

**CO-OPERATIVE REPUBLIC OF GUYANA**

**MINISTRY OF EDUCATION**

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**1998**

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## EXECUTIVE SUMMARY

In 1998, the Ministry of Education, committed itself to substantially improving the quality of education at the Nursery, Primary, and Secondary levels by upgrading the delivery of its product through enhanced management and supervision. Several types of training programmes were implemented. The two distance units of NCERD prepared and presented some new modules in the curriculum core areas, as well as in four new fields, one of which was conversational Spanish. Staff and teachers received training in computer science and information technology including the use of the internet, so that they can access valuable information to share with their charges during teaching sessions. More computers were distributed to schools thereby giving students direct access to information not always readily available in class.

At the Nursery level the SSMC held a four day National Conference for Nursery Level personnel in Early Childhood Care Education and Development. These all embracing conferences were attended by 1000 persons comprising Nursery and Infant Field Officers, parents, day care supervisors and play group operators. The Draft National Action Plan was formulated, and the Draft Directory of Professionals and Para Professionals was compiled at that meeting. There was also the establishment of a National Association for Early Childhood Care Education and Development, and a draft constitution for the association was distributed with the membership.

At the Primary level selected teachers of Prep. A & B were trained as Field Officers. Schools were exposed to multi-grade teaching modules and Spanish was introduced to 3 pilots schools. An Escuela Nueva workshop was held in Regions 1, 9 and Georgetown. Educators at the Primary Level also participated in multi-grade teaching workshops in the Republic of Trinidad and Tobago. Additionally, students, teachers and the community all benefited from several T.V. programmes on Smooth Transition from Primary to Secondary. The school feeding programme of the Primary Division also continued. Students received milk, biscuits, canned fish and vitamin tablets.

Among the programmes from which the secondary level students benefited were maintenance of their school building and other infrastructure works. Dis-advantaged and needy students were assisted with prescription glasses and uniforms. Enhancement grants were distributed to specific schools to assist with the purchase of field material and supplements to take care of the dietary needs of some children. The Hot meals programme continued playing a vital role in the lives of children with specific social needs at both secondary and primary levels. Regular visits were made to schools to monitor the effective delivery of curriculum, and especially to ascertain the reading skills of the students. Visits were also made to deal with, and to settle teacher/student, teacher/teacher conflicts referred to the department for resolution. The Probation and Welfare Department Children Services Division proved effective in reducing truancy among school age children. The secondary students were also motivated by the visits of a 21 year old medical genius from U.S.A and the 50 year old Mathematics genius from U.K.

At C.P.C.E increased stipends given to both resident and non-resident students boosted their morale. There was also some physical enhancement of the building and compound. A waiting room and a lounge for the office staff were constructed and furnished. A new modern language department was also constructed. Student welfare improved greatly with the establishment of a Student Development Centre, the appointment of a matron to the female dormitory, the upgrading of sanitary facilities and the provision of 3 meals per day to resident and non-resident dis-advantaged trainees. These new developments uplifted the student psychologically, and were perhaps, responsible, for the increase in enrolment and increase in the percentage of passes at graduation. Certificates presented to the successful students were graded after 35 years. This new development, coupled with commendations of the CDB funded evaluation of the teacher education with particular emphasis on CPCE, would boost the centre, and bring it to a higher standard in keeping with its mission of commitment to provide the education system with academically and professionally trained teachers at all levels. Special emphasis was placed on a broad based teaching system where the college ensured all students had some knowledge of Spanish and Information Technology. It also ensured improvement in the quality of its lecturers by organizing continuous development sessions in various disciplines.

At Exams Division 1998 saw the advent of the Caribbean Advanced Proficiency Examination. This examination was written for the first time by students of the Teachers Training College. It was also piloted in seven (7) secondary school between May/June.

All other set exams were written on schedule and results were distributed accordingly. During the Easter holidays workshops were held for oral and practical supervisors and invigilators to sensitise them in invigilation procedures.

This year was significant as being the year of technological advancement and information in that computers were more readily available in the education system and educators were able to access information and knowledge through the use of the internet.

*Hydar Ally*  
 .....  
 Hydar Ally  
 Permanent Secretary  
 2001-06-18

2.0

**MISSION STATEMENT**

**THE MISSION OF EDUCATION IN GUYANA IS TO PROVIDE TO ALL GUYANESE CHILDREN AND YOUNG PEOPLE EQUAL ACCESS TO QUALITY EDUCATION.**

**EDUCATION AIMS AT ENABLING CHILDREN TO:**

- **ACQUIRE KNOWLEDGE, SKILLS AND VALUES NECESSARY FOR A FULL AND SATISFYING ADULT LIFE;**
- **CHERISH LOVE FOR THEIR COUNTRY, GUYANA;**
- **DEVELOP THEIR POTENTIAL TO THE FULLEST;**
- **PLACE A PREMIUM ON THE PURSUIT OF EXCELLENCE;**
- **CULTIVATE TOLERANCE AND RESPECT FOR CULTURAL AND RELIGIOUS DIFFERENCES AMONG PEOPLE;**
- **ADHERE TO PRINCIPLES OF DEMOCRACY, JUSTICE, PEACE AND ACCOUNTABILITY;**
- **DEVELOP A SPIRIT OF SELF-RELIANCE AND RESILIENCE;**
- **BRING TO BEAR CREATIVE AND INNOVATIVE APPROACHES TO PROBLEM SOLVING;**
- **HARBOUR A COMMITMENT TO THE CARE AND PROTECTION OF THE ENVIRONMENT;**
- **LIVE PRODUCTIVE LIVES IN A RAPIDLY CHANGING TECHNOLOGICAL AGE.**

### 3.0 ORGANISATION AND MANAGEMENT

#### 3.1.0 Structure

The Ministry was restructured in 1991 as a result of reassignment of responsibilities. The new structure was organized into the following two major sections:-

(a) Education which comprised a number of sub-sections or units namely:-

- (i) Nursery
- (ii) Primary
- (iii) Secondary
- (iv) Tech/Voc
- (v) Teacher Train
- (vi) Examination Division
- (vii) Inspectorate
- (viii) Distance Education Information Unit
- (ix) Allied Arts Unit

#### 3.1.1

The Chief Education Officer was tasked with overall responsibility for the professional matters related to the delivery of education throughout the education system. He was assisted by three Deputy Chief Education Officers, an A.C.E.O. (Inspectorate) and a Superintendent of Examinations.

The Deputy Chief Education Officer (Administration) was responsible for the supervision of the school system and he was assisted by three Assistant Chief Education Officers, each of whom had the responsibility for supervising the work done at the Nursery, Primary and Secondary Levels respectively.

The Deputy Chief Education Officer (Development) was responsible for the professional growth in the educational system and coordinated the work of NCERD and CPCE.

The Deputy Chief Education Officer (Technical) was responsible for Pre-Vocational Technical and Vocational Education.



The Inspectorate Division headed by the Assistant Chief Education Officer (Inspectorate) functioned as the Chief Education Officer's main instrument for carrying out the relevant statutory functions of the maintenance and improvement of standards in the school system.

The Superintendent of Examinations was responsible for the administration of the SSEE, CSEC, CAPE, GCE O & A level and other external examinations.

The Distance Education and Information Unit was responsible for the Distance Learning Programme and the Broadcast to Schools Programme of the Ministry of Education.

The Unit of Allied Arts was responsible for developing and imparting knowledge and skills relevant to the creative arts.

3.1.2 (b) Ministry Administration which comprised the following sub-sections or units:-

- (i) Personnel
- (ii) Planning
- (iii) General Administration
- (iv) Finance

The Permanent Secretary of the Ministry as leader of the Management Team, was responsible for formulation coordination and implementation of plans, evolution of other measures of efficiency in the education and related processes. He was assisted by two (2) Deputy Permanent Secretaries one (1) Education Planning Officer, and two Principal Personnel Officers.

