

# **MINISTRY OF EDUCATION**

*COUNCIL  
FOR  
TECHNICAL AND VOCATIONAL EDUCATION  
AND TRAINING*



**TVET: KEY FOR THE DEVELOPMENT  
OF A MODERN & COMPETITIVE  
WORKFORCE.**

Policy on Technical & Vocational Education &  
Training.

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## **FOREWORD**

The policy paper on Technical and Vocational Education and Training (TVET) with the theme “Technical and Vocational Education for Economic Advancement” was first prepared in 1992 by Sydney Walters who was the Deputy Chief Education Officer (Technical) at that time. It was edited and approved by the Education Systems Committee (ESC) and the Senior Policy Management Group (SPMG) and subsequently approved by Cabinet.

This new edition of the policy initiative with the theme “**TVET: - Key for the Development of a Modern Competitive Workforce**” articulates a development plan for TVET over the next five years. It was prepared for the Ministry of Education and the Council for Technical and Vocational Education and Training by Sydney Walters, Director of the Council for TVET.

## **1. INTRODUCTION**

The Government expects education to play its part in national development by providing the human capital necessary to satisfy the requirements of Business and Industry and the nation as a whole. Technical and Vocational Education and Training was, therefore, restructured to make a direct contribution to the realization of a positive return to economic stability and ultimately a better standard of living for all. The Technical and Vocational Education and Training programmes will focus on relevant technological and human resource development so as to satisfy present and future demands.

The system is being organized to make its contribution towards the attainment of national goals to meet the changing demand for skilled manpower. Such goals are as follows:

- meet the need for highly skilled craftsmen and technicians through education and training during and after the secondary level;
- make education and training opportunities available to all regardless of ethnic origin, sex, scholastic ability, aptitude, or place of residence;
- develop competencies needed for successful transition from school to work with emphasis on leadership skills, personal employability skills and moral worth;
- ensure that students/trainees acquire the competencies needed for employment or self employment in occupations of their choice and for which there are employment opportunities;
- promote programmes which are developed through collective efforts with business, industry, and government, and which effectively use public and private resources;
- provide training or retraining for workers whose skills and technical knowledge must be updated as well as those whose jobs will be made redundant due to increasing efficiency, automation, or economic change; and
- expand the Technical and Vocational Education and Training programmes consistent with employment possibilities and national economic needs. (Adapted from Finch and Crunkilton 1989.)

In the quest for the fulfillment of these goals, emphasis will be placed on the individual, both male and female, being given equal opportunity of access and of his and her development.

Over the next five years the family, non-governmental organizations, business and industry and the communications media will have meaningful roles in the implementation and execution of the various policies and strategies articulated herein for the realization of these goals.

## **1.1 DEFINITIONS**

In Guyana and the Caribbean the use of the title Technical/Vocational Education and Training (Tech/Voc) was discontinued. It was replaced by the title Technical and Vocational Education and Training (TVET). This title must therefore, be recognized as the official title for the field of Vocational Education and Training.

The following definitions were taken from the Caribbean Glossary of Technical and Vocational Education and Training Terms (1991).

i) **TECHNICAL AND VOCATIONAL EDUCATION**

The broad objectives of Technical and Vocational Education distinguish it from technical and vocational training or occupational training which is directed to developing the particular skills and related knowledge required by a specific occupation or group of occupations.

ii) **EDUCATION AND TRAINING, FORMAL**

Systematic education and training programmes which normally take place in schools and other institutions within the regular school and university system.

iii) **EDUCATION AND TRAINING, NON-FORMAL**

Education and training which takes place within industry and in institutions outside of the regular school and university system. It includes apprenticeship and part time programmes.

iv) **EDUCATION AND TRAINING – INFORMAL**

The life – long process of learning which goes on continuously and casually for each individual and where knowledge, skills and attitudes are acquired through experience and

contact with others.

v) **TRAINING**

A process that affects behavioral change by providing the skills, knowledge and attitudes required for employment in a particular occupation, group of occupations or field of economic activity.

vi) **PRE-VOCATIONAL EDUCATION**

Training arranged primarily to acquaint individuals with materials, tools and standards relating to a range of occupations, and to prepare them for choosing an occupational field or programme of training.

vii) **POST-SECONDARY**

Education beyond the Secondary Level which does not necessarily lead to a qualification.

viii) **TECHNICAL AND VOCATIONAL**

A term referring to the educational process when it involves, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills and knowledge related to occupations in various sectors of economic and social life.

ix) **COMPETENCY-BASED**

A series of learning experiences through which the trainee progresses at his/her own pace in the skills of the chosen occupation; and his/her increasing mastery of the skills is continuously assessed against appropriate predetermined standards.

All the definitions quoted above are applicable to the theory and practice of Technical and Vocational Education and Training nationally.

## **1.2 HISTORICAL PERSPECTIVE**

Formal Technical and Vocational Education and Training evolved from the introduction of technical subjects in the primary school curriculum. Technical subjects such as Woodwork, School Gardening, Home Economics, Needlework and Bookbinding were taught. At that time exposure to primary education was accepted as preparation for employment. This level of education, therefore, was a form of Vocational Education. Persons who had successfully completed their primary education were able to gain employment in a wide range of low-level occupations.

Between 1890 and 1958 the expansion of the plantations and the introduction of new industries such as mining, timber, rice, fishing and shipbuilding increased the demand for skilled personnel at all levels. The number of primary and secondary schools that offered technical subjects on their curriculum gradually increased, particularly during the 1940s and 1950s.

In 1931 the Director of Education established three Handicraft Centres, now known as Practical Instruction Centres. They were located in Georgetown, New Amsterdam and Fellowship on the West Coast of Demerara. The Carnegie Trade School now known as the Carnegie School of Home Economics was established two years later in 1933.

The demand for skilled manpower at all levels reached an acute stage in the 1940s. Although an apprenticeship system was in place, this together with the efforts of the primary school system could not satisfy the labour market. The trend was for the major industries and the Colonial Government to recruit engineers and technicians from the developed countries.

The training of craftsmen which was done mainly through the apprenticeship system by some government ministries and departments, and the large industries such as bauxite, sugar, rice and shipbuilding was inadequate. This was so because of the “Sitting by Nellie” approach which was the methodology that was employed in those days and the limited number of apprentices that were trained over a stipulated five-year period. The training was purely practical in nature. These and other problems led to a three-pronged strategy in the training of skilled personnel. They were as follows:

- I. The expansion of Pre-Vocational Education at the Primary and Secondary levels with the introduction of Practical Instruction Centres and the continuous increase of Practical Instruction Departments from 1953.
- II. The development of Post-Secondary Technical and Vocational Education and Training Institutions to provide classroom exposure for apprentices and special tailor made training courses

- for workers and the unemployed: and
- III. The training of middle and senior level skilled personnel overseas.

As a consequence of this policy, the Government Technical Institute was established in 1951. In the years that followed several other major institutions were established. These include the Guyana School of Agriculture (1963), the Guyana Industrial Training Centre (1968) and the New Amsterdam Technical Institute (1971).

Some of the main industrial undertakings in Guyana, including sugar and bauxite, also established their own Training Centres. In addition, training was further expanded with the establishment of the Guyana National Service and some small Training Centres such as the Guyana Electricity Corporation Training Centre, and the Guyana Telecommunications Corporation Training Centre.

In the early 1970s the Faculty of Technology was established at the University of Guyana. This input enabled the University to train persons at the Diploma and later at the Degree level in limited fields of engineering. This development can be seen as an upgrading of the policy that was employed in the 1950s.

In 1996 the Linden Technical Training Complex now known as the Linden Technical Institute was handed over to the Ministry of Education by GuyMine. The Essequibo Technical Institute at Anna Regina, Region Two was established in 2001 and the Upper Corentyne Industrial Training Centre at Kingston, Corriverton was established in 2006. Two other Vocational Training Institutions are to be established very shortly. One will be at Groenveldt, Leonora, Region Three and the other at Mahaicony, East Coast Demerara, Region Five. These institutions will address the policy of equality of access in addition to the alleviation of the skills needs of the highly populated regions.

Students of the hinterland regions are awarded scholarships each year to pursue studies in Technical and Vocational Educational and Training Programmes at institutions in the Coastal Regions.

In 1973 the Community High Schools were established. Such schools were secondary institutions specially established with curricula that were designed to provide occupational skills necessary for the economic development of the communities in which they were located and concomitantly, the country as a whole. Academic and Pre-Vocational subjects were taught for the first three years of the programme, after which students wrote the Secondary Schools' Proficiency Examination (SSPE) Part One. Those students, who were academically inclined, were transferred to a General Secondary School so that they could pursue a more academically biased programme after being successful at the Secondary Schools Proficiency Examination about the age of fourteen (14) years. Transfer was entirely dependent on the desire of the student. Those successful students who remained were required to specialize in a Pre-Vocational subject for which they had individually, shown the necessary aptitude and interest. The Secondary Schools' Proficiency Examination (SSPE) Part Two was written at the end of the programme in the fourth year.

Some of the students who successfully pursued this programme were employed in industry as apprentices. Some requested to pursue further studies at the Post-Secondary Institutions while a minority gained employment in their family businesses.

