

Government of Guyana/DFIDC

**Training Programmes for Regional Office Staff
(Regions 6 and 10) in
Regional Education Development Planning
and School Improvement Planning
Guyana Education Access Project (GEAP)
September 1999**

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We would also like to record our thanks to the Regional Education Offices, for releasing their staff, and to all Education Officers for giving generously of their time at a very busy period to attend the sessions.

Also to Allison Butcher, CfBT, for her assistance in setting up and managing the consultancy arrangements.

ABBREVIATIONS

CfBT	Centre for British Teachers
CPCE	Cyril Potter College of Education
DFID	Department for International Development Caribbean
GEAP	Guyana Education Access Project
GUIDE	Guyana In-service Distance Education Project
MoE	Ministry of Education
RA	CfBT Regional Education Adviser
REdO	Regional Education Officer
SIP	School Improvement Plan
SSRP	Secondary School Reform Project
STEP	Social, Technical, Economic, Political analysis
SWOT	Strengths, Weaknesses, Opportunities, Threats analysis

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1 BACKGROUND

The primary purpose of the Guyana Education Access Project (GEAP) is to increase access to secondary education in two regions, Corriverton (Region 6), and Linden (Region 10) as pilot schemes which should inform replication at a national level. It is planned to build one new secondary school in Linden, one in Corriverton and to refurbish and upgrade three other schools in each Region.

It is recognised that there is a need to raise pupil performance by introducing improvement planning at Regional and school levels which will include improving the quality of teaching and learning in schools through school-based training, increasing the level of learning resources, and increasing community participation.

Two parallel workshops were organised for regional office staff in development planning with the twin aims of informing officers about SIP processes and drafting a Regional Education Development Plan.

In addition, two parallel one week workshops were organised in each region to start the process of school improvement planning. The workshops were led jointly by the consultants and the RAs and counterparts. Senior management teams from project schools were provided with training and a “toolkit” to enable them to undertake a full school review and to prepare a SIP. Emphasis was placed on the need to engage all stakeholders in the SIP process to ensure ownership and commitment to the plan. The outcomes of this training are contained within a separate report.

The consultants were provided with three Secondary School Reform Project Reports:

- Participatory Management Programme 27th July to 7th August 1998.
- Participatory Management Programme – Consultancy on School Improvement Planning January to March 1999.
- Participatory Management Programme – Consultancy on REOs and School Profiles January to March 1999.

These reports informed the planning of this training programme. We noted the shared objectives and every attempt was made to ensure complementarity between GEAP and SSRP approaches to School Improvement Planning.

2 ADJUSTMENTS TO TERMS OF REFERENCE

The Terms of Reference for the training for Regional Officers are included as Annex A. At the request of the RA and Counterpart in Region 6 these TORs were amended in country to include a short training needs analysis with a view to including some management skills training in the workshop to support the preparation and implementation of the plan.

3 OVERALL OBJECTIVES

The overall objectives were to:

- Provide a programme of training for Regional staff to enable them to draft a Regional Education Plan which supports the activities within the GEAP Master Plan.
- Train Regional staff in school improvement planning strategies to enable them to support school staff in the processes of drafting and implementing school improvement plans.
- Equip participants through each workshop, with the skills of training others in development planning and provide them with materials to do so.

4 TIMING AND VENUES

The workshops for Regional Office staff were held from Monday 30th August to Friday 3rd September 1999 with colleagues nominated by the Regional Education Officer in Region 10 and on 31st August, 2nd and 3rd of September in Region 6.

The venue for Region 6 was the Home Economics Room at the Regional Office, New Amsterdam. The venue for Region 10 was the Ballroom of the Watooka Club, Linden.

5 PROGRAMME CONTENT

5.1 The programme content for both venues was planned to be similar through the use of common trainers' notes included as Annex B. However, due to local issues the schedule and content for Region 6 was modified in a major way as indicated in the following notes:

5.1.1 Region 6

On Day One the consultant was requested to meet with each of the Regional Officers to discuss the proposed workshop with a view to matching it with officers' perceived training needs. Informal discussions were helpfully set up with all the officers from which it emerged that individually and collectively they were seeking a management development programme with components on:

- Time management
- Stress management
- Management of conflict
- Programme budgeting
- Writing project proposals, project design and evaluation

- Team building
- Review of individual functions
- Classroom observation and feedback

The inclusion of all of these topics in a shortened three day programme was considered to be unrealistic but they do point to the need for an institutional review and a Regional Office management development strand within the Regional Education Development Plan.

The RA, counterpart and consultant accordingly re-planned the three day programme to incorporate activities on time management, management of stress and management of conflict. The programmes for each day are included as Annex C and set out the content covered each day.

5.1.2 Region 10

□ DAY 1: OVERALL PRINCIPLES AND QUESTIONS

There were nine (9) officers present: a register of those attending the workshops can be found at Annex D.

Content of the day included:

- The similarity in process for SIPs and Regional Development Planning.
- Why have a plan?
- Who should be involved in preparing the plan? Stakeholder analysis.
- What should the plan contain?
- Gaining an overview - several ways of presenting the planning model.
- Getting started.
- Strategic review and context of the region.
- STEP analysis.
- SWOT analysis.

□ DAY 2: VISION, MISSION AND AIMS

There were twelve (12) officers present

Programme content included:

- Creating and Sharing a Vision for Region 10.
- Agreeing Values.
- Generating Aims which underpin the Mission.

❑ DAY 3: REVIEWING ASPECTS OF THE REGION AND SETTING PRIORITIES

There were eleven (11) officers present

Programme content included:

- Review of rationale, regional context, values and aims in the draft plan.
- Agreeing regional priorities.
- Prioritisation of regional curriculum needs.
- Prioritisation of resource issues - facilitated by officer Ms. Miriam Zephre.
- Prioritisation of Quality Teaching issues.
- Prioritisation of support for SIPs.
- Practising writing Action Plans.

❑ DAY 4: FORMING ACTION PLANS

There were twelve (12) officers present

Programme content included:

- Small group work to produce Action Plans of agreed priorities, each group taking responsibility for action planning one of the agreed priorities of the regional officer team.
- Presentation of Action Plans to the group.
- Clarification and questioning of each other's Action Plans.

Note: This is extremely hard work especially for those who have not encountered such planning before. The group work, supported by the consultant took up the greater part of the day. The presentation and questioning of the plans was lively and promoted much thinking about how success might be measured, especially the global expectation e.g. improvement in relationships.

❑ DAY 5: IMPLEMENTING AND MONITORING THE PLAN

There were twelve (12) officers present

Programme content included:

- Mobilising Community Support.
- Keeping on Track/Solving Problems/Ensuring Success.
- Monitoring and Evaluation of the Plan.
- By request: Time management.
- Review of the Whole Programme - Self review for officers.

6 WORKSHOP PROCESSES

6.1 Day One:

6.1.1 Region 6

See notes on Day One Programme Content above.

