

COUNCIL FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING



TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING FOR POVERTY ALLEVIATION AND THE REDUCTION OF FUNCTIONAL ILLITERACY

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FORWARD

This project proposal entitled “Technical and Vocational Education and Training for Poverty Alleviation and Reduction of Functional Illiteracy” was prepared by Sydney Walters, DCEO (Tech) in June, 2005. It was rewritten in August 2012 by Sydney Walters, Director, Council for Technical and Vocational Education and Training to be used as a discussion paper by the Ministry of Education to inform the components of a new project on TVET to be financed by the Caribbean Development Bank (CDB). This initiative is intended to be complementary to the Enhancement of TVET Project.

TITLE OF PROJECT: Technical and Vocational Education and Training for Poverty Alleviation and the Reduction of Functional Illiteracy.

EXECUTING AGENCY: Ministry of Education.

PROJECT COMPONENT: The components of this project are as follows:

- construct and equip the Guyana Hospitality Institute;
- construct and equip one dormitory each at the New Amsterdam Technical Institute (NATI) and the Linden Technical Institute (LTI) to house one hundred male and female students;
- construct and equip one dormitory in Georgetown to be managed by the Government Technical Institute (GTI) to house two hundred male and female students from the hinterland and deep riverain areas who are attending the post-secondary institutions in Georgetown;
- provide the New Amsterdam Technical Institute, the Linden Technical Institute and the Government Technical Institute each with a vehicle to transport rations and satisfy other transporation needs of the dormitories;
- where appropriate, carry out essential repairs, extensions or rebuild the buildings on the campuses of the practical instruction centres (PICs);
- provide basic tools and equipment for thirteen practical instruction centres (PICs) and the Sophia Special School;
- provide basic tools and equipment for two hundred and sixty four practical instruction departments (PIDs) of ninety-seven secondary schools;
- provide skills upgrading programmes for technical teachers of the PICs and PIDs;

- provide basic as well as high technology tools and equipment for the post-secondary institutions;
- provide training for the Lecturers/Instructors and Technicians on the use and care of the high technology tools and equipment procured for the post-secondary institutions; and
- provide appropriate skills upgrading training for Lecturers/Instructors of the post-secondary institutions to satisfy the demands of Competency Based Education and Training.

In addition to the foregoing, it will be necessary for the project to address other areas of concern such as:

- a study of the funding of TVET and the development of an appropriate financial system for implementation nationally;
- the development of a programme for the continuous promotion of TVET nationally;
- the training of women in non-traditional occupational areas; and
- the up-grading of the programme for guidance and counselling of students/trainees.

The Ministry of Education Strategic Plan; its Poverty Reduction Strategy Paper which includes the Accelerated Pace of Structural Reform (PRSP); the Skills for Life Programme; and the policy of equality of access to education justifies the inclusion of the areas listed in this programme.

BACKGROUND AND JUSTIFICATION:

Technical and Vocational Education and Training (TVET) at the post-secondary level is delivered at ten institutions under the control of the Ministry of Education. They are as follows:

- the Government Technical Institute (GTI);
- the New Amsterdam Technical Institute (NATI);
- the Guyana Industrial Training Centre (GITC);
- the Linden Technical Institute (LTI);
- the Carnegie School of Home Economics (CSHE);
- the Essequibo Technical institute (ETI);
- the Upper Corentyne Industrial Training Centre (UCITC);
- the Craft Production and Design Division (CP&DD);
- the Mahaicony Technical and Vocational Training Centre (MTVTC); and
- the Leonora Technical and Vocational Training Centre (LTVTC).

Pre -Vocational Education is offered at most of the secondary schools. It is an integral part of general education. Graduates from the Pre-Vocational Education programme would normally be trained as apprentices or pursue studies at a Post-Secondary institution or at the University of Guyana. Some of them are also employed at their family businesses.

In 1992 a 'Household Income and Expenditure Survey' was conducted. The results showed among other things, that at that time, Guyana had a labour force of 278,000 persons. 32,590 persons were unemployed. Of this figure, 21,800 or 66.7 % were youths between the ages of fifteen and twenty-five years. The number of unemployed male was 11,090 while the number of unemployed female was 10,710. Further, over the last five years or so, 11,000 students exited the secondary system each year without any nationally recognized qualification.

In April, 2007 a Technical Information Bulletin No.4 entitled "Employment in the Guyana Economy was published by the Private Sector Commission. It quoted figures from the 2002 Census which showed that Guyana's labour force was 263,149. It was made up of persons fifteen years and over. The number of males was 182,226 and the number of females was 80,923. Of the total workforce 30,740 or 11.7% were unemployed. It must be noted that the figures for the number of unemployed young persons fifteen to twenty five years of age was not available.

During the school year 2011-2012 a minimum of 6,352 students left school without any nationally recognized qualifications.

It can be seen that the labour force has declined since 1992 and the overall picture in terms of youth unemployment is not known. The number of persons leaving school without any nationally recognized qualification each year has reduced but the percentage of unemployed persons remains the same. The figures, therefore, justify the implementation of carefully taught- out Technical and Vocational Education and Training programmes nationally so that unemployment and illiteracy particularly among young persons can be alleviated.