The Community High Schools are being converted to Secondary Schools. The duration of the programme is now five years and the SSPE examination was replaced by the Basic Competency Certificate Programme (BCCP) which is now being called the Secondary Competency Certificate Programme (SCCP) and the Caribbean Secondary Education Certificate (CSEC).

### **1.3 COMMON PROBLEMS OF THE SYSTEM**

The depression experienced in the economy particularly in the 1980s impacted negatively on the system. The shortage of training materials such as hand tools, workshop equipment, text books, audio visual equipment and a general rundown state of the various

physical plants, among other things, bear testimony to this. Since then, major civil works were done on the physical plants of all the Post-Secondary Institutions and some of the Practical Instruction Centres. However, such rehabilitation work is necessary and, therefore, must be continued.

In 2004 Tecsuit International Limited conducted a survey of the Technical and Vocational Education and Training System for the Caribbean Development Bank. In looking at the capacity of the system as it pertains to lecturers/instructors they reported that “**A high percentage of Instructors are deficient in technical skills, pedagogical skills or both**”.

As it pertains to tools and equipment they found that “**Tools and equipment at the TIs are out of date, unserviceable or unavailable**”. They further stated that “**The status of current inventory was so bad that a strategic decision was taken not to list and describe every piece of antiquated equipment in 15 PICs, 7 TIs and the UG**”.

A mission from the Caribbean Development Bank visited Guyana during November 14-15, 2006. After visiting three Technical Institutions, they reported that “**The labs and workshops visited are poorly equipped with antiquated tools and machinery many of which are non functional**”.

In addition, initial technical teacher training for lecturers/instructors at the Post-Secondary level which is being offered at the Government Technical Institute (GTI) needs to be better organized and the programme accredited. Initial technical teacher training at the Pre-Vocational level that is offered by the Cyril Potter College of Education is not meeting the needs of the system both in terms of the quantity and quality of the graduates.

The prevailing economic climate does not allow desirable levels of expenditure on Technical and Vocational Education and Training. While funds are provided for the maintenance of the physical plants of the Post-Secondary Institutions and the

establishment of new institutions the further development of infrastructure, the retooling of facilities and the acquisition of adequate training materials is now critical.

All of the factors previously mentioned, including inadequate and obsolete equipment contributed to the erosion of standards in the delivery of Technical and Vocational Education and Training Programmes. The inability to address present and future trends as dictated by new developments in science and technology is also as a consequence of the obsolete equipment. This fact can be seen in the modern equipment and other facilities being used by old and new industries alike and the performance standards expected of their workforce.

#### **1.4 The Future**

It should be noted that the Technical and Vocational Education and Training system served the nation well in the past in spite of some identifiable weaknesses. However, in looking at the immediate, proximate and long term economic policies and the identified problems, it was necessary to establish the Council for TVET to regulate the system, establish policies, standards, promote quality control and initiate its further development.

Improving the efficiency and effectiveness of both the formal and non-formal approaches in the delivery of Technical and Vocational Education and Training is of paramount importance. However, caution must be taken to avoid duplication of programmes as further development of the system is pursued. As such, the Council for TVET will monitor their activities and contribute to their purposeful and constructive development.

The private sector can be of immense value in the maintenance and further development of the Technical and Vocational Education and Training System. Their continued support and greater involvement will be solicited as a matter of policy.

The establishment of private Post-Secondary Institutions will be authorized. However,

persons/agencies seeking permission to establish such institutions will have to satisfy the requirements of the Council for TVET.

The human resource needs of the government development plan and the requirements of the economy must be addressed and catered for in this policy initiative. Consequently, the standard of functional literacy and numeracy must be substantially improved; the number of graduates from the science and technology programmes as well as the social sciences must be markedly increased; and the training of persons in Technical and Vocational Education and Training programmes must satisfy the manpower needs of Guyana. Emphasis will also be placed on the training of persons in entrepreneurial skills.

Articulation of this five year plan for Technical and Vocational Education and Training takes into account the effects of globalization on the economy; the current world economic recession as well as migration. As we prepare to confront the challenges of the future, there is a consciousness that ***“knowledge becomes the basis of human labour but it also becomes increasingly evident that knowledge must be in context and relevant. Education becomes the centre of a new society, and what definitely distinguishes the poor from the rich – be they individuals or countries – is not only whether they have less capital but also whether they have less knowledge and what they have is of poorer quality. People who cannot produce or consume relevant knowledge run an extremely high risk of exclusion.”*** The Formujer Programme (2004).

## **1.5 POLICY AREAS**

Four major policy areas *viz* Economic Development, Human Resource Development, Institutional Development and Curriculum Development are articulated in this document.

First, it is imperative that the country's Economic Development programme be promoted and sustained by the availability of a cadre of fully trained persons such as technologists, technicians, and craftsmen as part of the human capital necessary to impact positively on production and productivity.

Second, Human Resource Development will be intensified by the Ministry of Education through its Technical and Vocational Education and Training programmes in the Secondary Schools, Practical Instruction Centres and the Post Secondary Institutions, as well as its special intensive new skills, skills for life and skills up-grading training programmes which will be offered at both the Secondary and Post-Secondary Levels.

The Ministry of Labour through the Board of Industrial Training will contribute to this national effort by its apprenticeship and the Youth Empowerment Skills Training Programmes. The Ministry of Agriculture through the Guyana School of Agriculture and the Ministry of Culture Youth and Sport Training Centres will continue to play their part in this very important area of human resource development.

Of equal importance too are the Technical and Vocational Education and Training Institutions in the private sector. Their importance must be recognized and where appropriate technical assistance given to them to improve the quality of delivery and the standard and level of their various programmes.

All Human Resource Development programmes will be informed by forecasts of manpower needs consistent with developments in science and technology and the intended establishment of new industries.

Third, Institutional Development activities will provide the physical and human capital necessary for the efficient and effective delivery of Technical and Vocational Education and Training at all levels. Each institution in the public sector including the Post-Secondary Institutions, the Practical Instruction Centres, the Practical Instruction Departments, the Board of Industrial Training and the Training Centres under the Ministry of Culture Youth and Sport will be required to prepare and implement a strategic plan for their respective institutions so that they can positively respond to the demands of the next five years.

Fourth, the development of a modern workforce with a reservoir of available skills must be seen as a national priority. In the development of such a workforce the curriculum for both the formal and non-formal systems must be upgraded. To this end, a national system of Competency Based Modularized Curriculum will be implemented. Each occupational programme will focus on the development of labour competencies based on the skills need of Business and Industry.

## **1.6 EXPLICATION OF THE POLICY FRAMEWORK**

The Policy Framework outlines Government's plans for the future development of Technical and Vocational Education and Training with emphasis on the four areas alluded to above among others. Immediate attention will be given to the areas identified so as to avoid a setback in the Economic Recovery Guyana is pursuing. Support for this initiative, therefore, is not the concern only of Government, but also that of Business and Industry and the populace as a whole.

## **2.0 ECONOMIC DEVELOPMENT**

It is generally accepted as a result of studies done around the world that education expansion facilitates economic growth. In fact, there are several cases around the world which showed that such education expansion increased the growth rate of the Gross National Product (GNP). Guyana's concept of education and training as an important component of industrial growth and expansion is, therefore, not without foundation. However, the training and retraining of the existing workforce is also critical since the negative *"impact of worker and management attitudes towards self-improvement; their degree of alertness, adaptability, ambition, and general willingness to innovate and experiment; and their attitude towards manual work, discipline, authority, and exploitation and the physical and mental capacity of the individual to do the job satisfactorily"* can have devastating consequences. (adapted from Michael P. Todaro

1989).

The shortage of skilled manpower, coupled with new technological demands, necessitates the strengthening of the Technical and Vocational Education and Training System, so that its contribution to economic as well as non-economic endeavours, can be maximized. The development of a well educated and highly skilled workforce with appropriate attitudes and habits can therefore be achieved, to ensure widespread employment and a better standard of living for all.

## **2.1 TVET AND THE LAW**

Technical and Vocational Education and Training as practiced at all levels, is governed by the laws of Guyana. Pre-Vocational Education which is a part of general education is catered for under the Education Act Cap: 39:01. Apprenticeship training is regulated by the Apprenticeship Act Cap: 39:04 and the Council for TVET and Post – Secondary Technical and Vocational Education and Training are regulated by the Technical and Vocational Education and Training Act of 2004. These various pieces of legislation will be reviewed, amended or updated from time-to-time so that they are kept current.

## **2.2 DIALOGUE WITH SOCIAL PARTNERS**

The Council for Technical and Vocational Education and Training which is a tripartite organization will have social dialogue on a continuous basis to gain approval for the various policies and programmes it has developed. In addition, the Council will also have social dialogue and collaboration with its social partners that will inform the development and recognition of occupational programmes. The Committees of the Council will further expand the scope of the dialogue with the social partners as they discharge their various functions and promote the collaborative effort through various forms of assistance. When

appropriate social partners public forum will be held to discuss areas of concern and or future plans in TVET.

