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GUYANA EDUCATION ACCESS PROJECT

**Work - community - school linkages:
support to the development of alternative
curricula and work experience programmes**

by

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as result of a consultancy visit

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Andrew Borthwick; November 2001

ABBREVIATIONS

ACEO	Assistant Chief Education Officer
ALP	Alternative Learning Pathway
CorFEB	Corriverton (Upper Corentyne) Forum for Education and Business
CXC	Caribbean Examination Council
DCEO	Deputy Chief Education Officer
EOP	End of Project
ERET	Employment related education and training
EU	European Union
GEAP	Guyana Education Access Project
GSCE	Guyana Secondary Certificate Examination
GTA	Guyana Training Agency
GTEE	Guyana Technical Education Examination
ICT	Information and Communication Technology
LEAP	Linden Economic Advancement Programme
LinFEB	Linden Forum for Education and Business
LMI	Labour Market Information
LTI	Linden Technical Institute
MoE	Ministry of Education
NAC	National Accreditation Council
NATI	New Amsterdam Technical Institute
NCERD	National Centre for Education Resources and Development
OPR	Output to Purpose Review
P3E	Public–Private Partnerships in Education
PEIP	Primary Education Improvement Project
PIC	Practical Instruction Centres
PoA	Principles of Accounts
PoB	Principles of Business
PreVoc	Pre-vocational education
PrSC	Private Sector Commission
PTA	Parent Teacher Association
REdO	Regional Education Officer
SEO	Senior Education Officer
SIAC	School Improvement Action Committee
SIP	School Improvement Plan
SSRP	Secondary School Reform Project
SSPE	Secondary School Proficiency Examination
SME	Small and medium sized enterprises
TA	Technical Assistance
TORs	Terms of Reference
TVET	Technical and Vocational Education and Training
USE	Universal Secondary Education
VSO	Voluntary Service Overseas

EXECUTIVE SUMMARY

This report has been produced as a result of the third GEAP consultancy on work - community – school links. The first, in 1999 produced two inter-linked reports one concerned with labour market information and the other evaluating the implications of this for the school curriculum. The second consultancy, in 2000, recorded progress on recommendations made in 1999 and proposed some developments in order to further links between education and business. It was a basic tenet of the report that a curriculum relevant to the needs of young people, employers and the labour market is unlikely to be developed in a climate where education and business appear not to trust each other, are prone to question each other's motives and rarely appear to work together.

GEAP has established two forums for Education and Business in Regions 6 and 10. Although still in their infancy evidence is already being collected that once around a table on a formal basis, and actively engaged in addressing common issues, barriers between employing agencies and education can be broken down. This is particularly true when it takes place within a local community context – where all stakeholders see themselves as part of, and contributing to, the development of the same community.

The essential messages of this report building on the previous consultancies are:

- The current school curriculum, especially in the latter years of secondary schooling is not meeting the needs of all young people or employers.
- Education and businesses within a community can be brought together to address common issues and create realistic solutions.
- There are activities that GEAP can take forward to support the development of new curricula approaches in regions 6 and 10.
- These will best be taken forward if there is clear and unequivocal support from the MoE in Georgetown.

The report makes four fundamental recommendations:

- The Forums for education and business should be nurtured and developed so that they can champion the creation of links between education and business.
- Work experience should be available for all students during class 4.
- A modular alternative learning pathway should be developed that focuses on developing employment related education and training skills.

Three options are proposed in relation to the alternative learning pathway:

- A two year programme taking place in Class 4 and 5 available for young people who will not benefit from the traditional CXC curriculum but related to the core subjects
- A one year programme at class 5 designed to provide progression to employment, further technical training or further study including CXC.
- A one year programme at class 4 designed to allow young people to re-enter the traditional CXC curriculum in class 5.

Proposals concerning the content, the format, the assessment and accreditation of the pathway are set out. It is also recognised that the time is now right in regions 6 and 10 to build on the positive attitudes developing in these regions as a result of the GEAP activity to date. It is also noted that ideas related to alternative curricula are being considered by other Caricom countries and in other parts of the world and that Guyana can contribute to and benefit from these by taking forward, initially through GEAP, the proposals made in this report.

1. INTRODUCTION AND BACKGROUND

Purpose

- 1.1 This report has been produced as a result of a two-week consultancy. It follows two earlier consultancies: the first led to the production of reports related to labour market information and alternative learning pathways, and the second consultancy produced a report on work-community-school linkages.
- 1.2 There were three major thrusts to this consultancy:
- a) to work further with the Linden and Corriverton Forums for Business and Education;
 - b) provide support to the initial design of an alternative curriculum;
 - c) undertake further work on work experience programmes and other linkages with the business world.
- 1.3 The recommendations that arise in this report support the main GEAP goal statement: “Sustainable improvement in education quality and access for all children in Guyana, particularly the poorest.” They also contribute to the overall GEAP purpose: “Improved system of secondary education established in two disadvantages areas, which can be replicated nationally.” The consultancy particularly relates to Output 3 “Greater community participation in schools” by promoting enhanced education and business partnerships by year 3 (OVI 3.3). Output 6 refers to “improved appropriateness of learning strategies” and the consultancy attempts to progress the OVI which envisages “models for alternative curricula developed” (OVI 6.3). The proposals made in this report in respect of Regions 6 and 10 can “inform the policy and processes of national transition” (Output 7) and contribute to the development of replication models (OVI 7.1)
- 1.4 The consultancy has been undertaken after the mid-term project output to purpose review (OPR) and has, where appropriate, commented upon this and taken the findings into account. The draft Strategic Plan 2002 – 2006 of the Ministry of Education (MoE) Planning Unit had recently been issued and this report takes account of, and contributes further to the plan.

Terms of Reference

- 1.5 The main objectives of the consultancy are set out in Appendix 1. They cover activity in both regions 6 and 10 related to the Forums for Education and Business, further work on provision of work study/experience and careers education, and proposals for the development of an alternative curriculum/learning pathway. The outcomes proposed in the TORs have been met i.e.
- An action plan for the development of an alternative ERET programme has been undertaken which includes references to consultation, proposals for accreditation and suggestions concerning piloting;

- An action plan for careers education and work-study/experience development has been set out;
- Plans for closer co-operation between the education and the business communities have been produced which enhance the capacity of FEBs and clarifies their role in the implementation of initiatives;

1.6 This report is designed to provide advice to MoE officers, GEAP staff and interested others on how issues covered in the TORs may be taken forward at regional and national levels. It provides details of the key activities and meetings engaged in together with the main findings that arose from these (see appendices). Where appropriate it provides development plans based on the work undertaken during the consultancy and discussed with relevant personnel. In the brief background overview that follows updating comments are made on the main recommendations, proposals and envisioned activity made in the earlier reports.

Background overview

1.7 Following the first consultancy in 1999 a total of 17 recommendations were made. Some related to recommended activity at national level, which GEAP might be expected to support but which were seen primarily as the responsibility of the MoE. A further group related more closely to GEAP areas of responsibility but required support from the MoE.

1.8 Those recommendations relating to activity at national level are set out here with accompanying comments concerning progress since 1999.

Recommendation	Comments
1. ERET learning programmes and national certification developed	Class 3 examinations introduced. SSPE parts I and II discontinued. No formal ERET course being developed although MoE expressing interest in development of alternative learning pathway linked to CXCs. National Accreditation Council (NAC) (linked to Caricom initiative) currently awaiting final approval.
3. National TVET Council established	Enactment of legislation expected by early in 2002. Extent to which terms of reference will cover pre-vocational and school based ERET unclear.
4. Register of private providers	Could in part be covered by the NAC in order to determine equivalence. National Training Agency (NTA), hosted by the Private Sector Commission (PrSC), established through EU funding to support private training.
7. Teacher training curriculum to reflect ERET issues	No significant progress seen in 2000 and outside the scope of this consultancy.
12. School – further education progression	Withdrawal of SSPE removes one of the progression links to technical institutes. Selection for technical

clarified	institutes made more difficult.
13. Distance learning for teachers	Outside the scope of this consultancy.

1.9 Those recommendations that fell more firmly within the GEAP field of influence are covered below together with a note of progress made since 1999.

Recommendation	Comments
2. Modular programme for ERET	Proposals in this report for an alternative pathway can be delivered in modular format.
5. School/business links to have greater importance in MoE, regions and TORs	Evidence of enhanced links developing within the regions through SIACs, the activities of the FEBs and through GEAP supported initiatives in individual schools. Little evidence of school/business links developing at MoE level except through enhanced work study provision.
6. Links with P3E	None seen, regret expressed by PrSC that proposals for Georgetown based project have apparently lapsed.
8. Infrastructure developments take account of ERET	Equipment and facilities in new and reconditioned schools recognise the changing needs of ERET.

9. Tracer study	No progress seen.
10. Specific school/business activities	FEBs working towards additional activities. Action plans proposed in this report.
11. Forums for Education and Business developed	LinFEB securely established. CorFEB currently under development. Further proposals made in this report.
14. Agriculture provision in Linden	None seen - some work towards establishing mini-businesses undertaken
15. Cyber Café in Linden	No progress.
16. Residential course for young people	No progress although could form part of the ALP programme.
17. Strengthen GEAP staffing in Corriverton	Undertaken for 2000/01 but removal of TA for 2002 onwards requires additional support.

1.10 The second consultancy in 2000 set out a number of targets to be achieved and proposed 14 different types of activity that may be undertaken to achieve those targets. Progress towards that activity is shown below.

