

GUYANA EDUCATION ACCESS PROJECT

LABOUR MARKET INFORMATION SURVEY

Part One

of

“BRIDGING THE GeAP”

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for CfBT**

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2. ABBREVIATIONS

ALP	Alternative Learning Pathways
BESO	Business Executive Service
CARICOM	Caribbean Community
CXC	Caribbean Examination Council
CLAIT	Computer Literacy and Information Technology
CPCE	Cyril Potter College of Education
DFID	Department for International Development
ERET	Employment Related Education and Training
EU	European Union
GEAP	Guyana Education Access Project
GBET	Guyana Basic Education Training Project
GDP	Gross Domestic Product
GOG	Government of Guyana
GSCE	Guyana Secondary Certificate Examination
GTEE	Guyana Technical Education Examination
GTI	Government Technical Institute
GUIDE	Guyana In-Service Distance Education Project
ICT	Information and Communications Technology
LMI	Labour Market Information
LTI	Linden Technical Institute
MoE	Ministry of Education
NCERD	National Centre for Education Resources and Development
NATI	New Amsterdam Technical Institute
NDS	National Development Strategy
PEIP	Primary Education Improvement Project
PIC	Practical Instruction Centres
PreVoc	Pre-vocational education
REdO	Regional Education Officer
RSA	Royal Society of Arts
SSRP	Secondary School Reform Project
SSPE	Secondary School Proficiency Examination
SME	Small and Medium Sized Enterprises
TORs	Terms of Reference
TVET	Technical and Vocational Education and Training
VSO	Voluntary Service Overseas

3. EXECUTIVE SUMMARY

3.1 Labour Supply

- There is no comprehensive collation of destinations data (para.9.1).
- Employers seek employees who have more than just examinations (para.9.2).
- There are few effective formal links between education and business (para.9.2).

3.2 Influences on the Guyanese Labour Market

- In today's global market, the emphasis on manual production – in all but the most inaccessible regions - will inevitably change (para.10.1).
- Processes that previously required physical labour will be automated. Higher level technical and commercial skills will increasingly be in demand (para.10.1).
- The labour market is increasingly being driven by ICT (para.10.5).
- There is an ethnic and gender divide within the labour market (para.10.6,10.7).
- As trade pressures increase, and rigid forms of work organisation become more flexible, there will be an increasing demand for key skills (para.10.8).
- At present the pace of change in Guyana is slow but as communications improve, the pace of this change will gather momentum (para.10.8).
- Good communication skills – whether with customers or within the organisation - are increasingly important (para.10.8).
- Problem solving skills are important for the whole workforce (para.10.8).
- Employers are looking for staff who are keen to learn. A commitment to lifelong learning will be the key for individual survival in the workplace (para.10.8).
- The development of the labour market is being hampered by poor communications – for example roads and the telecommunications system (para.10.11).

3.3 Key Features of the Labour Market in Guyana

- Guyana is rich in natural resources. There are many new opportunities to be exploited (para.11).

- Efforts to diversify the economy are beginning to show results (para.11.1).
- As the country is largely a producer of primary products, the labour market is subject to a world economy (paras.11.1, 11.1.1, 11.1.4).
- In 1998, after seven years of strong growth, the economy experienced a recession (para.11).
- The skills required by the labour market are not wholly supported by the current school curriculum (para.11.1).
- About a quarter of the workforce is employed in the ‘informal’ sector (para.11.6).

3.4 Labour Market Action Points

- The education system needs to help young people be prepared for change (para.14.1).
- The curriculum should encourage creativity, diversity and entrepreneurship (para.14.1).
- Mechanisms should be considered for the introduction of Careers Guidance (para.14.1).
- The curriculum should support the development of the range of skills required for the informal sector (para.14.1).
- Management skills – such as problem solving, team working, commitment to lifelong learning – should be introduced (para.14.1).
- ICT awareness and skills need to be developed (para.14.1).
- Young people need to be helped to learn how to learn, and be responsible for their continued learning (para.14.1).
- Effective partnerships between education and employers need to be established (para.14.1).
- The curriculum needs to encompass employment-related education and training (para.14.1).
- Further investigate DFID’s 3PE initiative (para.14.1).
- The introduction of education for enterprise should be considered (para.14.1).

- The development of alternative forms of learning should be considered. For example, distance learning, utilisation of ICT and Mentoring (para.14.1).
- Checks should be introduced into the curriculum to ensure that it is not gender/race biased (para.14.1).
- Initiatives should be introduced that reduce the number of students that drop-out; improve the basic skills required by employers (para.14.1).
- Modules should be available, to both those in and out of education, that encourage the development of entrepreneurial skills (14.1).

3.5 Other recommendations

- Careers guidance and counselling need to be re-introduced into the curriculum (para.15.2).
- Structured and meaningful links need to be made between education and industry (para.15.3).
- An overall programme “Bridging the Gap” should be developed to strengthen links between education and business and to deliver the recommendations of this and the ALP report (para.15.3).
- School/college destinations data should be gathered (para.16.1).
- Further labour market analysis is required on the needs of major employment sectors in Guyana (para.16.2).

4. INTRODUCTION

The world of work is undergoing significant change as the impact of technological innovation, globalisation of business and changes in organisational practice are felt. Very few people will be left untouched by these far reaching changes.

The function of secondary education in Guyana is to:

'Provide students with the opportunities to acquire the skills and attitudes that would equip them for beneficial employment and/or entry into institutions of higher learning'
(Digest of Educational Statistics of Guyana – 1997/1998)

The challenge for education in Guyana is to ensure that young people are equipped with the *appropriate* skills to lead them into the 21st century.

Two points to note about the labour market:

- The labour market is governed by supply and demand. The supply side covers the number of people available for work – i.e. those leaving school, college, university or unemployed; the demand side covers the number of jobs available. In an ideal world the supply would match the demand. In Guyana, at present, the supply outweighs the demand.
- National statistics do not always reflect the local situation - thus the Corriverton labour market is different from the Linden labour market.

5. REPORT OBJECTIVES

The overall project objectives as outlined in the terms of reference (see Appendix 1) are to:

- identify major employment trends in both regions
- predict, as far as possible, future trends
- identify the skill requirements of the present and predicted labour market
- make recommendations to inform the curriculum. (See Alternative Learning Pathways study.)

