

GUYANA EDUCATION ACCESS PROJECT
(GEAP)
Ministry of Education/DFID

Submitted to:
The Ministry of Education, Guyana
and DFID

**GUYANA EDUCATION
ACCESS PROJECT:**
**REGIONAL EDUCATION & SCHOOL
DEVELOPMENT PLANNING
IN REGIONS 6 & 10**
September 2001

Prepared by: John Hilsum
September 2001

ACKNOWLEDGEMENTS

We wish to express our thanks and appreciation to the two GEAP Regional Advisers, Ed Denham and Paul Worrall for their help and support throughout the workshops, in matching each workshop to Regional needs, and for their excellent professional and logistical support. We are similarly grateful to Guyanese colleagues Gloria Britton and Bashir Khan for their support and invaluable advice about local issues, and for contributing to workshops in schools. Their presence was greatly appreciated by local colleagues.

We would also like to record our thanks to all Education Officers, Headteachers, teachers, VSOs and parents for giving generously of their time and energy to help make the workshops a success.

ABBREVIATIONS

C/BT	Centre for British Teachers
CEO	Chief Education officer
CPCE	Cyril Potter College of Education
DEO	District Education Officer
DFIDC	Department for International Development Caribbean
GEAP	Guyana Education Access Project
GUIDE	Guyana In-service Distance Education Project
EFM	Education Field Manager
LRC	Learning Resource Centre
LLRC	Linden Learning Resource Centre
MoE	Ministry of Education
RA	CfBT Regional Education Adviser
REDO	Regional Education Officer
REDP	Regional Education Development Plan
SIP	School Improvement Plan
SSRP	Secondary School Reform Project
STEP	Social, Technical, Economic, Political analysis
SWOT	Strengths, Weaknesses, Opportunities, Threats analysis
USET	Universal Secondary Education Task Force
USEP	Universal Secondary Education Plan
VSO	Voluntary Service Overseas

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1.0 BACKGROUND

1.1 The Guyana Education Access Project aims to pilot full access to secondary education in its two target zones within Regions 6 and 10. Inputs are focused on:

- Provision of new / refurbished schools
- Increasing access and participation
- Improving teaching & learning
- Improving educational management
- Procurement of support resources (computers, books and teaching/science materials)

1.2 Improved Education Management is a key element of GEAP activity, constituting a project output of its own (Output 4). The project has been working with the Ministry to improve the management of education at two levels: (a) the school (*School Improvement Planning*) and (b) the Regional Office (*Regional Office Development Plans*). A first round of training in the GEAP Project Areas was conducted in August 1999. John Hilsum worked in Region 6 while Pat Murgatroyd worked in region 10. A second round of training was provided in October / November 2000. The visits proposed for September 10th – 14th (Region 10) and September 17th – 21st (Region 6) will follow on and build from these two previous visits.

1.3 There will, however, be a shift in focus in the proposed 3rd round. The emphasis will be on developing the Regional Education staff & their plans, both in terms of the existing Regional Education Development Plans (REDP) and in terms of developing Regional Task Force plans in preparation for Universal Secondary Education. The remainder of the time will be spent checking on progress with the SIPs. Given the different levels of progress on planning in Region 10 & 6, plus the fact that there has been a major difference in attendance rates by Regional Office staff from the two Regions, it is seen as sensible to have separate TORs for each region.

1.4 In summary the TORs require that work be focused on:

- Refining and completing draft Universal Secondary Education Plans (USEP)
- Ensuring a match of USEPs with Regional Educational Development Plans and SIPs
- Providing training to officers, headteachers and senior teachers in writing policies to support school planning

- Training Secondary heads of Departments
- Discussion of plans to develop Learning Resource Centres

1.5 In recognition of the importance of continuity of consultancy support and the diverse nature of the TORs for the two Regions, the consultancy was undertaken by both John Hilsum and Patricia Murgatroyd, not just by John Hilsum as originally planned. This enabled two programmes to be run in parallel on one occasion, greater attention to be given to individuals and groups, and larger numbers to participate in events.

1.6 The report is structured with separate chapters for each Region, and with paragraphs that follow the sequence of specific objectives listed in the Terms of Reference.

2.0 TERMS OF REFERENCE

Following advice from the DFID Field Manager for Guyana, the Terms of Reference were revised for Region 10 prior to the start of the consultancy and agreed with the consultants. Revisions for Region 10 are shown in bold italics.

GUYANA EDUCATION ACCESS PROJECT

Revised Terms of Reference for a consultancy workshop by John Hilsum on:

**REGIONAL EDUCATION PLANNING
& SCHOOL IMPROVEMENT PLANNING**

***Region 10: Monday September 10th to Friday September 14th 2001
Region 6: Monday September 17th to Friday September 21st 2001***

Section 1 – Title of consultancy

Third round of training (see comment in background below) for Educational Administrators at Regional Office levels plus a check on progress with SIPs within the GEAP schools

Section 2 - Background

2.1 The Guyana Education Access Project aims to pilot full access to secondary education in its two target zones within Regions 6 and 10. Inputs are focused on:

- Provision of new / refurbished schools
- Increasing access and participation
- Improving teaching & learning
- Improving educational management
- Procurement of support resources (computers, books and teaching/science materials)

2.2 Improved Education Management is a key element of GEAP activity, constituting a project output of its own (Output 4). The project has been working with the Ministry to improve the management of education at two levels: (a) the school (*School Improvement Planning*) and (b) the Regional Office (*Regional Office Development Plans*). A first round of training in the GEAP Project Areas was conducted in August 1999 and a second round in October / November 2000. The visits proposed for September 10th – 14th (Region 10) and September 17th – 21st (Region 6) will follow on and build up from these two previous visits.