Activity Proposed	Comments
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1. Establish 2 X FEBs	LinFEB established and operating. CorFEB requires additional support to become fully operational. Action plans proposed in this report.
2. Research and maintain register of businesses x 2	CorFEB has developed a database of businesses that may support activities. LinFEB is working towards establishing a database.
3. "Adopt a School" scheme	Links taking place though PTA/SIAC. Some evidence of individual schools developing relationships with businesses in their local community.
4. Design and deliver careers education module	Careers education module proposed as part of ALP in this report.
5. Design and deliver self employment module	Development of entrepreneurial and self employment skills recognised as important by LinFEB members. Elements to be included in ALP programme proposed in this report.
6. Implement work experience programme	Work study programme has been enlarged in both regions and in Georgetown. Work experience for Class 4 students piloted in one school. Proposals for extension of this in Regions 6 and 10 in this report.
7. Set up mini-business in each project school	LinFEB actively considering establishment of mini-businesses.
8. Collection of student destinations after school (Tracer studies)	No progress seen to date
9. Careers Fairs developed	Careers fairs piloted in Region10. Plans to extend this in place.
10. Headteacher and teacher placements	One school planning series of teacher placements. Plans linked to action plans developed as part of UK based study visits.
11. Establish special FEB projects	FEBs working on plans. Details provided in this report.
12. Create shielded workshops	Plans being considered but no firm proposals at present.
13. Training for Business people (organised by FEBS)	No progress. Proposal shelved.
14. Residential experience	No progress

- 1.11 It may be seen from the above that progress since the 1999 consultancy has been slow. However, there now appears to be an increasing realisation, particularly in the regions, that work could and should be undertaken. In some measure this is due to the quiet on-going activity that has been undertaken by, and on behalf of, GEAP. This has contributed to a change in attitude towards ERET amongst all stakeholders in the regions. At the MoE level there is also recognition amongst some senior officers that more work should be undertaken although this is not uniformly shared. Because there has been little basic work done in bringing education and business together there is a lack of appreciation of how both partners can provide support to each other and the potential that can be drawn on from the business community. As work in the regions has shown, beneficial developments in ERET come after links and partnerships between education and business have been forged for it is in the making of these that attitudes and beliefs amongst both parties become more positive.
- 1.12 The GEAP OPR recognised that there is a need to reduce student drop out (para. 20) and that universal secondary education (USE) should provide survival skills so as to enable student to be better prepared for the world of work (para. 21). It also stated that GEAP had identified the need for training in appropriate labour market skills including literacy and numeracy (para. 2.1). The role of LinFEB in promoting work-school relationships was noted, as was the success of the Class 4 based work experience. However, the reservations concerning the non-payment of stipends was not recognised during this consultancy. Indeed, parents, teachers and officers went on record as recommending that stipends should not be paid at Class 4 as this helped reinforce the view that work experience is a *bona fide* element of a student's education programme. The OPR also stated that the FEBs represented the business community. It is worth recording that a fundamental principle of the FEBs is that they represent the views of both business and education. The need for some students to be provided with an alternative curricula supported by more focussed teaching with an emphasis on the core subjects was also noted (para. 6.1). All these findings have been taken into account in the development of the proposals outlined in this report.
- 1.13 The MoE Planning Unit has been engaged in developing a Strategic Plan for 2002 – 2006 and a draft has been developed. The Vision of Success recognises the need for the curriculum to be redesigned so as to expand the opportunities for students. However, there is little mention of pre-vocational education or of the need to prepare young people at school for the world of work as well as for further education. The need to revise and reform technical and vocational education is included although in the main this appears to relate to the post-secondary sector.
- 1.14 In concluding this brief overview it may be stated that within the regions and at individual school level there has been a number of developments that

support improved education and business links. This has led to a greater recognition that more work should, and could, be undertaken in preparing young people for the world of work. Attitudes appear to be slowly changing so that the provision of increased work experience and careers education together with the development of alternative learning paths for some young people is now more widely welcomed. At MoE level however, there remains more work to be undertaken. Whilst many individual officers support what is apparently taking place within the regions there appears still to be widespread reluctance to engage with business. Whilst in the regions there is considerable consensus as to the type of alternative learning path that may be developed this is not necessarily shared within the MoE.

Methodology and Structure of the report

- 1.15 The consultancy took as its starting point the reports arising from the earlier consultancies. These reports covered the main issues relating to links between education, community and business. As has been shown in the above background section they explored alternative learning pathways, work study and careers education as well as making recommendations for specific activity including the formation of Forums for Education and Business. These issues are not re-visited except to re-state key elements or where there have been significant developments or perceived changes in the situation.
- 1.16 The remainder of the report deals with three related areas as defined by the TORS. Chapter 2 is concerned with the further development of the FEBs; Chapter 3 makes proposals concerning work study; and Chapter 4 sets out the basis for the development of an alternative curriculum related to ERET; and Chapter 5 contains the conclusions. There are 8 appendices which set out further details of the work schedule and the meetings/workshops undertaken. It is understood that the proposals made should significantly progress matters within the regions and be able to act as a pilot for more widespread replication.

2. FORUMS FOR EDUCATION AND BUSINESS

- 2.1 The rationale for the development of FEBs was set out in the earlier consultancy reports. However, it is worth re-stating some key principles and recommendations:
- The Forum provides an opportunity for education and business to work as equal partners in developing activities that better prepare young people for the world of work.
 - The Forum is designed to encourage dialogue and the exchange of ideas. It is through this that better understanding of the needs of each sector may be understood and positive attitudes and beliefs towards each other are developed.
 - Whilst it would be hoped that all schools and businesses would sign up to the Forum there should be an executive group of no more than 12, which represents both communities, that can take action on agreed developments.
 - In the early stages at least, support will be required from GEAP to assist the Forum in decision making and taking matters forward.
 - Some of the activities of the Forum will require the allocation of small amounts of resources to help establish developments.
- 2.2 The development of CorFEB and LinFEB has taken place at different rates and therefore the proposed activity schedule for each is different. However, in both Regions a considerable amount of support was determined for the Forum but both require significant support in taking forward their plans. In Linden that support needs to be in the form of help with the process of determining what action should take place and how best to enact it. In Corriverton (Upper Corentyne) support in developing the structure and working practices is required. The potential importance of the Forums in fostering links between education and business and thus the development of a relevant curriculum remains high. In both regions the very presence of the Forums and the discussion that has taken place around their role and function has helped further understanding of some of the issues related to ERET. Their role in changing attitudes locally should not be ignored when consideration is given as to how best to replicate some of the proposed activity in other regions, especially region 4.

LinFEB (Region 10)

- 2.3 LinFEB has been meeting for over six months and has appointed a number of executive officers. There is a good range of agencies represented from both the business and the school community. One small detail indicates that the Forum has begun to act as a true partnership. The time of meetings has been set for 4.30 p.m. which recognises the difficulty of business representatives attending during the day and the problems for

school staff of attending in the evening. It thus avoids one of the main problems expressed by business that in order to attend meetings they are away from their place of work. The Forum has focussed on developing ideas for school/business co-operation and has now reached the position where a detailed action plan and schedule for activity is required. The record of the meeting between LinFEB and the consultant is provided at appendix 6 with some additional relevant information that arose in the Work Study Development Workshop given at appendix 7.

- 2.4 It was agreed that following the meeting the consultant would provide an action plan for LinFEB members to take forward. Two items have been added to those agreed at the meeting: first, the support for accrediting an ALP pilot and second, the development of links with EU funded LEAP project soon to be commenced. Both these two issues arose at the workshop, which was held subsequently to the LinFEB meeting. However, it contained many representatives of the business and education community and recommended that the two items be taken forward by LinFEB. The action plan is set out below and is intended to be in a format that can be copied and circulated at the next meeting of LinFEB as requested by them.
- 2.5 There are some additional comments that the Forum and GEAP may wish to take into account as they move forward with the agreed actions.
- The current membership of the Forum appears large which is encouraging. However, a more streamlined executive meeting monthly to take forward the agreed action plan may be appropriate. A report to a full meeting of all the Forum members may then be made at (say) three monthly or termly meetings.
 - Most of the planned activity will require some minimal resources e.g. paper, printing, start up equipment, etc. GEAP should indicate the level of resources available for the various activities.
 - LinFEB is a partnership, as such the allocation of responsibilities should be shared amongst all members, education and business as much as possible.
 - In the first instance LinFEB will require some assistance in managing the action plan. GEAP should identify a team member to act as a 'champion' for those activities for which LinFEB is responsible. The role of this person is to assist in the translation of the ideas into action.
 - It is to be hoped that GEAP will be in a position to appoint a staff member to provide support across the project for business school links and the further development of proposals contained within this report. That staff member should act as a liaison officer and adviser to the Forum.
 - There is a proposal (see Chapter 4) to develop a pilot ALP programme accredited through LinFEB (and possibly CorFEB). In view of this it is

recommended that a representative of the Linden Technical Institute be invited to join the Forum.

- 2.6 The action plan provided below briefly indicates the nature of the activity (column1). The main body responsible for driving the action forward is shown in column 2; in some cases this is LinFEB whilst in others LinFEB is seen to be providing support. The type and level of support is shown at column 3. Column 4 shows a brief outline of the type of tasks and activities that have to be undertaken by LinFEB and column 5 shows what is expected from other participants. The final column 6 shows what resources may be required.
- 2.7 The action plan does not attempt to outline all that may to be done. It provides a framework that can be refined and added to as things develop. Those activities shown represent some of the key requirements. Where a responsibility is shown as LinFEB it may be appropriate to identify one member to act as co-ordinator. That person can then report to the main group on activity so that LinFEB as a whole can monitor progress across all the actions. As identified in para.2.5 an individual member of the GEAP team can then relate to that person to support developments.

Action Plan for LinFEB

Following the successful meeting between members of LinFEB, GEAP staff and the visiting consultant an action plan has been developed. This includes the 5 main activities being considered by LinFEB and introduces activity related to the development of an Alternative Learning Pathway for young people in Class4 and Class5 and recognises the link between the Forum and the LEAP project.