6. METHODOLOGY

The labour market survey was undertaken during a visit to Guyana between the 13 – 27 November 1999. Gathering background information initially involved desk research mainly undertaken in Georgetown. This information was then expanded and verified, as far as possible, during visits to Corriverton and Linden.

The study was done in conjunction with the consultant working on the GEAP Alternative Learning Pathways study.

Four counterparts from the Ministry of Education were also attached jointly to the LMI and Alternative Learning Pathway consultancies who attended some of the interviews and provided a perspective on the issues and conclusions as they arose.

The information was gathered through discussion (a detailed list is in the meeting schedules in appendix II) with:

- Chambers of Commerce
- Colleges
- Community Researchers
- Education Managers
- Employers
- GEAP Managers
- Schools
- Self-employed people
- Trade Unions
- Training Centres
- VSO workers
- Young people

This dialogue was developed through individual meetings, group discussions, workshops and presentations. Discussion with employers was focused around a set series of questions – see Appendix 4.

7. REPORT STRUCTURE

The survey identifies:

- the forces of change impacting upon the labour market
- the major areas of employment in Guyana
- areas for future action by the GEAP.

Owing to the constraints of time this study is necessarily an overview of labour market trends and opportunities. It will nevertheless identify a range of global (both international and national) as well as local trends on which the Alternative Learning Pathways study can build.

8. STATISTICAL PROFILE

Labour market information covers the collection and analysis of both hard statistical data and softer information that can be gathered from informal sources such as regional and national press, the exchange of information within local networks of agencies and employers.

The Government Statistical Department in 1998 undertook a labour force survey and a household survey. Unfortunately it was not possible to have access to this information as the data is still being verified. Although much of the hard data in this report is not as up-to-date as would have been ideal, it does nevertheless indicate a range of trends that are still current.

8.1 Guyana Key Facts (see paragraph 17 for specific sources)

Population: 705,156 (July 1999 estimate)

Corriverton: 30,000 (estimate)

Linden: 45,000 (estimate)

Age structure:

0-14 years: 33% (male 118,796; female 114,327) (estimate)

15-64 years: 63% (male 224,219; female 222,562) (estimate)

65 years and over: 4% (male 14,582; female 17,605) (estimate)

Population growth rate: 0.9% (1996 estimate)

Net migration rate: 18.47 migrants per 1000 population (1996 estimate)

Unemployment: 12% (1992 estimate)

Ethnic Groups:

East Indian 51%,

Black and mixed 43%

Amerindian 4%.

European and Chinese 2%

Religions:

Christian 57%

Hindu 33%

Muslim 9%

Other 1%

(Source: CIA World Factbook 1999)

Table 2:3 Sectoral Breakdown of Employment Structure, 1980 and 1992

Sector	1980	% of total 1980	1992	% of total 1992	Annual Growth Rate %
Agriculture, Hunting and Forestry	48,603	25.2	74,038	30.2	4.4
Mining and Quarrying	9,389	4.9	9,836	4.0	0.4
Manufacturing	27,939	14.5	27,504	11.2	-0.1
Electricity, Gas and Water	2,772	1.4	2,607	1.1	-0.5
Construction and Installation	6,574	3.4	10,116	4.1	4.5
Commerce	14,690	7.6	39,806	16.2	14.2
Transport, Storage & Communications	9,160	4.8	12,623	5.1	3.2
Finance, Insurance & Real Estate	2,878	1.5	7,598	3.1	13.7
Government	29,249	15.2	18,092	7.4	-3.2
Community Services	13,899	7.2	14,615	6.0	0.4
Other Services	14,268	7.4	20,724	8.4	3.8
Not stated	13,215	6.9	7,933	3.2	-3.3
Total	192,636	100.0	245,492	100.0	2.3

Source: The Labour Market in Guyana, 1994 IDB.

Minimum Wage: There is no national minimum wage. There is, however, a minimum wage for various categories of workers.

Guyana Wages Growth 1994-98

	1994	1995	1996	1997	1998
Wages Growth	27.5	16.0	15.0	20.0	30.5

(Source: Private Sector Commission for Guyana – 1998 Accounts and Report)

Exports – partners (1996)

Canada	25.9%
US	20.4%
UK	22.7%
Netherlands Antilles	8.4%
Germany	4.3%

(Source: World Factbook 1999)

Imports – partners (1996)

US	27.6%
Trinidad & Tobago	17.7%
Netherlands Antilles	12.1%
UK	10.7%
Japan	4.2%

(Source: World Factbook 1999)

Points to note:

- 63% of the population are within working age.
- Between 1980 & 1992 53,000 new jobs were created.
- The largest employment sector is Agriculture, Hunting and Forestry (30.2%).
- The number employed in commerce increased between 1980 and 1992 by 25,000
- The number employed by government declined by 11,000 between 1980 and 1992.
- Guyana has a volatile labour market:
 - the unemployment rate is uncertain. It is, however, likely to be above 12%
 - wages growth rate over the last five years has been high, ranging from 15% to 30.5% per annum.

9. LABOUR SUPPLY

9.1 Examination Performance and School-Leaver Destinations

In 1997 out of 5526 pupils taking CXC's only 498 (9.01%) achieved five or more CXC's at grades 1-2.

In Linden the EU researchers estimate that only 20% of school leavers continue into tertiary education.

There is no up-to-date data on youth (15-19 year olds) unemployment. In 1992 it was estimated at 36.6%. This is high, and is an area of concern. It is important to get young people into the labour market promptly; otherwise disaffection can set in and other problems take hold.

At present regional and national statistics about school leaver and college student destinations are not gathered. This information is important because it:

- establishes a baseline
- provides information for school/college future planning
- will provide over time an indication of school/college performance
- is useful for setting realistic targets
- encourages education managers to consider their outputs
- can be used in careers guidance to inform young people's understanding of the options open to them.

9.2 Recruitment

A range of employers - large, small, nationalised, about to become de-nationalised, financial institutions, and a British retailing organisation with outlets in the Caribbean was selected to give a general overview. Representatives from the following were interviewed:

Linmine - Linden

Guysuccho- Port Mourant

NBIC Bank – Linden

Guyana Telephone and Telegraph Company (GT&T)- Linden

Demarara Bakery – Linden

Courts Retailers – Linden

National Bank of Credit and Commerce – Corriverton

Discussion was focused around a set of questions – see Appendix 4.

Additionally, a group of Chamber of Commerce members were interviewed in Linden,

while individual Chamber of Commerce members were involved in two meetings in Corriverton.

