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IMPLEMENTATION OF THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Initial reports submitted by States parties to the Covenant
concerning rights covered by articles 13 to 15 in accordance
with the first stage of the programme established by the
Economic and Social Council in its resolution 1988 (LX)

GUYANA*

[21 January 1985]

ARTICLE 13: RIGHT TO EDUCATION

Response to queries raised by the Sessional Working Group of
Governmental Experts at its 1984 session

Admission to secondary education

1. After six years of primary education, on the basis of their performance at the Secondary Schools Entrance Examination, students are allocated to either the Multilateral Programme or the Community High School Programme.
2. The age range covered by secondary education is 10-11 to 16-18 years.

* The present document contains supplementary information in reply to questions raised in connection with the initial report of Guyana concerning rights covered by articles 13-15 of the Covenant (E/1982/3/Add.5 and Add.29) which was considered by the Sessional Working Group of Governmental Experts at its 1984 session (see E/1984/WG.1/SR.20 and SR.22).

Hair culture
Cultural activities
Voice training
Musical theory
Dressmaking
Agriculture

Sophia Centre

12. The Sophia Centre was established in 1975 to help students who are emotionally disturbed, are potential law breakers, or who lack parental control. Consequently, they are not easily accommodated within the formal system. Much remedial teaching is done to help students to attain literacy and numeracy, but the rest of their programme is an adaptation of that of the Community High School. The pre-vocational component is emphasized and as yet no examinations are taken.

13. Guidance has been given considerable emphasis. This, coupled with the staff to student ratio of 1:11, has allowed considerable effectiveness. A number of means have been found of spreading the experience in the system:

(a) Some university students who intend to become teachers work at the Centre either to carry out their practical attachment or their stint of National Service;

(b) Some teachers are on secondment from other schools;

(c) There is a vibrant Parent-Teachers' Association which has contributed much to the effective running of the Centre.

Guyana National Service (GNS)

14. The Guyana National Service (GNS) has set out three broad objectives for non-formal education:

(a) To raise the level of functional literacy as it relates to chosen skill areas;

(b) To prepare personnel who will manage the National Service itself and other youth organizations;

(c) To prepare youth for starting new settlements in the hinterland of Guyana.

15. Three main approaches have been used to achieve those objectives. First, there is generation of a wide variety of low-level skills by involving all in community service and economic pursuits (e.g. animal husbandry, farming, charcoal burning, carpentry etc.). Those who volunteer for National Service at the various centres in the hinterland live under pioneering conditions. There they learn to provide for themselves, gain confidence in their own ability to meet challenges and generally adapt to the needs of self-reliance and pioneering.

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16. Secondly, some young people enter a chosen field in a very wide range of pre-vocational courses. The successful ones would then enter a technical institute or vocational school to undergo further training at the craft level.

17. Thirdly, the more academically able students take the GCE "O" Level/CXC to qualify for employment or admission to the technical institutes, teacher-training colleges or university.

18. It is worthy of note that the agencies responsible for non-formal education do not work in watertight compartments. Linkages exist not only among themselves, but also between them and the formal education system. They complement each other. Therefore efficient use is made of resources and at the same time a variety of opportunities are provided whereby individuals can develop their potential to the fullest.

Liberty to establish educational institutions

19. The provision of educational facilities has been the task of the State. Private individuals and bodies are not allowed to establish and direct educational institutions. Section 34-A of chapter 39:01 of the laws of Guyana (Education) states:

- (1) "Except with the permission in writing of the Minister, no person other than the Chief Education Officer, shall establish, maintain or manage any school or other place of education for the provision of nursery, elementary, secondary or further education, and any permission granted by the Ministry shall be subject to such terms and conditions as the Minister may deem fit to impose.
- (2) "Any person who contravenes the provisions of subsection (1) or breaches any term or condition imposed by the Minister pursuant to that subsection, shall be liable on summary conviction to a fine of one thousand dollars and to imprisonment for twelve months, and in the case of a continuing offence, to an additional fine of one hundred dollars for every day during which the offence continues subsequent to the date to which the conviction relates."

Criteria for scholarship awards

20. Higher-level training schemes for both internal and external training are conducted by the Public Service Ministry. These schemes ensure training in areas where both men and women have the same opportunities to benefit from scholarships, grants and all forms of technical assistance. Scholarship awardees are expected to possess the basic qualifications for entry into various training schemes. Allocation of awards is based on the priority needs for skilled and educated manpower.

21. The training function carried on by the Public Service Ministry has now been reassigned to the Ministry of Education.

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National culture

22. The Department of Culture is an administrative installation for the nation-wide management of cultural activities as well as for servicing cultural exchange agreements with foreign countries. The Department administers a Museum of Natural History, a Museum of Anthropology, a School of Fine Arts and a School of Dance, as well as a 2,000 seat National Cultural Centre.

23. The Ministry of Information in its annual budget provides for administering the National Library, the National Archives, two radio stations and a film centre.

24. The National Trust was incorporated by statute in 1972 for the preservation of the national heritage, mainly the timber-framed architecture of the nineteenth century. The Department of Culture sponsors a weekly radio programme The National Heritage. The programme is used to promote awareness among the people about their cultural origins.