6.1.2 Region 10

- Consultant input on introduction to the theory of SIP and Development Plans, various models of Development planning.
- Small group work.
- Role play.
- Question and answer session.
- Energising activities.
- Participants' evaluation.

6.2 Day Two:

6.2.1 Region 6

The first day of the training programme in Region 6 started 30 minutes late with several officers detained with other duties.

Participants were provided with a programme and a copy of Regional Education Planning in Guyana.

The workshop was opened by the REdO who expressed appreciation that the programme had been modified to meet officers' needs. He was unable to stay but expressed a desire to be present when the team reached the point of drafting a mission statement. However he was detained on other business and this aspect of the programme was rescheduled to Day Three. Seven other officers attended the sessions (See Annex D for list of participants) and worked hard in two groups to complete activities on:

- Why have a Regional Development Plan?
- What should the plan contain?
- What should inform the plan?
- What timescale will the plan cover?
- Who should be involved in producing the plan - the stakeholders?
- Some planning models – input.
- Undertaking a strategic review (STEP and SWOT) to identify where we are now - the Regional context.
- The importance of vision or mission.
- Vision and mission linked to leadership.
- Review of the day.

These activities were supported by handouts of “tools” and processes on aspects of planning (Annex E).

This work was typed up and made available to the group on Day Two.

6.2.2 Region 10

- Review of Day One (especially important in order to involve the three officers who were not present on Day One but arrived for Day Two).
- Task group to write up the Regional Context for the draft Development Plan.
- Input and activity on Vision and Mission by officer Donna Simon.
- Mental model to establish values.
- Leadership Cards (to agree the valued activities of Headteachers).
- Group and paired work to write the Aims of the region.
- Task group to draw up draft mission statement.
- Summary of the section through a question and answer session.

6.3 Day Three:

6.3.1 Region 6

A planning meeting was held between the consultant and Mr Bashir Khan to revise the programme for the next training day. This is included in Annex C.

6.3.2 Region 10

- Consultant input.
- Input on how to Action Plan for Resource management by officer Ms. Miriam Zephyr.
- Small group work.
- Role play (persistent lateness).
- Writing an Action Plan.
- Research groups looking at examples of SIPs from Primary and Secondary schools and from a region (Local Education Authority).

6.4 Day Four:

6.4.1 Region 6

- The programme on the second day of the workshop was delivered as planned with the addition of an activity to discuss and agree the Outcomes of the Regional Plan. The session on Action Planning was deferred to the following day.

- The number of officers present dropped to five with the two nursery officers engaged in running their own workshop. Those present again worked diligently to complete activities, which started with a review of notes of the first day of the programme which had been very helpfully typed overnight by Bashir Khan.
- Reminder of the work we did on Day One – handouts.
- Agreeing core values and principles.
- Drafting a mission statement.
- Drafting the Outcomes of a Regional Plan.
- Reviewing specific aspects of the Region.
- Curriculum in schools.
- Teaching and learning.
- Learning resources.
- Regional Office management development.
- Deciding on priorities and mapping them year by year.

6.4.2 Region 10

- Consultant input on SMART targets and success criteria focussed on pupil achievement.
- The priorities agreed were divided among small groups to write Action Plans. Action Plans were presented to the whole group and submitted to positive.

6.5 Day Five:

6.5.1 Region 6

- The programme for the third and last day of the workshop was amended in the light of progress on the previous day and is included in Annex C.
- Six officers attended for the whole day and again worked hard in groups to complete the first working draft of the Regional Education Plan.
- The notes of the work of the previous day were available and these were revisited and refined, most significantly the officers identified four Regional priorities for which they drafted action plans:
 - ❑ Literacy
 - ❑ Numeracy
 - ❑ Improving teaching
 - ❑ Management Development for Regional Officers

The action plans are in first draft form and require further work. In particular they need to be costed, and time scales revisited since these are very ambitious.

- They also prepared a list of actions they would take to further refine and publicise the plan within the office before setting up consultations with stakeholders.
- An activity was led by Bashir Khan on conflict management. This is included in Annex E.
- Due to time pressures it was not possible to complete a monitoring plan nor a consultation plan with stakeholders. These will need to be completed later.

Finally the group agreed to meet again with the GEAP Regional Adviser in mid-October to review progress and continue the process of team building.

6.5.2 Region 10

- Officer Ms. G. Britton led the session on the regional Action Plan for Quality of Teaching. NB: The group benefitted from the presence of two Headteachers who prepared Action Plans from a school perspective on the subject.
- Paired work.
- Group work.
- Presentations.

7 OUTCOMES

- A first working draft of a Regional Education Development Plan in both Regions.
- Six officers in Region 6 and 12 Officers in Region 10 with knowledge and skills in development planning, who expressed a willingness to support the GEAP pilot schools in their work to draft School Improvement Plans.
- A small cadre of officers with the potential to train others in development planning and with materials to do so.

8 PARTICIPANTS' EVALUATION

8.1 In Region 6 five officers completed summative evaluation forms (Annex F) The sixth officer, Bashir Khan, did not complete a form as he was part of the delivery team. All the responses were positive with all three objectives considered to be met:

- Provide a programme of training for Regional staff to enable them to draft a Regional Education Plan which supports the activities within the GEAP Master Plan – 5 fully achieved.
- Train Regional staff in school improvement planning strategies to enable them to support school staff in the processes of drafting and implementing school improvement plans – 5 fully achieved.
- Each workshop should equip participants with the skills of training others in development planning and provide them with materials to do so – 1 fully achieved: 4 partly achieved.

8.2 The aspects of the workshop considered to be most useful included:

- Group interaction to complete tasks x 2.
- Attaining consensus.
- Professional and knowledgeable facilitation.
- Stress free methodology of conducting the workshop.
- Flexibility.
- Action planning x 2.
- Conflict resolution.

No aspects of the workshop were listed as least useful.

8.3 Other comments

- The workshop could have been longer.
- Officers were encouraged to work as a team.
- Regional officer's absence was pronounced – we needed his input.
- We were well fed.
- Ensure follow-up activities are done.
- I enjoyed the fun and frankness of the exercise.
- The facilitator recapped frequently to keep us focused. He is a good mediator. When side-tracked he firmly and skillfully steered us back to the objectives.
- Method of approach to develop the RDP was very good.

8.4 In Region 10 it was agreed that daily formative evaluation would be useful as well as a summative evaluation at the end of the 5-day workshops. After consideration of a number of models of evaluation forms the RA agreed to prepare the appropriate forms which were used successfully during the week. Each day the RA, the RA's counterpart, the consultant and an invited officer remained after the workshop to read the evaluations, de-brief the workshop and take account of the evaluation comments in planning the next day.

On a five point scale where 1 is very positive and 5 very negative all the forms registered 1s or 2s.

