C-EFE PROGRAM- INSTITUTIONAL PARTNERSHIP

INSTITUTION’S PROFILE AND TERMS OF REFERENCE

LINDEN TECHNICAL INSTITUTE

GUYANA - MINING

AUGUST 2012

REF: CAR-01
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1. History and Background

The town of Linden is located 65 miles from the Capital of Guyana, Georgetown, and is accessed by road and river. This town holds one of the most important mineral in the country, bauxite, and is close to the other mining exploration and extracting companies. The region surrounding Linden has a population of approximately 70,000 persons and is known as the country’s second largest town and population center.

The Linden Technical Institute was established to respond to the educational needs of the Mining industry in 1958 for the region and for the country. What is now called the Linden Technical Institute was established to provide training for the apprentices of the Demerara Bauxite Company. The Institute has gone through a number of managerial and operational changes since its inception. Some of these changes have been responses to the changing fortunes of the bauxite company, and have seen the institution undergone a number of name changes.

In the 1960’s and early 1970’s, its name was the Demba Trade Scholl (DTC). In the late 1970’s, its name changed to the Guymine Training Complex (GTTC); this name it carried through until 1990. From Guymine Technical Training Complex, its name changed to Linmine Technical Training Complex (LTTC), when it came under the umbrella of the Bauxite Industry Development Company (BIDCO) and the institution was then called the BIDCO Technical Training Complex (BTTC). In 1996, the institution was transferred to the Ministry of Education and became known as the Linden Technical Institute (LTI).

Training of apprentices was formerly done on a high selective basis with the objective of preparing small numbers of trainees for work within the industry. The first two years (2) of training were done within the institute, while the final three (3) years were spend gaining practical experience in various departments in the plant. Today, however, training is restricted to a two year classroom experience
with students receiving actual work experience on summer attachments. These work experiences and attachments to industry while completing their training are highly beneficial for learners. The Institute has also developed short and medium term courses for various agencies throughout the years and continues to explore partnerships with the industry in order to meets their needs for qualified employees. These special programs and courses of short and medium duration were conducted for Agencies such as the IDB, SIMAP, the Ministry of Labour and LEAP. Four hundred and eighty six (486) trainees participated in these programs which prepared them for the world of work or to upgrade their present competencies.

The LTI has three departments offering programs and courses in the following areas. In the **Building Department**, the following programs are presently offered: Craft Certificate in Radio and Electronics Servicing, Electrical Installation Part 1 &2, Basic Craft Certificate in Radio and Electronic Servicing and Electrical Wiring and the Technical Certificate in Telecommunication Part 1. The **Business Department** offers the Ordinary Diploma in Commerce and Diplomas in Secretarial and Computer Science, while the **Mechanical Department** offers Craft Certificates courses in Welding, Metal Machining & Mechanical Fitting and the Technical Certificate in Mechanical Engineering Part 1.

On August 1rst, 2005, the Institute was designated as a board run institution in accordance with the President’s College Act 1990.

Since 1995, the Institute can be credited for providing training opportunities to over four thousand four hundred and ninety three learners (4,493); approximately eight hundred (800) of those who have commenced formal training completed their program of studies and have graduated.

### 1.1 Strategic Elements and Priorities

At the present time, Linden Technical Institute has developed an infrastructure and Physical Development Plan 2013-2017 and participates in the TVET National Strategy that will allow the institution to offer programs with CVQ
certification. Their instructors and staff are involved in training initiatives offered through TVET and the Ministry to enhance their qualification levels of its personnel. Development and improvement of the staff technical and teaching competencies has been identified as priorities for the institution.

In the preparation of this document, the Principal and the Deputy Principal reiterates that the development of a strategic and educational plan for the institution would be more than welcomed and it is presented as a priority in the needs and expectations section of the present document. Among its other priorities other than the physical plan, we are focusing on instructors’ training, curriculum development and institutional strengthening as you will notice in the next part of the document focusing on our needs and expectation from this partnership.

The **Vision Statement** of the Linden Technical Institute is:

We will provide quality training in relevant technical and vocational areas with the focus of being the best institution of the Caribbean.

The **Mission Statement** of the Linden Technical Institute is:

The Linden Technical Institute will always open its doors to impart to students-both youths and adults- technical and vocational training to make them competent to satisfy the needs of industries and the country as a whole.

The **Objectives** of the Linden Technical Institute is to:

Provide training for individuals in the Engineering and Business fields at the Craft, Advances and Technician Certificate levels as well as Diploma level for business courses.

