

CO-OPERATIVE REPUBLIC OF GUYANA

MINISTRY OF EDUCATION

&

CULTURAL DEVELOPMENT

ANNUAL REPORT

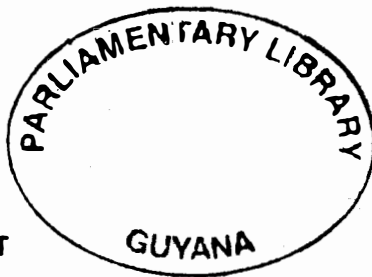
1993

SUBMITTED PURSUANT TO

P.S.M. CIRCULAR REF. NO. PS:14/1^{IV}

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1.0 EXECUTIVE SUMMARY

This report highlights the main focuses of the Ministry of Education and Cultural Development for 1993. It provides an analysis of the achievement of the work of the constituent sections of the Ministry which comprises the following: Education, Culture and Sports.

EDUCATION

During 1993 the Ministry sought to improve the management of the school system, to equip teachers and supervisors with much needed skills, to increase the availability of teaching/learning materials and to provide better physical accommodation, so that an enhanced quality of education could become available to all those eligible to receive it.

Senior officers managing the school system participated in a four-day retreat where the system and its operations were reviewed and initiatives and priority areas identified. In the course of the year under review several initial and inservice training activities were conducted. These included the preparation and certification of about 300 student teachers, the conduct of workshops and seminars to improve the management and supervisory skills of school administrators and education officers, and content and skills programme for classroom teachers.

The production and distribution of textbooks, curricula and other teaching/learning materials was undertaken for both primary and secondary levels of schooling. In particular the restructuring of the Secondary Schools Entrance Examination Syllabi and question papers was begun to place greater emphasis at the classroom level on problem solving, and creative thinking.

Rehabilitation works were done to about fifteen (15) schools to enhance the system's capacity to accommodate its students and teachers. Upgrading of physical infrastructure of technical, vocational institutions was also an important feature.

Additionally, on the technical/vocational area some successful and beneficial initiatives included:

- the acquisition of tools and equipment
- the strengthening of links with industry
- participation in meeting, workshop/seminars organised by international organisations the review of the Industrial Training Act was begun; and
- the enrolment and graduation of students/trainees showed an increase over the numbers of previous years

The monitoring and evaluation of programmes and the performance of field and school-based personnel was enhanced. This was done through individual and team visits of regionally based officers to schools, through visits to the regions by teams of officers and technical personnel located at the Central Ministry, and through several inspections of schools carried out by the School Inspectorate Unit.

In 1993 attempt to conclude the restructuring of the Department of Culture continued. Efforts were made to fill the vacant positions or to have them declared redundant. The Management of certain units were strengthened by the appointment of Boards of Director. These include such entities as the Castellani House, the Museum and the National Trust. The Department also continued its outreach programme in order to familiarize persons in other Regions with its work. Resource persons conducted training programmes in creative writing with students in Region 10. The Dance Company performed and conducted workshops for Dance Teachers and Students in a number of districts. Workshops were also conducted in Voice and conducting, piano tuning and repairs.

SPORTS

The Department of Sports and the National Sports Development Council were merged and became an autonomous entity, the National Sports Commission, by an Act of Parliament, Act No. 23 of 1993.

The functions of the Commission were hampered by a shortage of funds and staff. Coaching programmes conducted in Georgetown, East Demerara and West Coast Berbice, Linden, West Demerara and Bartica were done by part-time staff. There was also a high turnover of typists and clerical staff. The Department was thus unable to expand its sports organising programme in the Region. The Department continued to be plagued by transportation difficulties and could not undertake many of its programmes.

CONCLUSION

It can be concluded therefore , that 1993 was a reasonable year for the Ministry which completed a review of its programmes and had put in place a number of initiatives to improve its performance, though the Departments of Culture and Sports. It had undertaken some out-reach programmes to improve situations in the various Regions.



HYDAR ALLY
PERMANENT SECRETARY.

2.0

MISSION STATEMENT

"To ensure that every individual has access to Educational, Cultural and Sporting experiences which cater for his/her total development and equip him/her with the knowledge, skills and attitudes necessary to make a meaningful contribution to national development".

3.0 ORGANISATION AND MANAGEMENT

3.1.0 Structure:

The Ministry was restructured in 1991 as a result of reassignment of responsibilities. The new structure is organised into seven main sections to implement its mission:

- (a) Education
- (b) Culture
- (c) Personnel
- (d) Planning
- (e) General Administration
- (f) Finance
- (g) Sports

3.1.1 Education

The Chief Education Officer has the overall responsibility for professional matters related to the delivery of education throughout the education system. He is assisted by three Deputy Chief Education Officers.

The Deputy Chief Education Officer (Development) has the responsibility of planning, Development and education innovation. Institutions such as the Cyril Potter College of Education, National Centre for Educational Research Development and Examinations Division fall with this cluster.

The Deputy Chief Education Officer (Administration) is concerned with the management of the school system and supervises the Assistant Chief Education Officers, each of whom has the responsibility for supervising the work done at the Nursery, Primary and Secondary Levels.

The Deputy Chief Education Officer (Technical) is responsible for Pre-Vocational, Technical and Vocational education.

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

3.1.2 General Administration

Administration encompasses financial and personnel administration. The Permanent Secretary of the Ministry leads the Management Team which is responsible for formulation, co-ordination and implementation of plans, evaluation and other measures of efficiency in the education and related processes. He is assisted by two (2) Deputy Permanent Secretaries, one (1) Education Planning Officer, and one (1) Field Auditor.

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

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

The Education Planning officer, as administrative head of the planning Unit, is 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.

Department of CultureRestructuring:

The Administration, together with the Principal Personnel Officer, Ministry of Education and Cultural Development examined Staffing at the Department of Culture and its several arms in an effort to conclude the restructuring exercise which was begun in 1992. This exercise was carried out with the intention of either filling the positions which were vacant or having them declare redundant.

Establishment of Committees

In order to satisfy requirements of the Constitution of Guyana and to ensure the efficient functioning of various entities, Committees were established. Among these were:-

(i) Castellani House Committee which comprises

Mrs. Janet Jagan, O.E.	- Chairman
Mrs. Mildred Lowe	- Secretary & Chairman, Department of Culture
Ms. Agnes Jones, A.A.	- Administrator, Burrowes School of Art
Dr. Denis Williams, C.C.H.	- Director, Walter Roth Museum
Mr. Nigel Hughes	- Layer, Hughes, Fields & Stoby
Mr. Albert Rodrigues	- Director, Rodrigues + Cox Architect
Mr. Ian Mc Donald	- Director, Marketing & Administration, GUYSUCO
Mr. Stanley Greaves	- Artist
Ms. Bernadette Persaud	- Artist

(ii) Museum Committee

Still to operate as a functioning body is the National Cultural Centre which has:

Mrs. Mildred Lowe	Mildred Lowe	Daphne Rogers
Ms. Zaida Joaquin	Janet Forte	Danita Radzik
Ms. Sandra Blair	Jean Skeete	Lenox Bobb
Ms. Pauline Sundar	Indranie Persaud	Kellowan Lall
Ms. Joy O'Jon	Fazil Azeez	
Mrs. Savitri Mootoo		
Mrs. Ritchlyn Softleih		

Acquisition of Equipment

Through unstinted efforts of the Chairman, Department of Culture and the Administrator, National Cultural Centre together with the co-operation of the Ministry of Education and Cultural Development, new curtains and stage lights which significantly enhanced productions were acquired for the national Cultural Centre.

Through the kind courtesy of the British High Commission, the Brass band benefited from the following gifts:-

12 Notenstander music stand
 3 Trombone cleaners
 8 Trumpet and Cornet flexible with brush
 12 Mouth piece brushes
 6 Value cleaners with brush
 20 Beeson value oil
 20 Beeson slide cream
 10 Superslick trombone slide cream
 20 Tuning slide grease

The aforementioned have contributed to a delightful sound and tone emanating from the Brass Band.

Outreach Programmes

As in the past this programme touched the lives of agencies and individuals who were far removed from the centre of activities as well as those in close proximity to the Secretariat.

Two resource persons who were based in Georgetown travelled to Linden, Region #10 to conduct a training programme in Creative Writing with students of McKenzie Primary, Amelia's Ward Primary, Linden Foundation and Regina primary Schools.

The Director of the National Dance Company, together with Company members, did performances and conducted workshops in Dance for teachers and students in outlying districts.

Dr. Moses Telford returned to Guyana for phase 2 of his music workshops in Voice and Conducting.

The Department of culture once again honoured its obligation by bringing home Mr. Remington Ally, a Guyanese based in Barbados to continue work in piano tuning for piano in schools, at the National Cultural Centre and those owned by some members of the Music Teachers' Association. Mr. Ally also provided technical training in general repairs to piano.

Co-operation with other Agencies throughout the Year.

1. Embassy of the united States of America

- May 12 - The National Cultural Centre - Performance by the Dalton-Hartel Dance Duo
- August 3 - At the National Cultural Centre - Performance by the "Artistic Ambassadors Duo" Laura Kobayashi (violin) and Susan Grey (piano) This was followed by a workshop on August 4.

2. Grenada National Folk Group

There were performances by this Group at the National Cultural Centre and in Linden while the Group was afforded the opportunity to attend Dr. Moses Telford's Music Workshop in Voice and Conducting. They also attended Workshops in dance at the president's College where they were staying, and the National School of dance, conducted by the Director of the national dance company, ms. Linda Griffith and head dancer Mrs. Vivienne Daniel. A dance exchange visit with a Queh Queh group from Mahaicony materialised and they were hosted at dinner by the Woodside Choir. Through the ministry of Foreign Affairs, exploratory discussions were held concerning the cultural agreement with India, Venezuela, Cuba and Suriname.

Staff Development

Listed below are members of Staff who were exposed to training programmes related in their areas of responsibility.

- Austin, Everley - Travelling Exhibitions, from March 29 - April 1, 1993 in Jamaica
- Billey, Fay - Management, Finance and Public Relations, from June 1-5, 1993 in St. Lucia
- Daly, Jenny - Museum Education, from April 19-23 1993 in Barbados
- Limerick, Marcel - Collections Management, April 26-29, 1993 in Barbados
- Tyrelle, Pamela - Paper Conservation, February 4-7 1993 in Antigua
- Wiltshire, Sibyl - Organisational Development, April 6-8 1993 at Office of the President, Public Service management in Guyana.

Costume House

Efforts to enhance the Costume Cupboard continued with the acquisition of new costumes to promote cultural presentations of a national nature. This was particularly so during the Republic Celebrations when several Amerindian costumes were purchased for the Makonaima Mifimu Pageant while the Independence Celebrations warranted the purchase of very many children's costumes.

The new system which was put in place for the loan of costumes was constantly being monitored for its effectiveness in the retrieval of costumes as requests for performances by the National Dance Company students of the National School of dance increased significantly.

Film Censor Board

The Board continued in 1993 with what can be described as an extremely busy schedule censoring films at the Astor, Liberty, Metropole and Strand Cinemas. Censoring at the Visual Productions Unit was almost non-existent due to the fact that invariably when the censors arrived at the appointed time they were kept waiting while the Unit's programmes were being executed. It must be noted that conditions for censoring at the Metropole cinema have been enhanced due to the acquisitions of new equipment and improved sanitary facilities. However, the Operator at this cinema is invariably late and this hinders a prompt start at censoring. The fact that there are now only about five active censors, sometimes affects a prompt start due to the lack of quorum.

In the light of the rapid advance in technology, serious attempts are reviewing the laws as they relate to censoring should be initiated.

3.1.4

Department of Sport

Plans to have the Department of Sports and the National Sports Development Council merged, and to give the entity autonomous status were realised. The National Sports Commission Act No. 23 of 1993 was assented to by Mr. Samuel Hinds, prime Minister performing the functions of the President, on December 31, 1993. The Department, never-the-less, continued to function under the Ministry of Education and Cultural Development.

A special Audit investigation, ordered by the Minister of Education, has had a negative effect on the performance of the staff, since several articles were carried in the press pertaining to this matter even before its conclusion. The report of the Auditor General will be investigated by the police.

A high turnover of typists continued to create a problem for coaches and organisers, in getting their programmes prepared. These typists often leave for what is conceived "better paying jobs."

The Department's coaching programmes during the year were, to a large extent, conducted by part-time coaches.

These programmes were conducted in Georgetown, East and West Coast Berbice, Linden, West Demerara and Bartica. There was also an increase in the number of disciplines organised for the purpose of coaching. The Department was able to acquire a quantity of sports equipment as donated from the Bahai's of Guyana through their Organisation in the United States. Equipment were also purchased by the Department for the purpose of coaching and assistance to Organisations in Georgetown and the Regions.

It has been approximately three years since the Department's Coaster Bus has been in the Guyana National Engineering Corporation workshop awaiting repairs. This situation has caused the Department much difficulty in acquiring transportation for its programmes.

The Gymnasium continued to be under-utilised due to inadequate lighting. Presently, the National Sports Commission is making every efforts to have two Transformers brought from Venezuela, which when put in place, will cause sports activities to be held at nights. Both the National Sports Hall and the National Sports Centre are being used to their maximum.

Due to the limited indoor facilities elsewhere, the Sports Hall is being used for activities outside of those directly related to sports, e.g. religious and cultural.. The Sports Centre has also provided much needed accommodation for sports, culture and religious personnel. Improvement to this facility is programmed for 1994.

The financial assistance was given to Regions 2,3,4,5,6,7 and 10 for the improvement of their outdoor facilities.

We were unable to carry out a proper ground maintenance programme in Georgetown owing to the lack of equipment. The National Sports Centre and the Gymnasium compounds continue to be maintained by private contractors, while the National Sports hall compound was cut periodically by the National Parks Commission. Rehabilitation work was done to the East Ruimveldt Secondary School compound making it accessible to students and youths in the area.

To date we are unable to expand the Sports Organising programme to the Regions. This is due mainly to our inability to employ Regional Sports Organisers. As a consequence, coaches are expected to organise their ow programmes for coaching and competitions.

The situation as regards establishing an outdoor sports facility, which will allow for greater participation among our athletes and a higher level of performance, has taken a nose dive with the proposed site being used as a refuse dump. This certainly is not a good sign for the development of sports.

Despite many adverse comments, especially in the press, the Department of Sports and sports in general had an extremely successful year, both Nationally and Internationally.

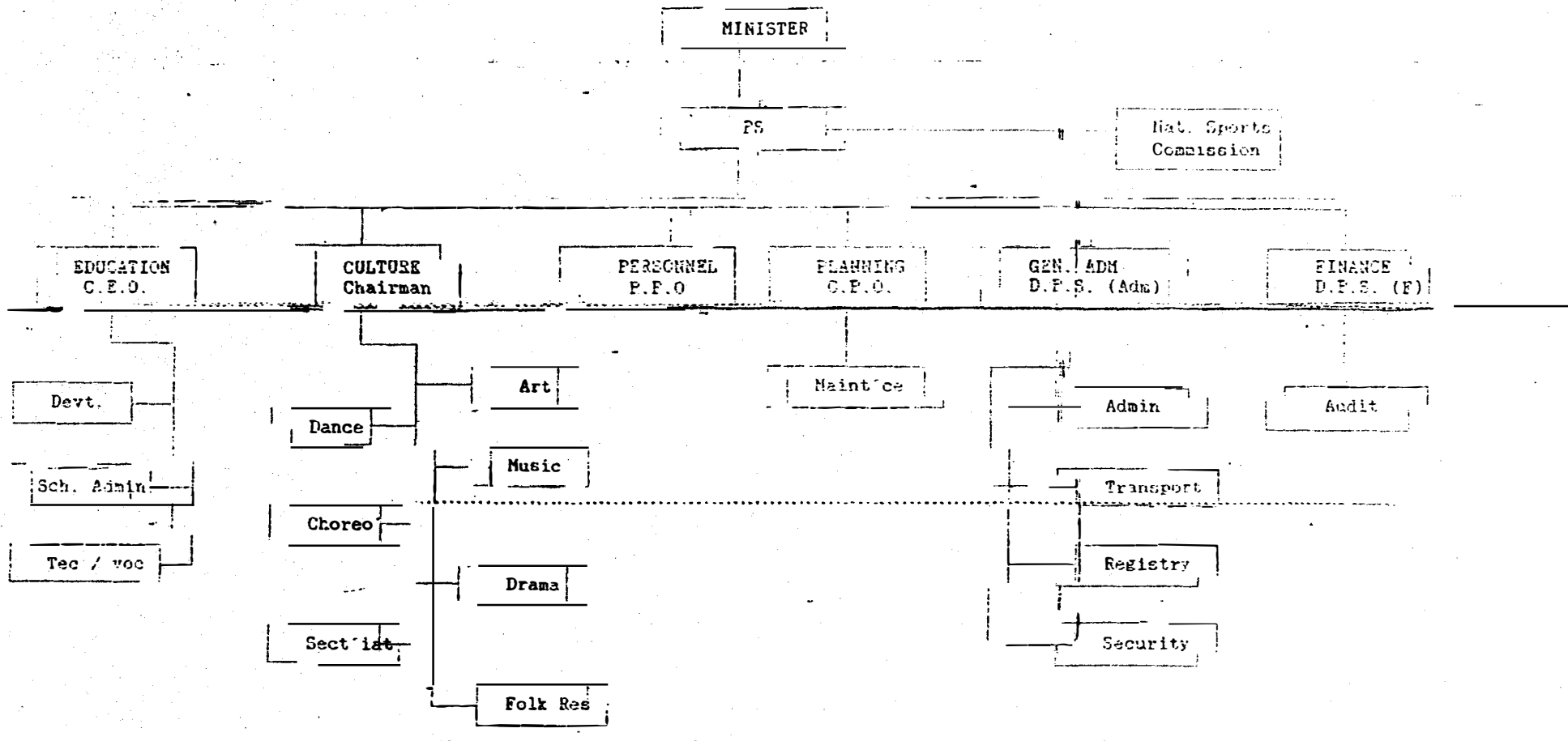
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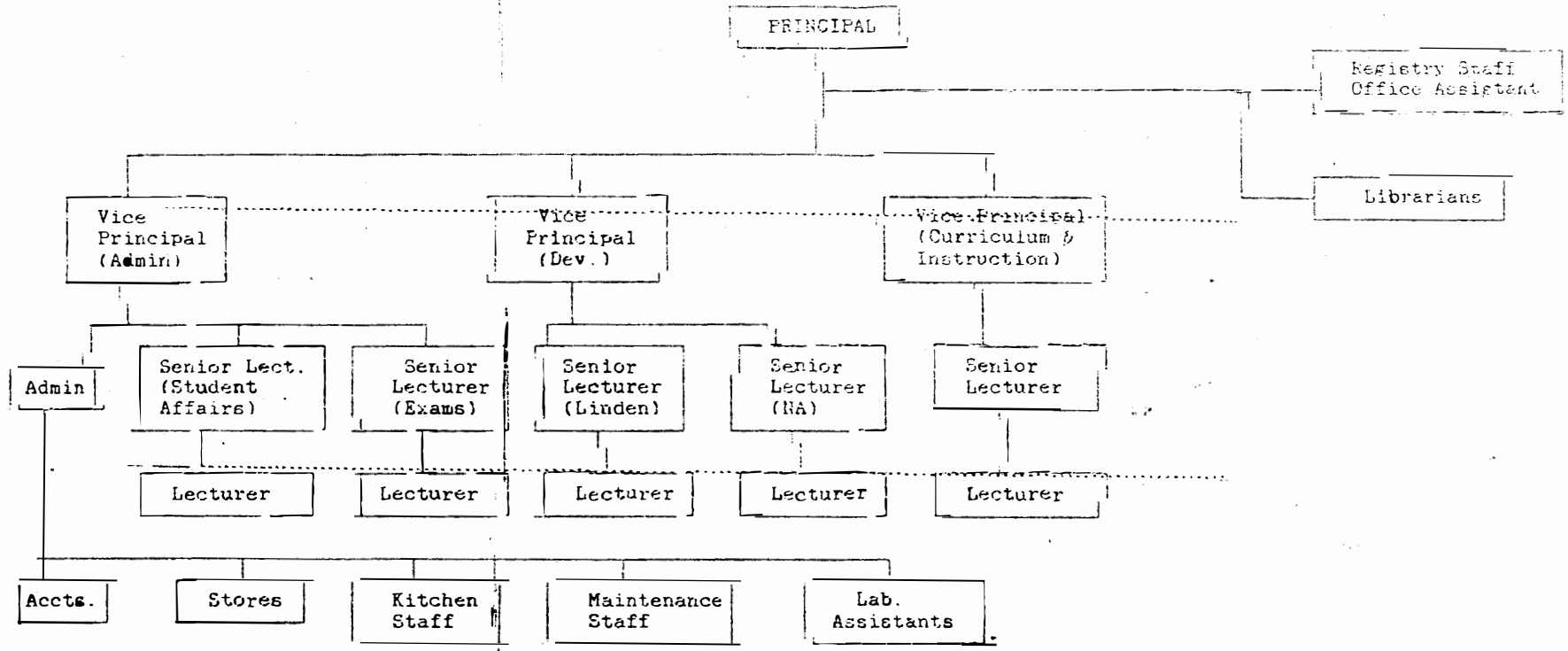
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Figure 1

