

QAA/WESSEX

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GUYANA EDUCATION ACCESS PROJECT

A report resulting from a consultancy

Work - Community - School Linkages

by

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Andrew Borthwick; October 2000

Abbreviations

ACEO	Assistant Chief Education Officer
ALP	Alternative Learning Pathways
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
GOG	Government of Guyana
GSCE	Guyana Secondary Certificate Examination
GTEE	Guyana Technical Education Examination
GTI	Government Technical Institute
ICT	Information and Communication Technology
LMI	Labour Market Information
LTI	Linden Technical Institute
MoE	Ministry of Education
NCERD	National Centre for Education Resources and Development
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
PTA	Parent Teacher Association
REdO	Regional 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
VSO	Voluntary Service Overseas

EXECUTIVE SUMMARY

This report arises from a consultancy the aim of which was to determine how best, within the Guyana Education Access Project, links may be formed between schools and the business community. It follows on from, and indeed takes as the starting point, two previous reports commissioned by GEAP in November 1999: a *Labour Market Survey* and a *Study of Alternative learning Pathways*. The consultancy particularly related to Output 3 of the GEAP Master Plan.

It reviews progress made since these reports and identifies that, at national level, although some activity is taking place, broadly, there has been little significant development. It reinforces that:

- there remains a divide between TVET and academic education
- links between education and business are still not well developed
- some isolated activity is taking place within the regions but is not well co-ordinated or structured
- there is insufficient policy or practical impetus from the MoE
- employers at local and national level are prepared to work in partnership with education
- smaller/local employers can and are becoming involved in schools
- the development of employment related education and training is important for all school leavers and particularly for those traditionally not benefiting from five years of secondary education.

The report suggests that although GEAP cannot make a major impact at national level it can: facilitate the development of education and business partnerships; support the role that business can play in education; promote the value of ERET within schools to all members of the community; and pilot a range of activities at regional level. These, however, can best be achieved in partnership with a committed MoE.

Three targets are proposed for GEAP at national level:

- enhanced dialogue between education and business
- promotion of the benefits of ERET programmes in schools
- strengthening MoE capability.

Five activities are suggested that may, together with work in the regions, enable the project to meet the targets.

At regional level there was evidence of activity taking place which linked education and business more closely. It is proposed that this can form the basis for the development of a range of activities that can be implemented on a pilot basis. The activities, which are sustainable and replicable, are designed to contribute to the meeting of six proposed key targets:

- form a structure for education/business links through support for a

- local Forum
- creation of a work experience programme
- develop careers education
- support mini-business projects in schools
- deliver a self-employment module
- enhance the value of ERET amongst students, teachers, parents, business and the wider community.

An implementation plan for 14 activities is included in the report. It is intended that Forums, in consultation with GEAP staff, should determine the priority for taking these activities forward. There are also guidelines and information notes attached as appendices.

It is proposed that the Forums in each area are supported by GEAP staff in order that they can take responsibility for ensuring that work progresses.

In conclusion, the report reflects that there remains a need to 'Bridge the Gap' (the working title of the two earlier reports) between education and business. It reinforces that in order to achieve this not only does joint activity have to take place but structures have to be created, at every level, to sustain, develop, promote and replicate these activities.

It is recognised that there is much work to be undertaken if an ERET curriculum is to be introduced into secondary schools. The development of partnerships and links between education and business can begin that process. It is essential that young people remain motivated and can experience a relevant and purposeful secondary education: an education that meets their needs and prepares them for their working lives.

1. INTRODUCTION AND BACKGROUND

Purpose

- 1.1 This report arises from a two-week consultancy the overall aim of which was to determine how best, within the Guyana Education Access Project, links may be formed between schools and the business community. The outcome of these links should be to create a more employment-related education and training (ERET) environment within the secondary school sector and thus to prepare young people better for the world of work. It follows on from, and indeed takes as its starting point, two previous reports commissioned by GEAP in November 1999: a *Labour Market Survey* and a *Study of Alternative learning Pathways*.
- 1.2 The consultancy particularly relates to Output 3 of the GEAP Master Plan "Greater Community Participation in Schools" with special reference to the business community. The consultancy operated within the overall GEAP framework and therefore contributes to Output 2 "Reducing Constraints to Access". The work of the consultancy also had implications for outputs 5 & 6 in that it envisages changes in the curriculum and may affect learning strategies. The models proposed within this report are intended, assuming successful implementation, to act as a possible basis for wider application thus contributing to Output 7 which is concerned with replication and national transition.
- 1.3 The consultancy aims to make a major contribution to the achievement of the OVI "informal and formal links are established between schools and the local business communities by Year 3 of the GEAP project".

Terms of Reference

- 1.4 The initial terms of reference (TORs) may be found at appendix 1. This report addresses all the specific objectives and particularly includes work related to:
 - i) assessing progress, reaction and follow-up since the production of the two earlier reports
 - ii) identifying significant changes that have taken place in the ten months since the earlier studies and key issues that have arisen
 - iii) proposing specific activities which can be developed on a pilot basis within Regions 6 and 10
 - iv) developing approaches so as to be able to pilot pre-vocational curricula items in selected schools.

Methodology and Structure of Report

1.5 The methodology adopted during the consultancy included:

- i) interviews with individuals at national level concerning changes since the previous consultancy visit
- ii) meetings with individuals and agencies undertaking business/school linkages and promoting preparation for work
- iii) explorations, with selected people in Linden, to further specific ideas recommended in the ALP report
- iv) holding a seminar in Corriverton to explore the support for a Forum and what functions it might perform
- v) discussing with the GEAP team including (at the Timberhead conference) selected VSOs strategies for taking issues and proposals forward.

A full schedule of meetings and people interviewed may be found in appendices II and III.

1.6 The LMS and ALP reports (subtitled “Bridging the Gap”) were taken as a basis for the discussions and work undertaken. In particular the reports were used as a baseline against which to:

- i) judge progress during the last ten months
- ii) identify new issues
- iii) take forward the specific recommendations.

1.7 This report does not attempt to repeat the content of the earlier reports or rehearse the issues raised. However, for ease of reference the main recommendations and summary schedule from the LMS and ALP report are attached at appendix VI.

1.8 The report is designed to meet the requirements of the TORs and at the same time act as a practical planning document. An overview of progress and key issues is provided in Chapter 2. In Chapter 3 there is a brief resume of the situation at national level and some targets and activities are set for GEAP and presented in an action plan format. In Chapter 4 the same approach is taken for proposals for specific activities within the project areas where it is intended that the action plans perform a practical management role. Following the conclusion in Chapter 5 there is a range of appendices that provide additional information or background to the main text.

2. REVIEW OF PROGRESS AND KEY ISSUES

- 2.1 The issues set out in the LMS and ALP reports were taken as the basis for reviewing developments that had taken place since November 1999. The most significant of these are discussed below. An assessment was made of the extent to which there had been progress on the 17 recommendations and a summary schedule showing the findings is provided in paragraph 2.13.
- 2.2 Broadly speaking there appeared to be little significant progress in relation to the development of ERET activity although there are signs that there has been a slight increase in the appreciation of the need to undertake more activity in this area. Where activity has been taking place this appears to be due more to local initiative at school and individual agency level rather than reflecting any centrally directed policy. Comments from four perspectives are recorded here: the Ministry of Education (MoE); business and commerce; regional; and GEAP.