The **Motto** of the Linden Technical Institute is:

Development through Training
You will find in appendix a copy of the Programs offered in the three Departments of the Institute and promotion flyers. (see appendices A and D)

2. Needs and expectations from this partnership

Since the country has been a leader in the mining sector in the Caribbean and that training of qualified human resources is seen as a key for success in the industry, the government of Guyana has committed to pursue the development of this sector as a vital part of its sustainable economic development. The Ministry of Natural Resources and the Environment (MNRE) has decided to plan and implement a new Mining School for September 2012. It is anticipated that the initiative of the MNRE and the project under this institutional partnership would complement each other and would respond adequately to the training needs of the industry. A strong collaboration could take place between the two institutions since the mining sector is developing at a rapid rate in the country and the needs for qualified workers are increasing significantly each year. Parallel to this growth in the mining sector, it is also expected that the Petroleum sector demands for qualified workers will grow over the next few years and some of the programs and occupations needs for training are similar, therefore increasing the employability opportunities for graduates of institutions such as the LTI.

Since the C-EFE Program is an education initiative, with the focus on training the workforce for employment, the ACCC felt that this partnership should be developed with an institution under the jurisdiction of the Ministry of Education. The Council for TVET, also being the main partner of the C-EFE in Guyana, and being actively involved in the Caribbean Association of National Training Agencies (CANTA), will be greatly involved in this institutional partnership, due mainly to its role in quality assurance and the eventual offering of the CVQ. The TVET Council has played a key role in the inception of the C-EFE Program and led the development of a Needs Skills Survey for the mining sector in early 2012. Through CANTA, the Council for TVET was also involved in selecting the priority sector for the country, namely mining and related occupations.
Consequently, the Linden Technical Institute is seeking this partnership with a Canadian institution to improve its present status in curriculum design and implementation, in program development and in staff training and development, while enhancing its present offerings in areas that would support the mining sector.

Having taking note of the needs expressed by the industry in the Skill Needs Survey done in April 2012 by the Council for TVET and the Ministry of Labour, Human Services and Social Security (Statistical Unit), we need support and assistance in training Machinery and Heavy Equipment Operators and Drivers and in some of the more technical occupations related to mining. These occupations are mainly in trades such as machinists, welders and others.

Our needs are numerous. Strengthening our institution at the administrative and pedagogical levels would be very high on our priority list. Also, there is a strong desire for our instructors to develop and adapt their curricula and their teaching methods to the requirements of the Competency Based Education Model. The upgrading of the qualifications of the teaching staff is essential in order to be able to certify the learners for the CVQ as an ultimate goal of this partnership. Technical skills upgrading for some instructors is also needed. Strengthen our links with the industry is very important, and the Canadian experience in that field would certainly be beneficial to our institution. Working with Labour Market Intelligence in the sector of mining and related occupations would also help us in adapting these approaches in other programs of our institution.

The development of a strategic plan with an operational framework is among the priorities for the Linden Technical Institute and the Canadian partner could assist us in the development of this plan. The involvement of the private sector in developing a sustainable partnership with the industry represents another priority for our institution.

In our meetings leading to the preparation of this profile with the TVET Council and the STA for Guyana, we learn that the program could help us develops and
implements strategies for greater participation of girls/women in the programs offered at LTI. Gender mainstreaming, environmental and relevant community issues as it regards to mining, could also be integrated in our curriculum. Entrepreneurship is also an area for greater emphasis in the various programs offered at our institution, and this partnership would help us in integrating this topic in our programs, especially for some of the new or renewed programs that will be initiated.

We also want to share with our eventual partner the fact that we offer adult education program and Prior Learning Assessment Recognition (PLAR) strategies are needed in recruiting potential learners and integrate them in the new programs that will be developed.

We think that by working in collaboration with this Canadian partner, it would enable us to learn from best practices, how to work closely with industry and the private sector and how to develop sustainable partnerships. Another topic that resonates with us is the career guidance area where we urgently need to offer these support services to our potential students.

As for the conditions of the infrastructures and facilities, you will find attached a copy of our improvement plan that has been submitted (see Appendix E). We also want to point out that the TVET Council has prepared a report to the Ministry of Education on the physical development of our institution and support us in that sense. It is expected that some improvements to the present infrastructures could be initiated for the Fall of 2012.

As for particular aspects of this partnership, the Canadian institution should take into consideration that Linden is about a 1.5 hour drive from Georgetown. Since this is a mining town, proximity to mining operations is not an issue for possible collaboration and cooperation with the industry. As for holidays, there is a two weeks break around Easter that should be considered in the planning of activities and the academic calendar runs from September to June.
3. Project Context

The economy of Guyana is resource based. The Mining sector is very important to the economic development of Guyana. It represents 13% to GDP, 35% to exports and employing some 10-15% of the labor force. The industry has been consistent in its development with increases in production over the last few years, with the exception of Bauxite. The value of mineral production in 2010 in Guyana was estimated to be G$95.9 billion, representing an increase of 23.6% from the value of G$77.6 billion reported in 2009. There are also great expectations in the Petroleum sector adding to the importance of training qualified workers for both industries. Many Canadian companies are actively involved in the mining sector in Guyana.

