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## INTRODUCTION

### *The Land and the people*

Guyana has an area of about 215,000 kms<sup>2</sup>. It is bounded on the north by the Atlantic Ocean, on the east by Suriname, on the south and the southwest by Brazil, and on the west and northwest by Venezuela. Guyana has a typical equatorial climate involving seasonal rainfall, high humidity, and small seasonal variations in temperature. Average daily temperature is 27 degrees Celsius.

Four mainland forms are found in Guyana. First is the flat, clay, coastal belt, where most of the population is concentrated and where the great majority of agricultural activities take place. The coastlands lie 1.4 meters below sea level and are protected by a system of dikes. The second is the sand belt, south of the coastal belt and includes the intermediate savannahs. The third is the undulating, central peneplain making up more than half of the country's land. In this area are tropical forests and extensive mineral deposits. This landform stretches from the sand belt to the country's southern boundary. The fourth landform is the highlands, located in the mid-western area.

The population is composed of five main ethnic groups: East Indian, African, Indigenous Amerindians, Chinese and Portuguese coming mainly from the island of Madeira in the coast of Africa, as well as a substantial mixed population. The three major ethnic groups are the East Indian, which are the majority of the population (over 60 percent). The second group are the Africans (over 20 percent), then the Amerindians (a little over 10 percent). The Chinese and Portuguese are now only a few. The country's official language is English<sup>1</sup>, but there are also some local dialects.

The population in Guyana is approximately 770,000<sup>2</sup>. The three largest cities in the country are the capital Georgetown (population 223,900), Linden (population 43,800) and New Amsterdam (population 31,500)<sup>3</sup>. Because of substantial emigration, population growth has been very low. Since 1960, population growth rates present a clear downward trend.

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<sup>1</sup> Guyana is the only country that speaks English in continental South America.

<sup>2</sup> The information comes from the *Statistical Bulletin*, Georgetown: Brureau of Statistics, June 2001. This information is an estimate from the last census since data from the last census (2000) are starting to become available now.

<sup>3</sup> Ibidem (2001 estimate).

**Table I Population Growth Rate (1960-2000)<sup>4</sup>**

Decade	Ave. annual growth rate %
1960	2.3
1970	0.8
1980	-0.4
1990	Low or 0

The population density for Guyana as a whole is very low, at less than four persons per square kilometer. But almost 90% of the population is concentrated on the narrow coastal plain, where the population density is more than 115 persons per square kilometer<sup>5</sup>.

**Table II Population by Gender and Region 1991<sup>6</sup>**

No.	Regions	Number			Pct. of the total
		Male	Female	Total	
1	Barima / Waimi	9,520	8,774	18,294	2.5
2	Pomeroon / Supenam	21,080	22,059	43,139	6.0
3	Essequibo Isl. / West Demerara	47,432	47,844	95,276	13.2
4	Demerara/Mahaica/Georgetown	141,333	153,161	294,494	40.7
5	Mahaica / Berbice	25,545	25,729	51,274	7.1
6	East / Berbice / Corentyne	70,321	71,224	141,455	19.5
7	Cuyuni / Mazaruni	7,916	6,766	14,682	2.0
8	Potaro / Siparuni	2,962	2,612	5,574	0.8
9	Upper Takutu / Upper Esse.	7,645	7,302	14,947	2.1
10	Upper Demerara / Berbice	19,349	19,922	39,271	5.4
--	Institutional	3,527	1,740	5,267	0.7
--	Total	356,540	367,133	723,673	100.0

**Note:** Institutional includes persons residing in hospitals, penal institutions, military barracks, hotels and other institutions on the "census night".

In the absence of a recent census<sup>7</sup> and inter-censal demographic survey estimates, and in the light of the population growth rate, it is very difficult to have very accurate and reliable estimates of the population in the country. The best source at the moment seems to be those reported by the Poverty Reduction Strategy<sup>8</sup>. This report estimates a total population of approximately 775,000 in 2000 – 2001.

<sup>4</sup> Estimate made by R. Noonan in his *Teacher Supply, Demand and Transition Planning Study*, Georgetown: Ministry of Education, February 2002.

<sup>5</sup> Around 380 per square mile.

<sup>6</sup> CARICOM

<sup>7</sup> The data from the new census is expected very soon but it is still not available for an analysis.

<sup>8</sup> Government of Guyana, *Poverty Reduction Strategy (PRS)*, 2001. Population for 2000 is taken from page ii.

The infant mortality rate is 48.64 deaths per 1000 live births. Life expectancy is 61.82 years for the total population, 59.15 years for males and 64.61 years for females<sup>9</sup>.

### *The Economy*

Over the period 1990 – 2001 the economy grew at an average yearly rate of 4.8 percent. However, the latter part of the decade has presented low or negative economic growth.

At the end of the decade of the 1990s, most of the economic activity was in services, with 13 percent accounted by the government.