Ministry of Education perspectives

- 2.3 Within the MoE the DCEO (Technical) is still sited some distance from the main MoE building and is considered to work mainly in the tertiary area of technical and vocational education. This appears to result, in the main, in a concentration on the development of the technical institutes with little evidence of there being any closer links made between the school and technical systems. The SEO (Technical) has been transferred from the DCEO (Technical) section and is now in post within the secondary sector under the management of the ACEO (Secondary). A full time (SEO) post related to the development of work-study has now been filled and this post together with the SEO (Technical) could form the basis of a significant team to progress ERET activity. However, the extent to which these developments have as yet made any significant impact on the school curriculum was unclear.
- 2.4 The situation in relation to technical and vocational education remains similar to that reported earlier. However, the technical institutes reported that funding had improved and that there were now more resources for material and equipment, although this was not quantified. The Linden Technical Institute (LTI) has a new principal and there were significant signs of improvements being undertaken. The establishment of a National Council for Technical and Vocational Education has been delayed. Key issues include:
- i) little involvement of employers in the administration/management of technical institutes
 - ii) little involvement of employers in curriculum developments in technical institutes
 - iii) few links between school and technical institutes

- iv) school leavers still not fully prepared to enter technical institutes from school
- v) little sense of coherent progression or articulation between school and technical institutes
- vi) practical instruction centres (PICs) remain under-resourced in terms of equipment and staff
- vii) technical and vocational education is seen as a 'poor relation' compared with academic, school based, education.

2.5 Within the schools section the work study programme (centred on 5/6 weeks of work in various agencies during the summer holidays after form 5) remains the most significant example of education business links. However, this programme only benefits a small number of students (estimates vary between 4%-8% of the school leaver cohort), its aims are mixed and it tends to involve the higher achievers. There is evidence of some employers beginning their own work study schemes (mainly for the children of their own employees) and of other agencies becoming involved. These two developments are placing more pressure on the MoE work-study programme. The SSRP project is planning to introduce new curriculum guides for the more practical orientated CXC subjects for forms 1-3 at secondary schools. It appears that new examinations will be introduced at the end of form 3 and that a GSEC certificate will be introduced. It does not appear at this stage that these will necessarily be related to employment or preparation for life after school. Crucially, despite the aim to introduce universal secondary education, there appears little appreciation of the need to prepare a curriculum that may be more relevant to the needs of those children who previously did not benefit from five years of secondary schooling. There is some isolated activity taking place related to preparation for working life (e.g. the UNICEF funded 'World of Work Workshops' and see paras.) The IDCE programme 'Skills Training for Success' funded through the Association of Canadian Community Colleges is also an attempt to prepare young people for the world of work. These activities are currently not coherent or co-ordinated across the school sector. Key issues include:

- i) Need for work study programme to be revised and widened
- ii) careers education and preparation for working/post-school life needs increased support
- iii) value of non-academic and ERET provision amongst MoE requires enhancing
- iv) positive role of employers in advising on curriculum content and working with MoE needs to be better appreciated
- v) some initiatives are being tried to promote a better preparation for working life but are not co-ordinated
- vi) coherent strategies linking business and education need to be determined.

Business and Commerce perspectives

2.6 Those employers' representatives interviewed expressed frustration that there had been little significant movement towards recognising their needs and the role they could play in developing ERET provision. They felt that business and commerce had little influence over tertiary or school education with governing bodies/boards of schools and institutes where they were represented having little or no power. Employers do get involved in schools but this operates in the main at a local level, on a voluntary basis. The School-Business Sensitisation Programme promoted by the Georgetown Chamber of Commerce was cited as an example of a voluntary scheme that could be extended but the value of which was not fully appreciated by schools. The value of the DfID P3E initiative was recognised and it was felt that it could offer a useful model of how things may be developed in the future. There is likelihood that an EU funded project to create additional training provision in Georgetown will be implemented and this will be managed by employers. The relationship between this provision and the work of the technical institute remains unclear except, that it is seen as complementary and not in competition. Key issues include:

- i) employers remain dissatisfied with the level and type of skills of young people leaving school
- ii) there is no formal body to act as a vehicle for education and business to talk together
- iii) there is a preparedness for employers to work with schools at national and local levels
- iv) the need for different approaches to education for different types of young people
- v) preparedness to support new types of certification related to preparation for work

Regional Perspective

2.7 In the project areas of Regions 6 & 10 there was little evidence of structured development of school business links or of significant increase in ERET provision. However, there were some encouraging developments taking place that provided some evidence that there was a greater appreciation of the issues. With the work taking place on SIPs, and the formation of SIACs, there was evidence that the value of business and commerce was being better appreciated. There were also individual examples of businesses and schools working together (e.g. the Careers Fair at Silver City). Once again there was considerable support expressed by the business community for working more closely with schools with a positive reaction, especially in Corriverton, to the formation of a Forum for Education and Business (FEB). Although there was work-study taking place in both regions there was no dedicated regional officer in Region 6. Key issues include:

- i) need to draw together all the individual activities that are taking place within the project areas
- ii) links between community work and business need to be recognised
- iii) the benefits of ERET require greater formal recognition
- iv) entrepreneurial and enterprise skills are required
- v) there are opportunities for education to provide support for some areas of business – (e.g. accounts, business development)
- vi) businesses can contribute in many different ways to school links
- vii) there is no formal body that bridges the gap between education and business
- viii) the contribution that can be made by all businesses, from the largest national company through to the self employed should be recognised

GEAP Perspective

2.8 The GEAP project is large and multi-faceted with a range of outputs and indicators. As such there has been a concentration during the early stages on some of these at the expense of others. There was little evidence that any significant work had been undertaken in the area of school-business links since the November visit. Neither the main findings nor the recommendations of the LMI/ALP report appeared to have received widespread dissemination within the MoE, the business community or in the project areas within Regions 6 & 10.

2.9 The seventeen recommendations made in the LMI/ALP report included areas that were not necessarily within the control of GEAP but were included in order that the project could promote or support developments by the MoE. For ERET to be fully accepted by students, parents, teachers, MoE staff, and the wider community as a valid and valuable learning experience within schools there needs to be constant promotion of its benefits and relevance. As such, GEAP needs to take every opportunity to influence attitudes and change perceptions about ERET.

2.10 In the main this may be seen as preparatory work designed to anticipate the demands of new groups of young people entering the secondary sector with needs that differ from the traditional CXC provision. A clear danger, however, in applying this rationale too generally is that it may link ERET only to the needs of lower achievers. Overall, the purpose of ERET should be seen as balancing the output of education with the future working life needs of all students irrespective of their academic achievement.

2.11 There was some evidence that amongst the GEAP staff themselves the development of business–school links was not a high priority. In part this could be due to the other demands made by a complex project and in insufficient staffing resources especially during the early stages of the project. Like other areas of community education and development, however, the development of business links requires specialist skills and experience as well as, initially, a focused time commitment. In order to progress this area, a greater appreciation of the value that may accrue to the project as a whole may be needed, and a more specific staffing allocation be required and/or specialist TA input. There is no doubt that in the Regions, within the GEAP team, there resides considerable interest and expertise in selected fields (and evidence of useful work being undertaken) but this could benefit from being drawn together and a more coherent management plan followed.