2.3 There will, however, be a shift in focus in the proposed 3rd round. The emphasis will be on developing the Regional Education staff & their plans, both in terms of the existing REDPs (as already begun) and in terms of developing Regional Task Force plans in preparation for USE. The remainder of the time will

be spent checking on progress with the SIPs. Given the different levels of progress on planning in Region 10 & 6, plus the fact that there has been a major difference in attendance rates by Regional Office staff from the 2 Regions, it is seen as sensible to have separate TORs for each region.

2.4 The Region 10 workshop will be held during the week **September 10th – 14th** while the Region 6 workshop will be held during the week **September 17th – 21st**

Section 3 – Specific objectives of the consultancy

TORs covering both Regions:

- to review progress since the workshops of August 1999 & October/November 2000
- to provide support to the **Regional Officers and other Professional staff (LRC and CPCE)** to enable them to review current Regional Education Plans
- to provide strategies for the **Regional Officers and other Professional staff** to support School Administrators in the monitoring, evaluating and budgeting of School Improvement Plans.

Specific TORs for Region 10:

In Region 10, SIPs are currently in place in all 6 secondary institutions. It has thus been decided that there are two other areas within the planning and educational management field that this consultancy can address, namely support (a) to Regional Officers and members of the Universal Secondary Education Taskforce (USET) to review and develop the Regional Development Plan and the Secondary Sector Plan; and (b) to Regional Officers, School Administration, and Heads of Department in the developing of relevant Policies in a variety of key areas.

For Region 10, therefore, the consultant will:

- review the current documents in relation to USE Task Force plans
- increase the skills of education officers in monitoring and development of these plans.
- increase officers abilities to budget and set monitoring / success criteria targets within development plans
- ***enhance the capacity of Regional Officers, Headteachers and Heads of Departments to develop clear policy documents in a variety of key areas and to be able to implement and monitor their effectiveness .***
- This TOR will include the delivery of sessions focusing on:

- the role of policy documents and the practical details in the process of developing such policies.
- issues surrounding wider policies, such as Literacy, SEN, Gender and Teacher Discipline etc.
- school-level policies, such as Literacy, Discipline, Curriculum entitlements etc.
- HOD-related policies, such as specific policy and handbook development relevant to each subject. This would perhaps be even more critical in the Practical Subjects, with emphasis on safe practice and usage of the specialist teaching rooms etc. For all subjects these policy documents would outline Departmental agendas, and their aspirations towards curriculum developments.

Outcomes for Region 10

- ***Refined and operable USEP in place with an increased capacity of the USET to further monitor and develop the plans***
- ***Capacity of Regional Officers, Headteachers and Hods to develop policy documents for key areas increased***
- ***Model policy documents at Regional, School and Departmental level produced***
- ***Capacity of Regional Officers, Head teachers and HODs to monitor and evaluate effectiveness of key policy documents increased***

The consultant will advise on the structure, timetabling and candidates for such sessions.

(NB: GEAP RA Region #10 will forward all current SIP's and REDP and USETP (Universal Secondary Education Taskforce Plans) to the consultants prior to the start of the consultancy to facilitate preparation).

Specific TORs for Region 6:

In Region 6, the consultant will:

- work further on the Regional Development Plan, with particular reference to financial / budget planning
- consider the format of specific policy documents
- formulate development plans for the Learning Resource Centres in New Amsterdam
- and at Village 48 Primary School
- review progress on the SIPs from the 3 project secondary schools

Section 4 - Report & recommendations

The consultant will produce a draft report within two weeks of the completion of the consultancy visit. The report must:

- detail the respective training programmes & workshop sessions carried out in both regions, containing two separate regional reports and an overview with a comparison of experiences in the two regions
- include details of the workshop programmes, processes and outcomes with recommendations for further action in each region, participants' evaluations and copies of materials
- make recommendations for any follow-up activity, in particular with the departure of the 2 GEAP Regional Advisers at the end of 2001 in mind

GEAP

Revised September 9th 2001

3.0 REPORT OF WORK IN REGION 10.

3.1 Programmes and participants

The content for each event was planned with the Regional Advisor to reflect the needs of the officers and schools in the Region.

Monday 10th September: Meeting with RA and two VSOs to plan programmes for the week.

Tuesday 11th September: Workshop for the Region 10 Universal Secondary Education Task Force.

Wednesday 12th September: Workshop for Heads, Deputies and Senior Teachers from schools with Primary Tops.

Thursday 13th September & Friday 14th September: Two-day workshop for Heads of Departments.

Also on Friday 14th September: Workshop with professional staff of Linden Learning Resource Centre

**3.2 Review the current documents in relation to USE Task Force plans
Increase the skills of education officers in monitoring and
development of these plans.
Increase officers abilities to budget and set monitoring / success
criteria targets within development plans**

Tuesday 11th September:

A whole day workshop was facilitated with the Region 10 Universal Secondary Education Task Force which comprises 14 senior education officers, headteachers, teachers and parents. This Regional Group is a sub-group of the National USE Task Group and is represented on it. The group had met twice previously to start to draft the Region 10 Use Plan. This comprises 5 action plans. These were reviewed by the consultants who considered them to be very useful 'work in progress'.

