

CO-OPERATIVE REPUBLIC OF GUYANA

MINISTRY OF EDUCATION

ANNUAL REPORT

2003

**SUBMITTED PURSUANT TO
P.S.M. CIRCULAR REF. NO. PS 14/1^v
DATED 1996-02-05**

TABLE OF CONTENTS

| | PAGE |
|--|-------------|
| 1.0 EXECUTIVE SUMMARY | i |
| 2.0 MISSION STATEMENT | iv |
| 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 Schools Library Division | 11 |
| 3.2.1.0 National Library | 12 |
| 3.2.1.1 Guyana Industrial Training Centre | 13 |
| 3.2.1.2 Department of Education (Georgetown) | 14 |
| 3.2.1.3 New Amsterdam Technical Institute | 15 |
| 3.2.1.4 Linden Technical Institute | 16 |
| 3.2.1.5 Essequibo Technical Institute | 17 |
| 3.3.0 SUMMARY OF ORGANIZATIONS | |
| 3.3.1 General Administration | 18 |
| 3.3.1.1 Central Registry | 19 |
| 3.3.1.2 Special Projects | 21 |
| 3.3.1.3 Security | 23 |
| 3.3.1.4 Transport | 24 |

| | | |
|----------|--|-----|
| 3.3.1.5 | Book Distribution Unit | 26 |
| 3.4.0 | Financial | |
| 3.4.1 | Central Accounting Unit | 31 |
| 3.4.1.2 | Field Auditor | 31 |
| 3.4.1.3 | Education Planning Unit | 32 |
| 3.4.1.4 | Buildings Unit | 33 |
| 3.4.1.5 | Project Officer | 43 |
| 3.5.0 | Secondary Schools Management Committee | |
| 3.5.1 | Deputy Chief Education Officer (Administration) | 49 |
| 3.5.1.2. | Deputy Chief Education Officer (Development) | 50 |
| 3.5.1.3 | Secondary Sector | 52 |
| 3.5.1.4 | Primary | 53 |
| 3.6.0 | Technical and Vocational | |
| 3.6.1 | Technical Advisor | 54 |
| 3.6.1.1 | Government Technical Institute | 56 |
| 3.6.1.2 | New Amsterdam Technical Institute | 61 |
| 3.6.1.3 | Linden Technical Institute | 65 |
| 3.6.1.4 | Essequibo Technical Institute | 68 |
| 3.6.1.5 | Guyana Industrial Training Centre | 73 |
| 3.6.1.6 | Carnegie School of Home Economics | 78 |
| 3.6.1.7 | Craft Production and Design Unit | 82 |
| 3.6.1.8 | Allied Arts Unit | 88 |
| 3.7.0 | Supporting Units | |
| 3.7.1.0 | Inspectorate Unit | 91 |
| 3.7.1.1 | Examinations Division | 98 |
| 3.7.1.2 | President's College | 101 |
| 3.7.1.3 | School Boards Secretariat | 104 |
| 3.7.1.4 | National Centre for Educational Resource Development | 105 |
| | Teacher Training | |
| 3.7.1.5 | Cyril Potter College of Education | 108 |

| | | |
|--------------|--|-----|
| 4.0 | Review of Current Year's Programme | |
| 4.1.1 | General Administration | 113 |
| 4.1.2.1 | Security | 115 |
| 4.1.3.1 | Transport | 117 |
| 4.1.3.2 | Special Projects | 118 |
| 4.1.3.3 | Book Distribution Unit | 131 |
| 4.1.3.4 | Central Registry | 135 |
| 4.2.0 | Financial | |
| 4.2.1 | Central Accounting Unit | 137 |
| 4.2.1.2 | Field Audit | 141 |
| 4.2.1.3 | Buildings Unit | 143 |
| 4.2.1.4 | Budget and Finance Secretariat | 147 |
| 4.2.1.5 | Education Planning Unit | 155 |
| | Review | |
| 4.3.0 | Education Secondary Schools Management Committee | |
| 4.3.1 | Deputy Chief Education Officer (Administration) | 161 |
| 4.3.1.2 | Assistant Chief Education Officer (Nursery) | 166 |
| 4.3.1.3 | Assistant Chief Education Officer (Primary) | 170 |
| 4.3.1.4 | Secondary Sector | 177 |
| 4.4.0 | Technical and Vocational | |
| 4.4.1 | Technical Advisor | 202 |
| 4.4.1.2 | Government Technical Institute | 204 |
| 4.4.1.3 | New Amsterdam Technical Institute | 209 |
| 4.4.1.4 | Linden Technical Institute | 215 |
| 4.4.1.5 | Essequibo Technical Institute | 219 |
| 4.4.1.6 | Guyana Industrial Training Centre | 225 |
| 4.4.1.7 | Carnegie School of Home Economics | 231 |
| 4.4.1.8 | Allied Arts Unit | 233 |
| 4.4.1.9 | Craft Production and Design Unit | 238 |

| | | |
|---------|---|-----|
| 4.5.0 | Supporting Units | |
| 4.5.1 | Inspectorate Unit | 241 |
| 4.5.1.2 | Examinations Division | 256 |
| 4.5.1.3 | School Boards Secretariat | 262 |
| 4.5.1.4 | President's College | 265 |
| | Teacher Training | |
| 4.5.1.5 | National Centre for Educational Resource Development | 273 |
| 4.5.1.6 | Cyril Potter College of Education | 297 |
| 5.0 | Review of Special Initiatives | |
| 5.1.0 | Technical Adviser | 305 |
| 5.1.1 | Guyana Industrial Training College | 306 |
| 5.1.2 | President's College | 307 |
| 6.0 | Appendices | |
| 6.1 | Budgeted and Actual Recurrent Expenditure | |
| | Programme 1 Main Office | 308 |
| | National Education Policy Implementation and Supervision Programme 2 | 310 |
| | Ministry Administration Programme 3 | 312 |
| | Training and Development Programme 4 | 314 |
| | Education Delivery Programme 5 | 316 |
| 6.2 | Budgeted and Actual Capital Expenditure Capital 543 | 318 |

1.0 EXECUTIVE SUMMARY

The Ministry of Education continued to regard its contribution to the elimination of poverty and illiteracy in Guyana, through the enhancement of education, as a major goal. The year 2003 was the first year of implementation for the Education Strategic Plan and a review of activities of Central Ministry and the Regional Departments indicate that more than two-thirds of the planned activities are in progress.

One of the most important objectives of this plan is an improvement in the achievement of nursery and primary students in literacy and mathematics skills. The achievement of this objective is being facilitated by the Basic Education Access and Management Support (BEAMS) programme and the Caribbean Centres of Excellence in Teacher Training (CCETT) project. In preparation for these programmes, literacy and mathematics standards for nursery level, and grades 1 to 6 of the primary level, were developed in an effort coordinated by the Curriculum Development Unit, but including inputs from many other education agencies.

National and International specialist in Literacy, Interactive Radio Instruction (IRI), Testing and Teacher Training were appointed to support staff at the National Centre for Education Resource Development (NCERD) and the Cyril Potter College of Education (CPCE). In addition to the development of standards, work was started on the CCETT project, pilot schools were identified and training of teachers has begun. Additional human and material resources to support CPCE, which is the implementation agency for the CCETT project, are expected early in 2004. Manuals and training programmes for Master Trainers and Cluster advisors, to be recruited under Beams, are being developed. Support was also provided through the Learning Resources Development Unit. Two thousand flip charts were made to support teachers' efforts and to promote identified reading strategies in schools. Templates have been prepared to be used by teachers to create a variety of displays for reading rooms. Every effort has been made to ensure that there is collaboration and not duplication between the two projects.

The National Grade Two Assessment was done for the first time in 2003. The test was administered to all students in Grade 2 of primary schools throughout the country. It was intended to administer the test in three areas: English Language; Mathematics and Reading, however industrial action by teachers during the period identified for the reading component, led to the postponement of that subject but the other subjects were administered as scheduled and individual school reports were prepared. The results of the test in this year will be the baseline to assess progress in future years.

The Ministry's plans to improve the human resources of the system were given a very positive start. A Teacher Training Advisory Board has been set up and the first meeting was held in November. In January the Hinterland Teacher Upgrading Programme was expanded to riverain areas of Region 2. Centres have been established at Charity, Good Hope, Kabakaburi, Mainstay and Wakapao.

The first ever blue print for a Hinterland Teacher Certificate programme was developed with the assistance of two consultants and the first Hinterland Teacher Certificate Programme was launched in Region 1 in November. Three centres have been established at Mabaruna, Port Kaituma and Moruca with a total of forty students.

NCERD successfully conducted a Distance Education Management Course for senior school administrators. Two hundred and ten (210) school administrators drawn from all regions of Guyana participated in the course.

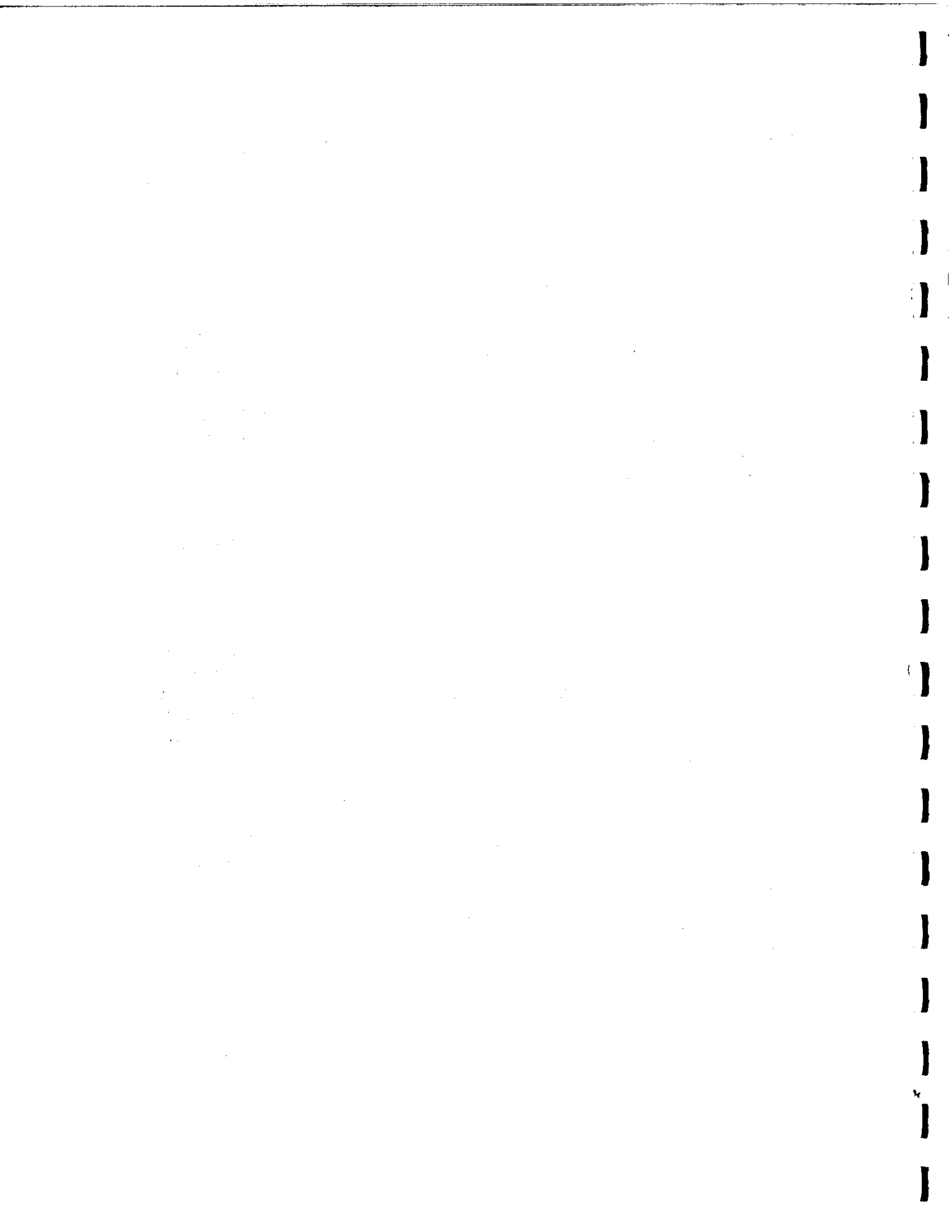
In addition to these major initiatives, training of practicing teachers continued at all levels. Though the Unit of Allied Arts, approximately three hundred and sixty (360) teachers from all levels were trained in some areas of Expressive Arts. Workshops in the core subjects, Spanish and scriptwriting were conducted for primary school teachers by various units of NCERD. A Training of Teachers workshop for the administration of the Grade 2 Reading Assessment was also conducted. Twenty-nine teachers, functioning as Schools Welfare Liaison Officers, received training to assist them with their responsibilities, while one refresher training course was held for existing School Welfare Officers.

One very positive achievement was the enrolment of a number of lectures/instructors from each of the Technical and Vocational institutions in the Technical Teachers Training Programme. More than sixty-five percent of these persons completed the course successfully.

While there were many achievements in the area of Human Resource Development some important training activities could not be carried out because: the strike by teachers prevented their attendance at workshops; and lack of/or non release of funds by UNICEF and the Ministry of Finance. These factors affected workshops planned for Health and Family Life Education (HFLE), Child Friendly Schools, Early Childhood Education and Transition from Secondary level to the World of Work. Some fifty percent of the planned workshops could not be held.

Efforts to promote Universal Secondary Education (USE) of a good quality continued with workshops in Reading, English Language, Mathematics and Integrated Science being conducted to help teachers, especially those from Secondary Departments of Primary and Community High Schools, effectively deliver the curriculum. Work was started on developing an alternative learning path for those students at the secondary level who have an interest in technology and technical subject areas. The Basic Competency Certificate Programme (BCCP), which will measure attainment in these areas, will be launched in 2004.

A modest start was made in the effort to improve the quality of education offered to children with special needs. The Resource Unit for the Visually Impaired in the St. Rose's complex has been reorganized, children have been mainstreamed into the schools in the complex and staff at the mainstream schools and the Resource Unit have been



trained to provide more support to the children. Parents have also been sensitized to provide support to the education of their children.

Despite some delays in the award of contracts, the Ministry continued to improve infrastructure at all levels with over eighty percent of planned capital works being carried out. Of special note are the efforts to improve and expand the physical plants of the technical and vocational institutions.

The work of the Ministry was well supported by the various administrative units despite shortages of staff in key positions. The Budget and Finance Secretariat was able to successfully carry out all of its routine operations while responding to the changes required by the proposed introduction of the Integrated Financial Management and Accounting System (IFMAS). The effective operations of the Expenditure Planning and Monitoring Unit (EPMU) resulted in a higher percentage utilization of budgetary allocations than in previous years.

Finally, the Ministry's relation with most of its stakeholders deepened during 2003. Visits to Regions, by senior officials from the Central Ministry, to discuss the education issues and monitor the performance of the sector proved useful to both groups. A cordial and collaborative relationship was maintained with the various donor agencies and even as some programmes come to an end, there are firm commitments to continued assistance in the coming years.

The Ministry feels that a firm basis was laid in 2003 for many important programmes; the stage is set to deliver on the learning process. As stated in the plan, efforts in 2004 should concentrate on producing the improvements planned and initiated in 2003.



Ganga Persaud
Permanent Secretary
2004-05-13

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40

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

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 two (2) Principal Personnel Officers.

The Deputy Permanent Secretary (Administration) supervised general administration services, security and transport.

The Deputy Permanent Secretary (Finance) was responsible for all matters related to finance, materials distribution and stock control.

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

The Chief Personnel Officer (CPO) was responsible for the general supervision of the office, she was assisted by two (2) Senior Personnel Officers, One (1) Personnel Officer 1, One Personnel Officer 11 and two (2) Principal Personnel Officers. The Principal Personnel Officer (Operations) was responsible for the overall operations of the office while the Principal Personnel Officer (Policy) ensured that the policies of the ministry were properly carried out.

ORGANIZATIONAL CHARTS

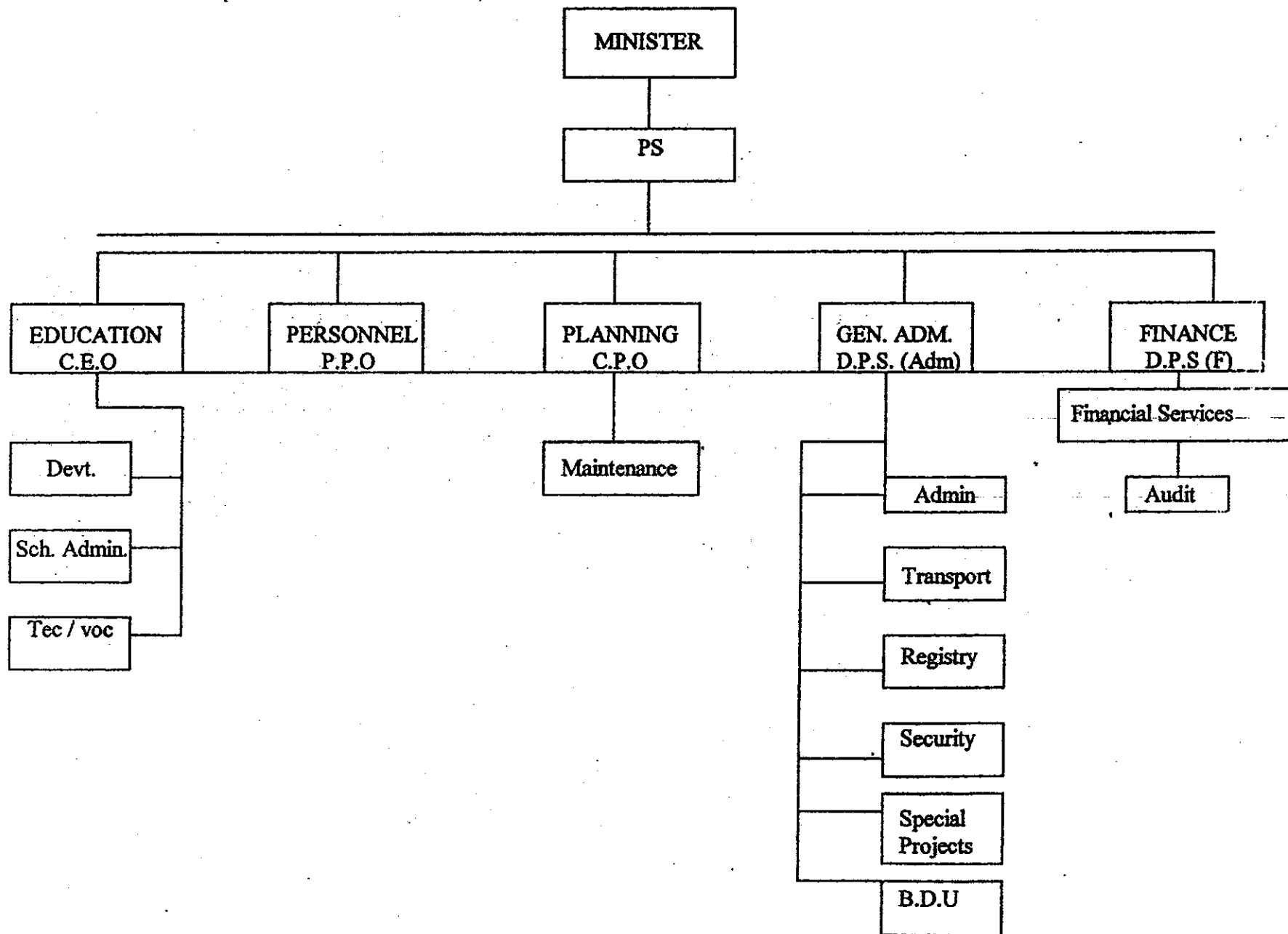
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

3.2.0

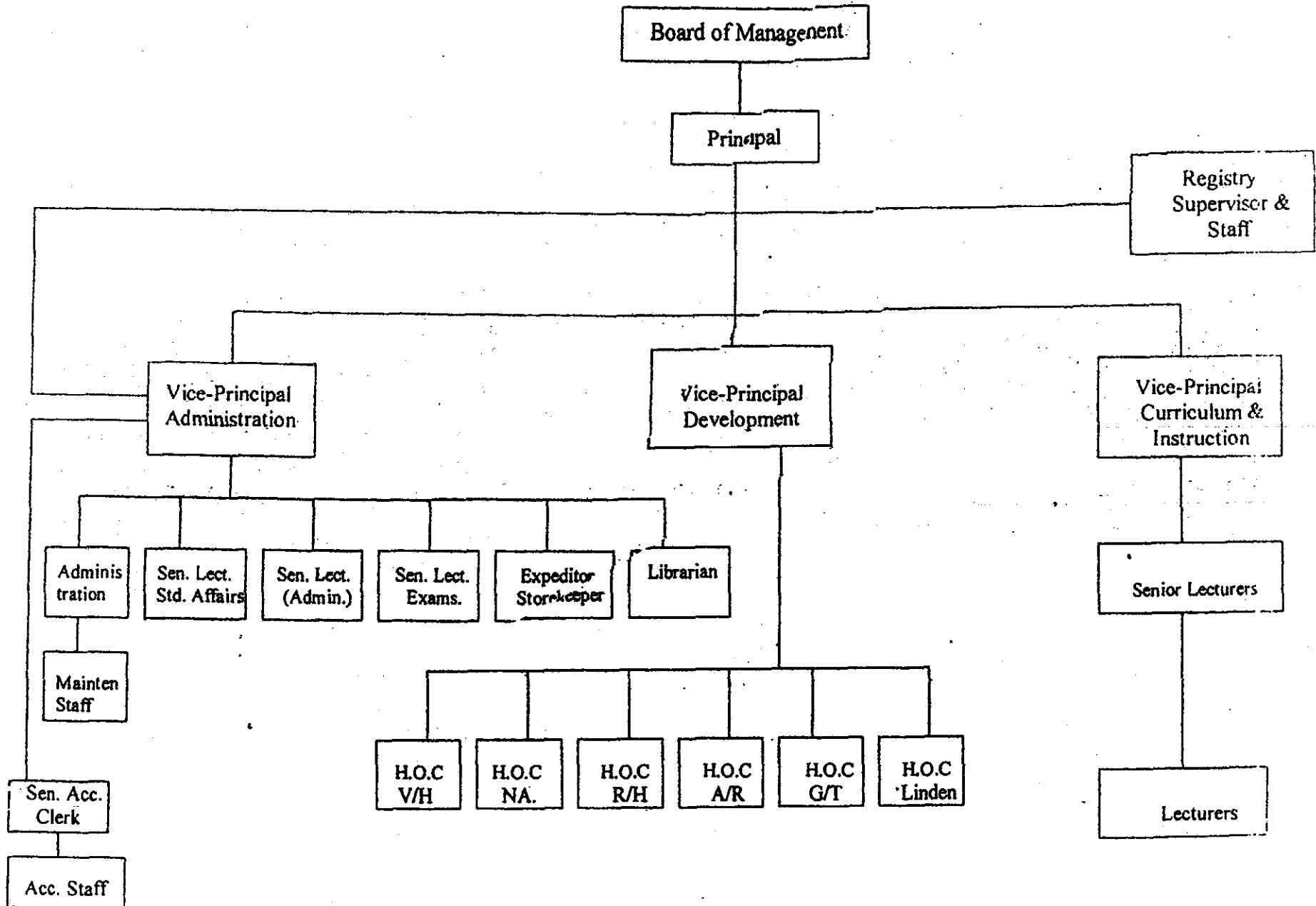
ORGANISATION CHARTS

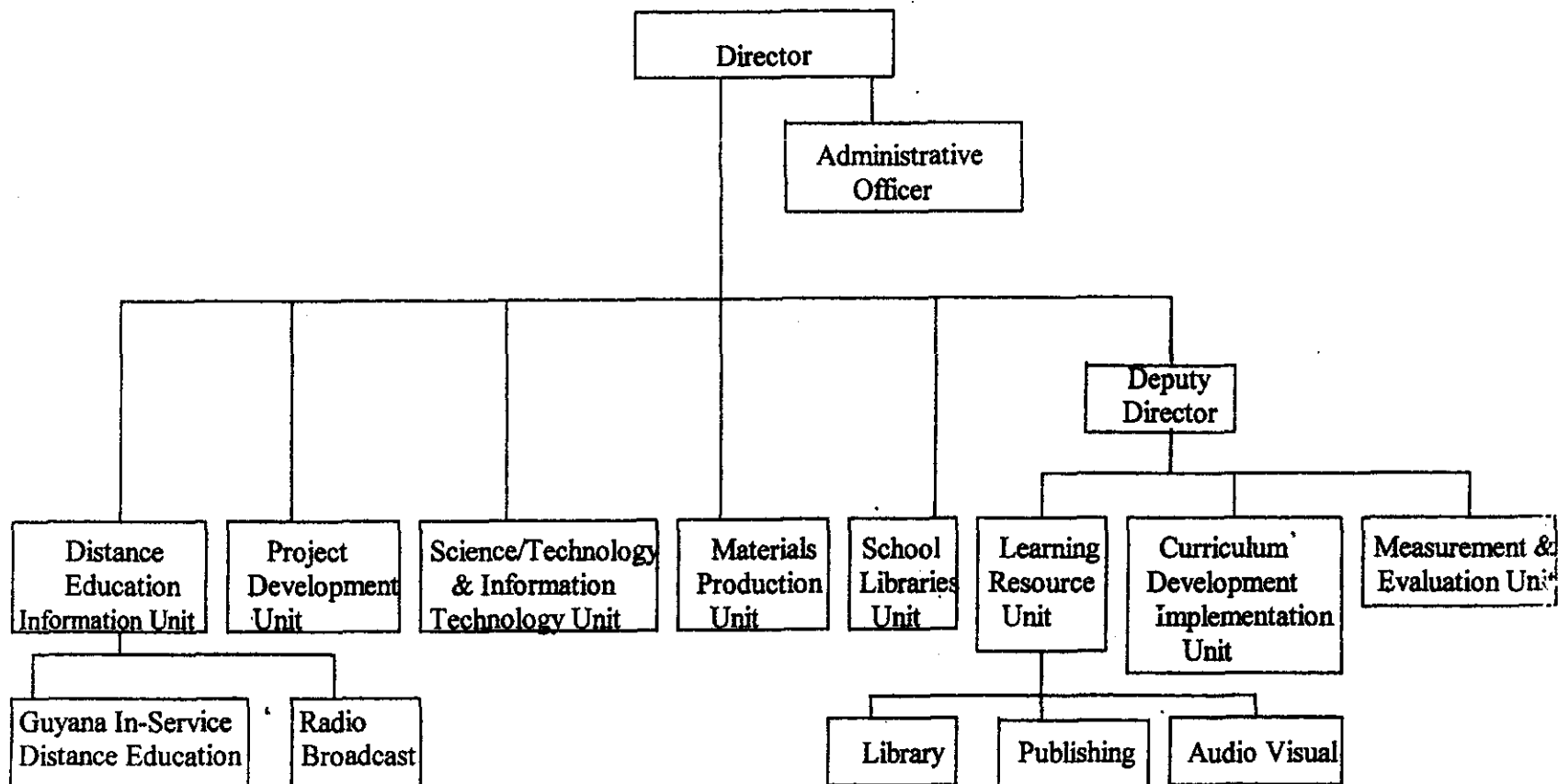
3.2.1

MINISTRY OF EDUCATION

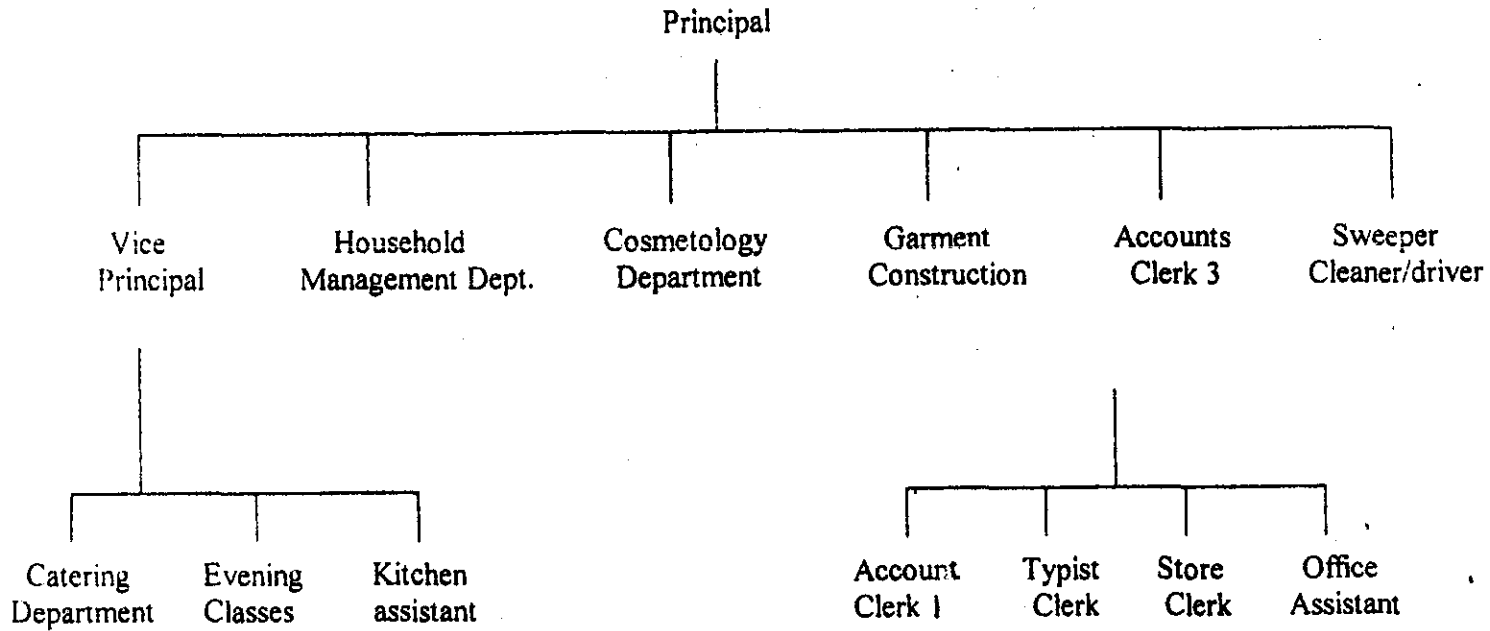


3.2.2 C.P.C.E - ORGANISATION CHART

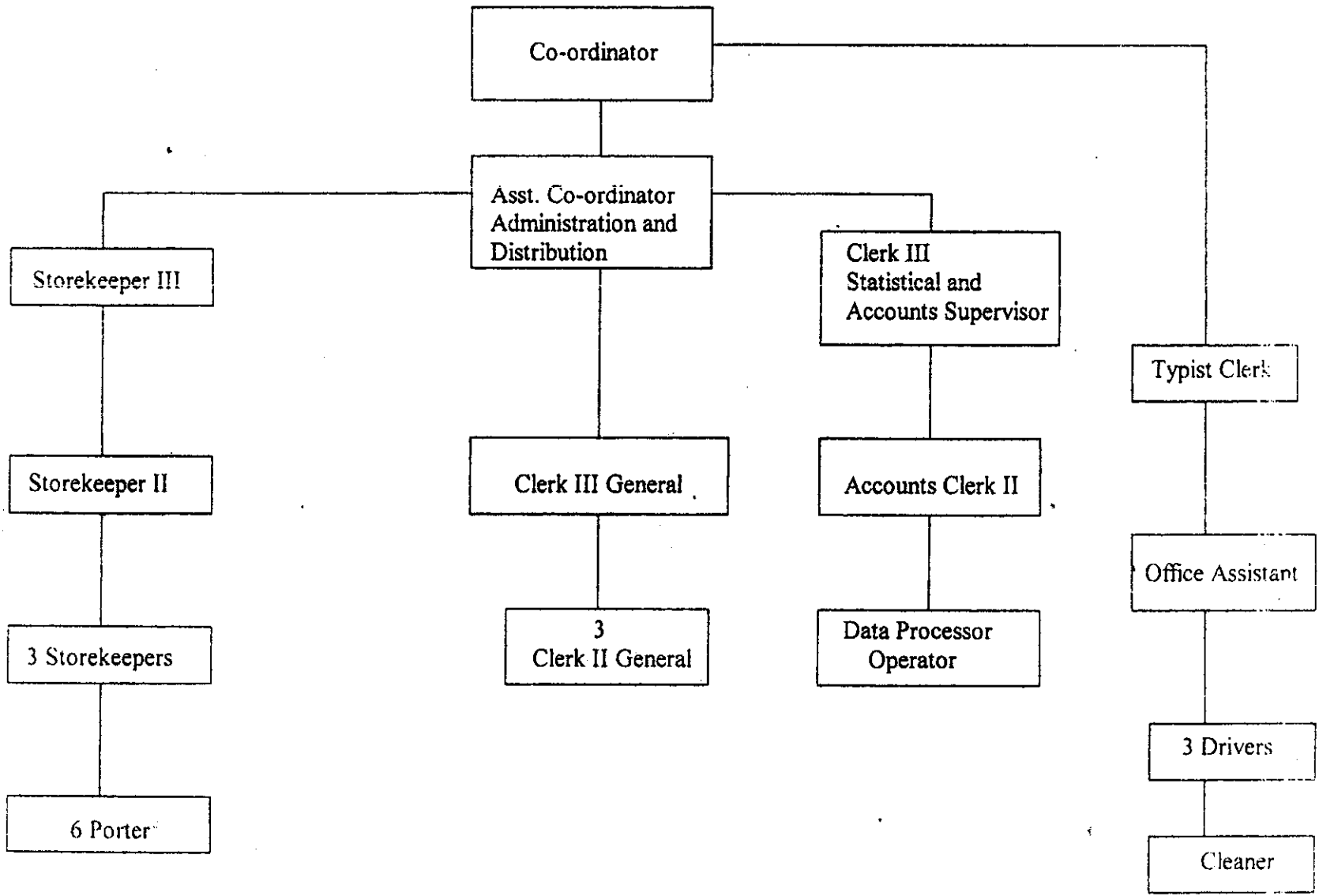


3.2.3 N.C.E.R.D – Organization Chart

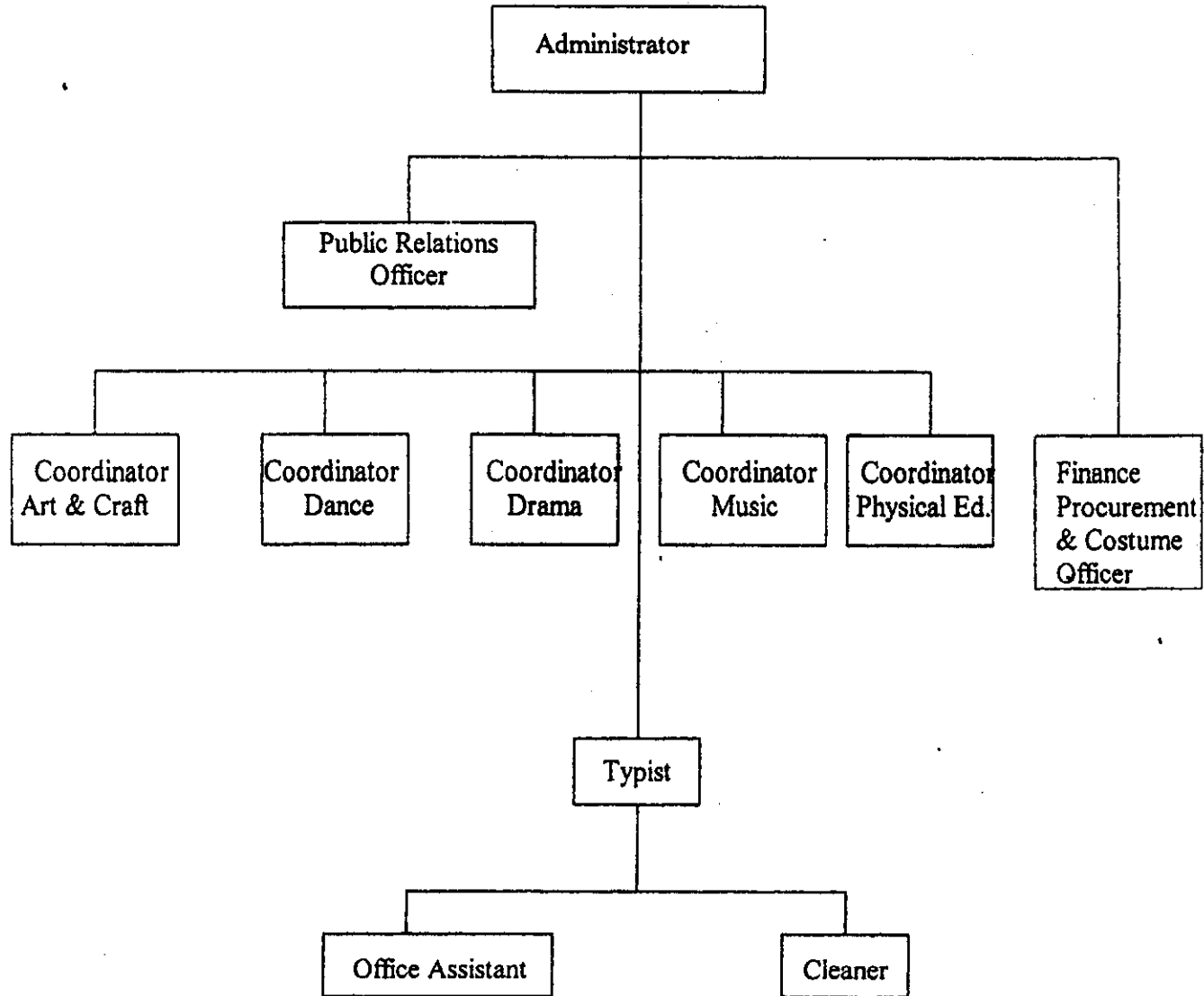
Organisation Chart Carnegie School of Home Economics

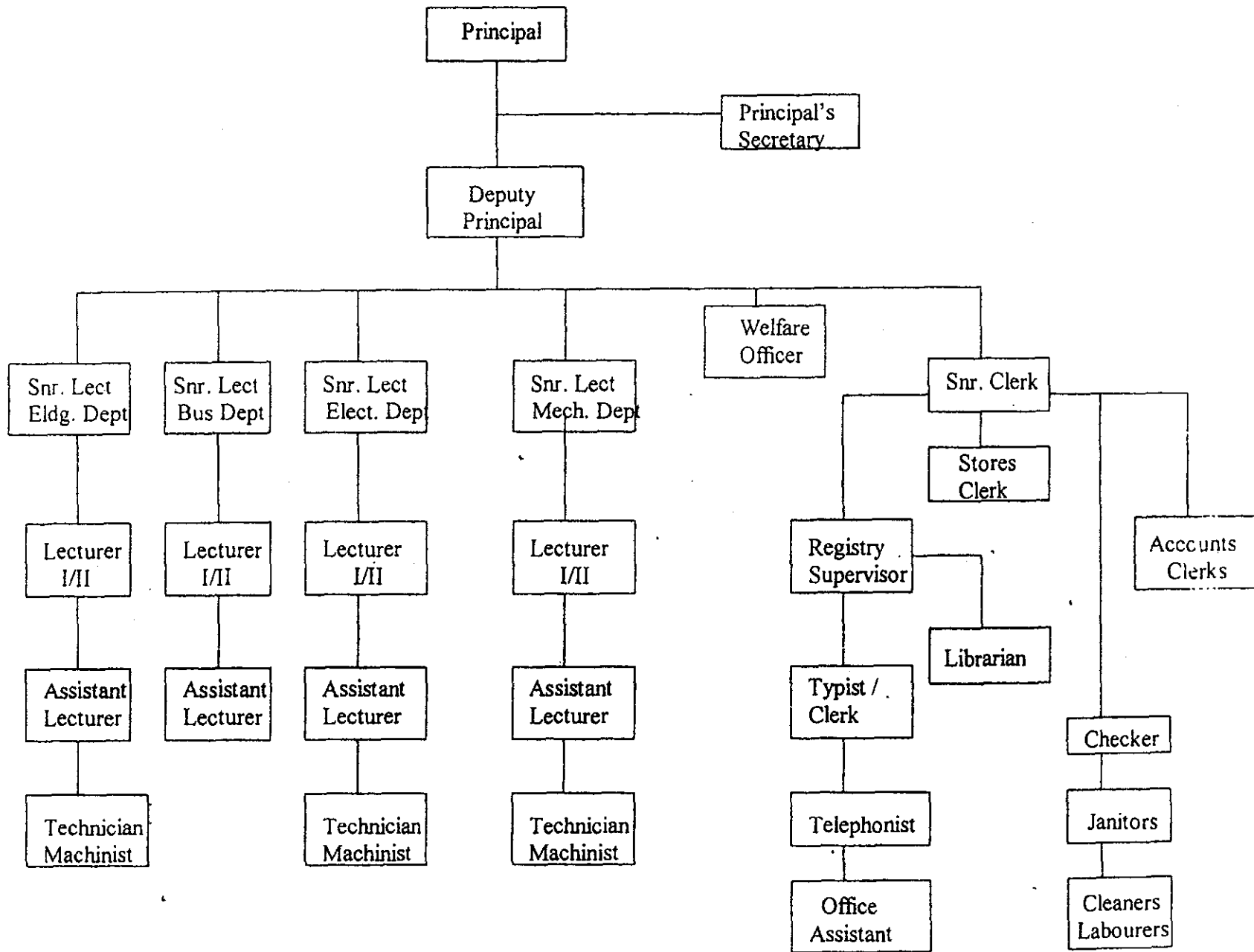


BOOK DISTRIBUTION UNIT ORGANISAITONAL CHART



3.2. UNIT OF ALLIED ARTS - ORGANISATION CHART

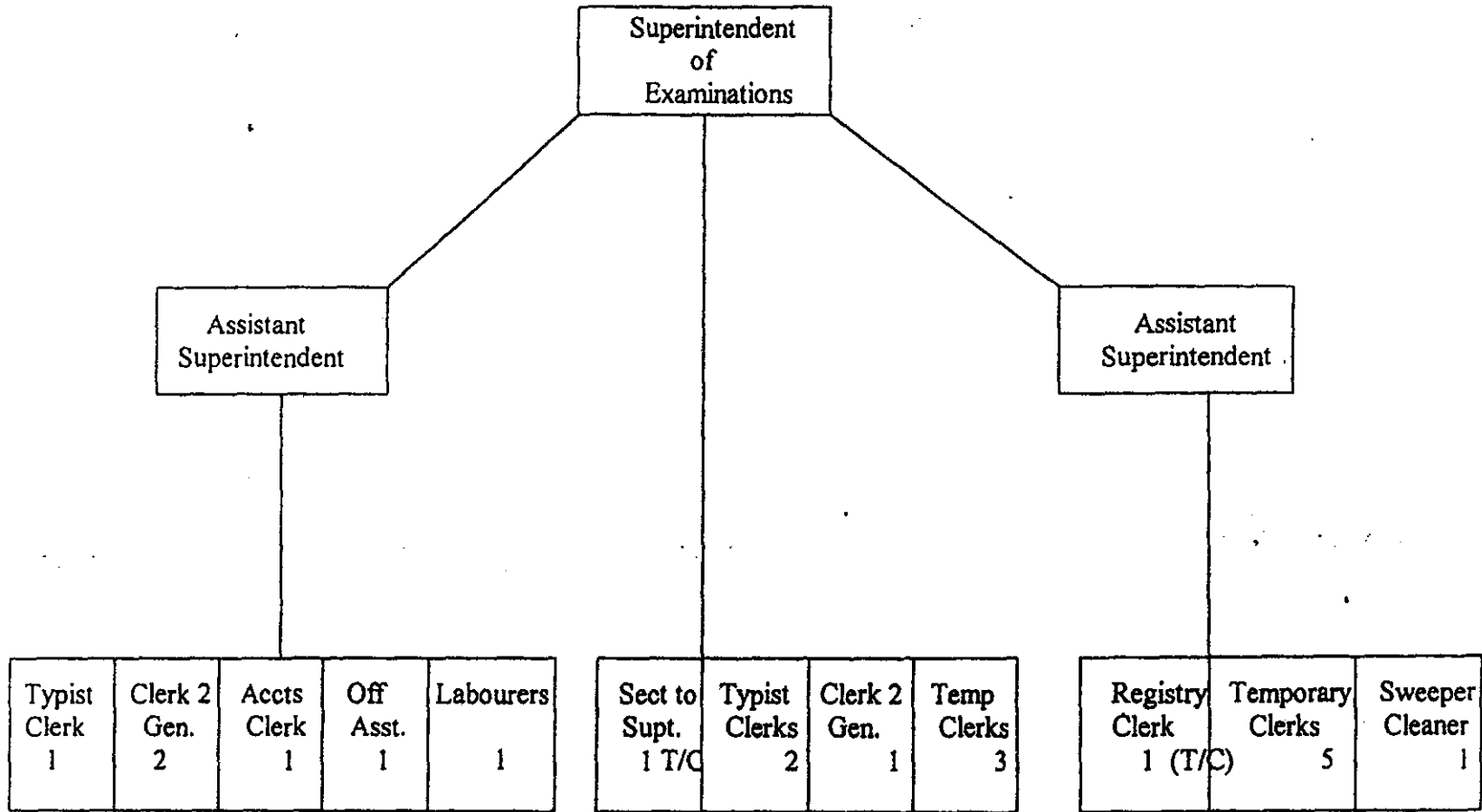




3.0 ORGANISATION AND MANAGEMENT

3.2.8

3.1 (a) ORGANISATION CHART

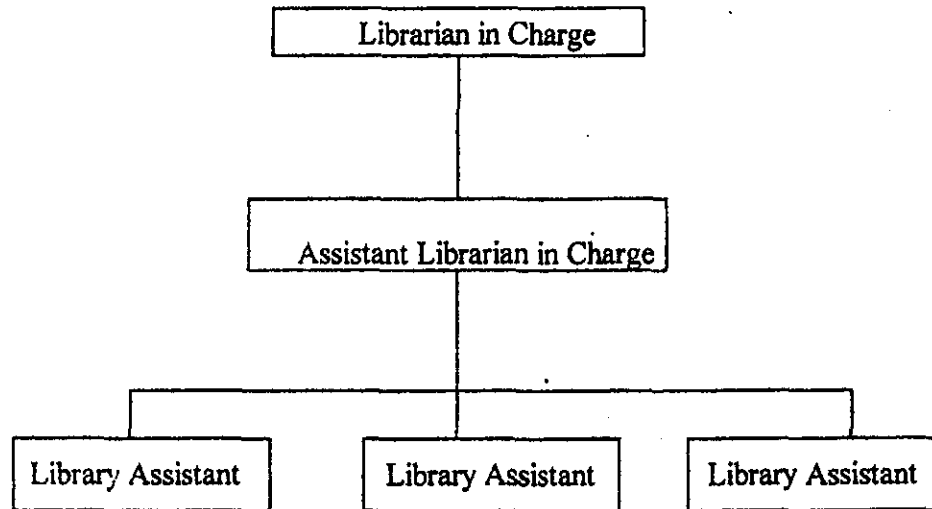


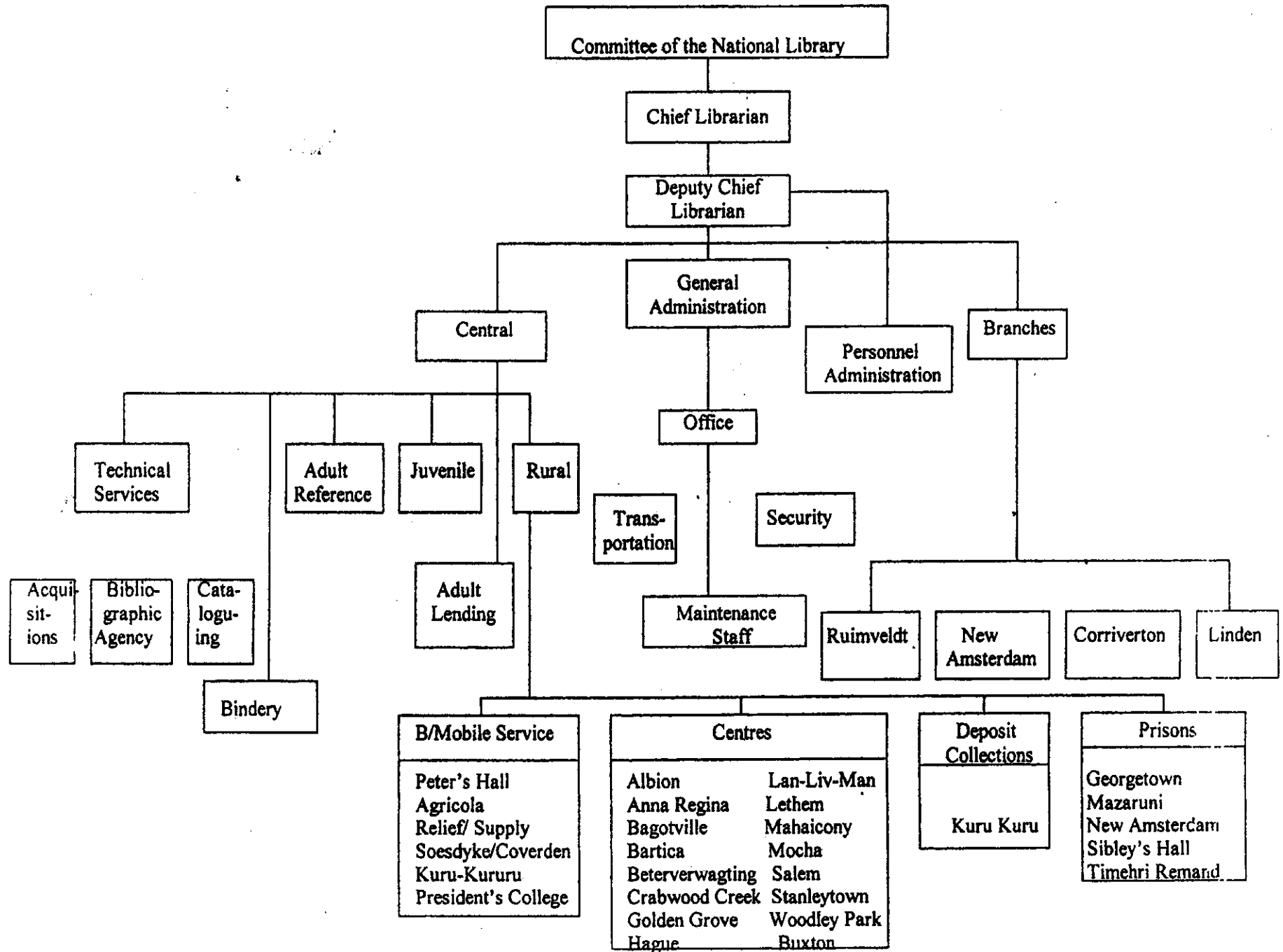
ORGANISATIONAL CHART EXAMINATIONS DIVISION.