The majority of recruitment is done through speculative letters of application. None of the employers spoken to felt the need to advertise their job vacancies. Should a vacancy arise, employers will check their backlog of applications and select using various criteria – which will normally include a specified number of CXC's. This is not always the most effective manner of recruitment, as the achievement of qualifications is not necessarily an indicator of the level of social and personal skills. The assessment of these skills is hopefully undertaken during the interview.

Several employers said they were disappointed at the quality of letter writing. There were frequent comments regarding the low quality of applicants' English and Maths. One employer, in the retail sector, said that she would telephone applicants - if they had a 'phone - to offer feedback as to why they hadn't been invited to an interview. She had also passed on her concerns about the standard of letter writing to the local school.

A common theme that ran through interviews with employers was the need for young people to have more to offer than a handful of CXC's. Every employer I spoke to considered skills such as oral and written communication to be as important as academic qualifications.

There appear to be few effective, formal channels of communication between schools and employers. Where links are made, it is largely due to the initiative of individuals.

9.3 Labour Supply – Summary

- There is no comprehensive collation of destinations data.
- Employers seek employees who have more than just examinations.
- There are few effective formal links between education and business.

10. INFLUENCES ON THE LABOUR MARKET

At present Guyana's labour market is heavily dependent on a primary economy, based around agriculture, fishing and mining. This sector contributes to over half of Guyana's GDP.

Many of the skills required to support this economy are low level.

Domestic Exports 1998

Gold	Sugar	Bauxite	Rice	Other	Total
24%	24%	15%	14%	23%	100%

(Source: Private Sector Commission of Guyana – Accounts and Report 1998)

Guyana's labour market is subject to a range of influences that include:

10.1 Global Influences

Guyana's main products - sugar, rice, bauxite, gold and timber products - are all sold on the world market and are therefore subject to the vagaries of a world economy. Thus the country's poor economic performance in 1998 was blamed on external world trade factors.

Information and Communications Technology has enabled business to become internationally mobile in a way never possible before. In today's global market, the emphasis on manual production – in all but the most inaccessible regions - will inevitably change. Processes that previously required physical labour will be automated. Higher level technical and commercial skills will increasingly be in demand. It is predicted that the demand for qualified middle managers will increase.

With its low operating costs, Guyana can also benefit from the world economy.

10.2 Brain Drain

One should not forget that the labour market itself is globally competitive. In Guyana this is all too evident with numbers of professionally qualified workers leaving the country. Despite the net economic recovery over the last few years, professional and skilled workers continue to leave the country. Many Guyanese have extensive families abroad, mainly in Great Britain, Canada and the USA. Many seize the opportunity to follow them. In 1996-7 the numbers employed in the teaching profession declined by 15.7%. While this research was being undertaken there was talk of teachers, along with teacher trainers, who have been recruited to work in Botswana. On a plus side, a significant amount of money is sent from relatives abroad back to Guyana.

10.3 Political Background

The political background is very important for the understanding of the current socio-cultural and economic situation in Guyana; it has tremendous negative impacts on the economy of the country and causes hesitant investment patterns and severe 'brain drain'. (Source: Identification Study for the Delegation of the EC in Guyana - Draft 12/1998)

After years of a state-dominated economy, the mechanisms for private investment, domestic or foreign, are still evolving. The shift from a state-controlled economy to a primarily free market system began under Desmond Hoyte and continued under Cheddi Jagan. The Government's reform agenda includes structural policies that should facilitate an environment in which the private sector takes the lead in economic activity.

Although the number of people working in the public sector is said to be decreasing it is still high. In 1996 public sector employment amounted to 34.6% (92,000) of the total labour force (Source: Baseline Study – Middle and Technical Management training in Guyana – Shaw/Monplaisir – May 1998).

The Jagdeo administration continues to seek foreign investment to create jobs, enhance technical capabilities, and generate goods for export.

The telephone company and assets in the timber, rice, and fishing industries have been privatized. International corporations were hired to manage the huge state sugar company, GUYSUCO, and the largest state bauxite mine. An American company was allowed to open a new bauxite mine and two Canadian companies were permitted to develop the largest open-pit gold mine in Latin America.

The Government intends, through the National Development Strategy (NDS), to take further steps to complete this privatisation programme.

10.4 Trade Unions

Unions are an important political force in Guyana. Traditionally the union movement has been very politicised and divided along party lines. However, as the privatisation process gathers momentum and State intervention in the economy reduces, a new union structure is appearing. This change means that unions are becoming more involved in rank and file demands rather than politics.

The total number of workers affiliated to the unions in 1993 was 68,846, 25 % of the total workforce and 50% of the regularly employed workers

However, it is significant that the training manager of one major employer visited said that the union was not involved in training issues – they didn't see this as part of their role.

10.5 Increasing use of ICT

The use of new technology in Guyana is gathering momentum. While ICT is well established in the financial services, business services and commerce it is spreading right across the employment spectrum.

New technology allows improved communications, the growth of new types of organisations, occupations and jobs. The introduction of ICT brings with it a whole range of services and support work such as:

- Program development
- Software support
- Hardware support
- Training etc

It is important that Guyana aims to become self-sufficient in these skills and not reliant on other countries.

All young people need to be computer literate when they leave school. ICT is one of the drivers of the global economy allowing cheap (relatively) and instant communications. Used creatively ICT will be of tremendous importance in linking the more remote regions of the country.

However, as new technology automates labour intensive work, it can bring its own problems.

10.6 Ethnic Groups

The structure of employment in Guyana is affected by different ethnic groups. The various ethnic backgrounds of the population have remained fairly distinct, each group having its own culture and lifestyle. These differences are also reflected within the Labour Market.

The Afro-Guyanese population is concentrated in the public sector, while the East Indian population dominates the private sector. In 1992 more than 65% of the jobs in public administration were occupied by Afro-Guyanese. The reduction of jobs in public service is therefore having a disproportionate effect on the Afro-Guyanese.

10.7 Gender

Traditional gender stereotyping is evident at all levels of education in Guyana. For example few females specialise in science and technology. There are notable examples of progress however; seven female plumbers recently qualified at New Amsterdam Technical College.

10.8 Business Culture

As businesses respond to a more competitive environment a range of new approaches are being introduced:

- Privatisation (see para 5.3)
- Delayering
- Refocusing around core activities.

The effect of this is to make individual career paths more varied and more uncertain.