Summary

2.12 It can be seen from the above that the position in relation to ERET and links between the business and education communities has not changed materially. Provided below is a brief summary of the situation in relation to the recommendations made in the LMI/ALP report (a full version of the recommendations may be found at appendix VI). The recommendations in the original report combined those that were seen to be the prime responsibility of the MoE with those that may be more clearly identified with GEAP. Here they are separated - with those that mainly relate to the MoE listed first.

Recommendation	Comments
1. ERET learning programmes and national certification	Some changes envisaged in secondary examinations. No formal ERET course being developed. Georgetown Chamber of Commerce interested in providing certification.
3. National; TVET Council	Delays in implementation
4. Register of private providers	No work appears to have been taken forward
7. Teacher training curriculum to reflect ERET issues	No significant progress seen
12. School – further education progression clarified	No significant progress seen
13. Distance learning for teachers	No significant progress seen

2.13 Those recommendations which fell more firmly within the GEAP field of influence at national or regional level are listed below.

2. Modular programme for ERET	No programme being developed – work proposed in this report
5. School/business links to have greater importance in MoE, regions and TORs	Some evidence of informal links developing within the regions. Businesses included in SIACs.
6. Links with P3E	None seen
8. Infrastructure developments take account of ERET	Still undergoing discussion
9. Tracer study	No progress seen – proposals in this report
10. Specific school/business activities	Some work undertaken but no coherent programme
11. Forums for Education and Business developed	No progress – proposals made in this report
14. Agriculture provision in Linden	None seen - proposals for establishing mini-businesses made in this report
15. Cyber Café in Linden	No progress – projects proposed in this report
16. Residential course for young people	No Progress – possible developments
17. Strengthen GEAP staffing in Corriverton	Undertaken

Conclusion

2.14 The earlier LMI/ALP reports were subtitled 'Bridging the Gap'. Clearly there remains much work to be undertaken if the aims of those reports are to be met. This relates not only to the development of school – community - business links *per se*, but also, more importantly, in the development of a coherent programme of activities which will meet the stated aim of those links i.e. the promotion of employment related education and training.

2.15 In order to move matters forward within the resource and other constraints facing GEAP the following principles should underpin future work within the project. GEAP should:

- i) facilitate and support at national level links between education and business

- ii) promote, in the MoE, the positive role that can be played by employers and their agencies in developing ERET programmes
- iii) actively promote at every level, with businesses, teachers, parents and young people, the value of ERET
- iv) pilot ERET activities that can be further developed, sustained, and replicated through school-business links operating at local, community, level

The remainder of this report sets out a programme of activity, based on these principles, that if implemented will support the outputs and aims of the project. There is without doubt, amongst many in both the business and school communities, those with real commitment and willingness to take matters forward. Although much can be done by these individuals - supported by the GEAP project – major progress will only be achieved if the MoE at Regional and National level takes a pro-active and positive stance.

3. NATIONAL AND OVERALL PROJECT PROPOSALS

- 3.1 The human resource capacity of GEAP at national level is comparatively small for such a large project. As such there are constraints on what can be achieved. The emphasis should, therefore, be placed on influencing and facilitating development, reflecting the four principles listed above. There are three main issues to be taken into account in respect of work at national level.
- 3.2 First, the purpose of the GEAP project is to support an “improved system of secondary education ... which can be replicated”. Many countries in both the developing and the developed world are recognising that to be effective, the education system has to have regard to the outcomes of secondary schooling i.e. the extent to which it prepares young people for the next stage of their life. For very many this will involve preparation for working life - and this will include the academically more able - not all of whom will necessarily progress to further or higher education and training. The LMI/ALP study reported that employers (and indeed further education establishments) did not feel that young people were prepared for the world of work. In order to ensure that the outcomes of secondary education are relevant there must be a dialogue between education and business, with business having a real voice in what is achieved at school.
- 3.3 Second, the number of young people entering and passing through five years of the secondary system will increase dramatically. Many of these may be those for whom further or higher education is not an option and may not be able to achieve CXC. If they are to remain motivated whilst at school they must see the programme they follow as relevant and equipping them for their life after school. Although the need deliver courses for this group of young people may appear to lie in the future there will need to be a considerable amount of preparation, which will include not only curriculum development but also the need for accreditation and teacher training.
- 3.4 Third, it is increasingly recognised that schools (and the learning that takes place in them) is more effective when parents and the wider community understand and support young people’s learning. The business community has a wealth of expertise that it can bring to schools and provide substantial additional value. Indeed, evidence in the UK and elsewhere shows that where businesses become committed to local schools and feel that they can affect and contribute to the education of young people there can be a considerable increase in the resources – financial and otherwise - that they are prepared to make available. This potential additional resource should be of considerable important to the MoE.

3.5 GEAP cannot hope to address these issues on its own. They involve matters of national strategy that it is for the MoE to take forward. GEAP can, however, offer support to initiatives that are taking place, provide models of good practice, and contribute to increasing the capacity of the MoE. Three activities that are taking place nationally which GEAP could help draw together and use to support or supplement their work:

- i) the Georgetown Chamber of Commerce - 'School-Business Sensitisation Programme'
- ii) the UNICEF funded 'World of Work' workshops with Joy Sinclair
- iii) The IDCE programme 'Skills Training for Success' Programme funded through the Association of Canadian Community Colleges (which includes a self –employment module)

These programmes, and indeed others that may exist, may with good effect be used as a basis for some of the developments proposed in the regions. The Georgetown programme may be of use to the regions when considering the development of their careers education work. The 'World of Work' materials and workshops could be incorporated into work in schools with GEAP. The IDCE programme, although requiring some alteration for children at school, has trained teachers who may be available to deliver programme for GEAP.

3.6 Set out below are proposed targets and activities that it is considered can be achieved by the project. It will require human resources to be deployed and, will crucially require the MoE to make a real commitment to his area of work so that a meaningful dialogue with business can commence. There may be a need for specialist TA over and above that currently planned within the project to take matters forward.

3.7 Proposed targets and activities at national level set out in action plan format.

Summary	OVis	MoV	Comments/risks/assumptions
Logframe reference Output 3 To create greater community participation in schools	Enhanced education and business partnerships by yr3	Regional MoE & project reports	
Targets 1. Enhance dialogue between education and business at national level	1.1 Informal schools – business group established – Feb 2001 1.2 Activities within project to include business representation – ongoing	- Records of group meetings - Steering Group reports	- Businesses and/or their agencies prepared to become involved - MoE able to recognise the role businesses can play - Project and MoE capacity sufficient to support and service developments - Resources available for conferences and publications
2. Promote the benefit of ERET programmes in schools	2.1 Conference x 2 held June 2001& Dec 2001 2.2 Information bulletins circulated every two months – Mar 2001 ongoing	- Conference reports - Information bulletins submitted to Steering Group	
3. Support MoE capability to promote school-business links	3.1 MoE staff (SEO Work Study) to become counterpart for GEAP work in this area 3.2 Joint GEAP/MoE sub group to develop this area	- Work records - Reports from sub-group to Steering Group	

