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FOREWORD

Education is generally regarded as a basic requirement for the socio-economic transformation and advancement of societies. It is a prime ingredient in human resource development and the overall development of a nation. This is well recognised by the Government of Guyana and education reform exercises are therefore a regular feature of the Government's development agenda.

Over the last two decades, the education system in Guyana has undergone significant transformations in response to the emerging socio-cultural, economic and political needs of the society. These have necessitated shifts in the education philosophy and policy of Guyana. In the past a great deal of focus was on expanding access, first through universal compulsory education at the primary level, then on providing at least three additional years of secondary education. In more recent times greater attention has been paid to quality. Continuing the focus on improving literacy and numeracy at the basic level to ensure a good foundation for learners therefore remains important. This is in line with the recognition of the education sector's contribution to both the material development of the country in the form of well-educated and trained human resources and the promotion of harmony, equity and respect among citizens of all races, economic groups, religions and gender.

The Ministry of Education (MOE) is dedicated to ensuring that all citizens of Guyana, regardless of age, race, gender, creed, physical or mental disability, or socio-economic status are given the best possible opportunity to achieve their full potential. This is being achieved through equal access to quality education as defined by the standards and norms outlined by the Ministry. The commitment to quality and equity in education with no barriers in access to anyone is clear in this declaration.

The Ministry defines education as more than the instrumental activity for supporting greater national development or reducing poverty; even though it can contribute significantly to both of these objectives. It has intrinsic value. It is the main way to help each human being achieve his/her highest potential. It should be able to give the nation's citizens the necessary knowledge, skills and values to lead happy and productive lives. On the basis of the education they receive, they should love their country and respect the diversity of its ethnic, religious and cultural traditions. They should adhere to the ideals and practice of democracy, justice, peace, diversity and accountability.

In addition, although children are, and should be, the main focus of educational efforts, rapidly changing economic circumstances and developments in technology require that the Ministry commit to a policy of providing continuing education and training opportunities to the adult population.

Although private schools will be encouraged to operate, the Ministry is committed to providing free and compulsory education from the pre-primary to secondary levels. The Ministry also remains committed to strengthening its partnerships with stakeholders, in particular teachers and their representative organisations, parents/guardians and communities.

The development of this strategic plan was based on a participatory approach involving all stakeholders, including development partners, through a series of consultations to outline the challenges and impediments to education and to plan the way forward. The resulting strategy is the fourth in a series of education plans developed over the last two decades. It represents the priority policies and strategies that Guyana needs to pursue to make the country competitive in the global economy, as well as to realise its national development aspirations. It spells out clearly the vision and mission and provides philosophical rationales for the core values and the mandate of the Ministry of Education. It identifies and explains the major issues and constraints in the development of education and outlines the major strategic activities to be implemented to attain the desired policy objectives.

Hon. Shaik K. Baksh
Minister of Education

ACRONYMS

AEA	Adult Education Association
BCCP	Basic Competency Certificate Programme
BEAMS	Basic Education Access Management Support (Project)
CARICOM	Caribbean Community
CBO	Community Based Organisation
CBT	Competency Based Teachers
CCETT	Caribbean Centre for Excellence in Teacher Training
CHS	Community High School
CIDA	Canadian International Development Agency
CPCE	Cyril Potter College of Education
CPD	Continuous Professional Development
CSEC	Caribbean Secondary Education Certificate
CSME	Caribbean Single Market and Economy
CVQ	Caribbean Vocational Qualification
DCEO	Deputy Chief Education Officer
DFID	Department for International Development
ECE	Early Childhood Education
EFA-FTI	Education for All- Fast Track Initiative
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ESP	Education Strategic Plan
EC	European Community
GBET	Guyana Basic Education Teacher Training Programme
GDP	Gross Domestic Product
GEAP	Guyana Education Access Project
GOG	Government of Guyana
GSS	General Secondary School
GTI	Government Technical Institute
GTU	Guyana Teachers Union
HFLE	Health and Family Life Education
HIV/AIDS	Human Immuno-deficiency Virus/Acquired Immune Deficiency Syndrome
ICT	Information Communication Technology
IDB	Inter-American Development Bank

IDCE	Institute of Distance and Continuing Education
IRI	Interactive Radio Instruction
IS	Information Systems
IT	Information Technology
M&E	Monitoring and Evaluation
MERD	Monitoring, Evaluation Reporting and Development
MOE	Ministry of Education
MOH	Ministry of Health
NCD	National Commission on Disability
NCERD	National Centre for Educational Resource Development
NGO	Non Governmental Organisation
OAS	Organisation of American States
PAHO	Pan American Health Organisation
PEIP	Primary Education Improvement Project
PIMU	Policy Implementation and Monitoring Unit
PRS	Poverty Reduction Strategy
PTA	Parent Teachers Association
PU	Planning Unit
SD	Secondary Department
SEN	Special Education Needs
SHN	School Health Nutrition
SIP	School Improvement Plan
SSRP	Secondary School Reform Project
SWOT	Strengths, Weaknesses, Opportunities and Threats
TVET	Technical and Vocational Education and Training
UG	University of Guyana
USE	Universal Secondary Education
UNICEF	United Nation International Children Emergency Fund
VSO	Volunteer Service Organisation

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EXECUTIVE SUMMARY

The 2008-2013 Education Strategic Plan is the fourth in a series of education plans during the last two decades. It is an effort to identify the priority policies and strategies Guyana's education system needs to pursue in order to significantly improve its quality of output and help Guyana to meet the challenges posed by globalisation and rapid technological changes.

This planning effort had the support of the Government of Guyana (GOG) and the donor community in 2002, the Inter-American Development Bank (IDB) gave support for the activity through an International Consultant provided through the Basic Education Access and Management Support (BEAMS) programme. Assistance was also received from the World Bank for more detailed planning on specific issues. The Planning Unit used its own regular resources from the national budget to complete the necessary activities.

Goal and Purpose of the Plan

The goal of this plan is to ensure the system of education contributes to raising the standard of living in Guyana. Its purpose is to improve the overall effectiveness of education. The vision and mission statements both identify the important contribution of the sector to the development of a citizenry able to modernise Guyana. These aims and the core values of the Ministry, remain generally what they were in 2003.

Vision

The Vision of the Ministry of Education is that education should be the main and most effective contributor to the development of a citizenry able to modernise Guyana; to support the citizenry in becoming more productive and tolerant; and to live in mutual respect.

Mission Statement

To provide an education system that delivers quality education and training at all levels and in particular:

- eliminate illiteracy
- modernise education
- strengthen tolerance

Organisation of the Plan

The document is divided into several sections. The first of these is the background which provides an overview of the policy framework, situation analysis, problem description and current interventions. The second, third and fourth sections detail the methodology used to develop the plan, the strategic issues considered in it and the strategies needed to successfully meet the challenges resulting from the issues identified.

In the fifth section the document presents technical instruments which will be used to aid the effective implementation of the plan; the logical frameworks (one for each strategic issue) with time-lines that will enhance the monitoring of the implementation process. A brief summary on the financial cost of the plan and anticipated sources of funding follows this section. The last section presents the critical factors for success in the implementation of the Strategic Plan.

Priority Issues and Areas

To facilitate effective implementation the plan focuses on into eight priority areas for which specific outputs and indicators have been developed. These are:

1. Quality Education

Output: access to a quality and equitable education at the nursery and primary levels improved.

2. Universal Secondary Education

Output: universal secondary education established

3. Teacher Education

Output: teacher education sub-system improved

4. Technical and Vocational Education (Education and the World of Work)

Output: education and the world of work articulated

5. Inclusive Education

Output: inclusiveness in the system improved

6. School Health, Nutrition, HIV/AIDS

Output: healthy, well nourished students ready to learn and with relevant life skills

7. Developing the managerial capacity of the sector

Output: managerial capacity of the system strengthened

8. Monitoring and Evaluation (M&E)

Output: the M&E system functioning effectively

For each of these areas a logical framework and implementation schedule have been developed detailing the specific activities to be conducted over the next five years and the indicators to monitor progress

Implementation Schedule

The plan will be implemented over a five-year period. Major activities and timelines have been detailed in the log frames.

The 2008-2013 plan, implementation schedule and timelines have been developed taking into consideration the achievements and constraints of the previous plan and the challenges that remain in the new plan period. These are summarised in the Table below.

Priority Issues and Main Results 2003-2007	Current Challenges	Proposed Actions 2008-2013
1. Quality Education		
a Early Childhood Education (ECE) Results: Curriculum revised to emphasise pre-literacy skills and aligned with Grades 1 & 2 of primary. Nearly 100% of teachers trained to deliver the new curriculum.	Fifty percent of teachers still untrained rises to 72% in remote hinterland areas. Access for indigenous population, children with special education needs and those in difficult socio-economic circumstances still constrained	Increase provision of nursery places especially in remote hinterland regions. Specifically - Build 8 new nursery schools and extend 20 primary schools to include nursery classes - Establish classes in 46 primary

Proportion of trained teachers increased by 7 percentage points.		schools which have the space. Continue emphasis on pre-literacy skills and provide nursery schools with materials. ECE teachers to continue to benefit from expanded teacher certification opportunities.
b. Literacy and Numeracy Results New Literacy methodology introduced at nursery and primary levels Mathematics delivered to Grades 1 & 2 students using Interactive Radio Instruction (IRI). Performance in mathematics has shown some improvement in these grades. Teachers and head-teachers trained in the new literacy methodology A system of continuous assessment in place and national assessments at Grades 2, 4, & 6 instituted. Adequate supplies of books and other support materials procured	Literacy results in Reading and Language Arts low. Nearly 70% of each cohort fails to reach an acceptable standard. Teachers need constant support in implementing the new methodology. Some are not doing it. A high number of out-of-school youth and adults with inadequate literacy skills.	New literacy methodology to be implemented in all schools. More regular and systematic support and supervision for teachers. Remediation programme to be put in place for those not meeting standards. The IRI mathematics programme to be implemented in Grade 3. An increased number of schools will be supported with innovative technology (computers etc.) for literacy and numeracy education.
c School/Classroom Environment Results 25% of primary & nursery schools with upgraded utilities and sanitation facilities 20 teachers' houses constructed 20%-30% of primary and nursery schools were repaired/rehabilitated 12 schools in the hinterland and 67 on the coast implementing child friendly program. 14 primary schools with fully equipped computer laboratories and educational software through the BEAMS project. Another 20 schools received equipment through other initiatives. 75% of primary schools developed School Improvement Plans (SIPs). Ninety-seven approved for funding of G\$1million each.	About 50% of schools still need sanitary facilities and utilities upgraded. Lack of adequate supervision in both hinterland and coastal regions. There are still a large number of schools (over 70%) which have still not adopted the child-friendly programme. High absenteeism rate by both students and teachers (25%) for both.	Continue maintenance programme and continue to improve sanitary facilities until 70% of schools meet non-academic standards. 60% of primary schools to adopt child-friendly methodologies with an emphasis on multi-grade teaching in hinterland regions. This includes: training of teachers sensitisation of parents provision of additional materials. 50% of primary schools to be equipped with computers 50% of teachers trained in the use of Information Communication Technology (ICT) for education delivery
2. Universal Secondary Education		
Results 8% reduction in Primary Tops. 5000 new places provided in new or extended General Secondary Schools (GSS). Alternative pathway Basic Competency Certificate programme developed and piloted in 11 schools.	Poor quality of primary graduates entering secondary schools. Poor transition from primary to secondary especially among males in Region 4 and Georgetown. Poorer quality of education offered in primary tops and Community High Schools (CHS). Low performance in Mathematics and English. A high proportion of untrained	Proportion of primary tops to be further reduced. All CHS will be converted to GSS. 6 new secondary schools to be constructed. 20 secondary schools (GSS) to be rehabilitated. 1000 additional dormitory places to be provided. Increase to 70 the number of schools offering an alternative pathway

	teachers (over 40%) especially in small schools and more particularly in remote areas and a need for more specialist teachers A high level of student and teacher absenteeism. Many schools need facilities (specialist rooms and laboratories) upgraded and equipment provided. Need for a broader curriculum especially to retain boys.	(technical) at the secondary level. Increase the number of teachers to be trained at the secondary level. Special training programmes for teachers in core subject areas to continue. Secondary trained teachers to be placed in the remaining primary tops. Science laboratories to be upgraded. Computer laboratories to be established in all secondary schools. A range of Arts, Sports and Physical Education programmes to be offered in 80% of schools.
3. Teacher Education: Improving the Number and Quality of Trained Teachers		
Results More nursery and primary teachers trained through the use of distance modalities, however relatively small increase in the proportion of trained teachers at the two levels. Some improvement in the physical facilities and equipment of the main teacher training agencies Cyril Potter College of Education (CPCE) and the National Centre for Educational Resource Development (NCERD). 11 Learning Resource Centres established in hinterland regions to support teacher training. Training in management provided to over 500 school managers. Cluster advisers and master trainers trained to support the literacy programme.	Continued loss (between 10 to 18%) of teachers from the sector. Staffing constraints at CPCE. Lack of articulation/collaboration between CPCE and the University of Guyana in teacher training programmes. No improvement in the proportion of trained teachers at the secondary level. Small numbers opting to major in certain subject areas e.g. Science, Technology subjects, Spanish.	Complete a strategic plan for CPCE. Design and implement a school-based system for in-service preparation of teachers. 1818 additional teachers to be trained in the next five years to reach a target of 70% trained teachers in the system. A special training programme to be implemented for untrained graduates. A distance education programme to be designed and developed for secondary level teachers. A training programme in ICT to be designed and implemented for teacher educators and teachers. Implement a Continuous Professional Development (CPD) programme for teachers.
4. Technical and Vocational Education (TVET)		
Results 50% of curricula for post secondary institutions revised and made more relevant. A special training programme for young adults "Skills for Life" was introduced. Remedial programmes for Literacy and Numeracy conducted at all technical institutes.	Shortage of trained teachers and instructors at the TVET institutions. Poor or limited physical facilities. Inadequate and outdated equipment. Poor literacy skills of some students.	Continue work on making curriculum more relevant to the world of work. Access to be increased by the opening of 2 new institutions in Regions 3 & 5. Physical facilities and equipment in all institutions to be improved and upgraded. Continue the special training programme for TVET instructors. Increase to 20 the number of schools offering the "Skills for Life" programme to out-of-school youth. The literacy programme in all TVET institutions to be expanded. TVET institutions to be equipped to deliver ICT programmes.

5. Inclusive Education		
Results A basic module for special education developed and made compulsory for all teacher trainees. Two Resource Units to support the visually impaired upgraded.	A high proportion of children with special needs are not exposed to any form of education. No approved policy for either special education or inclusiveness in its broader sense. Few specialist teachers in the field of special education. Many untrained teachers in special schools. Lack of supportive equipment and materials	Policy for Special Education Needs (SEN) to be completed. The number of teachers specialised in SEN to be increased. Training to be sought for other specialised personnel (curriculum and evaluation specialists etc.) In-service school-based training to be conducted
6. School Health, Nutrition, HIV/AIDS		
Results Community based school feeding programme operating in 60 schools in hinterland regions. Teachers in all primary schools trained to deliver Health and Family Life Education (HFLE) programme. School Health, Nutrition, HIV & AIDS policy and plan completed.	Milk and Biscuit programme not delivered to all schools on a consistent basis. Teachers need more training and support in infusing HFLE into other subject areas. More support materials needed.	Community based school feeding programme to be expanded to another 70 schools. HFLE, with emphasis on HIV & AIDS training to be rolled out to 50 schools annually after a pilot in 32 schools. Training of teacher educators and teachers and procurement of additional resource material to continue. Baseline nationwide health and nutrition survey to be conducted. Appropriate school-based and workplace health and nutrition services to be delivered based on survey results A mechanism for psycho-social support in schools to be established. Monitoring system for water and sanitation to be set up in schools.
7. Managerial Capacity		
Results New Education Bill almost completed after widespread consultation. Staff of the Management Information System (MIS) unit trained. Information Technology Officers appointed to all regions. Graduate programme (Masters) being implemented for eligible education personnel.	Loss of staff from the MIS section at both central and regional levels. Many managers still need training to improve management and accountability of the system.	Two new units created in 2008 to be strengthened. Managers at all levels to be trained. All academic and non-academic standards to be reviewed and enforced. Education Management Information System (EMIS) to be made fully operational.

8. Monitoring and Evaluation System		
Results Software has been installed in schools and at a regional level to allow for the storage and retrieval of various sets of data. The two units mentioned under management have improved monitoring capacity.	Challenges under management also affect the monitoring and evaluation capacity.	See points under management. In addition: A design for a monitoring and evaluation system will be completed. An indicator system will be developed. Two high level monitoring committees will be set up.

Budget and Financing plan

In pursuance of the policy objectives, resources will be targeted to the identified priority areas. These allocations will be predicated on the most cost-effective utilisation of available resources guided by well defined efficiency measures.

The overall investment for the five-year strategic plan will be G\$112.6 billion (US\$557.4 million) of which 26% is investment/capital costs and 74% is recurrent cost. Based on the Government of Guyana's declaration of education as a national priority, it is envisaged that it will maintain its steady increase in allocation to the sector over the next five years. At the moment there is only one major approved project in the pipeline. There is therefore a financing gap of about 10% to be mobilised.

Education as a percentage of the national budget has risen from a low of 4.4% in 1990 to an average of 15% in the last seven years. In the same period the education budget has risen from 2.1% to approximately 8% of the Gross Domestic Product (See Table 5). Even when the allocations are presented in United States dollars (Table 6) the percentage change over the last seven years is generally positive, ranging from 14% in 2001 to a 3% increase in 2007. The only year in which the change was negative (-9%) was in 2002, when the budget declined in both Guyana and United States dollars. Table 7 which give the percentage of expenditure by level for the education system from 2004 to 2007, reveals little change in the relative proportion expended at each level over the four year period. With this sustained government allocation, and the external support from donors and development partners, the necessary resources will be mobilised to support the implementation of the plan.