Good communication skills – whether with customers or within the organisation - are increasingly important. Problem solving skills are important for the whole workforce.

Many will have more fragmented and mobile careers, inducing feelings of career uncertainty. Constant retraining, refocusing and updating skills is a feature of this new business approach. Employers are looking for staff who are keen to learn. A commitment to lifelong learning will be the key for individual survival in the workplace.

10.9 The Environment, Weather Conditions and Environmental Awareness

In 1998 the economy is said to have been adversely effected by lack of rainfall due to the El Nino phenomenon.

The increasing awareness of the importance of preserving the environment has an impact upon the economy. For example, it is important that the gathering of timber products is managed so that any negative impact on the environment is minimised. Mining industries need to be monitored to avoid damage to the environment by scarring the landscape and polluting and silting rivers.

Initiatives include:

- Guyana is joining other CARICOM states to develop national programmes to mitigate climate change.
- Guyana has developed a National Strategy for the Conservation and Sustainable Use of Guyana's Biological Diversity.
- The development of a national forest policy.
- The development of a new fisheries policy.
- (Source: Natural Resource Aspects of Sustainable Development in Guyana – www.un.org/esa/agenda21/natinfo/countr/guyana/natur.htm)

A range of new environment related jobs – mainly scientific and technical - will be created by this new awareness.

10.10 Education

A review of literature suggests that although Guyana's educational system was considered one of the best in the Caribbean during the 1960's, it is probably the weakest today. (Growth Through Learning For All – Education Policy 1999)

The most important ingredient for success in the 21st century will be human capital. Education systems now compete internationally to provide each society with the educated workforce that is the ultimate determinant of economic success. Countries that fail to provide an education that reflects tomorrow's world are doomed to stifle their people's potential.

The perceived decline in the standard of education is attributed to:

- deteriorating economic conditions in the '70s and '80s
- the loss of the influence of the church
- decreasing resources
- emigration of community leaders.

According to the *Growth Through Learning For All* policy document, learning in schools, as measured by national and Caribbean-wide documents is extremely low. A large proportion of the teaching force is untrained and unqualified, absenteeism among both teachers and students is high and textbooks and other teaching aids are often unavailable.

Perhaps the most telling reflection of the low status of teachers is the level of pay. Teachers are now paid less than many unskilled or semi-skilled workers. For example, a young person can leave school and get a job as a security guard in a bank and receive a salary far in advance of that received by a newly qualified teacher.

However, enrolment in the various centres of the Cyril Potter College of Education increased by 214 for the 1997-1998 academic year. There were increases in all three types of programmes: nursery increased by 24, primary by 106 and secondary by 84.

10.11 Communications Infrastructure

Roads. With a few notable exceptions – for example the Georgetown to Linden highway - the roads are low quality. In Linden, side roads, were in a 'deplorable state'.

Telephones. The telephone system is run by the Guyana Telephone and Telegraph Company (GT&T) who have a 40-year monopoly. In some areas there is a waiting list of up to two years for new phone connections to be installed. ICT relies on good telephone connections; the present phone system could inhibit economic growth and development of the labour market.

10.12 Summary of Influences on the Labour Market

- In today's global market, the emphasis on manual production – in all but the most inaccessible regions - will inevitably change.
- As trade pressures increase, and rigid forms of work organisation become more flexible, there will be an increasing demand for key skills.
- At present the pace of change in Guyana is slow, but as communications improve, the pace of this change will gather momentum.
- Processes that previously required physical labour will be automated. Higher level technical and commercial skills will increasingly be in demand.
- The labour market is increasingly being driven by ICT.
- Good communication skills– whether with customers or within organisations - are increasingly important.
- Problem solving skills are important for the whole workforce.
- Employers are looking for staff who are keen to learn. A commitment to lifelong learning will be the key for individual survival in the workplace.
- There is an ethnic and gender divide within the labour market.
- The development of the labour market is being hampered by poor communications – for example roads and the telecommunications system.

11. THE LABOUR MARKET IN GUYANA

Guyana's overall economic performance over the 1990's compares favourably with other countries in the Caribbean. During the first seven years of the decade the country recorded an annual economic growth rate of 5% or better. Gold mining, and the production of rice, sugar and forestry products were all growth areas.

Favourable factors included a more auspicious atmosphere for business initiative: a more realistic exchange rate, a sharp drop in the inflation rate and the continued support of international organisations.

However, economic development and the creation of new jobs continue to be hindered by poor roads, an unreliable electricity output and a monopolised telephone system that appears to be unable to expand to meet public demand.

A recent EU report highlighted a range of hindrances to private sector and therefore employment growth. These include:

- Small local market with low purchasing power.
- Low productivity related to a limited and insufficiently trained workforce.
- A lack of marketing skills.
- High migration.
- Inadequate legal framework and financial markets.

Civil unrest in December 1997 has also made investors cautious.

After seven years of high and positive growth, the economy of Guyana recorded a negative growth of 1.3 % rate in 1998.

Production 1998

Sector	Production
Sugar	-7.4%
Rice	+1%
Forestry output	-24%
Mining and Quarrying	-2.7%

(Source: ILO overview –Latin American and Caribbean Consultants Research)

11.1 Agriculture

Agriculture is the most important sector of Guyana's economy both in terms of foreign exchange generation and the number of people employed. In 1995, agriculture and fisheries contributed about 38% of GDP and 43% of foreign exchange earning.

The main crops are sugar and rice, which are grown along the coastlands. It is said by the

Guyana Office for Investment that coconuts, the third most important crop, has ‘vast potential for development’.

Agricultural skills are taught in primary and secondary schools and at the Guyana School of Agriculture. There is also a Faculty of Agriculture at the University of Guyana. Yet, although agriculture is such an important part of the economy, it appears in the areas that we visited, to be given a low priority in the school system. With a few notable exceptions, school farms were run down and neglected – the reason for this was often cited as vandalism.

Although economic growth is still driven by the agricultural sector efforts at diversifying the economic base are said to be getting results.

11.1.1 Sugar

Sugar is produced from the sugar-cane plant by the Guyana Sugar Corporation (Guysuco). Guysuco is managed by Booker - Tate who have worldwide experience of sugar production. The company operates 5 factories on the coastlands in Demerara and Berbice. (There were previously 8 sites – but the operation has been rationalised.) 20% of agricultural land is given over to the growing of sugar cane.