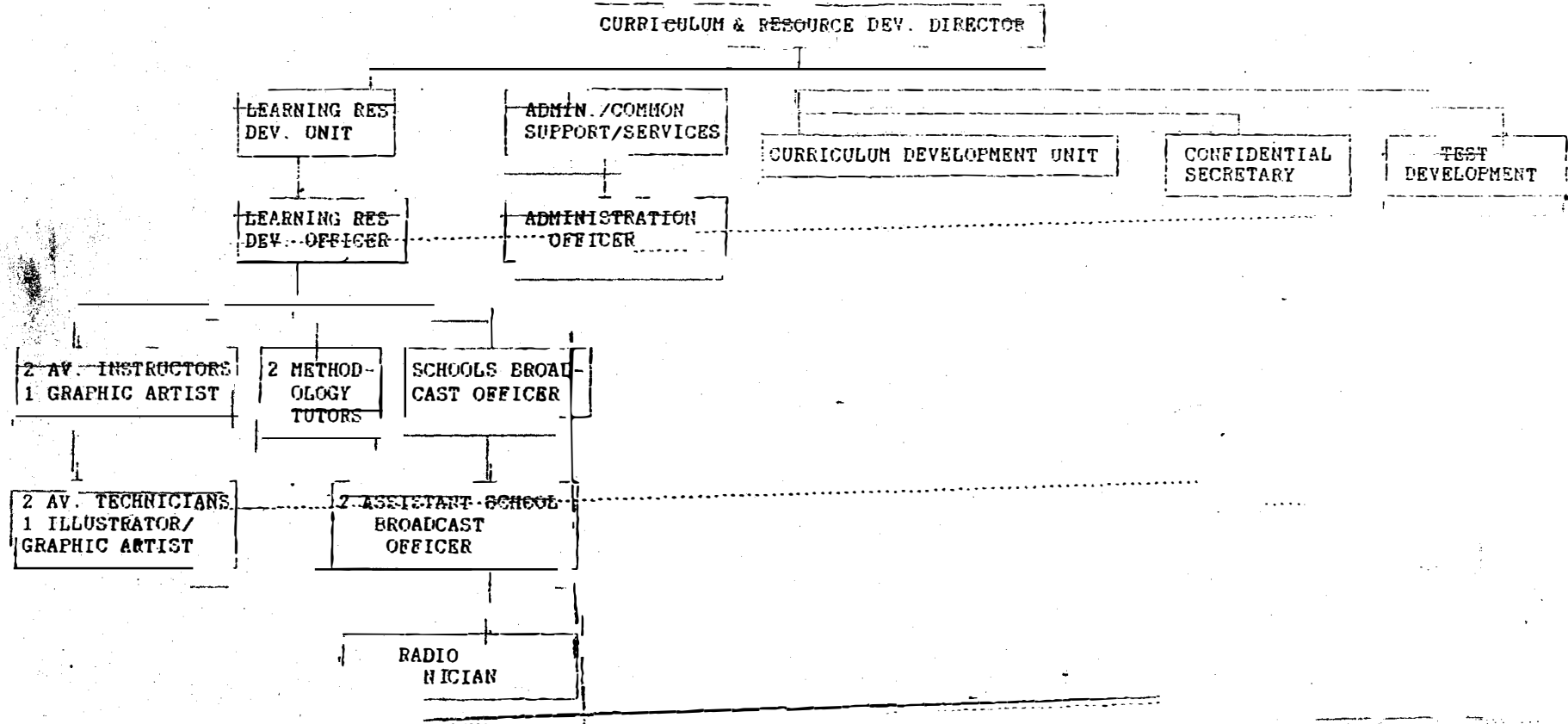
ORGANISATION CHARTS

MINISTRY OF EDUCATION AND CULTURAL DEVELOPMENT



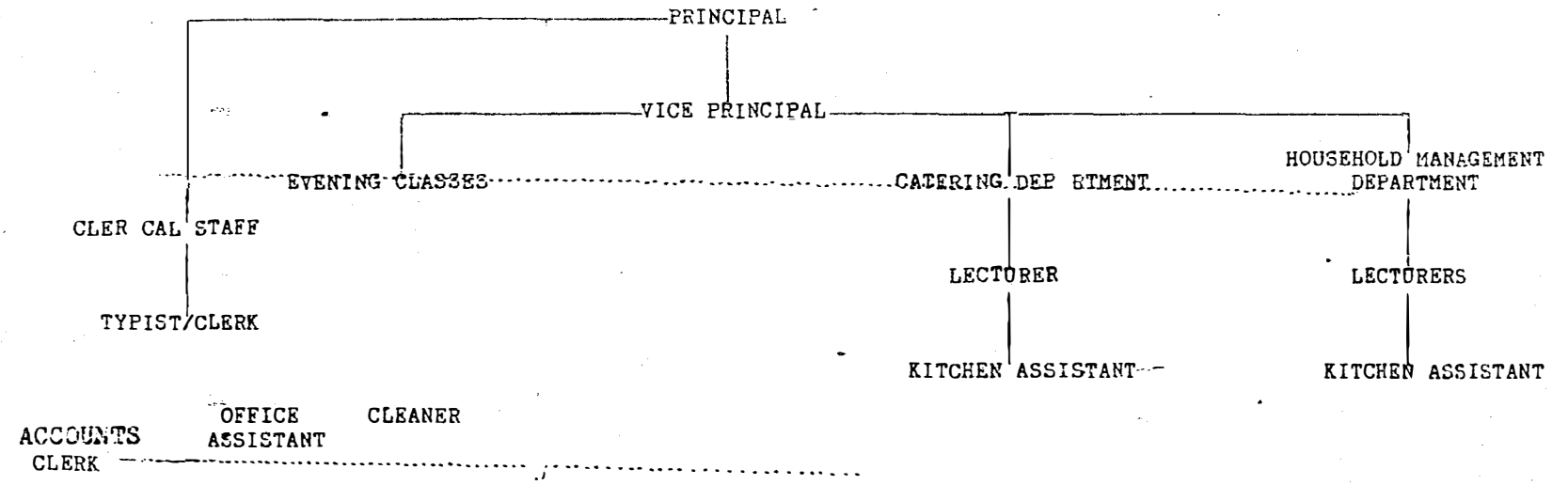


NATIONAL CENTRE FOR EDUCATIONAL RESOURCE DEVELOPMENT



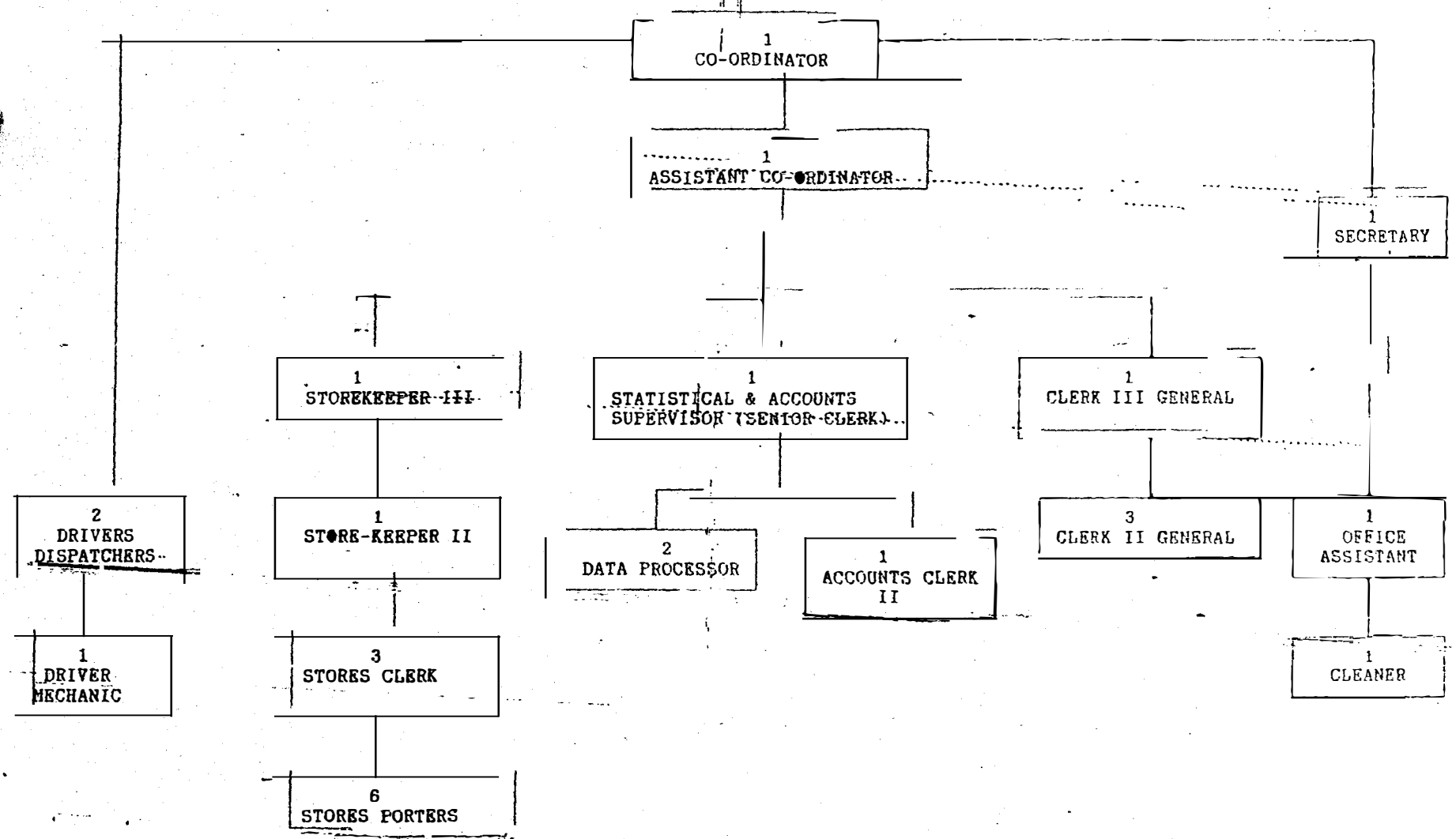
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CARNEGIE SCHOOL OF HOME ECONOMICS

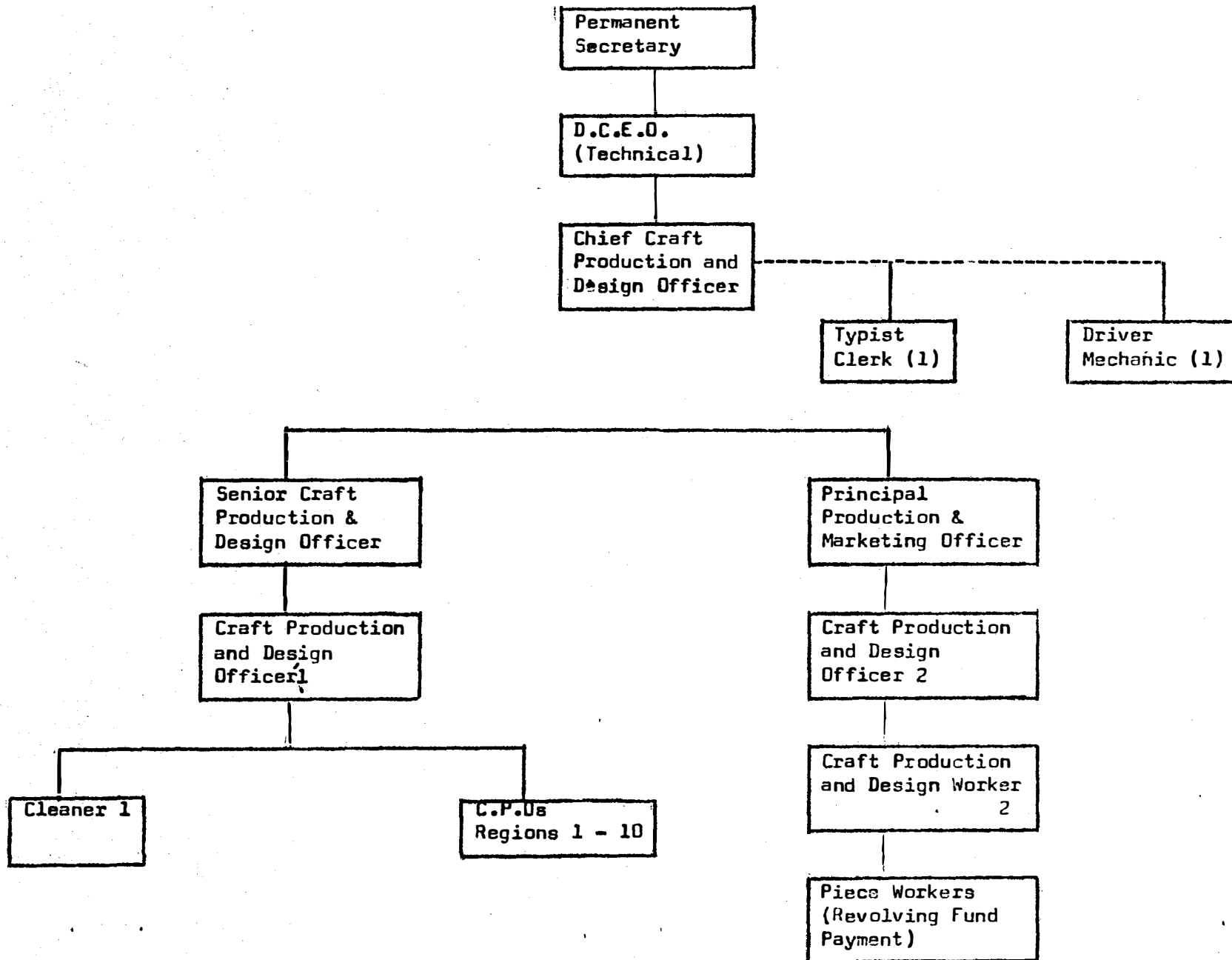


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BOOK DISTRIBUTION UNIT

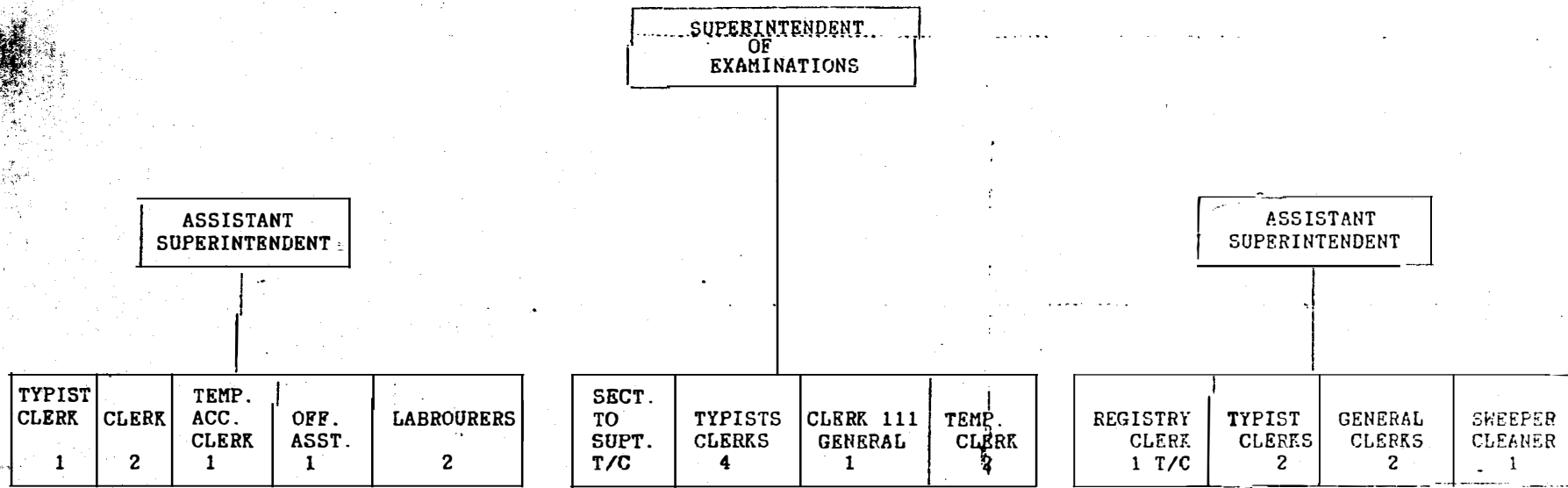


CRAFT PRODUCTION AND DESIGN DIVISION



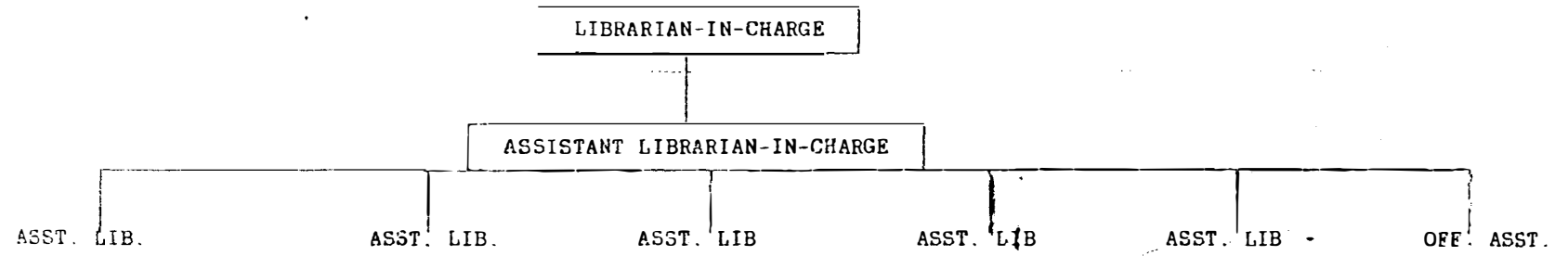
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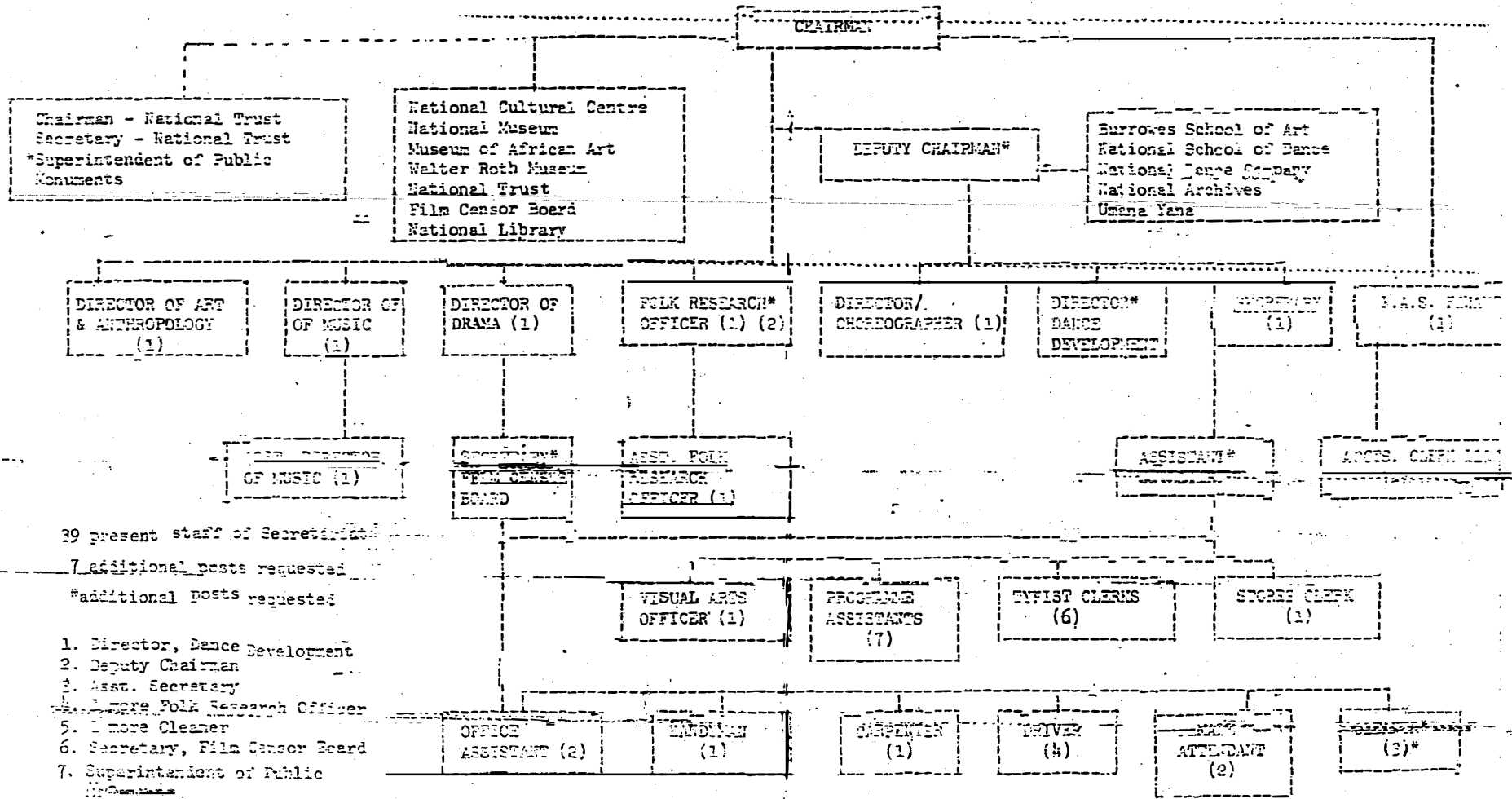
EXAMINATIONS DIVISION



3.2.10.