The most common comments referred to an appreciation of the active and participatory processes used. Understanding the rationale and having a model for planning was also commented upon favourably. The idea of prioritising was considered very useful and although it was considered to be hard work, officers were very pleased with the Action Plans they produced during the workshop.

8.5 Region 10 Summative evaluation

On Day Five participants completed a summative evaluation which provided feedback on the workshop as a whole and also provided data to inform the RA on future support that might be needed from GEAP. The evaluation forms were left with the RA in country for this purpose.

8.5.1 The summary of the main points is as follows:

Sample of 12 officers.

1. Were the aims and objectives of the week achieved?

(very positive)

1 **vii**

2 **v**

3

4

(very negative)

5

2. How would you rate your satisfaction with venue and catering?

(very positive)

1 **v**

2 **vi**

3 **i**

4

(very negative)

5

3. How would you rate the quality of training?

(very positive)

1 **x**

2 **ii**

3

4

(very negative)

5

4. How would you rate the quality of the materials?

(very positive)

1 **iv**

2 **vi**

3 **ii**

4

(very negative)

5

5. What will be the next steps for (i) you and (ii) the team?

- Various responses involving communicating to others and supporting schools.

6. How might GEAP assist and support the next steps of Regional Planning?

- Sponsor further workshops.
- Provide materials/resources.
- Provide human resource.
- Assist with monitoring of plans.
- Involve more Regional Executive officers in the planning.

7. In which areas would you most like support?

- Forming action plans.
- Setting priorities.
- Implementing and monitoring the Regional Development Plan.

9 COMPARISON OF EXPERIENCES BETWEEN THE TWO REGIONAL PROGRAMMES

9.1 In Region 6 the officers indicated an initial reluctance to attend the workshop but by the end of the last day were suggesting that it should have been longer. The Regional Education Officer opened the event but, although he had agreed to attend for at least a session on developing a mission he did not engage with the programme.

It was planned to have similar five day training workshops in both Regions through the use of common Trainers' Guides. However, the programme in Region 6 was only of three days duration and included aspects of management other than development planning.

9.2 In Region 10 the REdO was fully supportive and attended two full days of the workshop. There was good attendance and punctuality (lateness only as a result of practicalities of transportation).

Evaluations were completed each day and de-briefing sessions conducted daily with the consultant, the RA, the RA's counterpart and an officer.

9.3 There were common and positive similarities in both Regions:

- Materials for the workshop good - e.g. flip chart, paper, pens.
- Counterparts were fully supportive.
- Officers contributed to the training programme.
- There was a good sense of teamwork throughout among the officers in Region 10 and a growing sense of teamwork in Region 6.
- The venues were convenient, snacks and meals good.

10 RECOMMENDATIONS

10.1 Officers to be encouraged to get out into the schools as soon as possible after the Headteacher training to assist with the fine-tuning of the Draft SIPs.

10.2 That the GEAP RAs continue to work closely with the officer teams and that the GEAP team consider supporting a management development programme for Regional Officers in Region 6 to assist with the process of implementing SIPs and to increase the efficiency of the Regional officers.

10.3 The first working draft of the Region 6 Plan should be presented to the REdO and discussed with other members of the Regional Office as soon as possible by the officer team in an attempt to gain ownership of the plan. Since the REdO was not involved in the workshop there is a major risk that the plan will lack the support of this senior officer and will therefore not be taken forward or implemented.

10.4 The action plans in Region 6 are in first draft form and require further work. In particular they need to be costed, and time scales revisited since these are very ambitious. This could be accomplished at the review meeting which is to be facilitated by the RA on 16th October.

10.5 Development planning (and School Improvement Planning) is not a quick fix, therefore it is recommended that there should be continued training and support for officers in the required knowledge and skills over the next three years.

10.6 If the regional officers are going to give the support necessary to schools to implement SIPs effectively the MoE should be fully informed so that they can consider the balance of maintenance and development tasks in officers' workloads to ensure that they have time to support SIPs in schools.

10.7 The Regional Development Plan to be an item for review and updates on the agenda for officers' meetings and for all GEAP meetings.

10.8 SIPs to be a standing item for review and updates on all Headteachers' meetings and all GEAP meetings.

Annex A Terms of Reference

GUYANA EDUCATION ACCESS PROJECT (GEAP)

CONSULTANCY TO LEAD TRAINING PROGRAMMES FOR REGIONAL OFFICE STAFF (Regions 6 & 10)

1 Background

- The primary purpose of the Guyana Education Access Project is to increase access to secondary education in two regions, Linden and Corriverton, as pilot schemes which should inform replication at a national level.
- It is also recognised that there is a need to raise pupil performance by improving the quality of teaching and learning in schools as well as planning and management by teams of well trained staff at Regional and school levels.
- Two parallel workshops will be organised in Linden and Corriverton for regional office staff in development planning, with the twin aims of informing officers about SIP processes and drafting a Regional Education Development Plan.
- These workshops will build on the work of the SSRP and the Ministry of Education in the area of school improvement planning.

2 Overall objectives

The overall objectives are to:

- Provide a programme of training for Regional staff to enable them to draft a Regional Education Plan which supports the activities within the GEAP Master Plan.
- Train Regional staff in school improvement planning strategies to enable them to support school staff in the processes of drafting and implementing school improvement plans.

3 Scope of work

- Two consultants will be required to lead two five-day workshops in Linden and Corriverton.
- The workshops for Regional Office staff will be held from Monday 30th August to Friday 3rd September 1999 with colleagues nominated by the Regional Education Officers of Regions 10 and 6.
- The workshops should equip participants with the skills of training others in development planning and provide them with materials to do so.

4 Expected outcomes & deliverables

- 4.1** Two Regional Education Development Plans.
Review of the existing regional development plans.
- 4.2** Regional staff in both regions skilled in school improvement planning and supporting others in the process.

5 Consultancy and expertise requirements

- 5.1** Awareness of local social and cultural contexts.
- 5.2** Sensitivity to participants' needs and views.
- 5.3** Previous experience of facilitating educational management training at this level.
- 5.4** Excellent training, communication and reporting skills.

6 Conduct of work

Two x 1 day to plan the programme and generate workshop materials in UK:	2 days.
Two x 1 day to plan and refine the programme with the Regional Advisers in Guyana:	2 days.
Two x 5 day workshops:	10 days.
Total:	14 days. 7 days per consultant.

7 Reporting requirements

A detailed report of the training programme carried out in both regions, containing two separate regional reports and an overview with a comparison of experiences in the two regions. The report will include details of the workshop programmes, processes and outcomes with recommendations for further action in each region, participants' evaluations and copies of all training materials used.

The first draft of the report, as an unbound copy with a diskette version in Word 7, to be submitted to the Project Manager by Friday 10th September 1999.

The final report, with diskette version, to be submitted to CfBT Reading by Friday 24th September 1999. This final version will incorporate feedback from CfBT and DFID.