The Government of Guyana has committed to pursue the development of this sector by engaging in a partnership with the Guyana Mining and Geological Commission and the private sector. With added attention in this sector, the need for qualified workers becomes a priority. The training of qualified workers is therefore seen as an important prerequisite for this sector, and this should be beneficial for Training Institutes and Schools in the process, since they would be preparing learners for existing jobs.

The network of Institutes and Technical Colleges in Guyana is at a turning point. With the recent push toward the CVQ, TVET has become more important than ever. In order to pursue this trend, the training institutions need to work closely with the industry by developing training programs that responds to the actual and future needs of the various economic and industrial sectors. A greater link between educational institutions and the private sector is needed if the country is to pursue its economic development.

In July and early August, there was significant civil unrest in Linden, where the Linden Technical Institute is situated. Several protesters were killed by police on July 18th during a demonstration against raising electricity rates. There were
subsequent incidents involving robbery and a number of buildings were razed. There was also a heavy police and army presence in Linden until the week of August 21st. DFAIT has in place a Travel Advisory which advises against travel in the Linden area.

A recent agreement between the national government and officials in Region 10 (Linden) has addressed most outstanding issues for Lindeners. Consequently, security forces are now leaving the area and normalcy is returning. The DFAIT Travel Advisory, while still in effect, is subject to review in the short-term and will likely be lessened, if not lifted completely.

For the purposes of an institutional partnership, provisions will be put into place to identify a second Guyanese technical institution. This ‘second’ institution would become the partner for a Canadian College should civil unrest flare up again in Linden and preclude a partnership from proceeding with the Linden Technical Institute. Any up-dates regarding the situation in Linden will be posted on the C-EFE Institutional Partnership FAQ page.
4. Data and Statistics on staff and students

You will find in appendix (see appendix B) a copy of the staff (administrative, educational and support) of our institution. To recapitulate, for 2012, the total number of full time and part time employees was as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Full Time Employees</th>
<th>Part time Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative and Leadership</td>
<td>5 (2 M and 3 F)</td>
<td></td>
</tr>
<tr>
<td>Instructors</td>
<td>15 (10 M and 5 F)</td>
<td>5 (2 M and 3 F)</td>
</tr>
<tr>
<td>Professional/Support staff</td>
<td>10 (4 M and 6 F)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

M= Male  
F= Female  

The institution has a total of 35 employees in the three sectors defined above.

As for the students, a table presented in the appendix (see appendix C) shows that in 2012 the total student population was 295 in 13 programs. The percentage of male versus female students was the following: 82.4 % of the total number of students were males.

The total number of students for 2011 was 307, of which 77.5 % were males. The number of students in the 13 programs was consistent form one year to another. Computer Science and Administrative Principles and the Craft Certificates programmes in trades were the most popular in number.

The present capacity of the institution is approximately 500 students; this capacity will increase to 600, as we are building three new classes for instruction.
5. Programs Sector Development

5.1 Programs that need to be developed and demands

As stated earlier in the section dealing with the needs and expectations of the partnership, it was felt that we need to introduce new programs at the LTI and enhanced existing ones in occupations related to the mining sector, while taking into consideration the results of the skill needs survey that was completed earlier. The needs of the industry are crucial in the provision of technical and skills development, and we should be market driven in our offerings. We feel that by focusing on the technical skills, such as mechanics, general carpentry and heavy equipment machinery operators and drivers, we should respond to the needs of the mining industry. As was shown by the 2012 Skill Needs Survey, the mining sector is looking for qualified workers in various occupations related to mining, i.e, extraction, welding and fabrication, technical skills and heavy equipment operation. There are also shortages in metallurgical technicians and geologists. These training programs are presently offered by the University of Guyana and it is anticipated that the creation of a Mining School by the Ministry of Natural Resources and the Environment would meet additional requirements of the sector.

As we are preparing this background document for the development of an institutional partnership between the Linden Technical Institute and a Canadian counterpart, the Ministry of Natural Resources and the Environment has decided to move ahead in the development of a Mining School that would be situated in Linden. Again, there should be collaboration and complementarities between these two projects.

5.2 CVQ Level targets

The levels that are targeted in the CVQ are level 1 and 2

5.3 Anticipated entry level

The present entry requirements for the programs offered at LTI are the following:

- Applicants must be over fifteen (15) years of age to attend the full time courses
and over eighteen (18) years to attend part time courses.

- For Craft Courses, applicants must complete four (4) years of secondary education.
- Candidates are required to write selection tests and be interviewed.

For some programs being considered as part of this partnership such as Equipment Operation and Driving, the age requirement would be higher since they need to have legal age for driving a vehicle.