SCHOOL LIBRARIES DIVISION





39 present staff of Secretariat

7 additional posts requested

7 additional posts requested

1. Director, Dance Development
2. Deputy Chairman
3. Asst. Secretary
4. Asst. Folk Research Officer
5. 1 more Cleaner
6. Secretary, Film Censor Board
7. Superintendent of Public Monuments

3.2.13

DEPARTMENT OF SPORT

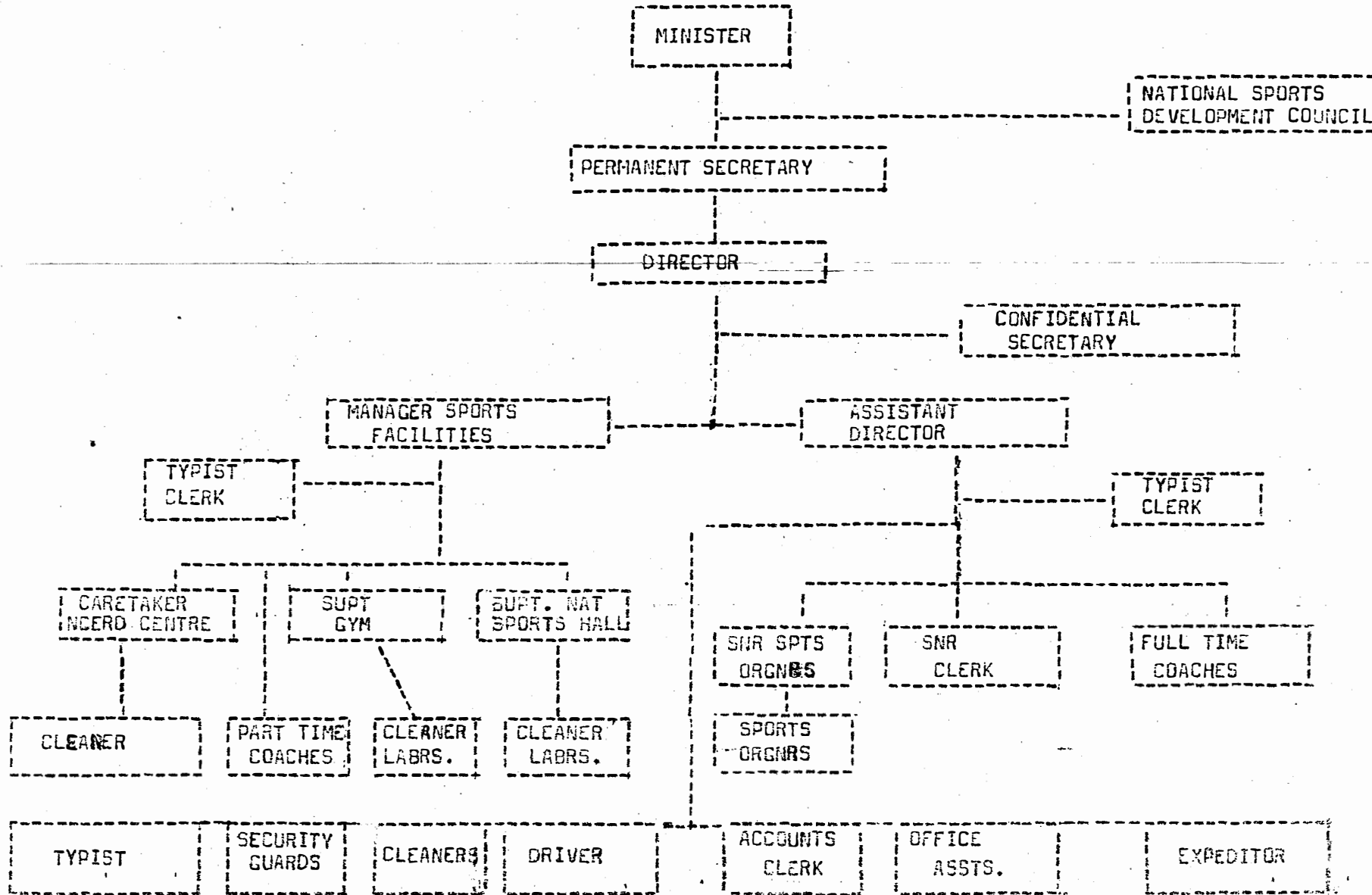
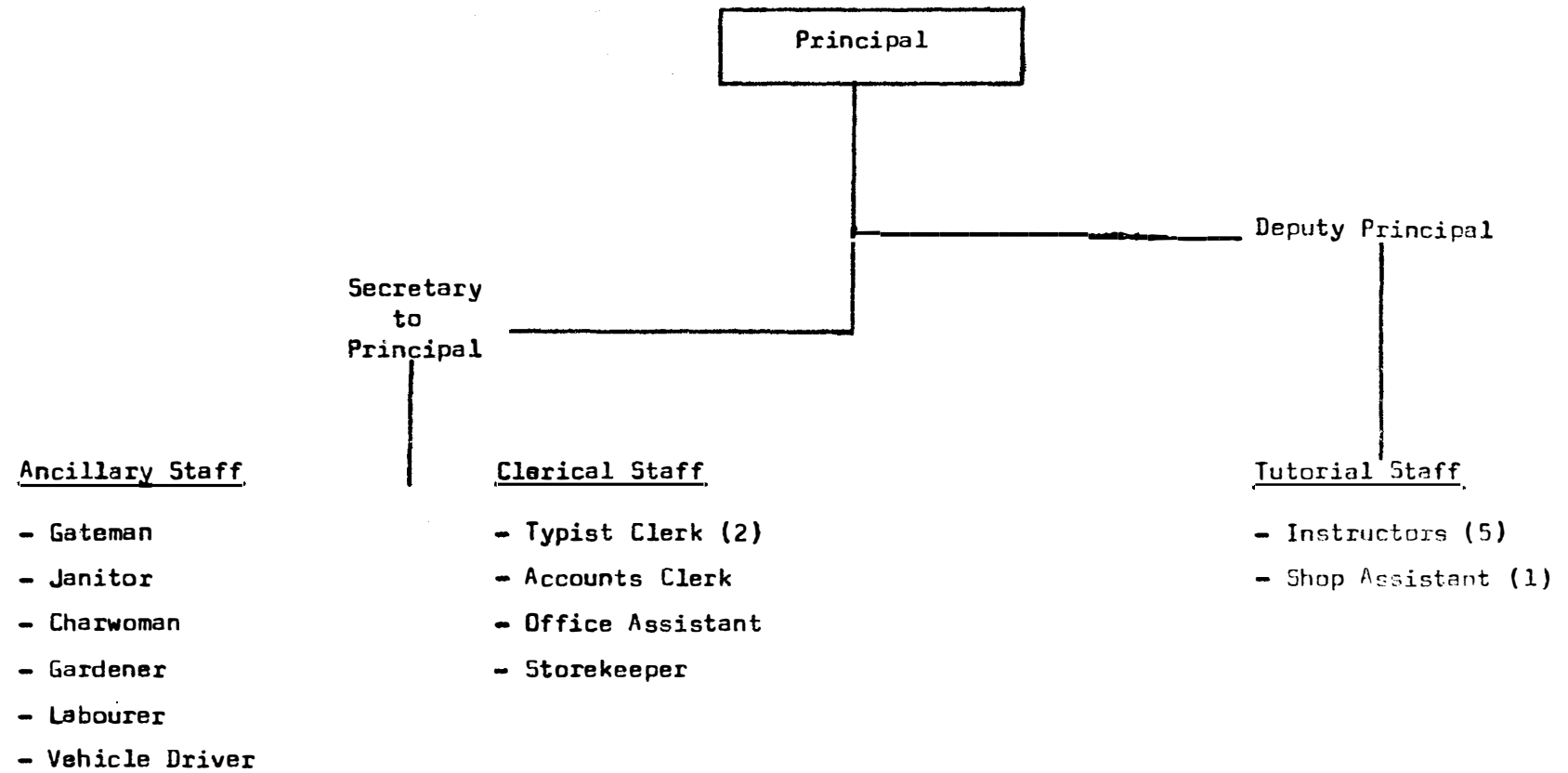


Figure 14

3.2.14

GUYANA INDUSTRIAL TRAINING CENTRE



3.3.0

DESCRIPTION OF DIVISIONS, DEPARTMENTS, UNITS

3.3.1

Education

The Education Division comprises:

- (a) Nursery Education Programme
- (b) Primary Education Programme
- (c) Secondary Education Programme including the Community High School Programme
- (d) Inspectorate Division
- (e) Technical and Vocational Education
 - (i) Government Technical Institute
 - (ii) Guyana Industrial Training Centre
 - (iii) New Amsterdam Technical Institute
 - (iv) Carnegie School of Home Economics
- (f) Teacher-Training (Cyril Potter College of Education Complex)
- (g) National Centre for Educational Resource Development
- (h) Examinations Division
- (i) School Libraries Division
- (j) Book Distribution Unit
- (k) Allied Arts Unit

3.3.1.1

Nursery Education

The Nursery Education Programme provides education for young children between the ages of three (3) years nine (9) months and five (5) years nine (9) months. This two-year programme caters for the total development of each child in keeping with his/her age level and lays the foundation for education at the Primary level.

The Programme is designed to:-

- (a) Provide children with opportunity for self-initiated activity through educational experience based on a continuing analysis of each child's mode of learning.
- (b) Enable children to acquire basic skills and to develop desirable attitudes to learning.
- (c) Develop in children self-confidence and a healthy self-concept.
- (d) Promote the integration of all Guyanese children in society so that they learn to accept each other, irrespective of differences of age, of social, economic, cultural, religious or ethnic background.
- (e) Provide a learning environment which will encourage the socialising of the child.
- (f) Provide a learning environment which will challenge and support exploration and problem-solving and promote creativity.
- (g) Extend learning experiences beyond the walls of the classroom and establish genuine two-way communication between the home and the school.
- (h) Emphasize team work among teachers, para-professionals, ancillary staff, parents, children and members of the community.

3.3.1.2

Primary Education

The primary school programme provides literacy and numeracy skills for all pupils between 5 years and 9 months and 11 years and 9 months. In addition, socialisation into the accepted norms of behaviour, attitudes to self, family, community and nation are included through formal and hidden curricula.

The objectives of Primary Education at the national level may be summarised as:-

- (a) to provide each child with the basic communication skills - speaking, listening, reading and writing;
- (b) to develop basic numeracy (mathematical concepts) and computation skills;
- (c) to help each child to think and to solve problems;
- (d) to provide each child with experiences that make him/her aware of the environment and to encourage him/her to express ideas and feelings through a variety of creative activities;
- (e) to enhance each child's psycho-motor development;
- (f) to help each child to interact with others in socially accepted ways;
- (g) to help each child's awareness of himself/herself;
- (h) to help each child to develop a feeling of self-worth and self-reliance;
- (i) to develop in each child, a feeling of patriotism;
- (j) to maintain communication between school and home and community in order to cater for the needs of children of the age-group.

3.3.1.3

Secondary Education

Secondary Education begins after the completion of six (6) years of primary studies in co-educational schools. Its function is to provide students with opportunities to acquire the skills and attitudes that would equip them for beneficial employment or for entry into institutions of higher learning. There are two types of Secondary Education Programmes.

These programmes are offered in:-

- (i) Thirty-five Community High Schools offering four-year programmes at the end of which students write the Secondary Schools' Proficiency Examination, and
- (ii) Fifty-six General Secondary Schools with multilateral type programmes. Fifty schools offer courses up to the CXC and GCE (London) 'O' Level Examinations and six sixth-form schools provide tuition up to the GCE (London) 'A' Level Examinations.

The objectives of Secondary Education at the national level are to:-

- (a) provide students with the skills, knowledge and attitudes that would equip them for beneficial employment or for further study;
- (b) help students develop feelings of self-worth and self-reliance;
- (c) develop an awareness of the environment and to understand the uses to which available resources can be put;
- (d) help students relate to each other in ways that are socially acceptable;
- (e) develop a feeling of patriotism;
- (f) promote closer understanding and co-operation between schools and homes and community.

President's College

President's College consisted of the following Sectors during 1993:-

- (a) Teaching Sector
- (b) Administrative Sector
- (c) Agricultural Sector
- (d) Student's Welfare and Housekeeping Sector
- (e) Plant Maintenance and Transport Sector
- (f) Security Sector

The Teaching Sector was geared towards the following objectives:

1. That opportunities be provided for enrichment of the academic studies and for the involvement of students in both theoretical and practical and laboratory work, taking into account the student's intellectual abilities, interests and aptitudes.
2. That students are not only prepared academically and technically to ensure leadership roles in their respective fields, but that they develop a high degree of national consciousness and desirable patterns of social behaviour.
3. 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.
4. That students acquire habits of social responsibility and strategies to use their knowledge and skills creatively for the strengthening and defence of the Co-operative Republic of Guyana.
5. That students 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.

The College gained excellent results at the 1993 CXC/GCE "A" Level examination with 70% of students passing more than five subjects at the CXC Examination and one student gaining a Guyana Scholarship at the GCE "A" Level examination.

The Administrative Sector gave valuable support service to the other Sections in terms of financial, personnel and record keeping services.

The Agricultural Sector managed to supply milk, eggs, chicken, pork, beef, coconuts, mangoes, and green vegetables to the kitchen to assist in the dietary needs of the College and reached an overall 64% of its targets despite constraints such as lack of a tractor and suitably qualified Agricultural Personnel.

The Agricultural base is projected to expand significantly during the following year with the acquisition of a tractor.

The Students Welfare and Housekeeping Sector was able to ensure that nutritious meals were prepared on time, uniform and linen were laundered, and that there was a clean and hygienic environment for all.

During school holidays, the facilities of the school were rented out to Campers both local and overseas and profits were realised for the College.

The Plant Maintenance and Transport Sector suffered from skilled personnel and lack of vehicles. The limited personnel were able to successfully undertake all maintenance works.

This section also weeded grass in the compound on a regular basis and cleaned drains and trenches.

Only one mini bus, in poor condition, was functioning on a part time basis.

Thus, most of the transportation utilised, had to be hired. The College is hoping to purchase a bus during 1994 to alleviate its transportation needs.

The Security Sector suffered from a lack of skilled Supervisors and guards. However, the Police will be approached to assist in training of guards to beef up the Security Section.

Despite some constraints, 1993 has been an outstanding year for the College.

Plans and programmes have been earmarked to ensure that all Sectors maximise their efficiency and synchronize their resources in order that President's College continue to strive for excellence in all areas of its operation.

3.3.1.4

Inspectorate Division

The Inspectorate Division is responsible to the Chief Education Officer as the Chief Education Officer's main instrument in carrying out the relevant statutory functions relating to the maintenance and improving of standards in the school system.

It has the authority to inspect all schools in Guyana at Nursery, Primary and Secondary Levels and all Practical Instruction Centres. The Schools Inspectorate is co-ordinated on a day-to-day basis by the Assistant Chief Education Officer (Curriculum Implementation and Evaluation) and is responsible for the professional and administrative effectiveness of the Inspectorate team. He is supported by School Inspectors who are specialists in Language Arts, Science, Social Studies, Mathematics, School Administration, Agriculture and Technical and Vocational Education.

3.3.1.5

Technical and Vocational Education

The following four institutions: Government Technical Institute (GTI), New Amsterdam Technical Institute (NATI), Guyana Industrial Training Centre (GITC) and Carnegie School of Home Economics (CSHE) afford Technical and Vocational Education under the auspices of the Ministry.

The objectives of Technical and Vocational Education are:-

- (a) To offer education and training in technical subjects in both day and evening classes to persons 15 years and above (including handicapped persons).
- (b) To ensure, as far as possible, that persons who graduate from these institutions can enter directly into industry and perform with the minimum of further orientation.
- (c) To create and strengthen linkages with Industry and Commerce to assess their needs and adjust course content and subject areas to satisfy these needs.
- (d) To conduct special training courses to meet the needs of the community.

3.3.1.5.1

Government Technical Institute

(i) Building and Civil Engineering Department

This Department is responsible for the training of persons in craft skills such as Carpentry and Joinery, Plumbing and Masonry.

The courses offered within this Department are:

- Carpentry and Joinery (Craft and Advanced Craft)
- Bricklaying and Concreting (Craft)
- Plumbing (Craft)

- Architectural Drawing (Technician Certificate)
- Building and Civil Construction (Technician Certificate, Parts 1 & 11)
- Building and Civil Construction (Technician Diploma)
- Land Surveying (Certificate and Diploma)

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 Construction course is structured to prepare students for Higher Education and Training.

(ii) Business Department

This Department is responsible for the training of persons in Secretarial and Office skills and Business skills.

The programmes offered are:-

- Diploma in Secretarial Science
- Certificate in Secretarial Science
- Diploma in Commerce
- *Foundation Course in Accountancy
- *Basic Certificate in Accounting.

The Diploma level courses cater for the Secondary School leavers to prepare them for Higher Education and training while the certificate courses are structured to meet the needs of persons who have a number of years of working experience and are desirous of upgrading their skills and increasing their qualifications.

The two latter courses noted are accredited by the Institution but are sponsored by the Office of the President - Public Service Management.

(iii) Electrical Engineering Department

This Department offers a wide range of courses in Electrical, Electronics, Refrigeration and Telecommunications. The Science programme are also offered under this Department.

Course are:

- Electrical Installation (Part 1, 11 & 111)
- Radio and Electronics Servicing (Craft)
- Air Condition and Refrigeration (Craft)
- Electrical Engineering (Technician Certificate Parts 1, 11 & 111)
- Telecommunications (Basic, Technician Certificate Parts 1, 11 & 111)
- Diploma in Science (Physics)
- Diploma in Science (Chemistry)

(iv) Mechanical Engineering Department

This is the largest Department within the Institution thus it is divided into two sections (Technician 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 Systems (Craft)
- Welding (Craft)
- Mechanical Fitting (Craft)
- Metal Machining (Craft)
- Agricultural Machinery (Craft)
- Mechanical Engineering (Technician) Certificate Parts 1, 11 & 111
- Mechanical Engineering (Diploma)

(v) The Administrative/Ancillary Section

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

The Ancillary section is directly responsible for the sanitation of the entire institution.

3.3.1.5.2

Guyana Industrial Training Centre

The Centre offers six (6) Trade Courses at the Craft Level on a full-time basis as follows:

Agricultural Mechanics	Plumbing
Carpentry	Masonry
Electricity	Welding

These lead to the Certificate of Achievement and are designed to prepare trainees for immediate employment or advancement.

The Centre provides for the acquisition of occupational skills through instruction in theory and the practical application of fundamentals in classrooms and workshops. Training is designed to simulate, as much as possible, the actual job situation.

Industry contributes to the institution by donating materials and supplies and by providing work experience to trainees from time to time.

3.3.1.5.3

New Amsterdam Technical Institute

The Programme run is divided into three departments, namely:

1. Building
2. Business
3. Engineering

STAFFING: The services of two Lecturers, two Technicians and two Typist/Clerks were lost during the period in review due to resignations, transfer and dismissal.

REPLACEMENT: Was forthcoming by two applications for Lecturers, one for Accounts Clerk, one for General Clerk, and two for Technicians.

SECURITY STAFFING: In this section there is heavy staff turn over, while the regular four (4) members (Monthly paid) continue with their tardiness.

LOSS OF PROPERTY:

Speculation is that lack of alert and vigilant guards resulted in an increased number of breakages. Selective sections of the Institution are now been vandalised, namely: the General Stores,

Welding Shop and Administrative Office. For the period in review, property to the tune of six hundred thousand dollars (\$600,000.00) was stolen. The introduction of an armed guard service may bring notable relief to this plagued institution.

VACANCIES:

Vacancies exist for four (4) Lecturers, four (4) Technicians, three (3) Clerical Staff and five (5) Security Guards.

This institution has the responsibility of training individuals at age 15 years and over in the various skills undertaken, so that after the completion of the course of their choice they would perform in industry and commerce at maximum output under minimum supervision.

STAFF OF THE NEW AMSTERDAM TECHNICAL INSTITUTE

CATEGORY	DESIGNATION	AUTHORISED NUMBER
Administrative	Principal	1
	Deputy Principal	1
Senior Technical	Senior Lecturer	2
	Lecturer 11/1	26
Other Technical Clerical and Office Support	Assistant Lecturers	2
	Senior Clerk	1
	Accounts Clerk	1
	Typist Clerk	4
	Store Keeper	1
	Office Assistant	1
	Librarian	1
	Telephonist	1
	Registry Supervisor	1
	Semi-skilled operatives/unskilled	Labourers
Equipment Operator		1
Cleaners		3
Janitor		1
Security Guards		7

3.3.1.5.4

Carnegie School of Home Economics

(i) The Household Management Department

This Department is staffed with six (6) full-time Lecturers. Four (4) of them are Home Economists, one (1) English and Mathematics and one (1) Art and Craft Lecturer respectively.

There are three vacant positions existing in the Household Management Programme.

The Objectives are to:

- (a) provide students with opportunities to develop attitudes and abilities which are essential for good home, family and community life.
- (b) provide students with worthwhile knowledge and skills which can lead directly into professional training.

- (c) provide students with skills which can be used for wage-earning of self-employment.
- (d) contribute to the National Economy by promoting the use of local materials.

(ii) Catering Department

This department is staffed with three (3) full-time lecturers, all of whom are Home Economists. In this department students are trained for jobs mainly in Food Production and Food and Beverage Service. There is one (1) vacant position existing in the Catering Department.

The Objectives are to:

- (a) provide students with the knowledge and skills necessary for employment in Food Production and Food and Beverage Service aspect of the hospitality industry.
- (b) provide an opportunity for students to acquire necessary experience in a practical work situation.
- (c) provide some additional funds for the day-to-day running of the school.

(iii) Evening Classes

This programme is carried out by lecturers of the school as well as others recruited for their particular knowledge and skills.

The Objectives of this department are to:

- (a) Equip out-of-school youths and adults with knowledge and skills which can be used to raise the standard of living in their homes, offices and/or wage-earning.
- (b) Provide knowledge and skills for the improvement of performances on the job.

(iv) Ad-Hoc Courses

The school offers to Government Ministries, Private Organisations and other Agencies short training courses e.g. Etiquette, Waiter/Waitress, House-Keeping and Front Desk Operations. The school also accepts special requests in related areas. Courses can be arranged for special interest groups.

These courses are carried out by the Principal, Vice-Principal and Lecturers.

The Objectives of these courses are to:

- (a) Provide knowledge and skills for improvement of performance on the job.
- (b) Expose trainees to the correct attitudes and to acceptable standards of work.

(v) Clerical Staff

This staff consist of one Accounts Clerk, one Typist/Clerk and an Office Assistant. These persons are responsible for the smooth running of the office. All in-coming and out-going correspondence are typed, dispatched and filed by the Typist Clerk, then delivered by the Office Assistant.

Handling of cash transactions issuing of receipts, enrolment of students for day and evening classes, preparing estimates and monthly returns, controlling salaries and votes ledger, dealing with personal files are all managed by this section.

There is a vacancy for one (1) Accounts Clerk.

(vi) Unskilled Workers

This section consists of one (1) Kitchen Assistant and a Sweeper Cleaner. Purchasing and distribution of food stuff are done by Kitchen Assistant.

General cleaning of the office at the end of the day is done by the Sweeper Cleaner.

Vacancies exist for one (1) Store-Keeper, one (1) Kitchen Assistant and one (1) Driver.

3.3.1.5.5

Craft Production and Design Division

The Craft Production and Design Division operated within the Ministry of Education and Cultural Development. The positions of the Ministry's establishment allocated to the Craft Production and Design Division number ten (10).

In terms of source of payment the staff is divided into two categories:

- (a) Those paid from the Ministry's funds and
- (b) Those paid from the Revolving Fund. The latter was established for the Craft Production and Design Division some years ago.