It was agreed with the RA that the workshop would:

- Remind members that their plan needs to be locked into the Guyana National Education Strategy and Regional Plan.
- Sharpen the targets in the plan
- Include an input to enable Task Force members to complete the plan by adding success criteria, costings and monitoring strategies.
- Focus on scheduling implementation to avoid overload
- Explore a monitoring protocol

The day started on time with a full complement of Task Force Members who worked as a whole group and in 5 smaller writing groups to complete the 5 draft action plans:

- Infrastructure

- Quality of Teaching
- Curriculum
- Community Alliances
- Quality Management

Each activity from all five plans was written on a 'post-it' which were plotted on a four-year time line to start to schedule activities. This revealed a massive workload in September/October 2001. Activities were therefore re-scheduled to a more manageable level over the first few months of the plan. Hand written drafts of the five action plans were amended and handed to the RA for typing and circulation along with the timeline.

An input on monitoring strategies was followed by discussion about how frequently the Task Force will need to meet to monitor the plan and who else they will need to involve in monitoring the plan.

The programme and full list of participants is included as Annex A.

3.3 Enhance the capacity of Regional Officers, Headteachers and Heads of Departments to develop clear policy documents in a variety of key areas and to be able to implement and monitor their effectiveness .

This TOR will include the delivery of sessions focusing on:

- the role of policy documents and the practical details in the process of developing such policies.
- issues surrounding wider policies, such as Literacy, SEN, Gender and Teacher Discipline etc. school-level policies, such as Literacy, Discipline, Curriculum entitlements etc.

Wednesday 12th September:

A workshop was held for 16 Regional Secondary Officers, Headteachers and Senior Teachers from all secondary schools and schools with 'Primary Tops' in the Linden area. The workshop was focussed on drafting policy documents. See Annex B for the programme and participants.

Links were made between the National Education Strategy, the Regional Education Plan, the USEP and SIPs, and the need to have policy statements at each level. An activity was undertaken to identify the reasons for having clear policies.

Participants were provided with a simple structure for writing policies based on the advice in 'The Self-Managing School' by J. Spinks, as follows:

Title of Policy.....

Rationale: Why is this policy important

Purposes / aims: What is the policy intended to do

Guidelines: How will the purposes be met

Conclusion: How will students benefit

An example of an Equal Opportunities Policy was provided on a single side of American Letter Paper to illustrate the KISS principle (Keep it Short and Simple).

Participants then listed the key policies that they considered were necessary and worked in pairs to draft a policy from the list. The first drafts were critiqued using an advocacy process and amended. These 8 drafts were presented to the RA for typing and circulation:-

- Student Discipline
- Assignments
- Pastoral Care
- Homework
- Parental Involvement
- Teacher Code of Conduct
- Staff Development
- Assessment, Recording and Reporting

All participants were invited to take part in an activity to identify 5 key teaching strategies that they would wish to see as guidelines in a Teaching Policy. Each school pair subsequently used this information to draft a teaching policy for their school.

Evaluation: The workshop was evaluated using an evaluation tree on which participants were invited to post a note stating what they intend doing as a result of the workshop and another indicating what had been most useful to them.

All participants indicated that they intended to follow up the session with colleagues through school based staff development, policy writing, revisiting and reviewing SIPs, writing departmental policies.

In relation to useful activities during the day they listed:

Policy writing, the idea of policies being written collaboratively, recognising the importance of having policies to complement SIPs, clear and simple approach to writing policies, involvement of participants in the workshop was excellent.

Thursday 13th September and Friday 14th September:

A two-day workshop was held for 26 Heads of Departments representing English, Math, Science, Home Economics, Industrial Arts, Social Studies and Visual Arts.

The first day was focussed on the twin aims of clarifying the role of the HOD in secondary schools in Linden, and drafting subject policies. The second day was related to strategies to raise student achievement, departmental action planning and professional review. The programme and participant list for each day is listed in Annex C.

On the first day the workshop was set in the context of the National Strategy for Education, The Regional Plan, GEAP and School Improvement Planning, stressing the pivotal role of the HOD in leading teaching teams to raise student achievement.

Activities were undertaken to list the tasks of the HOD and the skills required to carry out the tasks successfully. Participants were asked to select from the task list those that are most likely to lead to the raising of student standards. Among these were:

- Departmental planning, including schemes of work
- Promoting effective teaching strategies
- Supervision of teachers
- Evaluating programmes of teachers and students
- Giving feedback to students
- Reviewing curriculum
- Staff development
- Managing facilities and resources

Participants were invited to prioritise four tasks from the list above on which they might concentrate for the year ahead.

A model was provided on the process of school improvement planning and the place of policy writing within the process.

This was followed by an input on policy writing (similar to that of the previous day but this time with a focus on departmental policy). Then followed the drafting of subject policies in small groups. All participants completed a draft subject policy and presented it for comment to a group of colleagues. Examples of these policies are available from the RA.

The day concluded with an activity / metaphor of communication between the headteacher, HOD and departmental team. This is included as Annex D.

Friday 14th September:

The second day of the workshops began with a review of key points from day one. Working in pairs, participants discussed and recorded those things which they found most useful and/or interesting from day one. As well as a reminder of the previous day's work this activity assisted with the integration of two participants who had not been present on day one.

The focus for the morning session was on strategies that would help to raise pupil achievement. There was agreement that the most important influence on student learning is the quality of teaching. Participants then began the process of drafting Department Action Plans to improve the quality of teaching in their departments. To assist with the setting of appropriate targets the participants conducted a review of teaching strategies based on the Teaching Card activity referenced in the workshop with Headteachers and Deputies 12/9/01 above.