Production grew from 786m G\$ in 1994 to 854m G\$ in 1997 but dropped back to 790m G\$ in 1998. The EC guarantees Guysuco a set price for its sugar – it should be noted that Guyanese sugar is expensive to produce. Sugar from the Sheldon Estate costs 16 cents per pound to produce. In Australia the sugar production costs are just 6 – 7 cents per pound. Although we heard no discussion about restructuring the workforce, in a world market this must be inevitable. In the future the Guyanese sugar industry will become more mechanised and less labour intensive.

Guysuco employ 22,000 people making it the largest employer in Guyana. About 1,500 of these employees work at technical or managerial levels. The remainder of the workforce are unskilled/semi skilled labourers.

Guysuco trains its own engineering apprentices at their training centre at Port Mourant. Apprentices follow a four-year apprenticeship overseen by the Board of Industrial Training. The training centre is currently working towards a review of programmes with the emphasis on competency training. There is an in-take of 60 apprentices each year. This is enough to meet Guysuco’s needs as well as allowing for ‘wastage’ as a number of apprentices are invariably offered employment elsewhere.

11.1.2 Rice

Unlike sugar, rice is produced by individual farmers and then sold on. The paddy is either sold directly to buyers, or taken to a mill and then sold. Also unlike sugar, the paddy growers are at the mercy of the market. They do not have the power of collective bargaining. One rice farmer I spoke to said that the buyers would look elsewhere if the growers attempted collective bargaining.

The Private Sector Commission of Guyana believes ‘that the rice industry has to improve its level of efficiency if it is to be competitive’.

11.1.3 Agribusiness

It is reported that the agribusiness sub-sector of light manufacturing around juice and vegetable processing is showing signs of positive growth.

At present agricultural activities are focused on the coastal plane, which represents less than 10% of the country’s total land area. There are plans to develop the Savannah region to the south of Linden through the Intermediate Savannah Agricultural Project.

Projected activities include:

- Farming of forage based beef cattle.
- Cultivation of cereals, legumes and fruit.
- Beef ranching.
- Agroforestry producing hard and softwood for the lumber industry.
- Ecotourism attracting naturalists and offering the opportunity to study the environment as well as boating, fishing and horse riding.

11.2 Forestry

Guyana has extensive forest reserves; about 75% of the country’s 83,000 square miles is forest. The Forestry Commission, which administers the industry, says the more than 140 species are being harvested; only 15 of those find their way onto the export market. The industry accounts for 5 per cent of GDP.

Again the forestry sector is at the mercy of the global market. At present there is a glut of timber on the world market along with increased competition from Asia. The industry needs to explore the possibility of adding value to this commodity.

Barama, the Malaysian - Korean Partnership, has a 4m acre logging concession in Guyana, and manufactures plywood. It has a complex on the Demerara River outside Georgetown which includes a sawmill with kiln dryers, a marine slipway and wharf facilities.

According to the statistics the annual rate of deforestation is less than 1%. There are no reforestation programmes in Guyana because selective logging activities for such wood as Purpleheart and Greenheart are said to have made little impact on the forest canopy.

11.3 Engineering and Construction

As a result of the building boom in housing and the commercial sector this has expanded by about 4.7%. A boom in construction is invariably an indicator of a buoyant economy.

11.4 Mining

Guyana's gold industry has been growing steadily over the last 10 years. Except for the Canadian – operated Omai mine, which produces three quarters of the country's gold, Guyana's miners have little technical sophistication. The gold Board estimates there are 10,000 miners using dredges and suction in alluvial mining.

Production costs are kept high because of the long distances material and equipment have to be transported. There are few roads to where the deposits are located.

Although all large-scale mining operations are subject to an environmental impact assessment the countryside is frequently left polluted and scarred.

11.5 Energy

Guyana is well endowed with the potential to develop renewable energy resources including hydropower, solar, and wind energy.

11.6 Tourism

Guyana has a fledgling tourism industry. The country attracts 100,000 visitors a year. However, it is said that the majority of these are Guyanese expatriates returning home to visit.

At present Guyana's tourism industry is handicapped by:

- a lack of direct flights from the USA and Europe
- a limited amount of international standard accommodation
- a limited range of world class tourist attractions
- a poor transport infrastructure – particularly in the interior
- a little known cultural heritage.

However, there are good opportunities to develop the ecotourism niche market. The Belize model of ecotourism should be investigated.

11.7 The Informal Labour Market

The informal sector includes subsistence self-employment and entrepreneurial self-employment. Although the informal sector operates outside the legal regulation of the state its importance should not be ignored. The informal sector is important in that it provides the opportunity for economic survival for a large number of people. The informal sector is characterised by individuals, families or groups providing a range of goods and services – vehicle repair, woodworking, metalworking, clothing, shoe repair, watch repair, retail etc.

A World Bank Report (1996) estimates that about a quarter of the workforce is employed in the informal sector.

Although Governments the world-over are traditionally hostile to the informal sector it is important to recognise the role played by the sector in that it at least offers a mechanism for survival for those on the fringes of society. Given that the sector does exist - and is, in fact, a major source of income and employment opportunities - ways should be considered as to how to support and develop informal entrepreneurial initiatives.

Enterprise schemes such as the Prince's Trust should be investigated to see whether they could be adapted to the specific needs of the Guyanese labour market.

11.8 Summary of the Labour Market in Guyana

- The Country is rich in natural resources. There are many new opportunities to exploited.
- In 1998, after 7 years of growth, the economy experienced a recession.
- Efforts to diversify the economy are bearing fruit.
- Economic growth is largely driven by the primary sector.
- In the future the labour market will become more mechanised and less labour intensive.
- It is predicted that the demand for qualified middle managers and technicians will increase.
- The skills required by the labour market are not wholly supported by the current school curriculum.
- There are opportunities to develop the eco-tourism niche market.
- About a quarter of the workforce is employed in the informal sector.

12. CORRIVERTON – REGION 6 (A profile)

Corriverton adjoins the Corentyne River which divides Guyana from Surinam. It is much like the other towns along the coast in that it is built as a ribbon development along the highway. It is estimated to have a population of 30,000, the majority of whom are Indo-Guyanese. A substantial number of Afro-Caribbean live in the area, together with a few Amerindian and Chinese.

It has 3 secondary schools, but no sixth-form or technical college. Students who study A levels have to go to Georgetown. Likewise those who want a technical training have to attend the Technical College at New Amsterdam. There are several private training colleges for those who wish to gain commercial skills. Once students leave Corriverton it is unlikely that they will return. They may seek employment in Georgetown or look for work abroad.