GOVERNMENT OF GUYANA/DFID GEAP

**REGIONAL
EDUCATION
DEVELOPMENT
PLANNING
IN
GUYANA**

**A WORKSHOP LED BY:
JOHN HILSUM
PATRICIA MURGATROYD**

AUGUST 1999

REGIONAL EDUCATION DEVELOPMENT PLANNING IN GUYANA

1 A WORKSHOP PROGRAMME

The overall aim of this programme is to help the Regional Education Officer and senior staff team to work with the schools and wider community to prepare and implement a Regional Education Development Plan which is designed to improve pupil learning and increase attainment.

Regional Education Plans must look in two directions - towards national policy and priorities and towards regional and local issues. This programme will address both and will dovetail particularly with School Development Planning in GEAP and SSRP project schools.

The GEAP Project aims at raising the level of achievement of both girls and boys and development planning is one way of realising this aim.

Ministries, Education Departments, and schools in many parts of the world are finding it helpful to have a development plan to help them manage change.

The GEAP project is committed to helping all schools in two regions, Linden and Corriverton, to prepare development plans which are focussed on raising the standards of achievement of pupils. In order to ensure consistency with other regions this programme will use the SSRP "Guidelines for School Development Planning" as a key resource as well as other materials.

2 OVERALL PRINCIPLES & QUESTIONS

2.1 Aim

The aim of this section is to enable the Regional Education Officer and senior staff to understand the main issues about development planning and ways of getting started with the plan.

2.2 Objectives

At the end of this section the Regional Education Officer should have an understanding of:

- why Regional and school plans are useful
- who should be involved and how
- what the plan should contain
- how the plan should be prepared and used
- the time-span of plans
- ways of reviewing the school
- the Regional Education Officer's role in development planning and in supporting school improvement planning

3 OVERALL OBJECTIVES

3.1 Why have a plan?

Information

Development planning looks at the following broad questions.

- Where is the Region now?
- What changes do we need to make?
- How shall we manage these changes over time?
- How shall we know whether our management of change has been successful?

The workshop module is designed to help Regional Education Officers to look at these questions in the context of the preparation of a **three year plan for the Region**.

There are some more specific questions which are addressed first.

Activity

Group to work in pairs to brainstorm reasons for having a plan.
Report back & list the reasons.

3.2 Who should be involved in preparing the plan?

For the development plan to be effective all those who have an interest in the Region should be involved at various stages of its preparation. These interest groups are often called “stakeholders”.

Activity

In groups identify the ‘stakeholders’ in the Region.
Agree which of them should be involved in preparing the plan, stating the reasons why.
Report back and list who the stakeholders are.

Activity

In groups discuss the question: Should pupils be involved in the development planning process?
Report back and discuss the issues.

Activity

Name the key people, women and men, you will need to involve in your planning.

3.3 What should the plan contain?

The plan should contain all the important information about the Region. This includes:

- the vision/motto/mission
- the aims which should relate to the National Aims for Education
- a description the context of the Region and the community it serves
- priorities, which have been arrived at through discussions with the stakeholders, and which span a three year time period
- action plans for the first year of the plan
- information about the Region, such as the number of pupils by gender and age

NB: It is important that in deciding on the contents of the plan, consultations be held at various levels with all interest groups to create a sense of ownership of the plan and to ensure sustainability. It is important that the plan is publicised widely.

Activity

List the **information about the Region** that you already have and identify other data that you need to gather including Government priorities and those from GEAP.

3.4 Gaining an overview - A Model for Planning

Key issues for educational leaders - strategy, priorities, development, and maintenance.

Strategy

Where are we now?

Where do we want to be?

Vision/Values/Mission

SIP

Maintenance

Development Main priorities

Action Plan

● ● ● ● ● ● ● ● ● ●
● ● ● ● ● ● ● ● ● ●
● ● ● ● ● ● ● ● ● ●
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● ● ● ● ● ● ● ● ● ●
● ● ● ● ● ● ● ● ● ●

1.Literacy

2.....

3.....

Targets

Tasks

Responsibility

Costs

Timescale

Success criteria

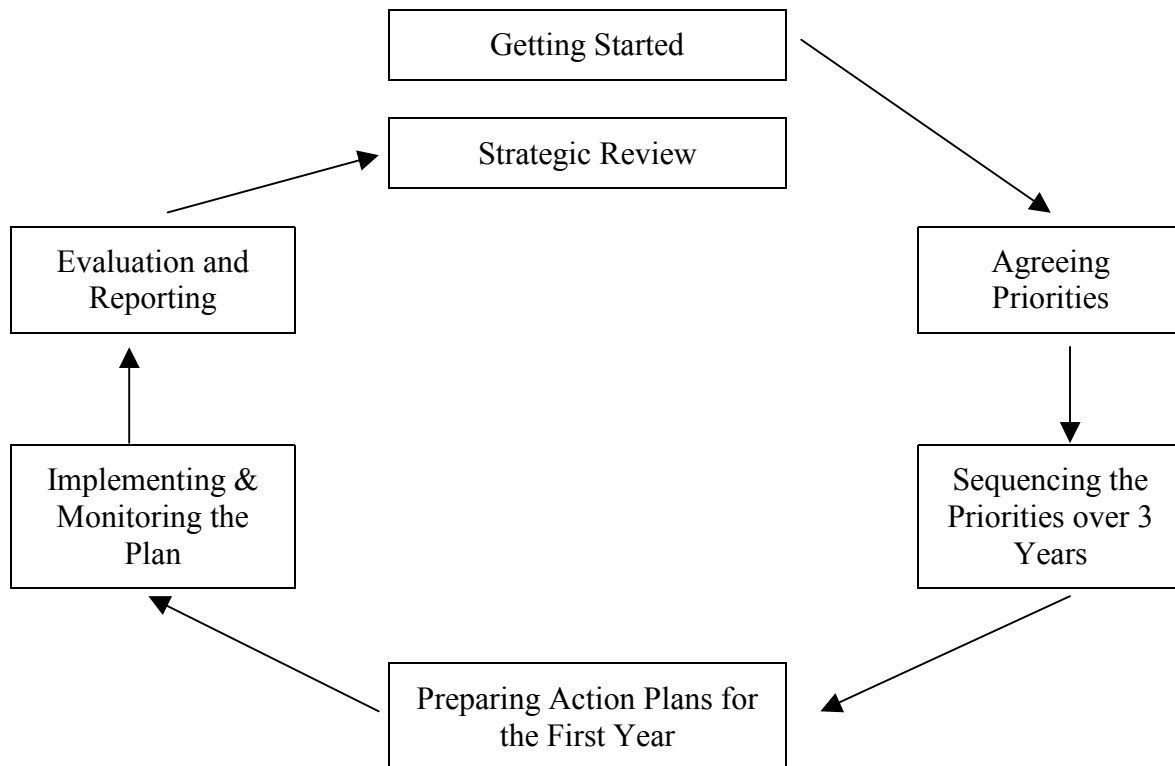
Pupil Achievement

Value added + + + + +

Monitor, Evaluate, Review.

