

CO-OPERATIVE REPUBLIC OF GUYANA

MINISTRY OF EDUCATION

ANNUAL REPORT 2005

SUBMITTED PURSUANT TO
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TABLE OF CONTENTS

	PAGE
1.0 EXECUTIVE SUMMARY	i
2.0 MISSION STATEMENT	v
3.0 ORGANIZATION AND MANAGEMENT	1
3.1.0 Structure	1
3.1.1 Education	1
3.1.2 Ministry Administration	2
3.2.0 ORGANIZATION CHARTS	
3.2.1 Ministry of Education	3
3.2.2 Cyril Potter College of Education	4
3.2.3 National Centre for Educational Resource Development	5
3.2.4 Carnegie School of Home Economics	6
3.2.5 Book Distribution Unit	7
3.2.6 Unit of Allied Arts	8
3.2.7 Government Technical Institute	9
3.2.8 Examinations Divisions	10
3.2.9 National Library	11
3.2.1.0 Guyana Industrial Training Centre	12
3.2.1.1 Department of Education (Georgetown)	13
3.2.1.2 New Amsterdam Technical Institute	14
3.2.1.3 Linden Technical Institute	15
3.2.1.4 Essequibo Technical Institute	16
3.2.1.5 President's College	17
3.2.1.6 Central Registry	18
3.2.1.7 Craft Production and Design Division	19
3.2.1.8 Inspectorate Unit	20
3.2.1.9 Buildings Division	21
3.2.2.0 Assistant Chief Education Officer (Secondary)	22
3.2.2.1 Special Education Need Unit	23
3.2.2.2 School Welfare Service	24

3.3.0	SUMMARY OF ORGANIZATIONS	
3.3.1	General Administration	25
3.3.1.1	Central Registry	26
3.3.1.2	Special Projects	28
3.3.1.3	Security	30
3.3.1.4	Transport	31
3.3.1.5	Book Distribution Unit	32
3.3.1.6	Personnel Department	35
3.4.0	Financial	
- 3.4.1	Central Accounting Unit	36
3.4.1.1	Field Auditor	37
3.4.1.2	Education Planning Unit	39
3.4.1.3	Buildings Unit	43
3.4.1.4	Project Officer	55
3.5.0	Secondary Schools Management Committee	
3.5.1	School Boards Secretariat	62
3.5.1.1	Deputy Chief Education Officer (Administration)	65
3.5.1.2	Deputy Chief Education Officer (Development)	70
3.5.1.3	Assistant Chief Education Officer (Secondary)	74
3.5.1.4	Assistant Chief Education Officer(Primary)	83
3.5.1.5	Assistant Chief Education Officer (Nursery)	86
3.5.1.6	Special Education Needs Unit	89
3.5.1.7	School Welfare Service	92
3.6.0	Technical and Vocational	
3.6.1	Technical Advisor	95
3.6.1.1	Government Technical Institute	97
3.6.1.2	New Amsterdam Technical Institute	103
3.6.1.3	Linden Technical Institute	110
3.6.1.4	Essequibo Technical Institute	120
3.6.1.5	Guyana Industrial Training Centre	129

3.6.1.6	Carnegie School of Home Economics	137
3.6.1.7	Craft Production and Design Unit	144
3.6.1.8	Allied Arts Unit	154
3.7.0	Supporting Units	
3.7.1	Inspectorate Unit	157
3.7.1.1	Examinations Division	169
3.7.1.2	President's College	175
3.7.1.3	National Centre for Educational Resource Development	178
	Teacher Training	
3.7.1.4	Cyril Potter College of Education	184
4.0	Review of Current Year's Programme	
4.1.1	General Administration	191
4.1.2	Security	193
4.1.3	Transport	194
4.1.4	Special Projects	195
4.1.5	Book Distribution Unit	205
4.1.6	Central Registry	206
4.2.0	Financial	
4.2.1	Central Accounting Unit	207
4.2.1.1	Budget and Finance Secretariat	209
4.2.1.2	Education Planning Unit	218
	REVIEW	
4.3.0	Secondary Schools Management Committee	
4.3.1	School Boards Secretariat	224
4.3.1.1	Assistant Chief Education Officer (Secondary)	227
4.3.1.2	Assistant Chief Education Officer (Primary)	249
4.3.1.3	Assistant Chief Education Officer (Nursery)	257
4.3.1.4	Special Education Unit	269
4.3.1.5	School Welfare Service	276

4.4.0	Technical and Vocational	
4.4.1	Government Technical Institute	280
4.4.1.1	New Amsterdam Technical Institute	284
4.4.1.2	Linden Technical Institute	289
4.4.1.3	Essequibo Technical Institute	293
4.4.1.4	Guyana Industrial Training Centre	298
4.4.1.5	Carnegie School of Home Economics	301
4.4.1.6	Craft Production and Design Unit	303
4.4.1.7	Allied Arts Unit	309
4.5.0	Supporting Units	
4.5.1	Inspectorate Unit	318
4.5.1.1	Examinations Division	328
4.5.1.2	President's College	336
4.5.1.3	National Centre for Educational Resource Development	343
	Teachers' Training	
4.5.1.4	Cyril Potter College of Education	364
5.0	Review of Special Initiatives	
5.1.0	Essequibo Technical Institute	373
5.1.1	President's College	374
6.0	Appendices	
6.1	Budgeted and Actual Recurrent Expenditure	
	Programme 1 Main Office	375
	National Education Policy Implementation and Supervision Programme 2	377
	Ministry Administration Programme 3	379
	Training and Development Programme 4	381
	Education Delivery Programme 5	383
6.2	Budgeted and Actual Capital Expenditure Capital 543	385

The Education sector continued to deal with recurring challenges in 2005. The floods at beginning of the year severely affected, not only the schools, which experienced physical damage, but on the entire education system as funds had to be diverted to clean up and repair facilities and to replace vital equipment and furniture.

In addition, precious instructional time was lost, some postponement of examinations and teachers were required to do extra work to help children regain lost time. Training activities such as scheduled workshops which involved a large number of persons from flood affected areas were seriously delayed. Even though much effort was made to get back lost time it was not possible to do so in all cases.

Insufficient amounts of staff, in some key education departments and institutions were another major challenge faced by the Ministry. This situation, inevitably leads to inefficiency in the quality of overall performance of the sector. In spite of these and other issues, it can be said that the system achieved a lot of its objectives during the year.

The focus of the Education Ministry has shifted over the last few years on the quality and relevance of learning outcomes, rather than just on the numbers of students participating in learning. Reform at the Nursery, Primary and Secondary levels are at the centre of our education goals. These changes are critical, not only for improved students' performance but will contribute significantly Guyana's national development. Additionally, our policy direction of prompting equal access to educational opportunities was put into effect through workings in various programmes.

The new curriculum initiatives have gone hand-in-hand with continuous monitoring of students' performance. Regional Assessment Officers were employed under the auspices of BEAMS programme. These officers will boost the student testing and continuous monitoring programme associated with the new initiatives in literacy and numeracy. At a national level, the Measurement and Evaluation Unit of NCERD is seriously understaffed. Despite this the National Grade 4 Assessment, in English Language, Mathematics and Reading, was administered to all Grade 4 pupils for the first time during the year. In addition to this all the other National examinations, Grade 9, 2, SSEE and GTEE, which are under the Unit's mandate were also prepared.

Emphasis was given to the training of hinterland teachers. CPCE, with assistance from the Guyana Basic Education Teacher Training programme has established eight Distance Education In-Service Training Centres in Regions, 1, 7 and 9. This was the first year for the implementation of the Education for All Fast Track Initiatives (EFA/FTI). The US \$4M which was allocated for planned activities this year was fully utilized. This project provided approximately one million dollars each to enhance and establish eleven training centre. This fund was used to equip them with computers, photocopiers, overhead projectors etc. Assistance was also provided by UNICEF to purchase solar power to these centres so that the equipment can function.

The payment of a Remote Area Incentive to teachers in Regions 1, 7, 8 and 9 and rivering areas of Region 10 impacted on the percentage of trained teachers in these regions. Under the EFA/FTI programme over fifty-seven million dollars was provided to eight hundred and twenty-two (822) primary teachers while the Government of Guyana provided some twenty-one million (\$21,000,000.00) dollars for nursery and secondary teachers in the same regions. CPCE successfully trained five hundred and twelve (512) teachers for the school system this year.

In an effort to modernize the sector, funding from the BEAMS programmes was utilized to establish local Area Network (LAN) for all eleven Departments of Education. The LAN caters for 12 nodes and regions have been provided with four workstations, one server, laser printer and power protection device. This will boost the capacity of the regions to deal with information storage, processing and analysis.

At the central Ministry a comprehensive Network Design document for MOE Wide Area Network was prepared. The Ministry is using the service of InforTech Caribbean to develop software solutions for schools In Guyana. This will allow for schools to have access to data for management as well as for reporting to the regional level. The MIS unit has begun the deployment of the solution to one hundred (100) Primary Schools as part of Phase 1 of the project.

The Ministry has also made a determined effort to ensure that textbooks bought under the EFA/FTI Programme were delivered to hinterland communities. Some of the books were distributed one per student, while others texts were given as class sets or reference material. This was a national activity so books were distributed to all regions. As with the textbooks, emphasis was given to providing hot meals for students in hinterland locations. Every attempt was made to serve the entire primary and nursery students in Regions 1, 7, 8 and 9. Over seventeen thousand (17,000) students benefited from the school feeding programme in these regions.

Millions of dollars were spent this year to subsidize the fees of about three thousand (3000) students who wrote the GSCE. Examinations were not administered as scheduled because of the extensive flooding in the first quarter of the year and because of some delays at Minister of Education's Tender Board, however the marking and processing exercise for all examinations were done as scheduled.

A new national examination was introduced for the first time this year. The National Grade 4 examination was written by pupils at this level countrywide. National Grade 2 Exams were also done this year. The aim with these assessments/examinations is to allow for early identification of problems and early intervention to correct them. In this context subject reports are prepared for each school that writes the National Examinations and individual reports are prepared for the national assessment tests.

Approximately seventeen thousand, five hundred (17,500) pupils wrote the Secondary School Entrance Examination this year. AT the C.S.E.C level nine thousand, six hundred and forty-nine (9, 649) candidates wrote examination this year with a total of forty-nine thousand, eight hundred and sixteen (49, 816) subjects entries. This is an increase of almost five thousand (5,000) more entries than 2004.

A team from Caribbean Examination Council (CXC) visited the Ministry this year and held discussions on security arrangement for their examinations. A surveillance camera with recording system was acquired for the examination storage area and storage boxes in the regional centres were repaired and replaced where necessary. Despite these security measures there was breach at the C.S.E.C exams this year in Mathematics and English paper. These subjects were re-written with new question paper.

The Ministry and World Teach Incorporated signed the first agreement this year to have volunteer teachers from the United States work in Guyana. This year a batch of twenty-five (25) teachers began their teaching stint. Volunteers were assigned to schools in Regions # 1, 4, 6, 7, 9 and Georgetown.

The Ministry continues to place significant emphasis on Special Education. An important step in ensuring greater access to quality education for children with disabilities has been taken with the drafting of a policy document for Special Education and the introduction of modules of Special Education for all teacher trainees at Cyril Potter College of Education (CPCE). The development of the modules, lecturers' handbook and the equipment project supported by the Organisation of American States (OAS)

National Centre for Educational Resource Development (NCERD) and Cyril Potter College of Education are also integrally involved in the management and implementation of the School Performance component of the Basic Education Access and Management Supports Programmes. The lessons for Year 1 of the Interactive Radio Instruction (IRI) in mathematics, are ready. The Literacy component which is being piloted in region 2 and Georgetown is being implemented. NCERD also undertook the revision of the Easy Path series in Social Studies and Science and English.

It is critical for Heads of Department to note the adjustments required for the intended performance outcomes for the Education sector. Indeed, there must be a commitment to change in the management approach at all levels as well as more focus on the external direction of the sector. The underlying requirement now is that the different education departments and their heads do everything possible to get the education goals and strategic objectives driving and shaping the development, content, implementation and administration of specific education strategies and policies.

In order for education sector to do well, departments must work together with a common understanding of the shared education outcomes and of the roles and contributions they should make to support their achievement. Invariably these changes will have significant impact on the sector as a whole: the central Ministry, teaching institutions and students. Even as learning and improved performance continue to be our ultimate goal.



.....
PULANDAR KANDHI
Permanent Secretary
June 23, 2006

2.0

MISSION STATEMENT

**THE VISION OF EDUCATION IN GUYANA IS THE
DEVELOPMENT OF CITIZENRY ABLE TO MODERNIZE
GUYANA AND LIVE IN MUTUAL RESPECT.**

THE MISSION OF THE MINISTRY IS TO:

**ELIMINATE ILLITERACY
MODERNIZE EDUCATION
STRENGTHEN TOLERANCE**

SUMMARY

OF

ORGANISATIONS

3.0

ORGANIZATION 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) Technical/Vocational
- (v) Teacher Training
- (vi) Examination Division
- (vii) Inspectorate
- (viii) Distance Education Information Unit
- (ix) Allied Arts

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 Assistant Chief Education Officer (Inspectorate) and a Superintendent of Examinations.

The Deputy Chief Education (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 co-ordinated the work of National Centre for Education Resource Development (NCERD) and Cyril Potter College of Education (CPCE).

The Deputy Chief Education Officer (Technical) was responsible for Pre-Vocational and Technical 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 for 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 one (1) Human Resource Manager.

The Deputy Permanent Secretary (Administration) supervised general administration services, including the Central Registry, Security and Transport. She was assisted by one (1) Senior Registry Supervisor and one (1) Transport Officer.

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 Human Resource Manager was responsible for the general supervision of the Personnel department and ensured that the policies of the Ministry were properly carried out. She was assisted by one (1) Principal Personnel Officer, two (2) Senior Personnel Officers and one (1) Personnel Officer I.



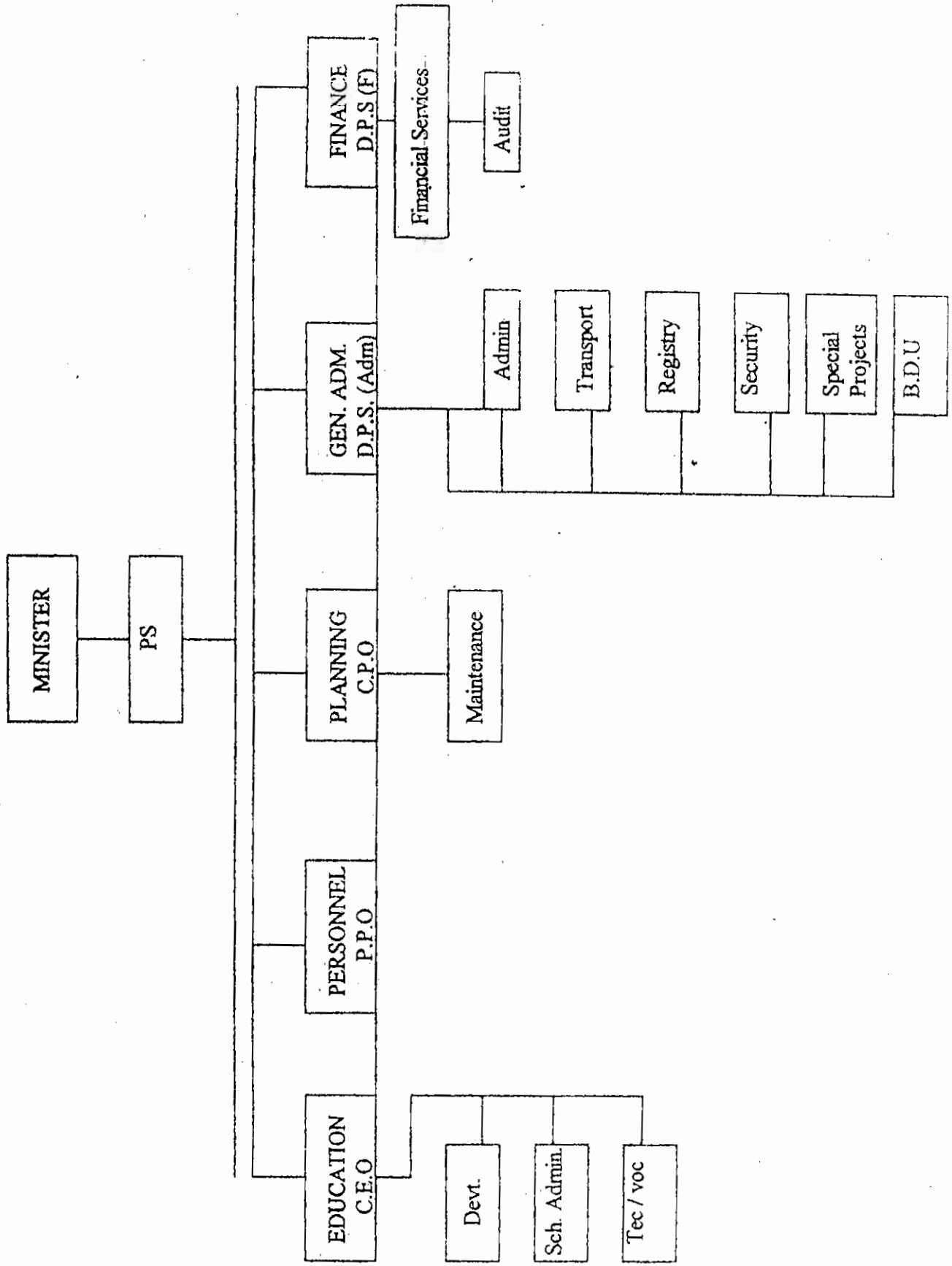
ORGANISATIONAL CHARTS

3.2.0

ORGANISATION CHARTS

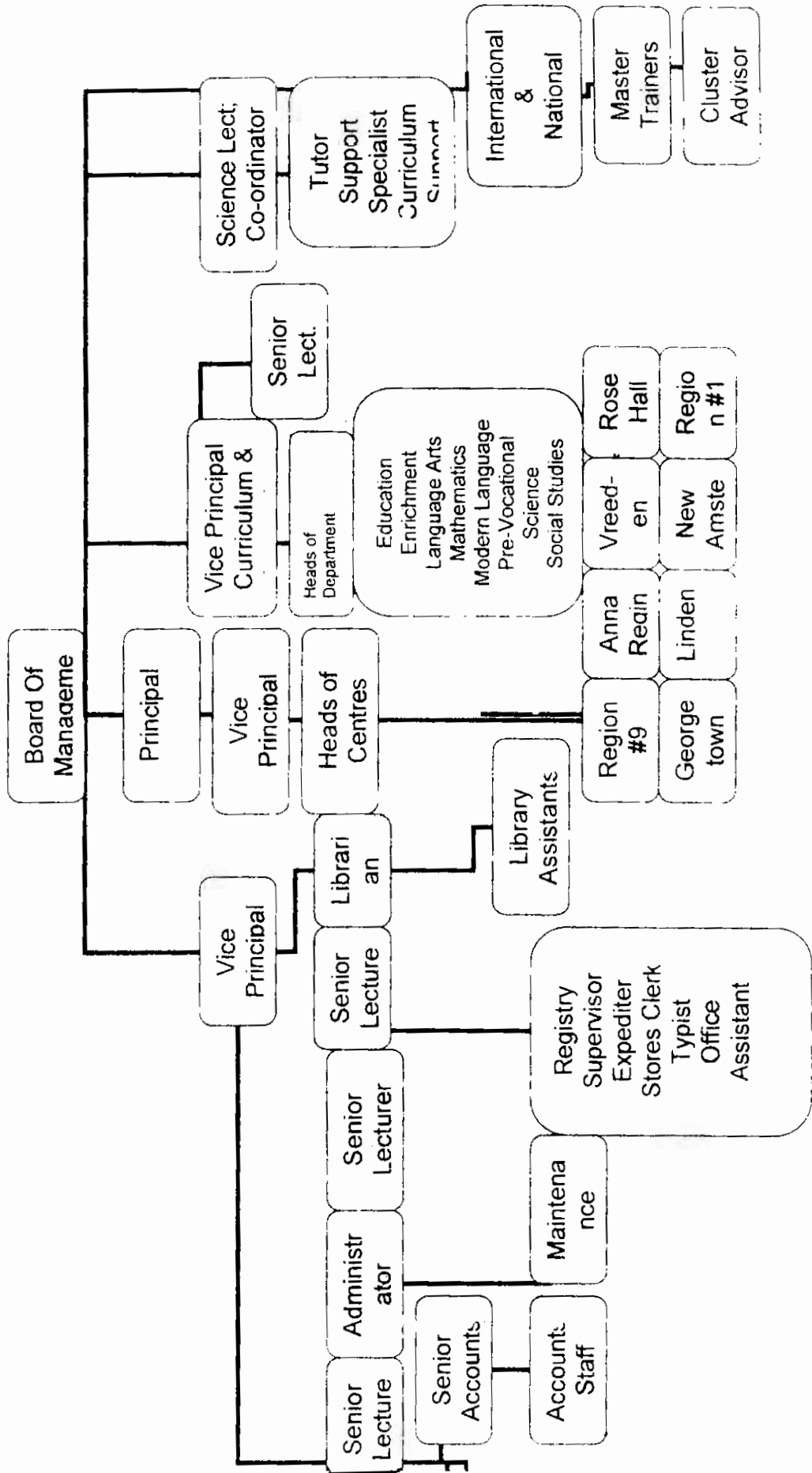
3.2.1

MINISTRY OF EDUCATION



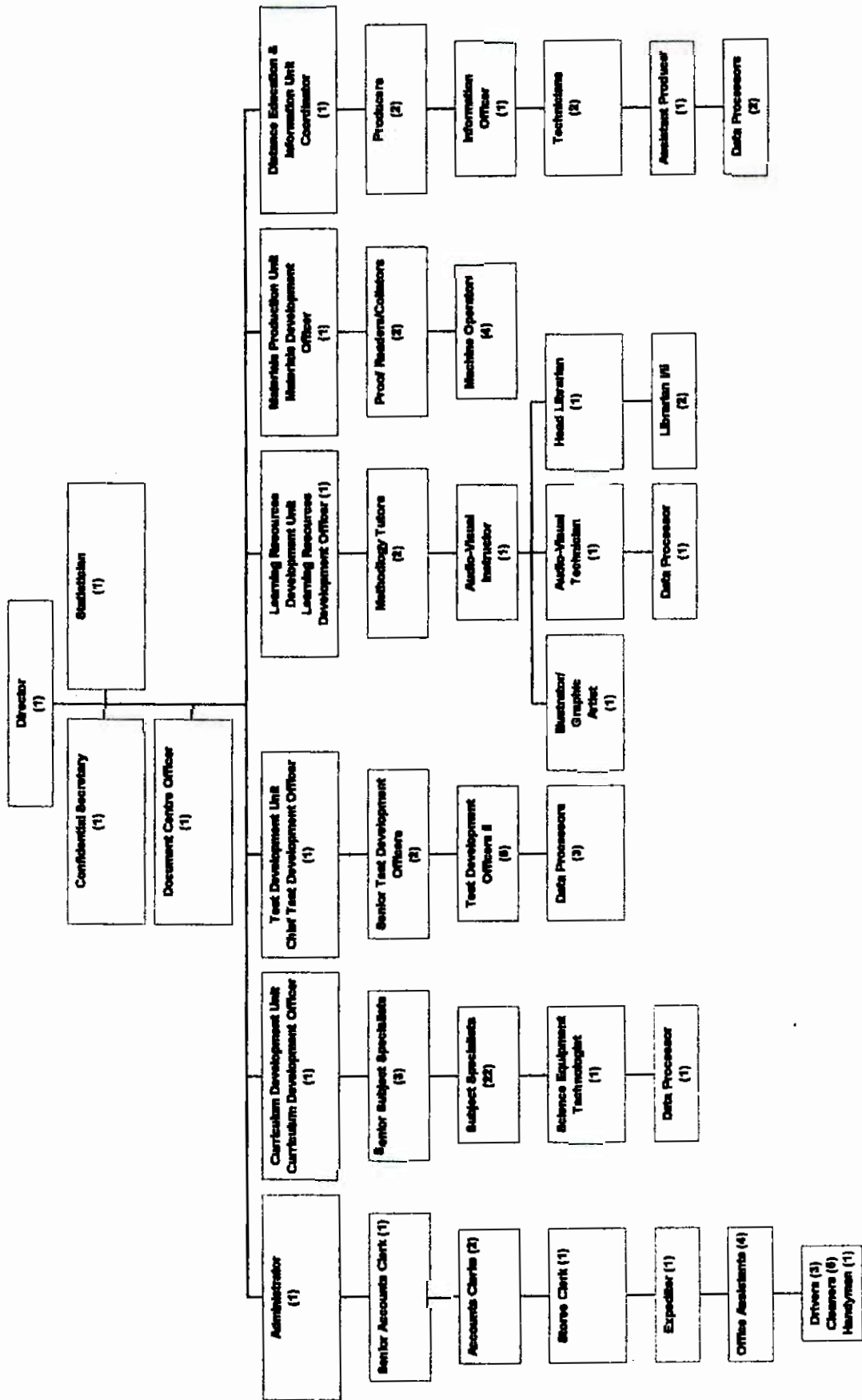
CPCE -- ORGANIZATIONAL CHART

3.2.2

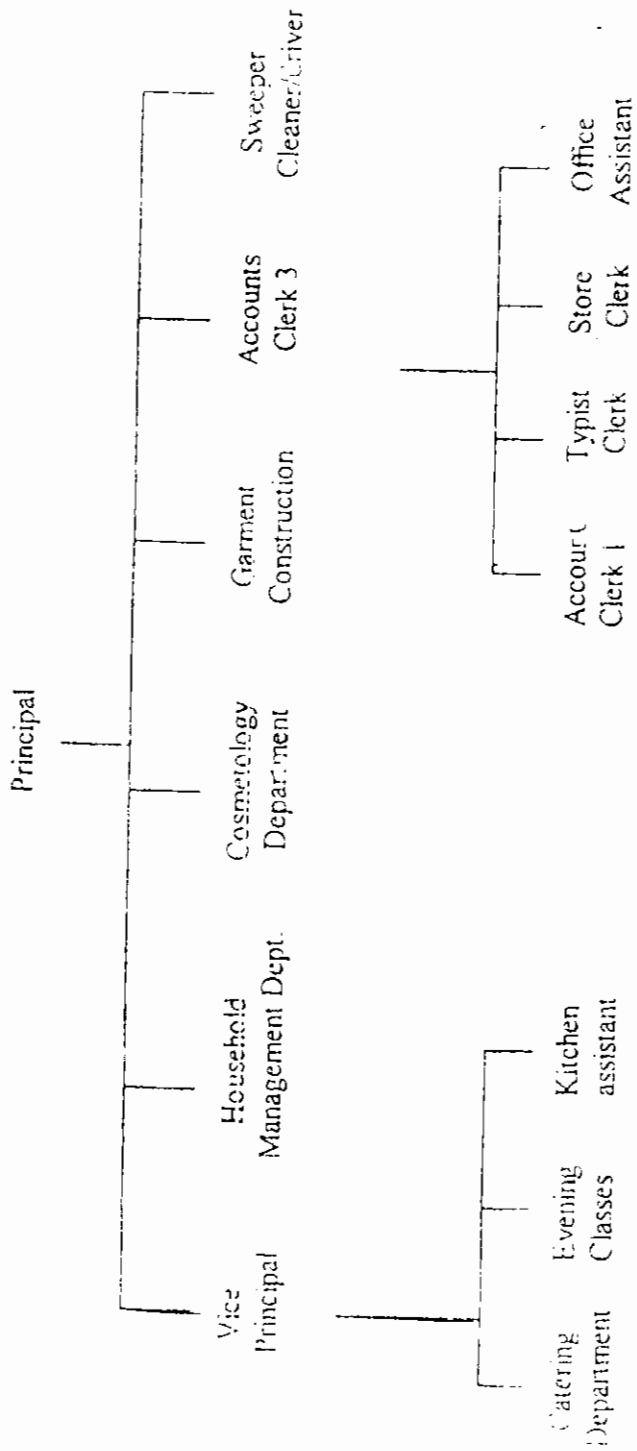


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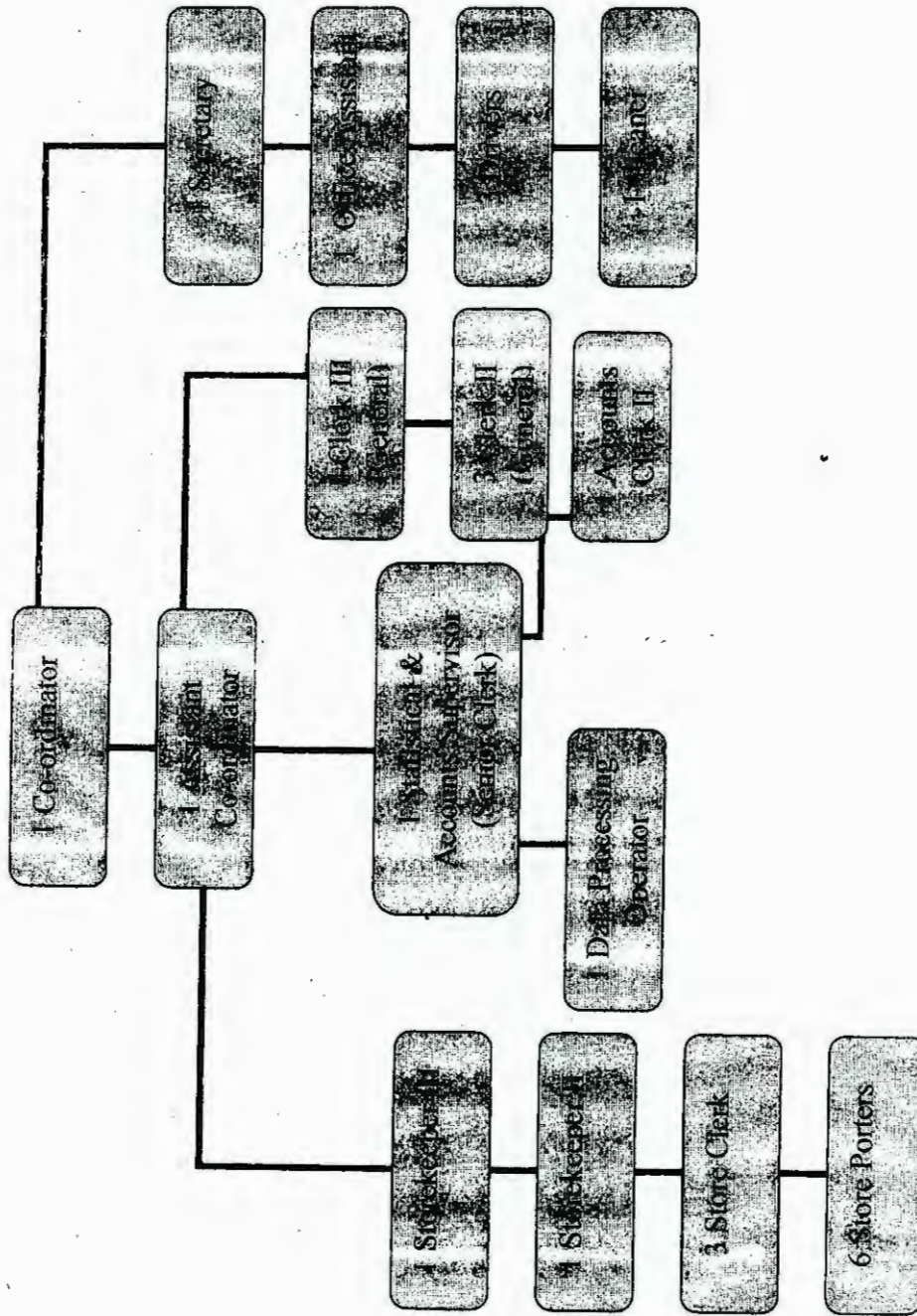
Organisational Chart - NCERD



Organisation Chart Carnegie School of Home Economics

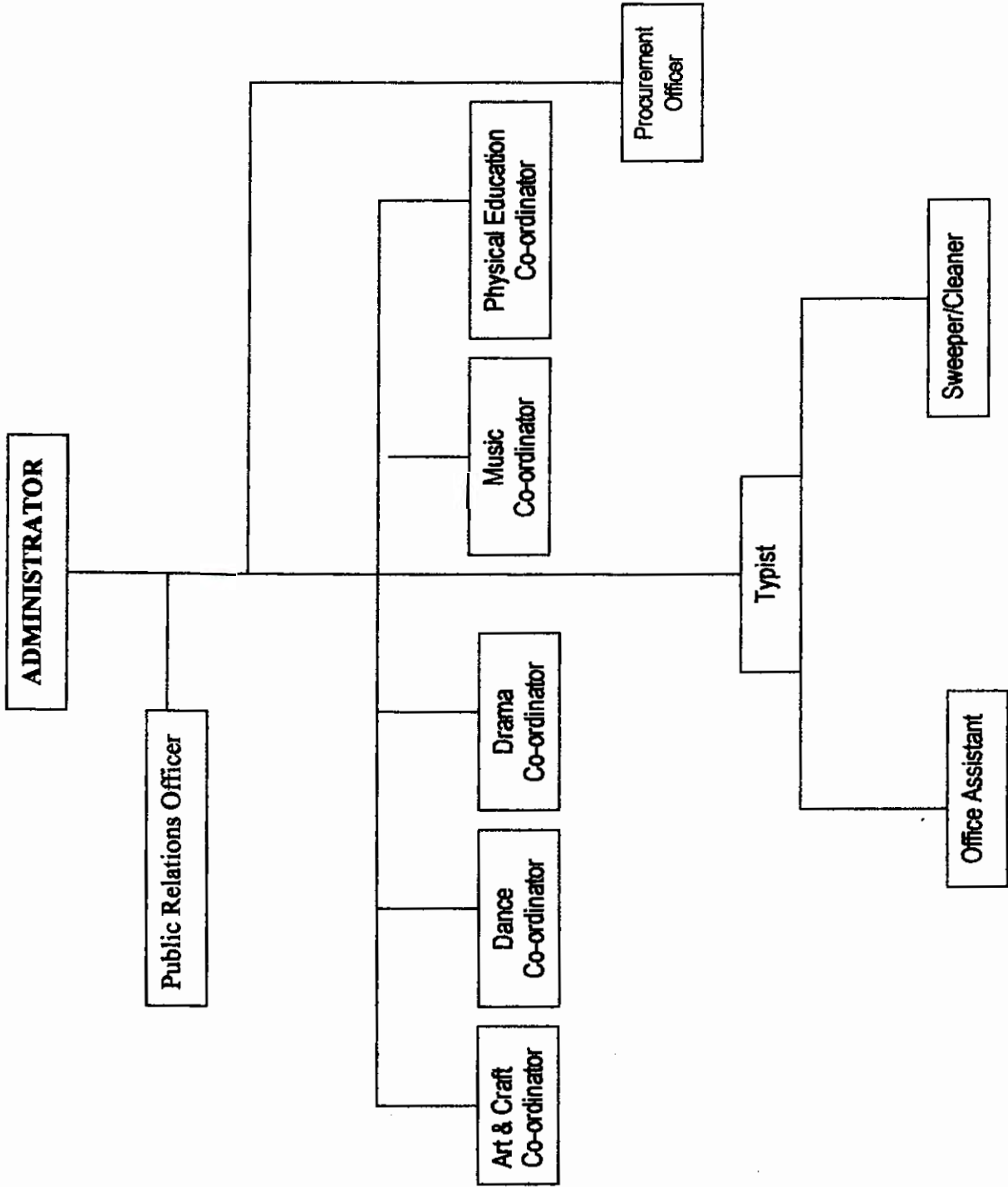


BOOKS DISTRIBUTION UNIT - ORGANISATIONAL CHART

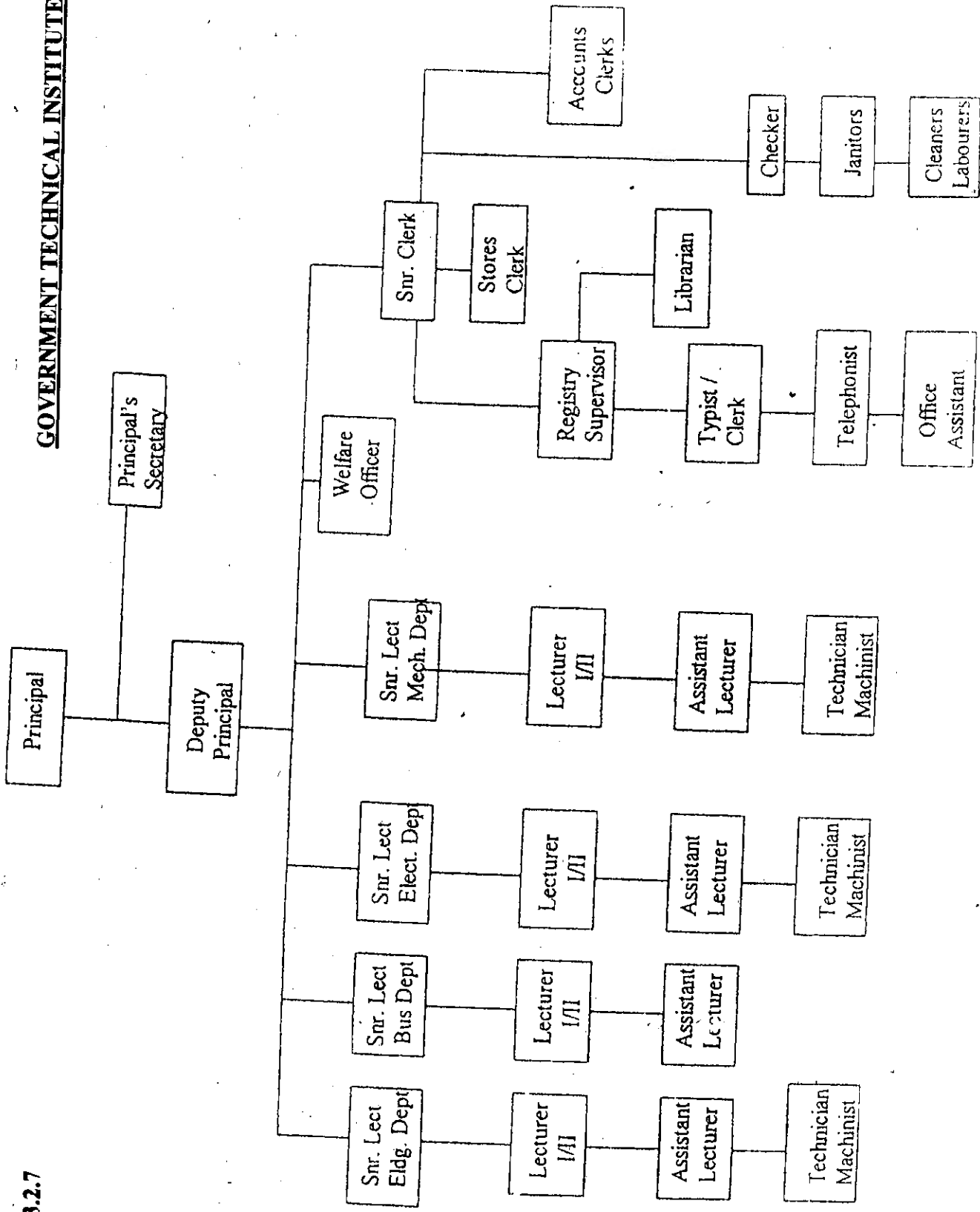


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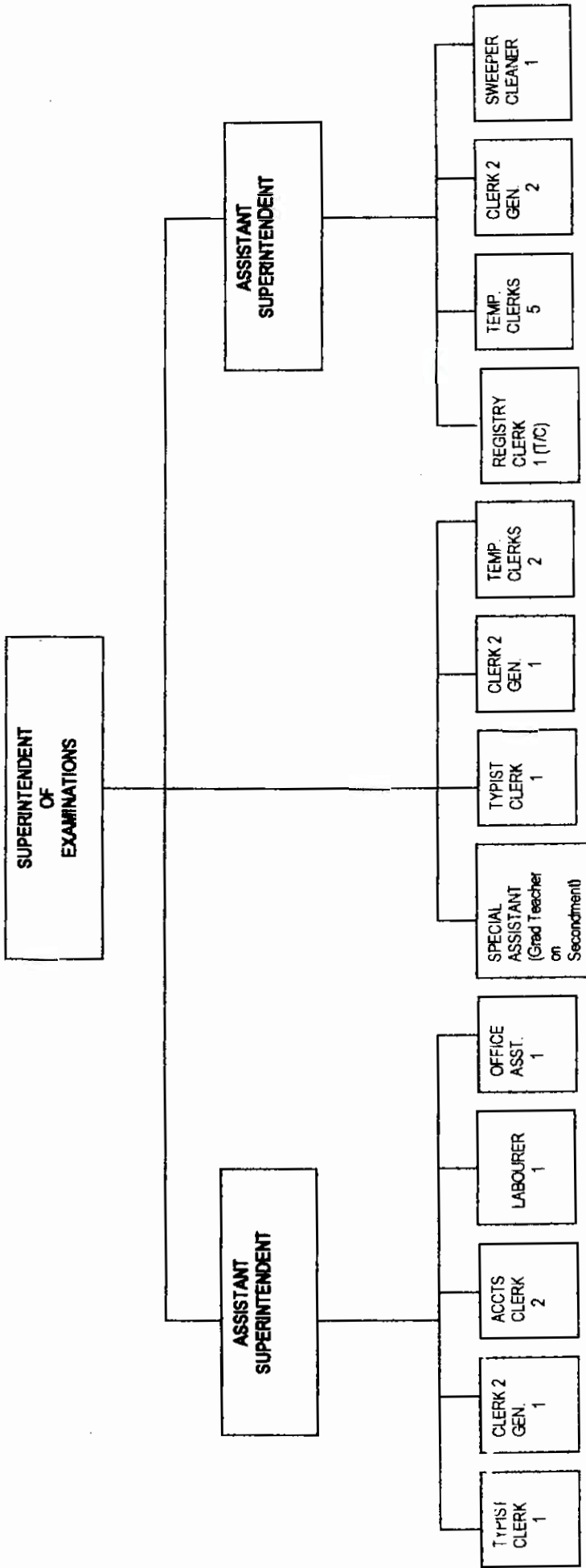
UNIT OF ALLIED ARTS



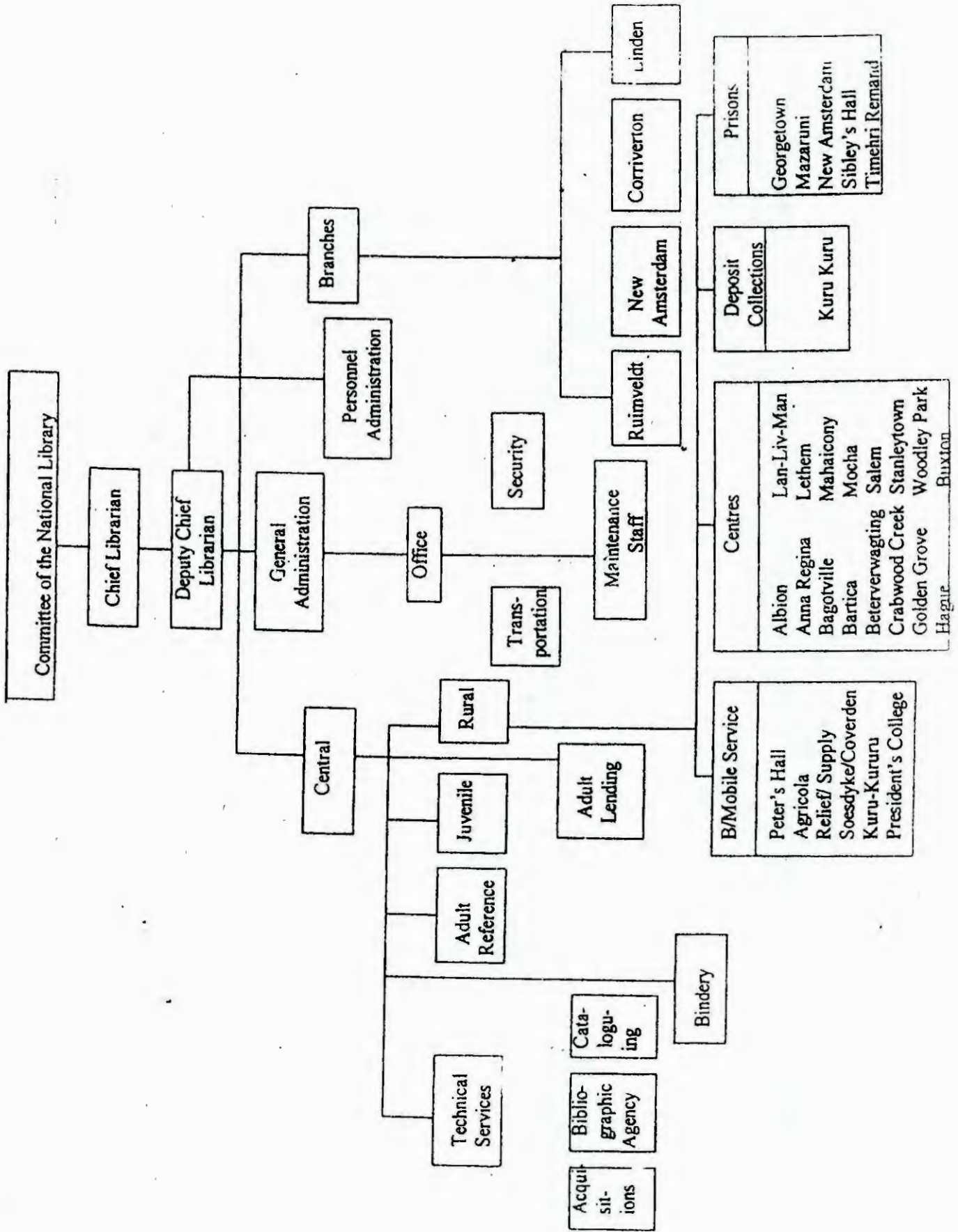
GOVERNMENT TECHNICAL INSTITUTE



EXAMINATIONS DIVISION

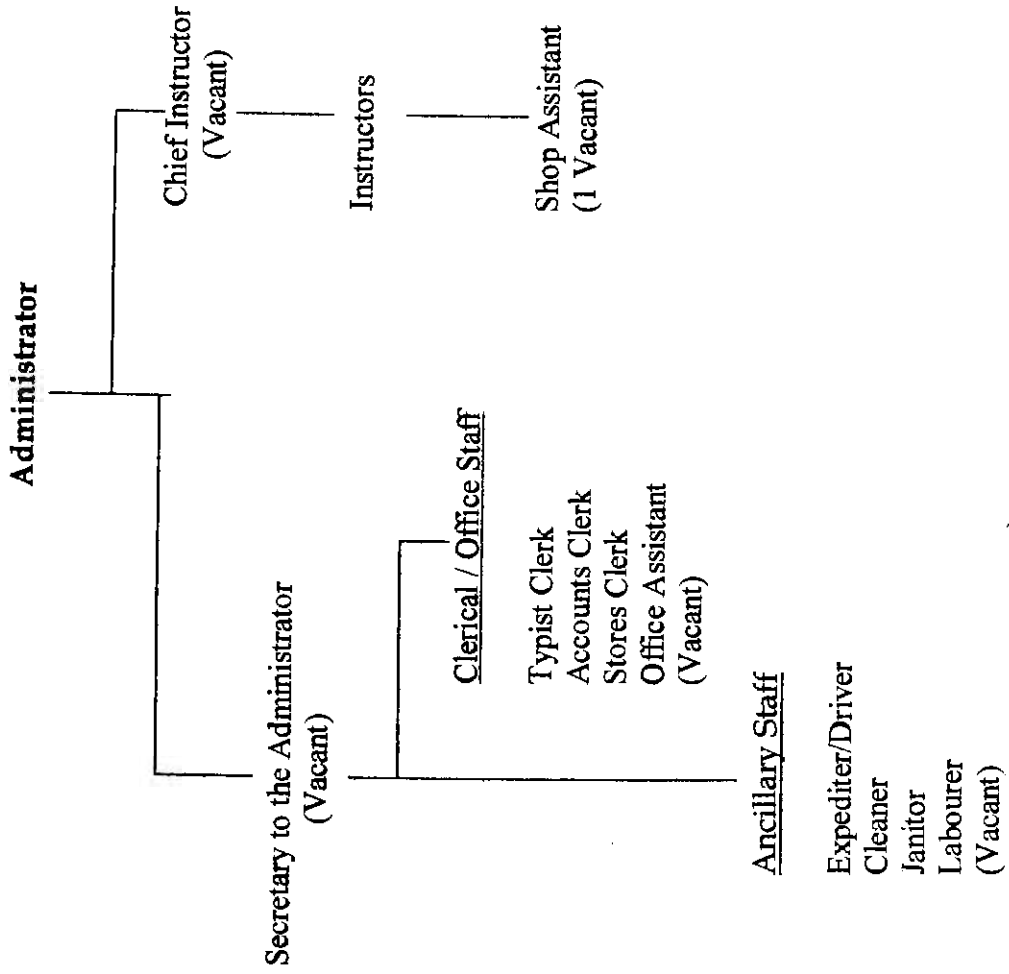


NATIONAL LIBRARY



3.2.1.0

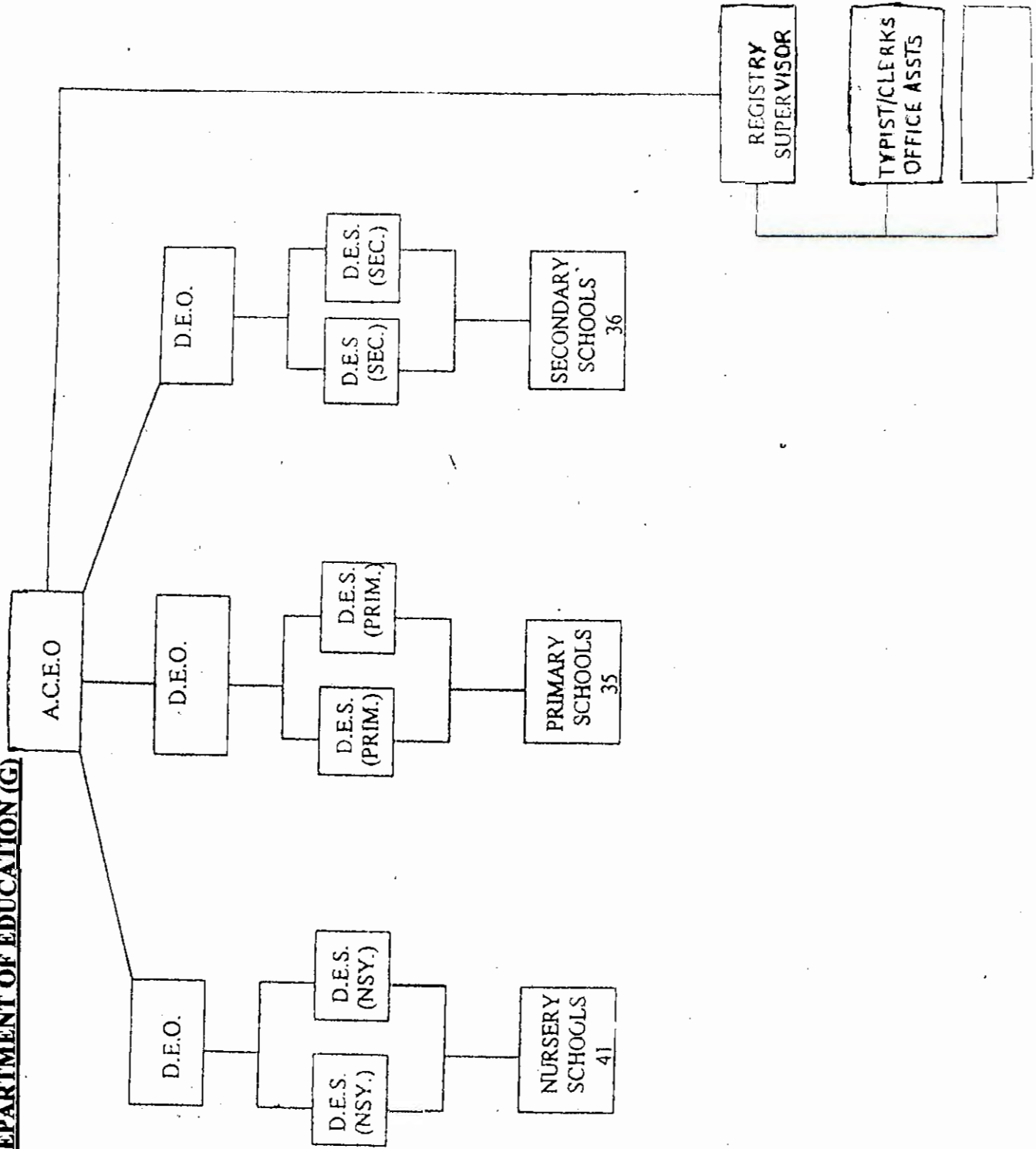
Guyana Industrial Training Centre



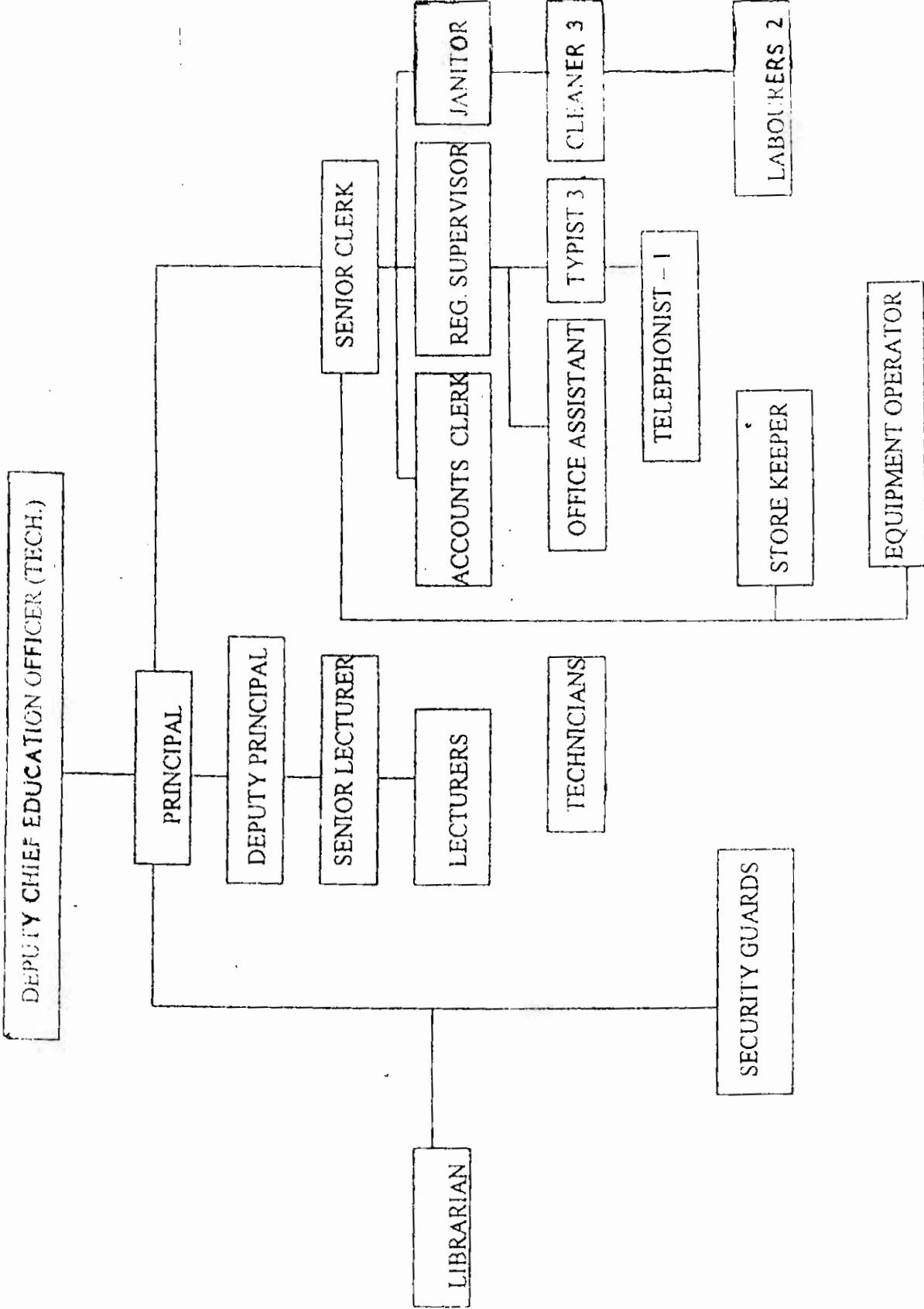
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3.2.1.1

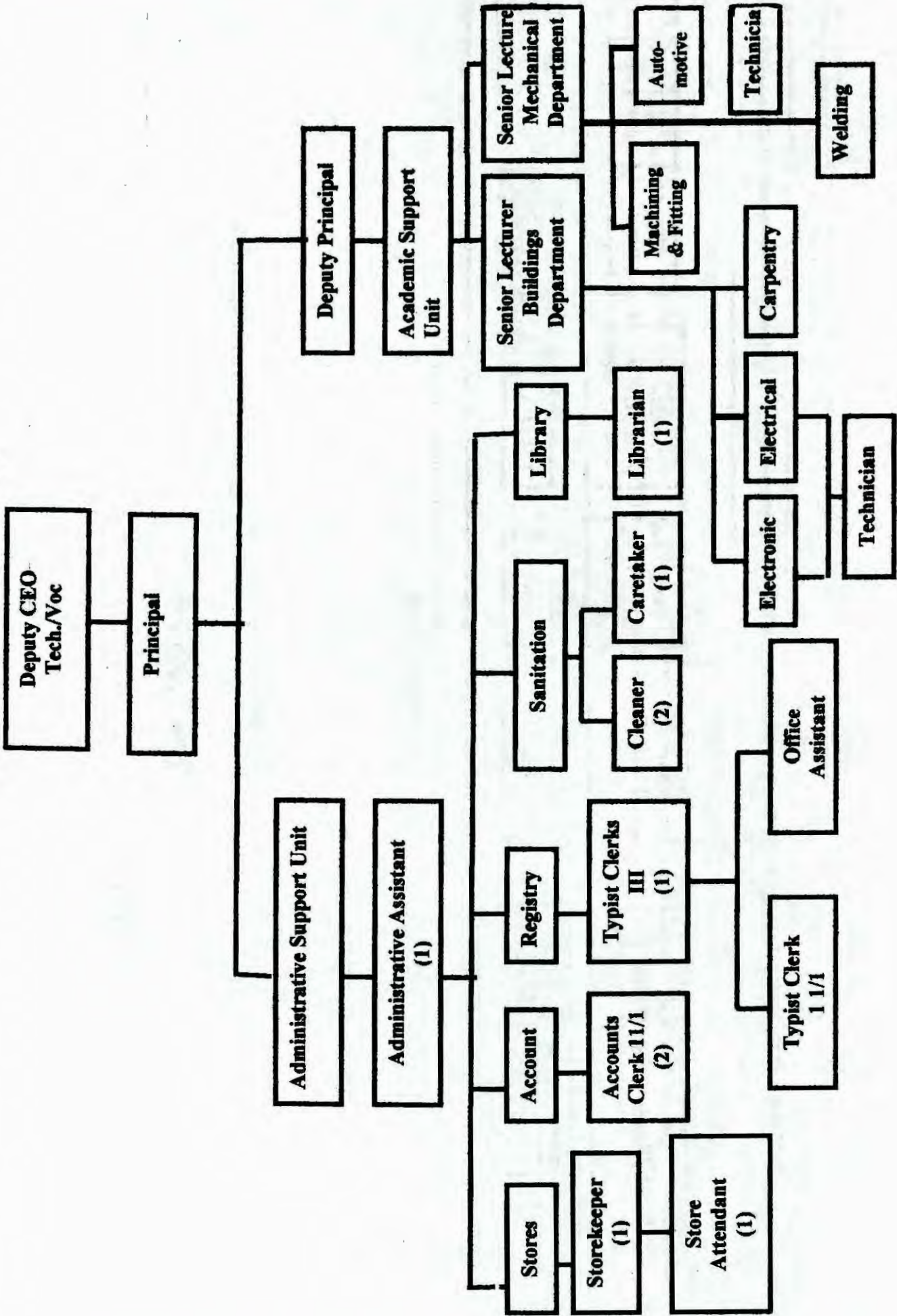
DEPARTMENT OF EDUCATION (G)