Activity (Target ref.)	Rationale	Milestones	Resources
1. Form in-formal reference group (T1)	It is not appropriate for GEAP to try to form a national Forum for Education and Business. However, by creating an informal group which can act as a reference group for the activities taking place at regional level it can be seen to supporting the process. Meetings to be held in Georgetown every three months with senior representatives of large companies, Employers' Federation, Trade Unions meeting with senior MoE staff to review progress and practice.	• Dec 2000 – key personnel to meet to review ERET issues • Quarterly meetings to receive progress reports	• GEAP staff time in establishing meeting • Ongoing GEAP staff time to act as secretariate • Papers and report production
2. Sponsor / facilitate conference(s) and seminars (T2)	In order to promote ERET and the benefits of school-business links. To be based on the work taking place in the Regions and to publicise work taking place by other agencies. Could be linked to P3E initiative as it progresses.	• Conferences in June 2001 and December 2001 • Information bulletins published in July 2001 and Jan 2002	• Accommodation for 2 X 2 day conferences + travel for regional representation • Printing and publications • Possible TA/external contributor to conference
3. Support MoE staff to promote ERET (T3)	Increase capacity of MoE by working with regional and central staff – particularly work-study and technical personnel	• SEO (Workstudy) to become counterpart to project – December 2000 • Formation of project sub group – December 2000	• Time of individuals involved and secretariat expenses.
4. Gain accreditation for careers education and self employment modules (T2)	As activity in regions begins to draw together materials for modules negotiations/discussion should ensue with Georgetown Chamber of Commerce (or other suitable agency) to offer certification, initially on a pilot basis with full recognition later.	• First material from regions – April 2001 • Pilot certification agreed – Aug 2001 • First modules certificated – Jan 2002	• Expenses for working party meetings (to be linked to informal group) • Training for 2 x assessors
5. Issue information and disseminate good practice (T2)	Ensure circulation of reports, digests and key recommendations is undertaken with selected staff. Also to promote wider appreciation of good practice in schools and amongst parents and the wider business community.	• Two monthly information sheets, with wide circulation – to start Jan 2001 & ongoing • Progress reports circulated to MoE & GEAP staff – immediate start & ongoing	• Costs of printing and distribution to parents, schools and business • Staff preparation and editing time

4. PROPOSED ACTIVITY WITHIN REGIONS 6 &10

- 4.1 As recorded above there was little evidence of co-ordinated school - business links activity having taking place in either region since the publication of the LMI/ALP report. However, there was evidence of some local work being undertaken on an individual school by school basis, much of it related to GEAP activity. Some business involvement in SIACs and PTAs was reported, as was continued support for schools by individual businesses. Particular examples include businesses becoming involved in school accommodation issues, a successful careers fair and small business development as part of the community programme. The completion of IT facilities has opened up greater potential and consideration is being given to industrial arts having a more practical, design technology aspect.
- 4.2 There was evidence of considerable enthusiasm for further development of school – business links particularly those which enhance general careers education, develop programmes for self-employment and provide additional experience of the world of work and business. The key points of agreement that arose from discussions are listed in appendices IV & V and these are used as the starting points for the proposed activities.
- 4.3 Central to the proposals is the formation of a local education and business forum in each project area. There was considerable support for this and an indication of possible membership and drafts terms of reference for each can be found at appendix VII. The aim is for the Forum to eventually become self-sufficient and to take increasing responsibility for its activities. However, in the early stages it is likely to require some considerable support and a series of activities for which the Forum can take responsibility is suggested in this report. In the early stages their role may be that of a steering group, with the major initiative coming directly through the GEAP project, however in time it is expected that the Forum will be able to take more and more initiative. Indeed, there was evidence amongst the potential Forum members met during the consultancy that there was already a preparedness to start considering new activities. At this stage in the project, and in line with principles ii) and iv) para. 2.15, it is important that the Forum promotes and raises the profile of ERET. Whether it achieves this through the activities proposed here or through activities of its own design is not the important issue. Care must be taken that the Forum is not seen as the only form of development or that it has to give approval for all developments. Apart from stimulating and supporting activity its major role is in stimulating, recognising, collating and co-ordinating activity that may be taking place at local school–business level.
- 4.4 The action plans that follow assume that both Forums will wish to commence their work with the development of a register of businesses interested in

working with schools. It is probable that this work will in itself stimulate interest. It is then expected that work will be undertaken on a number of small activities which in time may be drawn together to form a 'module' for careers education or self-employment. It is then intended that through work with the national group these may be certificated by Chambers of Commerce or other national agencies. Key to the developments proposed will be the use of mini-project funds or action research funds to stimulate or support work. This fund, which the Forum can oversee, may be seen as analogous to the Education Access Fund. Where these funds may be used to promote mini-businesses in (or attached) to schools or underwrite special projects, consideration should be given to allocation being the form of a loan, 'venture capital' or a repayable grant from proceeds of the businesses. Apart from acting as a model for business development such an approach will enable the fund to be self-sustaining.

- 4.5 There is no doubt considerable potential locally in the regions. However, this potential will have to be supported and encouraged by GEAP team members. Careful consideration is required of the staffing resources required in both regions to help development. It is important for an identifiable individual to be the main link with the Forum, and to be responsible for the overall co-ordination of activity. However, there was evidence amongst a number of the VSO's and Associate staff, in both regions, of an interest and expertise that could contribute to the overall targets. Some of the activities (e.g. the development of careers/self-employment modules) may be best developed between the regions. There may be case for some specific TA, especially in the provision of materials used in other countries, to support some of the activities proposed.
- 4.6 The resource needs identified for the activities do not include the costs of facilitation and support by regional VSO and/or associate GEAP team members. The amount of support required will depend on a number of factors including the extent to which staff within schools themselves, regional MoE staff and members of the FEBs take positive responsibility for moving activities forward. There may also be some considerable merit in arranging joint development between regions 6 & 10, involving teaching staff and Forum representatives. This may cause there to be additional accommodation and travel expenditure.

4.7 Proposed targets and activities to be undertaken in the regions in action plan format.

Summary	OVI	MoV	Comments/assumptions/risks
Output 3 (Logframe) To create greater community participation in schools	School – employer links operating by year 3		- Employers prepared to become involved - Schools/MoE prepared to work with employers
Targets 1. Structure for education/business links in place	1.1 CorFEB and LinFEB operating - Dec 2000 1.2 Register of businesses working with schools established - Feb 2001 1.3 Businesses represented on PTAs and SIACs – ongoing	- Minutes of meetings - Register published - SIAC and PTA reports	- As above - Human and financial resources available to support developments
2. Work experience programme in place	2.1 50% of Form 4 visited work places by EOP 2.2 Work experience record book utilised by Year 4	- Completed work placement books - School records	- Sufficient places can be determined - Schools able to release young people - Parents appreciative of objectives of work experience
3. Careers Education programme taught	3.1 A range of employers involved in all project schools - Dec 2001 3.2 Carers Education certificate Jan –2002 3.3 Enhanced student appreciation of world of work - EOP	- Schemes of work and records of visitors - Student work output	- materials can be developed - teachers prepared to teach careers - sufficient capable and qualified employers
4. Mini-business projects operating	4.1 Minimum 1 x business project in each school – Dec 2001	- Business records - Reports to Forum	Schools prepared to undertake projects
5. Self employment modules delivered	4.2 Module delivered in one school in each region – Jan 2002	Scheme of work and material	- Sufficient expertise available to develop module - Schools having sufficient time able space
6. ERET is valued by students, schools, parents, employers and MoE	6.1 Employment destinations of all school leavers published – Dec 2001 6.2 Enhanced collaboration at National level – ongoing	Reports to Steering Committee	Insufficient emphasis is given by MoE and schools