**Table III Economic Activity by Sector**

Sector	Pct.
Services	41
Agriculture, forestry and fishing	33
Manufacturing, engineering and construction	14
Mining and quarrying	11

Source: R. Noonan, *op. cit.*, p. 9

The Poverty Reduction Strategy document from the Government, presents the official view of the near future of the country:

**Table IV GDP and Populations Projections 2001 – 2005**

Year:	2000	2001	2002	2003	2004	2005
Nominal GDP at Market Prices (M GD)	130,012	136,928	147,215	158,237	172,207	187,925
Nominal GDP at Factor Prices (M GD)	108,086	115,080	124,343	133,380	144,725	157,973
Real GDP at Factor Costs (M GD 1988)	5,386	5,457	5,646	5,862	6,115	6,410
Real GDP at Market Prices (M GD 2000)	130,012	131,743	136,298	141,505	147,625	154,746
Annual Real GDP (Factor) Growth Rate	----	1.3	3.5	3.8	4.3	4.8
Population	772,200	776,061	779,941	783,841	787,760	791,699
Population Growth Rate	0.5	0.5	0.5	0.5	0.5	0.5
Real GDP/Capita, Constant Market Prices (2000)	168,366	169,758	174,754	180,528	187,398	195,461
Real GDP/Capita, Constant Market, USD (2000)	912	919	946	977	1,015	1,058

Sources: Poverty Reduction Strategy (PRS), 2001 and calculations done by R. Noonan.

A recent household income survey found poverty levels declined from about 43 percent in 1992 to 35 percent in 1999. The Government has recently developed a poverty-reduction strategy (already quoted in the paper) that could pave the way for Guyana to benefit from substantial inflows of money under the Highly Indebted Poor Countries (HIPC) initiative.

<sup>9</sup> Data from the World Health Organization.

As a whole, and in a few words, the situation of Guyana can be summarized as follows:

- The population is not increasing significantly. Even though there is a positive birth rate, the immigration factor keeps the numbers in check with a tendency for the economic active population to decrease.
- With some improvement in the economy of the country in the last few years, there is still a lot to be done, and most Guyanese have to face a difficult life full of shortcomings.
- The population is concentrated in the coastal areas leaving the rest of the country practically inhabited with the exception of few population centres.
- The economically active population is decreasing due to the immigration patterns and certain health reasons.

### *The Higher Education System*

The Higher Education System in Guyana is relatively simple and small. It has only three full members. The first and largest one is a public institution and the other two are private and still not fully developed.

The University of Guyana (UG) is a comprehensive university that houses the majority of students at this level in the country. It follows the traditional French-utilitarian model in which main emphasis is put on the development of human resources to cover the need of the Government and the society. Although research is encouraged and there are many extension activities, most of the time and resources are dedicated to teaching.

UG offers courses leading to a first degree in the schools of Agriculture, Education and Humanities, Natural Sciences, Social Sciences, Health Sciences and Technology. There are under-graduate programmes leading to certificates and diplomas in Public Administration, Education, Social Work, Medical Technology, Accountancy, Pharmacy, Personnel Management and Public Communication. There are also graduate diploma programmes in Education and Development Studies. Master's Degree programmes are offered in Guyanese History, Political Science, Chemistry, Geography, Agriculture and Education. In addition to these programmes, UG is involved in a range of informal courses in connection with the Institute of Distance and Continuing Education (IDCE) and the Adult Education Association (ADA).

**Table V - Enrolment by Faculty and Sex in the UG (2000 – 01)<sup>10</sup>**

Faculty	New Students			Total Students		
	M	F	T	M	F	T
Agriculture	34	16	50	94	48	142
Arts	18	86	104	82	209	291
Education	54	184	238	101	405	506
Health Science	24	59	83	117	194	311
Natural Science	144	147	291	360	377	737
Social Science	268	642	910	797	1730	2527
Technology	170	16	186	420	33	453
IDCE	235	646	881	235	646	881
Total	947	1796	2743	2206	3642	5848

Source: Digest of Education Statistics of Guyana (MOE)

UG has a total of 407 professors out of which 205 (50.4%) are full time in the University. Of the total number of professors, 138 (33.9%) are females.

**Table VI – Graduates by level and sex in the UG (2000 – 01)<sup>11</sup>**

Programmes	M	F	Total
Certificates	29	101	130
Undergraduate diplomas	207	260	467
Associate degrees	19	41	60
Graduate degrees	203	309	512
Postgraduate degrees	3	1	4
Postgraduate diplomas	18	32	50
Total	479	744	1223

Source: Digest of Education Statistics of Guyana (MOE)

The private institutions are limited in the range of their offerings. The American International School of Medicine limits its action to the Health Sciences and specifically to the training of physicians for foreign countries. Its facilities are in the Ocean View Hotel, in the vicinity of Georgetown. Its main offices are located in 979 Main Street, Stone Mountain, Georgia in the United States. The other private university is The International University. Founded in 1996 it offers programmes at the certificate, masters and doctorate levels. From their installations at Georgetown and Berbice, it is not clear that they have a high volume. They also offer programmes at Saint Lucia with the Institute of Professional Management & Engineering (IPME).

In Guyana the experience with private institutions in Education is very recent and it is very possible, at the moment, for them to act very independently. The Ministry of Education exercises some kind of guidance to the system, although supervision is practically non-existent.

<sup>10</sup> The statistics were produced before Humanities and Education became a single unit, as a consequence they are reflected as separate entities.

<sup>11</sup> The statistics were produced before Humanities and Education became a single unit, as a consequence they are reflected as separate entities.

Additionally, technical education and vocational training at the post secondary level are offered in three technical institutes, an Industrial Training Centre, the Carnegie School of Home Economics, and the Craft Production and Design Division. These institutions train both male and female students above the age of 16 years in a range of technical and vocational areas. Admission to these studies is generally once per year and most courses are of two year duration leading to: a Technician Certificate, a Technician diploma, or a Certificate of Proficiency.