The major employer in Corriverton is Guysuco. A large amount of land is used for growing sugar cane. The Guysuco factory at Skeldon processes sugar cane into molasses for export. Apart from a few clerical and technical jobs the majority of the jobs are for unskilled workers or labourers.

The training manager at Guysuco stated that the company believes it has a responsibility for the community. Guysuco:

- employs Community Liaison Officers
- provides Communities short education courses at their community centres
- would be happy to offer teacher placements
- are keen to purchase Guyanese produced goods, where appropriate

The training manager said he would be pleased to work with GEAP.

There is also a rice mill in Corriverton and 14 timber mills are dotted along the river. A number of people earn their living through fishing. There is a vibrant shopping street with a bank, a range of stores (mostly family run), many cafes and a town-run market. There are also a number of aquaculture beds on the road to New Amsterdam.

The administrative centre for Region 6 is an hour and a half journey down the road in New Amsterdam. The town's electricity supply is erratic, and could well be a deterrent to economic development and the creation of new jobs.

The opportunities available for young people in Corriverton who have worked to achieve good grade CXC's are limited. Currently there is a freeze on public sector recruitment.

Young people seek white-collar employment, but there are few such jobs. There are opportunities to work in the fields, cutting cane, harvesting paddy or fishing. But then, as one of the Corriverton Research team said, “what is the point of getting a good education?”

Education Institutions for Region 6 (1997-1998)

Community High School	Primary – with Secondary Departments	General Secondary	Technical/Vocational
3	47	14	1 (+ 2 Practical Instruction Centres)

13. LINDEN – REGION 10 (A profile)

Linden is sixty miles inland from Georgetown. It is connected to the capital by Guyana's best-maintained highway. The journey from Georgetown takes about 1.5 hours. Sea-going vessels are able to come up the Demerara River to load up with bauxite.

The EU report suggests that a reliable population figure would be around 45,000 – 35.93% being aged 5-19.

The town grew up around the bauxite works – now known as Linmine. As part of the government's privatisation scheme Linmine has been offered for privatisation. Linmine also ran the town's hospital, technical college and was responsible for electricity generation. In the past children leaving school could look forward to a career with the company through a wide range of jobs – for example, clerical work, engineering, laboratory work, unskilled work etc.

At present Linmine is waiting for a buyer. Recruitment is on hold and qualified staff are leaving the company to take up more certain employment elsewhere. Last year over 80 staff left the company. 1,780 staff are currently employed at Linmine; in its heyday the company employed a workforce of about 6,500.

In the last ten years the only new employers in the region have been Omai Gold Mine and Texas /Ohio Electricity who purchased the power plant from Linmine.

With regards to agriculture, the conditions are not supportive to the growth of rice or sugar. Agriculture in Linden is on a small scale and mostly revolves round the growth of corn, cassava, coconuts, potatoes, beans and peanuts.

An EU study on future employment opportunities has just been undertaken and the Chamber of Commerce is considering a range of new employment opportunities. The report identifies 400 small and medium businesses operating in the area.

In spite of the changes, it is my personal view that there is an air of optimism in the community; several interviewees were looking to the future rather than past. Lindenians have a strong loyalty to their town; however, like the rest of Guyana, Linden has suffered from migration of its most skilled workers to Georgetown and beyond.

Long term projects being considered in the region that could help Linden include the construction of the highway linking Guyana with Brazil and the development of the Savannah lands.

Even if the construction of the new road goes ahead it is estimated that it will be at least 5 years before any economic impact is felt.

Education Institutions for Region 10 (1997-1998)

Secondary Department of Primary	Community High School	General Secondary	Technical/Vocational
25	1	5	1 (+ 1 Practical Instruction Centre – not operational)

(A draft report has recently been produced by the EU entitled *Identification Study for the Economic Diversification of Linden Guyana*. It is not the intention of this study to duplicate that work – where possible this report aims to support and build upon the EU findings.)

13.1 Linden – Opportunities for Job Creation

- It is anticipated that the proposed Savannah project could be used to stimulate a range of agribusiness activities.
- If the Brazil highway goes ahead Linden could be seen as the gateway to the interior.
- At present the economy is very much reliant on the primary sector; the majority of products produced in the area are shipped out for processing elsewhere. The processing of agricultural products would give added value to the economy. Areas of development could include:
 - copra and oil production, juicing of fruits, other fruit extraction & processing of peanuts.
 - Forest products could be further exploited. Areas to investigate include the production of charcoal, sawn timber and furniture manufacture.
 - Roads within Linden will need upgrading if the local economy is to be developed.
 - At present the port facilities have specialised and dedicated users. The possibility of expanding this use, perhaps considering opportunities offered by the new highway, ought to be explored.
 - The EU report recommends that support be given to micro, small and medium start-up right across the spectrum. Areas that were specifically mentioned included:
 - furniture manufacture, small scale agricultural operations, car washing, ceramics, catering, hairdressing, clothing & manufacture of quality craft goods.

To support the above initiatives there needs to be increased access to business finance.

14. THE LABOUR MARKET IN REGIONS 6 & 10

As a result of this study and in conjunction with the Alternative Learning Pathways consultancy the following summary analysis of the labour market in regions 6 & 10 has been drawn together with the implications for the provision of education. This summary table is extended in the Alternative Learning Pathways report.

14.1 Key Features	What this means
<p>The Country is rich in natural resources. There are many new opportunities to be exploited.</p> <p>Efforts to diversify the economy are beginning to show results.</p> <p>As the country is largely a producer of primary products, the labour market is subject to a world economy.</p> <p>In 1998, after 7 years of strong growth, the economy experienced a recession.</p>	<p>Education needs to help young people be prepared for change.</p> <p>The curriculum should encourage creativity, diversity and entrepreneurship.</p> <p>Mechanisms should be considered for the introduction of Careers Guidance.</p>
<p>About a quarter of the workforce is employed in the ‘informal’ sector</p>	<p>The curriculum should support the development of the range of skills required for the informal sector.</p>
<p>It is predicted that the demand for qualified middle managers will increase.</p> <p>Higher level technical and commercial skills will increasingly be in demand.</p>	<p>Management skills – such as problem solving, team working, commitment to lifelong learning – to be introduced.</p>
<p>The labour market is increasingly being driven by ICT.</p>	<p>ICT awareness and skills to be introduced.</p>
<p>Employers are looking for staff who are keen to learn.</p>	<p>Young people need to be helped to learn how to learn, and be responsible for their continued learning. They need to know their own preferences and limits – and perhaps push back those limits.</p>
<p>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.</p>	<p>Basic education skills need to be built into the core curriculum.</p> <p>Development of more generic technological and ERET skills required.</p>