Activity [Target ref.]	Rationale	Milestones	Resources
1. Establish 2 X FEBs [T1]	A group of local people with proven interest in school-business links to oversee and support developments at school level. To support and facilitate developments and oversee a range of activities. To ensure coherent development that can be sustained after EOP. To become self reliant after one year. Easily replicable.	• Dec 2000 – FEB established • Feb 2001 – Register of businesses produced • Mar 2001 – Project fund operational • July 2001 – Careers education module produced • July 2001 - Self employment module • Dec2001 – 1st round of projects complete	• Support of one GEAP team member • Allocation for mini projects and action research • Funding for travel for Forum members • Publicity
2. Research and maintain register of businesses x 2 [T1]	Each FEB to use community researchers to list all businesses contributing (or prepared) to contribute to schools. To form a database to underpin activities listed below. Data collection by interviews with schools and businesses. Register to include details of what the business is (could be) offering including: PTA/SIAC support; work experience placement (teachers and students); financial support; speaking/ represented at careers sessions/fairs; resources available human/physical; etc.	• Jan 2001 – commence research • Feb 2001 – register complete • Ongoing – maintenance of register	• Community researcher(s) • Computerised records • System for ongoing collection from schools
3. “Adopt a School” scheme [T6]	Businesses to be encouraged to formally ‘adopt’ a school and to sit on a PTA/SIAC to provide advice and guidance on any issue within the school (planning, accommodation, ERET, fundraising, etc.) and to be a further link with the business community. Not to replace any existing business interest in schools – suitable for larger businesses.	• Mar 2001 - PTA/SIAC in all project schools to have a nominated ‘adopter’ • Dec 2001 – 2 x regional conferences ‘School – Adopters’ to review issues and development (to include all businesses/schools involved in link activity)	• Publicity • 2 x Conferences travel, materials, accommodation

4. Design and deliver careers education module [T3]	Preparation for the world of work is required by all students. A programme which draws together many of the ideas and activities within the report may be formed into a module which mixes a range of approaches (including practical and outside the classroom) to learning. Successful completion of the module should be recorded through production of a student 'portfolio' accredited locally by the FEB. (Linked to national developments see Activity 4 in national plan). Module may be taught through participation in a range of activities rather than through formal time-tabled lesson structure. Module to be written in competence/learning outcome format. Suggested take place in Form 4. (See Appendix VIII) Could include elements of Georgetown Chamber of Commerce provision. (NB In Linden the TV programme organised by RETO could make a contribution to this area)	• June 2001 – module developed • July 2001 – 2 x participating pilot schools in each area selected • Sept 2001 – pilots commence • Jan 2002 – first certificates awarded	• Costs of meetings to develop module • Possible TA x 1 week to support development • Materials production • In-service training sessions for teachers
5. Design and deliver self employment module [T5]	Module to concentrate on the development of entrepreneurial skills. Can be based on suitably adapted format of IDCE material. Module written in competence/performance outcome terms. Suggested take place in Form 5. (See appendix IX) Could include elements of current UNESCO funded programme.	• June 2001 – module developed • July 2001 – 2 x participating pilot schools in each area selected • Sept 2001 – pilots commence • Jan 2002 – first certificates awarded	• Possible TA x 1 week to support development and materials • Materials production • In-service training

6. Implement work experience programme [T2]	Development of programme to introduce business people into the school on planned basis, greater use of practical work based projects in mainstream curriculum (e.g. PoB and PoA) and/or visits/day sessions to businesses for all students. Main purpose to expose students to the generic skills required for working life and understand the relevance of education. Unlike current Work Study no payment to be made to students and no productive work undertaken. To take place in Class 4 and 5). Record of work experience to be maintained by students in workbook - see e.g. left at GEAP Office following consultancy. Should contribute to Careers Education module.	• Selection of pilot school in each area – Feb 2001 • Available Work experience placements listed – April 2001 • Placements start on pilot basis – May 2001 • Full programme implemented from Sept 2001 – June 2002	• Researcher support for work placement identification and register
7. Set up mini-business in each project school [T4]	Each project school to establish a small business based on ideas from students – possibly coming from ideas generated in science or technology. Small start up capital either raised by students or from small FEB grant to be repaid from 'profits'. The key purpose to have experience of developing entrepreneurial skills. All aspects of business to be covered – product design/planning, marketing, accounts, selling, etc. Businesses to be run so as to re-cover start up costs. Successful businesses may be taken on by the school as a shielded workshop (see 12 below). Students to work in groups on running and developing the businesses.	• In-service training for teachers – April 2001 • Mini-businesses established – Sept 2001 ongoing	• Formation of mini –project fund • Short in-service event for teachers • Possible TA in conjunction with activity 12 below drawing on UK GNVQ and FE experience/materials
8. Collection of student destinations after school (Tracer studies) [T1/T6]	Each school to participate in small research project to gather data on place of students 6 months after leaving school i.e. all students leaving - at whatever age). First data collected at end of time at school verified after six months and published by FEB. Destinations to be categorised under: further FT education; FT employment; PT employment; self employment; unemployed; other.	• Pilot study on tracking Aug 2000 leavers – Dec 2000 • Initial study of leaver intentions – June 2001 • Tracer study completion – Dec 2001 • Ongoing annual collection of data	• Materials production and postage

9. Careers Fairs developed [T3]	Series of exhibitions by local and national businesses in each project area to inform parents and students of work opportunities. Series of small 'occupational area' fairs – preferable to one large all-embracing fair. (Possible areas include – Retail and Finance; Health and Social; Manufacturing and Science; Agriculture and Food.) All schools in project areas to share organisation and production of material. (To be developed using current Silver City Fair as model). To take place at end of Form 3.	• Fairs planned – Mar 2001 • Fairs taking place April – June 2001	• Accommodation for fairs • Materials production and information leaflets
10. Headteacher and teacher placements [T6]	Programme of short term 'secondments' (1 week?) for teachers and headteachers to work in commercial/business setting. No payments to be made – purpose to expose staff to non-education working environment so as to better understand key skills required at work. Placements to be made on voluntary basis in area related to subject area. Headteacher to have management placement.	• Potential placements identified – Mar 2001 • Identification of interested headteachers and teachers – May 2001 • 16 staff experienced placements – Dec 2001	• Travel and sub-subsistence
11. Establish special FEB projects [T1/T6]	Each FEB to design and deliver an education/training project in their area. (Examples discussed include Linden Cyber Café and Corriverton Youth Leisure Facility.) Purpose is to support a new development that brings business and education together in a business/commercial context as opposed to an education context. Should act as a catalyst for multi-agency co-operation. Could include projects linking with community development activity which combine business activity with a training component. Accent on sustainability by FEB after EOP.	• FEBs to identify projects – June 2001 • Develop action plans including finance – Sept 2001 • Complete projects – July 2002	• action research fund identified