ENHANCEMENT OF TVET PROJECT:

The project entitled "Enhancement of TVET " has impacted positively on the further development of TVET. However, as it comes to an end, it is recognized that further developmental inputs to the TVET system are necessary. The shortage of training materials such as hand tools, high technology workshop and laboratory equipment, education technology equipment and the general poor state of the various physical plants of the practical instruction centres must be addressed.

It must be noted, too that classroom and workshop accommodation at most of the practical instruction centres are grossly inadequate. A recent survey revealed that urgent rehabilitation

work must be done on the buildings of most of the practical instruction centres. In some cases, new structures will have to be constructed.

The consequences have been a general decline in the quality and standard of the delivery of TVET and an inability to provide education and training to meet present and future trends in science and technology, as well as, satisfying the nation's need for skilled manpower. In addition, meeting the quality assurance guidelines for recognition to issue the Caribbean Vocational Qualification (CVQ) will prove to be difficult. These factors, therefore, dictate that the system be further upgraded and expanded so that its aims and objectives and that of the nation can be realized.

In 2008 the Ministry of Education developed and implemented its strategic Plan 2008-2013 as well as programmes for the further development of the TVET system. The National Development Strategy of 2001 also articulates development strategies for the system. The objective is to improve the quality of the delivery of the TVET programmes offered at the various post-secondary institutions and the Pre-Vocational Education system and make them more relevant to the needs of business and industry and to alleviate functional illiteracy among young people. Of note, is the need to use computers and other electronic facilities including electronic studio facilities to complement the various methods employed in the delivery of TVET programmes at the post-secondary level. Such studio facilities must provide intercampus linkup as well as links with overseas colleges through satellite communication.

INPUTS TO THE SYSTEM:

Over the last five years, rehabilitation and extension work was successfully undertaken on the campuses of all the post-secondary institutions and two new post-secondary institutions were established. Additional tools and equipment were purchased on a priority basis. Funding for these capital programmes was provided by the Enhancement of TEVT Project and the national budget.

The Ministry of Education is implementing Competency Based Modularized Curriculum at Levels I, II and III at the Post-Secondary Institutions. The Secondary Competency Certificate Programme is currently being offered at fifty four Secondary schools and at all of the practical instruction centres.

Successful execution of this Technical and Vocational Education and Training project will ensure that among other things, all the Technical and Vocational Education and Training institutions and departments are well equipped to deliver their programmes inclusive of the practical programmes as dictated by the new Competency Based Modularized Curriculum at the post-secondary and secondary levels, and Guyana is recognized to issue the Caribbean Vocational qualifications (CVQ).

STRUCTURE AND GOVERNANCE

Redesigning of the structure of the TVET system nationally was undertaken with the establishment of the Council for Technical and Vocational Education and Training. It was promulgated by an act of Parliament on July 22, 2004.

Each of the Post-Secondary institutions is being governed by a Board of Governors. The objective is to modernize the system and to provide the opportunity for industry and commerce to be more intimately involved in the organization and management of Technical and Vocational Education and Training.

PROJECTS:

The Ministry of Education is currently executing or benefitting from the following projects:

- Enhancement of TVET;
- CARICOM- Education for Employment Project;
- Health and Family Life Education (HFLE);

- Guyana Improvement Teacher Education Programme;
- Education for All Fast Track Initiative (EFAFTI); and
- Small projects that are financed by UNICEF.

Except for the Enhancement of TVET and the CARICOM- Education for Employment Projects, the impact of these programmes on the further development of TVET is minimal.

SPECIAL SHORT INTENSIVE PROGRAMMES

The “National Training Programme for Youth Empowerment” which is being offered by the Board of Industrial Training will be complemented by special short intensive Competency Based Modularized Training Programmes that will be offered at the post-secondary institutions and the practical instruction centres. These programmes will be offered in the evenings and possibly during weekends. They will, therefore, be in addition to the programmes that are currently being offered at these institutions on an on-going basis. As a matter of policy, all training programmes must include the development of essential skills for employment in today’s economy.

SECONDARY COMPETENCY CERTIFICATE PROGRAMME:

The Secondary Competency Certificate Programme (SCCP) is a Level I programme which is being delivered in two parts at Grades 9 and 10. The curriculum that is delivered at Grade 10 is referred to as the SCCP Advance. The practical instruction centres and the practical instruction departments are being used for the delivery of the practical programmes that are being offered on the SCCP.

The Secondary Competency Certificate Programme which is recognized nationally will alleviate the problem of a large number of students exiting the secondary education system without a qualification that is recognized nationally.

GENERAL OBJECTIVE:

The General Objective of this programme is to expand and improve the delivery capacity of the TVET system so that it provides greater access to higher quality and more relevant TVET offerings to support the nation's economic development thrust.