We also provide training for adult learners that want to upgrade their skills or a career change. If potential learners do not meet the entry level qualifications, we offer adult education programs to enable the learners to eventually integrate the programs offered at the institution. Since the C-EFE program is targeting students that can fill the available jobs (i.e. training for employability), it is our belief that there will be great interest for the renewed or new programs that will be implemented at the Linden Technical Institute. This interest will be both for the regular applicants and adult learners and from all parts of the country.

5.4 Involvement of the Industry and Employers

Our prime link with the industry has to be through our Board of Directors, which is composed of engaged citizens and stakeholders of the community. They have an excellent understanding and knowledge of the economic and industrial fabric of the region, while being connected with various organizations of the town and Region 10. The Linden Technical Institute has had a privileged relationship over the past decades with the bauxite industry, since the original purpose of the establishment of the institution was to respond to the needs of trained workers for the industry.

Some private industries provide work experiences and have taken apprentices in the past from some programs of our institution, similar opportunities are sought from the mining sector when we embark on this partnership. One of the key objectives of the development of this partnership is to learn from the Canadian experience on how to
build strong and sustainable relationships with the private sector and get them actively involved in the design of new programs that will meet the requirements of the industry.

We are also presently in negotiations with MACORP (Caterpillar) to offer a tailor-made program for a cohort of learners using their equipment. This partnership would be beneficial to both parties and might create a long lasting relationship with the company that would be greatly beneficial to our institution.

5.5 Availability and engagement of instructors and staff to work on the institutional partnership

We understand the commitment that is needed for such a partnership and will reorganize the schedule of instructors, senior lecturers and members of the management team accordingly. The nature and the specific requirements of this partnership shall become clearer when we meet with our chosen partner and develop a plan of action and the required adjustments will then be made.

With the commitment of the Ministry of Education and the TVET Council in this partnership, it will enable us to discuss with the Ministry related to the required resources to make this project a successful one; the engagement of the instructors and staff toward the institution and this project should be easy to get since they have been asking for training and curriculum development in order to improve their present skills level in teaching and in the technical areas.

5.6 Infrastructures

As was stated in other parts of this document, this is an urgent need to upgrade our facilities and infrastructures, more specifically our workshops and equipments for practical applications. The proposed plan that is included in this proposal (see Appendix E) should be prioritized by the Ministry in order to move quickly. This would enable us to initiate the partnership with renewed facilities and equipment. A report done by the Council for TVET is presently in preparation. It should give us a more precise idea of the deficiencies to be corrected and the requirements in terms of
infrastructures and equipments for our institution in order to meet the CVQ qualifications.

5.7 Other international partnerships and projects

None at the present time

Please see supporting documents for the CARICOM-EFE at
APPENDICES

APPENDIX A

DESCRIPTION OF PROGRAMS OFFERED AT

THE LINDEN TECHNICAL INSTITUTE

COURSES OFFERED IN THE BUSINESS DEPARTMENT

DIPLOMA / CERTIFICATE IN COMMERCE

Year One Courses
• Economics 1
• Statistics 1
• Information Technology 1
• Business Mathematics 1
• English & Communication
• Accounting 1
• Management 1
• Social Studies

Year Two Courses (GTEE)
• Economics 11
• Statistics 11
• Accounting 11
• Management 11
• Marketing & Advertising 1
• Industrial Relations 1
• Commercial Law 1

DIPLOMA IN COMPUTER SCIENCE

Year One Courses
• English & Communication
• Management 1
• Statistics 1
• Mathematics 1
• Accounting 1
• Programming 1
• Software 1
• Hardware 1
• Electronics 1
• Social Studies 1

Year Two Courses (GTEE)
• Hardware 11
• Programming 11
• Software 1
• Management 11
• English & Communication 1
• Statistics 11
• Mathematics 11
DIPLOMA IN
ADMINISTRATIVE PRINCIPLES AND PRACTICES

Year One Courses Year Two Courses (GTEE)

- Electronic Document Preparation & Management
  - English
  - Communication
  - Office Administration
  - Principles of Accounts
  - Economics
  - Introduction to Human Resource Management & Administrative Law

Year Two Courses (GTEE)

- Electronic Document Preparation & Management
  - English
  - Communication
  - Office Administration
  - Principles of Accounts
  - Economics
  - Environmental Relations
  - Business Mathematics

COURSES OFFERED IN THE BUILDINGS DEPARTMENT

CRAFT CERTIFICATE COURSES

- Craft Certificate in Electrical Installation.
- Craft Certificate in Carpentry & Joinery.
- Craft Certificate in Radio & Electronics Servicing.