NEW AMSTERDAM TECHNICAL INSTITUTE

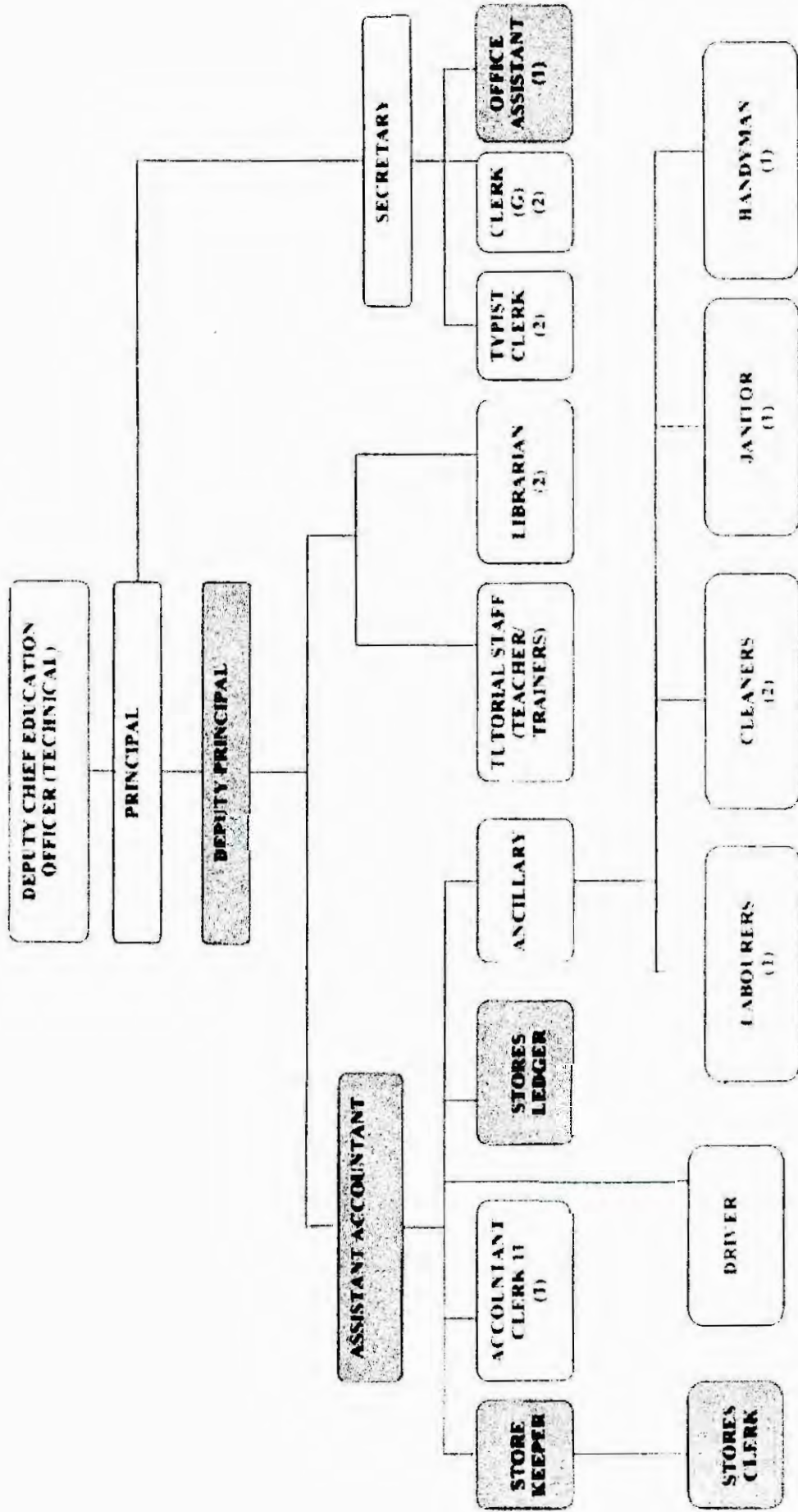


LINDEN TECHNICAL INSTITUTE

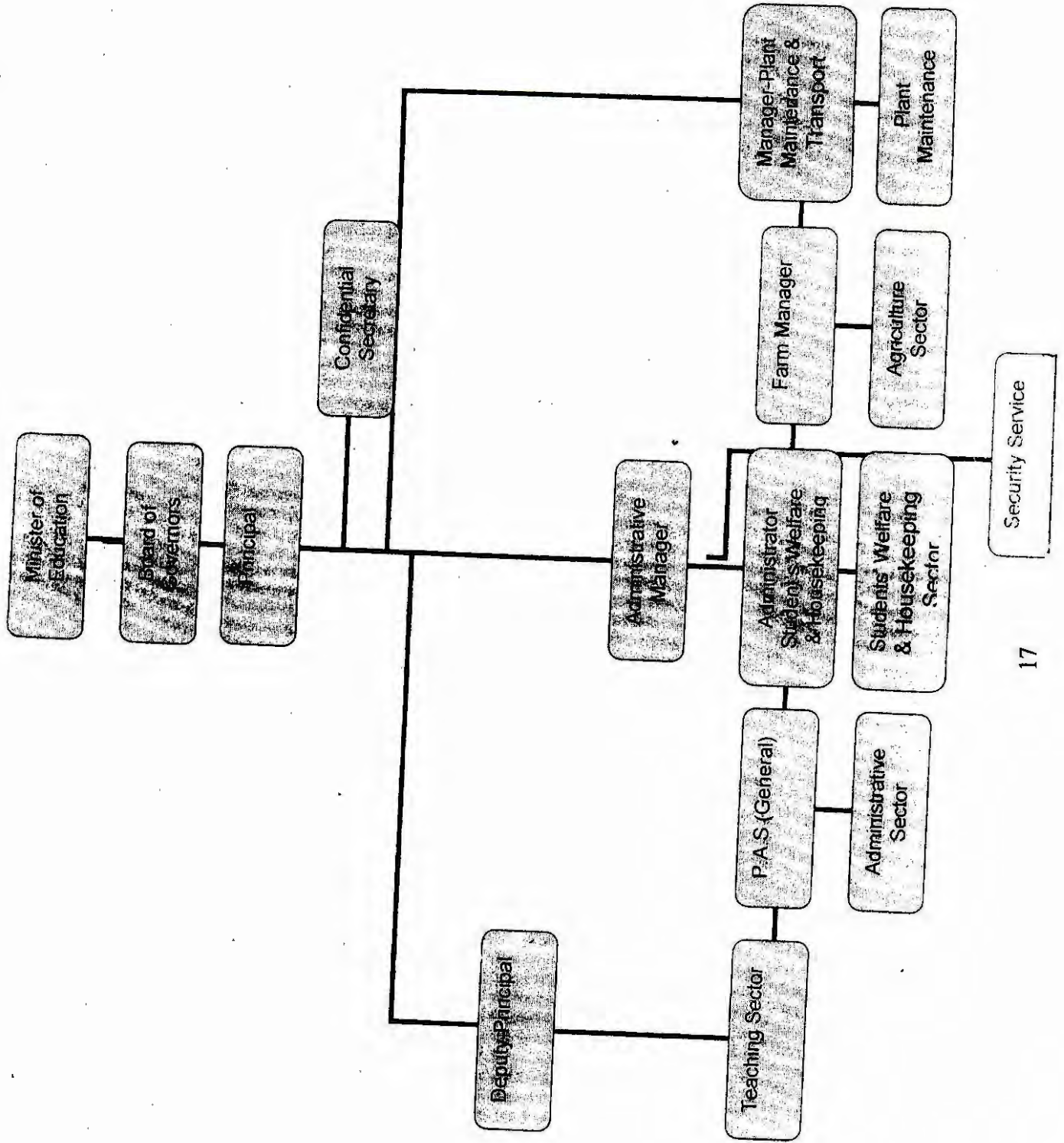


ESSEQUIBO TECHNICAL INSTITUTE

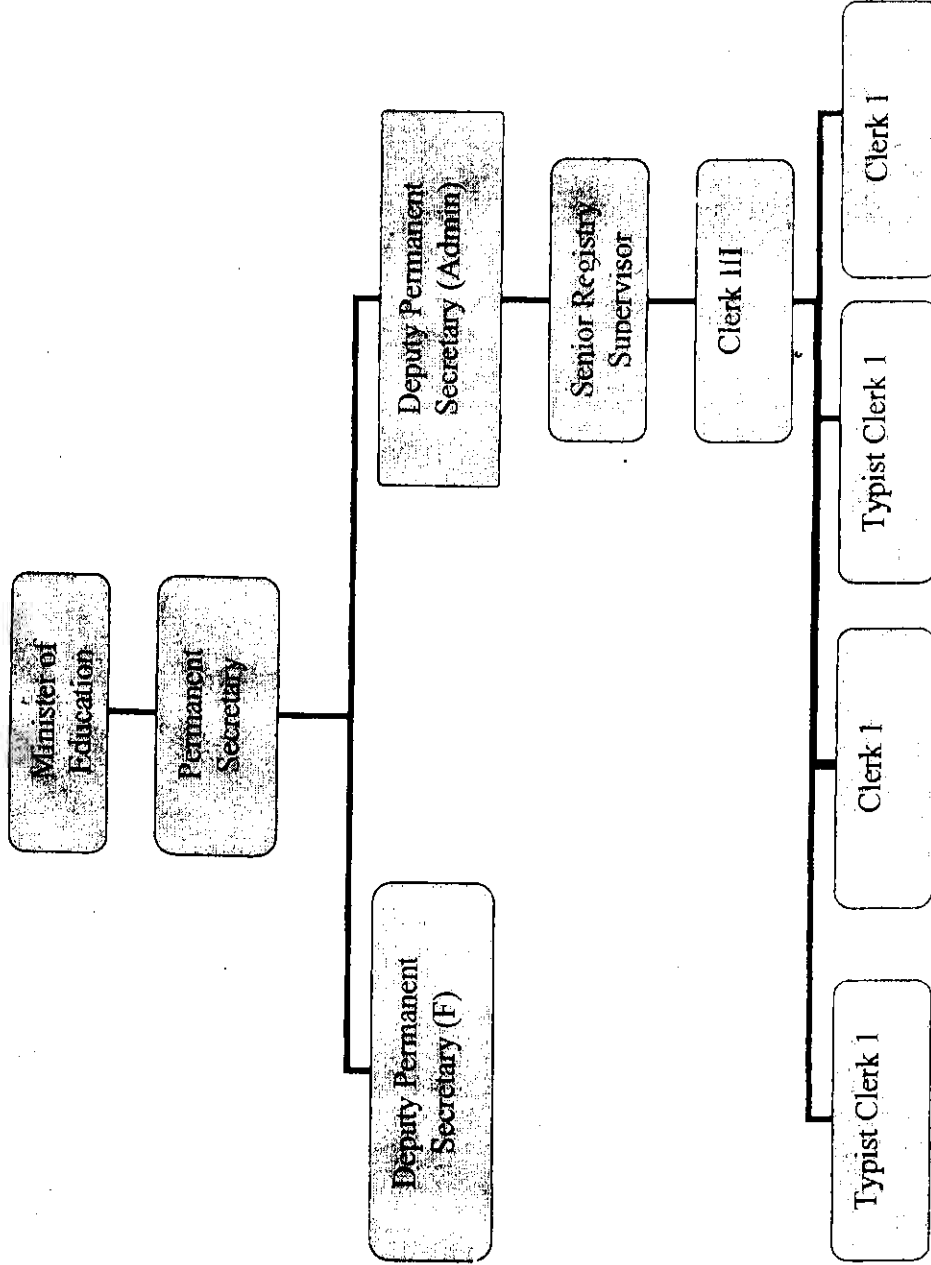
ORGANIZATIONAL CHART



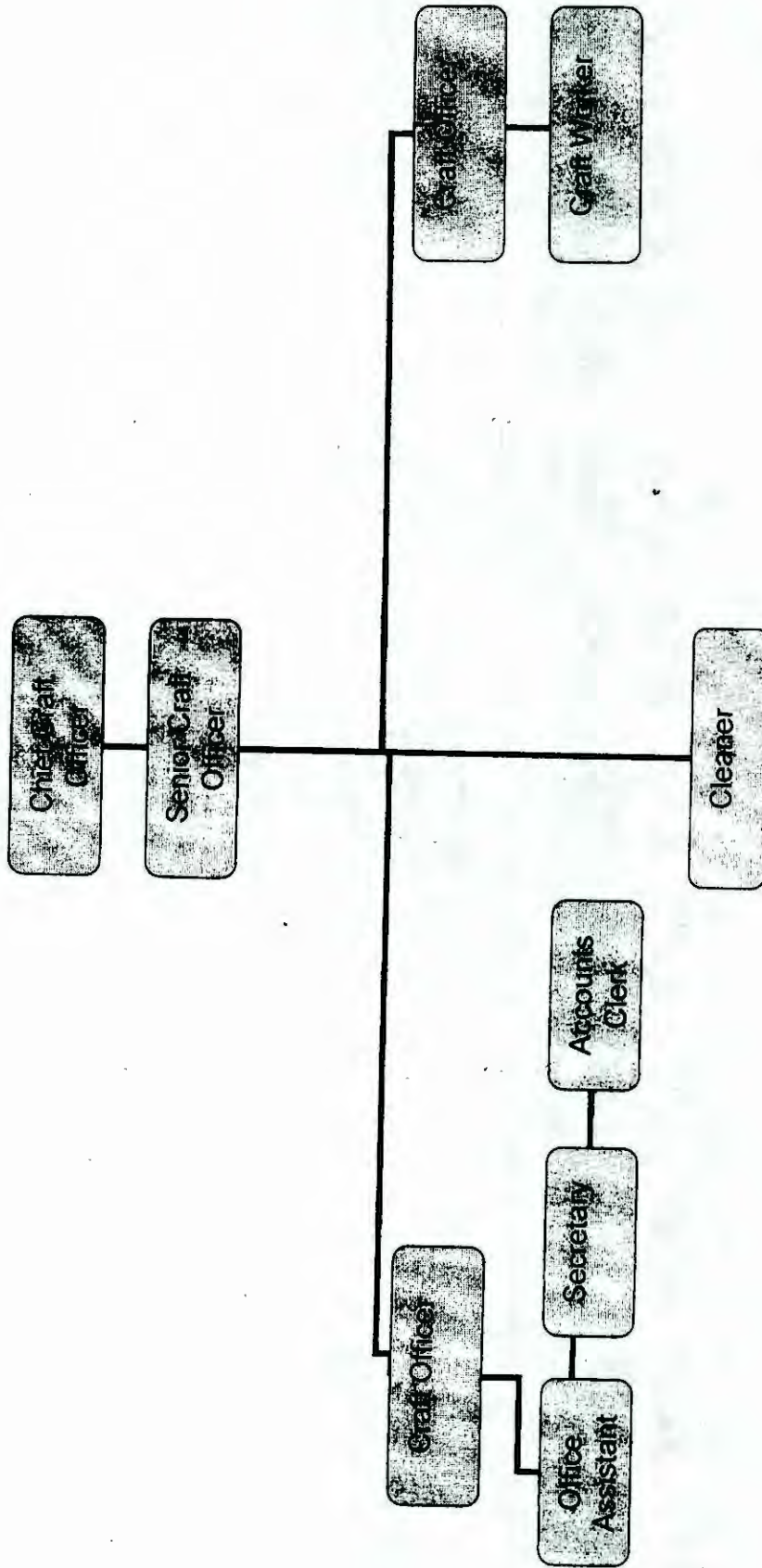
PRESIDENT'S COLLEGE - ORGANISATIONAL CHART



CENTRAL REGISTRY - ORGANISATIONAL CHART

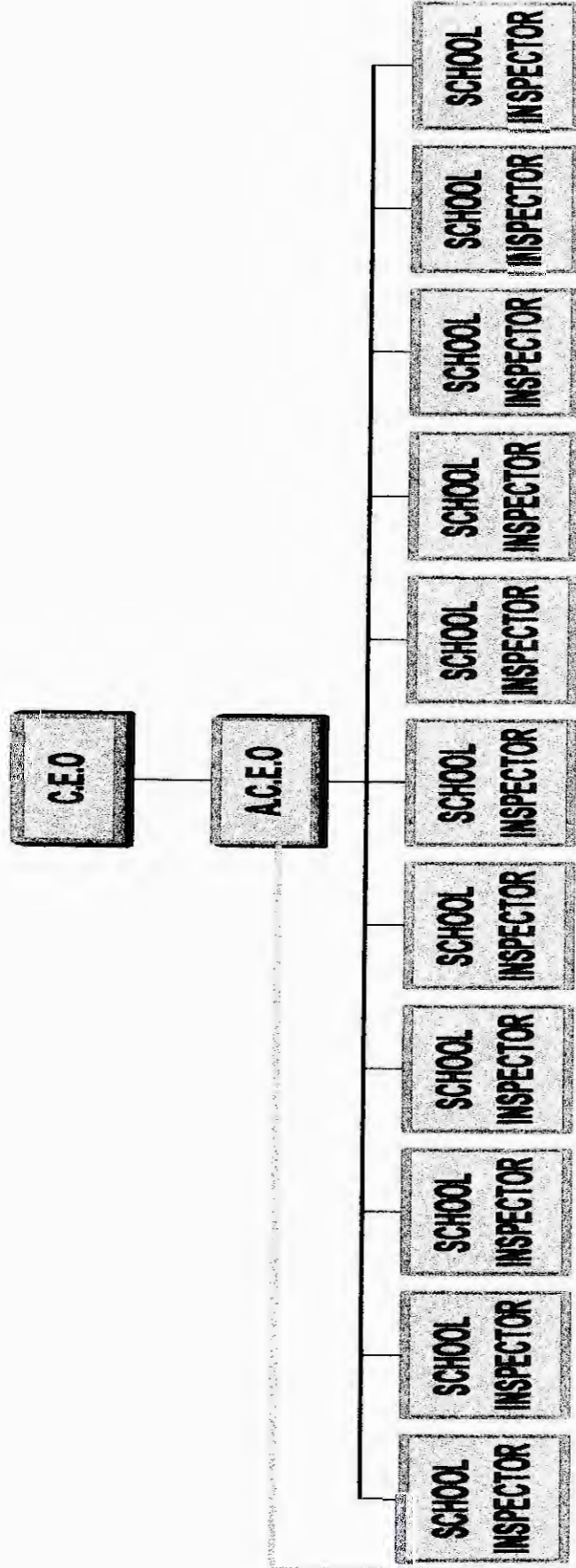


CRAFT PRODUCTION AND DESIGN DIVISION - ORGANISATION CHART



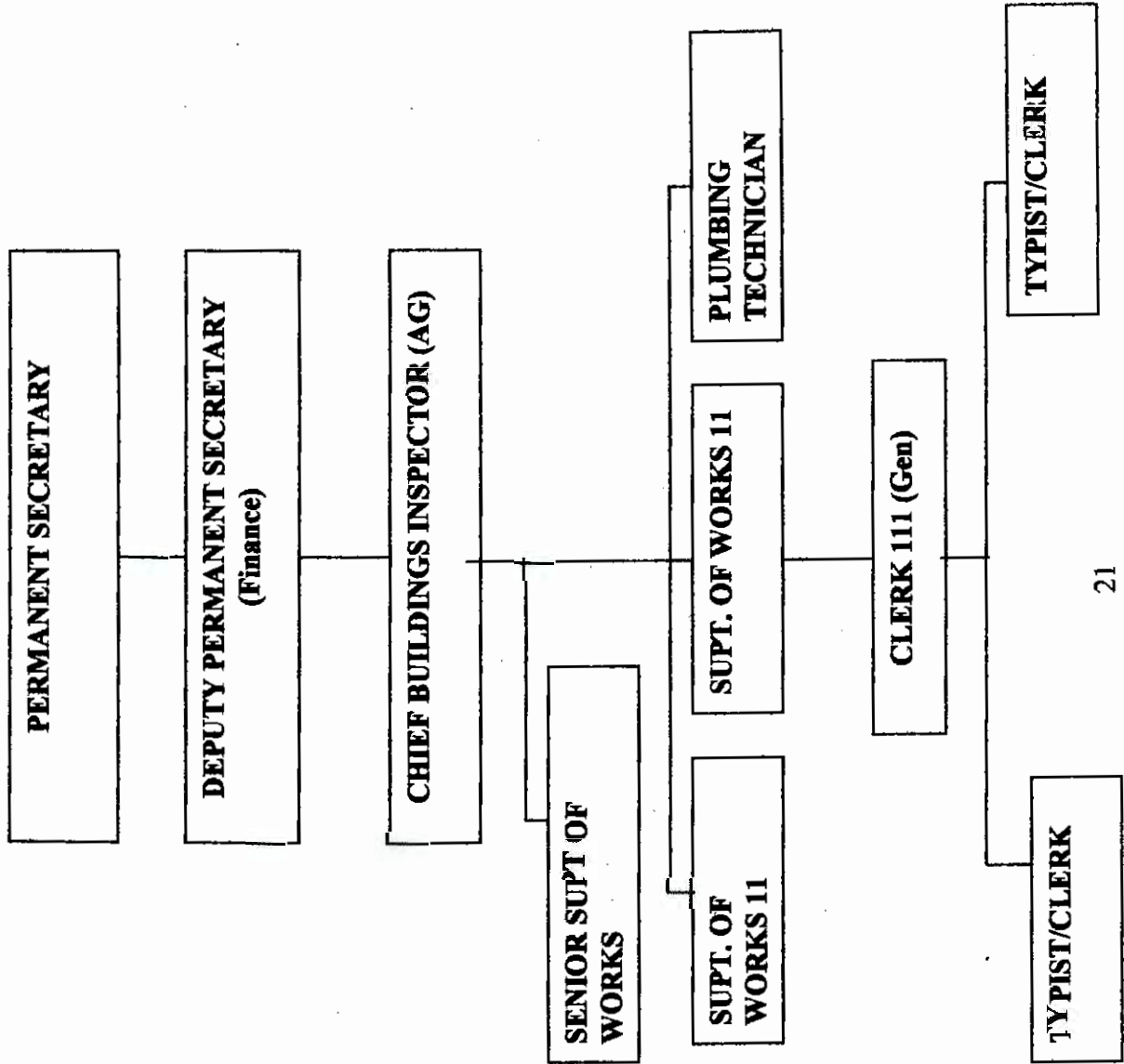
3.2.1.8

INSPECTORATE UNIT



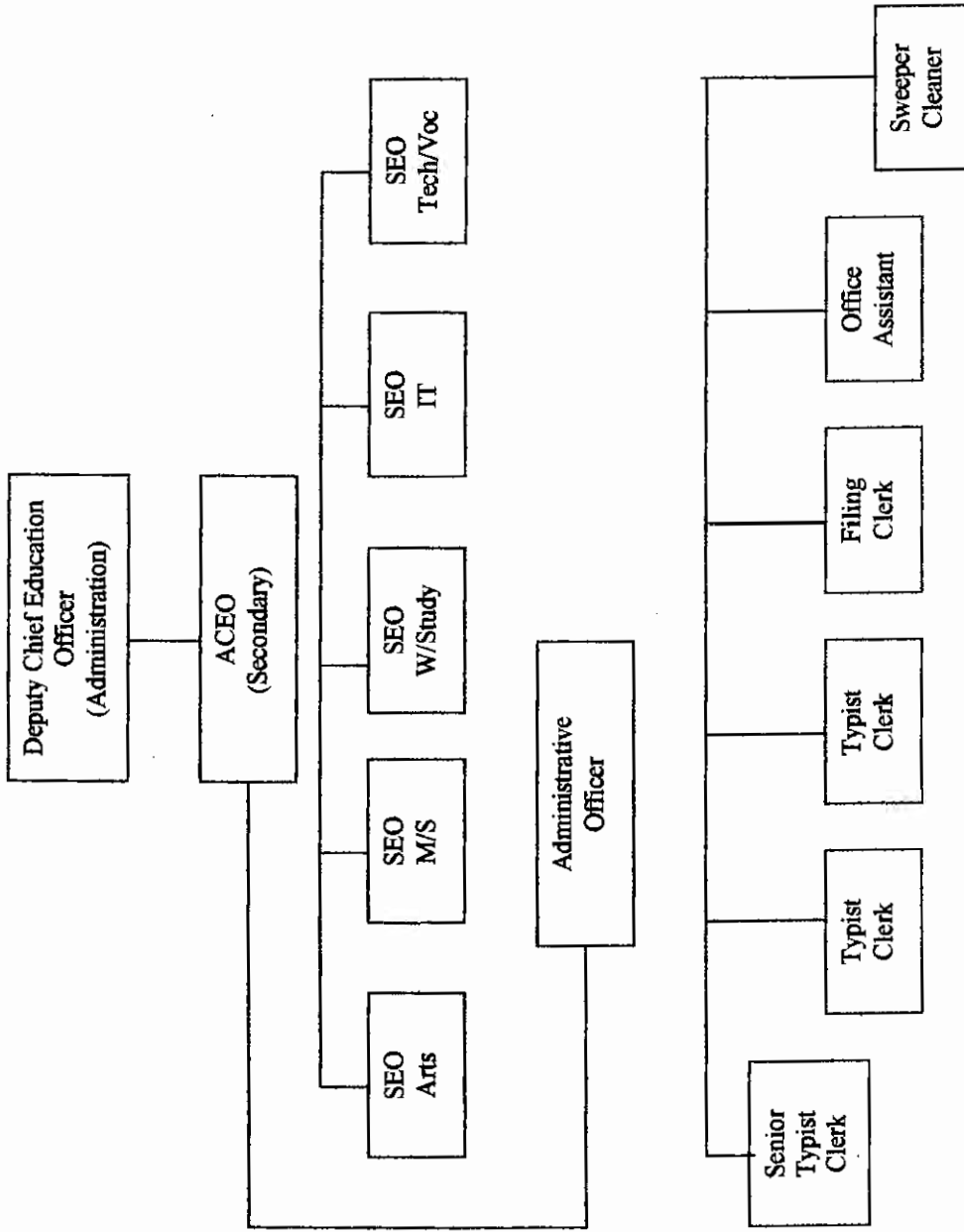
- CONFIDENTIAL SECRETARY
- TYPIST CLERK
- TYPIST CLERK
- TYPIST CLERK
- OFFICE ASSISTANT
- SWEEPER/CLEANER

BUILDINGS DIVISION UNIT



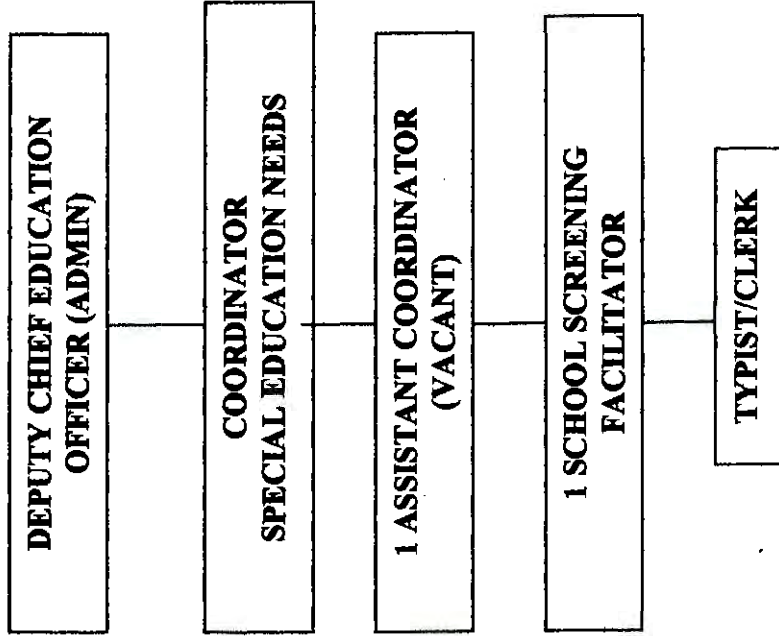
3.2.2.0

SECONDARY SECTOR



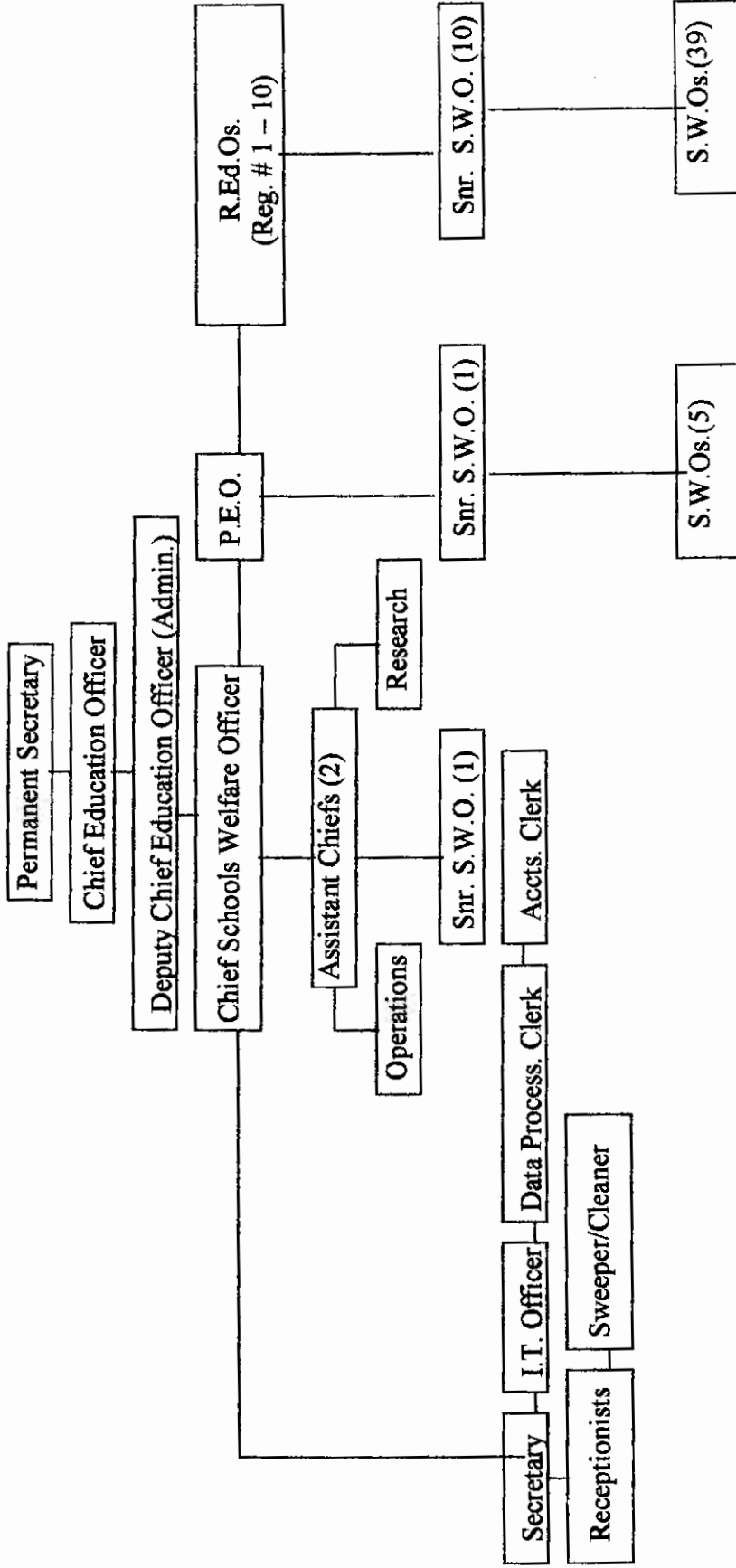
3.2.2.1

SPECIAL EDUCATION NEEDS UNIT



3.2.2.2

SCHOOL WELFARE UNIT



3.3.1

GENERAL ADMINISTRATION

The objectives are to:

Provide prompt and efficient service in order to facilitate the smooth functioning of the Ministry.

Recommend and implement appropriate procedures and guidelines, to ensure that the various sections within the Ministry make optimal use of the available staff.

Ensure that established educational policies are adhered to, in order to permit the proper functioning of the whole system.

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:-

Book Distribution Unit

Special Projects

Transport

Security

Registry

The Deputy Permanent Secretary (A) is assisted in the day to day operations by an Assistant Secretary, Administrative Assistant, Data Processing Officer and an Office Assistant. A Sweeper/Cleaner is also attached to this section.

3.3.1.1

CENTRAL REGISTRY

MISSION STATEMENT

OBJECTIVES:

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

ORGANISATION AND MANAGEMENT

ORGANISATIONAL CHART

The Central Registry Department comes under the supervision of the Deputy Permanent Secretary (Administration). It is responsible for the Record Management of the entire Ministry through effective and systematic filing. The structure is comprised as follows:

DESCRIPTION OF WORK DIVISION AND DEPARTMENT

The main task of Central Registry and its Personnel are to:-

To provide control over the records that is: the creation, utilization, storage, retrieval and disposal.

To preserve the corporate memory.

To furnish timely, accurate and complete information for efficient decision making.

To safeguard vital information.

To collect and disperse mail.

To maintain stamp impress.

SUMMARY

The Central Registry Department comes under the supervision of the Deputy Permanent Secretary (Administration). It is responsible for the Record Management of the entire Ministry through effective and systematic filing.

I am pleased to report that the members of staff of the Registry worked assiduously in order to maintain a good record management programme even though we are short of the maximum number of staff.

ACCOMMODATION

The staff continues to work under cramped conditions, the unit is small, packed with cabinets all around, then there are desk and chairs that take up the remaining space. Easy access to some filing cabinets is difficult at times. There is need for some of the furniture to be replaced.

EQUIPMENT

The printer, even though it was repaired/ serviced, is still malfunctioning.

TRAINING

Three (3) Clerks attended computer training in word XP Core at Global Technology, and were successful. One typist clerk attended a half day seminar on – Managing and maintaining your record system, and was successful.

CONCLUSION

It is hoped that for 2006 the department would have the require amount of trained staff to improve the filing system and to store data on diskettes to ensure more efficient service and elimination of the problem of storage space, This will help to eliminate some of the difficulties faced with accommodation and enhance the delivery of efficient service.

We in the record system are committed to providing a Record Management that caters for the effective creation, maintenance, usage, storage, retrieval and preservation of public records, thus facilitating access to quality information by Public Officers for the purpose of dissemination, research, decision making and accountability.

SPECIAL PROJECTS UNIT

SUMMARY

1. The Year 2005 was a challenging one for the unit. It started out very well, and then came the flood which prevented the unit from carrying out its planned work for the first quarter of 2005. However, Regions 1, 7, 8 and 9 received their budgetary allocation. Region 4 EC and EB, G/t, Region 5 and 6 were partly served, with Region 4 EC and EB and parts of Region 5 mostly affected by the flood. Regions 2 and 3 were also served during the first quarter of 2005. During the second quarter the unit continues to distribute school feeding supplies in all ten administrative regions in Guyana. As the flood receded, Contractors and office staff engaged in the distribution process were able to reach most of the schools which were inaccessible during the flood. However no distribution was done in Region #6 due to the unavailability of funds. The third quarter of 2005 was most successful for the unit. Distributions were done in all the regions including Region#6; however the distribution team were unable to deliver to schools in Black Bush Polder due to the poor condition of the roads and bridges. Apart from that the unit ended its distribution for the third quarter on a high note.

2. In April 2005, the Ministry of Education contracted Beacon Foundation to conduct a pilot programme in seven (7) communities in Region 9, serving Cassava Bread and Peanut Butter with Peanut or Fruit Drink. This programme seems to be doing well base upon information available to the unit. However the cost of this project must be taken into account since the cost per child is G\$60.00 per day when compared with the cost of Biscuits which is G\$9.00 per day per child and G\$10.00 for milk per day if the unit had to purchase it. The total cost then will be G\$19.00 per day per child, this includes transportation cost. At the moment this commodity is being donated by Food for the Poor. For the seven (7) months in 2005, the total sum disbursed to the pilot programme is G\$8,783,511 out of an estimated G\$219,375,000 for the school feeding programme for the year. However the budgetary allocation for 2005 was a mere G\$90,000,000.00 or 41.0% of estimates of which 9.0% was diverted to the pilot programme. This also put a lot of strain on the unit. During in the year 2005, the unit continues to place special emphasis on the interior and riverain and depressed areas.

3. The Vehicles at the unit are not adequate for distributing school feeding supplies on a timely basis. For the last quarter of 2004 and the entire 2005, the truck GBB 9991 which is 22 years old is laid up due to hard to get parts. The vanette PDD 1173 broke its crank shaft while on a trip to Berbice in October 2005 and is being under repairs, hopefully to be in use during the first quarter of 2006. This vehicle is also 15 years old. Vanette PJJ 2310 is in good working order and is being in use for distribution. In the last quarter of 2005, the unit had to hire private vehicles to achieved some level of satisfactory distribution, however this seems to be a good idea but turned out to be a

night mare when comes to payment because of the length of time the Accounts Department takes in processing of vouchers for payment resulting in many cases, where vouchers are placed in no funds although funds are available under the specified heads.

4. In conclusion, it is fair to say that the year 2005 was filled with challenges for the school feeding programme, funds were limited. Staff were not replaced when vacancy exist, and when it does, the quality is very poor. A lot of pressure was put on the unit to operate with less than 50% of staff at some time. However the available staff performed at their best so as to give the unit a much needed boost. The unit is geared to carry out its mandate. E.g. the distribution of school feeding supplies in all ten administrative regions in Guyana in the year 2006. Emphasis will continue to be placed on interior and other riverain/depressed areas in all the regions. In order to carry out the above, the unit is looking forward to the Ministry of Education to fill all existing vacancies. Provide adequate transportation □ facilities and make funds available in accordance with that stated in the current estimates for 2006.

3.3.1.3

SECURITY

The objective is to provide security at all buildings of the central ministry and schools in Georgetown.

There has been some decline in thefts at schools.. Most of these thefts occurred at schools which do not have twenty-four (24) hour guard service. The physical condition of some schools and compounds also makes them vulnerable to incidents of theft.

During 2005 there were four reported incidents of theft totaling over five hundred and eighty-four thousand, five hundred and twenty-two (\$584,522) dollars. No report as to the recovery of any of the items stolen was made.

3.3.1.4

TRANSPORT SECTION

MISSION STATEMENT

To provide transportation to the entire Ministry on request to and fro airport and various locations and around the regions that are accessible.

The Transport Department is a unit within the Ministry of Education. The role of this unit is to provide transportation of staff, officers and consultants, within the Ministry on official duties to and from the Airport, and around the City and country or other location on official duties.

This department is supervised by a Transport Officer. There is a staff of five (5).

The vehicles are maintained by the Drivers and serviced regularly to keep them in satisfactory condition. The fact that some of the vehicles are ten (10) years and older makes it difficult to obtain spare parts, when obtained they are usually expensive.

PRINCIPLES GOVERNING THE DEPARTMENT

The Principles governing this department are:-

- Monitoring the usage of vehicle
- Effecting repairs on a timely basis
- Ensuring vehicle are road worthy
- Providing transportation to officers on request.

3.3.1.5

BOOK DISTRIBUTION UNIT (B.D.U.)

MISSION STATEMENT

The Book Distribution Unit whose purpose of existence is to give effect and meaning to the government's policy of free education by providing the nation's schools with free text and exercise books, forms and other stationeries, ensure that this is achieved through the implementation of a system of procurement and then distribution to schools throughout all the regions of Guyana. These include Nursery, Primary and Secondary schools and in some cases Higher Education Institutions using actual enrolment as a criteria for allocation.

MISSION STATEMENT SCHOOL LIBRARY

The School Libraries Division's Mission is to provide library resources for schools thus ensuring that their libraries are functional.

The Book Distribution Unit and Schools Libraries is mandated to procure and distribute school supplies to all government schools in Guyana. The Coordinator of Book Distribution Unit supervises the activities of the Schools Library Division.

The distribution of the school supplies depends mainly on funds which are made available to the Unit by the Ministry of Finance, balance of stock in both the schools and the Unit, and actual enrolment of schools by grades. This is used so that the Unit could have knowledge of how many books by title is in the school system, and it would also give the unit a better opportunity to effectively re-distribute school supplies when necessary. School to school distribution is done in region number (4) including Georgetown and drop-off to depots to the other regions, which the regional office is responsible for the school distribution.

In region number one (1) there is one storage depot and the stock go by Transport and Harbour Ferry to Mabaruma. Region number two (2) has two depots one in Charity and the other in Anna Regina. The supply goes by the Unit's truck via Transport and Harbour Ferry. Region number three (3) has one storage depot and it goes with the Unit truck. Region number (5) has two storage depots, one in Fort Wellington and the other in Mahaicony. This stock goes by the Unit truck.

Region six (6) has three storage depots. One in Wellington Park, one in 68 and the other in New Amsterdam and they are being delivered by the Unit's truck. Region seven (7) has two storage depots, one in Upper Mazaruni and the stock goes by chartered flight and one in Bartica. The stock goes by the unit truck via Transport and Harbour Ferry.

Region eight (8) has one central place where the stock goes and the Regional Educational Officers shuttles the stock to the various locations. Region nine (9) has five areas; the stock is being taken by the Regional Truck. Region ten (10) has one storage and it goes by the Unit truck.

During the year under review the unit had received textbooks from three different sources, one is the BEAMS, the Education for all Fast Tract Institution and the Ministry of Education. The Unit was able to distribute one book per child and in other cases it was class set or library reference. The Unit was faced with some difficult situation that hinder a timely distribution in the last quarter of the year. Some of these difficulties were; - frequent down-time for one of the trucks and availability of funds from the Central Accounting Unit and shortage of staff.

Monitoring was done only in two regions, region two (2) and four (4) East Coast. During the exercise the unit discovered a lot of discrepancies such as not having records, not using the text books etc. Request was made by some teachers for readers because there is a urgent need for readers in schools.

However the Unit was able to combat some of the difficulties and manage to serve all the regions with both text and exercise books, except for a part of region nine (9) with exercise books and region seven (7) with secondary text books in the Christmas Term. The Guyana National Printers had ran out of paper causing region nine (9) not to received their full quota, and lack of funds was responsible for Bartica not receiving their text books.

The Unit plans for the year 2006 is to have more monitoring in the regions, the aim is to eradicate the discrepancies, for this exercise to be in effect, the Unit needs a driver for the double cab vehicle and enough funds.

Presently the Unit is short of staff in critical areas such as Store- Keeper, Accounts Clerk Supervisor, Typist Clerk, Porters etc. In 2006 the Unit started with seventeen persons on staff.

The Unit comprises of three Sections:-

Allocation Section

Stores Section

Accounts Section

The School Library Division fall under the supervision of the Coordinator Book Distribution Unit.

The year commenced with two staff members, one Library Assistant and a Librarian-in-charge. Both Library Assistant and Librarian-in-charge were replaced in the second and third quarter of 2005 respectfully.

There were no shipment of books from Book Aid International and a correspondence was submitted requesting a recommencement of its Aid Programme to the Ministry of Education.

REPORT SET FOR 2006

- a) Sourcing donations of educational materials for schools.
- b) Visiting and supporting school libraries and reading rooms.
- c) Compiling an electronic database of supplies sent to schools.
- d) Training of Librarians.

3.3.1.6

PERSONNEL DEPARTMENT

The general objective of the Personnel Division is to ensure proper and effective utilization of human resources in order to achieve both the goals of the Ministry and the satisfaction and development of the employees.

In 2003, this Division was staffed with one (1) Humana Resource Manager, one (1) Principal Personnel Officers (O) assisted by one (1) Senior Personnel Officer, two (2) Personnel Officers (I), two (2) Senior Registry Supervisor, one (1) Registry Supervisor and Supportive Staff.

3.4.0 FINANCIAL

3.4.1 CENTRAL ACCOUNTING UNIT

OBJECTIVE

To effectively and efficiently maintain financial records and ensure that accounting practices are in compliance with the Financial Administration and Audit Act.

Our mandate is to ensure that the Ministry's accounting functions adhere to regulations and circulars. The key responsibility is to prepare and pay wages and salaries on the scheduled pay-day.

There was a noticeable reduction in the number of persons with R.T.P to clear and also reduced time spent in which they are being cleared. However we are experiencing difficulties with our Imprest as they are some officers who are not clearing advances promptly and this affects the efficient operation of the Imprest.

The delay to bring to account in the I.F.M.A.S, monies paid over by the Ministry of Education. We have not been able to access all deposit balances for 2003 and 2004 deposits. This impedes payment when vouchers are submitted for payment.

Programme manager/activity managers are submitting vouchers to the Central Accounting Unit and upon verification with the Cash Flow, those sums of monies requested on these vouchers were not released in the Cash Flow. This creates files with no funds and consequently at the end of the year some of these vouchers go into the unpaid account. This results in our asking the Ministry of Finance for approval to pay in the following year.

During 2005, the head of the Unit, P.A.S (Fin)ag Mrs. Hazel Richards retired after thirty three years in the Public Service.

3.4.1.1

FIELD AUDIT UNIT

TARGETS SET

An audit inspection of forty (40) institutions and department including ETI, NATI, LTI and NCERD.

Reports were to be submitted to the relevant authorities such as Auditor General, Secretary to the Treasury and Accountant General.

Auditor General and Accountant General are informed of sites slated for inspection in order to eliminate duplication of functions.

Identification of irregular postings of balances and physical stocks.

Conduct surprise and verification inspection on officers who receive and expend Government funds.

PURPOSE

The Field Audit Unit is responsible for carrying out Field Inspection and Stock Verification to ensure that the Accounting Systems and procedures in accounting for Government Funds and Stores are executed according to the existing Financial and Stores Regulations and to give invaluable advice and to implement systems in Institutions and Departments within the Ministry of Education.

TARGETS ACHIEVED

Sixteen (16) institutions inclusive of which were LTI.

There were two (2) follow up actions.

There were five (5) special investigations.

Reports were submitted to the relevant authorities including the Auditor General, Accountant General and Secretary to the Treasury.

ANALYSIS OF SUCCESS/FAILURES

Guidance was given to School's Administrator's in relation to better record keeping and accountability for Government Funds and Stores.

Recommendations were made as regards the maintenance of the Accounting System, Accountability and Record Keeping. These recommendations were given in accordance with the Financial and Stores Regulations.

The unit was only able to achieve (40%) of its objective as a result of staff shortages. For the period under review, the unit started off with two members of staff. We received a new entrant, who was transferred to the unit as of 25/4/05. This member of staff resigned as of 1/8/05 after completing her annual leave. The other staff member was transferred as of 20/7/05 from the unit but these vacancies were not filled.

3.4.1.2

EDUCATION PLANNING UNIT

Objective

The main objective of the Education Planning Unit is to provide effective support to the Ministry of Education in its development, implementation and monitoring of Education Policies and Plans.

Functions

The key functions of the Unit are:-

To prepare long and short term Educational Plans that relate to National Development Plans.

To provide statistical data on Educational Institutions under the supervision of the Ministry of Education.

To monitor and evaluate the plans, programmes and projects of the Ministry.

To assist in the preparation of project proposals so as to acquire funding from National and International Agencies.

In 2005, the unit carried out the following additional functions / responsibilities / tasks:-

Intense training and monitoring was done for Regional Planning, particularly in the hinterland regions.

Continued training for Heads of schools, staff representatives, parent representatives and community representatives in the formulation, construction and implementation of School Improvement Plans (SIPs). Training will continue in the remaining three (3) regions in 2006 and review sessions will be held in the other regions.

The preparation and submission of PRSP Progress Report on Education

In the area of statistics :-

the unit conducted the conclusion of the special survey - BEAMS Baseline Study in regions #1, 8 & 9

monitored regional indicators

was involved in the Social Statistics Project (SSP) run by the Office of the President, and continued work on the Geographic Information System (GIS).

The Chief Planning Officer has functional responsibility for the management of the Unit. She should be supported by a Deputy Chief Planning Officer, four (4) Professional Officers, two (2) Research / Statistical Assistants, one (1) statistician, two (2) Data Processing Operators, two (2) Clerk / Typists, one (1) Office Assistant and a Cleaner.

The unit continued to and is operating without its staff entitlement for over a decade. However, the existing staff continues to work beyond the call of duty to achieve the unit's objectives. Moreover, the unit has been strengthened through the contracting of specialists under the BEAMS Project to both train staff of the unit and to assist in some of its planned activities.

The year 2005 was also the first year of implementation of Education for All Fast Track Initiative (EFA-FTI). This project is being co-ordinated and executed by a small team within the Planning Unit. All of the planned activities for 2005 were implemented and on the basis of this successful year, another US \$4 million has been made available for 2006

The Management Information Systems Unit (MISU) is an activity within the Planning Unit, its staff is located at 68 Brickdam.

The objectives of the unit are:-

To provide reliable and secure computing infrastructure for the MOE's applications and services.

To provide an education information system for decision making at all levels of the sector

To manage planning, implementation, use and support of Information Technology with the Ministry of Education.

The Management Information System Unit (MISU) was able to achieve most of its planned activities as well as a number of unplanned tasks.

The major achievements include:-

1. Regional Department of Education LANs.

Local Area Networks have been established for all eleven (11) departments of education. The LANs caters for twelve (12) nodes and regions have been provided with four (4) workstations, one server, one laser printer and power protection devices. This will boost the capacity of the regions to deal with information storage, processing and analysis.

2. Upgrading of Central MOE Network

The MIS Unit under BEAMS has developed a comprehensive Network Design document for MOE Wide Area Network. The network has been expanded to link the BEAMS PIU via wireless to the rest of the Georgetown network. A LAN has been implemented at the PIU with centralized UPS. Changes to the routing and architecture of central MOE network have been made to ensure greater security, availability and manageability.

3. Implementation of Active Directory, Dialup Access and Microsoft Exchange.

This was a phased expansion to the number of users within the moe.gov.gy domain as well as those able to use Microsoft Exchange/ Outlook for mail services. It is planned that by end of 2006 all users will be fully implemented within Active Directory with access to unified mail.

4. Monitoring and Maintenance of IT Infrastructure

The MIS Unit continued to monitor and maintain the IT infrastructure to ensure maximum uptime. This included repairs, updates, reconfiguration, virus checking, firewall management, proxy server and bandwidth management. All of these activities have allowed MOE to operate at a greater than 99% availability of computing resources.

5. Supporting of Regional IT Officers

The MIS Unit was involved in helping regions to develop the IT related aspects of its work program. This was done via workshops. Officers were also engaged in the deployment and support of a number of solutions, regional LANs, Primary School Information Systems, Geographic Information System application, CXC Online registration and Innovative Technologies in Primary School laboratories.

6. Development of Primary School Information System

The MIS Unit using the services of Infotech Caribbean has developed a software solution for schools in Guyana. This will allow for schools to have access to data for management

as well as for reporting to the regional level. MISU has begun the deployment of the solution to one hundred (100) Primary schools as part of Phase I of the project.

7. Providing support for MOE Information Systems

MISU continued to provide support for users of database information systems within the various departments

8. Develop MOE IT Strategic Plan

A three (3) year IT Strategic Plan was produced for the Ministry of Education

9. Development of MOE Intranet

MISU developed and deployed an Intranet for the sharing of information within the Ministry of Education.

Constraints

Three major constraints inhibit the work of the MIS Unit during 2005; an inordinate delay in the contracting of staff by the MOE, lack of full complement of staff and the absence of transportation to effect visits to sites.

Staff of the unit was without salaries for four (4) months (May – August) during which time the MOE was sorting out approval for the contracting of staff. In spite of this staff continued to meet their responsibilities in ensuring the unit achieve its objectives and the Ministry have all of its systems available.

Several major initiatives under BEAMS were started and successfully concluded during this period. For their perseverance despite the severe hardships, staff must be complemented.

3.4.1.3

BUILDINGS DIVISION

1.0 MISSION STATEMENT

The Buildings Unit is committed to Maintenance and Infrastructure Works of School system and administrative buildings and making Recommendation to higher hierarchy of ways and means of which to Enhance schools and administrative buildings.

1.0 SUMMARY

All of the activities under this Sub-Programme recorded satisfactory achievement in almost all the areas in enhancing the maintenance delivery process: for example, Rehabilitation, Construction of Fence infrastructure works, Plumbing, Electrical, Weeding and Cleaning of School / Institute and Administrative Compounds, cleaning and clearing sewage for Schools / Institution and Administrative Buildings but we wish to also report that due to some late award from the National Board for Procurement and Tender Administration (NBPTA) caused some of the projects to roll over to 2006.

The officers of the unit were aware of the amount voted under the Capital Programme and in collaboration with the project officer and consultant visited those project and give Technical Assistance and advise where necessary.

All members of the Buildings Division had to work very hard and put in a lot of extra hours so as to complete tender documents (books) which had to be printed, checked and collated for advertisement for both National Board for Procurement & Tender Administration (NBPTA) and Ministry of Education Tender Board.

The Department experienced a series of set backs in several areas, namely acquisition of a photo copier, no Office Assistant which caused officers and clerical staff to be disrupted from duty to go to SIMAP, Ministry of Finance, BEAMS, for quotation and delivering outgoing mails at some times.

However, we are able to achieve significant success in the preparation of tender Documents and had all of our projects were advertised and awarded in 2005.

It was observed that although it is the policy of the Government in the Procurement Act to award tender to the lowest bidder it was evident that many contractors were unable to start or complete projects which resulted in contracts being terminated.

In the year 2005 three (3) Technical Officers of the Buildings Division appointments were conform by Public Service Commission.

The year 2005 was challenging, hardworking and because of careful planning and on the spot decisions taken by all parties involved were able to move forward thus success was evident.

It is expected that the timely awarding of contracts by the National Board for Procurement & Tender Administration (NBPTA) would help in completion of projects in time for the re-opening of schools. This applies mainly to rehabilitation of schools where work can be executed by arrangement between the manager's school buildings.

PETTY CONTRACTS

FOR JANUARY TO DECEMBER 2005

The amount represents minor contracts totaling to one thousand seven hundred and forty nine.

Total Sum = 1,749

The works carry out were Plumbing Carpentry, Servicing to Air Condition Unit, Land filling, cleaning and Extermination, Weeding and Cleaning Etc.

2.0 SUMMARY

SUMMARY ACCOMMODATION

The Unit is accommodated on the bottom flat of Head Office Ministry of Education 21 Brickdam, Georgetown.

STAFFING

Chief Building Inspector (ag)

Technical Officer

One (1) Senior Superintendent of Works (ag)

Two (2) Superintendents of Works (ag)

One (1) Plumbing Technician

One (1) Clerk 111 (General) (ag)

Two (2) Typist / Clerk (ag)

PLANNED ACTIVITIES

Twelve (12) Staff meeting were schedule and six (6) convened (65%) target achievement.

**TENDER AWARDED BY MINITERIAL TENDER BOARD FOR THE YEAR
2005 ARE AS FOLLOWS:-**

NO	DESCRIPTION	AMOUNT	MTB#
1.	Carpentry Work Albouystown Nursery	210,050	12/05
2.	Landfilling Cummings Lodge Secondary	355,200	13/05
3.	Servicing Roof & Finishing Allied Arts Unit	227,475	32/05
4.	Electrical C.P.C.E.	217,830	36/05
5.	Carpentry Enterprise Primary	274,000	35/05
6.	Electrical South R/veldt Secondary	295,826	33/05
7.	Construction of Guard Hut North G/town Primary	141,200	37/05
8.	Carpentry, Masonry, Construction of Guard Hut Happy Hearts Nursery	297,940	34/05
9.	Standby Power Engineering Co. Repairs to 30KVA UPS at 26 Brickdam	717,200	30/5
10.	Construction of Concrete Trestle St. Sidwell's Primary	607,160	55/05
11.	Plumbing Richard Ishmael Secondary	113,735	57/05
12.	Landfilling N.C.E.R.D.	192,200	56/05
13.	Carpentry & Plumbing Gacestock Nursery	228,500	53/05

NO	DESCRIPTION	AMOUNT	MTB#
14.	Finishing St. Christopher Nursery	237,120	58/05
15.	Carpentry St. Mary's Home Economics Dept.	157,000	54/05
16.	Plumbing C.P.C.E.	148,260	88/05
17.	Electrical Kingston PIC	298,000	108/05
18.	Construction of Guard Hut Corriverton technical Institute	211,175	109/05
19.	Electrical Upper Corriverton Technical Institute	318,270	14/05
20.	Construction of Trestle & Reservoir Lodge Nursery	356,510	113/05
21.	Construction of Fence (Concrete) East Street Nursery	328,280	120/05
22.	Construction of Guard Hut Precious Jewels	172,130	119/05
23.	Grill & Finishing Carmel CHS	641,447	121/05
24.	Rehabilitation St. Peter's Nursery	509,283	123/05
25.	Rehabilitation St. Peter's Nursery	520,220	122/05
26.	Tiling & Renovating Canteen Tucville Secondary School	299,200	137/05
27.	Construction of Guard Hut South R/veldt Nursery	253,323	140/05
28.	Construction of a Concrete Bridge		

NO	DESCRIPTION	AMOUNT	MTB#
	Sophia Nursery School	372,400	141/05
29.	Supply scaffolding for Painting Health Science Dept. University of Guyana	150/000	255/05
30.	Finishing Lodge Nursery	312,000	179/05
31.	Finishing Polly's Nursery	253,120	178/05
32.	Carpentry Works St. Mary's High	237.060	175/05
33.	Construction of Fence South R/veldt Nursery	373,800	187/05
34.	Construction of Washroom Houston Nursery	380,320	176/05
35.	Rehabilitation St. George's	612,600	229/05
36.	Plumbing C.P.C.E.	276,250	230/05
37.	Rehabilitation TVET	695,266	231/05
38.	Rehabilitation Work Houston Nursery	707,125	343/05
39.	Finishing NATI	950,750	242/05
40.	Painting 26 B/dam	527,900	242/05
41.	Painting Roof Health Science University of Guyana	691,640	251/05
42.	Rehabilitation President's College	767,300	250/05

NO	DESCRIPTION	AMOUNT	MTB#
43.	Rehabilitation Exams Division	578,350	249/05
44.	Construction of Fence David Rose School for Handicapped Children	499,600	244/05
45.	Construction of Guard Hut & Grill Alexander Village	460,250	253/05
46.	Upgrading Network Infrastructure 26 Brickdam	248,146	246/05
47.	Upgrading Network 26 Brickdam	335,600	335,05
48.	Plumbing Works Sophia Special School	642,545	267/05
49.	Maintenance of Network NCERD, 26 Brickdam CPCE, BDU & 68 Brickdam	760,000	275/05
50.	Washing & Cleaning 21 Brickdam	382,000	302/05
51.	Rehab. Living Quarter #2 NATI	997,800	283/05
52.	Rehabilitation UNESCO	973,360	295/05
53.	Electrical Craft Production & Design	923,700	294/05
54.	Electrical Science Lab NATI	925,145	293/05
55.	Electrical Welding Shop NATI	946,500	292/05

NO	DESCRIPTION	AMOUNT	MTB#
56.	Carpentry & Plumbing Craft production & Design	454,220	290/05
57.	Rehabilitation Living Quarter #8 NATI	997,800	287/05
58.	Rehabilitation Living Quarter #6	966,725	286/05
59.	Rehabilitation Living Quarter #5	966,725	285/05
60.	Rehabilitation #3	966,725	284/05
61.	Pest Control Service BDU	269,100	308/05
62.	Pest Control Service 21 Brickdam	325,000	306/05
63.	Pest Control Service 68 Brickdam	359,000	307/05
64.	Rehabilitation Living Quarter Room #1 NATI	999,704	309/05
65.	Rehabilitation Living Quarter Room #7	999,704	311/05
66.	Rehabilitation Living Quarter Room # 4	999,704	310/05
67.	Refurbishing CPCE	991,370	312/05
68.	Construction of Fence CPCE	959,400	316/05

NO	DESCRIPTION	AMOUNT	MTB#
69.	Electrical NATI Workshop	955,000	319/05
70.	Electrical NATI	959,700	317/05
71.	Electrical NATI	963,600	320/05

**DURING THE YEAR 2005 BUILDING DIVISION OFFICERS WERE ENGAGED
IN REHABILITATION WORKS IN COLLABORATION WITH U.N.I.C.E.F/
MINISTRY OF EDUCATION FACILITIES PROJECT AND WERE DONE AT
THE FOLLOWING SCHOOL:-**

NO.	DESCRIPTION	AMOUNT	MTB#
1.	Rehabilitation New Campbellville Sec.	489,000	202/05
2.	Rehabilitation F.E Pollard	564,600	208/05
3.	Rehabilitation Meter-Meer-Dorg Primary	806,600	207/05
4.	Rehabilitation Beterverwating PIC	850,930	206/05
5.	Rehabilitation Winfer Garden Primary	400,000	204/05
6.	Rehabilitation Malgre-Trout Primary	1,183,974	203/05
7.	Rehabilitation Swami Purnanda Primary	580,000	213/05
8.	Rehabilitation Lusignan PIC	970,975	212/05
9.	Rehabilitation Graham's Hall Primary	363,000	210/05
10.	Rehabilitation		

NO	DESCRIPTION	AMOUNT	MTB#
	St. Stephen's Primary	609,000	209/05
11.	Rehabilitation South R/veldt Primary	643,600	214/05
12.	Rehabilitation Diamond Primary	1,124,345	215/05
13.	Rehabilitation De Hoop Primary	716,000	217/05
14	Rehabilitation Haslington Nursery	689,768	216/05
15.	Rehabilitation Christ Church Sec.	1,212,210	205/05
16.	Rehabilitation St. Thomas Primary	995,400	219/05
17.	Rehabilitation St. George's Secondary	397,000	218/05
18.	Rehabilitation Diamond Special School	688,000	220/05
19.	Rehabilitation Pliasance CHS	694,700	221/05
20.	Rehabilitation Buxton CHS	1,991,100	222/05
21.	Rehabilitation Paradise Primary	612,000	223/05
22.	Rehabilitation Montrose Primary	823,000	225/05
23.	Rehabilitation Comenius Primary	806,500	226/05
24.	Rehabilitation Craig Primary & Nursery	747,800	224/05
25.	Rehabilitation Jacklow Primary & Nursery	774,900	211/05

<u>NO</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>	<u>MTB#</u>
26.	Rehabilitation Company Road Primary	1,118,800	
27.	Rehabilitation May 26 Nursery	823,600	241/05
28.	Rehabilitation St. Andrew's Primary	813,956	240/05
29.	Rehabilitation Friendship Primary	1,268,000	248/05
30.	Rehabilitation St. Andrew's G/Town	935,200	247/05
31.	Rehabilitation Smith Memorial Primary	739,000	279/05
32.	Rehabilitation Victoria Primary		

DETAILS OF MULTI-YEAR CONTRACT

<u>Project title/location</u>	<u>NPTAB REF #</u>	<u>Contractor</u>	<u>Contract Cost \$</u>	<u>Commencement</u>	<u>Duration</u>	<u>Estimated Esp. as at 31/12/2006</u>	<u>Estimated Amt. as at 31/12/2006</u>	<u>Remarks</u>
Renovation Works Agricola Nursery	534/05	O. Jordon	4,047,519	23/6/05		840,567	3,206,952	Contractor had too many works in 2005, we suggest this contract be terminated and awarded to next tenderer for 2006
Grill and Finishes Carmel C.H.S	121/05	E. Bess	641,447	2/8/05	5 months	337,975	303,472	Projected completion end of December 2005
Construction of guard hut & grill work Alexander Village Nry.	253/05	E. Bess	460,250	2/8/05	5 months	225,225	235,025	Projected completion end of December 2005
Construction of washroom Houston Nursery	176/05	C. Lewis	380,320	17/09/05	5 months	342,288	38,032	Retention
Construction of trestle & reservoir Turkeyen Nursery	282/05	C. Lewis	896,575	23/06/05		896,575	44,828	Retention sum to be paid

Project title/location	NPTAB REF #	Contractor	Contract Cost \$	Commencement	Duration	Estimated Esp. as at 31/12/2006	Estimated Amt. as at 31/12/2006	Remarks
External Works Cummings Lodge Secondary	279/05	Horizon	5298850	23/06/2005		3,345,675	1,953,175	Contract was terminated and will be awarded to the next lowest bidder
Finishing South Ruimveldt Secondary	281/05	John Lewis	4093370	23/06/2005		3,684,033	409,333	Retention sum to be paid
Rehabilitation to Cyril Potter College of Education	278/05	Kares Engineering	9360580	13/09/2005		8,892,551	503,774	Retention sum to be paid
Rehabilitation to Cummings Lodge Secondary	524/05	A. Ograsein	3162640	13/09/2005		2,846,376	316,264	Retention sum to be paid
Rehabilitation to Bishop's High School	528/05	P. K. Haynes	3349561	23/06/2005		2,430,640	918,921	
Rehabilitation to Richard Ishmael	518/05	Rohit Persaud	1467400	23/06/2005		1,320,660	146,740	Retention sum to be paid
Rehabilitation to Stella Maris Primary	932/05	Rohit Persaud	4446840	17/08/2005	7 Months	2,223,420	2,223,420	Work in progress and will be completed in March 2006
Rehabilitation to St. Rose's High	939/05	Compton Bess	8912500	13/12/2005		3,248,765	5,663,735	
Rehabilitation to St. Joseph High	522/05	Rohit Persaud	2672860	17/08/2005	6 Months	1,336,430	1,336,430	Work in progress. Projected to be completed end of January 2006
Rehabilitation to 68 Brickdam		Eric Bess	8724600	17/08/2005		2,600,000	6,124,600	
Rehabilitation to East Ruimveldt	940/05	D. G. Construction Agency	11105474	13/12/2005	10 Weeks	3,113,168	7,992,306	Works are expected to be completed by March 1, as per contract
Rehabilitation to Tucville Secondary		Narindra Lachman	6652540	17/08/2005	5 Months	4,179,049	2,473,491	Works completed
Fencing G.T.I		Frank Gaul	1532580	17/08/2005		306,516	1,226,064	20% Mobilization Advance was paid on contract
Grill work		Colin Sultan	179500	17/09/2005	18 Weeks	0	179,500	Works will be completed by end of January 2006
Fence Dolphin Secondary								
Rehabilitation to T.V.E.T	MTB 23/05	Randolph Taylor	695260	23/08/2005	4 Months	351,218	344,030	Works completed in December
North Georgetown Secondary	522/04	D. G. Construction Agency	3400700			3,060,630	340,070	Retention Sum to be paid

Project title/location	NPTAB REF #	Contractor	Contract Cost \$	Commencement	Duration	Estimated Esp. as at 31/12/2006	Estimated Amt. as at 31/12/2006	Remarks
Construction of revetment Durban Backlands P.L.C	535/05	T.Singh	3,939,565	15/08/2005		3,742,586	196,979	Retention Sum
General Rehab work Sophia P.L.C.Agri	530/05	Kares Engineering	8,256,630	18/06/2005		7,843,798	412,832	Retention Sum
Rehabilitation Work Graham's Hall Primary	937/05	T. Singh	1,458,000	18/06/2005	7 Months	1,312,200	145,800	To be Completed by end of January 2006
Rehabilitation Work David Rose C.H.S	931/05	C Ambrose	2,332,705	18/06/2005	7 Months	1,673,330	659,375	To be Completed by end of January 2006
Rehab Work David Rose Sch. for handicapped children	244/05	R. Persaud	3,403,000	15/08/2005	5,Months	1,071,945	2,331,055	To be Completed by end of January 2006
Rehabilitation Work St. Winefreids Secondary	945/05	T. Singh	8,301,630	17/09/2005	8 Months	2,241,440	6,060,190	To be completed by end of March 2006
Rehabilitation Work Thomas Moore	529/05	Eric Bess	1,545,750	18/08/2005		1,391,175	154,575	Retention
Rehabilitation Work Central High	533/05	I. Harris	3,260,530	18/08/2005		2,934,447	326,053	Retention
Painting, tiling & guttering to concrete & timber structure, West Ruizaveldt Pri.	930/05	M. Shortt	4,715,207	13/12/2005		2,372,813	2,342,394	Activities to be executed could not finish in 2005 because of late award from CTB but should be completed by end of January 2006
Rehabilitation Work St. Stephen's Primary	527/05	T. Singh	3,608,085	11/7/2005		2,761,276	306,809	Retention
Rehabilitation to Science Lab Brickdam Secondary	94/4/05	A. Ograsein	1,026,930	11/7/2005		470,530	556,400	Installation work remains to be executed
Construction of fence Houston C.H.S	934/05	C. Lewis	1,702,745	12/12/2005		0	1,702,745	To be completed end of March 2006
Finishing to floor St. Stanislaus College	943/05	R. Taylor	730,960	13/09/2005		563,184	167,776	Works executed to be completed by end of February 2006
Rehabilitation Work Alboustown Nursery School	942/05	R. Persaud	2,537,650	13/09/2005		692,948	1,844,702	Works projected to be completed by end of January 2006 due to late award
Construction of fence & access bridge Carnegie School of Home Economics	936/05	G. Sookdeo	1,882,362	12/12/2005		284,107	1,598,255	Works projected to be completed by end of January 2006 due to late award and heavy rainfall

3.4.1.4

PROJECT OFFICER
CAPITAL PROGRAMME

END OF YEAR REPORT – 2005

Subhead	Allocation \$
1. 1205900- Nursery, Primary and Secondary Schools	83,000,000
2. 1206000- President's College	34,000,000
3. 1206100- Craft Production and Design	1,200,000
4. 1206200- Building National Library	2,000,000
5. 1206300- Critchlow Labour College	1,000,000
6. 1206400- Kuru Kuru College	270,000
7. 1206500- Teacher's Training Complex	1,000,000
8. 1206600- University of Guyana-Turkeyen	22,000,000
9. 1206700- University of Guyana –Berbice	29,436,000
10. 2603000- New Amsterdam Technical Institute	8,500,000
11. 2603100- Other Equipment	4,000,000
12. 2603200- Government Technical Institute (GTI)	54,599,500

No.	Subhead #	Project Title	Allocation \$
1	1205900	Nursery, Primary and Secondary Schools	83,000,000
2	1206000	President's College	34,000,000
3	1206100	Craft Production and Design	1,200,000
4	1206200	Building National Library	2,000,000
5	1206300	Critchlow Labour College	1,000,000
6	1206400	Kuru Kuru College	270,000
7	1206500	Teacher's Training Complex	1,000,000
8	1206600	University of Guyana-Turkeyen	22,000,000
9	1206700	University of Guyana- Berbice	29,436,000
10	2603000	New Amsterdam Technical Institute	8,500,000
11	2603100	Other Equipment	4,000,000
12	2603200	Government Technical Institute (GTI)	54,599,500
13	2603300	GITC	2,900,000
14	2603400	Carnegie School of Home Economics	3,300,000
15	2603500	School Furniture and Equipment	21,000,000
16	2603600	Resource Development Centre	6,000,000
17	2603700	Development of Text Books	14,000,000
18	4501900	Linden Technical Institute (LTI)	5,500,000

1. 1205900- Nursery, Primary and Secondary Schools

Three activities were catered for under this subhead:-

A). Rollover

1. Carmel High School

2. St. Anne's Primary School
 3. Sophia Nursery School
- All the above are completed.

B). New Works

1. Ascension Nursery – Completed.
2. Tucville Primary- The contract awarded to O'Neil Jordon was terminated, the Ministry of Education is now awaiting a new award.
3. St. Gabriel Primary- Work in progress.
4. Kingston Community High- Completed.
5. St. Cuthbert Secondary- To be completed by 15.02.2006.
6. Mon Repos Primary- Completed.

C). Consultancy Services

A one year contract was awarded to Noel James in April 2005 for Consultancy Services to the Ministry of Education, Capital Programme. This Contract comes to an end in April 2006. The Ministry has advertised for a Consultant for 2006.

2.1206000- President's College

A contribution of thirty million dollars (\$30,000,000.00) was made by the Ministry of Education towards the rebuilding of the burnt out Male Dormitory. The construction is done under the supervision of SIMAP. Works started in January 2005 and delays were frequent owing to a number of problems. The Contractor, Mr. Thomas has asked for a three month extension for the completion of the building in March 2006. Works are proceeding satisfactorily at the moment.

3. 1206100- Craft Production and Design

An allocation of one million, two hundred thousand dollars (\$1,200,000) was made towards this subhead. However an award from the rehabilitation of the building, made by the NPTAB amounts to one million, four hundred and seventy-nine thousand, seven hundred and twenty-five dollars (1,479,725).

A request made for additional funding was made in June of 2005. This was not honoured. The project is now recorded as a 'rollover' even though all works were completed in 2005.

3. 1206200- National Library

The elements of works include purchase of
(a) Computers, (b) Photocopying Machine
Both have been bought.

5. 1206300- Critchlow Labour College

Like Craft Production and Design, the budgetary allocation for this project was less than the cost of the project. Request for additional funding has been made in the 2006 budget.

6. 1206400- Kuru kuru College

This project entails the payment of retention for 2005. Payment is completed.

7. 1206500- Teacher's Training Complex

The sum of one million dollars (\$1,000,000) was budgeted for the purchase of:

- 3. Computers**
- (b) Desks
- (c) Chairs

All items were bought and delivered.

3. 1206600- UG-Turkeyen

There were five elements of works in the 2005 Capital Programme

- (a) Retention of Faculty Building,
- (b) Purchase of books and journals for Library,
- (c) Purchase of Equipment for Science Laboratory,
- (d) Purchase of desks, chairs and furniture and
- (e) Completion of Faculty Buildings.

The award of contract for (b) and (c) of the above were made on the 24th December 2005, and as such the completion of works was improbable. It is anticipated that the unfinished awarded contracts will be completed in 2006.

9. 1206700-UG-Berbice

Out of a budgetary allocation of twenty -nine million, four hundred and thirty-six thousand dollars (29,436,000), only about two-thirds (2/3) was spent for the payment of Contractor and Consultant. One element, i.e. the purchase of Science Equipment would be made in 2006 since the award of contract was made late in December 2005.

3. 2603000- New Amsterdam Technical Institute

The rehabilitation of the building at New Amsterdam Technical Institute was awarded to Best Investment which completed works in 2005 but were not paid. A rollover of two million, six hundred and seventy-four thousand, nine hundred dollars (\$2,674,900) is to be paid in 2006.

11. 2603100- Other Equipment

Almost ninety-eight percent (98%) of the budgetary allocation of four million dollars (4,000,000) was spent in 2005. All items were bought, except item #6- Semi Executive Chairs.

12. 2603200-G.T.I

This subhead comprises

1. Upper Corentyne Industrial Training Centre
2. Georgetown Technical Institute
3. Essequibo Technical Institute

A retention sum of eight million, seven hundred and sixty thousand, and one hundred and fifty three dollars (\$8,760,153) was made to Upper Corentyne Industrial Training Centre (UCITC). Equipment to the value of thirty seven million, seven hundred and sixty eight thousand, four hundred and fifty-four dollars (\$37,768,454) was purchased for the same institution. At the Georgetown Technical Institute, two AC Units were bought and installed. At the Essequibo Technical Institute, the staff quarters were rehabilitated together with an electrical system

13. 2603300- G.I.T.C

An award of contract for the purchase of Welding Set for G.I.T.C was made by the C.T.B in 2004. Partial payment for the set was made and there's now an outstanding balance of two million dollars (\$2,000,000). A letter of request for a Change of Programme had been approved by the Ministry of Finance for the payment of a Welding Set and that the rehabilitation of the building at G.I.T.C will be paid for through the recurrent programme.

14. 2603400- Carnegie School of Home Economics

This project entails

- (1) The payment of Contractor – Rollover – completed
- (2) Purchase of refrigerator- bought
- (3) Rewiring of building- finished, retention to be paid in 2006

The elements of work for this subhead are successfully completed.

15. 2603500- School furniture and Equipment

A budgetary allocation of twenty one million dollars (\$21,000,000) was made towards this subhead. Of this amount twenty million, two hundred and eighty six thousand, eight hundred and fifty dollars (\$20,286,850) was spent. 100% of the elements of work were completed. School Furniture amounted to eight million, four hundred and ninety one thousand, six hundred dollars (\$8,491,600) and the works were shared among the following persons

- (1) Bethel Woodworking Establishment
- (2) Wood N' Furniture- Neil Persram
- (3) Gowkarran Dindiall
- (4) Aoud Kumar
- (5) Latchman Narine

Items made were: (1) 150 Teachers' chairs
(2) 20 Screen display boards
(3) 20 Cupboards
(4) 70 Nursery sets
(5) 20 Chalkboards
(6) 500 Desks and benches
(7) 151 Lab stools

16. 2603600- Resource Development Centre

The elements of work under this subhead include the purchase of

- (a) AC Units
- (b) Risograph
- (c) Computers

One hundred percent (100%) of the elements of work was successfully completed.