3.5 How should the plan be prepared?

The stages in a planning cycle can be summarised in a diagram.



Preparing the plan involves the Regional Education Officer and school community in the following main stages:

- getting started with the community
- reviewing the Region to identify strengths & weaknesses
- agreeing and scheduling priorities over 3 years to build on strengths or remedy weaknesses
- preparing action plans for the priority for the first year
- other stages in the cycle are about implementation, monitoring, evaluation and reporting progress. All of these stages are explored later in these notes.

Activity

In groups raise questions about the process.

Discuss these with the whole group.

In groups sequence the planning steps and add time-scale.

3.6 Getting Started

The most important issue in getting started is ensuring participation by the stakeholders, who must be convinced that:

- the plan will enhance the quality of learning offered to the pupils, especially the disadvantaged, including girls
- the plan will strengthen partnerships and unity of purpose among the stakeholders
- this partnership will enable the Region and schools to achieve their aims
- the action plan will be implemented

Activity

In pairs, plan to get started. List the steps and sequence appropriate for your Region.

3.7 Strategic Review - The Context

Information

When forming any plan it is always helpful to know the point from which you are starting, as well as having a ‘picture’ of the community which the plan serves. For example how many children are currently in the Region are in each year. This will give an indication of whether the Region will grow in number or will shrink. This in turn helps the Regional Education Officer to plan staffing, the number of classrooms and other facilities needed bearing in mind the gender needs of the school population.

To gain this overview you should be familiar with:

- the national aims
- policies of Government through the MoE
- recent inspection reports
- examination results
- attendance and drop-out rates
- views held about the Region by interest groups

It is suggested that it will be helpful if you do a SWOT analysis of the Regional Office. This has the purpose of helping to identify **S**trengths and **O**pportunities to exploit, as well as **W**eaknesses to remedy and **T**hreats to counter if the School is to flourish.

- An example of a strength might be - strong Headteacher support for the Regional Education Officer.
- An example of a weakness might be - poor examination performance.
- An example of an opportunity might be -making full use of projects, such as GEAP.
- An example of a threat might be - parents failing to supply pupil materials.

Activity

Undertake a SWOT analysis of the Regional Office, using the blank SWOT form.
Discuss how the SWOT could be useful to the Regional Plan.
Complete the 'The Regional Context'.

Activity

Identify factors in the community which may influence the plans and report back what these factors could be e.g. low attendance on market day.
List and discuss these factors in terms of those which are likely to be helpful to the plan and those which are not.

Summary of the section

4 VISION/MISSION AND AIMS

4.1 Aim

The aim of this section is to equip the Regional Education Officer with the skills and processes to create a vision/mission, and to generate aims.

4.2 Objectives

At the end of this section the Regional Education Officer should be able to:

- create a school mission statement and share it
- define the aims of the Region

4.3 Creating and Sharing a Vision

The research on effective organisations, throughout the world, shows that one of the characteristics of success is that they have a strong vision or mission which is understood by the whole community. The mission is often expressed in one or two sentences e.g.

The mission of the GEAP Regional Office is to support each school in maximising pupils' learning achievement in an atmosphere of mutual respect and trust.

What the mission does is more important than the actual phrase.

- The mission helps to create the atmosphere or ethos of the Region.
- It sets forms of behaviour between office staff and schools.
- It provides an overall purpose for the Region and helps people to identify with it.
- It provides the overall criteria for evaluating the success of the Office.

If a mission is to be owned and shared it must be created with the stakeholders using a process such as the one in the training programme.

The main leadership role of the Regional Education Officer is to keep the vision/mission in the forefront of the minds of staff so that it is the guiding light of the Region.

Activity

Complete the exercise of developing a vision statement.
Discuss the idea of mission and the reason for having one.

4.4 Agreeing Aims and Values

All Regional Plans should make reference to the National Goals for Education when deciding what their own aims should be. If a Region is to make a contribution to the achievement of these National Goals then the aims of the individual Region must relate to the National Goals.

The aims should also underpin the mission and help achieve it e.g.

The mission above is about support, achievement and respect.

An aim which relates to this and a National Goal could be:

- **To help schools provide education that will foster a sense of social responsibility in all pupils.**

All Regions and schools are different. Each one may therefore wish to have aims which reflect their individuality. Church schools for instance will probably have aims for pupils relating to religious beliefs.

Just as with the mission and vision, the aims must be created and agreed with the community. They should be revisited from time to time to check that they still wish to achieve these aims in their Region and schools.

Activity

Here are two aims

- *To provide an education which is a partnership of shared responsibilities among pupils, parents, educators and the community.*
- *To help all of our pupils to develop their academic, artistic and sporting talent.*

Write a set of aims for your Region which relate to the National Goals and also reflect the individual character of the Region.

Summary of the section

5 REVIEWING ASPECTS OF THE REGION & SETTING PRIORITIES

5.1 Aim

The aim of this section is to provide the Regional Education Officer with "tools" and processes to review the Region, identify needs and prioritise them.

5.2 Objectives

At the end of this section the Regional Education Officer should be able to:

- Review the Region to identify needs.
- Set criteria and prioritise from a list of Regional needs.

5.3 Reviewing the Curriculum in the Schools

Pupil achievement is central in any curriculum review.

The outcome of the review should be one or two curriculum priorities which should form the heart of the Regional Development Plan.

A curriculum review checklist of key questions is included in the SSRP Guidelines for School Development Planning.

Activity

Complete the curriculum review checklist.

Form groups to compare results and help each other to identify the main curriculum need in each school. This becomes the curriculum priority for the Regional Development Plan.

5.4 Reviewing Learning and Teaching Approaches

The most important feature of effective schools is high quality teaching which is systematically monitored in order to identify strengths and weaknesses. The priorities in staff development should relate directly to development of teaching which in turn will lead to raising pupil achievement. The most direct way of reviewing the quality of teaching is through classroom observation. Developments in teacher performance can be made through discussion and feedback of observations.

Activity

List the features you would expect to see in high quality teaching in classrooms in your Region in Guyana.

Use the SSRP review checklist of learning and teaching and/or the M&H checklist of teaching skills to identify priority areas for development.

5.5 Reviewing Learning Resources

The main purpose of doing a review of learning resources is to discover what the level of provision is like across the Region and specifically in the curriculum area identified as a priority in the curriculum review. It is then important to prepare an action plan to ensure that the teachers have the learning materials to improve the achievement levels in the subject area selected as a priority.

The review should consider the following aspects:

- what is the level of provision?
- how are the materials being used?
- are they effective with pupils?
- what is the level of expenditure and is it adequate?
- can the expenditure be justified?
- what is the policy on sharing resources?
- what is the official policy on procurement of materials?

Activity

Use the SSRP checklist for Resources to identify school needs.

Identify which resources exist or are needed **to help develop the curriculum priority** previously identified.

