit from this. The local TV and media appear to be supportive and could almost certainly provide a useful boost to awareness raising and communication of ideas and plans concerning ALPs. Indeed, it is possible that they could make a contribution to supporting some type of distance/open learning provision for the post secondary sector (including teacher training).

## **5 DEVELOPMENTS IN CORRIVERTON**

**5.1** The proposals and recommendations made in Section 3 of this report are all considered to be applicable to Corriverton and its surrounding population. New Amsterdam, the main administrative centre of Region 6, is located some distance from the centre of Corriverton and the district is geographically more dispersed. The need to create a co-ordinating and facilitating body for the development of ALP is, then, crucial. The Corriverton Town Council has already been looking to stimulate discussion about training and skill needs and may well be very supportive. The development of a FEB for Corriverton (CorFEB) utilising the good will of some of the key local business people is of the highest priority.

**5.2** The major Guysuco training centre is located not too distant from Corriverton and it is possible that education and enterprise links could be made with this organisation to the mutual benefit of Guysuco and CorFEB. There is considerable local resource in terms of skills and competencies within the business and wider community in Corriverton and especially within the Community Research team. It is entirely possible that from within these sources (together with local GEAP team) CorFEB could be actively supported.

### **5.2.1 Recommendation Eleven (b)**

Create a FEB in Corriverton to serve the needs of the immediate area.

**5.3** The current level of GEAP staffing within the Corriverton area is not sufficient to support the type or scale of development envisaged within this report. The current efforts to increase the VSO team are welcomed and the opportunity to recruit BESOs (either in place of, or in addition to, the planned VSOs) provides an opportunity to bring in some short term support for the development of education business links. The bringing in of additional human resources is considered to be of the highest priority.

### **5.3.1 Recommendation Seventeen**

To strengthen the GEAP staffing in Corriverton especially in the area of education and business partnerships.

**5.4** The links between developments in Corriverton and the administrative centre of New Amsterdam do not appear to be well developed. The opportunities for progression within the Corriverton area are limited (including in teacher education) with an emphasis on students moving from Corriverton. It is important both in terms of the need for wider replication and the need to integrate developments into the regional thinking that opportunities for developing locally based provision are maximised. The development of Vith form provision, 'outreach' technical facilities and teacher education – perhaps in part through distance education - should be supported. Apart from providing progression routes such provision can be used to support ERET developments both in the pre- and post-secondary arena.

**5.5** It is possible that a special training programme for teachers could be used to support developments. There will clearly be a need to update teachers' ICT skills in order that ITC teaching can be enhanced: linking the course to the RSA CLAIT would appear appropriate. However, it will be important for teachers and students to use the computer facilities as a learning resource in themselves.

5.5.1    Recommendation Twelve (b)

Develop post-secondary provision to support local progression and articulation in Corriverton particularly through distance or open learning.

## 6 SUMMARY AND CONCLUSIONS

**6.1** The LMIS study provided, as a summary, a table produced in conjunction with this consultancy, showing the key features of the Labour Market and what these might mean in relation to education programmes. In the table below a third column has been added to show how the implications of the LMIS work have been taken into account in this report and, indeed, form the basis of the recommendations.

| KEY FEATURES                                                                                               | MEANING                                                                                                        | RECOMMENDATION     |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------|
| The country is rich in natural resources. There are many new opportunities to be exploited.                | Young people need to be prepared for change.                                                                   | Recommendation One |
| Efforts to diversify the economy are beginning to bear fruit.                                              | The curriculum should encourage creativity, diversity and entrepreneurship.                                    | Recommendation Two |
| As the country is largely a producer of primary products, the labour market is subject to a world economy. |                                                                                                                |                    |
| In 1998, after seven years of strong growth, the economy experienced a recession.                          | Mechanisms should be considered for the introduction of Careers Guidance.                                      | Recommendation Ten |
| It is predicted that the demand for qualified middle managers will increase.                               | Management skills – such as problem solving, team working, commitment to lifelong learning – to be introduced. | Recommendation Two |
| Higher level technical and commercial skills will increasingly be in demand.                               |                                                                                                                |                    |
| About a quarter of the workforce is employed in the ‘informal’ sector                                      | The curriculum should support the development of the range of skills required for the informal sector.         | Recommendation Two |