17. 2603700- Development of Textbooks

The development of printing of textbooks was to be completed in 2005. Unfortunately because of a late award of contract in 2005, the contract for this project was partially paid for. Actually the Contract sum is Twenty six Million, Six hundred and eighty Thousand, and One hundred Dollars (\$24,686,100) of which the budgeted amount of Fourteen

Million Dollars (\$14,-000,000) was paid. The remaining Ten Million, Six hundred and eighty-six Thousand and One hundred Dollars (\$10,686,100) is to be paid in 2006.

18. 4501900- Linden Technical Institute

A budgeted allocation of five million, five hundred thousand dollars (\$5,500,000) was made towards this subhead in 2005, of which one million, three thousand dollars (\$1,003,000) was for the relocation of power lines and four million, four hundred and ninety-seven thousand dollars (\$4,497,000) for the purchase of equipment, materials and teaching aids for the Physics and Chemistry Laboratories. As a result of a late award of contract for the purchase of equipment only one million, six hundred and eighty-seven thousand, four hundred and eighty-eight dollars (\$1,687,488) was spent out of four million, four hundred and ninety-seven thousand dollars (\$4,497,000). Relocation of power line is completed.

3.5.0

SECONDARY SCHOOLS MANAGEMENT COMMITTEE (SSMC)

3.5.1

SCHOOL BOARDS SECRETARIAT

Introduction

The School Boards Secretariat (SBS) is located at 113 Woolford Avenue and falls in the cluster of Units which form the Schools System Management Committee (SSMC) headed by the Deputy Chief Education Officer (Administration).

The School Boards Secretariat serves as the liaison between the Ministry of Education and the Boards of Governors of all public educational institutions being managed by Boards.

Mission Statement

To foster **equity** and **excellence** in public secondary education in Guyana and to ensure continuous citizen support for education through **School Board leadership**.

Objective

To facilitate the establishment of School Boards and to ensure their efficient and effective functioning.

FOCUS

- Identification and Gazetting of School Boards
- Appointment of Board members and launching of Boards
- Training of Board membership, MOE officials and teachers
- Attendance at meetings of Boards
- Staffing of the Secretariat
- Maintenance of School Boards Secretariat

Staffing

Staffing of the Secretariat includes the following:-

- Coordinator
- Assistant Coordinator (Operations)
- Assistant Coordinator (Administration)
- Secretary/Typist Clerk
- Office Assistant

The Secretariat

The School Boards Secretariat was effectively non-functional during the period September, 2004 to May 31, 2005. This was so because the services of the former Coordinator and Assistant Coordinator were terminated based on a policy decision implemented by the Ministry of Education.

As of June 2005, a Coordinator was identified and who subsequently sought and received approval for the appointment of two Assistant Coordinators as described earlier. Their appointments were made respectively in July and November, 2005.

Highlights

The following were accomplished by the Secretariat:-

- Gazetted twenty (20) schools across the country to be managed by individual Boards of Governors, June 23, 2005.
- Consultations for the identification and appointment of members of School Boards were successfully held in Regions 1,2,3,5,6,7,9,10 and Georgetown.
- The Secretariat participated in (15) orientation and launching ceremonies for Boards of Governors in Regions 1,2,3,6,10, and Georgetown.
- From a total of thirty one (31) School Boards gazetted between 1993 and 2005, seventeen of them have been officially launched and are seeking to execute their mandate.
- Two one day Seminar/Workshops were held for heads and deputies of schools managed by Boards in Georgetown and Region # 3.

- Administrative Coordinating meetings of the School Boards Secretariat were held as were required.
- List of proposed Board members for four other schools has been prepared and are presently awaiting the approval of the Minister of Education.
- Assistance was sought and received from the Buildings Unit resulting in the installation of two Air Conditioning Units, thus making the offices cool and comfortable for working.
- Much assistance was received from Activities 2:01:01 and 3:02:03 regarding acquisition of office equipment and other supplies.

Constraints

- Inadequate funding was due to the fact that the Secretariat had no Budget for 2005, but operated with some amount of money made available to it through the generosity of Activities within Programme 2:0.

General

The School Boards Secretariat will seek to strengthen and build a working relationship between and among Boards of Governors, the Ministry of Education and other stakeholders in education.

Training for Board membership will feature prominently in the work programme of the School Boards Secretariat for 2006. School Boards not yet established will be attended to in 2006 as we seek to promote **equity and excellence in public secondary education through School Board leadership.**

Of significance, is the fact that the School Boards Secretariat was created in the early 1990s but is yet to be recognized as part of the **Official establishment** of the Ministry of Education despite the Secretariat being in receipt of appropriation from Parliament. The School Board Secretariat is recognized by the Ministry of Finance by the following code 2:04:01.

Additionally, the positions of Coordinator, Assistant Coordinators, Secretary/Typist-clerk and Office Assistant should all be formally established as early as possible.

3.5.1.1

DEPUTY CHIEF EDUCATION OFFICER (ADMIN)

Introduction:

Programme Administration is one of the three-sub-programmes comprising Programme Two. This Sub-programme is also referred to as the Schools System Management Committee (SSMC) and is headed by the Deputy Chief Education Officer (Administration).

Further, Programme Administration consists of the following Activities:

- Policy Implementation – Nursery
- Policy Implementation – Primary
- Policy Implementation – Secondary
- Policy Implementation – School Boards Secretariat
- Policy Implementation – Special Needs Education
- Policy Implementation – School Welfare Services

The Activities as listed are headed by their respective Activity manager who reports to the sub-programme manager and the sub-programme manager reports to the Programme manager.

Additionally, the sub-programme manager (DCEO – Admin) performs a monitoring function for the offices of Regional Education Officers (R.Ed.Os) and the Principal Education Officer (Georgetown) PEO – (G) in so far as it relates to the implementation of **national education policies.**

Objective

To Effectively and Efficiently Coordinate and Monitor the Implementation of National Education Policies and Curricula across Guyana, and to Ensure Uniform Education Standards.

Highlights

Seventy-nine percent of the coordinating policy meetings were held. These meetings reviewed policy initiatives, clarified issues, gave guidance and directions on the way forward, received and pronounced on reports from the field in addition to the production of new documents and modification of others in existence, eg (Monitoring Instrument for Professional Officers, List of Records to be kept by Schools).

Monitoring/support visits to all Departments of Education were undertaken by teams as well as by individuals. Visits were also made to schools at all levels of the delivery system in the Regions and Georgetown.

As a result of those visits, improvement in managerial and supervisory practices became evident at the level of the Departments of Education. Additionally, schools visited benefited from receipt of support materials and are now better able to deliver their instructional programmes in an efficient and effective manner.

The visits also had a positive impact on students attendance and teacher preparedness since school administrators were faithfully recording and reporting absenteeism as is required of them.

Support was provided for the many projects currently undertaken by the Ministry. Among these are; Child Friendly – Transition: Effecting Smooth Transition – Home to Nursery, to Primary and Primary to Secondary, Guyana Basic Education Teacher Training, Basic Education Access and Management Support which focus on Improving Literacy and Numeracy at the school level, Education for All-Fast Track Initiative, Project MINERVA (World Teach) and UNICEF sponsored Early Childhood Project.

The preparation and production of a Hand Book and teaching Modules at the Nursery and Secondary levels respectively, were realized in 2005, despite difficulties encountered. The Hand Book and Modules are expected to have a positive impact on what obtains in the Nursery Schools also with the disciplines taught at secondary schools and the Pre-Vocational Departments.

Multiple training activities were executed to deal with **capacity building** at the managerial and supervisory levels, the classroom practitioners, School Board membership, School Welfare operatives, Special Education facilitators and students. These training programmes were designed to address concerns and deficiencies in the knowledge base and technical competence of the operatives who were invited to participate and to have them subsequently share their new knowledge and skills with colleagues and peers. It is the view of many that the programmes achieved their initial objectives. It must be noted also that some training programmes had to be re-scheduled because of reasons beyond the control of those who had the responsibility to executed same.

Additionally, approval was granted at the start of the academic year 2005/2006 for (1000) teachers from all ten regions and Georgetown to be released on a **part-time basis** to pursue approved programmes of study at the University of Guyana. Some of the teachers are in their first year, some second year, others third year while some others are in their final year of study. Upon graduation, the school system is expected to benefit from an improved quality of human resource.

In terms of curriculum delivery much has been achieved at the local and external examinations. The achievement for 2005 was due mainly to the intensive work done to ensure the successful implementation of national education policies at the primary and

secondary levels and the fact that our teachers were provided with the tools to do their work.

The 30th anniversary of Work Study was celebrated in 2005. A programme of activities was planned and executed. Work Study 2005 was organised and implemented with a high degree of success in all ten Regions and Georgetown. Agencies in Georgetown and the Regions responded positively to requests made of them and they became involved in the exercise. Some (1,734) students completed the exercise.

The **Governance** of schools by **Boards** has been given new life with the re-activation of the School Boards Secretariat and appointment of staff to carry out its mandate. Of significance, twenty new Boards were Gazetted in 2005 to be managed by Boards of Governors bringing the total number of schools/institutions to have Boards to (32). The newly gazetted schools and a few others previously gazetted were being prepared for the change in managerial and supervisory relationships. To date, 56% of the Schools/Institutions have their Boards of Governors in place.

Programmes to promote literacy, Career Guidance, Job Opportunities among others were organised and executed or given support at the centre and in the regions. The activities took the form of Debating competitions, Job Fairs, Career Guidance workshops etc. involving Secondary school students.

Additionally, the annual Education Month and International Teachers' Day observances were planned and executed. The main activity listed in the national programme, was the Education Award Ceremony for outstanding performances by students who wrote the local and external examinations. Teachers are usually honoured by students and their parents on 5th October, at the school level.

Projections, Reviews, Budget Estimates 2006 were completed and submitted in keeping with given time-lines.

Constraints

The floods of 2005 had an adverse effect on the timely execution of programmes planned for the first quarter of the year.

Inadequate staffing at the Policy Implementation level impacted negatively on the ability of the Activities to deliver in keeping with their mandate. This was quite evident at the Primary level where the non-appointment of an ACEO (Primary) seriously affected the monitoring of Primary Projects such as BEAMS and EFA/FTI. As of October 2005, an officer was identified to perform the duties of ACEO (P). The same can be said for the Secondary Sector which is short of an SEO (Tech) and a SEO (Information Technology). The Special Education Unit and the Schools Welfare Services are also badly short of staff thus, causing the Units to under achieve.

Late release of funds and in some instances non-release of funds to execute planned activities created undue daily for executing personnel.

The increasing number of un-scheduled meetings which Managers are expected/invited to attend place undue demands on time and adversely affect the timely execution of day-to-day tasks. Time management becomes a **nightmare**.

The reduction in the number of monthly engagements with Heads of Departments of Education (HODOEs) and the Schools System Management Committee (SSMC) has had a negative impact on timely feedback from the HODOEs.

The delay in enacting into law the Revised Education Act and Regulations is affecting all levels of the system. Of concern, are the many un-regulated Private schools against whom no legal action can be taken by the Ministry of Education.

Availability to or have access to the use of modern office equipment negatively impacts on the capacity of the Activities concerned to deliver services of a high and reliable standard.

Solutions/Strategies

Coordinating/Supervisory meetings have been used to facilitate policy formulation, articulation and implementation and these will continue.

Support/Supervisory individual as well as team visits to Departments and schools were useful in that the operatives visited can now properly account for their stewardship as a result of the level of assistance received during and after the visits. Essentially, the visits proved useful.

Where timely releases of funds for scheduled activities were not available, the activities were either re-scheduled or completely cancelled. Where the funds were subsequently made available it was, in most cases used by another Activity within the Programme.

Projections

For 2006, it is proposed to execute training programmes to satisfy the individual and collective needs of personnel engaged in the various Activities comprising programme administration. The training programmes are intended to improve qualitatively the managerial/supervisory skills and teaching practices of all operatives involved.

Implementation and supervision of national education policies in the regions and Georgetown will be qualitatively improved through structured support/monitoring visits by Central Ministry personnel with a high level of stake-holder participation.

The work being done by the Schools Welfare Services, the Special Education Unit and the School Boards Secretariat will be intensified. Of note, is the anticipated recruitment of **Attendance Officers** to work in the regions and the appointment of a cadre of **School Welfare Officers**.

It is anticipated that the positions of Coordinator and Assistant Coordinator for The School Boards Secretariat will soon become part of the official establishment of the Ministry of Education.

Supervisory coordinating meetings will continue to be held so as to respond to the challenges of the delivery system as we seek to **eliminate illiteracy, modernize education and strengthen tolerance** through structured policy formulation, articulation and implementation protocols.

It is anticipated that for the academic year 2005/2006 twelve hundred teachers will seek official release on a part-time bases to pursue approved programmes at the University of Guyana. Of the estimated (1200) teachers about 66.6% will be continuing students while 33.4% are expected to be "freshmen". Heads of Departments of Education and school administrators will be encouraged to put arrangements in place to deal with the authorized absence of teachers from their classrooms.

Production of relevant Booklets, Hand Books and Manuals will be undertaken in an effort to modernize/strengthen critical areas of programme administration and policy implementation (nursery, primary, secondary) including Schools managed by Boards.

This Sub-programme will seek to network with sister Units and Agencies within and outside of the Ministry so as to ensure that all Projects undertaken by the Ministry are realized as we seek to improve education access and delivery.

3.5.1.2

DEPUTY CHIEF EDUCATION OFFICER (DEVELOPMENT)

Executive Summary

Programme 4:

The year 2005 presented several challenges including unprecedented floods, acute staff shortage and breaches in examination. These factors affected the positive outcomes of many activities.

Cyril Potter College of Education continues to suffer from a shortage of staff from professional to ancillary. These vacancies exist in critical areas such as Education, Language, Mathematics, Science, Business Studies and Information Technology. The present remuneration package continues to be unattractive.

It is important to note that other entities within Education also suffer from acute shortage particularly the Unit of Allied Arts and the National Centre for Education Resource Development. In fact the *Measurement, Evaluation and Research* and *Curriculum Development and Implementation* Units ended the year with only one professional staff member each.

As a result some targets were not achieved, for example, the non-preparation of Schools Reports for the Secondary Schools Entrance Examination. While some targets were met after prolonged delays, the quality of others were compromised. For instance, the *Measurement, Evaluation and Research Unit* prepared final papers for the Grades Two and Four Assessments without the benefit of an analysis of the pre-tested items.

The Unit of Allied Arts trained over one hundred Nursery, Primary and Secondary teachers in the Expressive Arts. The training programmes were executed in several Regions including Regions 1, 2, 3, 4 and Georgetown.

Due to the January floods the Unit cancelled the Mashramani Competitions. However, the Independence and Education Month activities were held.

The Examinations Division administered several local and external examinations. These examinations were National Grades Two and Four Assessments, Secondary Schools Entrance Examination, National Grade 9 Examination, CSEC, CAPE, GCE 'O' and 'A' Levels, Professional Examinations – ACCA, ABE CIMA, AAT. The Secondary Schools Entrance Examination was rescheduled from March to May due to the continued closure of the schools on the East Coast of Demerara after the floods.

Mathematics and English 'A', subjects at the Caribbean Secondary Education Certificate Examination were breached, this resulted in all Guyanese candidates writing parallel

papers offered by the Caribbean Examinations Council in June. Nevertheless, the results were published in a timely manner.

The National Centre for Education Resource Development has the responsibility to provide continuous professional development programmes for classroom teachers. The Units which contributed to the fulfillment of that mandate are:

- Curriculum Development and Implementation Unit
- Measurement, Evaluation and Research Unit
- Learning Resources Development Unit
- Materials Production Unit
- Distance Education and Information Unit
- Administrative Unit

This year NCERD continued to focus on curriculum development and revision. Two textbooks of the Easy Path Series were revised. Curriculum Guides and Teachers' Handbooks were developed to guide teachers through the Literacy and Numeracy Initiatives coordinated by BEAMS. Primary School teachers were trained in Spanish, Science, Social Studies, Language Arts and Special Education. However, the number of Spanish Workshops were reduced because of non-release of funds.

The Education Management programme via Distance Education has taken off in almost all the education districts. The Distance Education and Information Unit maintained its mandate to air *Broadcasts to Schools* and *Talking About Education* Programmes. In an effort to ensure smooth implementation of the BEAMS/MOE Interactive Radio Instruction (IRI) Programme, compact discs were produced. The Teachers' Handbook for IRI were also printed. Broadcasts to Schools programmes cassettes were dubbed for distribution to hinterland schools.

Despite severe staff shortage, the Cyril Potter College of Education successfully completed the training of 512 teachers – 118 Early Childhood Education teachers, 213 Primary School teachers and 181 Secondary School teachers. This institution continued to expand curriculum delivery to meet the needs of the school, resulting in revision of modules for distance learning. Additionally, two Special Education modules were also developed. The printing of the Special Education module was funded by OAS.

Three new In-service Centres were opening at Aishalton (Region 9), Bartica and Kamarang (Region 7).

Staff shortage and difficulties in recruiting part-time staff have caused resultant problems. Those problems are late publication of examination results and non-completion of some essential courses.

The Cyril Potter College of Education has several projects to co-ordinate and monitor such as GBET, CCETT, BEAMS, in addition to the nine satellite In-service Centres. Hence the need to have adequate and suitably qualified staff to teach and monitor these

programmes. The institution's existence is therefore being threatened, if an aggressive recruitment drive is not launched also immediately.

ORGANISATION AND MANAGEMENT:

The Deputy Chief Education Officer (Development) continued to be responsible for co-ordinating and monitoring activities in training and development in relation to Cyril Potter College of Education, National Centre for Education Resource Development, Unit of Allied Arts and the Examinations Division.

The Co-ordinator for Health and Family Life Education (HFLE) and the Human Resource Development Officer also report to the Deputy Chief Education Officer (Development)

PROGRAMME: Training and Development

SUB-PROGRAMME: Programme Administration

OBJECTIVE:

To coordinate and monitor all activities in training and development so that programmes function efficiently and in accordance with policy guidelines.

KEY RESPONSIBILITIES:

- Report to policy bodies, Chief Education Officer and Education Systems Committee;
- Assist the Ministry's Senior Policy Making Group in the formulation of guidelines;
- Ensure that education guidelines are communicated to the various Sub-Programmes and strategies implemented for the realization of the policies;
- Co-ordinate curriculum planning, review and evaluation;
- Monitor overall management of the various divisions;
- Maintain communication with other education training institutions – University of Guyana (School of Education and Humanities), Institute of Adult and Continuing Education and Adult Education Association, to ensure consistency, relevancy and applicability of training;
- Co-ordinate the preparation of Work Programmes and Budgets, and review and analyze performance of the Sub-Programmes under Training and Development;
- Review Work Programmes and analyze performance;
- Ensure that curriculum practices and teacher training are congruent.

KEY RESULTS:

- Implementation of coherent policy across all programmes;
- Consensus on administrative strategies for implementation of policies;
- Co-ordinated sectional Work Programmes, budgets and reviews;
- Strategies are implemented, regulations are adhered to, and guidelines are followed;

- Programmes are efficiently administered;

- Informed decisions are made with respect to policy guidelines and curriculum;

- Efficient use of resources in the area of education and training.

3.5.1.3

ASSISTANT CHIEF EDUCATION OFFICER (SECONDARY)

INTRODUCTION

The Secondary Sector of the Ministry of Education is located at Lot 68 Brickdam, Georgetown. This Sector, forms part of the School System Management Committee of the Ministry. (Activity 4120203 (2:2:3)

Description of Division and Department

The Secondary Sector is administered by an Assistant Chief Education Officer who is responsible for the effective management of the delivery of education at the Secondary level. The Assistant Chief Education Officer (S) reports to the Deputy Chief Education Officer (Administration).

The span of control is that of the Regional Education Officers and the Principal Education Officer (Georgetown).

The Assistant Chief Education Officer (S) is supported/assisted by the following officers:

- ☞ Senior Education Officer (Workstudy)
- ☞ Senior Education Officer (Maths/Science)
- ☞ Senior Education Officer (Arts)

The support staff is made up of the following positions:

- ☞ Typist Clerk I (2)
- ☞ Filing Clerk
- ☞ Office Assistant
- ☞ Sweeper-Cleaner

Vacancies exist for the following positions:

- ☞ Workstudy Assistant
- ☞ Senior Education Officer (Tech/Voc)
- ☞ Senior Education Officer (Information Technology)
- ☞ Administration Officer.

For the greater part of 2005, the Secondary Sector functioned effectively by the Assistant Chief Education Officer (S). However the Assistant Chief Education Officer (S) has accepted an Acting appointment as Deputy Chief Education Officer (Development) with effect from October 1, 2005. The Sector is now administered by SEO (Workstudy).

STRATEGIC REVIEW OF WORK PROGRAMME YEAR 2005

ACTIVITY 4120203 (2:2:3) SECONDARY

In the Secondary Sector the thrust to achieve improved student and teacher performance, this Sector continued to supervise and monitor the instructional programme within all secondary schools in Guyana.

1:0 Visits to Secondary Schools

Out of a total of eighty (80) schools targeted in 2005, this Sector made seventy four (74) visits to forty three (43) Secondary Schools. It is important to note that some of the schools were visited more than once as the need arose during the academic year.

Hinterland schools also benefited immensely from these visits. In fact North West Secondary School and Port Kaituma Secondary in Region 1 and Mahdia Secondary School and Paramakatoi Secondary in Region 8 received much needed assistance in areas of curriculum planning and classroom management and School Based Assessment.

Visits were also made to schools in Regions 3,4,5,6,10 and Georgetown. The main objectives of the visits were to give guidance to teachers as they prepared for and assessed the students' School Based Assessment and to ascertain the level of implementation of the Basic Competency Certificate Programme (BCCP) within the six pilot schools.

As a result of those visits support material and equipment were acquired and sent to some schools. Additionally better prepared School Based Assessments (SBAs) were evident.

2:0 Education for Life

The programme "Education and Life Skills" got off to a slow start because of the 'spin-offs' from the floods of January 2005. Despite those difficulties, the Secondary Sector was able to co-ordinate a Career Fair and, two Regional Career Guidance workshops for teachers.

2:1 Career Fair

A Career Fair was successfully held in Region 2 during the month of March 2005. That fair was organized to sensitise Grade 9 to Grade 11 students of the careers available in the Region and within Guyana and the relevant entry requirements. Twenty-five agencies participated in the event. All seven Secondary Schools and the Tops of Primary Schools attended. The Career Fair was held at Johanna Cecelia Community High School. This fair was sponsored in collaboration with UNICEF which funded the activity.

2:2 Career Guidance Workshops

Two (2) Career Guidance workshops were co-ordinated for teachers of Regions 2 and 3. The attendance was at an all time high of 100% at both workshops. Sixty five (65) teachers were exposed to that programme. Visits were made to industrial sites as part of the programme of activities in Region # 2. The enthusiasm of the participants was great. The teachers were expected to be the driving force within their respective schools as it related to integrating Career Guidance on the school's curriculum. It must be noted that this Sector has advocated that Career Guidance be a non-examinable subject.

2:3 Career Guidance Rooms

Work has also begun in creating Career Guidance Rooms in Regions 2,3, and 10. Posters were developed and submitted to UNICEF for mass production. Those posters will be placed in schools and the Career Guidance Rooms.

2:4 World of Work workshops

Three World of Work workshops were held in the Georgetown Education District during the third and fourth Quarters of 2005. One hundred and sixty (160) grades 10 and 11 students and twelve (12) Teachers benefited. Some of the issues discussed were

- Personality strengths and weaknesses
- Work ethics
- Getting ready for the job/Interview Techniques
- Office Etiquette

2:5 Work Study

Work study 2005 was a celebration year. Some four hundred and eighty two (482) agencies were invited to participate in work study attachment of students throughout the Regions. Two hundred and five (205) agencies participated in two-five-weeks phases of work attachment. In fact this activity observed 30 years of existence. In commemoration several activities were held in eight Regions and Georgetown that is, church service, Launching of Work study 2005, poster competition and essay competition. The Launching and church service were well attended. Former Work study students and coordinators were in attendance. The feature address at the Launching Exercise was given by Ms. Joyce Sinclair. Plaques were presented to former supervisors and Co-ordinators. Three presentations were given posthumously. Briefing sessions for Phase 1 and II were organized. At those sessions, one thousand (1000) students were briefed and they also participated in simulation exercises. In Georgetown some of the issues discussed at the briefing sessions were:

- HIV/AIDS in the Work Environment.
- Occupation health and Safety and Safety in the work environment.
- Telephone Behaviour
- Office Etiquette

All Education Districts engaged students in briefing and debriefing exercises. One thousand seven hundred and seventy-five (1775) students completed work study attachment in the eleven (11) Education Districts.

Students made many recommendations at the debriefing exercises. One such recommendation was that the Ministry of Education should coordinate a workshop on Ethnic Relations so as to reduce Racial Discrimination at the work place. Each student on attachment completed a Work study Record Book of Competencies. Work study attachment celebrated thirty years (30) under the theme "30 years of preparing the future work force". Thirty eight (38) students from Regions 1, 2, 8 and Georgetown were employed after workstudy.

3:0 WORKSHOPS

Several workshops were co-ordinated by the Sector during the year 2005.

The first set of workshops took a different start from previous years. The workshops focused on the weaknesses highlighted in the CXC School Reports for June 2004.

The workshops were:

3:1 Caribbean Secondary Examination Certificate (CSEC)

- English A
- Social Studies
- Mathematics
- Information Technology and
- Visual Arts

3:2 Caribbean Advanced Proficiency Examination (CAPE)

- Sociology
- Law
- Caribbean Studies
- Communication Studies
- Mathematics and
- Literatures in English

Participants felt that those workshops were extremely useful since within many schools the CXC School Reports were not discussed. The teachers were enthused and grateful for the tips given by experienced markers who acted as the facilitators.

As a result of concerns by markers and moderators, three workshops were held to eradicate weaknesses especially in the area of School Based Assessments.

3:3 The Workshops organised were:

Caribbean Secondary Examination Certificate (CSEC)

- Integrated Science (School Based Assessment)
The SBAs will be effective from January 2006.
- Information Technology (School Based Assessment)
The SBAs will be effective from September 2005
- Agricultural Science focused on Farm Records
- English A – Comprehension (How to use poems as comprehension material)

In addition three workshops were organized by Ministry of Education in collaboration with CXC. Ministry of Education provided meals and traveling costs while CXC provided the facilitators.

One (1) Electronic Registration workshop was held as a result of the workshop thirty five Secondary Schools including nine (9) Private Schools registered on-line. Other workshops were Office Administration (formerly Office Procedures), Religious Education, Geography, Modern language, Economics and French/Spanish at CAPE. Those workshops were organized to sensitize teachers about the tenets of the revised syllabuses.

3:4 BCCP Workshops

Four 1-day methodology workshops were organized but only two were held and two -2- days workshops were planned but only one was held.

4:0 OTHER ACTIVITIES

4: 1. GUYAID Essay Writing Competition

This competition which is now institutionalized saw three hundred and thirty-nine (339) essays being submitted at the National Level out of an expected four hundred and ninety-five (495). No entry was received from Region 8. The entries were marked and winners announced. The Presentation Exercise took place on September 15, 2005. Winners received Certificates and other prizes. Essays were of a high standard.

4:2. JOF Haynes Debating Competition

JOF Haynes Memorial Debating Competition 2005 took place between September and December 2005. Twelve preliminary matches and the final were held. Debates were of a high standard. Hughes Field and Stoby sponsored the competition. Over four million dollars were spent on this national activity. Sponsors were high in praise of the quality of presentations at each round and the finals at various locations and the National Cultural Centre Respectively.

The sponsorship has motivated students to an enhanced involvement in the debates.

4:3 National Award Ceremony for Outstanding Academic and Technical Performances of Students.

This activity formed part of the calendar of activities for Education month which was celebrated under the theme: "Parental Partnership in Education" Only National Awards were presented to students for outstanding performances at SSEE National Grade 9 examination. CSEC, CAPE GCE advanced level and advanced subsidy, GTEE and Carnegie School of Home Economics.

4:4 ANNE BLUE SCHOLARSHIP AWARD

Secondary Schools submitted nominations for this award. Timely planning resulted in a 300% increase submissions from seven regions namely 1, 2, 3, 4, 6, 7 and Georgetown. Nineteen (19) nominations were made: Shonnette Denny of President's College was selected for the award. The award is valued at two hundred and fifty thousand dollars.

5:0 GAMLAT:

The Guyana Association of Modern Languages received a subvention to support its activities.

The Modern Language festival was successfully executed. 2005 saw an improvement in the quality of the presentations by 80% over previous years. Oral and dramatic presentations were also done.

Awards were presented to students for outstanding performances at CSEC and CAPE. One workshop was also held to sensitise teachers to the requirements of the oral examinations in Modern Language. Attendance at the general meeting was improved by about 60%.

60: Attendance at Meetings

6:1 Subject Committee Meetings

The focus of those meetings were on the effective delivery of the curriculum. The meetings were attended by officers; guidance was given in the planning of Social Studies Schemes of Work for Grades 7-9; Strategies for item construction; Table of Specification, along with accurate Mark Schemes. Information garnered enabled teachers to lend support to each other.

6:2 Headteachers Meeting

Six headteachers meeting were attended during the year in review in Regions # 3, 4, 5 and Georgetown. The meetings provided opportunity for headteachers to gain some insights with regards to the concerns that needed to be addressed.

- Strategies for improved management of schools.
- Quality of headteachers reports at Graduation and Prize Giving exercises.
- School Based Assessment.
- Work Study/Career Education.

Two meetings of administrators were co-ordinated with regard to the placement of students in relevant streams in Sixth Form Schools and St. Joseph High. Career Guidance in the selection of subjects to sixth forms were outlined. Administrators benefited from information shared by the schools board co-ordinator. Administrators were better informed of the relationship between the Ministry of Education and the board and more so their own role in effecting a transition process.

7:0 World Teach

The Ministry of Education and World Teach Incorporated signed an agreement in 2005 which stipulated that volunteer teachers be brought to Guyana from the United States of America.

The first batch of twenty-five (25) teachers began their teaching stint in August 2005 after a three weeks orientation session. Volunteers were assigned to schools in Regions # 1, 4, 6, 7, 9 and Georgetown Field trips were made to the regions to monitor the volunteers' delivery of the curriculum and to ascertain the degree to which they adapt to their environment. Three volunteers returned to the United States of America because they were unable to adjust to the sub-culture and remoteness of the interior location of Guyana. An evaluation exercise was coordinated by the field director in collaboration with the Secondary Sector to evaluate the Volunteers' first six months working in Guyana.

Areas evaluated were:

- Accommodation
- Curriculum delivery
- Professional delivery
- Management support and community involvement

Weekly and fortnightly meetings were held with the field director of world teach and Ministry officials.

8:0 Unplanned Activities

The system also benefited from the sector's involvement in unplanned activities. Those activities were:

8:1 Media Blitz

The public was sensitized on matters pertaining to Secondary Education. Radio and television programmes and newspapers articles reached a wide cross section of Guyanese:-

- Four programmes on "Issues in the News"
- 6 programmes on "Let's Gaff"
- 4 programmes on "Talking about Education"
- 6 appearances on "Guyana Today"
- 2 appearances on "Let's Talk"
- 3 articles in Chronicle, Stabroek News and Kaieteur News.

9:0 SUB SEC Meetings

Officers from the Ministry of Education attended SUB-SEC Meetings throughout the academic year in review and reported on major activities: Some issues were:

- CXC Associate Degree
- Examination breach in Guyana
- Final Awards
- Proposal for the new Caribbean Certificate of Competencies

10:0 Board of Examiners Meetings

Eight meetings were attended. Examination papers were moderated for SSEE and National Grades 2, 4, 6 and 9 examinations.

11:0 NDMA Meeting

Collaborative efforts of the Secondary Sector, Examinations Division, NDMA and others sectors of the Ministry of Education, officers used competencies to determine matrix for the examination.

12:0 Caribbean Centre of Excellence for Teacher Training (CCETT)

Officers attended CCETT meeting and were updated about the progress of six (6) selected schools on the reading initiative programme. Dr. Miller, Caribbean Centre for Excellence in Teacher Training.

13:0 Constraints

- Shortage of staff to implement programmes.
- Inadequate office equipment eg. this sector is in drive need of photocopier in order to cope with the volume of materials for workshops.
- Late releases of funds and in some instances inadequate releases under certain sub-heads although requested in the cash flow.

14:0 Conclusion

The Secondary Sector of the Ministry of Education will continue to be challenged so as to empower administrators and teachers through the formation of new policies, effective monitoring, and supervision of the curriculum; towards preparing young people to become literate and responsible adults; and who can contribute meaningfully to the development of their community and nation.

MISSION STATEMENT

The Secondary Sector is committed to co-ordinate, monitor and supervise the implementation of policies relating to curriculum delivery and providing students with opportunities to acquire skills, knowledge and attitude that equip them for beneficial employment and/or entry into institutions of Higher Learning.

OBJECTIVES

- ☞ Advise on policies related to curriculum development
- ☞ Monitor the instructional programme relating to teachers and students with a view to promoting professional growth and enhanced student performance.
- ☞ Participates in decisions for the implementation of methodology, strategies and techniques to be used in the delivery of Secondary Education.
- ☞ To assist in strengthening the monitoring system of Secondary Schools and the Regions.
- ☞ To establish and maintain linkages with the committees agencies; local regional and international.
- ☞ To initiate public awareness programmes.

3.5.1.4

ASSISTANT CHIEF EDUCATION OFFICER (PRIMARY)

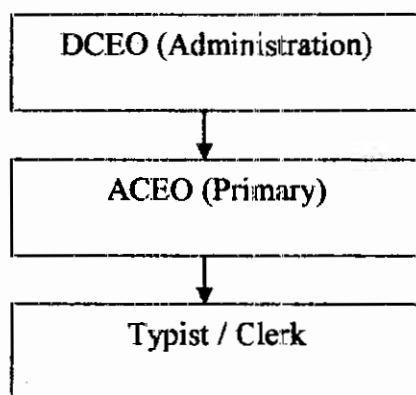
INTRODUCTION

Activity 2. 2. 2 is implemented by the Office of the Assistant Education Officer (Primary). The said office forms part of the School System Management Committee. It comes under the direct supervision of and is accountable to, the Deputy Chief Education Officer (Administration).

The office is currently managed by an Assistant Chief Education Officer ag and one typist clerk.

The Organisational Chart of the office of ACEO(Primary) is submitted below:

ORGANISATIONAL CHART OF THE PRIMARY OFFICE



1.0. The ACEO(Primary) is responsible for policy formation and monitoring of the delivery of education at the Primary level through the Departments of Education. The Heads of Department of Education (HODOEs) communicate issues pertaining to Primary Education to the ACEO(Primary) who facilitated the dissemination of information, problem solving and policy decisions and strategies for implementation.

During the period under review the Primary Sector aimed at:

- enhancing literacy and numeracy skills for pupils between the ages of 5 years 9 months and 11 years 9 months in preparation for secondary education.
- socializing pupils into the accepted norms of behaviour, inculcating

positive attitudes towards purposeful self development, and the development of family community and nation through the formal and hidden curricula.

2.0. The areas of focus of the 2005 Work Programme were as follows:-

- training of teachers and School Administrators
- production of Curriculum Guides and appropriate teaching learning material.
- parent education programmes
- monitoring visits to Departments of Education and Schools.

In planning the 2005 Work Programme, the support of UNICEF, National Centre for Education Resource Development (NCERD) School System Management Committee and Departments of Education was anticipated.

During the first three quarters of the year, some of the functions of the ACEO (Primary) was carried out by the Deputy Chief Education Officer (Administration) and the Assistant Chief Education Officer (Nursery).

Matters which related to Primary Education were addressed by the DCEO (Administration) at various meetings such as the Schools System Management Committee (SSMC), Education System Committee (ESC) and Heads of Department of Education (HODOEs) and when on Monitoring visits to Education Districts. The ACEO (Nursery) attended to issues pertaining Early Childhood Education.

3.0. Improvements in various aspects of Primary Education were made possible by Basic Education Access and Management Support Programme (BEAMS) and Education For All/Fast Track Initiative (EFA/FTI).

The importance of these two major programmes to primary education cannot be over emphasised. They are consistent with the strategic objectives and performance targets articulated in the National Development Strategy (NDS) the Poverty Reduction Strategy Paper (PRSP) and the Education Sector Development Plan (EDSP) 2003-2007.

Already, the initial impact of BEAMS and EFA/FTI was felt. Greater benefits are expected, as the various initiatives unfold, and the project gains greater momentum.

However with reference to the Work Programme the achievements of the office of the ACEO (Primary) were.

- monitoring of Departments of Education through visits, telephone, correspondence and meetings.
- participation in the moderation of local examinations.

- monitoring EFA/FTI Activities
- co-ordinating the hosting of two Primary Spanish workshops.

4.0. Though laudable were the efforts of the DCEO (Administration) and ACEO(Nursery), these officers reported that it took a tremendous effort and found it stressful, to fully attend to issues pertaining to their desks and those of the Primary sector. Very often, the additional responsibilities, caused them to work longer hours and impinged on quality time, spent to address their assigned concerns.

The non-appointment, substantive or acting of an ACEO (Primary) for the greater part of the year, impacted on salient matters such as SSEE, continuous assessment, release and spending of funds earmarked for Primary Education. Also the actualization of the planned 2005 Work Programme was also affected. Approximately seventy percent (70%) of the targets was not achieved.

It is pertinent to note that there were no documented Quarterly and Half Yearly Review and Projections of Work Plans.

The involvement of the level officer is essential for dealing exclusively with these issues pertaining to Primary Education and to monitor progress towards the achievement of project goals and objectives.

In that regard, an officer was identified to perform the duties of ACEO(Primary) with effect from October, 2005.

Funding was not always available to carry out the activities, nor released on a timely basis or was adequate in cases, even when released. A significant sum of money had to be diverted to other activities such as World Teach Volunteer Project.

UNICEF Sponsored Projects were not undertaken as funds had to be used for Flood Relief.

Additionally, the 2005 flood had an adverse effect on the timely implementation of projects, scheduled for the first quarter of the year.

5.0. It is envisaged that targets not attained during 2005, will be incorporated in the 2006 Work Programme.

The incumbent senior operative will seek to network with other internal and external units, agencies and sectors to enhance the delivery of quality Primary Education.

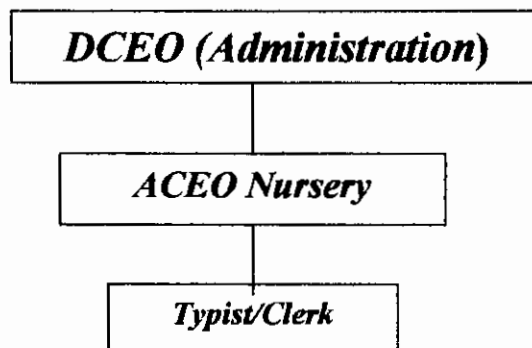
3.5.1.5

ASSISTANT CHIEF EDUCATION OFFICER (NURSERY)

The office of the Nursery Sector is located at the Ministry of Education, 21 Brickdam, Georgetown. It is part of the Schools System Management Committee (SSMC) headed by the Deputy Chief Education Officer (Administration).

The Assistant Chief Education Officer (Nursery) who is the senior operative of the Nursery Level is responsible mainly for policy formation and decision and monitoring the implementation of same at schools through the Departments of Education. The Heads of Department of Education (HODOE) report on matters relating to Early Childhood to the ACEO (N) who facilitates, sharing of information, solving of problems and policy decision and implementation.

The office is currently staffed by an Assistant Chief Education Officer and one Typist Clerk. Following is the Organizational Chart.



During January to December, 2005, the period under review, the Nursery Sector aimed at providing equal access to quality education to all young children, 3 years 9 months to 7 years + . In order to achieve the objective the officer embarked on planning and executing a suitable programme which involved coordinating and monitoring related activities with the support of UNICEF, Schools System Management Committee, NCERD, Education Systems Committee and Departments of Education.

The areas of focus of the 2005 programme were as follows

- final review and field-testing of Curriculum Guides
- production of support materials to complement the Curriculum Guides
- training of teachers
- parent education and public awareness programmes and
- provision for efficient operation, safe and comfortable environment at the office level.

Much was accomplished in terms of the execution of the 2006 programme by end of the calendar year. It was as a result of availability and timely release of funds, systems put in place to ensure effective communication among Office and the Departments of Education, funding agencies and other partners, networking, collaboration and cooperation with stakeholders and the recruitment of a National Curriculum Specialists by BEAMS. As a consequence, the achievements were as follows.

- Further and final review, field -testing and reviewing of Curriculum Guides.
- Review and final draft of Timetables to facilitate BEAMS Literacy and Numeracy Programme
- Five workshops for Field officers who were trained as trainers of teachers.
- Parent Education/involvement and Public Awareness activities in the form of production of Early Childhood reading materials preparation and field-testing of Scripts for Interactive Radio Programmes and Family participation in School Activity (Fun Day).
- Participation in several important and related meetings e.g. CAC, SSMC, ESC, TEAB, Headteachers' and HODOEs.
- Monitoring of Departments of Education through visits, telephone, correspondence and meetings.
- Prepare Review and Projections of Work Plans on Quarterly and Half Yearly basis
- Participation in the moderation of local examinations

The Nursery Sector also benefited from :-

- Participation in Caribbean Tele-conference re: Disaster Preparedness for the young children in the Caribbean. The activity was organized by Caribbean Child Development Centre (CCDC) based at University of the West Indies.
- Facilitation of two-day Sensitization Workshop for Nursery teachers of Region #8
- Launching of Nursery Education Handbook
- UNICEF Mid-Term and End-of-Year review of programme of work.
- Facilitation of five one-day sessions of Sensitization and Consultation re: Early Childhood Policy. UNICEF Project.

Despite the many achievements, few constraints were experienced by the sector. These occurred as a result of unforeseen circumstances, untimely release of funds and attendance at unplanned activities.

However, although the activities did not materialize, there was some degree of attainment because of the following.

- Two-day workshop to produce a package of Teaching-Learning materials. Teachers used creative ways to produce teaching/ learning materials in keeping with their planned programme.
- Conduct of (UNICEF sponsored) Parenting Workshop. Departments of Education held coaching sessions with members of Regional Early Childhood committees. Early Childhood brochures were distributed to parents.

- Conduct Early Childhood conference planned by the University of Guyana. Teachers attended regional Workshops.
- Airing of Interactive Radio Programme due to delay in testing of the scripts by personnel of Institute of Distance and Continuing Education (IDCE). Teachers held follow-up discussions with children at school where field-testing of scripts was done.
- Monitoring visits to two Departments of Education. Contact was made with the Heads of Departments via telephone and visits by them at the Central Ministry Nursery office

The Nursery Sector will work assiduously in maintaining good working relationships with internal as well as external partners especially parents through continued collaboration, and support. Every effort will be made to ensure that targets are achieved for the benefit of young Guyanese children.

3.5.1.6

SPECIAL EDUCATION NEEDS UNIT

SUMMARY

The Special Education Needs (SEN) Unit at 21 Brickdam forms part of the Schools' System Management Committee supervised by The Deputy Chief Education Officer (Admin). The Office, Special Education Needs (SEN) is administered by a Coordinator who is responsible for the management of the delivery of Education to meet special educational needs of all learners including the gifted, intellectually challenged, physically disabled, visually and or hearing impaired. The Coordinator is supported by the following:-

- 1 School Screening Facilitator
- 1 Typist/Clerk

The Special Education Needs Unit needs additional support staff to effectively monitor and develop programmes to address deficiencies in meeting the special needs of students in the Georgetown district and the ten regions of Guyana at the Early Childhood, Primary and Secondary Levels. Additional staff must include the following:-

- Assistant Coordinator
- Special Education Needs Welfare Officer
- Special Education Needs District/ Education Officers (DEOs).

In remote regions the responsibility may be combined with that of the Welfare Officer, following training.

MISSION STATEMENT (Specific)

The Special Education Unit of the Ministry of Education is committed to providing quality education for children with special needs, at all levels in special and inclusive schools to stimulate confidence and competence for a full life.

OBJECTIVES:

The major objectives of the Special Education Unit are:-

- ⇔ To assist in the formulation and implementation of policies as they relate to Special Education at all levels.
- ⇔ To advise on professional matters related to the operation of Special Education Institutions.
- ⇔ To recommend and organize orientation and continuous professional training for staff in conjunction with Deputy Chief Education Officers, Principal of the Cyril Potter College of Education (CPCE) and Director of NCERD.

- ⇔ To advise on the appointment of personnel with respect to Special Education in schools.

- ⇔ To develop and monitor programmes geared to address deficiencies in the delivery of Special Education.

- ⇔ To assist in reviewing the curriculum.

HIGHLIGHTS

Monitoring visits were made to three special schools and two special units. New Amsterdam Special School was not visited due to constraints. Regular schools primary and secondary were visited to address special needs of students and give support to class teachers who welcomed the assistance.

Thirteen schools participated in the MOE/PAHO Vision Screening Programme which targets grade 1 and grade 6 pupils. Two hundred and sixty two (262) referrals were made. The follow up process has been hampered due to the illness of the VSO Optometrist in December.

In the area of Curriculum Reform and Renewal discussions were held with the Curriculum Development Officer at The National Centre for Educational Resource Development (NCERD). There was collaboration for a Special Needs workshop for representatives of schools in ten regions. The newly recruited Special Education Needs (SEN) VSO attached to NCERD as Recourse Development/Officer worked with the SEN Coordinator to present the three day workshop which focused on sensory learning disabilities and inclusion.

Trained teachers in the school system will also have the opportunity to expand their knowledge of teaching strategies to include students with special needs. Three hundred (300) hand books have been printed and are ready for distribution mainly in hinterland schools in this initial stage.

To address the need for inclusion one thousand eight hundred (1800) core curriculum modules were received by the Cyril Potter College of Education where all teacher trainees must cover a course in Special Education Needs (SEN). This followed MOE/OAS project which focused on Equal Access to Quality Education for the Disabled in 2004.

Human Resource capacity was improved by a series of workshops held for teachers and teacher assistants/aides of two special schools and one unit for the visually impaired. The

workshops focused on skills for teaching children with special needs in special schools and support of pupils with special needs attending inclusive regular schools.

Eight weekly workshop sessions were held for staff of the Resource Unit for the Blind and Visually Impaired attached to St Roses High School. The facilitator guided teachers in strategies to help blind and visually impaired students become computer literate and where needed develop braille communication skills. Special needs was also addressed during two sessions of the three day Nursery teachers workshop in region 9.

At a higher level a core of twenty five staff member of Cyril Potter College of Education were involved in one SEN Workshop in adapting the curriculum and employing differentiating techniques to meet the special needs of Visually Impaired, Autistic and Hearing Impaired students. This was part of the MOE/OAS project which was extended due to unforeseen circumstances.

St Barnabas Special School and St Mary's Annexe also benefitted from workshops with the contribution of SEN VSO Resource Development Officer attached to NCERD. Teachers in other regular schools received assistance in the form of consultation and demonstration workshops in schools.

CONSTRAINTS

- ❖ The Special Education Unit is operating without its own budget.
- ❖ Untimely allocation of funds for workshops creates difficulties.
- ❖ Specialist human resource is extremely limited.
- ❖ There exists a need for more meaningful inclusive practices at the advisory level.

Should these issues be addressed in a timely manner all students including those with exceptionalities would reap the benefits. The goal "Equal Access to Quality Education" for all would be a reality.

3.5.1.7

SCHOOLS WELFARE SERVICE

1.0. Summary

In the context of structured education, Welfare should be a support system to learning and social development because problems such as learning disabilities, poor chemistry between teacher and child and emotional instability, develop in a child's learning environment.

It is therefore, necessary, that the Schools Welfare Service must not be forced to operate as an Appendix or on the periphery of the structure of the Ministry of Education, but at the core of its decision making procedures and as an advisory on welfare policy matters.

Similarly the Schools Welfare Service must be formalized by a Parliamentary decision in order to gain recognition in matters of staffing, job description/specification and emoluments and other benefits through the Public Service Management and the Public Service Commission.

During 2000, the Schools Welfare Service was returned to the Ministry of Education by a verbal agreement between the Ministry of Education and the Ministry of Human Service and Social Security. Regional Graduate teachers were selected to form this body. The Co-ordinator who was appointed in 2001, designed draft policies for a successful operation. In 2006, this Schools Welfare Service is still not formalized even though its operations have impacted positively throughout all Regions of Guyana and has propelled the Ministry of Education to a visible level.

The present position however, is that during 2005, the Public Service Management advertised for forty-four (44) Regional Schools Welfare Officers and eleven (11) Senior Schools Welfare Officers. Many graduates of the University of Guyana and the Cyril Potter College of Education applied and are awaiting selection by the Public Service Commission. The Chief Schools Welfare Officer is assisting in designing its Job Description and Specification.

Under its draft policy, the office of the Co-ordinator is responsible for policy formation, monitoring the implementation of policies, training, coordinating and enforcing the Education Act as regards attendance at schools (regulatory matters) through the Regional Schools Welfare Officer advising on welfare matters at the Cyril Potter College of Education and all Technical Schools.

The immediate line of authority is the Deputy Chief Education Officer (Administration) and the Permanent Secretary.

The office of the Chief Schools Welfare Officer is located at Lot 17, Brickdam and Sendall Place, Stabroek, Georgetown (Action Tyre Complex).

Schools Welfare Officers are located regionally.

The role of the Schools Welfare Service is provided for in Part I of the Education Act paragraph 10 – 21, which ensures that children have access to complete a quality education. This role is socially diagnostic and coordinative. However, the Schools Welfare Service was never allotted a financial Programme, Sub-programme for Activity, but is funded periodically from Programme 2:1:1. It is necessary therefore, that Schools Welfare Service be allotted a Sub-programme and Activity in order to ensure that planned activities materialize on a timely basis, ensuring its objective.

- 2.0. The objective of this Service is to ensure that all school-age children attend school regularly, have opportunities to complete a quality education and also have access to quality welfare service.

The **Mandate** is to ascertain and report to the Chief Education Officer, every parent who fails or omits to cause the child not to receive efficient education in reading, writing and arithmetic, to enforce the provisions of Part 1 of the Education Act and to prosecute the non-compliance of this Act, to be pro-active, and to follow directions for guidance through the Deputy Chief Education Officer (Administration)

Staffing originally consisted of the Co-ordinator and eighteen (18) Schools Welfare Officers. However, nine (9) officers have reverted to the classroom after five years because of the slow pace at which the Ministry of Education and the Public Service Management/Public Service Commission is formalizing the Service and in order to benefit from their years of teaching.

The Chief Schools Welfare Officer's (Co-ordinator) office is not staffed and not technically equipped, typing and duplicating is done through the kind service of the Secretary to the Deputy Chief Education Officer (Development).

The staffing need is:

- 1 Secretary
- 1 Information Technology Officer
- 2 Assistant Chief Schools Welfare Officers
- 1 Data Processing Officer
- 1 Accounts Clerk
- 1 Receptionist
- 1 Sweep/Cleaner

- 3.0. Review of the year's Programme of Work according to the attached annual Report – 2005, displayed by its set target for the year, targets achieved and the analysis of successes and failures.

Unplanned and important activities are also hereby submitted.

- 4.0. In reviewing the special Initiatives of 2005, Management and Supervision and Training was done through attendance at meetings, workshops and seminars, minimal training of Regional Schools Welfare Officers, conducting minor truancy campaigns on a weekly basis, conducting training workshops for volunteers, counseling sessions, attendances at meet-the-people tours and conducting the Annual Needy Children's Christmas party.

Access to education was provided by the distribution of necessitous items and operating as a committee member for the provision of school requisites for school children, numerous counseling sessions and Home visits.

Highlights of the Work Programme are counseling sessions, Regional visits to Schools Welfare Officers and hide-outs of truants, annual Christmas party, provision of necessitous items, visits to schools, home visits, visits to Regions with reference to truancy and truancy campaigns (Operation C.A.R.E.).

- 5.0. The constraints to planned operations by the Co-ordinator are still non-formalizing. Schools Welfare Officers' return to schools to benefit from their years of teaching, the non-release of funds for planned programmes, especially the truancy campaigns, training of Schools Welfare Officers and the non-staffing of the Co-ordinator's office.

The general constraint is the non-release of funds for Regional programmes and programmes planned by the Co-ordinator.

3.6.0

TECHNICAL AND VOCATIONAL UNIT

3.6.1

TECHNICAL ADVISOR

EDUCATION AND TRAINING FOR THE YEAR 2005

SUMMARY

Technical and Vocational Education and Training (TVET) is required to satisfy the following objectives:

- to maintain and adequate supply of essential workforce;
- to improve the quality of the existing workforce;
- to optimize the use of the education and training resources with particular regards to flexibility of training programmes to meet the requirements of rapidly changing economic conditions;
- to establish and maintain links between industrial training within industry and the Technical and Vocational Education and Training programmes offered by the various Post-Secondary Institutions; and
- to establish a working relationship with industry and commerce in the furtherance of Technical and Vocational Education and Training (TVET).

The private demand as well as the supply of persons with the required qualifications to pursue studies at the Post-Secondary level, requires that the policy of equality of access to TVET be vigorously employed. It is important too, for the system to be organized to satisfy the needs of individuals. Technical and Vocational Education and Training programmes are therefore required to:

- provide all students with the principles, knowledge and understanding necessary for them to function effectively in their area of study;
- create student awareness of the value issues pertaining to environmental health and safety;
- create an adequate foundation for further study, the world of work or self employment;
- ensure that internal efficiency matches external efficiency where:
 - knowledge gained by students can be applied to the real life situation of the work environment;
 - learning experiences reflect learning from the real life work environment and adequately equipped laboratories and workshops;
 - students acquire problem finding and problem solving skills; and
 - students have a strong work ethic and commitment to excellence.

Activities: not found

Post-Secondary Institutions:

The Post-Secondary Institutions that are covered in this summary are:

- the Government Technical Institute (GTI);
- the New Amsterdam Technical Institute (NATI);
- the Linden Technical Institute (LTI);
- the Essequibo Technical Institute (ETI);
- the Guyana Industrial Training Centre (GITC);
- the Carnegie School of Home Economics (CSHE); and
- the Craft Production and Design Division.

These institutions offers a wide range of craftsman, technician and hospitality programmes (Levels one to three). In addition to the delivery of the instructional programme, each institution successfully executed the following activities:

- staff development training for Lecturers and Technicians. Clerical staff members were also released to pursue programmes that were organized by the Public Service Ministry Training Division;
- the acquisition of tools and equipment;
- the up-grading of the physical infrastructure;
- the further strengthening of the links with industry and commerce;
- the organizing of monitored work experience programmes for students with industry and commerce;
- the organizing and implementing of an effective equipment maintenance programme; and
- organizing and the executing of production work in the workshops.

The various programmes undertaken proved to be very beneficial to the staff and students of the various institutions and the nation as a whole. Consequently, the private sector, the international organizations, the ministries and departments must be commended for the inputs they have made to the various programmes thus ensuring the success that was achieved.

3.6.1.1

GOVERNMENT TECHNICAL INSTITUTE

Vision Statement

To produce all round and skilled graduates to take Guyana among the “global village”.

2.0 Mission Statement

The Government Technical Institute as a leading Institution is committed to offer quality training to our clients with the availability of high quality facilities, qualified and caring staff at a prime location.

3.0 Organization and Management

The Government Technical Institute came under the Ministry of Education. The Organizational Structure of the Institute. While the management of the Post - Secondary Institutions which came into effect from 1st September 2004.

4.0 Summary:

The institute is committed to offer education and training to young people and adults in Technical, Commercial and Scientific fields relevant to the needs of the national economy and the changing world.

In addition, the Institute has the responsibility to collaborate with Industry and Commerce in planning programs, which will facilitate the acquisition of appropriate knowledge, skills, attitudes values necessary for the development of self and the nation.

In May 1951 the Government Technical Institute was first situated temporarily at Queen’s College before moving to its Woolford Avenue location in July the same year. The Institute offered training in craft skills only, but in 1956, technician level courses were offered and diploma level courses were included in September 1961.

To remain foremost, the Institute introduced Computer Studies in September 2001, totaling the courses offered to forty. These courses are accessed on a full time, day release and evening basis.

The Students are fifteen years and over, from Secondary Schools around Georgetown and the Coast Lands of Guyana and some are sponsored students from the Hinterland. All of those graduating students from the Technician Diploma courses were either accepted into the University of Guyana or the work force. All of those graduating students from the Craft Programmes either continue their studies here doing a Technician Course or were accepted into the work force functioning as skilled craftsmen and women.

This institution offers training in the following disciplines:
Mechanical, Electrical, Building, Science, Surveying, Business, and Information
Technology.

In the era of information technology, the institution is looking forward in the nearest future to be instrumental in positioning Guyana in its rightful place in the global village.

4.1 Enrollment

The total persons registered for the first year intake are nine hundred and twenty four (924) and the continuing students registered are six hundred and fifteen (615).
Totaling the students enrolled for the academic year to be one thousand five hundred and thirty nine (1539)..

4.2 Examination

Internal examinations are conducted each term. The Guyana Technical Education Examination (G.T.E.E) is written at the end of the final year of the course.
In an effort to check the poor performance at G.T.E.E, the administration is in the process, of enforcing the rules and regulations for the criteria for promotion into the second year as well as those for sending students to the G.T.E.E exams. For this academic year, there was an increase in the pass rate by 2.88% from last year. .

G.T.E.E 2004 RESULTS

A statistical breakdown of results departmentally is as follows:

DEPARTMENT	# WROTE	# PASS	# REFERRED	# UN SUCCESSFUL	# ABSENT	% SUCCESSFUL
BUILDING	199	91	84	24	2	46
BUSINESS	141	64	67	10	0	48
SCIENCE	24	6	10	8	0	25
LAND SURVEYING	19	9	4	6	0	48
ELECTRICAL	303	165	87	51	5	55
MECHANICAL CRAFT	181	97	47	37	1	54
MECHANICAL TECHNICIAN	39	23	11	5	5	59
INFORMATION TECHNOLOGY	35	13	18	4	0	37
TOTAL	941	468	328	145	13	50

DEPARTMENT	# WROTE	# PASS	# REFERRED	# UN SUCCESSFUL	# ABSENT	% SUCCESSFUL
BUILDING	169	82	69	14	4	48.52%
BUSINESS	132	76	40	13	3	57.58%
SCIENCE	13	4	7	1	1	30.08%
LAND SURVEYING	10	4	4	2	0	40.00%
ELECTRICAL	207	132	39	29	7	63.77%
MECHANICAL	241	116	58	65	2	48.13%
INFORMATION TECHNOLOGY	26	8	13	3	2	30.77%
TOTAL	798	422	230	127	19	52.88%

4.2.1 Work Attachment

Joint relation continued to exist between the Institute, Industry, and Commerce by way of work attachments where six-week stints were done during the period July - August.

In the last academic year, Industry and Commerce accommodated one hundred and twenty two (122) students.

4.3 Staff Matters

4.3.1 Internal Training

The 'Training of Lecturers in the Technical Education' Program continued in 2005.

Several staff members of the G.T.I. continued to attend Workshops and Seminars, in order to upgrade their skills and knowledge.

4.3.2 External Training

Staff members attended training sessions in the following areas: Supervision and Management, Library Science, Interface with the Public, Occupational Health and Safety, Spray Painting and Repairs to Mercedes-Benz Vehicles

4.3.3 Staff Establishment

Vacancies exist for the following positions shown below..

Administrative Staff

Three (3) Senior lecturers

Ancillary Staff:

One (1) Registry Supervisor

One (1) Senior Clerk

One (1) Machinist

One (1) Welfare Officer

One (1) Checker

One (1) Janitor

Two (2) Typist Clerk

Two (2) Laborers

One (1) Expediter

Staffing

Position	Status		Department
	Filled	Vacant	
Principal	1	0	Administration
Deputy Principal	1	0	Administration
Senior Lecturers	3	4	Administration
Lecturers	20	5	Teaching
Technicians/ Machinists	5	5	Workshops/ Laboratories
Welfare Officer	0	1	Ancillary
Senior Clerk	0	1	Ancillary
Registry Supervisor	0	1	Ancillary
Stores Clerk	1	1	Ancillary
Accounts Clerk	0	1	Ancillary
Checker	0	1	Ancillary
Typist Clerk	1	2	Ancillary
Telephonist	1	0	Ancillary
Librarians	1	3	Ancillary
Janitors	1	1	Ancillary
Cleaners/ Labourers	4	6	Ancillary
Office Assistant	0	1	Ancillary

Note: All the vacant positions are filled with temporary employees except the position of the Welfare Officer.

4.3.4 Staff Movement

The period witnessed some movement of staff:

Two staff members Mr. Gary Houston and Ms. Coleen Whyte tendered their resignations to migrate to the USA

5.0 Workshops and Laboratories

Workshops and laboratories were functional during the period, all serviceable equipment were kept in working order. Safety in the workshops was emphasized. The technicians were provided with safety gears, overalls, and safety boots. The cleaners were also provided with safety gears for their work. The Machine Shop has many unserviceable machines for more than past fifteen years.

Computers were installed in the Library, The Administrative office and the Main Stores to be more efficient in the storage of information.

The wood working section will be benefiting from a USAID project to introduce jig making which an industrial type operation done in the furniture industry.

5.1 Projections

Repairs to Eastern and Northern Fences

AC Units in the Administrative Office and the Senior Lecturers' Offices

Repairs to Library Building

5.2 Constraints

Machine shop has many unserviceable equipment

AC Unit to the library needs a separate power line

The GPL bill is in arrears of 20 million dollars (\$20M).

6.0 Building and Infrastructure

The walls, floors and windows of the Principal, Deputy Principal and the General Administrative Offices were recently renovated. All buildings were maintained and are in favourable conditions.

6.1 Compound and Environs

The compound and its environs were regularly cleaned. There were excavation of overburden materials, removal of building waste from the compound, regular cleaning of the drains, the establishment of a garden, white washing of the fence and the trimming of trees.

This will ensure that the environment is free of termites, rodents, mosquitoes and create an environment that is conducive to the teaching/ learning process.

6.2 Sporting Activities

The Day of Sports was held on 27th October 2005. Prior to the day of sports, other inter house activities were held and there were:

Football
Volleyball
Basketball
Dominoes
Table Tennis
Cricket

6.3 Students' Guild

The Students' Guild body continues to play a fundamental role of the students' attendance, study, and actions on a day-to-day basis. There are plans for the New Year to have the students more that ever engage in social and extra curricular activities.

3.6.1.2

NEW AMSTERDAM TECHNICAL INSTITUTE

1.0 VISION STATEMENT

New Amsterdam Technical Institute will continue to provide youths with employable skills so that they can lead more productive lives.

2.0 MISSION STATEMENT

New Amsterdam Technical Institute has the overall responsibility for training of individuals in the Technical areas, which are vital for national development.

THE AREAS INCLUDE:

- (i) Agriculture
- (ii) Business
- (iii) Building
- (iv) Electrical
- (v) Mechanical

3.0 ORGANISATION AND MANAGEMENT:

This institute has the responsibility of training individuals at age fifteen (15) years and over in the various skills undertaken, to perform in Industry and Commerce at maximum output under minimum Supervision.

The attached chart indicates the structure.

The programmes offered are divided into three (3) main departments namely:

- (i) Building
- (ii) Business
- (iii) Engineering

ADMINISTRATION

The Administrative staff comprises Mr. Ronald Simon – Principal, Mrs. Lorna Sancho – Deputy Principal (ag), Mr. Vishwa Pershaud – Senior Lecturer (ag) assisted by Desiree Mars – Registry Supervisor (ag).

STAFF INVENTORY OF THE NEW AMSTERDAM TECHNICAL INSTITUTE

CATEGORY	DESIGNATION	AUTHORISED #	FILLED	VACANT	REMARKS
101 Administrative	Principal	1	1	-	Temporary Filled by a Senior Lecturer
	Deputy Principal	1	-	1	
102 Senior Technical	Senior Lecturer	2	1	1	Temporary Filled by a (Lecturer 11)
	Lecturer 11/1	26	-	8	
103 Other Technical	Technicians	8	4	4	
	Assistant	2	1	1	
	Lecturers				
104 Clerical and Office Support	Senior Clerk	1	-	1	
	Accounts Clerk	1	-	1	
	General Clerk	1	1	-	
	Typist Clerk	4	4	-	
	Storekeeper	1	1	-	
	Office Assistant	1	1	-	
	Telephonist	1	-	1	
	Registry Supervisor	1	-	1	
105 Semi Skilled	Labourers	2	-	2	
Operatives/Unskilled	Equipment	1	1	-	
	Operator	3	3	-	
	Cleaner	1	1	-	
	Janitor				

4.0 SUMMARY

The development of the New Amsterdam Technical Institute is a direct result of demands of society for skilled manpower, personnel of high standing, personnel who are able to contribute to innovations, assume responsibilities and be members of the Supervisory force in Business and Industry.

Canada through its International Development Agency became associated with this Institute in 1967 when the Canadian Government made a financial contribution to provide for the construction and operation of the Institute.

The sod training ceremony took place on 28th July 1967, the laying of the corner stone was done on 23rd April 1970 and the official opening on 11th September 1971.

For over thirty two (32) years the New Amsterdam Technical Institute have served the community enrolling over twenty seven thousand (27,000) candidates and graduating over eighteen thousand (18,000) trained and competent Craftsmen, Technicians, Clerical and Administrative Personnel.

The targeted group are youths fifteen (15) years and over who successfully completed their Secondary Education.

The catchment areas include the entire region #6, part of region#5 as far as Mahaicony on the East Coast and part of region#10.

During the year in review Mr. Martin Da Silva-Lecturer 1 and David Hughes - Lecturer 1 proceeded on one (1) month vacation leave in January and September 2005 respectively.

Two (2) staff members services came to an end on July and December 2005 respectively, two (2) resigned, and one (1) proceeded on leave without approval during the period in review.

The recruitment process for new intake commenced in April of 2005.

Sensitizing was done at all Secondary schools in region #5 and 6, entrance tests were held at the New Amsterdam Technical Institute and four (4) decentralized locations; namely Black Bush Polder, Tagore Secondary School, Bush Lot Secondary and Skeldon High.

Debushing, clearing and cleaning of the compound were undertaken by staff and students during the period under review.

This enhanced the environment, as well as reducing the risk of vandals entering into the campus.

The final phase of the staff quarter's rehabilitation recommenced in December of 2005.

All defective equipment in the workshops, office and laboratories were serviced and some upgraded by staff and students, thus enabling students to accomplish valuable practical training.

Major rehabilitation works were carried out on the library, four (4) classrooms in the workshop wing and the computer laboratory.

Landscaping of the campus lawn was done as well, with the planting of three (3) pine trees, and eight (8) Ixoras Plants.

4.1 COURSES OFFERED

Full-time	Part-time
(1) Agricultural Mechanic	(1) Ordinary Certificate in Commerce
(2) Automotive Trades	(2) Certificate in Computer Science
(3) Bricklaying	(3) Basic Course in Computer
(4) Carpentry and Joinery	(4) Intermediate Computer
(5) Electrical Installation Practice	(5) Advance Computer
(6) Fitting and Machining)	(6) Mechanical Engineering Technician Part 1 & 2 (Evening/day release)
(7) Plumbing	(7) Architectural Drawing
(8) Radio and Electronics Servicing	(8) Ordinary Technician Diploma
(9) Welding Practice	(9) Telecommunication Technician
(10) Diploma in Secretarial Science	(10) Advance Electrical Installation
(11) Certificate in Secretarial Science	(11) Advance Plumbing
(12) Ordinary Diploma in Commerce	(12) Motor Vehicle Works
(13) Diploma in Computer Science	(13) Advance Welding
	(14) Advance Carpentry and Joinery
	(15) Advance Masonry

ENROLLMENT

Four hundred and seven four (474) prospective students were interviewed for various Full Time trades and business courses. Two hundred and ninety two (292) new students enrolled for the first year programmes. One hundred and thirty five (135) continuing students enrolled for the second year, while one hundred and ninety eight (198) students enrolled for the twelve (12) evening programmes.