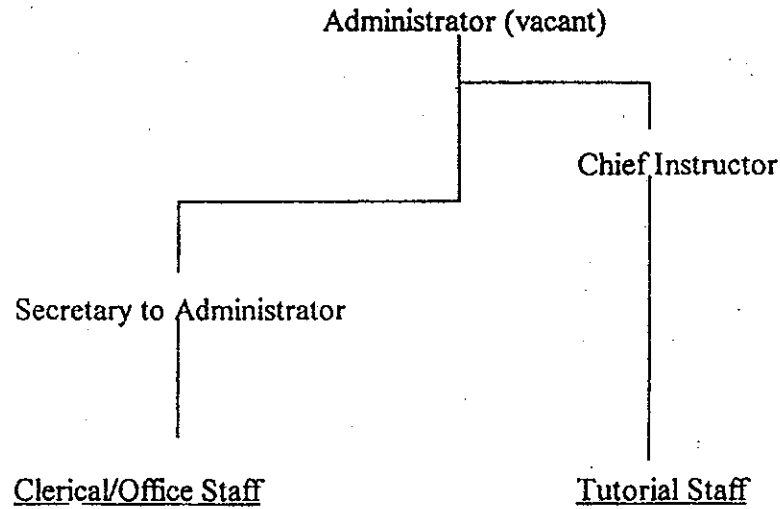
3.2.9

SCHOOL LIBRARIES DIVISION – ORGANISATION CHART

STAFFING







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

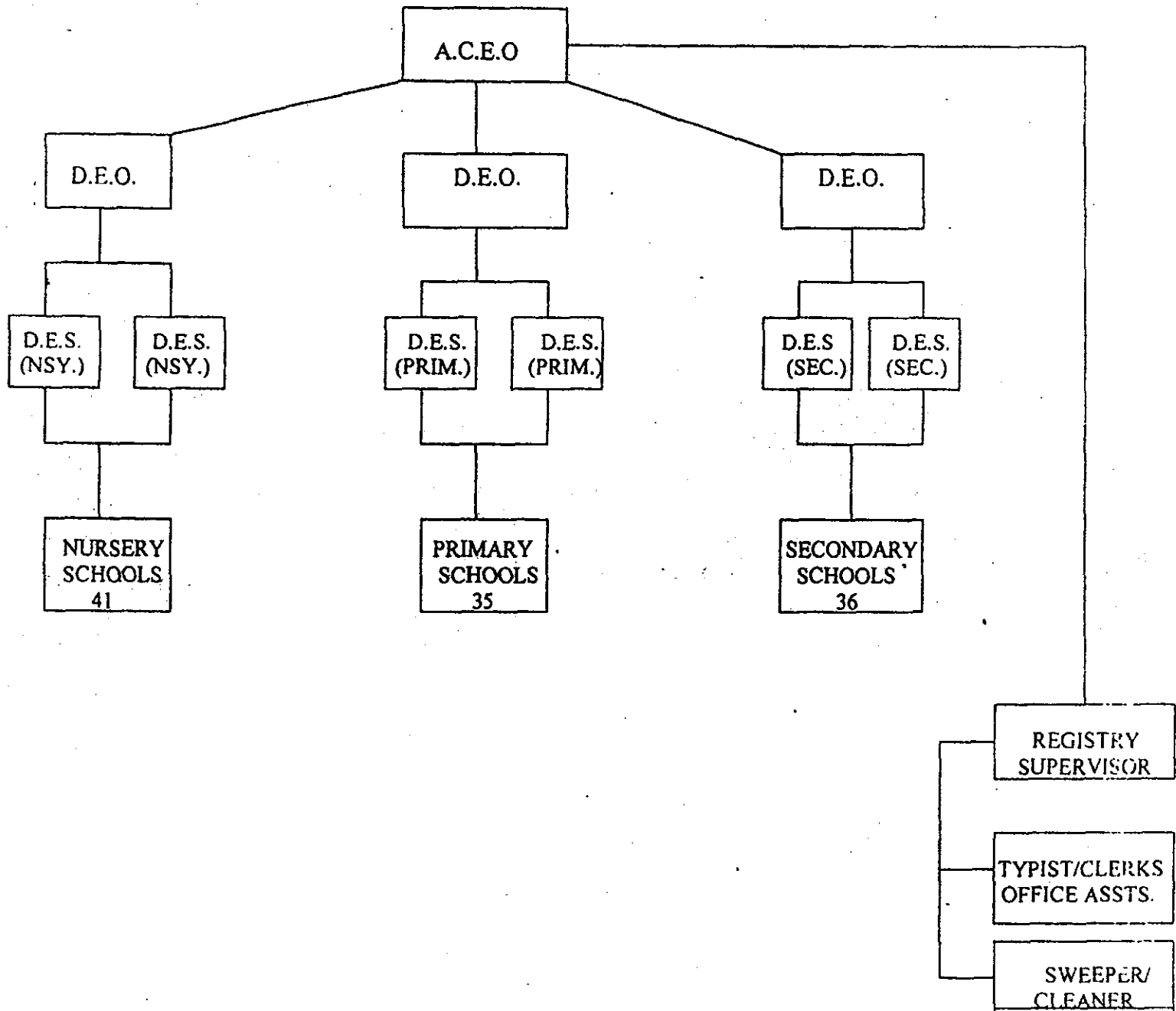
Ancillary Staff

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

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

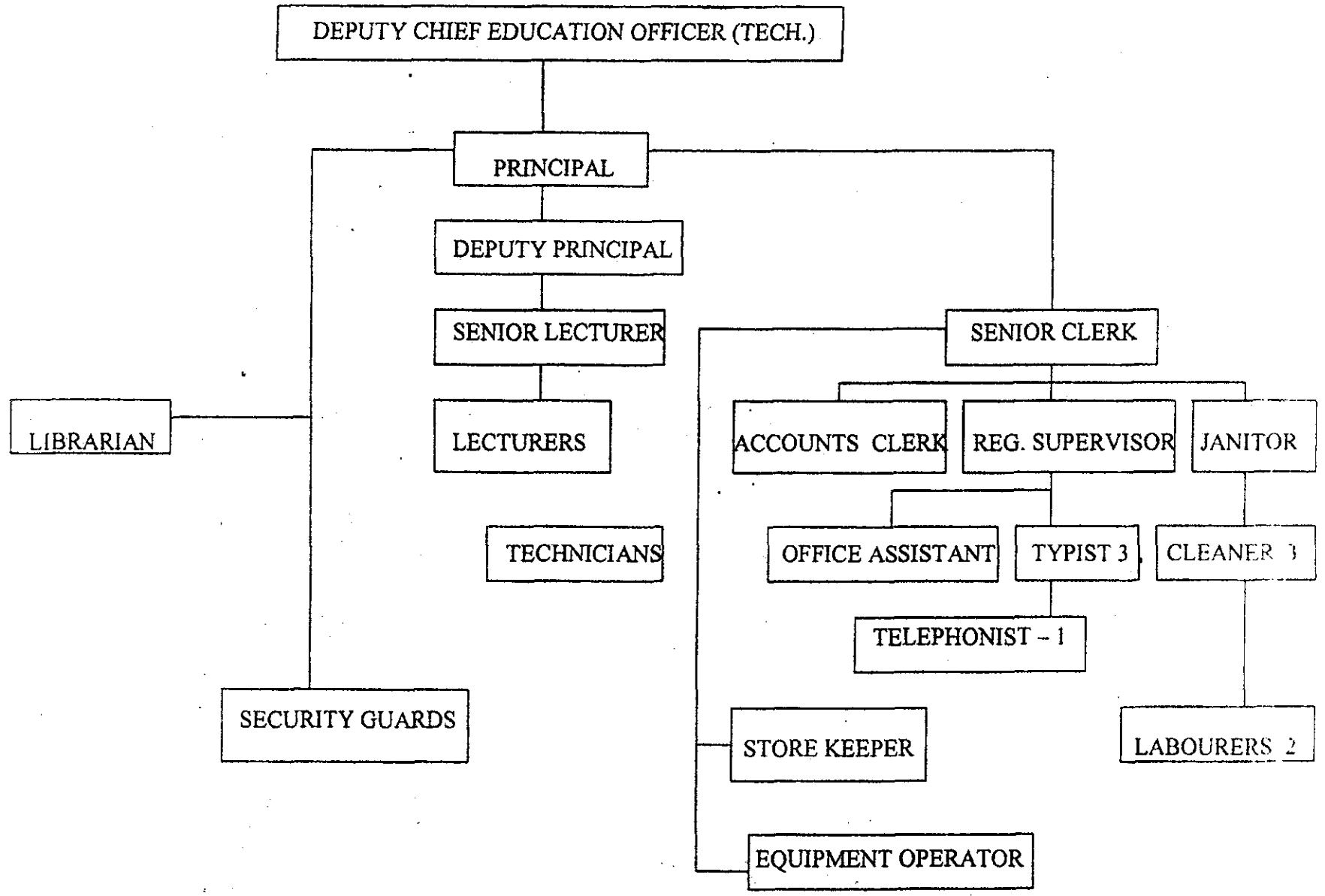
Total - 23

Vacant - 03



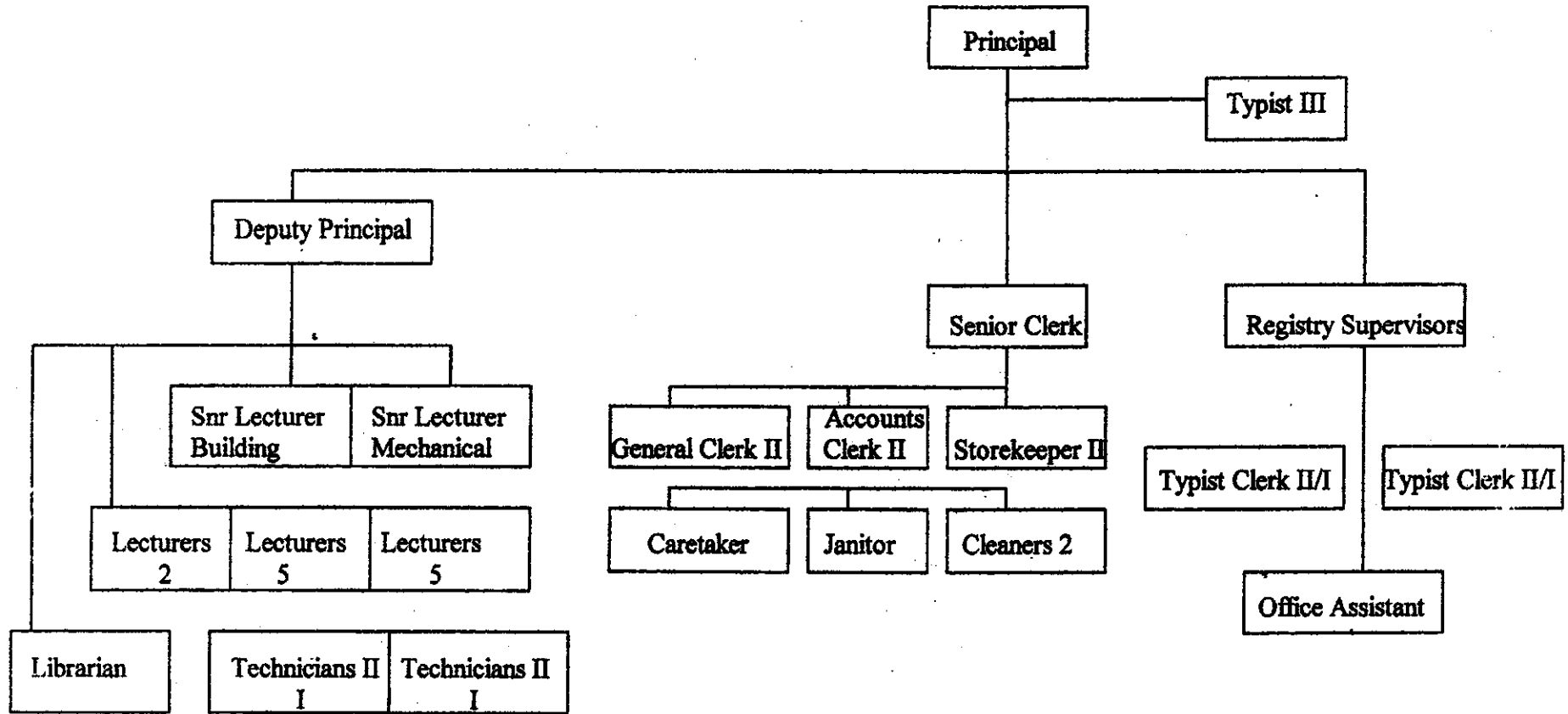
3.2.1 3

NEW AMSTERDAM TECHNICAL INSTITUTE ORGANISATIONAL CHART



3.2.14

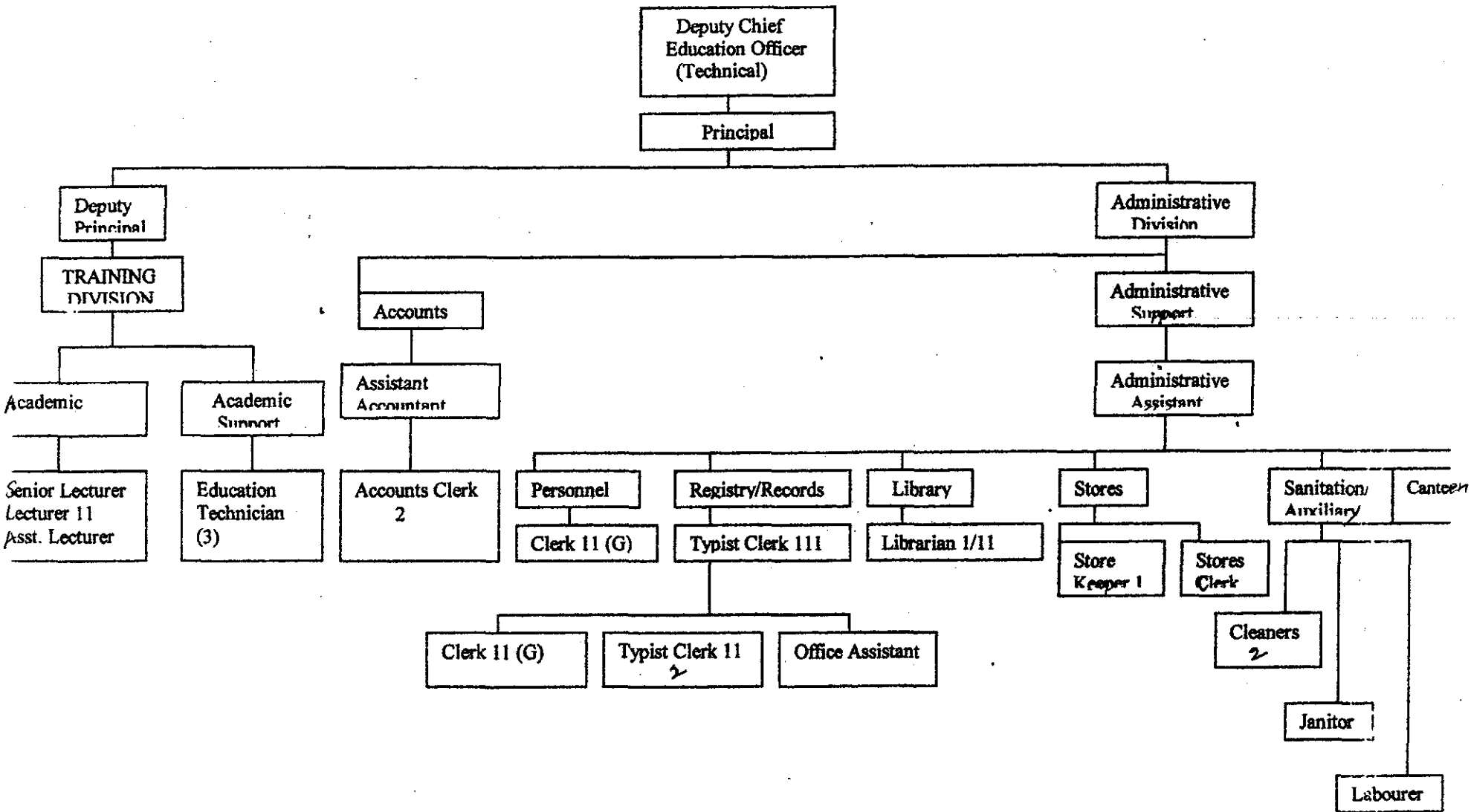
Linden Technical Institute - Organisational Chart



3.2.15

ESSEQUIBO TECHNICAL INSTITUTE

ORGANIZATIONAL CHART

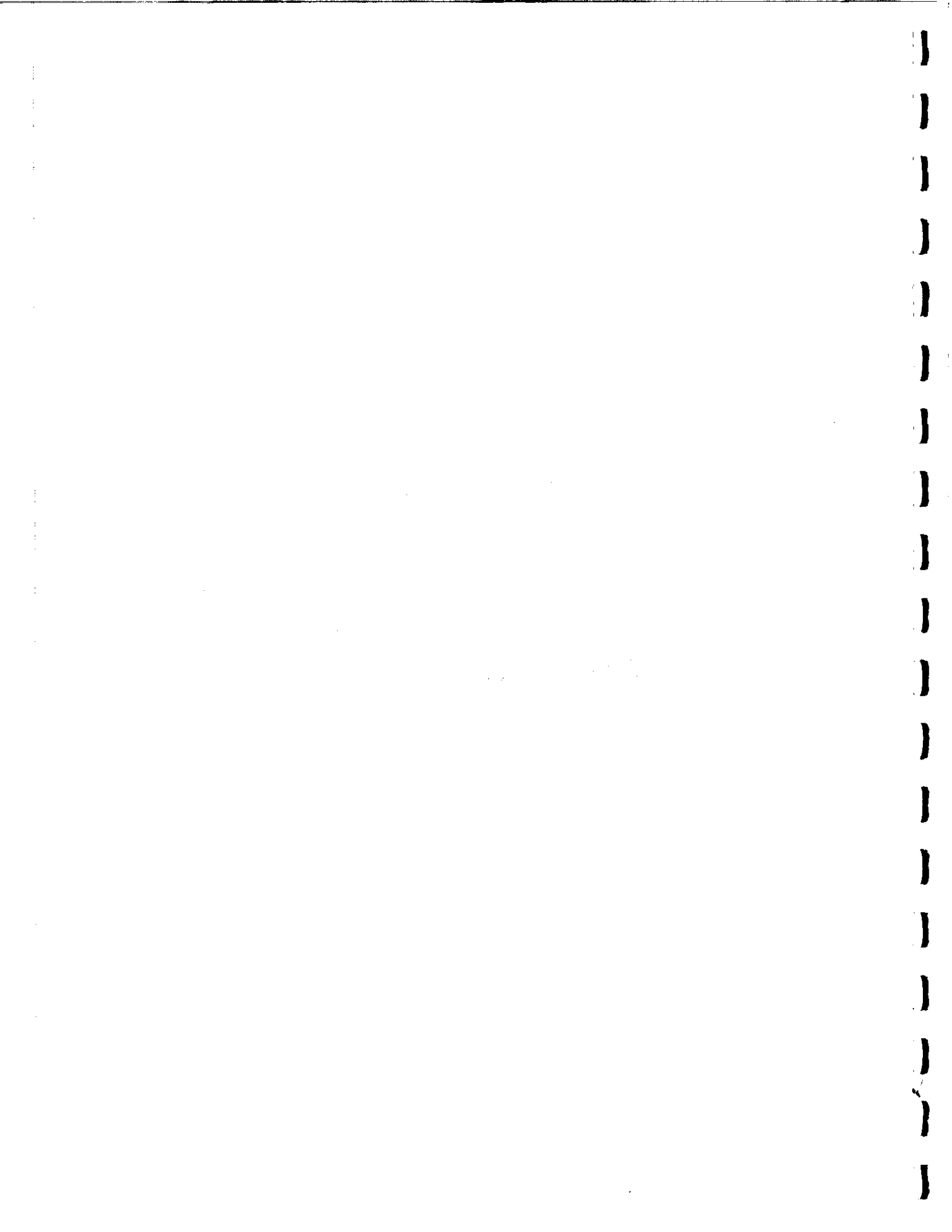


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

ORGANISATIONS

OF

SUMMARY



3.3.1 GENERAL ADMINISTRATION

The objectives are to:

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

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

- Book Distribution Unit
- Special Projects
- Transport
- Security
- Registry

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

CENTRAL REGISTRY**3.3.1.1****MISSION STATEMENT****Objective:**

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

3.0**ORGANIZATION AND MANAGEMENT****ORGANIZATIONAL CHART**

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

3.2

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

- To provide a service that caters for the effective creation, usage, storage, retrieval, preservation and disposal of Public Records.
- To preserve the corporate memory
- To furnish timely, accurate and complete information for efficient decision making
- To safeguard vital information
- To collect and distribute 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 Records Management of the entire Ministry through effective and systematic filing.

The members of staff of the Registry worked assiduously in order to maintain a good records management programme even though we are short of the maximum number of staff.

ACCOMMODATION

The staff continued to work under cramped conditions, the unit is small, packed with cabinets all around, then there are desks and chairs that take up the remaining space. Access to some filing cabinets is difficult at time. There is need for some of the furniture to be repaired or replaced.

EQUIPMENT

The computer acquired developed technical problems and efforts made to have it repaired have been unsuccessful. This is mainly as a result of funds not being made available on time.

CONCLUSION

It is hoped that for 2004 the department would have the required number of trained staff to do filing and be provided with a working computer, in order to develop a programme suitable to the registry, and to have all files placed on diskettes. This would help to eliminate some of the difficulties faced with accommodation and enhance the delivery of efficient service.

We in the records system are committed to providing a Records Management Service 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 purposes of dissemination, research, decision making and accountability.

3.3.1.2**SPECIAL PROJECTS UNIT****SUMMARY**

The year 2003 was mixed with a combination of both failures and successes for the school feeding programme due to the sequence of events. The unit started the year with the distribution in all ten administrative regions. Contractors and field staff were engaged in the process. For the first time since the year 2000, the unit was able to send supplies to parts of Regions 7 and 8 by chartered air flights in the first quarter of the year. This can be considered as a significant achievement for the unit. Interior regions and riverain/depressed areas in Regions 2, 3, 4, 5, 6 and 10 were fully served while other areas in Regions 2, 3, 4, 5, 6 and 10 received their budgeted allocation. The strike called by the Guyana Teachers' Union also affected distribution in the coastal regions. A monthly donation of 10 – 20 containers of non fat dry milk by Food For The Poor (Guyana) Inc. to the School Feeding Programme started in September of 2003 resulted in the unit reverting to its full distribution of this commodity. Thus an adjustment for the supply of biscuits.

COMMUNICATION

The three telephone lines that were targeted for 2002 were installed in the year 2003. This facilitated communication and enhanced the communication process which makes the unit more efficient in carrying out its functions.

MAINTENANCE

The vehicles at the unit are very old and had to be constantly repaired due to frequent breakdown. As a result, distributions were carried out promptly and on a timely basis in some areas, and late in other areas. Due to inadequate transportation facilities, the unit fell short of its targeted distribution for the last quarter of 2003. Vanette PDD 1174 which was involved in an accident in July of 2001, and had to be scrapped was not replaced. Since then, several requests were made for its replacement along with another vehicle, e.g. a 3 – ton canter truck. This was catered for in the Capital Estimates of 2002 and again in 2003 but has not been met. Now that the unit is saddled with distributing 2.5 times more milk than previously, the need for an additional vehicles becomes more important if this unit is to carry out its mandate.

The unit targeted to have major repair works done to its office in 2002. This activity started in December 2002 and completed in the 1st quarter of 2003 at a total cost of G\$1,424,350.00 although it was not up to the quality expected it would be fair to say that an 85% achievement was obtained.

The completion of the refurbishing of the office gave it a much desirable lift and it is now better to work in. This improvement enhanced staff performance.

Description of Unit

The Special Projects Unit is structured to be manned by 18 employees as follows:-

- (a) Head of Unit
- (b) Secretary
- (c) Accounts Clerk
- (d) Three Distribution Clerks
- (e) Storekeeper
- (f) Assistant Storekeeper
- (g) Office Assistant
- (h) Four Drivers
- (i) Cleaner
- (j) Four Porters representing 100% or fully staffed.

Actual staffing for 2003 was as follows:-

- (a) Special Projects Officer
- (b) Typist Clerk
- (c) One Accounts Clerk
- (d) Two Distribution Clerks
- (e) One Storekeeper
- (f) Assistant Store Keeper
- (g) One Office Assistant
- (h) Three Drivers
- (i) One cleaner
- (j) Three part-time porters = 15 or 83% staffed.

CONCLUSION

In conclusion, it is fair to say that despite all the setbacks and problems, the year 2003 can be considered to be a good one for the unit. For the year 2004, the unit is geared to continue the distribution of school feeding supplies in all ten administrative regions throughout the country and as usual, special emphasis will be placed on interior and other riverain/depressed areas. To carry out the above, the unit is looking forward to the Ministry of Education to fill all existing vacancies and to make a funding available in accordance with that which is stated in the Current and Capital Estimates for the year 2004.

3.3.1.3**SECURITY**

The objectives are to provide security at all buildings of the central ministry as well as schools in Georgetown.

During the year under review the work of the section was impeded by the death of the Chief Security Officer, Mr. Edwin Moses.

Thefts at school buildings continue to plague the section. Most of these thefts occurred at schools which do not have a 24 hour guard service. The physical condition of some schools and compounds also makes them vulnerable to incidents of theft.

During 2003 there were six (6) reported incidents of theft totaling over half a million dollars. No report as to the recovery of any of the items stolen was made.

3.3.1.4**TRANSPORT DEPARTMENT**

The Transport Department is a unit within the Ministry of Education. The role of this unit is to provide transportation to staff, officers and consultants within the Ministry to and from the airport, to and around the city and country or other locations on request. This department is supervised by a transport officer has a staff of seven which includes a tractor operator. The Transport Officer makes regular checks to locations where vehicles are assigned to ensure that drivers' log books are up-to-date and that these are signed by the relevant authority.

The vehicles are maintained by the drivers and serviced regularly to keep them in satisfactory condition. Spare parts for these vehicles are sometimes difficult to obtain thereby causing delay in completing repairs. In the reporting year the Unit acquired two new vehicles. Towards the end of last year the Transport Officer, Mr. Earl Abrams was transferred to Cyril Potter College of Education, Mr. Daniel Bovell, Customs Clerk carried out duties as Transport Officer.

Principles Governing this Department

The principles governing this department are:-

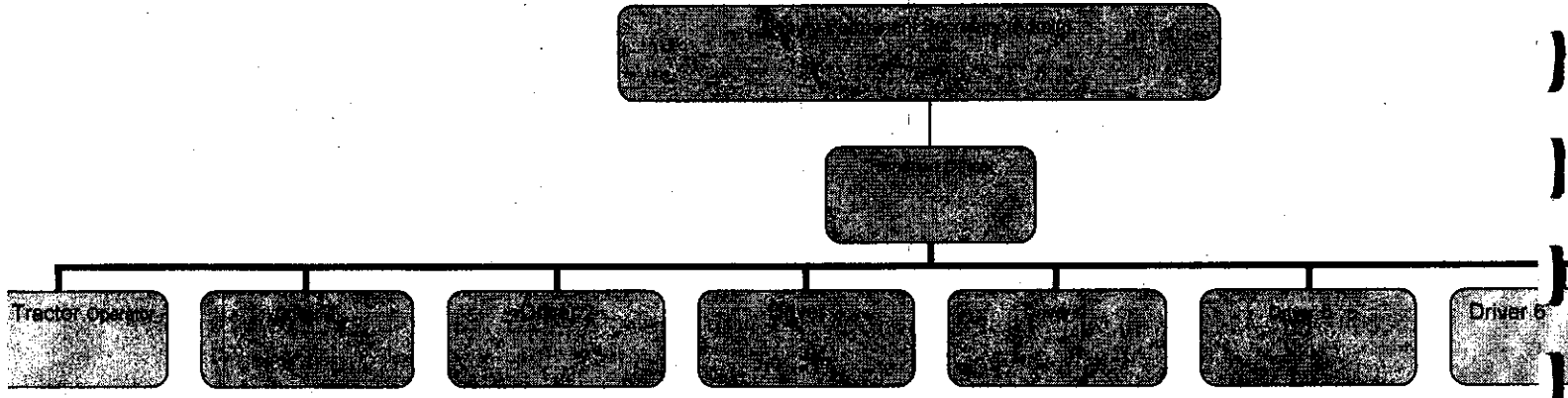
- (a) Monitoring the usage of vehicles.
- (b) Effecting repairs on a timely basis.
- (c) Ensuring vehicles are road worthy.
- (d) Providing transportation to officers on request.

Mission Statement

The Transport Department provide transportation to the entire Ministry on request to and from the airport and various locations around the regions that are accessible.

3.3.1.4

ORGANIZATIONAL CHART TRANSPORT SECTION



3.31.5

BOOK DISTRIBUTION UNIT

1.0

SUMMARY

The Book Distribution Unit is a unit within the Ministry of Education. Its role is to ensure that Text and Exercise books, schools' stationery, furniture, gift books for libraries and resource centres, posters, magazines (Information for Nation Building), learning aids, and other schools supplies are acquired and distributed on a timely basis to all Government Schools and other training institutions in all the regions of Guyana. As a consequence, the Book Distribution Unit contributes and helps the operative system of Government's Policy of free education. The Book Distribution Unit satisfies the minimum basic requirements of the schools, needed for effecting the learning process.

The principles governing the distribution of school supplies are dependent on Budget allocation, existing stock at schools, actual enrolment of schools, stocks on hand at the Unit and classification of the various school supplies. Textbooks inventory forms are sent out to each school to be completed and returned by the end of the present school year. This information, coupled with stock on hand at the Unit, determines the allocation to each school. The Book Distribution Unit (BDU) delivers stock directly to schools in Region 4 (including Georgetown). At some of the regions, BDU delivers stock to the depots as identified by the Regional Education Officer. For Region 1, supplies are posted to Mabaruma on the Transport and Harbours Steamer. Chartered flights are used for certain areas, e.g. Kamarang, Paramakatoi, Monkey Mountain and Orinduik etc. Each school in those areas is sent a copy of the issue voucher indicating how the distribution is to be done, but in some cases those responsible for the distribution do not comply with the instructions of the BDU

Basic text books are allocated one per child where possible. The total amount is determined by the class enrolment, stock on hand at BDU and stock already in the schools. Other text books which would be used as class sets, are allocated as advised by

the Assistant Chief Education Officer – Primary/Secondary. Supplementary readers, library references are distributed according to the amount of staff members or a formula based on total number of students in the specific levels. It may be one book to every four or eight children. At times, we react to special written instructions.

Members of staff are responsible for allocating books preparing issue vouchers and delivering books and other school supplies to schools, maintenance of accurate records and ensure efficient accountability. To effect the above, stocktaking is done monthly; and reconciliation of bin cards and ledgers is done immediately after. Reports are prepared monthly for presentation to the Co-ordinator, who in turn prepares a quarterly report and the quarterly review for presentation to the Deputy Permanent Secretary (Administration).

Visits to schools are made periodically in the regions and Georgetown. These checks help to identify strengths and weaknesses within the system and also facilitate the remedying of the system where necessary and if possible. Queries and discrepancies were investigated in some instances. Thorough checking of storage areas, inventory of school supplies in stock, checking of records and proper care and usage of all books issued are among the activities carried out during visits to schools. Records should be kept showing receipt of issues of all school supplies with signatures thereon.

1.1**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 stationery, ensures this is achieved through the implementation of a system of procurement and then distribution to schools throughout the ten regions of Guyana. These include Nursery, Primary and Secondary Schools and in some cases Higher Educational Institutions, using actual enrolment as a criterion for allocation.

1.2 ORGANISATION AND MANAGEMENT

1. Organizational Chart is attached and self-explanatory.
2. For the efficient management of the Unit, it is divided into three sections:-

A. ALLOCATION SECTION

Is responsible for the processing of issue vouchers for Exercise Books, Text Books, Stationery and all other school supplies. The keeping of school files for each school, secondary, and primary and Nursery, and Institutions of higher learning. Clerks from this section also visit schools to take inventories and check storage depots. They also assist in working in the fields during the distribution exercises

B STATISTICAL AND ACCOUNTS SECTION

Ensures the accountability of the Unit's stocks by keeping record of all incoming and outgoing stock, stock control ledgers and makes periodical physical checks of the stocks in the Store Section. This section is also responsible for the acquisition and issuing of Office Supplies, Janitorial items, field materials and items on vehicles and preparation of reports. Record is kept of the purchasing of fuel and lubricant for vehicles. Reconciliation of records from GUYOIL Ltd is also done. Records for releases and expenditure and also payment of salaries and overtime are kept by the Accountant (ag.)

1.3

C THE STORES SECTION

Is responsible for receiving, safeguarding and delivering of textbooks, exercise books, school stationery and other school supplies. For so doing they maintain stock cards, goods receipt ledgers, dispatch ledgers and ledgers for transfer of vouchers. They receive stocks, count, stamp and sort out, then package for delivery according to Regions. In Georgetown and on the East Coast and East Bank, school supplies are delivered to schools. The other regions have identified storage areas or bonds where school supplies are stored and then distributed to the schools by the Education Officers within the particular regions.

1.4

| ITEM | NAME OF POSITION | AMOUNT ALLOCATED | AMOUNT FILLED | VACANCY | REMARKS |
|------|-------------------------|------------------|---------------|---------|-------------------------------------|
| 1 | Coordinator | 1 | Nil | 1 | Assistant Coordinator is acting |
| 2 | Assistant Coordinator | 1 | 1 | 1 | |
| 3 | Clerk 111 General | 1 | Nil | 1 | |
| 4 | Clerk 11 General | 3 | 3 | Nil | |
| 5 | Storekeeper 111 | 1 | 1 | Nil | |
| 6 | Storekeeper 11 | 1 | Nil | 1 | |
| 7 | Store Clerks | 3 | 3 | Nil | |
| 8 | Secretary/Typist | 1 | 1 | Nil | Does the work of the Data Processor |
| 9 | Data Processor Operator | 1 | Nil | 1 | |
| 10 | Accounts Clerk 111 | 1 | 1 | Nil | An Assistant Accountant is in place |
| 11 | Accounts Clerk 11 | 1 | 1 | Nil | |
| 12 | Stores Porters | 6 | 6 | Nil | |
| 13 | Office Assistant | 1 | 1 | Nil | |
| 14 | Cleaner | 1 | 1 | Nil | |
| 15 | Drivers | 3 | 3 | Nil | |

3.4.0 FINANCIAL

3.4.1 CENTRAL ACCOUNTING UNIT

The Central Accounting Unit was responsible for the processing of all accounts and the payment of salaries to Public Officers and Teachers in Georgetown.

The objective was to ensure that sound financial systems were placed in order to have proper accountability in the implementation of the Ministry's programme in keeping with financial regulations.

The Unit was headed by the Principal Assistant Secretary (Finance). Other staff included:-

One (1) Chief Accountant

One (1) Assistant Secretary (Finance).

Four (4) Accountants and other support staff.

3.4.1.2 FIELD AUDIT UNIT

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.

3.4.1.3**EDUCATION PLANNING UNIT**

The objectives of the Education Planning Unit are:-

- (i) To advise on educational innovations based on the interpretation of research findings.
- (ii) To participate in research and evaluation activities of schools, Teachers' Training Institutions, Units and other Agencies within and outside the Ministry.
- (iii) To prepare long and short term Educational plans that relate to National Development Plans.
- (iii) To provide statistical data on educational institutions under the supervision of the Ministry of Education.
- (iv) To help to monitor resource (financial and material) of the Educational system in terms of quality and quantity.

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

While the paragraph above gives the establishment for Educational Planning Unit (EPU), it has not operated at that level for the last five (5) years.

3.4.1.4

BUILDINGS UNIT**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, plumbing, electrical, cleaning and clearing sewerage for schools/institutions and administrative buildings.

The officers of the unit were not fortunate to be made aware of the amount voted under the Capital Programme. It was, however, learnt that all funds voted for were not spent. As a consequence, a number of Nursery, Primary and Secondary Institutions continued to operate under deplorable conditions.

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. It is recommended that consideration be given to members to be awarded with a financial incentive (honorarium).

The department experienced a series of set backs in several areas, namely, Award of Contracts by Central Tender Board and Ministry of Education Tender Board, non acquisition of a photocopier, no transportation provided by the Ministry to transport technical officers to visit various sites.

However, we were able to achieve significant success in the preparation of Tender Documents and had most of the projects completed.

It was observed that inadequate funding, very low tendering award and transportation for officers within the department were the major handicap in the performance of field duties.

In addition there is need for the confirmation of appointments for some Technical and Support staff members with the required qualification, so that they enjoy the benefits of the system, for example Allowances and Leave Passage.

It is expected that the timely awarding of Contracts by the Central Tender Board (CTB) would help in completion of Projects in time for the re-opening of schools. This applies mainly to renovation of school buildings and Administrative buildings where work can be executed by arrangement between the managers of Administrative Buildings and School Buildings.

1.0 SUMMARY

SUMMARY: ACCOMMODATION

The Unit is accommodated at the bottom flat, western section of Ministry of Education, 68, Brickdam, Georgetown.

STAFFING

The unit has a Chief Buildings Inspector (a.g). He assumed duties on the 1st February, 2003.

Technical Officers

One (1) Senior Superintendent of Works (ag)

Two (2) Superintendents of Works (ag)

One (1) Plumbing Technician

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

Three (3) Typist/Clerks

One (1) Office Assistant

One (1) Sweeper Cleaner

PLANNED ACTIVITIES

Twelve (12) Staff meetings were scheduled and six (6) were convened (65%) target achievement.

INSPECTION

Buildings Division targeted 33 Primary , 39 Secondary and 36 Nursery schools, 5 Institutions and 9 Administrative Buildings.

The inadequacy of funding adversely affected the achievement of the target that was set.

MISSION STATEMENT

The Buildings Unit is committed to Maintenance and Infrastructure Works of the school system and administrative buildings and making recommendation to higher hierarchy of ways and means of which to enhance schools and administrative buildings.

This programme deals with the operation of the Maintenance of Buildings and Infrastructure Programmes of administrative building, Institution/School buildings and Compounds (External Environment). During the year under review the main highlights were the enhancement and maintenance of schools/institutions and administrative buildings. Twenty-seven tender documents were prepared and advertised for major contracts. Eight documents are still to be advertised. Some of the documents are on hold due to lack of funding for the projects.

During the year the unit continued to benefit from the usage of two computers with limited accessories.

DESCRIPTION OF UNIT

ENTITLEMENT

The Buildings unit comes under the direct supervision of the chief Buildings Inspector, and is accountable to the Deputy Permanent Secretary (Finance).

The Staff inventory comprises of the following:-

- One chief Buildings Inspector
- One Senior superintendent of Works
- Three Superintendent of Works
- One Plumber
- One Clerk 111 (General)
- Three Typist Clerks
- One Office Assistant
- One Sweeper/Cleaner

The Staff inventory makes provision for three (3) Technical Officers. One (1) Plumber Technician, One (1) Electrician (Superintendent).

OBJECTIVES

To inspect schools and institutions at each level and to identify areas for repairs, including Administrative Buildings.

To Provide requested information concerning Ministry's buildings to Permanent Secretary.

Deputy Permanent Secretary (Finance) Headteachers of schools and Principals of Vocational Institutions.

To make recommendations where Technical skills are needed.

To enhance the structural outlook of buildings and compounds for Schools/institutions and administrative buildings.

PETTY CONTRACTS FOR JANUARY TO DECEMBER 2003

The funding represents minor contracts totaling under ninety thousand dollars each.

Total Sum = 794

The works carried out were Plumbing, Carpentry, Servicing of Air Conditioning Unit, Land filling, Cleaning and Extermination, Weeding etc.

TENDERS AWARDED BY MINISTRY OF EDUCATION TENDER BOARD
DATED JANUARY TO DECEMBER 2003

- | | |
|--|---|
| 1. Rehabilitation Work St. Winefred's Secondary | 2. Rehabilitation Work VSO Building |
| 3. Electrical Work Special Projects Unit | 4. Supply and Install A/C Unit Examinations Unit |
| 5. Carpentry Work Kingston P.I.C. | 6. Carpentry Work North Ruimveldt Multilateral School |
| 7. Joinery Work South Ruimveldt Park Primary | 8. Refurbishing Works Lodge Community High School |
| 9. Refurbishing of computer Room South Ruimveldt Secondary | 10. Rehabilitation Work Carnegie School of Home Economics |
| 11. Joinery Work Adult Education Association | 12. Electrical Work North Georgetown Primary |
| 13. Electrical Work North Ruimveldt Multilateral (Mash Camp) | 14. Plumbing Work St. Stanislaus College |
| 15. Weeding and Cleaning Cyril Potter College of Education | 16. Joinery Work Ketley Primary |
| 17. Erecting New Fence Head Start Nursery | 18. Weeding and Cleaning Cyril Potter College of Education |
| 19. Electrical Work | 20. Carpentry Work |

- | | |
|---|--|
| Cyril Potter College of Education | Gacestock Nursery. |
| 21. Excavation Drain and Landfilling Cyril Potter College of Education | 22. Pest Control Bishop's High School |
| 23. Constuction of Canteen NCERD | 24. Landfilling South Ruimveldt Primary |
| 25. Rehabilitation Work Cyril Potter College of Education | 26. Electrical Work Cyril Potter College of Education |
| 27. Carpentry Work Bishops' High School | 28. Rehabilitation Work Starters' Nursery |
| 29. Construction of Garden Nursery Durban Backlands PIC | 30. Refurbishing of the floor East Ruimveldt Secondary |
| 31. Construction of Car Park and Revetment, 21 Brickdam | 32. Carpentry and Joinery St. Mary's High Annex |
| 33. Plumbing Work St. Stephen's Primary | 34. Weeding and Cleaning Cyril Potter College of Education |
| 35. Rehabilitation Work Stella Maris Nursery | 36. Rehabilitation Work Kingston Community High School |
| 37. Rehabilitation Work Store Room 21 Brickdam | 38. Rehabilitation Work South Ruimveldt Park Nursery |
| 39. Construction of Toilet Block Precious Jewels Nursery | 40. Construction of Guard Hut Campbellville Secondary School |
| 41. Carpentry and Servicing Roof St. Winefrede's Secondary | 42. Cleaning of Canal Western Side of Cyril Potter College of Education |
| 43. Clearing and Washing Carnegie School of Home Economics | 44. Construction of Fence, T.V.E.T. |
| 45. Rehabilitation Work T.V.E.T. | 46. Electrical Repairs Central High School |

- | | |
|---|---|
| 47. Termite Treatment N.A.T.I. | 48. Electrical Work St. Gabriel's Primary |
| 49. Land filling David Rose School for Handicapped | 50. Carpentry Works West Ruimveldt Primary |
| 51. Electrical Installation CPCE | 52. Rehabilitation Work Bishop's High |
| 53. Plumbing Works East La Penitence Primary | 54. Electrical work Lodge Secondary |
| 55. Repairs to Fence Carnegie School of Home Economics | 56. Electrical Work Queenstown Community High School |
| 57. Weeding and Cleaning Cyril Potter College of Education | 58. Maintenance of Ministry of Education Telecommunication 26, NCERD and CPCE |
| 59. Carpentry Work Richard Ishmael Secondary | 60. Construction of Guard Hut Redeemer Primary |
| 61. Carpentry Repairs to Fence St. Peter's Nursery | 62. Repairs to roof Dolphin Secondary |
| 63. Servicing Roof East Ruimveldt Secondary | 64. Carpentry and Plumbing Graham's Hall Primary |
| 65. Repairs to Ground Floor Sanitary Block, Brickdam Secondary School | 66. Refurbishing Enterprise Nursery |
| 67. Carpentry Work St. Stephen's Primary | 68. Carpentry and Electrical Liana Nursery School |
| 69. Repairs to Container C.P.C.E. | 70. Plumbing Work Palmville Nursery |
| 71. Carpentry and Electrical Durban Backlands PIC | 72. Carpentry and Joinery Central Primary |
| 73. Rehabilitation of Fence Brickdam Secondary | 74. Carpentry, Electrical and Plumbing Rama Krishna Primary |

- | | |
|---|---|
| 75. Termite Treatment Cummings Lodge Secondary | 76. Construction of Guard Hut Durban Backlands PIC |
| 77. Repairs to Fence Kingston C.H.S. | 78. Refurbishing Drive Way CPCE |
| 79. Plumbing Work CPCE | 80. Servicing of roof Turkeyen Nursery |
| 81. Rehabilitation Work St. Barnabas Special School | 82. Clearing of compound Bedford |
| 83. Rehabilitation Works C.S.H.E. | 84. Rehabilitation Works 26, Brickdam |
| 85. Rehabilitation of Roof Head Start Nursery | 86. Rehabilitation Works St. Ambrose Primary (Annex) |
| 87. Extension Lab. L.T.I. | 88. Rehabilitation Work Cummings Lodge Secondary First Floor |
| 89. Painting and Fencing Lodge Nursery | 90. Construction of Boundary Fence South Ruimveldt Secondary |
| 91. Carpentry Plumbing and Painting East Ruimveldt Nursery | 92. Electrical Work Cummings Lodge Secondary |
| 93. Weeding and Cleaning C.P.C.E. | 94. Electrical Diwali Decoration 21, Brickdam |
| 95. Electrical Diwali Decoration 26, Brickdam | 96. Rehabilitation Work 26 Brickdam |
| 97. Plumbing Installation Cummings Lodge Secondary | 98. Construction of Caretaker's House North Georgetown Secondary |
| 99. Rehabilitation Work Sophia Special School | 100. Rehabilitation Work 21, Brickdam |
| 101. Rehabilitation Work West Ruimveldt Primary School | 102. Sanding and Lacquering Floor N.C.E.R.D. |

- | | |
|---|--|
| 103. Excavation and Earth Work Government Technical Institute | 104. Land filling Sophia Primary |
| 105. Providing Materials and Equipment for water supply P.S., 26 Brickdam | 106. Rehabilitation Work West Ruimveldt Primary School |
| 107. Earth, Carpentry, Painting, Tiling Roxanne Burnham Nursery | 108. Rehabilitation Work New Amsterdam Technical Institute |
| 109. Rehabilitation Work Gace Stock Nursery | 110. Construction of Concrete Fence Cyril Potter College of Education |
| 111. Rehabilitation Work Essequibo Technical Institute | 112. Rehabilitation work Linden Technical Institute |
| 113. Weeding and Cleaning Cyril Potter College of Education | 114. Servicing of roof East Ruimveldt Secondary |
| 115. Rehabilitation Work Agricola Primary School | 116. Extension to Stores Government Technical Institute |
| 117. Electrical Work NCERD | 118. Weeding and Cleaning Cyril Potter College of Education |
| 119. Rehabilitation to Roof NCERD | 120. Carpentry Work St. Margaret's Primary School |

WORK ADVERTISED AND AWARDED BY CENTRAL TENDER BOARD 2003

- | | | |
|---|---|---------------------------------------|
| 1. Rehabilitation Works | - | Carnegie School of Home Economics |
| 2. Rehabilitation works | - | Ministry of Education, 26 Brickdam |
| 3. Rehabilitation of Roof | - | Head Start Nursery School |
| 4. Rehabilitation Works | - | St. Ambrose Primary (Annex) |
| 5. Extension of Laboratory | - | Linden Technical Institute |
| 6. Rehabilitation Work | - | Lodge Nursery School (First Floor) |
| 7. Painting and Fencing | - | Lodge Nursery School |
| 8. Construction of Boundary Fence | - | South Ruimveldt Secondary |
| 9. Construction of Caretaker's House | - | North Georgetown Secondary |
| 10. Rehabilitation | - | Sophia Special School |
| 11. Rehabilitation | - | Ministry of Education, 21 Brickdam |
| 12. Rehabilitation | - | West Ruimveldt Primary |
| 13. Rehabilitation of Government Flat | - | New Amsterdam Technical Institute |
| 14. Institute Earth Works, Carpentry Painting and Tiling | - | Roxanne Burnham Nursery |
| 15. Rehabilitation | - | Gacestock Nursery School |
| 16. Construction of concrete Fence | - | Cyril Potter College of Education |
| 17. Rehabilitation | - | Essequibo Technical Institute |
| 18. Repairs to Drive Way | - | Linden Technical Institute |
| 19. Rehabilitation | - | Agricola Primary School |

Note: Due to funds not being available two (2) projects were shelved namely construction of caretaker's House – North Georgetown Secondary and construction of concrete Fence – Cyril Potter College of Education

3.4.1.5

PROJECT OFFICER
CAPITAL PROGRAMME
END OF YEAR REPORT – 2003

| Sub Head | Allocation |
|---|-------------------|
| | \$ |
| (1) 12-001 Nursery, Primary and Secondary Schools | 75,000,000 |
| (2) 12-002 President's College | 10,000,000 |
| (3) 12-007 National Library | 10,000,000 |
| (4) 12-009 Critchlow Labour College | 1,599,000 |
| (5) 12-010 Kuru Kuru College | 2,000,000 |
| (6) 12-011 Teacher's Training Complex | Nil |
| (7) 12-012 University of Guyana – Turkeyen | 32,700,000 |
| (8) 12-013 University of Guyana – Berbice | 70,000,000 |
| (9) 12-014 Basic Education Access Management System | 15,870,000 |
| (10) 24-001 Land Transport | 4,000,000 |
| (11) 26-002 GBET | 70,000,000 |
| (12) 26-003 New Amsterdam Technical Institute | 18,808,000 |
| (13) 26-004 Other Equipment | 4,000,000 |
| (14) 26-005 Guyana Technical Institute | 82,000,000 |
| (15) 26-007 GITC | 5,000,000 |
| (16) 26-008 Carnegie School of Home Economics | 2,000,000 |
| (17) 26-009 School Furniture and Equipment | 18,000,000 |
| (18) 26-010 Resource Development Centre | 6,000,000 |
| (19) 26-001 Development of Text Books | 32,000,000 |
| (20) 45-003 Linden Technical Institute | 15,000,000 |

The following is an end of year report for the year 2003. It must be noted that throughout the year there have been regular changes to the sums allocated to the various subheads in the budget for education. This resulted in making the Capital Programme not an easy workable smooth flowing one. Adjustments were regular.