### **2.3 RELATIONSHIP WITH INDUSTRY**

Business and Industry will be encouraged to participate fully in the work of the formal Technical and Vocational Education and Training Institutions through the establishment of partnerships. Apart from having representatives on the Council for TVET and the Boards of Governors of the Post-Secondary Institutions, Business and Industry will be invited to serve on committees; release suitably qualified persons to lecture on a part-time basis in some institutions; provide attachments for students/trainees and lecturers/instructors; provide funding through the provision of grants; provide incentives for engineering designs and for problem solving by schools/institutions; provide scholarships for prospective students and any other area or areas of activity that is/are identified from time-to-time. Where necessary the Technical and Vocational Education and Training Act of 2004 will be amended to ensure that such initiatives have legal status.

### **2.4 MARKETING OF TVET**

The marketing of Technical and Vocational Education and Training must be done on a continuous basis to remove the stigma that is attached to it nationally. Such public awareness programmes must increase the nation's awareness of TVET and its role in national development. The news media must be used as one of the prime movers of such programmes. All the departments and institutions that are involved in the delivery of TVET will be required to contribute to this national public awareness drive.

## **2.5 FINANCING OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

Funding of Technical and Vocational Education and Training at the Post-Secondary level will be done by grants from the national budget each year as well as from individual private sector organizations and the payment of contingency fees by students/trainees.

Several industries are benefiting from the system without having to make any financial contribution to it. A carefully thought out levy system which caters for a contribution to be made by all the industrial establishments in the country based on a given minimum number of employees should be favourably considered for introduction. The levy will take into account the money being spent each year by those industries that are currently funding training on their plants and in training institutions so that a rebate system can be employed.

Pre-Vocational Education will continue to be financed by allocations from the national budget. Budgetary provisions for materials and supplies must be increased. The workshop and laboratory practice will be upgraded and intensified with the acquisition of equipment, handtools, and instruments. This input must be matched by the provision of adequate quantities of materials and supplies.

It will be necessary for funding to be made available under capital expenditure on an annual basis to finance major building works, such as the construction of new buildings and the purchase of machines and other major pieces of equipment.

## **3.0 HUMAN RESOURCE DEVELOPMENT**

There can be no sustained and purposeful economic development without a constructive education and training plan through which the human resource required to support

economic ventures can be assured. The system will, therefore, have to rely on up-to-date statistical data on the manpower needs for the short, medium and long terms in developing its training strategies. Human Resource Development must be seen as one of the most important inputs in the continued fight for economic prosperity. As such, it will be given the priority it deserves.

### **3.1 HUMAN RESOURCE PLANNING**

The Council for TVET will establish a working relationship with the Ministry and or Department which is responsible for human resource planning. Up-to-date statistical information must be provided to enable the Council to better plan its programmes to meet short and long term labour market demands. The Council for TVET will endeavour, therefore, to have information on a continuous basis in this regard.

### **3.2 TEACHER TRAINING**

The Departments at the Cyril Potter College of Education that provide initial training for technical teachers will be further developed and their output of graduate teachers increased by sixty percent over the next two years. The Departments will be equipped with modern laboratory facilities to facilitate individual and group practical demonstrations.

Technical Teachers who are pursuing initial training will be allowed to serve short periods of attachments in industry to up-grade their skills in specific practical areas in their field of specialization. Whenever necessary special short intensive courses will be mounted for the initial training of technical teachers. In the next five years eighty percent of the technical teachers in the system must be trained.

Initial teacher training at the Government Technical Institute for lecturers/instructors at the Post-Secondary Level will be reorganized and up-graded so that it confirms with the regulations that govern such training, thus enabling it to qualify for accreditation by the Ministry of Education or the Accreditation Council. The facilities of the Department will

be up-graded to include a Teacher Training Laboratory. The number of graduates from this programme must be increased by seventy percent over the next two years.

Competency Based Modularized Curricula will be introduced nationally as a matter of policy. Consequently, the curriculum at both the Cyril Potter College of Education and the Government Technical Institute will be up-graded to provide training in the instructional techniques that are employed in the delivery of Competency-Based Programmes as well as the assessment strategies that are employed in assessing the performance of students who are pursuing studies in such programmes.

The National Centre for Education Resource Development (NCERD) will be utilized for the up-grading and up-dating of technical teachers who have graduated from the Cyril Potter College of Education. This will be done through seminars/workshops on a regular basis. Training will also be initiated to equip primary and secondary technical teachers to teach literacy programmes. Where practicable distance education techniques will also be employed for the initial training of technical teachers.

The remuneration and working conditions of technical teachers at the Pre-Vocational Education and Post-Secondary Levels both full-time and part-time will be reviewed and up-graded so that they compare favourably with that which is paid in industry.

### **3.3 STAFF APPRAISAL**

Staff performance appraisal will be done on an annual basis by each of the Post-Secondary Institutions. An approved appraisal instrument will be used for each category of staff. The findings of the appraisal as well as self evaluation and interviews will be used to consider a staff member of an Institution for promotion and for selection to participate on staff development programmes.

### **3.4 STAFF DEVELOPMENT/CONTINUOUS PROFESSIONAL DEVELOPMENT**

Staff development programmes to up-grade and up-date lecturers/instructors and other special staff members in their areas of specialization and to promote pedagogical competence in the case of tutorial staff members, will be offered on a regular basis. Such programmes will take into account the strengths and weaknesses of the staff members concerned. Staff development committees will be established to organize staff development activities in a rational way.

In addition to formal programmes, short attachments to industry, both locally and overseas, and an exchange programme with sister institutions in the Caribbean and other countries will be initiated and maintained.

### **3.5 ELIGIBILITY CRITERIA**

The appointment and promotion of persons at the Post-Secondary Institutions under the Ministry of Education must satisfy the eligibility criteria. In cases where the job-specification is unknown or is queried, the Task Team report on “Eligibility Criteria for Appointments and Promotions in Management, Tutorial, Education Technician and Workshop Assistants Positions at Post-Secondary Institutions” must be consulted. All Personnel Managers, Principals and the Mangers of the Boards of Governors must be au fait with the contents of the report.

### **3.6 EQUALITY OF OPPORTUNITY – Gender, Persons with Disabilities, Person in Deprived Communities, Hinterland Residents**

Equality of Opportunity in Technical and Vocational Education and Training will enable more Guyanese, both men and women, irrespective of their geographic location, social

class, or physical disability to be trained as artisans, technicians, technologists and skilled professionals to totally satisfy the needs of Business and Industry and the nation as a whole.

Technical and Vocational Education and Training is seen by the government as a fundamental right for all Guyanese. Pursuance of such programmes does not only enhance ones employment possibilities but also his or her job performance and concomitantly job protection. Equal opportunity of access and of development will be available to all including females, persons with disabilities, persons who live in deprived communities and hinterland communities. Where there are barriers to gender equity and access to TVET by persons with disabilities those barriers will be dismantled.

At present, opportunities in Technical and Vocational Education and Training are readily available to persons who live in Georgetown, New Amsterdam, Linden, Essequibo Coast, Corriverton and nearby coastal and hinterland locations. The Government will provide equal opportunity for persons in remote areas to gain access to Technical and Vocational Education and Training through the establishment of new Practical Instruction Departments in Secondary schools, Practical Instruction Centres and new Post-Secondary Institutions, as well as through the introduction of mobile training facilities and Distance Education Programmes. An effective guidance programme will also be introduced.

### **3.7 MAINTAINENCE OF ORDER & DISCIPLINE; PENALTIES / OFFENCES/SANCTIONS**

Wherever TVET is being offered, whether in the formal or non formal system, the regulations governing order and discipline must be brought to the attention of all students/trainees and be fully enforced. Where a manual on rules and regulations governing the conduct of students/trainees is available a copy must be given to each student/trainee as a matter of policy. The approved procedure for the enforcement of discipline must be followed by all.

### **3.8 NATIONAL REGISTER/INVENTORY OF ALL TVET INSTITUTIONS**

The Council for Technical and Vocational Education and Training will license and keep a register of Registered Training Organisations which it considers suitable to receive apprentices and license and keep a register of public and private technical institutes which offer training that meets the requirements of the TVET Act of 2004.

### **4.0 INSTITUTIONAL DEVELOPMENT**

One of the problems facing the Technical and Vocational Education and Training system nationally, is that, upgrading is necessary so that lost confidence can be restored by the maintenance of a high quality of the delivery of Vocational Education and Training. The erosion of confidence came about because of the inability of the system to produce top quality products to satisfy the needs of Business and Industry. It is important too, to identify the frustrations being experienced by lecturers/instructors because of a lack of training facilities and poor salaries, and the apparent lack of interest that is shown by potential trainees/students for places in some of the specialized programmes, among the common problems of the system.

The institutional development activities outlined herein are aimed at alleviating these and other problems identified in the system at both the Pre-Vocational and Post-Secondary levels as well as training within industry.

#### **4.1 ESTABLISHMENT OF NEW SCHOOLS/INSTITUTIONS**

Where ever the need is identified, whether by research or social demand for new Practical Instruction Centres, or Practical Instruction Departments in Secondary Schools, that need will be satisfied. Existing structures that house the workshops and laboratories of Practical Instruction Centres which do not satisfy today's criteria in terms of accommodation for laboratory, library and workshop facilities along with adequate sanitary facilities etc. will be modernized.

A study will be undertaken to determine the feasibility of the establishment of additional Industrial Training Centres in some of the regions. Mobile Training Units will be used in remote areas of the coast and the hinterland to deliver programmes at the Pre-Vocational level and where appropriate Post-Secondary level programmes as well.