Compare your data with others and share and discuss ways of acquiring or making resources to help improve resource provision.

5.6 Reviewing Other Aspects of the Region and Schools

SSRP have produced review checklists for:

- Management systems and processes.
- Staff responsibilities.
- Student attendance, punctuality and behaviour.
- Staff attendance and punctuality.
- School community.
- Wider community.
- Buildings, grounds and maintenance.

No Region or school has the capacity to review every aspect at one time. Effective managers ensure that a planned rolling programme of reviews is carried out and the resulting priorities fed into the plan over a period of time.

5.7 Deciding on Priorities Over 3 Years

Revisit the needs identified and priorities listed from the SWOT, curriculum, learning and teaching, and resource reviews.

List down the needs which emerge from the curriculum review and prioritise them. They should then be sequenced over 3 years.

Do the same for the other areas you have reviewed, bearing in mind that staff development and resources should be closely related to the curriculum priorities.

You may need to agree criteria such as urgency & cost in order to determine priorities.

Action plans, for each priority, should be drafted and presented to the stakeholders for discussion and/or approval.

NB. It should be remembered that it is important to involve and consult all stakeholders in the review and prioritising process.

Activity

Identify criteria for ordering priorities.

Using the criteria, set your priorities over three years and justify the order in which you will tackle them by making a presentation to the group.

Summary of the section

6 FORMING ACTION PLANS

6.1 Aim

The aim of this section is to provide a structure for action planning and to practise the drafting of action plans within a time frame.

6.2 Objectives

At the end of this section the Regional Education Officer should be able to:

- formulate action plans
- present the plans to the community

6.3 Formulating Action Plans

By this stage the need for a plan will have been agreed by the stakeholders, and they will have agreed the first priority to be included in the plan. The next step is to write action plans for the first year only with a small group from the staff. There are a number of different formats used for action planning. Although the language may be different they all cover the same main points.

Each priority should be discussed and actions agreed in terms of:

- What should be developed -- setting targets for development.
- Activities, tasks or assignments to be done to achieve the development.
- Agreeing who will undertake the activities.
- Agreeing the time-scale by when the activities must be completed.
- Establishing the costs of undertaking the developments in terms of time as well as money.
- Identifying possible sources of funding for the plan. It is suggested that a priority with limited costs be selected for year 1 of the plan to give time for fund raising for more expensive projects.
- Identifying staff development needs and assigning activities to help meet the required developments.
- Specifying indicators of success for monitoring and evaluation. As far as possible these should be about developments in pupil learning.

Activity

Prepare an action plan based on one of the priorities using the blank form.
(NB: When groups reach the stage of writing success criteria you will be provided with an input on writing criteria based on pupil learning).
Present your action plan to another group for clarification and refinement.

Presenting the action plans to the school community for approval

If involvement, ownership and support are to be maintained it is essential that the action plans be presented to and approved by the community. This is especially true if they are to be mobilised to raise funds.

Summary of the section

7 IMPLEMENTING & MONITORING THE PLAN

7.1 Aim

The aim of this section is to provide the Regional Education Officer with methods to implement and monitor their action plans.

7.2 Objectives

At the end of this section the Regional Education Officer should be able to:

- implement the plan and monitor it to keep it on track
- evaluate and report progress
- review the plan and refine priorities for the following year

7.3 Mobilising Community Support

The construction of the plan should be followed by implementation. Both implementation and evaluation are made easier if the targets, activities and success criteria have been identified and clarified. The success criteria form the basis for making judgements about whether targets are being met.

Monitoring and evaluation should be built into the implementation processes and should be done on a continuous basis in order to spot and overcome any problems that may hinder the implementation process.

Making the plan work includes:

- sustaining commitment during the implementation period
- checking progress
- overcoming problems encountered
- taking stock
- reporting progress

But the first stage is mobilising community support.

This involves mobilising support from teachers and the community through sustaining their interest in the plan, being accessible where necessary to give advice and assistance and participating in joint meetings to discuss progress and problems.

Activity

Do the exercise on commitment mapping.

Force field analysis.

Share successful ways of mobilising support.

7.4 Keeping on Track/Solving Problems/Ensuring Success

Progress checking is a process of evaluation during the course of implementation. Regular checks on progress of activities should be made against the success criteria. This will accumulate evidence of the extent of the progress. Ways of keeping on track are:

- assigning someone in the team to make the checks
- reviewing progress at team meetings, particularly where decisions on future action are being made
- deciding on the nature of evidence which shows that success has been achieved
- collecting evidence from various sources
- recording the evidence and conclusions

As implementation proceeds set-backs may be experienced and these will involve the Regional Education Officer in solving problems which will require solutions such as:

- providing extra support for the team
- re-assigning roles and responsibilities
- drawing on the skills and experiences of new staff
- seeking additional outside help
- “freezing” part of the action plan temporarily
- modifying the project time-scale
- scaling down action plans to manageable proportions
- postponing a target until the following year and bringing in a substitute target

Advantage should be taken when circumstances change for the better in order to advance the pace of progress.

Activity

Sharing management strategies that have been successful in overcoming setbacks - speaker, listener, notetaker.

7.5 Monitoring and Evaluating the Plan

Monitoring -- this involves checking the success of implementation. Success checks are a means of establishing whether the targets are being met as expected. This means that the Regional Education Officer has to reflect on the evidence collected and draw some conclusions.

Success checks involve:

- assigning responsibility for collecting evidence
- enabling the team to discuss and analyse the extent of success
- noting changes in practice as a result of the plan, e.g. how teachers use resources in more effective ways
- writing a brief report on whether targets are being met
- collecting reports or thoughts about whether targets are being met, with indications of what helped or hindered progress
- working out the implications for future work
- assessing the implications for anyone not currently involved in the plan

Evaluation -- taking stock takes place at the end of a planning cycle. It is the collation and brief analysis of progress on each of the priorities. This is the most formal evaluation task of the school year. The purpose is to:

- examine the success of implementation of the plan
- assess the extent to which the aims of the school have been realised
- assess the impact of the plan on pupils' learning and achievement
- determine how to share successful practices throughout the school
- make the process of reporting easier

Activity

List the monitoring processes that you can use.

Assist each other to decide which monitoring strategies to use for your plan. List them on your action plans in the monitoring column.

7.6 Reporting Progress and Celebrating Success

Taking stock provides an opportunity to make a report back to the stakeholders to keep them involved. Teachers and the school community are kept abreast of progress during their regular times in school. But opportunity should be taken once a year to make a special report to them through, for example, the annual parents meetings, prize - giving days, open days or through newsletters.

Pupils are the most important people in the schools and the plan only exists to help them achieve more, so they should be informed in a manner which befits them.

Every effort should be made to celebrate success with the stakeholders in order to motivate them to plan for next year.

Activity

Develop a structure for a 2 page report, indicating main items to be included.