The Deputy Permanent Secretary (Administration) supervised General Administration Services, Security and Transport.

The Deputy Permanent Secretary (Finance) was responsible for all matters related to Finance, Materials, Distribution and Stock Control.

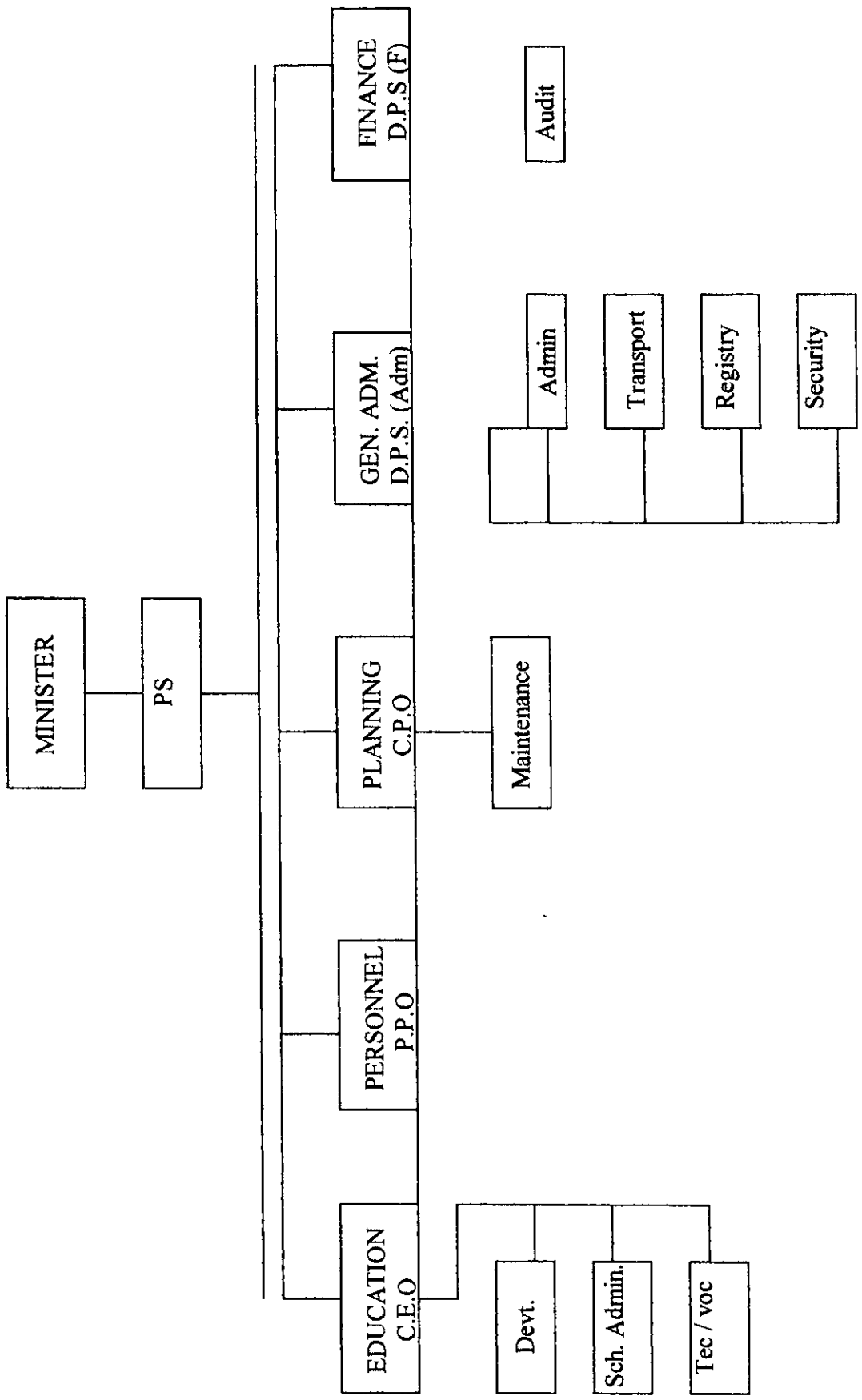
The Education Planning Officer, as Administrative Head of the Planning Unit, was responsible for serving the education system through the derivation of education plans, systematic research and evaluation and monitoring the implementation of projects, and also for Building and Maintenance.

The Principal Personnel Officer (O) was responsible for the general operations of the office, she was assisted by 2 Senior Personnel Officer, Personnel Officer 1 and 2 and the Principal Personnel Officer (P) ensured that the policies of the Ministry are properly carried out.

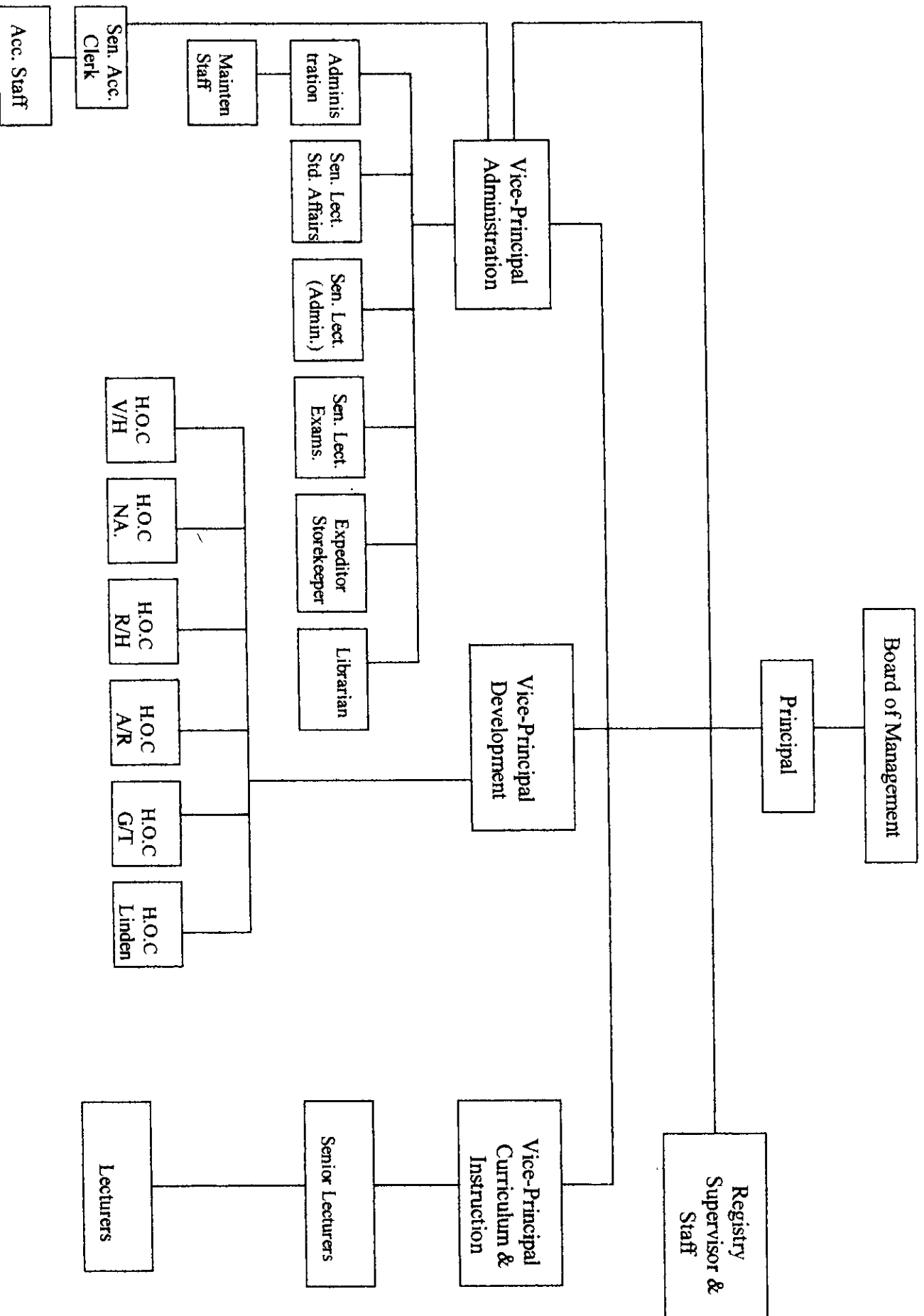
ORGANISATION CHARTS  
MINISTRY OF EDUCATION