#### **4.2 ESTABLISHMENT OF NEW PROGRAMMES AND DEPARTMENTS**

The Ministry of Education will approve the establishment of new Programmes and Departments for the Post-Secondary institutions. For approval to be had, the institution must satisfy the requirements by the submission of information on the number of sections that will form the Department; authorization for the establishment of each section if they are new; availability of facilities for each section based on the requirements of CARICOM Regional Facility Standards and the CARICOM Regional Occupational Standards for each new programme; availability of the Competency Based Modularized Curriculum for each new programme; permission for the employment of additional staff for each new programme; and adjustment of the Organization Structure of the institution to show the new Department.

#### **4.3 ROLE OF PRACTICAL INSTRUCTION CENTRES (PICs)**

Practical Instruction Centres are institutions which provide Pre-Vocational Education Programmes in Agricultural Science, Home Economics and Industrial Technology. They are Grade “A”, Grade “B” or Grade “C” Centres according to the number of students who attend them. Practical Instruction Centres provide training in the required subject area or areas where there are little or no facilities in the Secondary Schools within easy access of such Centres.

Practical Instruction Centres will also facilitate the Continuing Education Programmes organized by the Adult Education Agencies, the Board of Industrial Training or the Ministry of Education itself. In this way special programmes will be offered to out-of-school youth leading to recognized certification and self-employable skills. One such programme is the Skills for Life Programme which was established to train out-of-school youth.

#### **4.4 REGISTERING OF INSTITUTIONS AND MONITORING OF TVET**

Technical and Vocational Education and Training will be monitored and regulated by the Council for TVET. The Board of Industrial Training will be registered with the Council as a Registered Supervising Training Organization. The Post-Secondary Institutions in both the public and private sectors which satisfy the requirements will be registered as Registered Training Organizations. (see appendix i for information on the Council for TVET)

#### **4.5 MAINTENANCE OF FACILITIES**

Asset management in Technical and Vocational Education and Training will be done as a matter of policy, consequently, the establishment of a general maintenance programme

for each Practical Instruction Centre, Practical Instruction Department of Secondary Schools and each of the Post-Secondary Institutions will be formalized.

Each Post-Secondary Institution, Practical Instruction Centre and Practical Instruction Department will be required to develop a routine maintenance programme each year. Such routine maintenance will be executed on buildings, machines, equipment and grounds. Where appropriate, routine maintenance work will be undertaken by the staff and students/trainees of the individual institutions.

The procedure for the writing off of unserviceable equipment will be reviewed and upgraded so that this formality can be dealt with expeditiously.

#### **4.6 SECURITY**

The escalating costs of tools, machines and other equipment necessitate the establishment of efficient and effective security services for the schools/institutions and Practical Instruction Centres under consideration here. The Post-Secondary Institutions must also be considered in this regard. The provision of improved security services will be matched by an intensive public awareness programme through the Board of Governors of the various institutions which will aim towards motivating persons in the environment of the school to assist in the protection of its assets.

#### **5.0 CURRICULUM DEVELOPMENT**

The Council for Technical and Vocational Education and Training will establish a Curriculum Development Unit. This unit will provide a service for both the formal and non-formal systems and initiate national curriculum development activities. Curriculum Lead Groups will be established to facilitate the development of new curriculum and the upgrading of existing ones. The Lead Groups will also provide a service to the Regional Councils. They will be made up of representatives from Business and Industry as well as

specialists from the Post-Secondary Institutions. The Curriculum and Standards Development Unit will co-ordinate the work of the Lead Groups. It will also liaise with sister organizations regionally and internationally.

The courses that are being offered by the existing institutions will be upgraded to provide education and training according to present and future trends. This will include computer application for all the various programmes and Cad Cam on a priority basis. In cases where there are acute shortages of skilled manpower, accelerated intensive tailor made courses will be mounted by the various institutions in order to provide the skilled manpower required to alleviate such shortages. The CARICOM Revised Regional Qualifications Framework will inform all curriculum development undertakings.

## **5.1 COMPETENCY BASED MODULAR TRAINING**

Competency Based Modular Training will be introduced in both the formal and non-formal systems. The modules will be designed to meet students'/trainees' needs and at the same time develop knowledge, skills, attitudes, values and other attributes that are considered critical towards the attainment of successful and satisfying employment. Entrepreneurial studies will also be offered in these modular programmes. The approach and the flexibility that will be employed with modular training will enable employers to benefit immensely from it.

## **5.2 FACILITIES AND OCCUPATIONAL STANDARDS**

The development of Occupational and Facilities Standards for an occupation must be done before the development of the modules for the curriculum. The structure and content of the standards must satisfy national and regional occupational requirements. In the development of the curriculum, there must be congruence between the standards and

the curriculum. Where approved standards are available in CARICOM, they will be acquired adapted and utilized to inform the development of national curriculum.

### **5.3 EQUIPMENT AND HAND TOOLS**

Each Practical Instruction Department of the Secondary Schools and the Practical Instruction Centres will be equipped to satisfy the facilities requirement of their curricula. Consulting the Non-Academic Education Norms must be seen as an invaluable exercise in this regard. The Post-Secondary Institutions will utilize the Regional Facility Standards to acquire the appropriate tools, equipment and instruments in the up-grading of their facilities.

### **5.4 CURRICULUM EVALUATION**

Curriculum evaluation will be conducted on a formal and informal basis. It must be viewed as an integral part of curriculum implementation. Each new curriculum will be evaluated as a matter of policy. The evaluation process that will be employed will be determined by the curriculum developer. However, for national curriculum a thorough investigation will be done involving context, input, process and product evaluation. While the evaluator can employ one of several techniques in the evaluative process, for national curriculum he or she must employ the quantitative and naturalistic techniques.

### **5.5 MONITORING OF TVET**

The delivery of Technical and Vocational Education and Training programmes at each of the Post-Secondary Institutions where appropriate will be monitored and evaluated by officials of the Ministry of Education and the Council for Technical and Vocational Education and Training. The delivery of the Pre-Vocational Education Programmes and

the Secondary Competency Certificate Programme will be monitored by the Departments of Education, and the Secondary Competency Certificate Unite of the Ministry of Education.

## **5.6 STANDARDIZATION OF TRAINING**

The training of apprentices throughout the country will be standardized. This means that irrespective of where an apprentice is trained, the minimum levels of achievement in terms of depth and breadth of knowledge and skills will be basically the same thus satisfying national standards. To achieve this, the Council for TVET will seek to have the Board of Industrial Training transfer apprentices from one Master to another so that the apprentice can pursue training in those modules that cannot be had on the plant of the Master with whom he or she is registered because of a lack of facilities or the small size of the establishment. On successful completion of all the modules the apprentice will return to the Master with whom he or she is registered.

Formal basic institutionalized training for apprentices will be compulsory. The duration for such training will be two years. The basic training will be broad based with a ratio of sixty percent practical work and forty percent theory.

## **5.7 CONTACT HOURS/STUDENT/TRAINEE: LECTURER RATIO**

The minimum contact hours that must be done by each Lecturer/Instructor, Senior Lecturer and Principal/Administrator of the Post-Secondary Institutions must be adhered to by all. Principals/Administrators must monitor this very important requirement to ensure that it is not breached in anyway.

The impending introduction of Competency Based Modularized Curriculum at the Post-Secondary Institutions will demand that greater attention be paid to the individual student/trainee. Monitoring and documenting his or her progress must be done on a

continuous basis. To ensure efficient and effective supervision of each student's/trainee's performance, the class size will be twenty students/trainees to one Lecturer/Instructor. An additional five students/trainees may be registered to cater for premature terminations. Principals and Deputy Principals must implement these requirements in their institutions.

## **5.8 GUIDANCE AND COUNSELLING**

Vocational and Career Guidance will be better organized and will focus on a variety of areas including gender bias, opportunities for persons with disabilities, motivation and self-concept of prospective persons wishing to pursue careers in Technical and Vocational Education and Training. Consequently, all the Post-Secondary Institutions must provide training opportunities for both sexes including persons with disabilities. In addition, by the end of the year 2013, all the institutions must have appropriate facilities for the accommodation of persons with disabilities.

Vocational and Career Guidance Officers will establish lines of cooperation and collaboration with the Ministry of Labour, Human Services and Social Security and or any other Ministry or Department which is responsible for Labour Market Statistics and the supply of other important information such as career paths, salary/wages and opportunities for professional growth. The guidance officers will also provide a service for persons who are desirous of pursuing further studies at the Post-Secondary and Tertiary levels.

A Dictionary of Occupational Titles will be invaluable to the Ministry of Education and the Council for TVET in the discharge of this important service. The Council for TVET will initiate the acquisition of such a dictionary with any international agency overseas that may have already published same.

## **5.9 INFORMATION COMMUNICATION TECHNOLOGY**

Information Technology Programmes will be taught to the students of all primary and secondary schools. Where it is appropriate Information Technology Centres will be established to service a cluster of schools which are in the environment of the Centre. Those schools that cannot be serviced by a Centre will be equipped with the facilities and materials necessary to deliver the various programmes. Broadband Technology will be employed for the delivery of online programmes and access to the internet at the secondary level.