12-01 NURSERY, PRIMARY AND SECONDARY SCHOOLS

The breakdown is as follows:-

- (a) Roll over projects
- (b) Retention
- (c) Consultancy fees
- (d) Administrative costs

(e) New Works

A budgetary allocation of \$85M was later reduced to \$65M and subsequently increased by \$10M to end the year \$75M.

(A) Roll Over Projects

- (1) Winfer Gardens Primary School – The award of contract for the construction of this school was made in mid-December of 2002. The contractor was paid only a mobilization sum in 2002 before the year ended. Works continued in 2003 and is expected to be finished in February 2004.
- (2) Uitvlugt Primary School – Like Winfer Gardens the award was late in coming and only the payment of mobilization materialized. This project is completed.
- (3) St. Sidwell's Primary School – works continued on this project, which was eventually successfully completed.
- (4) St. Gabriel's Nursery School – completed
- (5) St. Stanislaus College – works continued in 2003 and were completed.

(B) RETENTION

Retention was paid to:

- (1) St. Barnabas Special School
- (2) Stella Maris Nursery School
- (3) Tutorial High School – BEAMS is scheduled to continue extension works on this project.
- (4) Agricola Nursery School – Works continue in 2004

(C) CONSULTANCY SERVICES

E and A consultancy service was contracted to render its services for the new projects of the Capital Programme 2002. This service overlapped into 2003. A new consultant – N James Consultants was employed by the Ministry to offer his services during 2003 and which would roll on into 2004.

(D) ADMINISTRATIVE COST

The salary, NIS, travelling, gratuity and leave passage for Project Officer were calculated to be paid from this subhead. However, in November of 2003, these expenses were paid under Programme 106 – CONTRACTED EMPLOYEES. All advertisements were charged under the subhead for which it was applicable.

(E) NEW WORKS

- (1) **South Ruimveldt Park Nursery** – A new building to house this school was built on the same plot of land with South Ruimveldt Secondary School. The Contractor – Ally Ahamad started the project on 8th November 2003 at a contract sum of \$8,368,888. Works were completed at the end of December 2003.
- (b) **Turkeyen Nursery School** – Extension works valued at \$1,754,690 were completed by contractor – Narindra Lachman at Turkeyen Nursery School. Signing of the contract took place on 22nd October 2003 and the project was completed on 15th December. An extension of 59 ft by 10 ft. was made with lumber to house the growing number of pupils
- (3) **Smith Church Primary School** -.A need for more space to accommodate a growing student population had become necessary. As such the present building was raised by three feet so that the lower existing five feet space was increased to make a lower flat of the school possible. While this was being done the pupils of Smith church Primary school had to be relocated until the complete extension works were done. At the end of December 2003 works still continued at the site. Special consideration for handicapped children is being made.
- (4) **Agricola Nursery School** – This new project has been added to the Capital Programme. Works will continue to 2004.
- (5) **West Ruimveldt Primary School** – This is a new project that was added to the Capital Programme and works will continue to 2004.

The City Council has stopped works pending the legal processing of application to build.

12-002 PRESIDENT'S COLLEGE

An allocation of ten million dollars was made for this subhead. The elements of works include the painting of one teaching block. This work was awarded to C. Wilson and started on 22nd October, 2003

Washing and painting began with the realization that the long absence of maintenance works, the building does not look finished with three coats of paint. Internal painting of the dormitory was finished and minor works on the pavilion are yet to be done.

12-007 NATIONAL LIBRARY

Extension of the library at New Amsterdam started in late December, 2003 and is expected to be completed by end of February 2004.

12-009 CRITCHLOW LABOUR COLLEGE

Successfully Completed. The purchase of equipment –

- (1) Infocus LP+90 LCD projector
- (2) (2) Computers and accessories

12-010**KURU KURU COLLEGE**

Successfully Completed

- (1) Construction of Revetment of Fence**
- (2) Construction of Gate**

12-011**TEACHERS TRAINING COMPLEX**

An allocation of \$14M was made towards this project. An Award of contract for this job was made but the allocation was withdrawn by the Ministry of Finance. Hence no work was attempted.

12-012**UNIVERSITY OF GUYANA – TURKEYEN**

The elements of work included

- (1) The construction of a Biodiversity laboratory
- (2) A roadway to the newly constructed Information Technology Laboratory
- (3) Consultancy of 5% on \$12.9M for Biodiversity Laboratory
- (4) Retention on Laboratory and roadway.

All were completed.

12-013**UNIVERSITY OF GUYANA – BERBICE**

A court order granted on May 30th 2003 to cease construction of the Science Laboratory had been discharged and works are to be restarted by 4th February 2004.

12-014 BEAMS

This Sub Head falls under the responsibility of Mr. R. B. Persaud

24-001 LAND TRANSPORT

A vehicle was bought for use under land transport

26-002 GBET

GEAP came to an end in October 2003. However, one school in Linden is yet to be completed.

26-003 NEW AMSTERDAM TECHNICAL INSTITUTE

The completion of the Science Laboratory was successfully done while the rehabilitation of the staff quarters is in progress.

26-004 OTHER EQUIPMENT

All equipment were bought and distributed.

26-005 GOVERNMENT TECHNICAL INSTITUTE

The construction of Upper Corentyne Industrial Training Centre is progressing smoothly. Work is expected to be completed by July 2004.

26-007 GITC

The elements of work consisted of (1) Retooling of Welding Shop (2) Purchasing of Equipment and Tools.

Unfortunately, the awards of contract for the elements of work were not made by the Central Tender Board during 2003 and as such the allocation of \$5M remains unused.

26-008 CARNEGIE SCHOOL OF HOME ECONOMICS

A late award of contract by the Central Tender Board for this project resulted in the roll over of same which is now in progress. It is hoped that the project will be completed by the end of February 2004.

26-009 SCHOOL FURNITURE & EQUIPMENT

An allocation of \$10M was made for School furniture and \$8M for equipment. All equipment were brought and distributed. Six Furniture contractors shared the job of \$8M while the extra two million dollars was used for the purchase of equipment. The project was successfully completed. A 10% retention on School Furniture is to be paid in 2004.

26-010 RESOURCE DEVELOPMENT CENTERE – NCERD

Successfully completed.

26-011 DEVELOPMENT OF TEXT BOOKS

A sum of \$27M was made available for the printing of textbooks. The revision of two types of books together with the review of another two types were done.

45-003 LINDEN TECHNICAL INSTITUTE

Works at this institution have overlapped to 2004 and are continuing at reasonable pace.

3.5.0 SECONDARY SCHOOLS MANAGEMENT COMMITTEE

3.5.1 DEPUTY CHIEF EDUCATION OFFICER (ADMINISTRATION)

MISSION STATEMENT

Administration & Supervision of National Education Policy

The Administration and Supervision sector of the Ministry of Education is committed to the task of effectively and efficiently coordinate the development and monitor the implementation of National Education Policies and curricula across Guyana and to ensure uniformity of standards.

Description of Division/Department

The administration and Supervision Department is administered by a Deputy Chief Education Officer (Administration) who is responsible for the effective administration and supervision regarding the implementation of national education policies at the Nursery, Primary and Secondary levels of the School system.

The Deputy Chief Education Officer (Administration) is assisted/supported by the following operatives:-

- ❖ Assistant Chief Education Officer (Secondary)
- ❖ Assistant Chief Education Officer (Primary)
- ❖ Assistant Chief Education Officer (Nursery)
- ❖ Assistant Chief Education Officer (Georgetown)
- ❖ Senior Education Officer (Administration)
- ❖ Regional Education Officers (Regions 1 – 10)
- ❖ Coordinator School Boards Secretariat
- ❖ Coordinator Special Education
- ❖ Coordinator Schools Welfare Services
- ❖ Typist Clerks

3.5.1.2**DEPUTY CHIEF EDUCATION OFFICER (DEVELOPMENT)****EXECUTIVE SUMMARY**

The office of the Deputy Chief Education Officer (Development) is responsible for co-ordinating and monitoring activities in training and development, which are related to the National Centre for Educational Resource Development (NCERD), Cyril Potter College of Education (CPCE), Unit of Allied Arts and the Examinations division.

In addition, the co-ordinators for Health and Family Life Education (HFLE), Magnet Schools, and Human Resource Development report to the Deputy chief Education Officer (Development).

For the period under review several achievements and a few constraints are worthy of note.

With the exception of the Examinations Division, all other institutions continued to experience acute staff shortage. Consequently, routine duties were severely affected, completed under stressful circumstances or stalled. In fact, the preparatory work for BEAMS implementation is threatened by the paucity of staff for key and critical positions.

Despite the odds, the above-named institutions and units worked collaboratively within and without the Ministry of Education throughout the year by engaging in participatory planning, policy formulation, and problem solving.

Through the Unit of Allied Arts, approximately, three hundred and sixty (360) teachers from all levels were trained in some areas of the Expressive Arts; for the performing art, six (6) entertaining performances were staged to show-case the creative, and literary skills of students. Outstanding performances were recorded recognized and rewarded.

NCERD concentrated on the revision of curriculum material for the primary and lower secondary levels.

In collaboration with the Examinations Division the Grade 2 National Assessment and the National 3rd Form Examination were administered nationwide to all Primary and Secondary Schools. The respective individual school reports were also circulated to schools for corrective work.

Literacy and Mathematics standards for nursery level and grades 1 – 6 were compiled in preparation for BEAMS implementation. In this regard, the international specialists and

National Advisors for Interactive Radio Instruction Literacy and Numeracy, as well as, Student Testing were appointed to the respective units.

Of much importance was the conduct of the Education Management Course. Two hundred and ten (210) school administrators benefited from Part One of this Distance Education Programme.

Broadcasts to Schools and Talking about Education were continuously aired on Radio. Dubbing of programmes was done for the benefit of hinterland schools.

Workshops in the core subjects, Spanish and Scriptwriting were held for teachers of primary schools. Training of Trainer Workshops for the administration of Grade 2 Reading Assessment was also conducted.

Learning support material was distributed to schools in six regions and Georgetown and the establishment of reading rooms was also encouraged, with the provision of documented guidelines.

Cyril Potter College of Education (CPCE) held its 75th Anniversary Celebration activities. During the year the blue print for a Hinterland Teacher upgrading programme was extended to riverain areas of Region #2.

The acquisition of sixteen (16) computers under SSRP and an additional nine (9) along with a computer lab with compliments of the Laparkan Group of Companies has enhanced the Information Technology programme for students and staff.

Both the International Specialist and National Adviser have been appointed under the Teacher Preparation Sub-Component of BEAMS.

CPCE has been identified as part of the Caribbean Centre of Excellence in Teacher Education (CCETT) project.

Pilot schools from Regions 3 and 4 have been selected. This project is designed to address reading deficiencies at grades 1 – 3.

With the Ministry of Education being involved in projects, especially in the area of literacy, it has become prudent that all subscribers meet to consolidate, integrate and agree on common modalities. This will indeed, prevent pitfalls such as duplication, conflicts and failure.

3.5.1.3**SECONDARY SECTOR****2.0****MISSION STATEMENT****Secondary Sector**

The Secondary Sector of the Ministry of Education is committed to providing students with opportunities to acquire the skills, knowledge and attitudes that equip them for beneficial employment and/or entry into institutions of Higher Learning.

Description of Division and Department

The Secondary Department 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 is assisted/supported by the following:-

- Senior Education Officer (Mathematics/Science)
- Senior Education Officer (Arts)
- Senior Education Officer (Work Study)
- Work Study Assistant
- Administrative Assistant
- Senior Typist Clerk
- Typist Clerk 1
- Filing Clerk
- Office Assistant

3.5.1.4

ASSISTANT CHIEF EDUCATION OFFICER (PRIMARY)

MISSION STATEMENT

2.0 PRIMARY SECTOR

Primary Education is responsible for creating an environment in which children within the age range of 5 years 9 months to 12 years are provided with the basic knowledge, skills, attitudes and values which serve as the foundation for purposeful self-development as well as preparation for the Secondary Level of education.

3.6.0

TECHNICAL AND VOCATIONAL UNIT

3.6.1

TECHNICAL ADVISOR**SUMMARY**

- 1.1 The Technical Advisor (Home Economics) to the Chief Education Officer has responsibility for advising on, and coordinating Craft and Home Economics in the Ministry, and has been functioning in one-man department with the assistance of a Typist-Clerk.
- 1.2 Most of the targets have been achieved as set out in the programme of work through the kind collaboration and cooperation of a number of agencies, viz. Unit of Allied Arts, Head Office Senior Staff, Regional Administration and NCERD.
- 1.3 Workshops, exhibitions, lectures, on-the-spot guidance, demonstrations and visits to schools continued to be the main activities undertaken during the period under review, the participants being students, teachers, community members and special groups.
- 1.4 Supervision of preparation of SBA's for Home Economics subjects – Clothing and Textiles, Food and Nutrition, Home Economics Management was undertaken in some schools in Georgetown, Regions 4 and 5.
- 1.5 Moderation of CXC SBA's for Home Economics Subjects – Food and Nutrition and Home Economics Management was completed in Georgetown, Region 4 and Region 10.
- 1.6 Visits to Home Economics and Craft Departments were undertaken mainly to provide guidance in formulating and implementing relevant programmes.
- 1.7 The retirement of the Technical Adviser (Ms. E.O.H. Britton) in June resulted in a lull in activities. The new Technical Adviser (Ms. D.A. Braithwaite) reported for duty on October 1, 2003.
- 1.8 The Technical Adviser and the Typist/Clerk both attended training programmes.
- 1.9 Awareness and instructional workshops for parents and teachers of students who will be exposed to the Basic Competency Certificate Programme were organized and facilitated.

1.10 Support services came from Burrowes School of Art, Regional Administration, Unit of Allied Arts and National Centre for Educational Resource Development (NCERD).

2.0 MISSION STATEMENT

2.1 MISSION (General)

MISSION

To ensure that citizens of Guyana, regardless of age, race or creed, physical or mental disability, are given the best possible opportunity to achieve their full potential through equal access to quality education as defined by the standards and norms outlined by the Ministry of Education.

2.2 MISSION (Specific)

MISSION

To provide equal access to technical/vocational education in Home Economics and Craft to all Guyanese children, young people and other interested persons.

3.2 DESCRIPTION OF DEPARTMENT

Promoting Technical/Vocational Education

Activities include:-

- Advising the Chief Education Officer in relevant areas-Home Economics and Craft.
- Providing professional guidance and technical support to schools.
- Developing the implementing suitable programmes for schools and community outreach
- In-service training of Craft and Home Economics teachers on request from Regions and subject committees.

3.6.1.1**GOVERNMENT TECHNICAL INSTITUTE****1.0 SUMMARY**

The Government Technical Institute re-opened for the Easter Term on January 6, 2003. In February 2003, the process of identifying persons for registration as students began with application forms being made available for prospective applicants.

During the period February 24 to April 29, 2003 a total of one thousand six hundred and five (1,605) persons registered to write the entrance test. In August 2003, a total of two thousand and eleven (2011) persons enrolled to pursue various courses at the GTI.

The academic year 2003/2004 commenced on 1st September 2003 with a total student population of two thousand and eleven (2011). Of this amount six hundred and ninety-one (691) were students.

An environment that continued to be conducive to an effective teaching/learning situation was a major focus of the administration of the GTI, thus much emphasis was placed on ensuring that the aesthetics of the institute were maintained, also that the buildings and infrastructure were kept in good condition.

The electrical works on the Quadrangular Building was completed and now await connection by Guyana Power and Light. All fences, lawns, driveways and drains were maintained in a satisfactory condition. The compound was weeded at least once per month. Furniture for the classrooms were made by lecturers and students of the Building Department. During the period, equipment and machines inclusive of typewriters and computers were repaired and maintained in good working condition.

Internet and E-mail Services were maintained through the year and were made readily available to staff and students. Development of the library continued. Several new books were bought and placed in the library.

One thousand and thirteen (1013) final year students wrote the Guyana Technical Education Examination.

Five hundred and forty-four (544) students passed the examination. At the National Awards Ceremony 2003 conducted by the Ministry of Education and held at the National Cultural Centre, GTI captured seven (7) of the awards.

During the period under review there was minimal movement of staff.

Vacancies

One (1) Principal

One (1) Deputy Principal

Three (3) Senior Lecturers

One (1) Registry supervisor

One (1) Senior Clerk

Four (4) Technicians

Three (3) Machinists

One (1) Welfare Officer

One (1) Checker

One (1) Janitor

Two (2) Typists Clerks

One (1) Principal's Secretary

One (1) Librarian

Two (2) Labourers

The Principal (ag) retired from the Teaching Service with effect from April 30, 2003 and Mr. Carl Grant was appointed to act as Principal. Several upgrading courses for staff members were conducted.

2.0 MISSION STATEMENT

The Government Technical 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. In addition, the institution has the responsibility to collaborate with Industry and Commerce in planning programmes which will facilitate the acquisition of appropriate knowledge, skills, attitude and values necessary for the development of self and the nation.

3.0 ORGANIZATION AND MANAGEMENT

The Government Technical Institute has as its head a Principal who is assisted by a Deputy Principal. It is divided into seven (7) departments each of which is supervised by a Senior Lecturer with the exception of the Land surveying and Information Technology Departments. There is also an Administration Ancillary Section, which is supervised by a Senior Clerk.

The Senior Lecturer and Senior Clerks report to the Deputy Principal.

3.2.1 BUILDING AND CIVIL ENGINEERING DEPARTMENT

The department caters for the training of students to the technician and Craft levels. The courses offered by this Department are:-

Carpentry and Joinery (Craft and Advanced Craft)

Bricklaying and Masonry (Craft)

Plumbing (Craft)

Architectural Drawing (Technician Certificate)

Building and Civil Engineering (Technician diploma)

Building and Civil Construction (Technician)

The Building and Civil construction course is industrially oriented, catering for the need of those persons whose work is site oriented, while the Building and civil Engineering course is structured to prepare students for Higher Education and Training.

3.2.2 BUSINESS DEPARTMENT

This Department is responsible for the training of students in Secretarial , Office and Business Skills.

The programmes offered are:-

Diploma in Secretarial Science

Certificate in Secretarial Science

Diploma in Commerce

Certificate in Commerce.

The Diploma level course caters for Secondary School leavers to prepare them for higher Education and Training, whilst the Certificate course is structured to meet the needs of persons who have a number of years of working experience and are desirous of upgrading their skills and improve their qualifications.

3.2.3 ELECTRICAL ENGINEERING DEPARTMENT

This department offers a wide range of courses in Electrical, Electronics, Refrigeration and Telecommunication Engineering.

Courses offered are:

Diploma in Electrical Engineering (Major Electronics or Electrical Power)

Electrical Installation – Parts 1, 11, and 111 (Craft)

Radio and Electronics Servicing (Craft)

Air Conditioning and Refrigeration (Craft)

Electrical Engineering Technician Certificates Parts (1, 11, and 111)

3.2.3 SIENCE DEPARTMENT

This Department offers the Diploma in Science (Physics or Chemistry).

3.2.5 INFORMATION TECHNOLOGY DEPARTMENT

This Department offers a full-time programme for the diploma in Computer Science and also caters for the training of staff members. The Business and Land Surveying first year students and all of the full-time second year students are trained in the uses and functions of the computer.

3.2.6 EDUCATION DEPARTMENT

This Department caters for the training of lecturers in Technical Education. A one (1) year Certificate Programme is offered for lecturers from the National Technical Institutions.

3.2.7 MECHANICAL ENGINEERING DEPARTMENT

This is the largest Department within the Institution. It is divided into two (2) sections (Technicians and Craft) each of which is headed by a Senior Lecturer.

Courses offered within the respective sections are:-

Motor Vehicle Work (Craft)

Internal Combustion Engines (Craft)

Motor Vehicle Electrical System (Craft)

Welding (Craft)

Mechanical Fitting (Craft)

Metal Machining (Craft).

Agricultural Machinery (Craft)

Mechanical Engineering Technician Certificate Parts 1, 11 and 111.

Mechanical Engineering Diploma.

3.6.1.2

NEW AMSTERDAM TECHNICAL INSTITUTE**Summary**

During the year in review Mrs Lorna Sancho – Deputy Principal (ag) resumed duty after completing six (6) months vacation leave in February 2003.

Four (4) staff members voluntarily terminated their services, One (1) resigned, while one (1) was seconded to Government Technical Institute (GTI). Four (4) were appointed during the period in review and one (1) retired.

Massive debushing, clearing and cleaning of the compound were undertaken by staff and students during the period in review.

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

Final phase of staff quarter's rehabilitation is in progress.

All equipment in the workshops, office and laboratories were serviced and some upgraded by staff and students, this enabled students to accomplish better 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 ground was done as well, with the erection of eighteen (18) concrete pots and elegant tree planting.

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

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 supervision.

ORGANISATION AND MANAGEMENT:

The attached chart indicates the structure. The programmes run here are divided into three (3) main departments; namely:

- (1) Building
- (2) Business
- (3) Engineering

| CATEGORY | DESIGNATION | AUTHORISED # |
|---------------------------------|---------------------|--------------|
| 101 Administrative | Principal | 1 |
| | Deputy Principal | 1 |
| 102 Senior Technical | Senior Lecturer | 2 |
| | Lecturer 11/1 | 26 |
| 103 Other Technical | Technicians | 8 |
| | Assistant Lecturers | 2 |
| 104 Clerical and Office Support | Senior Clerk | 1 |
| | Accounts Clerk | 1 |
| | General Clerk | 1 |
| | Typist Clerk | 4 |
| | Storekeeper | 1 |
| | Office Assistant | 1 |
| | Telephonist | 1 |
| | Registry Supervisor | 1 |

STAFF INVENTORY

| CATEGORY | DESIGNATION | AUTHORISED # |
|--|--------------------|--------------|
| 105 Semi Skilled OPERATIVES/ UNSKILLED | Labourers | 2 |
| | Equipment Operator | 1 |
| | Cleaner | 3 |
| | Janitor | 1 |

STAFFING

During the period under review, we lost the services of Ms. N. Bryan – Accounts Clerk, Mr. S. Faudar – Labourer, Mr. Seon Wilson – Plumbing Technician and Mr. Wainwright Roberts by voluntary termination.

In July of 2003 Mr. Ernest Patterson, Janitor's tour of duty came to an end on account of retirement while Ms. Shimona Babb, Radio, Television and Electronics Technician tendered her resignation.

NEW APPOINTMENTS WERE:

- (1) Mr. Jermaine Noble – Office Assistant
- (2) Ms. Shondelle Welcome – Accounts Clerk
- (3) Mr. Carlyle Bruce – Janitor
- (4) Mr. Allan John – Labourer
- (5) Mr. Paul King – Technician (Radio, Television and Electronics Servicing).

SECURITY STAFFING

A private guard offered security service on a twenty-four (24) hour basis.

VACANCIES

Vacancies existed for one (1) Deputy Principal, one (1) Senior Lecturer, One (1) Registry Supervisor, one (1) Senior clerk, one (1) Store keeper, four (4) Lecturers and one (1) Technician.

ADMINISTRATION

The Principal, Deputy Principal and two (2) Senior Lecturers participated in a two (2) week workshop on Post Secondary Institution Management in February 2003; this was refreshing and served as a catalyst for effective institutional management.

It has been cited that there is a need for an additional Senior Lecturer to serve in the Business Department, this can be further justified with the introduction of four (4) new programmes in the Business area, those are Diploma in computer Science, Certificate in Computer Science, Ordinary Diploma in Commerce and Ordinary Certificate in Commerce.

The Administrative staff comprises Mr. Ronald Simon – Principal, Mrs Lorna Sancho – Deputy Principal (ag), Mr. Vishwa Pershaud and Mr, Desmond Benn – Senior Lecturers (ag), assisted by Ms Shoundell Parkinson – Senior Clerk (ag), and Ms Desiree Mars – Registry Supervisor (ag).

ENROLLMENT

Four hundred and fifteen (415) prospective students were interviewed for various trades and Business courses. Two hundred and eighty (280) students were enrolled for the first year programmes. Two hundred and thirty-eight (238) students enrolled for the second year, while one hundred and thirty-five (135) students enrolled for the evening programmes.

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 and practical training projects also.

There was a noticeable shortfall in releases under the 'field materials' sub-head; this forced us to tailor our work programme to suit the revised sum.

GTEE RESULTS

One hundred and eighty-eight (188) students entered for the Guyana Technical Education Examination (GTEE) in February, 2003. One hundred and eighteen (118) students were successful at the June, 2003 examination.

CAPITAL PROJECTS

Awards were made by the Central Tender Board for the following activities:

| | |
|--|----------------|
| (a) Rehabilitation works at New Amsterdam Technical Institute | \$4,207,993.00 |
| (b) Information Technology equipment Procurement | \$2,983,708.00 |
| (c) Science Equipment | \$3,773,314.00 |

However, only activity (a) is in progress.

3.6.1.3

LINDEN TECHNICAL INSTITUTE**1. SUMMARY**

During the year under review, the Linden Technical Institute continued to improve its infrastructure and expand its academic programme. Work continued on the modification and repairs to the perimeter fence, the Computer Laboratory was further upgraded; a computerized database was designed and installed to enhance our record keeping; A Book and Stationery Centre was commissioned; a symposium was hosted for the first time; one million four hundred thousand dollars (\$1.4 million) furniture project was completed; an office was constructed for the business department, and the refurbishing of the material and stationery stores was completed.

- 1.1 The modification and repair of the perimeter fence continued with the completion of an additional six hundred feet of foundation which was dug, and cast. This phase of the project will be completed within the first quarter of the New Year.
- 1.2 The Computer Laboratory was further upgraded with the addition of ten (10) computers of which, five were received as a donation as part of CPEC skills upgrading project. Lab technicians and students of the institution assembled the remainder. The assembled computers realized savings of thirty-seven per cent (37%) when compared with the purchase of pre-assembled ones. This approach also enabled us to custom design our system.
- 1.3 In an effort to improve our record keeping, computation, and retrieval of student data, a computerized database was developed. This will provide effective management of student records.
- 1.4 The Permanent Secretary of the Ministry of Education, Mr. Ganga Persaud, commissioned the Book and Stationery outlet as part of our graduation exercise. This facility represents the fulfillment of one of the Institution's goals, which is the provision of appropriate student services.
- 1.5 In spite of the setback faced with respect to our student recruitment drive we were still able to register an increase of ten decimal five percent (10.5%) in student registration. There was also an increase in the number of students who were enrolled for the national examinations. This increased by ten decimal four percent (10.4%) over the previous year's enrollment.
- 1.6 The inability to complete our annual recruitment drive during the scheduled time was due to the civil unrest which affected the Linden Community during the months March and April and forced us to come up with alternative plans. As a

result, a symposium was planned and hosted in the month of June. Students and teachers from a number of schools in Linden attended the activity.

- 1.7 During the year, work was completed on a four hundred and thirty-two piece furniture project for the Region Ten (10) Education Department. Six (6) graduate students along with lecturers and second year students of the Carpentry and Joinery department saw the project to its end. The project was worth one million four hundred thousand dollars (\$1.4M).
- 1.8 The Business Department that was established in 2002 as a pilot programme and showed promise with the enrolment of some one hundred and ten (110) students. This confirmed our faith in the perceived need for this programme. An Office was therefore established to provide a comfortable working environment for the lecturers in this discipline.
- 1.9 Refurbishing of the stores was completed in the month of June. This much needed development realized a less cumbersome stores facility, and as a result easier access to materials, tools and stationery supplies.
- 1.10 A sub-store was also constructed in the Automotive Department to improve access to tools and materials, thus improving the execution time for practical sessions.
- 1.11 Training of students in short programmes continued this year with the completion of another skills upgrading programme sponsored by Caribbean Programme for Economic Competitiveness and the Guyana Marketing Association -CPEC/GMA. One hundred and forty five participants graduated from this programme.
- 1.12 Continued emphasis was placed on staff upgrading during the year. Two staff upgrading workshops were held during the months of July and August in addition to the release of academic and ancillary staff to pursue various programmes to aid in the improvement of job performance. Three more lecturers commenced the Technical Teachers Training programme, while six (6) ancillary staff employees attended one week workshops sponsored by the Public Service Ministry.
- 1.13 The conversion of one classroom into a business conference room to serve as a practical training room for students of the Business Department. This project was sponsored in part by the Linden Economic Advancement Program (LEAP) which will provide equipment to the tune of one million three hundred thousand dollars (\$1.3M).
- 1.14 The refurbishing of the playfield, which commenced in 2000, is now nearing completion. This will be a welcome addition to the facilities which will enable the all round development of students of LTI.
- 1.15 Phase two of the new wing commenced in the month of November after much delay. This project will realize the establishment of a Physics and Chemistry

Laboratory, in addition to an Automotive Electrical Workshop and two classrooms. An electrical panel room and toilet block will also be part of this wing.

- 1.16 After completion of a Post Secondary Institution Management workshop facilitated by the TVET secretariat, work commenced on the introduction of standard practice objectives for the execution of duties for all staff members. Quality assurance and assessment sheets complemented this exercise. This was intended to improve the performance of staff and raise the standard of delivery of the institution.

2.0 MISSION STATEMENT

The Linden Technical Institute will always open its doors to impart to students – both youth 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 ORGANIZATION AND MANAGEMENT

The current organizational structure provides for the delivery of education and training consistent with the offering of the institution from the time of its transfer in 1996 through 2000. However, since that period the Institution began to expand in terms of programmes offered and as a result its infrastructure needs. This expansion has realized growth in student population of two hundred and seventy-three percent (273%). This has had implications for management of the institution, since there needed to be an associated increase in the number of lecturers required to satisfy this demand. At the same time the current structure only allowed for two technicians which is grossly inadequate to cater for the ten disciplines now offered and need the services of technicians. This suggests therefore, that there is need to have the organizational structure adjusted to reflect the current needs of the institution to allow for more technicians, ancillary and teaching positions. This has become necessary by virtue of the expansion of the institution and increase in the number of courses offered. The current structure allows for the employment of only two technicians; while the institution has need for eight to effectively manage our workshops and Computer Laboratory.

3.6.1.4**ESSEQUIBO TECHNICAL INSTITUTE****SUMMARY**

- 1.0 Essequibo Technical Institute was established in March 2001, a National Institution that is intended to train secondary school leavers, adults and working people along the coast of Region #2, Essequibo Islands, Regions # 1, 7, 8, and 9 including the Pomeroon River.
- 1.1 The Essequibo Technical Institute was reopened for the Easter term on January 6th 2003.
- 1.2 In June 2003, the process of identifying persons for registration began with application forms being made available for prospective students.
- 1.3 One Hundred and twenty-four (124) students wrote the entrance test.
- 1.4 Ninety-two (92) students were registered for training in various areas of skills.
- 1.5 The academic year 2003/2004 commenced on September 1, 2003 with a student population of one hundred and fifty-six (156). Of this number one hundred and thirty two (132) were continuous students.
- 1.6 An environment conducive to effective delivery of education was nurtured by the administration of E.T.I. The focus was on cleanliness and maintenance of the building and environs with a meticulous touch.
- 1.7 The electrical system of the building was modified so that machines using 440 volts, that could not have worked before are now operational and students are benefiting.
- 1.8 The compliment of staff for this institution reflected a shortage; this is particularly evident in the Administrative/Ancillary section. The delivery of education is also effected as we have had resignations with replacements. With the taking in of the second batch of students for the second term, this problem became more acute.
- 1.9 A set of new furniture was built
- 1.10 A set of the equipment was maintained.
- 1.11 An inventory was taken of the library and a set of new books was acquired.

- 1.12 Participation in a number of special events, including job fairs, Essequibo Night and Mashramani.
- 1.13 Participation in cricket with E.T.I. team reached up to the Semi finals in Georgetown.
- 1.14 Inter-House sports were held on the E.T.I. ground involving the three (3) houses. Jeffrey's House emerged as champion for the second time.
- 1.15 The ground was converted to an ideal play field where students can made maximum use.
- 1.16 E.T.I. hosted a workshop on syllabus planning for Information Technology. It lasted for three (3) days in November 2003. This planning focused on the Ordinary Diploma in Computer Science and Certificate. The aim of this exercise is to regularize the syllabus so as to make same more relevant to job market.
- 1.17 Computer classes for secondary school students, training in repairs of small machines, and repairs to electrical appliances were all done during the last summer vacation
- 1.18 Ninety-eight (98) students wrote the first year examinations, 86% of the students were successful.
- 1.19 Building of infrastructure to accommodate water storage tank for E.T.I. to improve water supply.

1.20 STAFF COMPLEMENT

| POSITION | NO. REQUIRED | ACTUAL AMOUNT | VARIANCE |
|---------------------------|--------------|---------------|--|
| Principal | 1 | 1 | 0 |
| Deputy Principal | 1 | 1 | 1 |
| Senior Lecturers | 3 | Nil | No appointments to Senior vacancies were made because the TSC is still to be re-constituted. |
| Lecturers | 18 | 12 | Arrangements are in place with Ministry of Education to fill vacancies. |
| Senior Accounts Clerk | 1 | Nil | 1 |
| Accounts Clerk | 2 | 2 | 0 |
| Administrative Supervisor | 1 | Nil | 1 |
| Typist Clerk | 2 | 2 | 0 |
| General Clerk | 2 | 2 | 0 |

| | | | |
|--------------|---|---|---|
| Librarian | 2 | 2 | 0 |
| Stores Clerk | 1 | 0 | 1 |
| Expeditor | 1 | 0 | 1 |
| Labourer | 1 | 1 | 0 |
| Cleaners | 2 | 2 | 0 |
| Janitor | 1 | 1 | 0 |
| Handyman | 1 | 1 | 0 |

1.21**STAFF REPLACEMENT**

No. of Resignations: 6

Full complement of lecturers twelve (12). Six (6) Lecturers are required in the following field since we have a second batch of students. These lecturers are required immediately so as to facilitate other lecturers from being overtaxed.

1. Information Technology 1
2. Carpentry and Joinery 1
3. Agricultural Mechanic 1
4. Welding 1
5. Masonry 1

1.21 STAFF TRANSFER AND PROMOTION

Mr. Ronald Simon, Principal of New Amsterdam Technical Institute was temporarily attached to Essequibo Technical Institute as Principal from March 2001 to September 2002 to assist and coordinate the various activities at E.T.I. He returned to NATI on the 16th September, 2002.

Mr. Mahadeo Chowtie was upgraded from Deputy Principal (ag) to Principal (ag). At the same time, Mr. Rajnarine Rambali was upgraded from Lecturer 11 to Deputy Principal (a) after Mr. Simon's return to NATI.

At the TVET Training Programme, three (3) Lecturers from ETI participated. Two were successful.

2.0**MISSION STATEMENT**

Develop in students knowledge and skills for the promotion of standards, inculcate the right attitudes, maintain interpersonal relationships and apply the principle of science and technology to create innovations to satisfy perceived needs.

3.0**ORGANIZATION AND MANAGEMENT**

The Essequibo Technical Institute has at its head a Principal (ag) who is assisted by a Deputy Principal (ag). It is divided into five (5) departments each of which is supervised

by the Deputy Principal (ag). There is also an Administrative/Ancillary section, which is supervised by the Principal (ag).

The Assistant Accountant (ag) who supervises the Ancillary staff reports to the Principal.

3.2 DESCRIPTION OF DIVISIONS AND DEPARTMENTS

3.2.1 BUILDING AND CIVIL ENGINEERING DEPARTMENT

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

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

The Building and Civil Construction, Carpentry and Joinery, and Bricklaying and Masonry courses are industrially oriented, catering for the needs of those persons whose work is site oriented.

3.2.2. ELECTRICAL ENGINEERING DEPARTMENT

This department 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)**

This department is designed to provide students with the necessary knowledge and skills relevant for creditable performance in Industry and Commerce.

3.2.3 MECHANICAL ENGINEERING DEPARTMENT

This is the largest department within the institution and it is divided into four (4) disciplines at craft level. These disciplines are:-

- **INTERNAL COMBUSTION ENGINE (CRAFT)**
- **WELDING**
- **MECHANICAL FITTING AND MACHINING (CRAFT)**
- **AGRICULTURAL MACHINERY (CRAFT)**

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

3.2.4 BUSINESS DEPARTMENT

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

This programme offers:

- **Ordinary Diploma in commerce**
- **Basic Business Studies**
- **Information Technology**

The Basic Business studies course is designed to help secondary school leavers to improve their academic background and make them eligible for the job market, while the Ordinary Diploma in Commerce (ODC) course equips 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, it will enhance their chances of getting employment and simultaneously give them the opportunity of performing creditably.

3.2.5 ADMINISTRATIVE/ANCILLARY SECTION

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

Directly responsible for the sanitation of the entire institution is the cleaning section which is made up of a janitor, cleaners and labourers.

The library offers books for research and also studying opportunities for students and staff. This is managed by two (2) librarians.

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

Two Stores Clerks manage the main stores.

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

The Principal along with the Deputy Principal, Assistant Accountant and the Secretary, supervise the Administrative section.

3.6.1.5

GUYANA INDUSTRIAL TRAINING CENTRE**SUMMARY**

Training commenced on 6th January 2003 at the Guyana Industrial Training Centre. Two hundred and sixty-six (266) trainees registered for the programmes offered.

One hundred and seventy-three trainees registered for the full-time and ninety-three registered for the part time-courses. All trainees were insured against accidents.

Throughout the year full-time trainees were taught basic English which enabled them to satisfactorily read, write and spell course work terminologies.

69% of all full-time trainees were on job attachment during July/August period. The other 31% who could not be placed in industries were retained in the Centre for the purpose of carrying out maintenance to buildings and infrastructure.

All trainees on job attachment successfully completed their stint in industries.

Aptitude tests were conducted in July and September. 723 persons applied for entry into the Institution. 580 applicants were tested for training in seven trade areas and were interviewed after the marking of the test papers.

260 applicants were short-listed for training in 2004.

Field Materials for practicals were not adequate but instructors were able to conduct the required demonstrations and give practical exercises. They were able to complete approximately 90% of their units of instructions.

Instructions in First-aid practices were conducted. All full-time trainees benefited from this exercise. Knowledge of **First Aid practices** was designed to enable them to respond to emergencies.

During May 2003, lectures were conducted for the **National Policy Programme** that is held on a yearly basis. Six one-hour lectures were held.

Staff members were trained in PC Competence, Microsoft Excel, Auto CAD and PC Repairs.

Three Instructors attended classes at the GTI and two participated in the Teachers' Training Programme.

One hundred and eighty-six (186) trainees completed their programmes. From that number, one hundred and forty-six successfully completed their training at the end of the school year.

STAFF CHANGES

At the end of March 2003, Mr. Vincent Russel, Stores/Purchasing Clerk retired and the Accounts Clerk resigned. They were replaced by a store keeper, an accounts clerk and an expediter.

A shop assistant was also employed in June.

MAINTENANCE

Maintenance work was done on buildings and the infrastructure. Instructor and trainees of the carpentry shop carried out repairs on the roofs of the carpentry, plumbing and masonry shops. Contractors did repairs to the roof of the stores and open classroom. The carpentry shop also carried out repairs to the gangways. Work will continue in the next quarter.

Maintenance works were done on the north and south fence. Work on the south drain and welding shop driveway are still to be completed.

INFORMATION TECHNOLOGY

Five (5) computers were acquired in January for the computer laboratory and eight more in October through the DCEO(T)'s office.

Information Technology recommenced in September. Each shop was taught two hours per week. A short but compact programme was prepared for the trainees at their level, this enabled them to cover the basic fundamentals of PC competence.

Evaluation has shown that 90% of the trainees attending the institution at that time clearly understood the basic functions of the computer.

Work was carried out on the open class room and refrigeration shop. The open classroom has been enlarged and will be arranged to accommodate modern outfit for audio/visual presentations for class work and staff workshops. The work is 50% completed.

Work on the refrigeration shop was only 20% completed.

CONSTRAINTS

During the year under review the following constraints were experienced:

- Lack of adequate funds for practicals and projects for trainees
- Inadequate funds for the maintenance of equipment.
- Early start of classes hampered by the tardiness of instructors.
- Graduation was cancelled because teachers' strike was in progress.
- No part-time classes for masonry was held because there were not enough persons registered to start that programme.

PROJECTION FOR FIRST QUARTER 2004

- Commencement of training (2004 cycle).
- Inventory of tools and equipment.
- Insuring trainees against accidents.
- Graduation of successful trainees for the 2003 cycle.
- Ensure maintenance of safety practices.

One hundred and forty-six trainees were successful. The distribution is as follows:-

| <u>Discipline</u> | <u>FULL TIME</u> | | |
|---------------------------|------------------|-------------|---------------|
| | <u>Total</u> | <u>Male</u> | <u>Female</u> |
| Agriculture Mechanic | 21 | 18 | 3 |
| Carpentry | 13 | 13 | - |
| Electricity | 7 | 7 | - |
| Fitting/Machining | 9 | 9 | - |
| Masonry (No Classes Held) | 16 | 14 | 2 |
| Plumbing | 10 | 9 | 1 |
| Welding | 18 | 17 | 1 |

PART TIME

| <u>Discipline</u> | <u>Total</u> | <u>Male</u> | <u>Female</u> |
|---------------------------|---------------------|--------------------|----------------------|
| Agriculture Mechanic | 10 | 10 | - |
| Carpentry | 6 | 5 | 1 |
| Electricity | 13 | 13 | - |
| Fitting/Machining | 6 | 6 | - |
| Masonry (No Classes Held) | - | - | - |
| Plumbing | - | - | - |
| Welding | 11 | 11 | - |

No. of Trainees completed training - 186
 No. of trainees successful - 146 of intake
 No. of trainees given extension - 8 or 3% of intake
 No. of trainees failed - 32 or 12% of intake
 No. of drop-outs - 80 or 30% of intake

Distribution of trainees for the 2003 intake.**FULL TIME**

| <u>Discipline</u> | <u>Total</u> | <u>Male</u> | <u>Female</u> | <u>Drop-outs</u> | |
|--------------------------|---------------------|--------------------|----------------------|-------------------------|----------------------|
| | | | | <u>Male</u> | <u>Female</u> |
| Agriculture Mechanic | 25 | 22 | 3 | 3 | - |
| Carpentry | 25 | 25 | - | 6 | - |
| Electricity | 29 | 28 | 1 | 12 | 1 |
| Fitting/ Machining | 23 | 23 | - | 8 | - |
| Masonry | 26 | 24 | 2 | 6 | - |
| Plumbing | 22 | 20 | 2 | 7 | 1 |
| Welding | 23 | 22 | 1 | 1 | - |

PART TIME

| <u>Discipline</u> | <u>Total</u> | <u>Male</u> | <u>Female</u> | <u>Drop-outs</u> | |
|--------------------------|---|--------------------|----------------------|-------------------------|----------------------|
| | | | | <u>Male</u> | <u>Female</u> |
| Agriculture Mechanic | 12 | 12 | - | 2 | - |
| Carpentry | 15 | 12 | 3 | 5 | 1 |
| Electricity | 20 | 20 | - | 6 | - |
| Fitting/Machining | 11 | 11 | - | 5 | - |
| Masonry | (Enough trainees did not register for this class) | | | | |
| Plumbing | 17 | 17 | - | 8 | - |
| Welding | 18 | 18 | - | 7 | - |

Drop Out

| | |
|--------------|-----------|
| Full-time | 45 |
| Part-time | 35 |
| Total | 80 |

Percentage Drop-out = 30%

Percentage Retention rate = 70%

3.6.1.6

CARNEGIE SCHOOL OF HOME ECONOMICS**VISION**

We strive to remain in the leading role of training persons in culinary arts, hospitality and human development in Guyana and further a field.

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 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.

SUMMARY**1.0**

Carnegie School of Home Economics has repeatedly taken on the role of a pioneer always in the forefront of change. This is in keeping with the national goals and a dedicated effort to create opportunities for developing skills and attitudes necessary for improvement of home, work, personal, family and community life.

Carnegie School of Economics fills a pressing need for Technical Vocational Training. This is achieved by preparing students for self-employment and for the world of work.

Courses offered under the period of review were:-

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

WORK ATTACHMENT

All students were exposed to work experiences in industry.

First Year Household Management was engaged in attachment of eight (8) weeks duration during the August 2003.

Garment Construction: Students were exposed to several weeks' attachment during the two (2) year programme.

Cosmetology/Hairdressing: Enjoyed six (6) weeks of work attachment.

Catering Certificate Programme: Six (6) months internship in the Hospitality Industry.

Students of the Catering and Hospitality, Cosmetology and Hairdressing Programmes were given six (6) months classroom instruction and six (6) months and six (6) weeks internship/work attachment respectively.

STAFF DEVELOPMENT

The review period saw the development of staff internally and externally. All members of staff were exposed to Developmental Sessions.

Mr. Edward Williams made a presentation on the Role of Carnegie within the Ministry of Education.

Ms Benjamin-Hoppie, Ms. Norma Washington and Ms. Harris attended a workshop on management of post secondary institutions held by TVET Secretariat.

Sessions on Image Building as it meets the job were conducted by Ms. Brathwaite for all support staff.

Ms. Dawn Brathwaite and Ms. Norma Washington successfully completed the Diploma in Hospitality and Tourism Management - a distance on-line programme coordinated by the University of the West Indies CHTM.

Ms Yonette Alfred attended the Technical Teacher Training Programme Examinations.

CONSTRAINTS

- Staff shortages in very key areas of the institution namely: Garment Construction, Hospitality and Household Management.
- The need for more space to successfully carry out the Hospitality Programme in its true form and for the setting up of students' lockers and changing area. There is no sanitary block for visitors to our training restaurant to use.
- Inadequate releases from Central Ministry to carry out infrastructure and maintenance work on time.

CAPITAL WORKS

Major repairs to the main kitchen floor was undertaken. This was replaced by resurfacing and tiling of the floor with ceramic tiles. Work is also being conducted in the Restaurant and Entrance Hall. Sanding and replacing the floor was done. All areas within the Hospitality department were painted.

INFRASTRUCTURE/MAINTENANCE OF BUILDING

Monthly weeding and cleaning of the compound continued.

Repairs to shutters for windows were accomplished.

STAFFING

The school continues to function despite being short-staffed in all areas.