1. Actions	2. Main Body	3. Support	4. LinFEB Tasks	5. Others' Task	6. Resources
1. Implementation of Truancy Programme <i>'It's Cool to be in School' to be advertised with all local business people (snackettes, minibus, etc.) and all businesses recruited to refuse to serve anybody of school age. To be reported to local school or Welfare Staff.</i> (Programme to last for at least two weeks commencing January 2002)	LinFEB	GEAP – Rawle Craig	- TV and press launch (press release etc. by RC) - Radio interviews of LinFEB members - Flyer produced by RC/REO for distribution to parents & businesses - Laminated cards for businesses - Identification of contact telephone numbers to report truancy	Information to be circulated to children, parents and teachers (Schools + REO + PTA)	- GEAP finance for flyers and cards. - RC time to support and activate programme
2. Create Careers Resource Centre <i>Establish a drop in centre to provide information about careers and employment opportunities</i>	LinFEB	GEAP – Patricia Wilson	- Confirm premises promised by REO - Identify shelving and display requirements - Contact main public and private sector employment agencies – local and national - to collect employment and qualification details - Contact post secondary institutions for details of courses - Determine display and cataloguing systems - Consider installing computer database of local employers (see 3 below) - Produce publicity information about the Centre	- Provide access to space in local learning resource centre (REO) - Clarify staffing and access arrangements (REO) - Become informed of materials (Teachers and schools)	- Premises from REO. - Printing from GEAP. - Information and materials from businesses and agencies.

3. Further Development of Work Experience Programme A programme following the guidelines set out in chapter 3 of this report to be supported by businesses. Work experience places to be identified and placed on database.	GEAP/ REO	Schools, LinFEB	- Continue to develop a database of suitable work experience placements (through the mayoral office) - Publicise and promote the value of work experience to other businesses - Provide support for the identification of suitable placements - Advise on assessment and supervision during work experience	- Planing of work experience unit (schools and GEAP) - Organisation of work experience programme (schools)	- Publication of work experience unit guides (GEAP) - Printing of work experience records and diaries (MoE)
4. Support Careers Education Module. A module of an ALP programme to be developed by GEAP to include careers fairs, visits and other contribution by businesses that LinFEB will seek to support.	GEAP/ REO	Schools, LinFEB (& CorFEB)	- Provide support for careers fairs, visiting speakers, etc. - Advise on content and guidance being prepared as part of ALP module	Careers education module developed as part of ALP (GEAP)	None specific to LinFEB
5. Introduce small businesses into schools. Continue to work with schools using business skills and expertise to advise on the development of model businesses in each school in the Region.	LinFEB/ Schools	GEAP	- Continue to support development of newspaper - GEAP/LinFEB to work with schools to determine a small business in each school - LinFEB to ask a business member to 'adopt' a project and assist in the development of a mini-business plan	Schools to work towards establishing a small business	GEAP to allocate limited resources to support the business plan
6. Accreditation of Alternative Learning Pathway pilot programmes. An ALP programme of 6 modules to be developed through GEAP in consultation with LinFEB and CorFEB and accredited by them. (See Chapter 4 of this report.)	GEAP/ LinFEB	REO, schools (& CorFEB)	- Support the development of an ALP programme - Receive ongoing information about the pilot programme and advise on content - Provide accreditation of the programme - Issue a certificate of successful completion	- Agreement of ALP pilot (GEAP and MoE) - Design and development of ALP programme (GEAP)	- Resources to develop ALP programme (GEAP) - Printing of certificates (GEAP & MoE)

7. Links with the LEAP project. <i>To work with the LEAP project to ensure that education and training provision at school and technical institutes reflects the economic and employment needs of the area.</i>	LinFEB	LEAP project staff	• LinFEB to appoint a representative to link with the LEAP project • Monitor developments in order that LinFEB can reflect economic development and training needs to work with schools.	• None at this time	• None at this time
8. Continue to explore other areas of mutual concern. <i>The partnership should identify at regular intervals what other projects or activity it should undertake.</i>	LinFEB	GEAP	• Provide an opportunity at least every three months to generate new ideas • Analyse these and develop an action plan where appropriate	• To be determined	• To be determined

CorFEB (Region 6)

- 2.8** It is apparent that CorFEB has not yet been established fully as a self-sustaining entity. This is disappointing as during the 2000 consultancy there appeared to be significant support for the proposal. At the workshop held during this consultancy there remained strong support for the idea amongst key individuals (see appendix 5). It is of the utmost importance that this support is acted on quickly. The experience gained in establishing LinFEB should be used here in order to avoid making unnecessary work.
- 2.9** The structure recommended for CorFEB follows the lines proposed in the 2000 consultancy report. Although all businesses and schools in the area should be eligible to be signed up to the overall Forum an executive or core group should be formed of up to 12 representatives who would be responsible for taking forward ideas and activity agreed by the full membership. This builds on the experience of LinFEB. It is proposed that the following membership is considered:
- 3 members from the business community, one of whom should act as chair. (Suggested members are: representative from Guysuco; representative from Upper Corentyne Chamber of Commerce; one further business/agency representative)
 - 3 members representing local schools (1 . headteacher, 1 head of department, 1 teacher)
 - B. Khan (GEAP counterpart)
 - GEAP community development officer
 - Representative of REdO
 - Up to three other interested representatives including a representative of a PTA and possibly the New Amsterdam Technical Institute.
- Officers should be elected from amongst this core group.
- 2.10** One of the reasons that LinFEB is further advanced than CorFEB is that it appears that it has been possible for GEAP to provide more support and direction. CorFEB will require more dedicated support if it is to be successful and GEAP should ensure that this is available. That staff member should act as a facilitator for the Forum and provide practical assistance in the delivery of its action plan.
- 2.11** The community facilitators have contributed to the development of business school links by developing a database of 90 businesses prepared to act as work study/experience placements. These have been entered on a computerised system based on MSDOS. This may act as a model to inform LinFEB's action in this area, although it may be more appropriate to consider transferring it to a more accessible software package such as Microsoft's Excel. The current work has tended to take

- place outside of the development of a Forum and it is recommended that it proceeds with the support of the newly formed Forum.
- 2.12** There was support at the workshop to proceed with the proposals relating to the introduction of a work experience programme during Class 4 in secondary (see Chapter 3) and the piloting of an ALP programme (see Chapter 4.) Further work is required in exploring these ideas with schools, business and parents. The role of Guysuco in both these areas should be considerable and, if possible, a representative of the NATI could be invited to assist in the accreditation of the ALP.
- 2.13** It is recommended that acronym CorFEB be maintained but that it be considered to stand for the Upper Corentyne Forum for Education and Business in order to demonstrate better its geographical identity. It is also recommended that the GEAP staff member appointed to oversee developments in school-business links (see para. 2.3) also act as liaison and adviser to CorFEB.
- 2.14** Given below is a proposed action plan for the Forum. The plan assumes that GEAP will be in a position to provide a small level of resourcing for some of the activity. As with the proposals for the LinFEB action plan it is recommended that individual Forum members are nominated to oversee developments.

Action Plan for CorFEB

The following action plan represents a possible way forward for establishing CorFEB. It is anticipated that at the first meeting of the Forum this action plan is discussed, amended appropriately and then accepted as the way forward.

1. Actions	2. Main Body	3. Support	4. CorFEB	5. Others' Task	6. Resources
1. Establish Forum <i>CorFEB</i> to be established in line with recommendations in GEAP reports	CorFEB	GEAP	• Agree format and constituents for the Forum • Identify executive members and officers • Agree schedule of meetings	• Arrange initial meeting (GEAP) • Inform and support meeting (GEAP)	• Meeting place (Guysuco)
2. Agree Action Plan <i>A series of actions and activity to be determined with an indication of responsibilities for delivery</i>	CorFEB	GEAP	• Inform members of Forum responsibility and areas of concern • Present options for action) refer to LinFEB activity) • Create ideas for locally determined activity and projects (see 6 below)	• Present resume of business – school links ideas (GEAP) • Inform on LinFEB activities (GEAP) • Facilitate generation of ideas (GEAP)	• None
3. Establish work experience programme <i>A programme following the guidelines set out in chapter 3 of this report to be supported by business. Work experience places to be identified.</i>	GEAP	CorFEB and schools (& LinFEB)	• Confirm agreement of provision of work experience • Continue to develop a database of suitable work experience placements • Publicise and promote the value of work experience to other businesses • Provide support for the identification of suitable placements • Advise on assessment and supervision during work experience	• Planing of work experience unit (schools and GEAP) • Organisation of work experience programme (schools)	• Publication of work experience unit guides (GEAP) • Printing of work experience records and diaries (MoE)
4. Support Careers Education	GEAP	CorFEB	• Provide support for careers fairs,	• Careers	• None

development (A module of an ALP programme to be developed by GEAP)	and Schools	and schools (& LinFEB)	visiting speakers, etc. Advise on content and guidance being prepared as part of ALP module	education module developed as part of ALP (GEAP)	specific to CorFEB
5. Accreditation of Alternative Learning Pathway pilot (An ALP programme of 6 modules to be developed through GEAP in consultation with LinFEB and CorFEB and accredited by them (see Chapter 4 of this report)	GEAP	CorFEB with LinFEB	- Support the development of an ALP programme - Receive ongoing information about the pilot programme and advise on content - Provide accreditation of the programme - Issue a certificate of successful completion	- Agreement of ALP pilot (GEAP and MoE) - Design and development of ALP programme (GEAP)	- Resources to develop ALP programme (GEAP) - Printing of certificates (GEAP & MoE)
6. Locally determined activity (Small projects to be undertaken by CorFEB where business and education work together to address common issues)	CorFEB	GEAP	- Review current issues and problems to identify areas of concern shared by education and business - Receive reports of activity suggested by GEAP reports and LinFEB - Identify areas of activity - Develop action plan for each	- Information and advice about possible activities (GEAP) - Facilitation of action plan (GEAP)	- Action plans to indicate resource level required - GEAP to provide indicative amounts available