ADVANCED CRAFT CERTIFICATE COURSES

- Advance Craft Certificate in Electrical Installation.
TECHNICIAN COURSES

- Technician Certificate in Telecommunications Part 1
- Technician Certificate in Electrical Engineering Part 1

CRAFT / ADVANCED COURSE SUBJECTS

- Calculations & Science
- Technology
- Workshop Practices
- Computer Science
- English Language
- Technical Drawing

COURSES OFFERED IN THE MECHANICAL DEPARTMENT

CRAFT CERTIFICATE COURSES

Craft Certificate in Mechanical Fitting
Craft Certificate in Welding & Fabrication
Craft Certificate in Internal Combustion Engines
Craft Certificate in Motor Vehicle Works

CRAFT COURSE SUBJECTS

- Technical Drawing
- Technology
- Information Technology
- Calculations & Science
- English Language

ADVANCED CRAFT COURSES

- Technician Certificate in Motor Vehicle Works (Part 1)
- Mechanical Engineering Part 1
- Advanced Certificate in Welding
## APPENDIX B

### STAFF OF THE LINDEN TECHNICAL INSTITUTE

#### ADMIN AND LEADERSHIP STAFF

<table>
<thead>
<tr>
<th>NAME OF STAFF</th>
<th>QUALIFICATIONS</th>
<th>Date of Birth</th>
<th>STATUS</th>
<th>Date of 1st Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denis Jallanan</td>
<td>TTC; BEd; Dip Ed; CO</td>
<td>March 29, 1961</td>
<td>Principal</td>
<td>April, 1978</td>
</tr>
<tr>
<td>Shurla Brotherson</td>
<td>GTI Certificate in Training of Lecturers in Technical Education, GTI Electrical Engineering, Pt. II</td>
<td>July 13, 1964</td>
<td>Deputy Principal (Ag)</td>
<td></td>
</tr>
<tr>
<td>Hector Anthony</td>
<td>Diploma in Technical (Eng.) U.G. 2000</td>
<td>December 11, 1973</td>
<td>Sr. Lecturer, buildings Department (Ag)</td>
<td>July 1, 2000</td>
</tr>
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</table>
## TEACHING STAFF

<table>
<thead>
<tr>
<th>No.</th>
<th>NAME OF STAFF</th>
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<th>STATUS</th>
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<tbody>
<tr>
<td>1</td>
<td>D’ Nell Boyce</td>
<td>Full-Time</td>
<td>Lecturer I</td>
</tr>
<tr>
<td>2</td>
<td>Royston Retemyer</td>
<td>Full-Time</td>
<td>Lecturer I</td>
</tr>
<tr>
<td>3</td>
<td>Marcia James</td>
<td>Full-Time</td>
<td>Assistant Lecturer</td>
</tr>
<tr>
<td>4</td>
<td>Lorraine Inniss</td>
<td>Full-Time</td>
<td>Lecturer I</td>
</tr>
<tr>
<td>5</td>
<td>Troy Farrell</td>
<td>Full-Time</td>
<td>Lecturer I</td>
</tr>
<tr>
<td>6</td>
<td>Eric Franco</td>
<td>Full-Time</td>
<td>Technician</td>
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<tr>
<td>7</td>
<td>Terrence James</td>
<td>Part-Time</td>
<td>Lecturer</td>
</tr>
<tr>
<td>8</td>
<td>Marcla Blair</td>
<td>Full-Time</td>
<td>Assistant Lecturer</td>
</tr>
<tr>
<td>9</td>
<td>Shondel Nicholson</td>
<td>Full-Time</td>
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<tr>
<td>10</td>
<td>Suzette Blair</td>
<td>Part-Time</td>
<td>Lecturer</td>
</tr>
<tr>
<td>11</td>
<td>Claudine James</td>
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<td>Lecturer</td>
</tr>
<tr>
<td>12</td>
<td>Devin Sears</td>
<td>Full-Time</td>
<td>Lecturer I</td>
</tr>
<tr>
<td>13</td>
<td>Ray Mohammed</td>
<td>Full-Time</td>
<td>Lecturer I</td>
</tr>
<tr>
<td>14</td>
<td>Shirley Franklyn</td>
<td>Part-Time</td>
<td>Lecturer</td>
</tr>
<tr>
<td>15</td>
<td>Clairmont Taitt</td>
<td>Full-Time</td>
<td>Lecturer II</td>
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<tr>
<td>16</td>
<td>Ceon Nestor</td>
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<td>Lecturer I</td>
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<tr>
<td>17</td>
<td>Rajendra Tomswardath</td>
<td>Full-Time</td>
<td>Lecturer II</td>
</tr>
<tr>
<td>18</td>
<td>Natasha Noel</td>
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<td>Lecturer I</td>
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<tr>
<td>19</td>
<td>Otis West</td>
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</tr>
<tr>
<td>20</td>
<td>Colin Swaving</td>
<td>Part-Time</td>
<td>Technician</td>
</tr>
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</table>
## PROFESSIONAL AND SUPPORT STAFF