PART 1: BACKGROUND

1.1 Vision, Mission, Core Values and Mandates

During the consultations the Vision, Mission and the Core Values underpinning the work of the Ministry were reviewed. There was still broad consensus that the Ministry must not only be contributing to the material development of the country in the form of well educated and trained human resources but that it should also be a major agency in promoting harmony and respect among citizens of all races, economic groups and religions. There was also almost unanimous agreement that improving literacy and numeracy must continue to be the major focus of the Ministry. Consequently the Vision, Mission and Core Values of the Ministry remain generally what they were in 2003.

1.1.1 Vision

The Vision of the Ministry of Education is to be, and to be recognised as, the main and most effective contributor to the development of a citizenry able to: modernise Guyana; to support the citizenry in becoming more productive and tolerant; and to live in mutual respect.

1.1.2 Mission Statement

To provide an education system that delivers quality education and training at all levels and in particular:

- eliminate illiteracy
- modernise education
- strengthen tolerance

1.1.3 Core Values and Mandates

The Ministry of Education is dedicated to ensuring that all citizens of Guyana, regardless of age, race or creed, physical or mental disability, or socio-economic status are given the best possible opportunity to achieve their full potential through equal access to quality education as defined by the standards and norms outlined by the Ministry. The commitment to quality and equity in education, with no barriers in access to anyone, is clear in this declaration.

The Ministry defines education as more than the instrumental activity for supporting greater national development or reducing poverty, even though it can contribute significantly to both of these objectives. It has intrinsic value. It is the main way to help each human being achieve his/her highest potential. It should be able to give the nation's citizens the necessary knowledge, skills and values to lead happy and productive lives. On the basis of the education they receive, they should love their country and respect the diversity of their country's ethnic, religious and political traditions. They should adhere to the ideals and practice of democracy, justice, peace, diversity and accountability.

In addition, although children are, and should be, the main target of educational efforts, rapidly changing economic circumstances and changes in technology require that the Ministry commits to a policy of providing continuing education and training opportunities to the adult population.

Although private schools will be encouraged to operate, the Ministry is committed to providing free and compulsory education from the pre-primary to secondary levels. The Ministry also remains committed to strengthening its partnerships with stakeholders, in particular teachers and their representative organisations, parents/guardians and communities.

1.2 Overview of the Sector

The Education sector of Guyana has been changing rapidly in the last two decades. Since 1966, there have been five discernible phases in its evolution:

TABLE 1
Phases in the Development of the Education System

1966 – 1976	Development of an indigenous curriculum. Expansion of educational opportunities.
1976 – 1990	Free education. Extension of access to educational opportunity.
1990 – 1995	Equality of access. Increase in capacity to meet manpower requirements for future economic development.
1995 – 2000	Free quality education from nursery to age 15 (Basic Education).
2001 - 2008	Emphasis on the attainment of better levels of literacy and numeracy in Basic Education. Evolution towards a sector approach.

Within these phases, following almost universal trends in the region, Guyana's educational effort has had three major emphases which are outlined below.

1.2.1 Free Access to Formal Education for All

Compulsory education was introduced in 1876 by the colonial government, and in 1976, a century later, the commitment to free education was ratified by the government of independent Guyana. The national policy has long been to offer children, young people and other interested persons the opportunity to participate in the educational process free of cost.

Education is now compulsory for children aged five years and nine months to 15 years. Although there are only three years of compulsory secondary education, children are expected to remain in General Secondary and/or Community High School until they are at least 16 years old. In most of the education system, access in itself is not a great problem. Statistics show a high level of coverage at the nursery and primary levels, with a significant increase at the secondary level. This is a signal achievement for a poor country whose population, though small, is distributed over a large land mass. There is room for improvement, but the data on general access are encouraging, although qualifications have to be made to the raw figures.¹

TABLE 2
Percentage Coverage at each Level²

Level	Gross National Enrolment at each Level			
	2003/4	2004/5	2005/6	2006/7
Nursery	83	81	77	71
Primary	102	101	98	94
Secondary	84	84	86	87

¹ The qualifications mainly concern the quality of the education offered and the results of the service provided by the schools at the different levels. Problems like attendance and dropout rates also cast doubts on the meaning of these numbers.

² The figures are gross enrolment ratios based on population estimates from the Statistical Bureau and enrolment data from the Planning Unit of MOE.

At the post-secondary level, there has been an expansion in continuing education. In particular, in the coastal regions 2, 4, 6, and 10, the opportunities for school dropouts and slow learners to access technical and other types of programmes are increasing.

1.2.2 *Equity in Education*

The goal of equity in education is to provide all citizens of Guyana, and especially those of school age, with an educational experience of comparable quality. This is not an easy task, and the results of recent efforts are not as positive as they have been in the area of coverage. In many developing and even developed countries, the most sophisticated services are found in urban centres, as compared to rural areas where the population is almost always at a disadvantage. Guyana is no exception. Following historical trends in the country, most of the population, infrastructure, services and resources have been concentrated in the coastal area, particularly in Georgetown. Further, the geography of the country makes it difficult to travel and communicate with the relatively isolated communities of the interior. The educational and other services provided to hinterland and deep riverain regions are clearly below national standards.

The education of children with special needs also demands urgent attention. Although there have been policy proposals, there is still a lot to be done to provide services that can be considered adequate.

1.2.3 *Quality of Education*

In the past declarations of Mission, there always has been an emphasis on the provision of quality and equitable education to the population of the country as a whole. For example, the *State Paper on Education Policy* (1995) presents the mission of the Ministry as providing “equal access to all Guyanese children and young people to quality education”³ The same is true of the Strategic Plan developed in 2003 and the declaration included in the present document.

The publication of the 1990–1995, 1995–2000 and 2003–2007 plans provide evidence of the Ministry’s efforts to take a structured approach to improving educational services. These documents created the necessary platform for the MOE to develop a culture of planning with specific terms of reference. Within these there were clearly articulated roles and responsibilities for MOE’s officials for the effective implementation and evaluation of the plans.

There have been significant areas of success in more recent years, many of which were outlined in the external evaluation performed in 2000⁴ but clearly, much remains to be done.

1.3 The Current Situation in the Education System

The Ministry of Education is the largest Ministry in Guyana in terms of its scope of operations. The formal education system in Guyana comprises institutions of the following levels and types: pre-school or nursery level, primary, secondary, post secondary - technical and vocational education and teacher training- and tertiary or university level. In addition there are special schools, which cater for students who are physically and mentally handicapped and for others who are socially disadvantaged or in especially difficult circumstances. The Adult Education Association (AEA) and the Institute of Distance and Continuing Education (IDCE) – an arm of the University of Guyana, provide continuing education. Table 3 gives a Summary of the Education System of Guyana in academic year 2006–2007 while Table 4 gives information on enrolment by region/education department and level

³ p. 5

⁴ “Review of the Ministry of Education’s 5-year Development Plan (1995 – 2000) Macrae-Mason 2001

TABLE 3**Summary of the Education System of Guyana 2006-2007**

Type of Institution	Number of Institutions			Student Enrolment			Number of Teachers			Student Teacher Ratio
	Discrete	¹ Class	Total	Male	Female	Total	Male	Female	Total	
Nursery	330	96	426	14269	13566	27835	10	1866	1876	15
Primary	442	0	442	54668	52052	106720	508	3550	4058	26
Sec. Dep. of Primary	0	243	243	6118	4531	10649	192	308	500	21
Community	24	0	24	5346	4187	9533	102	332	434	22
High	82	0	82	22207	25607	47814	743	1692	2435	20
General	6	0	6	396	186	582	10	62	72	8
Secondary	7	0	7	2634	1612	4246	199	99	298	14
Special	1	0	1	239	1244	1483	153	182	335	²
Education	1	0	1	2030	3855	5885	139	109	248	24
Technical/	21	0	21	2071	1985	4056	82	241	323	13
Vocational										
Teacher Training										
University										
³ Private Schools										
Total	914	339	1253	109978	108825	218803	2138	8441	10579	21

Source: Education Planning Unit Statistical Questionnaires

¹Class refers to part (Level) of an institution of multiple levels (it is not a discrete institution)

E.g. A nursery class is that part of a primary school that caters to nursery-age students.

²Large numbers of part time staff make student/teacher ratio at the Teacher Training Institution difficult to calculate

³Data on private schools represent the number of schools that submitted information to the Planning Unit.

TABLE 4**Enrolment by Education Department/Region and Level 2006-2007**

Education District	Nursery	Primary	Secondary	Technical/Vocation	Teacher Training
Region 1	681	5796	2571	0	17
Region 2	1735	6919	5097	535	69
Region 3	3641	13210	7987	0	115
Region 4	6069	20161	8385	0	0
Georgetown	4871	19717	17544	2,517	818
Region 5	2102	7822	5204	0	0
Region 6	4655	17370	11324	647	235
Region 7	886	3072	1461	0	48
Region 8	459	1675	976	0	0
Region 9	1196	4418	2399	0	106
Region 10	1540	6560	5048	547	75
Total	27,835	106,720	67,996	4,246	1,483

Source: Education Planning Unit Database
(2006)

Since the early nineteen nineties the Government of Guyana has declared education to be a national priority. Education, as a percentage of the national budget has risen from a low of 4.4 % in 1990 to an average of 15.5 percent in the last seven years. In the same period the education budget has risen from 2.1 % to approximately 8 % of GDP (See Table 5). Even when the allocations are presented in United States dollars (Table 6) the percentage change over the last seven years is generally positive, ranging from 14 % in 2001 to a 3% increase in 2007. The only year in which the change was negative (-9%) was in 2002, when the education budget declined both in Guyana and United States dollars. Table 7, which gives Percentage of Expenditure by Level for 2004 to 2007 reveals little change in the relative proportion expended at each level over the four year period.

TABLE 5

Education Expenditure as a % of National Budget and GDP				
Year	National Budget	Education Budget	% National Budget	Education % GDP
2001	65,826,595	11,296,347	17.2	8.5
2002	62,968,874	10,497,336	16.7	8.9
2003	71,837,328	11,340,928	15.8	7.9
2004	73,108,423	12,087,847	16.5	7.7
2005	92,363,695	13,375,048	14.5	8.1
2006	105,883,670	14,384,997	13.6	7.9
2007	99,962,490	14,860,628	14.8	7.6

Figure 1.0 – Education Expenditure as a % of National Budget and GDP

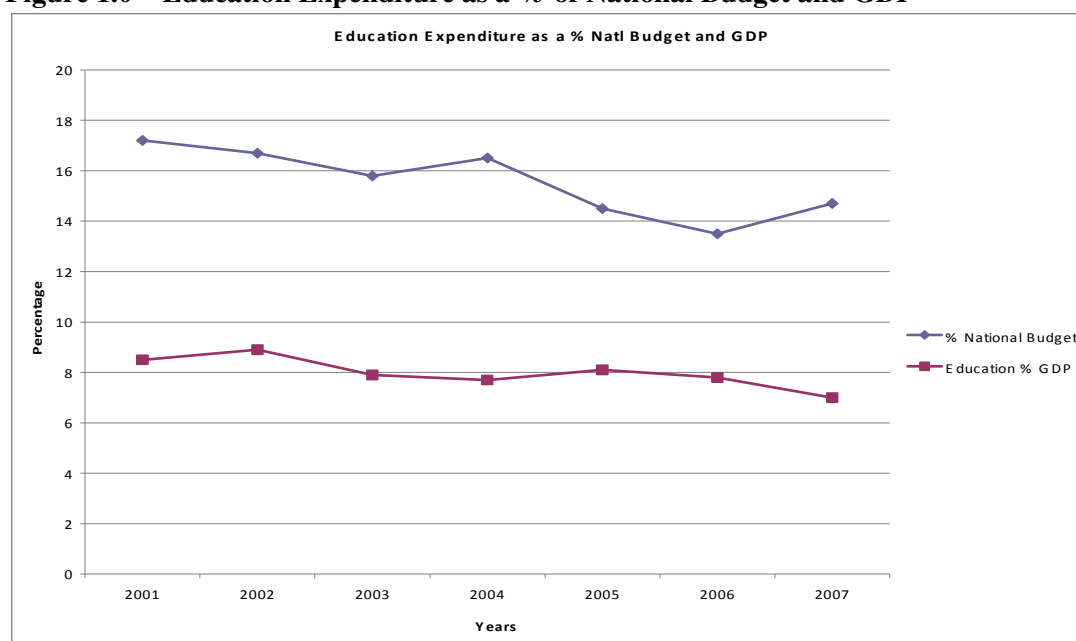


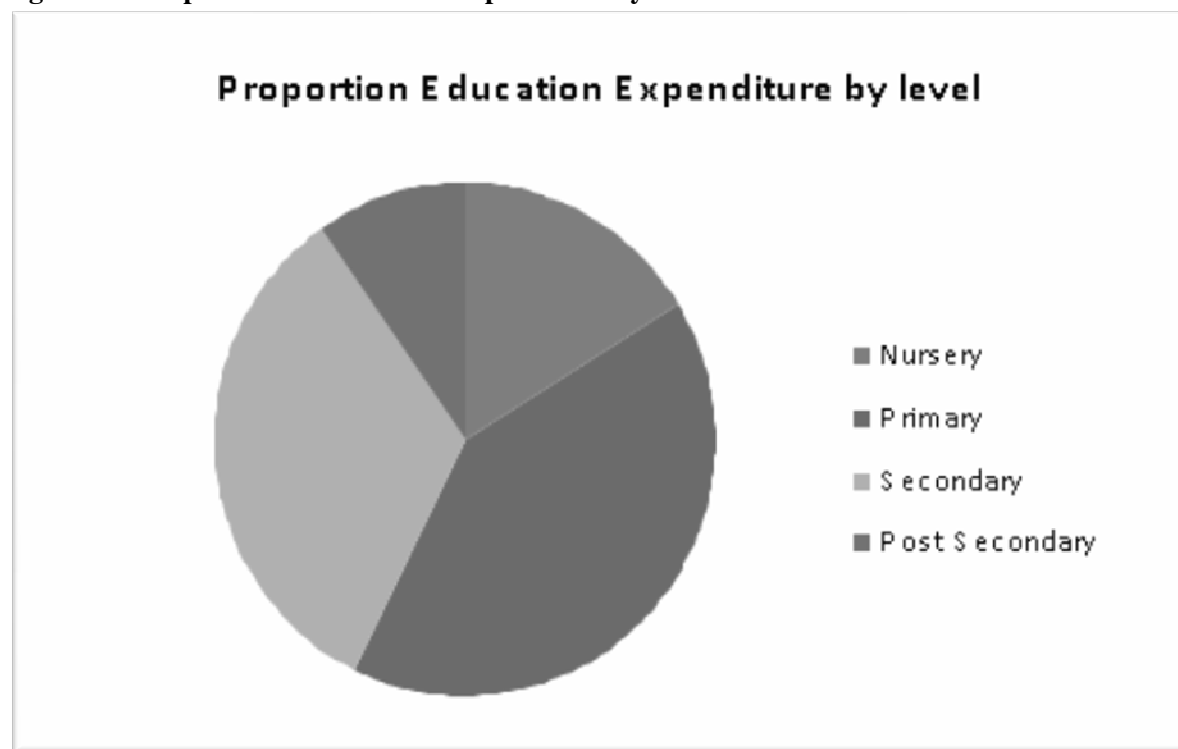
TABLE 6**Education Budget in (\$US000)**

Year	Education Budget	Rate of exchange	Budget US\$	% Change
2001	11,296,347	187.34	60,299	14
2002	10,497,336	190.67	55,055	-9
2003	11,340,928	193.81	58,516	6
2004	12,087,847	198.32	60,951	4
2005	13,375,048	199.88	66,915	9
*2006	14,384,994	200	71,925	7
*2007	14,860,628	201	73,933	3

*** Information for 2006 and 2007 are revised and budgeted allocations respectively.**

TABLE 7**Education Expenditure by Level as a % of Education Budget**

Year	Nursery	Primary	Secondary	Post Secondary
2004	9.9	25.1	20.2	6.0
2005	9.2	23.1	21.1	6.5
2006	9.8	23.6	20.1	5.2
2007	10.6	26.2	22.2	7.3

Figure 2.0 Proportion of Education Expenditure by Level

The Ministry of Education continued to receive external support during the execution of the 2003-2007 plan. Improvements in the quality of primary education and the provision of secondary places were facilitated through the BEAMS programme which was co-financed with a loan from the IDB. The Guyana Education Access Project (GEAP), which supported both the provision of places and quality improvement at the secondary level, was concluded with one more secondary school being built in the plan period. The Guyana Basic Education Teacher Training Project (GBET), a CIDA supported project, continued to support the training of teachers by distance modes. The effort to make schools more child-friendly and child-centred was supported by UNICEF, which together with PAHO, has also made an important contribution to the Ministry's efforts to have more health promoting schools. Guyana was also one of the first countries to benefit from financial assistance under the Education For All –Fast Track Initiative (EFA-FTI). This programme allowed the Ministry to accelerate several initiatives, many of which were aimed at reducing disparities among regions and/or vulnerable groups, as outlined in the plan. These projects and programmes have provided a body of experience that will assist the Ministry as it moves to expand and intensify its efforts in these areas in the new plan period. Table 8 gives an indication of external assistance to the education sector over a four year period.

TABLE 8
External Assistance to Education Sector 2004-2007
 G\$000

Agency	2004	2005	2006	2007
CIDA	90,000	60,000		165,003
EFA/FTI Through World Bank	741,693	460,101	800,000	541,959
DFID		146,828	99,900	87,000
IADB	96,366	1,276,887	1,166,936	1,362,873
UNICEF	387	7,910	33,797	21,655

Source: Public Sector Estimates 2005 - 2008

At an inter-sectoral level the Ministry has forged strong alliances with other ministries, in particular with the Ministries of Health and Local Government. Collaboration with the Ministry of Health has been integral to: the piloting of various screening programmes; the expansion of the Health and Family Life Education (HFLE) including HIV/AIDS education and generally to the promotion of a healthy school environment. Since ten of the education departments fall under the auspices of the regional administration, collaboration with the Ministry of Local Government has been essential to the formulation and dissemination of policies and the implementation of important programmes.