An input on assessment procedures raised some interesting issues including the tensions of a syllabus-intensive, examination-driven system where assessment is almost entirely through testing. For many participants the concept of student self-evaluation was either novel or initially considered to be impracticable.

An input on success criteria expressed in terms of pupil outcomes enabled participants to complete their draft department plans.

Three case studies were presented to participants working in groups. This activity is included as Annex E. In each scenario the HOD was presented with a situation in which certain skills could be practised. These included communication skills, conflict management, presentation of the subject policy and induction of new staff.

The last session of the day involved consideration of staff development issues. Working in pairs, participants conducted structured interviews with starter questions provided as prompts.

The workshop concluded with an evaluation, results of which are in Annex F The consultants offered thanks to the participants for their hard work, energy and dedication throughout the workshop.

There followed a response from the group of Heads of Department who treated the consultants to a joyful celebration in song, verse, review and prayer.

3.4 To review progress since the workshops of August 1999 & October/November 2000

In Region 10 progress with school development planning between August 1999 and October 2000 appeared to rest almost entirely on the efforts of the Regional Adviser with little evidence of application of planning skills within the Regional Office or within schools. However great progress appears to have been made in the past year. The comprehensive Universal Secondary Education Plan is well matched to the Regional Plan and GEAP Outputs with officers, headteachers and senior teachers in the USEP Task Force demonstrating a clear understanding of action planning and monitoring processes.

Headteachers were also able to discuss their SIPs with clarity about what they had been able to achieve and what needs to be done incorporate aspects of the USEP into school plans. The training provided for HODs should provide further support to headteachers in reviewing, renewing and monitoring plans.

3.5 To provide support to the *Regional Officers and other Professional staff (LRC and CPCE)* to enable them to review current Regional Education Plans

Friday 14th September:

A meeting was convened to discuss ways of developing the Linden Learning Resource Centre in the light of the REDP and the USEP. In attendance were Mrs Gloria Britton, Regional Education Officer, Mr Eric Baird, LLRC Co-ordinator, Ed Denham, GEAP Regional Adviser, Leena Vadher, and Steven Cooke GEAP Subject specialists. The meeting was facilitated by John Hilsum.

Gloria Britton indicated that the LLRC has until now been concerned primarily with the organisation of INSET for teachers and support for the distance teacher education GUIDE Programme. There is now an urgent need to develop the resource aspect of the centre, especially in the light of the USEP in which the centre features in all five components. Leena Vadher has been engaged by GEAP for six months to work with Mrs Joy Walton, LLRC Secondary Resource Officer, to help progress the development of the LLRC.

The role of the LLRC will be expanded to include:

- A working base for Mr Baird, Mrs Walton and Ms Adams, Primary Resource Officer, Leena Vadher and Steven Cooke.
- A centre from which Regional INSET is organised
- A centre from which community activities will be organised
- A library / resource centre from which teachers will be able to borrow items and access the internet.

- A materials production centre with equipment and materials available for specialist teachers and others to make teaching aids.
- A base for part-time subject specialists and co-ordinators
- A sales point from which teachers will be able to purchase materials to make learning aids.
- A venue for small meetings / workshops

If the roles listed above are to be met a number of actions will need to be taken as follows:

Staffing: It was recognised that the LLRC will need the services of a librarian / technical assistant who will probably need some initial training.

Infrastructure: It was recognised that GEAP will need to provide funding for some minor works.

Equipment: The Centre has a new photocopier, two TVs with VCRs and an OHP. It was agreed that GEAP will supply 2 to 3 computers with related hardware, video equipment, digital camera, a laminator, comb binder, guillotine and an electric stapler. Other equipment and space can be utilised in the nearby CPCE with which good relations exist.

Materials for resale: GEAP will pump-prime this function with an initial stock of materials.

Centre budget: Until the REDO identifies a budget for the LLRC the centre will need to be further supported by GEAP to purchase library resources and materials for specialist teachers to use.

Links to the USEP: The LLRC will need to support activities in all five components of the USEP. These were identified and agreed with Mr Baird. Leena Vadher agreed to 'lift' LLRC support activities from the USEP to start to form an action plan for the development of the LLRC, the activities listed in the Infrastructure component of the USEP to form the core of her work.

Getting started: It was agreed that Leena Vadher, Steven Cooke and Eric Baird would meet on Tuesday 18th September to work out desk spaces and a layout for a 're-modelled' LLRC. In the meantime the RA will start to make preparations to distribute some 14,000 books to schools that are currently stored in one room of the LLRC.

There are a number of issues that might usefully be explored as soon as possible, among these being;

- The possible nomination of a staff development co-ordinator in each school to link directly with the LLRC on INSET and learning resource provision.

- Training for staff development co-ordinators
- The possible formation of an LLRC committee, with representation from each school to promote 'ownership' of the LLRC.
- A system for cataloguing, storing, loaning and recalling resource items.
- Storage facilities that are user friendly to teachers wishing to access items.
- Ways of promoting the centre and advertising the resources available
- A list of facilitators or trainers on whom schools can call to lead school based training

3.6 To provide strategies for the *Regional Officers and other Professional staff* to support School Administrators in the monitoring, evaluating and budgeting of School Improvement Plans.