### ADMINISTRATIVE STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>QUALIFICATIONS</th>
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</tr>
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<tbody>
<tr>
<td>Monique Felix</td>
<td>Ordinary Diploma in Commerce L.T.I., 2006</td>
<td>Typist Clerk 1</td>
</tr>
<tr>
<td>Gale Jack</td>
<td>Pre University English via Distance University of Guyana, 1996</td>
<td>Typist Clerk 1</td>
</tr>
<tr>
<td>Loretta Barcley</td>
<td>Trained Teachers’ Certificate, 1994</td>
<td>Librarian</td>
</tr>
<tr>
<td>Rowena De Jonge</td>
<td>Technical Certificate in Carpentry &amp; Joinery L.T.I., 1999</td>
<td>Assistant Librarian</td>
</tr>
<tr>
<td>Nick Hartman</td>
<td>CSEC</td>
<td>Office Assistant</td>
</tr>
<tr>
<td>Declan Belle</td>
<td>Radio Electronics Servicing Certificate BIT, 2003</td>
<td>Stores Clerk</td>
</tr>
<tr>
<td>Deryck Bailey</td>
<td>Sound Primary Education</td>
<td>Handyman</td>
</tr>
<tr>
<td>Barbara Higgins</td>
<td>Sound Primary Education</td>
<td>Cleaner</td>
</tr>
<tr>
<td>Roxanne Dickson</td>
<td>Sound Primary Education</td>
<td>Cleaner</td>
</tr>
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</table>
APPENDIX C

DATA ON ENROLLMENT 2010-2011

A comparison of enrollment in 2010 and 2011 is stated in the table below.

<table>
<thead>
<tr>
<th>No.</th>
<th>COURSE</th>
<th>2010</th>
<th></th>
<th>2011</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>MALE</td>
<td>FEMALE</td>
<td>TOTAL</td>
<td>MALE</td>
</tr>
<tr>
<td>1</td>
<td>Diploma in Computer Science</td>
<td>33</td>
<td>18</td>
<td>51</td>
<td>42</td>
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<tr>
<td></td>
<td>Diploma In Administrative Principles &amp; Practices</td>
<td>1</td>
<td>12</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(Formerly Secretarial Science)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ordinary Diploma in Commerce</td>
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<td></td>
<td>Craft Certificate in Electrical Installation</td>
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<td>1</td>
<td>31</td>
<td>28</td>
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<tr>
<td>5</td>
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<td>2</td>
<td>15</td>
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<tr>
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<td>Craft Certificate in Radio &amp; Electronics Servicing</td>
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<tr>
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<td>15</td>
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<tr>
<td>8</td>
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<td>6</td>
<td>2</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>9</td>
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<td>2</td>
<td>12</td>
<td>10</td>
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<tr>
<td>10</td>
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<td>31</td>
<td>32</td>
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<td>11</td>
<td>Craft Certificate in Internal Combustion Engines</td>
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<td>34</td>
<td>32</td>
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<tr>
<td>12</td>
<td>Craft Certificate in Metal Machining &amp; Mechanical Fitting</td>
<td>25</td>
<td>1</td>
<td>26</td>
<td>18</td>
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<tr>
<td>13</td>
<td>Craft Certificate in Welding &amp; Fabrication</td>
<td>32</td>
<td>1</td>
<td>33</td>
<td>30</td>
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</table>

**TOTAL**

| 243 | 52  | 295 | 238 | 69  | 307 |
The table below shows the number of students who graduated for the under mentioned years.

<table>
<thead>
<tr>
<th>Year</th>
<th>No of Graduates</th>
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<tbody>
<tr>
<td>2010</td>
<td>78</td>
</tr>
<tr>
<td>2011</td>
<td>132</td>
</tr>
</tbody>
</table>
APPENDIX D

PROGRAM DESCRIPTION- FLYER

MISSION STATEMENT

The Linden Technical Institute will always open its doors to impart to students - both youths and adults - technical and vocational training to make them competent to satisfy the needs of industries and the country as a whole.

LOCATION

The Linden Technical Institute is located in the Constabulary Compound in Mckenzie. It is bounded on the North East by the New Road, North West by the Constabulary house and South East by the Tailings Pond Area, in the Vicinity of the Mine’s Bus Terminal.

CONTACT DETAILS

Linden Technical Institute
Lot 1, New Road
Constabulary Compound, Mckenzie, Linden.
Telephone Numbers: 444-3333 / 444-2191
Fax No. 444-6719
E-mail us at linden technical institute@gmail.com

Entry Requirements

1) Applicants must be fifteen (15) years and over to attend the full-time course and eighteen and over for the part-time.