PART 2: METHODOLOGY AND PROCESS

2.0 Steps in the Development of the Plan

Towards the end of 2006 and throughout 2007 actions were taken to start the development of a new education plan and several documents were produced which helped to guide the process. These were some of the actions taken.

- A review of the achievements of the 2003-2007 plan at a central and regional level under the guidance of a small group of senior officials was conducted (See Annex 1 for details).
- The IDB supported the planning process by providing an International Specialist under the BEAMS project.
- The International Specialist prepared a first draft of priorities and issues to be considered during the period 2008 – 2013.
- A plan and a time-line for the development of the new strategic plan for MOE was presented to the Minister, the IDB and the Planning Unit .
- Several forms and guidelines for the planning process were developed, with a first draft made by the specialist and the final documents elaborated by personnel of the Planning Unit (PU).
- Selection and training of the personnel of the PU, to work as facilitators during the regional planning sessions, was completed.
- Visits were made to all the regions by the PU teams in order to carry out SWOT (strength, weakness opportunities, and threats) sessions and define strategic issues and strategies nationally and regionally.
- Several preparatory meetings of the senior officers in MOE, chaired by the Minister, were conducted in order to define policies and priorities in the sector.
- Regional meetings were held to receive inputs from the regional departments. Each prepared a development plan to ensure capacity to implement the new initiatives in line with the national plan.
- The Planning Unit with the:
 - help of special groups, searched for relevant information and innovative ideas in order to enrich the options available to MOE, to produce a better plan document
 - support of the International Specialist wrote the first two drafts that were presented to the Ministry and
 - approval of the Ministry produced the official version of the strategic plan.

PART 3: KEY ISSUES AND CHALLENGES IN THE EDUCATION SECTOR

3.0 Quality Education

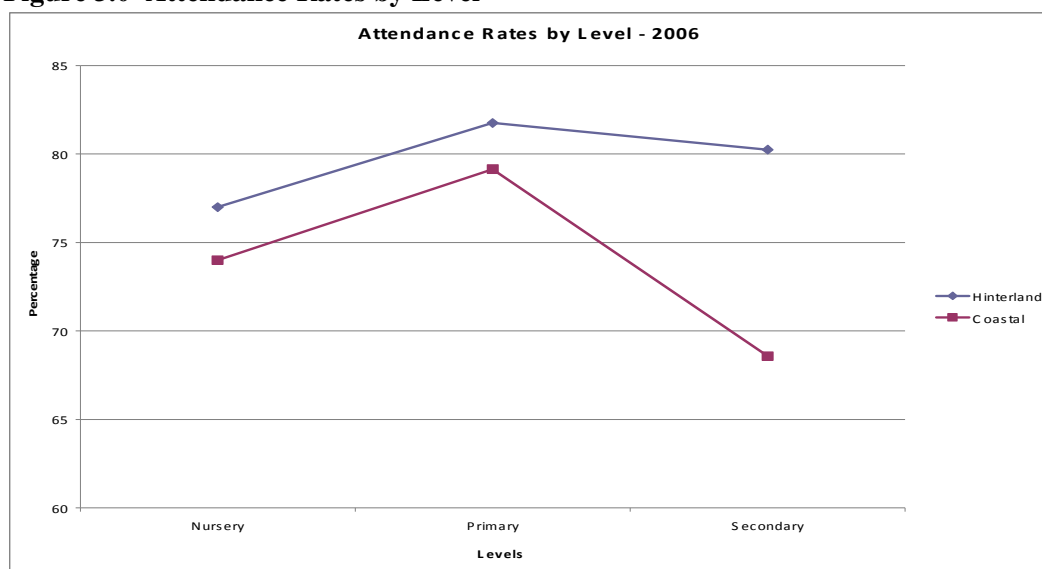
The quality of education is still a matter of great concern when the attendance rates, number of trained teachers in the system, availability of equipment and operationalising of child-centred schools are examined.

While access, especially at the primary level, is not a major issue in Guyana, an average attendance rate of 75 percent, or less at some levels, reduces the benefits to be gained from almost universal enrolment. A similarly low average rate of attendance by teachers compounds the problem. In brief, it is possible for students to be enrolled in schools and still receive less than half the number of contact hours needed to complete the syllabus for any particular grade.

TABLE 9
Student Attendance Rate by Education District and Level 2006-2007

Education District	Nursery	Primary	Secondary
Region 1	68	67	74
Region 2	74	80	77
Region 3	78	76	58
Region 4	67	76	57
Georgetown	79	84	74
Region 5	73	80	69
Region 6	72	80	71
Region 7	75	84	79
Region 8	74	82	77
Region 9	91	94	91
Region 10	75	78	74
Total	75	80	73

Figure 3.0 Attendance Rates by Level



The shortage of trained teachers (47 percent are untrained) especially in remote hinterland regions (62 percent untrained) also impacts on the delivery of education. While great progress has been made in the availability of textbooks and other supportive learning material, especially at the primary level, there is still a serious shortage of equipment, and land tools to support the teaching/learning process. In addition, there is a great deal of work to be done to achieve the objective of child-centred, child-friendly schools.

Based on the numbers enrolled, and population estimates from the Bureau of Statistics, Guyana had a net enrolment of 92% at the primary level in 2006. Generally speaking therefore, Guyana, in terms of access, is very close to achieving the millennium goal for primary education. As shown in Table 10, there is no major gender imbalance in enrolment at the primary level: where imbalances do appear at the higher levels, it is in favour of females.

TABLE 10
Ratio of Females to Males at Primary, Secondary and Tertiary Levels

Year	Primary	Secondary	Post Sec./Tertiary
1996 (Baseline)	0.96	1.06	1.22
2003	0.96	1.02	1.03
2006	0.95	1.02	1.36

These indicators however do not tell the full story. The definition of what constitutes quality education is still a subject of much debate but as the 2005 EFA Monitoring report states “... *quality stands at the heart of Education for All. It determines how much and how well students learn, and the extent to which their education achieves a range of personal, social and developmental goals*” At the very least, quality education, according to definitions laid out at the first World Conference on Education (Jomtien, 1990), is expected to provide learners with basic learning tools such as literacy and numeracy and basic learning content. All measures of performance at the primary and secondary levels in Guyana underscore the need to support more effective schooling. Results of the examination taken by students at the end of six years of primary education, show that overall performance in the four core subject areas - Mathematics, English, Social Studies and Science is generally poor and that performance in the hinterland regions, although improving, is still below the national average. Students, parents, teachers and employers in Guyana, in every consultation session, seemed to be mainly concerned with these issues even when they articulated their concerns in different ways. At every level, they wanted to see things put in place to improve cognitive development and the demonstration of relevant skills by learners. Their perceptions of the main issues and challenges are outlined below together with brief assessments of what was achieved in these areas during the last five years.

3.1 Early Childhood Education (ECE)

There is a significant proportion of untrained nursery and primary teachers. This is of special concern in the light of the implementation of new literacy approaches. Further, disadvantaged groups of children (Amerindian/indigenous), children with disabilities, unregistered children) have greater difficulties accessing ECE.

Nearly fifty percent of the teachers at nursery level are still untrained and the proportion of untrained teachers is much greater in remote hinterland and riverain areas (72%). With the new emphasis on pre-literacy skills at the nursery level, the need for trained teachers is felt to be more crucial than in the past. The teachers at the nursery level also indicated that they need increased support and clear guidance in the new literacy approaches, while primary and nursery teachers and parents feel that smooth transition from nursery to primary is critical.

One very significant issue is the fact that although the gross enrolment ratio at the nursery level is about eighty percent, the most vulnerable groups are not being captured. These include children in small remote

communities where a majority of the population is indigenous/Amerindian people. (In Region 1 for example there are 42 villages with primary schools but there are only 12 nursery schools/classes in the region). Other vulnerable children include those in difficult socio-economic circumstances, children with special education needs because of some form of disability, and those lacking birth certificates and other necessary documentation to enter school. All of these are problems identified by stakeholders to be addressed in the new plan.

Early Childhood Education in the education sector covers the period from 3 years 6 months or Year 1 of Pre-primary/Nursery education to age 8 or Grade 2 at the primary level. Stakeholders in Guyana have, over the last decade or so, demonstrated an increasing awareness of the importance of early stimulation and education in this period. Initially, parents' desire to have their children access pre-primary education was based on a perception that enrolment in some nursery schools would give the children easier access to primary schools, especially those that were perceived as "good schools". Increasingly however the demand for pre-primary education is based on their awareness that children who do participate in it generally have an advantage in vocabulary, reading and mathematics, over those who do not.

During the last plan period the pre-primary/nursery curriculum was revised and greater emphasis was placed on literacy and numeracy skills. The Ministry of Education's major literacy initiative was also designed so that it started at the nursery/pre-primary level. Seminars/workshops were held to orient head teachers to the new initiatives and to the new curriculum material, and nursery teachers benefited from the expansion of training opportunities. The proportion of trained teachers at this level has increased by 7% over the last five years. Visits were made to nursery schools in most of the regions to monitor, supervise and evaluate the implementation of the new curriculum materials. As a result of these visits, supporting materials, including parent support materials, were produced and distributed to nursery schools throughout the country.

3.2 Literacy and Numeracy

A significant number of students do not reach an acceptable level of literacy as reflected in results of National Assessments.

In spite of several efforts Guyana is still plagued with poor results in English and mathematics. The 2007 National Assessments for Grades 2, 4, 6 and 9 reveal that approximately 70% of each cohort fails to reach an acceptable standard in language arts (reading and English). Various factors have constrained the Ministry's efforts to achieve its literacy objectives. There were some delays in making decisions about the material/textbooks to be used; in acquiring the material once the decisions were made; and in employing cluster advisors and master teachers to train and support the teachers in new methodologies. In general there were some questions about the effectiveness and sustainability of the proposed Cascade training model for teachers.

The end result of all of these delays was that teachers were not trained on time, they were not clear on what they should be doing and they have not received the level of support needed. This, combined with a natural reluctance to change, means that little or nothing has been done in some schools.

However, there have been some small pockets of success in the last two years, for example, in some schools in Region 6 and in some of the CCETT pilot schools. The major lessons learnt from the modest success in these institutions are that the teachers need clear directions and a great deal of supportive supervision. A revised model for supporting teachers at the school level has been put in place. In this model each school has one competent member of staff, versed in the new methodologies, as a master teacher who provides support to colleagues and along with the head teacher, ensures that the new methodologies are sustained. This gives the teachers access to a resource person on a continuous basis rather than having to wait for a cluster advisor to visit.

Poor literacy achievement at the primary level impacts on secondary achievement and even constrains achievement in the technical and vocational institutions. In brief, there is a cohort of persons in the society who are either functionally or absolutely illiterate. The Ministry has recognised the urgent need to take action and has introduced the Fast Track Literacy Programme aimed at different target groups such as poor performers in primary schools, out-of-school youth and the general adult population. This programme is being implemented in close collaboration with non-governmental organisations that are engaged in promoting literacy. The Ministry intends to maintain these efforts for at least three years in the new plan period.

There were similar delays in getting the Interactive Radio Instruction (IRI) programme in mathematics started. The 2003-2007 plan anticipated that by the end of the plan period IRI in mathematics up to Grade 3 would have been nationally implemented. Delays in the procurement of the radios, development and approval of the lessons to be delivered and inadequate supervision have resulted in a time lag of just over a year in the achievement of this objective. The results of tests carried out by the Measurement and Evaluation Unit of MOE however reveal that there has been some improvement in achievement in mathematics when measured against baseline data collected under the BEAMS project. While the average score has improved, it remains well below 50%. This therefore continues to be an area of major concern at both the primary and secondary levels.

The fourth annual Education for All Global Monitoring Report states *“There are good reasons why literacy is at the core of Education for All (EFA) – a good quality basic education equips pupils with literacy skills for life and further learning;.....literate people are better able to access continuing education opportunities; and literate societies are better geared to meet development challenges”* Poor literacy and numeracy skills were identified as strategic challenges which the Ministry of Education needed to overcome in the consultations for the 2003-2007 Education Plan and that plan had as a major objective “to improve the quality of the delivery of education, especially in the area of literacy and numeracy” The concern for, and the importance of, literacy were reiterated in the consultations for this new plan. Improved literacy is still regarded by all stakeholders as the most crucial objective for the Ministry of Education and it is regarded as critical for the mastery of other subjects. There were several ways in which the Ministry tried to achieve this objective during the past five years. The Basic Education Access and Management Support (BEAMS) programme which is being implemented with assistance from the Inter American Development Bank (IDB) supports literacy and numeracy as a priority in nursery and primary schools. Activities in this area were also supported by the Caribbean Centre for Excellence in Teacher Training (CCETT) programme that is supported by the United States Government.

During the last plan period, literacy and numeracy standards, which established clearly stated benchmarks of what children are expected to know and be able to do at each grade from Nursery Year 1 to Primary Grade 6 were developed. These standards serve as a reference point for revising curricula, for developing instructional materials, and for both formative and summative assessments. In addition, a literacy programme that purposefully integrates all aspects of literacy learning – listening, speaking, reading, writing and critical thinking, through an integrated approach has been developed. In the area of numeracy, the IRI programme has been adopted as the main mode of mathematics instruction in the first three grades of primary schools. Action was also taken at the secondary level. Television programmes focusing on English and Mathematics were developed, aired on one of the major channels and saved on CDs and sent to schools.

3.3 School/Classroom Environment

There is a need to improve the school and classroom environment in order to contribute to the improvement of the quality of education. Specifically, areas of concern are school facilities and utilities, supervision of both hinterland and coastal regions, implementing child-friendly programmes, and absenteeism rates of both students and teachers.

The development of a quality education system is the result of many factors. Those highlighted in the consultations are: facilities with adequate space and in a good state of repair; clean water and proper sanitation facilities; support services which include school feeding, and other forms of economic assistance, screening

programmes and welfare services. The need for relevant curriculum, child-centred and child friendly approaches, more use of technology (computers, televisions etc.) and more regular attendance by students and teachers was also raised in various meetings.

Several initiatives were implemented, with varying degrees of success, during 2003-2007 to deal with these issues.

3.3.1 Improvement of physical facilities/infrastructure: about 50% of schools still need sanitary facilities and utilities upgraded.

The Ministry completed and published its non-academic standards, which give clear guidelines on the minimum standards schools should try to attain with regard to physical facilities, availability of equipment, teacher/pupil ratio and so on. During this five-year period, the maintenance budget of the Ministry rose from US\$3.1million in 2003 to US\$4.36 million in 2007. In addition, new schools, some of them replacing dilapidated structures, were constructed with the greatest investment being at the secondary level. Concerted efforts have been made under various programmes to improve the physical environment of schools. Under the EFA-FTI programme 37 primary schools had their utilities (water, sanitation and electricity) upgraded. UNICEF and PAHO contributed to the improvement of water and sanitary facilities in over 30 additional schools and further work was done under the capital programme with national funds. In summary, during the last five years about 25% of primary schools had their water and sanitation facilities upgraded. Training workshops to sensitise the school communities on better environmental practices accompanied the refurbished facilities. In the view of stakeholders, upgrading of physical facilities needs to continue. This is particularly true at secondary level.

3.3.2 Child-friendly Initiatives: there are a large number of schools (over 70%) which still have not adopted the child-friendly programme.

In the 2003-2007 period, the Ministry stepped up its efforts to create child-friendly and effective primary schools. An instrument was designed to assess the degree to which a school could be deemed to be child-friendly and this was shared with all regional departments. In the coastal regions, Region 6 continued the work started with assistance from UNICEF, encouraging the formation of student governments, library and learning corners, cooperative group learning and close school-community relations. About 50% of the primary schools in this region are implementing various components of this programme and about half of those have all the components present; with the exception of flexible promotion. Region 2 has been the success story of this programme. All of their primary schools (38) are now trained to use child-friendly methodologies and the approach is being followed in all of the schools. In Georgetown and Region 4 child-friendly initiatives are being piloted in 7 schools in which many of the students come from poor socio-economic circumstances. In the hinterland regions the Ministry, with funding from the EFA-FTI and UNICEF and with technical assistance from the Colombian NGO “Escuela Nueva-Fundacion Volvamos a la Gente”, resuscitated the hinterland version of the child-friendly school (Escuela Nueva programme) with a new emphasis on multi-grade teaching.

The Ministry however was unable to roll out these initiatives in the systematic way outlined in the 2003 plan, except in the regions mentioned, and less than half of the expected number of schools is fully implementing the programme. In both the hinterland and coastal regions a major problem was lack of dedicated supervision and support to teachers. In the hinterland in particular, the first schools selected were long distances away from the regional offices. It has been recommended that the Ministry employ sub-regional coordinators who can monitor and support the schools on a more regular basis. Shortage of staff in regional departments and inadequate funds to travel to do monitoring was also an issue for coastal regions.

3.3.3 Instructional time: high absenteeism rate (at least 25%) by both students and teachers

Stakeholders also expressed great concern about absenteeism on the part of teachers and students at all levels. In both cases (i.e. for teachers and students) absenteeism ranges between 25 to 40 percent. The need for higher levels of attendance was also highlighted by the consultant who carried out an in-depth analysis of secondary education in Guyana. The 2003-2007 Plan had included higher levels of attendance as a specific objective (80% for hinterland regions and 90% for coastal regions) but while there has been some improvement,

especially in some of the hinterland regions, the overall rates are still under 80%. The Ministry has strengthened the welfare sections in all of the regional education departments in the past year in an attempt to deal with this and other child protection issues.

3.3.4 Innovative Technology: continued and more innovative use of technology to support classroom instruction and the delivery of distance education programmes were among recommendations by stakeholders to mitigate the shortage of skilled teachers in some areas.