GTEE RESULTS

One hundred and eight seven (187) students entered for the Guyana Technical Education Examination (GTEE) in February 2005. One hundred and forty one (141) were successful at the June 2005 Examinations.

Course	Male	Female	Total	Dropout	Remarks
AMC - 1	28	-	22	6	
AMC - 2	19	-	12	7	
BCM - 1	19	7	20	6	
BCM - 2	19	2	7	14	
CGW - 1	26	-	23	3	
CGW - 2	26	1	10	17	
GEEC - 1	24	4	25	3	
GEEC - 2	23	2	9	16	
ILE - 1	30	-	26	4	
ILE - 2	21	-	13	8	
MMF - 1	29	-	20	9	
MMF - 2	27	-	21	6	
RTES - 1	28	-	23	5	
RTES - 2	15	3	7	11	
PW - 1	19	3	20	2	
PW - 2	17	4	4	17	
WLP - 1	24	-	20	4	
WLP - 2	15	-	4	11	
ODC - 1	3	13	10	6	
ODC - 2	4	10	7	7	
DCS - 1	4	20	20	4	
DCS - 2	7	16	17	6	

Course	Male	Female	Total	Dropout	Remarks
DIP - 1	1	20	16	5	
DIP - 2	-	15	14	1	
EVENING					
A/CEEC	11	-	11	-	
E/GEEC	10	-	10	-	
AET	6	-	6	-	
TCT	11	1	12	-	
CCS -1	10	11	14	7	
CCS - 2	4	4	7	1	
ABTC	1	2	3	-	
E/BRTES	16	-	13	3	
H/WAR	17	-	15	2	
E/BAS	-	5	5	-	
OCC - 1	1	9	5	5	
OCC - 2	-	10	3	7	
MVW	4	-	4	-	
Auto Elert	9	-	9	-	

4.2 STAFFING

During the period under review we lost the services of Marcell Davis - Lecturer (Fitting and Machining by Resignation, Geraldine Paul - Lecturer (Business Department) by Retirement, Orin Joseph - Lecturer (Business Department) by Retirement, Shoundell Parkinson - Senior Clerk by Resignation and Aubrey Reece - absence without leave.

4.3.1 STAFF DEVELOPMENT

One Office staff, and one (1) Lecturer participated in computer training in database access, programming and Auto Cad. respectively. Three (3) Lecturers participated in the One Year Teacher Training Programme held at G.T.I. Three Ancillary staff participated in a two (2) days training programme sponsored by the Public Service Ministry - (Training Division).

4.3.2 WORK EXPERIENCE ATTACHMENT

Work experience attachments were secured for thirty-five (35) students at twelve (12) agencies period of attachments range from four (4) to six (6) weeks.

4.4.0 INFRASTRUCTURE DEVELOPMENT

4.4.1 CAPITAL WORKS

Repairs to four classrooms including two (2) stairway along the workshop wing was undertaken, it is eighty percent (80%) complete. Construction works on the science laboratory (final phase) was undertaken, it is ninety five percent (95%) complete.

4.4.2 MAINTENANCE OF OTHER INFRASTRUCTURE

Only part of the twenty-nine (29) acre compound was debushed on account of inadequate funding. Landscaping of the campus lawn was done as well, in addition to planning of three (3) pine trees.

4.4.3 MAINTENANCE OF BUILDING

General maintenance works were carried out on the academic and workshop wing.

4.4.4 NATIONAL AND OTHER EVENTS

Open house day was held in September of 2005. Members of the public including parents were in attendance. This went a far way in the promotion of the Institution.

5.0 CONSTRAINTS

The disbursement of funds to facilitate scheduled releases was sometimes inadequate, further releases were sometimes late. As a consequence, a number of scheduled projects were delayed, in addition to practical training projects. There was a noticeable shortfall in releases under 'field materials' provision; this forced us to tailor our work programme to suit the revised sum.

Poor quality of intake continue to be of great concern, to the Institution's Administration however our comprehensive remedial programme bring about some positive results.

3.6.1.3

LINDEN TECHNICAL INSTITUTE

1.0 VISION STATEMENT

We will provide quality training in relevant Technical and Vocational areas with a Focus of being the best institution in the Caribbean.

2.0 MISSION STATEMENT

The Linden Technical Institute will always open its doors to impart to students – both youths and adults – Technical and Vocational Education and Training to make them competent and to satisfy the needs of industries and the nation as a whole.

3.0 ORGANISATION AND MANAGEMENT

The Linden Technical Institute came under the Ministry of Education in 1996. This necessitated an adjustment to the organizational structure which, allowed for the Institute to be managed by a Principal who is supported by a Deputy Principal and Administrative Assistant. The position of Administrative Assistant is not filled. The three departments of the Institute namely, the Buildings, Mechanical, and Business Departments are supervised by Senior Lecturers who manage twenty seven (27) lecturers between them. The Institute also has an ancillary staff of fourteen (14) which is supervised by a Senior Clerk. The position of Senior Clerk is not filled. The Institute reports to the Ministry of Education through the DCEO (Tech) and will shortly report to a Board of Governors which will be instituted by January 2006.

4.0 SUMMARY

During the year under review, the work of the Linden Technical Institute was executed under testing conditions. However, the drive to move the Institute forward was pursued with measured success in terms of student performance which, improved by thirty-five percent (35%) over last years average to sixty-eight percent (68%), a two percent (2%) reduction in the Institutes annual average of seventy percent (70%) over the years. The non release of money to fund capital projects continues to hamper the phased development of the Physics and Chemistry Laboratories. In terms of development of infrastructure, a number of projects were earmarked for execution. Fifty two percent (52%) of these were completed with the remaining forty-eight percent (48%) at various stages of completion. Staff was exposed to skills upgrading and training workshops as well as opportunity for academic improvement. Major hiccups continued to be experienced in the area of discipline and the timely addressing of issues and

concerns relating to discipline and professional behavior on the job. Work continued on the establishment of a computerized database for student and staff data, as well as improvement to student services.

4.1 Enrollment

4.2

A total of four hundred and fifty students were targeted for enrollment. This was surpassed by thirty-five (35) students; an increase of seven percent (7%) above the target. These students were recruited from High school graduates, Sponsored persons, underprivileged and disadvantaged individuals, as well Business and Industrial personnel, the Differently Abled and continuing students. The table below gives the composition of the student population.

Description of Students	Total	Male	Female	Attrition
Full – Time Craft 1 st Year	155	131	10	14
Full – Time Craft 2 nd Year	90	57	6	27
Part – Time Craft 1 st Year	59	53	3	3
Part – Time Craft 2 nd Year	28	25	3	-----
Full – Time Diploma 1 st Year	67	29	32	6
Full– Time Diploma 2 nd Year	37	5	31	1
Part – Time Diploma 1 st Year	30	8	16	6
Part – Time Diploma 2 nd Year	19	4	15	-----
Total	485	314	140	57

Details of Student Enrollment Statistics by course (Full – Time).

Craft Courses

Course	Year	Male	Female	Total	Attrition
Automotive Services	1 st	35	---	35	
Automotive Services	2 nd	15	---	15	
Carpentry & Joinery	1 st	14	2	16	1
Carpentry & Joinery	2 nd	6	3	9	
Electrical Installation	1 st	15	2	17	2
Electrical Installation	2 nd	9	1	10	3
Metal Machining & Mechanical Fitting	1 st	14	---	14	3
Metal Machining & Mechanical Fitting	2 nd	8	---	8	2
*Masonry	1 st	16	---	16	
¶Masonry	2 nd	---	---	22	22
Radio & Electronics Servicing	1 st	15	---	15	2
Radio & Electronics Servicing	2 nd	10	1	11	---
Welding & Fabrication	1 st	12	6	18	7
Welding & Fabrication	2 nd	17	1	18	---
Total		186	16	202	42

Business Courses

Course	Year	Male	Female	Total	Attrition
Ordinary Dip. In Commerce	1 st	4	16	20	5
Ordinary Dip. In Commerce	2 nd	---	11	11	1
Dip. In Computer Science	1 st	25	4	29	---
Dip. In Computer Science	2 nd	5	9	14	---
Dip. In Secretarial Science	1 st	---	12	12	3
Dip. In Secretarial Science	2 nd	---	11	11	1
Total		34	63	97	10

The Masonry class has suffered over the last two years from poor supervision by the Lecturer given the responsibility for this program. As a result all students who enrolled for the course opted out after the end of the first year. Of the twenty-two (22) students who were registered for the first year four (4) are repeating the first year courses, four were transferred to the Carpentry and Joinery Programme and fourteen dropped out of the programme.

Details of Student Enrollment Statistics by course (Part – Time).

Craft Courses

Course	Year	Male	Female	Total	Attrition
Automotive Services	1 st	9	--	9	--
Automotive Services	2 nd	7	--	7	--
Carpentry & Joinery	1 st	15	2	17	--
Carpentry & Joinery	2 nd	--	--	--	--
Electrical Installation	1 st	15	--	15	--
Electrical Installation	2 nd	6	2	8	--
Advance Electrical Installation	1 st	3	1	4	3
Metal Machining & Mechanical Fitting	1 st	--	--	--	--
Metal Machining & Mechanical Fitting	2 nd	--	--	--	--
*Masonry	1 st	--	--	--	--
Radio & Electronics Servicing	1 st	--	--	--	--
Radio & Electronics Servicing	2 nd	7	1	8	--
Telecommunication	1 st	6	--	6	--
Welding & Fabrication	1 st	5	--	5	--
Welding & Fabrication	2 nd	5	--	5	--
Total		78	6	84	3

Business Courses

Course	Year	Male	Female	Total	Attrition
Ordinary Dip. In Commerce	1 st	1	4	5	--
Ordinary Dip. In Commerce	2 nd	1	4	5	--
Dip. In Computer Science	1 st	7	7	14	2
Dip. In Computer Science	2 nd	2	10	12	--
Dip. In Secretarial Science	1 st	--	5	5	--
Dip. In Secretarial Science	2 nd	1	1	2	--
Total		12	31	43	2

4.2.1 New Students

Two hundred and fifty (250) new students were targeted for enrollment. This target was surpassed by sixty (61) students. Two hundred and twenty-two (222) of these were enrolled for full-time classes and eighty-nine (89) for part-time classes.

4.2.2 Attrition

To date fifty-seven (57) students dropped out of the various courses. A relative high drop out rate. This is being investigated with the view of determining and correcting the possible malpractices attributing to this concern.

4.3 Curriculum

Training is provided for individuals in the Engineering and Business fields at the Craft, Advance Craft, and Technician certificate levels, as well as Diploma levels for Business courses.

The courses currently offered at the Institute are: -

- Electrical Installation
- Metal Machining and Mechanical Fitting
- Welding and Fabrication
- Radio and Electronics Servicing
- Automotive Engine Work
- Masonry and Brick Laying
- Carpentry and Joinery
- Secretarial Science
- Commerce
- Information Technology

All courses are of two years duration regardless of level. In addition, two short programs were executed in the area of information Technology and Carpentry and Joinery.

4.2.1 Driver Training

For the year under review driver training did not achieve its projected target of four (4) defensive and four (4) remedial classes for both theoretical and practical

instruction. Only theoretical instruction was possible because the driver training vehicle was down for repairs to its electrical system chassis. The program was able to attract thirty-two (32) applicants of which thirty (30) completed training. Eight of these were from Omai operations at Linden. They received remedial training. Thirteen (13) were members of the public who took the defensive driver training course. And eight came from the Mackenzie Hospital Complex.

4.2.2 New programs

The Business Department was piloted in 2002 and has shown promise since its conception. This department accounts for approximately fifty (50%) of the total enrolment for the institute. The perceived need for this program was confirmed by the interest and enrollment data obtained for business programs. The performance of students pursuing business programs have improved significantly. Efforts are being made to have this department fully established and for the appropriate lecturers to be confirmed and appointed.

4.2.3 Student Performance

One hundred and twenty-two (122) students wrote the Guyana Technical Education examination. This represents a decrease of nine percent (9%), over last year's candidates. Of this amount eighty-three (83) candidates were successful. The others were referred in one or more subjects. This relates to a success rate of ninety three percent (93%) by subject and seventy eight percent (78%) by course for craft students and seven nine percent (79%) by subject and sixty three (63%) by course for Business students.

4.3 Staffing

Table 2 below illustrates the staff composition of LTI.

Designation	Entitlement	Actual	Remarks
Principal	1	Vacant	The appointed Deputy Principal is acting in this position.
Deputy Principal	1	1	One appointed Senior Lecturer is acting in this position.
Senior Lecturer	2	Vacant	One position temporarily filled by acting appointing by the Ministry of Education. The other is acting in the capacity of Deputy Principal. The position thus vacated is to be filled.
Lecturers	19	9	Only two (2) of the eight (8) Lecturers are appointed. The others are appointed by open vote. The remaining positions are manned by Part-Time Lecturers.
Technicians	2	1	The Technician for the Electrical department is to be appointed.
Accounts Clerks	2	2	These persons are appointed by open vote.
Typist Clerks	2	2	These persons are appointed by open vote.
Librarians	1	Vacant	This position is manned by an open vote employee.
Store Attendant	1	1	This officer is appointed by open vote.
Store Keeper	1	1	This officer is appointed by open vote.
Cleaner	2	1	This officer is appointed by open vote. The other recently migrated and is to be replaced.
Caretaker	1	1	This officer is appointed by open vote.
Office Assistant	1	1	This officer is appointed by open vote.
Total	35	18	

An additional six (6) lecturers are employed on a Part-Time basis to man the Business Program which is being piloted.

4.3.1 Staff Upgrading

During the period, continued emphasis was placed on staff upgrading to improve their on the job performance. Two more lecturers commenced the Technical Teachers Training program at GTI, and two completed it within the period, while six (6) ancillary staff employees attended one-week workshops sponsored by the Public Service Ministry. One staff member commenced training in Automotive Electrical and Electronics Systems course at GTI, while another from the accounts

department completed a one-year training in public accounts management facilitated by the Public Service Ministry. A total of two hundred and sixty nine thousand dollars (\$269,000.00) was expended on this activity.

The implementation of standard practice objectives and quality assurance assessment was severely affected by the lack of cooperation of lecturers and ancillary staff.

4.4 National and Other Events

For the period under review an Open House exercise and Career Fair was hosted. This served as a means of keeping the public informed of the offering of LTI. This effort was also aimed at educating the public with regards to the purpose and function of LTI, thus removing the common thought that it is just a "trade school" where students who are unable to progress academically can find refuge. Staff and students also attended the GuyExpo activity and were exposed to various career opportunities.

4.5 Work attachment

Fifteen (15) meetings were held with Business and Industrial personnel to strengthen relationship and Arrange work experience for approximately one hundred (100) students. As a result of these meetings seventy one (71) students received work experience.

4.6 Development of Infrastructure

4.6.1 Capital Works

After the completion of phase II of the new wing in 2004, the projected introduction of the Ordinary Technical Diploma programs by September 2006 must now be rescheduled since the purchase of equipment and materials under capital expenditure for the Physics and Chemistry laboratories was not possible due to difficulties in the procurement process. This wing has also made it possible for the development of an Automotive Electrical and Electronics systems workshop which would enhance the development of an Automotive Electrical and Electronics Systems program.

4.6.2 Plans were made to expand the masonry workshop to one of thirty feet by eighty-five feet (30' X 85') to allow for a wider range of activities, which includes Steel Bending, Tiling and Block making. A grant of seven hundred and fifty thousand dollars (\$750,000.00) received from Omai Bauxite Mining Inc. has been committed to this project. The construction will commence in the first quarter of the New Year. This grant came at a time when we were pursuing the goal of further strengthening our Business/Industrial/Institutional ties. A relationship that is critical to the health of any Institution.

4.6.3 Maintenance of Buildings

4.6.3.1 A Business Conference room was created on the upper floor of the main building. The philosophy is that students would benefit from training in a near business like environment, which closely resembles that of the real world. A conference table for this room is under construction in the Carpentry and Joinery department.

4.6.3.2 The expansion of the Welding and Fabrication workshop was completed. However, the installation of the manifold system and additional Arc Welding bays is still to be done. The general structure was completed during the last academic year and we are in the process of installing modern welding equipment, namely MIG, TIG, and MGAW units which were acquired. It is envisaged that these will be put into operation within the first quarter of the New Year.

4.6.4 Maintenance of Equipment

4.6.4.1 The Computer Laboratory was further upgraded with the replacement of the Hardware and software used in the present systems. These were installed by students of the IT department during the work attachment period as part of their practical exercise. This resulted in huge savings when we consider the cost of hiring services and the outright replacement of the computer systems. It is important to note that this approach also provides the added incentive of valuable practical experience for our students who are given the responsibility for maintaining the computers assigned to them. A planned modification to the general layout of the Laboratory was shelved due to the unavailability of manpower during the same period.

4.6.4.2 The upgrading of the Metal Machining and Mechanical Fitting Workshop remains an issue of prime concern. The four serviceable Lathes were kept in operation through the efforts of the students and Lecturers in the department. No approval for the acquisition of four (4) additional lathes was given under the capital program for the year. This has severely affected the quality of training given to students in this area, since it must serve an average of twenty students during practical sessions.

4.6.5 Maintenance of Other Infrastructure

4.6.5.1 The repair to the driveway continued to be hampered by various obstacles. The project was approved in 2003 but was not executed because of logistical problems. It commenced in 2004 but was stalled, because of the inability of the contractor to complete the project with the desired specification. A third contractor commenced work on the driveway in the month of December of 2005

which was not completed because of the prevailing weather conditions. It is anticipated that this activity will be completed in first quarter of the new year..

4.6.5.2 The play field is now eight percent (80%) complete. The ground was leveled, and is in a useable condition. Pavilions were earmarked for commencement through part financing from the current student services now operational, namely the Institute's Cafeteria and Book Center and the Guyana Gators football team, who currently use the facility for practice. However, the project did not commence due to the incompleteness of the architectural designs. Completion of this facility will serve to enhance student relations and enrich the academic life at the institute. It is projected that construction will commence within the third quarter of the New Year.

4.7 Data Management

4.7.1 The record keeping of student and staff data continued to improve with the development of the computerized data base. This project commenced in 2004 and we are now in the process of entering student data dating back to 1996. This project is intended, among other things, to enhance the generation of student reports, transcripts and tracking of students - from application to graduation and beyond and feature various levels of user access for input and retrieval of data.

4.7.2 A computerized database was also developed for the processing of Library records which would enhance the control of the library inventory and enable efficient management of the library through programmed notification of over due books and easy reference for research material.

5.0 Constraints

5.1 Curriculum

5.1.1 The Masonry programme continued to be hampered by poor supervision of the classes in this department. This is due to the poor attitude displayed by main Lecturers in terms of work ethics and commitment to deliver the prescribed training to students pursuing this course. This has led to the attrition of second year students in 2004 and 2005 from the program. The underlying reason is seen to be the lack of competence in the main Lecturer who was recommended for investigation by the Ministry of Education since 2002.

5.1.2 The planned expansion of the curriculum was stymied by the non-acquisition of capital equipment, tools and materials for the Physics and Chemistry Laboratories. As a result, The Institute is unable to offer higher level Craft programs to its clients, thus preventing increased numbers from acquiring training up to the junior supervisory level.

5.1.3 The employment of Lecturers and other staff of quality has severely hampered the standard of delivery a operation of the Institute. As a result implementation of

critical operational changes is met with unnecessary opposition which has slowed the Institution's progress.

- 5.1.4 The procurement of capital equipment namely, Lathes for the Machining workshop and Hydraulic lift for the Automotive workshop was not possible due to the non-release of funds under capital expenditure for the year. This activity was earmarked for completion since 2002. The lack of these equipment severely affects the delivery of tuition in these areas.
- 5.2 The upgrading of staff from temporary to permanent status has absorbed valuable time and money in addressing the issues raised regarding their status. Only three (3) of the forty-one (41) employees on record are permanently employed. This has concerns for gratuity, pension and other benefits and from time to time affect their motivation to work.
- 5.3 With the increase in student population the need for additional classrooms became prominent. Three (3) make-shift class rooms were created in the auditorium to temporarily satisfy this need. The space earmarked for the Chemistry laboratory is also used to alleviate this situation. Efforts were made to reclaim the classroom used by the IADCE, through assistance in procuring one of the buildings available at the Linmine Secretariat, but this was not accepted.

3.6.1.4

ESSEQUIBO TECHNICAL INSTITUTE

VISION STATEMENT

The Essequibo Technical Institute will be a premier Institution. It will meet the needs of the trainees; provide quality training and services that would foster growth and development in Commerce and Industry.

MISSION STATEMENT

To develop in students the knowledge and skills for the promotion of standards, inculcate the right attitudes maintain interpersonal relationships and use the principles of Science and Technology to apply innovations to satisfy perceived needs.

SUMMARY

Essequibo Technical Institute was established to train secondary school leavers, adults and working people along the coast of Region #2, Essequibo Islands, Region #1, 7, 8, and 9 including the Pomeroon River.

The Essequibo Technical Institute was reopened for the Easter term January 3rd 2005.

In June 2005, the process of identifying persons for registration began with application forms being made available for prospective students.

The courses offered was advertised and forty (40) students wrote the entrance test and were successful.

Two hundred and ninety two (292) students were registered for training in various areas of skills.

The academic year 2005/2006 commenced on August 29th 2005 with a student population of one hundred and seventy four (174). Of this amount, one hundred and thirty one (131) were continuing students and forty three (43) were evening students.

An environment conducive to effective delivery of education was nurtured by the administration of E.T.I A main part of the focus was on cleanliness and maintaining the building and environs with the same meticulous touch.

The electrical system of the buildings was modified and new panels were installed in the first phase. Small cables were replaced by larger ones.

The second phase of electrical installation was done at E.T.I in an effort to have all 110V & 240V points operational.

An electrical pump was installed to the water reservoir to supply the stored water to all workshops.

The compliment of staff for this Institution reflected a shortage. The delivery of Technical and Vocational Education and Training is also affected as we have had resignations with no replacements. With the taking of the second batch of students for the second term, this problem became more acute.

A set of new furniture (14 chairs) was built during the year 2005.

Equipment in the Lab & Workshop was maintained.

E.T.I participated in a number of special events which included Job Fairs and Essequibo Night.

The Cricket team participated in cricket but did not reach the semi-finals in Georgetown.

E.T.I Inter House sports were held on 29th & 30th October 2005 on the E.T.I ground. Three (3) houses participated and TIPS house emerged as champion for the third time.

The excavation of scrap metals, old tires, debris and other stock pile of unwanted materials was done on the East, South and Western side of the campus ground. Thirty (30) truck loads of dirt were used for land filling of the playground on Campus. It can now be said that the ground is more ideally suited for students to make maximum use.

During the summer vacation a number of classes were held. These include Computer classes for Secondary School students; classes for Repairs in Small Engines, Carpentry & Joinery, Welding, Electronics, Fitting & Machining and classes in Repairs of Electrical Appliances. It is satisfying to note that these classes are highly regarded by the community as highly beneficial.

Seventy nine (79) students wrote the G.T.E.E exams and sixty eight percent (68%) of students were successful.

Maintenance work was done to staff quarters and Principal Quarters.

Installation of AC unit in I.T and Electrical Lab. Maintenance was done to all AC units

Plans were made during Education month September 2005 for the construction of a motor cycle shed on Campus. Approximately twenty five percent (25%) of construction was achieved due to inclement weather.

Enrolment

'The Essequibo Technical Institute was reopened for the Easter term on January 3rd 2005. Principal & Staff visited the Secondary Schools on the Essequibo Coast, Islands, Bartica and Pomeroon River to sensitize students of courses offered at E.T.I. These courses were advertised in the Media through the Chief Education Officer and also on R.C.A Television Station (Channel 8) for entrance test on 9th, 10th, and 11th May 2005.

Only forty (40) students wrote the entrance test. This was re-advertised in June 2005 for another entrance test. Two hundred and ninety-two (292) Full-Time, Evening and Summer students were registered for courses and training in various areas of skills.

The academic year 2005/2006 commenced on 29th August 2005 with a student population of one hundred and seventy four (174). Of this amount, one hundred and thirty one (131) were continuing students.

4.2 CURRICULUM

FULL-TIME

Courses offered at E.T.I Full-Time and Part-Time.

1. Agricultural Mechanic
2. Motor Vehicle (Internal Combustion Engine)
3. Mechanical Fitting & Machining
4. Welding & Fabrication
5. Carpentry & Joinery
6. Electrical Installation
7. Information Technology

EVENING

1. Fitting & Machining (6 Months Duration)
2. Welding (6 Months Duration)
3. Electrical Installation (6 Months Duration)
4. Elementary Computer Studies (6 Months Duration)
5. Intermediate Computer Studies (6 Months Duration)
6. Advance Computer Studies (6 Months Duration)
7. Public Management (6 Months Duration)
8. Automotive Mechanic(6 Months Duration)

4.2.1 BUILDING TRADES PROGRAMMES

This department caters for the training of students at craft level. The courses offered by the department are:

- CARPENTRY & JOINERY
- BRICKLAYING AND MASONRY (CRAFT)
- BUILDING AND CIVIL CONSTRUCTION CERTIFICATE

4.2.2 ELECTRICAL PROGRAMMES

This programme offers a limited range of courses in Electrical Installation and the Electronics field. More courses in this area would come on stream in the near future. Courses offered at the moment are:

- RADIO AND TELEVISION SERVICING (CRAFT)
- ELECTRICAL INSTALLATION (CRAFT)
- AUTO ELECTRICAL WORKS (CRAFT)

The abovementioned programmes offered are designed to provide students with the necessary knowledge and skills relevant for creditable performance in Industry and Commerce.

4.2.3 MECHANICAL TRADE PROGRAMMES

This is the largest programme within the institution and it is divided into four (4) disciplines at a certificate level. These disciplines are:

- INTERNAL COMBUSTION ENGINE
- WELDING
- MECHANICAL FITTING AND MACHINING
- AGRICULTURAL MECHANIC

In these disciplines students acquire relevant skills to the needs of industry. In particular agro-based skills contribute to regional and national developmental efforts.

4.2.4 BUSINESS DEPARTMENT

This department is responsible for the training of students in office and business skills.

This programme offer:

- Ordinary Diploma in Commerce
- Basic Business Studies
- Information Technology
- Public Management

The Basic Business studies course is designed to help secondary school leavers to improve academic background and make them eligible for the job market, while the Ordinary Diploma in Commerce (ODC) course prepare persons with years of work experience for upward mobility in their organization, or move to better paying jobs. Students who never had work experience and do this course enhance their chances of getting employment and simultaneously give them the opportunity of performing creditably in any job opening.

4.3 STAFFING

There was a drastic reduction in our staff strength for the period under review. While resignations were tendered by two (2) lecturers, Mr Cedric Singh (Information Technology Lecturer) has left us unceremoniously since August 2005 and to date has not resumed duties. Additionally, two (2) Admin staff has been absent without leave since January 2005 and was later dismissed after the authorities at Ministry of Education were informed.

Since there have been no replacements of staff, especially in the Admin section, Miss Tajwattie Nankishore has been acting in the capacity of Assistant Accountant, Miss Roxanne David in the capacity of Secretary and with the departure of Mr. Rambali, Mr. Vishnu Singh has been acting in the capacity of Deputy Principal.

However, the Stores Clerk who became ill during January 2005 subsequently passed away in June 2005. He was replaced by another Stores Clerk three (3) months later after Ministry of Education was informed.

Compliment of nine (9) lecturers for the period under review are used to carry out the various programmes at E.T.I. This is inadequate as some students are without lecturers for time-tabled classes. This problem is further exacerbated as we now have a new batch of students to deal with. Efforts at recruiting new staff were not successful.

Eight (8) Lecturers are required in the following field, so as to ease the burden of other lecturers.

1. Information Technology (2)
2. Carpentry & Joinery (1)
3. Agricultural Mechanic (1)
4. Welding (1)
5. Masonry (1)
6. Electrical Installation (2)

The vacancies of lecturers exist in the above areas since lecturers were not replaced after resignations. Though lots of efforts were made for recruitment and selection through the proper channels, all efforts were to no avail.

Staff Complement

POSITION	ENTITLEMENT	ACTUAL	REMARKS
Principal	1	1	Principal is still acting in the capacity of Principal Deputy Principal
Deputy Principle	1	Nil	Deputy Principal resigned during 2005 and has not yet been replaced
Senior Lecturer	3	Nil	No appointment to Senior vacancies was made. Lecturers
Lecturer	18	9	Arrangements are in place with Ministry of Education to fill vacancies
Senior Accounts Clerk	1	Nil	The Clerk was dismissed since 2002 after failing to account for money spent at E.T.I.
Accounts Clerk	2	1	One Accounts Clerk resigned 30th November 2004.
Administrative Supervisor	1	Nil	E.T.I never had anyone appointed for this position.
Secretary	1	1	Secretary was dismissed and was replaced by a typist.
Typist Clerks	2	1	Since a Typist has replaced the Secretary, there is now vacancy for 1 Typist.
General Clerks	2	2	
Librarians	2	2	
Store Keeper	1	1	
Store Clerk	1	0	Stores Clerk passed away and was replaced by another Stores Clerk.
Expeditor	1	0	There was never an Expeditor at E.T.I.

Labourer	1	1	The Labourer was upgraded to the position of Janitor
Cleaners	2	2	
Janitor	1	1	The Janitor was appointed as Driver alter he applied for the position
Driver	1	1	

4.3.1 STAFF DEVELOPMENT

The Janitor has been appointed Driver during March 2005. Since then, the labourer has been asked and is now working in the capacity of a Janitor. It would be appreciated if the above mentioned staff that have been acting in positions and is working assiduously and beyond the call of duty could be upgraded or paid for their additional duties.

4.3.2 STAFF TRANSFER & PROMOTION

Two (2) lecturers participated at the one (1) year duration Teachers' Training Programme at G.T.J. While one Lecturer has chosen to discontinue the programme the other is currently undergoing training.

4.3.3 ADMINISTRATIVE/ANCILLARY SECTION

This is the support arm of the institution, which is responsible for the preparation and storage of all records pertaining to the institution.

Directly responsible for the sanitation of the entire institution is a cleaning section made up of a Janitor, Cleaners and Laborers.

The Library offers books to do research and also studying facilities for students and staff. This is managed by two (2) Librarians.

Recently the services of the facility were enhanced by four (4) valuable pieces of equipment. The library now has a photocopier, a bookbinder and two (2) computers and much use is made of them.

One Stores Clerk manages the main stores.

The Accounts section also forms part of the Administrative section of the Essequibo Technical Institute.

The Principal, Deputy Principal along with Assistant Accountant (ag) and the Secretary supervises the Administrative section.

4.4 WORK EXPERIENCE

Secure work attachment for twenty (20) students in industry, to enable them to acquire relevant skills pertaining to their respective fields.

4.6.2 MAINTENANCE OF BUILDINGS

Six (6) Carpentry & Joinery students along with one (1) lecture maintenance of buildings.

Repairs were done to the

- (a) Roof
- (B) Locks
- (c) Doors
- (d) Windows

4.6.3 MAINTENANCE OF OTHER

- Construction of Guard Hut on the Southern side of the Campus
- Landscaping of Campus playground
- Installation of pump for water tank
- Construction of motor cycle shed
- Repairs to five (5) motors in the Machine Shop

4.7 CONSTRAINTS

Certain projects were not able to complete on time due to misallocated by Ministry of Education on a timely basis.

6.1 SPECIAL INITIATIVES

These can be classified under six (6) main headings viz:

6.1.1 Participation in Job Fair.

6.1.2 Participation in Essequibo Night.

6.1.3

- (a) Small Engine Repairs (Summer)
- (b) House Wiring Electrical Installation (Summer)
- (c) Computer Course for Secondary School (Summer)
- (d) Auto Cad (Summer)
- (e) Basic Radio, Television & Electronic Servicing (Summer)
- (l) Welding
- (g) Carpentry & Joinery
- (h) Electronics
- (i) Electrical Installation
- (J) Fitting & Machining

6.1.4 Completion of second phase electrical installation of upper floor at E.T.I

6.1.5 Addition work done to AC Units on campus.

6.1.6 Installation of water pump to accommodate water storage tank so as to water supply.

7.0 CONCLUSION

In initial stages a new institution has to go through a lot of trials and errors. E.T.I has had its fair share, severe staff shortage which have continually plagued our operations. We, however, have not given up in despair.

With the available resources we try to maximize and hope that the situation would improve.

A restless urge has now descended on staff and students to make the institution better and more prosperous for the year 2006.

3.6.1.5

GUYANA INDUSTRIAL TRAINING CENTRE

1.0 VISION

THE GUYANA INDUSTRIAL TRAINING CENTRE WILL PROVIDE ACCESS TO QUALITY PROGRAMMES FOR INDIVIDUALS TO ACCESS MEANINGFUL EMPLOYMENT.

2.0 MISSION STATEMENT

THE GUYANA INDUSTRIAL TRAINING CENTRE WILL PROVIDE BASIC AND PROFESSIONAL TRAINING FOR INDIVIDUALS THAT WILL PREPARE THEM FOR AN INCREASINGLY DYNAMIC MARKET.

Summary

The Guyana Industrial Training Centre was established on the 14th December 1966 under the Company Ordinance. This establishment was made possible through a request from the Trades Union Congress to the American Institute For Free Labour Development (AIFLD) to develop a training programme for Guyana in early 1965.

The Guyana Trades Union Congress felt that, as the country approached independence, more emphasis should be placed on the development of manpower if economic progress is to be achieved.

The AIFLD together with USAID constructed the training facility in mid 1968. Training began in 1969.

The objective of the Guyana Industrial Training Centre is to train persons at the basic craft level in the following trade areas:

1. Agriculture Mechanic
2. Carpentry
3. Electricity
4. Fitting and Machining
5. Masonry
6. Plumbing
7. Welding

Training for the 2005 Cycle commenced on January 2, 2005. Two hundred and forty nine (249) applicants were registered for training. One hundred and fifty two (152) were full time and ninety-seven (97) were part-time.

These trainees that were registered for 2005 Cycle came from Regions 3, 4, 5 and Georgetown.

Lectures for the **National Policy** programme were conducted during the month of May. A total of thirteen (13) lectures were held. There was a high level of interaction between trainees and the resource persons during the sessions. Trainees were informed on issues, which were economical, national and moral in nature.

Public Awareness Campaign was conducted during the month of April.

Schools in Georgetown were visited and fourth and fifth form students were informed of the offerings at the Guyana Industrial Training Centre. In May 2005, students from the No. 29 Government School, West Coast Berbice, visited the Centre and were taken on a tour of the workshops.

Aptitude Tests were administered from the last week in May through June 2005 followed by another session in September 2005. Seven hundred (700) application forms were issued; five hundred and ninety seven (597) applicants were tested and five hundred and thirty one (531) interviewed. Two hundred and twenty one (221) were initially selected and registered for training in the 2006 Cycle.

Field Materials and supplies for the Centre were catered for adequately by the Ministry of Education but internal bottlenecks prevented the Institution from benefiting fully. Nevertheless, Instructors were able to complete their course work and projects with materials secured.

Instructions in **First Aid** practices were conducted. Full-time trainees were the beneficiaries of that exercise. With such knowledge, trainees are expected to be able to render first-aid in times of emergencies.

Graduation for 2004 Cycle was held in May 2005

Banks DIH donated one hundred and fifty thousand (\$150,000.00) dollars to the Guyana Industrial Training Centre. The money was used to purchase tools and supplies.

4.1

Enrollment

Orientation for trainees began immediately after enrolment. Two hundred and forty nine (249) applicants were enrolled. The distribution was as follows:

<u>Discipline</u>	<u>Full Time</u>	<u>Part Time</u>
Agriculture Mechanic	26	16
Carpentry	23	15
Electricity	25	20
Fitting and Machining	18	09
Masonry	23	14
Plumbing	18	08
Welding	19	15
<u>Total</u>	<u>152</u>	<u>97</u>

Training was hampered from the beginning of the third week of January to late February by floods, which covered the East Coast of Demerara for more than five (5) weeks. The training programme was nevertheless completed on 16th December 2005.

At the completion of training one hundred and forty seven (147) trainees successfully completed their courses. Eighty six (86) dropped out, this was due to financial constraints and in some cases, inability to cope with course work even though extensive remedial work was done with them. Sixteen (16) failed. The overall retention rate was sixty five (65%) percent. The overall success rate was fifty nine (59%).

During the year the performance of the workshops were as follows:

Discipline	Total	<u>Full Time</u>		% Pass
		Dropped Out	Retention Rate %	
Agriculture Mechanic	26	05	81	81
Carpentry	23	07	69	52
Electricity	25	06	76	68
Fitting and Machining	18	07	61	61
Masonry	23	16	30	30
Plumbing	18	07	61	39

Welding	19	05	74	68
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Part Time

Discipline	Total	Dropped Out	Retention Rate %	% Pass
Agriculture Mechanic	16	05	69	69
Carpentry	15	07	53	40
Electricity	20	07	70	70
Fitting and Machining	09	02	78	67
Masonry	14	06	57	43
Plumbing	08	-	100	87
Welding	15	06	60	60

Information Technology and Remedial English were taught to all full-time trainees. Information Technology however, was done only during the last quarter due to the lack of a suitable instructor.

4.2

Curriculum

The Guyana Industrial Training Centre offers training at the basic craft level in seven (7) trade areas. These are:

- Agriculture Mechanic
- Carpentry
- Electricity
- Fitting and Machining
- Masonry
- Plumbing
- Welding

All courses were offered on a full-time and part-time basis.

Remedial English and Information Technology are taught as part of the programme for all full-time trainees. The Remedial English was designed to improve reading, writing and comprehension skills.

The use of the computer is important for business, competitiveness, production etc in every industry, hence, the undertaking by the Centre to train students to use computers. This programme is designed to make trainees computer literate, enabling them to use computer in their related trade area.

Staffing

The Guyana Industrial Training Centre has a total of twenty three (23) authorised positions. The staff inventory is shown below:

<u>Position</u>	<u>Entitlement</u>	<u>Actual</u>
Administrator	1	Filled
Chief Instructor	1	Vacant
Instructors:		
Agriculture Mechanic	1	Filled
Carpentry	1	Filled
Electricity	1	Filled
Fitting and Machining	1	Vacant
Masonry	1	Filled
Plumbing	1	Filled
Welding	1	Filled
Information Technology	1	Vacant
Shop Assistants	4	Filled (2) Vacant (2)
Secretary to the Administrator	1	Vacant
Typist Clerk	2	Filled
Accounts Clerk	1	Filled
Stores Keeper	1	Filled
Office Assistant	1	Vacant
Janitor	1	Filled
Cleaner	1	Filled
Labourer	1	Vacant
Driver / Expediter	1	Vacant

There are four (4) part-time Instructors for the following areas: English, Information Technology, Fitting and Machining and Welding part-time.

Two (2) staff members continue to act in two (2) vacant key positions for over ten (10) years. Representation was made several times to have the situation regularised but to no avail.

Several staff members are still Temporary or on the Open Votes for ten (10) years and more, efforts were made repeatedly to have their status upgraded but so far these efforts have been futile.

4.3.1

Staff Development

One Instructor and a Workshop Assistant continued their upgrading programmes at the Government Technical Institute. Both members of staff are pursuing studies in Building and Civil Construction. One member of the office staff completed her first year of study in Secretarial Science.

The workshop Assistant and another tutorial staff participated in the Technical Teachers Training Programme 2005 – 2006 Cycle. Four other Instructors had benefited from that programme.

4.4

Extra Curricula Activities

Trainees from the Guyana Industrial Training Centre took part in athletics competition sponsored by the Government Technical Institute.

A softball cricket team was selected to participate in the interschool softball competition. The competition was unfortunately discontinued after several games were played.

During the last quarter inter-workshops indoor games competition was organised. All workshops participated in that competition.

4.5

Work Experience

Work experience is done on a yearly basis. For the period under review, one hundred and twenty four (124) full time trainees were sent on work experience at industries and small workshops. They spent a period of seven (7) weeks from July to September working and gaining valuable experience in industry and were constantly monitored by the Instructors. Placement of those trainees was made possible through the relationship GITC has with Business and Industry. Approximately ninety-five (95%) percent of the trainees completed that work experience. See appendix 1.

4.6.0

Development Of Infrastructure

4.61 Capital Works

Windows were purchased for the auditorium. The work was almost completed. However the level of workmanship displayed by the contractor was poor. There are variations in the width of each window space, but the windows supplied have one standard size. When fitted, some windows are shorter in width by as much as one and a half inches. The spaces were then fitted with pieces of wood. Included in this project also, is installation of windows on the open classroom and general office.

4.6.2 Maintenance Of Buildings

Repairs were done on the gutter between the Office and the Information Technology laboratory. An effort was made to stop the leaks on the roof of the Office building. That maintenance exercise created more leaks in the soft aluminum sheets. The entire roof sheeting will have to be replaced.

Preventative maintenance work was carried out in each workshop.

The main breaker control switch was replaced after the power supply to all the departments suffered intermittent disruptions. The three and single-phase system in the Fitting and Machining workshop were also serviced.

4.6.3 Maintenance Of Other Infrastructure

The entire compound was treated (sprayed with jeyes fluid) by the City Council after the flood water receded.

Extermination of termites was done after the rainy season. Surface spraying was carried out to stem the rapid spread of wood ants from building to building.

The old student washroom was disinfected on three occasions to cleanse the environment for its safe dismantling in the near future.

4.7

Constraints Experienced During 2005

- Lack of materials and supplies during the first quarter of the year.
- Stoppage of classes for two (2) weeks in January 2005.
- Staff members and trainees affected by the flood waters weeks after the initial two (2) weeks. Classes and office processes were badly affected.
- The Institution did not benefit fully from the funds provided by Ministry because of lethargy in the accounts section.
- Some Instructors, after working for years in the Institution, still report very late for duty.

3.6.1.6

CARNEGIE SCHOOL OF HOME ECONOMICS

1.0 VISION

Carnegie School of Home Economics strive to remain in the leading role of training persons in culinary arts, hospitality and human development for Guyana and further a-field.

2.0 MISSION STATEMENT

The Mission of Carnegie School of Home Economics is to serve as the pivotal agency, for organizing and implementing a programme in Home Economics and in Hospitality Training that is appropriate for the developmental needs of the individual and society and to work in collaboration with Governmental Agencies, Industry and other Private Organizations.

3.0 ORGANIZATION AND MANAGEMENT

Carnegie School of Home Economics is managed by a Principal and a Deputy Principal. The Deputy Principal is in charge of the operation of the institution and the Accounts Clerk is in charge of the office and ancillary staff.

4.0 SUMMARY

Carnegie School of Home Economics was founded in 1933 on a grant donated by the Carnegie Trustees and an additional grant from the United Kingdom. These grants were used for the relief of unemployment among women who produced ladies garments and uniforms for the Government messengers.

In 1937 due to careful management and zeal of then Principal the Government assumed full responsibility of the school Carnegie Trade School for Women. It was renamed the Carnegie School of Home Economics in 1958. The curriculum was then aimed at giving every girl an opportunity to develop the skills, and attitudes essential for a good home, family and community life.

In 1971 a separate Catering Section was established to give more specialized training in Food Preparation and Service.

The Carnegie School of Home Economics has repeatedly taken on the role as that of a pioneer always in the forefront of change. It fills a pressing need for Technical and

Vocational Education and Training in the Hospitality Industry. This is achieved by preparing students for self-employment and for the world of work.

4.1

ENROLLMENT

Number of students on roll January – December 2005

Carnegie School of Home Economics successfully carried out its objective of training full-time students. One Hundred and Forty-five (145) students, six (6) males and One Hundred and Thirty-nine (139) females completed the programmes offered in 2005.

4.1.1 ENROLMENT FOR EACH COURSE

Full Time Students

4.1.2. New Students	2004	2005
Household Management -	56	53
Catering and Hospitality -	37	36
Cosmetology -	20	7
Garment Construction –	7	0

4.1.3 Continuing Students	2004	2005
Household Management 1st year -	35	50
Household Management 2 nd year -	30	41
Catering and Hospitality –	19	35
Cosmetology –	20	11
Garment Construction -	6	5

Courses offered during the period were:

<u>Course</u>	<u>Subject Area</u>
Household Management	Basic English, Basic Mathematics, Social Studies, Entrepreneurship, Information Technology, Food and Nutrition, Home Economics Management, Clothing and Textiles, Visual Arts
Cosmetology	Basic English, Basic Mathematics, Social Studies, Entrepreneurial Studies, Information Technology, Hair and Nail Care.
Garment Construction:	Basic English, Basic Mathematics, Social Studies, Pattern Drafting
Catering and Hospitality:	Food Preparation (Hot Meat), Food Preparation (Bake Shop), Food and Beverage Service, Introduction to Hospitality, Customer Care, Food Beverage, Cost Control, Hygiene and Sanitation, Nutrition, English and Communication, Maths and Statistics, Sociology, Marketing, Accounts.

Entry Requirements

Household Management	15 years
Cosmetology	18 years
Garment Construction	18 years
Catering and Hospitality	18 years

All prospective students must attain the specified age by 31st August in the year of enrolment. English Language, Food and Nutrition and Home Economics Management at the CXC Examination would be an asset for students applying for the Catering and Hospitality Programme.

4.1.4. PART TIME / EVENING CLASSES

One thousand three hundred (1300) participants were exposed to instruction in several areas as shown below.

- Elementary and Advanced Cookery
- Elementary and Advanced Cakes and Pastries
- Floral Arrangement
- Cake Decoration
- Tailoring
- Fabric Designing
- Crochet and macramé
- Elementary Dressmaking 1&2
- Intermediate Dressmaking

Unfortunately many persons were turned away at the time of registration, since they could not all be accommodated due to the limited facilities.

4.2 CURRICULUM

Courses offered during the period being reviewed are as follows: -

- Two (2) Year Household Management Programme
- One (1) Year Catering Certificate Programme
- Six (6) Month *Cosmetology and Hairdressing*
- Two (2) Year Garment Construction
- Part Time / Evening Classes

The mandate of the Ministry of Education for the promotion of literacy and numeracy programmes in school was embraced by this institution. An experience

Lecturer was identified to teach students Remedial Classes in English and Mathematics one (1) hour each week to the Household Management students.

4.3 STAFFING

The institution continues to function with a depleted staff level. The institution obtained the services of two part-time instructors in the areas of Information Technology and Entrepreneurial Studies. The position of Kitchen Assistant was also filled. The post of Library Assistant is now vacant due to the resignation of that Officer.

A number of part-time Lecturers continue to assist with the Catering and Hospitality Programme.

4.3.1. Vacancies:

Vacancies continue to exist in the following areas:

Catering and Hospitality	- two (1) Lecturer
Household Management	- two (2) Lecturers
Information Technology	- one (1) Lecturer
Entrepreneurial Studies	- one (1) Lecturer

4.3.2. STAFF DEVELOPMENT

During the period January – December 2005, two (2) staff development sessions were conducted: (a) Basic First Aid
(b) Gender Issues

One (1) staff member began training on the Technical and Vocational Teachers Training Programme at GTI in August 2005.

One staff member completed this training in July 2005.

4.4. WORK EXPERIENCE

All students were exposed to Work Attachment/Internship at the various levels:

Household Management	- six (6) weeks	- July to August
Cosmetology and Hairdressing	- Three (3) months	- July to September
Catering and Hospitality batch I	- Six (6) months	- July to February
Catering and Hospitality batch II	- Three (3) months	- March - September
Garment Construction	- Three (3) months	

The Catering and Hospitality Batch II students were given three months internship because these students had to be given extra lecture periods and practical sessions. This was due to the floods in January – February 2005.

4.5. NATIONAL EVENTS

The staff and students were involved in national events sponsored by the Ministry of Education and Government:

- (a) Guy Expo,
- (b) World Aids Day,
- (c) World Diabetes Day
- (d) Open Day

Education Month

During September 2005, talks on current affairs and national events were conducted for 10 minutes on Mondays and Fridays each week by lecturers.

Annual Graduation

Annual Graduation ceremony was held on Friday 4th November, 2005 at the Hotel Tower. Seventy-six (76) students graduated

Household Management	- 21
Cosmetology	- 20
Garment Construction	- 5
Catering and Hospitality	- 30

4.6. DEVELOPMENT OF INFRASTRUCTURE

4.6.1. CAPITAL WORK

The main building was rewired and all switches and points were changed in September – November 2005. However the institution continues to experience electricity outages in the Main Office. The fluorescent tubes are burning out quickly.

4.6.2. MAINTENANCE OF BUILDING

In this area work was done to replace hooks and bolts and repairs to shutters and windows.

Plumbing work was conducted in the Main Kitchen and staff and students washrooms. Electricity maintenance was conducted January to October 2005.

4.6.3. MAINTENANCE OF OTHER INFRASTRUCTURE

The institution's compound and surroundings continues to be maintained by monthly weeding and cleaning. Students also contributed by removing litter from the surroundings and cleaning of drains on a daily and weekly basis.

Reconstruction, cleaning and painting of the fence was scheduled to be carried out in July – August of 2005. However this work has not been done. Work on the southern fence started in the latter part of December but stopped after one week. To date this and the reconstruction of the bridge on the South Western side is still to be rehabilitated.

4.7. CONSTRAINTS

- Staff shortages in key areas of the institution namely Household Management.
- The need for more space for the setting up of students' lockers and changing area.
- There is no sanitary block for use by visitors to the training restaurant to use.
- Inadequate releases from Central Ministry to carry out Infrastructure and maintenance work on schedule.
- There is need for a Handy Man.

3.6.1.7

CRAFT PRODUCTION AND DESIGN UNIT

1.0 VISION STATEMENT

To contribute to the National Economy via Skills Training in order to provide for the needs of industry or self-employment

2.0 MISSION STATEMENT

The Craft Production and Design Division will strive to provide a viable Craft Industry through a TVET Programme as a meaningful contribution to the National Economy at an affordable price.

3.0 ORGANIZATION AND MANAGEMENT

The attached chart indicates the organization structure. The programmes offered are divided into four (4) main departments namely: -

- 1) Fibre Arts Department
- 2) Surface Decoration Department
- 3) Decorative Craft Department
- 4) Basic Garment Construction and Embroidery Department

The administrative staff comprises of the Chief Craft Production and Design Officer and the Senior Craft Officer.

4.0 SUMMARY

The Craft Production and Design Division was established in 1978 with a central focus as a Cost Centre for Training, Production, Sales and Marketing. It was also responsible for Regional Craft Shops.

Participants were trained as 'Piece Workers' and showcased the craft products in the Display and Sales Centre.

Contract work was produced in the Garment Centre for such agencies as Guy- Suco, other government, non-government agencies and private personnel.

In 1995 the institution was established as one of the Technical Vocational Institutions that targeted youths fifteen years and over for training. They were selected from among sponsored persons from the Amerindian Affairs, Probation, Social and Welfare Department, the Physically Challenged, out of school youths, early school leavers to the one (1) year training programme.

Education and Trainings is provided in Visual Arts Skills, Entrepreneurship, Social Development, Literacy and Numeracy by which graduate trainees can gain employment, become self-employed or be admitted to other Institutions for further training.

The year under review commenced with reduced training activities in January 2005. The institution was closed for three (3) weeks due to the National Flood disaster.

It was a successful year for us in relation to Infrastructure work to the building. All projections were completed, giving an aesthetic look to the inside and outside of the building.

In 2003 –2004 Information Technology was introduced to the school curriculum via the Government Technical Institute. To date we are awaiting to work with Carnegie School of Home Economics which is awaiting an Instructor for the Information Technology programme.

In 2004 Ceramics was introduced in the curriculum. At present there is a vacancy for a Ceramic Instructor.

Since the institution was established in the compound of Carnegie School of Home Economics our enrolment has increased annually through Public Awareness e.g. participation in National Exhibitions, school activities highlighted by the Media and school campaigns. Students registered for training from Regions 2, 4, 8, 9 and Georgetown.

In 2004 Forth (40) students graduated. This year under review fifty-one (51) students graduated.

Parent/Guardian are motivated in believing that Craft is only for the slow achievers who cannot do “Book Work” but we have seen from our tracer studies that sixty (60%) percent of our students have moved on to various careers e.g. Nursing, Teaching, Sales Clerk, G.P.L Worker, Fashion Designer, Catering, Cosmetology, self-employment etc. while other students went on to higher education or migrated to full-fill their ambition.

4.1 ENROLMENT

Students were enrolled twice (2) per year at the Institution to commence training for the one (1) year Visual Arts Craft Programme i.e. September – July and January – December.

The first batch of sixty-three (63) students was trained from September 2004 – July 2005.

The second batch of nineteen (19) students was trained from January 2005 – December 2005.

The first and second batch of students were divided and placed into three (3) Visual Arts Department. These were: -

- 1) Fibre Arts Department
- 2) Surface Decoration Department
- 3) Decorative Craft Department

Students inter-change departments upon promotion at the end of every term. There were 10% drop out rate, due to personal reasons, 10% students migrated and 11% failed. Entry requirement are as follows: Application Form, Copy of Birth Certificate, Two (2) passport size photographs, Two (2) Recent Testimonials.

4.2 CURRICULUM

Students participated in full-time training programmes, which extended beyond the normal school hours. It was classified as follows: -

FULL-TIME TRAINING PROGRAMMES

- a) Fibre Arts
- b) Surface Decoration
- c) Decorative Craft
- d) Basic Dress-Making and Embroidery

PART-TIME ACADEMIC TRAINING PROGRAMMES

- a) Basic English Language
- b) Basic Mathematics
- c) Reading
- d) Small Business Management
- e) Art
- f) Social Development
- g) Information Technology
- h) Ceramics
- i) Craft Special Projects

The Ministry of Education mandate for Literacy and Numeracy Programmes to be taught has caused the Institution to recruit qualified and experienced part-time staff to deliver these programmes.

The Institution appreciates the need for these subjects to compliment the Visual Arts Skills so that students can be fully prepared for the world of work.

BASIC DRESS-MAKING AND EMBROIDERY PROGRAMME

This programme is of one (1) year duration and is tutored by the Chief Craft Production and Design Officer, assisted by a Part-time Instructor.

It is designed for senior students who would have completed the one (1) year Visual Arts Programme at the Institution

Selected students acquired skills and techniques in Pattern Drafting, Textile Designing, Embroidery and Garment Construction.

4.3 STAFFING

The Chief Production and Design Division staff inventory which is comprised of full-time and part-time Instructors is as follows: -

<u>Position</u>	<u>Entitlement</u>	<u>Actual</u>	<u>Remarks</u>
Chief Craft Production & Design Officer	1	Acting	One person in position
Senior Craft Officer	1	Filled	

Academic Staff in Visual Arts

Fibre Arts	1	Vacant	Acting Craft Officer
Surface Decoration	1	Vacant	Acting Craft Officer

<u>Position</u>	<u>Entitlement</u>	<u>Actual</u>	<u>Remarks</u>
Basic Garment Construction & Embroidery	1	Filled	

OFFICE STAFF

Typist Clerk	1	Filled	
Accounts Clerk	1	Filled	
Account Clerk 1	1	Filled	
Office Assistant	1	Filled	

AUXILIARY STAFF

Cleaner 1 Filled

PART-TIME STAFF

There are eight (8) part-time Instructors for the following areas: -

- a) Basic Mathematics
- b) Basic English Language
- c) Reading
- d) Art
- e) Social Development
- f) Small Business Management
- g) Special Projects
- h) Basic Garment Construction and Embroidery

4.3.1 STAFF DEVELOPMENT

1. Full-time and Part-time staff participated in a "Reading Workshop from 29th – 31st March 2005. The training officer was Ms. Barbara Richards Sam Reading Specialist, N.C.E.R.D.
2. In-House Training Sessions in Teaching Methodology for support staff was continued on a quarterly basis.
3. Staff participated in a First- Aids Safety Emergency Programme through the Life Saver Centre.

BEREAVEMENT

We lost one (1) of our staunch, committed and dedicated Craft Officer, Ms. Joan Ann Gibson A/K Proctor. She was a student, a Craft Worker and a Craft Officer in the early and latter days and continued to serve until her death on the 25th April 2005 after a brief illness. She is missed by all.

4.4 WORK EXPERIENCE

Twenty (20) students were placed on work experience at the following Institutions. They were:-

- a) Guyana Society for the Blind
- b) Children's Drop in Centre
- c) Uncle Eddies Home
- d) The Children's Convalescent Home
- e) The Mahaica Children's Home

The objectives were:-

- a) Students' participation and integration with disabled persons.
- b) Students' participation in caring for the Elderly with the aim of having a career in that field.
- c) Students participation in sharing their knowledge and skills with street/ orphanage children with the aim of pursuing studies in social work.

4.5 NATIONAL AND OTHER EVENTS

The staff and students continued to show-case talent when we celebrated the National Festival.

Due to the National Flood Disaster, there was no National Activity for Mashramani at which the Institution participates annually.

The Institution had its internal programme for Mashramani Week.

- 1) Cleaning of the compound and decoration of the building.
- 2) Bring and Buy Sale.
- 3) Video Show.
- 4) Indoor Games.
- 5) School Rally with Resource Personnel Mr. Winfield James Calypso Monarch and other officials from N.C.E.R.D.

EASTER HAT SHOW

Staff and students participated in the Easter Hat Show competition at the Promenade Gardens on the 23rd April 2005.

The categories were: -

- a) **Topical** : -
 - ◆ We Linking Communication Hat – 2nd place
- b) **Elegance**: -
 - ◆ Razzle Dazzle Hat – 2nd place
 - ◆ Madam Butterfly in Splendour – 2nd place
- c) **Comical** : -
 - ◆ Flood Relief Hat – 1st place
- d) **Original**: -
 - ◆ Hot Cross Buns Hat – 3rd place
 - ◆ Literacy Hat – 3rd place

CELEBRATING 35TH INDEPENDENCE

INDEPENDENCE SCHOOL RALLY

Resource Personnel from the Police Training School, Eve Leary visited and spoke to students on disciplined behavior at home, school and abroad. He also shared case histories with participants.

INDEPENDENCE LUNCH

Students participated in an Etiquette Programme on the 31st May 2005. Students were each asked to set a 'Cover' for themselves and to demonstrate the use of the cutlery and crockery.

EDUCATIONAL SCHOOL TOURS

1. Staff and students went on Educational Tours to the following places:
 - a) National Television Net-Work (NCN) Two (2) staff and fifteen (15) students went on a conducted tour and viewed all aspects of the operation at Channel 11.
 - b) Two (2) staff and twenty (20) students visited the National Museum, viewed artifacts and made relevant notes.

SCHOOL LITERACY AND NUMERACY COMPETITION

During the period 27th – 30th June 2005 students participated in the following competitions: -

- a) Spelling Bee Competition
- b) Math's Quiz Competition
- c) Essay Writing Competition

Students received incentives for their performances.

Resource Personnel were from N.C.E.R.D.

OPEN DAY

The Craft Production and Design Division opened its door every quarter to Parents, Ministry Officials, Students, Friends and Guardians, to show case our craft products that students prepared from the various craft disciplines. The media was invited.

COMMUNITY ALLIANCES VIA OUTREACH CRAFT TRAINING PROGRAMME

Students were trained in making Floral Wall Decorations by two (2) Resource Craft Personnel at the Festival City Library Craft Vocational Programme from 8th – 11th August 2005.

EDUCATION MONTH ACTIVITIES

The Craft Production and Design Division had various activities for this period. They are: -

- a) One (1) Week Pictorial Display 5th – 9th September 2005.
- b) Guest Lecturer Presentation at Education Day Rally 13th September 2005.
- c) Three (3) days Exhibition and Sale 14th, 15th, 16th September 2005.

The Chief Craft Officer, staff and students participated in the National Exhibition 2K5 at Sophia on the 22nd – 28th September 2005.

The Theme was: **Pride in Our Craft Industry with a Tie-Dye Difference.**

The Private Sector J. W Potter and Company participated in showcasing Tie-Dye/Batik products so that patrons were aware of the types of products e.g. Hot and Cold Dyes, Color Scheme chart, Batik Products, types/colors of fabric paint, glitters etc. Hand out were distributed to patrons on request. It was an educative experience.

SPORTING AND CULTURAL ACTIVITIES

The Institution had its Inter House School Sports and Fund Day on the 25th November 2005 at the Transport and Harbors Ground, Thomas Land. The Houses were restructured into A and B and students participated competitively.

The Champion girl was Donna Griffith and the Champion House was B.

Cultural activities were held at the end of each school term. Students showcased their talent and skills at several school concerts during Youth Rally, Mash Week, Education Month, Graduation Ceremony and Christmas.

The students danced, sang, recited poetry, modeled and performed short skits.

GRADUATION CEREMONY

The Craft Production and Design Division held its 27th Annual Graduation Ceremony at the Regency Suites/Hotel on the 16th December 2005. Fifty-one (51) students successfully graduated in Visual Arts discipline and Basic Dress Making and Embroidery. prizes and awards were distributed to our standing students.

4.6 DEVELOPMENT OF INFRASTRUCTURE

4.6.1 CAPITAL WORKS

Provision was in the capital budget 2005 totaling \$1.2 million to facilitate the under mentioned projects.

- a) Complete enclosure of the downstairs and adjoining the Chief Craft Office's Office.
- b) Provision of an additional room for storage of a kiln and Ceramic Pieces.
- c) Tiling of Floor.
- d) Installation of Electrical outlets/lights.
- e) Painting of completed ground floor and extension of the building.

4.6.2 MAINTENANCE OF BUILDING

The projection for 2005 under Re-current Budget was achieved. The provision of \$1.5 Million was released to facilitate the under mentioned projects.

- a) Grilling of windows and one door to new enclosure.
- b) Installation of a Lavatory block to new enclosure.
- c) Installation of a Laundry Sink for Ceramic projects.
- d) Rehabilitation of Electrical System in the entire building, and the installation of a new meter.

- e) Replacement of Louvers to windows in the building and Guard Hut.
- f) Rehabilitation of students lavatory block upstairs.
- g) Rehabilitation to Gully in Roof.
- h) Replacement of broken gutters.

4.6.3 MAINTENANCE OF OTHER INFRASTRUCTURE

Provision was in the Recurrent Budget, totaling three hundred thousand dollars (\$300,000.00). In collaboration with Carnegie School of Home Economics, this sum is to finance the repairs to the school bridge and the construction of new fences to the southern and eastern perimeter of the compound. However only the southern fence was completed.

A Handyman was recruited to sand fill around the perimeter of the Institution to beautify the entrance to the Institution.

4.7 CONSTRAINTS

There is need for a store keeper at present the Office Assistant is performing the duties of a store keeper.

Contracts from the Building division are not seen on the completion of a service, and that makes it difficult when preparing Quarterly Reports to access information of expenditure for that particular line item.

7.0 CONCLUSION

The Craft Production and Design Division continue to enjoy much support from students, parents/guardians, other Administrators of Technical Institutions and Senior Officials and Staff of the Ministry of Education.

Craft and Tourism are here to stay and so are the craft skills which are relevant to our growing society. Craft is versatile and given our abundance of national resources, much can be achieved by creating and experimenting with new techniques.

Despite our ups and downs which we experienced during the year, the Craft Production and Design Division has had a great deal of success.

Our physical structure was improved with the extension of classrooms upstairs and the enclosure of the downstairs to accommodate Ceramics, Reading Room, Assembly, Exhibitions and Workshops. This has created a favorable environment that will continue to contribute to an increased population and an expansion of craft skills techniques.

3.6.1.8

UNIT OF ALLIED ARTS

1.0

SUMMARY

The Unit of Allied Arts accomplished ninety percent of its work programme for 2005. This was attributed to improved working relationship between the Unit and its clientele.

In an effort to improve involvement in its work programme, the unit worked in close collaboration with various Education Departments. This was to ensure a wide range of participation of schools in national activities planned and to raise the standard of performances to the required level. Several visits were also made to performance committees and schools to coop support for accelerating the Expressive Arts Programme in schools. During this process it was observed that Regions with established Allied Arts committees (Regions #2, 10 and Georgetown) were better organised in their approaches to the development of this programme. The Region #4 Education District showed vast improvements in the organisation of activities for National Events.

During the period, approximately three hundred teachers and students were exposed to training in Dance, Drama and Music. Outstanding was the one week Expressive Arts workshop conducted in Region #1, during the August vacation. It was the first occasion that a hundred percent participation was received from a Region. The teachers involved demonstrated commitment and an eagerness to learn and explore.

It must be noted that the process of implementation of some disciplines of the Expressive Arts programme in many schools is very slow. Even in schools with Allied Arts Departments, mainly Visual Arts, Music and Physical Education are time tabled. Dance and Drama are done as extra curricula activities despite the introduction of the Expressive Arts Curriculum for Grade 7 to 9. Constraints in these areas can be attributed to the lack of appropriate physical facilities and a shortage of skilled teaching personnel to deliver these aspects

of the curriculum. **It is therefore heartening to see New Amsterdam Secondary school in Region #6 assiduously pursuing to enter students to write Drama at Theatre Arts at CSEC in 2006.** More schools will be encouraged to time table all aspects of the Expressive Arts Curriculum so as to expand the scope for more students to write options of Drama, Dance and Stage Craft for Theatre Arts. Special attention was therefore given to the formalisation of Drama Clubs in Secondary schools and a Teachers Dance Course was organised to build an interest in these disciplines by both teachers and students. These programmes were also designed to build the competence of teachers to deliver the curriculum.

In the area of the Performing Arts, the Children's Mashramani activities were cancelled in all Regions. This was because of the floods experienced in Guyana during January and February 2005. However, the first National Schools Physical Display Championship was organised as part of activities for the 39th Independence Anniversary of Guyana.

In the Performing Arts also, the first Primary School steelband was formalised at North Georgetown Primary school. In this programme approximately thirty grade four pupils are exposed to playing this musical instrument.

The floods of 2005 caused damages at the Unit. As a result, some furniture, files, books and costumes were destroyed. It was necessary for three desks to be replaced urgently.

The lack of a full staff complement is of grave concern. Despite approval for the recruitment of six technical staff on a temporary basis, only three persons took up their appointments. The use of part time personnel does not augur well for continuous development. It will be a tremendous input to the Unit for Co-ordinators of Music, Visual Arts, Drama and Dance to be appointed.

Financial transactions between the Unit and Central Ministry need improving. It was noted especially in the area of training, that although the activity had funds released and vouchers would have passed for some aspects of the particular training programme, the imprest was unable to supply enough funds for travelling and subsistence for officers to conduct the activity and pay the participants. As a consequence, some workshops and visits were either postponed or cancelled. This severely impeded the effective functioning of the department.

The Unit continued to work in collaboration with several Sporting Organisations in promoting Physical Education in schools. It is important to note that **the eleven students from Tutorial Academy in Region #6 and St. Stanislaus College in Georgetown who wrote Physical Education and Sports at CSEC attained one hundred percent passes.** It was the first time that Guyana entered students for this examination.

Continued support was received from the Private Sector and other Governmental Agencies in obtaining materials to enhance the instructional programme in schools.

ORGANISATION AND MANAGEMENT

The Unit of Allied Arts is supervised by the Deputy Chief Education Officer Development. It is managed by an Administrator who is supported by six Technical Officers and four Ancillary Staff members.

STAFF COMPLEMENT

Name of Position	Entitlement	Actual Staff	Vacancies	Remarks
Administrator	1	1	Nil	Permanent appointment
Public Relations Officer	1	Teacher on secondment	1	Temporary Supernumerary appointment.
Co-ordinators	5	Physical Education Co-ordinator 2 Teachers on secondment.	4 Co-ordinators • Dance • Drama • Music • Visual Arts	Contracted employment of Physical Education Co-ordinator. Temporary Supernumerary appointed Dance Co-ordinator and Drama Specialist.
Ancillary Staff	4	4	Nil	Temporary appointments of Procurement/Accounts Clerk, Typist/Clerk, Office Assistant and Sweeper/Cleaner
Technical Support Staff	6	3	3 Music Specialists	Temporary six months appointments of technical support staff. Only three persons took up their appointments at the time specified.

3.7.0 SUPPORTING UNITS

3.7.1

INSPECTORATE UNIT

MISSION STATEMENT

THE INSPECTORATE UNIT IS COMMITTED TO AUDITING AND SUPPORTING THE SCHOOL SYSTEM AND MAKING RECOMMENDATIONS TO ENHANCE THE DELIVERY OF QUALITY EDUCATION IN GUYANA.