Regional Education Officers were present at all four workshops each of which included monitoring, evaluation, review and costing improvement plans. In addition discussion took place in the USE Task Force about increased supervision of schools and the need to focus visits to both monitor and support schools.

3.7 Outcomes of this consultancy in Region 10

- A revised working draft of the Universal Secondary Education Development Plan in Region 10
- Fourteen USET members in Region 10 with increased knowledge and skills in development planning, and with a new range of strategies implement and monitor the USEP.
- A draft time schedule of all activities in all 5 USEP Action Plans.
- Eight common policies covering whole school issues for all secondary schools in Region 10. Plus a draft policy on teaching in each secondary school
- Sixteen heads and senior staff with enhanced skills in policy writing.
- Twenty six Heads of Departments with a clearer definition of their role, with experience in policy writing and action planning, and with strategies for raising pupil performance.
- Draft subject policies in English, Math, Science, Industrial Arts, Creative Arts, Home Economics, Social Studies.
- Draft departmental action plans focussed on raising the quality of teaching
- A plan of action for developing the Linden Learning Resource Centre.

3.8 Recommendations for Region 10

- That the USET develop a framework of performance indicators for monitoring the USE Plan based on the following example:

Baseline Indicators	Base %	Target 2002	Target 2003	Target 2004	Target 2005
Educational Indicators:					
Enrolment / access to Secondary Schools					
Attendance					
Repetition					
Dropout					
Student performance - Grades 7, 8, 10					
CXC English A - % passes A-C					
CXC Maths - % passes A-C					
% Cert/ qualified teachers at Secondary Level					
Teacher attendance rate					
Student / teacher ratio					
% Schools with functional SIACs					
% Schools with School Improvement Plans					
% Children with all text books					
Ratio of computers to students					

- That Education Officers continue to support headteachers and SIACs to review and renew SIPs, and to monitor implementation of whole school policies .
- That headteachers work with HODs to further develop the draft subject policies and action plans written at the HOD workshop.
- That HODs be given further training in generic leadership and management skills - planning, communication, delegation, decision making, time management, managing meetings and use of data.

4.0 REPORT OF WORK IN REGION 6

4.1 Programmes and participants

The content was planned with the Regional Advisor and counterpart.

Monday 17th September: Meeting with the RA and counterpart to plan the programme that will lead to a revised Regional Education Development Plan 2001 to 2006

Tuesday 18th September: Workshop with Regional Officers and Headteachers to review the existing plan and identify future priorities.

Wednesday 19th September: Workshop with Regional Officers and Headteachers to draft action plans.

Thursday 20th September; Workshop with Regional Officers and Headteachers to complete action plans and draft policies.

Friday 21st September: Workshop with Heads of Learning Resource Centres to prepare development plans.

4.2 Work further on the Regional Development Plan, with particular reference to financial / budget planning.

To provide support to the *Regional Officers and other Professional staff (LRC and CPCE)* to enable them to review current Regional Education Plans

To review progress since the workshops of August 1999 & October/November 2000

The consultants worked for three days with a task group of sixteen people, comprising Education Officers, Headteachers, School Welfare Officers and Heads of Learning Resource Centres and VSOs. A list of participants is available from the RA. The main purpose of the workshop was to review and re-draft the REDP, including costings.

Attendance was excellent and timekeeping was very good indeed. Participants are to be congratulated for their commitment and dedication to the planning process.

The Programme for the 3 days was as follows:

Tuesday 18th September:

Each section of the REDP for 1999-2002 was reviewed by the group. The Mission Statement was considered still to be appropriate without modification while the Core Values of the plan were discussed and some minor modifications made. These are incorporated in the text of the revised REDP, Annex G. The Outcomes for Learners were also discussed, and minor modifications made and incorporated.

In relation to the 4 Action Plans it was agreed that:

- The teacher training plan had worked well especially with the GUIDE programme.
- There has been some progress with the Literacy Plan through the establishment of pilot schools and training programmes.

- The school visit target in the DOE Plan had been met.
- The numeracy plan had not as yet been started.

The progress noted above in 3 of the plans was celebrated and notes made to incorporate outstanding targets into the revised REDP.

The context of the revised REDP was discussed in the light of the emerging National Education Strategy/ GEAP / SSRP / GUIDE / PEIP / GBET, and key features of each identified. Commonalities and trends were noted for inclusion in the REDP.

The *format and structure* of a revised REDP for Region 6 was discussed and agreed as follows:

- Mission
- Values
- Outcomes for Learners
- Priorities for each sub-sector
- Action plans for each sub-sector
- Monitoring protocol
- Annexes

It was agreed that *Action plans* be in a common format:

- Priorities
- Targets
- Tasks
- Timescale
- Responsibility
- Cost
- Success criteria
- Monitoring

It was agreed that *Action plans* be developed for:

- Early Childhood Education
- Primary
- Secondary
- Special
- Teacher Training
- Support Services
- Regional Education Department

Potential *priority areas* were agreed as:

- Access
- Attendance

- Repetition
- Drop out
- Student achievement in literacy, numeracy
- Special educational needs
- Teacher attendance
- Teacher qualifications
- Student Teacher Ratio
- Curriculum
- Resources
- Student behaviour

The final session on the first day was used to identify the priorities in the sub-sectors for Early Childhood Education, Primary and Secondary Education. These are listed in the revised REDP. Annex G.

Wednesday 19th September:

During the morning session three working groups drafted action plans for Early Childhood Education, Primary, and Secondary Education. In the afternoon session these were shared with the whole group and a time line prepared with all activities listed.