3.2.0

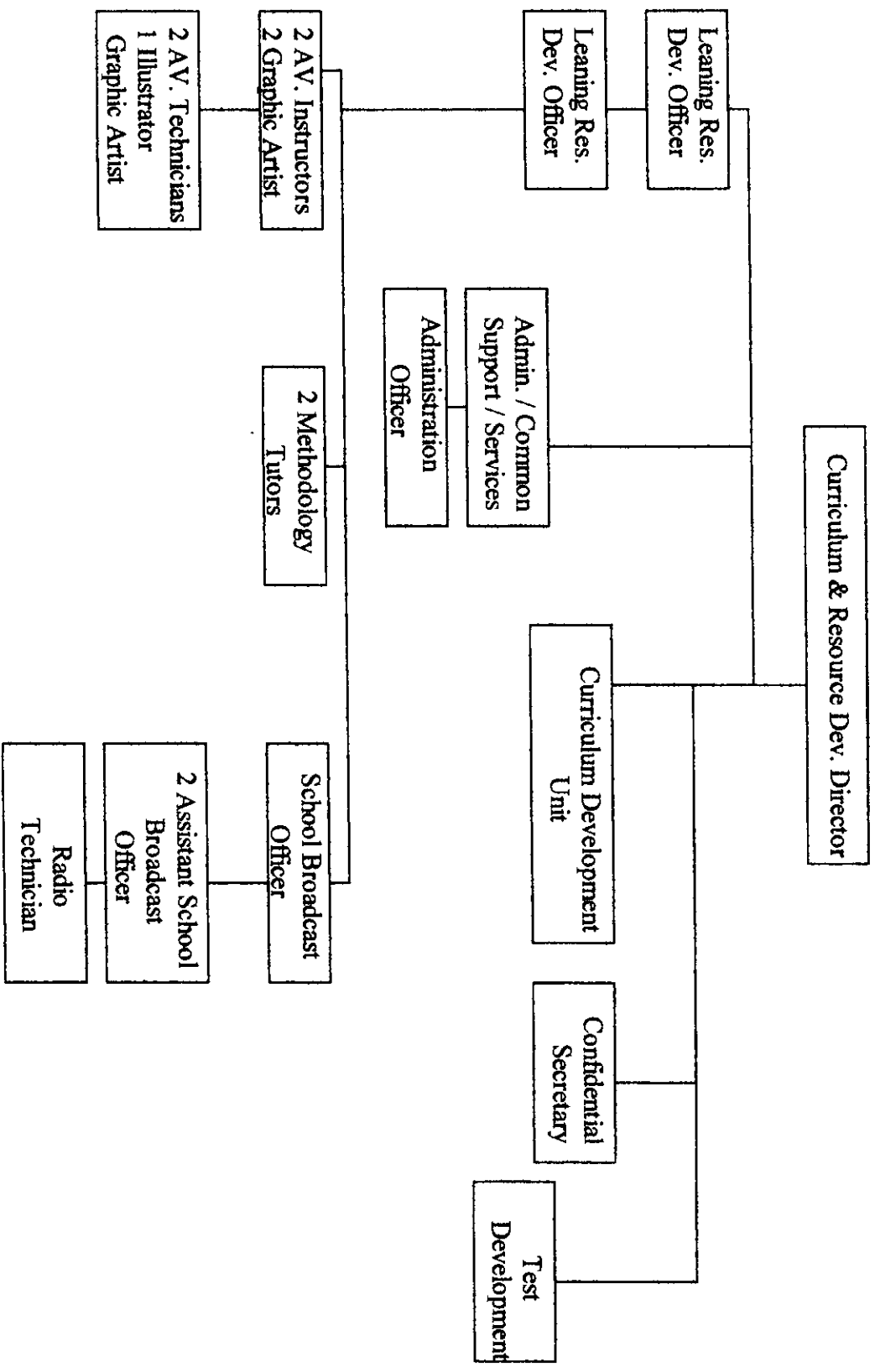
3.2.1

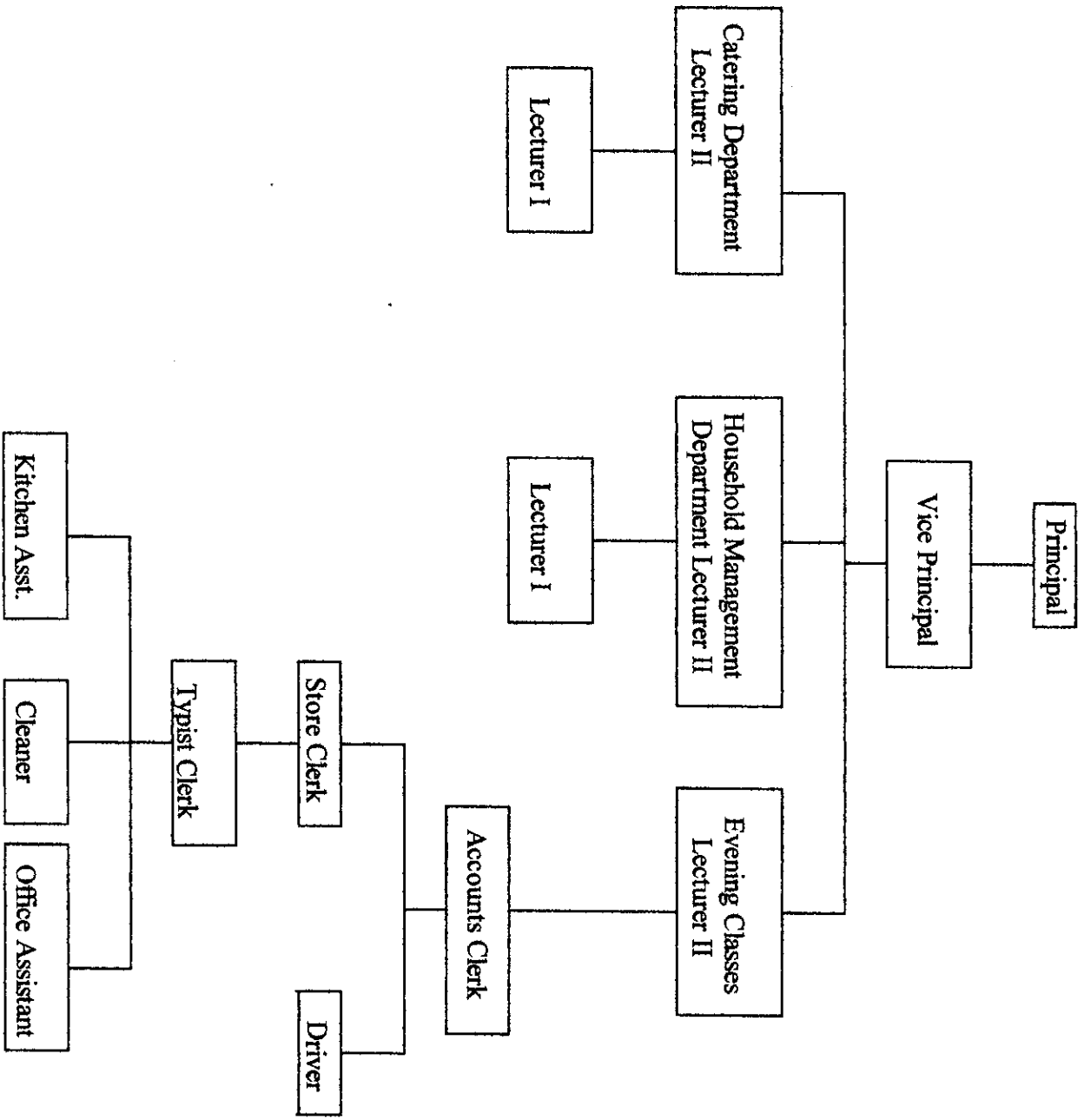


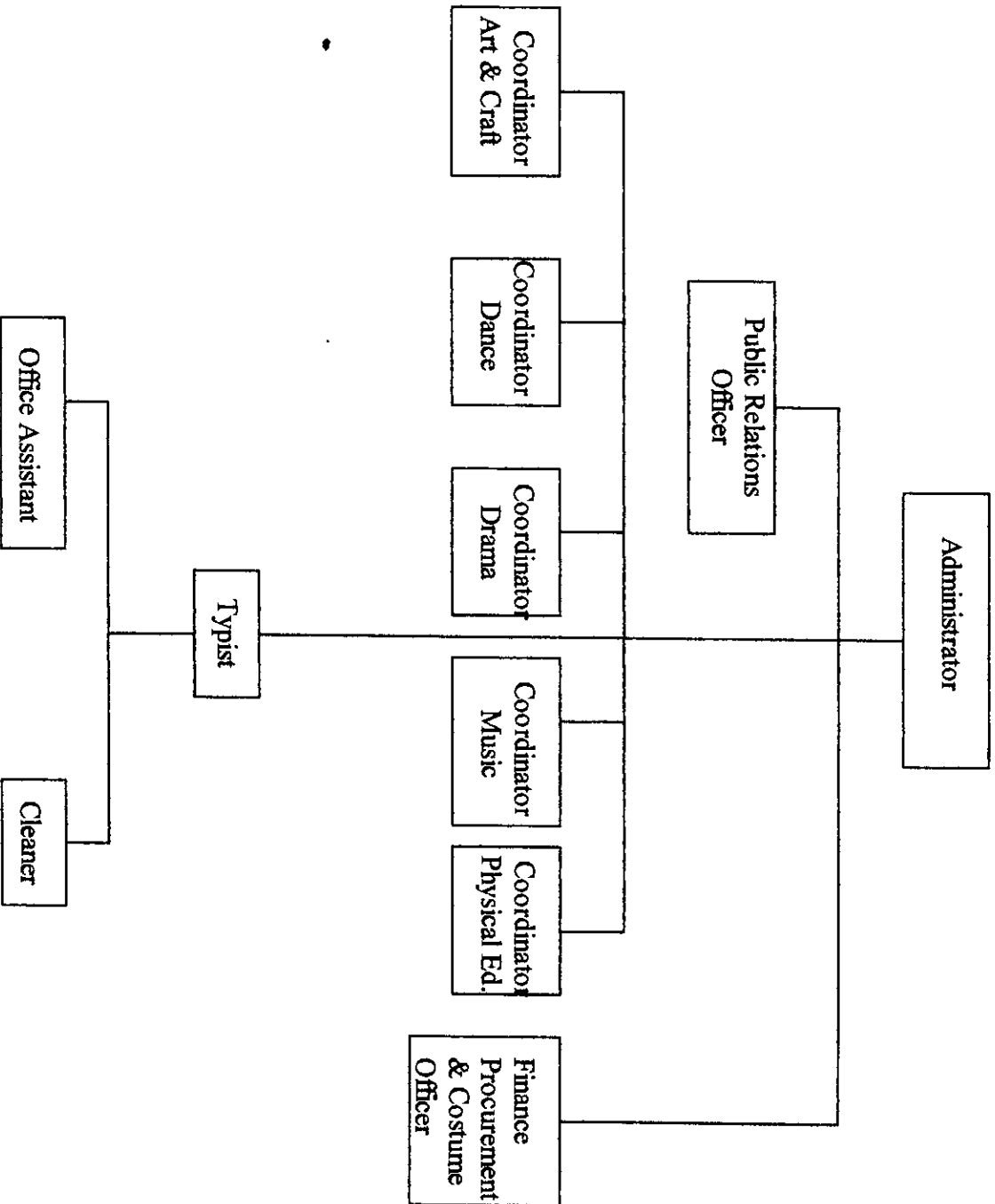
3.2.2 C.P.C.E - ORGANISATION CHART



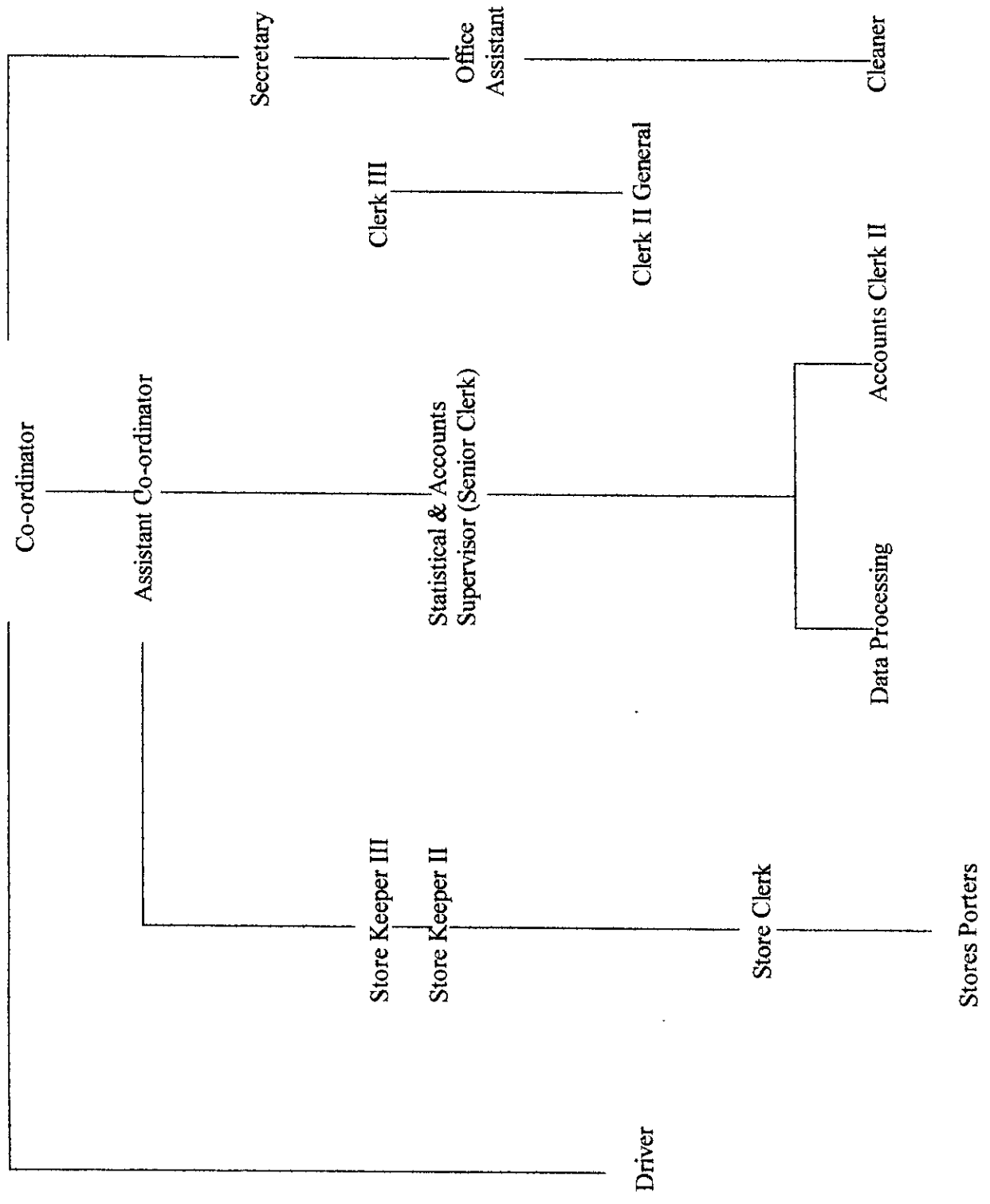