3. CAREERS EDUCATION AND WORK EXPERIENCE

- 3.1 The need to increase the amount of careers education during the secondary school years has been identified by educators, parents and businesses. This has been recorded in the two previous GEAP reports of 1999 and 2000. There is a curriculum guide produced by SSRP but there is some evidence to suggest that it is not being fully applied. During the progress of this consultancy the same need was reiterated by all the groups met. A key component of careers education was recognised as being a practical introduction to the world of work and employment.
- 3.2 The provision of work study opportunities has increased during the last year not only in regions 6 and 10 but also region 4. It is undertaken at the end of Class 5, during the holidays, and is usually accompanied by the payment of a stipend. The work study is designed to introduce young people into the area of work for which they have shown a preference. Currently only a percentage of young people have an opportunity to take part and in most cases it is the public sector agencies that provide the bulk of the work placements. Although there is much benefit to be gained from work study it was recognised at all the workshops that additional opportunities to introduce students to the world of work and employment were required at an earlier age.
- 3.3 In order to differentiate between the various types of opportunities related to the world of work required by students, each of which have different objectives, it is recommended that four distinct phases be recognised. In order to make these clear four terms were developed during the consultancy that gained an increasing amount of agreement and acceptance. They are used throughout this report.
- Work introduction – Phase 1 should take place within Classes 1-3 a part of general careers education and include participation in careers fairs, work shadowing, visits, and external business speakers.
 - Work experience – Phase 2 to take place in Class 4 and entail a brief period of placement in a work situation in order to introduce students to the culture of the work place and to allow them to appreciate at first hand the type of generic skills required for work.
 - Work study – Phase 3 to take place immediately after Class5 (as at present) to be an opportunity to explore a particular occupational area in more detail and begin to practice more specific work based skills.
 - Work practice – Phase 4 to occur during further or technical education and training after the end of school, where specific occupational skills are practised in the work place as part of a vocational course.

There is considerable value in each phases and the overall exposure to the world of work can be seen to begin during phase 1 as a general introduction

that increasingly becomes more specific over each phase, until specific occupational skills are being practised at phase 4.

- 3.4 Activity is already being undertaken in phases 1, 3 and 4. Individual schools are exploring ways of introducing more practical activities during phase 1. Examples of these include careers fairs, use of speakers from businesses, visits to businesses and other agencies, and work shadowing. Where possible GEAP should encourage and assist in the development of these ideas, and there is a potentially important role for the Forums in assisting with the co-ordination of business support and input.
- 3.5 However, it is recommended that the GEAP project focuses most attention at phase two – work experience. It is this phase which appears currently to be the least well developed although it may be seen as one of the most crucial. Work experience at class 4 allows students to recognise the importance and relevance of their last two years of schooling and thus provide them with a greater opportunity to prepare for working life.
- 3.6 During the consultancy the overall purposes of work experience (i.e. phase 2) were discussed with various stakeholder groups. There was general agreement that work experience should provide an opportunity for young people to:
- make more informed choices about work in order to become meaningfully employed
 - explore their interests and abilities and link these to realistic opportunities
 - become more mature and move towards adulthood
 - understand the culture and values of the work place
 - recognise the application of English, mathematics and other school based subjects
 - develop self confidence and self esteem.
- 3.7 A pilot work experience programme has been undertaken at New Silvercity Secondary School. Parents, teachers and students all expressed a high degree of satisfaction with the pilot. A significant group of students who had undertaken the experience were interviewed during the consultancy and the most important benefits identified by them were:
- the importance of being able to get on well with people
 - learning about what was expected at work
 - the chance to find out what things were liked about work
 - finding out about different jobs
 - experiencing a full days work – including how it feels to get up early, wait for lunch and get home late!
 - how hard some aspects of work are
 - working with computers and machines in real situations

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- discovering how much, and what sort of, English and maths were required
 - overcoming initial fears and anxieties and so gaining confidence
 - having the opportunity to apply learning (especially cited were principles of accounts and principles of business).

There was unanimous agreement amongst the students that they would have preferred longer, that the experience was valuable in its own right and that they did not expect payment (or a stipend).

3.8 The headteacher reported that since taking part in the pilot the students had shown evidence of:

- being more punctual for school (there were no reports of students being late for work)
- behaving more responsibly
- applying themselves more to English and maths (the extra lessons available on Saturday mornings were now much better attended)

In addition she affirmed that:

- parents had been very positive (endorsed by PTA representatives at the Linden workshop)
- there had been no problem finding 90 work placements for the whole of Class 4
- employers had registered satisfaction with the scheme.

3.9 The results of this pilot have endorsed and given additional weight to the opinions expressed by educators and businesses as well as the recommendations contained in the earlier GEAP consultancy reports. It is therefore proposed that GEAP supports a wider extension of the pilot which should build on the initial experience and formalise some of the principles that have been developed.

3.10 It is recommended that GEAP support the introduction of a work experience programme in project schools in region 6 and 10 and other schools that express an interest. The work experience programme should have the following characteristics, the majority of which have been discussed and endorsed during the various workshops undertaken as part of this consultancy.

- i) All students in Class four should have the opportunity to undertake a work experience placement.
- ii) The focus of the experience should reflect the general purposes set out above and not focus on the practice of specific work skills.
- iii) The experience is a fundamental part of the school learning curriculum and should, as much as possible, take place during school time.
- iv) The learning is valid in its own right and no payment (or stipend) should be sought or expected for participation.

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- v) The experience should be no shorter than one week and no longer than three.
 - vi) A programme of preparation should be followed by students prior to the work experience
 - vii) Students undertaking work experience should be required to complete a diary/record using the model provided by the last consultancy and piloted at Silvercity.
 - viii) The objectives to be achieved and evaluation methods developed by GEAP (Steve Cooke) should be used as a basis for assessing student performance. This involves students being involved in a considerable degree of self assessment.
 - ix) Following work experience there should be a period of reflection so as to allow students to determine the implications of their experience and how it may impact on their future performance at school.
 - x) Work placements should be sought in a wide range of public and private sector agencies. The value of experience with small employers should be especially recognised. The Forums should be involved in identifying and recording suitable work placements (see chapter 2).
 - xi) School staff freed from teaching duties during the period of work experience should visit and supervise work placements. The planned New Silvercity project designed to encourage teachers to visit work places in order to link their subjects with the world of work should be used as a model for this.
 - xii) School uniform should be worn whilst at work to indicate that those participating are students under instruction.

3.11 Experience has shown that work experience can provide a valuable way of linking schools and business. As such schools should be encouraged to develop their own organisational framework within the parameters set out above. This will allow implementation that takes account of the local school and business context. For example, schools may wish that all students go out for work experience in a block. Others may decide to stagger the experience for different groups of students so as to make maximum use of work placements. For example, Guysuco reported that there were some times of year that were better than others for young people to experience the full range of activities being undertaken. (Interestingly the July and August period traditionally used for work study was considered to be one of the least useful times.)

3.12 Work experience should be seen as an opportunity for all students irrespective of academic performance. As such, it should be part of the Class 4 careers education curriculum and it is recommended that a teachers' guide is produced by GEAP to cover a dedicated curriculum unit. The guide should outline overall purpose and characteristic of work

experience as well as the pre-experience tasks, the supervisory support requirements, the assessment and recording documentation to be applied during the experience, and the post-experience reflection and evaluation period. The work experience unit may be seen to be part of an overall careers education module developed as part of an ALP programme (see chapter 4).

- 3.13 It is proposed that GEAP produces the unit, in association with teachers and businesses, whilst schools and Forums are undertaking the initial organisation of their work experience. It is therefore considered feasible that most schools will be able to become engaged in at least a limited pilot before the end of the current class 4 year in July 2002. This will allow schools to implement a full programme for all class 4 students in the 2002/2003 school year.

4. ALTERNATIVE CURRICULA AND LEARNING PATHWAYS

- 4.1 The 1999 GEAP report on Alternative Learning Pathways made a recommendation that: *“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.”* The 2000 community – school - business links report recognised that no progress had been made towards this goal and proposed that a number of individual activities be developed that might be used as a basis for such a programme at a later date. The position regarding ALP (especially in Regions 6 and 10) appears to have altered during the last year with the result that there now appears to be a greater degree of preparedness and determination to become involved in a pilot programme.
- 4.2 Some of the key contextual changes are listed below:
- recognition that universal secondary education may lead to a greater number of young people in school who will not be able to attain CXC grades through traditional school routes
 - moves within Caricom and certain island States to develop an alternative secondary curriculum
 - the introduction of examinations at the end of class 3
 - the cessation of the SSPE
 - closer working relationships between education and business leading to a more general recognition of the need to prepare students for working life
 - stronger representation from some businesses for students to be better prepared for employment
 - the firmer establishment of GEAP as an agent for change and development
 - the need to develop articulation to technical institutes and post-secondary education
 - a greater awareness by some within the MoE that an ALP is required.
- 4.3 The 1999 report indicated six different possible characteristics of an alternative learning pathway. There was a clearer recognition expressed during the current consultancy that an ALP should not only have links with CXC but should allow students to re-enter the CXC programmes at the end of the ALP. The development of an ALP to cover the full secondary school curriculum is outside the scope and capacity of GEAP at this stage. However, it is possible for GEAP to develop a pilot programme for Class 4 and 5 that could act as a model for wider replication and development. This programme would build on much of the work already undertaken in curriculum development and in creating community – school – business links.

- 4.4 The essential rationale for an ALP and possible major characteristics were set out in the 1999 report and these are not repeated here. An ALP programme was discussed with a wide variety of stakeholders during this consultancy, which has led to some amendments to recommendations in the earlier report. There was a strong feeling expressed by stakeholders that it was now time to move forward with a pilot programme in order to develop and put into practice ideas that had been agreed in relation to an ALP programme. The following has been discussed with major stakeholders at regional and national level.