Ms. Benjamin-Hoppie, Principal, is presently on one-year leave pursuing Doctoral studies in the United Kingdom.

Ms Dawn Brathwaite, Lecturer 11, has been seconded to the Ministry of Education at 26, Brickdam as officer responsible for Home Economics and Craft.

We have lost the services of Ms. Eslyn Walcott, Lecturer 1 Food and Beverage and Ms. Odessa Koama, Librarian. Both persons have migrated.

Ms. Desiree Carter, Office Assistant has been transferred to Central Ministry, while Ms. Jacqueline Yhap, Typist clerk has been transferred to the DCEO(T) Office, thus the school continues to operate with reduced staff.

Mr. Carlton Douglas, Office Assistant and Ms. Michelle Charles, Typist Clerk, joined the Carnegie staff.

Ms. Aoife Kirwan, Voluntary Services Overseas (VSO) personnel was placed on attachment from September 2003. Ms Kirwan is a Food Technologist by profession and therefore could not function in the capacity of a chef. In November, she was relocated to the Ministry of Health in the Food and Drug Department.

Mr. Surrendra Hardeen, Lecturer 1 and Ms. Holly Federicks-Benn, Cosmetologist, joined the staff in October 2003.

PART-TIME/EVENING CLASSES

One thousand and sixty four (1,064) participants were exposed to instruction in several areas. Some of the disciplines taught are:-

- Elementary and Advanced Cookery
- Elementary and Advanced Cakes and Pastries
- Floral Arrangement
- Cake decoration
- Tailoring
- Fabric Designing
- Floral Decoration

Unfortunately many persons continue to be turned away at the time of registration, since they could not all be accommodated due to the limited facilities and the unavailability of adequate staff.

3.6.1.7

CRAFT PRODUCTION AND DESIGN DIVISION**1.0 Training**

The Craft Production and Design Division is one of the Technical Vocational Schools that provides training to out of school youths and early school leavers with craft skills by which they can gain employment, be self-employed or be admitted to other Institutions for further training.

- 1.1 Sixty-three (63) students commenced training for the one (1) year craft programme.
- 1.2 Students enrolled twice (2) per year at the institution to commence training for the one (1) year craft programme.

The first batch of forty-five (45) students commenced training from September 2002 to July 2003.

The second batch of fifteen (15) students commenced from January 2003 to December 2003. They were placed in the Beginner's Class.

- 1.3 The first batch of students was divided and placed into them three (3) subject areas: Fiber Arts Class, Surface Decoration Class and Decorative Craft Class. Students interchanged classes upon promotion at the end of every term.
- 1.4 Students participated in full-time train programmes, which extended one hour beyond the normal school hours.
- 1.5 Twenty-Seven students successfully completed two phases of the Information Technology Training Programme at the Guyana Technical Institute.

The first batch of twelve (12) students participated during the Easter Vacation and the second batch of fifteen (15) during the August Vacation period. They each receive Certificates of Participation.

- 1.6 One (1) student was admitted to the Carnegie School of Home Economics for two (2) year training in Garment Construction.
- 1.7 Eight (8) students participated in a vocation Garment Construction programme during the period 4th to 31st August 2003.

1.8 Staff Development Programmes:-

The Chief Craft Officer participated in:-

- (a) (1) A three (3) day Review of Manager's Annual Report 2002 at Carnegie School of Home Economics Annex.
- (2) A post Secondary Management Training Programme sponsored by C.E.S.O. in collaboration with the Ministry of Education, from 3rd to 14th February, 2003.
- (b) Ms. J. La Roc participated in a Mother's Day Workshop sponsored by the Ministry of Amerindian Affairs, Office of the President.
- (c) Ms. R. Benjamin-Hoppie, Principal C.S.H.E. visited trainee staff at the Institution to look at lesson plans and Teaching Methodology in the classroom.
- (d) The Chief Craft Officer attended the End of Project Symposium via the Guyana Manufacturing Association through Training and Capacity Building – (a) G.M.A./C.P.E.C Sub Project.
- (e) Resource Personnel from NCERD held a three (3) day Test Development Workshop for staff at CSHE Annex from the 24th to 26th June, 2003.
- (f) In-house training session for support staff was conducted in "Lesson Planning".

1.9 National and Other Events:-

The staff and students of the institution participated in several extra curricular activities during the year.

1.10 The 25th Anniversary Activities 1978 to 2003 Silver Jubilee of the Institution Theme: "Turning Creative Dreams Into Reality". The school held its Annual Graduation 2002 at the Hotel Tower on the 22nd January, 2003. This coincided with our 25th Anniversary Celebration.

1.11 The Mashramani Activities were also included in our Anniversary Celebrations. The costume depicted "Biting Insects:-

The Categories were:- (a) Individual Costume Competition - 1st Place, (b) Group Costume Competition – 2nd Place, (c) Regional Costume Competition – 2nd Place and (d) Children's Road March Competition – 1st Place.

Other Internal activities for the Mashramani week were the cleaning of the compound and decoration of the school building, bring and buy sale, video show and penny concert, field around Georgetown, indoor and outdoor games.

1.12 Commemoration Service:-

Staff, students, parents officials from the Ministry of Education and special invitees participated in the Institution's 25th Anniversary Service at St. George's Cathedral on the 28th May, 2003.

Other Anniversary Activities were:- Students Reading, Mathematics/Quiz and Comprehensive/Essay Writing Competitions.

1.13 Easter Hat Show:-

Students participated in the Easter Hat Show/competition at the Promenade Gardens on the 26th April, 2003.

The Categories were:-

- (a) Topical – Soft Ball Cricket Hat – 2nd Prize. Waste Bottle Hat.
- (b) Elegance – Magnificent Red Hat – 1st Prize
- (c) Comical – Kissable Lips – 2nd Prize.
- (d) Original – Splendor of Golden Grasses – 3rd Prize.

1.14 Work Study Students Special Projects:-

Twenty (20) students from the Craft Unit were involved in work study attachment at the following Institutions. The Guyana Society for the Blind, the Red Cross Children's Convalescent Home, Uncle Eddie's Home and the Street Children's Drop-in Centre.

The objectives were to have students participation and integration with disabled persons. Students participation in caring for abandoned children with the aim of having a career in working with children. Students participation in caring for the elderly with an aim of having a career in that field. Students participation in sharing their knowledge and skills with the street children with an aim of pursuing studies in social work.

1.15 Exhibition:-

The Georgetown Research Centre held a one (1) day Exhibition and Sale of Books to Students during the School's Mashramani Week Activities.

1.16 On March 10, three (3) students and one (1) staff member participated in an Exhibition of Craft Items in collaboration with Commonwealth Day at the Cultural Centre tarmac.

1.17 The media participated in the School's Day Craft Projects Exhibition on the 4th July, 2003.

1.18 The Chief Craft Officer and a member of staff participated in CARIFESTA 8 from 23rd to 31st August 2003 in Paramaribo Suriname.

1.19 Community Alliance via Outreach Craft Training:-

A staff member and two (2) students participated in a two (2) day Youth Workshop at the National Service Centre, Carifesta Avenue from February 28 to March 1, 2003. The theme was "A Healthy Lifestyle".

1.20 Ms June La Roc was a Resource Personnel at the Festival City Library OutReach Craft programme from 28th to 31st July 2003.

1.21 The Chief Craft Officer and eight (8) students participated in the Police Outreach Craft Vocation Programme at Eve Leary from the 11th to 15th August, 2003.

1.22 Educational School Tour:-

Senior Students and two (2) members of staff went on an Educational School Tour to the Cyril Potter College of Education on December 1, 2003.

1.23 Sporting and Cultural Activities:-

The Soft Ball Cricket Team participated in a friendly match on February 21, 2003 at the National Gymnasium.

1.24 The Foot Ball Team participated in a competition at the National Gymnasium and gained third (3rd) place. The captain received a Bronz Medal on behalf of the school.

1.25 The Institute had its Inter House School sports on the 28th November, 2003 at P.S.U. Ground, Thomas Lands. The champion House was A – House and the Champion Girl was Natasha Edwards – C House.

1.26 Cultural Activities were held at the end of the school term. Students showcased their talent and skills at school concerts, Youth Week Rally and Mash Week Activities. They danced, recited poetry, sang and performed short skits.

1.27 Maintenance of Infrastructure and Other Equipment:-

Mr. Shepherd and team via the Building's Division, Ministry of Education, cleaned the outside of the school building on April 8, 2003.

1.28 Servicing of Computer Printer, N.P. 7061 Photocopier, sewing machines and emergency repairs to the Electric Water Pump were done.

1.29 Visits:-

The Chief Craft Officer attended a prize giving ceremony at the Umana Yana to receive a Trophy for obtaining First Place at the Mashramani Children's Road March Completion.

1.30 The Chief Craft Officer attended the launching of the BEAMS projects at the Georgetown Club.

1.31 The Honourable Minister of Education, Dr. Henry Jeffrey, M.P. visited the Institution on July 3, 2003 to view the students' End of Term Craft Exhibition.

1.32 Ms. Lucille Fraser-Wharton, the first Principal of CSHE 1956 – 1959 visited the Institution (to view the Principal's House, where she once lived). She was accompanied by Ms. Irma Payne, also a former Principal and Ms. Loncke of CSHE on September 19, 2003.

1.33 Donations:-

A trophy was donated to the Best All Round student at the Amerindian Student Annual Graduation.

1.34 A trophy was donated to the "Image of Likeness" Craft Programme to the best student in "Cushion Making" at their end of Class Graduation Ceremony.

1.35 Trophies were donated to CSHE and GTI Annual Graduation.

1.36 A set of craft items were donated to the Guyana Relief Council on December 2, 2003.

1.37 Graduation Exercise:

The Institution had its 25th Annual Graduation and Prize Giving Ceremony at the Georgetown Club on the 17th December, 2003 and on the 18th December, 2003 the students and their End of Year Evaluation Session at the "Wind Jammer International Cuisine".

Constraints

The constraints that we continued to experience are:-

- (a) The need for more space to set up a storeroom
- (b) The need to have a full-time Store-keeper.
- (c) Staff shortage in very key areas of the Institution such as English Language, Mathematics etc.

VISION STATEMENT

To contribute to the national economy via Skills Training and create meaningful jobs for the relevant industries and be self-employed.

MISSION STATEMENT

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

3.6.1.8**UNIT OF ALLIED ARTS****1.0 SUMMMARY**

The Unit of Allied Arts has responsibility for co-ordinating specific Art forms of Dance, Drama, Music, Visual Arts and Physical Education, as part of the National Curriculum for schools.

This sub-Programme is a part of the Training and Development Programme of the Ministry of Education and it operates under three main activities of Administration, Enrichment Subjects and Performing Arts. During the year 2003 achievement in these areas were as follows:

In the area of Administration, the work programme was executed with some degree of difficulty on account of a lack of technical staff in some areas. In trying to overcome this problem, collaborative work was done with several departments of the Ministry of Education, other Government agencies and non governmental organizations. Staff Development sessions were also conducted to enhance the competencies of officers for the execution of additional duties assigned to them.

Funds were released on a timely basis and this was a contributory factor for the procurement of adequate materials to enhance the work environment.

The security of the Allied Arts building was reinforced after two incidences of breakages to the building. Articles valued at approximately one hundred and eighty three thousand dollars were stolen.

In the area of Enrichment Subjects, fifty two percent of training programmes were executed. Approximately three hundred teachers from all levels were trained in some areas of the Expressive Arts. Training activities were Regionally centered and facilitated more involvement from schools in the specified regions. Special emphasis was placed on the promotion of Music in Primary schools in three Regions.

In the area of the Performing Arts, six interesting and entertaining performances were staged both at the Regional and National Levels. These included competitions for Children's Mashramani activities, an Impromptu Speech competition, a Festival of choirs, Steelband exhibition and a child Art Competition in promotion of Physical Education. Performances were recorded and outstanding talents by students and pupils were recognized and rewarded.

In this area also, assistance was given in the community outreach drive, where collaborative work was conducted with several agencies in organizing cultural and sporting activities. These included:-

- the National Committee for Physical Education
- the Commission on the Rights of the child.
- The Organizing committee for Education Month activities.
- The 75th Anniversary celebration of CPCE
- The Guyana Football Federation
- The Central Mashramani Committee

ORGANISATION AND MANAGEMENT

The Unit 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

| ITEM NO. | NAME OF POSITION | ENTITLE-MENT | ACTUAL STAFF | VACANCIES | REMARKS |
|----------|--------------------------|--------------|--------------|-----------|---|
| 1 | Administration | 1 | 1 | Nil | Permanent appointment |
| 2 | Public Relations Officer | 1 | 1 | Nil | Temporary supernumerary appointment |
| 3 | Technical Officers | 5 | 2 | 3 | Temporary Supernumerary appointments for Dance and Drama co-ordinators. |
| 4 | Procurement Officer | 1 | 1 | Nil | Temporary appointment |
| 5 | Auxiliary Staff | 3 | 3 | Nil | Temporary appointments of Typist/Clerk, Office Assistant and Sweeper/Cleaner. |

3.7.0**SUPPORTING UNITS****3.7.1.0****INSPECTORATE UNIT****SUMMARY****Staffing**

During the year 2003 the Unit functioned with an Assistant Chief Education Officer and ten inspectors, two of whom performed in an acting capacity; one being a district education officer and the other, a retired headteacher. As from November 2003, a staff change was effected when the District Education Officer (acting SI) was seconded to act as Assistant Chief Education Officer (Nursery) after the substantive level officer proceeded on pre-retirement leave. The headteacher of Kingston Nursery was seconded to the Unit to act in the vacancy thus created.

The other members of staff included an Administrative Officer, three typist clerks, one sweeper/cleaner and one office assistant.

Vacancies continued to exist for Inspectors of Science and Technical Education and for a Confidential Secretary.

Planned Activities**Inspection**

Inspection targeted one hundred and seventy-five (175) schools, however, only one hundred and fifty-five (155) schools were inspected – a target achievement of 89%. Schools in Regions 1, 8, 6, and 7 were not inspected owing to inadequate budgetary allocations by the Ministry of Finance, non-release of funds in the last quarter of the year, and problems encountered in accessing funds released.

Contingency plans were put in place whereby additional schools in Georgetown, Region 3 and 4 were inspected.

Post Conference

Post Conferences were conducted at all schools inspected – 89% target achievement was met as a result of the co-operation of the headteachers and teachers.

Compilation and Dispatch of Reports

All manuscripts were submitted for keyboarding. Fifty-two per cent (52%) was dispatched within the three-week time line. However, malfunctioning reprographic

equipment, prolonged delays in getting technicians to effect repairs, and late submissions of some manuscripts by some Inspectors contributed to the 48% shortfall.

Fortnightly Meetings

All 20 meetings to plan and review the implementation of the Programme of Work were held – 100%.

Staff Development Sessions

The nine sessions planned were held. (100%).

Annual Review and Work Plan Meeting

A three-days Annual Review and Work Plan Meeting were planned, however, inadequate funding allowed for only one-day meeting to be held – 33%.

Provision of Support Materials and Services

All monies released to the Unit, approximately sixty-seven decimal two percent (67.2%), to purchase materials were expended, however, the sums were inadequate especially those released for Print and Non-Print Materials, Telephone and Electricity Charges and Equipment Maintenance.

UNPLANNED ACTIVITIES

Regional Consultative Meetings

Seven one-day Regional Consultation Meetings convened in Regions 2,4,6,7 and 9 by a team of Central Ministry Officers. The ACEO(I) participated in all, but one of those meetings (85.7%). He many issues which led to the convening of the meetings were discussed to the satisfaction of all concerned.

Board of Examiners Meetings

All meetings were attended by the ACEO(I) who was involved in examining draft national examination papers and making recommendations for their modification and subsequent approval. (100% target achieved).

Heads of Department of Education Meetings

The two meetings that were held were attended by the ACEO(Inspectorate) (100%).

Modern Language Workshops

The Inspector of Modern Languages facilitated the conduct of workshops re: Teaching of Spanish in Primary Schools. The Inspector also served as facilitator at workshops convened by the Guyana Association of Modern Language Teachers (GAMLAT). A workshop convened by CARICOM which dealt with the Teaching of Spanish in Primary Schools was also attended by that Inspector. That workshop was held in Jamaica.

Examinations

Inspectors served in various capacities at a number of local and regional examinations. One Inspector performed the functions of Chief Examiner at the Oral Spanish Examinations of the Caribbean Secondary Education Certificate (CSEC); two Inspectors moderated and marked the Secondary /Schools Entrance Examination papers in English Language and Social Studies; one Inspector moderated and marked National Third Form Examination papers in Mathematics. Five Inspectors performed duties as Examiners/Assistant Examiners at the CSEC in English "A" and "B", Spanish, Social Studies and Principles of Business. One Inspector was also involved in the examination of oral component of Communication Studies at the Caribbean Proficiency Examination (CAPE).

Inspection Follow-up meetings

A team of Inspectors participated in five (5) of the eight (8) inspection follow-up meetings held in Regions 3,4,5,10 and Georgetown. The inability of two Regions to fund a second meeting, and one, to fund its only meeting gave rise to the shortfall of 37.5%.

5.0 REVIEW OF SPECIAL INITIATIVES

5.1 Contingency Arrangements re: Inspection

As a consequence of the constraints experienced in funding inspection activity, the Unit reviewed the Annual Work Programme in order to make relevant adjustments for the execution of the Work Programme – (Schools in the hinterland Regions could not be visited). Additional schools in Regions 3 and 4 were brought on board for inspection so that the inspection target of one hundred and seventy-five schools (175) could be realized, or brought closer to achievement. To this end an additional 13 schools in Region 3 and 20 schools in Region 4 were inspected.

5.2 Revision of Checklists

Some of the existing checklists (Nursery, Administration and Organization, Instructional Records, and Assessment) were revised to enable Inspectors to assess current classroom and systemic realities in more consistent and appropriate ways.

5.4 Professional/Technical Support

Upon completion of inspection of schools, headteachers and teachers who experienced professional challenges/special difficulties were invited to the unit for individualized help; additional guidance and support were given. Resource materials requested were also made available to a few schools.

6.0 Review of Constraints

6.1 Staffing

The Unit continued to be understaffed and its inventory un-expanded. As a consequence the service rendered the school system was not maximized given the limited range of subjects that could be inspected at the Secondary Level. The absence of Inspectors in Science, Industrial Arts, Information Technology and Home Economics limited the Unit's capacity to conduct inspection in those areas.

While inspection at the Nursery Level did not pose any problem, conducting inspection at the Primary level proved problematic. The modus operandi at the Level was to form two teams with corresponding expertise to focus on the core subject areas. This was difficult; for while it was possible to have similar expertise on both teams, in the areas of Language and Social Studies, it was not possible for Mathematics, and Science. Thus, both teams could not have reported on the same disciplines. Attempts to solicit assistance from other members of the School System proved difficult; schools were either understaffed or the teachers were involved in teaching at examination classes and so were unavailable. At the level of the Central Ministry the expertise either did not exist or officers were involved in the execution of their own Work Programme, and thus found it difficult to respond to request for assistance.

6.2 Budgetary Allocations and Releases

Reduced budgetary allocations, late releases, and problems encountered in accessing funds released had an adverse effect on the performance of the Unit. Reduced allocations forced a reduction of targets. Further, when allocated funds were released late, the time frame within which scheduled work was to be completed had to be deferred. There were instances when accessing funds released proved problematic; RTPs or advances were relegated to the "No funds File" or they could not be found. The process was also

sometimes hindered by the queries and counter queries which led to the ferrying of financial requests to and fro.

Sustainable amounts of allocated funds against which activities were programmed were not made available to the Unit in the last quarter. All these combined to affect the performance of the Unit.

MISSION STATEMENT

The Inspectorate Unit is committed to auditing and supporting the school system and making recommendations so as 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 level of the school, Department of Education and Central Ministry.

To enhance the professional growth of Inspectors and Teachers.

To establish linkages with other units and external agencies in order 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 ORGANIZATION AND MANAGEMENT

3.2 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 (A.C.E.O)
- Eleven School Inspectors (S.I)
- One Confidential Secretary (C.S)
- Three Typists Clerks (T.C)
- One Office Assistant
- One Sweeper-Cleaner (S.C)

The staff inventory makes provision for specialist Inspectors in Mathematics, Science, Modern Languages, Social Studies, Business Education, Technical Education, Nursery Education, School Administration, Primary Education, English Language and English Literature.

Actual Staff

During January to December the Unit functioned with the following staff members:-

Inspectors

- One Inspector of Business Education
- One Inspector of English Language
- Two Inspectors of Social Studies
- One Inspector of Nursery Education (a District Education Officer on secondment to the Unit).
- An Inspector of Modern Languages – Spanish
- An Inspector of Mathematics
- An Inspector of English Literature
- Two Inspectors of School Administration (one is a retired Headteacher on secondment).

Support Staff

- One Administrative Officer
- Three Typist Clerks
- One Office Assistant
- One Sweeper/Cleaner

Vacancies

- The Unit was in need of a/an
- Inspector of Science
- Inspector of Technical Education
- Confidential Secretary

3.7.1.1**EXAMINATIONS DIVISION****1.0 SUMMARY**

During 2003, as in previous years, both local and overseas examinations were administered to school and private candidates at the primary, secondary and post secondary levels.

The local examinations were:

- The Secondary Schools Entrance Examination administered to approximately fifteen thousand (1500) primary school pupils in all regions of the country.
- The National third form Examination administered to approximately thirteen thousand (1300) students from secondary schools and primary schools offering the secondary programme.
- The Guyana Technical Education Examination administered to post secondary students attending the six technical institutes. One thousand, four hundred and sixty (1,460) candidates offered the examination.
- The National Grade Two Assessment – an examination done for the first time this year, was administered to all students in Grade 2 of primary schools throughout the country.

The overseas examinations were:

- The Caribbean Secondary Education Certificate Examination (C.S.E.C) administered in January to secondary level private candidates and in May/June to secondary school candidates, as well as to private candidates. Approximately nine thousand, three hundred (9,300) candidates wrote the examination in May/June.
- The Caribbean Advanced Proficiency Examination administered in May/June to sixth form students of secondary schools. Approximately four hundred (400) candidates wrote the examination.
- The General Certificate of Education – ordinary and advanced levels – administered in January to secondary level private candidates, and in May/June to fifth and sixth form students of secondary schools.

- The professional examinations – A.C.C.A., A.B.E., C.I.M.A., A.A.T. and L.C.C.I. were administered in April/May, and in November/December. These were post secondary examinations.

Except for a few cases of late submission of School Based Assessment records and samples for the C.S.E.C. examination and C.A.P.E. and the postponement of the Reading component of the National Grade Two Assessment, all the targets set in relation to the examinations were attained.

The results of all the examinations except those done in November/December were released. Certificates for the January and May/June C.X.C. and G.C.E. examination were received and distributed to schools.

(b) **STAFFING IN 2003**

During 2003 staffing was as follows:-

| <u>POSITIONS</u> | <u>REMARKS</u> |
|--|--|
| One (1) Superintendent of Examinations | - |
| One (1) Assistant Superintendent of Examinations | One vacancy exists |
| One (1) Special Assistant | Graduate Mistress on secondment from April 2002. |
| Two (2) Accounts Clerks | - |
| Two (2) Typist Clerks | Two vacancies exist |
| Six (6) Clerks 1 | Two vacancies exist. |
| One (1) Office Assistant | - |
| One (1) Labourer | - |
| One (1) Sweeper/Cleaner | - |

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, Test Development Unit, Education Planning Unit and all sections of the Ministry of Education Departments, the Inspectorate 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 Test Development 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 the 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**EXECUTIVE SUMMARY**

1.0 President's College consists of the following sectors during 2003:-

- (a) Teaching Sector
- (b) Administrative Sector
- (c) Agricultural Sector
- (d) Students' 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 students' 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 responsibility 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 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.

1.0

The College gained excellent results at the 2003 CXC and GCE "A" Level as well as at the CAPE Examinations despite a shortage of professional teachers in some subject areas.

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.

30 acres of rice was 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, and that there was a clean and hygienic environment for all.

During school holidays, the facilities of the school were rented out to Campers and profits were realized to the tune of (\$320,000) 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.

Capital Works to the tune of (\$11,000,000) was financed by the Ministry of Education to complete a new pavilion and the rehabilitation of the dining hall as well as painting Teaching Block No. 1.

The 30 and 15 seater buses continued to service the College transportation needs.

The private security service is being monitored to ensure that the services paid for were being provided.

Generally, despite some constraints, 2003 was a successful year for the College and School's Administration would strive to further uplift standards during 2004.

2.0

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.”

3.0

ORGANIZATION AND MANAGEMENT

The College is organized into the following Sectors:-

- (a) Teaching Sector
- (b) Administrative Sector
- (c) Agriculture Sector
- (d) Students' Welfare and Housekeeping Sector
- (e) Plant Maintenance and Transport Sector
- (f) Security Service

The Teaching Sector had a total of forty-eight (48) staff members during 2003 while the Non-teaching Sectors had a total of ninety-seven (97) making a grand total of one hundred and forty-two (142).

3.7.1.3**SCHOOL BOARDS SECRETARIAT****MISSION STATEMENT**

To foster equity and excellence in public secondary education in Guyana and to assure continuous citizen support for education through School Board Leadership.

DESCRIPTION

The School Boards Secretariat is administered by a Coordinator who is responsible for the establishing of School Boards and facilitating their effective and efficient functioning.

The Coordinator is assisted by the following:-

- An Assistant Coordinator
- One typist/Clerk
- One Office Assistant

3.7.1.4

NATIONAL CENTRE FOR EDUCATIONAL RESOURCE DEVELOPMENT**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 Organization 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 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 techniques 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.

3.7.1.5

CYRIL POTTER COLLEGE OF EDUCATION**1.0 SUMMARY**

The major achievements in teacher education at the Cyril Potter College of Education for the year 2003 were:

- The expansion of the Hinterland Teacher upgrading programme (GBET.CPCE) in January to the riverain areas of Region 2. Centres have been established at Charity, Good Hope, Kabakaburi, Mainstay and Wakapoa.
- The expansion of the Information Technology programme with the acquisition of a second computer laboratory with sixteen (16) computers, compliments of the Secondary School Reform Project (SSRP).
- The acquisition of a container computer laboratory with nine (9) computers, which should be used by staff to access programmes to enhance curriculum delivery, compliments of the Laparkan Group of Companies.
- The presentation for graduation of the last batch of students of the trimester Secondary Academic and Pre-vocational programmes.

One hundred and five trained teachers graduated for the secondary sector of the education system in June 2003.

- Graduation of students from previous batches for the Nursery and Primary levels.
- The first ever School Yard Ecology course for final and Year II Science Option students was conducted in June. This course was made possible through the Audubon Society, U.S.A, the Iwokrama International Centre, the Environmental Protection Agency and a VSO volunteer.
- Students of the Coastal Distance Certificate programme in Regions 2,3,4,6 and 10 completed Level I of this pilot programme in August. This level lasted approximately two and a half years.
- The first ever work attachment programme for students was conducted in July, for six (6) Industrial Arts students and twelve (12) Agricultural Science students. The Industrial Arts students were accommodated at ANIDAN-a private manufacturing firm while the Agricultural Science students were accommodated at the Mon Repos School of Agriculture.

- The first ever-blue print for a Hinterland Teacher Certificate programme was developed by consultants-Professor Z.Jennings and Dr. Christie Cabral in collaboration with College staff.
- The holding of the 75th Anniversary celebration reunion activities which included an Interfaith Service, General Assembly, a Panel Discussion and an Award Ceremony.
- The annual staff retreat in September dealt with Measurement and Evaluation-Alternatives in Assessment and Professionalism in Teaching. The facilitators were Mr. William Kellman and Dr. Una Paul.
- The expansion of the curriculum to include Business Education and Information Technology as majors of the secondary programme and Physical Education and Special needs as minors. All students will now be exposed to elements of a Special Needs Programme during their training.
- The involvement of college staff in the writing of curriculum modules for the Pre-service, Distance Education and Hinterland Teacher training programmes.
- Staff was exposed to a training programme conducted by Professor Craig on the 'Teaching of English as a Second Language'. This programme was sponsored by the GBET project. Training programmes for hinterland staff was conducted at the CPCE campus.
- The first ever Hinterland Teacher Certificate programme was launched and implemented in Region 1 in November. Three centres have been established at Mabaruma, Port Kaituma and Moruca with a total of 40 students.
- The first meeting of the Teacher Education Advisory Board was held in November. Manuals and training programmes for Mater Trainers and Cluster Advisors-all components of the basic Education and Management Support (BEAMS) project are being developed.
- The CCETT project is in progress, pilot schools have been identified and training has begun. A Reading Specialist has been identified and space allocated for the establishment of an office. Initial office equipment has been received and a large shipment of reading material is expected shortly.

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".

OBJECTIVES

- GENERAL: 1. To provide a coordinated and an integrated approach to formal teacher education in Guyana
2. To efficiently and effectively train teachers who can function in Nursery, Primary and Secondary schools throughout Guyana.

3.1 THE ORGANISATIONAL STRUCTURE –CPCE

The Principal and Vice Principal are at the top of the hierarchical system of the College. There are three Vice Principals:

- (a) Vice Principal (Administration)
- (b) Vice Principal (Curriculum & Instruction)
- (c) Vice Principal (Development)

THE PRINCIPAL'S ROLE

The Principal ensures that:

- (a) Policy decisions made by the Central Ministry and Government pertaining to Teacher Training are implemented
- (b) The Vice Principals and Principal work as a team in the implementation of policy.
- (c) Central Ministry grants its 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 are obtaining quality instruction and that the conditions of work for both the trainees and lecturers are comfortable.

- (f) Components of the GBET project, the BEAMS project and the CCETT project for which CPCE is directly responsible are properly managed and executed.

THE OFFICE OF THE VICE PRINCIPAL (ADMINISTRATION)

The office of the Vice Principal (Administration) is the most demanding and perhaps the most challenging at the College. This office is charged with the responsibilities of administering the following departments, services and facilities

| | |
|-------------------------|-----------------|
| Clerical and Office | Accounts |
| House Services | Student Affairs |
| Cafeteria | Library |
| Maintenance and Grounds | Transport |

Storekeeping

Guard Services

Dormitory Facilities

Three Senior Lecturers –Student Affairs, Administration and Examination, assist this office. Support is also given by the Administrator, a Senior Accounts Clerk and a Librarian. It is this office that provides the linkages for every unit of operation in this College and it is no easy task to ensure that the system of linkage is always unimpaired.

THE OFFICE OF THE VICE PRINCIPAL (CURRICULUM & INSTRUCTION)

This office is responsible for the efficient delivery of the instructional programmes and the organization and execution of the Practical Teaching and Examinations Departments. The Vice Principal therefore works in close collaboration with Senior Lecturer, Teaching Practice, Examination and Heads of Departments in:

- Education
- Enrichment Studies
- Language Arts
- Mathematics
- Modern Languages
- Pre-Vocational Studies
- Science
- Social Studies

Innovations in the instructional programme or the modus operandi of the Practical Teaching exercise are brought to a special meeting of Senior Lecturers and Lecturers for discussion before being taken to the Learning Systems Committee by the Principal for approval.

To further assist in the effective management of the institution there are six (6) Heads of Centre seven (7) Heads of Departments and three (3) Coordinators.

The Heads of Centres manage the In-Service campuses and report directly to the Vice Principal (Development).

The Heads of Departments and Coordinators are responsible to the Vice Principal (Curriculum & Instruction). They ensure that the instructional programme of each department is ably facilitated through the use of lecturers, tutorials and teaching materials.

| DEPARTMENT | POSITIONS FILLED | VACANCIES |
|------------------------------|-------------------------|------------------|
| Education | 9 | 14 |
| Mathematics | 4 | 7 |
| Science | 3 | 8 |
| Social Studies | 2 | 8 |
| English Language | 8 | 7 |
| Modern Languages | 2 | 8 |
| | | |
| PREVOCATIONAL STUDIES | | |
| Agriculture | 2 | 1 |
| Home Economics | 4 | 0 |
| Industrial Arts | 2 | 2 |
| | | |
| ENRICHMENT STUDIES | | |
| Information Technology | 1 | 4 |
| Physical Education | 2 | 2 |
| Music | 1 | 2 |
| Art | 1 | 2 |

4.1.1

ADMINISTRATION**GENERAL ADMINISTRATION**

| 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-two (52) Cabinet Memoranda were submitted to Cabinet for approval | Some delay was experienced due to late notification from agencies concerned. |
| 2 | Make all arrangements for officers traveling overseas on Government business or attending Seminars/Workshops | Twenty-nine (29) 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. | Two hundred and eighty five (285) 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, one hundred and forty one (1,141) Transcripts, Records of Service were processed for the year. | Task was satisfactorily completed. |
| 5 | The use of the school building for various functions. | Sixty-one (61) applications were received for the year. | Task was satisfactorily completed. |
| 6 | Consignments were cleared through the Ministry's Customs Department. | Thirty-five (35) sets of articles were cleared. | Task was satisfactorily done. |

| Item No | Target Set | Target Achieved | Analysis of Success/Failure |
|---------|---|---|--|
| 7 | Pay rentals for thirty (30) schools and dwelling houses on quarterly basis. | Rentals for thirty (30) schools were approved for payment. | Some payments were delayed due to late release of funds. |
| 8 | Publication of Official documents and advertisements for the National Newspaper. | A total of sixty-five (65) publications were done for the year under review. These included entrance for Guyana Technical Institute, New Amsterdam Technical Institute, Cyril Potter College of Education, Board of Management. | Task was satisfactorily completed. |
| 9 | Prepare contracts for teachers/students to undergo studies at University of Guyana. | Two hundred and fifty three (253) contracts were prepared for the year. | Task was satisfactorily done. |
| 10 | Legal Matters | Eight (8) Legal Matters were dealt with. | Task not completed. None of the matters resolved. |
| 11 | Annual Report | Annual Report for 2002 completed | Task was satisfactorily completed |
| 12 | Telephone Service | Requests were submitted for additional telephone facilities. | All requests were completed |

4.1.2.1

SECURITY SECTION

| 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 90% of our schools and Ministry's buildings. The Security Officer, his assistant and checkers monitor the performance of guards at the locations. They visit all locations on a daily basis. |
| 2 | To investigate all reported incidents of losses, to 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 six (6) reported incidents of theft. Property stolen amounted to \$7,503,905. Of this amount, nothing was recovered. For the previous year there were 13 reported incidents and property stolen amounted to \$958,638.00. | <p>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 failures.</p> <p>The construction of strong rooms should be a priority at schools and Ministry's buildings which have a lot of valuable materials and supplies. Late payment of security grants to schools is also a set back to efficient security.</p> |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-----------------|-------------------|--|---|
| | | Negative reports were submitted to Heads of schools. | Heads of Schools are responsible for identifying and paying for security from grants provided by the Ministry. They are also required to monitor reports submitted by the Security Officer. |

4.1.3.1

TRANSPORT

| ITEM NO | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------------|---|---|---|
| 1 | Provide inputs for operation of vehicles | All vehicles repaired and serviced when necessary, tyres, and fuel supplied on a regular basis. | Change in strategy from minor maintenance to complete overhaul limitations. |
| 2 | Servicing of vehicles | Vehicles were serviced as required | A reliable mechanic has been identified. |
| 3 | Checking of log books | Log books were supplied entries were done and checks made by Transport Officer. | State Audit finalized checking process. |
| 4 | Record keeping of spares and other accessories. | Records are kept as per vehicle, as distribution is made. | Files open for every vehicle. |
| 5 | Check and service vehicles from various sections as requested by Heads of Department. | 100% | Servicing and minor repairs done on all vehicles on a timely basis |

The Transport Section provides transportation for all Officers of the Ministry's Head Office and outlying districts and maintains the vehicles in a serviceable manner at all times.

4.1.3.2

SPECIAL PROJECTS UNITSUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|--|---|---|
| 1 | <p><u>DIETARY</u> The target for distribution of school feeding supplies for the year 2003 was as follows:-</p> <p>(a) Interior Location to be fully served – Milk 3,805, Biscuits 33,482</p> <p>(b) Riverain/depressed areas – Milk 1,466, Biscuits 12,886</p> <p>(c) Costal and other 15% - 4,406 milk, 38,776 biscuits at a Total cost of G\$159,004000</p> <p>The cost to purchase the above is:- 85,144 boxes of biscuits x G\$655 = G\$55,769,320 9,667 sacks of milk x G\$10,668 = G\$103,234,904 Total G\$159,004,000</p> <p>Distributions to be done for the 1st and 2nd quarter of 2003 based on the above projection</p> | <p>Planned distribution for the year based on original estimates was 85,144 boxes of biscuits and 9,667 sacks of milk. The revised target for the last quarter of 2003 was 30,000 boxes of biscuits and 19,500 sacks of milk. However, the actual distribution for the year was as follows: _</p> <p>(a) 1st Quarter Milk 1,650 Biscuits 19,234</p> <p>(b) 2nd Quarter Milk 1,344, Biscuits 16,665</p> <p>(c) 3rd Quarter Milk 5,960, Biscuits 17,061</p> <p>(d) 4th Quarter 6,456, Biscuits 28,294</p> <p>Total Milk 15,410, Total Biscuits 81,254</p> <p>The above represents an achievement level of 70.6% for biscuits and 52.8% for milk which can be considered as an improvement from previous years.</p> | <p>In the 1st and 2nd quarters of 2003 the unit had to scale down distribution due to poor releases for the purchases of milk and biscuits and also to pay contractors and for chartered air flights to parts of Region 7 and 8.</p> <p>Inadequate transportation facilities also hampered the unit from achieving its planned objectives since the two vehicles which are used to transport school feeding supplies are very old and keep breaking down regularly and had to be repaired constantly.</p> <p>When the donation of 10 - 20 foot container of Non Fat Dry Milk was given to the Ministry by Food for the Poor Guyana Inc. it was the understanding that the unit would have been given an additional vehicle to assist in the</p> |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|------------|--|--|
| | | <p>The above projection was intended to cover 28% or 43,673 students out of a student population of 156,359, however the budgeted allocation for 2003 under this head was G\$100,000,000, which was subsequently reduced to G\$80,000,000</p> <p>During the last four months of 2003 the unit was able to distribute school feeding supplies in all ten administrative regions throughout the country. Regions 1, 7, 8, and 9 were fully served. Regions 2,3, 4 East Bank and East Coast, Region 4 (G/t) and 6 were poorly served, e.g Region 4 (G/T) which was supposed to be served 3 times for the term, only received supplies once, Region 5 should have received supplies three times for the term but was only served twice. Region 6 was the hardest hit, instead of receiving supplies twice per term, it only received supplies one time for the first and second terms of 2003 and in the third and fourth quarters distribution was only possible in some areas.</p> | <p>distribution of this commodity.</p> <p>However, up to the end of 2003 the vehicle is still at the wharf awaiting permission for duty free concession.</p> |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|------------|---|---|
| | | <p>Region 10 which should have received supplies three times for the term were only served twice.</p> | <p>However a donation of 10 – 20 containers of Non Fat Dry Milk Power per month from Food for the Poor Guyana (Inc.) enhanced the distribution of this commodity which caused the unit to revert to its 100% distribution. As such the targeted amount of biscuits had to be increased so as to use up the quantity of milk donated. This was only possible in part of the 3rd quarter and for the whole of the 4th quarter of 2003. For the first time since 2000, the unit was able to send in supplies by chartered air flights to parts of regions 7 and 8 for the entire school year.</p> <p>The unit is now saddled with two and a half times more work than it had originally, e.g when full cream milk was distributed to schools, the formula was 1oz. milk per child. Now with the non fat milk it is 3.5 oz per child. This resulted in a larger quantity being sent to locations.</p> |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|--|---|---|
| 2 | <p><u>TEMPORARY EMPLOYEES</u></p> <p>The target for the year 2003 under this head was to employ 6 – part-time porters to work on 3 vehicles at an hourly rate of G\$160 per 75 hours fortnight for 26 fortnights for the distribution of school feeding supplies mainly in Regions # 5, 6 and parts of Region 10 and also to assist with distribution in Regions, 1, 7 and 8. The total projected cost was:- (75 hrs x 6 = 450 hrs x 26 = 11,700 x 160 = G\$1,872,000</p> | <p>Three part-time porters were employed in the year 2003 working a total of 5,897.5 hours which represented 50.4% of target. A total of G\$1,020,268 was paid to them, which represented 54.5% achievement. These porters also functioned as distribution clerks and worked in other departments of the ministry throughout the whole of 2003.</p> | <p>Because of the failure of the Ministry of Education to provide adequate transportation facilities, it was not possible to employ additional porters for the distribution of school feeding supplies. This resulted in some areas being poorly served which accounted for the 45.5% short fall.</p> |
| 3 | <p><u>DRUGS AND MEDICAL SUPPLIES</u></p> <p>Under this head it was targeted to meet 80% of minor health needs of the unit staff members for the year 2003 at an annual cost of G\$20,000 or G\$1,667 per month.</p> | <p>The budgeted allocation of G\$20,000 was too small to meet minor health needs of the unit staff. As a result only 70.0% of target, was achieved.</p> | <p>The amount estimated was inadequate for purchasing of medical supplies. As such small purchases were made. However, the unit was able to go through the year with employees purchasing some of the items needed.</p> |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|---|--|
| 4 | <p><u>FIELD MATERIALS AND SUPPLIES</u></p> <p>The target set under this head was to supply field staff with at least 85% of materials needed for the year 2003 at a total cost of G\$90,000 or a monthly cost of G\$7,500.</p> | <p>Amount allocated under this head was too small to meet expenses. However funds were made available to match expenditure when required. This resulted in an achievement level of 128.4% which was 28.4% more than allocation.</p> | <p>Items not catered for had to be purchased under this head. E.g. curtains and rods etc. The funds were made available to meet expenses. This represents a 28.4 over and above amount allocated and 85% of estimates.</p> |
| 5 | <p><u>OFFICE MATERIALS AND SUPPLIES</u></p> <p>The target for Office Materials and Supplies was set at G\$60,000 for the year 2003. This was estimated to meet 90% of office needs in terms of stationery etc at a monthly cost of G\$5,000.</p> | <p>Materials and Supplies were purchased based on allocation. Thus a 98.4% achievement was obtained.</p> | <p>The amount allocated under this head was too small to enable the unit to make adequate purchases for the year 2003. The amount estimated was G\$60,000 which proved to be inadequate for this activity.</p> |
| 6 | <p><u>PRINT AND NON PRINT MATERIALS</u></p> <p>The target set for this activity is to purchase 5 RTP books, 10 log books, 263 copies of Chronicle and Stabroek newspapers</p> | <p>The budgetary allocation under this head was G\$25,000 for the year 2003. 58.7% of allocated funds was achieved for the year.</p> | <p>Poor releases under this head prevented the unit from making the necessary purchases</p> |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|--|---|---|
| 7 | <p>and 156 copies of Kaieteur newspapers, also diaries at a total of G\$89,940 for the year 2003.</p> <p><u>GASOLINE AND LUBRICANT</u></p> <p>For the year 2003, it was targeted under this head to purchase 1,540 gallons of diesel, 1,416 gallons of gas at an average cost of G\$367.60 per gallon to be used mainly in the distribution of school feeding supplies.</p> | <p>The amount used for the year was G\$940,653. This represented a 94.1% achievement. Lubricants were also purchased under this head and are included in the total above.</p> | <p>which accounted for 41.3% short fall.</p> <p>The amount allocated under this head was adequate. However, if the Ministry had supplied the unit with another vehicle as was planned, the above amount would have fallen short of actual requirements.</p> |
| 8 | <p><u>JANITORIAL AND CLEANSING SUPPLIES</u></p> <p>This activity was targeted to cover purchases of all materials that are necessary for keeping bond and office clean and tidy during the year 2003 at a total cost of G\$35,000 or a monthly cost of G\$2,917.</p> | <p>The funds allocated resulted in a 102.8% achievement which was above allocation.</p> | <p>Amount in estimate was too small to allow the unit to make the necessary purchases. However, funds were made available to meet expenses, thus 2.8% over and above estimates and allocation were recorded.</p> |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|---|--|
| 9 | <p><u>LOCAL TRAVEL AND SUBSISTENCE</u></p> <p>The target for this activity was set as follows:-</p> <p>15 trips by T&HD to Regions 1 & 7. Chartered Air flights to parts of Regions 7 and 8, 51 trips to riverain/depressed areas in Regions 2,3,4,5,6 and 10, 8 trips to Region 9 and 54 trips to coastal areas in Regions 2, 3, 4, 5 and 6 at an annual cost of G\$25,775,200 or a cost of G\$6,443,800 per quarter of 2003 for the distribution of school feeding supplies.</p> | <p>Due to inadequate funding for this activity, it was not possible to carry out planned activities. As a result, a 106.8% achievement was recorded. This represented 6.8% over and above the allocated amount under this head. This sub-divided with AC#165 which catered for paying for chartered air flights and river transportation.</p> | <p>The estimated amount for 2003 was G\$25,775,100 and the budgeted allocation was G\$12,000,000 divided between AC# 161 and AC# 165 which were to be used to pay for chartered air flights and river transportation. However, this was not done since the above decisions were made after the presentation of the National Budget. Thus a 6.8 over allocation was recorded.</p> |
| 10 | <p><u>POSTAGE TELEX AND CABLEGRAM</u></p> <p>The set target for this head was G\$15,000 for the year 2003 or a monthly cost of G\$1,250 to enable the unit to pay for postage etc.</p> | <p>Nil</p> | <p>There were no allocations for the year, and this prevented the unit from paying any expenses under this head.</p> <p>Funds had to be used from other heads to meet whatever needs required.</p> |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|--|---|---|
| 11 | <p><u>VEHICLE SPARES AND SERVICES</u></p> <p>Under this head, it was targeted to keep the unit vehicles in good working order for the year 2003. The estimated amount was G\$3,320,000 of which G\$2,300,000 were to overhaul the engine of Truck GBB 9991, and the remainder was to be used for repairs and servicing.</p> | <p>The budgeted allocation under this head was G\$1,900,000, 42.5% short of estimate. It was only possible to record a 78.9% achievement.</p> | <p>Out of the G\$1,900,000 allocated under this head, only G\$1,250,000 was released for the year 2003. This prevented the unit from carrying out its planned maintenance work on its vehicles.</p> |
| 12 | <p><u>OTHER</u></p> <p>This account was a part of Account #161. It was established or catered to cover the cost of chartered air flights and river transportation. The target set for the year was the same as AC#161.</p> | <p>The amount released under this head was G\$12,107,000 + AC#161. G\$5,480,000 = G\$17,587,000 which resulted in a 101.6% achievement for the year 2003.</p> | <p>The additional amount released under these two heads was due to the change over from 28% distribution to 100% for the last quarter of 2003. Thus 1.6% increase over allocation.</p> |
| 13 | <p><u>TELEPHONE CHARGES</u></p> <p>Adequate allocation of money to maintain telephones at the unit.</p> | <p>The unit was able to acquire 3 telephone lines in late December 2002 and .</p> | |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|--|--|
| 14 | <p><u>EQUIPMENT MAINTENANCE</u></p> <p>Maintenance cost of the unit's equipment was targeted at G\$495,000 for 2003.</p> | <p>During the first quarter of 2003 a target of G\$25,000 was included in the estimates to meet this expenditure. As such 100% achievement.</p> <p>Servicing and repairs were done to the unit's computers, fans, typewriter and other equipment. This enabled them to work for approximately 85% of the time.</p> | <p>Although no funds were allocated under this head, all expenses incurred were promptly paid for during the year.</p> <p>\$20,000 was allocated for 2003. Failure of the ministry to supply additional computers to the unit during the year 2003 accounted for the 15% loss of time.</p> |
| 15 | <p><u>CLEANSING/EXTERMINATION SERVICES</u></p> <p>The amount targeted under this head for the year 2003 was G\$75,000 or G\$6,250 per month.</p> | <p>The amount allocated was G\$75,000 which represented 100% but only 54.5% achievement was recorded.</p> | <p>Amount in estimate was over stated for the year 2003 since it included amounts for purchasing of cleansing materials. However the unit was subsequently informed that certain items could not be purchased under this head.</p> |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|--|---|---|
| 16 | <p><u>REFRESHMENT AND MEALS</u></p> <p>Target set under this Head was to enable the Unit to serve a cup of tea with four biscuits to staff members at 10.00 a.m. for each working day of the year at a total cost of G\$70,000 or G\$5,833.00 per month for 2003.</p> | <p>Refreshments were purchased. An 85.7% achievement was recorded for the year.</p> | <p>Due to the restriction placed under this head, it was only possible to pay Rentokil. As such 45.5% of the amount allocated still remained in the account at the end of the year 2003.</p> <p>Due to poor releases, the unit was not able to make necessary purchases when required. Staff had to pool funds to purchase items and wait for refunds. Under allocation resulted in 14.3% difference.</p> |
| 17 | <p><u>OTHER DIRECT LABOUR COST</u></p> <p>The amount of hours targeted under this head was 3,600 for four drivers engaged in the distribution process. This represented 75 hours per fortnight at G\$192.50 = G\$693,000.00 for the year or G\$173,250 per term.</p> | <p>The amount of hours worked and amount of expenditures were as follows:- 1,566 and G\$305,370 which represented 43.5% and 44.1% respectively of target for the year 2003.</p> | <p>The hours worked and amount expended fell short of target because of the Ministry's failure to provide adequate transportation facilities. This accounted for the 56.5% and 55.9% short fall for the year.</p> |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|--|--|--|
| 18 | <p><u>ALLOWANCES AND BENEFITS</u></p> <p>It was targeted to pay 14 staff members a minimum of G\$7,500 at the end of the year for working beyond the call of duty so as to achieve the unit's target, and also as an incentive to encourage greater achievement in the following year.</p> | Nil | There was no amount released under this head. As such no incentives were paid although recommendations were made for a staff member who had been outstanding throughout the years. |
| 19 | <p><u>TRAINING INCLUDING SCHOLARSHIP</u></p> <p>The target set under this head was to train unit staff in various fields during the year 2003 at a quarterly cost of G\$10,000 or G\$40,000 annually.</p> | G\$23,000 was allocated under this head for the year 2003. This amount represented 57.5% of estimates and was used to train staff members in two disciplines at a cost of G\$23,300. | The amount made available under this head was too small to cover all training needs. As such limited training had to be done. |
| 20 | <p><u>FURNISHING</u></p> <p>It was targeted to refurbish the unit in 2003, since the furniture at 2002 was in a very bad shape. The cost for this activity was set at G\$666,000.00 for the purchase of 2 executive chairs – 1 secretarial chair, 6 small wooden desks, 7 stocking chairs with arms and 12 yds of carpet.</p> | The unit received 7 new desks and 7 stocking chairs without arms and a typist chair and carpet as such 25% achievement level was obtained for the year 2003. | The supplying of the new desks and chairs will allow the staff to function in a more healthier and comfortable situation. However, there are still a lot more that has to be done. |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|--|---|--|
| 21 | <p><u>EQUIPMENT</u></p> <p>For the year 2003, it was targeted to acquire one work station, 1 – fridge, 1 – television set, 1 fax machine, 1 – computer complete, 1 – photocopier, 3 telephones, 3 Air conditioner units at a total cost of G\$1,420,000.</p> | <p>A small part of the required items were obtained e.g 3 telephones and 3 air condition units at a total cost of G\$485,000. This represented 25.5% achievement.</p> | <p>Due to poor allocation in the capital estimates, it was not possible to acquire all of the equipment required. As such some had to be put again in the estimates of 2004. Unavailability of funds resulted in 71.5% short fall of target.</p> |
| 22 | <p><u>PREPARATION OF DISTRIBUTION AND MANUFACTURING SCHEDULES</u></p> <p>The unit targeted for 2003 to have manufacturing and distribution schedules prepared on a timely basis so as to have good coordination in the distribution of school feeding supplies throughout the year.</p> | <p>For the year 2003, manufacturing and distribution schedules were prepared on most occasions on a timely basis. This enhanced the proper coordination of the unit's activities for the year. Thus approximately 95.0% achievement would be reasonable in this regard.</p> | <p>Poor and untimely releases prevented the unit from purchasing much needed items coupled with computer malfunctioning which prevented the unit from achieving its set target. This accounted for 5.0% variance.</p> |
| 23 | <p><u>ACCOUNTING</u></p> <p>It was targeted to have all accounting matters settled as of December 15, 2003 so as to facilitate closure of the book for the year.</p> | <p>All accounts were closed as planned with creditors paid and books closed at the time set. It would be fair to say that the achievement level under this activity is 98.0% for 2003.</p> | <p>This activity was properly coordinated and executed most of the time. However, failure to train staff resulted in delays and sometimes stoppage in getting works done on a timely basis and this accounted for the 2.0% variance.</p> |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|---|---|
| 24 | <p><u>REPORTS</u></p> <p>The target for 2003 under this activity was to have all reports prepared on a timely basis and be submitted to the various departments of the Ministry.</p> | <p>All reports were prepared as stipulated and submitted to the various departments as required for most of 2003. As such an achievement level of 95.0% of the time were met.</p> | <p>Due to the improvement in the physical condition of the work environment the performance level of the unit was enhanced. As such a 5.0% short fall would be considered reasonable.</p> |