The three completed action plans have been incorporated into the REDP and the timeline has been typed by the RA for future reference.

In relation to costings and making links with the Regional Budget every effort was made to estimate costs of activities, especially with the RA Counterpart . However it did not prove possible to cost all items. The Action Plans will therefore need to be re-visited to complete the task.

Thursday 20th September:

Four working groups were formed to draft action plans for Special Education, Teacher Training, Education Support Services and the Department of Education. These were shared as before and main activities added to the timeline. These four plans have also been incorporated into the revised REDP.

Since the RA is due to leave the project in December 2001 the issue of transitional management was discussed, with the group wishing to make a

recommendation to the REDO that a GEAP / MOE Committee be formed to take activities forward. The membership might be:

- REDO
- GEAP Co-ordinator
- DEO Secondary
- DES Secondary
- A representative from an LRC
- Four school representatives
- A CPCE Representative
- A representative of the RDC
- The RA (Pro tem until Dec 01)
- Co-opted members

It was suggested that the committee will need to meet fortnightly starting in early October. Terms of Reference will be drafted and agreed at the first meeting.

4.3 Consider the format of specific policy documents

Participants were provided with a simple structure for writing policies based on the advice in 'The Self-Managing School' by J. Spinks as follows:

Title of Policy.....

Rationale: Why is this policy important

Purposes / aims: What is the policy intended to do

Guidelines: How will the purposes be met

Conclusion: How will students benefit

An example of an Equal Opportunities Policy was provided on a single side of American Letter Paper to illustrate the KISS principle (Keep it Short and Simple). Participants then worked in pairs to draft a policy on staff development to support the training aspects of the Regional Plan. Given the short time available many of the draft policies were very impressive indeed and worth developing further.

4.4 Formulate development plans for the Learning Resource Centres in New Amsterdam and at Village 48 Primary School

Friday 21st September:

The consultants, the RA and Counterpart , and a VSO met with the heads of the two LRCs to discuss and agree key action points for the development of LRCs in Village 48 and New Amsterdam.

VISION: Learning Resource Centres should be a means of supporting the training of teachers and to provide resources which will increase the effectiveness and confidence of teachers.

CURRENT SITUATION:

R48 has accommodation comprising:

1 Conference room (for approx 25 people) / Library / 1 IT room / Office / Kitchen Store Room / Toilets / Utilites (electricity and water)

New Amsterdam has similar accommodation but NO utilities. Neither building has a telephone connection.

Both centres are operational but it was agreed that more use could be made of them to support the Regional 5 year plan. The Heads of Centres have recently written a Draft Policy.

POTENTIAL ROLES OF LRCs:

- Working base for Head of centre and staff
- Base for part-time specialist teachers
- Open space for use by teachers and the community
- Venue for meetings
- In-service training
- Support for CPCE trainees
- Information Centre
- Internet point
- Sales point for materials
- Distribution centre for MOE and DOE documentation
- Library/loan service
- Computer training centre
- Reprographic centre ie photocopier, laminator etc.
- Resource production

KEY ACTION POINTS and schedule.

- | | |
|---------|--|
| Oct 01 | Install telephone and Internet facility at both LRCs |
| Nov 01 | Install Air CONDITIONING AT R48 |
| Jan 02 | Locate GEAP/CPCE core books in LRC 48 |
| Jan 02 | Install electricity, water at New Amsterdam |
| By 2003 | Get LRCs 'gazetted' in order to appoint staff and secure budget |
| Ongoing | Training in ICT for all LRC staff |
| Oct 01 | Heads of Centre to attend library course and invite VSO Norma to provide support in each LRC |

- Oct 01 Locate as many meetings as possible in LRCs
- Oct 01 Heads of LRCs to establish diaries of events
- Oct 01 Establish communication system between LRCs and MOE
- Oct 01 Promote use of meeting space via Headteachers and the community
- Oct 01 R48 to draw up a budget for GEAP grant expenditure
- Oct 01 Bashir Khan to contact NCERD, BDU and MOE for copies of books and documents for Reference section of LRC
- Nov 01 Set up a network of school contacts and form LRC committees
- Nov 01 Heads of Centres to be trained to support CPCE trainees
- Sept 02 Form a "corps" of volunteer specialist teachers
- Sept 02 Head of NA to arrange for loan of CPCE books to support trainee teachers
- Sept 02 Convene resource production teams of teachers
- Jan 02 Use LRCs as one of the venues for Literacy workshops
- Feb 02 Base Steve Ansell's training of trainer courses in the LRCs
- 2003 Extend/adjust opening hours to suit teachers after school/Sat am

An action plan incorporating each of the actions above has been drafted by the consultants and is included as Annex H.

4.5 Outcomes of this consultancy in Region 6:

- A revised working draft of the Regional Education Development Plan in Region 6
- Sixteen people in Region 6 with increased knowledge and skills in development planning, and with a new range of strategies to implement and monitor the REDP.
- A draft time schedule of all activities in all REDP Action Plans.
- Sixteen Officers, heads and senior staff with enhanced skills in policy writing.
- A plan of action for developing the Learning Resource Centres.