A Proposed ALP programme

- 4.5 It is proposed that a modular ALP programme is developed for students who may benefit from an alternative to the traditional CXC based curriculum. The programme should have the following characteristics:
- be designed to meet the needs of students and business so as to enhance access to education and employment
 - provide articulation to further education and/or training
 - be linked to CXC and offer routes to further CXC
 - provide local accreditation with the possibility of national accreditation later
 - focus on the development of basic skills, including literacy, and generic employment skills
 - use continuous as well as summative assessment
 - be modular in format so as to be capable of flexible delivery
 - encourage problem solving and investigative approaches to teaching and learning
- 4.6 There are three options for the introduction of this programme all of which have benefits and drawbacks but all of which could be used as models for replication:
- i. A two year programme taking place in Class 4 and 5 available for young people who will not benefit from the traditional CXC curriculum but related to the core subjects
 - ii. A one year programme at class 5 designed to provide progression to employment, further technical training or further study including CXC.
 - iii. A one year programme at class 4 designed to allow young people to re-enter the traditional CXC curriculum in class 5
- 4.7 The first option (i) represents the preferred option. It allows a thorough exploration of the issues and provides an opportunity to prepare students adequately for the world of work as well as give them a grounding in literacy and numeracy that should allow them to move towards CXC English and mathematics if desired. It is envisaged that a spiral curriculum approach is taken, i.e. all six modules are covered in class 4 and then continued in class

5 in more detail at a more advanced level. This option should provide students with the basic skills in technology and business which could either count to further work in related CXC subjects or provide a good preparation for progression to Technical Institutes or other further education and training. One of the most significant challenges in developing this provision, however, lies in the amount of work required and the extent to which the GEAP project has the resources (human and financial) and time to develop such a programme and undertake a two year pilot.

- 4.8 The second option (ii) is somewhat of a compromise but which may have advantages, especially as a pilot. A programme offered in Class 5, following work experience and an assessment of progress in the CXC subjects in class 4 could provide a useful bridging programme for students. At the end of the year students would be familiar with main skills required in the work place and would have a basis for progressing to technical institutes or further education or training, including CXC, if desired. The benefits over option (i) are practical in so much that there would be less development work to be undertaken and it could be completely piloted and evaluated within the two year time frame remaining for GEAP. However, it is less likely to meet so completely the needs of students and employers.
- 4.9 The third option (i) is the least preferred one. It would provide an opportunity to provide an enriched curriculum for students following analysis of their performance in the class 3 examinations. At the end of the ALP year the decision could then be made as to whether they move back into the traditional CXC curriculum (at class 4 level) or transfer to technical institutes. Such a programme would be of limited use in region 6 (Upper Corentyne) as the opportunities to progress to a technical institute are limited by the distance from New Amsterdam. The extent to which students would be able/wish to re-enter the traditional school CXC curriculum is also in doubt.

Content

- 4.10 It was agreed that the programme should comprise six modules each with a number of units. The total teaching/learning time will be flexible but each module will be based around 120 hours per year with units of 30 hours per year. The six modules are set out here and an indication of the units that each might contain given. These units are provided as an example and would require further refinement and development during the detailed course design process.
- i. Careers education and guidance
 - Units -
 - a) Work experience (Class 4 only)
 - b) Employment opportunities and qualification requirements (local and national)
 - c) Personal presentation and assessment skills
 - d) Health and safety at work

f) Self-employment skills (Class 5 only)

- ii. Literacy and communication skills
 - Units -
 - a) English language
 - b) Literacy in the work place
 - c) Working in teams
 - d) Speaking and listening skills
- iii. Numeracy and ITC
 - Units -
 - a) Basic computation and calculation
 - b) Practical mathematics in the workplace
 - c) Understanding and using computers
 - d) Finance and money management
- iv. Technology and science
 - Units -
 - a) Craft skills in various media
 - b) Design and build
 - c) Practical science in the work place
 - d) Application of electronics
- v. Business skills
 - Units -
 - a) Basics of business (structure and type)
 - b) Business administration
 - c) Accounts
 - d) Enterprise skills
- vi. Citizenship.
 - Units -
 - a) Rights and responsibilities
 - b) Local, national and regional government
 - c) Understanding the local community
 - d) Culture and values

Process

4.11 The development of an alternative learning pathway provides an opportunity to adopt new approaches to teaching and learning. Key skills required for working life (as opposed to subject knowledge) include the ability to solve problems, make decisions, be self-determining and demonstrate performance in practice. The processes used in the programme should therefore encourage these skills. It is envisaged, therefore that active, project based, investigatory and practically orientated approaches be utilised.

4.12 GEAP has produced a format for the introduction of these processes that received considerable support during the consultancy. It sets out a range of objectives related to design, required knowledge and understanding, and individual and inter personal skills which can be used to develop, assess

and evaluate projects and activities within the six modules and associated units. It is recommended that this be further developed to become the curriculum and teaching/learning guides used to deliver the alternative learning pathway.

Assessment

- 4.13 The GEAP model places an emphasis on continuous assessment with an element of on-going self-assessment. It is envisaged that each unit would lead to the production of a record or portfolio of work undertaken using pre-formatted documentation. This will record progress made and be supported by a final assessment of achievement.

Accreditation

- 4.14 Any alternative pathway must have at least local currency, and preferably national and regional. The MoE is progressing the establishment of a National Accreditation Council, reflecting developments in Caricom. However, it is not considered likely that this will be in a sufficiently advanced stage to take on accreditation of the ALP proposed in this report, although it may, in time, be able to do so.
- 4.15 The pilot proposed for regions 6 and 10 builds on the local community and it is therefore essential that the ALP is given currency locally. The establishment of LinFEB and CorFEB provides an excellent opportunity to create a local accrediting body and both groups have indicated their preparedness to take on this role. If LinFEB and CorFEB offer recognition of the worth of the programme, and a certificate is awarded to students on the successful completion of the programme that states this, then local currency can be achieved.
- 4.16 The Forums include representatives of education, business and the wider community: they also have the support of two of the country's most significant industries, Guysuco and Linmine. In addition, both the local chambers of commerce are represented. This provides an opportunity for the pilot to attract more widespread interest nationally and the Georgetown Chamber of Commerce is known to be interested in monitoring activities and being advised by their colleagues in the Upper Corentyne and Linden Chambers.
- 4.17 It is recommended that a representative of the New Amsterdam and/or Linden Technical Institutes is co-opted onto the forums in order that they may contribute to the accreditation process. Through this it is intended that the ALP programme would provide an articulation from school to the TIs.

Development and piloting

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- 4.18 The development of a modular programme will require significant input of human resources. GEAP has staff in both regions who are working on supporting business – education links. They can enhance the level of their support by facilitating many of the proposals set in this report. However, it is strongly recommended that GEAP move ahead with the appointment of a staff member to co-ordinate and develop education and business links across the project. The development of the ALP programme should be one of the main elements of their work. Indeed, without such a staff member it is difficult to see how the necessary developments could be undertaken within the auspices of the project given withdrawal of at least one of the Regional Advisers.
- 4.19 The identification of counterparts will be necessary. At MoE Georgetown a suitably highly placed officer should act as liaison and co-ordinator with the GEAP staff member. This will clearly be for the MoE to determine but the acting ACEO (Secondary) Mrs Baxter-Dennis may well be appropriate. The current GEAP counterpart in region 6, Bashir Khan could well take on this role in respect of Upper Corentyne. In region 10, where much of the development work may be initially based, an additional counterpart may be appropriate. Given her proven interest and commitment to this area of work and her record in successful piloting of business – education links, and because of the significant workloads of REO staff it may be appropriate to consider Mrs Gillis, Headteacher New Silvercity Secondary as a counterpart.
- 4.20 It is normal in curriculum development to involve teaching staff in the development process in order that it may contribute to their continuing professional development. If this were to be an element of the development process it would be necessary to identify at an early stage the schools and teachers to be involved in the pilot. As a minimum at least three schools should be represented, one secondary, one multi-lateral and one primary tops school. At least one school in each region should be involved. If other schools are interested they may be drawn in at various stages of development.
- 4.21 Although the development of the programme is ambitious it is possible to draw on a considerable amount of existing material. Within the Caribbean region both Barbados and Jamaica are known to have undertaken work in this area and their relevant programmes are currently being sought. In the UK the GNVQ Edexcel Entry Level Certificates in Skills for Working Life, and Life Skills may provide a useful model. In addition, the newly prepared vocational GCSEs (available in January 2002) and existing NVQ level 1 and 2 material may all make a significant contribution to programme development.

4.22 In order to implement any of the pilot options for next September school year 2002, development work will have to commence almost immediately. The following indicates the type of schedule that will have to be followed:

By end of December 2001

- Endorsement of the principles and pilot by the MoE including REOs.
- Agreement of the option to be developed.
- Full establishment of the two Forums, agreement of the action plans and the decision to develop and pilot an ALP.
- Appointment by GEAP of dedicated staff member and clear definition of duties/expectations on GEAP regional support staff and counterparts.
- Identification of pilot schools
- Agreement of work schedule and timetable for development.

By end of January 2002

- Confirmation of overall modules and units to be piloted
- Agreement of format and style of presentation of programme
- Production of one 'model' module and accompanying units (e.g. Careers Education; work experience unit.)

By Easter 2002

- Production of remaining modules and accompanying units
- Development of format for teachers guides identifying teaching and learning approaches and assessment procedures

By July 2002

- Completion of teacher guides
- CPD workshops for teachers
- Final agreement on accreditation and certification (ongoing throughout development)
- Purchase of necessary materials and resources
- Initial identification in each pilot school of students to form one class in September and associated time-tabling.

September 2002

- Final selection of students
- Implementation of pilot programme
- Ongoing monitoring and evaluation
- Periodic teacher workshops on teaching approaches and assessment

4.23 If the option (i) ALP is adopted (the two year programme) the initial module and unit plans must show the full two year programme. Detailed development on these and the teachers' guidelines need only cover the first year. However, development work on the second year of the programme will have to continue immediately in September 2002.