4.1.3.3

BOOK DISTRIBUTION UNIT**REVIEW OF CURRENT YEAR'S PROGRAMME**

| NO | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-----------|---|---|--|
| 1 | Acquisition of Exercise Books | 2,500,000 exercise books were acquired. This amount represented single line, chequered line, double line and plain pages. | Together with the stock balance from the previous year, distribution began early in January. Production of Exercise Books at Guyana National Printers Ltd. Was effectively carried out; hence, the amount of books requested was delivered as arranged. |
| 2 | Sorting, counting, stamping and packaging of books. | Target was achieved | Activities done in relation to receipts. |
| 3 | Distribution of exercise books | Amount Distributed Single Line 1,879,497 Double Line 228,512 Plain 207,745 Chequered 315,752 | All schools in all the regions received their full quota of exercise books. |
| 4 | Acquisition and Distribution of Text Books. | 25,611 copies of text books were received. These were purchased by the Government of Guyana. 3,961 Library books were received. 13,669 Curriculum Guides and Teachers' Guides were received from NCERD. | Together with textbooks from the previous year 30,635 copies were distributed to schools. 1015 books were sent to school libraries, 12,842 copies of Curriculum Guides and Teachers' Guides were distributed to schools. Gift books received were sent to Resource Centres in the Regions. |

| NO | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|--|--|---|
| 5 | Acquisition and distribution of stationery | A total of 3,546 Units of school stationery were acquired – these were Admission and Withdrawal Registers and Pupils Attendance Registers. | 8,400 Units of school stationery were issued to schools. Old stock was utilized to effect the delivery as required. Issues were done as requested by the Regional Education Officer. |
| 6 | Record Keeping | Record keeping was done throughout the year. | Record keeping allowed for accurate preparation of reports. |
| 7 | Stock Taking and Reconciliation | Stocktaking was done monthly. Bincards and ledgers were compared. | Reconciliation helped to correct errors and to make plans for future distribution. |
| 8 | Staff Training and Development | Four employees were/are pursuing studies at the University of Guyana. Two others attended Adult Education classes. One employee completed the Degree Programme. | There was evidence of qualitative improvement among members of staff. |
| 9 | Accountability | <ul style="list-style-type: none"> (a) Record Keeping (b) Filing (c) Report writing (d) Stocktaking (e) Reconciliation of Ledgers and Bin Cards (f) Monitoring of schools and inspecting depots and storage areas. (g) Making inventories | <p>Distribution within the regions improved. It was discovered that those areas where books were kept for long periods before distribution took place no longer delay the exercise.</p> <p>Visits to schools also helped to get an idea of the usage and care of the books.</p> |

| NO | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-----------------------------------|--|---|
| 10 | Usage and maintenance of vehicles | <p>(h)Checking distribution records kept by the schools.</p> <p>(1) Discussions with Headteachers and Education Officers.</p> <p>Vehicles were serviced regularly and were always effectively maintained. There were times when money to purchase spare parts was not available and the vehicles were stalled for a while.</p> | <p>Vehicles were used effectively for distribution of school supplies. Drivers were always regular and punctual and must be commended for the cleanliness and care of the vehicles.</p> |

CONCLUSION

At present there is an acute shortage of text and readers for all levels in the Primary schools. Nelson's New West Indian Readers were recommended for use. It is hoped that funds would be made available for the purchase of these texts. The Easy Path Series which were extensively used at all levels in the Primary Schools are in great demand. These books were distributed in adequate quantities but with the rise in school population and frequent handling and perhaps misuse in some cases Levels 4 – 6 have decreased within the system.

The Secondary Schools benefited from revised curriculum guides for all the subject areas and also Teachers' Guides for the various levels. Text books, however, were not available for use by the teachers.

Although there was a shortage of staff throughout the year, programmed activities were carried out expeditiously. Members of staff co-operated fully in sharing duties and getting the work done.

4.1.3.4

CENTRAL REGISTRYSUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME

4.0

| | TARGET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/ FAILURE |
|--|---|-----------------|---|
| | Manage records in an efficient and effective manner. | 95% | There was ready accessibility to records to users, we were able to eliminate most "mini registries" in operation in officers' offices and establish efficient "BU System" |
| | Prompt mail processing and distribution. | 98% | All mail delivered in spite of the mail bag not always being collected on time. |
| | Eliminate needless storage of duplicate or ephemeral records. | 75% | A limited amount of files were updated and placed in numerical order. Some of these were sent to Bedford for storage. |
| | Visit Registries to share ideas and have discussions on the correct procedure for records management. | 67% | Four of the six registries under the umbrella of the Ministry of Education were visited. Due to the late release of funds we were unable to visit the others. |

| | TARGET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|--|---|------------------------|--|
| | Work environment to be maintained to make it conducive to work. | 95% | The unit was kept clean at all times and medical supplies were available to staff. |

4.2.1

CENTRAL ACCOUNTING UNIT

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-------------|--|---|---|
| 1 | Process and Record Accounts for Current and Capital Heads | 100% of accounts were prepared and processed | Expenditure was kept within the voted provision |
| 2 | Processing of Memoranda, files and other documents for Salaries and Other Charges, such as Receipt Vouchers, Statement of Outstanding Indebtedness, Travelling, Contract Gratuity. | Wages, Salaries and other financial document were prepared and processed as required. | 97% of Wages and Salaries were processed and passed for payment. The remaining 3% that weren't processed and passed for payment were due to the late arrival of files to the Central Accounting Unit and the unavailability of funds to make such payments. |
| 3 | Keying and printing payrolls for Public Officers and Teachers at the Ministry of Education. | 99% of this Exercise was done here. | The remaining 1% was done at the Ministry of Finance, reasons the machines malfunctioned on line connection between Education and finance were off on a few occasions. |
| 4 | Submission of Form 2A to the Commissioner of Inland Revenue for year ended 2002/12/31 | Returns were submitted. | Returns were submitted on a timely basis. |
| 5 | Prepare monthly Financial Statements and submit same to EPMU of the Ministry for submission to Ministry of Finance. | All statements prepared and submitted. | There were a few instances when statements were prepared and submitted after the mandatory submission date. These instances were due to the malfunctioning and total shutdown of computers. |

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|--|--|---|
| 6 | Maintain Cash Book for the 3061 Main Account and the 3060 Salaries Account. | Cash Books were maintained by the Receipts and Payments Section and the Salaries Payment Section throughout the Accounting period. | Supervisory checks were maintained 100% for the 3060 Account, but for the 3061 Account there were slippages with the supervisory checks. Supervisors were instructed to improve on same. |
| 7 | Balance all Deposit Vouchers paid from the 3061 Main Account and submit daily to the Ministry of Finance for reimbursement. | All vouchers were submitted up to 2003/12/31. | Ministry was reimbursed on 2003/12/19. The remaining reimbursement for period 2003/12/20 – 2003/12/31 which amounted to the sum of (\$536,600) five hundred and thirty-six thousand six hundred dollars would be placed by Ministry of Finance into the (405) Account, that is Consolidated Fund Account. |
| 8 | Write up the Collectors Cash Statement and submit to Ministry of Finance (Accountant General's Department). | 100%. All statements were written up and submitted to Finance. | All completed Collectors Cash Book Statements were submitted on time. |
| 9 | Maintain the following registers (a) Contract (b) Telephone (c) Electricity (d) Water (e) Travelling (f) Contractors' earnings (g) Rental | 95% of registers were completed. | Registers were written up, supervisory checks were evident. Electricity bills were paid but there were still some meters with negative balances. These accounts are being reconciled with the Guyana Power and Light Company. |

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|--|---|--|
| 10 | Prepare requests for Remittances and Withdrawals. | All statements of request for remittances and withdrawals were prepared and submitted to the Ministry of Finance. | We are also reconciling accounts with the Guyana Water Incorporation, and the Guyana Telephone and Telegraph Company. All remittances were sent to Ministry of Finance and monies were placed in the 3060 Bank Account. |
| 11 | Examination of all vouchers. | 100%. All vouchers that were received by the Examination Section were examined. | Vouchers were examined and passed for payments. Vouchers that were queried were returned to the sources for correction. These were done and they were then passed for payment. |
| 12 | Enter payments in Votes Ledger and on Computer Software. | Expenditure recorded 100% | Expenditure was kept within Voted/Revised Provision. |
| 13 | Reconcile the Main Bank Account No. 3061 and Salaries Account No. 3060 for the for period January 2002 to December 2002. | 0% | Officers are now trying to update the reconciliation for both 3060 and 3061 Accounts for the period January 2003 to December 2003. |
| 14 | Pursue training programmes in Accountancy for staff development. | Graduated 100% | One staff member was released to attend a part-time training programme at GTI. |

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|--|-----------------|--|
| 15 | Submission of reports in pursuance of Losses, Accidents and Frauds | 50% completed | <p>However, the quantity of personnel trained could not significantly boost the performance of the Unit.</p> <p>Reports were submitted as received , but on a number of occasions they lack the initial/final report by police and this is severely affecting this activity.</p> |

4.2.1.2

FIELD AUDIT**REVIEW OF CURRENT YEAR'S PROGRAMME**

| NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------------|--|--|---|
| 1 | Audit Inspection of forty (40) Institutions and Departments including Accounts Unit, 68 Brickdam, Guyana Industrial Training Centre, Government Technical Institute, Essequibo Technical Institute, Special Projects and Book Distribution Unit. | Thirty-two (32) Institutions including GITC, GTI, CPCE, and NATI, LTI, 68 Brickdam and Head Office were checked. | Guidance was give to School Administrators in relation to better record keeping and accountability for Government Funds and Stores. |
| 2 | Reports to be submitted to the relevant authorities such as Auditor General, Secretary to the Treasury and Accountant General. | There were eight (8) follow-up actions. | 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. |
| 3 | Auditor General and Accountant General would be informed of sites named for inspection in order to eliminate duplication of functions. | There were two (2) financial investigations. | The Unit was able to achieve eighty-one per cent (81%) of its |

| NO. | TARGETS SETS | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-----|---|--|---|
| 4 | Identification of irregular postings of balances and physical stocks. | Reports were submitted to the relevant authorities viz. the Auditor General, Accountant General and Secretary to the Treasury. | objective as a result of improved staff performance coupled with the fact that the Unit had its full complement of staff. Reports were submitted promptly as a result of the acquisition of a new CPU for the computer located in the unit. |
| 5 | Conduct surprise and verification inspection on Officers who receive and expend Government funds. | | |

4.2.1.3

BUILDINGS UNIT**REVIEW OF CURRENT YEAR'S PROGRAMME**

| NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-----|--|-----------------|---|
| 1 | To implement and co-ordinate effectively those projects which are under the umbrella of preventative and routine maintenance. | 85% | <p>The achievement obtained as regards to the tremendous volume of projects executed under routine maintenance especially Electrical and Plumbing works were successful because reports submitted promptly by Headmasters/Headmistresses of the various schools and the Heads of various Administrative Buildings/Institutions.</p> <p>The Department continues to suffer set backs in implementing several of those projects as a result of inadequate funds being allocated for the maintenance cost annually taking into account the number of schools and Administrative Buildings that have to be dealt with.</p> <p>Some of the set backs were also attributed to none acquisition of transportation by the Buildings Officers.</p> |
| 2 | To affectively co-ordinate and manage the preparations of Bills of Quantities and Drawings for Major Projects under the recurrent expenditure. | 100% | <p>In spite of the inadequate use of facilities such as a</p> <ol style="list-style-type: none"> 1. Photocopying machine 2. Risograph 3. Binding Machine |

| NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-----|--|-----------------|--|
| 3 | Co-ordinate and manage effectively the execution of all major projects as they are awarded by the Central and Ministerial Tender Boards. | 92% | <p>and other materials, the unit was still able to achieve a high percentage of its target in the preparation of the relevant tender documents for Central Tender , Ministry Tender, petty contracts etc. on a timely basis for advertisement via Central and Ministry Tender Boards.</p> <p>A few of these documents were shelved as a result of funding e.g David Rose School for Handicapped children, St. Stanislaus College, Durban Backlands Practical Instruction Centre, Cyril Potter College of Education, North Georgetown Secondary School, Sophia Special School at Central Tender Board Level and Selman Fraser, Tucville Secondary, J.E. Burnham Primary, Happy Hearts Nursery School, Sophia Nursery, South Ruimveldt Secondary, East Ruimveldt Secondary, New Campbellville Secondary and St. Stephen's Primary at Ministry's Tender.</p> <p>A fair measure of success was achieved by the unit in having the projects completed despite the untimely awards.</p> <p>There were a total of twenty-three (23) projects via Central Tender Board and to date only eighteen (18) were awarded. It is presumed that due to lack of funding all the projects advertised could not be awarded.</p> |

| NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-----|---|-----------------|--|
| 4 | Arranging and carrying out site visits and site meetings on the locations of the various projects while they are in progress. | 98% | Favourable results were obtained from site visits and site meetings in relation to solving issues and disputes on methods and elements of contribution principles. |
| 5 | Staff Performance | 95% | <p>The unit experienced a high percentage of performance from the Support and Technical Staff.</p> <p>(a) Clerical Staff had to work beyond working (official) hours so as to achieve the target of completing the tasks given by Technical Officers.</p> <p>(b) Officers had to go into the regions to execute projects. In regions 10, 6 and 2 extension and rehabilitation works were carried out.</p> <p>(c) The unit's success came from a highly collaborative effort by all staff members – Technical, Support, Office Assistant and Sweeper Cleaner.</p> |

| NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-----|----------------------------|-----------------|--|
| 6 | Projects on stream in 2003 | 75% | <p>Presently the unit is functioning with a full compliment of Technical Staff. Staff is unhappy with the long delay in confirmation of their appointments especially those who have the necessary qualifications.</p> <p>Projects that have to be postponed to year 2004 as a result of late awards by Central Tender Board are as follows:-</p> <ol style="list-style-type: none"> (1) Rehabilitation – West Ruimveldt Primary. (2) Earth Works, Carpentry, Painting, tiling – Roxanne Burnham Nursery. (3) Rehabilitation – Gace Stock Nursery (4) Rehabilitation – Essequibo Technical Institute. (5) Repairs to Drive Way – Linden Technical Institute (6) Rehabilitation – Agricola Primary (7) Extension to Lab – Linden Technical Institute. (8) Painting and Fencing – Lodge Nursery School (9) Construction of Boundary – South Ruimveldt Secondary School. |

4.2.1.4

BUDGET AND FINANCE SECRETARIAT**REVIEW OF CURRENT YEAR'S PROGRAMME**

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|---|-----------------|---|
| 1 | To effectively coordinate the activities of the Budgeting and Finance Sub-Programme | 95% | The level of achievement can be considered quite favorable. There were very few/minor slippages that could be attributed to a number of contingent factors such as misconception by some parties of their main/critical roles, in the timeliness 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 evident. Untimely releases also had their impact on effective programme coordination. From the lessons learned these issues have been redressed and coordination in subsequent years can be expected to be much better. These apart, there were many areas of notable success. |
| 2 | The effective management of the Expenditure Planning and Monitoring Unit (EPMU). | 98% | This unit, which for sometime now has been institutionalized was immensely successful. It has been recognized by all Activity/Sub Programme Managers as a critical component in our efforts to maintain proper financial management. This unit lived up to expectations in giving timely expenditure analysis and projections that proved most invaluable to Activity, |

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|--|---|--|
| | | | <p>Programme and Sub-programme Managers as well as the Agency Budget Committee. The level of success of the Management of this unit is also evident in the timeliness of releases and virements in the desired amounts; after original releases proved debilitatingly insufficient for the requirements of various events; the few instances of slippages were corrected by timely interventions after collaboration with activity managers. There was a far greater level/percentage of expenditure in this fiscal cycle than in most previous years.</p> |
| 3. | <p>Provide training opportunities for the other subsystems 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 | 72% varying degrees of implementation of (a) – (h) were attempted/achieved. | <p>There has been significant change in the attitude of Activity Managers towards financial management. Until quite recently most of them were reluctant to be involved directly with budget preparation accounting and generally in the Management of finances. Repeated contacts with them and gentle persuasion have impacted positively and officers are now actively participating in managing their finances as a result of visits by the Deputy Permanent Secretary (F),</p> |

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|---|-----------------|---|
| | (h) Time Management (i) Use of Information Technology <ul style="list-style-type: none"> - Cash book - management - payroll management - inventory management (j) Diffusion of vital information on the Education Strategic Plan. Participation in the crystallization of the process. | | The EPMU and attendance at Agency Budget Committee Meetings by Activity Managers provided insights in most aspects of training enumerated in column 2. Clarify linkages and key processes in the system. Key concepts such as: -Universal Secondary Education Literacy/Numeracy |
| 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. | 92% | There was a coordinated response to the report by the Auditor General for the previous two years. There was stricter adherence to Financial Regulations and instructions. There were also active participation at the national level in instituting financial management reforms. However, there were instances/evidence of some sectional/activity heads being evasive and not observing certain protocols or responding to insights in queries. |
| 5 | Coordinate the preparation of the Annual recurrent Budget. | 100% | This activity played the key role in pulling the fragmentation proposals into a cohesive financial plan for the Agency. |

| ITEM | 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 pending deviated from plans. At these critical junctures it was necessary to adopt a number of options to ensure the programmes are derailed; including reprogramming and virements. |
| 7 | To attend monthly/quarterly Recurrent and Capital Releases Meetings and to properly represent the Ministry's case for funding. | 95% | The granting of the desired releases was extremely successful. There were instances of slippages under the capital programmes as 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 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. |

| ITEM | 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. | 95% | <p>Shortage of funds under the Recurrent Programme was 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-spending increased significantly in December.</p> <p>Slippages were induced by tardy managers who did not ensure that all cases of registration 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 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. However, with someone identified from the Personnel Department to ensure the correct staff complement and the purification of the payroll, a higher level of coordination was evident for this period.</p> |

| ITEM | 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. | 92% | The procedures were diligently followed in a timely manner. Although for all practical purposes the record keeping for the determination of all matters could be considered reasonable, a few concerns were however raised by the Auditor General on matters of details and protocols observed by the Ministerial Tender Board for the period of review ending 2002. Commendation was however given by the Auditor General for visible improvements. All returns were duly submitted within the prescribed timeliness. Minutes were generated, approved in a timely manner and bound for presentation during audit or other reviews. |
| 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. | 98% | 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. |

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|--|-----------------|---|
| 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). | 55% | <p>This is an ongoing process. Review of the government Financial Management System was done at various levels:-</p> <ul style="list-style-type: none"> (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. <p>At (a) most of the probe was done by consultants attached to the Ministry through the IDB/BEAMS Programme. At (b) this was done by consultants attached to the Ministry of Finance through the GEMP in collaboration with subject Ministries. A major source of disappointment in the preparation for IFMAS was the failure to <u>dry run</u> the system before going live in 2004.</p> |

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|--|-----------------|--|
| 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, and Environmental Week Activities. The National Athletics, Cycling and Swimming championships were not held although all arrangements were finalized by this unit. |
| 13 | Participation in the dissemination of data/training in the Public Sector Modernization Programme | 60% | Some measure of staff enlightenment/involvement achieved. The changing form and function of the public service have been highlighted. The need to retain and innovate to meet new challenges and demands was most evident. |

4.2.1.5

EDUCATION PLANNING UNITSUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|--|--|--|
| 1 | <p>(a) Production of 300 copies of the 2000-2001 Statistical Digest and 200 copies of the Statistical Brochure. Distribution of copies.</p> <p>(b) Completion of data entry and tabulation of data for the 2001-2002 Statistical Digest.</p> <p>(c) Conduct training sessions in all education districts to improve accuracy in filling out statistical questionnaires.</p> <p>(d) Generation of a school list naming each school unit, and indicating its level, grade discrete ID number and postal address.</p> | <p>Data collection data entry and tabulation 95% complete. Some analysis done.</p> <p>Data entry from all returned questionnaires 100% complete.</p> <p>Training sessions were held in all education districts, except Region 8.</p> <p>Activity 100% complete. Lists are generated on request and are available at the EPU.</p> | <p>Despite great effort by statistical staff some 2000-2001 statistical questionnaires are still outstanding. Digest will be produced without them.</p> <p>There are still un-returned questionnaires but entries are made as they are received.</p> <p>The CPO and statistical staff visited the education districts and held training sessions with teachers. Many problems surfaced with regard to record keeping and availability of relevant data in many schools.</p> <p>There is need for training sessions to be an ongoing exercise.</p> <p>Good team work of statistical staff was supported with vital inputs from R.Ed.Os and MIS staff.</p> |

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|--|--|--|
| 2 | <p>(a) Preparation of projected strategic work plans 2003-2007 by R.Ed.Os and other Activity Managers.</p> <p>(b) Monitoring and evaluating School Improvement Plans in Georgetown and Regions 2,3,4,5,6 and 10.</p> <p>(c) Conduct a School Mapping exercise and a Resource Rationalization and Transition Planning study.</p> <p>(d) Preparation of 2004 capital estimates for MOE</p> <p>(e) Monitoring and facilitating externally funded projects/programmes.</p> | <p>100% complete. Every R.Ed.O. and Activity Manager produced a basic plan but these have to be refined and costed in more detail.</p> <p>There was no execution of this activity.</p> <p>Exercise and study 30% complete.</p> <p>Estimates were prepared and submitted to Permanent Secretary and to Ministry of Finance on time.</p> <ul style="list-style-type: none"> - OAS project for Illiteracy and Poverty Alleviation, 100% complete. - OAS Project for Increasing Access to Quality Education for Disabled Students, 90% complete. | <p>CPO and Planners gave guidance and assistance to R.Ed.Os and Activity Managers who were amenable to criticism and suggestions.</p> <p>Loss of some staff coupled with a shift of priorities to new un-planned activities, resulted in this activity being shelved until 2004.</p> <p>Under BEAMS, the EPU is getting technical assistance in this exercise/study. Unavailability of 2002 Census data is delaying progress to completion.</p> <p>Early start by Planners and prompt responses by Activity Managers facilitated the process</p> <p>Execution was completed in 2002 and the final report prepared and submitted in 2003, resulting from assiduous work by the Liaison Officer.</p> <p>Focus was on visually impaired students. A local consultant who conducted workshops for training of teachers and parents, was engaged.</p> |

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|---------------------------------------|---|--|
| | (f) Preparation of project proposals. | <ul style="list-style-type: none"> <li data-bbox="667 331 998 436">- GOG/UNICEF Plan of Action for 2003, 100% complete. <li data-bbox="716 625 998 951">- Mid-term Review of UNICEF completed and an outline of revised plan for 2004-2005 has been developed based on the life cycle approach. <li data-bbox="716 1171 998 1287">- BEAMS 2003 work programme 90% complete. <li data-bbox="716 1476 998 1581">- Prepared detailed 3 year plan for (EFA-FTI) | <p data-bbox="1031 331 1385 583">Project Officers continued to perform with dedication and commitment, working in collaboration with HFLE Co-ordinator and Head of the Curriculum Development Unit.</p> <p data-bbox="1031 625 1385 1140">Unfortunately execution of the plan was hampered by non-liquidation of funds advanced for more than nine months. This meant a cessation in the disbursement of funds for long periods. Concerted effort on the part of the Planning and Finance units has reduced the problem but stricter systems need to be in place.</p> <p data-bbox="1031 1171 1385 1434">Unfulfilled staff recruitment for the Civil Works component and staff shortage in Institutional Strengthening account for the shortfall in target realization</p> <p data-bbox="1031 1476 1385 1684">Strong support from the World Bank and the employment of a senior planner to co-ordinate this initiative have been positive factors.</p> |

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|---|--|---|
| 3 | (a) Expansion of the use of School Information Management System in SSRP pilot schools and others with School Boards. | <p>Education for All-Fast Tract Initiative. Regional authorities have received POAS for their specific Regions. Proposal for World Bank to act as Trustee of Funds has been accepted.</p> <p>- OAS proposal for Meeting Special Needs in the Classroom was prepared, presented and approved.</p> <p>OAS, proposal for Development and Use of Independent Study Materials in Science was prepared and submitted for approval.</p> <p>100%</p> | <p>Proposal was prepared after consultation with stakeholders and was presented in a timely manner.</p> <p>There was high degree of participation by schools involved. Transportation to reach schools was readily available.</p> |

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|--|-----------------|--|
| | <p>(d) Installation and extension of software/hardware</p> <ul style="list-style-type: none"> - educational software in SSRP pilot schools - small LAN at CPCE, LAN infrastructure at NCERD to allow interest access for heads of DIEU and NCERD labs. | 100% completed | <p>A concerted effort and availability of a bandwidth of 64k made this possible. There is still need for more equipment and for an increased bandwidth to allow for a greater number of users.</p> |

4.3.1

DEPUTY CHIEF EDUCATION OFFICER (ADMINISTRATION)**REVIEW OF CURRENT YEAR'S PROGRAMME**

| POLICY AREA | TARET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------------------------|--|------------------------|--|
| Management and Supervision | 49 weekly meetings of the Schools System Management Committee (SSMC) | 75.5% | Meetings allowed for planning and coordinating of activities related to policy implementation and supervision at the Centre/Regions. The meetings were found to be very useful. |
| | 49 weekly meetings of the Chief Education Officer with the Deputy Chief Education Officers and Assistant Chief Education Officer (Inspectorate). | 91.8% | Meetings allowed the Chief Education Officer to be updated on the fluidity of the system and to take corrective action if found necessary. |
| | 24 fortnightly meetings of the Education Systems Committee (ESC). | 83.3% | This forum continued to review the education system, formulate and articulate national education policies. Several "papers" were produced by this Committee in 2003. |
| | 2 meetings of Regional Education Officers (REDO's). | 100% | These meetings provided a forum for the dissemination of information and for feedback. The strict democratization of education in the Regions and Georgetown reduced the number of meetings from twelve to two. It would appear that the limited number of engagements had done very little for the Regional Education Officers (REDOs) in terms of their performance outputs. |

| POLICY AREA | TARET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|--------------------------------|---|-----------------|---|
| Management & Supervision | 10 Adhoc meetings | 30% | These meetings were found to be useful since the outcome of the deliberations impacted positively on the education system. |
| | No Special Committee Meetings. | 21 meetings | Meetings were convened at Sub committee level to deal with specific issues as they arose. Much was gained through the work of the committees. |
| Administration and Supervision | Attendance at 37 meetings of Institutions and Interest groups. | 72.9% | Attendance at these meetings allowed for the concerns and ideas raised to be incorporated into plans and policies. |
| | 9 Supervisory/Support visits to Departments of Education. | 100% | The visits were educative. Guidance was given to Regional Education Officers (REDOs) and their support staff of those regions visited. |
| Human Resource Development | Three Information Technology training programme for clerical support staff and supervisory personnel. | 100% | These training programmes proved to be helpful to the supervisory personnel as well as their clerical support staff who were involved. |
| | One orientation workshop for newly appointed school administrators. | Nil | Absence of a constituted Teaching Service Commission resulted in the non-appointment to senior vacancies in schools across the country. |

| POLICY AREA | TARET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|---|--|--|---|
| Human Resource Development | Three Supervisory skills training workshops. | 33.3% | One workshop was held and was deemed highly successful as reflected in an evaluation report on the workshop. The retention of \$240,000,000.00 by the Ministry of Finance impacted negatively on the plans for training programmes. |
| | One Schools Welfare Liaison Officers training workshop. | 100% | Twenty-nine teachers functioning as Liaison Officers received training to assist them with their responsibilities. Training was actively highly successful. |
| | One refresher training course for Schools Welfare Officers. | 100% | Seminar was successfully held. Teachers benefited from the three day exercise. |
| | One Seminar to re-visit the Education Act re: Schools Welfare Service. | 100% | Seminar was poorly attended. Objectives were partly met. |
| | Operation C.A.R.E. activities. | 25% | Industrial action by the GTU and the unavailability of funds had a negative effect on implementation. |
| Un-scheduled Special Education Workshop | One | Activity designed to enhance the work being done by teachers attached to schools catering for students with special needs. | |

| POLICY AREA | TARET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------------------------|--|-----------------|--|
| | <p>Nine Inspectorate Report Feedback sessions with REDOs and their respective professional support staff.</p> | 44.4% | <p>Attendance and participation by the teachers concerned were encouraging.</p> <p>All scheduled sessions were not kept because some of the officers concerned had proceeded on annual vacation leave when the sessions were held.</p> |
| | <p>National programme of activities in observance of Education Month and International Teachers' Day 2003.</p> | 90% | <p>Most of the programme activities were held and were supported. However, effective planning and the availability of finance impacted negatively on some aspects of the programme.</p> |
| | <p>One staff conference of the DCEO(A)</p> | Nil | <p>The DCEO(A) had proceeded on annual vacation leave and no one was identified to act during the period that the officer was on leave.</p> |
| Human Resource Development | <p>800 teachers will be released to attend classes at the University of Guyana.</p> | 1033 | <p>There had been a significant increase in the number of "freshmen" at the University of Guyana for the academic year 2003/2004.</p> |
| Access | <p>Assessment of (12) Private schools for recognition by the Ministry of Education.</p> | 83.3% | <p>Team of officers with responsibility ensured that their schedule was given priority in terms of the assessment exercise. The relevant recommendations were made.</p> |

| POLICY AREA | TARET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------------------|---|-----------------|--|
| Unplanned Activities | Support for National Schools Track and Field Competition Sports, School Cricket matches at the national level and the observance of Mashramani. | 100% | Provision of financial resource to assist National School Sporting Competitions, Guyana U15 Cricket team Vs visiting British U15 team and celebration of Mash 2003 by the Ministry of Education. |
| | Management Seminars | 100% | Three (2) day seminars were held to revisit the mandate of the education system in a changing environment. |

4.3.1.2

ASSISTANT CHIEF EDUCATION OFFICER (NURSERY)

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|--|-----------------|--|
| 1.0 | <u>Supervision and Management</u> | | |
| 1.1 | Attendance and participation at termly meetings of Regional Education Officers and Assistant chief Education Officer (Georgetown). | 100% | Regional Education Officers and Assistant Chief Education Officer (Georgetown) were given timely notification of meetings. They attended the meetings and were apprised of the Ministry's policies and give feedback on the implementation of same in their regions. |
| 1.2 | Attendance of twenty-six (26) School System Management Committee Meeting (SSMC). | 100% | The meetings were statutory. Issues at the level of the schools were highlighted, discussed and decisions were made to deal with the situations. - Attention was also given to Policy decisions, formation and implementation. |
| 1.3 | Attendance at twenty-six (26) Education system Committee Meetings. | 100% | Meetings were statutory – Policy decisions were made and disseminated. |
| 1.4 | To monitor and evaluate the delivery of Early Childhood Education, Care and Development (ECECD) services and impact in the Regions and Georgetown. | 40% | Funds were made available for the exercise only for the third quarter of the year. The exercise was conducted in three Regions and Georgetown |

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|--|-----------------|---|
| 1.5 | Visits to Nursery Schools, Nursery Classes and Preparatory Division of Primary Schools in Georgetown and Regions # 2,3,4,5,6,7 and 10. | 80% | <p>The visits were made to monitor the management of the schools, preparation of records and transition. Recommendations were made for improvement where necessary.</p> <ul style="list-style-type: none"> - Schools in Regions # 1, 8 and 9 were not visited because those visits coincided with some unplanned activities. |
| 1.6 | Attendance at meetings for Heads of Schools. | 60% | <p>Meetings for Headteachers were attended in Georgetown and Regions # 3,4,5,6, and 10. No meetings were attended in Regions # 1, 7, 8 and 9 because funds were not available – matters affecting Headteachers were ventilated and solutions were suggested by the ACEO(N) officers of the Department and Headteachers.</p> |
| 2.0 | <u>Curriculum Reform and Renewal</u> | | |
| 2.1 | Review of the year 1 and year 11 Nursery Curriculum Guides. | Nil | Funds were not available. (UNICEF) |
| 2.2 | Testing of the national assessment instruments for teachers. | Nil | Funds were not available (UNICEF) |

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|--|-----------------|--|
| 2.3 | Holdings of Regional Exhibitions of Early Childhood stimulation materials and art and craft. | 80% | Successful exhibitions were held in all the education districts with the exception of Regions 8 and 9 because of the inclement weather. The materials were of good quality. |
| 2.4 | Hosting of a National Exhibition of Early Childhood Stimulation Material and Art and Craft. | Nil | Funds were not available (UNICEF). |
| 3.0 | <u>Human Resource Development</u> | | |
| 3.1 | Three, three-day Early Childhood Sensitization Workshops for Heads of Education Department. | 100% | Success was linked with availability of funds, and timely notification to participants. Attendance and participation of Heads of Education Departments contributed to the success of the activities. |
| 3.2 | Four-day Workshop on Management and Supervisory Skills for Headteachers of Nursery Schools. | Nil | The workshops were not held because of the lack of funds. (UNICEF) |
| 3.3 | National Conference for Early Childhood Education, Care and Development (ECECD) Committee members for eleven (11) education districts. | Nil | The holding of the conference was not possible because of attendance at important unplanned activities. |

| ITEM | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|--|--|--|
| 4.0 | <p><u>Community Alliance</u></p> <p>Attendance and Participation in:</p> <ul style="list-style-type: none"> - Closing exercises - Graduation Ceremonies - Open Day exercises - Commissioning of Schools exercises - Mashramani activities - P.T.A. Meetings | <p>Attended and participated in</p> <p>12 Closing exercises</p> <p>8 Graduation Ceremonies</p> <p>5 Open Day Exercises</p> <p>2 Commissioning of schools exercises</p> <p>15 Mashramani Exercises</p> <p>8 P.T.A. meetings</p> | <p>Invitations for the activities, from schools were received on time. There was support from officers, teachers, members of the public and parents.</p> |

UNPLANNED ACTIVITIES

5.0

1. Attended Garland Conference
2. Participated in National Awards Ceremony for Outstanding/Performance at external examinations
3. Attended Regional Award Ceremonies
4. Participated in Inspection Feedback Sessions
5. Attended J.O.F. Haynes Debating finals
6. Participated in UNICEF's Reporting and Planning Sessions
7. Attendance at BEAMS Reporting Sessions
8. Attendance at CPCE's Advisory Board Meetings

4.3.1.3

ASSISTANT CHIEF EDUCATION OFFICER (PRIMARY)**REVIEW OF CURRENT YEAR'S PROGRAMME**

| POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|---------------------|--|------------------------|---|
| Access to Education | To increase by 5% the number of Child Development Index Cards (CDIC) in use in schools. | 100% | 2400 were supplied to schools in Regions and Georgetown. |
| | To train thirty-five (35) school Administrators in the use of Teacher's Manual for CDIC. | 100% | Thirty-five (35) administrators were trained to use the manual. |
| | To participate in monitoring BEAMS activities for Nursery/Primary/Secondary schools in Guyana. | 83% | Ten (10) of twelve (12) BEAMS PMC meetings scheduled were attended. |
| | To coordinate activities between International Specialist at NCERD and HODOEs Re: School Performance Component of BEAMS viz. | 75% | HODOES were more informed about BEAMS and their level of participation. |
| | <ul style="list-style-type: none"> - Literacy and Numeracy Enhancement. - Interactive Radio Instruction - Student Testing and Continuous Assessment. - Teacher preparations and In-service Training. | | |

| POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-------------------------------|--|-----------------|--|
| Curriculum Reform and Renewal | To pilot/field test Child Friendly Cards and Assessment Instruments in Regions Two (2) and Ten (10). | 50% | The workshop for teachers, School Administrators and Parents of Sub-Region Two (2) of Region Ten (10) was held. Calcuni Atonement – Kwakwani) was not held due to unavailability of funds from UNICEF. |
| | To monitor Child- Friendly activities in Regions Two (2), Six (6) and Ten (10) | 66% | Region Ten (10) (Kwakwani) was not visited due to unavailability of funds. |
| | To assist in planning for development of a Child-Friendly Action Plan. | 100% | Three (3) EFA/FTI workshops were attended. A plan was developed. |
| | To monitor transition activities in Education Departments: Nursery to Primary and Primary to Secondary. | 100% | All Education departments reported that Transition activities were conducted in their Departments. |
| | To coordinate the writing of curriculum Guides and Activity Books for teaching of Spanish in Primary Schools from Grades One to Three. | 90% | The three sets of Guides and Activity Books are in the final stage of writing. |
| | <u>Escuela Nueva Activities</u> Establish class libraries in all 12 pilot schools. | 0% | Although no new class libraries were established, all pilot schools have libraries. These need upgrading. |
| | Monitor and evaluate the percentage increase in reading competence. | 50% | Six of the twelve pilot schools were visited and two progress reports were submitted. |

| POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|--|--|-----------------|---|
| 3. Administration Management and Supervision | Produce and distribute 6400 Learning Guides in the four core subject areas to 12 pilot schools. | 0% | Camera-ready copy of Grade three Science Learning Guide was produced and submitted to NCERD for production. The Lay-out specialist requires up to March 2004 to produce camera-ready copies of the other Science and Social Studies Learning Guides. No Lay-out specialist was identified to produce CRC Mathematics and English Learning guides. |
| | Train 50 teachers in use of the learning guides and monitoring the use of learning guides. | 0% | Guides were not produced. |
| | To monitor and evaluate the impact of the EN Model of Education on the performance of pupils in pilot schools. | 50% | There are moderate impact of EN on pupil performance and this is in academic performance and improved self-confidence and self esteem. Improved community involvement was also observed. |
| | To improve teachers' access to and use of appropriate teaching/learning materials. | 0% | Materials were not supplied by UNICEF. |
| | To attend 24 Education Systems Committee Meetings. (ESC) | 95% | Twenty of twenty-one meetings scheduled were attended. |

| POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-------------|---|-----------------|--|
| | To attend 52 Schools System Management Committee Meetings (SSMC) | 96% | Twenty-five of twenty-six meetings scheduled were attended. |
| | To attend three (3) HODOEs Meetings. | 66% | One HODOEs meeting was not held. |
| | To visit eleven (11) Education Departments to give HODOEs assistance in Management and Supervision practices. | 81% | Regions three (3), Six (6) and Ten (10) were visited specifically for Managerial and Supervisory support. Regions one (1), Seven (7) and Eight (8) were not visited. |
| | To assist in moderation of examinations. Re: Grade 2 SSEE, National Third Form, CPCE, GTE. | 100% | Meetings of Board of Examiners were attended. |
| | To visit Education Departments Re; Inspectorate Feedback Meetings to assist Departments to develop Action Plan to resolve outstanding issues. | 100% | Feedback meetings were attended (Regions Three (3), Four (4), Five (5) Ten (10) and Georgetown. |
| | To monitor the three (3) Escuela Nueva Pilot communities. | 66% | Santa Rosa and Annai Schools were visited. Aishalton was not visited due to unavailability of funds. |
| | To develop a National Time-Table to be used in Primary school, Grades One (1) to Six (6). | 100% | National time-table was developed and implemented. |
| | To observe teaching of Spanish in four (4) pilot schools. | 25% | Only Regma Primary was visited. Other visits were rescheduled to 2004 due to other activities. |

| POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-----------------------------------|---|-----------------|---|
| Human Resource Development | To participate in planning with National Data Management Association Re: SSEE. | 100% | All three (3) meetings were attended and decisions taken shared. |
| | To conduct one two-day workshop for teachers of four (4) Pilot schools where Spanish is being taught from Grades One (1) to five (5). | 100% | All teachers attended and workshop was successful. |
| | To conduct one two-day workshop for teachers of twenty (20) schools where Spanish is taught from Grades One (1) to Four (4). | 100% | Workshop was conducted but only sixteen (16) teachers attended. |
| | To conduct one two-day workshop for teachers of twenty (20) schools where Spanish is taught from Grades One (1) to three (3). | 100% | Workshop was conducted but only fifteen (15) teachers participated. |
| | To coordinate four (4) sets of workshops for teachers of Spanish. Grades Three (3) to five (5). | 50% | Only two (2) sets of workshops were held. Both were poorly attended due to Industrial Action and Vacation Period. |
| | Conduct 5 five-day literacy workshops for 50 teachers from 12 EN pilot schools in Regions one (1) and Nine (9). | 0% | Funds were not released by UNICEF. |
| | Conduct 3 workshops on Escuela Nueva teaching of methodology for 50 teachers in Regions One (1) and Nine (9). | 0% | Funds were not released by UNICEF |

| POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------------------------------------|--|-----------------------|--|
| Supplementary Activity. | <p>Hold 3 face-the – community meetings in Pilot schools communities in Regions One (1) and Nine (9) on the Escuela Nueva Model of Education.</p> <p>Study tour by six officers from UNICEF and MOE to Colombia to learn first hand about the Escuela Nueva Model.</p> | <p>0%</p> <p>100%</p> | <p>Funds were not available.</p> <p>The six officers are now better informed about the EN Model of education and can make informed inputs into the implementation programme.</p> |
| 5. Community Alliances. | <p>Coordinate Face-the-Community meetings by Education Departments.</p> | <p>36%</p> | <p>Only three Regions reported that these activities were held. This activity will be closely monitored in 2004.</p> |
| <u>Unplanned Activities</u> | <p>Worked on Documents.</p> <p>Attended Workshops/Meetings.</p> | | <ol style="list-style-type: none"> 1. School effectiveness 2. Manual on School Effectiveness. 3. Management of Education in Regions. <p>Universal Secondary Education (USE).</p> <p>Health and Family Life Education (HFLE).</p> <p>Work Study Launch.</p> <p>UNICEF Mid-term Review.</p> |

| POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------------------------|-------------------|----------------------------|--|
| | | | Teacher Education Advisory Board. Curriculum Advisory Board. |