Enrolment, teachers and pupil/teacher ratios at primary and secondary levels

25. Tables 1-A to 1-D give the number of schools, pupil enrolment, teaching force and pupil/teacher ratio at the primary and secondary levels.

Table 1-A

Schools, enrolment, teachers and pupil/teacher ratios at the primary and secondary levels

1977-78 to 1982-83

Year	Schools	Enrolment			Teachers				Pupil/ Teacher ratio
		M	F	T	Trained	Un- trained	Total	Trained (%)	
Primary									
1982	423	66 037	63 966	130 003	2 370	1 123	3 493	67.8	1:37
*1983	429	76 421	72 991	149 412	3 265	1 421	4 686	69.7	1:32

* Figures include primary and secondary departments of Primary Schools.

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Table 1-B

Secondary department of Primary Schools

Year	Second- ary Depts.	Enrolment			Teachers				Pupil/ Teacher ratio
		M	F	T	Trained	Untrained	Total	Trained (%)	
1982	326	13 733	11 429	25 162	873	504	1 377	63.4	1:18

Table 1-C

General Secondary Schools

Year	Schools	Enrolment			Teachers				Pupil/ Teacher ratio
		M	F	T	Trained	Un- trained	Total	Trained (%)	
81-82	58	16 244	20 853	37 097	949	766	1 715	52.3	1:22
82-83	58	15 310	19 266	34 576	964	701	1 665	58.0	1:22

Table 1-D

Community High Schools

Year	Schools	Enrolment			Teachers				Pupil/ Teacher ratio
		M	F	T	Trained	Un- trained	Total	Trained (%)	
81-82	30	6 121	5 382	11 503	430	272	795	61.4	1:16
82-83	30	5 763	5 267	11 030	426	236	662	64.3	1:17

26. In recent times, considerable efforts have gone into increasing the proportion of trained teachers in the education system.

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Programmes offered at university level

27. The University of Guyana offers courses leading to a first degree in the faculties of agriculture, arts, natural science, social science, education, technology and health science. In addition to the first degree programmes offered in the various faculties, a number of diploma courses are also conducted in the fields of public administration, education, social work and medical technology.

28. At the moment, programmes leading to a master's degree are offered only in the fields of Guyanese history, political science and chemistry. From October 1984, there will be a graduate diploma in social science.

29. Apart from the formal programmes, the University sponsors a number of informal courses through its Department of Extramural Studies, at various centres across the country. These programmes consist of short courses, seminars and workshops in a variety of fields covering both the academic and non-academic, to meet the particular needs and interests of various community groups. Table 2 shows students and staff by faculty and sex.

Table 2
Students and staff, by faculty 1981/82

Faculty	Students			Staff		
	M	F	T	M	F	T
Art	150	154	304	38	17	55
Social Science	353	200	553	51	10	61
Natural Science	166	96	262	33	6	39
Education	147	109	256	15	14	29
Technology	314	14	328	40	1	41
Agriculture	60	12	72	8	1	9
Special students						
Auditors	<u>131</u>	<u>98</u>	<u>229</u>	—	—	—
GRAND TOTAL	1 321	683	2 004	185	49	234

30. In 1982/83, there were 1,567 students and 340 staff members at the University of Guyana. There were 243 students in social and behavioural science; 221 in commercial and business administration; 220 in engineering; 196 in education and teacher training and 127 in natural science.

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Table 3
Females as a percentage of teaching force
by level of education, 1980-1983

Level	1980/81	1981/82	1982/83
	(Percentage)		
University	20.49	20.94	22.64
Teacher education	40.83	55.67	45.87
Technical and vocational	20.53	19.66	n.a.
Secondary	43.97	40.17	45.33
Primary	62.65	62.94	65.20
Nursery	97.87	98.77	98.86

n.a.: not available.

31. Table 3 shows the percentage of females in the teaching force. There has been a slight increase in the number of women on the academic staff at University level.

32. Table 4 shows the number of Guyanese studying in foreign universities.

Table 4
Enrolment of students studying abroad

University or country of enrolment	Enrolment
University of the West Indies	25
United Kingdom	11
United States of America	3
Canada	5
Socialist countries	84
TOTAL	128

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33. Guyana has cultural agreements with the following countries: Brazil, Cuba, Republic of Korea, India, Iraq, Peru, Romania, Suriname, Union of Soviet Socialist Republics, United Republic of Tanzania, Venezuela and Yugoslavia.

Information for parents

34. Parents are encouraged to send their children to schools through

(a) Radio programmes: "Talking about Education". This programme also provides up-to-date information on educational issues and changes.

(b) Schools are encouraged to set up vibrant Parent Teachers' Associations. These associations provide a focal point for discussion on problems affecting schools.

(c) A recent innovation in nursery education was the establishment of Parent Action Committees. These Committees are action-oriented. The total community - parents, grandparents, other adults - is involved in the learning activities of nursery school children. The committees assist teachers in the making of learning aids and toys; help in actual teaching and serve as resources personnel.