At the Post-Secondary Level a wide range of vocational programmes such as Basic Information Technology, Auto Cad, Business Accounting and special programmes for science and research among others will be offered. In addition, the major Post-Secondary Institutions such as the Government Technical Institute, the New Amsterdam Technical Institute, and the Linden Technical Institute will have studio facilities with satellite communication for the transmission of Distance Education and Training Programmes. When twinning of these institutions is established with similar institutions internationally, the facilities will be used to receive special programmes that are beamed directly to any or all three of the institutions. On line distance programmes will be offered on an ongoing basis.

#### **5.1.0 ADDITIONAL COURSES**

Additional technical courses will be introduced on the curriculum of the Secondary Schools. The new courses will be identified on the basis of the need of the communities in which the schools are located. As far as practicable Secondary Schools will be equipped with facilities to make the introduction of Designed Technology possible.

#### **5.1.1 ACCREDITATION OF COURSES/PROGRAMMES/INSTITUTIONS**

Accreditation of courses and Post-Secondary/Tertiary Institutions is the responsibility of the Accreditation Council of Guyana. However, the Council for Technical and Vocational Education and Training will collaborate and cooperate with the Accreditation Council to facilitate the accreditation process. Where appropriate the two councils will have representatives on committees established by each Council to promote specific accreditation concerns.

### **5.1.2 WORK STUDY/WORK EXPERIENCE**

Industry and commerce will be invited to participate in the various Pre-Vocational and Vocational Programmes by providing, among other things, work experience for the students/trainees. This activity will be done on a formal basis throughout the country. The objective is to give students the opportunity to work along with skilled experienced persons in Business and Industry in their area of specialization. Such attachments also make a contribution to the rounded development of the individual and assist him or her in making a choice of career. The duration of attachment will be dependent on the prevailing circumstances at the individual institution.

A profile of the student's/trainee's performance in his or her area of specialization will be supplied to the establishment with which he or she will be attached. Monitoring of the student's performance will be carried out by their teachers/lecturers. The evaluation of a student's progress will be done throughout the attachment by his or her teacher, the establishment with which the student/trainee is attached, and the student/trainee himself or herself. Each party will be required to submit a report at the end of the attachment. Such reports will form part of the students/trainees cumulative record.

Each Regional Education Department and the Department of Education, Georgetown will maintain a well established workstudy unit to provide a service to their schools. The size of the unit will be determined by the workload of the particular Region or Department.

Each Post Secondary Institution will organize and manage its own work experience programme. Before any student is sent on a work experience attachment he or she must be covered by National Insurance or by Industrial Accident Insurance. An orientation programme must be held for students/trainees before they go on an attachment.

### **5.1.3 POST-SECONDARY LEVEL EXAMINATIONS**

The Guyana Technical Education Examinations will be expanded to include trade testing in the non-formal sector. The examination will be controlled by a Board with wide powers to ensure efficient and effective administration of all examinations. The Board's work will be carried out by a Secretariat. Persons considered suitably qualified for training in measurement and evaluation will be identified, trained and placed in the Testing and Certification Unit of the Secretariat of the Council.

All the Post-Secondary Institutions will be required to prepare their students/trainees to meet the standards of the Guyana Technical Education Examinations. Recognition will be given to a course of study if the institution that is offering it meets the requirements of the examining body and the Council for TVET. Areas such as accommodation, staffing, conditions of entry, length and content of course, facilities and occupational standards etc., will be examined.

Apprentices will be required to satisfy the standards of the Guyana Technical Education Examination in both the formal and on-the-job aspects of their programme before they are allowed to graduate.

### **5.1.4 SUPERVISION BY EDUCATION OFFICERS**

Present and future demands on the Pre-Vocational system make it imperative that better supervision of this system be accomplished. Clinical supervision is a necessary input in

the day-to-day management of the system particularly as it pertains to newly appointed teachers. Education Officers with the required competence must be readily available to promote and actively participate in this important exercise. In addition, the Secondary Competency Certificate Programme will require efficient and effective supervision of the Practical Instruction Departments and the Practical Instruction Centres. The services of specialist Education Officers will also be necessary to make such supervision meaningful.

The preparation of students for the Caribbean Examinations Council examinations has become more complex because of the introduction of the School Based Assessment component of the various technical subjects; in addition, more schools are preparing students to write these examinations, resulting in increased workload on teachers.

Supervision in this area at all levels will have to be intensified.

#### **5.1.5 HEALTH, NUTRITION AND HIV/ AIDS**

Each of the Post-Secondary Institutions must include topics on health, nutrition and HIV/AIDS on their national policy/social studies programme each year. The policy of the Ministry of Education and that of the Ministry of Health on Health, Nutrition and HIV/AIDS must be recognized and practiced by each institution.

#### **5.1.6 SAFETY**

The law governing Industrial Health and Safety and its regulations will inform the day-to-day safety practices of the Post-Secondary Institutions, the Practical Instruction Centres and the Practical Instruction Departments as well as laboratories. Safety in workshops, laboratories, school farms and even classrooms will be given a higher priority in the future. The Manual for the Organization and Management of Workshops/Laboratories in the Technical and Vocational Education and Training Institutions must be used on a daily basis. Safety will also be stressed in the curriculum

for the initial training of technical teachers. In addition, workshops and seminars will be held from time-to-time to continually sensitize technical teachers and their support staff and supervisors about safe working practices. Appropriate safety posters and stickers will be used in workshops and laboratories as constant reminders of good safety habits to the users of such facilities.

Safety shoes or boots, helmets and protective clothing will be given to those technical teachers whose area of specialization necessitate the use of such protective gear. When working in dangerous situations students will also be required to wear protective clothing.

#### **5.1.7 REVISED REGIONAL QUALIFICATIONS FRAMEWORK LEVELS I-V**

Guyana has adapted the CARICOM Revised Regional Qualifications Framework to inform the development of its National Qualifications Framework. The Council for TVET will initiate the development of a National Qualifications Framework. The Council for TVET will also disseminate information on the CARICOM Revised Qualifications Framework and the new National Qualifications Framework to all TVET providers and stakeholders.

#### **5.1.8 RECORD KEEPING**

Students/Trainees records at all the Post-Secondary Institutions under the Ministry of Education will be fully computerized. The progress of all students/trainees who are pursuing training in Competency Based Education and Training must be kept on a progress chart and be displayed at a convenient place for the student to see and examine. All assessment records must be kept up-to-date. All students/trainees progress reports must be submitted on or before the due date.

### **5.1.9 REWARDS AND INCENTIVES**

The Ministry of Education will expand on the award of rewards and incentives to the Post-Secondary Institutions for outstanding performances. Awards and incentives will now be given to students/trainees; members of administrative staff; members of the tutorial staff; members of the clerical and other support staff and the institution itself. The incentives that are to be awarded will take various forms. The recommendations for the award of such incentives will be made by the Board of Governors.

## **6.0 PRE-VOCATIONAL EDUCATION**

Pre-Vocational Education is training arranged primarily to acquaint individuals with materials, tools and standards relating to a range of occupations, and to prepare them for choosing an occupational field or programme of training.

Pre-Vocational Education is an integral part of General Education. It must, therefore, be treated as such in the theory and practice of Education.

Pre-Vocational Education begins at the Nursery Education level as integrated activities in several units of instructions such as manipulation of shapes, building blocks, having hands-on experience with garden plots and plants and learning about nutrition.

At the Primary Level, the exposure continues through an integrated curriculum approach. Basic instructions are given in subject areas such as Agricultural Science, Industrial Technology, Home Economics, Business Education and Visual Arts. Students are also given exposure in the practical aspects of these subject areas particularly Agricultural Science, Visual Arts and Clothing and Textiles.

At the Secondary level, Pre-Vocational Education is offered in Secondary Departments of Primary Schools, Practical Instruction Departments of Secondary Schools and Practical Instruction Centres.

The Government through the Ministry of Education will completely restructure the Secondary Education Programme in Guyana with the main focus on the phasing out of the Community High Schools. This restructuring will also see the expansion of the alternative path way through the Secondary Competency Certificate Programme. This will have a positive impact on Pre-Vocational Education in the Secondary Sector because of its mode of delivery which must be consistent with the strategies that are employed with Competency Based Modularized Programmes.

Students will be permitted to progress at their own pace. The secondary reform will also entail the production of texts, teaching materials and the development of strategies to deal with children in the above-average and below average ability ranges.

Beyond Grade nine students will be engaged in the Pre-Vocational subject areas leading to the CSEC and CAPE or the Secondary Competency Certificate Programme which is Vocational in nature or Technical and Vocational Education and Training at the Post-Secondary Level.

## **6.1 WEIGHTING OF PRE-VOCATIONAL EDUCATION SUBJECTS**

The weighting of the Pre-Vocational Education subjects offered at the Practical Instruction Departments of Secondary Schools, and the Practical Instruction Centres will be adjusted. For the first three years each student will be exposed to a double period of tuition in each subject area. This arrangement will permit the acquisition of skills and competencies that will assist in determining whether the student will pursue a Technical and Vocational Education subject option leading to the CXC and or the Secondary Competency Certificate Programme as well as CAPE.

Students pursuing the CXC programme in a particular Pre-Vocational subject area will be exposed to tuition of four to six periods, while those pursuing the SCCP will be exposed to forty percent of the total timetable in the particular Pre-Vocational discipline.