The introduction of technologies to support learning in schools was initiated under several projects supported by external funding. At the primary level both the BEAMS project and its forerunner the Primary Education Improvement Project (PEIP) built computer laboratories in a small number (18) of schools. Under the BEAMS project a supportive software “Success Maker” was introduced into 14 schools which have been monitored and supported on a consistent basis. There has been a 100% improvement in the language and mathematics results in 10 of these schools and improvement continues on a consistent basis. Although this is a small pilot the improvement in performance has led to a demand for similar interventions in other schools. As a part of the Innovative Technology component of BEAMS, over the last year, 30 phonics kits have been distributed to schools and primary school teachers have been trained to use these kits. In addition 300 scholastic libraries have been bought for schools. It is too early to assess the effect of these interventions but the results of these schools in the National Assessments for Grades 2 and 4 will be closely monitored. The use of distance education modes as in the case of the delivery of Mathematics via an interactive radio programme and English and Mathematics through television programmes have also been considered as innovative. Continued and more innovative use of technology to deliver distance education was among recommendations by stakeholders to mitigate the shortage of skilled teachers in some areas.

3.4 School Health, Nutrition and HIV & AIDS: good health and nutrition and some essential life skills were highlighted as essential inputs and outputs of a good quality basic education. Additional training and effective monitoring were among identified needs.

One of the achievements during the last plan period was the drafting of the Education sector “School Health, Nutrition, HIV and AIDS” (SHN, HIV/AIDS) policy and plan. The overarching principle that guided the drafting of both the policy and plan has been Guyana’s commitment to the achievement of Education for All. In pursuit of this, the strategic plan for SHN, HIV/AIDS has been developed in order to improve the education, health and nutrition of school children, teachers and other members of the education sector of Guyana. This is because the Government of Guyana recognises that good health and nutrition are not only essential inputs but also important outcomes of a good quality basic education. A new unit has already been set up to coordinate and implement the activities of this plan and two persons have already been contracted. An excellent collaborative relationship has been developed with the Ministry of Health and this will continue in the new plan period.

3.4.1 Nutrition: the School feeding programme has to be more targeted and delivered to recipients on a consistent basis.

The community-based school feeding programme, which is facilitated by funds from the EFA-FTI programme, is being implemented in 60 of the 138 primary schools in the four hinterland regions (1, 7, 8 and 9). The milk and biscuit snack programme served over 80% of the nursery and primary schools each year but this was often on a sporadic basis because of the difficult terrain in some regions, high transportation costs and inadequate funding. There was also a specific programme in about nine communities in Region 9 that offered a locally manufactured peanut butter and cassava bread snack on a more consistent basis. The programmes which are regularly implemented have had a very positive effect on attendance and the Ministry has gathered baseline data that facilitated the measurement of this and other results of the community based lunch programme. The second round of data is now being collected.

3.4.2 HIV and AIDS: the education sector has a vital role to play in response to this epidemic. There is need for additional training and effective monitoring of teachers.

Among the most pressing issues affecting people in Guyana is HIV and AIDS. The Ministry of Education has therefore taken the decision to position HIV prevention within the context of an holistic programme of school

health and nutrition activities and sees the education sector as having a vital role to play in the country's response to the epidemic. During the last five years, the main vehicle for implementing the education component of the HIV and AIDS programme in schools has been the Health and Family Life Education Programme (HFLE). Recent evaluation of this programme highlighted the need for additional training and effective monitoring of teachers trained to deliver the programme.

3.5 Universal Secondary Education

Quality is a major concern as well as increasing access at this level. Priority issues are: poor quality of primary graduates entering secondary schools; poor retention of students especially males; poorer quality of education in Primary Tops and Community High Schools; low performance in Mathematics and English; a high proportion of untrained teachers and a need for more specialist teachers; a high level of student and teacher absenteeism and the need for upgraded physical facilities.

Guyana, in common with other CARICOM countries, embarked on a policy of Universal Secondary Education (USE) more than five years ago. Generally the strategy was to improve the quality of education offered at this level by amalgamating Secondary Departments (SD) of Primary schools/Primary Tops (Grades 7 to 9) and Community High Schools (CHS) into General Secondary Schools (GSS) in which all students could present for the Caribbean Examination Certificate (CXC) or an alternative competency-based Certificate. The reason for the change was that each type of school followed a different programme for different time periods (3 to 5 years), and the education programmes offered at the Secondary Departments and CHS were regarded as lower in quality when compared with that offered at GSS. Among the expected outcomes was that 40% of secondary school leavers should achieve Grades 1 to 3 proficiency in five subjects at one sitting. In 2007 the MOE, with assistance from the World Bank, commissioned a critical analysis of the policies and plans for achieving secondary education goals, the development of a simulation model to estimate the costs of major alternative policy options and the provision of recommendations to GOG for the finalisation of secondary education policy for Guyana.

The report presents nine key findings. In the first two the view is posited that quality primary education outcomes are the basis for achieving USE. Essentially it is felt that Grade 6 completion rates, primary school attendance and the Secondary School Entrance Examination results determine the demand for secondary education. There is poor transition from primary to secondary across all regions but it appears to be greater for boys in Georgetown and Region 4. The report also highlights the disparity between results of hinterland and coastal rural regions and coastal urban regions; the former having much lower averages in Mathematics and English. Secondary grade repetition, especially of males in Grade 7 remains high (14.4% males, 8.8% females in 2005). The report points out that "Hinterland Grade 7 repetition rate (17.6%) and Coastal urban repetition (18.3%) are different phenomena but each threatens the viability of secondary education". In general, retention of students from Grades 7 through 11 is too low. Overall only 38% of Grade 7 students from 2001/2002 were still present in Grade 11 in 2005/2006. More disturbing is the fact that male retention was 31.5% compared with 45.6% for girls.

TABLE 11 – Secondary School – Dropout Rates by Level and Sex
Secondary School Drop-Outs by Education District and Sex

Education District	2004-2005					2005-2006					2006-2007				
	Number of Drop-Outs			% Drop-Out Rate		Number of Drop-Outs			% Drop-Out Rate		Number of Drop-Outs			% Drop-Out Rate	
	Male	Female	Total	Male	Female	Male	Female	Total	Male	Female	Male	Female	Total	Male	Female
Region 1	119	126	245	26.67	20.67	59	43	102	3.00	2.67	17	21	38	0.87	1.27
Region 2	248	158	406	13.33	10.67	96	85	181	9.33	12.33	185	189	374	4.63	4.70
Region 3	309	275	584	8.67	8.33	249	252	501	4.33	4.33	497	345	842	14.33	12.63
Region 4	868	625	1493	19.33	17.33	814	694	1508	18.33	17.33	673	663	1336	16.30	16.33
Georgetown	728	775	1503	4.33	5.00	796	648	1444	5.00	4.00	606	721	1327	3.73	4.00
Region 5	133	197	330	4.67	5.67	196	217	413	6.67	8.00	211	143	354	6.20	5.83
Region 6	476	648	1124	17.33	28.00	633	540	1173	7.67	8.33	511	518	1029	20.10	19.90
Region 7	69	45	114	6.33	3.67	32	40	72	3.33	4.00	81	66	147	8.60	5.23
Region 8	47	59	106	8.00	12.00	54	38	92	8.00	6.33	41	63	104	6.50	8.00
Region 9	33	32	65	1.33	1.33	170	161	331	7.67	7.67	141	130	271	8.87	7.07
Region 10	18	6	24	3.00	1.33	3	2	5	0.33	0.33	83	56	139	5.35	2.97
Total	3048	2946	5994	12.00	12.00	3102	2720	5822	10.67	10.33	3046	2915	5961	9.25	9.10

The report also highlights low student attendance rates especially in Secondary Departments of primary schools and CHS (60%).

The other key findings focus on the quality of teachers at this level, the range of subjects offered and on CXC results. The proportion of trained teachers is too low and very unevenly distributed. The problem is compounded by the loss of trained teachers, especially trained graduates, and their replacement by untrained persons. The report also highlights poor CXC outcomes in English Language and in Mathematics and the fact that the number of students achieving 5 subjects (Grades 1-3) is less than half the planned outcome.

Many of the issues documented in the report were also expressed by persons in the regional consultations. The drop-out rate of boys was a matter of particular concern, which many felt was partially due to the inability of many of the secondary institutions to offer a programme that would capture their interest. The lack of technical facilities in the CHS and SD of primary schools was also highlighted.

There has been some progress in the last five years in achieving some of the objectives set in the 2003 Plan, especially in the conversion of CHS and, to a lesser extent, the amalgamation of SDs. The BEAMS and GEAP projects provided over 5000 new places in GSS so the proportion of students in this type of school increased by over 15% while the proportion in SD and CHS declined. There has also been some work done on the review of curriculum and a policy document on secondary education has been prepared by senior education managers. There are still unattained objectives. In many cases conversion of schools has not been done according to the recommendations outlined in two previous secondary projects (GEAP and SSRP) and the result has simply been a change in name without any real change in the programme offered to students. In particular, the policies and strategies for the alternative pathway have been piloted in some schools but there is need for additional training of teachers for the new programme and the relevant equipment and supplies need to be available in a timely manner.

3.6 Science and Technology

The lack of students opting to study Science and Technology leads to a lack of teachers in the field, which in turn contributes to a poor quality of science education at both secondary and tertiary levels.

One school of thought holds that the differences in scientific and technological infrastructure and the popularisation of science and technology are among the most important causes of differential social and economic levels between developing and developed countries. This view is accepted by educators and stakeholders in Guyana. It is felt that rapid technological changes and changes in the structure of the economy on a local and global level require the Ministry to place considerable emphasis on Science and Technology, including Information Technology, which will be dealt with in more depth further on in the document.

The current situation is that the number of students opting to do science at the secondary level in Guyana is very small. In Biology, Chemistry and Physics the number of entries is below a thousand for each subject area while it is just over a thousand in Information Technology. The numbers taking Electronics, Mechanical Engineering Technology and Building Technology are even smaller (less than 200 in most areas). An analysis of the situation reveals that the problem begins at the primary level where science is often taught like any other subject with little practical application and there is no real effort to begin an introduction to technology. The problem is compounded by a shortage of competent teachers to deliver science and technology at both levels. The problem has become a vicious circle with small numbers at the secondary level becoming even smaller at the tertiary level. For teachers to teach successfully at the secondary level, they require a first degree in the subject discipline. Only a few persons graduate each year in Biology, Chemistry, Physics and Information Technology and most of the Science graduates do not go into teaching. The result is that under-qualified teachers are required to teach these subjects in the secondary schools. At the secondary level many laboratories are not functioning and laboratory assistants/technicians are no longer appointed to schools. The Ministry has recently embarked on an emergency in-service programme to improve the qualifications of persons teaching English and Mathematics. Approximately 300 practising teachers are enrolled. The intent is to extend this initiative to Science teachers in the near future. Efforts have also been made to provide laboratories to schools that do not have them and to rehabilitate existing ones. These programmes will have to continue over the next five years.

3.7 Technical and Vocational Education

There is a shortage of trained staff in some disciplines and equipment and physical facilities need to be upgraded.

Some of the problems in this sub-sector are similar to those for Science. Lack of trained staff in some disciplines is one of them. Between 2003 and 2007 about 322 technical teachers were trained. It should be noted that these are not all new entrants to the system; many are practicing teachers who are now being trained. The general view is that this is an inadequate number. The majority of tools and equipment are outdated and there are no specialist rooms to carry out the programme in some schools.

Technical and Vocational Education and Training (TVET) is the application of Science and Technology and the reasons for the emphasis in this area are the same as those for Science and Technology, but it is being highlighted as a separate issue. TVET is delivered in 8 post secondary institutions under the control of the MOE. These institutions offer training up to Level 3 of the Caribbean Vocational Qualification (CVQ). This network of training institutions offers a wide range of training programmes in Secretarial Science, Building, Mechanical, Electrical, Craft Design and Hospitality subjects. These institutions are located in four regions and there is a demand for additional facilities in other regions.

Prevocational Education is offered in General Secondary Schools, Practical Instruction Centres, Community High Schools and several Primary Tops. The programmes done at this level can lead to CXC certification or to the Basic Competency Certificate. This type of training and education is seen as a vital link between the world of work and school.

The Ministry has received additional capital funds during the last two years to upgrade the prevocational programme in the schools offering the BCCP. There were some procurement problems in the first year so the programme has been slower off the ground than anticipated. The Ministry has also used these BCCP schools to offer a vocational programme (Skills for Life) to out-of-school youth. The recommendation is to gradually increase the number of schools that are properly equipped to offer this pathway.

3.8 Information and Communication Technology (ICT)

Effective incorporation of ICT in teaching practices and improvement of ICT equipment needs to be sustained.

Information and Communication Technology was identified as a key issue in a number of areas. First, televisions, radios and, in particular computers, can be used to support the delivery of quality education. Second, there is a need to produce ICT/computer literate graduates and finally, computers can be used as a management tool in all levels of the system.

The Government of Guyana has recognized the huge potential of Information and Communication Technology (ICT) to empower Guyanese to meet developmental challenges and strengthen the economy. The Government has therefore outlined various policies that are aimed at creating an environment that will foster technology use and encourage investment in ICT. These include fiscal policies that allow the import of computers free of tax and the integration of ICT in some critical areas. Education is one of the most critical of these areas because narrowing the digital gap is more than just providing physical access to computers and the Internet, people must understand how to put it to good use.

The Education Strategic Plan (2003-2007) had as its most important objective the improvement in the quality of the delivery of education especially in the area of literacy and numeracy. The increased use of technology was among the strategies identified to achieve the improvement in quality. At the primary level the teaching of mathematics by Interactive Radio Instruction for the first three grades was introduced. A new methodology for teaching literacy, with a strong emphasis on phonics, was implemented at the primary and nursery levels and, as indicated in the section on literacy, some low performing primary schools were supported by innovative technology, including the setting up of computer laboratories and the use of supporting software programs in at least fourteen schools. At the secondary level the setting up of computer laboratories has mainly been for the purpose of allowing students to pursue studies in Information Technology and to offer this subject at the Caribbean Secondary Education Certificate Examinations (CSEC) offered by the Caribbean Examinations Council (CXC).

In order to address the issue of computers to schools, the Ministry implemented a “Computers for Schools” pilot project with assistance from the Organisation of American States (OAS). This project has resulted in the placement of approximately 500 refurbished computers into schools and the setting up of a Computer Refurbishing Centre at the Government Technical Institute (GTI). The Ministry intends to continue this programme and encourage partnerships with private, public and NGOs to help meet the ICT resource requirements.

The use of computer technology has also become a major necessity for the Technical and Vocational Education and Training (TVET) Institutions. All of these institutions are offering programmes on computer studies for those who had no exposure to the technology at school. In addition, Computer Aided Design Training is now almost indispensable in instruction for drafting in engineering, construction, interior design and so on. Further the TVET institutions are now offering courses in the maintenance of computers.

The use of computers at all levels of the education system requires that teachers themselves be familiar with the technology. The latest quarterly edition of the Newsletter from UNESCO’s International Institute of

Education Planning states that “*Effective (not just formal) incorporation of ICT in teaching practices is best provided through in-service teacher training and staff development programs for education personnel*”. The Education Strategic Plan 2003-2007 set as a goal the improvement of equipment (including computer equipment) at the Cyril Potter College of Education (CPCE) centres and greater orientation to education technology. This has started but needs to continue during the next five years.

3.9 Improving the Number of Trained Teachers for Quality Improvement in Education

One of the major problems that the sector faces with respect to teachers is the continuous loss of trained teachers. In general, the average loss is about 12% annually with 40 to 45 percent being trained teachers. Over a three year period 633 trained teachers left the public education sector for various reasons.

The need for more trained teachers has been highlighted under every key issue. There is a very strong perception that more trained teachers will have a very positive impact on the system. CPCE provides initial teacher education and training programmes for Nursery (Early Childhood Education), Primary and Secondary school teachers through a pre-service programme at the main campus and in-service programmes, generally by distance mode, in 14 in-service centres spread across the country. The number of teachers graduating from the institution during the period 2003-2007 is given in Table 12 below.

TABLE 12
Teacher Graduates by Education Levels 2003-2007

Year	ECE	Primary	Secondary	Tec. Voc.	Total
2003	1	12	67	20	100
2004	62	187	79	33	361
2005	118	213	142	39	512
2006	40	138	75	26	279
2007	60	136	76	47	319
Total	281	686	341	165	1571

Bachelor in Education degrees, a Certificate in Education and a post-graduate Diploma in Education (for persons with a first degree) are also offered by the University of Guyana (UG) but it should be noted that all of these persons are already teachers in the system. One issue that has been pending for many years is closer articulation between the programmes of CPCE and UG. It is felt that UG should give more credit to the Trained Teacher Certificate offered by CPCE and reduce the time that it takes for a teacher to complete the Bachelor in Education degree. In addition the National Centre for Education Resource Development (NCERD) offers continuous professional programmes to practising teachers.

No specific study has been done by the Ministry of Education to ascertain why teachers leave the system voluntarily before the age of retirement but there is anecdotal evidence that better salary options are a major reason for teachers from Guyana going to jobs in other sectors and to teach outside of Guyana. It does not appear that Guyana in the near future will be able to compete with salaries offered outside of the country, but there have been consistent attempts in recent years to improve the salary and conditions of service for teachers. The Government and the Guyana Teachers Union (GTU) entered into a multi-year agreement for increases in salaries as well as payment of a vacation allowance for the special leave that teachers get after four years of service. There were several clauses in the agreement that improve the position of teachers, but salaries remain an issue.

The Ministry therefore, has to increase the numbers being trained if it wants to raise the proportion of trained teachers in the system. It is therefore important to note that the proportion of trained teachers increased at both the nursery and primary levels during the period under review. Part of the reason for the increase in the proportion of trained teachers, despite losses from the system, can be credited to the in-service distance mode programme that CPCE is now offering in several hinterland locations as well as on the coast. The GBET programme, which is supported by the Canadian International Development Agency (CIDA), has significantly enhanced the College's capacity to be a dual mode institution and this has allowed many persons, especially in rural and hinterland locations, to access the certificate programme for nursery and primary teachers more easily. The proportion of trained teachers at the secondary level remained about the same. A distance mode programme for secondary teachers majoring in English, Mathematics, Science and Social Studies, is now being developed and this should have an impact on the proportion of trained teachers at this level during this plan period. The number of teachers in schools in the various categories in 2007 is shown below:

TABLE 13

Number of Teachers in Schools by Categories 2007

School/level	Trained Graduates	Untrained Graduates.	Trained Teachers	Untrained Teachers	Total
Nursery	118	3	882	873 (47%)	1876
Primary	194	2	2134	1728 (43%)	4058
S.D. Of Primary	11	1	201	287 (57%)	500
CHS	39	13	181	201 (46%)	434
GSS	317	162	1125	831 (34%)	2435
Total	679	181 (2%)	4523	3920 (42%)	9303

At the secondary level the situation is further complicated by the fact that even though teachers are trained they may not be teaching the subject in which they specialise.