The system also includes the Cyril Potter College of Education which offers the training for most of the teachers. This institution will be analyzed at length in the following pages.



## CHAPTER I THE PAST

### *The birth of teacher education in Guyana*

Teachers' Education dates back in Guyana to 1853. At that time Bishop's College, a denominational and theological institution, prepared teachers of the Church of England Presbyterians and Methodists. Two years later the institution opened its doors to everyone interested in the teaching profession. The work of this institution, the first in the country, continued until 1882 when it closed its doors due to financial difficulties.

After a long process and many debates, in 1876, the Education Ordinance was approved making elementary education compulsory in Guyana (between ages 6 and 14). At that time the sector was in the hands of the different churches and each religious body trained its own teachers.

In November 7<sup>th</sup>, 1877 an Act advocating for a teacher training institution was signed. The newly approved legal text stated:

*A College to be called "The Government Training College of Guyana" shall be established at which both male and female persons may be properly trained to become efficient teachers for primary schools.<sup>12</sup>*

Nevertheless, and despite the new Act, the activity almost disappeared until 1905 when the Queen's College Agricultural Department started to work in teacher training. In 1906 the Normal Master System was introduced. These programmes ceased in 1910. At this point in time the persons interested in the teaching profession were sent for training at Mico and Shortwood in Jamaica and Rawle College in Barbados.

### *The first public institution for teacher training*

In September 1928, the first local training institution, the Teacher's Training Centre (TTC) was founded with the support of Major Bain Gray, Director of Education. It began admitting 30 students every two years. The admission limit was raised in 1939 when it doubled to 30 students each year. Three years later (1942) the institution was renamed as the Government Training College (GTC). The limit on the number of admissions was reduced in 1947 to 20, and later on, in 1953 raised again to 30.

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<sup>12</sup> Jubilee Handbook (inner cover)

By 1959 steps were taken to increase the number of trained personnel in the schools. Under the leadership of Dr. Elsa Walters the traditional two-year teacher training programme was substituted by a one-year emergency course. Under this arrangement 150 students were admitted annually – 90 as residents and 60 as non-residents. In 1963 the two-year training programme at GTC was reintroduced for 100 students per annum, but on a non-residential basis.

### *The Germanacos Report*

From November 4<sup>th</sup>, 1962 to March 28<sup>th</sup>, 1963 a team of three experts, financed by the United Nations, worked on an evaluation of the educational system of the then British Guyana. The head of the team was C. L. Germanacos, so the report took on his name<sup>13</sup>. The purpose of the mission was to indicate desirable main lines of advance and improvement against the background of the national setting and within the limits of the educational philosophy and policy to which the government was committed and such social and economical development plans as could be deduced from relevant policy statements.

Three major goals were presented in this plan:

- 1) an expansion and reorganization of the educational system at the primary and secondary levels;
- 2) the preparation of a draft curriculum guide for the majority of schools, and
- 3) the preparation of plans for the establishment of a tertiary level of education within British Guyana itself.

At the time the survey took place the system still followed the guidelines established with the Ordinance of 1876. Few changes were made in the Code of Education but in general the system was still the same. In 1961 the system provided for free elementary education for children 6-14 years old, although the families needed to buy the books, paper, etc. The effort of the churches had made possible for the system to expand all over the country. It was calculated that over 90% of the school age children were enrolled in the so-called primary schools. There were some private schools not aided by the Government.

The Government maintained many of the schools in the hands of the churches. Nevertheless, the teachers in these schools were not employed by the Government; they were appointed and subject to the denominational boards of managements, although the government retained a final approval in the appointments.

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<sup>13</sup> The other two were H. Wander and C. S. Congreve.

Primary education covered the bulk of the population; the situation at the secondary level was quite different. The secondary schools maintained by the Government were available only for those who were able to obtain very good results. The only other option available was the private independent schools, which were only possible for those who could afford the fees. The distribution of the secondary schools was such that in many cases there was not only the issue of the fees but also the board and lodging for the child away from home. As a consequence many intellectually able children had to continue their education in the primary school.

After, the later called Common Entrance Examination that was taken at age 11 and 12, the children who remained in the primary schools, until they were 14, appeared to have marked time unless they were considered capable of attempting the next examination step – The Primary School Certificate. Those who were successful were allowed to continue in the school even if they were older than 14, to be given intensive instruction for the Pupil Teacher's Appointment Examination which could give them a foothold on the first rung of a long and arduous ladder to the trained and qualified teacher status. The system was considered unsatisfactory but at least the teachers in the primary schools saw to it that some of the children had new job opportunities opened to them.

In fact many of these high quality youngsters came to join the ranks of the teaching profession providing the school system with excellent material. It also happened that from the teaching profession, the Civil Service also drew excellent recruits.

In September 1963, as a result of the Germanacos Report, the Pre-Service (full-time programme for persons between the ages of 17 and 24) and the In-Service (part-time programme for persons above the age of 24 together with relevant teaching experience) were launched. This last programme was launched at Anna Regina, New Amsterdam and Georgetown.

The GTC trained both Primary and Secondary Teachers. But a separate institution was established in January 1969 for the purpose of training non-graduate teachers for specialist teaching in Forms I, II, and III of all types of secondary schools in Guyana. This institution was called the Multilateral Teachers Training College and later on the College for Secondary Teachers. It was originally based on the University of Guyana Campus. In 1972 it was renamed the Lilian Dewar College of Education in honor of a woman who had served with distinction in the field of secondary education in Guyana.