7.7 Agreeing Priorities for the Following Year and Creation of a New Action Plan

Stocktaking reports help to prepare the ground for the following year's plan. Account should be taken of:

- the original plan outline of priorities for the second and third years
- lessons learned from the previous year
- changes in national policies which affect the resource position
- changing needs and circumstances of the School

A mini - review may be necessary at this stage in order to provide information for the action plan for the following year.

Activity

Review the whole programme with opportunities for questions.

Annex C

Programmes for Region 6

EDUCATION DEVELOPMENT PLANNING

A PROGRAMME FOR REGIONAL EDUCATION OFFICERS IN REGION 6

**Tuesday 31st August, Thursday 2nd September 9.00 – 16.00
and Friday 3rd September 8.30 – 15.30**

Objectives:

To start to draft a Regional Education Plan which supports activities within the GEAP Master Plan.

To discuss school improvement strategies to enable Regional Officers to support school staff in the processes of drafting and implementing school improvement plans.

To provide a “toolkit” of materials and processes that officers can use with school staff.

To have some fun.

Programme – Tuesday 31st August

9.0 Session One

- Opening remarks – Mr Khan, RedO
- Introduction to the programme – John Hilsum
- Why have a Regional Development Plan?
- What should the plan contain?
- What should inform the plan?

10.30 Break

10.45 Session Two

- What timescale will the plan cover?
- Who should be involved in producing the plan - the stakeholders?
- Some planning models – input.
- Undertaking a strategic review (STEP and SWOT) to identify where we are now and where we want to be in 5 years time – the Regional context.

12.30 Lunch

13.30 Session Three

- The importance of vision or mission.
- Agreeing a mission – based on previous work and a model process.
- Vision and mission linked to leadership.
- Writing and agreeing core values and principles.
- Review of the day.

Outline Programme for Day Two

Reviewing specific aspects of the Region –

Curriculum in schools
Teaching and learning
Learning resources
Regional Office management development needs

Deciding on priorities year by year.

Drafting and costing an action plan for the Regional Office.

Sharing and presenting work plans – conflict resolution.

Day Three

Implementation and monitoring the Regional Plan – time management.

Mobilising community support.

Keeping the plan on track.

Monitoring and evaluation strategies.

Reporting progress and celebrating success.

Next steps.

EDUCATION DEVELOPMENT PLANNING
A PROGRAMME FOR REGIONAL EDUCATION OFFICERS IN REGION 6

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To provide a “toolkit” of materials and processes that officers can use with school staff.

To have some fun.

Programme – Thursday 2nd September

9.0 Session One

- Reminder of the work we did on Day One - handouts
- Agreeing core values and principles
- Drafting a mission statement

10.30 Break

Session Two

- Reviewing specific aspects of the Region –
 - Curriculum in schools
 - Teaching and learning
 - Learning resources
 - Regional Office management development needs - - based on a draft programme prepared by one of the officers

12.30 Lunch

13.30 Session Three

- Deciding on priorities and mapping them year by year.
- Drafting and costing an action plan for the Regional Office and other priorities.
- Review of the day.

Outline Programme for Day Three

Case Study – conflict resolution.

Implementation and monitoring the Regional Plan.

Developing a consultation plan with stakeholders.

Keeping the plan on track.

Monitoring and evaluation strategies.

Reporting progress and celebrating success.

Next steps.

EDUCATION DEVELOPMENT PLANNING

A PROGRAMME FOR REGIONAL EDUCATION OFFICERS IN REGION 6

**Tuesday 31st August, Thursday 2nd September 9.00 – 16.00
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To discuss school improvement strategies to enable Regional Officers to support school staff in the processes of drafting and implementing school improvement plans.

To provide a “toolkit” of materials and processes that officers can use with school staff.

To have some fun.

Programme – Friday 3rd September

2 Session One

- Reminder of the work we did on Day Two – revisiting the values, mission and outcomes.
- Action planning for the Department Plan.
- Case study – conflict resolution.

10.30 Break

10.45 Session Two

- Implementing the Regional Plan.
- Monitoring and evaluation strategies – classroom observation.
- Developing a monitoring plan.

12.30 Lunch

13.30 Session Three

- Reporting progress and celebrating success.
- Developing a consultation plan with stakeholders.
- Next steps.

Annex D List of Participants

Region 6

		Day	One	Two	Three
Mr Nashrullah Khan	Regional Education Officer				
Ms Margaret Beaton	Education Officer – Nursery		*		
Ms Kala Ramsammy	Education Supervisor - Nursery		*		*
Ms Shafirah Bhajan	Education Officer – Primary		*	*	*
Ms Ruth Jaundoo	Education Officer – Secondary		*	*	*
Ms Yvonne McIntosh	Education Officer – Secondary		*	*	*
Mr Bashir Khan	Education Supervisor (GEAP)		*	*	*
Mr B Persaud	Education Support (SSRP)		*	*	*

Region 10

	Monday 30/8	Tuesday	Weds	Thurs	Friday
Ms Elizabeth MacDonald					
Ms. Mayche Webster		X	X	X	X
Ms Yvette Layne	X	X	X	X	X
Ms. Lola Daniels	X	X	X	X	X
Ms. Evelyn David	X	X	X	X	X
Ms. Gloria Britton (DEO)	X	X	X	X	X
Mr. Lloyd Mac Bean (REdO)				X	X
Mr. Bertram Hamilton					
Ms. Ruth Mentore		X	X	X	X
Ms. Joy Walton	X	X	X	left early	X
Ms. Donna Simon	X	X	X	X	X
Mr. Martin Porter	X	X			
Ms. Miriam Zephyr	X	X	X	X	X
Mr. Eustace Johnson	X	X	X	X	X
Ms Esme Souvenir James		X	X	X	X

Annex E Handouts of “tools” and processes.

CONFLICT RESOLUTION – A CASE STUDY

The majority of the staff of a secondary school have agreed that computers should be introduced in all subject areas. The Headteacher and deputy head are strongly committed to this development and see it as a priority.

However the English department is adamantly refusing to get involved. The head has decided that she and her deputy will meet with the English department to try to resolve the conflict.

She has also invited an Education Officer to assist in getting an agreement.

Two people will be asked to take the roles of head and deputy, one person the officer and the rest will play members of the English department.

You each have 10 minutes to agree your point of view and prepare your case.

The meeting will be convened and will last 20 minutes. The officer will listen to the discussion and then attempt to bring both sides together using a seven stage process.

A SEVEN STAGE CONFLICT RESOLUTION PROCESS

- Attempt to build trust and confidence with both parties by being neutral and calm. If either party thinks you are in ‘the pocket’ of the other you stand no chance.
- Ask each party to clarify their position
- Try to identify common ground and get agreement about this
- Identify the points of disagreement and consider which are the most important blocks to reaching agreement.
- Take one at a time and seek ways of moving towards agreement about each one. This may mean parties shifting their bottom line.
- If you can get agreement on all points then summarise the position and ask each party to confirm agreement.
- Follow up the discussion by putting the agreement in writing.