3.2.3 N.C.E.R.D - ORGANISATION CHART



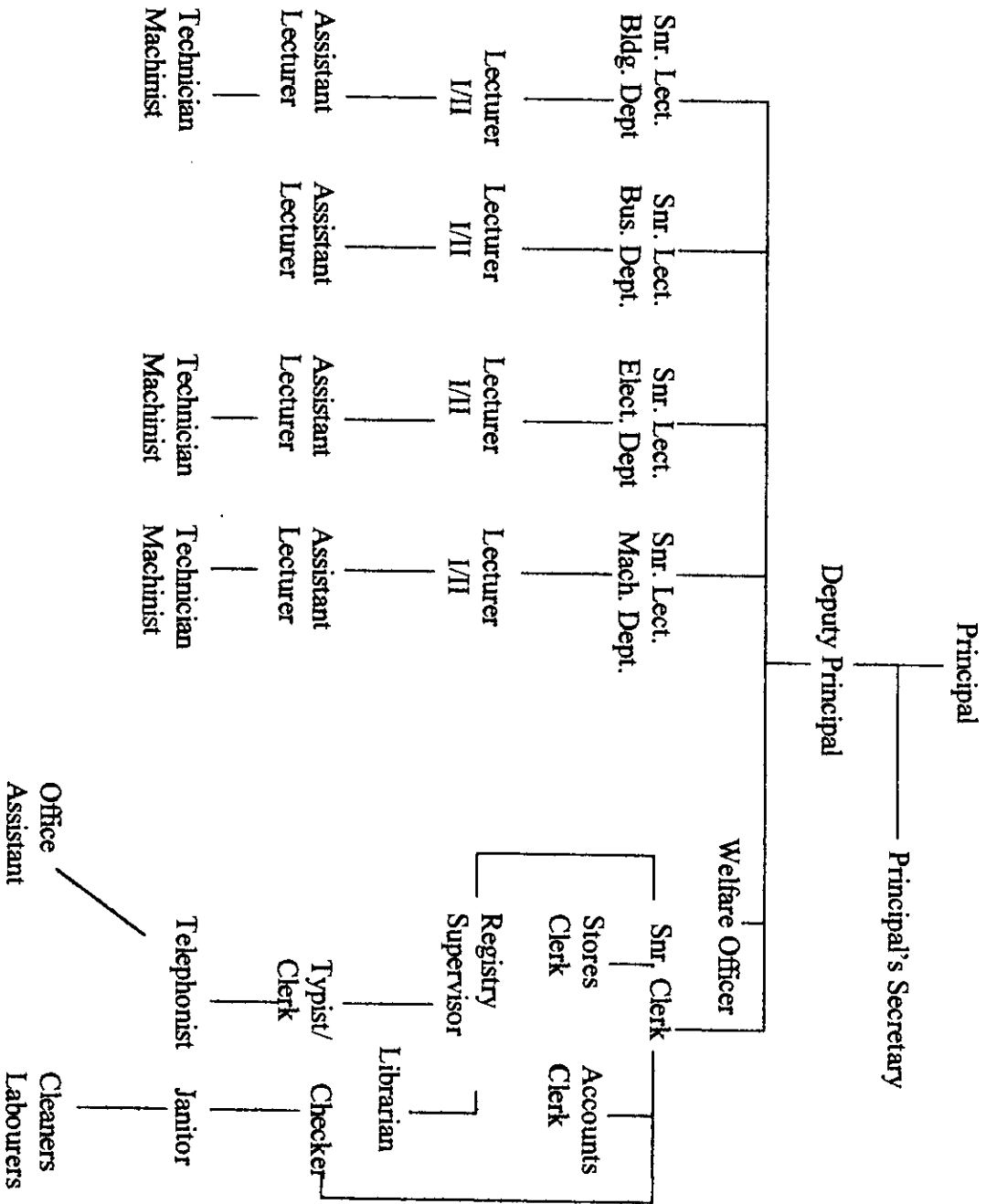




3.2.5 Book Distribution Unit – Organisational Chart



G.T.I - ORGANISATION CHART

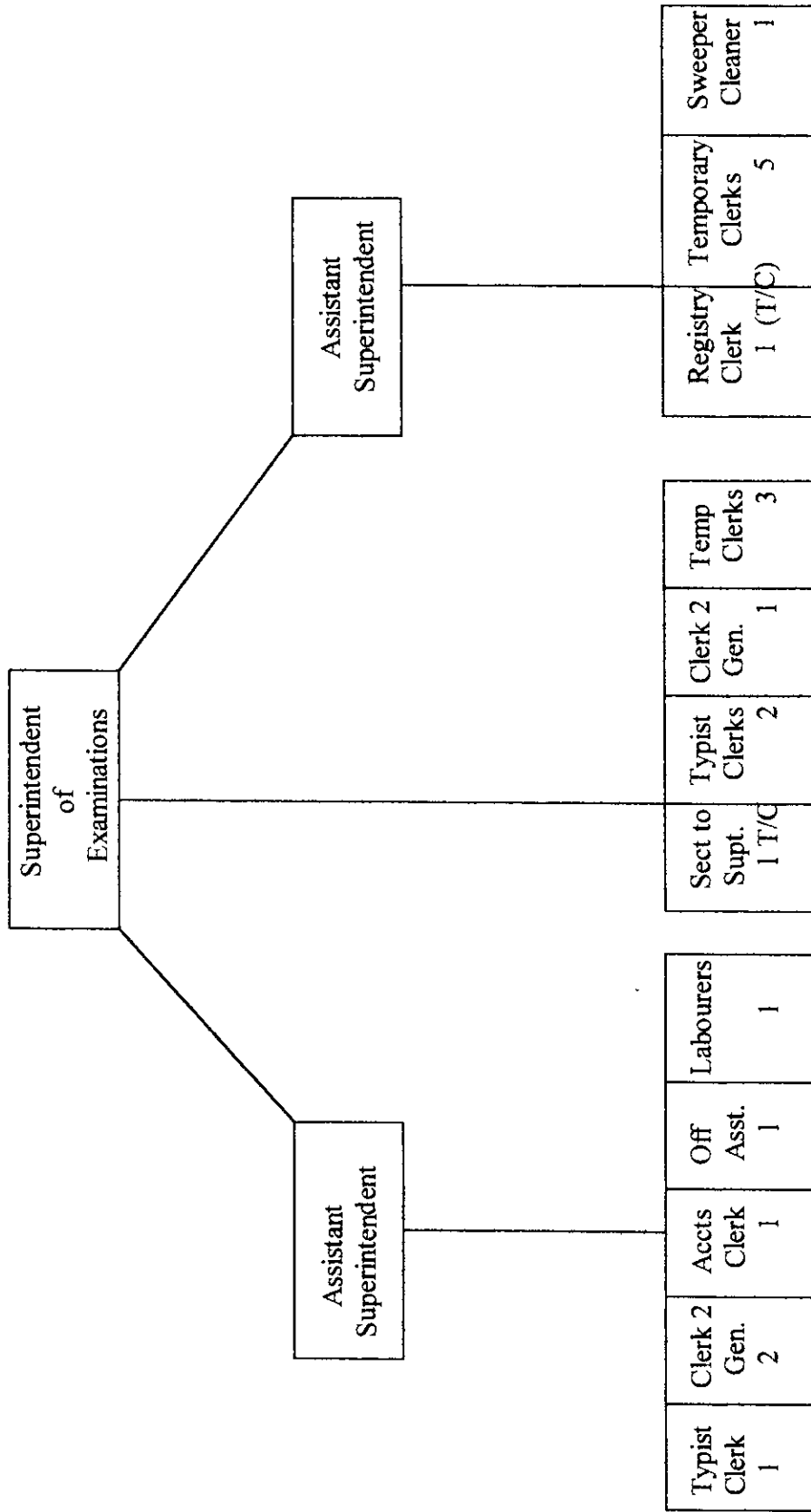