4.3.1.4

SECONDARY SECTOR**SUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME**

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-----------|----------------------------|---|---|--|
| 2 | Management and Supervision | Attendance at two (2) meetings of Heads of Education Departments. | 100% | Those meetings continued to provide opportunities for sharing. However, the performance of some HODOES is far from effective. In fact there appeared to be little forward planning and so they become reactive. It would appear that the limited number of meetings has impacted negatively on HODOES performance. |
| | | Attendance at four (4) Secondary Schools Reform Projects (SSRP) Pilot Schools Headteachers meeting. | 50% | These meetings provided guidance to Headteachers and Officers. Sadly some Headteachers continue to provide incorrect information. While many Officers supervising these schools fail to attend. |
| | | 80 visits to schools across the regions and Georgetown | 58 schools were visited. Some schools visited were:- Region #1 - North West Secondary | The withdrawal of the teachers' services early in the year and insufficient funds caused some schools not to be visited. However there is evidence to suggest that some teachers have imparted skills/ |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|------------|--|---|
| | | | <ul style="list-style-type: none"> - Port Kaituma <p>Region #2</p> <ul style="list-style-type: none"> - Abram Zuil Secondary - Aurora Secondary - Anna Regina Multilateral - Cotton Field Secondary - 8th of May CHS - Johanna Cecelia <p>Region #3</p> <ul style="list-style-type: none"> - Patentia Secondary - Stewartville Secondary - Parika-Salem CHS - Vergenoegen CHS - Wales CHS - St. John's CHS | <p>knowledge acquired from workshops.</p> <p>There is need for greater support from Head of Departments and members of the Departments.</p> <p>In fact Officers should be integrally involved in the supervisory process.</p> <p>Members of this sector need to be much more focused as they visit schools.</p> |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|------------|--|-----------------------------|
| | | | <p>Region #4</p> <ul style="list-style-type: none"> - Covent Garden Secondary - Friendship Junior Secondary - Soesdyke CHS <p>Region #6</p> <ul style="list-style-type: none"> - Berbice High School - Canje Secondary <p>Georgetown</p> <ul style="list-style-type: none"> - Campbellville Secondary - Brickdam Secondary - Queen's College - The Bishops' High - St. Stanislaus College - St. Rose's High - St. Joseph High - St. John's College | |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|---|---|--|
| | | Attendance at Regional Subject Committee Meetings in six (6) regions. | <ul style="list-style-type: none"> - Richard Ishmael Secondary - Tucville Secondary - South Ruimveldt Secondary - Freeburg Secondary - St. Winefride's Secondary - St. Mary's Secondary - St. George's High - Ascension CHS - Houston CHS - Queenstown CHS <p>Subject Committee Meetings were attended in Regions #3, 4 and Georgetown.</p> | Lack of funds and late/no notification of dates caused some regions not to be visited. |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|--------------------------------------|--|---|
| | | <p>Inspectorate review meetings.</p> | <p>For Region #3, the planning of a common English B scheme will greatly enhance the delivery of the curriculum and ensure that teachers could lend support to each other.</p> <p>Region #4 and Georgetown meetings resulted in better-prepared internal assessment for Grades 7 – 9.</p> <p>School administrators of target schools were involved in critical analysis of their stewardship. Action plans were formulated to deal with weaknesses and enhance strengths.</p> <p>Meetings resulted in better-informed administrators resulting in improved management and supervision of schools</p> | <p>Teachers were given guidelines on how to effectively conduct Subject Committee Meetings so that maximum benefits could be derived.</p> |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|----------------------------|--|---|---|
| 3 | Human Resource Development | <p>3 meetings of Heads of Sixth Form Schools.</p> <p>Three (3) CAPE Mid Term Review (Guyana)</p> <p>Three (3) CAPE Mid Term Review</p> | <p>One (1) meeting was held re: selection of lower sixth form students.</p> <p>4 Workshops were held:</p> <ul style="list-style-type: none"> - Sociology -Environmental Science -Home Economics - Biology. <p>3 Workshops were held:</p> <ul style="list-style-type: none"> - Sociology - Environmental Science - Home Economics | <p>This exercise facilitated placement of students in relevant streams.</p> <p>Unplanned but important activities prevented the Sector from having these meetings. However, communication via telephone and letters was maintained.</p> <p>Focus was on internal assessment. Teachers were able to share good practices and materials that they had developed with those who were new to the teaching of CAPE classes resulting in improved levels of confidence and competence of teachers.</p> <p>These workshops were jointly sponsored by CXC and MOE. The development of SBAs and Mark Schemes for Unit 2 helped to boost the confidence of teachers and will increase standardization across the Caribbean.</p> |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|--|--|--|
| | | 2 CAPE Syllabus Review. | Two (2) Workshops were held: - Caribbean Studies - Communication Studies | The workshop was jointly sponsored by CXC and MOE. The detailed treatment of the modules and suggestions for implementation will empower teachers. The workshop resulted in better equipped teachers who are prepared to confidently deliver the revised syllabus. |
| | | 1 CSEC Visual Arts Workshop | 100% | MOE/CXC sponsored activity. Critical analysis and assessment strategies will give appropriate guidance to teachers so that they can bridge the gap between acceptable standards and those produced by students. |
| | | 1 CSEC On-line Registration Workshop | 100% | Workshop will facilitate an efficient error free registration process. |
| | | 1 CSEC One-day workshop re: Electronic Management and Document Preparation – Syllabus Review and Orientation | 100% | Organized by CXC in collaboration with MOE. The workshop was extremely useful and aroused a lot of interest in the new syllabus. |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------------------------|--|---|--|
| | | One two-day workshop re: Electronic Management and Document Preparation. | 100% | SBAs and Mark Schemes were prepared and distributed. |
| | | Universal Secondary Education (USE) | 100% | Attendance at these workshops continues to be recorded at over 75%. |
| | | - 3 Reading Workshops | | |
| | | -1 English A Workshop | 100% | Materials distributed to schools have increased teachers' capacity to effectively deliver the curriculum. |
| | | - 5 Mathematics Workshops. | | |
| 4 | Curriculum Reform and Renewal | - 2 Integrated Science Workshops | 100% | The SEOs will continue to visit participants. The visits will be done to evaluate the impact of the training in the pilot schools. SEOs need to be more proactive and focused. |
| | | Effecting smooth transition from secondary to Tertiary/World of Work. | 50% | MOE/UNICEF Project. |
| | | - 10 World of Work Workshops | <ul style="list-style-type: none"> - North West Secondary School - Leonora Secondary School | <ul style="list-style-type: none"> Industrial action taken by the Guyana Teachers' Union earlier in the year and the continuing difficulty with |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|--|--|---|
| | | <p data-bbox="508 961 695 993">4 Career Fairs</p> <p data-bbox="508 1549 751 1654">Career Talks in 10 schools in Georgetown.</p> | <p data-bbox="792 384 1003 447">Vreed-en-Hoop CHS</p> <p data-bbox="792 489 1060 562">North Georgetown Secondary School</p> <p data-bbox="792 594 1060 667">Tutorial High School</p> <p data-bbox="792 709 1060 846">Approximately 260 students and 25 teachers were trained.</p> <p data-bbox="792 961 1060 1213">75% Career Fairs were successfully held in Regions 2, 5 and 7. An average of 20 agencies participated in each fair.</p> <p data-bbox="792 1549 849 1581">0%</p> | <p data-bbox="1084 384 1393 562">Disbursement of funds by UNICEF to MOE prevented the other five workshops from materializing.</p> <p data-bbox="1084 594 1393 930">However those workshops, which materialized saw great interaction. In most cases facilitators were members of the Secondary Sector who demonstrated potential and growth.</p> <p data-bbox="1084 961 1393 1108">Those fairs created greater awareness of Career Opportunities available in Guyana.</p> <p data-bbox="1084 1140 1393 1507">Although assistance was given to Department of Education, Region 10 to organize such a fair, it did not materialize due to the lack of forward planning by the Department of Education Region 10.</p> <p data-bbox="1084 1549 1393 1812">Activities were scheduled for the first two quarters of the year. However, the industrial action taken by the Guyana Teachers' Union severely hampered those activities.</p> |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|---|--------------------------|---|
| | | 2 Career Guidance Workshops for Teachers/Officers | 0% | Teachers' industrial action had affected the delivery of the activities. |
| | | GUYAID Essay Writing Competition 2003 | Successfully executed. | <p>That competition aimed at improving literacy skills within our Primary and Secondary Schools.</p> <p>Approximately 116 entries were received. The Guyana Teachers' Union industrial action resulted in the small number of entries received.</p> |
| | | JOF Haynes Debating Competition 2003. | Successfully coordinated | <p>Regions were better organized. This resulted in all preliminary rounds for the National Competition being held on time.</p> <p>The finals were well organized and saw Mahaicony Secondary, scoring victory over Aurora Secondary (their third consecutive year in the finals). There is still a need for schools to develop greater skills in dealing with the rebuttal.</p> |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|---|-----------------|--|
| | | 2 Briefing Sessions for Georgetown students re: Work Study Attachment 2003. | 100% | <p>Community Alliance has greatly improved with donations coming from external agencies/individuals.</p> <p>Those activities were successfully executed with the Chief Education Officer (ag) Ms. Genevieve Whyte-Nedd and Deputy Chief Education Officer (A) Mr. Romeo Mc Adam delivering key note addresses.</p> <p>Many of the participating agencies attended those sessions.</p> <p>There is need to revisit the number of Briefing Sessions; an increase to 4 might enable facilitators to manage the large numbers of students.</p> <p>Issues covered were Personality and Work Ethics.</p> |
| | | 2 Debriefing Exercises | 100% | Students expressed satisfaction with the manner in which the stint was conducted. |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|--|-----------------|--|
| | | 1 Agency and Teacher-Supervisor Workshop | 50% | <p>Recommendations were made from discussion with students for future action/implementation.</p> <p>The exercise was a success. Agencies and teacher-supervisors were briefed about their role during Work Study Attachment.</p> |
| | | 2 Teacher-Supervisor Workshops | 100% | <p>The exercise was a success. At the first workshop teacher supervisors were briefed about their role during Work Study Attachment. The use of Case Studies as workshop strategy saw great interaction.</p> <p>The second workshop entailed a reporting/feedback session from teacher-supervisors on visits to agencies to monitor the performance of students.</p> |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|---|--|--|
| | | <p>62 visits to agencies during Work Study Attachment 2003.</p> <p>Work Study Attachment – 2003:</p> <p>1000 students from Georgetown to be attached.</p> | <p>100%</p> <p>Georgetown 1150 students.</p> <ul style="list-style-type: none"> - Reg.1 – 43 students - Region 2 – 107 students - Reg. 3 – 104 students - Reg. 4 – 44 students - Reg. 5 – 19 students - Reg. 6 – 69 students - Reg. 7 – 46 students - Reg. 8 – Nil - Reg. 9 – Nil - Reg. 10 - 112 students | <p>Teacher-supervisors and officers of the Secondary Sector visited agencies on a daily basis during the ten-week period.</p> <p>These visits saw closer collaboration between agencies and Ministry of Education.</p> <p>Work Study is now more organized and supervised.</p> <p>The two five-week stints have ensured that more students participate in that activity. Students are better placed according to their subject studies.</p> <p>Budgetary cuts affected the participation of quite a few agencies.</p> <p>Agencies complimented students for their behaviour. Those who participated in World of Work Workshops were singled out for excellent behaviour. 62 agencies participated despite 215 letters which were dispatched.</p> |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|---|--|---|
| | | 10 visits to Regions to monitor Work Study Attachment 2003. | 60% Visits were made to: - Region #1 - Region #2 - Region #3 - Region #4 - Region #7 - Region #10 | Visits were made to selected agencies in each Region. Most agencies were satisfied with the quality of output from students. They were of the opinion that time allotted for each phase should be increased |
| | | 4 National Subject Committee Meetings | 100% - Social Studies - English A - Mathematics - Integrated Science | The focus was on the effective delivery of the curriculum in the four subject areas. SEOs need to be more perceptive of the needs of the school system. |
| | | Support to GAMLAT: GAMLAT Immersion Weekend | 100% | The Modern Languages Festival did not come off due to industrial action taken by teachers. |
| | | <ul style="list-style-type: none"> - 2 meetings - Modern Language Festival - Award Ceremony for Outstanding Performance in Modern Language | | The attendance of GAMLAT activities continues to be encouraging. |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|--|--|---|
| | | <p>- Carol Singing (Church Service)</p> <p>Support GARLAND Conference – 2 days</p> <p>Preparation for CXC Brochures.</p> | <p>100%</p> <ul style="list-style-type: none"> - Biology - Chemistry - Physics - Agricultural Science - Home Economics - Geography - English B - History | <p>An award ceremony for outstanding students at CSEC and CAPE was held.</p> <p>Prizes were distributed to students who participated in the Essay and Poster Competitions hosted by GAMLAT.</p> <p>This sector successfully provided travelling/subsistence for teachers who participated in this activity from the various regions.</p> <p>Better informed students about CXC requirements for the CAPE and CSEC examinations.</p> <p>Information provided on brochures will empower students so that they will be more aware of the pacing of SBAs.</p> |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|---------------------|---|--|--|
| 5 | Community Alliance. | Handing Over/Commissioning Exercises/Graduation/Valedictory/PTA Meetings. | <ul style="list-style-type: none"> - Examination rules and Regulations - Structure of CAPE - Misconduct and Penalties - Registration Procedures. <p>Graduations:</p> <ul style="list-style-type: none"> - Anna Regina Multilateral - Abram Zuil Secondary - Corentyne Comprehensive Secondary - New Amsterdam Multilateral - South Ruimveldt Secondary - North Ruimveldt Multilateral - St. Joseph High | <p>Information on regulations and penalties will help to reduce misconduct resulting in more efficient and effective administration of examinations.</p> <p>Officers continue to accept invitations to attend those functions. In a number of cases the ACEO(Secondary) delivered the Feature Address and presented certificates.</p> <p>Sometimes late invitations made it impossible for officers to attend.</p> |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|------------|---|-----------------------------|
| | | | <ul style="list-style-type: none"> - Tucville Secondary - West Demerara Secondary. - Carnegie School of Home Economics - CPCE 75th Graduation Exercise - Handing-over of East Ruimveldt Centre by the Rotary Club of Georgetown. -St. John's CHS -Port Kaituma -GARLAND Conference | |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|---|--|--|
| | | Reporting session/meeting coordinated by GEAP, SSRP, UNICEF, BEAMS. | <p>GEAP</p> <ul style="list-style-type: none"> - Meeting with Director - Reporting Sessions e.g. DIFID - SSRP - Termly Meetings of Head-teachers - Project Monitoring Committee Meeting - Reporting Sessions e.g World Bank - Award Ceremony <p>UNICEF</p> <ul style="list-style-type: none"> - Quarterly meetings/retreat <p>BEAMS</p> <ul style="list-style-type: none"> - Launching Ceremony <p>Review Meetings</p> | <p>Those sessions continue to provide opportunities for sharing of information and ideas.</p> <p>Those meetings helped to give direction for the implementation of programmes.</p> |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|--|---|--|
| | | Attendance at GBET Meeting of Stakeholders. | <ul style="list-style-type: none"> - Site visits to Pilot Schools. <p>100%</p> | Heightened awareness of the inter-relationship that are created as a result of the execution of education projects. |
| | | 3 BEAMS Workshop | 100% | Skills acquired will give guidance in the implementation of BEAMS Project. Officers trained will support the process. |
| | | Home Economics Teachers' Association Meeting | 100% | <p>SBAs were distributed and discussions engaged upon.</p> <p>Participation resulted in teachers being more informed on SBAs.</p> <p>Heightened awareness of their roles in the community helped teachers to understand how to make the organization more meaningful to the development of youths.</p> |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|--|-----------------|---|
| | | Attendance at Rotary Essay Award Ceremony | 100% | Improved relationship between MOE and other partners working towards improving literacy. |
| | | Attendance at Finals of SSRP Teachers' Debating Competition. | 100% | Improved relationship between MOE and other partners in Education. |
| | | Distribution of 500 leaflets on Work Study Attachment. | 100% | Heightened awareness of conditions and benefits attached to Work Study. |
| | | Radio Programme "Lets Gaff" re: Work Study Attachment. | 0% | Programme Manager of GBC was on vacation during the time the programme was tabled. No alternative time was programmed later. Officers need to be more creative i.e think of a Plan B. |
| | | 4 Television Programmes re: Work Study Attachment. | 0% | One meeting was held with GTV, no follow-up action was done by Officers responsible for activity. |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|----------------------|---|-----------------|---|
| | | Closing Ceremonies by agencies for Work Study Attachment 2003 (11 Agencies) | 100% | Activities were successful. Members of the Secondary Sector in delivering the charge to the students on the attachment were able to cement the relationship between agencies and MOE. The commitment of the agencies to Work Study was re-affirmed. |
| | | Conference on Secondary Sector | 100% | The participants demonstrated a high degree of enthusiasm and interest in the various strategies, materials and information disseminated at the workshop. |
| | Unplanned Activities | Commonwealth Day Activities. | 100% | This sector was given the responsibility to coordinate activities for MOE. |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|---|--|--|
| | | <p data-bbox="505 701 769 772">Martin Luther King Day.</p> <p data-bbox="505 1031 740 1209">Attendance at 4 National Physical Education Committee Meetings.</p> | <p data-bbox="889 701 967 735">100%</p> <p data-bbox="797 1031 1057 1283">100% At these meetings, plans for training programmes, public awareness programmes were derived.</p> | <p data-bbox="1084 306 1382 663">Five hundred (500) students from Georgetown were projected to attend, However, over one thousand (1000) attended the Inter-faith Service and the activities that followed.</p> <p data-bbox="1084 701 1382 953">Students who attended gained knowledge and were motivated from the talks and film “I Have a Dream” in memory of Martin Luther King.</p> <p data-bbox="1084 1031 1382 1283">Teachers, sports organizers and coaches who attended the meeting were enthused and recommitted to the Physical Education curriculum.</p> <p data-bbox="1084 1325 1382 1682">However, there is need to hold Physical Education meetings in the Regions to ensure that there is dissemination of information so that more schools could introduce Physical Education.</p> |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|---|-----------------|--|
| | | CPCE 75 th Anniversary Week of Activities. | 100% | <p>Activities were highly successful and nostalgic.</p> <p>There was a high degree of interaction and achievements of the college were highlighted.</p> <p>Sadly not many past nor present students were aware of the activities.</p> |
| | | 1 English B Workshop for schools in Region #3. | 100% | Materials distributed to the 30 teachers from Secondary Schools and Primary Tops will increase teachers' capacity to confidently deliver the curriculum. |
| | | 4 EFA – FTI Meeting | 100% | Officers' participation in developing plans to improve professionalism and learning process in education will improve health standards and strengthen schools and community basic utilities as well as establish child-friendly schools. |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|--|-----------------|---|
| | | Consensus Building and Public Sector Modernization – Meeting to examine reform of the Public Service System. | 100% | Questions about modification and changes to the Public Sector were ventilated and clarified paving the way to a better understanding of the working of the new Public Sector. |
| | | Education Month Activities – Educators in concert. | 100% | Educators showcased their talents for the benefit of students resulting in improved relationships. |
| | | Pan American Health Organization – World Health Day. | 100% | Discussions among participants resulted in a resolve to work towards child-friendly schools. |
| | | One two-day Health and Family Life Education Workshop organized by UNICEF/MOE. | 100% | Heightened awareness of Officers leading to greater cooperation. |
| | | Health Awareness exhibition organized by GAHEF in collaboration with St. Joseph High School. | 100% | Persons who attended were encouraged to adopt healthy life styles. |
| | | One BCCP Face the community Meeting. | 100% | Members of the community were given information on the aims and objectives of BCCP. |

| NO | POLICY AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|-------------|--|-----------------|---|
| | | <p>One-day Training Programme for Female Supervisors organized by JAYCEES International.</p> | <p>100%</p> | <p>Over 150 persons attended the meeting.</p> <p>Parents who attended the meeting questioned benefits of the programme and acknowledged its usefulness to the students, school and community.</p> <p>Only teachers from TECH VOC Department attended instead of all teachers of the school. Whole school orientation needs to be done.</p> <p>Participants were empowered to deal with stress related issues experienced on the job.</p> <p>One Officer of the Secondary Sector attended.</p> |

4.4.1

TECHNICAL ADVISOR**1.0 REVIEW OF WORK PROGRAMME 2003**

| PROGRAMME AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|---|---|--|--|
| 4.1 Equal Access | Supply of Craft Materials to Home Economics and Craft Departments. | One package of materials was received from overseas. | The distribution was not widespread because the size of the package was reduced. A greater effort will have to be made to acquire other donations. |
| 4.2 Management for Effectiveness and Efficiency. | (a) Visits to schools with Home Economics and Craft Departments in Regions # 2,3,4,5,6,10 and Georgetown. | Ten (10) schools were visited. | Visits were paid to schools in Georgetown, Regions 4 and 5. These schools were in need of assistance with the preparation of SBA. |
| | (b) Attendance at meetings of subject Committees (Invitational). | Attended 1 (Georgetown) Subject committee Meeting. | Planned half-yearly programme and offered guidance with C and T SBA's. |
| | (c) Attendance at professional meetings (ESC 24) | Attended 8 meetings. | Absence from meetings due to conducting four CXC examinations (March and May) and annual leave. |

| PROGRAMME AREA | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-----------------------------------|---|--|--|
| 4.3 Instructional Programme | (a) Workshops: | 1 | The responses were encouraging and signaled the need for others. |
| | (i) Visual Arts - 2 | | |
| | (ii) Home Economics - 3 | 2 | |
| | (iii) CXC - 4 | 4 | |
| | (iv) Community - 2 | 2 | Success was not recorded in this area due to the fact that some schools held their own exhibitions and sale of work. |
| | (b) Exhibitions: | | |
| | -UG Career Day - 1 | - | |
| | Child Art - 1 | - | |
| | - Commonwealth Day - 1 | 1 | |
| | -Youth Week - 1 | - | |
| -Home Economics - 1 | - | The response was good. Teachers expressed the need for follow-up sessions. | |
| Craft - 1 | - | | |
| 4.4 Human Resource Development | Training Session for CXC Clothing and Textiles Teachers - 1 | 1 | |

4.4.1.2

GOVERNMENT TECHNICAL INSTITUTE**SUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME**

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/ FAILURE |
|-----------------|--|--|---|
| 1 | To train approximately one thousand seven hundred (1,700) new students in various areas of skills at the Craft, Technician and Diploma levels. | This activity is an ongoing exercise. | One thousand two hundred and ninety-five (1,295) students enrolled for the first year classes and completed the first term's work by the end of the year. The target set for the 2002/2003 academic year was not achieved. |
| 2 | To train approximately one thousand (1,000) continuing students, at the Craft, Technician and Diploma Levels. | Only six hundred and sixty (660) students enrolled to pursue the second year courses. | Target set was not fully achieved, due to the mount of students who failed the end of first year examinations and others who dropped out of the programme. |
| 3 | Developing short pedagogical training programmes. (a) Training of Lecturers in Technical Education. (Fifteen (15) lecturers to be trained). | Ten (10) completed the one year programme for Lecturers in Technical Education in June 2003. Fifteen (15) Lecturers commenced training in September 2003. | Target was not achieved. Lecturers attendance during the year was good, also the attendance of tutors. Programme progressed as anticipated. |
| 4 | (b) Training of Lecturers on the uses of visual and Audio Visual equipment. | Nil | Workshops were not held due to unavailability of resource persons at time planned. |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/ FAILURE |
|----------|--|--|---|
| 5 | (c) Environmental Health and Safety. Training of final year students on the uses and functions of computers. | Target achieved Target achieved | The second year students were exposed to the training. Laboratory sessions were conducted but were interrupted on occasions due to the electrical system developing defects throughout the year. |
| 6 | Training of staff members in the use of computers. | Target achieved | Staff members inclusive of lecturers and Technicians were exposed to training at two (2) workshops. |
| 7 | Maintenance of buildings. (a) Maintenance and repairs to all of the buildings that comprise the GTI. - Simap - Library - Quadrangular Buildings - Quadrangular Canteen - Sprostons Building - Barclays (d) Rehabilitation of the Electrical system in the quadrangular building. | Target fully achieved Target Achieved | Buildings were maintained and kept in good condition. Building was rewired and a new control room installed. Awaiting G.P.L. to reconnect. |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/ FAILURE |
|----------|---|---|---|
| 8 | Maintenance, Service and Repairs to all equipment and machines. | Target partially achieved. Typewriters and all serviceable computers were kept in working order, also machines and equipment in the workshops and laboratories. | Machines, computers and equipment that were serviceable were kept in working condition. |
| 9 | Maintenance of Infrastructure | Target fully achieved | The lawns were kept low and the fences and walkways kept in good shape. Generally the entire compound was maintained in an acceptable manner. |
| 10 | Production and maintenance of furniture of the Institution. | Target fully achieved. The following were constructed: 120 - Arm chairs 3 - Chalk Boards 6 - Cupboards 24 - Lecturer's chairs 12 - Lecturers' tables | Target set for the production of arm chairs, tables, chairs, desks and other pieces of furniture needed by the Institution was met. |
| 11 | Organize Sporting Activities for staff and students. | Target fully achieved. | Throughout the year staff members and students were involved in sporting activities both internally and externally. The GTI's Annual Sports and Athletics Meeting were conducted in October 2003. |
| 12 | Visits to schools to familiarize students with the courses being offered. | Several schools in Georgetown were visited. | Lecturers of the GTI visited several schools in Georgetown to sensitize students with courses being offered at the Institution. |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/ FAILURE |
|----------|--|-----------------------------------|---|
| 13 | Computerization of information (student records). | Target for the year was achieved. | Work on the computerization of student records started and continued. |
| 14 | Sustaining the Internet and e-mail services. | Target fully achieved | Internet services were maintained throughout the year. |
| 15 | Open Day | Target achieved | Parents, guardians, teacher and students from several schools attended. |
| 16 | Links with Industrial Agencies visits and discussions. | Target fully achieved | Constant telephone contact and visits were made to Private and Public Sector agencies. |
| 17 | Orientation seminars | Target was fully achieved | Four (4) daily orientation seminars were held with parents and registered students during the month of August 2003. |
| 18 | Recruitment of new students. | Target partially achieved | One thousand two hundred and ninety-five (1,295) individuals were registered as new students. |
| 19 | Introduction of the DACUM process. | Nil | Although work on the modules continued throughout the year, their non-completion was the main factor for the non-introduction of the process. |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/ FAILURE |
|----------|--|--|--|
| 20 | Upgrading of the library. | Target fully achieved | Over one thousand new books and magazines were paced in the library. These materials were either purchased or received as gifts. |
| 21 | Better Institution, Community and Industrial Agency relationship through Board of Governors. | Target fully achieved | Meetings of the Board of Governors were conducted throughout the year. |
| 22 | Exposure of three hundred and fifty (350) first year students to the world of work. | Two hundred (200) students were placed on work study attachments in both private and Public Sector Agencies. | |
| 23 | Graduation of GTI students who passed the GTEE. | Five hundred and forty-four (544) students graduated from the Institution in December 2003. | |
| 24 | Introduction of the certificate in Computer Science programme. | Nil | Shortage of lab space to accommodate the students. |

4.4.1.3

NEW AMSTERDAM TECHNICAL INSTITUTE**REVIEW OF CURRENT YEAR'S PROGRAMME**

| UNIT | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-------------|---|--|---|
| 1 | Establish links with Industry to keep close relationship between Industry's needs and the curriculum. | Twelve (12) agencies were visited. | |
| 2 | To service and maintain Machinery and Equipment. | This has been ongoing and successful. | A number of Lathes and Milling machines in the Fitting and Machining shop were made operable. |
| 3 | Subscribe to a local provider for internet service. | This was achieved | In the Building Department, a number of machines, which were out of order, were repaired. In the Automotive Department, rehabilitation work was done; major overhaul was done to the tractor. All office equipment were serviced including computers. However, to maximize its use we await the provision of a dedicated line from GT&T. |
| 4 | To rehabilitate all staff quarters (Nine (9) Buildings). | Major repairs to nine (9) buildings are in process. | All repairs and rehabilitation works are to be completed in 2004. |
| 5 | Rehabilitation of Electrical system in workshops. | Rehabilitation was done to workshops and campus in general towards the last quarter of 2003. | General maintenance work was done to all the electrical Facilities as the necessity arose. Additional security lighting was put around the campus and other critical areas. |
| 6 | Install eleven (11) pairs of sash windows in room 116. | This was successfully completed by students and staff of the Carpentry department. | |

| | | | |
|---|--|---|---|
| 7 | STAFF DEVELOPMENT - Train fifty percent (50%) of our tutorial staff. | More than fifty percent 50% of our tutorial staff successfully completed a three (3) day workshop on modularized competency based curriculum. | Unserviceable louvre frames were removed to facilitate the installation of new sash windows. Those Lecturers who were exposed to the three (3) day workshop are expected to train the remaining Lecturers. |
|---|--|---|---|

| UNIT | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|---|--|--|
| 8 | Enroll three (3) Lecturers to pursue teacher training. 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. | All three (3) Lecturers successfully completed training. | Lecturers who were exposed to training are now able to better deliver training at New Amsterdam Technical Institute. Results were fair except for the Business Department and Electrical Installation Practice. |

| UNIT | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|---|-----------------|--|
| | Agricultural Mechanic | 16 | <u>Business Department</u> |
| | Bricklaying and Concreting | 9 | Students continue to produce disappointing results on account of failure in the subject shorthand. |
| | Carpentry and Joinery | 14 | |
| | Electrical Installation Practice | 12 | |
| | Internal Combustion Engine | 18 | 17 |
| | Metal Machining & | 17 | <u>Electrical Installation Practice</u> |
| | Mechanical Fitting | 17 | 10 |
| | Plumbing Work | 9 | 6 |
| | Radio, Television & Electronics Servicing | 9 | 9 |
| | Welding Craft Practice | 16 | 11 |
| | Certificate in Secretarial Science | | 2 |
| | Diploma in Secretarial Science | 14 | 5 |
| | Mechanical Engineering Technician Part - 1 | 7 | 6 |
| | Basic Radio, Television and Electronics Servicing | 8 | 6 |
| | Technician Certificate in Telecommunication | 1 | 1 |
| | Advance Certificate in Electrical Installation Practice | 4 | 2 |
| | Agriculture Engineering Technician | 7 | 7 |
| | Advance Plumbing | 6 | 5 |
| | Craft Certificate in Motor Vehicle Works | 8 | 4 |

| | | | |
|----|---|--|--|
| 9 | <p>Work experience attachment for staff and students.</p> <ul style="list-style-type: none"> - Forty percent (40%) of our second year students to be attached. - twenty percent (20%) of our tutorial staff to be attached. | <p>- Only fifteen percent (15%) of our second year students were attached.</p> <p>-None of tutorial staff secured attachment</p> | <p>Agencies were reluctant to accommodate staff and students.</p> |
| 10 | <p>Host students from ten (10) Feeder Schools.</p> | <p>Only six (6) schools visited.</p> | <p>The remaining schools rescheduled their visits for 2004. They were however visited during our sensitizing exercise.</p> |

UNPLANNED AND IMPORTANT ACTIVITIES

| UNIT | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|--|---|---|
| 1 | Repair to a section of perimeter fence along Garrison Road | This was successfully completed. | Sections of the fence along Garrison Road were repaired by students and staff of the Masonry Department. |
| 2 | Maintenance of Library (Roof and Ceiling). | This was successfully completed. | Repairs were done to the roof and ceiling of the Library and those were painted on completion. |
| 3 | Maintenance of stairwells on academic building | This was successfully completed. Appearance enhanced. | Two stairwell doors were constructed and installed to replace dilapidated ones. The entire stairwells were painted. |
| 4 | Construction of flower pots to plant flowers on campus. | Successfully completed by students and Lecturer. | Seventeen (17) flowerpots were constructed and flowers planted along the driveway of campus entrance. This project has enhanced the entrance of the campus. |
| 5 | Construct of a compost | Successfully completed by students and Lecturer and currently in use. | A compost was constructed to assist garbage disposal on campus. |
| 6 | Construction of thirty (30) desks | Successfully completed and currently in use. | Thirty (30) desks were constructed to accommodate additional students in current full-time programme. |
| 7 | Rehabilitation of Canteen | Successfully completed by students and lecturers. | Canteen floor was tiled, cupboards installed and counter facilitates improved. |

| UNIT | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|------|--|---|---|
| 8 | Construction of cupboards in staff common room | Successfully completed by students and lecturers. | This has improved the staff room environment for Lecturers and other staff. |

4.4.1.4

LINDEN TECHNICAL INSTITUTE**4.0 REVIEW OF CURRENT YEARS PROGRAMME**

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-----------------|---|-------------------------------------|---|
| 1 | Complete refurbishing of Play Field. | Only 50% of the work was completed. | The inability to obtain equipment to grade and level the ground continued to prove difficult to access. However, the material was obtained and spread over the surface. Prospect for an early completion in the new year is now possible provided that the required funds will be made available. This will improve the quality of student life at the institution. |
| 2 | Commission Book and Stationery Centre for students. | 100% | The completion of this project has helped to raise the standard of the Institution in terms of student services. Materials for their classroom and special assignment work are now readily available. |
| 3 | Computer Laboratory upgrade. | 75% of this objective was achieved. | Ten computers were added to the Laboratory. This has brought the number to eighteen (18). The Laboratory needs a total of twenty four (24). Incompletion of this project was due to the lack of funds under capital releases for the year. |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|---|---|
| 4 | Repairs to the Perimeter Fence. | 30% of the second phase was completed. | The first phase involved the removal of the seven hundred and forty-two (742) feet of old mesh fence and replacing it with a concrete one. The second phase involves the same activity as above. Another six hundred and forty (640) feet will be completed in this phase. Incompletion of this phase was primarily due to a late start in the last quarter. |
| 5 | Enroll four hundred students for the new academic year. | 100% success was achieved in this activity. | In spite of initial setbacks experienced during the scheduled time for this activity; viz. the closure of the town in March and April in protest of the extended unavailability of electricity and water, remedial action produced the required results. The projected target was achieved due to the large number of applicants for new programmes offered, viz. Certificate and Diploma in Information Technology, Secretarial Science, and Commerce. These programs should continue to maintain this momentum in light of the increase in business activity as a result of the LEAP Project and opening of the road from Brazil. |
| | | | |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|--|---|--|
| 6 | Facilitate staff upgrading opportunities for improvement of staff performance. | 100% success was achieved in this area. | All staff upgrading workshops were completed as scheduled. Six academic and six ancillary members of staff attended upgrading courses of various duration during the year. However, the overall impact of these training cannot be immediately assessed. |
| 7 | Arrange work attachment for students. | 58% success was obtained in this area. | Difficulty was experienced in obtaining job placement for students. Only a small number of work-study placements were allotted and the companies introduced a system of attachment based on the presence of relatives in the particular entity. However, seventy-two (72) students received job placements. This represents an increase of twenty five per cent (25%) against last year's achievement. This was due to visits made in person by staff members. |
| 8 | Advertise for full-time and part-time courses | 100% success was achieved in this area. | The promotion of the institution was accomplished through aggressive advertisement, including the hosting of our first symposium and visits to outlying areas. |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|--|-------------------------------------|--|
| 9 | Carry out preventative maintenance on building and infrastructure. | 80% of this objective was achieved. | <p>Entrance examination was held for the first time in Ituni for applicants from Kwakwani and Ituni. A total of four hundred and ten (410) students were registered for the current academic year. An increase of ten decimal five (10.5%) against last year's figure.</p> <p>Of the eight R and M projects identified for completion during the year, six (6) were completed and one is partially complete. The modification of the roof over the main workshop was not done due to incomplete preparation of the works proposal by the buildings department. In-complete also is the plan for the modification of the welding workshop. Again the manifold system could not be installed because of the unavailability of all the materials.</p> |
| 10 | Facilitate special upgrading programmes for employed persons. | This objective was achieved. | <p>One hundred and forty-seven (147) persons successfully completed training in six course areas including the new area of Auto CAD. Fifteen percent (15%) of the applicants dropped out of the programme. This project was made possible through the provisions of funds to cover tuition cost by CPEC/GMA project.</p> |

4.4.1.5

ESSEQUIBO TECHNICAL INSTITUTE**4.1****SUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME 2003**

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-----------------|---|---|---|
| 1 | To train 157 continuing students. | This activity is an ongoing exercise. 90% of the students were successful at the end of first year examination. | Target set was achieved – 90% of the enrolled students were successful in completing the first year's work. |
| | To enroll 250 new entrants in various disciplines at the Craft Level. | Partially achieved, only 145 students enrolled – 58%. | |
| 2 | Maintenance of Buildings (a) Roof repairs (b) Lock repairs (c) Door repairs (d) Window repairs. | Target fully achieved – 100%. | 13 Carpentry and Joinery students along with two (2) lecturers, the Handyman and Janitor, did this exercise. |
| 3 | Maintenance of Infrastructure. - Construct concrete foundation for fence. - Construct concrete drains to accommodate drainage of water. - Prepare grounds to facilitate sporting activities | Target achieved: 60% 100% 100% | The first two (2) are an ongoing exercises by eight (8) masonry students. This was done by all ETI students and staff. |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE | | | | |
|----------|---|--|--|-----|------|------|--|
| 4 | Intensify sporting activities for staff and students <ul style="list-style-type: none"> - Chess - Cricket - Football - Basketball | Target fully achieved. <table style="margin-left: 100px; border: none;"> <tr> <td style="padding-right: 20px;">100%</td> </tr> <tr> <td style="padding-right: 20px;">80%</td> </tr> <tr> <td style="padding-right: 20px;">100%</td> </tr> <tr> <td style="padding-right: 20px;">100%</td> </tr> </table> | 100% | 80% | 100% | 100% | Staff members and students were involved in sporting activities. Inter-house championship was successfully completed on 28 th November 2003. ETI had the best under 19 cricket team on the Essequibo Coast. |
| 100% | | | | | | | |
| 80% | | | | | | | |
| 100% | | | | | | | |
| 100% | | | | | | | |
| 5 | Visits to schools to sensitize students with courses being offered. Ten (10) schools were visited once. | Target fully achieved – 100%. Communication was made with the head teachers of the schools. | Principal and Lecturers visited schools to familiarize students with courses being offered at ETI. Brochures were given to provide more information. | | | | |
| 6 | Strengthen links with Industrial Agencies make visits and have discussions to promote our programmes. Ten visits and meetings to be held. | Targets fully achieved – 100% | Constant telephone contacts and visits were made to private and public sector agencies. Plans were made to reach out to other agencies but they did not materialize. | | | | |
| 7 | Secure work attachment for forty (40) students in industry, to enable them to acquire relevant skills pertaining to their respective fields. | Target fully achieved – 100% | Work study programmes and educational tours were made to many organizations. | | | | |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|------------------------------|--|
| 8 | <p>Orientation Seminars</p> <ul style="list-style-type: none"> -Two (2) to be held at ETI. Two (2) to be held at ETI Information Technology Lecturers from different institutions to hold a three (3) day workshop at ETI. <p>Upgrading of the Library</p> | Target fully achieved – 100% | Orientation seminar was held with parents and perspective students during the month of August 2003. |
| 9 | <ul style="list-style-type: none"> -By providing new books, magazines and reference materials. -Two (2) additional tables -One (1) Book Rack -One (1) photocopying Machine -One (1) Binding Machine -Tiling of floor -Construct First Aid Cupboard | Target fully achieved – 100% | Over five hundred (500) new books and magazines were placed in the library. These materials were either purchased or received as gifts. Students and staff fully utilized the photocopying machine for documents and lesson plans. |
| 10 | Include training for all students in Entrepreneurial and Environmental Studies. | Target fully achieved – 100% | Classroom sessions were successfully conducted with the students. |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|--|---|
| 11 | Addition of new programmes Radio, Television and Electronics Servicing -Plumbing Refrigeration and Air Conditioning -Business and Secretarial Studies. | Nil | Requests for funds were not granted. |
| 12 | Summer Programmes (a) IT Literacy for Forms 1 to 4. (b) Computing for Professionals (c) House Wiring and Appliance Repairs (d) Basic Radio, Television and Electronic Servicing. (e) Small engine Repairs (f) Welding | Target for courses (a), (b), (c) and (d) fully achieved – 100% Nil Nil | Target not achieved for (e) and (f) as there were not enough students interested to justify commencement. |

4.2 UNPLANNED AND IMPORTANT ACTIVITIES

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|------------------------------------|--|
| 1 | Production of furniture for Institution. (a) Chairs 15 (b) Chalkboards 6 (c) Cupboards 5 (d) Work benches 4 | This was successfully done – 100% | This was done to facilitate accommodation for the new batch of students. |
| 2 | Construction of a gate on the southern side of the campus | This was partially completed – 50% | Because of delayed release of funds. |
| 3 | Adjust motor using 440 volts to motor using 220 volts. The reason is to get motor using present electricity supply so the students could get work done on machines. | 50% completed | This other 50% will be completed when new motors are purchased. |

On 31st October 2003, we held our first graduation exercise. The support and attendance was reasonable. However, there were some areas that need to be improved. Presently, we are documenting procedures to be followed in areas that are important.

| | |
|----------------------------|----------|
| 1. Elementary Computer | 10 weeks |
| 2. Intermediate Computer | 10 weeks |
| 3. Advance Computer | 10 weeks |
| 4. WEB Design | 6 months |
| 5. Automotive Mechanics | 6 months |
| 6. Fitting and Machining | 6 months |
| 7. Welding | 6 months |
| 8. Electrical Installation | 6 months |
| 9. Carpentry and Joinery | 6 months |

These courses will commence on January 12, 2004.

CONCLUSION

In the initial stages a new institution has to go through a lot of trials and errors. ETI has had its fair share, severe disruption in electricity supply, staff shortage, drop out of students from programmes to lack of sufficient funding in critical areas 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. As I pen this report, construction works are going on where the Principal's Office would be extended, staff room relocated and some new classrooms being built. There are other signals too that things will be better as students from other institutions are showing interest in continuing their education at ETI. Of course, this will be done only after a sensitization programme is introduced.

A restless urge has now descended on staff and students to make the institution better and more prosperous for the year 2004.

4.4.1.6

GUYANA INDUSTRIAL TRAINING CENTRE**Achievement format: Success: Instructional Programme**

| TARGET SET | TARGET ACHIEVED - % | EXPLANATION FOR - 50% & 79% |
|---|---|---|
| 1. Skilled development for 266 trainees in: Agriculture Mechanic Carpentry Electricity Fitting/Machining Masonry Plumbing and Welding | 90% of the units of instructions were taught in each trade area. | Dedication and hard work by the instructors involved. Careful monitoring of programme by administration |
| 2. 266 full-time trainees must be able to read and write satisfactorily. | 200 Or 75% full-time trainees were able to read and write satisfactorily. | Patience and hard work by the English Instructor. Eagerness by the trainees to learn. |
| 3. 186 trainees for Information Technology (basic) training. | 90% of trainees successful. | Hard work by Instructors and strong desire to learn by trainees. |

GUYANA INDUSTRIAL TRAINING CENTRE**Achievement Format: Failure: Instructional Programme**

| TARGET SET | TARGET ACHIEVED - % | EXPLANATION FOR – 50% AND 79% |
|---|--|--|
| 1. 238 full-time trainees gained placement in industries. | 164 or 69% of all full-time trainees were on attachment. | Industries and workshops were not able to accommodate all the trainees. |
| 2. 186 trainees (127 full-time and 59 Part-time) involved in individual projects. | 55% of the trainees were involved in projects. | Lack of adequate materials (due to lack of funds) to undertake projects. |
| 3. Sixteen (16) one-hour lectures planned for National Policy Programme.. | 40% of the lectures were conducted. | Programme shortened through Teachers strike. |

| Programme Area | Target Set | Target Achieved | Analysis of Success/Failure |
|--|--|---|--|
| Human Resource Development | To train 260 persons in seven trade areas. | 266 persons were registered. 173 registered for the full-time and 93 for part-time classes. | Increased awareness of the offerings at the Guyana Industrial Training Centre. A greater desire by persons to be trained in these areas. |
| Inventory of tools and equipment | All Departments: Seven workshops, general office, library and stores. | Inventory carried out in the office, library, workshops and stores. | Inventory was carried out early in the year. The stores and workshops were checked by the auditors. |
| Physical enhancement of the Centre. | Repairs to driveway. | Driveway partially rehabilitated. | Materials were acquired for the Project. Project was started by Masonry Instructor and trainees. |
| | Repairs to north fence. | Repairs were carried out on the north fence. | Materials were available for the work. Work was satisfactorily done by the welders. |
| | Repairs to south fence. | Work was carried out on a section of the south fence. | Contact was arranged by the Buildings Unit for work to be done. Work was satisfactorily done by contractors. |

| Programme Area | Target Set | Target Achieved | Analysis of Success/Failure |
|--------------------------|--|--|--|
| National Policy. | Weeding of parapets and the reserve. Sixteen (16) one hour sessions arranged. | The compound, reserve and parapet were weeded on a monthly basis. Six lectures were conducted. | Site was inspected and a weeder contracted to weed the area. The teachers' strike limited the number of lectures which could have been held. Government departments and other agencies responded favourably by sending resource persons. |
| Staff Development | All staff members. | Three tutorial staff on skill upgrading course attended GTI while two attended the Teachers' Training Programme. One office staff, four instructors and two shop assistants completed a literacy course in computer. | Special arrangements were made for staff to attend lectures at the GTI in both skill upgrading and Teachers' Training programme. Staff development will continue. Emphasis will be placed on skills upgrading especially in library science. |
| Aptitude testing | 1000 applicants to be tested. | 723 persons applied for entry to the GITC. 580 applicants were tested and interviewed. 260 short listed for | |

| | | | |
|--|--|---------------|--|
| | | registration. | |
|--|--|---------------|--|

| Programme Area | Target Set | Target Achieved | Analysis of Success/Failure |
|---------------------------------|--|---|--|
| Job Attachment | All full-time trainees. A seven week attachment with industries and workshops. | 69% of all full-time trainees were placed at workshops and industries. | Willingness on the part of the industries to participate in the training process. Hard work by Instructors, trainees and parents to secure placement. GITC did not concentrate mainly on large industries but also on numerous small shops within trainees' residential districts. |
| Maintenance of Buildings | Repairs to roofs of the open classroom and stores. | Work carried out by contractor. Work was completed. | Funds were readily available for the project. |
| | Repairs to three (3) gang ways. | Work was carried out on two gang ways. | Carpentry Instructor was able to carry out repairs after trainees had completed six months of training. |
| | Replace rotten facial boards on workshops. | Work was carried out on the Carpentry Shop. Work was discontinued because materials exhausted. | Work will continue in 2004. Work will continue in 2004. |
| | Replacing old louver frames with new ones in the | Nil | No funds were provided for frames to be purchased. |

| | | | |
|--|-----------------|--|--|
| | general office. | | |
|--|-----------------|--|--|

| Programme Area | Target Set | Target Achieved | Analysis of Success/Failure |
|---|--|--|---|
| Public Awareness | Teachers, third and fourth formers in Junior High Schools in Georgetown. | Nil | Permission was granted by ACEO Georgetown for the conducting of visits. No visits to schools were conducted because the teachers' strike was on. |
| First Aid Workshops | 200 full-time trainees. | 186 full-time trainees were trained by a qualified instructor | Full participation by all trainees. |
| Maintenance of tools and equipment | Tools and equipment in seven shops and office. | Only five (5) computers and the photo-copier were serviced. 48% of the shop equipment were fully operational. | Adequate funds were not made available for the maintenance of equipment. Instructors were unable to use some shop equipment for training. |
| Acquiring tools | Computers (15) Welding and Electronic tools. | Five computers were acquired. No tools were acquired. | Ministry of Education was still in the process of identifying an importer. |
| Security | Protection of the GITC facilities. | Facilities well protected. | Services constantly monitored. Service will be retained. |
| Paying of Stipend. | Forty-eight weeks of stipends to be paid to full-time trainees. | All stipends were paid. | Stipend sheets were prepared in time by the office staff. |

4.4.1.7

CARNEGIE SCHOOL OF HOME ECONOMICS**SUMMARY AND REVIEW OF THE YEAR'S PROGRAMME**

| TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|--|------------------------|--|
| Continued the training of thirty (30) final year Household Management students January – July 2003. | 98% or 28 students | Twenty-eight (28) completed this programme and graduated. Two percent (2%) did not meet the requirements. |
| Continue the training of thirty-six (36) students in the first year Household Management Programme September 2002 - July 2003. | 98% | Thirty-four (34) students completed this programme successfully. Two (2) or 2% failed to meet the requirements. |
| Commence training of thirty-two (32) students in the first year Household Management Programme, September 2003. | 100% | Thirty-two (32) students or 100% completed this programme in the first term. |
| Continue the training of eleven (11) students in the Catering Certificate Programme February – July 2003. | 100% or 11 students | Eleven (11) students completed their training and graduated. |
| Continue training of twenty-five (25) students in the Catering Department September 2002 – February 2003. | 96% | Twenty-four students or 96% completed this training and graduated. One (1) student discontinued the training for personal reasons. |
| Commence the training of eighteen (18) students in the Catering Department, | 100% | Eighteen (18) students will continue into new term. |

| | | |
|-----------------|--|--|
| September 2003. | | |
|-----------------|--|--|

| TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|---|-----------------|---|
| Continue the training of nine (9) students in Garment Construction September 2002 to July, 2003. | 100% | Nine (9) students completed training and started their second year. One student dropped out of the programme. |
| Commence the training of eight (8) students in Garment Construction September 2003. | 100% | Eight (8) students completed their first year of training and continued in the second year. |
| Continue the training of eight (8) students in Cosmetology and Hairdressing February to July, 2003. | 100% | Eight (8) students completed this training and graduated. |
| Commence training of eighteen (18) students in Cosmetology and Hairdressing September 2003. | 100% | Eighteen (18) students completed the first term training successfully and will continue into the new term. |

Full-time Programme:

Carnegie School of Home Economics successfully carried out its objective of training full-time students. Two hundred and six (206) students, seven (7) males and one hundred and ninety-nine (199) females, completed our programmes in 2003.