OBJECTIVES

TO INSPECT SAMPLES OF SCHOOLS AT EACH LEVEL AND TO IDENTIFY STRENGTHS AND WEAKNESSES.

TO MAKE RECOMMENDATIONS FOR THE TRANSFORMATION OF WEAKNESSES TO STRENGTHS IN SCHOOLS INSPECTED IN PARTICULAR AND THE SCHOOL SYSTEM IN GENERAL.

TO PROVIDE INFORMATION FOR DECISION MAKING AT THE LEVELS OF THE SCHOOL, DEPARTMENTS OF EDUCATION AND CENTRAL MINISTRY.

TO ENHANCE THE PROFESSIONAL GROWTH OF INSPECTORS AND TEACHERS.

TO ESTABLISH LINKAGES WITH OTHER UNITS AND EXTERNAL AGENCIES TO ENHANCE INSTITUTIONAL STRENGTHENING.

TO HELP IN STRENGTHENING THE MONITORING SYSTEMS AT REGIONAL AND SCHOOL LEVELS.

TO EXAMINE AND ANALYZE REPORTS ORIGINATING FROM THE SCHOOL SYSTEM.

1.0 SUMMARY

❖ STAFFING

Professional Staff

During the period under review, the Unit functioned with eight Inspectors. However, in the latter part of the year two Inspectors retired and one was promoted to act as Assistant Chief Education Officer (Primary).

The Inspector of English B also assumed responsibility for English A and Language Arts. The Headteacher of Kingston Nursery, who was seconded to the Unit as Inspector in 2003 with special responsibilities for Nursery Schools, continued to be on secondment throughout 2005.

Support Staff

From January to June, 2005, the support staff of the Unit comprised one Administrative Officer, three Typist Clerks and one Sweeper-Cleaner. The appointed Office Assistant who resigned in December, 2004, was not replaced until July, 2005.

Vacancies

At the end of December, the Inspectorate operated with 45% of its current staff entitlement with vacancies for Inspectors in the following areas – Technical Education, English, Modern Languages, Business Education, School Administration and Science. There is also need for a Confidential Secretary.

1.1 PLANNED ACTIVITIES

❖ INSPECTION

Originally 150 schools spread across the eleven Education Districts were targetted. The sum of \$5,647,960 was requested for Local Travel and Subsistence. Of this sum, \$1,442,000 was released thereby imposing restrictions on movement of the team. The plan had to be modified consistent with the release received. As a consequence, only 83 schools were targetted in six Education Districts, but only 80 were visited in five Districts. Schools in District 9 were not visited.

Several factors contributed to the decision to revise the original plan and to the Unit's failure to achieve the revised target. The January-February floods, staff shortage, reduced appropriation for Local Travel and Subsistence, and the releasing of funds in December when schools would have been closed for the Christmas holidays.

❖ **POST CONFERENCES**

Inspectorate teams convened 80 Post Conferences which corresponded to the number of schools visited in the year.

❖ **SCHOOL REPORTS**

60 of the 80 School Reports were compiled and dispatched. However, the remaining 20 were for schools visited in November-December. Those reports were all compiled and were in the process of keyboarding which process was adversely affected by malfunctioning reprographic equipment and the absence of a Typist Clerk on Maternity Leave.

❖ **WEEKLY ADMINISTRATIVE MEETINGS**

The Chief Inspector made the necessary weekly reports to the Chief Education Officer on the performance of the Inspectorate Unit. Of the 37 meetings planned, 32 were convened.

❖ **FORTNIGHTLY MEETINGS**

14 fortnightly meetings were planned to monitor the implementation of the Unit's Work Programme. 10 of the 14 meetings were held. The floods negated the need for 2 such meetings and inaccessibility of funds forced the cancellation of the other 2.

❖ **STAFF DEVELOPMENT SESSIONS**

9 Staff Development Sessions were planned for the year, but only 7 were held. Resource persons drawn from the Unit's staff were used to conduct the sessions. Difficulties were experienced by the Unit in its attempt to identify resource persons who were willing to offer their services free. The Unit was not in a position to pay for such services.

❖ **2006 WORK PROGRAMME**

The planned meeting to prepare the 2006 Work Programme was held. The Inspectors and Administrative Officer worked, in large and small groups, to prepare the programme.

❖ REVIEW OF 2005 WORK PROGRAMME

The three-day meeting planned to review the 2005 Work Programme was convened. A small team of Inspectors and the Administrative Officer reviewed the work done in 2005 and compiled the report.

❖ PROVISION OF SUPPORT MATERIALS AND SERVICES

The efficient preparation and dispatch of requisitions, the twice-daily checks for vouchers at the Central Accounting Unit by the Administrative Officer, prompt purchasing of items and the expeditious clearing of vouchers resulted in the high percentage of expenditure with regard to the acquisition of materials relevant to the various Charts of Account -- a range of 100% - 99%.

❖ ACQUISITION OF SUPPORT SERVICES

The sum appropriated for equipment maintenance was \$119,940 against the request for \$305,000 (the release was approximately 40%). As a consequence, the Unit experienced difficulties financing repairs to its computers and printers.

❖ CLEANING AND EXTERMINATION SERVICES

A sum of \$21,808 was released to the Unit of which \$19,101 (88%) was spent. The balance of \$2,707 was inadequate to pay for any further cleaning and extermination of the unit.

❖ BENEFITS AND ALLOWANCES

Annualized Vacation Allowance and Commuted and Mileage Allowance

All staff members who were entitled to those allowances received same.

1.2 UNPLANNED ACTIVITIES

Inspectors were called upon to give of their time and expertise for the successful conduct of a wide range of unplanned activities during the period under review. They were able to participate in these activities because requests for their services were made to the Chief Inspector early enough to permit any warranted programme adjustments. The Inspectors were required to use part of their annualized leave entitlement to participate in some of these activities.

❖ EXAMINATIONS: Moderation, Conduct, Marking of Scripts, Pre-testing of Items

Inspectors were involved in moderation of test items for Final Semester Examinations of the Cyril Potter College of Education. Work was done in the areas of Spanish, Social Studies, Geography, Science and Education Administration.

Work of a similar nature was done on the Secondary Schools Entrance Examination Papers. This exercise was conducted over two days and involved the Chief Inspector and two members of the Inspectorate Unit.

Four Inspectors were involved in the marking of 2005 Secondary Schools Entrance Examination scripts.

Three Inspectors were also involved in the marking of National Grade 9 Assessment scripts.

Two Inspectors were engaged in marking of scripts for the Caribbean Secondary Education Certificate Examinations.

For each of these marking exercises, the Inspectors were required to use part of their annualized leave.

The Inspector of Modern Foreign Languages conducted pre-testing of French and Spanish for the General Proficiency level of the Caribbean Secondary Education Certificate Examinations. 8 Secondary Schools in 6 Education Districts were involved.

The same Inspector conducted Spanish Oral Assessment exercises for the General and Advanced Proficiency levels of the Caribbean Secondary Education Certificate Examinations.

❖ WORKSHOPS

The Inspector for Mathematics participated in a two-day Workshop for the preparation of standards in Mathematics for Grades I and II.

The Inspectors for Social Studies and Science were involved in two four-day Workshops to prepare Schemes-of-Work for their respective subjects.

Two Inspectors presented sessional papers at a five-day Orientation Workshop organized for World Teach Volunteers.

The Chief Inspector facilitated and presented papers at two sessions of a two-day Workshop for School Administrators.

The Inspector for Nursery Education participated in a one-day Workshop on Story-Telling Techniques for Early Childhood Educators.

The Chief Inspector also conducted sessions at a three-day Workshop and one held over five days for Professional Officers of Departments of Education of all Education Districts. The Workshops were held in Georgetown.

❖ COMMITTEES

The Chief Inspector, as a member of the Ministry's team, attended 10 Ministry of Education –Guyana Teachers' Union Professional Committee Meetings.

One Inspector was a member of the committee established to organize the Annual Award Ceremony for outstanding academic and technical-vocation performances of students.

❖ COMPETITIONS

The Inspector of English served as one of the judges in the J.O.F Haynes Debating Competitions.

The same Inspector and another marked and ranked essays submitted by learners from Primary and Secondary Schools as part of the Guy-Aid Essay Competition.

❖ **TEAM VISIT**

The Chief Inspector was a member of a two-man team that visited 6 schools in Education District 9 at which an instrument was used to assess the degree to which Escuela Nueva concepts were implemented.

❖ **MODIFICATION OF INSPECTION CHECKLISTS**

The Inspectorate Checklists were modified on the basis of information gathered during field testing. This resulted in instruments that were more valid.

❖ **PRODUCTION OF DOCUMENTS**

The Chief Inspector served on various teams that worked on the preparation of documents intended to give guidance on the appointment of administrators and teachers, recruitment of teachers and lecturers from abroad, criteria for the appointment of Heads and other Administrators of schools, and records and documents to be kept in the school system.

1.3 **SPECIAL INITIATIVE**

❖ **MODIFICATION OF CHECKLISTS**

All existing checklists used to guide the inspection process were revised. They now have a greater degree of construct and content validity. Further, their use led to greater efficiency in the inspection process.

1.4 **CONSTRAINTS**

❖ **STAFFING**

In spite of repeated requests, consistent with the recommendations in the 2001 McRae-Mason Consultancy Report, the Unit was not supplied its complement of Inspectors to cover the entire range of curriculum areas offered in the nation's schools. Further, vacancies on its current inventory were not filled.

❖ **UNSCHEDULED CLOSURE OF SCHOOLS**

The floods of January-February led to the unscheduled closure of schools in Education Districts 3, 4, and Georgetown. These closures had a negative impact on the Inspectorate's planned programme for those districts. Inspection commenced three months later than scheduled. The number of schools to be visited as a consequence, had to be reduced.

❖ **INADEQUATE BUDGETARY ALLOCATION FOR LOCAL TRAVEL AND SUBSISTENCE**

This played a major role in the number of schools visited. The target was reduced by 45%. Even the sum requested for the revised plan was cut by 35%. Schools were visited in Education Districts 1, 3, 4, Georgetown and 6. No visit was made to schools in Education District 9 on account of late release in December, when schools were already closed.

DESCRIPTION OF UNIT

❖ **ENTITLEMENT**

The Inspectorate Unit comes under the direct supervision of, and is accountable to, the Chief Education Officer (C.E.O).

The staff inventory comprises the following:

- One Assistant Chief Education Officer
- Eleven School Inspectors
- One Confidential Secretary
- Three Typist Clerk
- One Office Assistant
- One Sweeper Cleaner

The staff inventory makes provision for specialist Inspectors in Mathematics, Science, Modern Foreign Languages, Social Studies, Business Education, Technical Education, Nursery Education, School Administration, Primary Education, English Language and English Literature.

❖ ACTUAL STAFF

During the period under review, the Unit functioned with the following staff members:

❖ INSPECTORS

- One Inspector of Business Education (who retired in July)
- One Inspector of Early Childhood Education
- One Inspector of Modern Foreign Languages (who retired in August) who also focused on School Administration
- An Inspector of Mathematics
- An Inspector of English Literature (who also inspected English A and Language Arts)
- One Inspector of School Administration (who was required to perform duties as Assistant Chief Education Officer – Primary, from October)
- One Inspector of Social Studies
- One Inspector of Primary Education (who assisted with the inspection of Science).

❖ SUPPORT STAFF

- One Administrative Officer
- Three Typist Clerks
- One Office Assistant (appointed from July, 2005)
- One Sweeper Cleaner

❖ VACANCIES (AS AT THE END OF DECEMBER):

(i) Inspector/s (54%)

- Inspector of Technical Education
- Inspector of English Language
- Inspector of Modern Foreign Languages (from August)
- Inspector of Business Education (from July)
- Inspectors of School Administration (one for the entire year and the other from October)
- Inspector of Science

(ii) Support Staff (25%)

- Confidential Secretary.

7.1 INSPECTORATE UNIT
SCHOOLS INSPECTED IN 2005

NO	EDUCATION DISTRICT	LEVEL
	ONE	NURSERY
1		Mabaruma
2		Wauna
3		Hosororo
4		Barabina
5		Sheba
		PRIMARY
6		Mabaruma
7		Wauna
8		Hosororo
9		Barabina
10		Sacred Heart
11		Aruka
		SECONDARY
12		North West
	THREE	NURSERY
13		Parika
14		Goed Fortuin
15		Maria's Pleasure
16		Bell Plaine
17		Sans Souci
18		Zeelandia
		PRIMARY
19		Saxacalli
20		Eastern Hogg Island
21		Parika Back
22		Morashee
23		Maria's Pleasure
24		Meten-Meer-Zorg
25		St. Lawrence
26		Zeelandia
27		Arthurville
28		Sans Souci
		SECONDARY
29		Essequibo Islands
	FOUR	NURSERY

NO	EDUCATION DISTRICT	LEVEL
30		Campbell's Trust
31		Better Hope
32		Strathspey
33		Blossom Scheme
34		Victoria
35		Plindola
36		Little Friends
		PRIMARY
37		Friendship
38		Victoria
39		La Bonne Intention
40		Vryheid's Lust
		SECONDARY
41		Lusignan P.I.C (Home Economics)
42		Buxton
43		Friendship
44		Plaisance
	SIX	NURSERY
45		Albion
46		Belvedere
47		Alness
48		Babylon
49		Adelphi
		PRIMARY
50		Alness
51		Belvedere
52		Albion
53		Trinity
54		New Amsterdam
	GEORGETOWN	NURSERY
55		Agricola
56		Bel Air
57		Enterprise
58		East La Penitence
59		Liana
60		Palmville
61		St. Peter's
62		Sophia
63		Roxanne Burnham
64		Turkeyen
		PRIMARY
65		Ketley
66		South Ruimveldt Park

NO	EDUCATION DISTRICT	LEVEL
67		St. Sidwell's
68		St. Angela's
69		Smith Memorial
70		Rama Krishna
71		St. Ambrose
72		Central
73		Graham's Hall
74		St. Pius
		SECONDARY
75		Campbellville
76		Central
77		Christ Church
78		North Georgetown
79		St. Rose's High
80		North Ruimveldt Multilateral

Nursery	-	33
Primary	-	35
Secondary	-	12
TOTAL		<u>80</u>

EXAMINATION DIVISION

1.0 SUMMARY

During 2005, several examinations were conducted for school and private candidates at the primary, secondary and post secondary levels of the Education system. These examinations were held at school centres and other private centres throughout Guyana. Some of the examinations were national examinations which were set and marked locally, while the others were Regional and International Examinations.

Among the national examinations was one new examination – the **National Grade Four Assessment** – which was done for the first time in 2005. This examination was a primary level examination and was written by all pupils of Grade Four in primary schools throughout Guyana. The dates of administration were 13th June to 24th June 2005.

The other national examinations were:

- **The National Grade Two Assessment**
This was a primary level examination for all pupils of Grade Two and was administered from 6th June 2005 to 17th June 2005.
- **The Secondary Schools Entrance Examination (S.S.E.E)**
This was also a primary level examination for all pupils of Grade Six of primary schools. Approximately seventeen thousand, five hundred pupils wrote this examination originally scheduled for 24th and 25th March 2005. However, as a result of the January floods, the examination was rescheduled to 12th and 13th May 2005. This was because many school buildings were used as flood shelters for affected residents and many students were displaced from their home and school communities. Further, many schools were temporarily closed during the flood. Results of this examination were released in early July, only one week after the closure of schools.
- **The National Grade Nine Examination**
This secondary level examination for all students of Grade Nine (Third Form) of secondary and all- age schools was originally scheduled for 9th May 2005 to 12th May 2005. However, because

of the re-scheduling of the Secondary Schools Entrance Examination as a result of the flood, this examination was administered from 11th July 2005 to 14th July 2005.

- **The Guyana Technical Education Examination (G.T.E.E)**
This was a post secondary level examination. Approximately one thousand two hundred and twenty candidates from the five Technical Institutes in the country wrote this examination originally scheduled for administration from 15th June to 1st July 2005. However, the examination was done from 15th June to 25th June 2005 and from 11th July 2005 to 15th July 2005.

The Regional and International Examinations which were administered were:

- **The Caribbean Secondary Education Certificate Examination (C.S.E.C)**
Two sittings of this secondary level examination were done. The first sitting from 3rd January to 16th January 2005 was for private candidates. The second sitting from 3rd May to 17th June and 29th and 30th June 2005 was for school and private candidates at the fifth form or grade eleven of the school system.
- **The Caribbean Advanced Proficiency Examination (C.A.P.E)**
This was also a secondary level examination targeting sixth form, or grade twelve and grade thirteen students. The examination was administered from 9th May to 16th June 2005 at school centres.
- **The General Certificate of Education (G.C.E) – Ordinary and Advanced Levels**
There were two sittings of this secondary level examination. The first sitting administered from 6th January to 31st January 2005 was for private candidates while the second sitting from 16th May to 1st July was for school candidates.

During the January sitting of the G.C.E examination candidates from the Georgetown centre had to be accommodated in the upper flat of the Examinations Division building for their examinations. This was because of the January floods which caused the designated centre – Guyana Motor Racing Sports Complex (GMRSC) in Thomas Lands – to be inaccessible to the candidates.

- **The professional examinations – Association of Chartered Certified Accountants (A.C.C.A), Association of Business Executives (A.B.E) and Chartered Institute of Management**

Accountants (C.I.M.A) were administered in May/June and November/December. These were post secondary level examinations.

The results of all the examinations, except those done in November/December have been released. Certificates for the January examinations have been received and distributed.

There was a significant increase in the number of candidates writing the major examinations, the S.S.E.E and the C.S.E.C. In 2005 the number of candidates writing the S.S.E.E was seventeen thousand, five hundred (17,500) whereas in 2004 the number was seventeen thousand (17,000).

At the C.S.E.C May/June 2005 examination, there were six thousand, five hundred and fifty three (6,553) school candidates, and three thousand one hundred and forty one (3,141) private candidates, with the total number being nine thousand, six hundred and ninety four (9,694) candidates.

In 2004, the total number of candidates was nine thousand, three hundred and seventy three (9,373). Subject entries also increased from forty four thousand nine hundred and twenty five (44,925) in 2004 to forty nine thousand eight hundred and sixteen (49, 816) in 2005.

Targets set in relation to the examinations were achieved. Necessary adjustments in the execution of the work programme were made because of the flood. Registration materials and syllabuses were made available to school and private candidates, entries were processed, and suitable accommodation was secured for candidates. Training sessions were conducted for local moderators, practical examiners, and for supervisors and invigilators.

The new deadlines set for acquiring materials for the examinations, and distributing materials to outlying areas were fully met. Administration of the Secondary Schools Entrance Examination on 12th and 13th May 2005 was particularly challenging since these rescheduled dates co-incided with the Caribbean Secondary Education Certificate and Caribbean Advanced Proficiency Examinations scheduled for that time. Additional supervisors and invigilators had to be recruited and trained, and greater care had to be exercised to ensure that the materials for these two examinations were not "mixed-up".

During March 2005, a team from the Caribbean Examinations Council visited the Ministry of Education to discuss security arrangements for their examinations. Discussions were held with senior officials of the Ministry. Examinations boxes at several police stations were inspected. Several recommendations were made to improve the security of the examination materials. Following the visit a surveillance camera with recording system was acquired for the examination storage area. In support of the process of enhancing security, several Regional Education Officers either replaced or repaired their examination storage boxes in their regions. It has been decided that only metal boxes should be used for the storage of examination papers in the regions.

Despite the implementation of additional security measures, breaches of C.S.E.C examination papers in Mathematics and English A were reported. As a result candidates from Guyana had a 'rewrite examination in Mathematics and English on 29th and 30th June 2005. Investigations into the examination breach were conducted by officials from the Caribbean Examinations Council, the Guyana Police Force and also a private investigator. The Mathematics question papers which were recalled to the Division were audited by staff of the Office of the Auditor General and the Examining Body. These question papers were later destroyed by the Caribbean Examinations Council officials. To date the report on the investigations has not been submitted to the Examinations Division.

With regard to our Capital Programme, rehabilitation of the building was done during July/August. Four new computers were acquired to enhance our ability to participate in the electronic registration of candidates for the C.X.C examinations. A steel container has been acquired in order to increase our storage capacity. However, because of inclement weather during December, it has not yet been installed. The construction of a new storage area for examination question papers that conforms with Caribbean Examinations Council's specifications has been proposed, but construction has not yet started. This project should be completed in the coming year.

(b) **STAFFING IN 2005**

During 2005 staffing was as follows:

POSITIONS

REMARKS

One (1) Superintendent of Examinations

This position is held by a contracted employee.

Three (3) Assistant Superintendents of Examinations

Only one assistant served for the entire year. One person was appointed from 15th November 2005. The third assistant was appointed from 1st December 2005. Both of the new assistants are contracted employees.

One (1) Special Assistant

Graduate Mistress on secondment to the Division.

Two (2) Accounts Clerks

Two (2) Typist Clerks

Two vacancies exist.

Two (2) Clerks 11

Six (6) Clerks 1

Two persons were transferred to GECOM in November. Three persons were also recruited in November. There are still two vacancies.

One (1) Office Assistant

One (1) Labourer

One (1) Sweeper Cleaner

During November/December, the administrative staff was strengthened with the appointment of two new Assistant Superintendents of Examinations.

3.2 **DESCRIPTION OF DIVISION**

The Examinations Division has responsibility for making arrangements for the administration of all public examinations, which come under the purview of the Ministry of Education, and for providing other services related to examinations.

The work at the Examinations Division relates directly to the work of other agencies in the Ministry of Education namely, primary schools, secondary schools, technical and vocational schools, the Curriculum Development Unit, the Measurement, Evaluation and Research Unit, the Education Planning Unit, Departments of Education, the Inspectorate Unit and the National Centre for Education Resource Development.

Public examinations are conducted for primary schools, secondary schools and technical and vocational schools. These examinations not only facilitate selection for higher levels of education and for training and employment, but they also supply feedback on the curriculum and the efficacy of instructional strategies. The examinations are a motivating force for students and teachers.

The Examinations Division is dependent on the Measurement, Evaluation and Research Unit and the Materials Production Unit for the preparation of tests and examination papers for local examinations, and for processing the results.

The sections/units in the Ministry of Education which are responsible for monitoring and supervision of the system, utilize statistics and other feedback from examinations in performing their tasks, and in devising development plans.

SPECIAL OBJECTIVES

1. To maintain an acceptable standard in the administration of examinations conducted by the Ministry of Education.
2. To promote public confidence in all public examinations.
3. To maintain strict confidentiality and integrity in all examination arrangements.
4. To provide information about examination requirements for the public.
5. To serve the public in the preparation of certified statements of examination performance for employers and institutions of higher/ further education.

3.7.1.2

PRESIDENT'S COLLEGE

MISSION STATEMENT

The fundamental governing principle which informs the policies, objectives and administration of President's College is:

“The training of students to, by their own tangible acts of service, be able and willing to serve the ideal of the upliftment of humanity and to encourage them to accept that their talent, brilliance and potential for greatness should **NOT** make them snobs or elites, but should imbue them with humility and gratitude for being so blessed and with a willingness to help those less fortunate than themselves.”

1.0

EXECUTIVE SUMMARY

President's College consists of the following sectors during 2005

- (a) Teaching Sector
- (b) Administrative Sector
- (c) Agricultural Sector
- (d) Student's Welfare and Housekeeping Sector
- (e) Plant Maintenance and Transport Sector
- (f) Security Sector

The Teaching Sector was geared towards the following objectives:

1. That opportunities be provided for enrichment of the academic studies and for the involvement of students in both theoretical and practical and laboratory work, taking into account the student's intellectual abilities, interests and aptitudes.
2. That students are not only prepared academically and technically to assume leadership roles in their respective fields, but that they develop a high degree of National consciousness and desirable patterns of social behaviour.

3. That students acquire habits of social responsibilities and strategies to use their knowledge and skills creatively for the strengthening and defense of the Co-operative Republic of Guyana.
4. That persons can be equipped with skills, attitudes and knowledge that will enable them to give leadership in the multifaceted tasks involved in the development of Guyana.
5. That student's develop the capacity and competence to participate in the various spheres of social endeavour with different modes and styles of behaviour according to the situation.

2 The College gained excellent results at the 2005 CXC and GCE "A" Level, as well as at the CAPE Examinations despite a shortage of professional Teachers in some subjects areas with the top three CXC students attending the College.

The Administrative Sector provided valuable support services, in terms of financial, personnel and record keeping services.

The Agriculture Sector supplied milk, eggs, chicken, pork, beef and green vegetables to the kitchen to assist in the dietary needs of the College. Surplus products were sold to the staff and community.

Thirty acres of rice were also cultivated.

The Student's Welfare and Housekeeping Sector continued to ensure that nutritious meals were prepared on time, uniforms and linen were laundered and ironed, that there was a clean and hygienic environment for all and that students were kept in a home away from home.

During school holidays, the facilities of the school were rented out to Campers and profits were realized to the tune of (\$620,000) for the College to assist with its overall expenditure.

The Plant Maintenance and Transport Sector continued to undertake most of the routine Maintenance works and completed them successfully.

The Board of Governors took over all Personnel work from the Teaching Service Commission from September 1, 2005. Funds under Capital Works were provided to continue the rebuilding of Dormitory No. 1 which was destroyed by fire in April, 2004.

The 30 and 15 seater buses continued to service the College's transportation needs.

The Private Security Service is being monitored to ensure that the services paid for are being provided and in a timely manner.

It should be noted that no increases were granted under the other charges even though meals had to be provided for thirty six (36) more students who were enrolled at the college.

Further, the floods of January – February, 2005 destroyed crops, livestock, office equipment and other items in the sum of \$3,200,000 (Three million two hundred thousand dollars).

However, despite those constraints, the College continued to soldier on and Administration would continue to make maximum use of all of its resources.

3.0 ORGANISATION AND MANAGEMENT

The College is organized into the following Sectors:-

- (a) Teaching Sector
- (b) Administration Sector
- © Agriculture Sector
- (d) Student's Welfare and Housekeeping Sector
- (e) Plant Maintenance and Transport Sector
- (f) Security Service

The Teaching Sector had a total of thirty-eight (38) staff members during 2005 while the Non-Teaching Sector had a total of ninety-one (91) grand total of one hundred and twenty nine (129).

3.7.1.3

NATIONAL CENTRE FOR EDUCATIONAL RESOURCE DEVELOPMENT **(N.C.E.R.D)**

1.0 Vision Statement

NCERD was established in 1986 to coordinate the functions initially, of six Units. Later, the GUIDE Unit was established thus expanding the coordinating functions to cover seven Units. The Vision of the institution states

NCERD sees a highly professional, accountable, modern and democratic education service that has the capacity to actualize the variety of individual potentials which will form the bedrock of social and economic development of Guyana.

2.0 Mission Statement

The Mission Statement of the National Centre for Educational Resource Development (NCERD) states as follows:

NCERD intends to develop and implement In-Service Teacher Education

Programmes that are designed to

1. Enhance the capacities of Guyanese schools to become effective, inclusive and successful learning communities.
2. deliver quality education through the dissemination of well researched pedagogical findings.
3. Create environments and opportunities that will facilitate, nurture and sustain the empowerment of students and teachers through the optimal development and actualization of individual potentials.

3.0 Organisation and Management

Under the umbrella of NCERD the work of the following Units are coordinated:

Curriculum Development and Implementation Unit
Measurement, Evaluation and Research Unit
Learning Resources Development Unit
Materials Production Unit
Distance Education and Information Unit
Guyana In-service Distance Education Unit
Administrative Unit

Each Unit has its own Mission Statement and Objectives.

3.1 Curriculum Development and Implementation Unit

3.1.1 Mission Statement

The Curriculum Development and Implementation Unit is responsible for conceptualizing, developing, testing and evaluating curriculum and other related materials that are pedagogically sound for Nursery, Primary and Secondary Schools

This Unit has as its objectives the following:

- Develop and test materials that are relevant and culturally appropriate.
- Ensure that the curriculum is grounded in practice.
- Ensure that the process of integration and infusion guide the approach in curriculum development.
- Ensure the unitary delivery of the curriculum in contrast to a fragmented subject-based approach.
- Encourage the participation of all stakeholders in the developmental process of materials created for schools.
- Train a cadre of teachers in Curriculum Management techniques for each Region.
- Provide training support for practicing teachers.

3.2 Measurement, Evaluation and Research Unit

3.2.1 Mission Statement

The mission of the Measurement, Evaluation and Research Unit is to develop evaluation and assessment procedures so as to obtain and provide useful information that would facilitate more effective learning and teaching as well as sound decision-making within the Ministry of Education and other related agencies.

This Unit has as its objectives the following:

- Expose teachers and other education personnel to the fundamental issues and concepts involved in Assessment.
- Sensitize individuals to the need for objective and professional assessment of student learning within the classroom as well as regionally and nationally.
- Equip individuals with the necessary knowledge and skills of selecting and constructing appropriate assessment instruments.
- Facilitate the use of assessment instruments at classroom levels, as well as regionally and nationally for assessing student strengths and weaknesses, and to provide relevant information for planning appropriate instructional programmes.
- Formulate final assessment instruments for National Examinations.

3.3 Learning Resources Development Unit

3.3.1 Mission Statement

Learning Resources Development Unit is responsible for the provision of a variety of educational media, the application of new technologies into the teaching environment, and to assist in the enhancement of appropriate teaching strategies.

This Unit has as its objectives the following:

- Produce print and non-print materials for schools.
- Organize training programmes for teachers in the use, care and maintenance of audio-visual equipment in an effort to improve classroom teaching.
- Providing library services for teachers, teacher educators and students.
- Provide books and training of library staff to enhance school libraries
- Support Regional Learning Resource Centres/Reading Centres.

3.4 Materials Production Unit

3.4.1 Mission Statement

The Materials Production Unit has responsibility to print all approved materials for the Ministry of Education.

This Unit has as its objectives the following:

- Print and collate all National Examinations.
- Print and collate Digest of Educational Statistics.
- Print and collate all curriculum Guides and related materials.
- Print all official forms for the Ministry of Education.
- Print and collate Ministry of Education Annual Reports.

3.5 Distance Education and Information Unit

3.5.1 Mission Statement

Distance Education and Information Unit has responsibility for enhancing instructional in the classroom via radio, and to disseminate other educational information to the general public via the electronic and print media..

This Unit has as its objectives the following:

- Produce Broadcasts to Schools Programmes
- Train script writers for broadcast programmes
- Produce Broadcasts to Schools Teacher's Notes
- Conduct audience survey for School Broadcasts
- Produce the programme Talking About Education
- Produce educational magazines via the print media.

3.6 Administrative Unit

3.6.1 Mission Statement

The Administrative Unit has responsibility to ensure that the National Centre for Educational Resource Development keeps at the cutting edge of providing an effective and efficient service to the Ministry of Education.

This Unit has as its objectives the following:

- Attends to all matters connected with human resource support for senior technical staff.
- Ensure that the physical plant, including annexes, is always in a state of readiness.
- Ensure that all utility services are delivered and are of acceptable quality.
- Attends to social welfare and human relations issues connected employees at NCERD.
- Ensure security of the plant by scrutinizing the service provided by the security firm.
- Maintains an up-to-date inventory of all assets of NCERD.
- Ensure that all financial transactions are in keeping with standard financial regulations set by the government of Guyana.
- Maintains all vehicles in a state of road-worthiness.
- Ensure that the vehicles are used in accordance with rules governing the use of government vehicles.

The work of all six Units mirrors the Ministry of Education Strategic Plan 2003 – 2007 especially those connected with the following:

- Literacy and Numeracy
- Professional Support for Hinterland Teachers
- Information Technology Literacy
- Improving equity in education by giving special attention to children in difficult circumstances
- Improving access to quality secondary education
- Commitment to education for citizenship, Health and Family Life, and Human Rights
- Improving the human resources of the education sector
- Improving the managerial capability of schools for greater effectiveness and accountability

4.0 Summary Review of Current Year Programme

4.1 Priority and Supplementary Activities

The National Centre for Educational Resource and Development undertook the revision of the Easy Path Series in Social Studies and Science Grades 1 – 6 and English and Mathematics Grades 5 and 6. The Grade 9 textbook in English and Social Studies have been revised and the printing is awaiting the award of contracts. National and regional workshops were held in a range of subject areas and include workshops on Health and Family Life Education, Assessment, Script Writing, School and Community Participation. A number of competitions were held for school children and these include Essay, Spelling, Reading, and Debating, Logo/Art.

Curriculum revision saw revised national standards for literacy and numeracy, development of interactive radio instruction for Grade 1, development of Manuals for the introduction of literacy and numeracy, and to pilot tests to establish bench marks for Grade 1. National Grade 2, Grade 6 and Grade 9 examinations were held, and National Grade 4 examination was piloted. Guyana Technical Examinations were also held.

Schools in all Regions were visited to provide professional guidance to teachers and to follow up on the impact of training teachers received. During the visits, opportunity was taken to try out innovative ways in the process of curriculum delivery.

Basic laboratory supplies and equipment were supplied to several schools especially those entering students for external examinations at the secondary school level. Basic Information Technology support services were provided to schools with computer facilities. Technical guidance was given to schools to set up computer laboratory facilities.

The institution was able to utilize its resources to enhance the physical plant and to provide equipment and supplies to ensure a healthy and safe working environment. Additional office space was created and unserviceable equipment replaced.

The third batch of 261 school managers is currently undergoing the second phase of their training and is expected to complete the course in July 2006.

4.2 Specific Developments at Regional Level

A number of activities were designed to help the various regions enhance their human resource base. Officer/teachers were selected by their respective regions to participate in a number of courses. These are Master Trainers for the Education Management Course, Master Teachers in Secondary School Mathematics, Master Assessors for Primary School literacy and numeracy assessment, Training of Cluster Advisers and Master Trainers of the BEAMS Project and the training of regional assessment officers for the BEAMS literacy and numeracy programme.

4.3 Inter-Ministry Links

NCERD was able to forge links with other Ministries and agencies in a collaborative process for common programmes/projects. These are HIV/AIDS education with Ministry of Health, School Welfare with Ministry of Labour and Human Services, Health and Family Life and Citizenship Education with Ministry of Health, and the University of Guyana, Environmental Education with Environmental Protection Agency, Water & Sanitation Project with UNICEF, and Literacy & Numeracy Education with Adult Education Association, University of Guyana, & Non-Governmental Organisations.

4.4 Links with Donor Agencies and NGOs

NCERD has developed close links with a number of donor agencies and Non-Governmental Organisations in advancing the education delivery process. These are Basic Education, Access & Management Support Project (BEAMS) funded by the Inter-American Development Bank, Rights of the Child with the Guyana Human Rights Association, Escuela Nueva with Ministry of Amerindian Affairs, Metrication with Bureau of Standards, Teacher Education with GBET.

4.5 Links with Partners in the Caribbean and the Wider World

NCERD forged links with organizations within the Caribbean and the Wider World. These are Distance Education with the Commonwealth of Learning, Book Exhibition with Publishers from India, and syllabus revision with the Caribbean Examinations Council.

4.5 Priority Targets for 2006

- In addition to its routine work activities that are targeted for priority attention in 2006 are implementation of the new literacy and numeracy programme for Grades 1 & 2, the introduction of Grade 1 & 2 Mathematics instruction by radio, Printing of the revised version of *Adventures in English Book 3* and *New Horizons in Social Studies Book 3*, development of revised primary school curriculum guides in English and Mathematics, introduction of a fourth batch of school administrators to the Certificate of Education Management, the complete refurbishing of the institution facilities, the acquisition of a new vehicle, the revision of the Timehri Readers and workbooks, expansion of Information Communication Technology in schools by providing basic ICT training to teachers, the introduction of multimedia training for teachers at all levels, and school-base support for curriculum development and implementation.

TEACHERS' TRAINING

3.7.1.4

CYRIL POTTER COLLEGE OF EDUCATION

SUMMARY

The major achievements in teacher education at the Cyril Potter College of Education for the year 2005 were the-

- (i) successful completion of the training of 512 teachers for the school system. The batch comprised 118 early childhood teachers, 213 primary teachers and 181 secondary teachers.
- (ii) continued operation of the Guyana Basic Teacher Training Project (GBET). During the period under review the Teachers Foundation Programme under GBET came to an end. However, there are 26 teachers on a remedial course. They will write their examination in March 2006. Up to the end of 2005 a number of 275 teachers had successfully completed the up-grading programme.
- (iii) acquisition of four photocopiers for enhancing curriculum delivery and the production of examination materials.
- (iv) continued expansion of the curriculum to better meet the needs of the school system and the Guyanese society as a whole. Modules were revised for distance learning and the manuscript of a module in Portuguese was produced.
- (v) preparation of two modules in Special Education. One of the modules is a basic course in Special Needs Education. It will be offered to all students. The other is a handbook for Lecturers. OAS funded the production of the modules.
- (vi) completion of a mini pilot in the Literacy methodology under the BEAMIS project in Region 2 and in the Georgetown Education District using the RALP Readers.
- (vii) opening of three In-Service Centres. One each at:

Aishalton	Region 9
Bartica	Region 7
Kamarang	Region 7

This brings the number of locations at which CPCE operates to 14. The other locations are Vreed-en-Hoop, Anna Regina, New Amsterdam, Rose Hall, Linden, Lethem, Annai, Mabaruma, Moruca, Port Kaituma and Turkeyen. The Turkeyen Campus houses two centres, Turkeyen and Georgetown.

- (viii) The College Board was resuscitated under a new chairman and was given the same responsibilities as set out in the President College Act.

The major challenges which impacted on the College during 2005 were the

- (i) January floods which resulted in delays and the destruction of curriculum and other support materials. The College had to closed for five weeks.
- (ii) Electrical problems at the Turkeyen Campus. The wires continued to spark in different areas and GPL staff and contractors sent by the Ministry of Education had to be summoned.
- (iii) Staff shortages and difficulties in recruiting part-time staff to fill vacancies. This resulted in the late publication of examination results, the non-completion of some courses and resit examinations leading to a reduction in the number of graduating students.

2.0 MISSION STATEMENT

The Mission Statement mandates the College "To provide the formal education system with academically and professionally trained teachers at the Nursery, Primary and Secondary levels.

2.1 GENERAL OBJECTIVES

- (i) to provide a co-ordinated and an integrated approach to formal teacher education in Guyana.
- (ii) to effectively and efficiently train teachers who can function in Nursery, Primary and Secondary schools throughout Guyana.

THE ORGANIZATIONAL STRUCTURE – CYRIL POTTER COLLEGE OF EDUCATION

Cyril Potter College of Education has a hierarchical structure. The Principal and three Vice Principals are at the top of the hierarchy. The three Vice Principal positions are:

- (a) Vice Principal (Administration)
- (b) Vice Principal (Curriculum & Instruction)
- (c) Vice Principal (Development)

The main functions of each of the officers are described below.

3.1.1 THE PRINCIPAL'S ROLE

The Principal ensures that:

- (a) policy decisions made by the Central Ministry and Government of Guyana pertaining to Teacher Training are implemented.
- (b) the Principal and Vice Principals work as a team in the implementation of policies.
- (c) Central Ministry grants approval to all proposals for innovations in the delivery of the Training Programme.
- (d) the linkages between the various departments and offices are unimpaired.
- (e) the trainees obtain quality instruction and that the conditions of work for both the trainees and the lecturers are comfortable.
- (f) components of the CCETT, the GBET and the BEAMS projects for which Cyril Potter College of Education is directly responsible are properly managed and executed.

3.1.2 The office of the Vice Principal (Administration)

This office is charged with the responsibility of overseeing the following departments, services and facilities:

Clerical and Office
Accounts
Student Affairs
Library
Examination (Partly)
Transport
House Services
Cafeteria
Maintenance and Grounds
Storekeeping

Guard Services
Dormitory Facilities

The Vice Principal (Administration) is assisted by three Senior Lecturers (Student Affairs, Examination and Administration); the Administrator, a Senior Accounts Clerk and the Librarian. The office of this Vice Principal provides linkages for every unit of operation in the College and seeks to ensure that the system of linkage remains unimpaired.

3.1.3 . **The Office of the Vice Principal (Curriculum and Instruction)**

This office is responsible for the efficient delivery of the instructional programmes, the organization and the execution of the Teaching Practice Component and some aspects of the Examination process.

The Vice Principal therefore works in close collaboration with the Senior Lecturers (Administration, Teaching Practice and Examination) and the following Heads of Departments and Coordinators.

Heads of Departments

- Education
- Enrichment
- Language Arts
- Mathematics
- Pre-Vocational Studies
- Science
- Social Studies

Coordinators:

- Modern Languages
- Early Childhood

Innovations in the instructional programmes or the modus operandi of the Practical Teaching exercise are brought to a special meeting of the Senior Lecturers and Lecturers for discussion before being taken by the Principal to the Learning Systems Committee for approval.

3.1.4 **The Office of the Vice Principal (Development)**

The main duties of this office are to:

- (a) ensure that the requirements of the established In-Service centres are satisfied.
- (b) organize staff development sessions for all the Centres.
- (c) inform the Principal, the other Vice Principals and the Heads of Departments of the problems and needs of the centres so that these can be addressed.
- (d) ensure that there is uniformity in the mode of delivery of the instructional programme at the In-Service Centres.
- (e) play an integral role in the preparation and establishment of new centers.
- (f) monitor the Foundation or Upgrading programme in the various regions and liaise with REDO's.
- (g) assist with the monitoring of the Distance Education programme at the Centres.
- (h) promote the image of the College at national and community levels.

3.1.5 **The Role of the Heads of Centres, Heads of Departments and Co-ordinators.**

In order to effectively manage the institution there are eight Heads of Centres, seven Heads of Departments, three Senior Lecturers and six Co-ordinators who should work closely alongside the Principal and Vice Principals.

The Heads of Centres who manage the In-Service campuses report directly to the Vice Principal (Development). The Head of Centre in Region # 1 and that of Region # 9 are assisted by co-ordinators (2 in Region # 1 and 1 in Region # 9). The main duties of the Heads of Centres include recruiting part time teaching staff and managing the day-to-day affairs of their respective centres.

The Heads of Departments and the Co-ordinators for Early Childhood and Modern Languages are the responsibility of the Vice Principal (Curriculum and Instruction).

They ensure that the instructional programme of each department or programme is ably facilitated through the use of lecturers, tutorials and teaching materials.

The Senior Lecturer (Teaching Practice) and to some extent the Senior Lecturer (Examinations) also assist the Vice Principal (Curriculum & Instruction) to ensure effective dissemination of the curriculum and other related areas.

The Senior Lecturer (Teaching Practice) among other responsibilities makes contact with the schools and education officials in order to make arrangement for

attachment for the teaching stints of student teachers. The Senior Lecturer (Examinations) works closely with the Vice Principal to ensure that examination papers are prepared on time and that areas of difficulties are brought to the attention of the Vice Principal and Principal so that they can be dealt within a timely manner.

3.1.6 STAFFING

The institution experienced staff shortages during the period under review. This situation has been caused by a number of factors which includes retirement, resignation and also because the establishment has not been adjusted to keep pace with expansion of the curriculum and changes in the modus operandi of the College. Table 1 displays the number of full time academic staff and the vacancies at the Turkeyen Campus as per department up to December 31st. Table 2 reflects the number of full time academic staff and the vacancies at In-Service Centres as per centre. It should be noted that a Needs Analysis of the College was conducted during the last quarter of the year. It is hoped that among other things the report will give some indications as to the existing staff vacancies.

DEPARTMENT	NO. OF FULL TIME STAFF	NO. OF VACANCIES	REMARKS
Education	4	3	1 resignation (2006-01-01)
Mathematics	3	2	1 Head of Department
Science	3	1	1 Staff to teach Physics
Social Studies	3	1	Head of Department
English Language	5	3	2 to teach Reading
Modern Languages	2	1	1 Tutor to teach Spanish
Agricultural Science	2	0	
Home Economics	2	1	Both are retirees
Industrial Technology	1	2	The one staff is a retiree
Teaching Practice	1	1	For primary Teaching Practice
Enrichment: Info. Tech.	3	1	For IT Methodology
Phys. Educ.	1	1	
Music	1	1	Trained Musician
Art	1	1	Art Educator
Business	0	1	
Distance Education	5		1 resignation (2006-01-01), 1 retirement (2006-01-01).

CENTRE	NO. OF FULL TIME STAFF	NO. OF VACANCIES	REMARKS
Anna Regina	4	0	But 1 will retire w.e.f. 2006-02-01
Georgetown	0	5	
Linden	1	2	
New Amsterdam	2	3	
Rose Hall	3	0	
Vreed-en-Hoop	2	1	Head of Centre

Apart from those vacancies listed above, there are other vacancies for cleaners, grounds men, library staff, laboratory technicians, a carpenter, clerical staff, a farm hand and a gardener.

4.0

REVIEW OF CURRENT YEAR'S PROGRAMME

4.1.1

GENERAL ADMINISTRATION**SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME**

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1	Prepare all Cabinet Papers on a timely basis and take follow-up action.	Fifty-six (56) Cabinet Memoranda were submitted to Cabinet for approval	Memoranda were successfully dealt with
2	Make all arrangements for officers traveling overseas on Government business or attending Seminars/Workshops	Twenty-six (26) persons attended conferences and official business overseas.	Task was satisfactorily completed.
3	Make all arrangements to receive officials coming from overseas to conduct/participate in seminars/workshops.	one hundred and forty (140) persons were received on the Ministry's behalf. CXC markers inclusive.	Tasks were satisfactorily completed.
4	Process applications for transcripts and Records of Service.	One thousand, four hundred and ninety-nine (1,499) Transcripts, Records of Service were processed for the year.	Task was satisfactorily completed.
5	The use of the school building for various functions.	Eighty (80) schools were used for various functions	Task was satisfactorily completed.
6	Consignments were cleared through the Ministry's Customs Department.	Twenty (20) sets of articles were cleared.	Task was satisfactorily done.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
7	Pay rentals for schools and dwelling houses on quarterly basis.	Rentals for thirty (30) schools and dwelling houses were approved for payment.	All payments were paid promptly.
8	Publication of Official documents and advertisements for the National Newspaper.	A total of seventy-three (73) publications were processed during the year under review. These included entrance for Linden Technical Institute, New Amsterdam Technical Institute, Essequibo Technical Institute	Task was satisfactorily completed.
9	Prepare contracts for teachers/students to undergo studies at University of Guyana.	Ninety-eight (98) contracts were prepared for the year 2005 for students to attend U.G	All Contracts signed by students to attend U.G
10	Annual Report	Annual Report for 2004 was completed and circulated	Task was satisfactorily completed
11	Telephone Service	Five (5) requests for additional telephone service were submitted to G.T& T.	All requests were completed

SECURITY SECTION**SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME**

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	To ensure that an optimum level of security is provided at school and Ministry's buildings.	During the period under review, there had been a marked decrease in thefts and related offences that were usually committed on ministry's buildings and schools within Georgetown and its environs.	Security Guards were employed at schools and Ministry's buildings.
2	To investigate all reported incidents of losses and submit monthly reports in order to assess the amount of losses suffered and to establish liability for same.	During the period under review there were four (4) reported incidents of theft.	The physical condition of some of our schools makes them vulnerable. Unfenced compounds, the absence of security lights and guard huts as well as absence of toilet facilities are some of the setbacks to efficient security. These are compounded by occasional power outages In addition to the above there are no Security checks to check on the schools. Late payment of security grants to schools is also a set back to efficient security .

4.1.3

TRANSPORT DEPARTMENT**SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME**

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Provide inputs for operation of vehicle	All vehicles repaired and serviced when necessary, tyres are supplied, fuel is supplied when required	Planning of schedule for each vehicle
2	Servicing of vehicles	Vehicles were serviced when necessary	Reliable Mechanic has been identified
3	Checking of Log Books	Log Books are supplied to drivers who made entries that were checked by transport officer.	State Audit Finalized checking process
4	Record kept for vehicles	Records are kept for each vehicle	Files are open for every vehicle.

4.1.4

SPECIAL PROJECTS UNITSUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME

ACC. HEAD	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
6116	<p><u>CONTRACTED EMPLOYEES</u> The Special Projects Unit will continue to retain the services of one Contracted Employee to effectively manage the unit at an annual cost of G\$2,049,340 for the year 2005.</p>	<p>The target achieved under this head was full disbursement of all monies owing to contracted employees, which represents 100.0%.</p>	<p>There was no variance since all obligations were met throughout the year of 2005.</p>
6117	<p><u>TEMPORARY EMPLOYEES</u> The unit set out to hire six (6) part-time porters to work on three vehicles at an hourly rate of G\$195 for an 80 hour fortnight = $80 \times 6 = (480 \times 26 = 12,480 \text{ hrs at } G\\$195.00 = G\\$ 2,433,600)$.</p>	<p>Although some setbacks in the distribution process, porters were hired and paid the sum of G\$871,376 which represents a 35.0% achievement.</p>	<p>Due to the flood and poor transportation facilities coupled with the unavailability of funds prevented the unit from achieving its target.</p>
6131	<p><u>OTHER DIRECT LABOUR COST</u> The target for this head is set to have four(4) drivers involved in the distribution of school feeding supplies for the year 2005 in Region 5, 6, and 10 at a total of 20 hours per month at G\$208 ($4 \times 20 = 80 \times 12 = 9,60 \times G\\$208 = G\\$ 199, 680$ annually.</p>	<p>Drivers were hired and paid a total sum of G\$125,947 which represents 63.0% achievements.</p>	<p>Because of the poor condition of the unit vehicles, drivers could not work according to plan.</p>

ACC. HEAD	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
6133	<p><u>BENEFITS AND ALLOWANCES</u> Incentive is to be paid to staff members who perform beyond the call of duty at the end of the year at an annual cost of 126,000.</p>	<p>There were no releases under this head. As such no expenses incurred thus = 0.0%.</p>	<p>No money was made available for the payment that was anticipated.</p>
6221	<p><u>DRUGS AND MEDICAL SUPPLIES</u> The unit intends to purchase Drugs and Medical Supplies to meet minor health needs of staff members at a annual cost of G\$35,000.</p>	<p>The amount allocated under this head is G\$25,000 of which all were spent, thus 100% achievement.</p>	<p>Amount allocated were inadequate to meet targets needs.</p>

ACC. HEAD	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
6222	<p><u>FIELD MATERIALS AND SUPPLIES</u> The target set under this head is to purchase Field Materials for staff members who are involved in the distribution of school feeding supplies at an annual cost of G\$130,000.00.</p>	<p>The amount allocated under this head is G\$130,000. As such materials were purchased and distributed thus 100.0% achievement.</p>	<p>Budgetary allocation were adequate to purchase field materials during 2005.</p>
6223	<p><u>OFFICE MATERIALS AND SUPPLIES</u> Under this head, the sum of G\$210,000.00 were budgeted to purchase office supplies for the year 2005 so as to lend support to the field staff.</p>	<p>Budgetary Allocation were G\$210,000.00 of which the entire amount were spent thus represents 100.0% achievement.</p>	<p>The amount allocated were utilized according to plan and was adequate to meet expenses incurred during the year.</p>
6224	<p><u>PRINT AND NON PRINT MATERIALS</u> The amount targeted to purchase log and RTP books, Daily newspapers and Diaries for the year 2005 is G\$60,000.</p>	<p>In the year 2005, the unit spent G\$55,390 out of a Budgetary Allocation of G\$60,000 which represents a 92.0% of achievement.</p>	<p>Poor and untimely releases accounted for the 8.0% short fall in spending for 2005.</p>
6231	<p><u>FUEL AND LUBRICANT</u> For the year 2005, the unit targeted to purchase Fuel and Lubricants at an annual cost of G\$2,043,000.00</p>	<p>The Budgetary Allocation for the year is G\$1,100,000. However the amount spent was G\$1,187,873.00 this represents 7.0% above allocation.</p>	<p>The difference in price for fuel accounted for 7.0% difference of budgetary allocation.</p>
6243	<p><u>JANITORIAL AND CLEANSING SUPPLIES</u> The unit target to keep its environment in a clean and healthy condition throughout the year at an annual cost of G\$65,000.</p>	<p>Under this head the sum of G\$70,000 was allocated of which G\$70,207 was spent, which represents a 100.0% achievement.</p>	<p>The difference in price accounted for the G\$207.00 over budgetary allocation.</p>

ACC. HEAD	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
6261	<p><u>LOCAL TRAVEL AND SUBSISTENCE</u> The target set under this head is as follows:- 6 trips per year to Madhia @ G\$125,000 per trip. 6 trips per year to Region 9 @G\$1,350,000 per trip. Regs. 2,3,4, and 10, 9 times per year for each region at an annual cost of G\$10,665,000. Staff allowance and field visits at a total cost of G\$850,000 and an overall cost of G\$8,850,000 For the year G\$19,515,000.</p>	<p>The amount allocated under this head is G\$8,800,000 or 45.0% of estimates. The amount spent is G\$14,144,750 or 72.0% of estimate and 60% over and above allocation.</p>	<p>Due to the breaking down of the GDF Aircraft and poor allocation to purchase biscuits, funds were transferred from Account #6265 to pay expenses as they incurred.</p>
6264	<p><u>MOTOR VEHICLE SPARES AND MAINTENANCE</u> The target of the unit is to keep its vehicles in good working order for a minium of 95% of the time for the year 2005 at an annual cost of a G\$2,314,118</p>	<p>Budgetary Allocation under this head is G\$1,500,000 or 64.0% of estimates of which the unit spent G\$725,145 or 48.0% of allocation.</p>	<p>Poor releases coupled with unavailability of spares prevented the unit from utilising the funds allocated. However, when vouchers are submitted for processing, the funds were already used up.</p>
6265	<p><u>OTHER TRAVELLING AND TRANSPORT</u> The unit targarted to send school feeding supplies to Region 1, 6 times for the year by T & HD at G\$50,000 per trip and 9 times to parts of Region #7 at G\$20,000 per trip and to send supplies by chartered air flights to parts of Region 7 and 8-24 times per term at G\$6,000,000 per term or G\$18,000,000 annually.</p>	<p>The amount allocated under this head is G\$13,000,000 or 72.0% of estimate. The unit spent G\$5,106,716 or 39.0% of Budgetary allocation. The remaining G\$7,893,284 was transferred to line item #6261 and #6292 to help pay for shortfall under that head.</p>	<p>Due to poor releases and the breaking down of the GDF skyvan, the unit was unable to carry out all the works planned for the year 2005.</p>

ACC. HEAD	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
6282	<p><u>EQUIPMENT MAINTENANCE</u> The unit set out to do maintenance works on all of its equipment so as to keep them in good working order for the year 2005 at a total cost of G\$470,000.</p>	<p>The amount allocated under this head is G\$220,000 or 46.0% of estimate out of which the entire amount was used. Thus 100.0% achievement.</p>	<p>Amount allocated were inadequate to carry out repairs that were planned for 2005.</p>
6283	<p><u>CLEANSING AND EXTERMINATION SERVICE</u> Rentokil is contracted to provide services to this unit each quarter or four times per year for 2005 at an annual cost of G\$50,000 or 12,500 per quarter.</p>	<p>The amount allocated under this head is G\$50,000 which represented 100.0%. The unit spent G\$45,516. This is equal to 91.0% achievement for the year 2005.</p>	<p>The difference is due to Rentokil who did not send in their invoice for the Sanitax service for the last quarter.</p>
6284	<p><u>OTHER</u> Under this head it was targeted to meet expenses incurred which is not catered for under any other head at an annual cost of G\$40,000.00</p>	<p>The budgetary allocation under this head is G\$40,000 or 100.0% of estimate of which G\$25,635 were spent thus a 64.0% achievement.</p>	<p>There were no other expenses incurred during the year which accounted for difference.</p>

ACC. HEAD	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
6292	<p><u>DIETARY:</u></p> <p>For the year 2005 the unit targareted a student population of 166,510 at an average attendance of 90% = 149,875 students in all Nursery and Primary Schools through out the country. Each student will be served with 4 biscuits and 1 ounce of non fat dried milk for 195 days of the school year at an annual cost of G\$219,375,000 to cover the cost of manufacturing 292,500 boxes of biscuits. The milk is being donated by Food for the Poor (Guyana) Inc. However, the budgetary allocation of G\$90,000,000 has forced the unit to reset its target as follows:-</p>	<p>Despite the poor allocation, distributions were done in all ten (10) administrative regions country wide, and base upon those projections the following percentages were achieved:</p>	<p>In the first quarter of 2005, the unit was unable to distribute school feeding supplies to some of the schools in parts of Regions 3,4, and 5 due to the flood.</p> <p>Supplies were sent to parts of Region 7 and 8 by chartered air flights for the three quarters of 2005.</p>

TARGET SET				TARGET ACHIEVED				ANALYSIS OF SUCCESS FAILURE
								The proposed merging of the Books Distribution Unit and the Special Projects Unit as of September 1, 2004 did not take place, leaving two vanettes for distribution which is grossly inadequate
Reg No.	NAME	BISCUITS BOXES	MILK SACKS	Reg No.	NAME	BISCUITS BOXES	MILK SACKS	% achieve
1	Barima Waini	6,000	3,000	1	Barima Waini	6,000	5,810	94.0%
2	Pomeroon/ Superaan West	10,000	3,500	2	Pomeroon/ Superaan West	10,000	8,555	86.0%
3	Demerara/Essequibo Islands	20,000	6,000	3	Demerara/Essequibo Islands	20,000	21,170	106.0%
4	Demerara/ Mahaica	24,500	8,000	4	Demerara/ Mahaica	24,500	48,729	199.0%
5	Mahaica/ Berbice	10,000	1,250	5	Mahaica/ Berbice	10,000	4,882	49.0%
6	East Berbice/ Corentyne	25,000	4,000	6	East Berbice/ Corentyne	25,000	5,718	23.0%
7	Cuyuni/ Mazaruni	4,500	1,125	7	Cuyuni/ Mazaruni	4,500	1,858	41.0%
8	Potaro /Siparuni	2,500	650	8	Potaro /Siparuni	2,500	1,777	71%
9	Upper Takatu Upper Essequibo	10,000	3,900	9	Upper Takatu Upper Essequibo	10,000	9,686	97%
10	Upper Demerara / Berbice	7,500	1,750	10	Upper Demerara / Berbice	7,500	4,128	55%
TOTAL BISCUITS & MILK		120,000	33,175	TOTAL BISCUITS		120,000	112,113	93%
<p>The cost for purchasing biscuits is 120,000 x 750 = \$90,000,000 However, only 112,113 boxes were purchased due to the increase in price on two occasions for 2005.</p>								Regions 5,6 and parts of 7 and 10 were poorly served due to the unavailability of funds to pay T & HD for freight and Toll for vehicles to go to these areas. However, these areas were properly served in the last quarter of 2005.
Reg No.	NAME	BISCUITS BOXES	MILK SACKS	% achieve				
1	Barima Waini	3,000	1,702	57%				
2	Pomeroon/ Superaan West	3,500	2,278	65%				
3	Demerara/Essequibo Islands	6,000	5,047	84%				
4	Demerara/ Mahaica	8,000	5,999	75%				
5	Mahaica/ Berbice	1,250	892	71%				
6	East Berbice/ Corentyne	4,000	300	8%				
7	Cuyuni/ Mazaruni	1,125	318	28%				
8	Potaro /Siparuni	650	218	34%				
9	Upper Takatu Upper Essequibo	3,900	3,828	98%				
10	Upper Demerara / Berbice	1,750	865	49%				
TOTAL BISCUITS		33,175	21,447	65%				

ACC HEAD	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
6292			<p>For the first time in 6 years, the unit had to hire private transportation to carry school feeding supplies to the above Regions so as to ensure that school feeding supplies reaches the schools.</p> <p>All Nursery and Primary schools received supplies throughout the school year.</p> <p>Food for the Poor (Guyana) Inc. continues to donate non fat dry milk to the Ministry for the school feeding programme.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
6293	<p><u>REFRESHMENT AND MEALS</u> During the year 2005, it was targeted to provide staff members with four (4) biscuits and a cup of tea at 10:00 a.m. each working day of the year at an annual cost of G\$80,000 or G\$6,666.00 per month.</p>	<p>The Budgetary Allocation for the year is G\$80,000 or 100.0% of estimate, out of which the unit spent G\$78,640 thus a 98.0% achievement.</p>	<p>The amount allocated proved to be adequate for this purpose. The difference is negotiable.</p>
6302	<p><u>TRAINING INCLUDING SCHOLARSHIP</u> The target under this head is to train members of staff with basic skills on how to operate a computer, also to improve communication and the use of proper English in letter writing at an annual cost of G\$75,000.</p>	<p>For the year 2005 the budgetary allocation is G\$75,000 or 100.0% of budget. Only G\$25,000 were released. However the unit was unable to utilise this fund, thus 0.0% achieved.</p>	<p>During the year 2005, the unit was forced to operate with a skeleton staff, since no replacements were made for those who left the job. It was difficult to find suitable persons to send for training.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1.	<p><u>HUMAN RESOURCE MANAGEMENT</u> The Special Projects Unit is structured to manned by 20 persons as follows:- (a) Head of Unit, (b) Typist Clerk (c) Three Distribution Clerks (d) Accounts Clerk (e) Store Keeper (f) Asst. Store Keeper (g) Office Assistant (h)4 Drivers (i) Cleaner (j) Part-time Porters representing 100.0% or fully staffed.</p>	<p>Actual staffing for beginning of 2005, was fourteen persons which reduced by five by mid-year leaving nine. Two other staff were added during the year which makes eleven. Representing 55% of required staff.</p>	<p>The quality of new recruits is very poor, thus putting severe strain on the unit, since the work still have to be carried out. Request for more staff were made with out success.</p>
2.	<p><u>COMMUNICATION</u> Maintenance were carried out to the unit communication equipment to ensure that they are in working order all year through.</p>	<p>Because of good maintenance work don on the communication system it was possible for them to be available for approximately 90.0% of available time.</p>	<p>Minor repairs and servicing were done to these equipment which take up the 10.0% difference in time.</p>
3.	<p><u>MAINTENANCE</u> For the year 2005, the unit targeted to keep its office equipment and office in a clean and healthy condition through out the year.</p>	<p>Minor repairs works were done to the office building fence, gate and furniture during the year 2005.</p>	<p>The unit is now looking forward for the construction of a trestle for the over head tank in 2006.</p>
4.	<p><u>FURNISHINGS</u> The unit set out in 2005 to replace its computer systems at an annual cost of G\$615,000 and office furniture of G\$250,000 since the present system keeps breaking down, and some furniture are old.</p>	<p>During the year 2005, no funds were made available for this programme. As such no furniture or equipment were acquired.</p>	<p>Failure of the Ministry of Education to make funds available resulted in the non purchase of much needed articles.</p>

BOOK DISTRIBUTION UNIT**SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME**

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p>Acquisition of exercise books is 2,500,000. This amount represent Single Line, Double Line, Plain and Chequered.</p> <p>Acquisition of text books from the Government of Guyana, the Infant for all Fast Tract Initiative. (EFAFTI) and the BEAMS Project was 502,100 books.</p> <p>Sorting, counting and stamping of textbooks.</p> <p>Acquisition and distribution of stationery to the regions for the usage in schools.</p> <p>Usage and maintenance of vehicles.</p>	<p>Amount distributed was 1,836.394 it also represent Single Line, Double Line, Plain and Chequered.</p> <p>Total distribution was 428,791. This difference was remainders and would be reallocated in 2006.</p> <p>Target was achieved on time</p> <p>School stationery were not purchased because they were enough in stock and only a few regions requested.</p> <p>Vehicles were serviced regularly.</p> <p>However, one of the vehicles was giving some problems in the last quarter of the year.</p>	<p>There were some delays with the 2005 contract.</p> <p>Textbooks for both primary and secondary schools were distributed throughout the ten administrative regions.</p> <p>The vehicles were used to distribute text and exercise books, curriculum guides and other school supplies and also the distribution of milk and biscuits for Special Project Unit.</p>

4.1.6

CENTRAL REGISTRY

SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	Manage records in an effective manner.	95%	There was ready accessibility of records to users.
	Prompt mail processing and distribution.	98%	Mail delivered in-spite of mail bag not always being collected on time.
	Eliminate needless storage of records.	60%	Few files were updated and some of these were dispatched to Bedford for storage. Other closed files were kept at the Registry because of poor conditions that exist at Bedford bond.
	Work environment to be maintained to make it conducive to work	98%	This unit was kept clean most of the time and medical supplies were available to staff.