5. CONCLUSION

- 5.1 This consultancy has drawn heavily on the two previous consultancy visits. The key issues have remained broadly the same throughout the period and, indeed, reflect discussions and debate taking place across the Caribbean States. The proposals and recommendations made in this report do not, therefore, represent a significant departure from earlier ones. What is different is the increased desire amongst many stakeholders to begin to take meaningful action. The GEAP project represents a particularly effective means of taking matters forward, building on the work already undertaken in regions 6 and 12.
- 5.2 It is recognised that there are some who wish to see the introduction of alternative curricula across the country as soon as possible. It should be recognised, however, that the situation in regions 6 and 10 and the support for implementation reflects the level of debate and discussion that has been taking place during the GEAP project. This has led to a gradual but meaningful changing of attitudes towards alternative curricula and recognition of the benefit of closer links, in a community context, between business and education. Whilst the proposals in this report are replicable across the other regions of the country, including region 4, much preparatory work will have to be undertaken - not least in breaking down the level of mistrust between business and education that may exist in some places.
- 5.3 It is the consultant's experience that in the Georgetown area there is a greater willingness amongst business to support developments in education than is generally recognised by officers of the MoE. But to gain support there has to be a mutual understanding of the issues and the basis for an equal partnership. Currently this does not seem to exist – despite recommendations in earlier reports to commence a dialogue at national level.
- 5.4 What may be appropriate in the urban area is the formation of partnerships, perhaps in the shape of a Forum, between clusters of schools and local businesses at a local level. One of the major points of learning from the work so far undertaken is the recognition that small businesses are a fundamental part of the community and that developing school community relations can and should include the development of meaningful dialogue with local businesses. A hope was expressed in an earlier report that the P3E partnerships may assist but it is understood that the plans for Georgetown have not yet come to fruition.
- 5.5 The proposals contained in this report relate to the development of a more employment related education and training curriculum. The term TecVoc

has been avoided as the experience proposed is designed as primarily, although not necessarily exclusively a pre-vocational one. Many societies are seeing TecVoc as essentially a post secondary experience followed once basic and secondary education is complete. The proposals made here are based on this ideal. In part this recognises the enormous resource implications of equipping sufficient schools with the standard of technical machinery and equipment required to teach specialist skills. There is also the problem of identifying sufficient technically qualified staff to teach in those secondary schools. More important, however, is the growing international recognition – reflected in the comments of both employers and technical institute staff during the 3 consultancies in Guyana – that specialist skill and vocational training may best be left until after school age, with the focus at school on developing the core skills required to underpin further training. It is for these and other reasons that the proposals made for an ALP take the form and content set out.

- 5.6 Overall it is considered that now is the appropriate time to progress matters. With the movement toward universal secondary education it is recognised that more young people will be staying on at school longer. Many of these will not be suited to the traditional CXC curriculum. Detailed analysis of the CXC results at class 5 show that a low percentage of the total age cohort (as opposed to the percentage of those actually entered) achieves satisfactory CXC results. One parent quoted her son who was in class 4 and being asked to undertake work that was clearly unsuitable for him and in which he saw little relevance. **“Nothing worthwhile to do – all day to do it in.”**
- 5.7 The GEAP project can within its overall purpose make a major contribution to the develop a curriculum which enhances teaching and learning and improves access to education. It can pilot proposals in two regions and contribute to replication elsewhere. But in order to achieve this GEAP has to allocate sufficient human resources to manage developments and the MoE has to begin to change attitudes amongst the major stakeholders in preparation for wider implementation.

Appendix 1 Terms of Reference

GUYANA EDUCATION ACCESS PROJECT

***Terms of Reference for a consultancy visit by Andy Borthwick on:
WORK-COMMUNITY-SCHOOL LINKAGES / SUPPORT
TO DEVELOPMENT OF ALTERNATIVE CURRICULA /
WORK EXPERIENCE PROGRAMMES***

Monday October 22nd to Friday November 2nd 2001

Section 1 – Areas of work covered by the consultancy

The consultancy will have 3 major thrusts: (A) further work with the Linden & Corriverton Forums for Business & Education; (B) support to the initial design of an alternative curriculum; and (C) further work on Work Experience programmes & other linkages with the business world

Section 2 - Background

2.1 The Guyana Education Access Project aims to pilot full access to secondary education in its two target zones within Regions 6 and 10. Inputs are focused on:

- Provision of new / refurbished schools
- Increasing access and participation
- Improving teaching & learning
- Improving educational management
- Procurement of support resources (computers, books and teaching/science materials)

2.2 In addition to educational activities in the core subjects, the GEAP project has a number of objectives involving (a) non-traditional subjects (Industrial Arts, IT, etc) and (b) links between business, the community and schools in pursuit of a more employment-related education & training environment. In 1999, the project commissioned two studies: a *Labour Market Survey* and a *Study of Alternative Learning Pathways*. In September 2000, a further consultancy visit by Andy Borthwick, which focused on *Business-Work-School Links*, resulted (amongst other things) in the creation of Forums for Education & Business in both GEAP Regions.

2.3 The purposes of the proposed follow-up consultancy are (a) to build on work already done (e.g. the 2 Forums); (b) to guide initial work on the development of an alternative curriculum in the Tec-Voc areas of Art & Craft, Industrial Arts & Home Economics; and (c) to support work on Work-Study Experience programmes. The consultant will take into account the new National Accreditation Council, the national secondary examinations under development at CXC, and any other pertinent developments including the proposed LEAP initiative.

2.4 Although work on the alternative curriculum will be national in impact, some elements of the TORs are specific to one or other GEAP Region – where this is so, an indication is given.

Section 3 – Specific objectives of the consultancy

Specific TORs for Linden Forum for Education & Business

- to meet members of the Linden Forum for Education & Business
- to identify possible projects & advise on the way ahead within the constraints which the Forum faces
- to assist as appropriate in other areas of LINFEB development that are identified by the participants in the course of the consultancy.

Specific TORs for Alternative Learning Pathways

- to provide advice on and support to ACEO (Tec), GTI & GEAP staff in the initial design parameters of an alternative curriculum in the Tec/Voc area, (Art & Craft, Industrial Arts, Home Economics), ensuring in particular that....
- such a curriculum meets the demands of the current labour market
- to assist in the identification of possible models for the restructuring of these areas of the curriculum, using practice from other Caribbean or UK settings as appropriate
- to advise as necessary in the development of a pilot model for such a programme (NB: the pilot may be run only in Region 10)

Specific TORs for Linden Work-Study & Career Studies Development

Although yet to be confirmed, there are plans for the LINFEB and the Education Department to convene a workshop/seminar on Work Study. If this goes ahead, GEAP would encourage the holding of such a conference during the consultancy thus allowing the consultant to input into the proceedings:

- to plan a one/two day programme looking at Work-Study
- to act as a resource person at the workshop/seminar
- to facilitate the proceedings and assist in the development of any changes in Work-Study that are supported by the workshop.
- to write up the workshop and identify key ways forward for LINFEB and RED (Regional Education Department) in the development of further or more efficient work-study opportunities for all students

Specific TORs for the GEAP Region 6 Work-Experience Programme

CORFEB, the Chamber of Commerce and the Education Department intend to pilot a programme of work experience for a specific age group (Level 4) from the project secondary schools. In preparation for this programme several tasks have already been undertaken, including (a) an audit of local businesses prepared to be involved, identifying the skills they require from their respective workforces [over 90 business responded]; (b) a work experience sub-committee has been formed; (c) a development plan for the programme has been formulated; (d) skills events have been held at Corriverton Civic Centre & Tagore Memorial School.

The Management Sub-Committee would like the consultant:

- to evaluate and revise the development plan
- to facilitate a two day conference for stake holders, the main objectives of which would be to:
 - ❖ review and revise the work study development plan
 - ❖ formulate a policy document for the programme.

Specific TORs for the Upper Corentyne Chamber of Commerce

The Upper Corentyne Chamber of Commerce been actively involved with the GEAP programme since the very early stages. A representative of the CoC sits on the regional coordinating committee and the CoC has been key in setting up CORFEB.

To further develop the partnership and look at the way forward, a session between the CoC and the consultant could serve:

- to evaluate the partnership
- to assess what further inputs the CoC can make in project schools
- to assess the possibility of facilitating a joint training programme for teachers, students and the team of local community workers in the areas of:
 - ❖ developing partnerships with local business (teachers/community workers)
 - ❖ job application and interview techniques (students/community workers)
 - ❖ formulating a rolling programme of skills talks, business visits and related activities (teachers/students/community workers)

Section 4 – Outcomes of Consultancy

The following outcomes are expected from the consultancy:

Alternative Curriculum

- Outline Action plan for development of ERET Alt Tec Voc curriculum and the responsibilities for the various parties including:
 - ◆ Consultation process for employers
 - ◆ Models for a pilot in Region #10
 - ◆ Proposals for accreditation models

Work-Study and LIN/CORFEB and Chambers of Industry and Commerce (Region 6):

- Action plan for Careers and Work-study Development for Region 6 & 10 in consultation with FEB's, RED and Work-Study Officers (National & Regional)
- Action plan for further co-operation between the education community and the business community in Region 6.
- Enhanced appreciation amongst FEBs & CoC (Region 6) members of their potential role
- Enhanced FEB capacity to develop and implement initiatives at Regional Level.

Section 5 - **Report & recommendations**

Presentation

At the end of his period in Guyana, the consultant will make a brief presentation to MoE officials in Georgetown on key aspects of the consultancy, e.g. FEB, Work-Study, etc.