4.6 Recommendations for Region 6:

- That the DOE develop a framework of performance indicators for monitoring the REDP based on the following example:

Baseline Indicators	Base %	Target 2002	Target 2003	Target 2004	Target 2005
Educational Indicators:					
Enrolment / access to Secondary Schools					
Attendance					
Repetition					
Dropout					
Student performance - Grades 7, 8, 10					

CXC English A - % passes A-C					
CXC Maths - % passes A-C					
% Cert/ qualified teachers at Secondary Level					
Teacher attendance rate					
Student / teacher ratio					
% Schools with functional SIACs					
% Schools with School Improvement Plans					
% Children with all text books					
Ratio of computers to students					

- That the REDP Action Plans should be revisited to check and complete costs
- That Education Officers continue to support headteachers and school staff to review and renew SIPs, and to monitor implementation of whole school policies .

5.0 COMPARISONS BETWEEN THE REGIONS

Region 10	Region 6
USE Task Force has been formed and have generated a USE Plan. The Task Force is aware of the linkages between the USEP / Regional Plan and SIPs.	GEAP/MOE Transition Committee about to be set up.
Detailed secondary sector plan - other sub-sector plans need to be written	Regional Education Development Plan now drafted to cover all sub-sectors
The Regional Education office and schools are still short of pupil performance data making it difficult to set measurable targets in SIPs.	Ditto
The planning and budgeting processes are seen as separate processes and still need to be integrated.	Ditto
The LLRC is seen as the organising body for teacher training and INSET	The roles of the two LRCs are seen as supporting training events that are organised by Education Officers.
The confidence of officers to take decisions and responsibility appears to be high	The commitment to GEAP and Regional planning appears to be growing

ANNEX A

GEAP REGION 10 - Universal Education Task Force Workshop Programme.

**Tuesday 11th September 2001,
09:00 to 15:00 at The Watooka Lodge.**

Prayer / Welcome / Introductions - Mrs G Britton

The Context for the USE Plan

Input on SMARTER Targets, costings, success criteria, monitoring

Completing the Action Plans

Implementation strategies

Overall monitoring protocol

Next Steps

LIST of PARTICIPANTS

NAME	DESIGNATION	INSTITUTION
Gloria Britton	DEO(Ag)	Dept. Ed
Marie Ageda	HM(ag)	Wisberg Sec School
Roxanne Bacchus	SM(ag)	Wisberg Sec School
Denise Belgrave	Parent/teacher	Linden Foundation

Maylene Dyer	HOD	Christianberg Wismar
Beverly Kendall	HOD	Wismar Hill Primary
Donna Simon	WSO	Dept Ed
Miriam Gillis	HM	New Silver City
Leena Vadher	GEAP Sbj specialist	GEAP
Ruth Mentore	Supervisor Prim Top	Dept Ed
Ed Denham	GEAP RA	GEAP
Evelyn David	Supervisor Prim Top	Dept Ed
Steven Cooke	GEAP Sbj specialist	GEAP
Emilia Mingo	Pres. LFSS PTA	Linden Foundation SS

ANNEX B

GEAP REGION 10 - Policy Writing Workshop Programme for Headteachers and Senior Staff.

Wednesday 12th September 2001,
09:00 to 15:00 at The Watooka Lodge.

Prayer / Welcome / Introductions - Mrs G Britton

The context within which policies should be written

Linking policies to school improvement planning

Why have education policies? Which are the key policies?

A framework for writing policies

Key questions about implementation and monitoring policies

Workshop evaluation

LIST of PARTICIPANTS

NAME	DESIGNATION	INSTITUTION
Gloria Britton	DEO(ag)	Dept. Ed
Camille Caesar	SM	St. Aiden's Primary
Lena Nedd	DHM	Wismar Hill Primary
Yvett Phillips	HM	Linden Foundation SS

Ava Chapman	SM	Linden Foundation SS
Miriam Gillis	HM	New Silver City
Odette Thomas	DHM (ag)	New Silver City
Leena Vadher	GEAP Sbj specialist	GEAP
Ruth Mentore	Supervisor Prim Top	Dept Ed
Ed Denham	GEAP RA	GEAP
Gwen George Albert	HM	Christianberg Wismar
Winston Hercules	DHM (ag)	Christianberg Wismar
Colin Ault	SM	Wismar Hill Primary
Cleveland Thomas	SM	Mackenzie High Sch
Cheryl McDonald	HOD	Mackenzie High Sch
Jacqueline Boyce	HOD	Mackenzie Primary

ANNEX C

GEAP REGION 10 - UNIVERSAL EDUCATION TASK FORCE WORKSHOP PROGRAMME.

**Thursday 13th September 2001,
09:00 to 15:00 at The Watooka Lodge.**

Prayer / Welcome / Introductions - Mrs R Mentor

The Context for the workshop

Defining the Role of the HOD - tasks and skills

Input on School Improvement Planning

Drafting subject policies

Key questions about implementation and monitoring policies

Developing skills of communication.