3.0 ORGANISATION AND MANAGEMENT

3.2.8

3.1 (a) ORGANISATION CHART

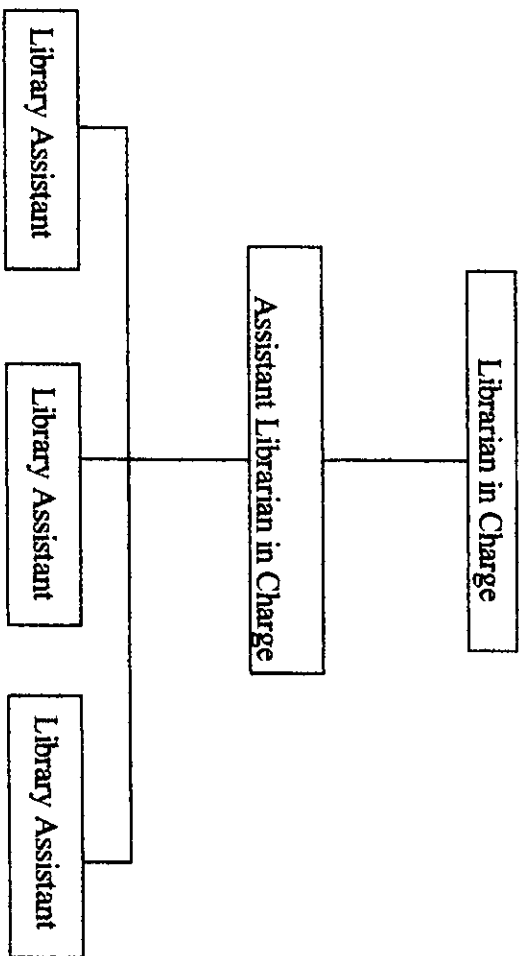


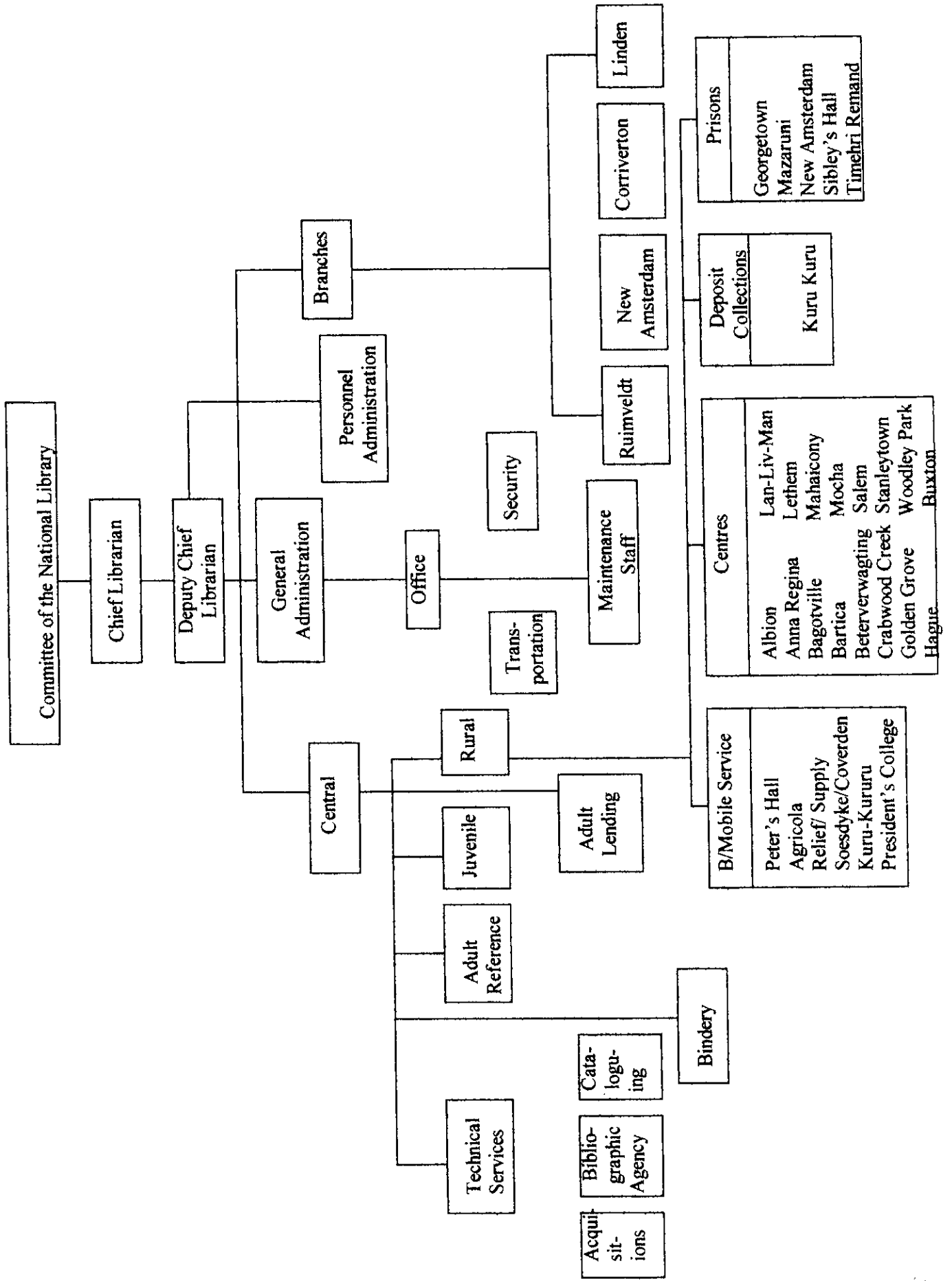
ORGANISATIONAL CHART EXAMINATIONS DIVISION