|                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                 |                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| The labour market is increasingly being driven by ICT.                                                                                                                                                                                      | ICT awareness and ITC skills to be introduced.                                                                                                                                                                                                  | Recommendation Two                                                                             |
| Employers are looking for staff who are keen to learn.                                                                                                                                                                                      | Young people need to be helped to learn how to learn, and be responsible for their continued learning. Provide enriched opportunities.                                                                                                          | Recommendation Two                                                                             |
| Processes that previously required physical labour will be automated. There is an increasing emphasis in the workplace on key skills such as: communication; the ability to use numbers; to work in a team; and use information technology. | Basic education skills to be built into a core curriculum.<br><br>Development of more generic technological and ERET skills                                                                                                                     | Recommendation Two<br><br>Recommendation Two                                                   |
| The skills required by the labour market are not wholly supported by the current school curriculum.                                                                                                                                         | Effective partnerships between education and employers need to be established.                                                                                                                                                                  | Recommendations Three, Eleven                                                                  |
| Channels of communication between education and employers are not clearly defined                                                                                                                                                           | Investigate the feasibility of introducing the DFID P3E.<br><br>The curriculum needs to encompass employment-related education and training.                                                                                                    | Recommendation Six<br><br>Recommendation One                                                   |
| The development of the labour market is being hampered by poor communications – for example roads and the telecommunications system                                                                                                         | Consider developing alternative forms of learning. For example distance learning + use of ICT.<br>Improve local articulation and progression possibilities<br><br>Ensure there is local education and training available to the required level. | Recommendations Two, Twelve, Thirteen<br><br>Recommendation Twelve<br><br>Recommendation Three |

|                                                                                                                        |                                                                                                                                                            |                                                          |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| There is an ethnic and gender divide within the labour market                                                          | Checks need to be put in place to ensure that the curriculum is non-gender/race biased.<br><br>Positive action careers advice.                             | Recommendations Two, Ten<br><br>Recommendation Ten       |
| The potential of the workforce is not fully realised.                                                                  | Reduce the number of students who drop out; improve basic level skills. Recognise the potential for learning and developing within the informal workplace. | Recommendations One, Two<br><br>Recommendations Two, Ten |
| Future regeneration will benefit from the enthusiasm, creativity and innovation currently being shown by local people. | Introduce entrepreneurial modules into the curriculum. Also make available to those people who are already in the informal labour market.                  | Recommendation Two, Ten                                  |

Other recommendations support the design and delivery of the above.

## Conclusion

**6.2** To a certain extent this consultancy on ALP has been a scoping study. The range of activity that could be covered by the widest interpretation of the TORS is extremely large. GEAP operates at both national (i.e. the need to consider replicability) and regional level (i.e. sponsoring local developments but within a national policy framework) and this has impacted on the type of proposals made. In addition the consultancy was linked to the LMIS consultancy and therefore there was a need to concentrate on developing ALP that would serve the needs of the labour market. This led to a focus on ERET activity.

**6.3** The recommendations made here, then, have centred on the development of provision that can operate either on a limited basis (e.g. using work experience to enrich CXC courses), or be developed as a full-time ALP programme (e.g. developing modules that cover the type of skills required of employers and separately certificated).

**6.4** There was also seen to be a necessity to develop a system which could be used to co-ordinate and plan the ALPs being proposed. The recognition of the role of the National TVET Council and the development of FEBs should help create such a system at local and national level.

**6.5** The debate about the form and nature of secondary education and its role in preparing young people for their adult life is one that continues around the world. Currently, the emphasis appears to lie in covering basic, core and key skills during the secondary stage, particularly for those unlikely to be progressing into further or higher education. The recommendations concerning the development of ERET programmes in the report reflect this and the expressed needs of employers. The GEAP project can make a major contribution to the debate by piloting ALP related ERET and becoming involved in stimulating further debate by supporting programme evaluations, particularly student tracer studies.