12. Create shielded workshops [T4]	To develop training and education provision using school facilities both within and outside school hours. Possibly aimed particularly at young people at risk of dropping out of school. Could be developed from pilot activities emanating from in 7 above. Examples may include: IT services to community groups; use of design/technology facilities for repairs to equipment; agriculture and catering.	• Identification of workshop x 1 school in each area – June 2001 • Workshop operating Sept – 2001 • Development of workshops in each school – June 2002 • Workshops operating on each school –EOP	• Establish mini – project loan scheme • Possible TA (with activity 7above)
13. Training for Business people (organised by FEBS) [T6]	An opportunity for people in business to receive basic training in accounts, aspects of business development, literacy, numeracy, presentation skills. There is a need for this service as recognised by people in business. An opportunity for education to support business.	• Needs analysis undertaken – July 2001 • Short programmes in place as required – Oct 2001 ongoing	• To be financed through businesses members and fees for courses
14. Residential experience [T3/T5]	A three day, weekend or holiday time camping event which is designed to increase problem solving skills and team working skills and raise self-esteem of young people. Could include elements from career education and/or self employment modules. Low cost using parents/business/community to help support the event.	• Planning completed Mar - 2001 • Volunteers and equipment identified – June 2001 • 2 x pilot residentials held – Sept 2001 • Ongoing residentials as required – EOP	• Purchase of basic camping and catering materials • Transport costs • Fees for qualified workers

5. SUMMARY AND CONCLUSIONS

- 5.1 The overall aim of the consultancy was to propose ways in which an employment-related education and training environment may be created within GEAP areas. It is recognised that although in many ways the situation does not appear to have changed materially since the previous consultancy there does appear to be some greater expectation that business and education must begin to work more closely together. Although at policy level there does not appear to be many examples of activity to reflect this expectation there are many examples of isolated pieces of work being undertaken.
- 5.2 Although the overall GEAP project is clearly expected to begin to build education and business linkages it is not possible within the capacity of the project to undertake wholesale developments. What it can do, however, is to recognise and enhance work that is already taking place so as to create a climate where the value of employment-related education and training for all within the secondary school system is more widely accepted. In the words of the earlier consultancies it can help 'Bridge the Gap' between schools and businesses.
- 5.3 Key to this is the development of sustainable and replicable structures which promote education partnerships; it can also facilitate and support specific activities - both those suggested within this report and/or those which are developed as a result of emerging partnerships in the project areas. In the early stages especially this will entail the deployment of resources, human as much as financial, and will be necessary for the project to recognise this.
- 5.4 It should be borne in mind that much of the work of successful education and business partnerships can make a positive impact on a number of the planned outputs of the project. Most particularly, the structures and activities created should be sustainable beyond the period of the project, after an initial period of support. The activities developed should also readily act as models for wider and more general replication.
- 5.5 The proposals in this report may not have a direct impact on the development of formal, accredited ERET programmes. Rather, they contribute to the creation of a culture where it is recognised that:
- preparation for employment is a key purpose of secondary education
 - business can make an important contribution to education development
 - businesses of all types and sizes can assist in that contribution
 - national policy can be informed by local initiatives and models of good practice

- relevant provision can be made for young people not intending to progress to further education or training
- the development of entrepreneurial skills can assist in the eradication of poverty.

5.6 There is much work to be undertaken in the development of education and business links. Measures in the UK and elsewhere have shown how beneficial to both parties can be the results of co-operation and partnership. But the final beneficiaries are the young people themselves whose schooling will be both more relevant and more purposeful thus encouraging greater motivation and raising levels of achievement.

APPENDIX I

GUYANA EDUCATION ACCESS PROJECT

Draft Terms of Reference for a consultancy on:

WORK-COMMUNITY-SCHOOL LINKAGES - DESIGNING A RANGE OF SPECIFIC ACTIVITIES AIMED AT PROMOTING AN EMPLOYMENT-RELATED EDUCATION & TRAINING ENVIRONMENT

Monday September 18th to Friday September 29th 2000

Section 1 – Title of consultancy

The design & development of a range of specific pilot activities to propose to the MoE for implementation (on a pilot basis) within the GEAP target areas in order to promote a more employment-related education and training environment.

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 traditional educational activities in the fields of teacher training, curriculum support, etc., the GEAP project has as one of its social objectives the development of closer links between business, the community and schools. The overall purpose of these links is to promote 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*. These studies together provided a baseline picture of the current Guyanese employment & training situation, along with an outline of where the current curriculum does not meet the current and/or future work needs of a society in transition. Seventeen recommendations were made, covering national and local issues, which envisaged the development of enhanced employment related education and training provision.

2.3 The purpose of the proposed follow-up consultancy is to further develop these recommendations and create practical and specific implementation plans. In particular, this will entail the design and initiation of four pilot activities in the GEAP target areas within Regions 6 & 10. In the interests of continuity, Mr. A Borthwick, of Wessex International, who led the team

which produced the *Alternative Learning Pathways* paper, has been invited to return and lead this consultancy.

Section 3 – **Specific objectives of the consultancy**

The consultant will:

- assess progress (e.g. MoE reaction / follow-up) since the production of the two consultancy reports mentioned above (November 1999)
- meet central MoE officials (e.g. ACEO Technical) involved in Vocational & Technical Training and other related curriculum areas
- work with Region 6 & 10 MoE officials and the GEAP team (including VSO & other trainer staff) on developing outline plans for (at least) 4 specific activities which can be offered as options to the Regional Office / MoE for implementation on a pilot basis (e.g. possibly just one or two schools):
- development of a Student-Business Experience Programme (students' orientation to / experience in the world of work / businesses' familiarisation to the world of the learner)
- development of a framework for establishing a *Forum for Education, Training & Business* in each of the 2 GEAP target areas
- design of a framework within which a limited Careers' Guidance & Counselling programme could be introduced
- develop TORs for, and identify personnel who could be involved in, a mini-project to develop pre-vocational curricula items for piloting in selected schools
- hold a briefing session at the end of the consultancy with Regional & Central MoE officials to present outline ideas and lead a discussion on the way forward

Section 4 - **Report & recommendations**

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

- present a summary of key discussions
- summarise the outline development plans agreed on in relation to the 4 specific activities identified above
- highlight key issues / constraints in relation to the implementation of the 4 activities, e.g. resources, personnel, skills, finance, etc
- provide an indicative framework, with *time* and *milestone* markers, for each of the 4 activities
- make recommendations as to other areas / activities which MoE should consider in trying to achieve a more education & training-related curriculum
- make recommendations as to ways in which GEAP, within the limitations of its staffing levels and other project commitments, can assist MoE in adopting a stronger ERET approach

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APPENDIX II

Work Programme		
Date	A.M.	P.M.
Sat 16/9		Arrival from UK
Sun 17/9		Project Director (GEAP)
Mon 18/9	PD GEAP DCEO (Administration) Principal + VP Government Tech. Inst. ACEO (Secondary)	SEO Work Study SEO (Technical)
Tue 19/9	DfID Office Director SSRP Senior Executive Officer Georgetown Chamber of Commerce	Director Private Sector Commission Consultative Association of Guyanese Industry Ltd
Wed 20/9	IDCE DCEO (Technical) UNESCO Consultant	Travel to Linden GEAP Field Officer (Linden)
Thu 21/9	Regional Education Officer (6) Regional Education Talent Association Principal Linden technical Institute	Education Officer Linden Chamber of Commerce Principal Silver City School VSO (Careers/IT)
Fri 22/9	Regional Co-ordinator Guyana Teachers Union HOD Christianburg School VSO (Industrial Arts) IDCE (Linden)	Education Officer (Work Study) Travel to Georgetown
Sun 24/9	Report Preparation	Travel to Timberhead
Mon 25/9	GEAP Conference	GEAP Conference
Tue 26/9	Travel to Georgetown	Travel to Corriverton VSO Community Development Facilitator Women`s Representative - Chamber of Commerce
Wed 27/9	School Business Links Seminar -	IDCE New Amsterdam Travel to Georgetown
Thur 28/9	GEAP Logframe Review	GEAP Logframe Review
Fri 29/9	Diana Swan (Briefing) Report preparation	DfID Field Officer
Sat 30/9	Travel to UK	Travel to UK