The position therefore is as follows:

<u>Ministry Funds</u>	<u>Numbers</u>
<u>Administrative</u>	
<u>Head of Establishment</u>	
Chief Craft Production and Design Officer	1
<u>Senior Technical</u>	
Principal Production and Marketing Officer	1
<u>Other Technical and Craft Skilled</u>	
Senior Craft Production and Design Officer	1
Craft Production and Design Officer	2
Craft Production and Design Worker	2
<u>Semi-skilled Operatives and Unskilled</u>	
Driver/Mechanic	1
Typist/Clerk 1	1
Cleaner	1

Divisional Statement and Objectives

The Division's Statement is "to promote and develop an effective and viable craft industry as a meaningful contributor to the national economy".

The Division's main objectives are as follows:

- (a) to promote the development, production and marketing of Guyanese handicraft;
- (b) to raise the productive output and real income level of our communities;
- (c) to co-ordinate and monitor the development of craft in the ten (10) Regions into which Guyana is divided.

The Craft Production and Design Division comprises three (3) centres:

The Garment and Textiles Centre - which specialises in the manufacture of shirts and uniforms on a contractual basis but also produces garments for children and adults as well as bags, hats, household linens and car seat covers.

Textile designing mainly in tie-dye and batik is also a specialty of this centre.

The Craft Centre - where straw work, woven items, leather work and pottery are produced.

The Display Centre - which serves a three-fold purpose:

- (a) craft archives where many precious pieces demonstrating indigenous skills which are fast dying, or in danger of being lost are preserved;
- (b) display centre for items specific to each of the Regions of Guyana;
- (c) gift shop where items produced by the other centres, the Regions, by individual craftsman, co-operatives and family groups are sold. This shop is also used to test the marketability of new design and products.

Staffing

The three (3) centres are staffed by two (2) supervisors with the status of Craft Production and Design Officers and four (4) Craft Production Workers. Those permanent Staff members are assisted by five (5) piece workers, four (4) of whom are attached to the

Garment and Textiles Centre and one (1) to the Craft Centre. Heading the Division is a Chief Craft Production and Design Officer supported by a Principal Production and Marketing Officer and a Senior Craft Production and Design Officer with responsibility for Regional Staff. There are also five (5) Administrative staff support members a total staff complement of eleven (11).

Early in 1993 the Craft Production and Design Division had a staff total of ten (10) who were paid from Central Government Funds, and three (3) were paid from Revolving Fund.

By the close of the year an additional one (1) increased the number paid from the Revolving Fund and three (3) trainees received weekly incentive of three hundred dollars (\$300.00) each.

Appointments - Promotions - Retirement

In March 1993, the Principal Production and Marketing Officer Ms Violet Sam proceeded on pre-retirement leave from the Public Service. Ms Avril Boston Officer-in-charge of the Craft Section Region No. 2 Pomeroon Supernaam assumed duties upon transfer as Principal Production and Marketing Officer.

Ms Mohani Persaud was appointed Craft Production and Design Worker from 1st September, 1993 after Ms Ann Gibson relinquished that post to take up that of Craft Production and Design Officer (ag.).

Ms Nichola Halley was appointed Office Assistant from 15th August, 1993, and Ms Michelle Charles was appointed Typist/Clerk 1 from 28th July, 1993.

3.3.1.5.6

Technical Adviser

The Technical Adviser has responsibility for Home Economics, Health Education, Nutrition and Craft and has been functioning in a one-man department, often without the services of a Secretary/Typist Clerk.

Most of the activities have been achieved as set out in the programme of work, with the help of the Unit of Allied Arts under whose portfolio falls Art and Craft, Senior Professional Officers, and Regional Education Officers.

Workshops, exhibitions, on-the-spot guidance, demonstrations and visits to schools were the main activities undertaken during the period under review, the participants being students, teachers, community members and special groups.

Support services from Guyana Home Economics Association, individual schools, and two benevolent individuals have contributed to the continuity of the programme.

3.3.1.6

Teacher Training

3.3.1.6.1

Cyril Potter College of Education Complex

Objectives

- (a) To provide a theoretical understanding and practical application of education foundations and pedagogy.
- (b) To develop in teachers an awareness of the imperatives of nation-building and their role and responsibility in the process of national development.
- (c) To develop and maintain closer linkage with the school system and other complementary agencies within the Ministry of Education as well as with relevant economic, social and educational agencies outside the formal organisational structure of the Ministry.
- (d) To create an environment where student-teachers would willingly participate in activities designed to support the achievement of national and regional objectives.
- (e) To make a contribution to the agricultural development of the nation.
- (f) To develop and manage programmes which would cater to the educational development of teachers who reside and work in hinterland areas.
- (g) To maintain in a state of good repair a number of physical facilities which are essential to the successful operation of the training programme.
- (h) To provide adequate residential facilities for students from rural and hinterland locales.
- (i) To provide adequate library services for students.

Curriculum and Instruction is facilitated by the following Departments: Education, Enrichment Studies, Language Maths, Pre-vocational Studies, Science, Social Studies. All Departments offer basic subjects which all students across programmes are required to do. Option Subjects are offered by Departments for students specialising at the Nursery, Primary and Secondary levels.

Nursery Options	-	include Art Education, Music, Physical Education and Home Economics
Primary Options	-	include Art, Music, Physical Education, English, Maths, Agriculture, Social Studies and Science.
Secondary Academic Options	-	include Art, English, Spanish, Maths, Social Studies and Science.
Secondary Pre-Vocational Options	-	include Agriculture, Home Economics and Industrial Arts.
Basic Subjects Options	-	include Art, Music, Agriculture, English, Science, Mathematics, Social Studies, Education, Health and Physical Education.

SUPPORTING UNITSNational Centre for Educational Resource Development

The National Centre for Educational Resource Development is being geared to provide co-ordinated educational instructional programmes for practising teacher educators in the system.

In keeping with the mandate to improve the quality delivery of Education, NCERD has been engaged in the following activities:

- (a) Preparing audio-visual multiple-media teaching packages for the first forms of secondary schools and the production of video-tapes for disseminating educational and training materials.
- (b) Conducting photographic workshops for teachers.
- (c) Conducting reading workshops for teachers.
- (d) Conducting Art workshops for teacher at the Nursery, Primary and Community High School Levels to enable them to use chalkboard diagrams effectively;
- (e) Organising workshops for Nursery teachers to assist them in the production of puppets and theatres.
- (f) Visiting schools in the Regions to monitor the implementation of programmes, to give on-the-spot guidance to and observe pupils' reactions to curriculum materials.
- (g) Holding meetings of subject committees to prepare and edit materials and to inform on methods of research and strategies for implementing programmes.
- (h) Organising the development and marking of tests and examinations for:-
 - (i) The Secondary Schools' Entrance Examination (SSEE)
 - (ii) The Secondary Schools Proficiency Examinations (SSPE).
 - (iii) The Guyana Technical Education Examination (GTEE).
 - (iv) The Teachers' Intermediate Examination (TIE).
 - (v) Recruitment Examination for Nurses.
- (i) Conducting educational measurement workshops for teachers.
- (j) Conducting validation exercises for the Secondary Schools' Entrance and Secondary Schools' Proficiency Examinations.
- (k) Involvement in the development, administration and processing of results of the National Fourth Form Achievement Test (NFFAT).
- (l) Preparing broadcast notes to be used by teachers.
- (m) Preparing and transmitting broadcasts.
- (n) Evaluating weekly reports from schools on broadcasts.

3.3.1.7.2

Examination Division

The Examination Division has responsibility for making arrangements for the administration of all public examinations which come under the purview of the Ministry of Education and Cultural Development and for providing other services related to examinations.

In the Education System, public examinations promote the establishment and maintenance of desirable education standards. Several agencies in society utilize examination results in order to identify suitable persons for employment and/or training. Examinations also facilitate the development of skills needed for current and future national development.

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 responsible for education supervision; for example Regional Education Departments, the Inspectorate and the National Centre for Educational Resource Development.

Public Examinations are conducted for primary schools, secondary and technical and vocational schools. These examinations not only facilitate selection for higher levels of education and for training and employment, but they also provide 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. Those Sections/Units in the Ministry of Education responsible for monitoring and supervision of the system utilize statistics and other feedback from examinations in performing their tasks, and in devising development plans.

Special Objectives

1. To maintain an acceptable standard in the administration of examinations conducted by the Ministry of Education and Cultural Development.
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.

During 1993 staffing was as follows:

<u>POSITIONS</u>	<u>REMARKS</u>
One (1) Superintendent of Examinations	
Two (2) Assistant Superintendent of Examinations	Both positions are held by teachers on secondment
One (1) Accounts Clerk 11	The temporary clerk who performed these duties was confirmed with effect from 1992-09-01
Five (5) Typist/Clerks	There was one resignation during the year. At the end of the year there were three vacancies.
Seven (7) Clerks	Two former temporary clerks were appointed to the permanent establishment during the year. There were two resignations and two recruits joined the staff.
One (1) Office Assistant	
One (1) Labourer	One vacancy still exists
One (1) Sweeper/Cleaner	

3.3.1.7.3 School Libraries Division

This division is run by a Librarian-in-charge (ag.). There is no Assistant Librarian-in-charge.

The Library Assistants are given basic training in Library Science and then sent to Secondary Schools whenever there is a vacancy.

- (a) While at the Division, they have practice in Cataloguing and classifying, Accessioning and Processing.
- (b) The Library Assistants keep accurate records of books going out of the department.

Staffing

Because of the rapid turnover of the staff at School Libraries Division, no follow-up training sessions were held. These have been put off for July/August of the new year when all the Library Assistants would be asked to attend a one-week Seminar Workshop. The topic for discussion would be "The Library and the Promotion of Reading."

Visits

No visits were made to schools because of the lack of transportation in this Division.

3.3.1.7.4 Book Distribution Unit

For the smooth organisation and management of activities the Unit is divided into three sections:-

- 1) The Allocation Section is responsible for the processing of and issuing vouchers for exercise books, text books and stationery. Queries and discrepancies are investigated. It is also responsible for preparing weekly reports of issues and of visits to schools. Schools are visited so as to ensure accurate report-keeping and proper accountability. This section keeps files for individual schools and also enters data into the computer so as to facilitate compilation of Statistical Reports.
- 2) The Statistical and Accounts Section ensures the accurate accountability of all stocks in the unit. All incoming and out-going stocks are entered in the stock control ledgers. Physical checks are made of the stocks of the stores section periodically. This section is also responsible for the acquisition and issuing of office supplies, preparation of reports, and computer posting.
- 3) The Stores Section is responsible for receiving, protecting and delivering all text books, Library and gift books, exercise books and school stationery supplies. This is done by the maintenance of stock cards, goods received ledgers, dispatch ledgers etc. All materials are received, stamped, sorted out, packed and delivered directly to schools and in some cases to the Regional Depots.

3.3.1.7.5 Allied Arts Unit

The Unit is managed by an Administrator and subordinate staff of five (5) Co-ordinators, a Public Relations Officer, Costume and Procurement Officer, a Typist/Clerk, an Office Assistant, a Sweeper/Cleaner.

Each of the five CO-ordinators has an assistant who is a teacher on secondment.

The General objectives of the Unit of Allied Arts are:

- (i) To promote co-ordination and cohesion among the Allied Arts subjects in schools.
- (ii) To have a better understanding and acceptance of culture, traditions, heritage and life styles in order to further perpetuate them.
- (iii) To foster co-operation and integration between the Allied Arts and the rest of the Curriculum.

Administrator

It is the responsibility of the Administrator to co-ordinate all activities within the Unit to ensure that each department is run with maximum efficiency.

Co-ordinators

Objectives of the Department of Music

- (i) To develop proper singing techniques within teachers/students.
- (ii) To introduce teachers/students to ear training and sight music.
- (iii) To develop positive attitudes to and skilled participation in choral singing.
- (iv) To introduce students to writing music.
- (v) To begin performance technique on an instrument (eg. drum, guitar, steelband).
- (vi) To develop an appreciation for Local and Caribbean heritage (music:
- (vii) To provide opportunities for performance at galas, at Community shows and National events.
- viii) To be able to provide materials for schools.

Objectives of the Department of Dance

- (i) To acquaint teachers/students with movements as a medium of expression.
- (ii) To develop an understanding of dance.
- (iii) To show preparation of the body (physically, mentally, spiritually.)
- (iv) To enable teachers/students to demonstrate basic dance techniques.
- (v) To share with teachers/students movements as a means of communication and enjoyment.
- (vi) To practise traditional dance movements.
- (vii) To practise contemporary dance movements showing relationship to traditional movements.
- viii) To be able to provide resources (material/personnel) for schools.

Objectives of the Department of Drama

- (i) To develop the individuality of the individual.
- (ii) To develop emotion and intuition.
- (iii) To stimulate imagination and develop concentration.
- (iv) To develop speech.
- (v) To explore one's environment.
- (vi) To be able to move rhythmically.
- (vii) To utilize folk stories, legends, contents from other subject areas.
- viii) To provide opportunities to perform at Community shows and National Events.

Objectives of the Department of Gymnastics

- (i) To enable students to attain physical fitness.
- (ii) To introduce students to gymnastics.
- (iii) To increase knowledge and skills in gymnastics.
- (iv) To develop appreciation for working together.
- (v) To provide students with an understanding of safety.
- (vi) To do gymnastic exhibitions.
- (vii) To provide resource for schools.

Objectives of the Department of Art and Craft

- (i) To develop basic manipulative and economic skills through the creation and production of selected items of Art and Craft towards self reliance, self confidence and self help - relating knowledge and skills for future life.
- (ii) To develop and foster a sense of good taste through an understanding of the meaning of design - its kinds, sources, elements and principles.
- (iii) To seek and develop within their abilities, what is available in present - day environment in relation to community needs and developmental goals.
- (iv) To encourage and promote self-expression, creativity and originality, initiative, spontaneity and self-discipline through exploration.
- (v) To emphasise the correlation and integration of Art and Craft with other subject areas and with daily living.
- (vi) To provide opportunities for competitions and National Exhibitions.

Equipment Officer

The Equipment and Costume Officer has to procure all equipment/props and costumes to be used within the Unit. To keep stock and Inventory Books and function as the Unit's expediter in dealing with financial matters between the Unit and the Ministry of education and Cultural Development.

Public Relation Officer

The Public Relations Officer has the responsibility of promoting the Allied Arts activities in schools and Communities throughout the country as they relate to the programme using quality standards of Allied Arts performance and suitable programmes broadcast to the public.

National Library

The National Library functions in accordance with the National Library Act (Chap. 40:01 of the laws of Guyana 1973). It is an autonomous organisation, self accounting and subject to public Audit and is responsible for performing the dual function of a national library and a public library.

The library service comes under the portfolio of the Ministry of Education and Cultural Development and is administered by a Committee consisting of a Chairman, who is the Minister or someone designated and not more than twelve nor less than nine other persons; six appointed by such local government authorities as may be designated by the Minister having regard to the contribution made such local government authorities to the maintenance of the library service.

During 1993 the following members served:-

Mr Lloyd Searwar, A.A	-	Chairman
Mrs Carmen Jarvis, A.A.	-	Deputy Chairman
Mrs Joan Christiani, M.S		
Mr Ovid Holder		
Dr Winston Mc Gowan		
Mrs Marlene Crawford		
Miss Zena Lashley	-	Georgetown City Council Representative
Mr Charles Cumberbatch, J.P	-	Representative, Region No. 6
Mr Joseph Moriah	-	Representative, Region No. 10

The life of this committee expired on October 31. At 1993-12-31 the new committee for the period November 1, 1993 to October 31, 1995 had not yet been named.

In addition to the General Committee there is a Finance and General purposes Sub-Committee.

During the year five ordinary meetings and two Finance and General purposes Committee meetings were held. As customary, between meetings the Chairman conferred with the Chief Librarian on matters requiring attention.

The National Library consists of three (3) major divisions:

- (i) General Administration
- (ii) Central Library
- (iii) The Branches

DIVISIONS

General Administration

The Chief Librarian is responsible for the administration of the entire library service, planning and expansion programmes, for projecting and supervising the related financial transaction, co-ordinating the activities of the major divisions and maintaining external relations.

In addition, the Chief Librarian is Secretary to the Committee of the National Library and is responsible for the preparation of the Quarterly Report on the activities of the library service for the Committee of the National Library and submission of Financial Statements to the Auditor General.

The incumbent is assisted by a Deputy Chief Librarian.

The Office

The Office provides management support services and is headed by the Administration Officer. Functions performed by this unit include preparation of the budget, processing and payment of accounts, payment of salaries for the entire system, securing estimates and controlling expenditure, procurement of stationery and supplies, registry functions, typing, maintenance of building and grounds, transport and security.

The service operates through a number of departments namely:-

- i) Juvenile Library & Toy Library
the former caters for children between the ages of 7 and 14 and the latter mainly for pre-school children;
- (ii) Adult Lending
is responsible for registration of readers, loan of material and serves the readership aged 14 plus;
- (iii) Gramophone Record Library
principally a lending service for persons 18 years and over;
- (iv) Rural Department
the headquarters for the rural library service is responsible for 16 centres, service to 5 prisons and book mobile service to five areas (11 stops). These service points operate on a part-time basis. This department is also responsible for the deposit collection at Kuru Kuru;
- (v) Reference and Information Department
- undertakes the readers' advisory service enquiry work; preparation of indexes; reading lists and bibliographies; literature searches; user studies and the photocopying service;
- (vi) Technical Services
- responsible for the technical processes such as acquisition of books, etc., cataloguing and classification, maintenance of catalogues, it is also the national bibliographic agency producing the Guyanese National Bibliography and maintaining the Legal Deposit Collection on which the bibliography is based;
- (vii) Bindery
- besides binding and repairs for the entire system, this section undertakes production of pamphlet boxes, binders, carrying cases for the toys, desk blotters, mounting maps, records sleeves and envelopes.

The Branches

Four branches are in operation - Ruimveldt which falls under the aegis of the Central Library, the New Amsterdam Branch, the Linden Branch, and the Corriverton Branch. These open full-time, have static collections which are fully catalogued and provide on a smaller scale the same type of service as the Central Library.

The staff complement of the Central Library (excluding the Administrative Offices), and the Branches comprises:

7	Professional Librarians	7 vacant
2	Graduate Assistant/Trainee Librarians	1 vacant
4	Librarians (Non-Professional)	2 vacant
20	Senior Library Assistants	13 vacant
30	Junior Library Assistants	13 vacant
1	Junior Library Assistant/Trainee	vacant
1	Confidential Secretary	vacant
2	Class 3 Clerks	2 vacant
3	Class 2 Clerks	2 vacant
4	Clerk/Typists	2 vacant
8	Bindery Assistants	1 vacant
3	General Assistant/Drivers	2 vacant
7	Library Attendants	2 vacant
1	Gardener	
7	Cleaners	1 vacant

The structure of the staff at the part-time Rural Centres provides for:

16	Senior Local Library Assistants	
18	Junior Local Library Assistants	1 vacant
16	Cleaners	1 vacant

3.3.1.7.7

Department of Sport

The Department of Sport began the year 1993 with a staff of twenty seven (27) full-time persons along with five (5) part-time coaches and one (1) voluntary coach, as set out below:

One (1) Director
Two (2) Assistant Directors
One (1) Senior Sports Organiser
One (1) Supervisor (Gymnasium)
Two (2) Typist/Clerks
Seven (7) Coaches
Six (6) Voluntary/Part-time Coaches
Four (4) Sports Organisers
One (1) Caretaker (N.S.D.C)
Six (6) Cleaners
One (1) Driver
Two (2) Office Assistants
One (1) Labourer
Three (3) Security Guards

The Department remained a part of the Ministry of Education and Cultural Development, while Mr Roy Fredricks who functioned as Co-ordinator of Physical Activities, though not part of the formal establishment, occupied office space.

Staff Performance

- Part-time coaches were increased, in keeping with our programmes which were maximised in August, in terms of disciplines and venues.
- Mr Ivor O'Brien - Director, Maxine Bamfield - Typist Clerk, Michael Brusche - Basketball Coach, Courtney Atherly - Boxing Coach, Michael Edinboro - Security Guard, Kenneth Gittens - Security Guard, Arthur Marshall - Security Guard, have all tendered their resignations during the course of the year.
- The vacancy for Typist continued to be an ongoing one. However, the services of Ms Yonnette Ramdyhan was acquired, while Ms Sharon Howes was elevated from Cleaner to Typist.

3.3.2

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 staff available.
- (iii) Ensure that established educational policies are adhered to, in order to permit the proper functioning of the whole system.
- (iv) Improve the performance of staff through in-house training.
- (v) Undertake other miscellaneous activities within the Ministry.

This section is the direct responsibility of the Deputy Permanent Secretary (Administration). He is supported by a Principal Assistant Secretary, an Assistant Secretary, Administrative Assistant, Customs Clerk, Typist/Clerk and an Office Assistant.

3.3.2.1

Personnel

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

This division has two Principal Personnel Officers. They are assisted by one (1) Senior Personnel Officer, two (2) Personnel Officers, one (1) Senior Registry Supervisor one (1) Registry Supervisor and supportive staff.

3.3.2.2 Financial

The Central Accounting Unit is responsible for the processing of all accounts and the payment of salaries to public officers and teachers in Georgetown.

The objective is to ensure that sound financial systems are in place in order to have proper accountability in the implementation of the Ministry's programme in keeping with existing financial regulations.

This unit is headed by the Principal Assistant Secretary (Finance). Other staff include one (1) Chief Accountant, one (1) Assistant Secretary, three (3) Accountants and supportive staff.

3.3.2.3 Field Audit

The Field Audit section, which is responsible for internal auditing to ensure that accounting systems are in place, is headed by a Field Auditor, who is supported by two (2) Assistant Field Auditors, two (2) Stock Verifiers and one (1) Typist/Clerk.

3.3.2.4 Planning Unit

Objectives:

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

The Education Planning Officer has functional responsibility for the management of the Unit. She is supported by a Deputy Education Planning Officer and four (4) professional officers. Other supportive staff members are one (1) Statistical Officer, two (2) Research Assistants, four (4) Clerk/Typist, one (1) Office Assistant and a Cleaner.

3.3.2.5 Special Projects Unit

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

Objectives:

- (i) To offer a midday meal and nutritious snack to those children who need it.
- (ii) To supply food which helps to correct deficiencies in the home diet.
- (iii) To discourage truancy caused by poor food practices at home.