There is very strong consensus that the proportion of trained teachers must be increased and practising teachers must be encouraged to continually engage in professional development programmes to keep abreast of trends in the profession.

3.10 Developing an Inclusive Education System

Particular attention needs to be given to developing a more inclusive education system that provides quality and equitable opportunities to indigenous and hinterland children and children with disabilities. Gender equality and equity also need to be integrated as a goal within a truly inclusive system.

The Ministry of Education understands the need for an education system that is flexible and accommodates diversity. This means that the MOE has to create the opportunity for all students to be in regular classes where the education programme caters for their individual needs and where they are accepted and supported. The development of an inclusive education system also means that the MOE has to make the system flexible to cater for children along the entire spectrum from the very gifted to the severely disabled. The tendency in Guyana however, is to regard inclusive education as necessary for children with physical disabilities and to cater less for the gifted and highly talented children. UNICEF in a listing of the "Characteristics of a Rights-Based and Child-Friendly School" supports the provision of an education opportunity that "meets differing circumstances and needs of children (e.g. as determined by gender, culture, social class, ability level)". In Guyana, efforts have been made to reduce sex stereotyping in education material, to offer a module in the teacher training programme on gender, to offer males and females the same programme options and to respond to the needs of the indigenous communities where English may not be the first language and where cultural norms may be somewhat different from other communities. In addition it has sought to meet Special Education Needs. There have been different degrees of success in various areas. Sex stereotyping in materials

has certainly been significantly reduced and although there are still perceptions in society about traditionally male and female subject areas, and males and females cluster in different specialities in the higher grades, the Ministry offers the same curriculum to all students.

There have been limited attempts to respond to the language issue with the Ministry supporting the use of the children's mother tongue, where possible, in the early years of school and giving support to projects such as the Macushi Language project. These are very preliminary efforts and more needs to be done at the teacher training level to respond to the needs of different genders or groups.

One of the areas of greatest concern has been the inability to adequately meet special education needs of children with physical or mental disabilities. Although some efforts have been made in the last five years to meet special education needs (SEN) it is probably true that this is one of the most neglected areas in the education sector. This is reflected in surveys and consultations that were conducted by other organisations such as the National Commission on Disability (NCD) and the Volunteer Service Organisation (VSO), from which the education sector has benefited. In a study carried out under the auspices of NCD with the assistance of VSO, it was found that of the persons surveyed 15% have never attended school, 42% of which were under 16 years. There are some children with disabilities who are able to access education in Special Education Institutions; however data shows that less than 40% of the teachers in these schools have sufficient training. Further research also reports that persons with disabilities who are mainstreamed in regular schools have to contend with negative attitudes from other students and teachers.

During the period under review a special education module was developed, which every teacher trainee at CPCE must take. This is a very basic module however and there is a critical need for higher levels of specialised training to be offered. It is also essential to the effective implementation of SEN programmes that the Ministry appoints a Special Education Coordinator who will drive the process from the level of Central Ministry; especially since so much inter-ministry and other levels of coordination is crucially necessary. The Ministry also needs to make several policy decisions to give direction to the scope and strategies/methodologies of implementation. These include the management and funding of special schools, level or scope of inclusion, teacher training, curriculum modification, support services, levels of parent education and partnership and career paths for teachers. Indeed, there are few persons willing to work in this area, especially teachers, because the career path is very limited. The new plan must also address these issues.

3.11 Developing Managerial Capacity and Making the System more Accountable

There is a need to continue strategic efforts in developing managerial capacity and making the system more accountable.

A recurrent issue raised by stakeholders, in particular parents, is the need for a better supervision system. The general consensus was that it was ineffective at both the school and regional levels. At the school level it was felt that head teachers and other senior administrators lacked management skills. These were also problems that were highlighted in consultations for the previous plan.

Considerable emphasis was given to changing this during the last four years. The Ministry, through NCERD, has trained over 500 school administrators in management through an 18 month distance education programme and more recently a Masters Degree programme is being offered by the University of Guyana in collaboration with an American University for administrators at school and regional departmental levels as well as potential managers of the system. The Ministry now needs to assess whether the management training has had any impact on the organisation and management of schools.

In a further effort to enhance managerial capacity and general supervision of the education system, several organizational changes have been made at the central level in the last year. The first was the Monitoring, Evaluation, Reporting and Development (MERD) Unit. This unit which is headed by the Deputy Chief Education Officer, formerly responsible for Development, takes under its umbrella, the Inspectorate Unit. The Inspectorate Unit was tasked with inspecting 10% of approximately 1000 schools across the country every

year. Limited human resources, through loss of staff due to retirement or promotion made meaningful and effective inspection to improve the standard and quality of education almost impossible for the Inspectorate to achieve. With the new model of the MERD Unit however, meaningful and effective supervision can be achieved. In this model, the Unit will conduct monitoring visits to each region at least twice a year using appropriate monitoring and evaluation instruments. A sample of the schools in the regions, especially poor performing schools, will also be visited in an effort to validate the data presented on them by the Regional Education managers. Hence, MERD will assess pedagogical needs of the Departments of Education and enhance the capacity of Regional Educational Managers in the monitoring of schools in their regions.

Another organizational change at the central level was the establishment of the Policy Implementation and Monitoring Unit (PIMU). This unit is now headed by the Deputy Chief Education Officer (PIMU) who was formerly the Deputy Chief Education Officer (Administration). This unit was established as a result of the high degree of non-compliance and poor monitoring and implementation of policies in the education sector. The PIMU will take under its umbrella the Schools Welfare Services, Parent Teachers Associations and the School Board Secretariat. PIMU will now be responsible for general administrative functions for the education system and implementing and monitoring of all policies and regulations, especially those related to corporal punishment, financial regulations and relevant matters, release of teachers to attend the University of Guyana, issuance, care and maintenance of textbooks, establishment of private schools and related matters, placement at nursery, primary and secondary levels through the respective Assistant Chief Education Officers (ACEO) and the Placement Unit, rationalization of staff at the different levels through, the respective ACEOs, gazetting and grading of schools and ensuring the appraisal of all employees. There are indications that these changes will improve accountability but it is still too early to assess the impact. There is however strong support for these changes.

3.12 Improving Monitoring and Evaluation

Improved monitoring and evaluation is needed to address two pressing issues: the first is assessment of the academic achievements of the system, while the other is with monitoring the implementation of all aspects of the plan.

Two elements of Monitoring and Evaluation are considered in the plan. The first deals with assessment of the academic achievements of the system while the other deals with monitoring the implementation of all aspects of the plan.

3.12.1 Assessment

During the implementation of BEAMS the Measurement and Evaluation Unit of NCERD was significantly reinforced. There was a specialist appointed for each region to help with the introduction of the concept of continuous assessment and the development of the national assessment tests that were done during the implementation of BEAMS.

The central unit was also reinforced with the appointment of a number of specialists to support the developments that were planned during the period. The results were encouraging not only because of the information provided to guide the planning process, but also because of the learning that took place in the unit. More recently the Ministry has agreed to be a part of the Early Grade Reading Assessment (EGRA) which is being undertaken by a number of countries.

It is important for the system to continue to obtain these measurements, which in essence are providing the best indicator for learning and for the delivery of education in the country.

3.12.2 Monitoring of the Sector

One of the weaknesses during the last plan period was the absence of systematic and regular monitoring of the progress of the plan. The 2003 plan outlined a proposed Monitoring and Evaluation Structure but loss of staff in both the Planning and Management Information System Units constrained the full execution of the system.

There was some progress however, staff from the Planning Unit received on-the-job training from the Monitoring and Evaluation Specialist of BEAMS and one person was able to take over the preparation of reports for BEAMS when he left. The Statistical Unit of the Ministry was enhanced by the employment of both a Senior Statistician and a Statistician. Two persons in the Planning unit completed Masters degrees and in general the work of the Unit in building an indicator system has been supported through technical assistance from a consultant under the Social Statistics Project (overseen by the Office of the President) It is strongly recommended that a stronger Monitoring and Evaluation System with a comprehensive indicator system be an important component of this plan.

PART 4: PROPOSED STRATEGIES

4.0 Introduction

Several Task groups comprising Ministry and Non-Ministry personnel were appointed to analyse and recommend options to meet the challenges identified during the consultations and the review of the current plan. As a result detailed action plans have been prepared or are being prepared for some of the major components of the plan. The components include Literacy and Numeracy, Teacher Training, Technical and Vocational Education and Training, Science and Technology, Information and Communication Technology, Special Education Needs, School Health, Nutrition and Life skills Education and Physical Infrastructure Component. The section below summarises the proposed strategies to deal with each key issue.

4.1 Strengthening the Management System

This is an important and difficult issue that should be understood as a necessary but insufficient ingredient in the strategy to improve the system of education in Guyana. It is only a means to an end. It should also be understood, as it was pointed out before, that management here is used in the broadest sense possible. It refers, not only to administrative issues, but also to educational ones. It has to do with everything involved in the processes of education and the administration of the system. Management activities are therefore outlined in almost every component of the plan, but more particularly under Monitoring and Evaluation. There are some activities which are overarching and do not fall easily under any specific component. These are summarised below:

- The reorganisation of the Central Ministry will be completed.
- The Education Bill will be completed and presented to the National Assembly
- Training programmes will be developed for administrators throughout the system.
- The non-academic standards will be enforced in the whole system in order to provide equitable education to all children in the country. No facility will be allowed to function if it has fallen below certain minimum standards.

4.2 Access to a Quality and Equitable Education at the Nursery and Primary Level Improved

4.2.1 Early Childhood Education

The Ministry proposes to have nearly full coverage (over 90%) at the Pre-school level by 2013. An additional 20% of the 3 to 5 age cohort will be attending Pre-School/ Nursery. To accommodate the increased numbers and to provide purpose built structures in some communities 8 new discrete nursery schools will be built, 20 primary schools will be extended to accommodate nursery classes and 46 classes will be established in primary schools that have space during the five year period. Special attention will be paid to those communities where enrolment at this level is low.

The emphasis on pre-literacy skills at this level will continue and all nursery schools will be provided with adequate quantities of the materials. Workshops to orient teachers to the use of these materials and the assessment cards for literacy and numeracy will continue.

The distribution of the “Resource Guides for Nursery Teachers” will continue and the National Curriculum and Materials Advisor will train persons at the regional level to give support to the nursery teachers. Parent Education programmes to strengthen School-Home links will continue. Copies of the booklet “Parent Support Materials” will be given to parents to facilitate them helping their children.

4.2.2 Literacy and Numeracy

4.2.2.1 Mathematics at the Primary level

One of the two main priorities of the strategic plan for the period just completed was the improvement of learning results in Mathematics. The key efforts made, with the support of BEAMS, were the introduction of the Interactive Radio Instruction methodology in Grades 1 and 2 and the development of the radio sessions for Grade 3.

This initiative has proven to be successful, not only by the results of the national tests made by NCERD and BEAMS, but also through several pilot studies and the direct supervision made by the monitoring team involved in the project. Most experts and teachers agree that this methodology can have great impact in the children’s level of learning in Mathematics in primary schools.

But this experience is still at the level of promise. It needs to be fully supported by central and regional authorities, and to be implemented and supervised in all schools in order to obtain full results. The IRI production unit will be reinforced and institutionalized at NCERD as a permanent unit in the system. The IRI can not only improve quality but also equity because it gives all teachers (trained and untrained) a fair chance to be successful as they are involved in carefully planned sessions.

4.2.2.2 Literacy

The Ministry will continue its efforts to offer a unified literacy programme that combines the best practices of the BEAMS and CCETT projects. A sustained and systematic programme of remediation will also be implemented to correct the deficiencies that have been identified. To this end the Ministry will continue to promote its new initiatives and will undertake a number of reforms in the new strategic plan. These include a mass literacy programme, remedial programmes in Mathematics and English for Grade 6 pupils who have completed Grade 6 assessments and for students of Grade 7 who have failed to reach acceptable standards of literacy and numeracy. Building the capacity of teachers to deliver the remedial programmes as well as the other initiatives would be a priority in the new plan since one of the key factors identified for pupils’ poor performance is the inability of teachers to effectively deliver the new programmes. Emphasis will also be placed on the development of relevant curricula materials as well as on distance learning through audio-visual modes (television and DVDs) to support these programmes.

4.3 Improving School/Classroom Environment

Focus will be on:

4.3.1 Improvement of Physical Facilities/Infrastructure

Children are likely to learn better when in safe, comfortable buildings with sufficient space and adequate facilities. Good physical facilities also affect parents’ attitude to the school and teachers’ morale in a positive manner. Improving physical facilities is therefore a key factor in improving education delivery.

Over the plan period the Ministry will continue to invest in rehabilitating and renovating the existing building stock, and simultaneously encourage better routine and planned maintenance. Schools will be supported to become more involved and take more responsibility for maintenance issues. The MOE will develop and implement a strategy for management of physical facilities which will ensure that funds are targeted effectively, providing good value for money and support other policies and strategies set out by the Ministry. These include meeting non-academic standards in all schools and further expansion of nursery and secondary education. Special attention will be paid to the condition of sanitary facilities in schools and the provision or improvement of utilities such as water and electricity. The Ministry will continue to expand the programmes which have been piloted with assistance from UNICEF and PAHO.

4.3.2 Child-friendly Institutions

With the implementation of child-friendly methods in several schools, there have been gains in attendance and participation of students, parents and communities. The development of a child-friendly environment and the promotion of better health practices in the schools will be rolled out in each region on a systematic basis with the assistance of UNICEF and other development partners.

The Ministry will continue to give financial support to schools which have School Improvement Plans (SIP) that improve the school/classroom environment and the quality of learning generally.

The Ministry will intensify its collaboration with stakeholders, and in particular, with parents, alumni associations, the private sector and members of the immediate school community. The creation of School Boards will continue and the formation of Parent Teachers Associations (PTA) and the training of members of these groups to meaningfully support the school will continue under the aegis of the recently appointed PTA Coordinator.

4.3.3 Instructional Time

The improvement of attendance at schools will require several strategies. The goal is clear; the level of attendance should rise to close to 90% as an overall rate but the actions to be taken will be designed according to the local and regional characteristics e.g. some flexibility to the school term in specific regions because of weather or production patterns may be considered. The enhanced welfare sections of all regional departments will give strong emphasis to partnerships with parents and to other methods of dealing with the issue.

4.3.4 Innovative Technology

MOE's initiatives to upgrade computer technology within the Ministry are summarised in a specific section on ICT. In addition to the actions outlined in that section the Ministry will intensify its efforts to widen access to educational activities and reduce educational inequity through distance and open learning. As previously indicated the Ministry will continue to deliver mathematics to Grades 1 to 3 through IRI. The training of teachers via distance learning will continue and delivery of the programme will expand beyond the print mode to include the use of audio-visual materials and possibly on-line programmes. Videotapes and computer programmes will also be used at the secondary level to support classroom teaching and also to provide self learning opportunities in the absence of a teacher. The University of Guyana has also outlined in its strategic plan its intention to develop distance education programmes in a wide range of subject areas.

4.4 School Health, Nutrition, HIV& AIDS

Among the most pressing issues affecting people in Guyana is HIV and AIDS. The Ministry of Education has therefore taken the decision to position HIV prevention within the context of an holistic programme of school health and nutrition activities and it sees the education sector as having a vital role to play in the country's response to the epidemic. During the last five years the main vehicle for implementing the education component of the HIV and AIDS programme in schools has been through the Health and Family Life Education Programme (HFLE). Recent evaluation of this programme highlighted the need for additional training and effective monitoring of the teachers trained to deliver the programme.

Training programmes for head teachers, teachers and sector management staff will be conducted to provide adequate sensitization on issues related to HIV & AIDS and HFLE. This process will be continuous. Efforts will also be made to strengthen the HFLE programme through training of the Ministry's schools welfare officers and the inspectorate officers who have the responsibility of monitoring and evaluating the activities within the school system.

The unit that has been set up to implement and monitor the elements of this plan, including the roll out of the HFLE Programme to 300 additional schools by 2013, will be strengthened. This unit will collaborate closely with the Ministry of Health in implementing all the programmes under this component including the screening programme in schools and the Health Promoting School Programme.

The Community based School Feeding programme in the hinterland will be expanded to an additional 70 schools. The Milk and Biscuit Programme will be reviewed and will target the most vulnerable children in nursery and early primary grades.

MOE in collaboration with the Ministry of Health will undertake two nation-wide health and nutrition surveys during the plan period and it will also set up a system for regular screening in a number of areas.

In addition the Ministry will set up a monitoring programme for water and sanitation in schools and it will keep stakeholders in schools informed about the water and sanitation needs of schools throughout the country.

Finally, based on some recent experiences, the Ministry will establish a mechanism for psycho-social counselling in schools and will encourage the participation of NGOs and Community Based Organisations (CBO) in this area.

4.5 Universal Secondary Education (USE)

This objective has been one of the priorities of the Government of Guyana and MOE during the last period. The country has been able to achieve what amounts to full coverage at the nursery and primary levels but secondary education only covers 78% of the relevant age cohort. The report on USE has recommended several actions considered strategic, which will be adopted in this plan.