## **6.2 PRE-VOCATIONAL SUBJECT AREAS**

The subject areas that are offered in the Pre-Vocational Education Programmes are:

<b>TITLE OF SUBJECT AREAS</b>	<b>SUBJECTS</b>	
	<b>SCCP</b>	<b>CXC</b>
<b>Agricultural Science</b>	Crops, Livestock, Agriculture Engineering	The Business of Farming, Crop Production, Animal Production, Horticulture*, Animal Management* (*Double Management)
<b>Visual Arts</b>	Art, Fabric Decoration, Fibre Craft, Leather Craft	Ceramics, Drawing, Imaginative Composition, Graphic Design, Print Making, 3-Dimensional Design, Fibre Arts, Surface/Textile Decoration, Leather Craft, Decorative Craft
<b>Home Economics</b>	Catering, Garment Construction, Household Management, Cosmetology, Interior Decorating, Care of Special of Groups Day Care/Elderly	Food and Nutrition Clothing and Textiles Home Management
<b>Industrial Technology</b>	Technical Drawing, Bench Fitting, Carpentry, Joinery, Electrical Installation, Masonry, Plumbing, Metal Machining, Motor Vehicle, Sheet Metal Work, Welding	Electrical and Electronic Technology Mechanical Engineering Technology Building Technology – Woods/Construction Technical Drawing
<b>Business Education</b>		Electronic Process Documentation

		Management, Office Administration, Typewriting, Principles of Accounts, Principles of Business, Accounts, Economics, and Information Technology.
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### **6.3 AGRICULTURAL SCIENCE**

This subject area is taught at most of the Secondary Schools. The content provides for the development of knowledge, skills and favourable attitudes in the areas listed above under Agricultural Science. It is compulsory for students in grades seven (7), eight (8) and nine (9) to be taught Agricultural Science where the facilities are available. Such an exposure to both practical and theoretical exercises will afford the students the opportunity to choose their options for the final two years.

In assessing the performances of the students, continuous assessment in both practical and theoretical work is used in the evaluative process for work study and the optional subjects. Evaluation is also done for the research and record keeping components of this subject. The acquisition of skills, knowledge and favourable attitudes by students will make them marketable for employment in their areas of specialization or will allow them to seek further training at the Guyana School of Agriculture, the National Agricultural Research Institute (NARI), through Special Programmes of the Practical Instruction Centres, or by any other approved programme.

At the Secondary Schools, students are timetabled for at least one double period weekly for the first three years. The students who opt for Agricultural Science in the final two years are timetabled for four to six periods. Their preparation is for the Secondary Competency Certificate and or the Caribbean Examinations Council Certificate Examination in the General Proficiency double award and CAPE.

## **6.4 HOME ECONOMICS**

This subject area is compulsory for all students at the Secondary Schools up to and including grade nine. In the fourth and fifth years, those students who opt for Home Economics may pursue studies in one or more subjects which will be finally tested at the Secondary Competency Certificate Programme and/or the CXC General Proficiency and CAPE. The evaluative techniques are similar to those used in Agricultural Science.

## **6.5 INDUSTRIAL TECHNOLOGY**

At the Secondary School level all students up to grade nine will be exposed to Industrial Technology as a compulsory subject area. At the end of the third year those students who opt for Industrial Technology will pursue one or more subjects of their choice.

As in the other subject areas, a cumulative record will be kept on each student. This will provide useful information for would-be employers. Additionally, the SCCP assessment will also be used in the evaluative process.

Like the other Pre-Vocational areas the third year Annual Examination, as well as, a cumulative record card for each student will be used to provide useful information for the selection of students in the Pre-Vocational stream in Industrial Technology. At the end of the fourth year most students would have completed the Secondary Competency Certificate Programme and towards the end of the fifth year, students will write the General Proficiency Examination at the Caribbean Examinations Council Examination.

## **6.6 VISUAL ARTS**

Visual Arts as a subject area is introduced at the Nursery and Primary Levels, to lay the foundation for such studies at the Secondary Level. Like Agricultural Science, this subject area is compulsory for all students up to grade nine. Its branches as identified under Pre-Vocational Subject Areas will be pursued at the Secondary level in Grades ten (10) and eleven (11).

Students who opt for this subject area will pursue one or two of the branches mainly through practical instruction. This subject will be examined and treated in a similar manner to the other Pre-Vocational subjects. The students in the Secondary Schools who opt for Visual Arts will go on to write the Secondary Competency Certificate Programme and or the CXC General Proficiency.

## **6.7 BUSINESS EDUCATION**

This subject area is introduced at Grade nine in Secondary Schools. The students will be exposed to at least one session of a combination of three subjects. Those students who opt for Business Education in the Grades ten (10) and eleven (11) may pursue studies in one, two, or even three subjects in this area, leading to the CXC Examinations. Like the other subject areas in the Pre-Vocational Programme, continuous assessment and a practical examination will be used to evaluate the students' achievement.

## **7.0 ACTIVITIES TO BE UNDERTAKEN AS POLICY INITIATIVES**

For the national system of Technical and Vocational Education and Training to respond positively to its part of the foregoing and develop quality products in accordance with the needs of industry, and the nation, various major areas of concern must be addressed.

As such the Government of Guyana through the Ministry of Education, the Ministry of Labour, Human Services and Social Security, the Ministry of Culture Youth and Sport

and the Council for Technical and Vocational Education and Training will as a matter of policy undertake the following:

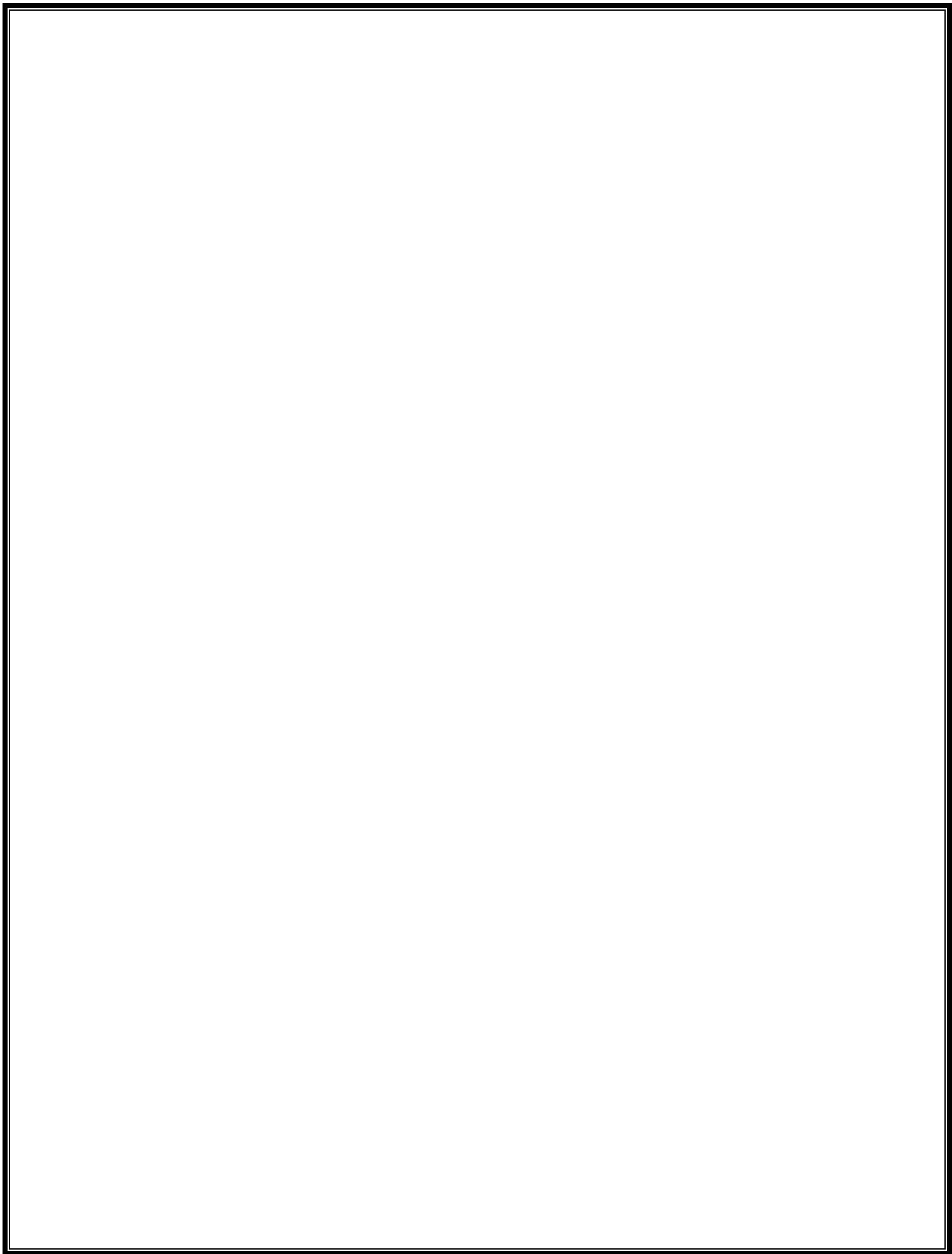
- initiate the review of the Industrial Training Act Cap. 39:04 and make appropriate amendments so that it has congruence with the TVET Act of 2004;
- strengthen the Secretariat of the Council for Technical and Vocational Education and Training so that it has the capability of discharging all its functions as outlined in the TVET Act 2004;
- conduct a study of the content and level of the Basic Craft, Craft, Advanced Craft and Technician courses to determine how they compare with the CARICOM Revised Regional Qualifications Framework;
- establish national training standards based on the CARICOM Revised Regional Qualifications Framework;
- work with the Accreditation Council and other agencies to satisfy CARICOM's requirements for the free movement of skilled persons in the region;
- establish a national system of Competency Based Modularized Curricula for the Post-Secondary Institutions and the apprenticeship programme;
- establish a national system of Testing and Certification as well as vocational qualifications that are widely recognized and relevant to the needs of Business, Industry and the Caribbean region;
- promote quality assurance in the delivery of TVET nationally ;
- establish new Practical Instruction Centres, Practical Instruction Departments of Secondary Schools and Post-Secondary Institutions as the need arises;
- expand the training of technical teachers at the Cyril Potter College of Education;
- up-grade the Technical Teacher Training facilities at the Government Technical Institute so that it provides on-going training for the lecturers/instructors of the Post-Secondary Institutions and instructors in industry;