3.3.2.6 SUPPORTING UNITS

3.3.2.6.1 Building and Maintenance

The objective of the Unit is to maintain in a reasonable state the buildings of the Central Ministry and Schools in Georgetown.

3.3.2.6.2 Transport

The objective is to provide transportation to facilitate the implementation of various activities of the Ministry.

3.3.2.6.3 Security

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

During the year under review, the work of the Administrative Ministry was impeded by a relatively high attrition rate of staff at all levels.

This situation was aggravated by Ministry's inability to attract suitably qualified staff to fill vacancies at the middle management level.

4.0

SUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME

4.1

Education

4.1.1

Nursery Education

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Visits to Regions 2,3,4,5,6,10 and Georgetown to observe the implementation of education policy and to ensure acceptable early childhood practices.	Visits were made to Regions 1,2,3,4,6,10 and Georgetown. Specific areas visited were Mabaruma, Anna Regina, Wakenaam, Santa Mission, Grove, Providence, Farm, Prospect, Mahaica, Crabwood Creek, Silver City, One Mile Wismar and Georgetown. Twenty Schools were visited in the process.	Availability of transportation at Regional Education Departments and Central Ministry greatly improved school supervision during the year and made a significant difference in the conduct of this activity.
2	Visits to Regions 2,3,4,5,6 and 10 to conduct seminars and workshops based on needs determined from inspection of schools.	A five-day Seminar Workshop was conducted in Region #1. After school workshops were conducted in Regions 1,2 and 10. the Reporting Officer also participated in workshops sponsored by Education Departments. About 300 nursery education personnel participated as these were conducted in the Regions.	Enhanced finances for the Regional Departments enabled the movement of teachers to central points for workshops particularly in difficult rural areas.
3	One, two-day workshop for Nursery Field Officers so as to further upgrade their skills and competence and provide opportunity for collaboration.	One, four-day workshop was conducted for Nursery Field Officers at NCERD. Fifty-seven participated and three resource persons managed the sessions. Participants reported on Nursery Education activities in their Regions. Moral and spiritual Education, Nursery Education Curriculum Transition from Nursery to Primary were areas of focus.	This workshop was postponed several times because of several unplanned workshops, though crucial to the education system, had to take precedence.
4	Ongoing monthly, fortnightly workshops for Junior and experienced teachers so as to upgrade and maintain their professional competence.	Ongoing monthly, fortnightly and termly workshops were conducted satisfactorily as mandated. Duration and regularity of workshops differed because of logistical difficulties due to geography of location and limited resources.	The degree of success varies from Region to Region and even from workshop to workshop. A high Level of success is related to the enthusiasm and planning demonstrated.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
5	A Conference/Symposium on Early Childhood Education to highlight and ventilate issues in Early Childhood Education.	This was not achieved. Other Symposia were organised for Education Month.	The Officer responsible for implementating this activity was out of the country.
6	One, two-day Induction Workshop for newly appointed School Administrators so as to prepare them for Organisational and Managerial practice in nursery schools.	This was not achieved as a national activity. Individual Regions initiated workshops and seminars towards this end.	Officer responsible for implementating this project was unavailable.
7	Twenty-four fortnightly meetings of Adolescent students of Region #4 so as to expose them to desirable parenting behaviours and attitudes and issues in early childhood development.	<p>These had a high level of success. Both Centres - Beterverwagting CHS and Buxton CHS completed their programmes as scheduled.</p> <p>Intersectoral support was of high Standard. Sixty-six students graduated and were certified.</p>	
8	Necessitous cases in the nursery schools will be identified and uniforms and other items distributed in efforts to provide assistance.	This activity experienced some measure of success at the Regional level.	
9	Nursery schools will be enhanced through the procurement of nursery furniture, teachers' chairs, equipment, toys and other play materials, the upgrading of sanitary facilities in efforts to cater for children's physical comfort, security and Learning needs.	<p>From a UNICEF allocation of US\$25,000,300 nursery sets, 50 nursery chairs, 25 teachers' tables and 25 chairs were procured and distributed to schools in Regions 3,4,5,6,10 and Georgetown. An allocation of US\$15,000 for procurement of play materials resulted in distribution to 100 nursery schools. About ten other schools received one or two items.</p> <ul style="list-style-type: none"> - twenty nursery schools had their sanitary facilities upgraded; - 10,000 Entry Profile Forms were produced for the introduction of progress reporting on young children for distribution to nursery schools. 	A high level of co-operation and enthusiasm from education personnel from most Departments made distribution to schools an easy task.

Primary Education

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	<p><u>(a) Planning</u></p> <p>Each school should plan a calendar of activities for its use.</p>	98%. It was not possible to ascertain from a few schools whether or not they had planned their calendar of activities.	<p>The importance of this management device was discussed with R.Ed.Os who were asked to explain the need for it and to request heads of schools to draw up one for each school.</p> <p>Some schools had difficulties to prepare the calendar. They were given help. Copies of the calendars were submitted to the Regional Education Officers and a copy was put on display in the school.</p> <p>It was difficult to obtain feed-back from all the schools.</p>
2	Work in close relationship with the Primary Education Improvement Programme and to give full support to the various activities.	100%	<p>There is a continued and close working relationship with the directorate of the Primary Education Improvement Programme and the Assistant Chief Education Officer (Primary).</p> <p>Request for support, human and material were provided and costed.</p> <p>The list for library books is yet to be completed.</p>
3	<p>To participate and/or mount workshops in:</p> <p>- Methodology by NCERD</p>	98%. The participants for the different disciplines were from different levels.	<p>The distribution of resources was also collaborated.</p> <p>Each workshop/Seminar was well attended. The attendance varied from 50% to 90%.</p> <p>There were clashes with other programmes in some instances.</p>

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	<ul style="list-style-type: none"> - Music - Reading - Maths - Science - Curriculum - Orientation of Newly promoted administrators of Primary schools 		<p>In some cases the Regions were not informed in time.</p> <p>The level of participation was high.</p> <p>There is need for follow-up activities to ensure follow-through and implementation.</p>
	<p>(b) <u>Management of Resources</u></p>		
1	To provide grants for schools.	70%. This financial arrangements were only provided in Regions 2,3,4, 5,6, 7 and G/Town.	<p>These Regions had made provisions for grants for schools in their estimates.</p> <p>The grants proved very useful to the schools to help in providing materials and services for instruction. Some schools were slow in uplifting their allocations.</p>
2	To improve security for schools of high risk.	75%. All the schools in the G/town area were provided but not in the Regions.	<p>All the Regions were required to provide for grants in their estimates for 1994.</p> <p>Some schools seem to be prime targets for larceny.</p> <p>The heads of schools are now empowered to hire the security for their schools. They also arranged security with policing - groups.</p> <p>Larceny from schools has dropped significantly.</p>

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
3	To organise level committees for the various grades/levels in the schools.	50%. The most successful areas are in G/town, Regions 6,10,5,3 and 4.	<p>These committees also conduct workshops for teachers. Region 6 has the most successful committees. They meet regularly and report faithfully and implement planned programme.</p> <p>The other Regions are re-organising. The hinterland Regions are experiencing serious difficulties because of distance.</p>
4	To give support to the Primary Education Improvement Programme.	100%	<p>The requests for participation were met. Facilities for transportation were handed over. Equipment and books were distributed.</p>
5	To participate in cluster workshops organised by NCERD.	The follow-up workshops were held for Regions 1,2,8,10 and 6.	<p>These workshops were useful to clarify difficulties in implementing aspects of the curriculum.</p> <p>There were also workshops on the "Whole School Approach" to improving the effectiveness of classroom instruction.</p> <p>SIMAP had even funded a workshop for Region 8 to upgrade the teaching skills of the teachers.</p>
1	(c) <u>Supervision</u> To visit a cluster of schools in each of the ten Regions and Georgetown.	65%. Schools were visited in Regions 6,4,2,3,10,8 and G/town.	<p>Visits were severely hampered by unplanned activities.</p> <p>Many visits that were planned were also changed because of visits organised by DCEO(A). These visits were very revealing - strengths and weaknesses were identified.</p> <p>Strengths: Some schools had good instructional materials, well planned schemes of work, clean surroundings, good records.</p>

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
2	To check on curriculum implementation in each Region.	65%. Visits were only made to Regions 6,5,4,3,2,10,8 and Georgetown.	<p>Weaknesses: Poor teaching methods, poor supervision, inadequate support from officers, lack of text, absence of curriculum guides, use of skills reinforcement guides rather than the curriculum guides.</p> <p>The visits showed that the supervisors at the Department and plant levels have to offer more frequent and a higher quality of supervision.</p> <p>Many teachers are trying, but most are inept and doing mediocre work.</p> <p>The schools should have carefully thought out staff development sessions.</p> <p>The issuance of last pay certificates still poses severe difficulties to teachers.</p>
1	(d) <u>Welfare</u> To help alleviate and resolve problems of teachers.	<p>Some of the problems dealt with are:</p> <ul style="list-style-type: none"> - transfers - promotion - leave - salaries problems - indisciplined behaviour 	<p>Some officers still do not make helpful comments on the applications for promotion from teachers.</p> <p>Indisciplined behaviour seems to be increasing/or the heads may be passing on the problems to the officers.</p> <p>Quite a few teachers are requesting extensive leave on "NO PAY". Some Regions take long information on teachers.</p>

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
2	<p>To provide assistance to students who need help.</p> <p>(e)</p> <p><u>Public Relations</u></p>	<p>Those who received assistance were under:</p> <ul style="list-style-type: none"> - injuries to limb and body - injuries to eye - uniform - absenteeism - truancy 	<p>Most of the cases were dealt with in the Regions, and Georgetown.</p> <p>There was assistance from the Welfare Section, Ministry of Labour, to deal with the problems of absences and truancy.</p> <p>Reports of child abuse and sexual molestation have been received and referred to the Welfare Section.</p>
1	<p>To promote closer relations between school and community.</p>	<p>80%</p>	<p>The PTA's and support agencies gave support to the schools.</p> <p>The NGOs too have also given increased support.</p> <p>Many schools are being rehabilitated by funding agencies. Other schools are encouraged to seek assistance.</p>
2	<p>To participate in regional, national and international activities.</p> <p>(f) <u>Reporting</u></p> <p>To submit reports as required and on specific activities that may arise.</p>	<p>100%. Some of the activities involved in are:</p> <ul style="list-style-type: none"> - Mashramani - Commonwealth Day - Youth Week - Road Safety Week - Music Festival - Education Month - UN activities - Essay Competitions <p>100%</p>	<p>These activities were organised by governmental, NGOs, and international organisations.</p> <p>The schools participated fully.</p> <p>Some reports were delayed because of late submission of information from the Regions.</p> <p>In some cases, too, there was an abundance of reports to be done.</p>

(g) Unplanned Activities

- 1) Unplanned visits - organised by D.C.E.O. (Admin.)
- 2) Participating in the retreat.
- 3) Working on activities arising from retreat.
- 4) Serving as a member to the Library Committee.
- 5) Serving as a member on National Committee on International Year of the family.
- 6) Attending numerous meetings.

4.1.3(a)

Secondary Education

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	To foster greater attention to information storage and retrieval systems.	Five meetings were held.	The meetings will continue.
2	To give support to Regional Education Officers and Assistant Chief Education Officer (Georgetown) in bringing about closer relationships among Administrative Staff of schools and to encourage greater improvement in problem solving.	Six meetings were held.	The meetings will continue.
3	(a) Interviewing potential teachers (b) Taking necessary action with respect to appointments, transfer and the promotion of teachers.	All applications for advertised vacancies were dealt with and recommendations made.	Encouragement of the Trained and Qualified teachers to remain in the profession.
4	To evaluate the instructional programme of a sample of schools with special emphasis on methodology.	Evaluation was conducted in six schools located in Regions 2, 3, 4, 10, and Georgetown.	Evaluation visits to schools will continue.
5	To encourage effectiveness and co-ordination in teaching at the sixth Form level.	Subject teachers met on three occasions. They discussed aspects of the syllabus and were able to arrive at the same common position with respect to the delivery and effective implementation of syllabus demands.	The meetings will continue.
6	To supplement the tuition of Lower Sixth Form students.	117 Students were registered. They were tutored in 14 subject areas. 17 tutors participated in the activity.	A similar programme will be planned for 1994.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
7	To foster a co-ordinated Secondary Education Programme.	Twelve meetings were held.	The monthly meetings will continue.
8	To improve the Literacy and debating skills of students.	<p>Some competitions in which students took part were:-</p> <ul style="list-style-type: none"> - GUYAID Essay - Writing Competition; - CARICOM Essay - Writing Competition; - Ministry of Trade, Tourism and Industry Essay Writing and Logo Competitions; - Pan American Health Organisation National Contest, - United Nations Population Fund Poster Competition, - J.O.F. Haynes Debating Competition. 	The activities will be encouraged during 1994.
9	To encourage schools to communicate their activities to the Public.	There has been an increase in the number of schools holding Prize Giving and Open-Day activities.	The involvement of members of Parent-Teachers Association in school programmes and activities will continue.
10	To draw attention to the Sciences.		Efforts will continue to focus the attention of students on the Sciences.
11	To monitor the implementation of curriculum materials.	Secondary School Text-books for Form 1, under the UNDP/GOG Project. Eight subject areas were distributed to schools.	Distribution of Books 2 and the section of Book 3.

Community High Schools

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Team visits to Samples of Schools in all Administrative Regions and Georgetown.	<p>(i) Visits were paid to Region 6 to a sample of school viz Vryman's Erven CHS, New Amsterdam Practical Instruction Centre (IA), Skeldon Secondary, Tagore Memorial Secondary, J.C Chandisingh Secondary, Port Mourant CHS, Manchester CHS, Corentyne Comprehensive Secondary.</p> <p>(ii) Team visits paid to Primary and Nursery Schools in Georgetown viz Redeemer Primary, Freiburg Primary, Ascension CHS, Campbellville Secondary.</p> <p>(iii) Team visits paid to Belladrum CHS, Bath Primary, Bath Nursery in Region 5.</p>	<p>The opportunity was afforded the team to examine strengths and weaknesses at the schools visited. Staff meetings were held and useful advice was extended to the Administrative Staff and the General Staff at the separate meetings.</p> <p>Other unplanned activities prevented the ACEO(CHS) from visiting other Regions with the Team.</p>
2	Visits to as many schools as possible in each Region with focus on the CHS programme in CHSs and Primary schools with such programme.	Schools visited were Buxton CHS, BV CHS, Golden Grove Primary in Region 4, Kingston PIC, Ascension CHS in Georgetown, Vryman's Erven CHS, Port Mourant CHS, New Amsterdam PIC (Industrial Arts) in Region 6, Fort Wellington CHS, Hopetown PICs, (IA & Home Economics), Bath Primary.	The co-operation of the Headteachers and their staff members facilitated an examination of the administration and certain aspects of the curriculum implementation at the schools visited.
3	Rehabilitation of Schools viz BV CHS, Plaisance CHS, Buxton CHS, Ann's Grove CHS, Paradise Primary, Ascension CHS, David Rose CHS, Tucville Primary, Houston CHS, Paramakatoi CHS, Port Kaituma CHS, Fort Wellington CHS, Dolphin CHS, Kingston CHS, Anna Regina CHS.	Rehabilitation was done to Anna Regina CHS, Good Hope Primary, Aurora Primary in Region 2, Meten-meer-zorg Primary, Uitvlugt Primary, Windsor Forest Primary in Region 3, LBI Primary, Annandale Primary, Gibson Primary, Mahaica Primary, Supply Primary in Region 4. Minor repairs done to a number of schools. Rehabilitation of Belladrum CHS with its access road completed in 1993.	The schools repaired owed their gratitude to SIMAP and Futures Fund and other Funding Agencies. Schools earmarked for attention through funding from EEC and IDB have not yet been repaired.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
4	Orientation Seminar/Workshop for an estimated 120 newly appointed school administrators.	85 school Administrators participated.	The activity was highly successful through the provision of funds and the effective tutoring by the facilitators.
5	Production of a Syllabus for the Community High School Achievement Test.	The Syllabus was successfully completed.	The production of the CHAT syllabus was successfully completed with the help of a local consultant Mrs Olga Bone and the CHAT Committee.
6	Production of a secondary school Curriculum Guide.	Work on the Guides commenced but not completed.	Only two meetings were possible for the Curriculum writers. Lack of funds prevented further work.
7	Attendance at Regional Education Officer meetings.	Ten R.Ed.Os meetings were attended by ACEO(CHS).	Failure to attend three of them was due to the Official's Secondment to National Registration Centre.
8	Attendance at Senior Officers' Retreat.	Attended and participated. Proposal for reform of CHS programme tabled and accepted in principle for details to be worked out.	The conference seclusion and atmosphere at MMA encouraged participants to complete their tasks successfully.
	<u>Unplanned and Important Activities</u>		
1	Meetings and visits with IDB Consultant on Secondary Education Mr Atkins.	Two afternoon visits were paid to schools in Georgetown and East Coast, Region 4.	HMs. of schools and the ACEO(CHS) were helpful in providing the Consultant with pertinent information.
2	Officiating at Primary School Graduation Championships Region 4.	ACEO(CHS) represented the DCEO(A) and delivered an address.	The presence of many teachers and students and the newness of the sporting activity encouraged a good address. The ACEO's participation carried the message of Partnerships in Education.
3	Attendance at Graduation Exercises.	Officiated at graduation exercises for St. George's CHS, St. Mary's CHS, Buxton CHS and SIMAP Garment Construction Ann's Grove CHS.	
4	Visit to site of burnt West Demerara Secondary School.	ACEO(CHS) accompanied the ACEO(Sec.) to the site and to hold discussions with the Regional Education Staff.	Report on the incident forced the trip to West Demerara.
5	Visit to Bel Air West Coast Berbice and Leonora West Coast Demerara, to inspect requests for the opening of Private Secondary.	Tasks completed with visit by ACEO(Sec.) in the case of (1) and in the second case ACEOs(Sec.), (Pri.) and (CHS).	Available transportation made trip very possible.

4.1.3.1

President's College

4.1.3.1.1

Teaching Sector

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	<u>Instructional</u> Participation of students in all areas of the Curriculum organised and performance evaluation.	95%	Students participated fully and high level of success was achieved.
2	Acquiring instructional materials to facilitate teaching programme.	80%	Books and equipment were acquired. Donations of books were also received from other sources.
3	To provide close co-operation between parents and teachers	90%	Meetings held and decisions implemented. Delegations of the teachers met with parents in Linden and Berbice to promote the activities of the College. Meetings were held as necessary and parents played a vital role in support of the school's activities. Teachers have embarked on a "Home Visit" to parents.
4	To encourage students participation in co-curricula activities.	90%	Activities held successfully. Staff, parents and well wishers continued to play a vital role and thereby enable students to participate and perform successfully.
5	To up-date instructional and curricular skills of teachers and other staff members.	90%	Staff participated actively in seminars, workshops, etc. Staff were released to upgrade their skills by attending Institutions of Higher Learning.
6	Orientation of sixty (60) new students and their parents.	67%	The new students and their parents attended the Orientation exercise organised by the College.
7	<u>Library</u> Preparation of Library manual and classification of new books.	Library manual will be prepared by staff. 80% on-going activities	Manual has been prepared.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
8	Orientation in the use of Library for new intake of students.	Sixty (60) new students will participate in orientation to use the library. 100%	Very close monitoring has helped to prevent misuse.
9	Mounting book displays to depict various themes.	90%	Students and staff became more aware of what the library has to offer.
10	Holding thirty-two (32) library lessons.	75%	Twenty library lessons were held as a result of the students not being available.
11	Upgrading skills of Librarians.	80%	Participated in Seminars and Workshops. On-the-job training for Junior Librarians continued.
12	Annual Collection Development	90%	Well supported by students, staff and well-wishers.

4.1.3.1.2

General Administration

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	<p><u>Accounts</u></p> <p>(i) Processing, paying and purchasing promptly and efficiently:</p> <p>a) Wages and Salaries.</p> <p>b) Benefits and Allowances.</p> <p>c) Other Direct Labour Cost.</p> <p>d) N.I.S.</p> <p>e) Local Travel and Subsistence.</p> <p>f) Postage and Revenue Stamps.</p> <p>g) Servicing of Duplicating Machine, typewriters etc.</p> <p>h) Materials, equipment and supplies.</p> <p>i) Stipends to Board Members.</p> <p>j) Uniform for staff.</p> <p>k) To process and pay promptly and efficiently all accounts for external agencies and persons.</p>	80%	<p>Staff performed creditably even though there is need for more experienced Accounting Staff.</p> <p>The Subvention provided proved a little inadequate to meet all expenditure.</p>

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	(ii) Keeping accurate records and co-ordinating accounting procedures for all goods and services purchased and ensuring proper distribution of same.	78%	An accountant was recruited in July to head the Accounting Unit and streamline record keeping
	(iii) Planning and preparing budget control accounts	80%	Emphasis was placed on this item by the Accountant.
	<u>Personnel</u>		
2	Maintaining a prompt, reliable and efficient personnel system and keeping accurate personnel records.	70%	Staff performed creditably despite inexperience. Training also contributed.
	<u>Registry</u>		
3	Typing of correspondence, filing, circulating, retrieving and storing files, records and other correspondence properly and effectively.	80%	Staff worked diligently. Training also contributed.

4.1.3.1.3

Student Affairs and Housekeeping

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	<u>KITCHEN</u>		
1	(a) Supervising and preparing meals for residential students, teachers and other staff members on a daily basis.	90%	Staff performed very well.
	(b) Providing a catering service to organizations which stay at the school during the vacation period.	90%	Staff performed very well.
	<u>CLEANING SERVICE</u>		
2	Maintaining a hygienic environment for students, teachers and other supportive staff.	80%	Staff performed creditably.
	<u>LAUNDRY</u>		
3	Insuring that all items of uniform, pillow cases, sheets and towels supplied by the institution are properly laundered.	90%	

4.1.3.1.4

Security

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	Maintaining a maximum level of security.	60%	Better quality of Guards and Supervisors are needed.