**6.6** The recommendations may appear to be a daunting list. However, through careful management and by ensuring that local business and education personnel participate fully it is believed that much can be achieved. There appeared in both Linden and Corriverton to be a large amount of goodwill and commitment from the local people at all levels.

**6.7** Basically GEAP is about reducing poverty. The development of meaningful links between the business, education and wider communities is essential if this is to be achieved. It is through the bringing together of groups of people with common goals that the necessary creativity and stimulus to produce local wealth can be achieved.

**6.8** The cost of taking forward many of the ideas in this report need not necessarily be great. The most valuable resource is the people themselves: the success of developing the community research teams (and the potential for their further development and indeed formation into a small business) shows that their ability and enthusiasm can be harnessed

productively. The major costs would appear to lie in stimulating action: the VSOs and BESOs may well find a role here as may identification of retired, seconded or forward looking business people. The development of a modular programme does represent a real cost in terms of teacher time but given the amount of material and experience to be found elsewhere this need not be a significantly extended action. Also, there may well be joint work that can be undertaken with other projects.

**6.9** One of the main problems in developing ALPs is ensuring that value is accorded to that which is being undertaken: that ALPs are not seen as 'second best'. Developments must therefore be actively promoted using a planned programme of publicity and awareness raising. The use of a programme title – such as 'Bridging the Gap' - would seem to be an essential vehicle for establishing the central themes. Each region may then, either together or separately, determine the main intervention points in order to progress matters. Development work can be undertaken on a shared basis, on an individual basis or through access to specific, short term external consultancy. In this way an action plan can be developed for this area of GEAP work which illuminates and clarifies the related outputs in the overall project logical framework.

## **APPENDIX 1 - TERMS OF REFERENCE**

**Draft Terms of Reference** *(See Note 1 below)*

### **GUYANA EDUCATION ACCESS PROJECT (GEAP)**

#### **CONSULTANCY TO UNDERTAKE A STUDY ON ALTERNATIVE LEARNING PATHWAYS**

##### **Background**

The primary purpose of the Guyana Education Access Project is to increase access to secondary education in two regions, Linden and Corriverton, as pilot schemes which should inform replication at a national level.

It is also recognised that there is a need to raise pupil performance by improving the quality of teaching and learning in schools as well as providing alternatives to the existing curriculum provided to ensure that the content and processes prepare students for the world of work.

A study is required to explore alternative learning pathways which match the present and future labour skill requirements in both Regions, as well as in Guyana generally. This study will be undertaken in association with a labour market information survey.

##### **Overall objectives**

The overall objectives are to:

- Review the existing curriculum offered in years 4 and 5.
- In association with the LMIS survey identify the skill requirements of the present and predicted labour market
- Make recommendations, with options for students of differing learning abilities, to inform the curriculum years 4 and 5 and to ensure that students are offered skills required for the world of work.

##### **Scope of work**

One consultant will be required with experience of alternative learning pathways within the Caribbean. They will work closely with the GEAP Team Leader and a nominated officer from the MOE to achieve the objectives. The consultant will be expected to meet with senior staff within the MOE, employers, trade unions, students, out of work youth, community leaders, head teachers and teachers.

Account should be taken of the work undertaken by other projects and every effort be made to ensure complementarity with :

IADB PEIP – Primary Education Improvement Project

WB SSRP – Secondary School Reform Project

CIDA GBET – Guyana Basic Education Training project

DFID GUIDE – Guyana In-service Distance Education programme.

A presentation to MOE senior staff and the GEAP Team towards the end of the second week in country.

### **Expected outcomes**

A report which sets options for alternative curriculum content and methodologies, costed where possible, with recommendations for the MOE and GEAP Project team to consider.

### **Conduct of work / level of chargeable input**

Timing – November 1999

Three days to gather information from national and regional sources in Guyana, and other Caribbean states

Ten days in country to undertake field work, five days in each Region.

Two days report writing.

### **Expertise and Experience Requirements.**

Detailed working knowledge of alternative learning pathways being explored and trialled in the Caribbean Region.

Reporting and presentation skills.