In 1974 the GTC was removed from Battery Road, Kingston, to its present campus at Turkeyen. For the first time the institution was placed in specially designed facilities for Teacher Education.

### *The CPCE era*

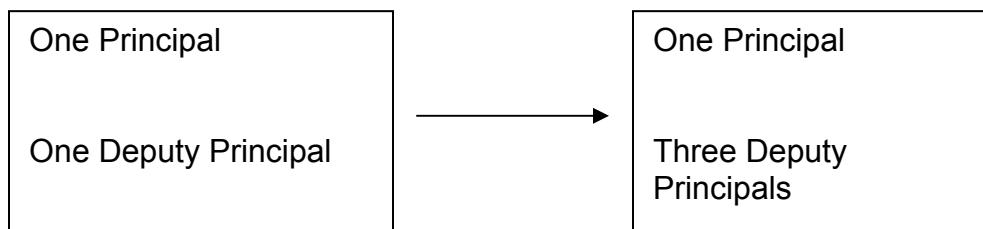
In 1976 the GTC became the Cyril Potter College of Education (CPCE) in honor of Mr. Robert Cyril Gladstone Potter, the first principal of the institution. In 1983 all teacher training was done at the Turkeyen Campus, with the addition of the secondary block, the Lilian Dewar Building.

In 1985 the three-phased Hinterland Teacher Upgrading Programme took place. It was launched for the teachers in regions 1, 2, 7, 8 and 9.

- Phase I – Port Kaituma (six weeks – in-classroom part of the programme)
- Phase II – Mabaruma, Lethem and Anna Regina
- Phase III – Anna Regina

This was the first distance education activity in the CPCE. About 100 participants graduated from the programme and became eligible for training in the professional programme of the College.

In September 1985 all teacher-training activities (pre and in-service) were brought to CPCE. This brought the necessity of expanding the administrative body of the College.



The administrative duties were shared between: Administration, Curriculum and Instruction, and Development

In 1987 there was a partial revision of the College curriculum. It was decided to follow the pattern of the Caribbean Examinations Council to write detailed modules. Only modules outlines were completed but they were in use for several years after.

In 1992 the ceremonial launching of the CPCE Board of Management took place. However it was not operationalized until early 1995. The role of the Board continues to be an advisory one.

In 1994 with the financial support of the Inter American Development Bank (IDB) some modules were written in the core areas and for pedagogy. They were to be used in a distance education programme. They were known as the HTTP modules and were completed by 1995. In this same year the modules were used to upgrade the teachers from regions 1, 2, 4, 7, 8, 9 and 10. This programme was the frontrunner for a fully-fledged distance education teacher-training programme. It was completed in 1999.

In 1997 access to the system was further expanded. Some training centres were established:

**Table VII - New Established Centers by Region**

Location	Region
New Amsterdam	6
Linden	10
Anna Regina	2
Vreed en Hoop	3
Georgetown	4

The expansion proceeded even further when in 1998 a centre for secondary teachers training was established with the support of the SSRP.

In 1997 there was a curricular evaluation process conducted by Aubrey Armstrong Associates with funding provided by the Caribbean Development Bank. The evaluation report recommended a major overhaul of the training programmes to cater for flexibility, interactive activities and experiences.

#### *The recent past*

In 1998 the Guyana Basic Education Teacher Training Programme (GBET) was established. The Canadian International Development Agency (CIDA) provided funding with technical assistance from TecSult International. One of the objectives was to create a teacher certificate programme via distance education. Funds were requested to evaluate the whole curriculum before embarking in the distance education initiative.

The distance education unit of the college was established in 1999 with the support of the GBET. It is managing two programmes:

- A Foundation Programme to upgrade teachers in Regions 1, 2, 7, 8 and 9
- A pilot distance education programme offering a teaching certificate in Regions 2, 3, 4, 6 and 10. This programme started in 2001 and consists of Level I and II courses.

In 1999 a consultant was engaged in the preparation of a blueprint for the curriculum via both distance and interactive modalities. The result was presented to the Ministry in 2000 for ratification.

In 2001, with funding from the IDB, most of the buildings on campus were renovated and a Convention Centre was established for workshops and meetings. The Reading and Mathematics Resource Centres were established and the science laboratories were refurbished. The Private sector<sup>14</sup>, in 2002, also contributed to the enhancement of the grounds and the Bain Gray Hall.

In year 2003, SSRP introduced a second information technology laboratory in the College and Laparkan donated another one located in a container. The institution also benefited from two other projects: the Basic Education Management and Support Programme (BEAMS) and the Caribbean Centre of Excellence for Teacher Training (CCETT). The first initiative has the financial support of the IDB, and the second is financially sponsored by USAID.

The year 2003 marked the pilot implementation of a distance education programme for the hinterland regions launched in Region One (Mabaruma, Port Kaituma and Moruca).

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<sup>14</sup> Laparkan

## CHAPTER II THE PRESENT

### *The Way In: Professional Preparation of Educators*

At the present moment, the professional preparation of educators in Guyana is the responsibility of the Cyril Potter College of Education (CPCE) and the University of Guyana (UG). Their efforts are complemented by several projects and institutions including the National Center for Educational Resources Development (NCERD) of the Ministry of Education, the Guyana Basic Education Teacher Training Project (GBET), and the Guyana In-service Distance Education Project (GUIDE)<sup>15</sup>.

CPCE has its central campus at Turkeyen and six other centers in various regions of the country, including another one in the capital. These installations are the core of the infrastructure dedicated to the professional preparation of teachers.