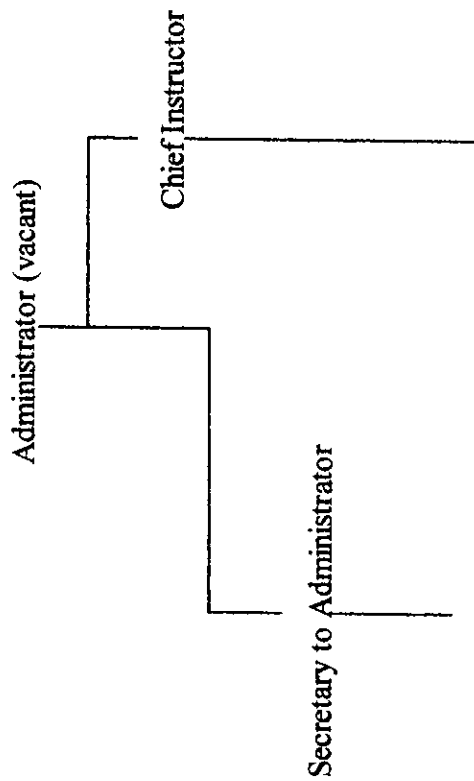
3.2.9

SCHOOL LIBRARIES DIVISION – ORGANISATION CHART

STAFFING







Clerical/Office Staff

- Typist Clerk - 2
- Accounts Clerk - 1
- Stores Clerk - 1
- Office Assistant - 1