Consultants: 1 international/regional and 1 local educational planner

### **Reporting requirements**

A draft report describing the alternatives available with recommendations for further action, as unbound printed copy and a diskette in Word 7.0. to be submitted two weeks after completing field work.

A final report in bound form with a diskette to be submitted one week after receiving comments on the first draft.

*(Note1: The terms of reference remained “draft” and some minor alterations were agreed during the course of the consultancy. Most notably, it was agreed that more time be spent in Georgetown and that in Corriverton a workshop would be held with stakeholders to explore issues and proposals that were arising. It was requested by the project managers that the LMIS and ALP consultancies, although remaining closely linked, should issue separate reports.)*

## APPENDIX 2 – WORK PROGRAMME

| <b>Work Programme for Alternative Learning Pathways Consultancy</b> |                                                  |                                                           |
|---------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------|
| <b>Date</b>                                                         | <b>A.M.</b>                                      | <b>P.M.</b>                                               |
| Sat 13/11                                                           |                                                  | Arrival from UK                                           |
| Sun 14/11                                                           | Operations Manager (GEAP)                        | (Luggage search and retrieval)                            |
| Mon 15/11                                                           | Bureau of Statistics                             | GEAP Office                                               |
|                                                                     | Government Technical Institute                   | MoE, DCEO (Development)                                   |
|                                                                     | Chamber of Commerce                              | SSRP Project                                              |
| Tues 16/11                                                          | MoE - Hector Patterson + counterparts            | DFID Education Adviser                                    |
|                                                                     | Chief Planning Officer                           | MoE; DCEO (Technical)                                     |
|                                                                     | NCERD                                            | CPCE Deputy Principal & Principal                         |
|                                                                     | (Hotel transfer)                                 |                                                           |
| Wed 17/11                                                           | (Travel to Linden)                               | LinMine                                                   |
|                                                                     | RA - Ed Denham                                   | Regional Executive Officer                                |
|                                                                     | Deputy RedO                                      |                                                           |
| Thurs 18/11                                                         | Christianburg Multilateral School                | Chamber of Commerce                                       |
|                                                                     | CPCE Centre                                      | IDCE                                                      |
|                                                                     | Wismar Hall Primary                              | Community Researchers                                     |
|                                                                     |                                                  | VSO Team (eve)                                            |
| Fri 19/11                                                           | Mackenzie High School                            | (Travel to Georgetown)                                    |
|                                                                     | Mackenzie Primary School                         | Meetings with CEO; DCEO (Technical) (not completed)       |
|                                                                     | Mayor of Linden (not completed)                  | DFID Education Adviser (informal briefing)                |
|                                                                     | Linden Technical Institute                       |                                                           |
|                                                                     | RA - Ed. Denham                                  |                                                           |
| Sat 20/11                                                           | Reading and note writing                         |                                                           |
| Sun 21/11                                                           | M.Manson - MIS consultancy                       | (Travel to Corriverton)                                   |
| Mon 22/11                                                           | Meeting Community Researchers                    | Workshop planning                                         |
|                                                                     | Interviews with unemployed/non-formally employed | Interviews with small business managers                   |
|                                                                     | Identification of workshop participants          |                                                           |
| Tues 23/11                                                          | “Bridging the Gap” workshop                      | National Bank of Credit and Commerce – Corriverton Branch |
|                                                                     |                                                  | Regional steering committee meeting                       |
|                                                                     |                                                  | VSO                                                       |
|                                                                     |                                                  |                                                           |

|             |                                   |                                                    |
|-------------|-----------------------------------|----------------------------------------------------|
| Wed 24/11   | Guysuco Training Centre           | Regional Council Executive Officer (not completed) |
|             | New Amsterdam Technical Institute | (Travel to Georgetown)                             |
|             |                                   | Project Director (Eve)                             |
|             |                                   |                                                    |
| Thurs 25/11 | M. Manson - MIS Consultancy       | DCEO (Technical)                                   |
|             | Preparation for de-briefing       | CPCE                                               |
|             |                                   | Project Office Debriefing                          |
|             |                                   |                                                    |
| Fri 26/11   | Project Monitoring Committee      | Scotia Bank                                        |
|             |                                   |                                                    |
| Sat 27/11   | Departure for UK                  |                                                    |