4.2.0 FINANCIAL

4.2.1

CENTRAL ACCOUNTING UNIT SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1	Registration of employees with National Insurance Scheme	95%	
2	Reintroduced salaries control	100%	
3	Balancing pay changes to Ministry of Finance classification and Keying pay changes.	100%	This was done at the Ministry of Finance.
	Submit forms 2 to Guyana Revenue Authority for the year 2004.	100%	Returns were submitted on time.
4	Entering part-time pay sheets from outstations.	100%	
5	Prepares and submits PL Form to AS (F).	100%	
6	Entering capital releases Approve commitments	100%	
7	Maintaining Deposit Ledgers viz U.N.I.C.F.	100%	
8	Entering pay sheets computers and hand written in Ledgers	70%	

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
9	Maintaining advance register both manual and computerized pay sheets in ledgers. Paying deductions to Agencies	50%	
10	Entering Cheques, expenditure and salaries in counter cash book.	80%	
11	Examination of vouchers, computer and manual.	100%	
12	Reconciliation of bank accounts viz H.I V (Aids), H.I.V (U.N.F.P.A) and Imprest Accounts.	80%	
13	Collects cash flow from activity managers and compile to programme.	100%	

BUDGET AND FINANCE SECRETARIAT**SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME**

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1.	To effectively coordinate the activities of the Budgeting and Finance Sub-programme	92 %	<p>The level of achievement can be considered favourable. There were minor slippages that could be attributed to a number of contingent factors such as failure to prioritize or to observe prioritized issues/functions (of critical events/activities), misconception by some parties of their main/critical roles, in the timelines for the delivery of services and the effective use of scarce resources. There were also few instances when the strict observance of procedures, in exigent circumstances, was not most evident. Disproportionate releases also had their impact on effective programme coordination. The Integrated Financial Management and Accounting System has now self-actualized into a very effect tool and vehicle for financial management (including forecasting, control, analysis and review). There were far fewer instances of inadequate/untimely guidance by the Ministry of Finance. In fact the Budget Officer was a source of inspiration. However, coordination was much smoother from the second quarter. From the lessons</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
2.	The effective management of the Expenditure Planning and Monitoring Unit (EPMU)	88%	<p>learned these issues have been redressed and coordination in subsequent years can be expected to be much better. The earlier than usual closure of the IFMAS system had a debilitating effect on projects towards the end of the year since those expected to be completed close to the closure of the fiscal year were not treated as multi-year contracts; and same were caught in a bind when the expected time overrun was not granted. These apart, there were many areas of notable success.</p> <p>Total attrition during the year resulted in skills drainage and the ability to effectively analyze expenditure pattern etc. This unit, which for sometime now has been institutionalized, was not immensely successful; since there has been continued recognition by all Activity/Sub Programme Managers that this unit is a critical component in our efforts to maintain proper financial management. This unit for a significant part lived up to expectations in giving timely expenditure analysis and projections that proved most invaluable to Activity, Programme and Sub-programme Managers as well as the Agency Budget Committee.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
3.	<p>Provide training opportunities for the other sub systems in the Ministry of Education in</p> <ul style="list-style-type: none"> (a) Budget Preparation (b) Financial Management (c) Stores Management (d) Records keeping (e) Inventory Management (f) Customer care (g) Change Management (h) Time Management (i) Use of Information Technology <p>cash book management payroll management inventory management</p> <ul style="list-style-type: none"> (j) Diffusion of vital information on the Education Strategic Plan. Participation in the crystallization of the process. 	75% varying degrees of implementation of (a) –(h) were attempted/achieved	<p>The level of success of the management of this unit is also evident in the support it rendered to the unit responsible for virements and releases. The few instances of slippages whenever/wherever convenient were corrected by timely interventions after collaboration with activity managers and the unit.</p> <p>At various intervals there has been evidence of reclining into the old ways of doing business unless there was constant reinforcement. Notwithstanding this there have been significant changes in the attitude of Activity Managers towards financial management. The new IFMAS system have impacted positively and most officers are now actively participating in/managing their finances (as a result of visits by the Deputy Permanent Secretary (F), the EPMU and attendance at Agency Budget Committee Meetings by Activity Managers) provided understanding in most aspects of training enumerated in column 2. Continue to clarify linkages and key processes in the system. Key concepts such as: Universal Secondary Education</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
4.	To coordinate a response to queries raised by the Auditor General and to implement recommended changes in the Financial Management to ensure compliance with Regulations and instructions.	95%	<p>Literacy/Numeracy and how education has to play a role in the suppression of ignorance, poverty and social alienation; while at the same time being the harbinger for development in every sphere.</p> <p>There was a coordinated response to the report by the Auditor General for the previous year 2004. There was stricter adherence to Financial Regulations and instructions.</p> <p>There were some recurring issues in the Auditor General's report that were unresolved in the year under review. Generally there was stricter observance of rules guiding financial management. However, there were instances/evidence of some sectional/activity heads being evasive and not observing certain protocols or responding to insights in queries.</p>
5.	Coordinate the preparation of the Annual Recurrent Budget.	99%	<p>This activity played the key role in pulling the fragmentation proposals into a cohesive financial plan for the Agency.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
6	To constantly and effectively review the Ministry's Cash Flow to ensure timely spending and the availability of funds.	95%	By and large this was a successful endeavour. However, there were instances when sufficient funds were not available under some chart of Accounts as spending deviated from plans. At these critical junctures it was necessary to adopt a number of options to ensure the programmes are not derailed; including reprogramming and virements. The restricted use of the virement (with respect to amount and timing) made it imperative that cash flows be done in an informed manner to prevent shortage or excess funding. There were instances of imbalance between/among some activities as some managers increased while others decreased spending as variances affected their programmes or while some were postponed/cancelled.
7	To attend monthly/quarterly Recurrent and Capital Releases Meetings and to properly represent the Ministry's case for funding.	96%	The granting of the desired releases was fairly successful. The State Planning Secretariat continued to be diligent in ensuring that all funds released were capable of being spent. The over abundance of caution sometimes resulted in a cash flow shortage; the State Planning Secretariat only released funds after awards were made by the Central

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
8	Coordinate activities between the Personnel Department and the Central Accounting Unit to ensure purification of the payroll.	96%	<p>Tender Board. There were delays in getting funds to initiate/start projects. It should also be noted that towards the very end of the year when the State Planning Secretariat had the greatest propensity to release funds, the Ministry was least able to coordinate and effectively absorb available releases, hence funds being unspent. Under the Recurrent Programme there was the paradox of excessive funds in some chart of accounts while others experienced chronic shortage due mainly to poor cash management by Activity Managers whose spending was not in tandem with their cash flow. Other Activity Managers, ironically, had funds but did not spend to plan; thus under-spent spending increased significantly in December. Although there is satisfactory level of consideration, there is room for critical improvement.</p> <p>Slippages were induced by tardy managers who did not ensure that all cases of resignation or dereliction of duties were reported urgently. Even when this was done there were bureaucratic delays that resulted in some names remaining on the payroll for sometime after</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
9	The effective management of the Ministerial Tender Board to ensure timely procurement of goods and services within the established legal framework. To maintain records and to file monthly returns to the Central Tender Board.	93%	<p>the office holder would have demitted same. There were instances when files were not properly routed and critical time to cleanse the payroll was lost. The consequences of such slippages are payments being made to bank accounts of officers for some time after they would have demitted office. This has been a perennial concern of the Auditor General.</p> <p>With the establishment of Personnel accounting sub-units to deal specifically with teachers' payroll the incidence of slippage in the purification of the payroll was reduced somewhat.</p> <p>The procedures were diligently followed in a timely manner. For all practical purposes the record keeping for the determination of all matters could be considered reasonable. The operation of this unit ensured that transparency and accountability was maintained</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
10	To effectively communicate to Heads of Departments and Members of the public, information pertaining to government policy and fiscal management in the Education Sector.	92%	Highly successful in communicating the policies and fiscal plans to the internal as well as the external clientele. This was done through the issuance of circulars and reinforced by one to one (personal) contact.
11	To participate meaningfully in the government wide programme for Financial Management reform; with special emphasis being placed on the Integrated Financial Management and Accounting System (IFMAS)	88%	This is an ongoing process. Review of the Government Financial Management System was done at various levels: - (a) At the level of the Ministry as a discrete provider of a specific good/service; and what is required to optimize the good/service. (b) At the level of all government agencies as a collective operating under general rules/procedures and integrated technologies.
12	To play a meaningful role in the coordination of and participation in the National and other events.	95%	There was participation in and coordination of most if not all National Events such as Mashramani, Education Month, Environmental Week Activities. The National Athletics, cycling and swimming championships were not held although all arrangements were finalized by this unit. Participation was also done in the review of the Poverty Reduction Strategy paper/programme.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
13	Participation in the dissemination of data/training in the Public Sector Modernization Programme	65%	<p>A great measure of staff enlightenment/involvement achieved. The changing form and function of the public service have been highlighted. The need to retrain and innovate to meet new challenges and demands was most evident. However, the need to provide/acquire state-of-the-art Information Technology equipment and software, with a more critical role for the Management Information System Unit are real challenges for the system.</p> <p>Modules for the enhancement of the new Procurement Act were also studied and subsequent dissemination done to lower/other tiers of the Ministry.</p>

4.2.1.2

EDUCATION PLANNING UNIT
SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1	<p>Completion of Data entry, tabulation and analysis of data for the 2001-2002 / 2002 -2003 Statistical Digest</p> <p>Printing and distribution of 600 copies of the 2001-2002 / 2002-2003</p> <p>Printing and distributing to schools approximately 3000 Statistical Questionnaires for the academic year 2005-2006</p> <p>Conducting BEAMS Baseline Study</p> <p>Conduct a School Mapping Exercise</p> <p>Involvement in the Social Statistics Project</p> <p>Monitoring of Regional Indicators</p>	<p>Data entry of all returned questionnaires 100% completed for both copies.</p> <p>The 2001-2002/2002-2003 Statistical Digest were completed and printed during the fourth quarter of 2005 and 500 copies distributed.</p> <p>The task 100% completed</p> <p>Study was conducted in the remaining 3 educational districts/regions</p> <p>Maps for each educational district were upgraded and staff of the unit trained.</p> <p>100% involvement. Reports submitted: Training sessions accepted and attending</p> <p>100% complete. All regions submitted</p>	<p>Great effort by statistical staff made these two productions possible with the collection of statistical Questionnaires.</p> <p>The upgrading and linkage of the unit's database made this successful</p> <p>The presence of an international consultant, 2 EPU staff, contracted retirees and UG students facilitated this activity.</p> <p>The presence of an international consultant who trained the staff facilitated this activity.</p> <p>With this project the unit will have another Statistician and other statistical staff upgraded and additional furniture and equipment.</p> <p>This initiative is facilitated with visits to the regions</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
2	<p>Preparation of Capital Estimates for MOE for the year 2006.</p> <p>Production of School Improvement Plans (SIPs).</p> <p>Monitoring and Evaluating School Improvement Plans (SIPs)</p> <p>Monitoring Externally Funded Projects / Programmes</p>	<p>Estimates were prepared and submitted to the Permanent Secretary of the MOE and the Ministry of Finance in keeping with deadlines.</p> <p>Training was done in regions 1, 4, G/town, 6,7,8,9 & 10 with approximately 4,000 persons comprising head-teachers, staff reps, parents and community reps.</p> <p>Schools in the following regions were reviewed: Region 4,G/Town,6; – 6 each Region 9,5 – 5 each</p> <p>The following Activities were facilitated / monitored:</p> <p>Monitored :</p> <p>Transition of the World of Work. More than 90% of planned activities executed</p> <p>GOG/ UNICEF programme Escuela Nueva project.</p>	<p>An early start by the Planners and prompt responses by most Heads of departments facilitated the process.</p> <p>The presence of an international specialist, 2 Planners facilitated the training</p> <p>The presence of the Community Involvement Specialist more SIPs will be better facilitated.</p> <p>This was best executed in the form of Career fairs; workshops to assist students in their transition to the world of work; more teachers were also trained. This is an ongoing process.</p> <p>The other three (3) activities were monitored by the Planning Unit. Execution of these activities was affected by the flood in the first</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
		<p>UNICEF Child Friendly Schools. Less than 10 % of the proposed programme executed.</p> <p>Facilitated & Monitored:</p> <p>UNICEF Enhancing Girls education through Magnet School Initiative .All of the planned activities executed:- To introduce teachers to peace education, to produce and demonstrate the use of eaching / learning materials and how to assist girls caring for themselves.</p> <p>2. Empower parents with knowledge and skills to enhance children's education.</p> <p>UNICEF Strengthening of Resource Centers</p>	<p>quarter of 2005. However, performance remained disappointing during the rest of the year. There to executing activities in a timely fashion than in previous years.</p> <p>This has resulted in less than 40% planned activities being executed. Long delays by the accounting department in Liquidating expenditure were also responsible for less funds being allocated to these Areas.</p> <p>This initiative is facilitated by planning unit. Two (2) co-ordinators were contracted , Two (2) Teacher Education W/shop were held and one (1) Parent Education w/shop.</p> <p>UNICEF provided books and utilities eg, Solar Panels. This supported what is being done through EFA-FTI .</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
		<p>UNICEF Health and Family Life Education (HFLE). More than 80% of planned activities achieved. The Grades 1-9 Curriculum Guides; Grades 1&2 Activity Guides; Grades 3-9 Infusion Guides; Teachers' Training and Resource Manual produced.</p> <p>OAS Project for Meeting Special Needs in Classrooms. 100% completed.:- Its focus was to strengthened CPCE's ability to offer relevant teacher training for students with special needs. Special Modules drafted and equipment was sourced from overseas to assist programme.</p> <p>BEAMS All monitoring reports submitted on a timely basis. Reports made monthly to the Project Management Council.</p> <p>Implementation of EFA-FTI Year 1 Work Plan. 100 % of planned activities carried out.</p>	<p>Technical capacity of Co-ordinator accounted for this achievement</p> <p>The financial and logistical aspects of this project were co-ordinated by the EPU. The support and advice o the Special Education Co-ordinator was a major factor in the completion of project activities.</p> <p>Much of the success in this area has been due to the presence of an international consultant financed through the project. Staff of the unit has been trained and has been visiting and working with TCU's heads collecting much needed information.</p> <p>Technical capacity of the team accounted for the level of success.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p>Sanitary facilities water and electricity were constructed and upgraded in some 16 Primary schools; Payment of Remote Area Incentive (RAI) were paid to 846 Hinterland Primary teachers, re-printing and procurement of books and equipment were made possible; the establishment of eleven (11) Resource Centers in Regions # 1,7,8,9& riverrain 10</p> <p>Supporting and Developing Regional Plans, 100% complete.</p> <p>Training programmes held in regions #1,7,8 & 9 through the Council for Indigenous Sovereignty (CEIS) Consultancy. Regions in turn will develop their regional plans.</p> <p>Preparation of Project Proposals.</p> <p>Improvement of the Management Information Systems (MIS) of the Ministry of Education</p> <p>Monitor and Maintain Networking infrastructure.</p> <p>Support to Regional IT Officers through training.</p>	<p>Sanitary facilities water and electricity were constructed and upgraded in some 16 Primary schools; Payment of Remote Area Incentive (RAI) were paid to 846 Hinterland Primary teachers, re-printing and procurement of books and equipment were made possible; the establishment of eleven (11) Resource Centers in Regions # 1,7,8,9& riverrain 10</p> <p>Supporting and Developing Regional Plans, 100% complete.</p> <p>Training programmes held in regions #1,7,8 & 9 through the Council for Indigenous Sovereignty (CEIS) Consultancy. Regions in turn will develop their regional plans.</p> <p>Proposals were presented to UNICEF, OAS and DFID etc.</p> <p>100%</p> <p>100%</p> <p>100%</p>	<p>Two (2) Canadian Consultants, Community Involvement Specialist along with EPU staff facilitated the process. However, the deliverables of one of the consultant was disappointing and the community involvement specialist had to take control of the project .</p> <p>These Projects will be ongoing when approved.</p> <p>Technical support capacity of staff accounted for the level of success.</p> <p>-do-</p> <p>-do-</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS FAILURE
	<p>Develop and Implement Primary School Solution</p> <p>SIMS Rollout & Training (secondary)</p> <p>Preparing BEAMS EMIS Semester Plan.</p> <p>Support BEAMS to implement Learning Systems at Primary level.</p> <p>Implement IT policies and Procedures</p> <p>Design Network Specification for PIU (BEAMS)</p> <p>Support End-users.</p>	<p>85%</p> <p>100%</p> <p>80%</p> <p>85%</p> <p>100%</p> <p>100%</p>	<p>Technical support capacity of staff accounted for the level of success.</p> <p>This product support was discontinued, however, after the development of the Primary School Solution ,modification would be done to rollout the SIMS (Local Solution)</p> <p>-do-</p> <p>-do-</p> <p>-do-</p> <p>-do-</p> <p>-do-</p>

4.3.0

SCHOOL SYSTEM MANAGEMENT COMMITTEE
(SSMC)

4.3.1

SCHOOL BOARDS SECRETARIAT
SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME

Item	Policy Area	Target Set	Target Achieved	Analysis of Success/Failure
1.	Management and Administration.	Identification and Gazetting of (20) public secondary schools to be managed by Boards of Governors.	100%	Twenty schools were identified in all the Regions and Georgetown except Region # 8. Region #1=1, Region #2=2, Region #3=1, Region #4=3, Region #5=1, Region #6=1, Region #7=1, Region #9=1, Region #10=3, GT=6
		Ten consultation sessions for the identification and subsequent appointment of Board members.	90%	Except for the East Coast and East Bank, Region #4 consultations were successfully held. Appointment of Boards of Governors has started and is continuing.
		Appointment of (32) Boards of Governors.	53%	Seventeen of (32) School Boards have been officially appointed by the Ministry of Education. Given the realities of the situation when the current administration of the Secretariat took office in June 2005 and was able to have (17) Boards appointed is indeed a significant achievement.
		Installation of (2) Air conditioning Units at the School Boards Secretariat.	100%	Installation of two Air Conditioning Units was achieved through the assistance of the Buildings Unit of the Ministry of

Item	Policy Area	Target Set	Target Achieved	Education. Analysis of Success/Failure
		Recruitment of (2) Assistant Coordinators.	100%	<p>The School Boards Secretariat is not officially part of the establishment of the Ministry of Education and so the Administrative positions attached to it are also not on the approved staffing inventory of the Ministry. However, the Unit was created and given a mandate. Accordingly, staffing becomes a priority issue. Proposal/requests were made for the recruitment and appointment of two Assistant Coordinators (Admin. & Operations) respectively. The appointments were made in July and November, 2005.</p>
		Acquisition of Office equipment.	68%	<p>Through assistance from other Activities within Programme 2:0 the SBS was able to acquire necessary office materials and supplies in addition to having repairs/upgrading done to office equipment.</p>
		Attendance at (25) meetings of Boards which were in operation	56%	<p>Fourteen meetings of Boards were attended at which support and guidance were given by SBS Officials. Lack of finance prevented more visits being made.</p>

Item	Policy Area	Target Set	Target Achieved	Analysis of Success/Failure
2.	Human Resource Development.	Orientation and Launching ceremonies of (20) School Boards.	75%	Of the (20) schools gazetted to be managed by individual Boards of Governors (15) have had their orientation and launching ceremonies. The remaining Boards will be oriented and launched in 2006.
		Seminar/Workshops (8) for Heads and Deputies of schools managed by Boards of Governors.	25%	Two seminars/workshops were held for heads and deputies of schools in Georgetown and Region #3. There was a 100% attendance. Inadequacy of funds was responsible for all Seminars not held. The situation will be corrected in 2006 with the availability of finance.
		Administrative/ Coordinating meetings (6) of the SBS staff.	67%	Of the (6) meetings targeted only (4) were held. The demands on the Administrative and support staff in reaching out to School Boards prevented the holding of all the meetings.

ASSISTANT CHIEF EDUCATION OFFICER (SECONDARY)
SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME

REVIEW OF PLANNED ACTIVITIES

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
1	Management and Supervision	80 Visits to Schools across the Regions and Georgetown Education District	<p>Seventy-four (74) visits to forty-five (45) schools = 92.3%</p> <p>Region # 1</p> <ul style="list-style-type: none"> - North West Secondary - Port Kaituma <p>Region # 3</p> <ul style="list-style-type: none"> - Patentia Secondary - Stewartville Secondary - Uitvlugt Secondary - Vreed-en-Hoop CHS and - St John's CHS <p>Region # 4</p> <ul style="list-style-type: none"> - Annandale Secondary - Covent Garden Secondary - Soesdyke CHS - Beterverwagting CHS - Beterverwagting PIC - Dora Secondary <p>Region # 5</p> <ul style="list-style-type: none"> - Fort Wellington Secondary - Hopetown PIC <p>Region # 6</p> <ul style="list-style-type: none"> - Berbice Education Institute - Tutorial Acedemy - Manchester Secondary <p>Region # 7</p> <p>Bartica Secondary</p>	<p>There was evidence that some teachers have imparted knowledge / skills required from workshops and previous visits by Officers.</p> <p>Flooding in Regions 3, 4 and Georgetown caused some visits not to have been undertaken.</p> <p>There was a need for greater support from HODOEs and members of staff of the Education Departments.</p> <p>Headteacher benefited from discussions and seminars conducted during visits. These visits will result in more effectively managed schools.</p> <p>Late release of funds caused some schools not to be visited.</p> <p>Visits facilitated improved interpersonal relationships between and among school, community and World Teach Volunteers.</p> <p>Discussions generated ideas to increase school effectiveness.</p> <p>Follow-up visits revealed that some schools demonstrated growth through the enhancement of the delivery of the curriculum.</p> <p>Improved management and supervision of the schools were evident.</p> <p>Visits revealed that the BCCP curriculum is being implemented in some BCCP pilot schools.</p> <p>One school did not implement Basic Competency Certificate Programme because of infrastructural work being done to the building also the administrator's disinterest in the programme.</p> <p>The success of the programme was further impeded by the absence of SEO Information Technology and SEO Technical/Vocation.</p> <p>The lack of human and material resources have impeded the progress of the programme.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
1			<p>Region # 8</p> <ul style="list-style-type: none"> - Mahdia Secondary - Paramakatoi Secondary <p>Region # 10</p> <ul style="list-style-type: none"> - Linden Foundation Secondary <p>Georgetown</p> <ul style="list-style-type: none"> - Campbellville Secondary - Brickdam secondary - The Bishops' High - St Joseph High - St John's College - Richard Ishmael Secondary - North Ruimveldt Secondary - South Ruimveldt Secondary - St Winefred's Secondary - St. Mary's High - St Mary's Annexe - Queenstown CHS - Kingston CHS - Tutorial High - Charlestown Secondary - Durban Backlands PIC - Lodge CHS - Central High 	<p>Departments of Education did little to assist in the supervision of Basic Competency Certificate Programme in the pilot schools. One school created a separate class for BCCP.</p> <p>Visits helped to put strategies in place to effect the timely completion of SBA s.</p> <p>Guidance on the conduct of SBAs have alleviated some of the problems associated with completion and has contributed to timely submission of grades and samples.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
		<p>Attendance at 6 Regional Subject Committee Meeting one in each region</p> <p>Attendance at six (6) Headteachers' Meeting in Regions # 3, 4, 5, 10 and G/T</p>	<p>50%</p> <p>Subject Committee meetings were attended and Region # 3 and 4</p> <p>Region # 3 – 1 meeting attended</p> <p>Region # 4 – 1 meeting attended</p> <p>Region # 5 – 1 meeting attended</p> <p>Region # 10 – 1 meeting attended</p> <p>Georgetown – 2 meetings attended</p> <p>100%</p>	<p>Lack of funds and cancellation of dates due to adverse weather condition caused officers not to attend some meetings.</p> <p>Regions 3 and 4 meetings resulted in better organization of sessions.</p> <p>Planned Social Studies scheme of work for Grades 7 – 9 have enhanced the delivery of the curriculum and have facilitated networking between and among teachers.</p> <p>This collaboration has enhanced the delivery of the curriculum. Strategies for item construction were shared in Region # 4. Participants were empowered to create table specifications and have created reliable items along with accurate Mark Schemes.</p> <p>The concerns of the Secondary Sector were:-</p> <ul style="list-style-type: none"> - Strategies for improved management of schools were outlined. - Debating Competition - Anne Blue Scholarship Award - Discussions on the quality of Headteachers reports for Graduation and Prize Giving Ceremony has resulted in improved presentations. - SBA preparation <p>Discussions and ideas shared have resulted in better-managed and more effectively administered schools.</p> <p>Headteachers benefited from information shared on Career Education. This has resulted in wiser choices for workstudy attachment and Lower Sixth Forms admission.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
2	<p data-bbox="259 283 438 378">Human Resource Development</p> <p data-bbox="259 913 438 955">Methodology</p>	<p data-bbox="462 283 617 619">Coordination of two (2) Meetings attended by Sixth Form Headteachers Headteacher of St. Joseph High and School Board coordinator.</p> <p data-bbox="462 892 617 1008">Six (6) CAPE workshops for Sixth Form Teachers</p> <p data-bbox="462 1039 617 1186">Two (2) CAPE Syllabus Orientation Workshops</p>	<p data-bbox="649 262 852 346">100% 2 Meetings were held.</p> <p data-bbox="649 346 852 829">HM G/T: The Bishops' High Queens College St. Stanislaus St. Roses High St. Joseph High School Boards Coordinator Reg. # 4 – President College Reg. # 6 – New Amsterdam Multilateral Reg. # 10 McKenzie High</p> <p data-bbox="649 892 852 1008">100% All workshops were held</p> <p data-bbox="649 1071 852 1102">- Mathematics</p> <p data-bbox="649 1249 852 1491">- Environmental Science - Communication Studies - Caribbean Studies - Law - Sociology</p>	<p data-bbox="885 283 1485 378">Headteacher and Officers of the Secondary Sector were involved in the placement of students in relevant streams in sixth form schools and St. Joseph High.</p> <p data-bbox="885 409 1485 472">Clear guidance in the selection of subjects for Sixth Form students were outlined.</p> <p data-bbox="885 504 1485 556">Strategies for effective management of the school plant were shared at the follow-up meeting held.</p> <p data-bbox="885 588 1485 745">Administrators benefited from information shared by Coordinator, School Boards. Administrators were better informed of the relationships between Ministry of Education and the Board and more so, their own roles in effecting a transition process.</p> <p data-bbox="885 892 1485 955">The focus of the workshops was on the value of the School Report produced by CXC</p> <p data-bbox="885 987 1485 1039">This workshop had a sixteen percent (16) attendance of teachers. Only teachers who attended benefited from.</p> <p data-bbox="885 1071 1485 1134">Misconceptions and malpractices were clarified and correct procedures were established.</p> <p data-bbox="885 1165 1485 1228">Strategies to eliminate weaknesses identified in the school report were formulated.</p> <p data-bbox="885 1260 1485 1375">Resource materials in the form of CDs have proved beneficial to both teachers and students. The delivery of the curriculum was improved with the use of the materials.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
2	Human Resource Development	Eight (8) CSEC 1-day Workshops	<p>Seven (7) workshops were held.</p> <ul style="list-style-type: none"> - English – two (2) workshops - Social Studies - Mathematics - Visual Arts - Electronic Document Preparation and Management - Agricultural Science - Information Technology Modern Languages French and Spanish Literatures in English 	<p>The focus was on the value of the School report produced by CXC.</p> <p>Relevant resource materials were distributed. These materials have improved the delivery of the curriculum in the different subject areas.</p> <p>Teachers were better able to accurately assess students' work in the classroom which have led to improved results at CSEC 2005.</p> <p>Teachers were better equipped to help students analyse a variety of poems which resulted in improved grades and students became more confident.</p> <p>Practical exercises which reflected the marking process have helped teachers to guide students' responses to examination questions. The involvement of CXC markers in the workshops resulted in detailed information given about the marking process.</p> <p>This workshop was realized because of poor planning. This workshop was rescheduled for the new term.</p> <p>40% attendance was not as a result of poor communication on the part of the Department of Education Georgetown.</p> <p>100% attendance was realised.</p> <p>Strategies to enhance the practical assessment were shared. Teachers were better able to guide students through the conduct of the School Based Assessments worded memo sent to the Head of Departments of Education. The poor attendance will cause fewer students to be influenced positively.</p> <p>95% attendance teachers across regions participated. Techniques shared have equipped teachers to deliver the curriculum effectively.</p> <p>The focus was on the value of the School Report produced by CXC</p> <p>Those workshops were sponsored collaboratively between Ministry of Education and CXC Syllabus content and strategies to deliver the curriculum have improved teacher's management of the oral assessment. Demonstrations using CDs have boosted teachers' confidence and helped them to better assess students' oral presentations.</p> <p>Teachers were better prepared to help students to analyse literature texts prescribed by the CAPE Syllabus. Teachers needed to be better read so as to offer better quality and informed assistance to students.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
2	Human Resource Development	<p>Five (5) CSEC One-day Syllabus Orientation Workshops</p> <p>Four (4) 2-day CSEC Workshops</p> <p>One (1) CSEC three-day Workshop</p>	<p>100% All workshops were held</p> <ul style="list-style-type: none"> - Geography - Modern Languages - Office Administration - Economics - Religious Education <p>All workshops were held English A – Two (2) Workshops held</p> <p>Mathematics</p> <p>Integrated science</p> <p>100% - Visual Arts Workshop was held.</p>	<p>These Workshop organised by CXC in collaboration with Ministry of Education have facilitated more informed curriculum delivery</p> <p>Teachers across regions participated. Strategies and Methodologies shared generated much interest and have resulted in better grades at CSEC. The Workshop resulted in better equipped teachers who were prepared to confidently deliver the revised syllabus.</p> <p>Those Workshop oriented teachers to the strategies and methodologies which have enhanced curriculum delivery of this new subject offering at CSEC. Teachers were prepared to confidently deliver the curriculum in those subjects and were better able to make informed decisions about syllabus implementation.</p> <p>The workshops focused on strategies to improve the Teaching of short story and Persuasive Writing. The moderation exercise engaged upon have enhanced teachers' ability to assess students' work in keeping with CXC requirements.</p> <p>The ideas shared and the solution to problems provided has improved the delivery of the curriculum in schools. Teachers were better able to present the concepts which have increased appreciation for Mathematics by Students and improved the grades at CXC.</p> <p>That Workshop had to be rescheduled after the first day because funds were not released to facilitate travelling and subsistence for teachers.</p> <p>Teachers were sensitized to the immense value of the School report produced by CXC. The practical exercises and the introduction to technology in the visual arts class room resulted in better prepared and motivated teachers. Teachers were better able to accurately assess students' work which led to improved results at CSEC</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
2	Human Resource development	<p>One (1) CSEC three-day Workshop</p> <p>- Assessment Policy</p> <p>Methodology Workshops - four (4) 1-day BCCP Workshops for teachers Of each of the Core Subjects for BCCP. - Science - Mathematics - Language & Communication - General Studies</p>	<p>- Development of Integrated Science School Based Assessment was done.</p> <p>Policy was drafted</p> <p>100%</p> <p>Production of the following documents for the implementation of BCCP</p> <p>- Language and Communication - General Studies - Mathematics - Science - Workstudy - Workbooks for Workstudy, BCCP Modules In Core Subjects And Workstudy Edited and Printed and distributed.</p> <p>25%</p> <p>One workshop was held (Mathematics)</p>	<p>SBA's were drafted and distributed to schools throughout Guyana. Teachers gained knowledge in the delivery of the practical component of the Science Syllabus. Students have gained a better understanding of Science concepts. As a result an increased number of practical assignments were completed in a timely manner.</p> <p>Assessment Policy included in Modules guided teachers on how to assess the performance of students pursuing BCCP.</p> <p>BCCP Modules distributed to schools have guided teachers in the delivery of BCCP to Students.</p> <p>75% of the teachers from the pilot schools attended. Teachers were better equipped to deliver BCCP Mathematics. Strategies and ideas shared have resulted in teachers understanding of the modularized contents.</p> <p>Three (3) workshops were rescheduled because of the unavailability of funds to facilitate payment of travelling and subsistence.</p> <p>Workshops were rescheduled for the first quarter of the work programme 2006.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
2	Human Resource Development	<p>Two 2-day Competency Based Workshops</p> <ul style="list-style-type: none"> - Agricultural Science - Home Economics <p>Preparation and distribution of BCCP Audio Visual resources cassettes</p> <p>Meeting with Head of Measurement, Evaluation and Research Unit</p> <p>World Teach Volunteer Attachment</p> <ul style="list-style-type: none"> - Orientation of twenty-five (25) volunteer teachers <p>National Award Ceremony for outstanding academic and technical performances of students.</p> <p>Preparation for National Science Fair 2006</p>	<p>One workshop was held</p> <p style="text-align: center;">50%</p> <p>Agricultural Science</p> <p>Eight 3-hour Video cassettes were produced and distributed to pilot schools.</p> <p>100%</p> <p>100%</p> <p>Ceremony were held</p> <p>Guidelines were all drafted.</p>	<p>Strategies and methodologies shared have provided ways in which integrated teaching could be effectively done in Agricultural Science. Teachers benefited from the integrated approach to curriculum delivery.</p> <p>Home Economics was rescheduled because funds were not released in a timely manner. Workshop will be held during the first quarter of the programme 2006</p> <p>Audio visual resources had greatly enhanced the delivery of the BCCP Curriculum.</p> <p>This meeting facilitated planning of examination strategies for BCCP. Guidance and timelines for the conduct of BCCP Assessment were worked out.</p> <p>Twenty-five (25) Overseas Volunteer Teachers attached to World Teach were successfully oriented over a three-week period. Information, discussion and ideas shared by personnel from Ministry of Education and Peace Corps provided guidance to affect a successful stint. Three (3) volunteers returned to the USA. They were unable to adjust to the sub-cultures and remoteness of interior locations in Regions 8 and 9.</p> <p>Students were rewarded for outstanding performances at the national level. Recognition were given to national top performers at Secondary School Entrance Examination, Nation Grade 9 examination, CSEC, CAPE, GCE Advanced Level, Guyana Technical Examination (GTEE), Carnegie School of Home Economics, Most Improved Junior and Senior Secondary School, Most Improved Primary School, Most Improved Junior Secondary School with the highest number of Grade Ones.</p> <p>Guidelines on the conduct of National Science Fair were distributed to Heads of Departments of Education.</p>

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
3	Curriculum Reform and Renewal	<p>Provision of Subvention to support GAMLAT activities</p> <ol style="list-style-type: none"> 1. Modern Languages Festival and Award Ceremony 2. General Members Meetings and one Workshop of GAMLAT 3. GAMLAT Annual General Members Meeting 4. GAMLAT Annual Carol Service <p>Coordinate JOF Haynes Debating Competition 2005. Twelve preliminary rounds and a final.</p>	<p>100% Subvention was given.</p> <p>All meetings and workshop were held 100%</p> <p>General meeting were held.</p> <p>Carol Service was held.</p> <p>Debating Competitions were successfully executed</p>	<p>The Modern Languages Festival was successfully executed. The quality of the presentations were improved by 80% over previous years. Oral and dramatic presentations were done at the festival. Awards were presented to students for outstanding performances.</p> <p>Workshop activities sensitized teachers to the requirements of the oral examination in Modern Languages.</p> <p>Strategies for using technology in the classroom enhanced the delivery of the Modern Language curriculum and resulted in better grades at CSEC and CAPE</p> <p>Attendance of teachers at GAMLAT activities was improved by over 60%. Election of officers bears were held and officers installed.</p> <p>Attendance at the GAMLAT Annual Carol Service was improved. Better organized programme has resulted in more participation of students. Programme of activities was performed in French and Spanish.</p> <p>Debates were of a high standard. All regions participated in the competition. Hughes, Fields and Stoby sponsored the JOF Haynes Debating Competition 2005. Over four million dollars were spent on this national activity, sponsors were high in praise of the quality of presentations done at each round and at the finals.</p> <p>Sponsorship from Hughes, Fields and Stoby have motivated students to an enhanced involvement in the debates.</p>

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
3	Curriculum Reform and Renewal	<p>Effecting Transition from Secondary to Tertiary/World of Work.</p> <p>1. Three one-day World of Work Workshops in the Georgetown Education District.</p> <p>2. Two 2-day Career Education Workshops for Teachers in Regions # 2 and 3</p> <p>3. One (1) Career Fair</p> <p>4. Establishment of three (3) Career Rooms</p> <ul style="list-style-type: none"> - Region # 2 - Region # 3 - Region # 10 <p>Drafting of work Study leaflets</p>	<p>100%</p> <p>Workshops were held.</p> <p>- Charlestown Secondary</p> <p>- St. Winefride's Secondary</p> <p>- New Campbellville Secondary</p> <p>All workshops were held in Regions # 2 and 3</p> <p>100%</p> <p>Fair was held in Region # 2</p> <p>Rooms were established in regions # 2 and Region # 3</p> <p>One thousand leaflets were done</p>	<p>The workshops held saw great participation and interaction. One hundred and sixty (160) Grades 10 and 11 students and twelve (12) teachers benefited.</p> <p>Facilitators were members of the Secondary Sector who demonstrated potential and growth.</p> <p>The workshops were successfully held. Sixty-nine teachers selected from twenty-three (23) schools in Regions 2 and 3 benefited from presentations on different aspects of Career Education at the workshops.</p> <p>The use of the integrated approach was emphasised. Teachers of Region 2 visited six (6) agencies as part of the programme.</p> <p>This Career fair was a success. This fair created greater awareness of Career Opportunities available in the Region and in Guyana. Twenty-five (25) Agencies participated. Students of seven Secondary Schools in the region and Primary School students benefited. About 2500 students were in attendance. Many parents and special invitees also attended.</p> <p>These career rooms were established as a result of collaborative discussion by the Ministry of Education and UNICEF. Discussions were held with officers of the Department of Education in Region 10 because of the lack of support towards the establishment of the career room. Posters were developed and submitted to UNICEF for mass production for schools and career rooms.</p> <p>Leaflets were printed and distributed. This led to heightened awareness of conditions and benefits attached to work study.</p>

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
3	Curriculum Reform and Renewal	<p>7. Two Briefing sessions for work study students in Georgetown Education District.</p> <p>Regional Briefing Sessions.</p>	<p>Region # 6 – Sixty-eight (68) students</p> <p>Region # 7 – eighty-eight (88) students</p> <p>Region # 8 – seventeen(17) students</p> <p>Region # 9 – five (5) students</p> <p>Region # 10 – one hundred (100) students</p> <p>Georgetown - one thousand and twenty-six (1026) students</p> <p>Both were held.</p> <p>100%</p>	<p>1000 students attended Briefing sessions in Georgetown. Each Region held briefing session for students selection for work study attachment.</p> <p>Students left the briefing sessions with a heightened awareness of their roles in the work place. Students were better able to manage the transition from school to the world of work.</p> <p>Students, Agency-representatives and Teacher-supervisors attended briefing sessions. Information shared on HIV/AIDS and Occupational Health and Safety enabled students to better adapt to the world of work.</p>

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS /FAILURE
3	Curriculum Reform and Renewal	<p>8. Two (2) debriefing sessions for work study students and agencies.</p> <p>9. Launching of Work Study</p> <p>10. One (1) visit to each region to monitor work study attachment (a total of 10 visits)</p> <p>11. 30th Anniversary Activities of work study activities.</p> <ul style="list-style-type: none"> - Two (2) Steering Committee Meeting re: 30th Anniversary - Sponsorship from agencies - Special activities 	<p>100%</p> <p>Debriefing sessions were held.</p> <p>Activity was held.</p> <p>Seven (7) visits were to four (4) regions in Regions 3, 4, 10 and Georgetown</p> <p>Meetings were held</p> <p>Activities were held</p>	<p>Students discussed of the strengths and weaknesses of the programme. Recommendations were made. Management of most organizations recommended a longer attachment. However many students opined that the Ministry of Education should conduct workshops on the importance of Ethnic Relations so as to reduce Racial Discrimination in the work environment.</p> <p>Work Study Attachment 2005 was launched under the theme "30years of Preparing the future work force". Plaques were presented to retired coordinators some were given posthumously. Activity was well attended.</p> <p>Guidance was given to students who were experiencing difficulty to adapt to the working environment. Teacher-Supervisors were advised accordingly. Slow pace in which some regions attempted the exercise forced the officers to make follow-up visits.</p> <p>Formation of Steering Committee ensured that activities were planned and executed in a timely manner.</p> <p>Sponsorship was garnered from three (3) agencies in the form of notepads, jerseys, pens, cups.</p> <p>Special activities were held. eg. Church Service, poster competition, essay competition.</p>

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS /FAILURE
3	Curriculum Reform and Renewal	<ul style="list-style-type: none"> - Appreciation Ceremony for agencies that supported work study attachment 	<p>100%</p> <p>Activity was held.</p>	<p>Appreciation Ceremony was held in the Georgetown Education District which resulted in improved relationships between Ministry of Education and Agencies. Twenty agencies participated. Certificates of participation and tokens were distributed. Certificates were donated and printed by the Guyana Revenue Authority.</p>
4	Community Alliance	<p>Graduations Exercises/Valedictory/P TA Meetings/Regional Award Ceremonies for outstanding performances of students/Orientation Ceremonies.</p>	<p>Graduations:</p> <p><u>Region # 2</u></p> <ul style="list-style-type: none"> - 8^b of May CHS - Anna Regina Multilateral - Aurora Secondary <p><u>Region # 3</u></p> <ul style="list-style-type: none"> - Uitvlugt Secondary - Patentia Secondary <p><u>Region # 4</u></p> <ul style="list-style-type: none"> - President's College <p><u>Georgetown</u></p> <ul style="list-style-type: none"> - Central High - Dolphin Secondary - St. John's College - St. Stanislaus College - St. Joseph High - The Bishops' High - East Ruimveldt Secondary 	<p>Attendance at graduation exercises fostered the opportunity to establish good relationships between the Ministry of Education and schools and communities. The ACEO (Secondary) and other officers of the sector delivered the feature addresses, gave the charge and distributed prizes, certificates and trophies.</p>

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
4	Community Alliance	Two (2) Anne Blue Award Ceremonies	<p>Award Ceremonies</p> <ul style="list-style-type: none"> - Regions # 3 - Georgetown <p>Orientation of Grade 7 students</p> <ul style="list-style-type: none"> - President's College <p>Successfully executed 2005 Award 100%</p>	<p>Regionally, students were rewarded for outstanding performances.</p> <p>Officers participated in an orientation session for Grade 7 students of President's College. Parents, teachers and students were sensitized to their roles which will result in a better home/school relationship.</p> <p>Timely planning resulted in an objective selection of the 2004 Award. This Award went to Sheneer Reid of Anna Regina Secondary. This award was held in January of 2005.</p> <p>Timely planning of this activity resulted in an objective selection of the 2005 awardee: Shonette Amanda Denny of President's College.</p> <p>Early notification and timely reminders resulted in a three hundred percent (300%) increase in the submissions from seven (7) regions, namely Regions 1,2,3,4,6,7 and Georgetown.</p> <p>Anne Blue Scholarship Fund contributed to high academic achievements</p>

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
4		<p>Media Blitz</p> <p>Sensitisation of the Public on matters pertaining to Secondary Education</p> <p>Radio</p> <ul style="list-style-type: none"> - 4 programmes on <i>"Issues in the News"</i> - 6 programmes on <i>"Let's Gaff"</i> <p>Television</p> <ul style="list-style-type: none"> - 6 appearances on <i>"Guyana Today"</i> <p>Newspaper</p> <ul style="list-style-type: none"> - 3 articles in <i>"Chronicle, Stabroek News and Kaieteur News"</i> - 4 programmes on <i>"Talking About Education"</i> - 2 appearances on <i>"Let's Talk"</i> 	<p>All programmes were done.</p> <p>-</p>	<p>Radio and Television Programmes and Newspaper articles reached a wide cross section of Guyanese and addressed several issues. The public was informed about the criteria for successful completion and the benefits of SBAs, as well as deadlines and strategic planning.</p> <p>These collaborative efforts have improved the quality of SBAs done by students which resulted in improved grades at 2005 examinations.</p> <p>The public was informed about the rules and regulations that governed the conduct of CXC examinations.</p> <p>Sensitization about new subjects and the Associate Degree offered by CXC have enabled parents to give guidance thus the opportunity to make wiser choices.</p> <p>Information on the criteria for accessing subsidies for external examinations has resulted in an increased level of parental involvement in children's school life.</p> <p>Tips for taking examinations have resulted in more confident students.</p> <p>Sensitization of the public to the aims and objectives of the GUYAID competition and Anne Blue Scholarship Award</p>

REVIEW OF UNPLANNED ACTIVITIES

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
4		<p>Parent Literacy Workshop at Ascension Community High School</p> <p>- End of Term Evaluation</p>	100%	<p>Parents were sensitized to their role in helping to create an enabling environment for their children which resulted in improved literacy and an appreciation for and love of reading.</p> <p>Volunteers reported on their stewardship. Analysis of evaluation revealed that officers of the Department of Education should play a more meaningful role in effecting the transition process for World Teach Volunteers. An evaluation was done to ascertain the degree to which the World Teach volunteers were able to adapt to their new environment and their delivery of the curriculum.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
5		<p>Three Special Education Systems meetings</p> <p>Security meeting with Officers of the Ministry of Education and CXC</p> <p>Green Fund Committee Meeting</p> <p>UNICEF - Two (2) Meetings for Activity Managers</p>	<p>100%</p> <p>All meetings were held</p> <p>Meeting was held</p> <p>Meeting was held</p> <p>Meetings were held</p>	<p>Officers attended, discussed and made decisions about key issues that influence the effective delivery of education.</p> <p>Pertinent issues were:</p> <ul style="list-style-type: none"> - Guyana offering the Associate Degree - Security for CXC examination papers - Tabling of BCCP Core Subject Modules, Worksheets and Assessment Policy. <p>Officials of the Ministry of Education and CXC met and deliberated on measures to be taken to enhance security for CXC examinations.</p> <p>Meetings and site visit visits enabled strong recommendations to be made to resolve security problems.</p> <p>Representative from the Sector, attended committee meeting. Committee decided on a number of environmental clubs award funds so as to offset cost of project.</p> <p>Programme Managers of UNICEF-funded activities met and discussed projections for planned programmes in 2006.</p> <p>Discussions and suggestions enhanced the plans for each programme.</p> <p>Programme managers met, discussed and reviewed proposals for funding in 2006.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS TO SUCCESS/FAILURE
5		<p>New School Building</p> <ul style="list-style-type: none"> - Two (2) consultation meetings re: Building of a secondary school at Diamond, East Bank Dernerara - Monitor the renovation of two schools and the construction of one <ul style="list-style-type: none"> - Tutorial High - Lodge CHS - North Ruimveldt Secondary <p>One 1-day Preparation for Science Education Workshop for Secondary School Teachers Sponsored by CARI- SCIENCE</p> <p>Two (2) Organised consultations with Religious leaders CXC officials and MOE officials</p> <p>Eight (8) Board of Examiners Meetings</p>	<p>All meetings were held</p> <p>Three sites were visited</p> <p>All meetings were held</p> <p>One meeting attended</p> <p>Consultations were held i.e. Hindu and Muslim Religious leaders</p> <p>All meetings were attended by representatives of ministry and school sector</p>	<p>Discussions were held with consultants, Ministry of Education Officials (Regional and Central) and Neighbourhood Democratic Council</p> <p>Non-academic norm were tabled for inclusion in plans. One site visit was made to assess the adequacy of the Land for the infrastructural work. Plans were grafted based on agreed criteria</p> <p>Visits revealed that contractors required an extension of time to complete work on school buildings. Senior Education Officer, ACEO (S), Principal Education Officer G/T, Head and Deputy headteachers of the named schools. PTA representatives, contractors and consultants were in attendance.</p> <p>Officer attended a preparation meeting to discuss the training of teachers in practical science.</p> <p>Officials met with leaders from the Muslim and Hindu Religious organization. Consultation provided direction for the inclusion of Islam and Hinduism in the CSEC Religious Education Syllabus.</p> <p>Examination papers were moderated for SSEE and national grades 2, 4, 6 and 9 examinations.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
5		<p>Activities organised by Caribbean Development Bank</p> <ul style="list-style-type: none"> - View point - Essay Competition - Lecture <p>Caribbean Vision activities</p> <p>CETT Meeting</p> <p>3-day Workshop organised by Region # 4 and facilitated by SEOs</p> <p>One 1-day to Meeting to Review Desk Manual for Administrators</p>	<p>Officials of MOE students and teachers from selected schools attended</p> <p>Assistance given to all school activities</p> <p>- Science</p> <p>Mathematics</p> <p>- English A & B</p> <p>Meeting was convened.</p>	<p>Senior Officials from the MOE and students from the eight (8) Senior Secondary Schools benefited from the exposure and interaction afforded them through the activities.</p> <p>Students were informed about the life and Work of William Demas and the organization structure of the Caribbean Development Bank.</p> <p>Ministry of education gave assistance to all school activities organized by Caribbean Vision education Culture Team</p> <p>Caribbean Vision shows were successfully held in Regions # 6, 10 and Georgetown. Lack of adequate facilities prevented shows from being held in other regions.</p> <p>Students benefited educationally, socially and culturally from the messages shared on CSME.</p> <p>Officers were updated about progress of the six (6) schools selected for this reading initiative programme. Dr. Miller explained the function/role of Caribbean Centre for Excellence in Teacher Training (CCETT)</p> <p>The development of skills, preparation of mark schemes and marking of SBAs resulted in enhanced curriculum delivery in Science Mathematics and English A & B</p> <p>Participants benefited from heightened interaction and sharing of ideas and methodologies. The relationship between English A and B was emphasized. Teachers were better equipped to facilitate active student learning.</p> <p>Manuals were received. Secondary Sector Officers were among team of Ministry Officials who received manuals.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
5		<p>Participated in Physical education Vacation Programme and Closing Exercise</p> <p>Three Education Month Committee Meetings</p> <p>One 5-day Management and Supervision Workshop</p> <p>Orientation sessions with officers appointed to acting positions</p> <p>Six (6) World Teach Fortnightly meeting with Mr. Patterson Advisor to the Minister Oct – Dec. 2005</p> <p>CXC Final Awards Meeting Jamaica</p>	<p>Programme was successfully held</p> <p>Each meeting was attended</p> <p>Workshop was attended by three (3) Senior Officers</p> <p>- ACEO (S) - ACEO (P) School Boards Coordinator</p> <p>Six meetings were held</p> <p>Meeting was attended</p>	<p>Officers of the Sector facilitated the remedial aspect of the programme in three curriculum areas: English Mathematics and Social Studies. The students benefited considerably from the three-week vacation programme. Officers attended the closing activity which highlighted the strengths and weaknesses of the programme.</p> <p>Plans for education Month activities were formalized. Feedback meetings resulted in successfully executed events</p> <p>Officers participated and discussed issues which impacted on the school system. This informative workshop helped administrators of their department of Education, as well as Education Officer (MOE) to better understand their roles as well as the extent of their authority. The issues discussed have improved the efficiency with which the Education Departments were supervised and managed.</p> <p>DCEO (A) held discussions with officers who were newly appointed to acting positions.</p> <p>Senior officers of the Sector discuss issues related to the World Teach Volunteers and their attachment. Three officials from the Ministry of Education attended</p> <p>Caribbean Examination Council executives reported on major activities and accomplishments of the Caribbean Examination Council 2005. New initiatives and outcome in the administration and promotion of CXC examinations were discussed Other highlights from the reports were:</p> <ul style="list-style-type: none"> - CXC Associate degrees - Examination Breach - Final awards and <p>Proposal for the Awards of a Caribbean Certificate of Secondary Competency (CCSC).</p>

**ASSISTANT CHIEF EDUCATION OFFICER (PRIMARY)
SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME**

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	Absence of Substantive Officer Holder Assistant Chief Education Officer (Primary).	A Work Programme for 2005 was prepared by the Deputy Chief Education Officer (Admin).	Some activities were implemented by the Deputy Chief Education Officer (Admin) and Assistant Chief Education Officer (Nursery).	Activities initiated by the Deputy Chief Education Officer (Admin) and Assistant Chief Education Officer (Nursery) during the period January - September, 2005 were considered necessary for the enhancement of Primary Education.
1.0	Access to Education			
1.1		Assist in the continued co-ordination of activities between the School Performance Component of BEAMS and Heads of Departments of Education in relation to: -Literacy and Numeracy Enhancement.	Seven (70%) meetings were attended. Literacy Cluster Advisors have been appointed in Region #2 and Georgetown. Change of Timetable Introduction of RALP Reader at Grade 1.	The DCEO (Admin) and ACEO (Pri) ag gave updates to Heads of Departments of Education thereby ensuring their support and involvement. HODOEs attended two meetings and were briefed by the respective specialists.
		Interactive Radio Instruction (IRI)	Radios and CD Players have been acquired. Distribution has begun in Region Four and Georgetown.	Airing of IRI programmes did not commence in 2005. That was due to the late arrival of Radios/CD Players IRI Lessons will be aired on NCN Radio in 2006.
		Student Testing and Continuous Assessment	Eight (8) Regional Assessment Officers have been appointed and functioning in the eleven (11) Education Districts with reference to assessments at Grades 2, 4 and 6.	

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
		Teacher Preparation and In-service Training.	Attendance at 70% of the Teacher Education Advisory Board (TEAB) meetings by the DCEO (Admin) and the ACEO(Prim) ag.	These meetings helped to give direction to the implementation of programmes.
1.2		Assist in the moderation of five local examinations, Grades two and Grade (4)	60 %	Three meeting of the Board of Examiners were attended. Timely reminders were received from the Secretary of the Board.
		SSEE Grade (9) and CPCE.		
1.3		Participate in planning with National Data Management Association re: SSEE and two (2) meetings.	60%	One meeting each was attended by the Deputy Chief Education Officer (Admin) and Assistant Chief Education (Prim). Contributions were made to discussions re: zoned placement of SSEE pupils.
1.4		Assist in the establishment of libraries and reading rooms in Child Friendly Pilot Schools.	Nil	Funding was not made available by UNICEF for this activity. Funds were used for Flood Relief.
1.5		Co-ordinate transition activities in each Education District.	Nil	Funding was not made available by UNICEF for this activity. Funds were used for Flood Relief.
1.6		Produce 1,000 booklets on transition from (a) Nursery to Primary and (b) Primary to Secondary.	Nil	Funding was not made available by UNICEF for this activity. Funds were used for Flood Relief.

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
2.0	Curriculum Reform and Renewal			
2.1		Produce 6400 Escuela Nueva Learning Guides in Science, Mathematics, Social Studies and Language Arts.	Nil	UNICEF diverted funds to address water environments and sanitation matters. Funds from the Ministry of Education (MOE) were channeled to World Teach Volunteer Project.
2.2		<p>Review of curriculum materials as part of team in BEAMS Sub component –Literacy and Numeracy and Curriculum Unit of NCERD (1) Timetables Nursery-Years 1 and 11 and (b) Grade II.</p> <p>(11) Scope and Sequence Charts and Curriculum Guides for (a) Nursery Years 1 and 11 and (b) Grade 1.</p> <p>(111) Teachers’ Guide and Worksheet for Grade 1, Term 11.</p> <p>(IV) Manual for the Time tables – Nursery and Grade 1.</p>	100%	Attendance and participation at three meetings each by the DCEO(A) and ACEO(P) ag held by National Centre for Education Resource Development (NCERD).
3.0	Administration And Organization	Attend twenty four (24) Education Systems Committee Meetings (ESC).	The DCEO (A) represented the Primary Desk at sixteen (16) of these meetings. The ACEO(P)ag attended four (83%).	The shortfall was mainly due to those meetings not being convened. The ACEO (Prim) ag was officially absent from one (1) of those meetings. Policy Papers were produced and presented
3.1				

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
3.2	Administration And Organization (cont'd)	Attend forty eight (48) Schools System Management Committee Meetings (SSMC).	Twenty five (25) meetings were convinced Between January - September, 2005. The DCEO(Admin) represented the desk of the ACEO(Prim). Ag. Attended four (4) of the six (6) meetings held between October – December, 2005.	Issues on the operations of the School System were addressed. The ACEO(P)ag did not attend (2) of those meetings. He was engaged in other professional activities.
3.3		Attend and participated in two (2) meetings of Heads of Education Departments.	Both meetings were held, the DCEO(A) and ACEO(P) ag attended the latter, one (1) (100%)	The Heads of Departments reported on their performance shared ideas to help one another cope with challenges. They were kept informed on policies and other pertinent issues through presentations made by Senior Officer of the Ministry of Education and other stakeholders.
3.4		Attend and participate in eleven (11) Project Monitoring Council (PMC) Meetings	67%	The DCEO(A) represented the desk of the ACEO(P) at four(4) of these meetings. The ACEO(P)ag attended one of those meetings. The attendance at PMC Meetings were due to the circulation of schedule. Non-attendance was due to involvement in important unplanned activities.

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
3.5	Administration And Organization (cont'd)	Attend and participate in twelve (12) Teacher Education Advisory Board Meetings (TEAB).	Five (5) of the scheduled meetings were attended (55%).	Timely notification of meetings contributed to attendance at meetings. Four (4) meetings were attend by the DCEO(A) in the absence of an ACEO(P). The other meeting was attended by the acting ACEO (P). The non-attendance of meetings from January to September, 2005 was due to the non-appointment of an ACEO(P).
3.6		Attend and participate in Guyana Association for Distance Learning (GADOL) Meetings.	A Draft Constitution was prepared.	The Association held regular meetings. The DCEO(A) represented the office of the ACEOP
3.7		Conduct one visit each to the eleven Departments of Education in order to monitor the degree to which the delivery of education is managed in the Region.	Visits were made to 8 Departments of Education in Regions 1, 2, 3, 5, 6, 7, 9 and 10. 73 %	The DCEO (A) undertook visits to Regions in the absence of an ACEO (P). Operations of the departments were assessed and the officers were given guidance for the improvement in the systems they had in place. Guidance was offered to Heads of Departments of the other regions whenever they visited the office of the DCEO (A) and via telephone.
3.8		Monitor Multigrade Teacher Training in 11 Education Districts.	Nil	A substantive ACEO (P) was not in place to coordinate the activity.
3.9		Monitor cluster meetings among primary levels and schools in the 11 Education Districts.	Nil	A substantive ACEO (P) was not in place to coordinate the activity.

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
3.10	Administration And Organization (cont'd)	Monitor the Escuela Nueva Model of Education in four pilot schools in Regions 1 & 9.	Nil	A substantive ACEO (P) was not in place to coordinate the activity.
3.11		Acquire deliver and monitor the use of appropriate teaching materials in three Escuela Nueva Pilot School.	0 %	Funds were not available for this UNICEF / MOE sponsored activity.
3.12		Monitor the use of the Escuela Nueva Learning Guides in three pilot schools.	0 %	Funds were not available by UNICEF.
4.0	Human Resource Development			
4.1		Conduct three workshops to upgrade teachers' skills in Child Friendly teaching methods and also the teaching of reading methodology.	Nil	A substantive ACEO (P) was not in place to conduct the workshops
4.2		Conduct one four day workshop for Heads of Departments of Education, Headteachers and two teachers from each selected Primary Schools in Regions 1,7&9	0%	Funds was not made available by UNICEF for this project.

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
4.3	Human Resource Development (cont'd).	Coordinate two four day Primary Spanish Workshop to orient Grade One Teachers from all Education Districts except Region 10 in the use of Curriculum Guide.	100% The two workshops were conducted.	Success of the workshops was due to coordination of workshop by NCERD, with input from ACEO (P) ag, release of funds, attendance and participation of teachers. Teachers are better equipped to deliver the Spanish Curriculum to the pupils.
5.0	Unplanned Activities	Attendance at: - One exhibition. - Two Parent Education Workshop. - Five Award and Prize Giving Ceremony. - 1 commissioning of school. Participate in 8 monitoring visits. Re: (a) the implementation of EFA / FTI Year 1 Activities and (b) Preparatory work Year II in Regions One, Seven, Eight and Nine.	100% 2 5 1 The DCEO (A) made four visits and the ACEO (P) ag made two visits. 75%	Invitations were issued to and accepted by the ACEO (Pri) ag. The ACEO (Pri) was involved in making remarks and distributing of awards/prizes. Those visits were made possible through EFA/FTI. Other official engagements HODOES Meeting and Supervisory Workshop for HODOEs prevented the ACEO (P) ag from going to Regions Seven and Eight.

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	Unplanned Activities (cont'd).	<p>(a) Conduct monitoring visits to six schools in Regions 1 & 9.</p> <p>(b) Examine records / documents pertaining to Administration & Organization</p> <p>© Provide feedback to staff as regards findings at these schools.</p> <p>Facilitate one four hour presentation on Record Management in schools at Region 6 Heads of School Meeting.</p> <p>Facilitate one, one hour presentation on conflict Management at School Boards Workshop.</p> <p>Co-facilitate one five day workshop for Regional Education Managers.</p>	<p>100 %</p> <p>100 %</p> <p>100 %</p> <p>100 %</p>	<p>The visits were made possible and activities undertaken whilst the ACEO (P) ag was accompanying the EFA/FTI Monitoring Team to those Regions</p> <p>School Administrators had a heightened awareness of the importance of quality Record Management. The session was interactive and task oriented.</p> <p>The presentation was informative and well received by participants.</p> <p>The workshop resulted in better informed and empowered of Regional Education Managers. The presentations made by the Chief Training Officer and other senior representative from the Ministry of Education were well thought out</p>

4.3.1.3

ASSISTANT CHIEF EDUCATION OFFICER (NURSERY)**SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME**

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
1.0	Access to Education	Coordinate the participation of all Education Districts in National and Other Events		
1.1		- Outdoor Art	95% of children participated	Provision of funds, communication between Assistant Chief Education Officer (Nursery) and Head of Departments of Education etc. and organization of the activities at the level of the Department and support of parents made the activity a success - Children got the opportunity of expressing their ideas/feelings of what they observed in their communities.
1.2		- Fun Day	90% Majority of parents and children participated	Success of the activity was due to planning and execution of the Education Month activity by Departments, Schools and parents. - Besides having fun with parents, teachers and peers, the children's all round development was enhanced
1.3		Provide technical support at (9) Curriculum Advisory Committee Meetings to ensure completion of: - Revised Nursery and Grade 1 Timetables	100%	Attendance and participation at (9) Curriculum Advisory Committee Meetings held by National Centre for Educational Resource Development (NCERD)

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
2.0	Curriculum Reform and Renewal	- Manual for the Nursery Timetable	100%	Provision of relevant information/suggestions at presentation made by Curriculum Unit of NCERD at Education System Committee (ESC) Meetings. - Approval given by Education System Committee as being ready for production and distribution at Schools
		- Manual for the Grade 1 Timetable	100%	-do-
		- Participation at moderation exercise of each of local examinations re: Grade 2, Secondary School Entrance Examination (SSEE), National Third Form and Cyril Potter College of Education	100% Participated on each occasion	All sessions were attended due to timely notification and reminders received from Secretary of the Board - Completion of the task within given time.
		Attend three (3) meetings to monitor the preparation of: - Scope and Sequence charts for Nursery and Grade 1 Levels	100%	Attendance and participation at (3) Curriculum Advisory Committee (CAC) and Education Systems Committee Meetings - Held frequent dialogue with Curriculum Specialist at National Centre for Educational Resource Development (NCERD)

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
		<ul style="list-style-type: none"> - Curriculum Guides for Nursery and Grade 1 Levels <p>Coordinate activities between School Performance Component of BEAMS and Officers of Departments of Education in relation to:</p> <ul style="list-style-type: none"> - Implementation of improved Literacy and Numeracy Programmes - Teacher Training - Change of timetables in keeping with BEAMS Literacy and Numeracy Programme - Introduction of the "Big Book" at Nursery Level and "RALP Readers" 	<p>100%</p> <p>100% Ten meetings were held and attended</p> <p>"</p> <p>"</p>	<p>-do-</p> <p>Provided updates for Heads of Departments and ensuring their involvement/support</p> <ul style="list-style-type: none"> - Attendance at (10) Teacher Education Advisory Board (TEAB) Meetings. - Children will benefit from enhanced Literacy and Numeracy <p>-do-</p> <p>-do-</p>

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
3.0	Supervision and Management	<p>at the Grade 1 level</p> <p>Coordinate the field-testing of Scripts relating to education of Nursery children on HIV/AIDS, Nutrition and Environment through Interactive Radio programme (UNICEF sponsored) Project</p>	<p>100% Attended two (2) meetings held by UNICEF</p> <p>- Field-testing done at ten (10) Nursery Schools</p>	<p>Effective Communication between UNICEF, Institute of Distance and Continuing Education (IDCE) and Ministry of Education.</p> <p>- Cooperation of Departments of Education - Region #4 and Georgetown; schools and parents.</p>
3.1		<p>Participation at two (2) meetings of Heads of Education Departments</p>	<p>50%</p>	<p>One meeting was attended. The other meeting was not attended because the officer was absent from duty due to leave.</p> <p>- Planning and organization of the meeting by Schools System Management Committee (SSMC) contributed to the success.</p> <p>Officers reported on their performances in the regions and were given guidance at the meeting.</p>

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
3.2		Attendance and participation at ten (10) Teacher Education Advisory Board Meeting (TEAB)	100% attendance	Notification of meetings was timely - Teacher Component of BEAMS programme was enhanced due to decision made in terms of recruitment and training of Master Trainers and Cluster Advisors.
3.3		Attendance and participation at four (4) meetings of UNICEF	100% Four (4) meetings were attended	Early notification of meetings - Activities relating to UNICEF Plan of Work-re: Early Childhood Development were discussed and eventually put into action.
3.4		Coordination and execution of two (2) activities of UNICEF's Early Childhood Development 2005 Plan of Work:		Scheduled meetings were attended by members of the Integrated Early Childhood Development Committee who discussed the projects, made decisions and follow through on same.
3.4		1. Five one-day Sensitization and Consultation workshop re: Early Childhood Development Policy	100% participated as facilitation at all workshops	- Funds were made available - Members of regional early Childhood Development Committees attends the workshop were sensitized and contributed to the improvement of the Policy Document.
		2. Production and distribution of 1000 Early Childhood Development Brochures accompanied by relevant posters	100% 1000 brochures were produced and distributed	Funds were made available - Brochures were distributed to parents through schools, Health Centres and Departments of Education

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
3.6		Monitoring visits at four (4) Departments of Education	75 % Three Departments were visited	<p>Records were examined and technical advise was given to officers of Departments of Education at Region # 9, 10 and Georgetown</p> <p>- Late release of funds was responsible for other department not given similar attention.</p> <p>However, all HODOEs were guided via telephone, at meetings and whenever they visited the office of Assistant Chief Education Officer (Nursery) (ACEO (N)).</p>
		Attendance at three (3) Headteachers Meetings	75%	<p>Attendance was made once at meetings of Regions #10 and Georgetown due to provision of schedule of meetings and receipt of letters of invitation from the Departments of Education</p> <ul style="list-style-type: none"> - Headteachers were apprised of the BEAMS Literacy and Numeracy Programme - One meeting was not attended because of attendance of officer at an important unplanned activity.

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
3.7		Management of Schools System	88% Attendance at meetings	<p>Discussed issues highlighted from reports of HODOEs at Schools System Management Committee Meetings (SSMC)</p> <ul style="list-style-type: none"> - Informed HODOEs of decisions and encouraged their input and support - Monitored for feedback of action taken.
		Preparation of 2006 Plan of Work and Estimates	100% Preparation of the two documents	<p>Provision of information via circular from the Ministry of Finance</p> <ul style="list-style-type: none"> - Provision of funds to purchase necessary stationeries. - Guidance given by Ministry Officials
4.0	Human Resource Development			
4.1		Conduct of two 2-day Workshops (UNICEF sponsored)	100% Attendance of teachers at workshops	<p>Workshop were successfully held through availability of funds, attendance at (2) UNICEF Meetings and active participation by teachers</p> <ul style="list-style-type: none"> - Teachers will be better able to cope with children with Special Needs.

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
4.2		Conduct of two-day Sensitization Workshop for Field Officers and School Administrators	80 % of teachers attended Workshop	<p>Cooperation of Department of Education Region #9, attendance and active participation of participants and release of funds contributed to the success of the workshop</p> <ul style="list-style-type: none"> - Four teachers did not attend the workshop because of flooding of river in the area where they live - Teachers benefited from experiences/practical sessions involving Classroom Supervision, Learning Sessions on Nursery Timetable Special Needs Education and making of three dimensional teaching -- learning materials.
4.3		Two-day Storytelling Workshop for Field Officers	100% Attendance of Field Officers	<p>Nineteen Field Officers from the Regions were exposed to Storytelling skills which they will share with other teachers in the regions at Monthly Nursery Workshops.</p> <ul style="list-style-type: none"> - All the Field Officers attended and participated.

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
4.4		One-day Health and Family Life Education Workshop	100% Attendance of Field Officers	Sixteen Nursery and Infant Field Officers attended the workshop and participated fully.
4.5		Two-day Workshop for production of package of teaching-learning materials	NIL	The workshop was not conducted because of untimely release of funds. However, teachers used creative ways to produce teaching materials in keeping with their planned programmes.
4.6		Two-day Parenting Workshop (UNICEF funded)	NIL	This workshop was not held because the funds were utilized for Flood Relief.
		Two-day Early Childhood Conference (University of Guyana Project)		The conference was not held due to unforeseen circumstances.
5.0	Community Alliance			
5.1		Promote and support Public Awareness Activities through:		

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
5.2		<ul style="list-style-type: none"> - Holding of one Family Fun Day in each region <p>Production and distribution of 1000 Early Childhood Development brochures (0-6 months old) UNICEF Project</p>	<p>100% Each region held the activity</p> <p>All brochures were distributed</p>	<p>The Education Month Activity was budgeted for and was held at all Education Districts.</p> <ul style="list-style-type: none"> - According to feedback from the regions parents supported the event and had fun with their children. <p>Members of the Integrated Early Childhood Committee were involved in preparation, production of the brochures and relevant posters.</p> <p>The items were given to schools, Health Centres and Ministries for distribution to parents and other members of the community for their education.</p>
5.3		<p>Interactive Radio Programme for Public Awareness of Early Childhood Care and Development</p>	<p>50%</p>	<p>Funding was made available for preparation of scripts by Institute of Distance and Continuing Education (IDCE) of University of Guyana by UNICEF. The Scripts were prepared and field-tested in schools.</p> <ul style="list-style-type: none"> - Airing of the programme did not materialize because funds were utilized for Flood Relief.

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
6.0	Unplanned Activities	Attendance at:	100%	Invitations were extended and accepted.
		- 2 Open Day Exercise	2	
		- 2 Parent Day Exercise	2	The ACEO (N) was involved in making remarks and distributing awards/prizes.
		- 4 Award Ceremony	4	
		- 6 Closing Exercise		
6.1		Attendance at one UNICEF Mid-Term and one End of Year Review of Programme	50%	Mid term Review Meeting was attended due to timely notification. Achievements were highlighted, constraints were discussed and solutions were recommended - The End-of-Year meeting was not attended since the Nursery Officer was on leave.
6.2		Five one-day Sessions of Sensitization and Consultation re: Early Childhood Policy (UNICEF sponsored)	100% all five sessions were attended	One session each was held with members of Regional Early Childhood Committee of Regions #3, 4/Georgetown, and 10 by members of National Early Childhood Association which included ACEO (N). The Departments were instrumental in organizing the activity in their regions and the participants made their contributions

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
6.3		Launching of Nursery Education Handbook	100% 100 books were printed for the	The activity was successfully held due to support given by NCERD in printing of books and Ministry of Education providing funds for the launching exercise. UNICEF will print 1000 books for distribution to schools.
6.4		Two-day Sensitization Workshop for Nursery teachers at Paramakatoi Region #8	100% All teachers attended the workshop	Timely request was made by HODOE of Region #8 for ACEO (N) to be one of the facilitators <ul style="list-style-type: none"> - The teachers were very participative. - Funding was provided by the Administrators of the Region
6.5		Organise for Guyana's participation at one Tele-Conference re: Disaster Preparedness for Young Children	100% The activity was attended	The Vice President of National Early Childhood Association, the Nursery District Education Officer (Georgetown) and a representative from Red Cross participated in the conference sharing their ideas and listening to those of other countries of the Caribbean. The facility of IDCE was used. Teachers will benefit from that experience.