4.1.3.1.5

Plant Maintenance and Transport Sector

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Weeding and Cleaning complex on a daily basis.	70%	Acquisition of new brush cutter donated by the P.T.A.
2	Servicing of pure water pump and diesel engine four (4) times.	25%	GUYWA was unable to effect servicing due to a lack of serviceable equipment.
3	Fencing and sanding new corral for horses.	Nil	Lack of funds, project discontinued.
4	Repairing of distribution lines, fire-hydrants, toilets, taps and sinks.	80%	Staff performed creditably despite shortage of skilled personnel.
5	Providing additional space for library and Security ranks.	60%	Shortage of funds
6	Providing additional facilities for sporting, events including Basketball, Netball, etc.	60%	Shortage of funds
7	Major repairs to one bridge to ensure that the physical structures to accommodate ingress and egress on President's College compound, are safe and sound at all times.	20%	Works completed early in 1994.
8	Ensuring smooth and effective functioning of all electrical and mechanical equipment, fittings etc. and proper maintenance of the building and structures, etc.	70%	Lack of skilled technical staff. Semi-skilled personnel performed beyond the call of duty.
9	Ensuring smooth and effective functioning of all vehicles belonging to the College.	50%	One vehicle deteriorated beyond repairs. There is need for two new vehicles.

Agriculture Sector

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	<u>MILK</u> 4,500 gls.	2,752.1 gls (61.2%)	Poor pasture, which needs up-grading contributed to failure of achieving 100% success.
2	<u>CHICKEN</u> 72,800 lbs.	55,125 lbs (75.7%)	Percentage target achieved was very good, but failure of achieving 100% was due mainly to a reduction of birds from 16,000 to 13,000.
	<u>PORK</u> 6,000 lbs.	4,961.75 lbs (82.2%)	
	<u>BEEF</u> 5,000 lbs.	3,951 lbs (79%)	Percentage target achieved was very good. Inadequate facilities and scarcity of food stuff contributed to the failure of achieving 100%
	<u>EGGS</u> 4,000 flats	947 flats (24%)	A reduction in the number of laying birds, from 450 to 250 contributed to the failure of achieving the target set.
	<u>GRASS</u> 216,000 lbs	175,600 lbs (81%)	Poor grass fields and inadequate drainage and irrigation facilities contributed to failure of achieving 100%
	<u>GREEN VEGETABLES</u> 55,000 lbs.	4,107 lbs (7.5%)	Unavailability of a tractor, equipment and other inputs contributed to failure of achieving 100%
	<u>COCONUTS</u> 3,000 lbs	2,168 (72.3%)	Theft of coconuts in the backlands contributed to failure of achieving target set.
	<u>MANGOES</u> 100 baskets	99.75 baskets	Target achieved, but rehabilitation is still needed in the backlands..
	<u>FISH</u> 6,000 lbs.	25 lbs (0.4%)	Theft of fishes caused the programme to be suspended.

Nursery

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	<u>POLICY IMPLEMENTATION:</u> 11 One-day Monthly Statutory Headteachers' Meeting.	(a) 11 One-day Headteachers' Meetings were held - 100% (b) A 98% average attendance was recorded.	(a) Success was due to schedule of meetings circulated at the beginning of the year to every school, and written reminders sent prior to each meeting. (b) Snacks were provided and travelling expenses refunded, staff development sessions were held - these greatly motivated teachers to attend meetings.
2	<u>EQUALITY OF ACCESS</u> <u>SOCIO-ECONOMIC ACCESSIBILITY.</u> - Providing 300 necessitous cases with school uniform and foot-wear. - Providing financial assistance to teachers who suffer from mishaps at school. - Provision of supplementary nutrients, milk and biscuits to 7,688 children in 41 Nursery schools for a total of 183 feeding days.	Nil Medical expenses were refunded to one teacher who sustained injuries to her head while on duty. Every school received its quota of milk and biscuits feeding was done, and 87% target achieved.	Funds were not released. This was the only such case reported and expenses were refunded in full. Success was due to efficient delivery of commodity and close monitoring. The 13% failure stemmed from theft of commodity and equipment and lack of potable water. Every school was provided with necessary equipment.
3	<u>EQUALITY OF OPPORTUNITY</u> - Placing every eligible child into Nursery schools.	3,806 applications for placement were received. 3,746 were placed (All eligible applicants) 100%.	The 60 children who were not placed in schools did not satisfy the age criteria. Success was due to system of distributing and application forms. 65 Transfers were requested of schools allocated - all were examined and granted.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
4	<p><u>PHYSICAL ACCESSIBILITY</u></p> <p>- Appointing and Transferring teachers to schools contiguous to their homes.</p> <p>- Maintenance of buildings and other infrastructure.</p> <p>(9 Nursery schools) East La Penitence Holy Family J.E. Burnham Polly's Smyth Street St. Gabriel's Turkeyen Bel-Air Enterprise</p> <p><u>PROVISION OF FURNITURE</u></p> <p>- 126 sets of Nursery schools in need</p>	<p>6 AMs were appointed 100%, 33 ATs 76% and 42 JTs 82%. Three teachers were transferred</p> <p>(1) Maintenance of buildings and other infrastructural work were done at Smyth Street, Liana, Turkeyen, Polly's, Seaview and Starters.</p> <p>(2) Repairs to sanitary facilities were done at St. George's, Pavilion, Liana, Turkeyen, Holy Family and East Street Nursery Schools. Installation of toilet facilities was done at Smyth Street and Enterprise.</p> <p>Carpentry was done at Bel-Air, Liana, Pavilion, Turkeyen and Holy Family. Painting was done at Turkeyen and Pavilion.</p> <p>Furniture was given to (10) Nursery schools. 126 sets 100%.</p> <p>St. Christopher Precious Jewels Smyth Street Agricola Ascension Selman Fraser Starters Sherman's South Road Kingston</p>	<p>A larger number of Junior and acting teachers could not be employed because they were underqualified.</p> <p>Repairs to sanitary facilities were not done to East La Penitence, J.E. Burnham and St. Gabriel's which resulted from emergency works that had to be done at St. George's, Pavilion, Liana and East Street Nursery. Funds available were also used to install toilet facilities at Enterprise that had none and Smyth Street that had only one.</p> <p>(3) Inadequate funds available for repairs to stairway of Enterprise were used to do carpentry work at other schools.</p> <p>Target was achieved with assistance from Food for the Poor, Futures Fund, SIMAP and Parent Action Committees.</p>

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
5	<p><u>MANAGEMENT FOR EFFICIENCY AND EFFECTIVENESS</u></p> <ul style="list-style-type: none"> - 41 Schools evaluation visits <p><u>SUPERVISION</u></p> <ul style="list-style-type: none"> - 360 schools visitations - Analysing all reports from schools and effecting necessary and appropriate action. <p><u>PARTNERSHIPS</u></p> <ul style="list-style-type: none"> - Promoting Community Support for and involvement in Nursery Education Programme: - Monitoring Parent Action Committee - Self-help ventures. 	<p>All visits were made. 100% of the target.</p> <p>340 visits were made. 94%</p> <p>All Nursery schools submitted reports. 100%</p> <p>Each Nursery School has a functioning Parent Action Committee which meets at least once per month.</p> <p>Parents were involved in minor maintenance works - (windows, fence, furniture, lavatory facilities) at (23) twenty-three Nursery Schools. 56% Funds raised by PACs totalled \$462,054.00</p>	<p>A workable schedule of visits and the fact that all officers were on duty contributed to the success.</p> <p>Field officers complemented visits made by officers of the Department, accounting for success.</p> <p>Forms and formats for reporting were supplied to each school. Reminders were given to schools failing to meet deadlines.</p> <p>Each school submitted reports on these meetings - officers were unable to attend meetings because of their University of Guyana commitment.</p> <p>Poor attendance of parents at meetings adversely affected the self-help drives at some schools.</p>
6	<p><u>FINANCING</u></p> <p>Providing Janitorial and Sanitation grants - 3 instalments for each Nursery School.</p>	<p><u>SANITATION GRANT</u></p> <p>Seven out of 41 schools received first, second and third instalments. 17%, six schools received only first and second instalments 15%. Eight schools received only first instalments. 20%. A total of 52%.</p> <p>Janitorial Grant: Only seven schools received such grant.</p>	<p>The schools that did not receive sanitation grant failed to submit receipts of previous instalment, or informed that the bills were misplaced or that they were not submitted even though records showed they were.</p> <p>The schools that did not get Janitorial Grant did not claim such.</p>

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
7	Providing Security Service for seven Nursery Schools;		
	(1) Liana, (2) Happy Heart, (3) Smyth Street, (4) Headstart, (5) Kingston, (6) Starters, (7) Polly's	Schools listed were provided with (a) Security, (b) Security grants, 100%. A decrease in acts of vandalism and thefts were recorded.	Security guards were closely monitored by schools and the Ministry.
	Purchasing stationery and learning support materials for school.	Each nursery school received stationery and learning materials from the Ministry of Education and UNICEF.	NIL
	<u>HUMAN RESOURCE DEVELOPMENT</u>		
	A two-day Introduction Seminar for Newly Appointed Nursery school' administrators.	Seminar was held	100% attendance by participants. Topics addressed needs of participants.
	Two-day workshop on Clinical supervision.	NIL	Unavailability of funds
	One Week live-in workshop on School Administration for Nursery Headteachers.	NIL	Unavailability of funds.
Twelve coaching sessions for Field Officers.	Ten such sessions were held 83%.	Failure to achieve target stemmed from officers involvement in unplanned but important activities.	
- Fortnightly workshops at 14 centres - Twenty-eight sessions on matters relating to Operationalisation of the Nursery Education programme.	All twenty-eight sessions were held. 100%	Officers gave guidance and support to workshop leaders as needed.	
- Methodology, Content, personal and Professional growth of teachers.	Sessions recorded a 92% average attendance.	Illness, attendance at the University of Guyana and other classes were responsible for the 8% non-attendance.	

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
8	<u>INSTRUCTIONAL PROGRAMME CURRICULUM</u> - Production of curriculum Support materials and Pre-writing - Stuffed toys - Pre Maths - Science - Language	Teacher produced a variety of Learning support materials in the areas listed, at workshop centres.	Success was due to the support offered by the Department of Education in the form of materials.

Unplanned and Important Activities

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Production of Road Safety Slogans.	Teachers produced a variety of:- - Slogans - Rhymes - Jingles	Success stemmed from interest of the officers of the Department of Education and the provision of needed materials.
2	Production of :- 1. Achievement Report 2. Profile of the Nursery Child. 3. Cumulative Record Card 4. Sample Lesson Plan 5. Nursery Facts Booklet	Produced and Reproduced Produced and Reproduced Produced and Reproduced Manuscript Form Produced and Reproduced	A team of officers met and produced the documents which were distributed to the Regions for validations.
3	Delivery Graduation Oddnesses Fun-day Activities to celebrate Youth Week.	All requests were honoured. NIL	Officers intervention enhanced the quality of the Graduation Exercise Failure was due to heavy rainfall. The event was rescheduled twice and on each time the rain fell.

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	<u>Policy Implementation</u> (i) Organisation of eleven meetings of Headteachers.	Eleven meetings of Headteachers were held. This represented 100% achievement.	Data collected from evaluation instrument completed by Headteachers showed that 100% were highly appreciative of the sessions and strongly felt that it was a necessity and should continue.
2	<u>Equality of Access</u> Socio-Economic Accessibility (i) Ascertaining necessitous cases and distributing items to them. (ii) Scrubbing of each school building and cleaning of toilets. (iii) (a) Repairs to buildings (b) Payment of rentals	Of the students identified about 30% were assisted. Others were referred to the Welfare Section. All schools did scrubbing once per term. 70% cleaned toilets daily. About 75% did not have sweepers. (a) This was done in some schools but only on a small scale. (b) All rentals were paid.	Lack of sufficient funds hindered the success of this venture. Grants provided for these activities were grossly inadequate. Some schools were assisted by P.T.As but many schools were without cleaners/sweepers for 95% of the year because wages/stipends offered were also grossly inadequate. Some PTAs were able to maintain the services of persons employed in these areas because they were reasonably paid. Teachers and pupils were burdened with the task of sweeping every day of the school year. Financial constraints adversely affected this activity.
3	(a) People's Parade (b) Children's Costume Competitions (c) May Day Rally (d) Youth Week Activities (e) Co-op Week (f) Road Safety Rally	This was not done This was done This was not done This was done This was done by all member schools This was done	There was a high level of participation which resulted in the success of these activities (items b, d, e and f).

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	<p>(ii) Visits to each of 35 Primary Schools at least three times per term.</p> <p>(a) Clinical Supervision</p> <p>(b) General Supervision</p> <p>(c) Team Visit</p> <p>(d) Examination of schemes of work, lesson plan, record of work and other related records.</p> <p>(iii) Attendance at</p> <p>(a) Conferences</p> <p>(b) Workshops</p> <p>(c) Competitions sponsored by GTU</p> <p>(iv) (a) Best school Competition</p> <p>(b) Best PTA Competition</p> <p>(v) Attendance at PTA meetings</p> <p>(vi) Filling of vacancies at the non-administrative levels of all schools.</p>	<p>Clinical supervision in three schools was done.</p> <p>General supervision was done at all 35 schools.</p> <p>Two team visits were done.</p> <p>Examination of records was done at all schools.</p> <p>There was a very high level of participation by teachers at conferences and workshops. Schools participated fully in schools National Athletic Championships.</p> <p>This was not done</p> <p>-do-</p> <p>Twelve (12) PTA meetings were attended by supervising officers.</p> <p>All schools were partially staffed. Seventy-two (72) acting teachers were employed.</p>	<p>Staff of supervising officers was reduced by one. The DEO(P) who was seconded to IDB one DES who was seconded from Region 2 was transferred to Region 4 in September. These vacancies were not filled hence the visitations were done by three officers for two terms and by two for one term. This was indeed strenuous and supervision was not done as planned. Officers needed more time at each school to achieve the desired effect of the visit. HMs in their evaluation report on this aspect did suggest that there should be more visits by officers and longer periods of visits.</p> <p>The success was attributed to the adequate amounts of finance made available.</p> <p>Limited supervisory staff hindered these activities</p> <p>Officers were able to positively influence PTA to assist in the improvement process of schools. Shortage of staff hindered this activity.</p> <p>The conditions under which teachers had to work and the salaries they received did not attract the desired quality and number of staff members in all the schools. Attracting and maintaining qualified staff was highly improbable.</p>

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
4	(vii) (a) Teacher Attendance	Regularity and punctuality improved in 90% of the schools.	Teachers did prove attendance. This was mainly due to encouragement given by officers when they visited.
	(b) Investigations	Better teacher/teacher, teacher/parent relationship	Inadequate supervisory staff did not allow prompt and thorough investigations in several instances. All conflicts or accidents investigated were amicably settled.
	<u>Equality of Opportunity</u>		
4	(i) Interview of applicants for CPCE by the ACEO(G), DEOs, DESs and Headteachers of some schools.	All applicants were interviewed	The number and quality were both inadequate. 50% of the number of applicants academically did not qualify. System did not attract the desired number for training..
	(ii) Truancy Campaign	This was done in all schools.	PTA meetings, individual talk with parents, assistance from the Welfare Department of the Ministry of Labour and Human Resources and Supervising officers of the Ministry of Education helped considerably to reduce the number of truants in schools.
5	<u>Human Resource Development</u>		
	(i) Organisation of staff development sessions at each eleven Headteachers meetings.	These sessions were held at 60% of the meetings.	Improvement of skills for the enhancement of school management. All Headteachers were highly appreciative of these sessions and highly recommended the continuation.
	(ii) Identification vacancies for Headteachers and Deputies.	This was done in all 35 schools when visitations were carried out and as reported in the monthly reports of schools	Regular visitations and regular feedback from schools greatly assisted in the success of this activity.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	(iii) Processing of applications for Headteachers, Deputies and Senior Master/Mistresses	All applications for positions advertised were processed.	Many schools enjoyed qualified administrative staff.
	(iv) Monitoring the work of class level committees.		
	(a) Planning of yearly activities for level Committees meetings.	This was not done in all schools.	HMs reported that teachers did not attend meetings because of transportation costs.
	(b) Supervision of these Committees	This was not done	
	(c) Mount exhibition of Learning Aids.	Exhibition was mounted at 68, Brickdam.	Art and Craft done by children and learning aids done by teachers. Exhibits were of a very good standard despite financial constraint.
	(v) The assessment of the strength and weaknesses of our schools through team visit.	Two (2) team visits were paid.	Shortage of supervisory staff resulted in the low achievement of this exercise.
	(vi) Helping the AMs, Acting Teachers to be better aware of their responsibilities through Seminars for the orientation of recruits.	This was not done. AMs and Acting Teachers were, however, exposed to a seminar on Reading where they were exposed to aspects of their responsibilities.	
	(vii) Seminar-Teaching of Reading for teachers of class 1 and 2.	Seminar was held for all levels in all Primary schools on 2 days in July 1993.	This activity was funded by PSIP.
	(viii) Workshop - Science teaching in Primary schools - Class 4.	This was not done.	Lack of adequate finance coupled with the shortage of supervisory staff prevented the success of items (viii) to (xii).
	(ix) Seminar/Workshop on the teaching of Mathematics classes 3 & 4.	This was not done.	

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
6	(x) Seminar/Workshop on the solving of problems in Mathematics Class 1 & 2.		
	(xi) Workshop on the teaching of Social Studies - class 111.	This was done	
	(xii) Supervision of 100 Junior Teachers.	This was done and monitored in all 35 of the Primary schools.	Regular feedback from schools along with regular monitoring by officers and the co-ordination of the Junior Teacher Scheme greatly assisted in the success of this activity.
	(i) <u>Financial</u>		
	(1) Provision of grants (a) Sanitation (b) Materials & Equipment (c) Home (d) Industrial Arts (e) Agriculture	All 35 primary schools were provided with sanitation and Equipment grants - Tucville Primary was given Industrial Arts and Home Economics Grants in addition to the Sanitation and Equipment.	Adequate amount of funds were made available for the disbursement of these grants.
	(ii) Weeding, cleaning, repairs to fence, bridges and land filling to all schools.	Weeding was done at ten (10) school compounds. Repairs to fence were done at 5 schools. Land filling was done at 3 school compounds.	Financial constraints hindered work at other schools, many of which need urgent attention in this area. These activities were done by both PTA and the Buildings Department of the Ministry of Education. Schools adopted also received assistance in these areas - St. Sidwell's by the President of the Co-operative Republic of Guyana and St. Stephens by NIS.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE	
7	(iii) Provision of security at all schools.	This was done	There was need for additional security guards at some of the very large schools. General security of schools was not as expected although enough funds were made available for the payment of wages and salaries for security guards. Incidence of vandalism and burglary was still apparent.	
	(iv) Repairs to electrical and other equipment.	Only a small percentage of target was achieved.	PTAs and the Buildings Department assisted in this area.	
	(v) Repairs to furniture	This was not done at 20% of the schools.	Unavailability of skilled persons from PTAs and the limited funds received by the Buildings Department made the planned target unachievable.	
	(vi) Payment of electricity charges.	This was done for some schools.	Late and non payments of electricity bills resulted in the unfortunate consequence of disconnection. This severely affected the schools concerned especially where there were overhead tanks which were filled by electrical purpose.	
	(vii) Provision of Field Materials and Non print Materials.	These were supplied but in inadequate quantities.	Enough funds were not released.	
	viii) Provision of materials for communicating with schools.	These were adequately supplied.	Adequate funds were made available.	
	<u>Instructional Programme</u>			
	(i) Three one-week workshops in drama for classroom teachers.	One workshop was held.	Lack of enough funds hindered this activity.	
	(ii) Workshops in clothing and textile for classroom teachers.	These were not done.	Other unplanned activities interfered with the organisation and implementation.	
	(iii) Two one-day workshops in vertical integration. (a) Nursery to Primary (b) Primary to Secondary	These were not done.		

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	<u>Unplanned Activities</u>		
1	Observance at Commonwealth Day - a quiz for 34 schools.	Final winners was adjudged. A greater appreciation for the work of the body.	Students and teachers improved knowledge on various aspects of the body.
2	Quiz on the Education system in Guyana - 34 schools.	Improved knowledge on the Education system. Winners of the competition - students most knowledgeable identified.	Much research was done by both teachers and pupils. Keeness in competitions was clearly evident. HM suggested that this kind of activity be held at least once per term.
3	Lecturer on Environment Health - by Health Department M&CC Georgetown, the initiator - 35 schools.	A greater awareness of what the participants could do to assist in the improvement of the environment in which they live.	Pupils showed keeness in the discussion sessions by activity. Participating in the question and answers sessions.
4	Ten-day Handicraft course - pupils of St. Winefried's.	Exhibition of soft-toys, embroidered functional items e.g. place towels. Exhibits were of a high standard.	
5	Two-day Craft Course organised by Beacon Foundation (Guyana) in collaboration with CIDA.	Improvement of teachers competence strategies are more efficient and effective.	Keeness was evidenced in the attendance and participation.
6	Seminar/Workshop on Road Safety - in collaboration with Caricom Secretariat - 25 pupils from J.E Burnham and St. Winefride's schools.	Composition of jingles for T.V Drafting of simple Games and poster on Road Safety.	Full participation in the workshops and plenary sessions.