APPENDIX III ACKNOWLEDGEMENTS

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

Georgetown

Mrs Baxter-Dennis - SEO (Work Study)
Desmond Bermingham - DfID Field Officer
Stephen Bradley and the GEAP team
Ken Hunt - SSRP Project
Aubrey Overton - GTI
Dev Sharma - Chamber of Commerce
Mr Singh - GTI
Joy Sinclair - Consultant trainer (UNESCO)
Samuel Small - IDCE
David Yankana - head of the Private Sector Commission
Ed Williams - SEO (Technical)

Linden

Jenny Bourne - HOD Christianburg School
Stephen Cooke - VSO
Aubrey Daphness - RETO
Ed Denham - Regional Adviser
Miriam Gilles - Headteacher
Francis Glasgow - IDCE
Vivian Munroe - Linden Chamber of Commerce (Local business person)
Lloyd McBean - Regional Education District Officer
Donna Simon Regional Education Officer
Michael Turner - Principal Linden Technical Institute
Stephen Wilkinson - VSO

Corriverton

Beverley Daniels - Community Researcher
Mr K Dudnath - Dudnath Hardware Store (Chamber of Commerce)
Brian Duncan - Sports Co-ordinator, Corriverton Town Council
Mr JP Ghamandie - Garmandie's Hardware Store
Patricia Henry - IDCE New Amsterdam
Bashir Khan - Counterpart Regional Adviser
Sue Miller - GEAP Community Development Facilitator
Philbert Moore - Skeldon High School
Sandra Ramjam - Leila's Restaurant and Bar
Anita Raghauth - Skeldon Line Path School
Savitri Ramdas - GEAP Community Development Worker
Mr Ramkeerat - GUYSUCO Skeldon Estate
Paul Worrall - Regional Adviser GEAP

APPENDIX IV

PROGRAMME FOR SEMINAR/WORKSHOP - CORRIVERTON

Guyana Education Access Project

Education Business Links - Region 6

Wednesday 27 September 2000
Corriverton Community Hall

Seminar Programme

1. Introductions and welcome
2. Purpose of the seminar
3. Seminar members' links between education and business
4. Consultant's view of education business links in Guyana
5. Proposal to form a Forum for Education and Business
6. Specific activities to be undertaken
7. Summary and Conclusion

Main Points of Agreement Arising

- There was universal recognition that education and business could and should work together.
- There was concern that, currently, too few employers were being asked to do too much and that more employers should be involved.
- The benefits to both employers and schools of working together should be better publicised.
- Employers can make all sorts of contributions - simply asking them for money was not likely to be well received.
- There was support for a Forum and most said they would welcome the chance to sit on a Forum for Corriverton – but it must deal with local issues
- Support for specific activities included – register of existing school-business links; self employment course to be developed; contributing to careers education by giving talks to students and parents; work on a joint education/business project – perhaps the creation of a leisure park; provision of work experience (as opposed to work-study) places.

APPENDIX V

Main Points of General Agreement Arising in Linden

- Business has a role in helping develop the curriculum for preparation for working life
- Entrepreneurial training and preparation for self employment is required
- Businesses can help with things like IT support, advice on managing budgets and accommodation issues
- Careers education is required for all and at the end of form 3
- TV can play a role in introducing the work place
- Work experience at an earlier age should replace or be additional to, current work-study
- A register of businesses prepared to work with schools should be devised
- Schools should record where their students go to work after leaving school
- PATH project could include careers education and the value of ERET
- A common timetable day could allow a single module related to preparation for the world of work to be devised
- Careers fair could be enlarged and developed further with different fairs for different occupational areas
- Principles of Accounts and Business could involve more practical work
- Industrial arts and other 'vocational' courses should be more design orientated and practical
- Mini businesses could be developed in school as part of curriculum
- Schools should be able to help businesses with literacy and accounts
- There are already activities taking place between schools and businesses – these need to be known and their value recognised
- The proposal to form a FEB for Linden was well received

APPENDIX VI

Main conclusions and recommendations from MIS/ALP Reports

Conclusions

KEY FEATURES	MEANING	RECOMMENDATION
The Country is rich in natural resources. There are many new opportunities to be exploited.	Young people need to be prepared for change.	Recommendation 1
Efforts to diversify the economy are beginning to bear fruit.	The curriculum should encourage creativity, diversity and entrepreneurship.	Recommendation 2
As the country is largely a producer of primary products, the labour market is subject to a world economy.		
In 1998, after seven years of strong growth, the economy experienced a recession.	Mechanisms should be considered for the introduction of Careers Guidance.	Recommendation 10
It is predicted that the demand for qualified middle managers will increase.	Management skills – such as problem solving, team working, commitment to lifelong learning – to be introduced.	Recommendation 2, 16
Higher level technical and commercial skills will increasingly be in demand.		
About a quarter of the workforce is employed in the ‘informal’ sector	The curriculum should support the development of the range of skills required for the informal sector.	Recommendation 2, 14
The labour market is increasingly being driven by ICT.	ICT awareness and ITC skills to be introduced.	Recommendation 2, 15

Employers are looking for	Young people need to be	Recommendation 2, 7
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staff who are keen to learn.	helped to learn how to learn, and be responsible for their continued learning. Provide enriched opportunities.	
Processes that previously required physical labour will be automated. There is an increasing emphasis in the workplace on key skills such as: communication; the ability to use numbers; to work in a team; and use information technology.	Basic education skills to be built into a core curriculum. Development of more generic technological and ERET skills	Recommendation 2 Recommendation 2, 8
The skills required by the labour market are not wholly supported by the current school curriculum. Channels of communication between education and employers are not clearly defined	Effective partnerships between education and employers need to be established. Investigate the feasibility of introducing the DfID P3E. The curriculum needs to encompass employment-related education and training.	Recommendations 3, 11, 5, 17 Recommendation 6 Recommendation 1, 5, 7, 8
The development of the labour market is being hampered by poor communications – for example roads and the telecommunications system	Consider developing alternative forms of learning. For example distance learning + use of ICT. Improve local articulation and progression possibilities Ensure there is local education and training available to the required level.	Recommendations 2, 12, 13 Recommendation 12, 4 Recommendation 3, 4, 8
There is an ethnic and gender divide within the labour market	Checks need to be put in place to ensure that the curriculum is non-gender/race biased. Positive action careers advice.	Recommendations 2, 10, 9 Recommendation 10
The potential of the	Reduce the number of	Recommendations 1, 2

workforce is not fully realised.	students who dropout; improve basic level skills. Recognise the potential for learning and developing within the informal workplace.	Recommendation 2, 10
Future regeneration will benefit from the enthusiasm, creativity and innovation currently being shown by local people.	Introduce entrepreneurial modules into the curriculum. Also make available to those people who are already in the informal labour market.	Recommendation 2,10, 8

Recommendations

Recommendation 1: Support should be given for the establishment of an ERET learning programme, together with a national certificate for form 4 and 5 leavers, to be promoted at national level drawing on pilot work taking place, as proposed in this study, in Regions 6 & 10.

Recommendation 2: An alternative learning pathway be developed as a pilot in Regions 6 and 10 and take the form of a modular programme which includes a range of ERET related activities and approaches.