Report

The consultant will produce a draft report within three weeks of the completion of the consultancy visit. The report will:

- present a summary of key activities engaged in, including details of workshops / meetings held and the action plans produced
- summarise any development plans agreed on in relation to the areas covered by the consultancy
- provide advice to MoE officials as appropriate on the way forward in relation to national developments, e.g. a Tech./Voc. curriculum
- make recommendations for any follow-up activity, bearing in mind in particular the departure of the 2 GEAP Regional Advisers at the end of 2001

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GEAP
October 3rd 2001

Appendix 2

Work Programme		
Date	A.M.	P.M.
Sat 20/10		Arrival from UK
Sun 21/10	Project Director (GEAP)	Steve Cooke (GEAP)
Mon 22/10	Cherrilene Baxter-Dennis (SEO Work Study + ag ACEO) Vibart Hart (SEO Admin)	Lorna MacPherson (SEO) Jerry Simpson (SEO Tec.) Sidney Walters (DCEO Tec.)
Tues 23/10	TecVoc Seminar (Georgetown Club)	S Cooke, S. Bradley, D. Swan Review of strategy to be developed
Wed 24/10	M. Goolsarran (Head NCERD) G Whyte-Nedd (Ag CEO)	Travel to Corriverton P. Worral (GEAP)
Thur 25/10	Work Study workshop	Work Study workshop
Fri 26/10	CorFEB meeting	B Ramkeerat & Senior Management Team (Guysuco) Travel to Georgetown
Sat 27/10	-	Report preparation
Sun 28/10	Report preparation	Travel to Linden E. Denham
Mon 29/10	D. Simon (Work Study Officer) R. Spencer (REdO), G. Britton (DEO Sec) R. Craig, P Wilson (CDFs)	LinFEB Meeting E. Denham (RA)
Tues 30/10	Class 4 Work Study students, New Silvercity Secondary School Workshop planning	Work Study Workshop
Wed 31/10	J. Bourne (HOD) M. Gillis (HEADteacher) Media interview	Travel to Georgetown World of Work Workshop
Thur 1/11	M. Veloza (EU Commision) H Gift (Caricom)	K. Hunte (Director SSRP) Planning with D. Cooke
Fri 2/11	E. Hamilton (Chief Planning Officer) D. Yankana (Private Sector Commission) V. Paul (Guyana Training Agency)	H. Patterson (Special adviser to the Minister of Education) De-briefing with GEAP team
Sat 3/11	Travel to UK	Travel to UK

Appendix 3

Report on Georgetown Tec-Voc Seminar

Tuesday 23 October 2001, 10.00 a.m. - 12.00 midday
at
Georgetown Club

PROGRAMME

The purpose of the seminar is to review progress to date in the development of employment related education and training within GEAP and elsewhere, and to identify areas in which further progress may be undertaken.

1. Welcome and introductions - Stephen Bradley GEAP Project Director
2. Background to the seminar
3. Work experience, work study, and work attachment
4. Education and business - working together in partnership
5. Developing a pre-vocational programme
 - (i) careers education and guidance
 - (ii) design, problem solving and personal skills
 - (iii) IT, literacy and numeracy
 - (iv) certification and accreditation
6. Conclusion

Participants

H.Binda (Principal Kingston PIC); P.Rigby (HOD East Ruimveldt Sec. School); J: Mohabir (Headmaster Durban Backlands PIC); M.Ferrell (HOD St Stanislaus College); L.Vyfhuis (Administrator GITC); S. Walters (DCEO Technical MoE); L.McPherson (SEO MoE); J.Simpson (SEO Technical MoE); V:Hart (SEO Administration MoE); V.Barry (Headmaster Agriole Industrial Arts Centre); C.Baxter-Dennis (SEO WorkStudy MoE); R.Benjamin-Hoppe (Principal, Carnegie School of Home Economics).
Stephen Bradley, Steve Cooke, Diana Swan, Andy Borthwick (GEAP Team)

Key Issues Arising from Discussion

- GEAP had already achieved a significant amount in terms of developing links between business and schools in regions 6 and 10. GEAP could, within its means, take forward ideas in ERET and undertake some pilot activities which could be replicated in other regions later.

-
- The meaning of the terms work experience, work study and work placement were explored. Four essential phases were identified all of which were valid in their own right:
 - Exposure to work during class 4 is designed as a general experience of working life and enables students to see at first hand the types of behaviour, skills and attitudes that may be expected of them.
 - It was agreed that this was an integral part of the preparation for employment whether or not students were following designated technical or vocational courses.
 - Exposure to a specific working environment after class 5 is designed to give students experience of particular jobs or work places (usually termed workstudy and taking place during the summer holidays).
 - The benefit of education and business working together in partnership to address common issues was agreed in principle.
 - The activity taking place in Regions 6 and 10 as part of the GEAP project and the role of the two forums for education and business (LinFEB and CorFEB) noted.
 - Concern was expressed as to whether the experience in the regions was applicable to Georgetown.
 - The motives and preparedness of businesses to become involved were questioned. (The GEAP consultant explained that he had spoken to some employers and agencies in Georgetown that had stated that they were very willing to work with education.)
 - It was agreed to follow the experiences in Regions 6 and 10 as a pilot. It was recognised that a lot of publicity would need to be given if education and business were to work together successfully. The importance of finding common areas of interest and working together on these was stressed.
 - It was pointed out that small businesses had an important part to play as well as the larger agencies.
 - It was suggested that there was a need to develop particular activities for students during class 4 and 5 to support preparation for working life.
 - The need to develop provision for those young people who currently are not achieving CXC's was discussed.
 - The paper written by Edward Williams proposing a General Secondary Education Certificate (GSEC) was referred to by a number of participants. It was recognised that with termination of SSPC (ii) there was no certification for this group. It was reported that the technical institutes were going to have to use their own assessment tests to select students.
 - A programme that included careers education and guidance activity, opportunity to develop both technical and personal skills, and that ensured that students gained a basic level of numeracy, literacy and IT skills was proposed and received considerable support from participants.
 - It was recognised that some elements of such a programme (e.g. careers education and guidance) may be relevant to all students.

- A model recording and assessment system was circulated. The system was designed to allow the student to be involved in their own, continuing assessment. The model was received with interest and the principles underpinning it welcomed.
- The need for the Ministry of Education to provide positive support for technical and vocational education was expressed by participants.

Appendix 4

Report on Region 6 Work Study Seminar

Thursday 25 October 2001, 10.00 a.m. - 3.30 at GEAP Office

PROGRAMME

- | | |
|------------|--|
| 9.00 am | Welcome and introductions
Planning/agreeing objectives for the day |
| 9.15 am | Sharing current experience Region 6; Georgetown; other |
| 10.00 am | Break |
| 10.30 am | Views of Young People |
| 11.00 am | The purpose of work study/work experience
*scheduling and timing
*content and experience |
| 12.00 noon | Lunch |
| 1.00 pm | Organising work study
* record book - content, style,
* assessment
* curriculum links
* seeking and organising placements
* health, safety and security
*advertising -promotion - parental involvement |
| 3.00 pm | Agreeing the way forward; conclusion |
| 3.30 pm | Departure |

Participants

B. Shrivnarine (Senior Master, Tagore High); A. Stephen-Newlands (Headteacher, Tagore High); R. Jaundoo (REO); B. Khan (Education Supervisor MoE); S. Smith (Assistant Master, Skedlon High); O. Johnson (Assistant Mistress, Tagore High); S. Dass (Head of Department, Skeldon Line Path); 3 young people from the work study programme; and S. Cooke, S. Miller, A. Borthwick (GEAP)

Main areas of agreement arising

- Current work study programme (i.e. after class 5) covered only 50 young people across whole of region 6. Only 18 agencies participated. It took place during the period following Class 5. There were problems in supervision and in providing the required paper work etc. It was agreed that there were several issues that required attention.
- The main purpose of work study for young people at school was seen to be to:
 1. prepare for the world of work and transition from school;
 2. understand the relevance of learning
 3. apply learning in practice in different environments;
 3. appreciate the need for self discipline and self reliance;
 4. develop self esteem and personality.

Furthermore, Work Study should:

1. provide experience of different aspects of working life;
 2. contribute to the careers education and guidance programme;
 3. enable employers to contribute to the preparation of students for work;
 4. strengthen business - school relationships.
- To maximise the benefit work study should come during the class 4 period (i.e. work experience) so that young people could put experience into practice as advised by the 3 work study young people.
 - A full five or six week programme was not required to achieve this. As a minimum a period of orientation and preparation for work study was required. This to be followed by up to 3 weeks work placement (1 week orientation, 1 week discovering what the work was about and 1 week practising work skills) followed by a period of reflection and debriefing on return to school.
 - In some cases a model work site could be achieved at school - using the school as a workplace (for teachers, library, administration jobs); setting up micro businesses at school; setting up role play situations.
 - Work experience ought to be seen as part of the careers education programme curriculum. As such it was a valid part of learning and should take place where possible in term time and staggered throughout the year to maximise use of work placements.
 - A suggested reporting and continuous assessment format was agreed.
 - Further work was needed to inform parents about the programme and guidelines sent to employers. Also health and safety and supervision advice needed to be agreed.

- It was agreed that payments of stipends was a barrier to employers getting involved and that it suggested that the experience was not about the young people gaining benefit.
- It was agreed to undertake more work in the development of an ALP for young people after Class 3 exams who were unlikely to benefit from CXC. A series of modules covering, for example, work based literacy, numeracy, IT personal skills, as well as individual vocational skills (arts, catering, engineering, etc.) should ideally be developed.
- A spiral curriculum was envisaged with each module gaining a credit. A certificate should be offered after the end of year 4 (with recognition that it would lead to course in the technical Institute). Class 5 to continue with modules more depth to be awarded a full certificate accredited locally to have local currency.
- Tagore School indicated a preparedness to pilot an ALP programme with one class of the year group 4 assuming that the course, the publicity with parents, and teacher training etc. was in place
- Accreditation to come through continuous assessment through a portfolio of records similar to those used for work study.
- The need to develop a strong education business forum was endorsed.