<p>The skills required by the labour market are not wholly supported by the current school curriculum.</p> <p>Channels of communication between education and employers are not clearly defined.</p>	<p>Effective partnerships between education and employers need to be established.</p> <p>Investigate the feasibility of introducing DFID's P3E.</p> <p>The curriculum needs to encompass employment-related education and training.</p>
<p>The development of the labour market is being hampered by poor communications – for example roads and the telecommunications system.</p>	<p>The development of alternative forms of learning should be considered. For example, distance learning; use of ICT, mentoring.</p>
<p>There is an ethnic and gender divide within the labour market.</p>	<p>Checks need to be put in place to ensure that the curriculum is non-gender/race biased.</p> <p>Positive action careers advice.</p>
<p>The potential of the workforce is not fully realised.</p>	<p>Reduce the number of students who dropout; improve basic level skills.</p> <p>Recognise the potential for learning and development within the informal workplace</p>
<p>Future regeneration will benefit from the enthusiasm, creativity and innovation currently being shown by the local people.</p>	<p>Introduce entrepreneurial modules into the curriculum. Also make available to those people who are already in the informal market.</p>

15. WHAT NEEDS TO BE DONE

15.1 Within Education

- Provide enterprise modules that include, finance, marketing, good business practice. The Prince's Trust could be used as a model.
- Provide a more vibrant agricultural education in schools. Create an interest and raise the status of the subject. (For example a college principal, by propagating plants in his office, provided a covert positive message about horticulture.)
- Train all young people in the use of ICT.
- Investigate role of Public-Private Partnerships in Education.
- Foster education/business links through an intermediary body.

For recommendations as to how the above could be achieved see Report Two - Study on Alternative Learning Pathways.

15.2 Careers Guidance

If Guyana is to maximise the potential of its young people it needs to re-introduce the concept of Careers Guidance and Counselling into the curriculum. Information and guidance about their career choice can raise aspirations and determine achievement potential. Briefly, careers guidance and counselling should involve a structured programme of activities including:

- who am I – where the young person looks at their own skills, aptitudes and interests.
- what's on offer – where the young person looks at the opportunities open to them. This could be: further education; training or a job (preferably with training).
- how to apply – this should include job hunting skills, completing application forms, practising interview techniques etc.
- the world of work – gaining an understanding of the world of work through **structured work** experience, job studies and projects.
- the opportunity for a one-to-one discussion with a trained careers guidance adviser.

It should be acknowledged in the careers education and guidance that parents are one of the key influences on their children's career choice. It should therefore also be the role of the school to keep parents informed and up-to-date about the labour market and changing world of work.

Indeed, in this climate of change, careers guidance is not a one-off process. Flexible work patterns, the delayering of organisations and the need to constantly change working processes in response to new technology requires people to have the skills of career management, as much as the skill of career decision making.

15.3 Links with Employers

If the curriculum is to meet the needs of the 21st century it is essential that structured and meaningful links are made between education and industry.

Effective collaboration between schools and businesses should enable work related learning that provides young people with direct access to current and emerging practice in the workplace.

Employment related education and training provides the opportunity of:

- learning *through* work
- learning *about* work
- learning *for* work.

The main point for GEAP is that the development of partnerships between education and business which facilitate closer working relationships and understandings is vital for improving young people's preparedness for work. One way forward could be provided by DFID's P3E approach.

A range of education/business partnership models exist in the UK and Canada. Further investigation is required to see whether these could be adopted to the Guyanese Labour Market.

Employer links are expanded upon in the Alternative Learning Pathways Document

16. OTHER RECOMMENDATIONS FOR FURTHER ACTION

16.1 Destinations Information

School destinations information should be gathered. The information collected should include the number of Year 4/5 pupils that:

- continued with their education – either at school or college
- went into work, specifying the type of work.
- left the area.
- were unemployed.
- were unavailable for work – for example were pregnant, ill etc.

It is suggested that such a survey could be undertaken on a pilot basis in each region, with a view to future annual national surveys. Although schools would be expected to provide the majority of data, the Community Research Teams could be used to track students whose destinations are unknown. The Community Research Team could also work with the schools in the compilation, analysis and publication of the data.

A similar approach could be used to track the destinations of college students. Although it is acknowledged that this will be a more difficult task to undertake due to an anticipated widespread geographical distribution of students, with the support of the community researcher it should be achievable.

16.2 Employment Sector Analysis

It is important that education is kept up-to-date with the specific needs of the labour market. Further labour market analysis is required on the major employment sectors in the country. Analysis of the major employment sectors should include:

- demographic data
- patterns of employment – full/part-time, self employment
- job vacancies and recruitment patterns
- skill required/skill shortages
- future trends
- earnings levels and trends.

In the long term Guyana needs to establish a Labour Market Information Unit that will compile information on an on-going basis.

17. SOURCES OF INFORMATION

Accounts and Report Private Sector Commission of Guyana –1998
Agriculture Science Curriculum Guide - NCERD 1998
Analysis of 1995 - 1998 CXC General Proficiency Results - October 1998
Apprentice training at Port Mourant Training Centre - September 1999
Briefing Document - Guyana Basic Education Teacher Training Project
Bulletin - Government Technical Institute; June 1999
Digest of Educational Statistics of Guyana 1997/98 (MoE Planning Unit)
Education and Training of Artisans for the Informal Sector in Tanzania – Kent & Mushi –
ODA - 1995
Economic Diversification of Linden; Identification Study - EU Report November 1999
Education for Employment in the 21st Century - Dr Kenneth Hunte - SSRP 1998
GEAP – Baseline Study – May 1999
GEAP Master Plan
Growth Through Learning for All - National Development Strategy for Guyana (August
1999)
Identification Study for the Delegation of the EC in Guyana- Draft 12/1998
Identification Study for the Economic Diversification of Linden, Guyana. (Draft October
1999)
Investment Areas - Guyana Consulate – www.guyanaconsulate.com Inter- The Labour
Market in Guyana - American Development Bank (November 1994)
Linden Technical Institute - Development Through Training
Message from a True Patriot - Dr Clarence Berry
New Amsterdam Technical Institute - Prospectus
Proposal for the Implementation of the Guyana Secondary Certificate Examination - MoE
- S. Walters
Proposal for the Revival of Pre-vocational Education in Guyana (MoE TVET Centre) -
MoE; E. Williams
The World Factbook – www/buck.com.centry-cd/factbook/gy.htm
Training Delivery in the Caribbean: changing Skills Requirements and Concerns in
Guyana – Sydney Walters DCEO (Tech)

APPENDIX 1 - TERMS OF REFERENCE

Draft Terms of Reference - Consultancy to undertake a Labour Market Information Survey

GUYANA EDUCATION ACCESS PROJECT (GEAP)

Background

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

It is also recognised that there is a need to raise pupil performance by improving the quality of teaching and learning in schools as well as matching the curriculum provided to local and national employment trends.