SPECIAL EDUCATION UNIT
SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME

POLICY AREAS	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1. Management and Supervision.	Special Education Needs Monitoring Visits.	<p>Twelve (12) schools were visited.</p> <ul style="list-style-type: none"> - Diamond Special School. - Resource Unit for the Blind and Visually Impaired. - David Rose School for the Handicapped Children. - Ptolemy Reid Rehabilitation Centre. - St Mary's Annexe. - Linden Centre for Handicapped Children. - Wismar Hill Primary. - Resource Unit for the Blind and Visually Impaired - Winifer Gardens Primary. - Stella Maris Primary. 	<p>These visits were facilitated by Ministry of Education. It was noted that Special Education Needs teacher assistants and non specialist trained teachers were making a good effort to support students with special needs. However a great deal more training is required for optimal benefit to students.</p>

POLICY AREAS	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	<p>Vision Screening in eleven (11) schools – Region # 4 and Georgetown.</p>	<p>- LBI Primary.</p> <p>- Richard Ishmael Sec.</p> <p>Thirteen (13) schools screened.</p> <p>- St Sidwell Primary G/town</p> <p>- Enterprise Primary (G/town)</p> <p>- Sophia Primary (G/town)</p> <p>- St Angela's Primary (G/town)</p> <p>- St Agnes' Primary (G/town)</p> <p>- Chateau Margot Primary (ECD)</p> <p>- Mon Repose Primary (ECD)</p> <p>- Enterprise Primary (ECD)</p> <p>- Ann's Grove Primary (ECD)</p> <p>- Redeemer Primary</p> <p>- Rama Krishna (G/town)</p> <p>- St Ambrose Primary (G/town)</p>	<p>Itinerant support is required for some special needs students at least on a fortnightly basis.</p> <p>This Ministry of Education and Pan American Health Organization project surpassed its target for the period September to December. The follow up on the 262 referrals will need to be more speedily addressed with the return of the VSO Optometrist.</p> <p>Vision Screening Facilitator MOE/PAHO has and attended all sessions and is developing a data base.</p>

POLICY AREAS	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
2. Curriculum Reform and Renewal.	<p>Meeting with NCERD</p> <p>C.P.C.E Special Education Modules to be edited and printed.</p> <p>1800 modules were printed.</p> <p>Special Education Hand Books for Hinterland Regions will be edited for printing.</p>	<p>- Winfer Gardens Primary G/town</p> <p>Meeting was held with Curriculum Development Officer with respect to:-</p> <ul style="list-style-type: none"> - Recruitment of VSO. - Collaboration for Special Needs Workshop. <p>Modules edited and printed.</p> <p>Handbooks have been edited and printed.</p> <p>A project of MOE/UNICEF for In-service teachers.</p>	<p>Recruited VSO has been working with the National Centre for Educational Research Development (NCERD) and the Special Education Unit in resources development, conducting workshops and giving support to teachers working with children with special needs.</p> <p>1,800 Modules have been delivered to MOE and CPCE and are currently in use.</p> <p>The funding was provided by the Organization of American States.</p> <p>Books to be delivered in the Hinterland Regions during the Easter term 2006.</p>
Policy Document	To obtain statistics on incident of disability.	National Commission on Disability completed survey.	Report is currently being compiled.

UNSCHEDULED ACTIVITIES

POLICY AREAS	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
<p>3. Community Alliance.</p>	<p>Visit to Spectacle Lab Ptolemy Reid Centre.</p> <p>Visit to Low Vision Clinic Hospital.</p> <p>Attended meeting with Vision Screening team Ministry of Health, Ministry of Education and PAHO.</p> <p>Consultation with Cuban Ambassador re: Special Education Training for Teachers</p> <p>Represented Ministry of Education at National Commission for Disability Survey Meetings.</p> <p>Participated in Ministry of Health/PAHO, Mental Health Policy workshop.</p>	<p>The visits were informative.</p> <p>Clear operational guidelines were discussed.</p> <p>Cuba is willing to offer scholarships in field of Special Education Needs (SEN).</p> <p>Survey has been done.</p> <p>A revised document was produced.</p>	<p>The information would contribute to effective collaboration with partners.</p> <p>All stakeholders contributed to the decision made.</p> <p>Special Education Training needs to be addressed at appropriate level and in conjunction with scholarships to Cuba.</p> <p>Report is being compiled.</p> <p>All stakeholders made valuable contributions to the document.</p>

POLICY AREAS	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	<p>MOE/PAHO Health Promoting School meeting in Suriname.</p> <p>Special Education Needs, Disabilities, Difficulties and Disadvantage (SENDDDD) meeting in Panama.</p> <p>Made Opening Remarks at Adjustment to Blindness technicians training programme</p> <p>Met with Caribbean Council for the Blind Officials and local representatives to discuss proposed assistance in training programme for teachers at Mico and the Development of Training programmes at University of Guyana.</p> <p>VSO Symposium.</p>	<p>Visits were made to Health Promoting Schools.</p> <p>OECD/OAS country representatives discussed statistics and indicators for curriculum access and equity (Special Education Needs). The meeting emphasized the need for statistics on categories of disability and services provided.</p> <p>Contribution was well received.</p> <p>The importance of the service was emphasized.</p> <p>The discussions covered favourable possibilities for collaboration in specialist teachers training.</p> <p>The shared discussion was informative.</p>	<p>The shared experience revealed areas for cooperation and inclusion of special schools in the projects.</p> <p>This is an area for development in Special Education Needs in Guyana.</p> <p>Trainees will work in regions 3, 4, 5, 6, G/town, and 10.</p> <p>Local representative will follow up on the process.</p>

POLICY AREAS	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
<p>4. Human Resource Development</p>	<p>GOG/OAS Project workshop for CPCE Lecturers.</p>	<p>Special Education workshop was held for CPCE Lecturers</p>	<p>Some adjustments to plan were made due to the flood period. Follow up sessions will be planned by new VSO, SEN, Lecturer CPCE.</p>
	<p>Special Education Needs workshop for Region # 9 Nursery Teachers.</p>	<p>Region # 9 Special Education workshop session in collaboration with ACEO (Nursery).</p>	<p>Workshop was successful Special Education handouts were distributed during the Special Education Needs component.</p>
	<p>Special Education Learning/teaching aids workshop for Blind and Visually Impaired teachers and Students.</p>	<p>Workshop was held at the Resource Unit for the Blind. Students were keen to develop the skills in Grade 2 Braille and Computer Use.</p>	<p>Students and teacher assistants benefited from the exercise.</p>
	<p>Workshops for teacher assistants/aides in Special Education Units Georgetown and Region # 3.</p>	<p>Two three day workshops were held at David Rose School for Handicapped Children.</p> <p>One three day workshop at Diamond Special School.</p>	<p>Teachers and assistants are better equipped to monitor students' progress.</p>

SCHOOLS WELFARE SERVICE**SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME**

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1.0	Access to Education	Necessitous needs	70%	As awarded by the Ministry of Education.
		Counseling	100%	Conducted for parents children, teachers in cases of corporal punishment, alleged rape, theft, unlawful use of weapons at school. Some were referred to the Police. Five (5) children; three (3) boys and two (2) girls were sent to the New Opportunity Corps, two (2) cases were dismissed, several were referred for probation reports. Others were returned to parental custody
2.0	Management & Supervision	Attendance at SSMC forty seven (47) weekly meetings	95%	These were informative. More time must be given for reporting on schools Welfare matters.
		Attendance and participation at Regional Education Officers meeting (2)	100%	Time was not given for deliberation on School Welfare matters. Some Regional Education Officers omitted Reports on School Welfare matters.
		Meetings with the Chief Education Officer (2)	100%	Discussions were held on the recruitment of Regional Schools Welfare Officers.
2.1	Aministration & Supervision	Attendance at fifty-fifth (55 th) meetings of Institutions, Agencies and Ministers	90%	Attendances at these meetings allowed for concerns and ideas to be incorporated into plans and policies.

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
3.1	Human Resource Development	Training Seminars for Schools Welfare Officers (4)	Nil	
		Training Workshops for Liaison Officers (3)	Nil	Funds were not available/ released for these activities
		Revival of Moral and Standards activity (1)	Nil	
		Major Operation C.A.R.E (4 major campaigns; 25 minor campaigns; 4 Training Workshops for Volunteers).	Nil 42 5	Despite nor available funds Despite nor available funds
		Two (2) Orientation Workshops for newly appointed Schools Welfare Officers	Nil	No funds available
		Counseling Sessions (353)	100%	These were conducted for students, pupils, parents and teachers in cases of alleged rape, theft, uses of weapons. Some were resolved, others were referred to the Police and Courts.
		Attendances and participating at: <ul style="list-style-type: none"> <li data-bbox="521 1373 708 1436">- Graduation ceremonies <li data-bbox="521 1436 764 1499">- National Award Ceremonies <li data-bbox="521 1499 743 1562">- Nation Aports Events 	1 1 3	All activities were sup[ported by parents and teachers. Display of projects were of a high standard.

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
3.1	Human Resource Development (con't)	<ul style="list-style-type: none"> - Open day activities - Launching ceremonies - Art Exhibitions - P.T.A meetings - Level meetings. 	<p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">9</p> <p style="text-align: center;">8</p>	<p>All activities were supported by parents and teachers. Display of projects were of a standard</p>
4.0	Community Alliance	<p>Conducted one (1) Annual Needy Children's Christmas Party</p> <p>Participated in one (1) Meet-the-people tour.</p>	<p style="text-align: center;">100%</p>	<p>One hundred and forty-eight (148) children were provided with food, toys shoes and food stuff.</p> <p>Information or reasons for absence truancy, child abuse, child employment, was obtained. Persons were directed to relevant agencies.</p>
5.0	Unplanned Activities	<p>Other visits to schools.</p> <p>Visits and Dialogues with the Police</p>	<p style="text-align: center;">40 visits</p> <p style="text-align: center;">32</p>	<p>Many improvised weapons were retrieved, children were either warned or referred to the Police. These visits also revealed the uses of illegal drugs during school hours and in classrooms. Lectures on drugs by resource personnel were arranged.</p> <p>To discuss various referred problems. The Court Superintendent's Office was reluctant to execute arrest warrants by the Magistrate.</p>

NO	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
5.0	Unplanned Activities (Con't)	<p>Visit to residences (home visits)</p> <p>Visit to Blairmont Estate, Grove Squatting Area and Pigeon Island Squatting area.</p>	<p>45</p> <p>1</p> <p>1</p> <p>1</p>	<p>Parents were cordial and expressed the need for more Schools Welfare Officers visits.</p> <p>Request for visits were made by the office of the President through the Minister of Education and by Minister – Human Service and Social Security</p>

4.4.0 TECHNICAL ADVISOR

4.4.1 GOVERNMENT TECHNICAL INSTITUTE

SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1.	To enroll One Thousand d (1000) new students in the various disciplines of craft and technician levels	Target partially achieved - 924 new students were enrolled for the various programs – 92.4%	An entrance test followed by an interview was done. Applicants did not fulfill the perquisites to gain entry.
2.	To train Six Hundred (600) continuing students in the various disciples of craft and technician levels	100% of this target was achieved.	The target set for continuing students was in excess
3.	<p>Upgrading programs:</p> <p>(a) Training of Lecturers in Technical Education.(Fifteen Lecturers to be trained)</p> <p>(b) Training of lecturers on the use of Visual and Audio equipment</p>	<p>46.6% of this target was achieved. Seven (7) Lecturers were successful at the one year certificate program for Training of Lecturers in Technical Education</p> <p>Nil</p>	<p>Target set was partially achieved and some students were disqualified due to plagiarism. Some students did not complete their research paper.</p> <p>Workshops were not held due to unavailability of resource persons at time planned</p>
4.	Training of 400 final year full time students on the uses and functions of computers.	100% - of this target was achieved.	The second year students were exposed to the training where theoretical and practical sessions were conducted

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
5.	Training of 80 final year diploma level students in Industrial Orientation / Management	100% - of this target was achieved.	The second year students were exposed to the training
6.	Maintenance of Buildings (a) Simap (b) Library (c) Quadrangular (d) Canteen (e) Sprostons (f) Barclays	60% - of this target was achieved	Building were maintained and kept in good conditions. But the Barclays and Sprostons buildings need major renovations.
7.	Renovation of three (3) Administrative Offices	100% - of this target was achieved	The walls, floors and windows were renovated for all three Offices.
8.	Maintenance, service and repairs to all equipment and machines	Target partially achieved. Type writers and serviceable computers were kept in working order, also machine and equipment in the workshops and laboratories	Machines, computers and equipment that were serviceable were kept in working conditions
9.	Maintenance of Infrastructure	100% - of this target was achieved	The lawns were well kept low, fences, and walkways kept in good shape. Generally the entire compound was maintained in an acceptable manner.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
10.	Production and maintenance of furniture for the Institution	100% - of this target was achieved	The production of armchairs, tables, chairs, desks and other pieces of furniture needed by the Institution was met.
11.	Organize Sporting Activities for staff and students.	100% - of this target was achieved	Through out the year staff and students were involved in sporting activities both internally and externally. The GTI's Annual Sports and Athletics Meeting conducted in October 2005
12.	Visits to 10 schools to familiarize students with the courses being offered.	100% - of this target was achieved	Lecturers of the GTI visited the schools in Georgetown and on the Coast lands to sensitize students with courses being offered at the Institution.
13.	Open Day	100% - of this target was achieved	Parents, guardians, teachers and students from several schools attended the one day exercise to view the showcase of the various departments
14.	Orientation Exercise for 800 new students	100% - of this target was achieved	The orientation exercise was held with the first year registered students on the first day of the academic year.
15.	Tours to 2 Industrial Agencies	100% - of this target was achieved	The Students and lecturers visited Banks DIH and GUYSUCO
16.	Upgrading of the Library with 1000 books.	100% - of this target was achieved	Over one thousand new books and magazines were placed in the Library. These materials were either purchased or received as gifts.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
17.	Exposure of one hundred and fifty (150) first year students to the world of work.	81.33% - of this target was achieved	One hundred and twenty two (122) students were placed on work study attachments in both Private and Public Agencies.
18.	To graduate seven hundred and ninety eight (798) final year students who passed the GTEE	52.88% - of this target was achieved	Four hundred and twenty two (422) students graduated from the Institution in December 2005.

NEW AMSTERDAM TECHNICAL INSTITUTESUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1.	Establish links with Industry to keep close relationship between Industry's needs and the curriculum. (Eighteen agencies to be visited).	Fifteen (15) agencies were visited.	It was not very convenient to visit the remaining agencies. * *
2.	Service twelve (12) lathes and maintain twenty-five (25) machinery and equipment. Service and upgrade thirty (30) computers.	This has been ongoing and successful. All computers in both laboratories were successfully serviced and upgraded.	Twelve lathes and two (2) Milling machines in the Fitting and Machining shop were made operable. In the Building Department, eight machines, which were out of order, were repaired. In the Automotive Department ten (10) equipment were repaired, major overhaul was done to the tractor. All office equipment were serviced, including thirty (30) computers in laboratories, office and library.
3.	Subscribe to a local provider for internet service	This was achieved.	However, to maximize its use a dedicated line from GT&T was provided.
4.	To rehabilitate all staff quarters	This work is currently in progress.	New contracts were awarded. This is currently in progress.
5.	Rehabilitation of Electrical system in workshops.	This was not achieved	This was not undertaken as the provision made for this project was redirected for the completion of the science lab. This is likely to be pursue in 2006.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
6.	<p>STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> - Train ninety percent (90%) of the tutorial staff. <p>Train eighty percent (80%) of the office staff.</p>	<p>Ninety percent (90%) of the tutorial staff successfully completed a two (2) day workshop in Lesson Plan and Preparation. Lecturers successful completed Auto Cad computer training.</p> <p>Eighty percent of the office staff successfully completed two (2) training sessions.</p>	<p>Those Lecturers exposed to the two (2) day workshop are expected to train the remaining Lecturers. Lecturers trained in Auto Cad, will train remaining technical drawing Lecturers</p> <p>Typist Clerks are now able to perform at a higher level in the General Office. Typist Clerk will be able to perform at a higher level on computer.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE																																							
7.	<p>Run training programmes for Craft, Advance Craft, Technician and Business courses. To graduate successful students in various disciplines and distribute prizes and awards to the outstanding students</p> <table border="0"> <thead> <tr> <th data-bbox="248 646 451 678"><u>GTEE Entries</u></th> <th data-bbox="483 646 581 678"><u>GTEE</u></th> <th data-bbox="703 646 946 678"><u>Success at GTEE</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="248 720 451 783">Ordinary Diploma in Commerce</td> <td data-bbox="532 751 581 783">10</td> <td data-bbox="816 751 833 783">2</td> </tr> <tr> <td data-bbox="248 814 451 877">Diploma in Computer Science</td> <td data-bbox="532 846 581 877">13</td> <td data-bbox="816 846 833 877">0</td> </tr> <tr> <td data-bbox="248 909 451 940">Agriculture Mechanic</td> <td data-bbox="532 909 581 940">11</td> <td data-bbox="816 909 833 940">11</td> </tr> <tr> <td data-bbox="248 972 451 1035">Bricklaying and Concreting</td> <td data-bbox="557 1003 581 1035">6</td> <td data-bbox="816 1003 833 1035">5</td> </tr> <tr> <td data-bbox="248 1066 451 1098">Carpentry and Joinery</td> <td data-bbox="557 1066 581 1098">8</td> <td data-bbox="816 1066 833 1098">8</td> </tr> <tr> <td data-bbox="248 1129 451 1192">Electrical Installation Practice</td> <td data-bbox="548 1161 581 1192">19</td> <td data-bbox="816 1161 833 1192">19</td> </tr> <tr> <td data-bbox="248 1224 451 1287">Internal Combustion Engine</td> <td data-bbox="548 1255 581 1287">15</td> <td data-bbox="816 1255 833 1287">11</td> </tr> <tr> <td data-bbox="248 1318 451 1350">Metal Machining &</td> <td data-bbox="548 1318 581 1350">13</td> <td data-bbox="816 1318 833 1350">9</td> </tr> <tr> <td data-bbox="248 1381 451 1413">Mechanical Fitting</td> <td data-bbox="548 1381 581 1413">13</td> <td data-bbox="816 1381 833 1413">6</td> </tr> <tr> <td data-bbox="248 1444 451 1507">Radio, Television & Electronics Servicing</td> <td data-bbox="565 1476 581 1507">8</td> <td data-bbox="816 1476 833 1507">8</td> </tr> <tr> <td data-bbox="248 1539 451 1570">Welding Craft Practice</td> <td data-bbox="548 1539 581 1570">14</td> <td data-bbox="816 1539 833 1570">14</td> </tr> <tr> <td data-bbox="248 1602 451 1665">Certificate in Secretarial Science</td> <td data-bbox="557 1633 581 1665">10</td> <td data-bbox="816 1633 833 1665">9</td> </tr> </tbody> </table>	<u>GTEE Entries</u>	<u>GTEE</u>	<u>Success at GTEE</u>	Ordinary Diploma in Commerce	10	2	Diploma in Computer Science	13	0	Agriculture Mechanic	11	11	Bricklaying and Concreting	6	5	Carpentry and Joinery	8	8	Electrical Installation Practice	19	19	Internal Combustion Engine	15	11	Metal Machining &	13	9	Mechanical Fitting	13	6	Radio, Television & Electronics Servicing	8	8	Welding Craft Practice	14	14	Certificate in Secretarial Science	10	9		<p>Results were fair except for Diploma in Computer Science and Plumbing.</p> <p><u>Business Department</u></p> <p>Students showed a marked improvement especially in the Certificate in Secretarial Science gaining ninety (90) percent pass.</p>
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ITEM NO	TARGET SET		TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<u>GTEE Entries</u>	<u>GTEE</u>	<u>Success at GTEE</u>	
8.	Diploma in Secretarial Science	10	9	Success at Internal Examination. The remaining schools rescheduled their visit for 2006. They were however visited during the sensitizing exercise.
	Mechanical Engineering Technician part 1	14	4	
	Basic Radio, Television and Electronics	10	9	
	Servicing Technician Certificate in Telecommunication	3	1	
	Advance Certificate in Electrical Installation Practice	9	7	
	Agriculture Engineering Technician	4	3	
	Craft Certificate in Motor Vehicle Works	9	9	
	Craft Certificate in Motor Vehicle Electrical Systems	4	3	
	Technician Certificate In Architectural Drawing	5	5	
	Mechanical Engineering Technician Part 2	3	3	
	Plumbing	4	0	
	<u>Institutional Examination</u> Basic Computer	153	153	
	Intermediate Computer	91	91	
Advance Computer	50	50		
Host students from twelve (12) feeder schools		Only twenty (20) schools visited.		

UNPLANNED AND IMPORTANT ACTIVITIES

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1.	Repair to section of perimeter fence along Garrison Road to southern perimeter fence.	This was successfully completed	Sections of the fence along Garrison Road was repaired by students and staff of the Masonry Department.
2.	Maintenance of Library (roof and ceiling)	This was successfully completed	Repairs were done on the roof and ceiling of the Library and painted on completion.
3.	Maintenance of workshops on academic building	This was unsuccessfully completed	Two stairwell doors were constructed and installed to replace dilapidated ones.
4.	Construction of car park	This remains incomplete	Unavailability of critical materials.
5.	Construction of cupboards for library	Successfully completed by students and Lecturer and currently in use.	Cupboards were constructed to secure valuable textbooks
6.	Construction of furnishing for Upper Corentyne Industrial Centre	Successfully completed and currently in use.	Awaiting transportation for workbenches.
7.	Upgrade of new computer lab	Successfully competed on scheduled period.	Networking was done.
8.	Construction of cupboards in Information Technology room.	Successfully completed by students and Lecturers.	This has improved the staff room environment for Lecturers and other staff.
9.	Construction of toilet outside of workshop	This remains incomplete	Unavailability of critical materials
10.	Maintenance of plumbing installation mainly sanitary block	This remain incomplete	Awaiting the handing over of the new pump.
11.	Maintenance of lighting in class room	This remains incomplete	Unavailability of critical materials.

LINDEN TECHNICAL INSTITUTESUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1.	Preparation and administration of Mock examination and enrollment of one hundred and thirty - two (150) candidates for the GTEE examination.	88% of target was achieved.	One hundred and thirty two students were registered for the GTEE examination. An average performance of 51% was recorded for the examination
2.	Maintain average pass rate of 70% and above. Graduate one hundred two (122) students.	68% of this target was achieved.	Eight-three (83) students successfully completed the GTEE examinations. Of those that were not successful 17% were referred. There was no failures.
3.	Complete and implement computerized database for student and staff records.	75% of this activity was completed	The database structure was completed and 60% of data for students were inputted. Failure of the main computer affected timely completion of the project. 71% of the Network was installed.
4.	Arrange for work attachment for a minimum of 100 students at various industries and businesses.	70% of this target was achieved.	The competition for places with secondary schools and the lateness of our approaches resulted in our inability to achieve the projected target.
5.	Air twenty four (24) advertisement, and visit twelve (12) schools to promote and inform of LTI's offerings to attract four (400) applicants.	100% of this target was achieved.	The projected target was reached. Five hundred and fifty application forms were issued. From which four hundred and fifty were returned. This was due to the extent of the awareness drive and interest shown by the community.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
6.	Complete repair to one hundred and twenty (120) feet of drive way	50% of this activity was completed.	Lack of equipment and the under estimation of the project prevented the contractor from completing the project. A revisit of the selection process will help to remove this impediment in the future.
7.	Expose eleven (11) members of staff to various skills upgrading programs.	100% of this activity was accomplished	All staff earmarked for upgrading training was able to successfully pursue it.
8.	Expand Welding and Fabrication workshop, Install manifold system, upgrade Carpentry and Joinery, and Metal Machining and Mechanical Fitting Workshops.	45% of this activity was completed.	The expansion of the welding workshop was completed. However, the proposed installation of the manifold system was not completed due to the lack of appropriate materials. However, New equipment was added to the Carpentry and Joinery, Metal Machining and Mechanical fitting, Welding and fabrication workshops
9.	Deliver four (4) defensive and four (4) remedial driving programs.	37.5% of this activity was achieved.	One (1) remedial and two (2) defensive driver training programs were delivered. Lack of response and unavailability of the driver-training vehicle affected the accomplishment of this objective.
10.	Complete installation of furniture and equipment in Physics and Chemistry laboratories.	50% of this activity was accomplished.	The infrastructure for this facility was completed. Equipment and materials were not obtained due to the hiccups I the procurement procedure..

UNPLANNED AND IMPORTANT ACTIVITIES

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1.	Host Region Open house and Career Fair.	100% of Target was achieved.	The activity provided invaluable advertisement for the Institute in the process of attracting over four students from schools around Linden as well as businessmen, parents and other interested personnel.
2.	Commence preparation of land for development of agricultural program	33% of this activity was accomplished.	Permission was received from Linmine for use of 1.5 acres of land north of the current facility. Work on development of the area commenced with the filling of the land with bauxite capping. This activity was setback by the restriction placed on access to the area where the capping is located by the new authorities, Omai.
3.	Excavate canal drains in and around compound	100% of this activity was achieved.	Canals and drains were cleared of vegetation and debris to erase the possibility of flooding during the rainy periods.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
4.	Expand Cafeteria kitchen and relocate sales area	100% of this activity was accomplished	The need to provide additional storage and preparation space necessitated reorganization of the cafeteria to provide the additional space.
5.	Complete Electrical wiring of New Wing.	90% of this activity was completed.	Students and lecturers constructed the panel room and completed the electrical installation of the new wing. The installation of the mains supply cable is to be done. This depends on the availability of materials.

4.4.1.3

ESSEQUIBO TECHNICAL INSTITUTESUMMARY AND REVIEW OF CURRENT YEAR PROGRAMMECapital Works

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1	Construction of staff room commenced in 2004 and finished in March 2005	100%	Work was delayed because of unavailability of material
2	Installation of second phase on the electrical system at E.T.I	100%	Work was inspected by the building superintendent and Electrical Inspector
3	Construction of water tank foundation and installation of pipe lines	90%	Gutters to be attached to tank that stores water
4	Repairs and painting to staff quarters and Principal Quarters	100%	The painting done on the Staff Quarters was not satisfactorily done, so the contractor had to do additional work on the building

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1	To train two hundred and fifty (250) new entrants in various disciplines at the Craft level.	<p>This activity is an ongoing exercise. Ninety percent (90%) were successful at the end of first year Exam.</p> <p>Partially achieved, only on hundred and seventy four (174) students enrolled - (70%)</p>	<p>Target set was achieved – ninety percent (90%) of the enrolled students were successful in completing the first year’s work sixty-eight (68) males and twenty-two (22) females.</p> <p>Full time students ninety (90); sixty-eight (68) males and twenty-two (22). Evening students fifty-four; twenty-eight (28) males and twenty-six (26) females</p> <p>GTEE – seventy-nine (79) students sta exams, sixty-eight (68%) percent, successful fifty-two (52) males and twenty-seven (27) females.</p>
2	<p>Maintenance of buildings were done to the</p> <ul style="list-style-type: none"> (a) Roof (b) Locks (c) Doors (d) Windows 	Target fully achieved 100%	Six (6) Carpentry & Joinery students along with one (1) Lecturer. The Labourer and Janitor were involved in maintenance exercise.
3	<p>Maintenance of infrastructure</p> <ul style="list-style-type: none"> - Construct concrete drains to facilitate drainage of water - Prepare grounds to accommodate sporting activities 	<p>Target achieved</p> <p>100%</p> <p>100%</p>	<p>The first is an ongoing exercise with six (6) Carpentry students.</p> <p>- This was done by all ETI students and staff.</p>
4	<p>Promoting sporting activities for staff & students.</p> <ul style="list-style-type: none"> - Cricket - Football - Dominoes 	Target fully achieved. More staff students are now participating in games	Staff members and students were engaged in sporting activities on the Essequibo Coast.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE														
5.	Visit Schools to sensitize students of courses being offered. Target: one hundred and twenty-five (125) students	Targets seventy-two (72%) achieved Correspondence were sent to the head teachers of each school and permission was granted for sensitization to take place	Principal and Lecturers visited ten (10) schools to familiarize students about courses being offered at E.T.I Brochures were given to provide more information.														
6.	Strengthen links with Industrial Ageincies making visits and having discussions to promote our programmes. Ten (10) visits and meetings were targeted.	Targets not fully achieved as only six (6) organizations were visited. However, we have had significant improvement our relationship with other organizations.	Constant telephone contracts visits were made to provide and public sector agencies. Plans were made to reach out to other agencies but thry did not materialize.														
7.	Secure Work attachment for sixty (60) students	Target achieved – thirty-three (33%) percent students were attached to industries, to enable them to acquire relevant skills pertaining to their respective fields.	<p>Work-experience programmes were carries out in many organization on the Essequibo Coast.</p> <table border="1" data-bbox="1057 919 1484 1297"> <thead> <tr> <th data-bbox="1057 919 1312 993">Organization</th> <th data-bbox="1312 919 1484 993">Amt. of Students</th> </tr> </thead> <tbody> <tr> <td data-bbox="1057 993 1312 1035">Regional Office</td> <td data-bbox="1312 993 1484 1035">4</td> </tr> <tr> <td data-bbox="1057 1035 1312 1077">Caricom</td> <td data-bbox="1312 1035 1484 1077">4</td> </tr> <tr> <td data-bbox="1057 1077 1312 1150">Iman Bacchus & Sons Ltd.</td> <td data-bbox="1312 1077 1484 1150">4</td> </tr> <tr> <td data-bbox="1057 1150 1312 1224">Goberdhan Mechanic Shop</td> <td data-bbox="1312 1150 1484 1224">2</td> </tr> <tr> <td data-bbox="1057 1224 1312 1266">Geddes Grant</td> <td data-bbox="1312 1224 1484 1266">2</td> </tr> <tr> <td data-bbox="1057 1266 1312 1297">Town Council</td> <td data-bbox="1312 1266 1484 1297">1</td> </tr> </tbody> </table>	Organization	Amt. of Students	Regional Office	4	Caricom	4	Iman Bacchus & Sons Ltd.	4	Goberdhan Mechanic Shop	2	Geddes Grant	2	Town Council	1
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8	<p>Upgrading of the Library</p> <ul style="list-style-type: none"> - By provding new books, magazines and reference material - By at least providing twenty (20) books in all the relevant courses. 	<p>Target not achieved 80% Books are not available in same area.</p>	<p>Over twenty (20) new books and magazines were placed in the library. The materials were purchased.</p>														

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
9	Additional of new programme 2005/2006 <ul style="list-style-type: none"> - Radio, Television and Electronic - Plumbing - Refrigeration and Air Conditioning - Business and Secretarial Studies 	Target not achieved. Permission now sought from CEO for the approval of courses	Requests for funds were also made for the purchasing of materials tools and equipment.
10	Summer Programms <ul style="list-style-type: none"> (a) Auto Cad (b) S/ Information Technology – Elementary (c) S/ Information Technology – Intermediate (d) S/ Information Technology – Advance (e) Small Engine Repair (f) Welding (g) Carpentry & Joinery (h) Eletronics (i) Electrical Installation (j) Fitting and Machining 	Target for all courses fully achieved – ninety (90%) percent	Target set was achieved, ninety (90%) percent of the enrolled students were successful in completing courses.

UNPLANNED AND IMPORTANT ACTIVITIES

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1	Construction of guard hut on the Southern side of the Campus	This has been completed 100%	Funds were released in a effort to have work completed
2	Landscaping of Campus playground	This has been completed 100%	To facilitate playground for students at E.T.I
3	Installation of pump for water tank.	This has been completed 100%	To facilitate water supply for staff and students
4	Construction o motor cycle shed at E.T.I	Due to inclement weather only twenty-five (25%) percent of work was done	To facilitate parking of motor cycle for students and staff.
5	Repairs to five (5) motors in the machine shop	This has been completed 100%	Funds were released in an effort to have work completed.

GUYANA INDUSTRIAL TRAINING CENTRE
SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p>To train two hundred and seventy (270) persons in seven (7) trade areas namely: Agriculture Mechanic Carpentry Electricity Fitting and Machining Masonry Plumbing and Welding.</p> <p>Inventory carried out in seven (7) workshops, General Office, Library, Stores and Information Technology Laboratory</p> <p>Maintenance of lawns and parapets, weeding of the reserve..</p> <p>Ten (10) visits arranged for junior high schools in Georgetown.</p> <p>One thousand (1000) applicants to be tested.</p>	<p>Two hundred and forty nine (249) persons were registered for the programmes.</p> <p>Inventory carried out in all departments.</p> <p>Maintenance was not done on a regular basis.</p> <p>Eight (8) visits were made to schools in Georgetown. One school from Number 29 Village, West Coast Berbice visited the GITC.</p> <p>Seven hundred (700) persons applied for entry into the Institution. Five hundred and ninety seven (597) were tested and five hundred and thirty one (531) interviewed.</p>	<p>Strong desire of out of school youths to access training.</p> <p>Administration and staff adhering to set time frame.</p> <p>Lack of funds to carry out maintenance work.</p> <p>Willingness of Head Teachers to accommodate GITC staff members.</p> <p>Applicants were interested in accessing training but were reluctant to write the test.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	Skills upgrading for four (4) staff members at the Government Technical Institute.	One (1) Instructor completed his third year programme and started the one year Teachers Training programme for Lecturers. A second Instructor has also started the Teachers Training Programme. A third Instructor has attended his fourth year programme at the GTI. One Typist Clerk completed first year of studies in Secretarial Studies at the GTI.	The desire of the staff members to be upgraded and the arrangements made by administration for the staff to attend classes.
	First Aid training for full time trainees.	All full time trainees were trained.	The training is part of the overall programme.
	Full time trainees taught Information Technology and Remedial English.	All full time trainees were taught. Remedial English was taught throughout the year. Information Technology was taught only during the last quarter.	Remedial English and Information Technology were made compulsory subjects. Information Technology started late because there was no Instructor.
	Maintenance of tools and equipment in all departments.	Tools and equipment serviced by Instructors and trainees. Forty-five (45%) percent of all equipment were in working order.	Lack of funds to carry out repairs.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	Protection of the Institution. Five (5) guards on location daily.	Three (3), sometimes two (2) guards posted per day. Several pieces of items were stolen from the Institution during the year. It was assumed that some guards were involved. The items were replaced.	Inadequate number of guards posted at the Institution.
	Job attachment for all full time trainees.	One hundred and twenty four (124) full- time trainees were placed at industries for a period of seven (7) weeks.	Industries giving vital support to the training process.
	Forty eight (48) weeks of stipend to be paid to full time trainees.	98% of stipend paid.	Late submission of attendance forms by some Instructors
	Installation of windows on the auditorium, open classroom and office.	Some windows were installed on the auditorium. Work was stopped because of poor craftsmanship.	Inadequate number of windows supplied. The windows did not fit the existing spaces for which they were provided.
	Two hundred and forty nine (249) trainees expected to graduate.	Graduation exercises were held in May 2005. One hundred and forty seven (147) trainees successfully completed course work.	Programme was set back due to earlier floods. Eighty six (86) trainees dropped out and sixteen (16) failed. Dropouts were due to financial constraints and inability to cope.

4.4.1.5

CARNEGIE SCHOOL OF HOME ECONOMICSSUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	To continue the training of twenty-three (23) final year Household Management students January 2005 to July 2005.	100%	Twenty- three (23) students completed this programme and have since graduated.
	To continue the training of fifty-five (55) students in the first year Household Management Programme January 2005 to July 2005.	68%	Thirty eight (38) students completed this programme successfully.
	Commence the training of fifty(50) students in the First Year Household Management Programme, September to December 2005.	100%	Fifty (50) students or 100% completed this programme in the first term and will continue the year one programme in 2006.
	Continue the training of fifty-five (55) First Year Household Management students who were promoted in the second year September 2005 – December 2005.	100%	These students are continuing in the second year programme January 2006.
	Commenced the training of thirty-six (36) students in the Catering Department September 2005 – December 2005.		Thirty-six (36) students or 100% completed this training and are continuing.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	Continue training of Batch I students January – February 2005		Students completed this programme and have graduated.
	To continue the training of six (6) students in Garment Construction January 2005 – July 2005	100%	Five (5) students completed training and have graduated.
	Continue training of eleven cosmetology students January – February 2005	90%	Eleven students completed this programme and have graduated.
	Commenced the training of eleven (11) students in Cosmetology and Hairdressing September 2005.	100%	Eleven (11) completed the first term training successfully and will continue into the new term.
	Commenced the training of seven (7) students in Cosmetology and Hairdressing February 2005– July 2005.	100%	Seven (7) students successfully completed this training and have graduated.

4.4.1.6

CRAFT PRODUCTION AND DESIGN UNIT**SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME**

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1.	Total enrolment of eighty-two (82) students full-time at the institution.	Sixty-two percent (62%)	Fifty-one (51) students successfully completed the one (1) year training programme and graduated.
2.	Training the first batch of sixty-three (63) students September 2004 -- July 2005 in the Visual Arts disciplines of: - a) Fibre Arts b) Surface Decoration c) Decorative Craft		a) Ten (10) students did not continue the programme. b) Ten (10) students migrated. c) Eleven (11) students failed
3.	Training the second batch of Nineteen (19) students January to December 2005 in the Visual Arts Disciplines of: - a) Fibre Art b) Surface Decoration c) Decorative Craft d) Basic Garment Construction & Embroidery		
4.	Fifty-five (55) students wrote the Reading Examination.	Sixty-five (65) percent (65%)	Thirty-six (36) students passed. Students attended class regularly. Students applied themselves to their studies. Some students did not take their studies seriously.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
5.	Sixty-seven (67) students wrote the Small Business Management Examination	Fifty-six percent (56%) were successful.	Student's performance was beyond expectation. This has indicated that the majority have grasped the concepts of Small Business Management. A small percentage who were not successful, could have done better but due to their inability to read, this was not possible
6.	Seven-four (74) students wrote the Art Examination.	Fifty-one percent (51%)	Thirty-eight (38) passed. Students can do better but failed to submit all their course work.
7.	Seventy-five (75) students wrote the English Language Examination.	Fifty-two percent (52%)	Ten percent (10%) of the student did not write the examination. Twenty percent (20%) did not understand the concept.
8.	Seventy (70) students wrote the mathematics Examination.	Seventy-one percent (71%)	Fifty (50) students passed the examination. Some students did not attend classes and some were absent for the examination. The staff was dedicated and some students appreciated what was taught to them.
9.	Basic Garment Construction and Embroidery was written by seven (7) students	One hundred percent (100%)	All seven students successfully completed the theoretical and the practical examination.
10.	Theoretical and Practical use of Visual Aids in the classroom by staff in the various disciplines. a) Fibre Arts b) Surface Decoration c) Decorative Craft d) Art e) Small Business Management	Eighty percent (80%)	Staff continues to improve in this area. Staff transferred their ideas into projects to display in the classroom and to use as stimulus material to student. Preparation of samples of work for craft projects are effective because students need to observe what the finished product is like.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
11.	f) Basic Dressmaking and Embroidery g) Special Projects Two (2) of the graduates were admitted to the Carnegie School of Home Economics for further training.		House-hold Management, one (1) student. Catering, One (1) student

UNPLANNED AND IMPORTANT ACTIVITIES

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1.	Construction concrete strip to C.C.O Office.	This was successfully completed.	This was done by contractors of the M.O.E to bring relief due to the flooding of the compound.
2.	a) Construction of shelves in room to store ceramic projects. b) Removal of cupboards to other locations in the institution. c) Repairing teacher's table and the application of a lock	This was successfully completed. This was successfully completed. This was successfully completed.	Shelves were accessible to students to store their ceramic projects. Each staff was given a cupboard to store materials. Staff was satisfied with work done.
3.	Emergency to the electric water pump.	This was successfully completed.	Prompt attention to service the pump by M.O.E technicians.
4.	Twelve (12) women from Sophia's Women's Group participated in six (6) weeks Floral Decoration Workshop.	This was successfully completed at the Institution May – June 2005.	Participants were successful and received certificates. Participants provided their own material for this activity
5.	Attachment of hasp and staples to metal cabinet lockers.	This was successfully completed.	Security locks were attached to store important records
6.	Assisting 68 Brickdam, M.O.E to photocopy School Assessment Paper.	This was successfully completed.	We were able to complete on thousand, two hundred (1200) copies.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
7.	Request from Y.W.C.A for a Craft Teacher.	Recommended two (2) grandaunts who were interviewed for the position. One was successful.	The participant works twice per week at that institution.
8.	The C.C.O and three (3) members of staff attended an H.I.V/AIDS Workshop at N.C.E.R.D.	These were successful workshop. Participants enjoyed the sessions.	These workshops were planned and executed during the year.
9.	The C.C.O attended Amerindian Heritage Month Opening at the Umana Yana	This was an educative and successful occasion.	This is a formal event that the C.C.O is invited to attend.
10.	Two (2) senior grandaunts were selected to attend Bamboo Craft Training at Sophia for three (3) months full-time.	The programme was successfully completed by the participants who graduated and received certificates.	The participants will share their knowledge at the institution.
11.	Emergency repairs to the students stairs.	This was completed promptly by contractors of the Ministry of Education.	One student fell through a rotted threader.
12.	Handyman services were procured to do the following: - a) Cleaning the roof of the institution. b) Remolding and replanting in pots. c) Painting plant pots. d) Planting coconut and other trees around the institution	This activity was completed in one (1) week. Removal of small plants and rotting vegetation from the gutters that block the flow of water when rain falls.	This was done to improve the aesthetic of the building and the surroundings as a whole.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
13.	Donation of three (3) Heavy Duty Tables from C.S.H.E to the institution.	These tables were placed in the new accommodation to be used in the ceramic process	With the provision of these tables, students will be able to work comfortable.
14.	Visit to the Institution by the C.E.O.	This was a welcome activity at the Craft Unit.	Looking forward to many more visits to the C.C.O, staff and students as a whole.
15.	Servicing of the following Equipment: - 1. Photo-copier NP7061 2. Computer 3. Printer 4. Sewing Machines 5. Monitor	Some equipment were successfully completed and currently in used. This is ongoing as the need arises. Purchased new printers. Ongoing as the need arises. This remains incomplete.	Universal Technology and technicians of N.C.E.R.D give service to the institution. Continues to be serviceable. Old printer is unserviceable. Continues to be of service. Unavailability of critical materials.

UNIT OF ALLIED ARTSSUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1.	<p>Co-ordinating activities among Education Departments, schools and other related agencies.</p> <ul style="list-style-type: none"> • Eight visits to Regional performance committees and Education Departments. • Visits to twenty schools with Expressive Arts Programme. 	<p>Achieved</p> <p>Achieved</p>	<ul style="list-style-type: none"> • Visits were made to Regional Performance Committees and Education Departments to solicit support for staging several activities: <ul style="list-style-type: none"> - Four visits to Region #3, 4, 5 & 6 for involvement in Physical Display Championship. - Two visits to Region #2 for organising Dance Festival and Drama Production activities. - One visit to Region #7 for staging Drama Production for schools in that region. - One visit to Region 10 for arranging Impromptu Speech Competition. • Twenty schools were visited to improve the delivery of Dance, Drama and Music. <ul style="list-style-type: none"> - Guidance was given for the improvement of Dance at North Georgetown Secondary, St. John's College and David Rose C.H.S. The programmes were enhanced with tape recorders donated by the Unit.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
2.	Facilitating materials to enhance the Expressive Arts Programme in schools.	Achieved	<ul style="list-style-type: none"> - Technical assistance was given to enhance the production to Drama Clubs in eight Secondary schools in Region #2. - Two visits were made to New Amsterdam Multilateral to assist with students preparation of SBAs for students entering for Theatre Arts. - Seven schools visited to monitor the steelband presentations for Exhibition. <p>The Department was instrumental in organising support materials for schools</p> <ul style="list-style-type: none"> • Six schools were presented with school supplies which were donated by the Association of Guyanese Expatriates. Schools that were given supplies were: <ul style="list-style-type: none"> - St. Pius Primary - Thomas Moore Primary - St. Sidwell's Primary - Freeburg Secondary - St. George's Secondary - Sophia Special School • Thirty five Secondary schools were presented with scripts to support Drama Productions. • Enterprise Primary school received an outdoor play system which was donated by Nurture The Children Foundation Fund of USA.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
3.	Recruitment of six technical temporary support staff for Music, Dance and Drama.	50%	<ul style="list-style-type: none"> • UNESCO donated eight keyboards, a tape recorder, and two guitars for development of music among teachers who lacked the competence in playing these instruments. • North Georgetown Primary School received a steelband for expanding steel pan playing to thirty Primary pupils. • North West Secondary was presented with sports equipment for the Physical Education Department. • A donation of sixty recorders was received for schools from Crawford Academy of Music Department in Canada. <p>Six persons were identified for assisting with implementation of the Expressive Arts in schools as follow:</p> <ol style="list-style-type: none"> 1. <u>Dance Specialist</u> To co-ordinate a Teachers' Training programme in preparation of Theatre Arts at CSEC. 2. <u>Drama Specialists</u> Supervision of Drama Clubs in thirty five schools. 3. <u>Music Specialists</u> For choral, steelpan and keyboard training. <p>Only three specialists took up their appointments for Dance and Drama</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
4.	Two staff development sessions.	50%	<p>at the time specified.</p> <ul style="list-style-type: none"> • Staff members of the Unit of Allied Arts were exposed to training in effective communication. • The training seminar for thirty Heads of Department Allied Arts in supervisory management skills was rescheduled to January 2006. This was on account of the unavailability of funds for travelling and subsistence for participants.
5.	National Drama Workshop for thirty Secondary school teachers.	68.5%	<p>Twenty four teachers were trained for establishing Drama Clubs in Secondary schools. Participants were exposed to the rudiments of Drama in areas of improvisation, voice training, story telling, stage craft and play reading.</p>
6.	Conducting four choral training sessions for Primary and Secondary school teachers in Regions #2, 4, 5 and 6.	These activities were not achieved	<p>The choral training sessions were geared to prepare schools for participation in Regional Festival of Choirs in Regions #2, 4, 5 and 6.</p> <p>The resource person appointed to co-ordinate the Festival of Choirs did not assume duty at the time specified.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
7.	Keyboard training for twenty music teachers.	75%	Fifteen music teachers and four staff members benefited from a one month keyboard training programme. Music Specialists were provided the opportunity to improve their competence on the instruments.
8.	First Aid Training for fifteen Physical Education Teachers.	Did not achieve	The three day training programme was to be conducted by the Guyana Red Cross Society in November 2005. The activity was rescheduled to January 2006 on account of Physical Education teachers being involved at the National Athletics Championship during the same period.
9.	Conducting Dance workshops in Regions #2, 3 & 7 for training ninety Nursery, Primary and Secondary Teachers.	67%	<p>Training sessions in Dance Education were conducted in Regions #3 and 7. Approximately forty Nursery, Primary and Secondary school teachers were exposed to basic Dance techniques for improving the delivery of Dance in schools and to enhance performances.</p> <p>Positive response in participation was received from Region #7. Poor communication between the Education Department and schools in Region #3 resulted in low attendance in that region.</p> <p>The workshop planned for Region #2 was rescheduled for January 2006.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
10.	Expressive Arts sensitization sessions in Region 1.	Achieved.	Twenty nine Nursery, Primary and Secondary school teachers in Region #1 responded positively to training in Dance, Drama and Physical Education during a one week sensitization exercise held at North West Secondary School. The success of this activity was attributed to the high level of co-operation and support received from the Regional Education Department and the schools in this Education District.
11.	Children's Mashramani Competitions	Cancelled	Due to the National Disaster (Floods) experienced by Guyanese in Regions #3, 4, 5 and Georgetown during January and February 2005, this activity was cancelled in all Regions. A National Schools Physical Display Championship was held for the 39th Independence Anniversary of Guyana.
12.	Schools Steelband performance for Education Month.	Achieved	<p>Seven steelbands participated in this public presentation at the Botanical Gardens in honour of Education Month 2005. The public was entertained by musical renditions National songs, folk songs, pop music and songs of yesteryear. Approximately one hundred students from the four schools and three community steelbands participated.</p> <ul style="list-style-type: none"> • St. Joseph High. • Queen's College • Queenstown CHS • North Ruimveldt Secondary • Panwave • Parkside • Pan Groove

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
13.	Drama Production for HIV/AIDS awareness for students in Regions #2, 3, 4, 5, 6, 7, and 10	Achieved	Approximately three thousand six hundred Secondary School students of Regions #2, 3, 4, 5, 6, 7 & 10 were made aware of issues related to HIV and AIDS through a Drama Production entitled, "I Should Have Known". This play which won several awards at the Secondary Schools Drama Festival in 2004 was performed by students of Sophia Special School. The production was supported by distribution of pamphlets on the topic and a question and answer segment.
14.	Impromptu Speech Competitions in Secondary and Community High schools in Regions #3, 5, 10 and Georgetown.	Achieved	This activity was conducted in Regions #3, 5, 10 and Georgetown Education District. Thirty one schools involving, eighty two students from Secondary and Community High Schools were involved. It was observed that students need to have more exposure to Public Speaking so as to build their confidence and competence in oral presentations. Sixteen students received Prizes and Trophies for outstanding performances in the competition.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
15.	Schools Dance Festival for Nursery, Primary and Secondary schools.		
16.	National Physical Display Championship for Independence Celebrations.	Achieved.	<p>The first National Physical Display Championship was organised for Primary and Secondary schools in honour of the 39th Independence Celebration of Guyana. Approximately three hundred and forty students represented Regions #1, 2, 3, 4, 7 and Georgetown Education District at this event. All performances staged demonstrated a high degree of skills, techniques and interesting choreographies. Prizes were awarded to thirty schools for outstanding performances. The success of the event was attributed to the collaborative work among teachers, students, parents and the Education Department of the participating Regions</p>

UNPLANNED ACTIVITIES

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1.	Support in organising the Rights of the Child Concert.	Achieved	The Unit gave technical assistance to the Commission on the Rights of the Child in organising its annual concert for the public.
2.	Support in organising National Awards Ceremony.	Achieved	Technical assistance was given for the staging of the cultural presentation for the Ninth National Awards Ceremony for schools organised by the Ministry of Education.
3.	Support for training of pupils for the opening of the National Schools Athletics Championship.	Achieved	Technical assistance was given in training of teachers in Region 6 for staging of a Physical Display by thirty pupils for the opening of the National School Athletics Championship
4.	Representation at Sports meetings.	Achieved	<p>The Ministry of Education was represented at several meetings of the sports organisations listed to enhance collaboration for the development of Physical Education</p> <ul style="list-style-type: none"> • National Sports Commission. • The Guyana Cricket Board. • The Guyana Lawn Tennis Association. • The Guyana Volleyball Federation <p>Guyana Football Federation</p>
5.	UNESCO Music Programme for teachers	Achieved	The Unit facilitated a one week music training programme for thirty music specialists. This activity was sponsored by UNESCO.

4.5.0 SUPPORTING UNITS

4.5.1 INSPECTORATE UNIT
SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME

PLANNED ACTIVITIES

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE																												
1.	<p>➤ (Revised) Conduct 83 Scheduled Inspections of Schools to assess Learners' Performance, Community Alliances, School Environment, School Administration and Organization, Curriculum Implementation, Interactive Radio Instruction, Literacy and Numeracy Programmes, and Assessment Practices.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">Georgetown</td> <td style="text-align: right;">- 26</td> </tr> <tr> <td>Region # 3</td> <td style="text-align: right;">- 16</td> </tr> <tr> <td>Region # 4</td> <td style="text-align: right;">- 15</td> </tr> <tr> <td>Region # 6</td> <td style="text-align: right;">- 10</td> </tr> <tr> <td>Region # 1</td> <td style="text-align: right;">- 9</td> </tr> <tr> <td>Region # 9</td> <td style="text-align: right;">- 7</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">83</td> </tr> </table>	Georgetown	- 26	Region # 3	- 16	Region # 4	- 15	Region # 6	- 10	Region # 1	- 9	Region # 9	- 7	Total	83	<p>➤ 80 schools were inspected (96%) Assessments were made of Learners' Performances, Community Alliances, School Environment, School Administration and Organization, Curriculum Implementation, and Assessment Practices.</p> <p>➤ The Numeracy Programme (IRI) and that for Literacy were not actualized and so could not be inspected.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">Georgetown</td> <td style="text-align: right;">- 26</td> </tr> <tr> <td>Region # 3</td> <td style="text-align: right;">- 17</td> </tr> <tr> <td>Region # 4</td> <td style="text-align: right;">- 15</td> </tr> <tr> <td>Region # 6</td> <td style="text-align: right;">- 10</td> </tr> <tr> <td>Region # 1</td> <td style="text-align: right;">- 12</td> </tr> <tr> <td>Region # 9</td> <td style="text-align: right;">- Nil</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">80</td> </tr> </table>	Georgetown	- 26	Region # 3	- 17	Region # 4	- 15	Region # 6	- 10	Region # 1	- 12	Region # 9	- Nil	Total	80	<p>➤ Originally 150 schools, spread across the 10 Administrative Regions of the country were targetted for inspection. The sum of \$5,647,960 was requested to cover Local Travel and Subsistence for the visits. Several factors determined that the number of schools to be visited should be reduced to 83. The floods of January-February caused many of the schools targetted in Education Districts 3 and 4 to be closed for long periods. Further, the sum of \$1,442,000 which was released for Local Travel and Subsistence, imposed restrictions on the movement of the team of Inspectors. Focus was placed on Education Districts 3, 4 and Georgetown because of a time constraint and limited funds, and on Education Districts 1 and 9 because it was felt that schools in those hinterland districts were in need of quality professional services since they were last inspected in 2002.</p> <p>➤ It must be noted that in the revised work plan, provision was</p>
Georgetown	- 26																														
Region # 3	- 16																														
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Total	80																														

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
2.	Convene 83 Post Conferences – one with staff of each school inspected.	80 Post Conferences were held (96%).	<p>not made for visits to Education Districts 7, 8, and 10. As a consequence, the Ministry was once again not in a position to determine the extent to which the schools in those districts were being efficiently and effectively</p> <ul style="list-style-type: none"> ➤ managed. It was also not possible to assess the academic and non-academic performances of the schools <p>The failure to fill vacancies restricted the span of inspection across the sectors. School Organization and Administration at the Nursery level was not assessed. Technical Education was not checked in the Secondary schools visited, while Business Education was not looked at in 12 of them.</p> <ul style="list-style-type: none"> ➤ The support of the Headteachers and teachers of the schools inspected contributed to the efficient conduct of the Post Conferences. ➤ The 4% shortfall stems from the Unit's failure to inspect 3 schools

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
3.	Compile and dispatch 83 School Reports.	60 School Reports were compiled and dispatched (75%).	<ul style="list-style-type: none"> ➤ 60 reports were dispatched, in most cases, after the scheduled date. There was no Office Assistant to photocopy and collate those reports. ➤ Each Inspector and support staff endeavoured to have the 60 reports compiled. ➤ Keyboarding of reports commenced for 20 of the 22 schools visited in November and December. ➤ Malfunctioning of reprographic equipment and the absence of one Typist Clerk on Maternity Leave adversely affected the rate of production of the 20 reports.
4.	Provide Weekly Reports on the performance of the Inspectorate Unit at 37 Administrative Meetings, convened by the Chief Education Officer.	32 of those meetings were convened (86%) and the required reports presented	The schedule of meeting was adhered to as far as possible. The shortfall recorded was due to unplanned official activities which required the presence of the Chief Education Officer and the other members of the Administrative team.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
5.	Conduct 14 Fortnightly Meetings to monitor the implementation of the Work Programme of the Unit.	10 such meetings were held (71%).	Floods prevented the inspection of schools in Education District 3, 4, and Georgetown, during the months of January and February and as a consequence, there was no need for 2 such meetings. The Unit was unable to access funding even though it was released, for the convening of the other 2.
6.	Conduct 9 Professional Development Sessions.	7 sessions were held (78%).	Internal resource persons were made use of to facilitate the 7 sessions that were held. The other 2 sessions required resource persons outside of the Ministry of Education who were prepared to render their services at a cost. Funds released to the Unit could not facilitate this and as a result those sessions were not convened.
7.	Convene a 3-day meeting to prepare the 2006 Work Programme.	That meeting was held. (100%)	Inspectors and the Administrative Officer worked collectively, in large and small groups to prepare the Work Programme.
8.	Convene a 3-day meeting to review the implementation of the 2005 Work Programme.	That meeting was convened. (100%)	A small team of Inspectors and the Administrative Officer compiled that review

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
9.	<p>➤ Procure Support Materials and Services</p> <p>Support Materials</p> <ul style="list-style-type: none"> • Drugs and Medical Supplies • Field Materials and Supplies • Office Materials and Supplies • Print and Non-Print Materials and Supplies • Janitorial Materials and Supplies <p>Support Services</p> <ul style="list-style-type: none"> • Equipment Maintenance <p>Cleaning and Extermination</p>	<p>Sum Released: \$40,000 Sum Expended: \$40,000 (100%).</p> <p>Sum Released: \$284,446 Sum Expended: \$284,160 (99%).</p> <p>Sum Released: \$727,546 Sum Expended: \$727,546 (100%)</p> <p>Sum Released: \$600,000 Sum Expended: \$600,000 (100%)</p> <p>Sum Released: \$95,120 Sum Expended: \$95,120 (100%)</p> <p>Sum Released: \$119,940 Sum Expended: \$119,350 (99%)</p> <p>Sum Released: \$21,808 Sum Expended: \$19,101 (88%)</p>	<p>➤ The efficient preparation and dispatch of requisitions, the twice-daily checks for vouchers at the Central Accounting Unit by the Administrative Officer, prompt purchasing of items, and clearing of vouchers resulted in the high percentage of expenditure recorded with regard to the acquisition of materials and supplies relevant to each Chart of Account.</p> <p>The sum appropriated for Equipment Maintenance was \$119,940 against the request for \$305,000 approximately 40%. As a consequence, the Unit experienced difficulties in financing repairs to its computers and printers.</p> <p>The unspent sum of \$2,707 was inadequate to fund any further cleaning and extermination activity of the Unit.</p>
10.	<p>Provision of Benefits and Allowances</p> <ul style="list-style-type: none"> • Annualized Vacation Allowance <p>Commuted and Mileage Allowance</p>	<p>➤ All Inspectors who were entitled received that allowance. (100%)</p> <p>All staff members to whom that allowance was due received same</p>	<p>➤ That allowance was paid to Inspectors as scheduled.</p> <p>➤ Claim Forms were duly prepared and dispatched to the Central Accounting Unit</p>

UNPLANNED ACTIVITIES

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1.	<p>Examinations: Moderation, Conduct, Marking of Scripts, Pre-testing of Items</p> <p>Moderation of test items for Final Semester Examinations of the Cyril Potter College of Education</p>	<p>Moderation was done by five Inspectors in the following subject areas: Spanish, Social Studies, Geography, Science and Education Administration (100%).</p>	<p>The request for the services of the Inspectors was timely. Their regular work schedule was not disrupted.</p>
2.	<p>Moderation of 2006 Secondary Schools Entrance Examination papers.</p>	<p>The Chief Inspector and two Inspectors were involved in that two-day exercise.</p>	<p>The Chief Inspector carried out that activity as part of his duties as Member of the Board of Examiners. Timely request was made for the other two Inspectors.</p>
3.	<p>Marking of 2005 Secondary Schools Entrance Examination Scripts</p>	<p>Four Inspectors were involved in the exercise.</p>	<p>Inspectors agreed to use their Annualized Leave for the purpose of marking those scripts.</p>
4.	<p>Marking of National Grade Nine Assessment.</p>	<p>Three Inspectors were involved in the marking of Grade Nine scripts</p>	<p>Inspectors agreed to use their Annualized Leave for the purpose of marking those scripts.</p>
5.	<p>Pre-testing items in Spanish and French for the General Proficiency level of the Caribbean Secondary Education Certificate Examinations.</p>	<p>The Inspector of Modern Foreign Languages conducted pre-testing of French and Spanish at 8 Secondary schools in 6 Education Districts..</p>	<p>Early receipt of the schedule of examinations by the schools and the timely request by the Superintendent of Examinations for the release of the Inspector facilitated the successful conduct of those exercises.</p>
6.	<p>Conduct Spanish Oral Assessment exercises for the General and Advanced Proficiency levels of the Caribbean Secondary Education Certificate Examinations</p>	<p>One Inspector conducted Spanish Oral Examinations at the General and Advanced Proficiency levels.</p>	<p>Early receipt of the schedule of examination by the schools and the timely request by the Superintendent of Examinations for the release of the Inspector facilitated the successful conduct of those exercises.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
7.	Marking of Caribbean Secondary Education Certificate Examination scripts.	Inspectors of Modern Foreign Languages and Business Education served as Assistant Examiner and Examiner respectively at those Examinations.	The two Inspectors made use of their Annualized Leave to make possible their participation in that fourteen-day exercise.
8.	Workshops Two-day Workshop for the preparation of Standards in Mathematics for Grades One and Two.	The Inspector of Mathematics participated in that Workshop.	A timely request was made for the Inspector to be released
9.	Two four-day Workshops to prepare Schemes-of-Work for Science and Social Studies.	Two Inspectors were involved in the preparation of General, Annual and Termly Schemes for Grades One and Six in both subject areas.	The Inspectors were able to use their experiences acquired over time in the service of the exercise.
10.	Five-day Orientation Workshop for World-Teach Volunteers.	Two Inspectors facilitated sessions at that exercise. They presented sessional papers. (100%)	Request was timely. Further, the period for the Workshop did not conflict with any schedule of visits to schools. The Inspectors concerned made good use of the available resource materials in the Unit.
11.	Two-day Workshop for School Administrators	Chief Inspector facilitated two sessions at that Workshop. Papers were presented for both sessions.	Request was made early to permit the Chief Inspector adequate time to prepare for the sessions which were held during the August vacation.
12.	One-day Workshop on Story-Telling Techniques for Early Childhood Educators.	One Inspector -- Early Childhood Education was a participant at that Workshop.	The considerable experience of that Inspector at the Nursery Level allowed her to make invaluable contributions to the proceedings

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
13.	Two Workshops; one over three days and the other over five days for Professional Officers from all Education Districts.	Chief Inspector facilitated sessions at both Workshops which were held in Georgetown	The Chief Inspector was able to draw on the experiences he accumulated over many years of purposeful work in the field to meaningfully conduct those sessions.
14.	Two-day Workshop to integrate Mathematical concepts in the Health and Family Life Education Curriculum at the Secondary level.	The Inspector of Mathematics participated in that workshop in which Mathematical concepts were integrated into the Curriculum Guides for Grades Seven to Nine.	The request for the services of the Inspector was made very early. The Workshop was scheduled for a time when the Inspector concerned was engaged in office work. Workshop sessions were co-facilitated by the Inspector and the Health and Family Life Education Coordinator
15.	Committee Ten Ministry of Education – Guyana Teachers’ Union Professional Committee meetings.	The Chief Inspector was a member of the Ministry’s team that attended the meetings as convened. (100%)	The Chief Inspector contributed meaningfully to the discussions. Further, dates for those meetings were indicated in advance and timely reminders were given for each meeting.
16.	Annual Award Ceremony for outstanding Academic and Technical-Vocational performances of students.	One Inspector was a member of the organizing committee of that ceremony.	➤ Timely request was made by the organizers for the Inspector to be released for that exercise.
17.	Competitions J.O.F Haynes Debating Competition.	The Inspector of English B served as one of the judges in the finals of that competition	As far as possible, organizers adhered to their timelines, sending out early notification in order to ensure the participation of that Inspector.
18.	Guy Aid Essay Competition.	Two Inspectors marked and ranked essays submitted by learners from Primary and Secondary schools.	The Inspectors were able to identify the best efforts and to prepare summary reports, highlighting the strengths and weaknesses of the participants.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
19.	Team visits to Escuela Nueva Schools in Education District 9 to ascertain the degree to which child-friendly approaches are being practiced.	<p>➤ The Chief Inspector was a member of a two-man team that visited six (6) Primary schools in Education District 9. An instrument was used to assess the degree to which the Escuela Nueva concepts were implemented. The schools were:</p> <ul style="list-style-type: none"> (i) Shea (ii) Achawib (iii) Karaudarnau (iv) Aishalton (v) Awarewaunau (vi) Maruranau. <p>(100%)</p>	The visit to the region was greatly facilitated by the Head of the Department of Education and the Headteachers and teachers of the schools concerned.
20.	Modification of Inspectorate Checklists.	<p>➤ Checklists were all modified: (100%)</p> <ul style="list-style-type: none"> ◆ Administration and Organisation ◆ Internal Environment ◆ External Environment ◆ Instructional Record ◆ Classroom Management and Teaching-Learning Process ◆ Attendant Services – Library, Sick Bay, Dietary Programme, Dormitory Facilities ◆ Learning Sessions (Nursery) ◆ Technical/Vocational Education: Safety <p>Interactive Radio Instruction (IRI).</p>	Field tests were made and outcomes used to make modifications which resulted in the production of instruments that were more valid.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
21.	<p>➤ Production of documents:</p> <p>(i) Protocol for the Appointment of Administrators of State- owned Institutions</p> <p>(ii) Teacher Appointment Matrix</p> <p>(iii) Policy on Teacher- Lecturer Emigration and Recruitment</p> <p>(iv) Criteria for the Appointment of Heads, Deputies Senior Masters/ Mistresses, and Heads of Departments in Schools</p> <p>Records and Documents to be kept by Schools</p>	<p>The Chief Inspector was a member of the various teams that worked on the compilation of those documents.</p>	<p>The Chief Inspector made inputs to the production of each document.</p>

EXAMINATION DIVISION**SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME**

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1	The National Grade Two Assessment to be administered in June 2005 to all pupils of Grade Two in primary schools throughout the country.	The assessment was conducted from 6 th June 2005 to 17 th June 2005. Three subjects – English Language, Mathematics and Reading were done.	Preparatory activities leading up to the examination were completed as scheduled. Materials for the centres were distributed by the Regional Education Officers. Senior teachers conducted the assessment at the various schools. Samples of scripts and record of marks were returned to the Division, through the Regional Education Officers. These were forwarded to the Measurement Evaluation & Research Unit (M.E.R.U) for moderation.
2	The National Grade Four Assessment to be administered for the first time in June 2005, to all Grade Four pupils of primary schools throughout the country.	The assessment was conducted from 13 th to 24 th June 2005. The subjects assessed were English Language, Mathematics and Reading.	Preparation for this assessment was completed in good time. Regional Education Officers were responsible for distributing the materials to schools and for returning samples and completed Record of Marks to the Division. The scripts were marked by teachers. Moderation was done by the M.E.R.U.
3	The Secondary Schools Entrance Examination (SSEE) to be administered in March 2005 to Grade 6 pupils through the country.	The examination was administered on 12 th and 13 th May 2005 to approximately 17,500 candidates. Four subjects were examined namely English Language, Mathematics, Social Studies and Science.	Owing to the flood in January 2005, the S.S.E.E was postponed from 24 th and 25 th March to 12 th and 13 th May, 2005. This was because several school buildings were used as shelters during the flood and pupils lost vital contact hours.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
4.	The National Grade Nine Examination to be administered in May 2005 to Grade Nine students of Secondary Schools and all-age schools.	The examination was administered from 11 th July to 14 th July 2005. Approximately 10,250 candidates were entered for the examination. The subjects examined were English Language, Mathematics, Social Studies and Science.	<p>All the preparatory activities for the examination were completed in good time. "Area code" was again inserted on each application form in order to facilitate the trial run of the new system of allocation, based on this examination. Some new supervisors were recruited and trained since some of the regular supervisors were engaged in conducting the C.S.E.C also being administered at that time. Scripts were marked by the M.E.R.U and results were issued in July 2005.</p> <p>This examination was also rescheduled because of the flood. The original time set for the examination was utilized for administration of the rescheduled S.S.E.E. Consequently this examination was shifted to July after the closure of schools. Regional Education Officers assisted in the distribution of materials and in returning the scripts and samples to the Division. Marking and moderation were done by the M.E.R.U. Results were released in October 2005</p>
5	The Guyana Technical Education Examination (GTEE) to be administered in June 2005 to students of the five Technical Institutes in Guyana	The examination was conducted from 15 th June to 25 th June 2005 and from 11 th July to 15 th July 2005. Students from the Govt.Tech. Institute, The New AmsterdamTech. Inst., Guysuco Training Centre, Linden Tech. Inst. and Essequibo Tech. Inst. wrote the examination.	The examination was conducted as scheduled from 15 th June to 25 th June 2005. However, subjects timetabled from 28 th June to 1 st July were shifted to 11 th July to 15 th July in order to facilitate the "re-write" of the C.S.E.C English and Mathematics papers.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
6.	The January 2005 sitting of the Caribbean Secondary Education Certificate Examination (CSEC) to be conducted as timetabled at centres in Georgetown and Regions 2, 5, 6, 7 and 10.	The examination was conducted at the centres from 3 rd January 2005 to 16 th January 2005. The Oral component of the examination was done in late December 2004.	<p>Scripts from all institutions were forwarded to M.E.R.U for marking and results were issued in October 2005.</p> <p>All the preparatory activities for this examination were conducted in good time. No problems were reported on the administration. Scripts were sent to marking centres in Barbados, Jamaica and Trinidad as advised. Results were issued in March. Certificates have been received and distributed.</p>
7.	The May/June 2005 sitting of the Caribbean Secondary Education Certificate (CSEC) examination to be conducted as timetabled at school and private centres throughout the country	With the exception of Mathematics, the examination was conducted as scheduled from 26 th April to 17 th June 2005. There were 96 school centres and 51 private centres.	<p>The activities in relation to this examination were completed as scheduled. School Based Assessment materials were distributed during January to March. Record sheets and samples were collected from schools in April. The oral examinations were held from 26th April to 5th May. There was an increase in the number of candidate entries as well as school entries. Candidate entries increased from 9,373 in 2004 to 9,694 in 2005. The subject entries increased from 44,925 in 2004 to 49,816 in 2005.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
			<p>During March 2005, a team from C.X.C visited the Ministry to discuss security arrangements. Several recommendations were made to improve the security of the examination materials. A surveillance camera with recording systems was installed in the examination storage area. Other security arrangements were also implemented.</p> <p>A breach in C.S.E.C examination papers in English was reported during the writing of that subject. In Mathematics, a breach was reported prior to the writing of that paper. Consequently all the question papers in Mathematics were recalled to the Division. These were examined by the staff from the Office of the Auditor General. Further investigations were conducted by officials from C.X.C, the Guyana Police Force and a private investigator. The audit revealed that the Mathematics papers for Port Kaituma Secondary School had been breached.</p> <p>The Caribbean Examinations Council decided that all candidates from Guyana should do new papers in English A and Mathematics. The new papers were written on 29th & 30th June 2005. Results were issued in August as scheduled.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
8.	The January 2005 sitting of the General Certificate of Education (GCE) examination to be conducted as timetabled at all centres.	The examination was conducted as scheduled from 6 th January 2005 to 31 st January 2005 at Centres in Georgetown, Anna Regina and New Amsterdam. Results have been issued and certificates are being distributed.	All the activities in relation to this examination viz: distribution of timetables, checking, packing and distribution of question papers and stationery, collection and dispatch of scripts were completed in good time. Because of the January floods, candidates from the Georgetown centre were accommodated in the upper flat of the Examination Division since they could not gain access to the designated centre – G.M.R.S.C.
9.	The May/June 2005 sitting of the General Certificate of Education (GCE) examination to be conducted as timetabled.	The written and practical examinations were conducted as scheduled for candidates from five school centres and one private centre. Candidates offered subjects at the ordinary level, advanced subsidiary and advanced levels.	While the written examinations were conducted at the school centres, the practicals in Chemistry and Physics were held at the University of Guyana laboratories. Materials and equipment were secured in good time for the conduct of the practicals. Scripts for all examinations were returned promptly to the Examination Board and results were received in September.
10.	The Caribbean Advanced Proficiency Examination (CAPE) to be administered in May/June 2005 at school centres.	The examination was conducted as scheduled from 9 th May to 16 th June 2005 at school centres in Georgetown and Regions 4, 6, 7 and 10.	More than five hundred candidates offered subjects at this examination. All the subjects were administered as timetabled. Internal Assessment records and samples were received from schools during May.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
11	<p>Arranging for the administration of the professional examinations in May/June and in November/December on behalf of the following overseas Boards:</p> <ol style="list-style-type: none"> 1. Chartered Institute of Management Accountants (C.I.M.A). 2. The Institute of Chartered Secretaries and Administrators (I.C.S.A) 3. The Institute of Data Processing Management (I.D.P.M). 4. The Chartered Institute of Marketing (C.I.M). 5. The Association of Accounting Technician (A.A.T). 6. The Association of Business Executives (A.B.E). 7. The Chartered Association of Certified Accountants (A.C.C.A) 	<p>All the examinations were conducted as scheduled at one centre in Georgetown. For the A.C.C.A there were four centres in Georgetown and one in Berbice.</p>	<p>All the activities in relation to these examinations were completed as scheduled.</p>
12.	<p>Administration of three sittings of the London Chamber of Commerce and Industry (L.C.C.I) single subject examination in April/May, June/July and November/December 2005</p>	<p>Only two sittings of this examination were done - April/May and November/December.</p>	<p>All the activities in relation to the two sittings were completed as scheduled. The June/July sitting was not done because no entries were received. In general, response to this examination has been dwindling</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
13	Conducting pretests as requested by the Caribbean Examinations Council.	Sixteen subjects were pretested during the period March 14 th to March 18 th , at secondary schools in Regions 2, 3, 4, 5, 6, 10 and Georgetown.	Senior staff from the Division, as well as external supervisors conducted the pretests as instructed by C.X.C.
14	Preparation of certified statements of examination performance within two weeks of request.	All requests for statements that included the correct information were dispatched within the two-week period.	
15	Processing of payment vouchers for examination.	Vouchers were processed and pay sheets prepared in keeping with the new financial requirements.	In cases of large group payments, submissions were made to the Ministry Tender Board for approval. There was much delay in the processing of payments from the various Deposit Accounts.
16	Subsidizing the C.X.C and G.C.E examination fees for candidates writing the May/June 2005 and 2006 examinations.	Assistance was given to all eligible candidates. Entries for 2006 closed in December 2005. Subsidy for the 2005 examination was remitted to the Examinations Boards by July 2005.	For the 2006 examination most schools submitted their entries on time. The total subsidy paid for the 2005 examinations amounted to \$48M.
17	Training of supervisors, invigilators, oral and practical examiners in examination procedures	Seminars for supervisors and invigilators were conducted in April/May in Georgetown and Region 2, 3, 4, 5, 6, 7 and 10 to sensitize them to various aspects of their duties. Workshops were held for oral examiners of Spanish and French and Practical examiners of Visual Arts, Home Economics and Industrial Arts.	Supervisors conducted the examinations in accordance with the regulations. Reports on the sale of examination papers prior to the examinations were investigated. One packet of Mathematics papers from Port Kaituma (Region 1) was found to have been tampered before the examination. This was verified during the audit by staff of the Office of the Auditor General.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
18.	Distribution of syllabuses to all schools offering C.S.E.C and C.A.P.E examinations. Sale of syllabuses to public.	<p>Syllabuses were received from C.X.C Headquarters for distribution to schools.</p> <p>The Division purchased additional copies for sale to the public.</p>	<p>Syllabuses were distributed to schools in Georgetown directly and to the outlying regions through the Regional Education Departments.</p> <p>Members of the public were able to purchase syllabuses from the Examinations Division.</p>
19	On line registration of private candidates for January and May/June 2006 C.S.E.C examination, and school candidates from at least twenty school centres for the May/June 2006 C.S.E.C	Candidates from all fourteen private centres for January 2006 were registered ion line. For the may/June 2006, candidates from five private centres and thirty one school centres were registered online.	Officials from C.X.C visited Guyana from 27 th September 2005 30 th September 2005 and conducted workshops with staff and personnel from secondary schools. Regional Information Technology Officers gave support to the staff here, and to schools in the respective regions.