4.1.3.2.3

Secondary

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	<u>Policy Implementation</u> 10 one-day monthly statutory Headteachers' meetings to assist in clarifying and implementing the Ministry's policies as adumbrated in the Education Policy Document.	9 meetings were held - 90%. Average attendance of Headteachers - 86%.	The level of participation was generally very high.
2	<u>Management for Efficiency and Effectiveness - Supervision</u> 150 visits by Officers to monitor and evaluate the work programme.	85 visits were made. 57%.	The target set could not be achieved because of staff shortage. The two officers, who are on secondment from Region Two, are students of the University of Guyana.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
3	<u>Communication/Reporting</u> Ensuring that all schools submit monthly reports to effect appropriate and necessary action. 396 reports.	99 reports were received. 25%.	Schools were not adequately supplied with report blanks. Difficulty of monitoring.
4	<u>Partnership</u> (i) To ensure that there is a vibrant Parent-Teacher Association in each of 30 schools in order to promote community support for and involvement in decision - making. (ii) J.O.F Haynes Debating Competition. (iii) One Art and Craft Exhibition during Education Month. (iv) One Science Exhibition during Education Month. (v) Annual Inter House, Inter Schools and Inter Zone Athletic Sports. (vi) Graduation Exercises. (vii) Self-Help. (viii) Education Tours.	90% 50% participation by schools. One executed as per target. Executed as per target - 100%. All of the schools in the district participated - 100% Thirteen schools held these exercises. 43% Twenty-five schools were engaged in Self-Help activities. 69% All schools undertook education tours during Mashramani and Youth Week observances. 100%	Financial limitations adversely affected the achievement of targets. Ten meetings were visited by Officers of the Department. Administrative difficulties resulted in poor performance by the teams. Participation was below target. Enough emphasis is not given to Art and Craft in schools. Participation was below expected level. Careful planning and organisation were responsible for the success. Schools were able to tap the necessary resources from the community. Greater financial support is needed. Support of parents and guardians was generally very heartening. A few tours were however executed without the knowledge of parents and without the approval of the administration of the schools.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE	
5	(ix) School Fairs.	Fairs were held by twenty-two schools. 71%	There were rumours of drug-peddling and other unsociable activities at some fairs. The Department was not informed of fairs to be held in many cases. Permission was therefore not granted.	
	(x) Youth Week Activities.	100% participation	Early planning ensured full success.	
	(xi) Mashramani Activities.	100% participation.	Adequate planning ensured success.	
	<u>Physical Accessibility</u>			
	(i) Appointment of Teachers in schools contiguous to their homes.	Eighty teachers were appointed.		
	(ii) Transferring teachers to schools which are contiguous to where they live.	Thirty-five transfers were effected.	Other requests could not be entertained because they would create vacancies which the Department would have been unable to fill immediately.	
6	(iii) Transferring students to schools closer to their homes.	All applications received were dealt with and students were appropriately placed.	Some applications for particular schools could not have been granted because students were not eligible.	
	(iv) Supplying furniture to schools.	The Department of Education distributed thirty-six sets of furniture to four schools.	More could not be done because of financial constraints.	
	<u>Equality of Opportunity</u>			
	(i) Placement of eligible students in eleven Community High Schools, fourteen Fifth Form schools and four Sixth Form schools based on:			
(1) Secondary Schools Entrance Examination results (SSEE).	2110 students were placed on the basis of SSEE results.	Shortage of furniture in some schools made placement somewhat difficult.		
(2) Secondary Schools Proficiency results (SSPE).	171 students were placed in Fifth Form Schools based on the SSPE results.			

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
7	<p>(ii) Mainstreaming of students with special needs.</p> <p>(iii) Rallies</p> <p><u>Maintenance of Buildings and Compounds</u></p> <p>Executing maintenance and rehabilitation works at thirteen (13) schools.</p>	<p>Three students were transferred from St. Barnabas Special School to Community High Schools.</p> <p>All planned rallies were successfully accomplished.</p> <p>St. Barnabas - Repairs to fence.</p> <p>North Georgetown - Weeding of compound.</p> <p>Cummings Lodge - Weeding Charlestown - Weeding Dolphin - Weeding St. Joseph - Weeding Queen's College - Weeding Bishops High - Weeding Richard Ishmael - Weeding</p> <p><u>Plumbing Works</u> - Christ Church, Lodge CHS, Brickdam, St. Joseph, North Georgetown, East Ruimveldt, Bishops, Richard Ishmael, Cummings Lodge.</p> <p><u>Electrical Works</u> - St. Rose's, Brickdam, St. Joseph, North Georgetown.</p> <p><u>Carpentry Works</u> - Christ Church, Lodge CHS, Brickdam, St. Joseph, North Georgetown, Bishops, Richard Ishmael, Queen's College, Cummings Lodge.</p> <p><u>Land Filling</u> - East Ruimveldt, Queenstown.</p> <p><u>Repairs to Sanitary Blocks</u> - East Ruimveldt, Brickdam.</p>	<p>Transfers were effected on the basis of recommendations from the Headmistress of St. Barnabas Special School.</p> <p>There is need for strengthening of post-rally supervision of students.</p>
8	<p><u>Socio-Economic Accessibility</u></p> <p>(i) Providing supplementary nutrients to children via school canteens.</p> <p>(ii) Provision of subsidy for children of low income group who will be candidates at the GCE/CXC Examinations.</p>	<p>Schools with canteens and home economic centres provided meals for the children.</p> <p>All eligible students received subsidy.</p>	<p>Poor staffing, cost of food items and theft of equipment seriously affected the programme. Profits made from these ventures were used to purchase food items and to replace some stolen articles.</p>

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
9	<u>Gender Equality</u> Exposure of both male and female students to technical and prevocational subject areas.	The programme continued in Practical Instruction Centres, Community High and General Secondary Schools with technical departments.	Gender identity which is attached to traditional technical/vocational disciplines has steadily been disappearing.
10	<u>Financing Education</u> (i) Provision of Grants to schools. (ii) Preparation of 1994 Estimates of Expenditure based on information received from schools.	Schools uplifted about 60% of the grants allocated. Completed as per requirement.	Some schools could not uplift some grants because of outstanding Appendix B Forms for 1992 grants. There is need for training in simple book-keeping for school personnel. Some schools experienced difficulty in producing the information required.
11	<u>Human Resource Development</u> (i) One orientation seminar for newly appointed administrators.	One two-day seminar was held in August.	Administrators better prepared to discharge their new responsibilities. These teachers were Subject Committees Co-ordinators.
12	<u>Instructional Programme</u> (i) Monthly meetings of eight Subject Committees. (ii) Orientation exercise for SSEE awardees in 30 schools.	Two Committees held meetings. 25%. 28 exercises were held. 93%.	The two Committees were resuscitated during the latter part of the year. There was adequate planning by most schools.
13	Inter Schools Health and Environment Quiz.	All schools participated. 100%.	Co-ordinated effort of Officers of the Department of Education and Officers of the Mayor and City Council ensured success.
14	Inter Schools Social Studies Quiz for Education Month.	All schools participated. 100%.	Success was due to adequate planning and the support of Headteachers.
15	Allied Arts Debating Competition.	50% participation.	Poor planning and organising resulted in a low level of participation.
16	National Cultural Presentation for Independence Anniversary.	100% participation by selected schools.	Early planning and adequate arrangements ensured success.

Special Education

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	<p><u>Equality of Access</u></p> <p>(A) Socio-Economic Accessibility Identification of as many schools/students in need and providing them with needy items.</p> <ul style="list-style-type: none"> - Food - Clothes - Cash - Furniture - Medical attention <p>Provision of supplementary nutrients.</p>	<p>(A) All six or 100% of the Special Schools received some form of food item.</p> <p>Ptolemy Reid Rehabilitation Centre received two (2) tables.</p> <p>The following regular schools also received a quantity of books.</p> <ol style="list-style-type: none"> 1. North Georgetown Secondary 2. Cummings Lodge Primary 3. St. Rose's High 4. St. Sidwell's Primary <p>Two out of four or 50% of students from both special and regular schools received assistance in the form of cash and kind.</p>	<p>Success was due to the fact that Food for the Poor donated books, furniture stoves and food items thus making it possible for the various schools to benefit from same.</p> <p>The donation of the stove enabled St. Barnabas to continue its 'Hot Meal' programme. Distribution of books to the schools identified was done through the Department of Education which also distributed supplementary nutrients to some special schools.</p> <p>The Department of Education was instrumental in assisting one student with a Visual Impairment to receive school clothes, while another student received partial reimbursement for spectacles.</p> <p>Two other students are still awaiting reimbursement for</p> <ul style="list-style-type: none"> (a) lost boots - voucher was prepared but was misplaced at 21 Brickdam (b) Spectacles - student submitted bill after year end.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
2	(B) Provision of financial assistance to forty students attending Remedial Reading Programme.	(B) All forty students received financial assistance - 100%.	(B) Department of Education made it possible for these students from two Community High Schools to pay transportation costs to and from 68 Brickdam where they attended Remedial Reading Programme.
	(C) Identification of all students attending the following schools, for Hearing screening programme. (1) Polly's Nursery (2) St. Christopher Nursery (3) South Ruimveldt Park Nursery (4) South Ruimveldt Park & Tucville Primary - Prep A classes (5) South Ruimveldt Park Special Education Unit.	(C) Five out of six students from South Ruimveldt Park Special Education Unit were tested. 80%.	(C) One student from the Unit was not tested due to illness. Approximately 650 students were not tested because Hearing Screening Programme was not launched.
	(D) Health visitors from South Road Clinic to visit schools with Feeding Programme.	(D) 4 or 20% of the number of schools with Feeding Programmes received visits.	Shortage of equipment and staff prevented more schools from receiving visits.
	<u>Equality of Opportunity</u> Analysing applications and effecting placements of children eligible for special schools.	Three students were transferred to St. Agnes Primary and one from St. George's Community High School was enrolled at the Unit for the Visually Impaired.	These students received their transfers after satisfying the requirement for such medical certificate. They are all being supervised by specialist teachers from the Unit for the Visually Impaired.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
3	<p><u>Physical Accessibility</u></p> <p>Appointing and transferring teachers to schools close to their homes thus reducing the distance between teachers' abode and work place.</p>	<p>52 students were placed at St. Barnabas Special School.</p> <p>Two (2) acting teachers were appointed at the Unit for the Visually Impaired. One acting teacher was appointed at Dolphin Community High School. This acting teacher was transferred to St. Mary's Community High School.</p>	<p>Placements were done on the following basis:</p> <p>(1) Common Entrance results</p> <p>(2) Testing referrals done by HM and staff of school; final decisions made by relevant Ministry officials.</p> <p>Department of Education, in ensuring equality of opportunity, appointed two Visually Impaired Teachers; one at St. Rose's and one at Dolphin Community High School. Both teachers are members of the Junior Teachers' classes.</p>
4	<p>Executing Maintenance and Rehabilitation at Special Schools.</p>	<p>Repairs done to fence to St. Barnabas Special School. Lighting, security measures and repairs were done to Unit for the Visually Impaired at St. Rose's.</p>	<p>All maintenance and rehabilitation were done by Buildings Division and also private persons. Most of the funds received for work done at the Unit was donated by Caribbean Council for the Blind.</p>
5	<p><u>Management & Efficiency</u></p> <p>(i) Connective Mechanism visiting schools to ensure that Ministry's Policies are implemented and to offer technical and professional advice.</p> <p>(ii) One (1) visit to all 6 Special Schools in Georgetown for supervisory and welfare oriented purposes.</p> <p>Each school should receive three visits per term.</p>	<p>Five out of six or 80.4% of the Special Schools were visited. All of these Special Schools received more than three visits per term. Most of them received as much as six (6) visits.</p> <p>100% visitations were made.</p>	<p>Most of them were based on a welfare oriented basis. A few of them were done for investigatory purposes. The success of these visits was based on the relationships established with the staff and students of these schools.</p>

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	<p>Visits to other schools (Regular schools)</p> <ul style="list-style-type: none"> - St. Agnes Nursery - St. George's Nursery - Lodge Community High School - *Roxanne Burnham Nursery - *Dolphin Community High School. 	<p>The schools identified by * received at least two visits.</p>	<p>Visits were made to these schools upon the request of the Assistant Chief Education Officer (Georgetown). Because of the staff shortage at 68 Brickdam, Officers were asked to assist at all levels.</p> <p>The schools identified by * were visited because of</p> <ol style="list-style-type: none"> (1) A child with behavioural problems was enrolled there. (2) A teacher with a Visual Impairment needed to be supervised. <p>Visits to Richard Ishmael Secondary and Lodge Community High School resulted in the discovery of serious problems existing there. Follow up visits were recommended.</p>

Junior Teachers Awareness Programme

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE														
1	Recruit professional and academically qualified tutors of English, Mathematics, Science and Social Studies, to teach Junior Teachers in their afternoon/evening classes.	Of the twelve serving tutors, nine (9) are University graduates, but only five (5) of them teach the subjects in which they majored. The remaining three tutors are under-graduates. However, all of the tutors are equipped to teach their respective subjects beyond the CXC level.	Qualified inexperienced recruits were always available. However, we were able to choose those tutors with some experience. The effectiveness of their services was considerably reduced by requested releases, absence from duty, as well as the time spent by the newly appointed to settle down to meaningful classroom work.														
2	Appoint students from the General Secondary and Community High School who are over fifteen years but not older than eighteen years by September 30 of the year their applications are made, to serve as Junior Teachers.	<p>The response was so overwhelming, that 134 Junior Teachers were recruited. This is 89 more than what was projected. More than 94 percent of these recruits were graduates from the Community High Schools and were placed in the first year group. In the circumstances, two (2) year one (1) classes were formed. Admission to the classes and the actual enrolment are as follows:</p> <table border="1"> <thead> <tr> <th>Classes</th> <th>Admission</th> </tr> </thead> <tbody> <tr> <td>Year 1A</td> <td>59</td> </tr> <tr> <td>Year 1B</td> <td>67</td> </tr> <tr> <td>Year 2</td> <td>5</td> </tr> <tr> <td>Year 3</td> <td>3</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>TOTAL</td> <td>134</td> </tr> </tbody> </table>	Classes	Admission	Year 1A	59	Year 1B	67	Year 2	5	Year 3	3	<hr/>		TOTAL	134	<p>After discarding the 28 Junior Teachers who had left the system on account of death, resignation and admission to the CPCE., the enrolment should have been 273. However, only, 209 or 77 percent of them were actually attending classes.</p> <p>This group which represents 21.5 percent of our Junior Teachers is of much concern to the Ministry because it is not likely that they intend to become qualified teachers. In the circumstances some type of action should be taken.</p>
Classes	Admission																
Year 1A	59																
Year 1B	67																
Year 2	5																
Year 3	3																
<hr/>																	
TOTAL	134																
3	That all failures/repeaters of the 1993 CPCE Foundation Examination should be afforded adequate preparation.	Only six (6) of the thirty one (31) failures or repeating Junior Teachers attended classes regularly, and performed reasonably well, so as to earn the right to be enrolled for the 1994 Foundation Examination.	The twenty-five repeaters who did not qualify had absented themselves from classes during Christmas Term 1993. Generally they showed no interest. Five of them resigned, one has changed her status to that of an Acting Teacher, while the others are still on the job in their respective schools.														

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
4	<p>(i) Check on the performance of all Junior Teachers, adequate supervision.</p> <p>(ii) The supervision of our teachers at school.</p>	<p>The Junior Teachers whose work and attendance were unsatisfactory received warning letters from the Assistant Chief Education Officer.</p> <p>That all Junior Teachers should prepare and maintain up to date log books, and that the supervisors should prepare reports.</p> <p>That each Junior Teacher will be given a report at the end of the term.</p>	<p>More than fifty percent of the second year teachers failed their final examination and were not promoted to the year three classes. The year one did much better and approximately 65.2 percent of those students were promoted to the year two class.</p> <p>This target is affected because many of our junior teachers carry classes on accounts of the shortage of teachers. However, only the year one teachers were not severely affected in this manner. Reports were given to each Junior Teacher for Christmas Term 1993.</p>
5	<p><u>Vacation Workshop</u></p> <p>To correct the weaknesses of Junior Teachers in each subject area.</p>	<p>The Junior Teachers did in-depth work on all subject areas. This exercise lasted for four weeks.</p>	<p>Ninety-three teachers attended the workshop and twenty-three of them received certificates of attendance. Many did not receive certificates on account of frequent absences as well as their failure to submit assignments on the deadlines given.</p>
6	<p>(i) Organise CXC/GCE classes for those Junior Teachers who had failed their CXC examinations in English and Mathematics.</p> <p>(ii) For Junior Teachers who need much foundation work in the four subject areas.</p>	<p>Two Junior Teachers from Campbellville Community High School were allowed to attend classes at Campbellville Secondary School.</p> <p>Much work has been done with thirteen of these teachers by Mrs Olga Bone who used a classroom at St. George's Community High School.</p>	<p>Their reports suggested that they were achieving moderate success.</p> <p>The thirteen students who came from four (4) schools, have shown much improvement in their classroom work at St. Rose's High School.</p>

Adviser - Secondary

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	<p>Test in English and Maths administered to:</p> <p>(a) re-migrant students</p> <p>(b) local students who missed schooling for more than one academic year.</p>	<p>Seventy (70) students wrote test in English, Maths from the:</p> <p>(a) Caribbean (Antigua, Grenada, Montserrat, Trinidad & Tobago, Barbados, St. Lucia.</p> <p>(b) North America (Canada, USA).</p> <p>(c) South America (Brazil, Venezuela, Cayenne, Suriname).</p> <p>(d) Britain.</p>	<p>1. Students from the Caribbean did well in both English and Maths.</p> <p>2. Students from North America and Britain performed well in English but poorly in Maths.</p> <p>3. Students from South America performed poorly because of the Language barrier.</p> <p>4. An assessment has shown that our standard at both the Primary and Secondary levels is high.</p>
2	<p>Classes in English for ex-Community High students to upgrade their skills in language and communication.</p>	<p>Classes in English are held twice weekly (Tuesdays and Fridays) in the morning sessions.</p>	<p>Two end-of-term tests were held for the twenty students who have been attending regularly. The results suggested satisfactory performance. The graduates are enrolled at Carnegie School of Home Economics to pursue a career.</p>
3	<p>Summer classes in Reading for level six (6) in six (6) Primary Schools and two (2) Community High Schools level seven (7) in South Georgetown.</p>	<p>Classes were held for two (2) weeks during August at Carmel CHS.</p>	<p>Some ninety three (93) students attended the closing exercises and exhibition. Prizes were awarded to good performers.</p>
4	<p>Visits are scheduled for schools which report on disciplinary problem affecting teachers and students.</p>	<p>Investigations were carried out on seventeen (17) occasions in Primary and Secondary Schools.</p>	<p>1. The reports revealed that most of the problems related to discipline between teacher and teachers and teacher and students.</p> <p>2. The breakdown in discipline arose because of poor school management.</p>

Technical Adviser

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Visit to schools in Region 2,3,4,5,6,10, G/town 20 schools per term.	Visits to schools in Region 3,4,5,6,10, G/town. (20 schools each term).	Only schools with Home Economics and Craft programmes were visited. No schools in Region No. 2 were visited as there was no request from the Regional Education Officer.
2	<u>Workshop</u> Soft toy craft. Workshop for 60 Nursery School teachers in January. (i) National workshop for 50 Home Economics teachers in Food and Nutrition, Home Economics Management, Craft and Textile in December. (ii) 24 Craft workshops (2 per month). (iii) Clothing & Textiles item-writing for Clothing & Textiles teachers: three per term in preparation for NFFAT & CXC.	Workshop held - 62 teachers attended. Workshop held - 70 Home Economics teachers attended. Target over reached - 32 workshops held. Target over reached - 12 workshops held.	Successful - good support from Nursery School Programme & ACEO(Nursery). Very successful - good support from Guyana Home Economics Association. 616 students, teachers and community persons benefited from tie dye, bark craft, embroidery, flower making, macrame. There is need for Teachers to have more practice in item writing according to CXC objectives.
3	<u>Exhibitions:</u> Craft - one per Region in July or December. (i) Craft festa (1 national exhibition in December).	Targets achieved (ii); at least 1 exhibition held in each Region. 1 national exhibition in September in observance of Education Month.	Fairs and exhibitions involving food, clothing and craft were held in each Region. Craft Festa could not be held because of Education Month exhibition expenses.
4	Preparation of Curriculum materials in Craft: Basketry, Textiles.	Target achieved for the 5 - year programme.	Breakdown into modules and units to be done in the new year.
5	6 meetings of National Arts and Craft Committee.	None held.	No funds available from NCERD.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
6	Training of 2 teachers for CXC General Clothing & Textiles, Craft 1993.	100%. Both were successful with grade 1 passes.	One teacher had to be seconded from Essequibo to be on one-day-a-week release.
7	Training of twelve (12) CHS Students for CXC General Craft 1994.	Only seven (7) finally entered for the exams in November 1993.	Students needed more background training.
8	Six fortnightly lecturers in Social Etiquette & Craft to Forms 1,,2, and 3 at President's College.	100%.	Student needed weekend activities and were very responsive.
9	Organising and Co-ordinating Mashramani National Costume Competition for the National Committee.	100%.	Event took place at Albion. Financial returns were not so good.

4.1.5

Central Registry

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Updating card index for schools.	100% completed.	Records clerks were able to locate reference numbers easily so that quick action could be taken on matters.
2	Prompt filing and routing of files.	95%.	Failure to obtain files.
3	Despatching mail promptly.	100%	
4	On-the-job training.	90%	There is an improvement in the standard of work.
5	Weeding of files.	100%	More space available for storage.
6	Typing for Field Audit Security and other sections of the Ministry.	90%	Staff shortage.
	<u>Unplanned and Important Activities</u>		
	(i) Removal of Registry to new location.	Work completed in one week.	
1	Updating card index for schools.	100% completed.	Records clerks were able to locate reference numbers easily so that quick action could be taken on matters.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
2	Prompt filing and routing of files.	95%	Failure to obtain files.
3	Despatching mail promptly.	100%	There is an improvement in the standard of work.
4	On-the-job training.	90%	
5	Weeding of files.	100%	More space available for storage.
6	Typing for Field Audit Security and other sections of the Ministry.	90%	Staff shortage.
	<u>Unplanned and Important Activities</u>		
	Removal of Registry to new location.	Work completed in on week.	

4.1.6. Technical and Vocational

4.1.6.1. Government Technical Institute

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	(a) To train approximately 1000 new students in various areas of skills at the craft, technician certificate and diploma levels.	This activity is an on-going exercise. The target set for the 1993/1994 academic year was achieved. 1,069 new students were registered.	Applicants showed interest in pursuing training in several evening classes.
	(b) To train approximately 850 students who will be continuing their studies in various areas of skills as noted above.	Target set was not achieved falling short by 126 students.	Target fall short by fifteen percent due mainly to an underestimation of the number of first-year students to be promoted.
2	To increase and or upgrade the pedagogical/teaching knowledge and skills of lecturers.	Only two lecturers attended training courses overseas.	Lecturers successfully completed their training.
3	To place approximately 350 first-year students in various industrial and commercial organisations for work attachment stints.	Target was achieved.	The target set achieved as the institute was able to place 425 students on work attachment.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
4	Review of new syllabuses		The activity was successfully completed and the syllabuses were introduced during the first week of September 1993 at the G.T.I.
5	Visits to Industry/Commerce	Although the numbers of Industry/Commerce/Organisation to be visited during the year were not stated, it can be said that the target was not fully achieved as only five visits were made.	The failure of the activity can be attributed directly to very pressing administrative duties almost throughout the year.
6	Repairing of damaged doors, windows, entrance walls and roofs of all buildings.	Target was not achieved.	The failure of this group of activities was due solely to the Institution being unsuccessful in gaining expenditure purposes.
7	Effecting of repairs to defective lamps and other electrical fixtures/replacing of all damaged electrical fittings.	Target was not fully achieved.	The failure of this activity was due mainly to problems in relation to purchasing and exchange of lamps.
8	Weeding, cleaning, building of lawn, planting and nursing of plants.	Target was achieved.	The activities were done satisfactorily by staff and students of the G.T.I.
9	Purchasing of computers.	Target was not achieved.	The computers were not purchased as the Institute was not awarded funding for capital expenditure purposes.