Appendix 5

Report on CorFEB Workshop

Friday 26 October 2001, 9.00 a.m. - 12.00 noon at the GEAP Office

PROGRAMME

- | | |
|------------|---|
| 9.00 am | Welcome and introductions
Progress to date. Sharing experience CorFEB; LinFEB |
| 9.30 am | Organising Work Study
The purpose
*scheduling and timing
*assessment and support |
| 10.15 am | Break |
| 10.45 am | Developing a structure for CorFEB |
| 11.30 am | Accrediting an employment related programme |
| 12.00 noon | The Way Forward and Conclusion |

Participants

K.Dudnath (President Upper Correntyne Chamber of Commerce);
Rev. Williams (Pastor, Assembly of God Church); V Bhyro (Senior Master Skeldon Line Path); P.Skokeleo (Headmaster, Skeldon High); S. Smith (Assistant Master) Skeldon High; Linden Murray (Community Development, Guysuco), B Khan (Education Supervisor MoE); S.Cooke, S. Miller, A. Borthwick (GEAP)

Main areas of agreement

- It was agreed that there was a need for an education business forum in Upper Correntyne.
- The need to have a better educated work force to support the economic development of agencies and the region was stressed
- Any plans needed to take account of the needs of business as well as the needs of education

- The purposes of work experience were agreed and the ideas set out at the earlier meeting were endorsed, including the scheduling, timing and supervision.
- The proposed record system was met with approval with the additional idea that there ought to be an opportunity for both the young people and the agency to report confidentially to the school.
- A proposed structure for CorFEB along the lines set out the previous consultancy report was agreed. Chamber of Commerce agreed to find one place. Skeldon high school agreed to provide a HOD place.
- The work of the community facilitators in getting work placements logged was recognised and the data base that had been developed seen to be of use.
- The group agreed that GEAP should go ahead and set up the Forum and provide on-going support
- Agreed that there were other areas the Forum could move into including accreditation of pilot ALP programme.

Additional Note

Subsequent to this workshop a meeting was held with Mr B.C. Ramkeerat (General Manager, Guysuco) and his senior management team. There was considerable support for the idea of CorFEB and the support of Guysuco was offered. It was proposed that a senior manager should represent Guysuco on the Forum and that Guysuco would make its facilities available for meetings. Guysuco expressed support for a revised work experience programme and wished to take part in more general careers education activity. The subject of an alternative learning pathway was also discussed and Guysuco expressed an interest in working with GEAP on taking matters forward.

Appendix 6

Report on LinFEB Meeting

Watooka Club, Monday 29 October 200, 12.00 noon - 2.30 p.m.

Agenda

1. Welcome and introductions
2. Outline of progress to date
3. Agreement of activities
4. An Alternative Learning Pathway
5. Next steps

Participants

S.Payne (School representative); R. Friday (M&TC); Y. Drake (Dressmaker), A. Barron Elliott (Teacher); M. Yearwood (Linden Chamber of Commerce); W. Simmonds (Linden Chamber of Commerce); M. Gilles (headteacher); D. Simon (REO Work Study); F Moffett (Dept. of Ed. Welfare Officer); D Morian (Dept of Ed Welfare Officer); L Hopkinson (Linmine); V. Munroe (Linden Chamber of Commerce); P. Wilson; R Craig; St. Cooke; GEAP.

Main areas of agreement

- LinFEB had formed successfully and was now seeking to take forward specific actions
- Main actions to be pursued were: supporting a work study programme; formation of a careers resource centre; truancy campaign; supporting school businesses; and supporting careers education through careers fairs, visiting speakers, etc.
- Limited resources to support these development to be sought from GEAP
- GEAP staff to assist in progressing activities
- Work study can take different forms at different times. A shorter period, to take place during school time, with no payment of stipends, during the Class 4 was of particular importance.
- Work experience should be seen as part of a wider careers education programme that includes preparation to make more informed subject selection by the end of class 3.
- An alternative learning pathway could be developed based on six modules of work study; careers education (including self employment); literacy and communication; numeracy and IT; and a choice of skills to include business, industrial arts, agriculture, etc.

- An ALP must be accredited so that it has local currency; LinFEB could undertake this in association with CorFEB (supported by businesses including Linmine and Guysuco).
- The consultant, together with GEAP would work out an action plan for LinFEB which they could consider at their next meeting.

Appendix 7

Report on Work Study Development Workshop

Watooka Club, Linden, Tuesday 30 October 2001

Agenda

1. Defining work study
2. The purpose of work study based in class 4
3. Scheduling and organising work study
4. Assessment and recording experience
5. Work Placement data base

Participants

G. George-Albert (Headteacher); O. Blair (Supervisor, LFSS); M Bollers (Personnel Officer Linden Hospital); D. Parkinson (Administrator, Linden Hospital); O. Gondi (Manager, SAASh); M. Mingo (Chairman, Regional Democratic Council); E. Maslen (President, Linden Foundation School PTA); S. Payne (Student Representative); A. Barron Elliott (HOD, Wisburg School); G. Tappin (Teacher Mackenzie Primary School); B. Douglas (HOD); G. Britton (Dept. of Ed.) C. Fraser (Representative, PTA); R Dowden (President, Mackenzie Amalgamation PTA); P. Wilson (New Silvercity PTA). R. Craig; P. Wilson; E. Denham; S. Cooke; D. Swan; A. Borthwick (GEAP).

Main Areas of Agreement

- Workstudy should be seen as a four phase activity.
 - Phase 1 Class 1 - 3; part of general careers education including careers fairs, visits and work shadowing
 - Phase 2 Class 4; work experience an introduction to the work place; an opportunity to understand the main skills required
 - Phase 3 Class 5; an opportunity to explore an occupational area in more detail and begin to practice work based skills
 - Phase 4 Post school; attachments to work placement to practice skills and earning undertaken in vocational classes
- Phase 2 was of particular importance. The main purposes were agreed as:
 - * helping young people become meaningfully employed
 - * linking interest, ability and reality
 - * assisting with the development of the young person
 - * learning to become an adult
 - * recognising the importance of English, mathematics and other aspects of school life
 - * developing self confidence

-
- * an opportunity to share and gain feedback between education and business
 - No stipend or financial reward should be paid.
 - Where possible it should take place in school time to reinforce the fact that it is a fundamental part of the curriculum.
 - This phase was NOT necessarily about practising actual skills, it was about exploring the culture of work.
 - This phase should have an introductory programme at school, a two or three week period in a work place, followed by an evaluation programme at school. (There were some reservations about having three weeks out although some overlap with Easter holidays was considered.)
 - Learning choices at school should reflect the changing nature of work opportunities in the workplace.
 - Careers education should contain elements related to self employment
 - More work places would be required and work experience may have to be staggered throughout the year and co-ordinated between schools.
 - A register of appropriate work places should be maintained. LinFEB's role in this was welcomed.
 - The model of assessment and recording work study presented was welcomed.
 - Concern was expressed that although there was uniform agreement that a pilot ought to be undertaken (in conjunction with Region 6) the Ministry of Education in Georgetown would seek to prevent it.

Appendix 8

Acknowledgements

Upper Correntyne Region 6

V. Bhyro (Senior Master Skeldon Line Path);
S. Dass (Head of Department, Skeldon Line Path);
K. Dudnath (President Upper Correntyne Chamber of Commerce);
R. Jaundoo (REO);
O. Johnson (Assistant Mistress, Tagore High);
B. Khan (Education Supervisor MoE);
L. Murray (Community Development, Guysuco),
B. Ramkeerat (General Manager, Guysuco) and the Guysuco Senior
Management team
B. Shrivnarine (Senior Master, Tagore High);
P. Skokeleo (Headmaster, Skeldon High);
S. Smith (Assistant Master) Skeldon High;
A. Stephen-Newlands (Headteacher, Tagore High);
Rev. Williams (Pastor, Assembly of God Church);

P Worrall and the Region 6 GEAP team

Linden Region 10

A. Barron Elliott (Teacher);
O. Blair (Supervisor, LFSS);
M. Bollers (Personnel Officer Linden Hospital);
J. Bourne (Christianburg School)
G. Britton (Dept. of Ed.)
B. Douglas (HOD);
R. Dowden (President, Mackenzie Amalgamation PTA);
Y. Drake (Dressmaker);
C. Fraser (Representative, PTA);
R. Friday (M&TC);
G. George-Albert (Headteacher);
M. Gillis (Headteacher, New Silvercity Secondary School)
O. Gondi (Manager, SAASh);
L. Hopkinson (Linmine);
E. Maslen (President, Linden Foundation School PTA);
M. Mingo (Chairman, Regional Democratic Council);
F. Moffett (Dept. of Ed. Welfare Officer);
D. Morian (Dept of Ed Welfare Officer);
V. Munroe (Linden Chamber of Commerce);
D. Parkinson (Administrator, Linden Hospital);
S. Payne (School representative);

W. Simmonds (Linden Chamber of Commerce);
D. Simon (Work Study, REO)
R. Spencer (REdO)
G. Tappin (Teacher Mackenzie Primary School);
P. Wilson (New Silvercity PTA).
M. Yearwood (Linden Chamber of Commerce);

E. Denham and the Region10 GEAP team

Georgetown

C.Baxter-Dennis (SEO WorkStudy MoE, ACEO ag);
V.Barry (Headmaster Agriole Industrial Arts Centre);
R.Benjamin-Hoppie (Principal, Carnegie School of Home Economics).
H.Binda (Principal Kingston PIC);
M.Ferrell (HOD St Stanislaus College);
H Gift (Caricom)
E. Hamilton (Chief Planning Officer)
V:Hart (SEO Administration MoE);
K. Hunte (Director SSRP)
P.Rigby (HOD East Ruimveldt Sec. School);
J.Simpson SEO Technical MoE);
L.McPherson (SEO MoE);
J:Mohabir (Headmaster Durban Backlands PIC);
H. Patterson (Special adviser to the Minister of Education)
V. Paul (Guyana Training Agency)
L.Vyfhuis (Administrator GITC);
S. Walters (DCEO Technical MoE);
M. Veloza (EU Commision)
D. Yankana (Private Sector Commission)
G. Whyte-Nedd (CEO ag)

S. Bradley and the GEAP team