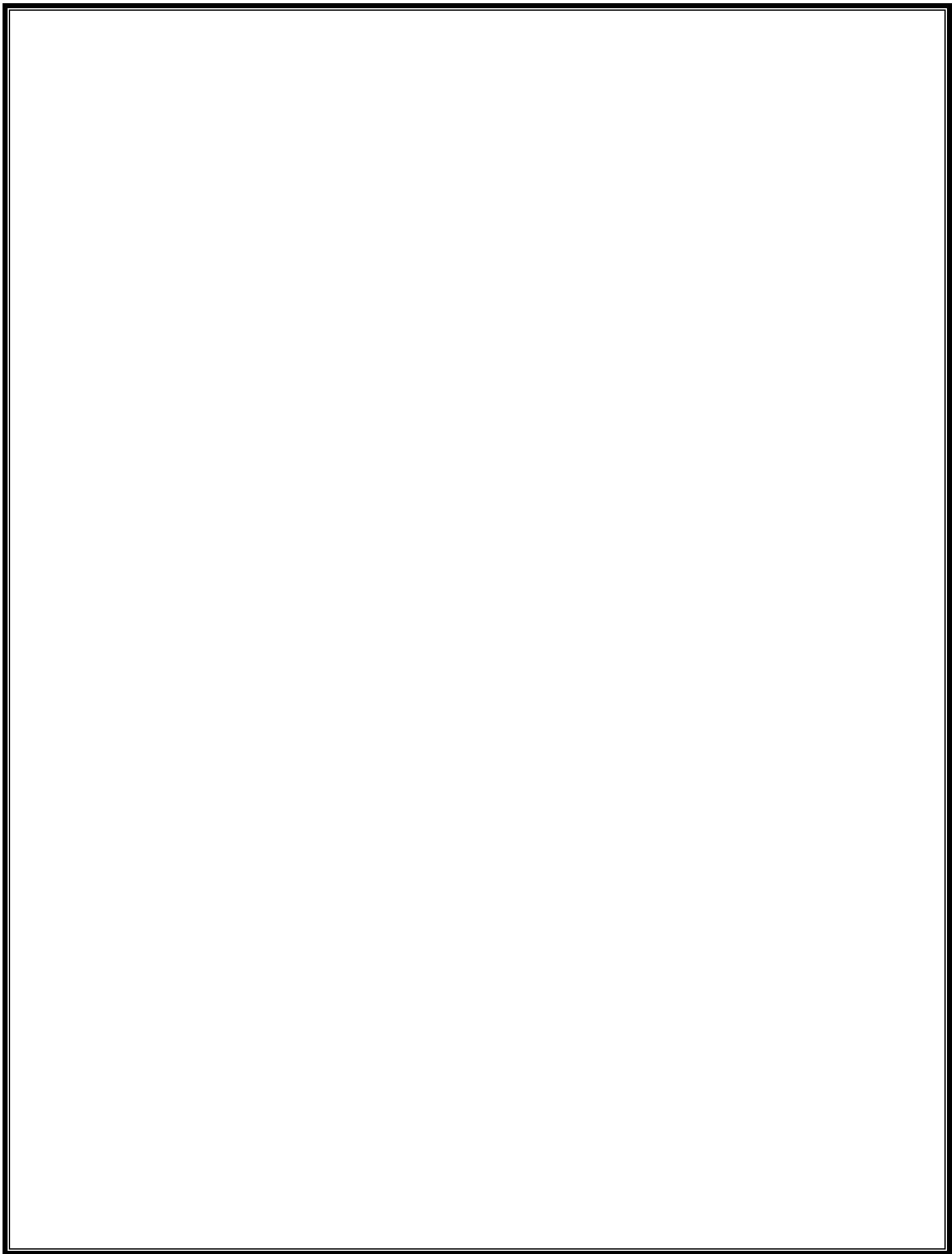
- provide tools and equipment in adequate numbers for Practical Instruction Departments, Practical Instruction Centres and the Post-Secondary Institutions;
- give Post-Secondary Institutions greater freedom to expand on their provision and to be more flexible in catering for the demands of prospective students/trainees and Business and Industry;
- promote links between schools/institutions and Business and Industry so that students/trainees will have a better understanding of the world of work and enable Business and Industry to make meaningful contributions to the system;
- promote a national programme of computer education and training for the Primary, Secondary and Post-Secondary level;
- ensure that all students get better information and guidance about the choices available to them as they progress from the general education system to the Post-Secondary Technical and Vocational Education and Training System.

## **8.0 CONCLUSION**

This policy paper on Technical and Vocational Education and Training articulates a major development plan for the further development and efficient and effective delivery of Technical and Vocational Education and Training. It advocates better managerial control, the acquisition of modern facilities at all the Post-Secondary Institutions, the Practical Instruction Centres and the Practical Instruction Departments to enhance the delivery of their practical programmes and the Cyril Potter College of Education and the Government Technical Institute for the initial training of technical teachers; organized staff development activities, an overhauled and expanded physical capital; the establishment of a modularized curricula and a reorganized guidance and counselling service among others.

As Guyana continues to organize itself to achieve economic and industrial development, and the challenges of the twenty-first century continue to unfold, the development of an efficient and effective Technical and Vocational Education and Training system is necessary. To persevere with the system as it is will be to perpetuate and, in the not too distant future, accentuate to critical proportions the inability of the system to serve the nation adequately. Immediate and decisive action as outlined herein will therefore be timely.





## Appendix i

### **THE COUNCIL FOR TVET**

The Council for Technical and Vocational Education and Training (CTVET) is a semi-autonomous body under the Minister of Education. Its work is informed by its functions which are articulated in the Technical and Vocational Education and Training Act of 2004. In the discharge of its functions the Council for Technical and Vocational Education and Training will establish a working relationship with the private sector; all the Ministries that are involved with TVET; and the Post-Secondary Institutions that are owned by the government and private companies.

The Council for TVET will effectively clarify and amplify roles, relationships and standards among institutions; the establishment of national standards for testing and certification; standardization and improved curriculum design for the various levels; and enhanced quality control.

The motto of the Council for TVET is as follows:

**MOTTO: *Excellence in Standards and Quality.***

The vision of the Council for TVET is:

**VISION:** *To ensure a Competent Labour Force to meet the changing demands of global competitiveness.*

**MISSION:** The Mission of the Council for TVET is instructive in terms of the expected performance of the TVET System nationally.

It states as follows:

*The work force preparation in Guyana is committed to ensure that Business and Industry are provided at all levels of occupational standards with workers who are competent to provide a high quality of products and services as demanded by global competitiveness.*

The objectives of the Council are therefore as follows:

- i) to advise the Minister of Education on the measures required to ensure a comprehensive system of Technical and Vocational Education and Training that is suited for the development needs of Guyana;
- ii) to institute, develop and operate schemes for the training of craftsmen, technicians and engineers needed to sustain and enhance economic growth;
- iii) to expand the scope of industrial training within industry;
- iv) to develop a national system of Competency Based Modularized Training and initiate its implementation;
- v) to monitor and evaluate the delivery of all TVET programmes;
- vi) to implement a National System of Testing and Certification; and
- vii) to implement and maintain standards for the delivery of TVET Programmes.

The Council for Technical and Vocational Education and Training will utilize fully the reservoir of skills and the institutions that are available to it for the furtherance of its

work. Institutions such as the University of Guyana, the Consultative Association of Guyanese Industry, the Bureau of Standards, the Institute of Applied Science and Technology and the Professional Organizations among others, will be required to make meaningful contributions to the Council's work. In addition, the services of Guyanese individuals both at home and abroad will be solicited to serve short-term consultancies with the Council.

The Council for TVET will establish high-powered committees whenever the need arises to investigate and make recommendations on various aspects of its work.