A study is required to explore the present and future labour skill requirements in both Regions, as well as in Guyana generally, investigating both the formal and informal labour markets

Overall objectives

The overall objectives are to:

- Identify the major employment trends in both regions as exist at present and to predict as far as possible future trends.
- Identify the skill requirements of the present and predicted labour market
- Analyse the curriculum currently offered and make recommendations to inform the curriculum years 4 and 5 and to ensure that students are offered skills required for the world of work.

Scope of work

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

The consultant will be expected to work closely with a colleague consultant who will be undertaking a study on Alternative Learning Pathways.

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

IADB PEIP – Primary Education Improvement Project
WB SSRP – Secondary School Reform Project
CIDA GBET – Guyana Basic Education Training project
DFID GUIDE – Guyana In-service Distance Education programme.

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

Expected outcomes

A report which sets out the current and predicted labour market and associated skills with recommendations concerning alternative options for the school curriculum for the MOE and GEAP Project team to consider.

Conduct of work / level of chargeable input

Timing – November 1999

Three days to gather information from national and regional sources in Guyana

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

Two days report writing.

Expertise and Experience Requirements.

Detailed working knowledge of labour market information survey techniques applicable in the Caribbean Region.

Reporting and presentation skills.

Consultants: 1 international/regional and 1 local educational planner

Reporting requirements

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

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

APPENDIX 2 – WORK PROGRAMME

Work Programme for Labour Market Consultancy		
Date	A.M.	P.M.
Sat 13/11		Arrival from UK
Sun 14/11	Operations Manager (GEAP)	(Luggage search and retrieval)
Mon 15/11	Bureau of Statistics	GEAP Office
	Government Technical Institute	MoE, DCEO (Development)
	Chamber of Commerce	SSRP Project
Tues 16/11	MoE - Hector Patterson + counterparts	DFID Education Adviser
	Chief Planning Officer	MoE; DCEO (Technical)
	NCERD	CPCE Deputy Principal & Principal
	Hotel transfer	
Wed 17/11	Travel to Linden	Linmine
	RA - Ed Denham	Regional Executive Officer
	Deputy RedO	
Thurs 18/11	Christianburg Multilateral School	Chamber of Commerce
	NBIC Bank	Courts Retailers
	GT&T	Community Researchers
		VSO Team (eve)
Fri 19/11	Demerara Bakery	Travel to Georgetown
		Meetings with CEO; DCEO (Technical) (not completed)
	Mayor of Linden (not completed)	DFID Education Adviser (informal briefing)
	Linden Technical Institute	
	RA - Ed. Denham	
Sat 20/11	A Borthwick - MIS consultancy	
Sun 21/11	A Borthwick - MIS consultancy	Travel to Corriverton

Work Programme for Labour Market Consultancy		
Date	A.M.	P.M.
Mon 22/11	Meeting Community Researchers	Workshop planning
	Interviews with unemployed/non-formally employed	Interviews with small business managers
	Identification of workshop participants	
Tues 23/11	“Bridging the Gap” workshop	National Bank of Credit and Commerce - Corriverton Branch
		Regional steering committee meeting
		VSO
Wed 24/11	Guysuco Training Centre	Regional Council Executive Officer (not completed)
	New Amsterdam Technical Institute	Travel to Georgetown
		Project Director (Eve)
Thurs 25/11	A. Borthwick- MIS Consultancy	DCEO (Technical)
	Preparation for de-briefing	CPCE
		Project Office Debriefing
Fri 26/11	Project Monitoring Committee	Scotia Bank
Sat 27/11	Departure for UK	

APPENDIX 3 - GROUP WORK – CORRIVERTON
23 November 1999

WHAT DO EMPLOYERS WANT?

Facilitators: Andrew Borthwick; Mike Manson

Group One answered:

Skills:

Communication skills

Literacy

Numeracy

Positive personality traits

Work ethic

Be able to choose appropriate clothing

Knowledge:

Qualifications suited to the job

Displaying/applying knowledge in a practical way

Attitude:

Courteous

Understand world of work

Disciplined/helpful/creative/innovative

Have integrity

Group two answered:

Persons must be able to read and write

Conduct himself/herself properly at all times

Willing; able to accept instructions; orderly; team relationships

Honest and trustworthy

Co-operative and willing

Communicate properly

Accept responsibility and criticism

Equipped for the job - basic certificate highly desirable; some essential skills

Dress as the job demands

HOW COULD THESE SKILLS BE ACQUIRED?

Group One answered:

1. Oral work - questions and answers, impromptu speeches etc.
2. Should engage in reading activities -relate stories, build stories, arrange ideas in sequence.
3. Role play - use different scenarios (work ethics).
4. Dress days - working clothes etc. -outings - visit various businesses/ organisations to observe dress code.
5. Curriculum should be more child centred - children's active participation in education.
6. 'Reverse roles' - children displaying skills. Trainer assesses.
7. Work study should be reintroduced and effectively monitored.
8. Children's active participation in money matters e.g. market day, selling produce from school farm, keeping accounts, purchasing.

Group two answered:

1. Field trips, tours - reporting on the same.
2. Team work.
3. Distribute tasks - i.e. delegate responsibilities.
4. Art, craft, needlework.
5. Utilisation of library - research.
6. Poetry/drama.
7. 3Rs usefully taught.

APPENDIX 4 - QUESTIONS FOR EMPLOYERS

Outline the types of jobs within the industry.

How do you recruit new staff?

Do you have any links with school/colleges?

What training do you offer staff?

Does education meet your needs?

How do you see the future of your industry?

What are your future skill needs?