**Table VIII – Campus and centers of CPCE**

Center	Location
Turkeyen	Just outside of Georgetown, close to the campus of the University of Guyana.
New Amsterdam	Region 6, southeastern seaboard, approximately 60 miles southeast of Georgetown.
Linden	Region 10, 60 miles south of Georgetown.
Rose Hall	Region 6, southeastern coast, near New Amsterdam.
Anna Regina	Region 2, central coast, west of the Essequibo River, 40 miles northwest of Georgetown.
Vreed-en-Hoop	Region 3, central seaboard, west of the Demerara River, about 10 miles west of Georgetown.
Georgetown	Brickdam 68

The instructional offer for teachers can be divided into two broad categories according to the intended target group:

**Table IX – Teacher Education Programmes at CPCE**

Programme	Level	Years	Comments
Pre-service	Nursery	3	These are the traditional training programmes offered for teachers. They all have the same pre-requisites and there is no great difference in the demographics of the student population.
	Primary	3	
	Secondary (Academic)	3	
	Secondary (Pre-vocational)	3	
In-service	Nursery	3	These are distance programmes directed to untrained teachers performing in the schools.
	Primary	3	

<sup>15</sup> This programme is coming to a close and the offices were vacated on May 2004. The remains are now housed at NCERD.

A complete summary of the programmes offered for teachers at CPCE, their respective requirements and results is as follows:

**Table X – Types of Education Programmes at CPCE**

Route		Results	
Completed secondary with four CXC subjects with grade 3 or better including English or an appropriate equivalent.	→	Pre-service programme at CPCE.	After finishing at CPCE each graduate becomes a certified trained teacher. They can go to the system and/or later on go the University of Guyana to finish their studies.
Same as above but the candidate is already in the educational system.	→	Untrained teacher (24 years old).	In-service programme.
Completed secondary without Math and/or English.	→	Untrained teacher (24 years old).	Foundation Programme (one year) and then In-service programme.
Not completed secondary	→	Untrained teacher (24 years old).	Foundation programme (up to 3 years) and the In-service programme.

Alongside CPCE, the University of Guyana offers a variety of programmes through its School of Education and Humanities. There are three main differences between the two institutions.

- 1) At the University the entrance requirements are more stringent than at CPCE. More CXC subjects are required and Mathematics and English must be a part of those subjects.
- 2) The scope is different. At the University the student can go beyond the certificate level and become what is usually called a Graduate Trained Teacher, with a Bachelor in Education (BEd). This is of course a four year degree at university level.
- 3) The programme at the University is significantly longer. The certification of the teacher takes three years and two more years to obtain the Bachelor degree.

In essence, for a graduate from CPCE it would take four more years to achieve the level of a graduate trained teacher. For a candidate coming directly from the CXC results it would take five full years to arrive at similar results.

A complete summary of the programmes offered for teachers at CPCE, their respective requirements and results are as follows:



**Table XI – Teacher Education Programmes at UG**

Route		Results	
Completed secondary with five CXC subjects in one seating or six in two, with grade 3 or better including English and Mathematics.	→	Three year certification programme at UG.	After finishing the graduate becomes a certified teacher and can go the system and/or continue studying at UG.
Graduate as a trained teacher from CPCE.	→	Two year certification programme at UG.	After finishing the graduate becomes a certified teacher and can go the system and/or continue studying at UG.
More advance programmes at GU			
Route		Results	
Certification as a teacher from the UG programme.	→	Bachelor of Education (BEd) from the UG.	Graduate becomes a graduate trained teacher.
Graduate of any programme at College level.	→	Postgraduate diploma in Education (this a two-year programme held on Saturdays).	Graduate becomes a graduate trained teacher.
Graduate of any college programme.	→	Master in Education (MEd).	Different programmes at the graduate levels covering various areas: Measurement & Evaluation, Management & Supervision, Language Education, Curriculum & Instruction and Orientation & Counseling. These programmes are not offered systematically and they depend on the demand and especial situations.

In order to best understand the system for the professional preparation of teachers, it is necessary to review the nomenclature used in Guyana. Persons who have completed secondary schooling with at least four O-level subjects, including Mathematics and English are “qualified” to enter teacher-training programmes at CPCE. The following table gives adequate descriptions.

**Table XII – Nomenclature the system for Professional Teacher Education**

Terms	Meanings
Qualification	Covers the general education of the persons that want to be teachers. A person is considered qualified when he/she reaches the requirements to enter the professional programmes for teachers.
Qualified graduates	Persons that are graduates from UG or any other recognized university.
Other qualified	Fill the entrance requirements for secondary students (see next table).
Training	Covers the pedagogical education necessary to perform as a professional teacher.

Terms	Meanings
Trained	These are the persons that have received professional training as teachers in a programme specifically geared toward those objectives.
Trained graduate teachers	These are persons that received the Bed from UG or got the postgraduate diploma in Education after obtaining a Bachelor degree in any field from UG.
Untrained	These persons have not received training as teachers.
Unqualified	Have not received training as teachers and do not have the qualifications to become eligible to enter in such programmes...

In addition to the campus-based instruction that has been presented so far (see Table VII), there are a number of other programmes that have been offering upgrading opportunities to the teachers in Guyana. In terms of volume, the most significant contribution has been done by GBET, a distance education programme designed to upgrade all unqualified teachers in the hinterland regions, making them eligible for formal teacher training<sup>16</sup>.