ANNEX G

Region 6

REGIONAL EDUCATION OFFICERS WORKSHOP **END OF WORKSHOP EVALUATION**

To what extent do you feel we have achieved the objectives? (Please tick)

1. To start to draft a Region Education Plan which support activities within the GEAP Master Plan.
(**fully achieved—partial—not achieved**)
2. To discuss school improvement strategies to enable Regional Officers to support school staff in the processes of drafting and implementing school improvement plan.
(**fully achieved—partial—not achieved**)
3. To provide a “toolkit” of materials and processes that officers can use with school staff.
(**fully achieved—partial—not achieved**)

What were most useful aspects of the workshop?

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What were the least useful aspects of the workshop?

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Any other comments.

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ANNEX G Draft Regional Education Plan for Region 10

(NB: The Regional Plan for Region 6 is being refined by the RA and counterpart)

Three Year

SCHOOL IMPROVEMENT PLAN

**Getting Started -
a flexible format for schools
in GEAP**

Regional Education Planning in Guyana

1 Regional Context

Region 10 is an administrative region in Guyana with a population bordering around 72,000 people with approximately 10,000 children in the schools. It is a very challenging region where the delivery of education is concerned. The trends in the organisational environment impact on the community socially, technically, economically and politically. The Education department will therefore have to deal with strengths, weaknesses, opportunities and threats which are to be found in the education system. The strengths and weaknesses are evidenced by the performance of children at all levels - nursery, primary and secondary. Given the managerial skills and insights the Department will have to maximise the opportunities and remove barriers in the effort to ensure that every stake-holder is satisfied.

(Please see following the detailed STEP and SWOT analyses carried out by officers in a GEAP workshop in August - September 1999).

2 Mission Statement

Our mission is to improve the levels of our children's achievement by assisting, facilitating and supporting schools and other educational institutions in the provision of quality education. Through dedication and purpose we are committed to increasing the level of participation of all children and community members, irrespective of religious persuasions, ethnic origin, gender, age, political affiliation or nationality, in the realization and fulfilment of this mission.

3 Values

In a regional education team of officers with diverse roles and personalities it would be unreasonable to expect consensus on every issue. Indeed the very strength of a team often rests in the various skills that are to be found within it. However, it is perfectly possible, and indeed desirable, to consider the values by which the team wishes to operate. It is helpful to the team if these values are made explicit and reviewed from time to time.

The Region 10 team holds the following values:

- efficiency
- dedication
- co-operation
- willingness
- reliability
- support
- care
- unity
- selflessness
- hopefulness
- concern
- confidence in oneself and others

With these values it is felt that the team effort will ensure that the regional officers are heading in the same direction and striving together to provide access to quality education for all.

4 Aims of The Region:

- To provide quality education for the region's children.
- To provide equal educational opportunity for all children.
- To improve students' attendance at school.
- To foster good leadership qualities in Headteachers.
- To develop managerial skills of Headteachers.
- To assist Headteachers to plan programmes to cater for remedial students.
- To improve the quality of classroom teaching (curriculum content and teaching method).
- To facilitate the participation of both administrative and ancillary staff in the preparation of School Improvement Plans.
- To help schools successfully execute work programmes.
- To give support to school work programmes by providing relevant resources and materials.
- To give supervision to all schools.
- To ensure that schools are places that are conducive to learning.
- To foster increased participation of parents in the education of their children.
- To develop community alliances in order to provide support for education.
- To foster smooth transition from home to school from level to level and from school to work.

5 Priorities

PRIORITY 1: QUALITY of TEACHING

Targets

1. Punctuality and attendance.
2. Motivation.
3. Quality in the classroom.
4. Encourage use of resources to improve teaching.

Tasks

- Discussion at Headteacher meetings to sustain systems to provide officers with information about punctuality and attendance e.g. keep the attendance book up to date.
- Support reward schemes for improvement and give praise to motivated, good teachers.
- Strive to provide adequate resources.
- Support H/Ts in making and keeping to a schedule of clinical supervision in school.
- Support H/Ts in reprimanding persistent lateness.
- Ensure that supervision is done regularly.
- Give appropriate feedback and targets to support improvements in teaching.
- Support good teachers in being resource persons for the learning of others.

PRIORITY 2: LANGUAGE ARTS

Targets

- 1 Support Language Arts in all levels in all schools.
- 2 Raise the awareness of the relationship between Language Arts and progress in other areas of the curriculum.
- 3 Refresher programmes in Language Arts e.g. reading, spelling, writing.
- 4 Train teachers in remedial skills.

Tasks

- Identify resource persons.
- Conduct workshops.
- Use Data on Language Arts in discussion with Headteachers.
- Government of Guyana/DFIDC Guyana Education Access Project.
- Training Programmes for Regional Office Staff (Regions 6 and 10) in Regional Education Planning and School Improvement Planning.

Annex

WHY HAVE A REGIONAL DEVELOPMENT PLAN?

- Strategically address needs.
- Know where we are going.
- Maintain focus.
- Deal with change.
- Efficiency - i.e. shortest route to achieve goals.
- Better monitoring.
- Know **how** we are going to achieve aims.
- Keep abreast of global trends.
- Provide timing/schedules/calender of meetings etc.
- Maximise use of resources.
- Analyse risks and assumptions.

NB To help raise pupil achievement.

STEP Analysis

Trends in the organisational environment

Social

- Unemployment.
- Population decrease due to migration and unemployment.
- Illiteracy.
- High rates of crime, death, drug abuse, child abuse, incest.
- Population expansion to outskirts.
- Absentee fathers.
- Greater interest/support for education.
- Community action growing stronger.

Technical

- Demand for computer literacy.
- Easier access to telephone to enhance communication.
- Effects of Y2K.
- Possibility of major road network to Brazil.

Economic

- Impending privatisation of the main industry.
- Redundancy in jobs.
- Increase (steep) in boat fares affecting major transportation.
- Restriction on spending at Regional Administration.
- Little relationship between qualification and earnings.
- International aid programmes continue to support MoE.
- Donor support continues.

Political

- Shared commitment from Central and Regional Govt. re: Education.
- Municipal Elections.
- Changes in Democratic Council.
- Change in Presidency.
- National Elections.

SWOT Analysis

What are the possible Opportunities and threats?

What are your current strengths and weaknesses?

OPPORTUNITIES • Extra Support/Funding from UNICEF, GEAP, SIMAP, SSRP, BNTF, CDB. • More collaborative work with Head Teachers. • Privatisation could lead to increased self-reliance. • Population changes (inward migration).	THREATS • Reduced Budgets. • Privatisation. • Inconsistent accounting system • Population changes (Inward and outward migration).
STRENGTHS • Team Spirit. • Common Goal. • Individual Expertise. • Commitment to education and access for All.	WEAKNESSES • Too much bureaucracy. • Inadequate staffing. • Work opportunities for school leavers.