**Friday 14th September 2001
09:00 to 15:00 at The Watooka Lodge.**

Prayer / Welcome / Introductions - Mrs B Britton

Review of day 1

Strategies to Raise Pupil Achievement

Improving Teaching

Assessment Issues

Skills of HODs - communication and conflict management

Staff development

LIST of PARTICIPANTS - Thursday 13th and Friday 14th September

NAME	SUBJECT	SCHOOL
Cleon McGarrel	Mathematics	Wisberg Sec
Bevan McCallum	Ind. Arts	Wisberg Sec
Rolex Brunsell	Int Sci	Wisberg Sec
Nidra Chapman	Social Studies	Wisberg Sec
Beverly Chapman	Home Ec	Wismar Hill Prim Top
Suzanne Dorset	Business Ed	Linden Foundation
Vanburn Browne	Visual Arts	Linden Foundation
Sandra Craigwell	Mathematics	Linden Foundation
Andrea Levine	Int Sci	Linden Foundation
Gilian Hamilton	Social Studies	Mackenzie High
Dwayne Whittaker	Science	Mackenzie High
Ruth Smith	English	Mackenzie High
Gary Roberts (one day)	Mathematics	Mackenzie High
Randolph Bayley	Visual Arts	New Silver City
Racquel Frazer	Science	New Silver City
Sharon Layne	English	New Silver City
Corletta Nurse	Mathematics	New Silver City
Grace Lewis Antoine	Social studies	New Silver City
Lurlena Roberts	English	Mackenzie Prim Top
Petal Adams	Science	Mackenzie Prim Top
Jacqueline Boyce	Home Ec	Mackenzie Prim Top
Joel Frank	Mathematics	CWSS
Verna Porter	Allied Arts	CWSS
Jennifer Bourne	Ind Arts	CWSS
Ruth Mentore	Supervisor	Ed Dept
Gwen George Albert	HT	CWSS
Alexis Quallis	Mathematics	
Sharon Hall (one day)		

ANNEX D

GEAP REGION 10: HODs Workshop

TEAM COMMUNICATION ACTIVITY: Replicate a Picture.

SKILLS:- planning, decision making, organising, communicating, describing, listening, transmitting information, analysing, assessing.

AIM: To replicate a picture consisting of geometric shapes within a given timeframe.

ORGANISATION: Groups to work together around tables. After 5 minutes planning time the picture holder will sit at a distance away from the group and will be given the picture. Care needs to be taken to ensure that the picture cannot be seen by the team members. One idea is to conceal it in a folder or a book so that the image does not show through the paper.

RESOURCES for each group: A picture, a sheet of paper, various coloured pens or crayons, instructions (written on a flipchart) as follows:-

INSTRUCTIONS:

You will be a member of a group of 4 or 5 persons

Allocate one group member as holder of the picture. **ONLY** this person will see the picture.

Decide how you will organise the team to get the information from the picture holder.

He/she will not offer information but will respond fully to the questions you ask.

Team members will approach one at a time but may make as many visits as you like.

Team members must carry the information back in their heads - no writing allowed!!

One or more team members will replicate the picture as they receive information.

ASSESSMENT: Pictures will be assessed according to accuracy of size, shape, orientation, and colour.

TIMING: (can be adjusted to suit)

Five minutes planning

Fifteen minutes activity

Five minutes assessment

Ten minutes de-briefing

DE-BRIEFING: The activity is a lot of fun - let that run, people learn a lot when they are enjoying themselves. Then the trainer needs to draw out the learning in the activity. Firstly check all the skills that people have used (see above and any others that the participants perceive). Then relate the activity to what happens in schools. The person with the information is the Headteacher. The team is the Department. What similarities are there in the situations. The points to emerge will include: communication can be different for different people, misunderstandings can happen, people should never be afraid to ask for clarification, teams work better when members support each other, etc.

ANNEX E

GEAP. Region 10 Workshop for HODs

CASE STUDY 1

You have a meeting scheduled after school with a parent of one of your more difficult pupils. He/she is not happy because the pupil appears not to have made progress in the subject this year (it is now February). You taught the pupil last year and know that he/she is bright but rather lazy. The parent is challenging the way you run the department. Incidentally the pupil is in the class of a teacher this year whose lessons you have not had time to supervise. Instead of getting involved in personal issues you decide to explain the department's Policy to this parent.

CASE STUDY 2

The department has lost two teachers and has been given one teacher this year who is young, inexperienced but keen. You know that the workload will be heavy. Conduct the Induction meeting that you have with this new teacher, sharing with him/her your vision for department and your expectations of him/her.

CASE STUDY 3

A colleague and friend, HOD of another department in school, has not attended this workshop. He/she is very keen to know all about it. Because you have attended the

workshop you have a lot of work to catch up on but you can spare your friend 10 minutes. How will you communicate the most important and relevant learning?

ANNEX F

REGION 10 GEAP HEADS OF DEPARTMENT WORKSHOP

SEPTEMBER 13th & 14th / WORKSHOP EVALUATION FORM & REPORT

The consultants gathered written evaluative data on the morning of the second day during a review session and at the conclusion of the workshop. No statistical validity is claimed because of the open-endedness of the questions; however the data can be seen as an indicator of the participants' response to the workshop. Twenty three participants responded to the following questions:

Which aspects of the workshop did you find most useful?

Policy writing	18	//	Role of HODs	10
Action Planning	13	//	Talking to others	7

Which aspects were of least value to you?

Most participants responded that all aspects had been helpful or indicated a nil response. Comforting as this is to the trainers this question will need to be re-framed if it is to yield more data. Three people mentioned poor quality of the food.

Would you like to see anything else included?

Resource materials	4
More time on Parental Involvement	1
More time on policy writing	1

Please comment on the workshop as a whole.

All participants responded very positively to this section apart from a few comments about the quality of the food. The data was analysed by repetition of key words:

Informative	10
Enlightening	6

Well organised 4
Edifying 3

Of particular note are the comments from participants in amalgamated schools who found the identification and discussion on the role of HOD particularly relevant to their new posts. Some participants also noted that the learning had been fun.

ANNEX G REGION 6 EDUCATION DEVELOPMENT PLAN

ANNEX H LRC ACTION PLANS

These annexes have been provided in separate electronic versions as they are formatted differently.