- MOE will establish a system that provides access to all the population of the relevant age cohort according to specific regional characteristics and needs, but regional differences in quality (between hinterland, rural/coastal and urban/coastal regions) must be reduced. Each region has particular characteristics that demand flexibility if USE is going to be achieved. Wherever possible larger schools will be established as the report found a strong correlation between the size of schools and the quality of education offered. Current analysis indicates that over the plan period six new schools will be established and another 10 will be extended and equipped with better facilities to offer a secondary programme.
- Greater emphasis will be placed on mathematics, science and technology with the purpose of providing the young graduates with sufficient tools to be productively incorporated in the economy and to make Guyana a more competitive society.
- MOE will promote higher attendance of teachers and students (especially males) within schools. The drop-out rate is too high and is hindering the chances of a productive life for many young people unable to finish secondary school successfully.
- The scope of the curriculum will be broadened to include areas such as the arts, sports and physical education and culture-specific skills (e.g. weaving, basketry) in Amerindian communities. These inclusions would make attendance to schools more attractive to young persons and as such contribute to lowering the drop-out rate and increasing attendance.

- The country has a number of post secondary technical and vocational institutions that provide the population with an alternative choice to a purely academic curriculum. They form an important link between the educational system and the job market. MOE will strengthen the links between these technical schools and secondary schools within their cluster so that access to their facilities and staff could support the development of more interesting and effective curricula for young persons willing to take technical courses, as well as young unemployed adults, or those wishing to gain better employment.
- Special efforts will be made to improve and retain the proportion of trained teachers at this level to improve efficiency and quality student outcomes.

4.6 ICT Strategies

The use of ICT is regarded as a cross - cutting strategy for greater efficiency in Central Ministry, Education Departments and schools. It has also been highlighted as a major supportive tool in the teaching learning process at all levels of the system. Summarised below are the objectives and activities in this area.

- To have 50% of primary students and 75% secondary students given access to computer training. This will be addressed through the provision of computers, labs, internet access, and training of teachers.
- To increase the number of entries for the CXC IT subjects by 100% by providing all secondary schools with functioning computer labs and trained teachers.
- To fully equip technical-vocational institutions with the resources to deliver ICT programmes.
- To train 50% of primary teachers and 75% of secondary teachers in the use of computers for teaching and learning.
- To support the development of e-learning courses for the MOE by training staff and teachers.
- To develop and publish an informative and feature rich web site for the MOE.
- To complete key information systems for education management and support effectively all ICT users.

4.7 Science and Technology Strategies

Appropriate activities in science and technology will be introduced to students from the earliest levels. However, the Ministry will give special emphasis in this plan to improving the number and quality of science and technology graduates from the secondary level and thereby increase the number entering these fields at post secondary level. The following actions will be undertaken:

- Teaching of the separate sciences – biology, chemistry and physics for example – will commence at Grade 9 from 2009. This will allow for a steady increase of entries to CXC CSEC sciences to grow by 15% annually over the next five years.
- Secondary schools will offer technical vocational subjects starting at Grade 9. Over the next five years, 60% of secondary schools will offer technical vocational subjects and the number of subject entries at the CXC CSEC examination will grow by 15% annually.
- There will be a 10% per year increase in the supply of trained teachers in science and technology education.
- The Ministry of Education will continue to support the biennial Regional and National Science, Mathematics and Technology Fairs as well as the CARICOM Science Fair.
- A National Science and Technology Coordinator will be appointed in 2009 to oversee the implementation of all aspects of the National Science and Technology Education Plan which he/she will have the responsibility to craft in consultation with Science and Technology Institutions and experts.
- A mobile science laboratory will be established within the next three years to promote active learning of science through on-the-job teacher training.

To encourage greater numbers of students and teachers pursuing science and technology education, the following will be implemented as of 2009:

- All students writing CXC CSEC separate sciences and technical vocational subjects will be exempted from paying subject entries for those subjects.
- Scholarships given to science and technology disciplines will grow by 10% in each year over the next five years.
- Science and technology institutions will have designated open days for the public to appreciate the various science and technology work undertaken by both staff and students as indicated.
- An integral part of the Careers Guidance Programme will be the promotion of science and technology.
- Utilization of the distance education mode of delivery of science and technology at all levels of the education system.
- A quota system for training in the sciences and technology disciplines will be put in place at CPCE.

4.8 Improving Teacher Education and Training

The major objective is to increase the proportion of trained teachers in the system to 70% by 2013 and to upgrade the knowledge of teachers in their specialised areas at the secondary level. This would mean training an additional 1818 teachers at an average of 364 per year over the next five years. Several policy decisions have been taken:

- All untrained graduates must enrol in a special six-month certificate programme to be run by CPCE.
- All untrained teachers in a school must enrol in a formal teacher training programme within three years.
- The In-service Distance Education Certificate Programme will be expanded to admit 100% of the trainees for nursery (ECE) and primary schools commencing 2009. The pre-service programme will be reserved only for the secondary trainees or for those students who do not have access to a distance education programme e.g. in Region 8.
- By 2009 the In-service Distance Education Programme for secondary school teachers will be completed and enrolment for the secondary teacher training programme will grow by 20% each year.

The Ministry (CPCE) and UG will explore the possibility of reducing the current two-year in-service Diploma in Education Programme to a one-year programme as a strategy to attract more graduates to professional education training.

4.9 Education and the World of Work (TVET)

In addition to its focus on the technical and vocational institutions, the plan for TVET has close links to Universal Secondary Education. Some activities have been rolled over from the 2003-2007 plan but emphasis will be given to current national priorities. The key objectives are to:

- develop relevant curricula at all levels in the technical/vocational streams,
- improve the infrastructure and equipment in all institutions,
- make technical/vocational education more relevant and capable of contributing to Guyana's development,
- accredit and streamline all subjects to the CARICOM Vocational Standards (CVQ).

- create an alternative pathway to secondary education by expanding the Basic Competency Certificate Programme (BCCP) to 70 schools throughout the country.
- increase stakeholders' level of participation and commitment.
- produce Competency Based Teachers (CBT) in different fields to fully staff technical/vocational institutions.

4.10 Increasing the Inclusiveness of the System

In general, it is recognised that the Ministry needs to have a stronger structure at both central and regional levels if it hopes eventually to become truly inclusive. SEN personnel will be a part of a new Unit which will look at School Health, Nutrition, and HIV/AIDS Education. The Ministry is also actively seeking scholarships to train teacher educators, curriculum personnel and measurement and evaluation specialists in this area.

In order to improve the access and quality of the education offered to students with special needs MOE has placed SEN specialists in the Curriculum Department at NCERD. This will allow the Ministry to better support the services offered in the area of SEN.

The major steps to take during the period are:

- To appoint a SEN Coordinator at the level of central ministry
- To develop and seek the approval of a national policy for students with special needs and the educational response given to them.
- To design and implement a campaign to help all schools (head teachers, teachers and other stakeholders) to understand what an inclusive policy in the education system means and the advantages that such a policy could bring to these children and families.
- Conduct consultation meetings with parent support groups, disabled peoples organisations, SEN specialists, SEN school administrators, NCD and persons with disabilities to identify priority actions for addressing the needs of children with disabilities.
- To develop an action plan in collaboration with the Ministry of Health with the support and participation of the regions in order to be able to provide better quality education to students with special needs.
- Develop partnerships with other agencies and organisations working on SEN.
- To support the development of a curriculum to give higher levels of training to teachers who wish to pursue Special education as a major option.
- To organize in-service training sessions for practising teachers to help them provide support to children with special needs in schools.
- To train specialists in the areas of curriculum, measurement and evaluation etc.

4.11 Monitoring and Evaluation

More than ever before governments and development agencies are accountable for what they do and the services they provide. It is therefore necessary to have better measurements and accurate appraisals of the implementation of programmes.

In Guyana, education has been declared a priority, and as a result, the system is always under the scrutiny of all the stakeholders. The Ministry of Education has produced necessary evaluation information each year, but, with the new demands for accountability, these annual publications are simply not enough. The main stakeholders are demanding more. The emphasis now is placed on indicators, measurements that can give a clear idea of the progress gained in a certain period of time.

The present proposal is an approach to the development of such a system for the Ministry and the country. It will need to be updated and reinvented regularly and if radical changes happen in the system. Nevertheless the principles on which the proposal has been developed are very durable.

A monitoring and evaluation system was formally proposed during the preparation of the Basic Education and Management Support Programme and a specialist was hired for that purpose.

The demand for a system of accountability goes beyond any individual project and should in fact cover all aspects of the Ministry's plans and programmes. As stated earlier, monitoring of education delivery in the eleven education districts will be done by the MERD Unit which will be located at the Central Ministry. It will absorb some of the roles and functions of the School System Management Committee and all those of the Inspectorate Unit as regards quality assurance.

The MERD Unit will conduct a monitoring visit to each education department at least twice a year. An adapted version of the Monitoring Instrument for Professional Officer will be used to gather information on the management and supervisory practices of officers and school managers. A sample of schools will also be visited to validate the data presented on them by the officers, which will focus on learning and teaching and student achievement.

The role of NCERD in a decentralized education management system in which the MERD Unit is an integral part and which absorbs all of the functions of the Inspectorate Unit is to provide professional support to all levels of education management that will result in the delivery of quality education in schools. The support will be in the form of development of training packages as requested by the DCEO (MERD) to meet the needs of the education departments.

In the context of the strategic plan the Ministry will develop an indicator system to measure progress during the implementation of the plan. Two special committees will be set up to monitor progress on a regular basis.

PART 5: THE LOGICAL FRAMEWORK OF THE PLAN

This instrument is traditionally used in projects and programmes sponsored by the major international financial institutions. Its value is recognized as an administrative tool to be used in the design, implementation and evaluation phases of major programmes. In this case, the five year period covered by the Strategic Plan and all its activities can be considered a similar process to that of the implementation of a major programme. It is in this context that, as an implementation guide, a Logical Framework is presented as part of the MOE's Strategic Plan.

First and Second levels: goal and purpose

Narrative	Indicators	Means of Verification	Assumptions
Goal System of education contributes to raising the standard of living in Guyana.	By the end of the period the number of graduates from secondary school actively incorporated to the job market and/or continuing their studies increased to 80%. By the end of the period the number of graduates from primary schools that continue studies at the secondary level to Grade11 increased from 38% to 60%.	National statistics. Statistics from the Ministry of Education.	The economic and social environment in Guyana holds its present level or improves during the period. GOG continues and if possible increases its commitment to education.
Purpose The education system of Guyana improved in its overall effectiveness,	By the end of the period students' daily attendance improved from 77% to 87%. Teachers daily attendance improved from approximately 77% to 90%. The number of children attaining 50% or more in Grades 2, 4, 6, National Assessments increase from 30% to 60% Grades 1 to 3 passes at CXC rise from 56% to 70% Grades 1 to 3 CXC passes in english rise from 40% to 50% and in mathematics from 23% to 40%	Records from schools and regional education departments. Records from schools and regional education departments. Reports from the Measurement and Evaluation Unit of NCERD. CXC reports and reports from Examinations Division CXC reports and reports from Examination Division	Other ministries of the Government understand the MOE plan and cooperate with it. Regional education departments, school officials and teachers respond positively to the initiatives in the plan. Teachers' Union is supportive The international community supports the plan.

Third Level: Deliverables

Narrative		Indicators	Means of Verification	Assumptions
1	Managerial capacity of the system strengthened.	By the end of 2008 New Education Bill approved by MOE and Cabinet and presented to the National Assembly for approval.	Reports from MOE. Parliament agenda.	Parliament approves the Bill.
		By Dec. 2008 new organo-gram fully operational.	Document outlining reform circulated to all stakeholders.	All stakeholders work together with MOE to be able to establish an effective pattern of governance in the system.
		By end of 2008 the reorganization of the Central Ministry completed and the new MERD, PIM, and SHN and HIV/AIDS units functioning and developing recommendations for improvement.	Reports from MOE. Action plans from the units. Documentation of completed actions.	All stakeholders support changes.
		By the end of 2009, a supportive environment that mitigates the impact of HIV/AIDS exists in the Ministry.	Reports showing the number of HIV-positive staff requesting assistance from MOE. Number of referrals made to related services.	Support from all staff in MOE and from Ministry of Health (MOH).
		By the beginning of 2009 an annual training programme is implemented for managers at national, regional, and local levels.	Reports from MOE and the units involved in the plan. e.g. training documentation, report of outputs etc.	GOG and the international community support the initiative. Sufficient resources are available.
		By the end of 2009 all non-academic standards reviewed and enforced by MOE.	Reports from Buildings Unit, MERD and regional authorities	Sufficient resources are available. Regional authorities are committed to maintenance.
		By the end of 2008 the Planning Unit (PU) strengthened and capable	Reports from MOE. regular monitoring reports from the unit.	Sufficient resources are available.

Narrative		Indicators	Means of Verification	Assumptions
		of using all available planning tools. By the end of the period the core components of the EMIS are operational. By the end of 2008 an informative and feature rich website for MOE developed and published.	Reports from the MIS unit Web access statistics	MIS is provided with appropriate staff Support from managers of MOE
2	Access to a quality and equitable education at the nursery and primary level improved.	By the end of the period over 90% coverage for nursery and primary established in all regions. By the end of the period 70% of schools in the nation in full compliance with non-academic standards. By the end of the period 20% of all nursery and primary schools have programmes for special needs children established. By 2013 HFLE programme improved and in 300 additional schools. Nutrition and health plans fully implemented in 90% of nursery and primary schools nationally. By the end of the period 60% of pupils in Grades 1 to 3 meeting the defined standards in mathematics. By the end of the period 80% of students in grades 1 to 4, meeting the defined standards in Literacy (Reading).	Reports from the regions. Statistics from the PU. Reports from schools and regions. Statistics from the PU. Reports from schools and regions. Statistics from the PU. Reports from the SHN, HIV and AIDS unit. Reports from Regional Departments Reports from schools and regions and Ministry of Health. Reports from Regional Departments. Statistics from NCERD. Reports from regional departments. Statistics from NCERD	Sufficient resources available. Plans implemented at the regional levels. Regional authorities committed to the initiative. Sufficient resources available. Guyanese society supports inclusion. International community supports the initiative. Support from the Ministry of Health and Regional departments. Adequate resources. Support from Ministry of Health. Sufficient resources available. IRI supported by authorities in schools and regions. All stakeholders support the new literacy plan.

Narrative		Indicators	Means of Verification	Assumptions
		National academic standards will be reviewed and disseminated by 2009. Results of the academic M&E system show 70% of the schools in compliance with the established academic standards. By the end of the period 25% of the children with special needs incorporated to the system. By the end of the period 60% of primary schools have adopted and apply child friendly methodologies. By the end of the period 50% of primary schools equipped with computers and 50% of primary teachers trained in the use of ICT for education delivery.	Reports from regional departments and PIMU Reports from M&E Unit. Statistics from the PU. Reports from MERD. Statistics from the PU. Reports from MERD. Statistics from the PU. Reports from MERD. statistics from PU and asset management data.	There is collaboration between NCERD, senior policy makers and regional officials Commitment to the initiatives at local, regional and national levels. International community and NGOs support the initiative. Commitment to the initiatives at local, regional and national levels. Sufficient resources. Support from GOG, donors and other stakeholders. Availability of regional support staff.
3	Universal Secondary Education established.	At the end of the period 90% of the secondary population in GSS and all CHS are phased out. By the beginning of the 2008-09 academic year, the curriculum of the secondary level emphasizes mathematics, science, and technology. By the end of the period the number of CXC entries in science subjects and ICT tripled By the end of the period	The evaluations made by MERD. MOE and regional reports. The evaluations made by MERD. MOE and regional reports. CXC data and reports from NCERD Report from the MIS	Regional authorities are committed to USE. Enough resources are available to achieve coverage. Teachers and officers in the education system actively support the changes. Teachers are available and students take up the options Resources available for

Narrative		Indicators	Means of Verification	Assumptions
		all secondary schools are equipped with computers and all secondary teachers are trained in the use of computers for education delivery By the end of the period, elements like arts, sports and physical education are included in the secondary curriculum in at least 80% of the secondary schools. By the end of the period, teacher and student attendance improved by ten percentage points as a national average. By the end of the period, all regions with technical institutes have a plan of cooperation with secondary schools.	unit and the regions. The evaluations made by MERD. MOE and regional reports. The evaluations made by MERD. Reports from Allied Arts Unit. School records, regional reports. PU statistical reports The evaluations made by MERD.	equipment and training. Availability of regional staff. There are enough teachers to fill all the necessary places. Teachers and students are committed to improvement. Regional authorities are committed with the initiative. Teachers support the initiative.
4	Teacher education sub-system improved.	By mid 2009, an effective articulation achieved between CPCE and UG. By the end of the period, a system of school based in-service training is implemented in at least 60% of all schools. By the end of the period 1,818 additional teachers trained by different modalities By the 2008-2009 academic year, a positive supervisory system is in place to help teachers and all schools to be more effective. By the end of the period a certification system for all teachers is implemented.	Reports from UG and CPCE. Reports from the schools and MERD. Reports from regional education departments, CPCE and NCERD. Reports from MOE. Reports from MOE.	Both institutions are willing to cooperate and support the initiative. NCERD, CPCE and various programmes and projects involved willing to adopt a common strategy. Regions support the initiative. Resources are available The supervisory agencies are given sufficient resources and training. The General Teachers Union (GTU) supports the initiative.

Narrative		Indicators	Means of Verification	Assumptions
		By Sept. 2009 capacity to create e-learning courses and to produce pilot courses in teacher training developed.	Course materials.	Adequate staff at MISU. Teacher training Institution collaborates
5	Education and the world of work articulated.	By June 2009 the tech-voc curricula revised and improved to fit Guyana's needs. By 2010 two additional TVET institutions established and all TVET infrastructures fully upgraded and retooled. By 2009 tech-voc institutions and secondary schools collaborating fully. By the end of the period tech-toc institutions fully staffed with competency based teachers. By 2013, seventy (70) secondary schools will be on the BCCP programme and 20 schools will offer the Skills for Life programme. By the end of the period all TVET institutions fully equipped with the resources to deliver ICT programmes. By 2009 coordination among TVET training agencies fully established. By Sept. 2008 literacy programmes implemented at all TVET institutions By 2009 the TVET Council fully articulates standards and equivalency of CVQ.	Reports from MOE. Reports from National TVET Council Reports from the MOE. Reports from MOE. Reports from MOE and the National TVET Council. Reports from MOE. Reports from MOE. Reports from MOE and TVET Council Reports from MOE, TVET Council and the institutions Reports from TVET Council.	The initiative receives the support of GOG and the private sector. Resources available from GOG and donor agencies. Authorities support the decisions. Resources available and programme developed to train technical teachers. Resources available from GOG and donor agencies. . Funding for equipment is available. Other agencies cooperate with MOE. Resources available. Students take advantage of the programme. There is collaboration among all stakeholders.