## **INTERNATIONAL SUPPORT**

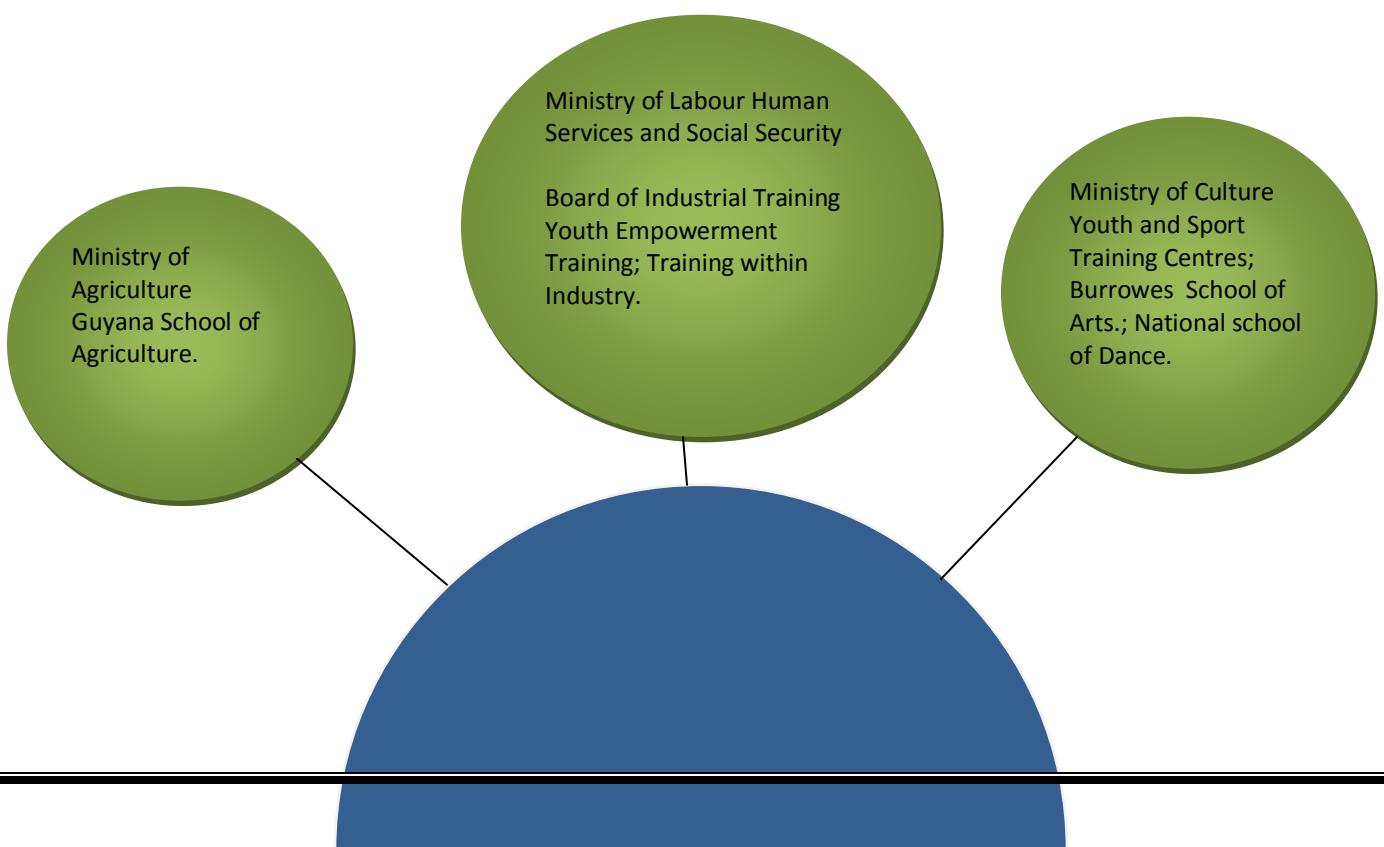
Co-operation and collaboration with the English-speaking Caribbean Countries and Guyana's Latin America neighbours on matters pertaining to Technical and Vocational Education and Training will continue to be pursued by the Council for Technical and Vocational Education and Training.

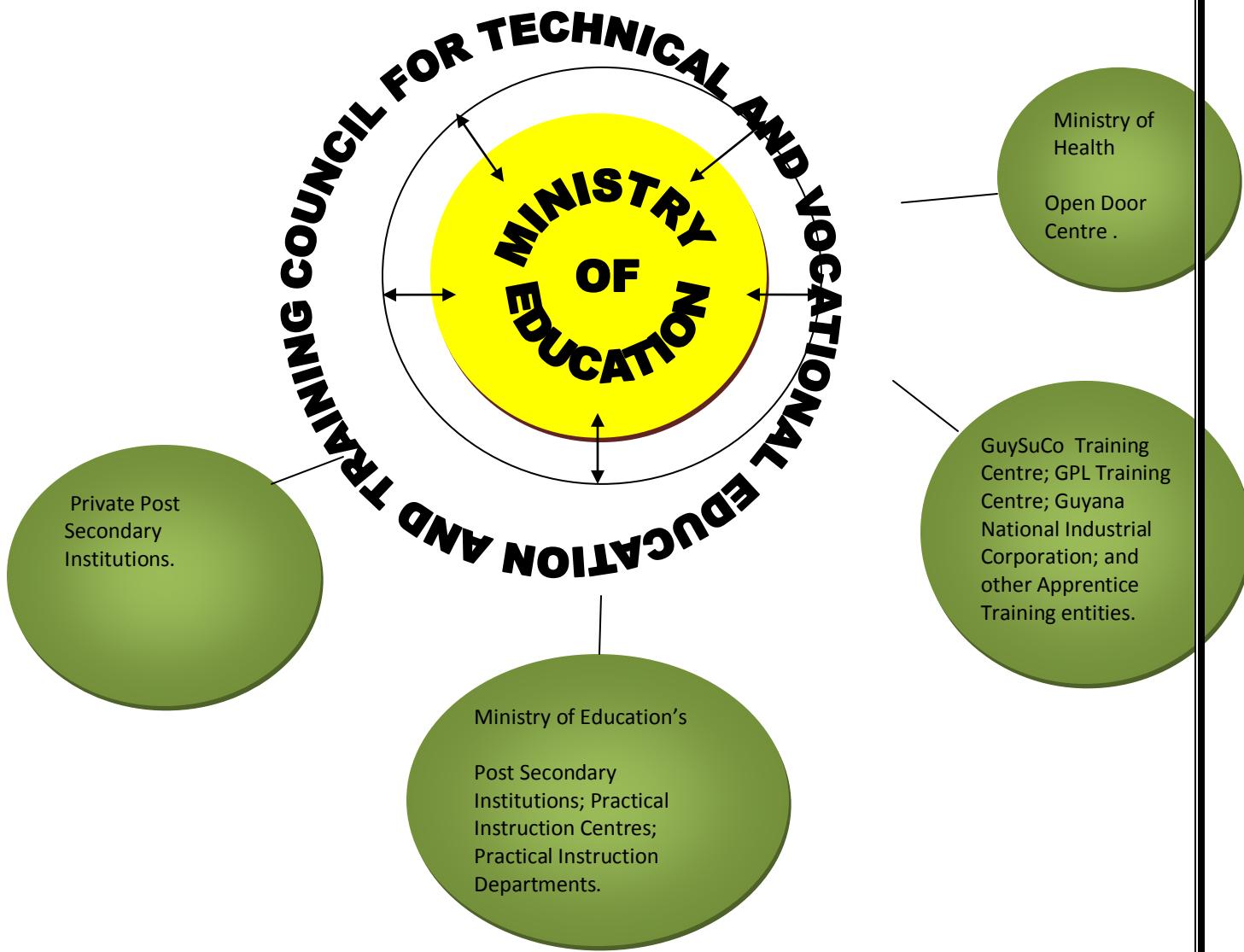
In the wider international sphere the Council for Technical and Vocational Education and Training will initiate bilateral and multilateral assistance from the international community.

## **THE NATIONAL TVET SYSTEM**

The figure below shows the national TVET system.

## GUYANA NATIONAL TVET SYSTEM





Control of the Council for TVET is exercised by the Minister of Education. The Chairman of the Council therefore reports to the Minister of Education.

### **THE WORK OF THE COUNCIL FOR TVET**

The Council for TVET through its Secretariat must conduct its business effectively and efficiently to achieve its mandate (please see Appendix ii for Organisation Chart). Its major commitment are among other things, to achieve the following:

- monitor the performance of the Post-Secondary Institutions in both the public and private sectors;
- initiate the improvement of the training of Technical Teachers, Lecturers/Instructors for the formal and non-formal systems;

- establish a training register and register all the Post-Secondary Institutions and the Board of Industrial Training;
- develop a working relationship with the Distance Education and Information Department of NCERD;
- establish, implement and maintain training standards and performance testing;
- undertake curriculum analysis and design to ensure that education and training programmes are relevant to the needs of industry;
- contribute meaningfully to the development and maintenance of an effective vocational guidance and counseling programme within the Ministry of Education;
- undertake programme evaluation and programme upgrading;
- ensure a continuing supply of manpower information on which training decisions might be made;
- initiate the review of the Industrial Training Act Cap: 3904; and
- initiate the up-grading of the workshop and laboratory facilities at the PICs, PIDs and the Post-Secondary Institutions.

The Council for TVET will provide a service to the Pre-Vocational Programme that is being offered by the Ministry of Education and the basic training that is being offered by the Adult Education Association. This will be to ensure that an integrated system is developed where-by the training that is offered by such agencies meets the minimum national standard and the graduates satisfy the entry requirements to pursue studies at higher level programmes.

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