4.4.1.8

UNIT OF ALLIED ARTS
REVIEW OF CURRENT YEAR'S PROGRAMME

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|------------------------------------|---|--|
| 1 | Improve Management and Supervision | <p>Achieved</p> <p>A seminar was conducted for thirty-five Allied Arts Heads of Department in the area of Professional ethics, for enhancement of the effective delivery of the school programme.</p> <p>Three staff development sessions were conducted for internal members of staff in Information Technology, script writing and decorative craft.</p> <p>Conducting of regular staff meetings, reviewing of work programme on a quarterly basis and preparing Annual Work Programme and Budget for 2004.</p> | <p>Visits were made to schools with Allied Arts Departments in Regions # 2,3,5 to observe and advise on content and methodology.</p> |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|---|--|
| 2 | Maintain a productive and efficient office environment. | Achieved | Timely releases of funds facilitated adequate and appropriate acquisition of resource materials. |
| 3 | Enhance the delivery of the schools curriculum through appropriate material. | 40% Achieved | Seven (7) schools received assistance with resource materials in the preparation of Mashramani 2003. Recorders were also presented to Queenstown Secondary School for expanding the Music programme. |
| 4 | Improve the competencies of six hundred and sixty-five teachers through a series of nineteen workshop sessions. | 45% Achieved Three Dance workshops were conducted in Regions 3, 4 and 7. Teachers were exposed to techniques of various dance forms, elements of dance and choreography. | Out of a total of nineteen training sessions, ten were executed. The unavailability of funds prevented the execution of other training sessions in Drama and Visual Arts. Approximately three hundred teachers from all levels were trained as follows. The Education Departments identified were all highly supportive of this activity. |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|--|---|--|
| 5 | Conduct six Regional and National Performances | <p>Four Music workshops were held for Primary schools in Regions # 2, 3 and 6. The main objective of this activity was to expand the scope for teaching music in Primary schools in these regions.</p> <p>Three workshops were conducted for Physical Education.</p> <p>100% Achieved. All activities planned were executed as follows:-</p> <p>The annual Children's Mashramani Competitions were conducted as part of the activities to mark the Republic Anniversary celebrations of Guyana. Nursery, Primary and Secondary Schools from all Regions</p> | <p>A total of seventy five teachers from the nursery, Primary and Secondary levels were involved. The content of the training sessions included sports organization, first aid and skills for the choreography of Physical Displays.</p> |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|---|--|
| | <p data-bbox="358 1314 643 1419">Conduct six Regional and National Performances</p> | <p data-bbox="667 516 951 1020">were involved in competitions of Dance, Dramatic, Poetry, Calypso, Costume, Physical Display and Steelband. The three day activity culminated with a colourful costume parade which involved approximately three thousand participants.</p> <p data-bbox="667 1062 935 1199">An Impromptu Speech Competition was organized in Region #6.</p> <p data-bbox="667 1314 951 1640">The Unit organized a two week Expressive Arts programme for fifty Primary school pupils from the Georgetown Education district during the August vacation.</p> <p data-bbox="667 1682 951 1902">Training for primary and secondary school teachers in music culminated in a Festival of Choirs for schools in Region 3.</p> | <p data-bbox="984 1062 1382 1272">Students from levels eight and nine from seventeen secondary schools were involved. This activity was well received by schools in this region.</p> <p data-bbox="984 1314 1373 1640">The programme content consisted of recorder playing, drama, dance, decorative craft, pep talks, nature walks and indoor and outdoor games. This activity was conducted in collaboration with Nurture the Children Foundation fund.</p> <p data-bbox="984 1682 1382 1929">Approximately four hundred children were involved in this exercise which was held at Zeeburg Secondary School. All choirs were required to present one national song as a test piece and any other local</p> |

| | | | |
|--|--|--|--------------------|
| | | | song as a warm up. |
|--|--|--|--------------------|

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|--|---|--|
| | <p>Conduct six Regional and National Performances.</p> | <p>Steelband exhibitions were organized for the Ministry of Tourism Trade Fair and students of North Ruimveldt Multilateral school entertained the senior citizens at the Psalms during the Christmas season.</p> <p>A National Child Art Competition was organized for primary and secondary schools under the theme, "Physical Education Fitness for Life".</p> | <p>The responses from the Regional Education Department and the schools were encouraging. This will become an annual feature in the calendar of activities of the Regional Education Department.</p> <p>This was done as part of an awareness programme for promotion of Physical Education.</p> |

4.4.1.9

CRAFT PRODUCTION AND DESIGN DIVISION**Achievement Format**

| TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|--|------------------------|---|
| Enrolment of sixty-three (63) students full-time at the institution. | 86% | Fifty-four (54) students successfully completed the one (1) year training programme and graduated. |
| Continue training of forty-five (45) students September 2002 to July 2003. | 78% | Two (2) students did not meet the requirements for graduation. |
| Continue training of eighteen (18) students January 2003 to December 2003. | 24% | Five (5) students dropped out because of unforeseen circumstances. |
| Fifty-four (54) students to write the Basic Mathematics Examination. | 75% | Forty-one (41) students passed the test. Some students did not attend classes, some students tried and others were good. The staff was dedicated and some students appreciated what was taught to them. |

| TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|--|-----------------|---|
| Sixty (60) students to write the English Language Examination. | 52% | Thirty-one (31) students passed the test. Students performed well, but more needs to be done by students. The staff was dedicated and some students were appreciated and committed to learning. |
| Thirty-two (32) students to write the Small Business Management Examination. | 28% | Nine (9) students passed. |
| Fifty-one (51) students to write the Reading Examination. | 61% | Thirty-one (31) students passed. |
| Clothing and Textiles to be written by eight (8) students. | 100% | Eight (8) students successfully completed the Theoretical and Practical Examination. |
| Submission of Lesson Plan | 30% | Teachers were not submitting their Lesson Plans. More emphasis is being placed on the practical aspects than the theoretical when there should be a combination of both theory and practical. |
| Relatively and validity of Test Questions Correct Method of Evaluation | 30% | Teachers are not trained to effectively carry out this exercise. A Test Development Workshop was planned and executed by NCERD Personnel, but more needs to be done for |

| | | |
|--|--|-----------------------|
| | | effective evaluation. |
|--|--|-----------------------|

| TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|--|-----------------|---|
| Use of Visual Aids in the Classroom. (a) Theoretical (b) Practical | 30% | This was a minimum, more needs to be done in the classroom. The staff needs to be more committed. Preparation of samples of work for practical craft projects. Students need to have knowledge of what the finished products look like. |

4.5.1

INSPECTORATE UNIT**4.0 REVIEW OF 2003 WORK PROGRAMME: PLANNED ACTIVITIES**

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|--|---|---|
| 1 | <u>Inspection</u> - Conduct inspection of 175 schools:- Nursery 63 Primary 81 Secondary 30 Practical Instruction Centre 1 Total 175 | Inspection was conducted in 155 schools (89%) Nursery 51 Primary 75 Secondary 28 Practical Instruction Centre 1 Total 155 | <p>The Unit was able to plan systematically and monitor the process of inspection. That, together with support from the Heads of Department of Education, and the timely implementation of contingency measures were responsible for the level of success achieved.</p> <p>The shortfall of twenty schools was as a result of inadequate budgetary allocations by the Ministry of Finance, non-release of funds in the last quarter and problems encountered in assessing funds released. As a consequence, schools in Regions 1, 6, 7, 8 and 9 were not inspected.</p> |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|---|---|
| 2 | <p><u>Post Conference</u> Convene and conduct 175 Post Conferences with staff of schools inspected.</p> | <p>A Post Conference was conducted in each school that was inspected – 155 (89% target achievement).</p> | <p>However, it must be pointed out that Regions for which funding was available for inspection to be conducted were given an additional number of schools, thus contributing to the numerical target but not to the national spread of schools.</p> <p>The actual inspection was efficiently conducted at each school and the cooperation of the Headteacher and teachers facilitated the conduct of the Post Conference.</p> |
| 3 | <p><u>Compilation and Dispatch of Reports</u> Compile and dispatch 175 reports on schools inspected within a three-week time frame</p> | <p>One hundred and fifty-five (155) reports were dispatched. Fifty two percent (52%) of the reports was dispatched within the specified time frame.</p> | <p>Constraints in funding resulted in only one hundred and fifty-five (155) schools being inspected and thus reported on. However, forty-eight percent (48%) of the reports was not dispatched within the specified time-line. This stemmed from malfunctioning of reprographic equipment, prolonged delays in getting technicians to effect the necessary repairs thereto, and the late submissions of some manuscripts by Inspectors.</p> |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|--|--|
| 4 | <p><u>Fortnightly Meetings</u></p> <p>Convene twenty (20) Fortnightly Meetings to plan and review the implementation of the Programme-of-Work.</p> | <p>All meetings were held (100%)</p> | <p>Availability of funds and adherence to the schedule of meetings led to a one hundred percent (100%) level of achievement.</p> |
| 5 | <p><u>Staff Development Sessions</u></p> <p>Conduct nine (9) one-day Staff Development Sessions.</p> | <p>All sessions were conducted – (100%)</p> | <p>Availability of resource persons, funds, and the rescheduling of sessions where necessary, contributed to the conduct of the Professional Development Sessions.</p> |
| 6 | <p><u>Annual Review and Work Plan Meeting</u></p> <p>Conduct a Three-day Annual Review and Work Plan meeting.</p> | <p>A one-day session was held (33%).</p> | <p>The money released was inadequate to fund this activity for three days, however, the '2003 Review and '2004 Work Plan' were done, the latter in draft.</p> |
| 7 | <p><u>Support Materials and Services</u></p> <p>Provision of support materials and services.</p> | <p>All monies released to the Unit were expended to purchase relevant materials and fund</p> | <p>Monies released (67%) were inadequate to purchase all the materials needed. However, all monies</p> |

| | | |
|--|---|----------------------|
| | services. Achievements were as follows. | released were spent. |
|--|---|----------------------|

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|----------------------------------|--|---|
| | Drugs and Medical Supplies | Sixty percent (60%) | For the last quarter no funds were available to purchase much-needed materials and supplies. For the Utility Services, inclusive of 'Equipment Maintenance', approximately 48.92% of the budgeted sum was released. This adversely affected the planned programme of equipment maintenance. |
| | Field Materials and Supplies | Sixty-eight decimal four percent (68.4%). | |
| | Office Material and Supplies | Seventy-eight decimal eight percent (78.8%). | |
| | Janitorial and Cleaning Services | Seventy-seven decimal eight percent (77.8%) | |
| | Print and Non-Print Materials | Fifty-one decimal six percent (51.6%) | |
| | <u>Utility Services</u> | | |
| | Telephone | Forty-two decimal seven percent (42.7%) | |
| | Electricity | Thirty-one decimal one percent (31.1%). | |
| | Equipment Maintenance | Seventy-three percent (73%) | |

4.1 REVIEW OF 2003 WORK PROGRAMME: UNPLANNED ACTIVITIES

| ITEM NO. | TARGET SET | TAGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|---|---|
| 1 | <p><u>Regional Consultative Meetings</u></p> <p>Participate in One-day Consultative Meetings in Regions 2, 4, 5, 6, 7, 9 and 10.</p> | <p>The team of Central Ministry Officers convened all the meetings. The ACEO (I) was unable to attend the meeting held in Region 5 (85.7%).</p> | <p>The support of the Regional Administration, advanced notification and re-scheduling of meetings where necessary, contributed to the level of success. The many issues which led to the visits were discussed to the satisfaction of all concerned.</p> |
| 2 | <p><u>Board of Examiners Meetings</u></p> <p>Attend all Board of Examiners Meetings.</p> | <p>The ACEO(I) attended all Board of Examiners Meetings.</p> | <p>Notification letters and reminders were issued in a timely fashion to members in order to facilitate attendance at the meetings.</p> |
| 3 | <p><u>Heads of Departments of Education Meetings.</u></p> <p>Attend all meetings of Heads of Departments of Education.</p> | <p>Two meetings were held. The ACEO(I) attended both meetings (100%)</p> | <p>Advanced notification of meetings by the School Systems Management Committee and the fact that the venue for both meetings was in Georgetown made attendance of the meetings possible.</p> |

| ITEM NO. | TARGET SET | TAGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|--|---|
| 4 | <p><u>Primary Spanish Workshops</u></p> <p>Conduct five (5) Workshops on the 'Teaching of Spanish in Primary Schools'.</p> | <p>Three (3) Workshops 60% were conducted by the Inspector of Spanish.</p> | <p>Unavailability of funds resulted in two (2) workshops not being conducted. The support of the Heads of Education Departments and collaboration between ACEO(P) and Director NCERD, and the commitment of the Inspector of Spanish made that level of success possible.</p> |
| 5 | <p><u>GAMLAT Workshop</u></p> <p>Conducted two workshops convened by the Guyana Association of Modern Language teachers.</p> | <p>Two workshops were held. The Inspector of Spanish functioned in the capacity of facilitator (100%).</p> | <p>Advanced request by the Association for the release of the Inspector facilitated the involvement of that Inspector.</p> |
| 6 | <p><u>CARICOM Spanish Workshop</u></p> <p>Participate in a Workshop on the 'Teaching of Spanish in Primary Schools'.</p> | <p>That workshop was convened in Jamaica and the Inspector of Spanish attended.</p> | <p>Advanced notification of the workshop and selection of the Inspector of Spanish, along with all expenses being paid by CARICOM, greatly facilitated the Inspector's participation.</p> |

| ITEM NO. | TARGET SET | TAGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|--|--|
| 7 | <p><u>Examinations</u></p> <p>Conduct Oral Examinations in Spanish at the C.S.E.C. and the C.A.P.E. Levels and Communication Studies at C.A.P.E. Level.</p> | <p>The Inspector of Modern Languages conducted the oral examinations in Spanish at the C.S.E.C. and the C.A.P.E. Levels, while the Inspector of English was tasked with the conduct of Communication Studies – C.A.P.E. (100% target achievement).</p> | <p>The Caribbean Examinations Council had forwarded the schedule of such examinations to the schools in advance and that course of action, along with timely reminders, greatly facilitated the conduct of those examinations.</p> |
| 8 | <p><u>Moderation and Supervision of Examination</u></p> <p>Moderate test items and supervise the marking of Secondary Schools Entrance Examinations in Language Arts and Social Studies.</p> | <p>The Inspectors of English Language and Social Studies served as moderators of test items, and as supervisors at the examinations – 100% target achievement.</p> | <p>Timely modification and request for the participation of the Inspectors in the two exercises facilitated the release of those Inspectors.</p> |
| 9 | <p><u>C.S.E.C. – Marking Exercise</u></p> <p>Serve as examiners and Assistant Examiners at the Caribbean Secondary.</p> | <p>Five Inspectors were involved in that exercise in the following capacities:</p> | <p>The Caribbean Examination Council dispatched letters of acceptance to those Inspectors early enough to facilitate their release</p> |

| ITEM NO. | TARGET SET | TAGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|--|---|--|
| 10 | Education Certificate Examination. | <ul style="list-style-type: none"> - Examiner – English B -Examiner- Principles of Business -Assistant Examiner – English A - Assistant Examiner – Social Studies -Assistant Examiner – Spanish (100%) | and subsequent participation in the Marking Exercise. |
| | <u>Marking of Scripts – National Third Form Examination</u> | One Inspector was involved in marking examination scripts in the area of Mathematics. (100% target achieved). | Early request was made for that Inspector's release. |
| 11 | <u>Inspection Follow-Up Meetings</u> | The A.C.E.O.(I) and Inspectors participated in all feedback meetings convened in the Regions/Education districts | The meetings convened were as a result of funding by respective Departments of Education and the general support of officers at the Central Ministry. The shortfall stemmed from the unavailability of funds for the team to travel to Region #2 and the inability of Region 3 and 4 to fund the meetings which were |
| | Participate in feedback Meetings in the following Regions/Education Districts. | <ul style="list-style-type: none"> - # 3 – one meeting - # 4 – one meeting - # 5 – one | |
| | <ul style="list-style-type: none"> - # 2 – one meeting - # 3 – two meetings - # 4 – two meetings - # 5 – one meeting - # 10 – one meeting | | |

| | | |
|-------------------------------------|--|---|
| - Georgetown District – one meeting | | scheduled for the last quarter of the year. |
|-------------------------------------|--|---|

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|--|---|
| 12 | <p><u>Textbook Editing</u></p> <p>Editing of Mathematics Text – Easy Path Series: Level 1 – 6.</p> | <p>- #10 - one meeting - Georgetown – one meeting</p> <p>The Inspector of Mathematics participated – 100% target achievement.</p> | <p>Timely requests for the Inspector facilitated his participation in the exercise.</p> |
| 13 | <p><u>Drafting of Standards</u></p> <p>Participate in the drafting of literacy and numeracy standards under the Basic Education Access Management Support (BEAMS) Programme.</p> | <p>The Inspectors of English and Mathematics were involved in that exercise. The activity was completed within the time-frame set.</p> | <p>Inspectors were released on a full-time basis to complete the activity.</p> |
| 14 | <p><u>Investigation</u></p> <p>Investigate alleged malpractice at Leonora with respect to the SSEE.</p> | <p>Assistant Chief Education Officer (I) and the Inspectors of English and Social Studies were involved in this exercise which was completed within the time-line set.</p> | <p>The co-operation of the Headteacher and staff facilitated the conduct of the exercise.</p> |
| 15 | <p><u>Production of Instruments/Handbook</u></p> <p>Participate in the drafting of:-</p> <p>(i) Guidelines on the</p> | <p>The Assistant Chief Education Officer (I) was involved in all three activities. Two Inspectors were also</p> | <p>The success achieved was as a result of the commitment and dedication of the</p> |

| | | |
|--|------------------------------------|---|
| Management of Education in the Regions and . | involved in the preparation of the | inspectors involved in those exercises. |
|--|------------------------------------|---|

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|--|---|
| 16 | <p>Georgetown.</p> <p>(ii) Instrument and accompanying Manual to assess School Effectiveness.</p> <p>(iii) Handbook on Nursery Education</p> <p><u>Management of Education in the Regions</u></p> <p>Conduct One-day Workshop for the members of the Education Committee Region # 2.</p> | <p>Handbook on Nursery Education.</p> <p>The Guidelines on the Management of Education in the regions and the Instrument and Manual to assess school effectiveness were completed. The Handbook on Nursery Education is about ninety percent (90%) complete.</p> <p>The Workshop was conducted by a three-man team of Officers, inclusive of the ACEO(I). All members of the Regional Education Committee along with Officers of the Department of Education attended.</p> | <p>The support given by the Department of Education and the Regional Democratic Council, and the interest and commitment demonstrated by the Chief Education Officer – (Acting) made that exercise a reality.</p> |

3.0 REVIEW OF SPECIAL INITIATIVES

4.0 CONSTRAINTS

5.0 APPENDIX

INSPECTORATE UNIT**SCHOOLS INSPECTED****JANUARY TO NOVEMBER 2003**

| NO. | REGION | SCHOOL |
|------------|---------------|------------------|
| | | NURSERY |
| 01 | TWO | Good Hope |
| 02 | | Maria's Lodge |
| 03 | | Abram Zuil |
| 04 | | Huist Dieren |
| | | PRIMARY |
| 05 | | Queenstown |
| 06 | | Fisher |
| 07 | | Sparta |
| 08 | | Huist Dieren |
| 09 | | Good Hope |
| | | SECONDARY |
| 10 | | Abram Zuil |
| 11 | | Aurora |
| | | NURSERY |
| 12 | THREE | Patentia |
| 13 | | Zeelugt |
| 14 | | Windsor Forest |
| 15 | | Parika |
| 16 | | Hydronie |
| 17 | | Stanleytown |
| 18 | | Sisters |
| 19 | | Stewartville |
| 20 | | Hague |
| 21 | | Jasso's |
| 22 | | De Willem |
| 23 | | Exe's |
| 24 | | Independence |
| | | PRIMARY |
| 25 | | Leonora |
| 26 | | Goed Fortuin |
| 27 | | Zeelugt |
| 28 | | Windsor Forest |

| | | |
|----|-------------|---------------------------|
| 29 | | St. Lawrence |
| 30 | | Blake |
| 31 | | Malgre Tout |
| 32 | | Saraswat |
| 33 | | Hague Back |
| 34 | | Endeavour and the Commons |
| 35 | | Patentia |
| 36 | | Vreed-en-Hoop |
| 37 | | Two Brothers |
| 38 | | Vive-la-Force |
| 39 | | Stewartville |
| 40 | | McGillvary |
| | | SECONDARY |
| 41 | | Vreed-en-Hoop |
| 42 | | Parika-Salem |
| 43 | | Vergenoegen |
| 44 | | Stewartville |
| 45 | | Wales |
| 46 | | Patentia |
| 47 | | Zeeburg |
| 48 | | West Demerara |
| 49 | | L'Aventure |
| | | NURSERY |
| 50 | FOUR | Dorcas Club |
| 51 | | Haslington |
| 52 | | Chateau Margot |
| 53 | | Clonbrook |
| 54 | | Strathspey |
| 55 | | Cropper Hall |
| 56 | | Craig |
| 57 | | Grove |
| 58 | | Mocha Arcadia |
| 59 | | Timehri |
| 60 | | Soesdyke # 1 |
| 61 | | Soesdyke # 2 |
| 62 | | St. Cutbert's |
| 63 | | Pearl |
| 64 | | Oleander |
| 65 | | Virginia |
| 66 | | Unity |
| 67 | | Providence |
| 68 | | La Bonne Intention |
| | | PRIMARY |
| 69 | | Paradise |
| 70 | | Beterverwagting |

| | | |
|-----|-------------------|-------------------|
| 72 | | Annandale |
| 73 | | Clonbrook |
| 74 | | Golden Grove |
| 75 | | Diamond |
| 76 | | Grove |
| 77 | | Mocha Arcadia |
| 78 | | Craig |
| 79 | | Soesdyke |
| 80 | | Long Creek |
| 81 | | Friendship |
| 82 | | Gibson |
| 83 | | Mahaica |
| 84 | | Cane Grove |
| 85 | | Enterprise |
| 86 | | Landcaster |
| 87 | | Supply |
| 88 | | Virginia |
| 89 | | Cove and John |
| 90 | | Clonbrook |
| 91 | | Timehri |
| 92 | | Covent Garden |
| 93 | | Chateau Margot |
| 94 | | Kuru Kururu |
| 95 | | St. Cuthbert's |
| | | SECONDARY |
| 96 | | Golden Grove |
| 97 | | Beterverwagting |
| 98 | | Dora |
| 99 | | Ann's Grove |
| 100 | | Swami Purnananda |
| | | NURSERY |
| 101 | Georgetown | Alexander Village |
| 102 | | New Guyana |
| 103 | | Ascension |
| 104 | | Carmelita'a |
| 105 | | St. Cyril's |
| 106 | | Enterprise |
| 107 | | Stella Maris |
| 108 | | North Georgetown |
| 109 | | St. Andrew's |
| 110 | | Comenius |
| 111 | | Thomas Moore |
| 112 | | Bel Air |
| 113 | | St. Margaret's |
| 114 | | St. Stephen's |

| | | |
|-----|-------------|---------------------------------------|
| 115 | | South Ruimveldt Park |
| 116 | | Graham's Hall |
| 117 | | St. Anne's |
| 118 | | School of the Nations |
| 119 | | Tucville |
| 120 | | Agricola |
| 121 | | Rama Krishna |
| | | SECONDARY |
| 122 | | Richard Ishmael |
| 123 | | Queen's College |
| 124 | | The Bishops' High |
| 125 | | St. Stanislaus College |
| 126 | | Ascension |
| 127 | | David Rose |
| 128 | | Dolphin |
| 129 | | Lodge |
| | | NURSERY |
| 130 | Five | Cotton Tree |
| 131 | | No. 5 |
| 132 | | De Hoop |
| 133 | | Hopetown |
| 134 | | No. 28/Trafalgar |
| | | PRIMARY |
| 135 | | Carlton Hall |
| 136 | | Lichfield |
| 137 | | No. 5 |
| 138 | | De Hope |
| 139 | | Hopetown |
| 140 | | No. 29 |
| | | SECONDARY |
| 141 | | Fort Wellington |
| 142 | | Hopetown Practical Instruction Centre |
| | | NURSERY |
| 143 | Ten | Republic Avenue |
| 144 | | Amelia's Ward |
| 145 | | Christianburg |
| 146 | | Ituni |
| | | PRIMARY |
| 147 | | Howell Wilson |
| 148 | | Christianburg |
| 149 | | Regma |
| 150 | | St. Aidan's |
| 151 | | Wismar Hill |
| 152 | | Coomacka |
| | | SECONDARY |

| | | |
|-----|--|-------------------|
| 153 | | Linden Foundation |
| 154 | | Howell Wilson |
| 155 | | Mackenzie High |

| | | |
|------------------|---|-------------------|
| Nursery | - | 51 |
| Primary | - | 75 |
| Secondary | - | <u>29</u> |
| Total | - | <u>155</u> |

4.5.1.2

EXAMINATIONS UNIT**4. REVIEW OF CURRENT YEAR'S PROGRAMME**

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-----------------|--|--|---|
| 1 | The G.C.E. January 2003 examination to be conducted as timetabled at centres in Georgetown, New Amsterdam, Linden, Bartica and Anna Regina. | The examination was conducted as scheduled and results were issued. Certificates were distributed. | All the activities in relation to the examination viz. distribution of timetables, checking, packing and distribution of question papers and stationery collection and dispatch of scripts to the Examination Board, were completed in good time. |
| 2 | The January 2003 sitting of the CXC Secondary Education Certificate Examination to be conducted as time tabled at centres in Georgetown, New Amsterdam, Linden, Anna Regina and Bartica. | The examination was conducted as scheduled and results were issued. | All the activities in relation to this examination were completed in good time. Results were issued and certificated distributed. |
| 3 | The May/June 2003 sitting of the CXC Secondary Education Certificate Examination to be conducted as time tabled at 83 school centres and 39 private centres throughout the country. | All aspects of the examination – orals, practicals and written – were conducted as scheduled at all centres. Results were distributed on time. | All activities in relation to this examination were conducted as scheduled, for six thousand, two hundred and sixty (6,260) school candidates and approximately two thousand, nine |

| | | | | |
|--|--|--|--|--------------------|
| | | | | hundred and eighty |
|--|--|--|--|--------------------|

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|--|--|---|
| 4 | The Caribbean Advanced proficiency Examination was conducted in May/June 2003 at ten (10) schools. | Twenty-two (22) subject areas were examined. All examinations were conducted as timetables by CXC. Results were issued in September. | <p>(2,980) private candidates who sat. Seminars for supervisors were held prior to the examination. Standardization workshops for oral and practical examiners were held in April. Results were published by the set deadline and certificates were received. The results showed a pass rate of more than 75% in nine subjects and more than 50% in sixteen subjects. However, the performance in both English A and Mathematics was unsatisfactory.</p> <p>Three hundred and eighty-one (381) candidates offered subjects at the examination. One more school participated in the examination than in 2002. The workshops for oral examiners were held as scheduled. All subjects were administered as timetabled. Scripts</p> |

| | | | were returned promptly to the marking centres. |
|-----------------|---|--|---|
| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
| 5 | The G.C.E. May/June 2003 Ordinary and Advanced levels examinations to be conducted at school centres throughout the country. | The written and practical examinations were conducted as scheduled. Results were issued in September. | Results were received in late August. In all subjects except one, the overall pass rate exceeded fifty percent. Written examinations were administered as time tabled. Practicals were conducted at the University of Guyana Laboratories. A few errors were made by schools in preparing their registration forms but all students were able to write the correct subjects and options. This necessitated much photocopying before the start of the respective examination papers. Scripts were returned promptly to the Board. Results were released in early September. |
| 6 | Three sittings of the London Chamber of Commerce and Industry single subject examinations to be conducted in April/May, June/July and November/December at centres in Georgetown and New Amsterdam. | All sittings were held as scheduled and results for April/May and June/July examinations were received and distributed. Certificates for the April/May and June/July sitting were also received and distributed. | All the activities in relation to these examinations were completed as planned. |

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|--|--|--|
| 7 | <p>Arranging for the administration of professional examinations in May/June and November/December on behalf of the following overseas Boards at one centre in Georgetown.</p> <ol style="list-style-type: none"> 1. Chartered Institute Management Accountants. 2. Institute of Chartered Secretaries and Administrators. 3. Institute of Data Processing Management. 4. Institute of Marketing. 5. Association of Accounting Technicians 6. Association of Business Executives 7. University of London (External Programme) . | All the examinations were conducted as scheduled. | <p>All the activities in relation to these examinations were completed in good time.</p> <p>For the A.C.C.A. examination there were five centres in Georgetown and one in Berbice.</p> |
| 8 | The Secondary Schools Entrance Examination (S.S.E.E.) to be administered to approximately 15,000 candidates at centres throughout the country. | The examination was conducted on 16 th and 17 th April 2003. Results were issued in July as scheduled. | All activities were completed by the specified deadlines. Materials for outlying centres were distributed in good time. The marking of scripts was co-ordinated by the Test Development Unit. Results were processed by the National Data Management Unit. |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|--|--|--|
| 9 | The Guyana Technical Education Examination (G.T.E.E.) to be conducted in June at the Government Technical Institute, New Amsterdam Technical Institute, Guysuco Training Centre, Linden Technical Institute and Essequibo Technical Institute. | One thousand, four hundred and sixty (1,460) candidates wrote that examination which was conducted as scheduled in June. Results were issued in early September. | All subjects were conducted as scheduled. Marking and compilation of results were done by Test Development Unit. Queries received after the issue of results were processed. Preparation of certificates/diplomas is in progress. |
| 10 | The National third form Examination to be conducted in June 2003. | The examination was conducted from 23 rd and 26 th June 2003. Four subjects were tested. Twelve thousand, nine hundred and three (12,903) third forms students from 328 secondary and primary schools wrote the examination. Results were issued in September. | The examination was conducted as scheduled at all centres. As in the previous year, many schools did not submit their project marks and samples on time. Scripts were returned promptly from all regions except Region 9. consequently, results for that region were delayed. The third subject – Reading – was postponed for administration the following term. |
| 11 | The National Grade Two Assessment to be introduced in June 2003 in primary schools throughout the country. | Only two subjects, namely English Language and Mathematics were administered as scheduled. | Industrial action by teachers during the period identified for the Reading component led to the |

| | | | |
|--|--|--|-------------------------------|
| | | | postponement of that subject. |
|--|--|--|-------------------------------|

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|---|---|--|
| | | | However, the other two subjects were done, scripts were marked, and the scores were forwarded to the Test Development Unit. |
| 12 | Preparation of certified statements of performance within two weeks of request. | All statements with correct data were dispatched within the two-week period. | Nil |
| 13 | Processing of payment vouchers for examination work within two weeks. | Most vouchers were processed within the two week deadline. | Delays in processing were due to omissions of information on vouchers and/or incorrect completion of forms. |
| 14 | Subsidizing the C.X.C. and G.C.E. examination fees for candidates writing the May/June 2004 Examinations. | Assistance was given to all eligible candidates. Entries closed in December 2003. | Most schools submitted their entries by the specified date. |
| 15 | Training of supervisors and invigilators in examination invigilation procedures. | Seminars were conducted in March and May/June in Georgetown, Regions 2,3,4,6, and 10 for supervisors and invigilators to sensitize them to vital aspects of their duties. | Most supervisors conducted the examinations in accordance with the requirements. No breaches were reported. |
| 16 | Distribution of CSEC syllabuses to all schools offering the CXC examinations. | Syllabuses were received from CXC Headquarters for distribution to schools and Regional Education Departments. | Syllabuses were distributed to all schools registered to write the CXC examinations. Amended syllabuses were also distributed. |

4.5.1.3

SCHOOL BOARDS SECRETARIAT**REVIEW OF CURRENT YEAR'S PROGRAMME**

| ITEM | POLICY AREA | TARGET SET | TARGETS ACHIEVE | ANALYSIS OF SUCCESS/FAILURE |
|------|--|--|-----------------|---|
| 1 | Regulations are ratified and circulated. | Preparation of documents: | 100% | Document was discussed at length at ESC and is ready to be legalized. |
| | | (a) Manual for the Governance of Schools by Boards. | 100% | Document was discussed at SSMC and ESC meetings |
| | | (b) Responsibilities of Boards. | 100% | Document was discussed at SSMC meeting. |
| 2 | Operation of School Boards. | (c) Regulations governing the establishment of sub-Regional Organization of Schools. | 100% | Document was discussed at SSMC meeting. |
| | | Appointment of Members to Boards already established (five boards). | 100% | Membership was renewed en block. Boards met regularly except the Board at Anna Regina Secondary because of the shift system operated, sharing of school and the unexpected migration of the Chairman. |
| | | Establishment of six new Boards three in Region 2 and three in Region 4. | 100% | All new Boards met regularly with the exception of the Boards of Cove and John Secondary and Annandale Secondary. Efforts were being made to get these back on stream. |

| ITEM | POLICY AREA | TARGET SET | TARGETS ACHIEVE | ANALYSIS OF SUCCESS/FAILURE |
|------|--|---|------------------------------------|---|
| 3 | Improved efficiency and effectiveness in the utilization of resources. | <p>1 Seminar in Region 2: Relationship of Boards and Secondary School Reform Project.</p> <p>1 Seminar in Region 4 re: Relationships of Boards and Secondary School Reform Project.</p> <p>Establishment of Sub-Regional Organization of Schools in Regions 1,2,3,4,5,6,7 and 10.</p> | <p>100%</p> <p>100%</p> <p>75%</p> | <p>Both seminars were held and follow up in terms of Software Financial Systems were put in place.</p> <p>All Regions with the exception of Regions 5 and 10 established Sub Regional Organizations of Schools. Meetings to have that done in Regions 5 and 10 never seemed to materialize.</p> |
| 4 | Communication and exchange of information facilitated. | <p>Attendance at all meetings of SSMC and ESC as requested.</p> <p>Attendance at meetings of all Board and Sub Regional Organization of school.</p> | <p>100%</p> <p>100%</p> | <p>Interaction at these meetings was good and provided opportunities for sharing valuable information.</p> |

| ITEM | POLICY AREA | TARGET SET | TARGETS ACHIEVE | ANALYSIS OF SUCCESS/FAILURE |
|------|--|--|-------------------------|--|
| 5 | Effective and efficient Secretariat Management | Training of Typist Clerk. | 90% | <p>Typist Clerk was trained at a course organized by Programme 2.</p> <p>The Unit functioned for 90% of the year without a computer.</p> <p>Reproduction of material has become very burdensome financially. Despite repeated requests for duplicating facility, year after year, the Unit still has to hire those services.</p> |
| 6 | School Management Democratized. | <p>To have on Boards members who live in the immediate community of the school.</p> <p>Sub Regional Organization of Schools.</p> | <p>100%</p> <p>100%</p> | <p>Of the New Boards established more than 50% of members are influential persons within the immediate communities of the Schools. The members of the Boards already established were reappointed.</p> <p>Sub-regional organization of schools impacted on the schools within their communities.</p> |

4.5.1.4

PRESIDENT'S COLLEGE**REVIEW OF CURRENT YEAR'S PROGRAMME****TEACHING SECTOR**

| NO | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-----------|---|------------------------|---|
| 1 | <u>INSTRUCTIONAL</u> | | |
| | (a) Participation of students in all areas of the curriculum organized and performance evaluated. | 90% | Students participated and excelled. |
| | (b) Acquiring instructional materials to facilitate teaching programme. | 85% | Financial constraints affected programme a little. |
| | (c) To provide close co-operation between parents and teachers. | 90% | Three (3) P.T.A. General meetings and class council meetings were held for parents of all students. |
| | (d) To encourage students participation in co-curricular activities. | 92% | Students continued to participate in Sporting Cultural and National Events. |
| | (e) To upgrade instructional and curricular skills of teachers and other staff members. | 96% | Teachers and other members of staff participated in Staff Development Sessions and Workshops sponsored by the Ministry of Education, President's College and NCERD. |
| | (f) To expose students to a wide cross section of opinions and viewpoints re: Educational, Social, Political and Economic | 95% | Resource Personnel were invited to give lectures and hold workshops. |

| | | |
|---------|--|--|
| issues. | | |
|---------|--|--|

| NO | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|--|-----------------|---|
| | (g)To foster Caribbean and Continental contact and consciousness among students. | 95% | Tour to Barbados was successful. |
| | (h)To foster closer relationship between current and past students of the Institution. | 90% | The Old Students' Association is cementing relationships. |
| | (i)Orientation of eight-two (82) new students and their parents. | 95% | Parents and students participated. |
| 2 | <u>LIBRARY</u> | | |
| | (a)Preparation of library manual and classification of new books. | 90% | Library manual was prepared by staff. |
| | (b) Orientation in the use of the library for new intake of students. | 95% | Eighty-two (82) new students participated in orientation. |
| | (c) Mounting book display to depict various themes on a quarterly basis. | 95% | Book displays successfully mounted. |
| | (d) Holding of thirty (30) Library Sessions. | 98% | Students attended library sessions and benefited. |
| | (e) Up grading skills of Librarians. | 88% | Librarians participated in ongoing development courses. |
| | (f) Annual Collection | 80% | More publicity would |

| | | | |
|-----------|---|------------------------|---|
| | Development (g) Mounting of newspaper clippings on a weekly basis. | 95% | improve collection. Newspaper clippings mounted to highlight important issues. |
| NO | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
| | (h) Purchasing of six (6) computers | 50% | Still awaiting computers being purchased through the Ministry of Finance. |

GENERAL ADMINISTRATION

| NO | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-----------|--|------------------------|--|
| 1 | <p><u>ACCOUNTS</u></p> <p>Processing, paying and purchasing promptly and efficiently:-</p> <p>(a) Wages and Salaries (b) Benefits and Allowances (c) Other Direct Labour Costs (d) N.I.S. (e) Local Travel and Subsistence (f) Postage and Revenue Stamps (g) Servicing of Duplicating Machine, Typewriters, Photocopier, Freezers etc. (h) Materials, Equipment and supplies (i) Uniform for Staff</p> | 85% | Training enabled staff to perform creditably. However, shortage of funds allowed for some payments to be made in 2004. |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

| NO | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----|---|---|--|
| | <p>1. To process and pay promptly and efficiently all accounts for external agencies and persons.</p> <p>2. Planning and preparing budget control accounts.</p> <p>3. Keeping accounts records and coordinating accounting procedures for all goods and services purchased and ensuring proper distribution of same.</p> <p>4. Submitting yearly financial statement to the Auditor General.</p> <p><u>PERSONNEL</u></p> <p>Maintain a prompt, reliable and efficient personnel system keeping accurate personnel records and staff development.</p> <p><u>REGISTRY</u></p> <p>Typing correspondence, filing, circulating, retrieving and storing of files, records and other correspondence properly and effectively.</p> <p><u>STORES</u></p> <p>Maintain and update</p> | <p>90%</p> <p>90%</p> <p>95%</p> <p>95%</p> <p>90%</p> <p>95%</p> | <p>Strict monitoring</p> <p>Emphasis was placed on this item.</p> <p>Statement submitted.</p> <p>A trained personnel officer executed duties admirably.</p> <p>Occasional problems with computer and duplicating machines.</p> <p>Stores staff performed</p> |

| | | | |
|--|---|--|-------------|
| | accurate issuing and receiving ledgers and inventory records. | | creditably. |
|--|---|--|-------------|

AGRICULTURE SECTOR

| NO. | TYPE OF PRODUCE | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|-----|---------------------------|-------------|-----------------|---|
| 1 | Beef and Dairy Production | \$2,317,500 | \$869,029.00 | (a) Inadequate pasture for animals. (b) Untimely and unreliable supply of dairy feeds to the farm by the factory. |
| 2 | Swine Production | \$1,804,910 | \$1,231,324.00 | |
| 3 | Poultry Production | \$6,404,780 | \$5,786,127 | (a) Inadequate housing for the greater part of the year. |
| 4 | Cash Crop (Rice Included) | \$3,600,000 | \$458,175 | (b) Only one crop of rice was planted with only 48% of land being cultivated. (c) High incidence of weed infestation.. |

STUDENTS AFFAIRS AND HOUSEKEEPING

| TARGET SET | TARGET ACHIEVED | ACTIVITIES |
|---|------------------------|--|
| <u>KITCHEN</u> | | |
| Supervise and prepare meals for residential students, teachers and other staff members on a daily basis. | 90% | A few staff members need to improve on attitude and conduct. |
| Provide a catering service to organizations which stay at the school during the vacation periods. | 95% | Best personnel handled this activity. |
| <u>LANUDRY</u> | | |
| Ensure that all items of uniform, pillow cases, sheets and towels supplied by the institution are properly laundered. | 95% | Performance was monitored. |

PLANT MAINTENANCE AND TRANSPORT SECTOR

| TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|---|------------------------|---|
| Weed and clean complex on a daily basis. | 85% | Weeding, sweeping and tidying of drains, tidying of entire complex, digging and cleaning drains and trenches were done. |
| Service Pure Water Pump on an annual Basis. | 100% | Pump serviced and overhauled. |
| Repair distribution lines hydrants, toilets, taps and sinks. | 80% | Repairs to main, distribution lines, taps, fire hydrants, toilets, baths and sinks. |
| Routine Carpentry Maintenance to buildings. | 75% | Shortage of funds affected works. |
| Paint two Teaching Blocks. | 50% | One completed Another expected to be done in 2004. |
| Maintenance of two bridges. | 95% | Both bridges were rehabilitated. |
| Ensure smooth and effective functioning of all electrical and mechanical equipment, fittings etc. | 80% | Prompt repairs and servicing of all electrical and mechanical equipment and all buildings and other structures. |
| Ensure smooth and effective functioning of all vehicles belonging to the College. | 85% | Prompt repairs and regular servicing of all serviceable vehicles belonging to the College. |

| | | |
|--|-----|--|
| Complete rehabilitation of the Dining Hall | 98% | Works completed under Capital Estimates. |
|--|-----|--|

| TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|---|-----------------|--|
| <p><u>CLEANING SERVICE</u></p> <p>Maintain a hygienic environment for students, teachers and other supportive staff.</p> | 85% | Daily cleaning and preparation of the Teaching Blocks, Administrative Offices, Library, Recreation Room, Girls' and Boys' Dormitories, Medical Centre and adjoining sanitary blocks. |

SECURITY

| ITEM NO. | TARGET SET | TARGET ACHIEVED | ANALYSIS OF SUCCESS/FAILURE |
|----------|--------------------------------------|-----------------|--|
| 1 | Maintain a maximum level of security | 75% | This service is being monitored to obtain a higher standard. |

4.5.1.5

NATIONAL CENTRE FOR EDUCATIONAL RESOURCE DEVELOPMENT**CURRICULUM DEVELOPMENT AND IMPLEMENTATION UNIT**

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|---|--|--|
| Revised Nursery, Primary/Secondary Curriculum Guides <ul style="list-style-type: none"> • Nursery Curriculum Guides years 1 and 2 • Primary Science guides Grades 1 to 6. • Primary Social Studies Guides Grades 4 to 6 • Primary Visual Arts Guides Grades 1 to 6. • Primary Music and Movement Guides Grades 1 to 6. | Standards are being developed through BEAMS to guide the revision process. 80% of target was achieved Grades 1 to 6 were reviewed, keyboarded and edited. 66% of target was achieved Grades 4 and 5 were reviewed, keyboarded and edited. 70% of target was achieved. The six Guides were reviewed, keyboarded and edited. Nil | Preliminary activities would ensure the success of the revision process. Grades 1 to 3 were not returned with Foreword. Grades 4 to 6 were not submitted by Officer responsible after making corrections from the final edit. Grades 4 and 5 need a final review as directed by LSC . Grade 6 is to be keyboarded and corrected. Corrections need to be made from edit and approval granted by LSC before Guides are ready for printing. Proposal was submitted to Tender Board but was not approved as though Music and Movement are subjects listed on the Time-Table. |

| | | |
|--|--|--|
| | | |
|--|--|--|

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|---|---|--|
| <ul style="list-style-type: none"> • Secondary Life Skills/HFLE/ Citizenship guides Grades 7 to 9. | 99% of target was achieved as Guides were developed, keyboarded, edited and corrected. | Guides are presently being printed at MPU. |
| <ul style="list-style-type: none"> • Secondary guides in the Core areas also Allied Arts. | 100% of target was achieved. This activity was conducted by SSRP. | Guides are presently being printed at MPU. |
| <p>Effective delivery of Nursery School Curriculum.</p> | <ul style="list-style-type: none"> • Development of Standard Years 1 and 2 | <ul style="list-style-type: none"> • Was done by TCU and Task Team through BEAMS |
| <ul style="list-style-type: none"> - Training Workshops (Lit and Num). | <ul style="list-style-type: none"> • Four 1 – day workshops in literacy and numeracy were conducted for representatives of Georgetown Nursery Schools | <ul style="list-style-type: none"> • No Nursery School Specialist is attached to CDIU to help promote Nursery programmes. |
| <p>Training Workshop to develop teaching/learning materials for early childhood education.</p> | <ul style="list-style-type: none"> • One 5-day Materials Review Workshop to Identify teaching/learning materials for Early Childhood Education (BEAMS) | Workshop was held at CPCE for easy access to resources. |
| <p>Teacher Training workshop for children with special needs.</p> | <ul style="list-style-type: none"> • About 90% of teachers attended and follow-up visits were conducted. | <ul style="list-style-type: none"> • Will be done in collaboration with Special Needs Coordinator, Ministry of Education. |
| <p>Improved delivery of the Primary Curriculum in the</p> | 50% of target achieved. | - About 95% of the teachers invited attended the |

| | | |
|--|--|-----------|
| core areas through at least three 3 – day Training Workshops each. | <ul style="list-style-type: none"> • Reading Three 1 – week teacher training. | workshop. |
|--|--|-----------|

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|-------------|--|---|
| | <p>Workshops with teachers of PEIP Programme, Regions # 4 and 5 teachers.</p> <ul style="list-style-type: none"> • <u>Language Arts</u> Three 1 – week Teacher training workshops were done to continue programme from previous year. • <u>Mathematics</u> Two one-day workshops held in Region #5. One 1 – week Workshop held in Region #9. Cluster Workshop in Region #4. • <u>Science</u> Three one-day workshops were conducted with teachers of the Georgetown cluster. • One 2-day teacher training workshop was held in Region #2 for teachers of the same region. • <u>Social Studies</u> Nil | <ul style="list-style-type: none"> • Some materials were made. • Implementation workshops will be conducted through CPCE. <p>Funds were not enough to hold at least two of each workshop.</p> <p>Funds were not enough to hold at least two of each workshop.</p> <p>Follow-up visits were done at schools with teachers.</p> <p>Four 1 – week were planned but final workshop was not held since funds were not available. Teachers from Georgetown, Regions #2 and 10 were visited.</p> <p>Specialist responsible is attached to both NCERD and CPCE so time had to be shared.</p> <p>Specialists were asked to focus on the completion of the Primary science curriculum guides.</p> <p>No Primary Social Studies Specialist is attached to the Unit. Resource persons</p> |

| | | |
|--|--|--|
| | | worked on the revision of the Curriculum Guides. |
|--|--|--|

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|--|---|--|
| <p>Improve delivery of Allied Arts in the Primary and Secondary Schools.</p> | <p>70% of target achieved</p> <p>Physical Education - Monthly meeting of - the National Committee for the Promotion of Physical Education in Schools.</p> <ul style="list-style-type: none"> - Workshops for Children's Mashramani Physical Display. - Two 4-day curriculum implementation workshops for Primary teachers in Georgetown and Region #7. <p>Workshop sponsored by GEAP was held in Regions 6 and 10.</p> <p>Raising Awareness Campaigns through Broadcast to Schools Programmes were conducted. Community Leaders and Award</p> | <p>Meetings allowed for sharing of ideas, planning and evaluation of programmes.</p> <p>Workshops were sponsored by Allied Arts a collaborative effort.</p> <p>Attendance was good. Effectiveness would depend on cascade training in schools and regions.</p> <p>Attendance was good.</p> <p>Resource persons were identified and programme was done. Through lack of funds the programme planned to be held on Saturdays was</p> |

| | | |
|--|------------------------|---------------|
| | Programme (Region #5). | discontinued. |
|--|------------------------|---------------|

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|--|--|--|
| Expand the Primary Spanish Teachers' Training Programme – Five 1 – week workshops for selected Spanish teachers from all regions to deliver the Primary Programme. | <p><u>Visual Arts</u> At least three 2-day Teachers training workshops sponsored by the Department of Education (Georgetown).</p> <p>At least four 1-day Teacher training workshops were sponsored by the Department of Education (Region #3).</p> | <p>Evaluation was done by the sponsors.</p> <p>Evaluation was done by the sponsors.</p> |
| | <p><u>Primary Spanish</u> 60% of target achieved. Two workshops were held.</p> <p>The third workshop was sponsored by the Office of the ACEO(P)</p> | <p>The objectives were not achieved due to non-attendance of teachers because of teachers' strike.</p> <p>The second workshop was aborted on the second day because of poor attendance.</p> <p>This workshop was successful. Training will continue in January 2004.</p> |
| <p>Improved the Information Technology Literacy – Teacher Programme.</p> <ul style="list-style-type: none"> - Training sessions for teachers. - Ministry of Education Officers including those from NCERD. | <p>Information Technology Literacy 100% of target achieved.</p> <ul style="list-style-type: none"> - Two 6-month IT Training workshops for teachers of Regions 3, 4 and Georgetown. | <p>Programmes planned did not involve funding.</p> <p>Officers responsible were enthusiastic and committed.</p> |

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|---|---|---|
| <ul style="list-style-type: none"> - Repair of computers -Coordination of IT Teacher training Programmes | <ul style="list-style-type: none"> - Distribution of IT Resources to staff members and participants of Workshops (handout, CDs). - Training for Library staff - School visits to identify training needs. - Installation of Linux as an alternative to windows on the computers. - Curriculum Planning Workshops for Technical Institutes - One – week Learning for curriculum staff. | <p>Was done by IT specialists and assistants.</p> |

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|--|---|--|
| <p>Implementation innovative Science strategies in Primary Secondary Schools.</p> <ul style="list-style-type: none"> - Micro-Science - Sandwatch Project. - School Yard Ecology. <p>Improved performance of students in interior and riverain areas.</p> <p>Teacher training in Regions 1, 8 and 9.</p> <p>Effective delivery of the Secondary School curriculum.</p> <p>Production of resource materials to support the delivery of the Spanish and French curriculum.</p> | <ul style="list-style-type: none"> - One 8-week IT Workshop for staff of Exams Division. <p>60% of target achieved. Three one-day workshops involving training to use Micro-science materials were held with teachers of the Georgetown Cluster.</p> <ul style="list-style-type: none"> - Appropriate materials were bought and training was done in order to facilitate the Sandwatch Programme in Dominica. <p>The revised Curriculum Guides were delivered to schools. The staff of SSRP was involved in revising Teacher' Guides in all core areas.</p> <p>Teachers Guides were developed to support the teaching of Spanish and French from Grades 7 to 9.</p> | <p>Workshops were not held to continue training in school yard Ecology due to unavailability of Officer but the strategy was integrated in the Primary Curriculum Guides. Good planning was done that caused the successes of the trip to Dominica. All workshops were not held due to lack of funds.</p> <p>This target was not achieved. Proposals for implementation workshops were submitted but were denied by the Tender Board.</p> <p>The staff of SSRP are presently in the final stages of the revision process. The Guides are presently being edited.</p> |