Ancillary Staff

- Janitor - 1
- Cleaner - 1
- Labourer - 1
- Vehicle Driver - 1

Tutorial Staff

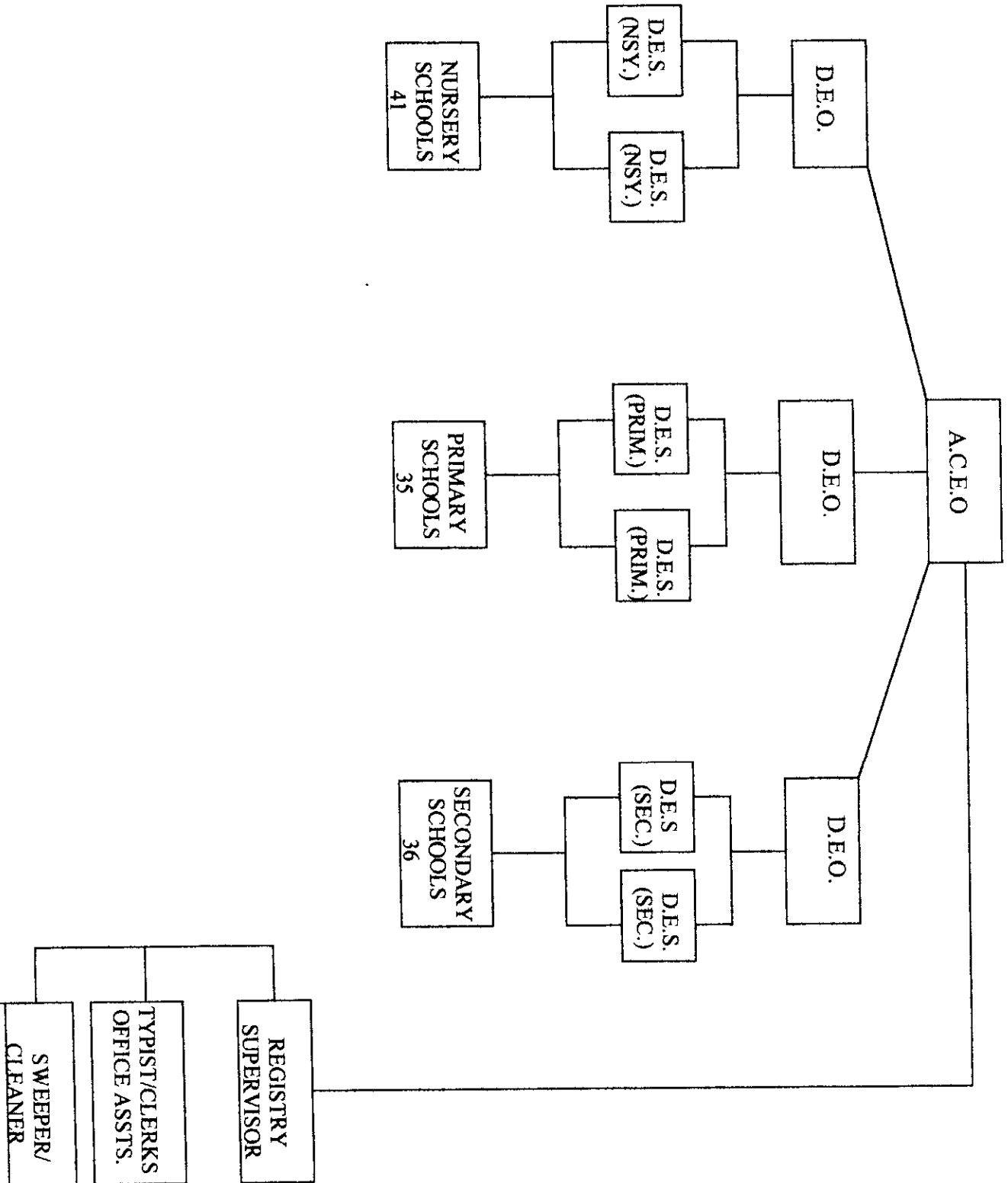
- Instructors - 7
- (vacant) - 2
- Shop Assistant - 4
- (vacant) - 1