SPECIFIC OBJECTIVES:

The specific objectives are:

- to establish a hospitality institute;
- to alleviate youth unemployment and functional illiteracy;
- to establish dormitory facilities at the New Amsterdam Technical Institute, the Linden Technical Institute and one in Georgetown to house students, particularly, those from the hinterland and deep riverrain areas;
- to improve the quality of the delivery of the programmes that are being offered at the post-secondary institutions, the practical instruction centres and the practical instruction departments;
- to improve access to Technical and Vocational Education and Training.
- to carry out essential repairs, extension or rebuild some of the buildings on the campuses of the practical instruction centres;
- to provide basic tools and equipment for thirteen practical instruction centres and the Sophia Special School;
- to provide tools and equipment for 264 practical instruction departments of ninety-seven secondary schools;
- to provide basic and high technology tools, equipment and related services for the post-secondary institutions;
- to provide training for the Lecturers/Instructors and Technicians in the use and care of the high technology tools and equipment procured for the post-secondary institutions;

- to provide skills up-grading training for the lecturers/instructors of the post-secondary institutions and teachers of the practical instruction centres;
- to provide each dormitory with a vehicle;
- to arrive at a national consensus on the financing of TVET and develop a national system for the funding of TVET;
- to improve on the intake of women to pursue studies in non-traditional occupational areas;
- to strengthen the system of guidance and counseling in schools; and
- to develop a continuous public awareness programme for TVET nationally.

BENEFICIARIES:

The beneficiaries of this project will be the tutorial staff and technicians of the post-secondary institutions; the practical instruction centres and the practical instruction departments; the unemployed and functional illiterate youth; both male and female students of the post-secondary institutions and the secondary schools.

Among the students will be persons with disabilities; the disadvantaged; the unemployed; the under-employed and sponsored persons from business and industry. Ultimately, the whole of Guyana will benefit from this project since it will contribute to the development of persons with the necessary knowledge and skills to support and promote the nation's economic development programme.

DURATION OF PROJECT:

The duration of this project will be five years.

SUSTAINABILITY:

As a matter of policy, the post-secondary institutions, the practical instruction centres and the practical instruction departments will be sustained by provisions from the national budget which will be supplemented by the training levy system. Where appropriate, the post-secondary institutions are required to formalize their cost recovery programmes to supplement their budgetary allocations.

EXPECTED OUTCOMES:

The expected outcomes of this project will be as follows:

- the establishment of a well equipped Hospitality Institute;
- Guyana possess a reservoir of well trained craftsman and technicians to support and promote its economic development programme;
- the accessibility to TVET enhanced;
- poverty and functional illiteracy alleviated;
- the new Amsterdam Technical Institute, the Linden technical Institute and the post-secondary institutions in Georgetown have dormitories that are well equipped;
- each dormitory has a vehicle to transport groceries and be available to satisfy other necessary transportation needs;
- the TVET tutorial staff trained to use and maintain the tools and High-Technology Equipment acquired;
- the quality of the delivery of all TVET programmes including the practical programmes enhanced;
- The post-secondary institutions, the practical instruction centres and the practical instruction departments are well equipped with modern facilities;
- the buildings on the campuses of the practical instruction centres rehabilitated or where appropriate rebuilt;
- national consensus arrived at on financing of Technical and Vocational Education and Training and a levy system established;

- the training of women in non-traditional areas and guidance and counseling of students fully addressed and policies implemented to promote them; and
- an ongoing public awareness program on TVET established.

DESCRIPTION OF PROJECT:

- Conduct needs assessment survey.
- Prepare drawings and estimates for the Hospitality institute.
- Procure facilities required for the hospitality institute.
- Consult with the Private Sector and the Regional authorities.
- Procure tools, equipment and high technology facilities for the post-secondary institutions.
- Train Lecturers/Instructors and Technicians on the use and maintenance of the tools and high technology facilities.
- Upgrade the skills of Lecturers/Instructors.
- Prepare drawings and estimates for the civil works that are to be done at the campuses of the practical instruction centres.
- Repair, extend or rebuild the classrooms, laboratories and workshops of the practical instruction centres.
- Equip the workshops and laboratories of the practical instruction centres, the practical instruction departments and the post-secondary institutions with the required tools and equipment.
- Establish national consensus on the financing of TVET and develop an appropriate levy system.
- Develop strategies to increase the intake of women in non-traditional fields;
- Improve on the system of guidance and counseling of students;
- Investigate and establish an ongoing programme of public awareness in TVET;
- Evaluate the project.

ESTIMATED COST

SUB- COMPONENT	COST
Development of the Guyana Hospitality Institute.	USM\$ 9,000,000
Repair, extend and rebuild the workshops and laboratories for the practical instruction centres and the practical instruction departments.	USM\$01,500,000
Provide basic tools and equipment for the practical instruction centres and the practical instruction departments.	USM\$03,000,000
Construct and equip three dormitories and provide each with a vehicle.	USM\$3,000,000
Provide basic and high technology tools and equipment for the post-secondary institutions.	USM\$ 10,000,000
Financing of TVET. Training of women in non-traditional occupational fields. Guidance and counseling of students. Public awareness programme for TVET.	USM\$ 01,500,000
Total	USM\$ 28,000,000