Narrative		Indicators	Means of Verification	Assumptions
6	Inclusiveness in the system improved.	By the end of 2008 the SEN Coordinator at Central Ministry appointed.	Reports from MOE.	Guyanese society supports inclusion.
		By the end of 2009 the policy is presented and accepted by the public, and approved by the authorities.	Reports from MOE.	GOG and International community supports the initiative and provides financial support for implementation.
		By the end of 2010 programmes for specialist teachers are introduced in the university and the CPCE.	Reports from CPCE and the University of Guyana.	UG and CPCE are willing and effectively implement programmes for the teachers.
		By 2013 at least 30% of the teaching force has received special training to be able to work effectively in a system with a policy of full inclusion.	Reports from schools and regions.	Teachers support the inclusion movement.
		By the end of the period 20 % of all nursery and primary schools have programmes for special needs children established.	Reports from schools and regions.	Resources available for training teachers and for payment of incentives.
7	The M&E system functioning effectively	By the end of 2008 a complete system of indicators is developed for the implementation of the plan.	PU reports	The authorities in the system are willing to support the development of a M&E system.
		By the end of 2008 the MERD and PIM units are fully organised and functional according to the reform agenda.	MOE reports.	School based officials and teachers support the M&E system development and implementation.
		By Sept. 2009 the M&E system of MOE is fully operative.	Periodic M& E reports on a regular basis.	
		By the end of the period the instrument to measure school effectiveness is regularly used to monitor schools.	Reports from regional departments. PU and MERD reports.	

Fourth Level: Activities

1 Managerial capacity of the system strengthened.		Timing	Means of Verification	Assumptions
1.1	Activities: Complete the formulation process of the Bill by the appointed task force.	July 2008.	MOE reports.	GOG maintains its commitment with the formulation of the Bill.
1.2	Present Bill to the Attorney General's (AG) Chambers for final drafting.	August 2008.	MOE report	International specialist completes final draft.
1.3	Present Bill to the National Assembly	Dec. 2008	Records of the National Assembly.	AG's Chambers complete draft. Political leaders support the initiative.
1.4	Develop a national information campaign to help everyone understand the Bill.	February 2009.	Reports from MOE and the media.	Resources available.
1.5	Complete managerial changes in MOE in order to be coherent with the new law and the organizational model adopted for the system.	End of 2008.	Reports from MOE and the regions.	All stakeholders support changes.
1.6	Develop a MOU between MOE, MOH and Ministry of Labour, Human Resources and Social Security for support to HIV positive employees.	End of 2008.	Report from SHN, HIV/AIDS unit. Signed MOU.	Support of the relevant ministries.
1.7	Disseminate policy on HIV/AIDS throughout the education sector and to key partners, including parents, other ministries and NGOs using meetings, training workshops etc.	From 2008 and on-going	Reports from SHN, HIV/AIDS unit. Reports from meetings and workshops.	Funds are available.
1.8	Implement training programme for managers at all levels in the system.	Starting in August 2009 and implemented annually until the end of 2013.	Reports from MOE.	Regions cooperate.
1.9	Review compliance with non-academic standards (NAS) and make these standards well known nationally.	By the end of the period, 70% of schools in full compliance with NAS.	Reports from MOE and the regions.	There is a firm commitment to sharing information. Resources available.
1.10	Develop an IT Strategic Plan aligned to the MOE Strategic Plan.	September 2008	IT Strategic Plan document.	MOE's Strategic Plan is completed.
1.11	Redefine and resource the IT organisation.	December 2008	Organisation chart and job descriptions.	Commitment from key stakeholders.
1.12	Implement a Help Desk solution.	December 2008	Incident resolution reports.	MIS support staff in place.

1.13	Develop a website for sharing information with the public.	December 2008	Hit statistics report.	Funding for design and hosting available.
1.14	Develop an intranet application to support the internal business process.	December 2009	Reports from supported applications.	Relevant MIS staff in place.
1.15	Complete the integrated EMIS.	End of 2010	Statistical reports from PU	MISU has adequate staffing.
1.16	Introduce a school portal to facilitate student learning.	December 2010	Report showing registered users.	Schools have internet access and teachers trained.
1.17	Fully implement a Geographical Information System (GIS) based application linked to the EMIS.	End of 2011	Reports from the regions.	Regional departments have IT staff.
1.18	Complete Information Systems (IS) for asset management, human resources and financial management.	End of plan period	Reports from respective units.	Funds are available.
2 Access to quality and equitable education at the nursery and primary level improved.		Timing	Means of Verification	Assumptions
2.1	Build 8 new nursery schools, extend 20 primary schools to accommodate nursery classes and establish 46 classes in school which have required space	By the end of the period 90% of the relevant age cohort is accommodated.	Reports from MOE and the regions. Statistics from the PU	Regional authorities willing to cooperate. Resources available.
2.2	Train regional staff to ensure compliance with non-academic standards (NAS) in all schools.	By Sept. 2009 training completed.	MOE and regional reports.	Regional authorities support the plan. Resources available.
2.3	Give necessary resources to maintenance units to ensure compliance with NAS in all regions.	All through the period.	Reports from MOE.	Min. of Finance (MOF) supports the plan.
2.4	Train teachers in nursery and primary schools to be able to work with the children with special needs.	All through the period	Reports from MOE.	Teachers accept the inclusive model.
2.5	Develop a campaign to explain inclusive education to all schools.	During the first three months of 2009.	Reports from MOE and the regions.	All stakeholders support the idea.
2.6	Implement programmes in schools to start changes toward an inclusive model in the target number of schools.	From academic year 2009.	Reports from MOE and the regions.	Teachers accept the inclusive model.
	Undertake baseline & follow-up	Major surveys in	Survey reports	Continued

2.7	nationwide school health (worms, hearing, dental, vision) and nutrition surveys.	2009 and 2011. Annual screening in various areas throughout the period.		collaboration and support from Ministry of Health.
2.8	Deliver appropriate school-based health and nutrition services using information from the surveys.	All through the period.	Reports from SHN, HIV/AIDS Unit and School Feeding Unit.	GOG and donors support the programme. Support from MOH.
2.9	Train teacher educators at CPCE, NCERD and UG in HFLE.	By end of 2009.	Reports from the relevant institutions.	Funds available.
2.10	Train practising teachers to deliver HFLE. Fifty schools per year.	2009-2013	Reports from SHN, HIV/AIDS unit.	Funds available. Support for programme remains strong.
2.11	Create/source and disseminate HFLE and HIV/AIDS materials	2009 and on-going	Reports from SHN, HIV/AIDS unit, NCERD and regional departments.	Funds available.
2.12	Strengthen and reorganize the IRI unit at NCERD for more effective delivery of the programme.	By December 2008.	Reports from NCERD, and the human resource division.	GOG supports the programme
2.13	Continue implementation of IRI for grades 1-3 in primary schools.	During the period.	Reports from MOE, NCERD, and the regions.	Teachers and authorities support to the programme. Sufficient resources are committed.
2.14	Revise mathematics curricula in grades 4-5-6 of primary schools to facilitate a smooth transition from the IRI programme	Evaluation and plan finished by March 2009. Implementation from August 2009 to the end of the period.	Reports from NCERD and MOE.	Resources available.
2.15	Implement the new literacy model in all schools.	By July 2009 the new method is implemented in all nursery and primary schools.	Reports from NCERD and MOE.	Resources available through GOG and donor support. Teachers support the programme.
2.16	Administer continuous measurement of attainment of literacy standards.	The results are available and known by the public.	Reports from NCERD and MOE.	Resources available.
2.17	Develop appropriate remediation programmes based on the result	All through the period	Reports from NCERD	Resources available.
2.18	Continue the nationwide roll out of the implementation plan for child-friendly schools at the primary level.	Twenty-five per year from 2009 to the end of the	Reports from MERD.	Resources available.

2.19	Upgrade classroom space for computer laboratories at 50% of primary schools.	By 2013 all laboratories set up.	Reports from regional departments.	Funds available.
2.20	Equip above mentioned schools with computers, Internet access and software resources.	By December 2013	Delivery reports.	Funds available and partners supportive of the project.
2.21	Appoint IT Coordinator (from existing staff) for each school.	By December 2011	Reports from human resource division.	Approval from key stakeholders
2.22	Expand the use of ICT for remedial teaching in mathematics and literacy.	By 2013 programme fully implemented in schools with equipment.	School and regional reports. Reports from MERD Unit.	Teachers are willing to embrace new methods.
2.23	Train 50% of primary teachers to use ICT in delivering the curriculum.	Over the plan period.	Training registers and regional reports.	Funds available to deliver training.
3 Universal Secondary Education established.		Timing	Means of Verification	Assumptions
3.1	Activities: Provide additional GSS places through construction of 6 new secondary schools and the extension and/or rehabilitation of 20 schools	From 2008 to end of the period.	MOE and regional reports.	Regional governments support the activity.
3.2	Refocus the secondary school curriculum to emphasize math, science and technology.	By June 2009.	Reports from Curriculum Unit of NCERD.	Resources available.
3.3	Appoint National Science Education coordinator.	By December 2008	MOE Reports and Staffing List	Resources available
3.4	Upgrade existing laboratories in 50 secondary schools.	All through the period.	Reports from MERD and regional departments.	Resources available.
3.5	100 Science teachers to undergo in-service education and training annually	Starting 2008	Reports from NCERD	Resources available. Teachers motivated to do the training.
3.6	Waiver subject fees for students doing single science subjects at CXC	Starting 2009	Reports from MOE	Funding available
3.7	Include in the secondary curriculum elements like sports, arts and physical education.	All through the period	Reports from regional departments.	Ministry of Culture Youth and Sports supports the initiative. Resources available.

3.8	Place trained secondary school teachers in all secondary departments of primary schools.	Implementation all through the period.	Reports from Planning Unit and regions.	Teachers willing to go to remote communities.
3.9	Upgrade classroom space for computer laboratories at 100% of secondary schools.	By December 2010 all laboratories set up.	Reports from regions and the Buildings Unit.	Funds available.
3.10	Equip all secondary schools with computers, Internet access and software resources.	By December 2011 all schools provided with equipment.	Delivery reports.	Funds available and partners supportive of the project.
3.11	Appoint IT Coordinator (from existing staff) for each school.	By December 2011	Reports from human resource division.	Approval from key stakeholders.
3.12	Train all secondary school teachers to use ICT in delivering the curriculum.	Over the plan period.	Training registers and regional reports.	Funds available to deliver training.
3.13	Establish a mechanism for collaborating with UG and local industries to better prepare IT graduates for work or study.	September 2009	Terms of reference for task team. Reports from the task team.	Key entities are willing to collaborate.
3.14	Promote the development of skills in the application of ICT through science and technology fairs, contests and projects.	Over the plan period.	Reports from the secondary sector.	Teachers motivated to promote ICT use.
4 Teacher Education subsystem improved		Timing	Means of Verification	Assumptions
4.1	Activities: Design and implement a new well articulated system of teacher education.	By Sept. 2009 the system is fully implemented.	Reports from MOE, UG, CPCE and NCERD.	All institutions willing to cooperate. Support from GOG.
4.2	Complete a strategic plan for CPCE.	Completed by July 2009	Plan document. Report from the Ministry	Staff cooperates and technical assistance is available.
4.3	Design and implement a school based system for in-service preparation of teachers.	By 2009 the system is fully implemented.	Reports from MOE, UG, CPCE and NCERD.	Resources available.
4.4	Implement a regionally based effective and academically oriented supervisory system.	By 2009 the system is fully implemented.	Reports from regions and MERD.	Resources available.
4.6	Implement CPD certification system for teachers.	System fully implemented by 2013.	Reports from NCERD.	Resources available. Support by the Teachers Union.
4.7	Design and implement a training plan for teacher educators and teachers in the use of ICT.	Plan designed by the end of 2008. Implemented by the end of the period.	Reports from MIS and MERD.	Resources available.
4.8	Develop a framework of guidance, best practice, and support for teachers utilising ICT for curriculum delivery.	September 2009	Manual for teacher support.	Staff is available.

4.9	Implement a training programme for teacher educators and teachers in the production of e-learning courses.	December 2009	Training register and course materials.	Funding and staff are available.
4.10	Develop web-based courses for core subject areas for both students and teachers.	December 2009	Copies of e-learning courses.	Funding and relevant staff are available.
5 Education and the World of Work articulated.		Timing	Means of Verification	Assumptions
5.1	Activities: TVET Council to implement a national programme in keeping with its mandate.	By December 2008.	Reports from MOE.	Support from GOG and the private sector.
5.2	Revise and update all tech-voc curricula to respond to the needs of the Guyanese society.	By June 2009 the revision will be completed and designed to fit Guyana's needs.	Reports from MOE.	Support from GOG and the private sector.
5.3	Complete construction of 2 new technical institutions.	By 2009	Reports from MOE.	Support from the international community.
5.4	Improve tech-voc infrastructure and equipment in all institutes/facilities according to needs.	By the end of 2009	Reports from Ministry.	Resources available.
5.5	Implement technical teachers training programme	January 2009 start to the end of the period.	Reports from Ministry and TVET Council.	Resources available. Teachers and principals are committed.
5.6	Update the ICT programmes and courses at all TVET institutions to reflect technology changes and industry demands.	September 2009	Copies of curriculum guides.	Funds and staff are available.
5.7	Upgrade classroom space for computer laboratories at all TVET institutions.	By December 2010 all laboratories set up or upgraded.	Reports from the TVET Secretariat and the institutions.	Funds available for the work.
5.8	Equip institutions with computers, internet access and software resources.	By December 2011 all institutions provided with equipment.	Delivery reports.	Funds are available and partners are supportive of the project.
5.9	Establish five regional IT support centres in TVET institutions.	By end of plan period.	Reports from the regions.	Funding is available.

6 Inclusiveness in the system Improved.		Calendar	Means of Verification	Assumptions
6.1	Activities: Committee appointed in MOE to develop general policy on inclusion	September 2008.	Report from the committee.	There is enough support in the society to apply an inclusive model in the system.
6.2	Appoint SEN Coordinator	December 2008	Report from human resource division.	Support from the relevant authorities. Funding available.
6.3	Submit new inclusion general policy for approval by authorities.	December 2008.	Report from MOE.	There are resources available.
6.4	Orient/sensitise all schools and regional departments to new policy	Starting in 2009 and ongoing throughout the plan period.	Reports from the SEN Coordinator and PIMU	Support by all stakeholders for the implementation of inclusion.
6.5	Prepare professional programme for teachers to serve as specialists in the schools,	Operational by 2009 and on-going.	Reports from CPCE and UG.	A new career path for SEN teachers has been approved and persons are willing to enter the programme.
6.6	Develop and implement school-based SEN teacher training programme in 20% of schools to give teachers the skills to implement the new policy.	From 2009 and on-going.	Training reports from NCERD, CPCE and other supporting agencies.	Teachers support the measures.
6.7	Assess and prepare plan for physical works and procurement of equipment and materials to implement the new policy in the schools mentioned above.	Completed by end of 2009.	Building and procurement plans. Reports from the regions.	Funds are available. Support from partners.
6.8	Execute plans so that 20% of primary and nursery schools are able to receive children with special needs.	By the end of the period facilities are improved and materials and equipment available.	Reports from the schools, the regions and MERD.	Resources available. Support from development partners.

7 The M&E system functioning effectively.		Calendar	Means of Verification	Assumptions
	Activities:			
7.1	Strengthen PIMU and MERD units in MOE.	On-going	Reports from MOE.	GOG approves.
7.2	Complete design of the M&E system for MOE.	March 2009.	Reports from the PU and MERD.	Strategic plan approved by GOG.
7.3	Create a system of indicators to facilitate follow-up on the plan and make governance more accountable.	March 2009.	Indicator system available and reports from the PU and MERD incorporate the indicators.	The commitment to accountability is strong at MOE.
7.4	Reorganise the PU and develop an operational plan.	Staff proposals completed by the end of 2008. Operational plan implemented by 2009.	Reports from human resource division.	Government supports the M&E plan.
7.5	Reinforce the use of the instrument for assessing school effectiveness.	From 2009.	Reports from the PU and MERD.	Head teachers and teachers support the idea.
7.6	An M&E Committee comprising senior admin and professional officers to be convened by the Permanent Secretary quarterly	From December 2008 and ongoing.	Reports from the PU and MERD.	Full support is given by all officers.
7.7	An Oversight Committee headed by the Minister to do semi - annual reviews of the plan.	From December 2008 and ongoing.	Reports from MOE to Ministry of Finance and to Cabinet.	Full support is given by all officers.

PART 6: COSTING OF THE PLAN 2009-2013

6.1 Overall Funding Requirements

The availability of financial resources will be a major determinant in the success of this plan. Guyana continues to have many and varied developmental needs. Major spending is needed on infrastructure, utilities, and other social services, and the demand for improved internal and external security is even greater than it was in 2003. Education has however been maintained as a priority by the Government in spite of these increasing demands as seen in Tables 5, 6 and 7 in Part 1 of this document. Based on the Ministry of Education's budgetary allocations for the last four years, a projection of the budget allocations for the next five years, starting in 2009, was made. Between 2005 and 2008 the average annual increase in the budget was about five percent and the projected increases are, on average, 5.5% annually over the five-year period.

The policy objectives outlined in the new Strategic Plan and the activities identified to achieve these objectives were among the major determinants of the estimated costs. Other determinants were the projected school population, the number and status of teachers over the period and estimates of inflationary increases. The following tables outline

- estimated education sector budget allocation;
- estimated donor funds known to be committed for the duration of the Education Strategic plan (ESP);
- the FTI Catalytic Fund Programme request for primary education (Guyana's EFA-FTI Program);
- estimated financial resources for fulfilling the ESP; and the funding gaps.