**Table XIII – Participants in Teacher Education Programmes**

Programme	CPCE	
	Campus	Centers
Nursery		
Year 1	27	100
Year 2	26	57
Year 1	84	254
Year 2	79	283
Sec. Academic		
Year 1	63	53
Year 2	36	74
Year 3	48	9
Sec. Voc./Tech.		
Year 1	51	0
Year 2	37	0
Year 3	22	0
Total	473	830
GBET*	-----	1018
GUIDE*	-----	17
Total	473	2678 <sup>18</sup>

\*All participants are Nursery or Primary teachers

To complete these statistics it must be calculated that between 150 and 200 students enter the UG programmes in the School of Education and Humanities. Nevertheless most of them enter as CPCE graduates and most likely already

<sup>16</sup> Another similar programme is GUIDE. In fact both initiatives share the same curriculum.

<sup>17</sup> This is a different kind of statistic since it could duplicate the numbers included in other programmes. There were 169 graduated teachers from GUIDE. Out of them a total of 113 (66.9%) went to CPCE and are studying there or graduated. Another 13 of them are waiting for their final records to be released.

<sup>18</sup> Does not include GUIDE graduates.

working as teachers. For that reason they do not add significantly to the numbers of trained teachers in the system.

As was explained before, the only institution in Guyana that provides teacher education and training at the graduate level is the Faculty of Education and Humanities<sup>19</sup> at the UG. It currently also offers a Certificate in Education and a Bachelor of Education together with some programmes at the Master level.

### *Some issues to be noted*

In the latter part of the first half of the past century there was a very significant experience in Guyana, shared with some other Caribbean countries. The experience in teacher training was something that could be called the apprenticeship system applied to education.

Some of the children coming out of school that did not have the necessary credentials to go into secondary schools and did not have the means to pay private schools were allowed to get the Primary School Certificate. With that accomplishment they could go into the schools and become an apprentice, guided by an experience teacher and under the supervision of the head-teacher. With a programme of selected materials to read and guided experiences, the candidate could prepare for the Pupil Teacher's Appointment Examination which could give them a foothold on the first phase of a long and arduous ladder to trained or qualified teacher status. In fact many of these high quality youngsters came to join the ranks of the teaching profession providing the school system with excellent material.

This experience was considered to be somewhat unsatisfactory, but it brings up interesting suggestions concerning the teaching profession and the best way to develop teachers. The presence of the apprentices in the schools gave them the chance to join a learning community, attached them to a particular experience in which the effort to learn was the main focus, and gave the school the opportunity to become the center of the efforts to improve the system of education.

It is probably out of the question to think in our days of a system like this to be implemented in most educational environments, nevertheless it offers a new perspective to the long distance education programmes.

In the modern experience of Guyana, the importance of the Distance Education Programmes needs to be stressed. In a context of lack of trained teachers, of low-density population, and significant distance between the schools and the training centers, the options that provide alternatives to the traditional classroom

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<sup>19</sup> This designation was introduced in 2003. At that point the Faculty of Education became Faculty of Education and Humanities.

training for teachers need to be taken seriously into account. Initiatives such as GUIDE and GBET, already mentioned, point in that direction.

With the relative proliferation of computers and the improvement of communication, there is a possibility that in a not too distant future the technology of the Information Age can significantly contribute to solving the problem of the isolated and untrained teachers in Guyana.

Another issue to point out is the fact that although UG and CPCE are both public institutions, sponsored by the Government and, to certain extent, under the Ministry of Education, they are not fully coordinated. Very little is recognized by UG of what is done by the students at CPCE and the category of the college, as a tertiary level institution is limited.

Since in order to enter CPCE the students need their secondary studies, it is clear that the institution is at the tertiary level. On the other hand, the fact that their teaching certificate is not considered at college level, not even as an Associate degree (AA), makes its value in the academic ladder a little fuzzy. Indeed the teacher certificate can be clearly considered tertiary and professional but certainly not a part of the college and/or university level.

### *Teacher training and Higher Education*

As it was explained before, only three institutions currently form the Higher Education System in Guyana. One of them is public, the University of Guyana. It is a comprehensive institution that offers careers in many fields, including a School of Education and Humanities. UG was created in 1963, in the years previous to the independence (1966) and the Republic (1970). The action was taken supported by two lines of action:

- 1) It was a good way to increase access to Higher Education in a country that was starting a new life as a free entity and later on as a republic.
- 2) Economically<sup>20</sup> it was an idea that seemed to make sense since it represented savings per student when compared to the cost of sending students to the regional institution the University of West Indies.

The other two are private institutions. They are The International University, dedicated mostly to management and law; and the American International School of Medicine, with only one professional school in the Health Sciences.

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<sup>20</sup> We do not have data to support this claim. Nevertheless, various persons that were interviewed, including university professors and economists agreed to it as a truthful appraisal.

Besides these, there are institutions designated as tertiary institutions, which demand certain level of achievement at the CXC but are not considered universities or colleges. These are the technological institutes that graduate skilled laborers in different fields, from electricity to agriculture. CPCE is considered as a part of this group.

The only two institutions dealing with teacher training in Guyana are public in nature and they are linked to the Ministry of Education. The Ministry directly supervises CPCE and its officers and professors are considered a part of the system. The UG connection is much looser; giving the University what could be called functional autonomy.