PRESIDENT'S COLLEGE**SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME****TEACHING SECTOR**

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1	<u>INSTRUCTIONAL</u>		
a.	Participation of Students in all areas of the curriculum organised and performance evaluated	85%	Students participated and excelled.
b.	Acquiring instructional materials to facilitate teaching programme.	80%	Financial constraints affected programme a little.
c.	To provide close co-operation between parents and teachers.	90%	Three (3) PTA General Meetings, Nine (9) PTA Executive Meetings and Class Council Meetings were held for parents and students.
d.	To encourage Students' participation in co-curricular activities.	90%	Students continued to participated in sporting, cultural and National Events.
e.	To upgrade instructional and curricular skills of teachers and other staff members	85%	Teachers and other members of staff participated in Staff Development Sessions and Work-Shops sponsored by the Ministry of Education, President's College, NCERD and U.G.
f.	To expose Students to a wide cross section of opinions and viewpoints re-educational, social, political and economic issues.	92%	Resource Personnel were invited to give lectures/workshops.
g.	To foster Caribbean and Continental contact and consciousness among students.	88%	Several tours were successful.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
h.	To foster closer relationship between current and past students of the institution. Orientation of ninety-one (91) new students and their parents.	80%	The Old Students' Association is cementing relationships.
i.	Orientation of ninety-one (91) new students and their parents.	90%	Parents and students participated fully.
2	<u>LIBRARY</u>		
a	Preparation of library manual and classification of new books.	85%	Library manual prepared by staff.
b	Orientation in the use of the library for new intake of students.	95%	New students participated in orientation.
c	Mounting book displays to depict various themes on a quarterly basis.	88%	Book displays successfully mounted.
d	Holding of twenty (20) Library sessions.	95%	Students attended library lessons and benefited.
e	Up-grading skills of librarians	80%	Librarians participated in on going development courses.
f	Annual Collection Development	70%	More publicity would be provided to improve collection.
g	Mounting of Newspaper clippings on a weekly basis	90%	Newspaper clippings were mounted to highlight important issues.
h	Purchasing six (6) computers	50%	Only three (3) were purchased. (Shortage of funds)

GENERAL ADMINISTRATION

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1	<p><u>ACCOUNTS</u></p> <p>a. Processing, paying and purchasing promptly and efficiently.</p> <p>a) Wages and Salaries</p> <p>b) Benefits and Allowances</p> <p>c) Other Direct Labour Costs</p> <p>d) N.I.S.</p> <p>e) Local Travel and Subsistence</p> <p>f) Postage and Revenue Stamps</p> <p>g) Servicing of Duplicating Machine, typewriters, photocopy machine, freezers etc.</p> <p>h) Materials, equipment and supplies</p> <p>l) Uniform for Staff</p> <p>j) To process and pay promptly and efficiently all accounts for external agencies and persons.</p> <p>b. Planning and preparing budget control accounts.</p> <p>c. Keeping accounts records and co-ordinating accounting procedures for all goods and services purchased and ensuring proper distribution of same.</p> <p>d. Submitting yearly financial statement to the Auditor General.</p>	<p align="center">80%</p> <p align="center">90%</p> <p align="center">85%</p> <p align="center">50%</p>	<p>Training enabled staff to perform creditably. However, shortage of funds allowed for some payments to be made in 2006.</p> <p>Strict monitoring.</p> <p>Emphasis was placed on this item.</p> <p>Statement being prepared.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p><u>PERSONNEL</u></p> <p>Maintaining a prompt, reliable and efficient personnel system keeping accurate personnel records and staff development.</p> <p><u>REGISTRY</u></p> <p>Typing of correspondence, filing, circulating, retrieving and storing of files, records and other correspondence properly and effectively.</p> <p><u>STORES</u></p> <p>Maintain and updating an accurate issuing, receiving ledgers and also accurate inventory records.</p>	<p>95%</p> <p>80%</p> <p>90%</p>	<p>A trained Human Resource Officer executed duties admirably.</p> <p>Occasional problems with computer and duplicating machines.</p> <p>Stores staff performed well.</p>

PLANT MAINTENANCE & TRANSPORT SECTOR

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	Weeding cleaning complex on a daily basis.	80%	Wet weather affected exercise.
	Servicing of pure water pump on an annual basis.	98%	Pump services overhauled and replaced.
	Repairing of distribution lines, hydrants, toilets, taps and sinks.	85%	Repairs to main, distribution lines, taps, fire hydrants, toilets, baths and sinks done.
	Routine carpentry on buildings	75%	Shortage of funds affected works.
	Maintenance of two bridges	95%	Both bridges were rehabilitated.
	Ensuring smooth and effective function of all electrical mechanical equipment, fittings etc.	80%	Prompt repairs and servicing of all electrical and mechanical equipment and all buildings and other structures done. Funds affected more work.
	Ensuring smooth and effective functioning of all vehicles belonging to the College.	85%	Prompt repairs and regular servicing were effected.
	<u>CLEANING SERVICE</u>		
	Maintaining an hygienic environment for students, teachers and other supportive staff.	85%	Daily cleaning effected.

AGRICULTURE SECTOR

TYPE OF PRODUCE	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
Beef and Dairy Production	\$3,095,680	\$949,457	a) Affected by January - February Floods b) Untimely and unreliable supply of Dairy feeds to the farm by the factory.
Swine Production	\$2,783,652	\$1,016,312	Shortage of quality of feed affected production. (Flood)
Poultry Production and eggs	\$19,903,782	\$5,762,667	Inadequate housing and shortage of feed.
Cash Crop (Rice included)	\$3,531,314	\$459,680	High incidence of weed infestation.

SECURITY SECTOR

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1	Maintaining a maximum level of Security	78%	This service is being monitored to obtain a higher standard.

4.5.1.3

NATIONAL CENTRE FOR EDUCATIONAL RESOURCE DEVELOPMENT
SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME

Curriculum Development and Implementation Unit

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p><u>Development of Curriculum and Curriculum Materials</u></p> <p>1:1 Conducted Curriculum Standards Review Workshop to refine Standards for Early Childhood Education.</p>	<p align="center">80%</p> <ul style="list-style-type: none"> ▪ One 3-day Mathematics Standards Review Workshop was conducted to refine Grade 2 Mathematics Standards. ▪ One 2-day Literacy Standards Review Workshop was conducted to revise Literacy Standards for N1, N2 and Grade 1. 	<p>The review of Mathematics Standards for Early Childhood Education is now completed. Mathematics Standards for Nursery were compiled and revised by Mathematics Specialists.</p> <p>Activity was a success. Grade 2 Literacy Standards will be revised during the first quarter in 2006</p>
	<p>1:2 Conduct two 5-day Early Childhood Curriculum Revision Workshop.</p>	<p align="center">80%</p> <p>Two 4-day and one 3-day Literacy Curriculum Revision Workshops were conducted.</p>	<ul style="list-style-type: none"> ▪ The first Workshop focused on the development of Nursery, (years 1 and 2) Scope and Sequence Chart Review of Nursery Curriculum Guides and development of Curriculum Materials. ▪ The second Workshop focused on the development of the Grade 1 Scope and Sequence Chart and development of Curriculum Materials. <p>The third Workshop focused on the revision of Language Arts Curriculum Guide – Grade 1.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p>1:3 Develop, Adapt and purchase adequate materials to support Early Childhood Education Literacy Programme including the revision of the Timehri Readers.</p>	<p>70%</p> <p>Curriculum Materials were developed – Teachers’ Manual for N1, N2 and Grade 1.</p> <ul style="list-style-type: none"> - Big books related to themes <p>Poetry books Curriculum Materials were <u>adapted</u> – Booklets related to the basals were adapted for Grade 1.</p> <p>Curriculum Materials were <u>purchased</u> – Scholastic Library books for N1, N2 and Grade 1.</p>	<p>The Timehri Readers have not been revised but the exercise has been scheduled to commence in the first quarter of 2006.</p>
	<p>1:4 Inform public about Early Childhood Education Reform Programme.</p>	<p>During 2005 a number of public awareness activities were conducted including</p> <ul style="list-style-type: none"> - Spelling Bee Competition for Georgetown and Region # 2 - Sensitization Programme in Region # 7. - Sensitization Programmes for HODOEs and DEOs. 	<p>This is an ongoing exercise that is dependent on the collaboration of the Literacy Specialists and the Communication Specialist at BEAMS. A meeting was held and the programme planned by the Communication Specialist was shared with the members of the Curriculum Advisory Committee.</p>
	<p>1:5 Conduct one 4-day School/Community Handbook Workshop</p>	<p>90%</p> <p>Workshop was held as planned and School/Community Handbook was developed</p>	<p>Final editing must be done to the document, then printing for distribution.</p>
	<p>1:6 Conduct one 4-day “Compact for Literacy” Parent Support Material Development Workshop.</p>	<p>25%</p> <p>Workshop was not conducted but preliminary activities were done. (Preparation of document)</p>	<p>Workshop will be conducted during the first quarter of 2006.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p>Provide Literacy Standards for Grades 5 and 6. - One 5 day Standards Development Workshop.</p> <p>One 5-day Secondary Standards Development Workshop.</p> <p>One 1-day Secondary Literature Curriculum Guide Development Workshop.</p> <p><u>Curriculum Supervision</u> 2:1 Conduct Monthly / Quarterly meetings of the Curriculum Advisory Committee.</p> <p>Conduct six 1-day Sensitization Meetings for Regional Officers.</p> <p><u>Curriculum Orientation</u> 3:1 Conduct two 3-day Primary Music Orientation Workshops.</p>	<p>100%</p> <p>Literacy Standards were developed for Grades 5 and 6.</p> <p>Workshop was not conducted</p> <p>Workshop was not conducted</p> <p>70%</p> <p>Meetings were conducted according to presentations to be made.</p> <p>Meetings were conducted but these were not sponsored by CDIU.</p> <p>100%</p> <p>One 3-day and two 2-day Primary Music Curriculum Orientation Workshops were conducted.</p>	<p>Literacy Standards are now available from N1 to Grade 6.</p> <p>Activity was not done due to involvement in BEAMS Programme.</p> <p>Activity was not done due to involvement in BEAMS Programme.</p> <p>Presentations made included -Deliverables from the National Literacy Advisor - Literacy Programme - IRI Programme - Public Awareness Programme - School Improvement Programme</p> <p>Recommendations made:- -That meetings be statutory -The materials developed by DEIU and MEU be presented at the CAC meetings in addition to those from CDIU.</p> <p>The Officers were sensitized about the BEAMS Programme.</p> <p>The first Workshop was sponsored by the Joint HRE.</p> <p>Curriculum Guides to support the training offered will be distributed during the first quarter of 2006.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p>Conduct two 3-day Primary Science and Social Studies Curriculum Orientation Workshops</p> <p>Conduct two 5-day Primary Spanish Curriculum Orientation Workshop.</p> <p>Conduct five 2-day Secondary Curriculum Orientation Workshops in Regions 1, 6, 8, 9 and G/town.</p> <p><u>Content and Methodology Workshops</u> 4:1 Conduct four 5-day Language Arts Content and Methodology Workshops.</p> <p>Conduct two 2-day Special Needs Workshops for Nursery and Primary School teachers (Instead of Secondary Spanish which was conducted by GAMLAT)</p>	<p>One 3-day and two 2-day Primary Science and Primary Social Studies Workshops were conducted</p> <p>100%</p> <p>Two 4-day Primary Spanish Orientation Workshops were conducted for teachers of Grade 1.</p> <p>20%</p> <p>One 2-day Secondary Science Curriculum Orientation Workshop was conducted in Region # 6.</p> <p>100%</p> <p>All Workshops were conducted as scheduled with participants from Georgetown and Regions # 1, 3, 4, 5, 6, 7 and 10.</p> <p>100%</p> <p>One 4 day Primary Special Needs Workshop was conducted to train Nursery and Primary school teachers.</p>	<p>Teachers were trained to implement the revised Primary Social Studies and Science Curriculum Guides during the first Workshop.</p> <p>Teachers developed Schemes-of-Work during the second and third Workshops</p> <p>The first Workshop was designed to train Grade 1 teachers of Regions # 2, 3, 4, 5, 6, 7, 10 and G/town.</p> <p>The second Workshop was designed to train Grade 1 teachers of Regions # 1, 8 and 9.</p> <p>Funds were not released in a timely manner to conduct all of the Workshops</p> <p>This training began in 2004 as a one year Training Programme designed to cover all areas of the Language Arts Programme. An Exhibition and Closing Ceremony were held at the end and teachers were presented with Certificates</p> <p>This Workshop was sponsored by CDIU with Facilitators from UG, Co-ordinator of Special Needs Programme and VSO. School visits to participants are meant to offer support and follow-up the programme.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	Conduct two 3-day IT courses for Primary and Secondary School teachers	100% Workshops were conducted as planned.	One Workshop was conducted in Region # 1.
	Curriculum Support 5:1 Conduct NCERD / Demerara Lioness Inter-Region Reading Competition.	100% Was held as scheduled with participants from Region # 5 (14 Primary Schools)	Successfully conducted This is an annual activity conducted during the first quarter of the year.
	Conduct NCERD / Durban Park Lioness Inter South Georgetown Spelling Bee Competition	100% Was held as scheduled with 6 schools of south Georgetown	Successfully conducted This is an annual activity conducted during May – June each year.
	Conduct NCERD / Central Lions Spelling Bee Competition	100% Was held as scheduled with 6 schools of the East Bank	Successfully conducted Was conducted for the first time.
	School Visits to Monitor and Evaluate Curriculum Implementation Visiting teachers who have attended Workshops.	70% Primary Schools of Regions 3, 4, 5, 6, 7, 10 and Georgetown were visited	Visits were made at least twice to each participating school.
		Conducted one 2-day Assessment Tools and Administrative Manuals Development Workshop.	Workshop was conducted with the Assessment Officers acting as Facilitators.
		Conduct training for teachers involved in Every Child Programme.	Training Sessions were conducted at least once monthly. The teaching of Reading was the main focus.
		Conducted Staff Development Sessions at schools which requested Training for teachers - Ketley Primary - Eccles Primary - West Ruinveldt Primary	Successfully conducted Reading Specialist conducted these sessions

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
		Conduct NCERD / Lions After school Teaching of Reading Programme.	This Programme was conducted for 10 weeks with Grade 4 pupils at St. Angela's Primary

Learning Resources Development Unit

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p>Develop the English text for Grade 9 students -- <i>Adventures in English Book 3.</i></p>	<p>Completed the illustrations and merged with text.</p> <p>Proofread and corrected text until an acceptable level was reached.</p> <p>Produced a printed an electronic copy and made it available for mass printing.</p> <p>Completed the illustrations and merged with text.</p>	<p>A number of attempts were necessary before desired output was achieved because of problems with the illustrations.</p> <p>A request was made to submit text immediately so that the final CRC stage was not reached</p> <p>A final editing is to be done by the printer and the book returned to MOE for approval</p> <p>A number of attempts were necessary before desired output was achieved because of problems with the illustrations.</p>
	<p>Develop the Social Studies text for Grade 9 students -- <i>New Horizons in Social Studies Book 3.</i></p>	<p>Proofread and corrected text until an acceptable level was reached.</p>	<p>A request was made to submit text immediately so that the final CRC stage was not reached</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p>Develop a manual for use by persons coordinating the management of Resource Centres</p> <p>Produce materials to support literacy activities.</p> <p>Acquire materials to support the establishment of reading rooms in primary schools</p>	<p>Produced a printed and an electronic copy and made available for mass printing.</p> <p>Completed manual and a number of copies printed and distributed to the regions..</p> <p>Three thousand flip charts were made to support teachers effort to promote literacy activities in schools.</p> <p>.Assisted in the preparation of learning materials that are required to support the literacy package being done by CDIU.</p> <p>Identified appropriate materials and acquired same to help boost the efforts being made to set up reading rooms</p> <p>Prepared materials for schools which could be used in reading rooms to help provide assistance to parents willing to support their children's effort.</p> <p>Duplicated audio cassette on pronunciation of long and short vowels for schools.</p>	<p>A final editing is to be done by the printer and the book returned to MOE for approval.</p> <p>The work was coordinated by staff of NCERD but persons from Central Ministry were involved. This activity was funded by EFA-FTI.</p> <p>Charts were made with bond paper and are a very cheap alternative to those already available for purchasing. In addition they can be easily prepared for a Shared Reading activity.</p> <p>Materials were designed by Specialist and made by staff of LRDU.</p> <p>The preparation of reading rooms is joint effort by CDIU and LRDU in support of literacy activities in schools.</p> <p>This followed observations made where some schools were involving parents in reading room activities</p> <p>This was a cassette done by teachers in Region 2.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p>Access existing audio tapes.</p> <p>Access existing video and make available for wide use.</p> <p>Distribute teaching / learning support materials to primary and secondary schools</p> <p>Conduct workshops to promote the establishment of functional libraries.</p> <p>Visit schools to observe and support the establishment of Reading Rooms.</p> <p>Acquire materials to satisfy the professional needs of users.</p> <p>Accession, classify and catalogue new stock.</p>	<p>Duplicated videos on Special needs education</p> <p>Charts, posters and materials to support reading rooms were distributed to schools in all the regions and G/T.</p> <p>Four workshops were held to assist schools with management of libraries and reading rooms.</p> <p>Visits were made to 14 schools in Regions 2, 3, 4 and G/T.</p> <p>Acquired books in areas of Early Childhood Education, Reading Special Needs, Numeracy and other disciplines.</p> <p>All new stock received have been classified and catalogued.</p>	<p>This followed request made.</p> <p>Distribution was made possible through visits and through teachers attending workshops held at NCERD..</p> <p>Most schools are not assigned a library assistant but teachers are asked to assist in this area.</p> <p>These visits were undertaken in collaboration with the Curriculum Unit.</p> <p>Some of these books were ordered from lists received from other departments.</p> <p>Stocks in this library are catalogued using the Dewey system.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	Operate an efficient loan and retrieval system	Materials were made accessible to approximately 160 users during this year.	This included about 65% teachers, 30% students and 5% others.
		Retrieved about 90% of materials loaned. Steps were put in place to retrieve outstanding materials.	CAPE and A level students used the library continuously. This difficulty always arises among education staff even though various measures are set up.
	Host exhibitions on appropriate occasions.	Exhibitions were conducted as part independence celebrations and education month activities	This provided the opportunity for users to see the new stock acquired and have a better view of other materials which are available.
	Visit RLRC to advise and support efforts being made.	Visits were made to Region 2 Resource Centre.	Attention was given to efforts that were being made to support literacy activities in schools.
	Maintain equipment in working order and make available to units needing such support.	Equipment support was given to workshops activities and presentations conducted by staff of MOE DEIU CDIU	There is always the need by various units for equipment support in the conduct of their programs.

Measurement, Evaluation and Research Unit

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	Preparation of final papers and schedules for the Secondary Schools Entrance Examination (SSEE) 2005	100% Final papers for all four of the core areas were prepared and submitted for printing.	Even though the target was fully achieved, the examination was rescheduled due to a national disaster – extensive flooding of some communities.
	Analysis for Items for National Grade Nine Examination (NGNE) 2005 and preparation of final papers for this examination	100% Pre-tested items were marked and analyzed and the final papers were prepared and submitted for printing	This target was achieved long after the scheduled period. Hiccups at the Ministry of Education Tender Board caused delays in marking and analyzing of Paper 2 scripts in all subject areas, hence delay in the preparation of final papers and the administration of the examination.
	Standardization of SSEE and NGNE marking schemes. Marking and processing of SSEE and NGNE scripts. Moderation of projects for the NGNE.	97% All marking schemes were standardized.	All marking schemes were standardized and about 97% of the scripts were marked and processed. Some scripts for the NGNE were received very late from some remote areas and they are now being processed.

Distance Education and Information Unit

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	Provide for 139 well written, stimulating and interesting lessons in the four core areas. (Broadcasts to Schools)	90 % The production and transmission of 130 lessons in the four core areas. Mathematics, English Language, Social Studies and Primary Science	Due to the flood during the Easter Term only five weeks of broadcast was possible in that period.
	Provide for approximately 1,500 well written, documented and easy use Notes to Teachers.	90%	The flood that occurred in January- February affected distribution.
	The production and transmission of 50 programmes - Talking about Education.	90% involved interviews and discussions on educational issues and initiatives of the Ministry of Education.	The flood affected the production and transmission of the Easter Term's programmes.
	Establish relationship with Radio Paiomak, Annai for the airing of IRI and Broadcasts to Schools programmes.	100%	All programmes were aired in a timely manner.
	Production of Calendars	100%	Distribution will begin as soon as possible.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p>Distribution of Notes to Teachers and Timetables</p> <p>Dubbing of Programmes for schools.</p> <p>Visits to 95 schools to observe use of programmes.</p> <p>Scripting and Production of Interactive Radio Instruction Mathematics lessons (Grade 1)</p> <p>Pupils' worksheet and Teachers' Guide.</p> <p>Piloting and Formative Evaluation of Grade I lessons.</p>	<p>100% All Notes to Teachers and Timetables that were printed were distributed.</p> <p>60% of schools in Regions 2 (10 schools), 3 (20 schools), 4 (30 schools), 5 (20 schools) and Georgetown (15 schools) were visited.</p> <p>80% All Grade 1 lessons written and recorded. (140 lessons)</p> <p>The burning and labeling of Term One and Term 2 CD's completed. (6,672)</p> <p>100% Teachers' Guides for Grade One Term One have been printed and were reviewed and copies submitted to senior officers</p> <p>75% Piloting of Grade one lessons in three schools in Georgetown and five (5) schools at Annai, Region 9. 100% Conducted formative evaluation of piloted lessons.</p>	<p>Only one cassette copier working. The other two are to be repaired.</p> <p>Other regions budgeted for another period. Timely release of funds.</p> <p>CD copier is not functioning efficiently. A request was made to PIU to purchase another one that was budgeted for.</p> <p>Guides for Term 2 have not been printed. The guides were withheld by the EDC officials after the recall of Ms N. De Carter, IRI Mathematics specialist.</p> <p>Not all the programmes were piloted since the pilot started during Easter Term</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p>Secured and assignment of District Education Officers for IRI matters in each region and Georgetown</p> <p>Scripting and Production of Interactive Radio Instruction Mathematics lessons. (Grade 11)</p> <p>Develop supplementary methods of enhancing literacy and numeracy skills, particularly for those students most needing additional assistance, including the use of computers in selected schools.</p> <p>Establish instructional computing in 14 schools.</p> <p>Training of teachers, cluster advisors and master trainers in the use of basic computer literacy and media support.</p>	<p>100%</p> <p>Ongoing</p> <p>95%% Contract signed for the upgrading of nine classrooms to computer labs. Nine schools to accommodate computer labs, the other schools, which are located in the hinterland, will be given one lab tap each. They will be using solar power.</p> <p>100% All training conducted that was budgeted for.</p>	<p>Officers with responsibility for the BEAMS programmes have been assigned in all of the regions of officers responsible for BEAMS programme</p> <p>Remaining two scriptwriters working. There is need for the appointment of another scriptwriter for the replacement of one whose services have been terminated.</p> <p>All contracts have been signed and works have commenced. Work on Soesdyke Primary School lab will commence early 2006.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	Production of Newsletter	10%	<p data-bbox="1024 390 1456 533">Unable to print due to late arrival of articles and in some cases have not received articles from officers.</p> <p data-bbox="1024 575 1456 680">Children were not informed in a timely manner on the submission of articles.</p> <p data-bbox="1024 722 1456 905">Workshop will be done in 2006 due to time clashes of resource personnel. Timely release of funds for this project</p>
	Production of Children's Magazine	50% Unable to print due to late submission of articles.	
	Scriptwriting Workshop on Writing for radio and television.	5%	
	Production of Science programmes for video	5%	

Materials Production Unit

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	Printing, collating, stapling and Packaging of SSEE, NGTA, and NTFE question papers.	100% - All examination papers were printed, collated, stapled and delivered to schools.	Temporary staffs were employed to assist in the completion of work.
	Printing of "Broadcast to Schools" booklets.	100% - Printing, collating and stapling of 500 copies of booklets for Distance Education and Information Unit.	Materials supplied by Distance Education and Information Unit
	Printing of "Education Managers Manual" Users Guide and Introductory Modules.	100% - 450 copies of each were printed, collated and stapled.	Materials supplied by Administrative Unit.
	Printing of 22,000 forms for PEO (G/T).	100% - Forms were printed, collated and stapled.	Materials supplied by Department of Education, Georgetown.
	Printing of "Annual Appraisal of Teachers"	100% - 3000 copies were printed, collated and stapled.	Materials supplied by Department of Education, Georgetown.
	Printing of Curriculum Guides.	100% - 2000 copies of Curriculum Guides: Social Studies and Science, were printed, collated and stapled.	Materials supplied by Curriculum Development and Implementation Unit.
	Printing of Annual Report on Teachers - Administrative Staff.	100% - 3000 copies were printed.	Materials supplied by Department of Education, Georgetown.
	Printing of MOE-2005 SSEE School report.	100% - 2000 copies were printed, collated and stapled for the four basic subject areas.	Materials were supplied by Measurement, Evaluation and Research Unit.
	Printing of NGNE and NGTA 2005 answer booklets and answer sheets.	100% - 19000 copies of each were printed, collated and stapled.	Materials were supplied by Measurement, Evaluation and Research Unit.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	Printing of MOE Annual Report.	100% - printing, collating and binding of 200 copies of Annual Report.	Materials supplied by Administrative Unit.
	Printing of CXC analysis 2000 – 2005.	100% - printing, collating and stapling were done.	Materials supplied by Administrative Unit.
	Printing of SSEE analysis 1996-2005.	100% - 100 copies were printed. Collated and stapled.	Materials supplied by Administrative Unit.
	Printing of Annual Statistical Digest 2001-2002 and 2002 –2003.	100% - 300 copies of each were printed, collated and stapled.	Planning Unit supplied ink and paper.
	Printing of CXC General and Technical Proficiencies results 2000 – 2005	100% - 50 copies were printed, collated and bound.	Materials supplied by Administrative Unit.
	Printing of Annual Report for Ministry of Local Government.	Printing, collating and binding of reports completed.	Materials were supplied for completion of printing and binding.
	22,000 lined sheets were printed for CPCE.	Printing was successful.	Materials were supplied by CPCE.
	Printing of Tender forms for DPS (F)	600 copies of Tender forms were printed.	Materials supplied by Administrative Unit
	Printing of forms – “Application for Admission to school”.	7000 copies were printed.	Materials supplied by Department of Education, Georgetown.
	Printing of Annual Appraisal report on Teachers.	1200 copies were printed	Materials supplied by DOE
	Printing of Form B Annual Appraisal report on teachers	4000 copies were printed, collated and stapled.	Materials supplied.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	Printing of IRI Mathematics Grade 1	350 copies were printed, collated and stapled.	Materials supplied by Administrative Unit
	Printing of IRI lesson: 69,70,71,72,73,74,75 and 76. Also review of wk. 18 and 19.	350 copies were printed for each lesson.	Materials supplied by Administrative Unit.
	Printing of BEAMS literacy examination.	Exam papers were printed, collated and stapled.	Materials supplied by Administrative Unit.
	Printing of contract and building forms for MOE.	Printing was done successfully.	Materials supplied by Administrative Unit.
	Printing of CXC entry forms for Examination Division.	Printing of forms was completed.	Exam Division supplied paper.
	Printing of Rulebook for Critchlow Labour College.	200 copies were printed	Materials supplied by Administrative Unit.
	Printing of Pretest NGTA, NGFA, NGNE and SSEE for MEU.	Printing, collating and stapling were done.	Materials supplied by Administrative Unit.
	Printing of Weather bulletin for Ministry of Agriculture Hydro Meteorological service.	170 copies were printed	Ink and paper were supplied.
	Printing of Appraisal B.	5000 copies were printed. Collated and stapled.	Materials supplied by Department of Education, Georgetown.

6.6 Administrative Department

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p>Revise modules for Education Management Course</p> <p>Train thirty two (32) Master trainers for the Education Management Course in the areas of Personnel Management Staff Development for Educational Managers, Principles of Educational Management, Monitoring School Effectiveness, Financial Management, and Education Management. Leadership, the Governance of Schools, and Managing the Curriculum and Resources.</p> <p>Train twenty four (24) school-leavers in basic work ethnics.</p> <p>Conduct hemispheric workshop, for teachers countrywide.</p> <p>Rehabilitation of the Material Production and Test Development Units.</p>	<p>Availability of an updated version of modules, in keeping with modern techniques.</p> <p>Workshops for Master Trainers were conducted. Master Trainers did continuous training in the 11 educational regions. Reports, assignments, projects and results from Part I examinations were submitted on schedule.</p> <p>Eleven Educational regions benefited from continuous Management training.</p> <p>Successful completion of work – study stint.</p> <p>Facilitator was not available.</p> <p>Rehabilitation of the Material Production Unit was completed.</p>	<p>Facilitators were available and keen in having modules revised.</p> <p>Facilitators were available. Trainers were keen in the course. Education officers were very co-operative Funds were released on a timely basis</p> <p>Adaptation was quick students' willingness to learn and be part of the staff.</p> <p>Non availability of training instructor.</p> <p>Funds were released on a timely basis. Approval given by Tender Board.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	Replacement of dilapidated windows of the Conference room and professional offices with casement windows.	Ninety eight percent 98%.	Funds were available to contract services to execute works.
	Installation of air condition units in Consultants' and Account's Offices. Replacement of malfunctioning air condition units.	Satisfied staff. Conducise working environment.	Funds were available to contract services to execute works.
	Grilling of windows and doors at vulnerable points	A secured building	Funds were available to contract services to execute works
	Replacement of deteriorated plywood doors with panel doors. Replacement of defective door locks.	A secured building. Improved ambiance of building.	Funds were available to contract services to execute works
	Completion of 250' revetment of parapet adjacent to drainage canal.	Strengthened foundation of concrete fence parallel to drainage canal. Reduction of the possible collapse of fence.	Funds were available to contract services to execute works.
	Minimum down time for all equipment which are used for the execution of the organization work programme, or contribute in some aspect to a conducive working environment. These include eight (8) risograph, seven (7) photocopiers, seven (7) fax machines, thirty eight (38) air condition units, fire extinguishers, recorders, and water pumps.	All equipment were continuously serviceable.	Monthly preventive maintenance was done to ascertain worn or damaged parts. Spare parts were acquired on a timely basis. Funds were available to contract services.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p>Minimum down time of vehicles.</p> <p>Maintaining a clean and healthy working environment, external and internal.</p> <p>Acquisition and distribution of adequate materials on a timely basis, to all units for the execution of the organizations work programme.</p> <p>Provision of comfortable accommodation for Voluntary Service Officers (UK) based. Mrs. Georgina Carew, Mr. Don Brotherton, and Ms. Joan England.</p>	<p>Vehicles were always road - worthy.</p> <p>The entire plant was worker friendly.</p> <p>Access of working material when needed. Work programmes were completed on schedule</p> <p>Comfortable accommodation rented. Satisfied employees</p>	<p>Preventive maintenance was done on schedule. Spare parts were acquired promptly.</p> <p>Funds were available to contract appropriate services e.g. for pest eradication, disposal of garbage, removal of sanitary waste, landscaping of compound, and occasional general cleaning.</p> <p>Funds were available Requisitions were submitted prior to need. Procurement done on a timely basis.</p> <p>Funds were available to acquire accommodation.</p>

TEACHER TRAINING

4.5.1.4

CYRIL POTTER COLLEGE OF EDUCATION

SUMMARY AND REVIEW OF CURRENT YEAR PROGRAMME

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
1.	Advertise in the media for intake, stating clearly the requirements e.g. a minimum of 4 CXC at the General Proficiency level.	The total enrolment for the academic year 2004-2005 was 440 students – fifty five registered at the 2 hinterland In-Service centres, 246 at the Coastal In-Service centres and 139 at the Turkeyen Campus	<p>When compared to 2003 – 2004 175 more students were accepted for training in 2004-2005. Some students who had formerly experienced difficulties in English and Mathematics either rewrote and passed those exams at the CSEC level or did the equivalent level courses at IDCE.</p> <p>In addition, more students were able to access the Early Childhood and Primary programmes since these were offered in the hinterland.</p>
2.	The provision of a clean comfortable safe and healthy working environment for all staff and students	CPCE in collaboration with MOE and the Building Unit in particular ensured the safety and comfort of the buildings and grounds of all campuses.	Several members of the academic and library staff as well as all the groundsmen and the cleaners worked tirelessly in cleaning up after the January floods.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
3.	Maintenance of buildings – plumbing, electrical needs, carpentry repairs, painting etc.	<p>The buildings at the main campus were rehabilitated, major works were done at the library, the administrator's house, the general office and in the Home Economics department.</p> <p>The buildings and compound of the Turkeyen Centre were also fogged and sanitized after the January floods by Rentokil Initial.</p> <p>New underground pipes were installed. Some electrical repairs were done but these are not adequate.</p>	<p>The Min. of Educ. released over 9 million dollars for rehabilitation works.</p> <p>Many agencies donated cash or kind. These include the BEACON Foundation, Bel Air Lions, UNICEF, the Guyana Lottery Company \$930,000), the Canadian High Commission (\$484,000) and the GBET project (CAN\$10,000). These efforts assisted in the cleaning and restoration of the College.</p> <p>Timely release of MOE funds coupled with careful monitoring ensured quality work.</p> <p>Serious attention by MOE needs to be paid to the electrical needs of the College. Electrical problems continued to plague the College at Turkeyen.</p>
4.	Adequate maintenance of equipment for curriculum delivery.	<p>The photocopier and computers were repaired/maintained.</p> <p>Four new photocopiers were acquired-one each for Turkeyen, New Amsterdam, Vreed-en-Hoop and Region 1.</p>	<p>CIDA provided the funding through the GBET Project. These photocopiers have greatly enhanced the programme delivery at these centres. In the case of Turkeyen the old photocopier was replaced.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
5.	Maintenance of vehicles	Both vehicles had major overhauling done to them.	Unfortunately one of the vehicles PDD 5907 was involved in an accident. It is currently being repaired.
6.	Maintenance and enhancement of campus grounds.	Weeding was done from time to time. Portions of the eastern fence were repaired. The western section is also receiving some attention.	MOE released funds to a number of contractors. More could have been achieved but the driver of the tractor left the job without giving due notice. The eastern fence was repaired through funds from the current year III students (who did same as their community project) and by CIDA through the GBET project (as part of the flood relief efforts). The College dormitories were plagued with thefts. The guard service will be replaced w.e.f 1-02-2006 because investigations revealed that the guard service was negligent.
7.	Dialogue with BEACON FOUNDATION with relation to the provision of nutritious meals for students and the prompt payments by MOE.	Dialogue with BEACON FOUNDATION was held about system of payments and the quality of meals supplied	Ministry has decided to pay in advance on a quarterly basis. This system seems to be working in a much more effective manner.
8.	Adequate stipends for Pre-Service students. It was hoped that an increase in 2005 would have been given.	Students continued to receive a monthly stipend	No increase was granted to students. Hopefully this would be given in 2006.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
9.	The provision of knowledgeable, skilled and competent staff for all levels of the school system.	<p>The GBET teacher upgrading programme in regions 1, 7, 8 and 9 came to an end in 2005. However there are 193 students who still need to complete 1 or 2 subjects. In addition, 26 students (from Region 1 and 9) are engaged in remedial classes in any two of the following subjects – Maths, English and Social Studies. Up to the time of reporting 275 students out of the original target of 468 students have completed the programme successfully. Those students on the remedial programme will write their exams in March 2006.</p> <p>Three In-Service Centres were opened, one each at Aishalton (Region 9), Bartica (Region 7) and Kamarang (Region 7).</p> <p>There are now 14 In-Service centres in addition to the Main campus at Turkeyen. Apart from the three listed above, the others are Vreed-en-Hoop, New Amsterdam, Georgetown, Anna Regina, Linden, Rose Hall, Moruca, Mabaruma, Port Kaituma, Lethem and Annai.</p> <p>A total of 512 students graduated in October 2005.</p>	<p>The programme was facilitated by the timely release of funds by GBET and the MOE.</p> <p>The 193 students who failed to complete the programme in the stipulated time were mainly affected by low academic entry level and/or poor attitude. Those trainees are in Regions: 1 (20), 2 (95), 7 (12), 8 (20) and 9 (46).</p> <p>CIDA facilitated by providing necessary funds for the first year 2005-2006.</p> <p>The students filled crucial vacancies in the school system.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
		<p>There were two distinctions, 239 credits and 271 passes.</p> <p>The overall passes for each programme are as follows:</p> <p>Early Childhood 118 Primary 213 Secondary Academic 142 Secondary Pre-Vocational 39</p> <p>The options offered at the Secondary level included:</p> <p>English Maths Science Social Studies Spanish Art & Craft Agricultural Science Home Economics Industrial Arts</p>	<p>Staff shortages affected the overall pass rate. All resit exams were not conducted because exam results were not published in a timely manner. Approximately 118 students were affected.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
10.	Advertise for staff to fill vacancies	Two VSOs were recruited – one for Information Technology and one for Education Special Needs.	<p>Advertisement was not done. A Needs Analysis was done instead. The report is being awaited. It was submitted by the consultant but has now gone to CIDA, the funding agent.</p> <p>Some programmes, such as Curriculum Studies for Social Studies, and courses in Information Technology at Turkeyen could not be completed as a result of staff shortages. The administration experienced grave difficulties when trying to recruit part-time staff since some schools came under the management of School Boards and for other schools there was the issue about persons earning two salaries. Students were often asked to work after hours. They therefore experienced long work days.</p> <p>The staff members were also overworked and by the end of the calendar year at least ten staff left the institution.</p>

TEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
11.	Continuous staff development programmes for staff across centres.	<p>Members attended MOE workshops. Some participated in overseas training and shared information with others. GBET sponsored writing workshops which allowed for the upgrading of modules e.g. the practicum modules. Special needs personnel continued to run workshops for CPCE staff.</p> <p>Two modules in Special Needs Education have been prepared. One is a core module for all students.</p>	<p>Workshops allowed for necessary adjustments to be made to practicum modules.</p> <p>A module in Portuguese is being prepared. The workshops in Special Needs Education have helped staff to assist trainees to better cater for the needs of their students. Some students have also opted in ESN.</p>
12.	Well trained teachers in literacy and numeracy skills.	<p>Final year student teachers have been exposed to the Literacy methodology of the BEAMS project..</p> <p>Mini pilot conducted in region 2 and in Georgetown Education District in the RALP Readers (BEAMS).</p> <p>The preparation of manuals for Master Trainers and Cluster Advisors.</p> <p>Initiated meeting with UG in relation to the use of methodologies in keeping with BEAMS programme.</p> <p>CCETT project conducted two assessments in the six project schools namely Patentia, La Retriate,</p>	<p>BEAMS project provided timely funding. Master Trainers and Cluster Advisors were very committed to the training programme.</p> <p>Findings will inform January 2006 implementation. Useful discussion, suggestions and presentation of pilot results. Standardized information for all relevant personnel.</p> <p>Meetings were not as frequent as they should have been. The floods affected progress. However efforts will continue in 2006.</p> <p>Some schools need to improve. Some teachers have not been making full use of the materials hence progress in at least two schools is below the project's</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
13.	Collaboration of teacher education programmes offered at various institutions.	<p>Stewartville, Eccles, Chateau Margot and Company Road. Results were shared with MOE and CPCE.</p> <p>CPCE staff have continued to benefit from Overseas and local training funded by CCETT project.</p> <p>Teacher Education Advisory Board held regular meetings. Board focused on the BEAMS initiative and is playing vital role in developing Teacher Education policies.</p>	<p>expectation. Patentia and Eccles Primary are well ahead of the other schools</p> <p>More frequent monitoring needs to be done. A specialist should be appointed to assist the current specialist</p> <p>The Board has been instrumental in helping to formulate decisions about areas of concern in keeping with BEAMS implementation e.g. the sending out of necessary information..</p>
14.	Expanding curriculum support	The Cyril Potter College of Education Library received several new books from doners. These books covered a range of subjects including English Language, Mathematics, Science, Business, Reading and History.	Cyril Potter College of Education Foundation Society donated \$765,230, in cheques to purchase books from Book Foundation (\$255,090) Universal Book Store \$255,090) and Austin's Book Store (255,090). The Adventist Book Store donated two books to the value of \$20,000. Ms Stacy Griffith and the Shivcharran family of USA donated several books and other curriculum materials. The centres need to have their libraries upgraded. It is hoped that attention will be paid to upgrading the libraries in 2006.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
15.	The Resuscitation of the CPCE Board.	The College Board was resuscitated. The Governors were given additional responsibilities as set out in the President College Act.	Members were very willing and assisted the College in various ways including collaborating with MOE on security matters.

5.0

REVIEW OF SPECIAL INITIATIVES

5.1.0

ESSEQUIBO TECHNICAL INSTITUTE

E.T.I participated in a number of special events which included Job Fair, Science Fair and Essequibo Night.

The cricket team participated in cricket but did not reach the semi final in Georgetown.

The Inter House sport was held on the 29th and 30th October 2005 at E.T.I playground. The three (3) houses participated and Tapakuna Irrigation Project Scheme (T.I.P.S) house emerged as champion for the third time since the opening of the Institution. Students also participated in Inter School's Sports on Essequibo.

PARTICIPATION - ESSEQUIBO NIGHT

This was a big event on the Essequibo Coast. The main focus of this exercise is to buy local. This is a showcase for all business entities on the Essequibo Coast.

At the display at the Anna Regina Community Centre Ground, our booth was the most impressive. The officials spent a prolonged period and commended our efforts, especially since we are a new institution. This event was held on the 15th and 16th October 2005.

GRADUATION & EXTERNAL EXAM (G.T.E.E) 2005

E.T.I entered its third batch of students for external exams. For the eight (8) courses offered, a total of seventy nine (79) students wrote the exams. Our rate of success was fair as to this total fifty four (54) passed, six (6) failed, seventeen (17) referred and two (2) absent.

On 28th October 2005, we held our third graduation exercise. Our support and attendance was reasonable. However, there are some we still need to improve on and at the moment we are documenting procedures to be followed in areas that are important so that this exercise could be formalized

5.1.1

PRESIDENT'S COLLEGE

During the year, the College sold agriculture products at reasonable prices to the Golden Grove residents and supplied potable water to them.

The facilities of the school were rented out during the Easter and August Holidays to Campers etc.

In December, the school's Silver Sonics Steel Orchestra entertained the folks at the Uncle Eddie's Home, Palms, the Paediatric Ward of the Georgetown Hospital, the Ptolemy Reid's Rehabilitation Centre, the Cheshire Home at Mahaica and Citizens from the Enmore/Cove and John Areas.

Students from St. Stanislaus College are being loaned the laboratory Facilities of the College to upgrade their scientific skills.

The P.T.A. was involved in fund raising activities.

President's College monitored the construction of a new dormitory.

6.0 APPENDICES

6.1 DETAILS OF CURRENT EXPENDITURE PROGRAMME DETAILS

Agency: 41- Ministry of Education

Programme: 411- Main Office

Acct. Cod	Details of Expenditure	Actual 2004	Budget 2005	Revised 2005
Total	Wages and Salaries	30249	28432	27512
6111	Administrative	0	0	0
6112	Senior Technical	0	0	0
6113	Other Technical and Craft Skilled	313	329	0
6114	Clerical and Office Support	3076		0
6115	Semi Skilled Operative and Unskilled	533	607	0
6116	Contracted Employees	26326	27496	27512
6117	Temporary Employees	0	0	0
Over	Head Expenditure	479	439	0
6131	Other Direct Labour Costs	6	7	0
6132	Incentives	0	0	0
6133	Benefits and Allowances	155	36	0
6134	National Insurance	319	396	0
6135	Pensions	0	0	0
Revision	of Wages and Salaries	0	0	0
6141	Revision of Wages and Salaries	0	0	0
Expenses	Specific for the Agency	0	0	0
6211	Drugs and Medical Supplies	0	0	0
Materials,	Equipment and Supplies	1799	1925	1591
6221	Drugs and Medical Supplies	28	75	15
6222	Field Materials and Supplies	408	450	234
6223	Office Material and Supplies	981	1000	997
6224	Print and Non-Print Materials	382	400	345
Fuel and	Lubricant	185	220	220
6231	Fuel and Lubricants	185	220	220
Rental	and Maintenance of Buildings	2237	2300	1730
6241	Rental of Buildings	0	0	0
6242	Maintenance of Buildings	2065	2100	1507
6243	Janitorial and Cleaning Supplies	172	200	197
Maintenance	of Infrastructure	0	0	0
6251	Maintenance of Roads	0	0	0
6252	Maintenance of Bridges	0	0	0
6253	Maintenance of Drainage and Irrigation Works	0	0	0
6254	Maintenance of Sea and River Defenses	0	0	0
6255	Maintenance of Other Infrastructure	0	0	0

Agency: 41- Ministry of Education
 Programme: 411- Main Office

Acct. Cod	Details of Expenditure	Actual 2004	Budget 2005	Revised 2005
Transport,	Travel and Postage	1221	1760	1293
6261	Local Travel and Subsistence	904	1300	849
6262	Overseas Conference and Official Visits	0	0	0
6263	Postage, Telex and Cablegrams	23	60	60
6264	Vehicles Spares and Service	295	400	385
6265	Other Transport, Travel and Postage	0	0	0
Utility	Charges	28857	3245	3020
6271	Telephone Charges	2372	2145	2064
6272	Electricity Charges	355	800	751
6273	Water Charges	150	300	205
Other	Goods and Services purchased	2297	2560	2026
6281	Security Services	1363	1410	1362
6282	Equipment Maintenance	614	810	417
6283	Cleaning and Extermination Services	115	125	115
6284	Other	204	215	132
Other	Operating Expenses	1420	1485	1379
6291	National and Other Events	704	750	679
6292	Dietary	0	0	0
6293	Refreshment and Meals	605	620	604
6294	Other	112	115	95
Education	Subventions and Training	20626	21629	21629
6301	Education Subventions and Grants	20626	21629	21629
6302	Training (including Scholarships)	0	0	0

Agency: 41- Ministry of Education

Programme: 412- National Education Policy -Implementation and Supervision

Acct. Cod	Details of Expenditure	Actual 2004	Budget 2005	Revised 2005
Total	Wages and Salaries	44832	46560	44135
6111	Administrative	882	0	0
6112	Senior Technical	26400	28133	26574
6113	Other Technical and Craft Skilled	998	1058	0
6114	Clerical and Office Support	5331	5794	1337
6115	Semi Skilled Operative and Unskilled	623	836	0
6116	Contracted Employees	10598	10739	16224
6117	Temporary Employees	0	0	0
Over	Head Expenditure	6190	6960	6209
6131	Other Direct Labour Costs	69	105	95
6132	Incentives	0	0	0
6133	Benefits and Allowances	4238	4700	4657
6134	National Insurance	1883	2155	1457
6135	Pensions	0	0	0
Revision	of Wages and Salaries	0	0	0
6141	Revision of Wages and Salaries	0	0	0
Expenses	Specific for the Agency	0	0	0
6211	Drugs and Medical Supplies	0	0	0
Materials,	Equipment and Supplies	6659	7225	6541
6221	Drugs and Medical Supplies	165	175	175
6222	Field Materials and Supplies	1285	1400	1394
6223	Office Material and Supplies	2444	2650	2545
6224	Print and Non-Print Materials	2765	3000	2426
Fuel and	Lubricant	53	150	1
6231	Fuel and Lubricants	53	150	1
Rental	and Maintenance of Buildings	54934	61190	100552
6241	Rental of Buildings	60	100	0
6242	Maintenance of Buildings	54540	60700	100164
6243	Janitorial and Cleaning Supplies	335	390	388
Maintenance	of Infrastructure	0	0	1428
6251	Maintenance of Roads	0	0	0
6252	Maintenance of Bridges	0	0	0
6253	Maintenance of Drainage and Irrigation Works	0	0	0
6254	Maintenance of Sea and River Defenses	0	0	0
6255	Maintenance of Other Infrastructure	0	0	0

Agency: 41- Ministry of Education

Programme: 412- National Education Policy -Implementation and Supervision

Acct. Cod	Details of Expenditure	Actual 2004	Budget 2005	Revised 2005
Transport,	Travel and Postage	2875	3057	1983
6261	Local Travel and Subsistence	2866	2882	1882
6262	Overseas Conference and Official Visits	0	0	0
6263	Postage, Telex and Cablegrams	9	25	2
6264	Vehicles Spares and Service	0	150	99
6265	Other Transport, Travel and Postage	0	0	0
Utility	Charges	4494	3980	3444
6271	Telephone Charges	2261	1960	1698
6272	Electricity Charges	1870	1620	1538
6273	Water Charges	363	400	208
Other	Goods and Services purchased	1736	1820	1463
6281	Security Services	0	0	0
6282	Equipment Maintenance	1360	1300	1061
6283	Cleaning and Extermination Services	209	220	204
6284	Other	168	300	198
Other	Operating Expenses	8143	8635	11033
6291	National and Other Events	7144	7540	10031
6292	Dietary	0	0	0
6293	Refreshment and Meals	956	1035	960
6294	Other	40	60	42
Education	Subventions and Training	14229	14875	14485
6301	Education Subventions and Grants	317	375	358
6302	Training (including Scholarships)	13912	14500	14126

Agency: 41- Ministry of Education
 Programme: 413- Ministry Administration

Acct. Cod	Details of Expenditure	Actual 2004	Budget 2005	Revised 2005
Total	Wages and Salaries	80179	93012	93425
6111	Administrative	9636	10709	8684
6112	Senior Technical	6474	7140	5460
6113	Other Technical and Craft Skilled	6987	6382	6305
6114	Clerical and Office Support	33482	39399	38174
6115	Semi Skilled Operative and Unskilled	10705	11286	12148
6116	Contracted Employees	10274	10333	17773
6117	Temporary Employees	2620	7763	4881
Over	Head Expenditure	14376	10262	15855
6131	Other Direct Labour Costs	5376	5389	6484
6132	Incentives	0	0	0
6133	Benefits and Allowances	3754	5000	3556
6134	National Insurance	5246	5873	5815
6135	Pensions	0	0	0
Revision	of Wages and Salaries	0	0	0
6141	Revision of Wages and Salaries	0	0	0
Expenses	Specific for the Agency	0	0	0
6211	Drugs and Medical Supplies	0	0	0
Materials,	Equipment and Supplies	337406	294375	293125
6221	Drugs and Medical Supplies	471	475	436
6222	Field Materials and Supplies	3869	5300	5169
6223	Office Material and Supplies	8804	10500	9440
6224	Print and Non-Print Materials	324261	278100	278080
Fuel and	Lubricant	4275	5831	5747
6231	Fuel and Lubricants	4275	5831	5747
Rental	and Maintenance of Buildings	30608	21200	24886
6241	Rental of Buildings	2478	4140	3441
6242	Maintenance of Buildings	26765	21200	20055
6243	Janitorial and Cleaning Supplies	1366	1450	1390
Maintenance	of Infrastructure	3584	4000	3913
6251	Maintenance of Roads	0	0	0
6252	Maintenance of Bridges	0	0	0
6253	Maintenance of Drainage and Irrigation Works	0	0	0
6254	Maintenance of Sea and River Defenses	0	0	0
6255	Maintenance of Other Infrastructure	3584	4000	3913

Agency: 41 - Ministry of Education
 Programme: 413 - Ministry Administration

Acct. Cod	Details of Expenditure	Actual 2004	Budget 2005	Revised 2005
Transport,	Travel and Postage	34122	39610	38858
6261	Local Travel and Subsistence	13516	16000	15551
6262	Overseas Conference and Official Visits	0	0	0
6263	Postage, Telex and Cablegrams	1757	1810	1583
6264	Vehicles Spares and Service	6434	7800	7737
6265	Other Transport, Travel and Postage	12415	14000	13986
Utility	Charges	27952	29560	27978
6271	Telephone Charges	5207	5000	5000
6272	Electricity Charges	20060	21000	21000
6273	Water Charges	2685	3560	1978
Other	Goods and Services purchased	89392	89100	83239
6281	Security Services	18503	20000	19375
6282	Equipment Maintenance	7715	15000	9835
6283	Cleaning and Extermination Services	1278	2100	2087
6284	Other	61896	52000	51942
Other	Operating Expenses	81129	93860	93531
6291	National and Other Events	296	490	489
6292	Dietary	77661	90000	90000
6293	Refreshment and Meals	1778	1900	1672
6294	Other	1393	1470	1370
Education	Subventions and Training	48350	50500	50381
6301	Education Subventions and Grants	47499	48000	48000
6302	Training (including Scholarships)	851	2500	2381

Agency: 41- Ministry of Education
 Programme: 414- Training and Development

Acct. Cod	Details of Expenditure	Actual 2004	Budget 2005	Revised 2005
Total	Wages and Salaries	132624	153361	143476
6111	Administrative	5320	5919	4879
6112	Senior Technical	46426	50628	47251
6113	Other Technical and Craft Skilled	6783	9038	6509
6114	Clerical and Office Support	13340	14686	13578
6115	Semi Skilled Operative and Unskilled	10188	10897	10566
6116	Contracted Employees	25543	29118	28714
6117	Temporary Employees	25024	33075	31979
Over	Head Expenditure	9739	10453	9942
6131	Other Direct Labour Costs	1599	1810	1783
6132	Incentives	0	0	0
6133	Benefits and Allowances	2393	2500	2741
6134	National Insurance	5747	6143	5418
6135	Pensions	0	0	0
Revision	of Wages and Salaries	0	0	0
6141	Revision of Wages and Salaries	0	0	0
Expenses	Specific for the Agency	0	0	0
6211	Drugs and Medical Supplies	0	0	0
Materials,	Equipment and Supplies	24622	25083	24425
6221	Drugs and Medical Supplies	464	470	453
6222	Field Materials and Supplies	7370	7513	7926
6223	Office Material and Supplies	6039	6200	5472
6224	Print and Non-Print Materials	10749	10900	10574
Fuel and	Lubricant	2075	2200	2188
6231	Fuel and Lubricants	2075	2200	2188
Rental	and Maintenance of Buildings	21834	28000	20993
6241	Rental of Buildings	3490	5380	3464
6242	Maintenance of Buildings	1660	20900	15996
6243	Janitorial and Cleaning Supplies	1684	1720	1533
Maintenance	of Infrastructure	3854	5000	2974
6251	Maintenance of Roads	0	0	0
6252	Maintenance of Bridges	0	0	0
6253	Maintenance of Drainage and Irrigation Works	0	0	0
6254	Maintenance of Sea and River Defenses	0	0	0
6255	Maintenance of Other Infrastructure	3854	5000	2974

Agency: 41- Ministry of Education
 Programme: 414- Training and Development

Acct. Cod	Details of Expenditure	Actual 2004	Budget 2005	Revised 2005
Transport,	Travel and Postage	7951	9050	7863
6261	Local Travel and Subsistence	5594	6700	5863
6262	Overseas Conference and Official Visits	0	0	0
6263	Postage, Telex and Cablegrams	45	50	45
6264	Vehicles Spares and Service	2217	2200	1911
6265	Other Transport, Travel and Postage	95	100	44
Utility	Charges	30517	30026	27686
6271	Telephone Charges	3493	3500	2900
6272	Electricity Charges	23215	21526	21526
6273	Water Charges	3809	5000	3238
Other	Goods and Services purchased	35256	34520	38428
6281	Security Services	19986	19990	17798
6282	Equipment Maintenance	8061	6300	5437
6283	Cleaning and Extermination Services	1996	2250	1760
6284	Other	5212	5980	13433
Other	Operating Expenses	56668	59715	45512
6291	National and Other Events	7461	7470	7394
6292	Dietary	45764	49010	35738
6293	Refreshment and Meals	1145	1145	1119
6294	Other	2299	2090	1262
Education	Subventions and Training	78967	80111	79817
6301	Education Subventions and Grants	33477	34000	33966
6302	Training (including Scholarships)	45490	46111	45851

Agency: 41- Ministry of Education
 Programme: 415- Education Delivery

Acct. Cod	Details of Expenditure	Actual 2004	Budget 2005	Revised 2005
Total	Wages and Salaries	1302774	1371751	1333786
6111	Administrative	239443	251622	266043
6112	Senior Technical	661606	696543	689335
6113	Other Technical and Craft Skilled	235086	247705	205477
6114	Clerical and Office Support	27262	28663	26863
6115	Semi Skilled Operative and Unskilled	107919	113633	101697
6116	Contracted Employees	2677	2831	3918
6117	Temporary Employees	28782	30754	40454
Over	Head Expenditure	129814	154295	150087
6131	Other Direct Labour Costs	28420	29868	28324
6132	Incentives	0	0	0
6133	Benefits and Allowances	5227	22812	22705
6134	National Insurance	96167	101615	99059
6135	Pensions	0	0	0
Revision	of Wages and Salaries	0	0	0
6141	Revision of Wages and Salaries	0	0	0
Expenses	Specific for the Agency	0	0	0
6211	Drugs and Medical Supplies	0	0	0
Materials,	Equipment and Supplies	62876	72420	65082
6221	Drugs and Medical Supplies	1041	1120	962
6222	Field Materials and Supplies	34639	40500	35902
6223	Office Material and Supplies	9167	10800	10771
6224	Print and Non-Print Materials	18029	20000	17446
Fuel and	Lubricant	1080	1300	1274
6231	Fuel and Lubricants	1080	1300	1274
Rental	and Maintenance of Buildings	188734	216289	142334
6241	Rental of Buildings	5083	6000	5588
6242	Maintenance of Buildings	177189	202789	129247
6243	Janitorial and Cleaning Supplies	6463	7500	7499
Maintenance	of Infrastructure	40271	44400	39878
6251	Maintenance of Roads	0	0	0
6252	Maintenance of Bridges	0	0	0
6253	Maintenance of Drainage and Irrigation Works	0	0	0
6254	Maintenance of Sea and River Defenses	0	0	0
6255	Maintenance of Other Infrastructure	40271	44400	39878

Agency: 41- Ministry of Education
 Programme: 415- Education Delivery

Acct. Cod	Details of Expenditure	Actual 2004	Budget 2005	Revised 2005
Transport,	Travel and Postage	6567	7831	6900
6261	Local Travel and Subsistence	3897	5001	4712
6262	Overseas Conference and Official Visits	0	0	0
6263	Postage, Telex and Cablegrams	106	130	99
6264	Vehicles Spares and Service	2564	2700	2090
6265	Other Transport, Travel and Postage	0	0	0
Utility	Charges	64550	65943	56594
6271	Telephone Charges	4758	3943	3344
6272	Electricity Charges	39990	41000	40939
6273	Water Charges	19802	2100	12311
Other	Goods and Services purchased	157287	159696	145221
6281	Security Services	121676	127078	121478
6282	Equipment Maintenance	14630	13900	6152
6283	Cleaning and Extermination Services	19124	16618	13190
6284	Other	1858	2100	4401
Other	Operating Expenses	7734	7950	7640
6291	National and Other Events	5713	6200	6025
6292	Dietary	900	950	889
6293	Refreshment and Meals	675	680	637
6294	Other	447	120	88
Education	Subventions and Training	967127	982974	981888
6301	Education Subventions and Grants	949937	964716	964708
6302	Training (including Scholarships)	17190	18258	17180

MINISTRY OF EDUCATION
APPROPRIATION ACCOUNT

CAPITAL - 543

Sub head #	Subhead Title	Budget 2005	Revised Budget 2005	Actual 2004
12-001	Nursery, Primary and Secondary	50,000,000	83,000,000	46,342,000
12-002	President's College	34,000,000	34,000,000	5,000,000
12-005	Craft Production and Design	1,200,000	1,200,000	1,520,000
12-007	National Library	2,000,000	2,000,000	5,956,000
12-009	Critchlow Labour College	1,000,000	1,000,000	1,900,000
12-010	Kuru Kuru College	270,000	270,000	1,800,000
12-012	University of Guyana-Turkeyen	22,000,000	22,000,000	16,768,000
12-013	University of Guyana- Berbice	29,436,000	29,436,000	51,760,000
26-002	Guyana Basic Education Training	60,000,000	60,000,000	90,000,000
26-003	New Amsterdam Technical Institute	8,500,000	8,500,000	5,807,000
26-004	Other Equipment	4,000,000	4,000,000	3,958,000
26-005	Government Technical Institute (GTI)	24,599,500	54,599,500	97,440,000
26-006	Technical Vocational Project	20,000,000	20,000,000	0
26-007	Guyana Industrial Training Centre	2,900,000	2,900,000	4,914,000
26-008	Carnegie School of Home Economics	3,300,000	3,300,000	3,600,000
26-009	School Furniture and Equipment	21,000,000	21,000,000	15,765,000
26-010	Resource Development Centre	6,000,000	6,000,000	3,996,000
26-11	Development of Text Books	14,000,000	14,000,000	13,000,000
1206500	Teachers' Training Centre	1,000,000	1,000,000	0
45-003	Linden Technical Institute (LTI)	5,500,000	5,500,000	6,476,000
45-006	Education for All-Fast Track Initiative	50,000,000	50,000,000	0