Table 14: ESTIMATED EDUCATION SECTOR BUDGET \$G MILLIONS

Years	2005	2009	2010	2011	2013	2013
	13373.7	17634.8	18751.5	19868.3	20985	22101.8

Table 15 presents Estimated Donor commitments including FTI Catalytic funds. At the moment there is only one major project in the pipeline apart from the request to the FTI.

Table 15

**Donor Commitments (US\$) - Guyana Education Sector
2009 - 2013**

Donor	2009	2010	2011	2013	2013
CDB	2500000	2500000	0	0	0
CIDA	163369	0	0	0	0
EC	0	0	0	0	0
EFA-FTI	6700000	6800000	7000000	0	0
IDB	795000	0	0	0	0
UNICEF	150000	150000	150000	150000	150000
Other TA	0	0	0	0	0
TOTAL	10308369	9450000	7150000	150000	150000

Note:

¹Government and World Bank are discussing new support for the education sector to start from possibly 2010.

²Discussions held with CIDA about Guyana inclusion in regional support to TVET

³ Possible support for ICT initiatives from the Diaspora and IDB

⁴ Possible Support form CDB through (Basic Needs Trust Fund) for infrastructural work at secondary level

The estimated cost of the plan by major programmes and areas of expenditure are shown in Table 16 along with the estimates of the Government's budget and the gap in funding. A tabulation of costs over the five year period reveals that the overall cost of the plan for five years beginning in 2009 is G\$112 billion (US\$557.4 million). Seventy-four percent is recurrent costs while 26% is capital costs associated with new physical infrastructure and the purchase of equipment and tools.

Table 16

Costing of Guyana's Education Strategic Plan 2009-2013

Years	2009	2010	2011	2013	2013
Teacher Salaries	6,848	7,182	7,468	7,780	8,145
Teacher Training (CPCE, GBET)	362	384	402	420	439
Classrooms (infra - new+maint)	3,525	3,620	3,642	3,645	3,830
Community-based Sch Feeding	487	543	598	623	633
Learning Resource Centre	74	0	0	53	0
Milk and Biscuits Budget	818	821	826	834	842
Administrative Staff Salaries	2,340	2,577	2,814	3,078	3,384
Cont Prof Dev (CPD)	38	35	32	28	28
Teacher houses	121	150	145	122	137
Escuela Nueva (hinterland)	125	101	75	75	75
Child Friendly Schools (coast)	46	47	48	49	51
Nursery Learning	20	20	30	30	30

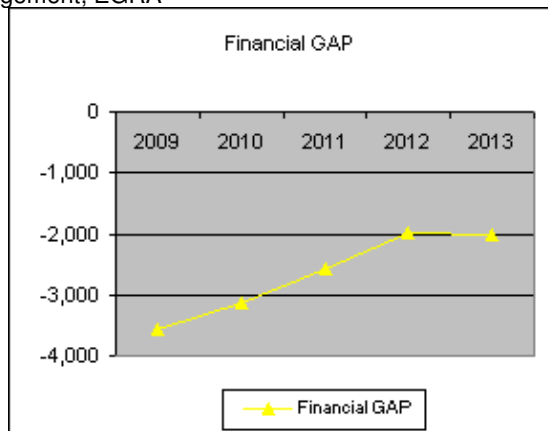
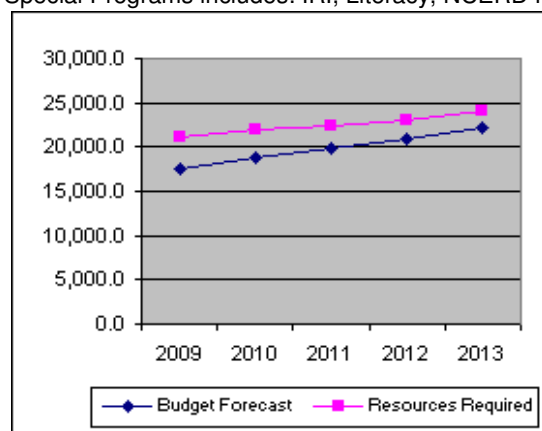
Materials					
Textbooks Primary	157	340	335	242	161
Textbooks Secondary	231	243	255	267	281
Exercise Books (N,P,S)	82	83	85	87	88
School Improvement plans	66	66	66	66	66
Special Programs*	550	516	516	516	516
Op Costs EFA-FTI	81	83	85	87	89
M&E	40	40	40	40	40
Post-Sec (TVET, NCERD, CPCE)	1,995	1,587	1,307	1,010	1,010
Education for ICT driven dev.	419	419	419	419	419
Sub Total	18,427	18,858	19,188	19,473	20,267
Other activities	2,764	3,017	3,262	3,505	3,851
Resources Required	21,191	21,875	22,450	22,978	24,118

Years	2005	2009	2010	2011	2013	2013
Budget Forecast	13,373.7	17,634.8	18,751.5	19,868.3	20,985.0	22,101.8
Resources Required		21,191	21,875	22,450	22,978	24,118
Financial GAP		-3,556	-3,124	-2,582	-1,993	-2,016
		-	-	-	-	-
Financial GAP		17,603,248	15,463,927	12,782,087	9,867,295	9,981,664

Notes:

Dormitories and furniture have been included under "other activities".

* Special Programs includes: IRI, Literacy, NCERD Management, EGRA



6.2 Major Areas of Expenditure

Employment Costs (G\$51.6 billion)

Employment costs are by far the highest cost components; the wage bill for teachers being 72% of the total. Salaries are projected to increase by approximately 5 percent per annum but the teacher wage bill will also grow because of a projected 12% increase in the number of trained teachers over the period.

Construction/rehabilitation of education buildings (G\$21.6 billion)

The Major expenses under this component are related to the construction of new nursery and secondary schools and the construction of two new Technical Institutes and the rehabilitation of the others. The Ministry is also committed to further strengthening its maintenance programme.

Equipment and Learning Materials (G\$21.4 billion)

The emphasis on science and technology, including ICT, has resulted in significant cost increases in this area. The expenditure in this area however, is strongly linked to the quality goals so the Ministry will advocate very strongly for these funds. Activities in this grouping include the procurement of computers for all levels of the system, as well as the activities associated with the decision to expand and make distance education programmes more innovative. The emphasis on adequate textbooks and other learning materials from nursery to the post-secondary level will also result in increased costs.

Training and Development (G\$11 billion)

The emphasis on improving the human resources of the sector, in particular the training of teachers, will continue throughout the new plan period. Teacher training goes beyond initial training for professional certification and encompasses programmes aimed at upgrading the subject knowledge of teachers, especially at the secondary level, as well as continued professional development programmes for teachers at all levels. It is noteworthy that many of the components of the plan require teachers to have additional training. The Ministry also intends to extend and upgrade its training programmes for all categories of employees.

6.3 Funding of the Plan

The cost analysis and the funding gaps show a need for additional funding of the Education Strategic Plan (ECP) to achieve the policy objectives proposed and to continue working towards achieving the goals of the country's Poverty Reduction Strategy (PRS) and the goals related to trained human capital required for the Caribbean Single Market and Economy (CSME). The specific education policies in the ESP are also in concert with the goals for Education For All and the Millennium Development Goals for Human Development.

Additional budgetary and/or donor funding will be needed especially for addressing infrastructure needs, (including the provision of dormitories) at secondary and post-secondary levels, and to support some of the activities under school health, nutrition, HIV/AIDS and inclusive education components that address the needs of the most vulnerable groups in the population. The upgrading of the physical facilities and the modernisation of equipment in the TVET institutions, and the comprehensive ICT plan to support quality education will also require significant assistance. Discussions have been initiated with some agencies and these will continue as the Ministry seeks to implement the plan.

PART 7: CRITICAL FACTORS OF SUCCESS

7.0 Introduction

There are certain factors that are necessary for facilitating successful implementation of the plan. They are not sufficient to obtain the desired results but without these components it would be very difficult, or almost impossible to do so. There are five such factors which have been identified. They are not part of the plan but MOE must do whatever is necessary to ensure that they are present.

7.1 Commitment and Ownership of the plan

The first element is to be able to obtain the commitment of the persons in the Ministry and the rest of the educational system. Without willing and intelligent participation of the actors the successful implementation of the plan will not be possible.

The leadership of MOE must ensure that the plan is understood and supported at all levels of the system. There must be regular sharing of information and consultation with all stakeholders throughout the plan period.

7.2 Monitoring and Evaluation

The development of a good M&E system is a necessity. The implementation process should be clearly defined and indicators chosen for each step. As previously stated, this information should be clearly and openly reported in order to increase transparency and accountability

7.3 Team-work / Capacity Building

The plan needs to be supported by these two elements. Team-work will be an indispensable element, both within the units and across them. This needs to be complemented with a real effort at all levels to build skills capacity in the different levels of the system, from the schools to the central offices of the Ministry.

7.4 Resources and Timing

Change in education comes at a price in human capacity, dedication of time, equipment and financial resources. All of these need to be provided in a timely manner in order to obtain success.

7.5 Government and nationwide support

This is an important factor. MOE must be willing to work hard to obtain the support of all the other sectors, especially important agencies like the Ministries of Finance, the Public Service Ministry and the Office of the President. If this does not happen, the implementation will be much harder and will probably lack the necessary human and financial resources. The Ministry of Local Government and Regional Development is very closely related to the schools and the delivery of education in the regions. Their cooperation is very valuable if the goals of the plan are going to be reached.

Other ministries and units such as the Ministries of Health, Culture, Youth and Sports, Amerindian Affairs, Public Works, and others are partners in the development of a better society and a better educational system. The Ministry already has a collaborative relationship with several of these Ministries. The SHN, HIV/AIDS component was developed with the participation of MOH officials and some of the activities are cross referenced in its plan. Representatives of the Ministries of Agriculture, Amerindian Affairs, Health and Local Government sit on the MOE's School Feeding Committee and have given invaluable support to the Community-based School Feeding Programme. This collaboration must be expanded and strengthened in this plan period. Last, but very important, are the linkages with all parents, teachers and the community at large.

CONCLUSION

The fourth ESP builds on the 2003-2007 plan. The Ministry continues its emphasis on providing better quality education and indeed has chosen as its theme for the plan “*Meeting the Quality Imperative*”. Many of the components are a continuation of programmes started in the earlier plan. The Ministry has gone through the teething period of some of these initiatives and is on a much firmer basis when making decisions on implementation strategies. This is true of various child-friendly initiatives, the literacy and numeracy and teacher training components and the HFLE programme. There is therefore a fair degree of confidence that it can achieve the objectives set in those areas during the plan period. In other components, for example inclusive education, the experience of MOE is fairly limited. The Ministry will therefore seek advice and collaboration with those countries, in particular its CARICOM partners, and agencies which have positive experiences.

The Ministry also recognises that given the interconnected nature of the education system, the quality of education on any level has a direct impact on other levels. To meet our objective of assuring quality education throughout the education system, specific focus must be placed on the University of Guyana and the critical role it has to play in meeting this end. Concerted efforts must be made to strengthen the linkages that exist throughout the system, and specifically, those between our secondary, post-secondary and tertiary institutions.

Tertiary education is vital to the broader national developmental goals which have been outlined. This can only be arrived at however, by improving the number and quality of students gaining access to tertiary education in Guyana. University of Guyana statistics for the period 2003-2005 indicate that only a small percentage (7.1 on average) of students who write the CXC examination each year, enter the University. The need for significant improvement in this area is clear and emphasizes the need for greater collaboration between our secondary schools and the University of Guyana.

In addition, the University has to be at the forefront of our efforts to improve the quality of education in the areas of science and technology. The stated objectives for teachers and students in these areas can only be realized through a joint initiative meeting the training, professional development and instructional support needs of the education system.

In the area of teacher training, as was previously stated, stronger bonds are being forged between the University of Guyana and the Cyril Potter College of Education. This collaboration is aimed at streamlining existing programmes offered at both institutions to ensure consistency, improved quality and efficiency. Furthermore, the School of Education and Humanities at the University must be intricately involved in MOE professional development and upgrading programmes.

The Ministry is confident that with the collaboration of persons and agencies within and outside of Guyana that this plan will be successfully implemented and it anticipates the achievement of the following major outcomes which have been a part of its Vision and Mission since the previous plan:

The Ministry of Education will be an effective and efficient organisation, striving to achieve its goal of delivering high quality education to all persons living in Guyana and particularly to children.

The actions of the Ministry will have made possible a rise in functional literacy.

In general, primary schools will be delivering a much better quality of education and academic and non-academic standards will be closely monitored.

The numbers in secondary education will increase largely because of better retention of students, in particular boys. Tertiary education, including that in the technical-vocational schools will have been improved, and the curriculum will be more relevant to the needs of today and especially to the world of work.

The quality of teaching and learning will be improved through an increase in the proportion of trained teachers and through a strong continuous professional development programme.

ANNEX 1

EDUCATION STRATEGIC PLAN 2003-2007 REVIEW

OBJECTIVE	MAIN ACTIONS	RESULTS / OUTCOMES
Nursery and primary education Early Childhood Education is more effective and up to international standards	• Nursery Curriculum Revised to emphasize pre-literacy skills and aligned with grades 1-2 of primary • Train 90% of Teachers on the revised curriculum • Place trained Teachers at lower grades of 80% of Primary Schools • Establish Norms for ECE and finalize Standards for Nursery and Primary • Revise the program for Teachers in ECE at CPCE to reflect revised curriculum • Deliver training to Parents using Parenting Manual • Improve the quality of Teachers at the Nursery Level	○ <i>Completed</i> ○ <i>Nearly 100% of teachers trained</i> ○ <i>Approximately 80% of schools in the coastal regions have trained Teachers at grades 1 and 2</i> ○ <i>Completed and circulated to schools</i> ○ <i>Work has started and is on-going</i> ○ <i>Parenting manual completed. Training started and on-going</i> ○ <i>Trained nursery teachers increased by 7%</i>
Levels of Literacy and Numeracy significantly improved	• Introduce new Literacy methodology at nursery and primary levels • Completed train teachers and head teachers in the new literacy program • Train grades 1 to 3 teachers in the IRI methodology • Procure books and other support materials for schools	○ <i>Completed</i> ○ <i>Completed for 1 and 2. Grade 3 teachers to be trained in 2008.</i> ○ <i>Completed. More than adequate level of resources provided to schools.</i> ○ <i>Completed. More than adequate level of resources provided to schools.</i>

	• 50% of students meeting the defined standards for literacy and numeracy	○ <i>Not achieved. In some areas performance declined in literacy. However, there has been some improvement in mathematics in grades 1 and 2.</i>
School/classroom environment Infrastructure and equipment will improve.	• Develop and implement school and regional maintenance plans • Provide equipment to support educational innovations • Construct/repair schools, dormitory facilities and Teacher housing in remote areas • Expand/Extend the Escuela Nueva/Child - Friendly program to 20 schools in hinterland regions, and 25% of schools in coastal regions with water, electricity and telephone services Over 25% • Provide 90% of schools with water, electricity and telephone services • 60% of Schools develop SIPS to help meet standards	○ <i>50% completed</i> ○ <i>14 primary schools provided with computers and educational software</i> ○ <i>Other schools received computers through the CFS project and Community support</i> ○ <i>Approximately 20 teacher houses constructed through GOG and EFA-FTI resources</i> ○ <i>20-30% of primary/nursery Schools were repaired/rehabilitated. Maintenance budget moved from US\$3.1 M in 2003 to more than US\$4.23 M in 2007</i> ○ <i>Implementation delayed but 12 schools in the Hinterland Regions have implemented the program with multi-grade teaching added</i> ○ <i>67 schools in the Coastal Regions started to promote child- friendly methodology</i> ○ <i>Primary/nursery schools with upgraded utilities and sanitation facilities.</i> ○ <i>75% of schools have developed SIPS, with 97 Primary SIPS approved for funding of G\$1M each</i>
Universal Secondary Education Access to secondary education is improved	• Plans formulated to gradually eliminate CHS and Primary Tops • New schools constructed to provide 6000 new GSS places • Develop alternative learning paths and curriculum	○ <i>Slight reduction in Primary Tops (8%)</i> ○ <i>Approximately 5000 new places provided</i> ○ <i>Alternative pathway developed (BCCP) and is being piloted in</i>

	• Train teachers of Primary Tops and CHS to deliver BCCP program	<i>11 schools</i> ○ <i>Started but significant work still to be done</i>
Improving the number of Trained Teachers System	• CPCE and NCERD facilities improved • Upgrade 5 LRC to facilitate regional development of Teachers • Initiate training program for supervisors • A council to facilitate greater collaboration between UG and CPCE	○ <i>Physical facility at both locations improved and equipment provided</i> ○ <i>11 LRCs upgraded and resourced</i> ○ <i>Training provided to school managers through NCERD. Cluster advisors and master trainers trained to support literacy program.</i> ○ <i>Implement special training programme for Teacher educators</i> ○ <i>Was not done</i>
TVET Introduce a more relevant curriculum	• Continuous revision of curriculum for relevance and to take in new subject areas • Develop special programmes for training of young adults. Implement STEP.	○ <i>50% of curricula was revised</i> ○ <i>Skills for Life programme were introduced. 59 students graduated. Remedial programmes for literacy and numeracy conducted at all Technical Institutes.</i>
Inclusiveness Mainstream persons with special needs, and increase respect for and tolerance of diversity	Determine the number of students with special needs • All students at CPCE complete a special education module • Establish special resource units for children with special needs • 40% of Teachers take part in program to prepare them as facilitators • Include tolerance in HFLE program	<i>Not done by MOE but some information available through other agencies</i> ○ <i>Module developed and is compulsory for all teacher trainees</i> ○ <i>Two units to support the visually impaired upgraded</i> ○ <i>Goal not achieved</i> ○ <i>This is an integral part of the programme.</i>
Monitoring & Evaluation System Functioning Efficiently	• MIS unit will install software at school, regional and central levels to allow for storage and retrieval of various sets of data	○ <i>Activity 90% completed</i> ○ <i>Other objectives closely aligned with managerial objectives</i>

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