2) Applicants must have at least three (3) subjects at CXC, including English and Mathematics, Grades 1-4 or at least a sound primary education and would have completed the Third Form Assessment Exam.

Candidates are required to write a selection test and be interviewed before final selection. Persons with CXC, GCE or Technical Certificate (s) only have to be interviewed.

ADVANCED LEVEL

Advanced Certificate in Motor Vehicle Works (Part 1)
Advanced Engineering Part 1

After successful completion of these courses, you can pursue studies at the University of Guyana for three(3) years, thereafter you can further studies for your Bachelors Degree.
COURSE OBJECTIVE

The Objectives of this program are:
(1) To prepare and equip students with the theoretical and practical skills needed to service, repair and maintain a variety of vehicles, both diesel and petrol engines.
(2) To develop in students, specific skills associated with the entry level of employment as a craftsperson.
(3) To impart to students the relevant related knowledge associated with the engineering trades.
(4) To develop a climate of commitment and job satisfaction for staff.
(5) To maintain a partnership relation with industries and businesses.

COURSE DURATION

All courses are for two (2) years duration, (three [3] terms in each year). Courses are both full-time and part-time.

COURSES OFFERED

Craft Certificate in Mechanical Fitting
Craft Certificate in Welding & Fabrication
Craft Certificate in Internal Combustion Engine
Craft Certificate in Motor Vehicle Works

CRAFT COURSE SUBJECTS

• Technical Drawing
• Calculations & Science
• Technology
• Information Technology

Certification

After successful completion of each course student will be awarded with the Guyana Technical Education Examination Certificate (G.T.E.E) in the different areas and levels of studies.

Assessment

Assignments
Mid Term Examination
End of Term Examination
End of Year Examination
Guyana Technical Education Examination (G.T.E.E)

Work Attachment

In the final year of the program, students are being exposed to six (6) weeks of work attachment at reputable firms or industries in relation to their area of study.

LITE Camp 2011

We believe in the old saying "All work and no play makes Jack a dull boy", that is why we organize meaningful extra-curricular activities that will stimulate the mind and bring about fitness. Over the last fifty (50) years, the Linden Technical Institute, other than excelling in academics, is known to produce some of the best athletes in the country and to a larger extent the world. With this in mind, we take pride in moulding and nurturing young leaders into becoming great ones through activities and programmes such as:

Inter House Championships
Debating Competitions
Sport Tournaments
Student Guild
Community Service
Mathematics Camp
Student Socials

Career Fairs
Seminars
Bible Club
Environmental Club
Christmas Tree Light Up
Field Trips
and many more...
The Linden Technical Institute is located in the Constabulary compound in Mackenzie. It is bounded on the North East by the New Road, North West by the Constabulary house and South East by the Tailings Pond Area, in the vicinity of the Mine’s Bus Terminal.

**LOCATION**

![Location Diagram]

**ENTRY REQUIREMENTS**

- Applicants must be fifteen (15) years old. There is no upper age limit.
- Applicants must have at least a sound primary education at least at the end of the Third Form Assessment Exam or completion of secondary education, at the fifth form level with CXC, including English and Mathematics.

Candidates are required to write a selection test and be interviewed. Those with CXC, GCE or Technical Certificate(s) will only have to be interviewed.

**CONTACT DETAILS**

Further details can be obtained from the address below:

**L.T.I.**  
**Lot 1 New Road,**  
**Constabulary Compound,**  
**Mackenzie,**  
**Linden.**

Tel #: 444-3332; 444-2191
Fax #: 444-6719
PROGRAM OBJECTIVE
The Objectives of our program are:
1. To prepare and equip students with the theoretical and practical skills needed to meaningfully contribute to the business community and the developing world.
2. To develop in students specific skills associated with the entry level of employment as a business man/woman.
3. To impart to students the relevant related knowledge associated with the business trades.
4. To develop a climate of commitment and job satisfaction for staff.

PROGRAM DURATION
All courses are for two (2) years duration, (three [3] terms in each year)
Courses are both Full-Time and Part-Time sessions.

ASSESSMENTS
- Assignments
- Homework
- Mid-Term Exam
- End of Term Exam
- End of Year Exam.

“IN THE BUSINESS DEPARTMENT OUR WELL QUALIFIED LECTURERS WILL ENSURE YOU REACH YOUR FULL POTENTIAL WITHIN THE GIVEN TIME.”