Most of the students directed to educational studies come from the lower strata in society, attracted by the possibility of getting a job, although low paying, and support to complete their preparation. The curricula followed in UG and CPCE are somewhat similar. UG is more demanding in the selection criteria and the program is longer, conducing to a higher education degree.

However, because of the socialist legacy, all education in Guyana was for free. In 1993 a tuition was established for students at the university. They had to pay G\$127,000 per year (approximately US\$635.00). This amount has remained the same since it was established<sup>21</sup> As a consequence there are no fellowships or study grants as such being offered to students. Tuition is always fully covered. Nevertheless, the Government sometimes offers help to buy clothing, school supplies and to cover the cost of transportation to qualifying students. CPCE has a residential programme for students from rural areas.

### *The teaching profession*

The number of teachers by level is presented in the following tables (XIV – XVI). The steady growth is mainly due to the natural historical development of the system. The percentages of trained and unqualified teachers are maintaining certain stability. It is important to understand that the teacher supply and demand goes beyond a simple matter of numbers.

For example the number of trained teachers in the system is only approximately around half (40.2 % for Nursery; 53.4% for Primary and 54% for Secondary). The way in which they are distributed is more preoccupying, since the hinterland and riverrain regions are well below the national average. The coverage in Basic Education is good; some will considered it surprising, but the quality in the delivery of the system is not equitable and at an acceptable quality. The level of teachers must improve and they must be better distributed.

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<sup>21</sup> At the time it was established the Guyanese dollar was exchange at about a 27X1 rate. Now the rate fluctuates between 196 and 201X1. The rate used in the text was 200X1.

**Table XIV – Teachers by type of training in Nursery Schools**

Year	Graduate		Other qualified		Unqualified	Total
	Trained	Untrained	Trained	Untrained		
1994	6	0	580	305	744	1635
1995	27	1	648	240	879	1795
1996	32	0	654	267	878	1831
1997	52	2	670	341	913	1978
1998	61	3	683	401	885	2033
1999	55	1	775	495	892	2218
2000	69	2	815	611	703	2200

Source: Ministry of Education – Digest of Education Statistics

**Table XV – Teachers by type of training in Primary Schools**

Year	Graduate		Other qualified		Unqualified	Total
	Trained	Untrained	Trained	Untrained		
1994	54	0	1821	364	1403	3642
1995	76	0	1711	414	1143	3344
1996	72	0	1772	507	1110	3461
1997	90	2	1759	739	1120	3710
1998	106	6	1887	803	1084	3886
1999	76	4	1919	833	1119	3951
2000	111	7	2062	931	955	4066

Source: Ministry of Education – Digest of Education Statistics

**Table XVI – Teachers by type of training in Secondary Schools**

Year	Graduate		Other qualified		Unqualified	Total
	Trained	Untrained	Trained	Untrained		
1994	51	15	832	162	612	1672
1995	363	100	1236	600	513	2812
1996	394	87	1324	658	546	3009
1997	379	91	1303	760	495	3028
1998	398	124	1405	733	515	3175
1999	338	141	1520	871	501	3371
2000	346	154	1289	821	400	3010

Source: Ministry of Education – Digest of Education Statistics

Another problem that the system faces is the limited presence of male teachers in the schools and the training programmes. In the initial level, Nursery, 99.1% of the teachers are female. Only two (approximately 10%) of the males are trained. At the primary level the percentage of females lowers a little to 82.3% and in the secondary goes even lower to a workable 66.3%. These figures mean that males are a strange occurrence during the whole cycle of basic education and even in at the secondary level they are a minority. Some analysts are already implying that the decrease in male student presence and level of achievement is due, at least in part, to this lack of models from their own sex.

In the schools the ratio of students/teachers is reasonable, although there are geographical differences that need to be taken into account. It is safe to say that

the main problem in the system is not quantity but rather the quality of the delivery of the education provided in the schools and the equitable distribution of

**Table XVII – Ratio Students/Teachers by level**

Level	Total teachers	Trained teachers
Nursery	16/1	40/1
Primary	27/1	50/1
Secondary*:		
Primary Departments	20/1	42/1
Community Schools	22/1	44/1
Secondary Schools	20/1	35/1

**\*These are not Full Time Teachers Equivalent (FTTE)**

The limited resources available, including in this case the human resources, the teachers.

In a recent newspaper article, and during a strike from the teacher's union over an increase in salaries, a politician from the opposition asked why a teacher would want to be in the schools. At a first view, it is a proposition with which it is easy to agree. If the low salaries are taken into consideration, the conditions of the schools, the lack of teaching resources and the lack of support that the teachers have to face, it is difficult to see education as an attractive career.

The truth of the matter is that although there are many problems and shortcomings that need to be faced, teaching is still a path that offers certain opportunities. After completing the training and becoming an experienced teacher, there are many possibilities of having an international career in the United States, Africa or in another Caribbean country. Guyana is characterized by a very strong outward migration. Teachers have great opportunities to do that successfully.

## CHAPTER THREE

### A THOUGHT ABOUT THE FUTURE

#### *Some positive trends*

One of the most positive trends in the current situation of the teachers in Guyana is that everybody agree that there is indeed a problem. The Union Leaders, the teachers, the education analysts, the Ministry and other sectors in the Government, together with the international financial agencies all agree that something needs to be done. The effectiveness of any educational reform in the country rests in the national capacity to have a motivated and capable teaching force.