Total - 23

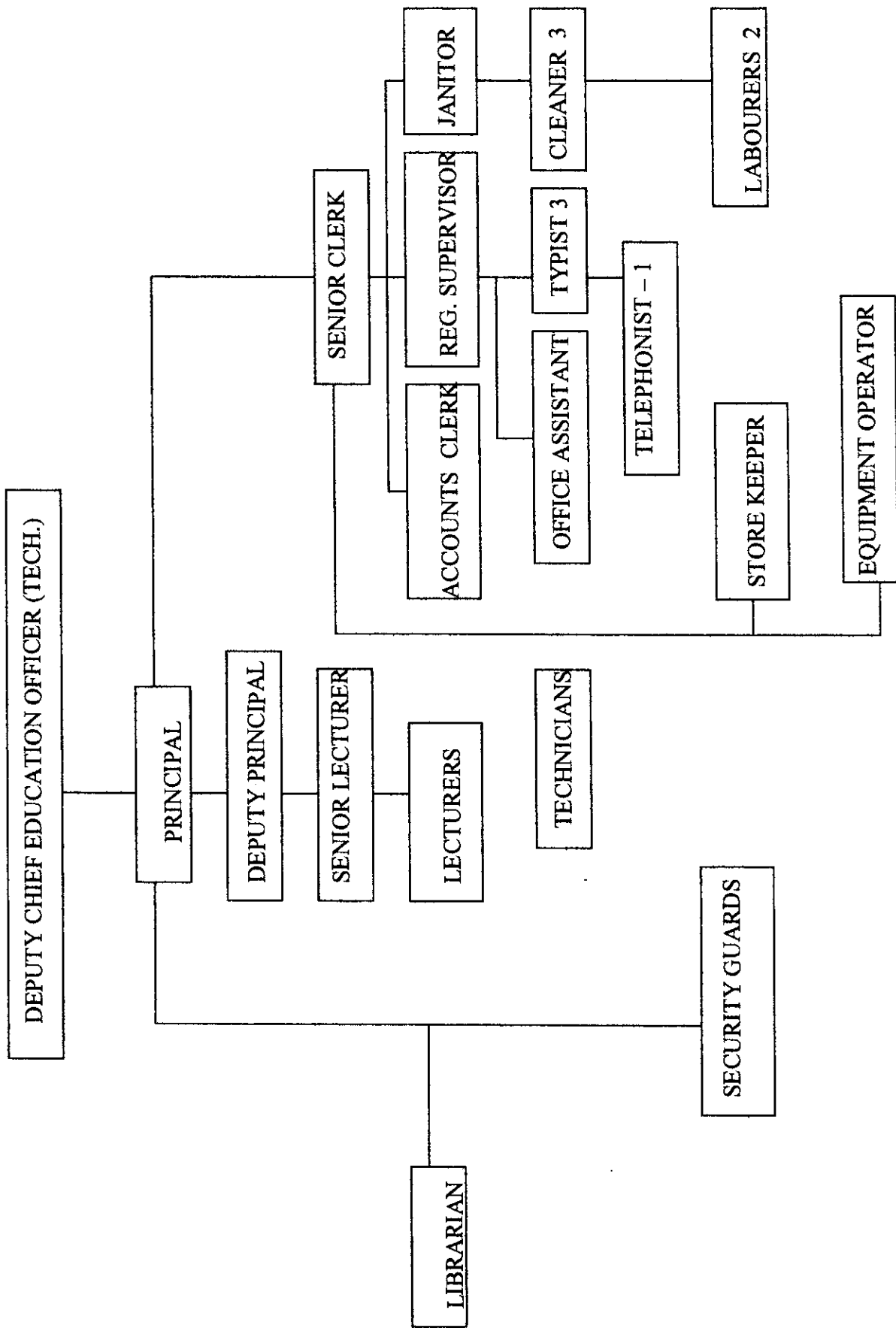
Vacant - 05

DEPARTMENT OF EDUCATION

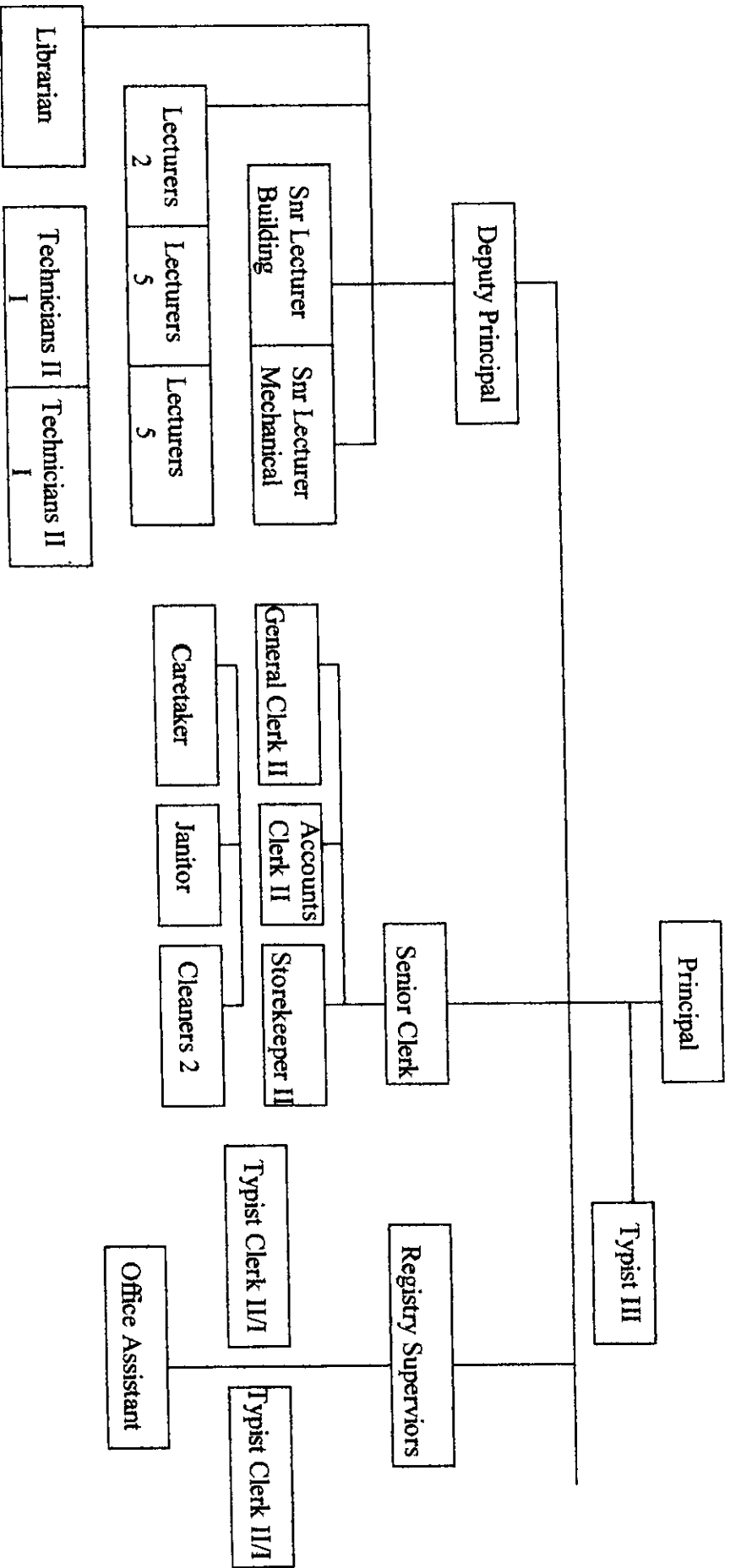
14  
(GEORGETOWN) - ORGANISATIONAL CHART



3.2.14 NEW AMSTERDAM TECHNICAL INSTITUTE ORGANISAITONAL CHART



### LINDEN TECHNICAL INSTITUTE - ORGANISATIONAL CHART



3.3.0

# SUMMARY OF ORGANISATIONS



3.3.1

GENERAL ADMINISTRATION

The objectives are to:

- (i) Provide prompt and efficient service in order to facilitate the smooth functioning of the Ministry.
- (ii) Recommend and implement appropriate procedures and guidelines, to ensure that the various sections within the Ministry make optimal use of the available staff.
- (iii) Ensure that established educational policies are adhered to, in order to permit the proper functioning of the whole system.
- (iv) Undertake other miscellaneous activities for the smooth functioning of the Ministry.

This section is controlled by a Deputy Permanent Secretary (Administration) who also has responsibility for:-

- B.D.U.
- Special Project
- Transport
- Security
- Registry

He is assisted in his day to day operations by a Principal Assistant Secretary (G), an Assistant Secretary, Administrative Assistant, a Confidential Secretary, Customs Clerk who also performs the duties as Protocol Officer, Typist Clerk, Data Processing Officer and an Office Assistant. A Sweeper/Cleaner is also attached to this Section.

## CENTRAL REGISTRY

### Objective

The objective of the Central Registry is to ensure that there is proper accountability for documents received and dispatched and to maintain the level of confidentiality necessary in their security, together with keeping a rigid filing system to ensure efficient running of the Registry.

### The Registry Structure

The Central Registry falls under the direct supervision of the Senior Registry Supervisor who is supervised by the Deputy Permanent Secretary (Administration). It has a complement of one (1) Typist Clerk 11, two (2) Typist Clerks 1, four (4) Clerks and the Registry Supervisor. The Registry has been functioning without a Typist Clerk 111.

### Training

The Senior Registry Supervisor attended a one (1) year course in Supervisory Management to improve her Supervisory Skills. Efforts are being made for Clerks and Typist to attend the Guyana Technical Institute and the Critchlow Labour College respectively. Seminar of the Registry Network was attended by the Senior Registry Supervisor and two (2) Registry Supervisors from the Ministry of Education.

### Upgrading of Staff

One Typist Clerk 1 has been upgraded to Typist Clerk 11.

### Improvement in the Registry

The Registry has improved in the following ways:-

- (a) Installation of one (1) computer to store the indices and other important Information.
- (b)
  - (i) Extensive work was done with regards to dead and dormant files. These were stored in numerical order at Bedford.
  - (ii) Files were closed and new volumes were opened
  - (iii) The cabinets were repaired and sprayed and locks replaced to ensure proper security of files.

## 3.3.3

**SPECIAL PROJECTS UNIT**

This Unit was manned by a Special Projects Officer, one (1) Deputy and one (1) Assistant Project Officer and eleven (11) supportive Staff.

Objective: To support the development of education at the Nursery and Primary levels as an integral part of the foundation of the process of National Development.

3.3.4

**SECURITY**

The objective was to provide security services at all buildings of the Central Ministry as well as schools in Georgetown.

During the year under review the work of the Section was impeded by a relatively high attrition rate of staff turn-over.

3.3.5

TRANSPORT

The Transport Section is managed by the Transport Officer, who is assisted by eight drivers. It is responsible for maintaining of the Ministry's fleet of vehicles, procuring spares and other accessories. Its objective is to provide transportation to facilitate the implementation of various activities of the Ministry.

**Organisation Chart**