Recommendation 3: GEAP should actively support the formation of the National Council for Vocational Education and Training and encourage its brief to include reference to school based ERET work.

Recommendation 4: The role of private providers should be reviewed and a register of 'approved' or 'registered' training providers established together with a list of recognised qualifications and their possible articulation routes.

Recommendation 5: Make developing links with business a part of the role of MoE and regional education staff and include in TORS of up-coming consultancy in this area.

Recommendation 6: GEAP should link with the P3E initiative in Guyana to help promote the role of business in the development and delivery of education projects and initiatives especially those arising from the recommendations in this report.

Recommendation 7: Development of the teacher training curriculum within GEAP should reflect the core messages related to ERET made in this report.

Recommendation 8: Review building programmes to ensure that ERET curriculum needs are being met and that basic assumptions behind plans for

equipping workshops are valid in terms of the need for progression, articulation and relevant achievement

Recommendation 9: A tracer study is designed, undertaken and carried out annually for all secondary school leavers; this information is used to determine the effectiveness of provision.

Recommendation 10: To establish specific activities to enrich learning programmes, based on para. 3.2.8 which can be delivered separately as part of enrichment ALP or be brought together as part of a modular programme.

Recommendation 11(a+b): A Forum for Education and Business (FEB) should be established in each project area.

Recommendation 12 (a+b): Develop local progression routes between school and further additional education and training.

Recommendation 13: In partnership with other stakeholders introduce distance learning for teachers.

Recommendation 14: Develop agriculture provision on school sites in Linden.

Recommendation 15: Establish a “cyber café ” in Linden town centre as an example of joint entrepreneurial work and to support informal ITC learning.

Recommendation 16: Design and deliver a residential course for young people.

Recommendation 17: To strengthen the GEAP staffing in Corriverton especially in the area of education and business partnerships.

APPENDIX VII

Outline Terms of Reference for Forum for Education and Business (FEB)

Purpose and aims

The purpose of the Forum for Education and Business is to promote links between businesses and schools in the GEAP project area so as to promote a more employment related curriculum in schools. The aims of the Forum are to:

- i) maintain a register of businesses able and prepared to assist schools
- ii) identify work experience placements within the businesses community
- iii) support and monitor mini-businesses developed as part of the school curriculum
- iv) contribute to careers education fairs and careers education programmes in schools
- v) manage a fund for projects that support the development of ERET
- vi) improve the perception of the value of employment related programmes in schools amongst young people, teachers, parents and the wider community

Representation

The Forum should be made up of no more than twelve people including as a minimum: 3 from business (including at least one small or micro business); 3 from schools (including at least one headteacher); 2 from local agencies involved in economic development (e.g. NGOs, Chamber of Trade; Trade Union; Local Council, etc.); no more than 1 from the Regional Education Office.

In many cases individuals may be able to represent more than one area (e.g. a business person may be a member of the Chamber of Trade)

The minimum quorum for any meeting should be five members – including at least one person from each of business and school.

The qualification for membership of the Forum should include:

- a proven interest, commitment and support for links between education and business
- ability to network and gain interest of others in their representation group
- be able to make a positive contribution to the work of the Forum

Resources

The Forum should be supported by at least 1 member of the project area GEAP team who should act as facilitator and secretary to the group. The GEAP Field Officer and other GEAP staff may also contribute to the work of the Forum as appropriate.

A project fund should be established, for allocation under strict guidelines, to projects approved and monitored by the Forum.

A Forum may raise money through its own activities or contributions from members to be disbursed as part of the project fund. In such a case a Forum must open a bank account.

Monitoring

The Forum will maintain minutes of all meetings and maintain (through the GEAP office) records of all financial activity.

The Forum will submit regular reports of activity as requested by GEAP.

Possible Forum members for Region 6

(* attended seminar and intimated interest in CorFEB)

Business - Sandra Ramjam*; GUYSUCO*; Beverley Daniels (Stall holder); Seepaul Sampat *

Schools – Anita Raghauth; Philip Moore; + headteacher from project school

Local Agencies – Town Council

Possible Forum members for Region 10

Business – Vivian Munroe; Aubrey Daphness; Dunstan Barrow

Schools – Miriam Gilles; Jenny Bourne

Local Agencies - Michael Turner (LTI)

Suggested Regional Officer - Donna Simon.

APPENDIX VIII Notes for Career Education Module

All students require preparation for the world of work. A programme which draws together many of the ideas and activities within the report may be formed into a module which mixes a range of approaches to learning (including practical and outside the classroom). Successful completion of the module should be recorded through production of a student 'portfolio' accredited locally by the FEB. Module may be taught through participation in a range of activities rather than through formal time-tabled lesson structure. Module to be written in competence/learning outcome format and delivered during Form 4. The assessment portfolio may be completed over an extended period or as a result of a short intensive course. Could include elements of Georgetown Chamber of Commerce provision and the 'World of Work Workshops'.

Aim

To prepare young people for the world of work.

Outcomes

As a result of participating in the module young people can:

- i) recognise the range of national employment opportunities
- ii) list the employment opportunities within the area
- iii) determine opportunities that best reflect their interests and achievements
- iv) demonstrate the core work related skills required by employers
- v) identify the values and attitudes associated with employment
- vi) present themselves positively to employers
- vii) make realistic decisions about future employment

Approaches

Outcomes may be achieved through investigation and practical activities both within the classroom and beyond including:

- researching materials and information
- talks/interviews with local business people and agencies (e.g. Chamber of commerce)
- participating in careers fairs
- developing work related skills through working in teams/groups and solving problems/undertaking investigations
- using ITC and communication skills in corresponding/interacting with employers
- production of a portfolio recording their experience (including completion of a work experience record book)
- undertaking self analysis to identify strengths and weaknesses
- use of videos/TV to inform about work situations
- undertaking questionnaires and interviews with employees

- interview practice and curriculum vitae preparation
- exploring further education and training opportunities
- studying behaviour at work

Assessment

Assessment is based on determining the level of performance achieved in each of the outcome areas. Evidence is provided through written records of activity undertaken, teacher observation or testimony from employers/significant others. A formal portfolio that provides a format for presentation should be developed listing the seven key outcomes divided, where appropriate, into subsets, with evidence of achievement attached. There to be no pass/fail criteria – the portfolio will provide the evidence for use with prospective employers.

Portfolio format to be approved by Forum and/or business groups.

APPENDIX IX – Notes for Self Employment Module

A formal programme of lessons over the period of a term. The basic approach to follow the format set out in the workbook suitably modified for younger people *“Self Employment. Is it for me?”* produced for the IDCE programme. Module to be undertaken during Form 5.

Aim

To prepare young people for self employment

Outcomes

As a result of participating in the learning programme students can:

- i) state the basic business operations
- ii) list different types of small/micro businesses
- iii) identify the characteristics required to be self employed
- iv) identify their own strengths and weaknesses
- v) formulate plans for self employment
- vi) know how to take the first steps in planning a business
- vii) understand basic business finances
- viii) identify from whom and where to receive further help
- ix) recognise the importance of basic marketing
- x) start their own business

Methods

Direct teaching; interviews/talks from successful self-employed people; group investigations; practical exercises; written activity; development of model or mini-businesses.

Assessment

To be undertaken using a workbook format recording the results of activity related to the 10 outcomes. No pass/fail criteria. Completed workbook to be used by students as record/resource for establishing their own businesses.