There are some very interesting initiatives:

- 1) Under the Basic Education Access & Management Support Programme (BEAMS) a study on teacher's salary will be shortly under way. The result will identify the options available to improve the situation. It is surely not only a case of more money but also of a more rational organization of the salary structure.
- 2) Under the same Programme there is also a subcomponent that deals with teacher education. The group involved in this particular initiative is working on several fronts. First there is the creation of positions of Master Trainers and Cluster Advisors<sup>22</sup> to give more support to the teachers in their endeavors and help them to grow professionally. Another initiative is to have a public national forum to analyze the situation of the teaching career in the country and to find the best possible strategies to improve the situation.
- 3) BEAMS will also be sponsoring a Masters level Programme to be offered by a foreign university together with the University of Guyana. The initiative will concentrate in improving managerial capacity at school, regional and supervisory levels in the system. Although not primarily directed to teachers, the initiative will be able to provide them with more adequate support in their activities, which is an important element in teacher motivation and performance.
- 4) Another initiative under BEAMS is an effort to promote community involvement in the schools. Through the development of School Improvement Projects in the school and the creation of School

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<sup>22</sup> Under BEAMS the schools are to be organized in clusters. Each group of schools will have a cluster advisor to support the effort of the teachers to introduce the changes planned in the Programme.



Improvement Advisory Councils, it is expected to have the parents and other members of the community actively participating in the life of the school, bringing the family and the school environment to give support to the teachers and the student in their learning-teaching initiatives.

#### 5) The Caribbean Centre of Excellence for Teacher Training (CCETT)

A Caribbean project sponsored by the United States Agency for International Development (USAID) is searching for different models to achieve excellence in the classroom. It has a relatively strong presence in Guyana and the CPCE.

At the beginning of the year The Teacher Education Advisory Board was appointed to ensure “full collaboration, appropriation and coordination of the pre-service and in-service training effort by all teacher preparation institutions in Guyana.”<sup>23</sup> Among other things this Board will support MOE in developing a Master Plan for Teacher Education.

#### *Some questions*

There are a number of issues in the future of the teaching profession. The most basic one, although not the most recognized one in the Guyanese society is the identity of the teachers. Are they professionals? Or maybe they are only medium level technicians?

The answer to this question is not simple. Teacher certification takes place in what is called in Guyana a tertiary education, which means a level above a secondary institution but without achieving college or university level. Their certification (as different from their qualification) only makes reference to the fact that they have some specific pedagogical and didactical training. The studies made at CPCE are accepted at the University but at a lower level and only as individual credits. The diploma from the teacher training institution is not given any recognition, not even as an associated degree level. It is clear that the society and the University do not give to the teaching degree obtained at CPCE the same value as the one accorded by the University. It has already explained that entrance requirements at UG are more stringent and that a CPCE graduate would have to take an extra year of studies in order to receive the teaching certificate from UG.

In as far as accreditation UG has its own Act and Statutes, although it is somewhat dependent from the Government and particularly from the Ministry of

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<sup>23</sup> Quotation from the document *The Teacher Advisory Board*, prepared at CPCE.

Education. The Higher Education System in Guyana is still developing and remains very small with only three institutions at the college or university level. The notion of accreditation is somewhat unnecessary in a small system like this.

*Some suggestions to be considered*

There are two perspectives included in this document; which merit attention. The first one is concerned with Higher Education. In this line there are a number of possible suggestions:

- 1) This is the time to ask questions as what will be the part to play by private institutions and to what extent the State will be a sole provider, the main provider or just another one of the providers. New legislation can come into place now, that the institutions are few and small.
- 2) It is also the time to design the supervisory mechanisms in order to ensure the level of quality and significance of the institutions that are forming or will form the system.
- 3) The tertiary institutions will have to be defined as part of a larger system and they will have to be able to be integrated, as middle level institutions, existing between the Universities and Colleges on the one side, and the secondary schools on the other. Among the institutions to be evaluated and possibly redefined is CPCE.
- 4) Accreditation should be a concern for the near future. In a global economy and within a geographical region searching for ways to be more integrated, this is a necessity for all higher education institutions.
- 5) A country like Guyana at the present moment has to look for more innovative ways to open the doors of the higher levels of learning. Distance Education seems a must for a country with some regions which are very scarcely populated.
- 6) One important issue to negotiate between the University and CPCE is to standardize admission policies and develop a coherent system to train the teachers. In this way the status of the trained teachers would be better defined and each institution could be in better position to develop programmes within its jurisdiction.

The second one relates to the teachers and their education and training:

- 1) First is to note that the teacher problem in Guyana is not a problem of numbers, but one of quality. The student/teacher ratios are manageable at

all levels. The solution is to provide more and better training for the teachers, before and in-service. Again long distance education here should play an important role. The access to new technologies should be increased in order to be able to provide more alternatives.

- 2) A logical consequence of this first suggestion is the development of a policy of teacher training capable of adequately covering the following issues:
  - The pre-service training should be able to provide the new teacher with professional qualifications and guarantee progress within the educational system toward a well developed career.
  - The in-service programme should be school-based, linked to the needs that the schools, as learning communities, have. They should be constructed using the different available technological alternatives for education and training.
  - The programme should be linked to a certification system in which the teacher must validate its condition at the end of certain periods by complying with established requirements of continuous education and/or training experiences.
  - It should be mandatory for teachers to remain in the system through a specified period of time, as partial payment for their training and education. Once that period is completed they would be free to accept offers from other parties outside the educational system (other countries, private sector, etc.)
- 3) It goes without saying that it will be imperative to improve the conditions of employment of the teachers.

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