CHOOSE FROM ANY OF THE FOLLOWING COURSES:

DIPLOMA IN
ADMINISTRATIVE PRINCIPLES AND PRACTICES

Year One Courses
- Computer Fundamentals
- Principles of Accounts
- Principles of Management
- Principles of Marketing
- Financial Accounting
- Financial Management

Year Two Courses (GTEE)
- Corporate Environment
- Management of Business
- Human Resource Management
- Administrative Law

DIPLOMA IN COMPUTER SCIENCE

Year One Courses
- English & Comm.
- Management I
- Statistics I
- Mathematics I
- Programming I
- Software I
- Hardware I
- Electronics I
- Social Studies I

Year Two Courses (GTEE)
- Hardware II
- Programming II
- Software II
- Management II
- Financial Accounting
- Financial Management
- Economics
- Statistics II
- Mathematics II

DIPLOMA IN CERTIFICATE IN COMMERCE

Year One Courses
- Economics I
- Statistics I
- Information Technology I
- Business Mathematics I
- English & Communication
- Accounting I
- Management I
- Social Studies

Year Two Courses (GTEE)
- Economics II
- Statistics II
- Accounting II
- Management II
- Marketing & Advertising I
- Industrial Relations I
- Commercial Law

WORK ATTACHMENT
In the final year of programme, students are exposed to six (6) weeks of work attachment at reputable firms or industries in relation to their area of study.

CERTIFICATION
After successfully completion of each Course, students will be rewarded with a Guyanese Technical Education Certificate (GTEC) in the various areas and level of studies.
The Linden Technical Institute will always open its doors to impart to students—both youths and adults, technical and vocational education and training to make them competent to satisfy the needs of industries and the country as a whole.
COURSE OFFERED

CRAFT CERTIFICATE COURSES

• Craft Certificate in Electrical Installation.
• Craft Certificate in Carpentry & Joinery.
• Craft Certificate in Radio & Electronics Servicing.
• Craft Certificate in Masonry.

ADVANCED CRAFT CERTIFICATE COURSES

• Advance Craft Certificate in Carpentry & Joinery.
• Advance Craft Certificate in Electrical Installation.
CRAFT / ADVANCED COURSE SUBJECTS

- Calculations & Science
- Technology
- Workshop Practices
- Computer Science
- English Language
- Technical Drawing

CERTIFICATION

At the end of each Programme successfully completed, students will be awarded with the Guyana Technical Education Examination Certificate (G.T.E.E.) in the different areas and levels of studies with an additional Certificate of Completion from the Institute.
APPENDIX E

INFRASTRUCTURE IMPROVEMENT PLAN

Linden Technical Institute
Infrastructure and Physical Development 2013 – 2017

Background

Except for the Carpentry and Joinery workshop, all other workshops – (Welding and Fabrication, Fitting and Machining and Motor Vehicles Works) were constructed and fitted with tools, equipment and machinery before 1996 – (sixteen years ago).

Ninety five percent (95%) of these tools, equipment and machinery are obsolete and cannot serve to provide training for students.

In all cases, the entire floor of these workshops are damaged and of uneven surface.

The electrical fittings are totally defected and cannot serve their purpose.

With heavy rainfall, these workshops become submerged in quick time.

The existing sanitary facilities are defected and inadequate for the present student population.

Over the years, the intake of students from areas out of the main “township” was severely restricted because of accommodation.

OBJECTIVES

1. To replace all obsolete machinery and equipment in a phased programme over the next five years.
2. To retool all workshops over the next four years.
3. To refurbish all workshops over the next three years.
4. To complete the automotive workshops over the next two years.
5. To refurbish the existing sanitary facilities and to increase the number of units over the next year.
6. To construct a dormitory to accommodate one hundred and twenty (120) students from areas not easily accessible to the Linden Technical Institute.
7. To provide forty computers over the next five years.
## Projection

<table>
<thead>
<tr>
<th>Year</th>
<th>Proposed Work to be Done</th>
</tr>
</thead>
</table>
| 2013 | 1. Construction of dormitory to accommodate one hundred and twenty students (120)  
2. Refurbish the entire sanitary facilities and increase the number of units by twelve  
3. Retool Electrical and Carpentry and Joinery workshops |
| 2014 | 1. Refurbish the Electrical and Carpentry and Joinery workshops  
2. Replace all machinery in the Welding and Fabrication workshop  
3. Complete the Automotive workshop |
| 2015 | 1. Refurbish the Welding and Fabrication workshop  
2. Retool the Welding and Fabrication workshop  
3. Retool the Motor Vehicle Works workshop  
4. Replace all machinery in the Fitting and Machinery workshop |
| 2016 | 1. Refurbish Fitting and Machinery workshop  
2. Retool Fitting and Machinery workshop  
3. Purchase twenty (20) computers for the I.T lab  
4. Replace all Machinery in the Motor Vehicle Works workshop |
| 2017 | 1. Retool Motor Vehicle Works workshop  
2. Purchase twenty (20) computers for the I.T lab  
3. Replace all machinery in the Carpentry and Joinery workshop |

Submitted by

Denis Jaikaran (Snr)