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|--|---|--|
| National Curriculum Events <ul style="list-style-type: none"> - Oral Reading - Spelling Bee - Mathematics - Olympiad | 60% Target achieved. Oral Reading Competition was held with Primary Schools of Georgetown. - Spelling Bee was held with schools of South Georgetown. | - Competition was sponsored by Demerara Lioness Club. - Competition was sponsored by Demerara Lions of Durban Park. |
| Mathematics Olympiad | Nil 50% of target achieved – one 1-day Workshop was held for the staff of CDIU. Multigrade Teaching workshop for teachers. | <ul style="list-style-type: none"> - Attendance by participants was good. - Officers responsible were not available. |
| Assessment of textbooks to determine usefulness in the classroom. | 90% of target achieved textbooks were assessed as advised. | Officers of CDIU and from other Units were invited to conduct the activity. |
| Train teachers to implement the National Grade 2 Reading Assessment. | One 2 day workshop on “Administration of National Grade Two Reading Assessment” was conducted. | Attendance was good. The practical session ensured that teachers understood the process. |

MEASUREMENT AND EVALUATION UNIT

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|--|--|---|
| <ul style="list-style-type: none"> Preparation of final papers for the Secondary Schools entrance Examination. (SSEE) (2003) | <ul style="list-style-type: none"> Final papers for all four of the core areas were prepared and submitted for printing. | <p>Examination was administered as scheduled.</p> <p>There were inputs from subject specialists in all subject areas. These specialists were drawn from CPCE, UG, NCERD, Inspectorate Unit and Central Ministry.</p> |
| <ul style="list-style-type: none"> Marking and Analyzing of pre-tested items for National Third Form Examination. (NTFE) 2003 Preparation of Projects and final papers for this examination. | <p>Pre-tested items were marked and analysed.</p> <p>All projects for the four areas to be tested were prepared.</p> | <p>Projects were prepared and distributed to schools. Preparation of final papers was also done and examination was administered as scheduled.</p> |
| <p>Marking and analyzing of pre-tested items for National Grade Two Assessment (NGTA). Preparation of final papers for NGTA.</p> | <p>Final papers were also prepared.</p> <p>Pre-tested items were marked and analysed.</p> <p>Final papers were also prepared.</p> | <p>The National assessment was administered.</p> |
| <p>Standardization of Marking Schemes for Phase Tests for the 2003 GTEE.</p> | <p>All marking schemes were standardized. All scripts were marked and processed.</p> <p>All examination scripts submitted for NTGA were moderated.</p> | <p>All marking schemes were standardized and all scripts were marked and processed. The Chief Examiners and the Assistant Chief Examiners took their roles seriously and were able to ensure that a high degree of consistency in marking was achieved.</p> |

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|---|--|---|
| <p>Item writing workshops for: Lecturers of the :</p> <ul style="list-style-type: none"> • Government Technical Institutions • Teachers of Grades, 5,6 and 9. | <p>All workshops for lecturers of the Technical Institutions were held.</p> | <p>Workshops were held in Georgetown for Lecturers at Government Technical Institute (GTI) and Linden Technical Institute (LTI) and at New Amsterdam Technical Institute, (NATI) for lecturers at Guysuco Training Centre (GTC) and NATI.</p> |
| <p>Workshops for teachers of Grades 5, 6 and 9.</p> | <p>Nil</p> | <p>Workshops were not held for teachers of Grades 5, 6 and 9 because of the unavailability of funds at the time when the few staff members could have done the workshops.</p> |
| <p>Workshop for Grade 2 teachers.</p> | <p>Workshop for Grade 2 teachers was done.</p> | <p>Since funds were available at a later date, a workshop was done, in collaboration with the Curriculum Development and Implementation Unit, for Grade two teachers, who would be involved in the assessment of reading for the NGTA.</p> |
| <p>Marking and processing of examination scripts for the Guyana Technical Education Examination.</p> | <p>All marking schemes were standardized. All scripts were marked and processed.</p> <p>All examination scripts submitted for NTGA were moderated.</p> | <p>All marking schemes were standardized and all scripts were marked and processed. The chief Examiners and the Assistant Chief Examiners took their roles seriously and were able to ensure that a high degree of consistency in marking was achieved.</p> |

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|--|---|---|
| <ul style="list-style-type: none"> • Holding moderation meeting with Lecturers of the Technical Institutions to moderate and edit final question papers for the Guyana Technical Education Examination (GTEE). • Preparation of final papers for the examination. • Preparation of final papers for the SSEE, NTFE and NGTA. Marking and analyzing of pre-tested items. • Preparation of individual school reports for schools that entered students for the NTFE, the SSEE and the NGTA. • Preparation of individual Grade Slips for students who wrote NTFE. • Preparation of Pre-test items for the Secondary Schools Entrance Examination (SSEE) the National Third form Examination (NTFE) and the National Grade Two Assessment (NGTA) | <p>All workshops for lecturers of the Technical Institutions were held.</p> | <p>Workshops were held in Georgetown for Lecturers at Government Technical Institute (GTI) and Linden Technical Institute (LTI), and at New Amsterdam Technical Institute (NATI) for lecturers at Guysuco Training Centre (GTC) and NATI.</p> |

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|--|--|--|
| <p>Preparation of final papers for the SSEE, NTFE and NGTA. Marking and analyzing of pre-tested items.</p> <ul style="list-style-type: none"> • Preparation of Analytical reports for the GTEE, NTFE, SSEE, for 2003. • Preparation of NTFE report for SSRP Pilot Schools. <p>Workshop to train Grade 2 teachers to administer the NGTA Reading.</p> | <p>Pre-test items were prepared for the three examinations.</p> <p>All pre-tested papers were marked and analysed.</p> <p>Nil</p> <p>Workshops were held in collaboration with the CDIU.</p> | <p>All reports were not completed.</p> <p>Each region was represented at the workshop. Teachers are better prepared to administer the Reading Assessment for the NGTA which is scheduled for January 2004.</p> |

Learning Resources Development Unit

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|---|--|--|
| Complete editing and produce CRC for Science book. | Completed the development of CRC and made available to printers. | Machine developed problems and had to be abandoned. Other machine also developed problems and completely broke down. Repairs followed and work continued, but was delayed. |
| Complete illustrations and merge with Math text. | Illustrations were completed and placed in text. | This was not a simple task because of problems with the machine. |
| Edit text and prepare CRC. | Editing was done after submission to Learning systems. Corrections done to meet CRC stage. | Initial Editor did not return work so another Editor was contracted. |
| Conduct sessions to facilitate the development of manuscripts for Social Studies. | All manuscripts submitted. | This activity was budgeted for under regular workshops and other aspects, e.g. Printing, under capital. |
| Identify appropriate illustrations for the text. | All illustrations submitted. | More clarity needed from writers for some illustrations. |
| Format text in Pagemaker. | Nil | This is awaiting completion of printing of Math text. |
| Complete corrections. | Corrections of words completed for all chapters. | Writers checked the accuracy of their initial submissions and those had been adjusted as necessary. |

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|---|--|---|
| Conduct sessions to facilitate the development of manuscripts for English. | All manuscripts submitted. | This activity was budgeted for under the regular workshops and other aspects, e.g. printing, under capital. |
| Identify appropriate illustrations for this text. | All illustrations submitted. | Some photographs required specially created scenes. |
| Format text in Pagemaker. | Nil | This is awaiting completion of printing of Math text. |
| Complete corrections. | Corrections of words completed. | Writers checked the accuracy of their initial submissions and this has been adjusted as necessary. |
| Produce materials to support Reading programmes in schools. | Two thousand flip charts were made to support teachers effort to promote identified reading strategies in schools. | Shared reading and Guided reading which are effective with the use of big books should be encouraged by the use of substitutes. |
| Prepare materials to support the establishment of reading rooms in primary schools. | Prepared templates to be used by teachers to create a variety of displays for Reading Rooms. | The establishment of reading rooms is a joint effort by CDIU and LRDU in support of literacy activities in schools. |
| Produce materials to support weak areas in delivery of Social Studies at primary level. | Completed production of booklet on historical buildings in Guyana. | This will be made available to all Resource Centres. |
| Produce materials to support the literacy drive. | Developed instructional video to accompany booklet. | Completing this video required use of a studio. Arrangements must be made for access. |

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|--|---|---|
| Access existing video and make available for wide use. | Duplicated videos on teaching of reading through IRI. | This followed request made. |
| Distribute teaching/learning support materials to newly converted secondary schools. | Maps, flip charts and posters were distributed to schools in Georgetown, Region 10, 3, 2, 9 and 4. | Many of these schools operate in classrooms in need of more stimulating environments. |
| Access existing audio tapes. | Collected and duplicated tape on teaching of phonics. | This will be made available to all Resource Centres. |
| Conduct workshops to promote the establishment of functional libraries. | Three workshops were held to assist schools with management of their libraries. | It was discovered that there was a greater need for the establishment of reading rooms at the primary level and libraries at the secondary level. |
| Visit schools to observe and support the establishment of Reading rooms. | Visits were made to 14 schools in Regions 10 and 2. | These visits were undertaken in collaboration with the Curriculum Unit. |
| Visit schools in Regions 10 and 9 to examine and supply books required for encouraging reading among all age groups. | To secondary, thirteen nursery and sixteen primary schools in Region 9 were visited and books supplied. | The distribution was undertaken by the School's Library Division. |
| Provide materials which respond to the professional needs of users. | Acquired books in areas of Principles of teaching Education Management Reading and other disciplines, Nursery, etc. | Books for Higher Education were more difficult acquire. |
| Access, classify and catalogue new stock. | All need stock were classified and catalogued. | This was a basic library routine and success depended on the quantity of new stock within a given period. |

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|--|--|--|
| Host exhibitions on appropriate occasions. | Four exhibitions were conducted during the year. | This was a joint activity between the Schools Library Division and NCERD Library. |
| Visit RLRC to advise and support efforts being made. | Visits were made to Regions 10, 9 and 2 Resource Centres. | Attention was given to the status of equipment delivered to those centres. |
| Keep equipment in working order and make available to those units in need of such support. | Equipment support was given to workshops and activities conducted: Award Ceremony, Caricom Educating Meeting, Reading Workshops, Science Workshops, Garland Conferences, Allied Arts and others. | There was always the need by various units for equipment support in the conduct of their programmes. |

Materials Production Unit

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|--|-------------------------|--|
| Print, collate, staple and package all National Examinations, booklets viz. NGTA (76,000 booklets) SSEE (144,000 booklets) NTFE (64,000 booklets) GTEE (8,000 booklets). | 100% | Temporary staff was used to achieve target. Machines (Risographs) performed to maximum. Supplies of printing materials were adequate and acquired on time. |
| Print, collate and staple booklets for Pre-test NGTA, SSEE, NTFE. | 100% | Nil |
| Print, collate and staple the Digest of Educational Statistics. | 100% | Assistance re: collating was received from the Planning Unit. |
| Print, collate and staple Curriculum and Teacher Guides. | 95% | Most materials (paper, ink, master, staples) were supplied by SSRP. |
| Print Official Forms for Ministry of Education (and other Agencies) | 100% | Forms were also printed for Ministry of Youth, Sports and Culture and the Ministry of Human Services. (Paper supplied by relevant Agencies). |
| Print collate and staple Ministry of Education's Annual Report. | 100% | Materials supplied by Central Ministry of Education. |
| Printing of Teaching/Learning Materials for workshops. | 100% | Requests needed to be properly scheduled. Too many ad-hoc requests. |
| Reprinting, collating and stapling of Management Modules. | 100% | The reprinting was necessary because of the demands by Teachers (of the Management course and at U.G.) |

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|---|------------------|---|
| Printing, collating stapling of "Foundation Course for Teachers" English and Mathematics modules. | 90% | Requested by GUIDE. One Risograph donated by Guide to MPU |
| Regular servicing of six Risographs, four A/Cs, and Electrical Stapler. | 100% | Replacement of parts was not always timely. |

Distance Education & Information Unit

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|--|---|---|
| -Transmission of Broadcast to Schools/Talking About Education programmes | 90% - All programmes produced and aired. Interviews reflecting educational issues, programmes supporting CSEC syllabus, initiatives of the Ministry of Education aired. | August 2003 booklets, Notes to Teachers were not completed for the beginning of the term, since they were on cassettes given to schools that made request for them. |
| -Production of Broadcast to Schools Booklets. | 75% Christmas 2002 – Easter 2003 printed. Notes given to 3 schools with e-mail facilities and to Region 9 – Radio Paiomak. Waramadong of Region 7 received the term's programmes on cassettes. Other schools received on request. | Late completion of Notes. August 2003 produces but not printed. |
| -Distribution of Booklets – Notes to Teachers | 85% Christmas 2002 – Easter 2003 printed and distributed. August 2003 distributed on request. | |
| Dubbing of Programmes | 100% - Interior schools especially benefitted from dubbing of programmes. Requests also came from some coastland schools. | There has been an increase in parents' requests for dubbing of the programmes, an indication that parents are listening and find the programme useful. |
| -Production of trimester Newsletter – CEN (Communicating Education News) | 100%: Bulletin captured current events, and initiatives taking place in the education sector. | |

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|---|--|---|
| -Scriptwriting Workshop on Writing for radio and IRI (Interactive Radio Instruction). | 100%: Participants from Regions 10, 3, 4, 5, 6 and Georgetown participated in a 4 – day workshop. | The selection workshop was designed to identify potential scriptwriters for Interactive Radio Instruction project. 4 persons out of 9 applicants qualified at the end of the first week, but the others were encouraged to continue attending the workshop and improve their knowledge. |
| - IRI Scriptwriting Selection workshop. | 100%: Two International Interactive Radio Instruction Specialists conducted a 2 – week workshop, administered tests and presented their findings and results to the Technical Coordinating Unit. | |
| -Visits to Region 9 – Radio Paiomak; Regions 3,5,6,7 and Georgetown. | 70% distribution done during visits. Visit made to Radio Paiomak to examine operations and to schools to assess broadcast needs and provide support. Opportunity taken by CIDU to conduct School Government Workshop as requested. | 30% material sent to Books Distribution Unit for distribution . Financial constraints limited visits. |
| - Development of Master Plan, Curriculum Standards for Interactive Radio Instruction Mathematics. | 100% - At Workshop sessions, Task Team comprising members of curriculum Implementation Development Unit, teachers and other educational personnel were involved. | The identified schools in Georgetown, Regions 2 and 10 were beneficiaries of computers through Primary Education Improvement Project. |

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|--|---|---|
| <p>-Visits to Schools in Georgetown, Regions 2 and 10.</p> | <p>100%: The schools in those Regions were visited and observations made.</p> | <p>The visits served to assess how the equipment was being used, what needed to be done and to serve as a guide for Information Technology in the Basic Education Access Management Support Project.</p> <p>Reports of findings submitted to contract firm Education Department Centre, Technical Coordinating Unit Head and Project Implementation Unit.</p> |
| <p>-Field Study of Power Alternatives in Preparation for selection of radios for transmission.</p> | <p>100%: International Specialists for Interactive Radio Instruction and for Field Study along with Technical Coordinating Unit Head, visited, GBC, GPL, and Management Frequency Unit and had discussions with the relevant personnel.</p> | |

Guyana In-Service Distance Education Programme

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|---|--|--|
| <p>Tutorial sessions for all Regions</p> <p>Assessment Strategies</p> | <p>100%</p> <p>100% produced and executed. Intervention in Integrated Science and Social Studies allowed more students to complete as follows:</p> <p>Region 3:</p> <ul style="list-style-type: none"> • Integrated Science 100% • Social Studies 83% <p>Region 4:</p> <ul style="list-style-type: none"> • Integrated Science 80% • Social Studies 100% <p>Region 5</p> <ul style="list-style-type: none"> • Integrated Science 92% • Social Studies 92% <p>Region 6</p> <ul style="list-style-type: none"> • Integrated Science 91% • Social Studies 46% <p>Region 10</p> <ul style="list-style-type: none"> • Integrated Science 64% • Social Studies 28.6% <p>Pre-GUIDE</p> <ul style="list-style-type: none"> • English 95% • Mathematics 57% | <p>Mathematics continued to be a subject which students find difficult. Students were encouraged to make greater use of tutorial sessions.</p> |
| <p>Training and Staff Development</p> | <p>10%</p> | <p>Industrial action by teachers affected training.</p> |

Administrative Unit

Administrative is an overarching department with the responsibility of providing supportive services necessary for the smooth functioning of NCERD as well as to facilitate management and co-ordination of available resources.

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|---|------------------|--|
| Continuous provision of serviceable equipment, photocopiers, computers, air condition units, fax machines, risographs, collators, binding machines. | 100% | Preventative maintenance servicing was done on a timely basis. Parts were acquired on a timely basis. Funds were available. |
| Continuous healthy and conducive external and internal working environment. | 100% | Funds were available. Officers/employees designated for the activities involved approached their task in a dedicated manner. |
| Continuous provision of road worthy vehicles to provide transportation for officers for the execution of NCERD's work-programme. | 98% | Occasionally parts for vehicles were not readily acquired. Funds were always available. Preventative maintenance was done on a timely basis. |
| Timely provision of materials to seven (7) units for the execution of work programmes. | 98% | Requisitions were submitted prior to the activities, thus allowing time for acquisition of materials. |
| Complete rehabilitation of auditorium/science laboratories. | 98% | Increase in prices of materials caused the deferral of partial electrical and carpentry works. |

| TARGETS SET | TARGETS ACHIEVED | ANALYSIS OF SUCCESSES/FAILURES |
|---|------------------|---|
| Furnishing of Science Laboratories with epoxy cupboards for storage purpose, experimental desks with built in sinks. Acquisition of 100 lbs gas cylinders to be used for Science experiments. | Nil | Rehabilitation works of Science Laboratory were in progress. Funds were not available for the acquisition of these items. |
| Acquisition of chemicals for the distribution to Secondary Schools countrywide (Experiments). | Nil | Funds were not approved. |
| Acquisition of furniture, chairs, tables, screens and stools for training purposes. | 90% | Increase in price for screens has caused a reduction in quantity acquired. Funds were not available to facilitate the purchase of stools. |
| Train two hundred and fifty (250) school administrators in theory and practical education management. | 86% | Industrial action of teachers caused some participants to opt out of course. |
| Removal of defective windows and corroded grill from the building which houses the professional staff. | Nil | Non-availability of funds. |
| Carpeting of offices which house consultants. | Nil | Funds were not available. |
| Construction of revetment alongside the trench on the northern side of the compound. | Nil | Funds were not available. |

4.5.1.6

CYRIL POTTER COLLEGE OF EDUCATION**REVIEW OF CURRENT YEAR'S PROGRAMME****4.1 ADMINISTRATIVE MANAGEMENT**

| Targets Set for 2003 | Targets Achieved | Analysis of Success & Failure |
|---|--|---|
| <ul style="list-style-type: none"> • The provision of a conducive work/study environment for all categories of staff and students. | <ul style="list-style-type: none"> • A relatively healthy and physically comfortable work/study environment for staff and students. • Continued collaboration with MOE's Buildings Unit to effect much needed repairs to buildings. • Timely provision of janitorial materials to ensure a physically healthy environment. • Basic amenities such as drinking water, tissue and soap made availability to staff at all Centres. • With the contracting out of the weeding, the extensive grounds of the College were kept manageable. • Most payments done in a timely | <p>While a physically safe and healthy environment was achieved only the basic in maintenance and repairs was possible. The following areas still remain problematic</p> <ul style="list-style-type: none"> • Specific buildings and facilities for teacher training need to be identified for the in-service centres at New Amsterdam, Georgetown and Vreed-en-Hoop. The situation at New Amsterdam is especially critical at this time. • The electricity supply at the Turkeyen campus has yet to be resolved despite several letters to complaints to GPL. There has not been any major problem recently but the situation remains volatile. • Plumbing continues to be problematic especially in the dormitories and the serious sewerage situation at Turkeyen |

| | | |
|--|---|---|
| <ul style="list-style-type: none"> • The entry of adequately qualified students for the 2003 intake. • An increased number of applicants for the secondary programmes to help to facilitate USE. | <p>manner- (salaries, travelling, part-time claims, honoraria etc).</p> <ul style="list-style-type: none"> • Better-qualified entrants admitted for the 2004 intake-the entry requirement as a | <p>is also still unresolved.</p> <ul style="list-style-type: none"> • The campus grounds are extensive and need much more than weeding. It is also necessary to have grounds filled and landscaped. Landscaping and raising the general level of the land would ease the problem of flooding and time loss to the instructional programme. • Drainage around the campus is also an area of concern, which if dealt with urgently would prevent the tendency to flood easily. • While most payments are done in a timely manner the services of the human resources in the depleted accounts department are sorely tested. Once again the request is made for the Accounts Department to be supervised by a Bursar and qualified staff au fait with MOE's accounting procedures. • It was not possible to complete the refurbishing of the Home Economics block since monies |
|--|---|---|

| | | |
|---|--|---|
| <p>The celebration of the college's 75th anniversary</p> | <p>minimum of four (4) subjects at the CXC level with acceptable passes in both English Language and Mathematics.</p> <ul style="list-style-type: none"> • The advertisement focused on the intake of secondary trainees • A committee was formed and with financial help from the Ministry and the private sector the following were accomplished. <ul style="list-style-type: none"> ➤ There was a reunion week of activities. ➤ Persons who made significant contributions to teacher education were honoured. ➤ A New York chapter was formulated. ➤ -Past students from early batches were visited and honoured. ➤ Celebratory activities were held in Regions 2,3,4 and 6. | <p>had to be expended to deal with serious electrical issues.</p> <ul style="list-style-type: none"> • An analysis of end of semester results will show whether better-qualified entrants performed better at examinations. Semester examinations will take place from January 19th 2004. • There has been a slight increase in the number of secondary trainees for 2003 but certainly not what was expected and there are still too few persons opting for Mathematics, Science and Modern Languages. • The celebratory activities were well received but the majority of participants were from the "old brigade". It was disappointing that more recently graduated teachers did not play a more active role in the celebrations. |
|---|--|---|

INSTRUCTIONAL PROGRAMME

| Targets Set for 2003 | Targets Achieved | Analysis of Success/ Failure |
|---|---|---|
| <ul style="list-style-type: none"> • Complete the training of 150 student teachers to graduate in 2003. • Continue the training of 435 student teachers to graduate in 2004 from <ul style="list-style-type: none"> ➤ The first ever Coastal Distance Education programmes in Regions 2,3,4,6 and 10. ➤ The first batch utilizing the revised semesterised pre-service curriculum at Turkeyen. • Continue the training of students from <ul style="list-style-type: none"> ➤ Continuing In-Service, Distance Education and Pre-service programmes ➤ The first ever Hinterland Distance Education Certificate Programme in Region 1 ➤ The student teachers on the GBET/CPCE sponsored upgrading programmes in regions 1,7,8 & 9. | <p>All programmes are on-stream and are at various stages of completion.</p> <ul style="list-style-type: none"> • Pre-service programmes at all levels are ongoing at the Turkeyen campus for years 1,2, and 3 students. • In-service Secondary programmes are ongoing at all Centres in Regions 2,3,4,6 and 10. • Distance Education programmes for Nursery and Primary training are ongoing in Regions 2,3,4,6 and 10. • A Hinterland distance education programme is ongoing in Region 1 at three Centres Mabaruma, Moruca and Port Kaituma. • GBET/CPCE upgrading programmes are ongoing in Regions 1,7,8 and 9. | <p>While programmes are on stream the implementation is far from accreditation standards due to</p> <ul style="list-style-type: none"> • Serious staff shortages in critical subject areas • Rapid turnover of staff • Significant demands being made on staff to <ul style="list-style-type: none"> ➤ Facilitate several examinations held per year (setting, marking, compiling, invigilating and analyzing results) ➤ Write modules for the Distance Education Programmes ➤ Lecture extended hours and to large classes due to staff shortages ➤ Prepare lecturers, mark assignments, and other related tasks. ➤ Guide and supervise students on teaching practice. |

| | | |
|--|---|--|
| <ul style="list-style-type: none"> • Effectively monitor the teaching practice component of the programme. • Effectively monitor the instructional programmes at all Centres. • Expansion of subjects offered for options for the secondary programmes. | <ul style="list-style-type: none"> • Information Technology, Business Subjects and Physical Education have been added to the secondary programme | <ul style="list-style-type: none"> ➤ Guide and supervise cooperating teachers who are expected to assist with the guidance given to teachers while on teaching practice. ➤ Be involved in the implementation and training for the GBET/CPCE and CCETT projects. <p>Only with adequate, quality human resources can the curriculum programme be delivered effectively to ensure the development of quality teachers for our school system.</p> <p>Exposure to quality reading materials e.g. Journals, time to consult the internet for updated materials and time to be involved in research and publications are desperately needed.</p> <p>Inadequate staff has also severely hampered the effective monitoring and supervision of the in-service centres and the teaching practice component of the programme.</p> <ul style="list-style-type: none"> • Adequate qualified staff is critical if the additional programmes are to be sustained. |
|--|---|--|

| | | |
|--|--|--|
| | <p>curriculum.</p> <ul style="list-style-type: none"> • An additional computer laboratory donated by the SSRP project to enhance delivery of IT programmes. • Computers and other education facilities donated to the Regions 6 and 10 in-service centres by GEAP. | <ul style="list-style-type: none"> • The enhanced facilities ensure expansion of the curriculum programmes offered. |
|--|--|--|

DEVELOPMENT

| Targets Set for 2003 | Targets Achieved | Analysis of Success / Failure |
|--|--|---|
| <ul style="list-style-type: none"> • Effective monitoring and supervision of the in-service and hinterland centres <ul style="list-style-type: none"> ➤ Monthly HOCs meetings ➤ Monthly visits by staff to centres ➤ Collaborative meetings with lecturers from outlying centres each semester. • Orientation programmes for new staff | <p>Monthly meetings with HOCs occurred.</p> <p>Irregular visits to outlying centres by HODs and other administrative staff.</p> <p>Nil</p> | <p>The monthly meetings with HOCs ironed out many issues but there is need for more collaborative meetings with lecturers.</p> <p>It is becoming more and more imperative for the outlying centres to have at least a small cadre of full-time staff. They can then be called for training sessions without interference to the school system.</p> <p>Heavy dependence on part-time staff is no longer a feasible option.</p> <p>Visits by administrative staff have been occurring only in situations of</p> |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • Exposure of staff to various developmental programmes to enhance their capacity to deliver the programmes they teach. | <p>Staff was exposed to the following programmes:</p> <ul style="list-style-type: none"> • An OAS/NCERD sponsored workshop on Information Technology-using the computers as a teaching tool. • Three-week peer counseling programme by CESO volunteer-Student Development staff. • Canadian Conference on Social Studies and Humanities-Halifax, Nova Scotia. • Attendance at the International Reading Association Convention, Orlando, Miami-two lecturers sponsored themselves. <p>Ms. Cicely Nedd was honoured as one of the Women of Distinction at the Conference.</p> <ul style="list-style-type: none"> • Attendance on exchange programme at York University, Canada- Ms. Romona Bennett to complete her final year at UG. • Training courses for | <p>emergencies and need.</p> <p>Continuous developmental training of staff is critical.</p> <p>There is need for more access to journals and to encourage staff in research and publication.</p> |
|---|--|--|

| | | |
|--|---|--|
| | librarians sponsored by the Guyana Library Association in collaboration with the Institute of Distance and Continuing Education. | |
|--|---|--|

5.0 REVIEW OF SPECIAL INITIATIVES

- 5.1 National Concern - Assisted in coordinating and making costumes for the Ministry's Costume Band
- February
- Addressed Road Safety Week Rally - November
- 5.2 Improvement of Standard - Presented/Lectures on Social Skills and Dining Etiquette to National Under 15 Cricketers - March
- 5.3 Training Welfare - The Typist/Clerk attended 2 Workshops/Seminars that spanned a 3 – month period (August, September, October)
- The Technical Adviser attended a 1 week Training the Trainer Seminar – November.
- Individual training sessions were conducted with teachers from Richard Ishmael Secondary and Covent Garden Secondary - November – December.

5.0**SPECIAL INITIATIVES**

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

- (a) Participation in Mashramani celebration
- (b) Participation in Essequibo Night
- (c)
 - (a) Small Engine Repairs – (Summer)
 - (b) House Wiring Electrical Installation – (Summer)
 - (c) Computer Courses for Secondary Schools – (Summer)
 - (d) Computing for Professionals – (Summer)
 - (e) Basic Radio, Television and Electronic Servicing – (Summer)
- (d) Participation in Job Fair.
- (e) Development of a playing field on the Campus.
- (f) Construction of upper floor at ETI.
- (g) Extension of Administrative Office
- (f) Building of infrastructure to accommodate water storage tank so as to improve water supply.

5.1**PARTICIPATION IN ESSEQUIBO NIGHT**

This was a big event on the Essequibo Coast. The main focus of this exercise was to encourage buy local. This was a showcase for all business entities on the Essequibo Coast.

At the display at Anna Regina Community Centre Ground our booth was the most impressive. The President spent a long time at our booth. He commended our efforts especially since we are a new institution. This event was held on the 31st October to 1st November, 2003.

5.2**GRADUATION AND EXTERNAL EXAMINATION (GTEE) 2003**

Since its establishment in March 2001 the ETI has sent its first batch of students for external examinations. From the twelve (12) courses offered, a total of one hundred and forty-six (146) students wrote the examinations. Our rate of success was satisfactory as of this total eighteen (18) failed while one (1) was absent and (1) disqualified.

REVIEW OF SPECIAL INITIATIVES

During the year, the College sold agricultural 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, the Palms, the Pediatric 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 and donated \$112,000 to the College. President's College monitored the construction of a new pavilion/sports club the rehabilitation of the Dining Hall, and the painting of Teaching Block No. 1.

6.1

DETAILS OF CURRENT EXPENDITURE 2003**MINISTRY OF EDUCATION PROGRAMME 1 – MAIN OFFICE**

| SUB-HEAD | CODE | SUB-HEAD TITLES | EXPENDITURE G\$ | | |
|----------|------|---------------------------------------|-----------------|----------------|----------------|
| | | | REVISED 2003 | BUDGET 2003 | ACTUAL 2002 |
| | | Total Employment Costs | 55,468 | 51,392 | 23,909 |
| | 101 | Administration | 2,520 | 2,520 | 0 |
| | 102 | Senior Technical | 28,434 | 27,927 | 0 |
| | 104 | Clerical Office Support | 6,297 | 4,587 | 3,460 |
| | 105 | Semi-Skilled Operatives and Unskilled | 1,046 | 792 | 767 |
| | 106 | Other Employees | 8,752 | 8,218 | 16,814 |
| | | Overhead Expenses | 8,419 | 7,348 | 2,362 |
| | 201 | Other Direct Labour Costs | 91 | 500 | 644 |
| | 203 | Benefits and Allowances | 6,033 | 5,279 | 1,116 |
| | 204 | National Insurance Scheme | 2,252 | 1,569 | 658 |
| | | Other Charges | 52,303 | 56,743 | 236,141 |
| | 121 | Drugs and Medical Supplies | 335 | 335 | 73 |
| | 122 | Field Materials and Supplies | 1,750 | 1,750 | 1,200 |
| | 123 | Office Materials and Supplies | 2,639 | 2,639 | 1,443 |
| | 124 | Print and Non-Print Materials | 2,100 | 2,650 | 534 |
| | 141 | Rental of Buildings | 80 | 80 | 1,820 |
| | 142 | Maintenance of Buildings | 660 | 360 | 3,000 |
| | 143 | Janitorial and Cleaning Services | 400 | 400 | 257 |
| | 155 | Maintenance of Other Infrastructure | 180 | 180 | 0 |
| | 161 | Local Travel and Subsistence | 3,611 | 3,611 | 1,064 |
| | 163 | Postage, Telex and Cablegrams | 50 | 50 | 56 |
| | 171 | Telephone Charges | 1,553 | 1,053 | 1,424 |
| | 172 | Electricity Charges | 1,700 | 1,700 | 0 |
| | 173 | Water Charges | 400 | 400 | 0 |
| | 182 | Equipment Maintenance | 1,540 | 1,440 | 823 |
| | 183 | Cleaning and Extermination | 140 | 140 | 130 |
| | 184 | Other | 167 | 167 | 260 |
| | 191 | National and Other Events | 1,050 | 1,050 | 900 |

| SUB-HEAD | CODE | SUB-HEAD TITLES | EXPENDITURE GS | | |
|----------|------|---|-----------------|----------------|----------------|
| | | | REVISED 2003 | BUDGET 2003 | ACTUAL 2002 |
| | 193 | Refreshment & Meals | 689 | 453 | 490 |
| | 194 | Other | 380 | 380 | 300 |
| | 211 | Education Subventions & Grants | 20,120 | 20,120 | 11,170 |
| | 231 | Subsidies and Contribution to International Organizations | 106,839 | 106,839 | 98,909 |

DETAILS OF CURRENT EXPENDITURE 2003**MINISTRY OF EDUCATION PROGRAMME 2****NATIONAL EDUCATION POLICY IMPLEMENTATION AND SUPERVISION**

| SUB-HEAD | CODE | SUB-HEAD TITLES | EXPENDITURE G\$ | | |
|----------|------|---------------------------------------|-----------------|----------------|----------------|
| | | | REVISED 2003 | BUDGET 2003 | ACTUAL 2002 |
| | | Total Employment Costs | 107,771 | 51,392 | 51,026 |
| | 101 | Administration | 2,520 | 2,520 | 0 |
| | 102 | Senior Technical | 28,434 | 27,927 | 30,411 |
| | 104 | Clerical and Office support | 6,297 | 4,587 | 4,601 |
| | 105 | Semi-Skilled Operatives and Unskilled | 1,046 | 792 | 882 |
| | 106 | Contracted Employees | 8,752 | 8,218 | 8,222 |
| | | Overhead Expenses | 8,419 | 7,348 | 6,910 |
| | 201 | Other Direct Labour Costs | 91 | 500 | 146 |
| | 203 | Benefits and Allowances | 6,033 | 5,279 | 4,940 |
| | 204 | National Insurance | 2,295 | 1,569 | 1,824 |
| | | Total Other Charges | 52,303 | 56,743 | 59,374 |
| | 121 | Drugs and Medical Supplies | 335 | 335 | 400 |
| | 122 | Field Materials and Supplies | 1,750 | 1,750 | 1,650 |
| | 123 | Office Materials and Supplies | 2,639 | 2,639 | 3,135 |
| | 124 | Print and Non-Print Materials | 2,100 | 2,650 | 2,470 |
| | 141 | Rental of Buildings | 80 | 80 | 125 |
| | 142 | Maintenance of Buildings | 660 | 360 | 450 |
| | 143 | Janitorial and Cleaning Services | 400 | 400 | 450 |
| | 155 | Maintenance of Other Infrastructure | 180 | 180 | 360 |
| | 161 | Local Travel and Subsistence | 3,611 | 3,611 | 4,267 |
| | 163 | Postage, Telex and Cablegrams | 50 | 50 | 105 |
| | 171 | Telephone Charges | 1,553 | 1,053 | 415 |
| | 172 | Electricity Charges | 1,700 | 1,700 | 1,700 |
| | 173 | Water charges | 400 | 400 | 570 |
| | 182 | Equipment Maintenance | 1,540 | 1,540 | 1,430 |
| | 183 | Cleaning and Extermination Services | 200 | 200 | 320 |

| SUB-HEAD | CODE | SUB-HEAD TITLES | EXPENDITURE G\$ | | |
|----------|------|-----------------------------------|-----------------|----------------|----------------|
| | | | REVISED 2003 | BUDGET 2003 | ACTUAL 2002 |
| | 184 | Other | 320 | 320 | 390 |
| | 191 | National and Other Events | 8,850 | 7,500 | 6,500 |
| | 193 | Refreshment and Meals | 990 | 990 | 1,000 |
| | 194 | Other | 110 | 110 | 115 |
| | 211 | Education Subvention and Grants | 375 | 375 | 330 |
| | 212 | Training (including scholarships) | 24,460 | 30,500 | 32,542 |

DETAILS OF CURRENT EXPENDITURE 2003**MINISTRY OF EDUCATION PROGRAMME 3****MINISTRY ADMINISTRATION**

| SUB-HEAD | CODE | SUB-HEAD TITLES | EXPENDITURE G\$ | | |
|----------|------|---------------------------------------|-----------------|----------------|----------------|
| | | | REVISED 2003 | BUDGET 2003 | ACTUAL 2002 |
| | | Total Employment Costs | 106,927 | 108,160 | 99,843 |
| | 101 | Administration | 10,782 | 13,282 | 12,903 |
| | 102 | Senior Technical | 8,729 | 7,310 | 6,937 |
| | 103 | Other Technical and Craft Skilled | 9,314 | 9,255 | 8,593 |
| | 104 | Clerical and Office Support | 33,711 | 35,663 | 33,248 |
| | 105 | Semi-Skilled Operatives and Unskilled | 11,972 | 10,952 | 10,370 |
| | 106 | Contracted Employees | 10,285 | 6,491 | 4,901 |
| | 107 | Temporary Employees | 1,844 | 2,832 | 1,291 |
| | 201 | Other Direct Labour Costs | 6,992 | 6,992 | 8,655 |
| | 203 | Benefits and Allowances | 7,044 | 9,129 | 7,007 |
| | 204 | National Insurance Scheme | 6,254 | 6,254 | 5,338 |
| | | Other Charges | 586,876 | 605,836 | 424,325 |
| | 121 | Drugs and Medical supplies | 450 | 450 | 796 |
| | 122 | Field Materials and supplies | 4,977 | 5,277 | 5,477 |
| | 123 | Office Materials and Supplies | 8,510 | 9,210 | 10,113 |
| | 124 | Print and Non-Print Materials | 253,680 | 308,579 | 106,482 |
| | 131 | Fuel and Lubricants | 854 | 5,111 | 6,352 |
| | 141 | Rental of Buildings | 3,764 | 3,764 | 5,035 |
| | 142 | Maintenance of Buildings | 19,100 | 22,100 | 20,600 |
| | 143 | Janitorial and Cleaning Services | 1,300 | 1,300 | 1,530 |
| | 155 | Maintenance of Other Infrastructure | 3,443 | 2,900 | 5,000 |
| | 161 | Local Travel and Subsistence | 14,657 | 9,960 | 20,858 |
| | 163 | Postage, Telex and Cablegrams | 1,187 | 1,187 | 1,400 |
| | 164 | Vehicles Spares and Services | 5,414 | 9,650 | 9,417 |
| | 165 | Other Transport, Travel and Postage | 12,936 | 12,815 | 100 |

| SUB-HEAD | CODE | SUB-HEAD TITLES | EXPENDITURE G\$ | | |
|----------|------|--|-----------------|----------------|----------------|
| | | | REVISED 2003 | BUDGET 2003 | ACTUAL 2002 |
| | 171 | Telephone Charges | 4,760 | 3,000 | 3,204 |
| | 172 | Electricity Charges | 18,240 | 18,240 | 15,915 |
| | 173 | Water Charges | 2,560 | 2,560 | 2,128 |
| | 181 | Security Services | 21,122 | 15,750 | 19,900 |
| | 182 | Equipment Maintenance | 7,786 | 7,786 | 6,274 |
| | 183 | Cleaning and Extermination Services | 1,612 | 1,612 | 2,018 |
| | 184 | Other | 48,112 | 8,413 | 2,018 |
| | 191 | National and Other Events | 509 | 409 | 409 |
| | 192 | Dietary | 100,000 | 100,000 | 109,300 |
| | 193 | Refreshment and Meals | 1,790 | 1,790 | 2,000 |
| | 194 | Other | 2,772 | 2,772 | 4,710 |
| | 211 | Education, Subventions and Grants | 45,000 | 45,000 | 42,000 |
| | 212 | Training Including Scholarships | 2,341 | 6,201 | 19,669 |

DETAILS OF CURRENT EXPENDITURE**PROGRAMME 4 – TRAINING AND DEVELOPMENT**

| SUB-HEAD | CODE | SUB-HEAD TITLES | EXPENDITURE G\$ | | |
|----------|------|---------------------------------------|-----------------|----------------|----------------|
| | | | REVISED 2003 | BUDGET 2003 | ACTUAL 2002 |
| | | Total Employment Costs | 158,246 | 177,964 | 175,674 |
| | 101 | Administration | 4,492 | 4,492 | 4,644 |
| | 102 | Senior Technical | 61,046 | 68,245 | 66,785 |
| | 103 | Other Technical and Craft Skilled | 8,116 | 8,036 | 7430 |
| | 104 | Clerical and Office Support | 15,538 | 15,095 | 14,566 |
| | 105 | Semi-Skilled Operatives and Unskilled | 8,917 | 8,917 | 8,802 |
| | 106 | Contracted Employees | 19,745 | 26,387 | 23,092 |
| | 107 | Temporary Employees | 25,748 | 32,148 | 37,573 |
| | | Overhead Expenses | 14,644 | 4,644 | 12,782 |
| | 201 | Other Direct Labour Costs | 2,323 | 2,323 | 2,566 |
| | 203 | Benefits and Allowances | 4,698 | 4,698 | 2,990 |
| | 204 | National Insurance Scheme | 7,623 | 7,623 | 7,226 |
| | | Other Charges | 243,031 | 243,031 | 252,850 |
| | 121 | Drugs and Medical Supplies | 690 | 690 | 763 |
| | 122 | Field Materials and Supplies | 5,076 | 6,710 | 6,713 |
| | 123 | Office Materials and Supplies | 5,550 | 7,000 | 8,595 |
| | 124 | Print and Non-Print Materials | 9,291 | 11,534 | 12,670 |
| | 131 | Fuel and Lubricants | 1,970 | 3,300 | 4,200 |
| | 141 | Rental of Buildings | 4,310 | 3,660 | 3,700 |
| | 142 | Maintenance of Buildings | 18,080 | 11,000 | 13,000 |
| | 143 | Janitorial and Cleaning Services | 1,871 | 2,605 | 2,728 |
| | 155 | Maintenance of Other Infrastructure | 5,120 | 4,370 | 4,000 |
| | 161 | Local Travel and Subsistence | 5,870 | 6,870 | 6,924 |
| | 163 | Postage, Telex and Cablegrams | 65 | 65 | 75 |
| | 164 | Vehicles Spares and Services | 1,579 | 2,500 | 2,500 |
| | 165 | Other Transport, Travel and Postage | 106 | 106 | 100 |

| SUB-HEAD | CODE | SUB-HEAD TITLES | EXPENDITURE G\$ | | |
|----------|------|--|-----------------|----------------|----------------|
| | | | REVISED 2003 | BUDGET 2003 | ACTUAL 2002 |
| | 171 | Telephone Charges | 2,327 | 1,927 | 2,093 |
| | 172 | Electricity Charges | 14,284 | 14,284 | 13,163 |
| | 173 | Water Charges | 2,575 | 2,575 | 2,446 |
| | 181 | Security Charges | 18,543 | 18,543 | 21,300 |
| | 183 | Cleaning and Extermination Services | 2,018 | 1,472 | 1,498 |
| | 184 | Other | 6,383 | 4,583 | 5,142 |
| | 191 | National and Other Events | 7,849 | 6,000 | 5,722 |
| | 192 | Dietary | 40,000 | 41,000 | 42,000 |
| | 193 | Refreshment and Meals | 1,095 | 1,095 | 1,151 |
| | 194 | Other | 2,851 | 2,851 | 3,225 |
| | 211 | Education, Subventions and Grants | 32,341 | 29,064 | 28,042 |
| | 212 | Training Including Scholarships | 47,763 | 54,463 | 55,283 |

MINISTRY OF EDUCATION APPROPRIATION ACCOUNT**PROGRAMME 5 – EDUCATION DELIVERY**

| SUB-HEAD | CODE | SUB-HEAD TITLES | EXPENDITURE G\$ | | |
|----------|------|---------------------------------------|-----------------|----------------|----------------|
| | | | REVISED 2003 | BUDGET 2003 | ACTUAL 2002 |
| | | Total Employment Costs | 1,432,963 | 1,421,554 | 1,359,898 |
| | 101 | Administration | 251,421 | 291,023 | 278,534 |
| | 102 | Senior Technical | 664,808 | 637,315 | 607,031 |
| | 103 | Other Technical and Craft Skilled | 217,412 | 189,577 | 198,860 |
| | 104 | Clerical and Office Support | 27,935 | 30,927 | 25,369 |
| | 105 | Semi-Skilled Operatives and Unskilled | 105,530 | 112,572 | 108,037 |
| | 106 | Contracted Employees | 768 | 765 | 791 |
| | 107 | Temporary Employees | 35,168 | 47,661 | 30,819 |
| | | Overhead Expenses | 129,921 | 11,714 | 110,391 |
| | 201 | Other Direct Labour Costs | 21,484 | 16,825 | 15,345 |
| | 203 | Benefits and Allowances | 19,437 | 5,889 | 5,614 |
| | 204 | National Insurance Scheme | 89,000 | 89,000 | 89,432 |
| | | Other Charges | 1,251,486 | 1,225,286 | 252,850 |
| | 121 | Drugs and Medical Supplies | 913 | 1,650 | 1,780 |
| | 122 | Field Materials and Supplies | 37,363 | 40,463 | 46,563 |
| | 123 | Office Materials and Supplies | 8,717 | 13,100 | 12,906 |
| | 124 | Print and Non-Print Materials | 18,191 | 14,625 | 15,216 |
| | 131 | Fuel and Lubricants | 1,250 | 1,650 | 1,904 |
| | 141 | Rental of Buildings | 5,305 | 6,900 | 6,856 |
| | 142 | Maintenance of Buildings | 66,145 | 56,545 | 71,220 |
| | 143 | Janitorial and Cleaning Services | 1,852 | 1,203 | 11,436 |
| | 155 | Maintenance of Other Infrastructure | 38,400 | 26,805 | 31,870 |
| | 161 | Local Travel and Subsistence | 3,690 | 4,990 | 4,982 |
| | 163 | Postage, Telex and Cablegrams | 140 | 140 | 306 |
| | 164 | Vehicles Spares and Services | 2,596 | 2,596 | 3,300 |
| | 165 | Other Transport, Travel and Postage | | | |

| SUB-HEAD | CODE | SUB-HEAD TITLES | EXPENDITURE G\$ | | |
|----------|------|--|-----------------|----------------|----------------|
| | | | REVISED 2003 | BUDGET 2003 | ACTUAL 2002 |
| | 171 | Telephone Charges | 5,042 | 5,042 | 2,001 |
| | 172 | Electricity Charges | 36,423 | 36,423 | 64,701 |
| | 173 | Water Charges | 17,952 | 17,952 | 17,015 |
| | 181 | Security Services | 126,058 | 101,275 | 103,293 |
| | 182 | Equipment Maintenance | 12,141 | 6,886 | 7,490 |
| | 183 | Cleaning and Extermination Services | 14,457 | 5,950 | 9,091 |
| | 184 | Other | 1,750 | 1,750 | 2,022 |
| | 191 | National and Other Events | 6,926 | 6,926 | 6,235 |
| | 192 | Dietary | 1,000 | 1,000 | 1,806 |
| | 193 | Refreshment and Meals | 635 | 635 | 632 |
| | 194 | Other | 411 | 411 | 730 |
| | 211 | Education, Subventions and Grants | 826,405 | 840,513 | 788,449 |
| | 212 | Training Including Scholarships | 12,724 | 19,024 | 17,794 |

MINISTRY OF EDUCATION**APPROPRIATION ACCOUNT****CAPITAL - 543**

| SUB-HEAD | CODE | SUB-HEAD TITLES | EXPENDITURE G\$ | | |
|----------|-------|---|-----------------|----------------|----------------|
| | | | REVISED 2003 | BUDGET 2003 | ACTUAL 2002 |
| | | Total Employment Cost | 526,077 | 553,683 | 150,000 |
| | 12001 | Nursery, Primary and Secondary Schools | 85,000 | 85,000 | 150,000 |
| | 12002 | Building - National Library | 10,000 | 10,000 | 10,500 |
| | 12009 | Critchlow Labour College | 1,599 | 1,599 | 2,000 |
| | 12010 | Kuru Kuru College | 2,000 | 2,000 | 2,000 |
| | 12011 | Teacher's Training Complex | 14,100 | 14,000 | 14,100 |
| | 12012 | University of Guyana - Turkeyen | 36,700 | 36,700 | 174,000 |
| | 12013 | University of Guyana - Berbice | 82,000 | 82,000 | 90,000 |
| | 12014 | Basic Education Access Management Systems | 15,870 | 15,870 | 195,000 |
| | 24001 | Land Transport | 4,000 | 4,000 | 9,000 |
| | 26002 | Guyana Basic Education Teacher Training | 70,000 | 97,606 | 80,000 |
| | 26003 | New Amsterdam Technical Institute | 18,808 | 18,808 | 8,100 |
| | 26004 | Other Equipment | 4,000 | 4,000 | 3,200 |
| | 26005 | Government Technical Institute | 92,000 | 92,000 | 125,000 |
| | 26007 | Guyana Industrial Training Centre | 5,000 | 5,000 | 5,000 |
| | 26008 | Carnegie School of Home Economics | 2,000 | 2,000 | 2,000 |
| | 26009 | School Furniture and Equipment | 20,000 | 20,000 | 20,000 |
| | 26010 | Resource Development Centre | 6,000 | 6,000 | 6,000 |
| | 26011 | Development of Text Books | 32,000 | 32,000 | 14,000 |
| | 45003 | Linden Technical Institute | 15,000 | 15,000 | 25,000 |