### **APPENDIX 3 - DOCUMENTATION CONSIDERED**

Accreditation of Teacher Education & Training – John Anderson, GEAP Report Oct 99

Agriculture Science Curriculum Guide - NCERD 1998

Analysis of 1995 - 1998 CXC General Proficiency Results – NCERD; Oct 98

Apprentice training at Port Mourant Training Centre - September 1999

Briefing Document - Guyana Basic Education Teacher Training Project

Bulletin - Government Technical Institute; June 1999

Curriculum Guides and Schemes of Work - SSRP

Desk Manual for Education Managers - MoE; (Sections I, II and III)

Digest of Educational Statistics of Guyana 1997/98 ( MoE Planning Unit)

Economic Diversification of Linden; Identification Study - EU Report November 1999

Education Act - GOG

Education for Employment in the 21st Century - Dr Kenneth Hunte - SSRP 1998

Education Policy - Growth Through Learning for All

GEAP Master Plan

Information & background details concerning the SSRP; PEIP; GBET; GUIDE projects

Linden Technical Institute - Development Through Training

Industrial Training Act - GOG, 1999

“Message from a True Patriot” - Dr Clarence Berry

OECS Reform Strategy

Profile - Guyana In-Service Distance Education Programme

Proposal for the Implementation of the Guyana Secondary Certificate Examination MoE;  
S Walters

Proposal for the Revival of Pre-vocational Education in Guyana (MoE TVET Centre) - MoE; E. Williams

Prospectus - New Amsterdam Technical Institute

Report on the Work Study Programme in Guyana – Maryanne Thomas

Revised School Building Schedules - GEAP September 1999

## **APPENDIX 4 - ACKNOWLEDGEMENTS**

The support of the following people and organisations in the preparation of this report is gratefully acknowledged:

### **Georgetown**

14 – 16 November 1999

Aubrey Overton – Government Training Institute  
Cheryl Forster – Deputy Principal – Cyril Potter College of Education  
David Pearson – GEAP  
Desmond Bermingham – DFID  
Dev Sharma - Chamber of Commerce  
Ed Williams – DCEO (Technical)  
Evelyn Hamilton – Chief Planning Officer  
GEAP team in Georgetown, including Helen O'Reilly, David Pearson  
Hector Patterson – Ministry of Education  
Mr. Seelochan - Deputy Chief Statistician  
Mrs White-Nedd – Education Department  
Sydney Walters – Deputy Chief Education Officer (Technical)  
The Private Sector Centre

### **Linden**

Region 10

17 - 19 November 1999

Ed Denham - GEAP  
Mr Adams - GT&T  
Mr Basil Benn – Regional Development Officer, Linden  
Mr Ferrell – Linmine  
Mr Hopkinson - Linmine  
Mr Jim Parkes – Linden Chamber of Commerce  
Mr Joseph Downs – NBIC Bank  
Mr Lamazon – Linden Technical Institute  
Mr London - Linmine  
Mr Retemiah - Linmine  
Mrs Gloria Britton – Regional Education Officer  
Mrs Gwen George-Albert – Christianburg Multilateral School  
Mrs Jenny Bourne – Christianburg Multilateral School  
Mrs Vivienne Munroe – Linden Chamber of Commerce  
Ms Sharp – Courts  
Steven Bovell - Linden Chamber of Commerce, Demerara Bakery  
The Community Research Team

**Corriverton**

(Region 6)

21-24 November 1999

D.J. Banks – Guysuco

Danesh Hamlal - Corriverton TV station

Daneshwar Jeerasawny – Skeldon Line Path Secondary School

Eunita M. Hussain –Town Clerk

GEAP Regional Coordinating Committee

I Seenarine – Skeldon Primary School

Lolita Hussain – Corriverton Primary School

Mr C. Persuad -

Mr Sharp – New Amsterdam Technical Institute

N.N. Loknauth – Deputy Mayor, Corriverton

Paul Worrall - GEAP

Philbert Moore – Sheldon High School

Roger Bhulai – Guyana Bank for Trade and Industry

The Community Research Team

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