4.1.6.2

Guyana Industrial Training Centre

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Orientation and training of 200 persons in six (6) different trade disciplines.	271 trainees were registered but 35 of them "dropped out" during the first half of the cycle.	
2	Inventory control of all tools and equipment.	Some inspection of tools was done but generally the exercise did not attain an acceptable control.	Insufficient information that was available did not allow for an objective analysis.
3	Implementation of a remedial programme for new trainees in Calculations, English Language and Engineering Drawing.	A fair degree of success was achieved.	A reduction of contract hours caused by unavailability of staff was a restricting factor.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
4	Upgrading of instructional skills of Tutorial Staff and the secretarial and Accounting skills of Clerical Staff.	Very little was achieved as only Clerical Staff avail themselves of the opportunity for self-development.	Absenteeism and unpunctuality disrupted this planned activity.
5	Exposure of all trainees to live industrial experiences.	All trainees were accepted for six weeks periods of job attachment by the industrial community.	The high demand for skilled industrial personnel was largely responsible for the trainees quick acceptance on job attachment.
6	Expansion of Public Awareness Programme.	Six secondary Schools and two large private entities were visited by staff.	
7	Delivery of (2) two additional courses for Motor Vehicle Owners/Drivers	Not done.	Adequate Budgetary allocations and experienced technical personnel were not available.
8	Construction of (2) two Security Guard Huts.	75% of one (1) building has been completed.	The commencement of construction was delayed by the timing of availability of funds, and the skills level that the trainees had reached.
9	Fencing of plot of land adjoining Centre's Compound.	Not done.	The levelling of the land was completed late in the year and was immediately followed by the rainy season.
10	Construction of better drainage and improvement of landscape.	35% of internal drainage construction was completed.	Changes in the weather and the unavailability of material impeded progress.
11	Formal organisation of Sports and Games activities.	Very little	Limitation of time and the availability of experienced co-ordinating personnel were largely responsible for the sports profile of the Centre.

New Amsterdam Technical Institute

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Enrolment of students for Craft, business and Technician programmes.	Enrolled in September 1993, Craft (243, Business 58, and Technician 40.	The number were boosted by facilitating late applicants.
2	To arrange visits of school leavers from feeder schools to New Amsterdam Technical Institute.	Five schools visited within the period of review.	There is promise of greater involvement for 1994.
3	To visit schools in Regions 5 and 6.	Twenty-one schools were visited within the period of review.	An alternative date would be used to avoid clashes with C.X.C activities.
4	Graduation of students in ten (10) disciplines of Craft, Business and Technician programmes.	Sixty-five (65) Crafts, Nineteen (19) Business and four (4) Technician students graduated.	
5	Conduct selecting test for new intakes (School Leavers from feeder schools).	Students from all feeder schools with varying numbers wrote the Selection Test with a total of (593).	More candidates wrote the Selection Test as compared to the previous year.
6	Student and staff would prepare Agricultural Plots, plant crops, harvest produce and share items among themselves.	This was not completed.	To be attempted in 1994 when the tractor will be available for land preparation.
7	To conduct Part-time short courses in : - Mechanical Engineering Technician - Business - Sheet Metal - Auto Electricity.	Only the Mechanical Engineering Technician programme was a reality.	The other short courses along with two additional ones (small engine repairs and furniture making) are to be pursued this year.
8	To complete repairs on workshop section.	This was not accomplished.	This falls under the responsibility of I.D.B.
9	To review entrance test where items are to be modified in keeping with present school curriculum.	Work was successfully completed for two subject areas (English and Mathematics).	Work on the remaining subject areas are to be undertaken in 1994.
10	Links with industry - to keep a close awareness between industry needs and curriculum. Visits from Industry Personnel.	There was very little accomplishment.	Unavailability of Industries Personnel. However attempts would be made to reschedule our visits in keeping with their availability.
11	Entrepreneurial studies - to include in our curriculum relevant studies to final year students.	Was never accomplished.	Unavailability of relevant resource Personnel. However, efforts would be made to make this a reality in 1994.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
12	To construct 150 desks and chairs for students.	60% of this was achieved.	While this exercise is still in progress, marked increase in material cost was responsible for our fall in production, since it was out of the limits of our Budget.
13	To refurbish three (3) Water Coolers.	Only two were completed.	Unavailability of parts was responsible for 100% achievement.
14	To conduct repairs and maintenance workshops for staff.	This was accomplished.	This exercise was continued in 1994.
15	To totally rehabilitate the Tractor.	All parts were acquired except the Crankshaft.	Owing to the high cost of the Crankshaft procurement was not possible in 1993. However, arrangements are in place to purchase one in 1994.
16	To have students involved in work experience exercise in their prospective areas of study in Commerce and Industry.	Eighty (80) students were engaged with this exercise.	This exercise is limited to the available placement at Industry and Commerce.
17	To conduct workshop and seminars to improve staff general performance.	This was achieved with inputs from the Ministry of Education Personnel Department and Public Service Ministry.	This exercise will continue.
18	To improve our environmental condition.	There was 90% achievement.	Efforts are to be made to clear the Eastern Block of the compound. Assistance for this exercise is to be sought from Guysuco.
19	To refurbish Electrical and Plumbing Fixtures in the Annex Building (Science Lab.) to give the necessary services.	This was not achieved.	The lack of available manpower was responsible. However, it is to be initiated in 1994.
20	To fence the reservoir.	This was not undertaken.	Suitable materials were acquired late for this exercise.
21	To erect new stores.	This was not undertaken.	As it was recommended that the Majority of items for the various workshops be returned in an effort to reduce the present congestion in the Central Stores. Strengthening of the various workshop storage facilities is in progress to facilitate this exercise.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
22	To provide training programmes in: 1. Business 2. Fitting & Machining 3. Welding 4. Electrical 5. Radio & Electronics 6. Motor Vehicle 7. Agriculture Mechanic 8. Carpentry 9. Plumbing 10. Bricklaying 11. Mechanical Engineering Technician	The following were successful 1. Business - 19 2. Fitting & Machining - 10 3. Welding - 3 4. Electrical - 6 5. Radio & Electronics - 10 6. Motor Vehicle - 10 7. Agriculture Mechanic - 10 8. Carpentry - 3 9. Plumbing - 1 10. Bricklaying - 4 11. Mechanical Engineering Technician - 4	A greater performance level is expected for 1994.
23	To service and maintain Machinery and Equipment.	There was 90% achievement.	Unavailability of relevant spare from the local markets was responsible for the set back.
24	To service and repair Typewriters.	This was accomplished.	This exercise will continue with the limited machines available.
25	Monitoring drop out students.	This was not initiated.	The lack of transportation contributed to this. An extra effort would be made for 1994.

UNPLANNED ACTIVITIES

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Conduct selection test in a Riverain area (Berbice River - Sand Hills).	Thirty persons wrote the selection test and twenty-five were accepted to pursue various courses.	A similar exercise is to be undertaken in the Corentyne River Area (Orealla).
2	Repainting and marking of class room and other facilities.	All class rooms were repainted and rooms numbers were repainted. Notices and other important signs were painted on strategic location.	
3	Undertake the running of the Canteen	This became a reality in the month of May. The affairs of the Canteen were managed by a Committee comprising nine members.	Considerable profits were obtained at the end of the second term, but there were considerable losses at the end of the second term. However, systems have been implemented to yield profitability.

Carnegie School of Home Economics

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Training of (56) first-year Household Management students.	(49) students completed one year of training. (49) have embarked on their second year of training.	(7) students dropped out of the programme during the first year of training for financial reasons, delinquency and personal reasons.
2	Training of (49) second-year Household Management Students.	(43) students have completed the programme.	(43) students completed the two year programme successfully. (6) dropped out because of pregnancy and financial reasons.
3	Training (50) caterers in Food production.	(46) students completed the programme.	(43) students successfully completed the course. (3) students were unsuccessful. (4) students dropped out because of financial reasons and ill health.
4	Training (50) Waiters/Waitresses.	(46) students completed the programme.	(43) students successfully completed the course. (3) students were unsuccessful. (4) students dropped out because of financial reasons and ill health.
5	Training of 1,500 out-of-school youths and adults in the community.	1,683 persons enrolled in Evening Classes.	183 more persons were facilitated because of great demand.

Craft Production and Design Division

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	<u>Garment Making</u>		
1	To train 45 persons in basic craft skills.	30 persons were trained in basic needle-work skills.	Sewing machines were not serviced in time to conduct the last training programme.
2	To train 40 persons in basic embroidery skills.	45 persons were trained.	Success was due to the response.
3	To impart modern techniques in fashioning soft toys to 40 persons.	45 persons were trained.	Success was due to the overwhelming response to advertisement.
4	Train 25 persons to crochet.	25 persons were trained.	Seating accommodation was inadequate.
5	Train 25 persons in tie-dyeing.	20 persons were trained.	Drop outs made target unreach.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
6	Train 25 persons in quilting.	20 persons were trained.	Drop outs made target unreachable.
7	Train 25 persons in block printing.	20 persons were trained.	Drop outs made target unreachable.
8	Train 25 persons in batik.	20 persons were trained.	Drop outs made target unreachable.
9	Train 25 persons in macrame.	15 persons were trained.	Lack of raw materials on time reduced number.
10	Train 15 persons in leather craft.	5 persons were trained.	Resource person went on leave.
11	Train 15 persons in ceramics.	No one was trained.	Transportation was unavailable to transport clay from Parika.
12	Train 60 persons in straw work.	47 persons were trained.	Target was not achieved because of drop outs.
13	Train 60 persons in basketry.	47 persons were trained.	-do-
14	Informal training for 400 persons in all areas of craft work.	527 persons were trained.	There was an increase of craft producers and students of tertiary education.
	<u>Staff Development</u>		
15	One (1) staff conference for 40 persons.	31 persons attended.	Target was not met because no participant came from Regions 1,7,8,9.
		82 persons attended.	
16	120 persons to attend Seminars.	223 persons attended.	No participant came from Regions 1,7,8,9.
17	300 persons to attend Workshops.	12 persons benefited.	One workshop did not convene because of funds.
18	Orientation for 30 newly appointed craft functionaries.	2 persons	Regional Administrations did not fund prospective candidates for Regions 6,7,4 and 10.
19	Upgrading academic skills at recognised institutions.	6 persons	
20	Upgrading professional skills at recognised institutions.	\$159,436.00	Drop-outs due to lack of sustained interest.
21	Production		
22	Straw Section	\$ 55,500.00	
23	Straw items		Inadequate raw materials during the year.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
24	Macrame items	\$ 11,100.00	Increased order.
25	Leather items	\$ 12,400.00	Increased order.
26	Straw and Wood items	\$ 23,600.00	Increased order.
27	Textile Designing items	\$ 14,020.00	Increased order.
28	Floral Decoration	\$ 10,000.00	Increased order.
29	Garment Section	\$ 57,660.00	Increased order
30	Contracts	\$ 42,200.00	Increased order
31	Individual Projects	\$ 15,460.00	Targets were not achieved because machines were not received in time.
32	Showroom	\$357,294.00	Orders given to suppliers not being fulfilled.
	<u>Unplanned and Important Activities</u>		
1	Preparation of Brochure.	Partly achieved.	Delay at photographer due to inadequate finance.
2	Field visits.	One visit was made.	Other visits did not materialise due to increased transportation cost.
3	<u>Exhibitions</u>		
	(i) Export Promotion Council (trade fair).	We participated in three exhibitions.	Ministry of Trade and Tourism exhibition did not materialise because of lack of preparation.
	(ii) Womens' Affairs Council.		
	(iii) C.A.F.R.A Conference.		
	(iv) Ministry of Trade and Tourism.		
4	<u>Seminars and Conferences</u>		
	Sponsored by the University of Guyana.	One participant from the division attended.	Participant was able to demonstrate how earrings are made after she attended the course.
5	International Labour Organisation - Seminar sponsored by Credit Union.	Three participants from the division attended.	Participants were able to report and put into practice some of what was learnt at the seminar.

4.1.7.

Teacher Training

4.1.7.1.

Cyril Potter College of Education

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	<p><u>Certification</u></p> <p>Prepare for certification:</p> <p>27 Nursery student teachers.</p> <p>89 Primary student teachers.</p> <p>20 Secondary Academic Year 11 student teachers.</p> <p>39 Secondary Pre-vocational year 11 student teachers.</p> <p>55 referrals from previous years by organising for student teachers a series of lectures, supervised school practice and related experiences and final examinations.</p>	<p>96.2% success achieved in the Nursery Programme.</p> <p>82.2% success achieved in the Primary Programme.</p> <p>100% success achieved in the Secondary Academic Programme.</p> <p>76.8% success achieved in the Secondary Pre-vocational Programme.</p> <p>72% of target achieved.</p> <p>Overall, one hundred and eighty-nine trained teachers entered the education system in 1993.</p> <p>Approximately 85% of all lectures were completed.</p> <p>Satisfactory level of supervised school practice achieved.</p>	<p>Successes due to dedication of staff and application of student - teachers.</p> <p>17.8% final year students failed to achieve the minimum requirements for certification.</p> <p>Failure due to: High incidence of part-time tutors - insufficient, and in a few instances poor contact hours.</p> <p>Lack of adequate relevant text. Inadequate numbers of experienced academic staff to execute tutorial module around which hinges basic skills in classroom techniques and record keeping.</p>
2	<p><u>Continuing Students</u></p> <p>Continue preparation of student teachers who will graduate in 1994.</p> <p>31 Nursery student teachers.</p> <p>178 Primary student teachers.</p> <p>52 Secondary Academic and</p> <p>32 Secondary Pre-vocational student teachers.</p>	<p>Approximately 70% of related lectures and activities completed.</p>	<p><u>Contact hours in Instructional Programme</u></p> <p>Contact time with student teachers in several subject areas was less than optimum owing to staff shortage. Some part-time tutors responded favourably.</p> <p><u>Teaching Practice</u></p> <p>Supervision in the Primary programme seemed highly of a more structured teaching practice mode and the consistent use of established teaching practice personnel.</p> <p>Supervision in the Secondary programme tended to be less effectual resulting from inadequate supervisory personnel to man the Secondary programme.</p>

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
3	<p><u>Foundation Programme</u></p> <p>Upgrading the academic qualification of 121 underqualified applicants and prepare them for entry into the formal training programme in September 1993.</p>	<p>Ninety-one (91) students from the Foundation Group entered the formal training programme in September 1993. 77.7% of target achieved.</p>	<p>Failure due to: Too much reliance on part-time staff.</p> <p>Students' poor ability.</p> <p>Shortage of relevant Text Books and equipment.</p>
4	<p><u>Instructional Activities</u></p> <p>Provide instruction for the following groups of students:</p> <p>Foundation - 2 groups Nursery Yr. 1 - 1 group Nursery Yr. 11 - 1 group Primary Yr. 1 - 5 groups Primary Yr. 11 - 4 groups Pre-Service Sec. Acad.Yr.1 - 6 options Pre-Service Sec. Pre-Voc.Yr.1- 3 options Pre-Service Sec. Pre-Voc.Yr.11-3 options</p>	<p>Approximately 85% of all instructional activities completed.</p>	<p>Contact hours in most cases were lessened because of staff short ages. Unexpected closure of college also affected instructional activities.</p>
5	<p><u>Examinations</u></p> <p>Examination papers to be prepared and moderated; Scripts to be marked.</p>	<p>All examination papers were submitted; all scripts were marked.</p> <p>Results were processed and published well within time specified.</p>	<p>Team approach was used for marking Scripts.</p> <p>Some CXC marking approaches were also utilised.</p>
6	<p><u>Individual Study</u></p> <p>Completing Individual Studies</p>	<p>All individual studies were supervised and marked.</p>	<p>Only the experienced tutors were assigned tasks. New tutors were understudying tasks.</p>
7	<p><u>Teaching Practice</u></p> <p>(a) 293 final year students to be guided and assessed in Practical Teaching.</p> <p>- Pre-Service Primary Student teachers to be supervised daily during two (2) block periods one of four (4) weeks duration, the other of six (6) weeks after which final assessments were done.</p>	<p>All students were supervised.</p>	<p>The clinical approach to supervision particularly in the Primary programme led to a more successful supervisory activity for the Primary Group.</p> <p>Staff ingenuity to be applauded.</p>

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
8	<ul style="list-style-type: none"> - Secondary Year 11 students to be on block teaching practice for five (5) weeks, duration. 	All students were supervised.	Especially in the Secondary, need exists for more experienced supervisory personnel. New members of staff were oriented to the task.
	<ul style="list-style-type: none"> - Pre Service Nursery student teachers to be in classrooms for 3 days per week for two full terms. They were scheduled to receive at least three (3) visits per term. 	Nursery students received at least two visits each per term.	Heavy reliance on part-time staff who were invariably not released to assist in supervision.
	<ul style="list-style-type: none"> - In-Service Nursery and Primary students to be also scheduled to receive at least three (3) visits each per term. 	In-Service student teachers received at least two(2) visits per term.	Shortage of adequately trained personnel in the Region for supervision. Transportation difficulties in the Regions. Nevertheless, much success was achieved.
	<p><u>New Admissions</u></p>		
	<p>Admit for training in September 1993 350 applicants to the Nursery, Primary and Secondary Programme.</p>	361 applicants were admitted to formal training. Two hundred and fifty-four 254 in Georgetown, thirty-six (36) in Linden and seventy-one (71) in New Amsterdam.	More students were admitted than were anticipated. There was an 11.1% increase in intake for 1993 over that for 1992. Greater numbers of the intake possessed 4 and over CXC subjects Grades 1, 11, 111.
	<p>Conduct Foundation Course for 100 underqualified applicants in preparation for entry to formal training.</p>	Eighty-two (82) applicants were admitted to the foundation Course, fifty three (53) in Georgetown, twenty-nine (29) in New Amsterdam, none at Linden 82% target achieved.	Applicants with 2 subjects CXC (Gen.) who applied for the formal training programme were admitted to this Course. Applicants from the Regions were encouraged to pursue course mounted within the Region.
<p>Monitor the Foundation Programme mounted for at least seventy-five (75) untrained and underqualified teachers from the hinterland Regions.</p>	A total of seventy-one hinterland teachers were exposed to the Foundation Course within the Regions, but monitored by the College. Of that number seventeen (17) were successful and were admitted in formal training at CPCE. 23.9% target achieved.	Better qualified teachers on the Course. Low level academic achievement of teachers. Insufficient supply of teaching staff for systematic tuition.	
<p>Monitor generally all Foundation Programmes conducted within all other Regions 4, 5, 3.</p>	Overall 363 candidates from all Regions were presented for the examination. 141 were admitted into formal training. 38.8% target was achieved.	Low level academic background of the vast majority of candidates. Low level performance.	

EM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
9	<u>Community Projects</u> Rehabilitation in national events. Construction of stools for Science Laboratory.	Projects completed. over 100 chairs repaired. Over 30 stools presented.	Inadequate staff servicing the Foundation Programme in the Regions.
10	<u>National Events</u> Participating in national events.	Students teachers participated in national events.	Co-operative spirit demonstrated by student teachers.
11	<u>Student Welfare</u> Disburse maintenance grants to student teachers on a timely basis.	Grants disbursed to all student teachers - but not always on time. Increase given in grants.	Funds made available; greater efforts were made to disburse grants on time. Initiative on the part of both College accounts staff and Central Ministry.
12	<u>House/Food Services</u> Provision of adequate accommodation and meals for 250 resident students. Offset dietary cost by producing: - green vegetable - small livestock	Services have improved; less complaints by students.	Cafeteria staff used ingenuity to prepare variety of meals. Constant supervision by Administrative Staff. Acquisition of a new freezer - improved storage facility. Funds not available to complete fencing of agriculture plots. Community owned animals frequent plot.
13	<u>Human Resource Development In House Training Activities</u> Conduct In-House training activities for tutorial staff in: (a) Measurement and Evaluation (b) Guiding and Grading (c) Preparation of Individual Studies (d) Multi-grade Teaching	Target achieved. Staff attended all sessions organised and conducted.	Success due to: (a) Organised planning (b) Staff co-operation and enthusiasm (c) Willingness of staff to share expertise.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
14	<u>Overseas Training</u> Completing Overseas training for staff members in - Computer Technology - Production of low-cost science equipment - Clinical supervision - Teaching of reading - Multigrade teaching	Targets achieved	Success due to: funding by GOG/IDB Primary Education Improvement Programme. Members of staff have returned and have signalled willingness to share their expertise. One tutor - Computer Technology is counterpart to Consultant in the Computer Assisted Learning Programme for the College.
15	<u>Current Maintenance</u> Provision of general maintenance to electrical works in the College. Maintenance of sewerage, disposal systems. Replacing locks to built-in cupboards and doors.	80%. 80%.	Funds made available. Funds made available.
16	<u>Capital Works</u> Servicing sanitary facilities replacing rotting beams in dormitory. Replacing gutters. Improving lighting facilities. Fencing compound. Rehabilitation of Principal's residence.	70% 90% 66.9% Not done.	Funds made available. Insufficient funds made available. Inappropriate materials to ensure longevity of fencing. Funds not available.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
17	<p><u>CPCE/Ministry of Education/NCERD</u></p> <p>Production of Foundation Course materials - Distance Education materials.</p>	Target not achieved.	Unavailability of funds.
18	<p><u>Special Initiatives</u></p> <p>Closer collaboration with other tertiary level institutions.</p> <p>Close collaboration with donor agencies to seek support and equipment for the College.</p>	<p>Minimal target achieved</p> <p>Some measure of success.</p>	<p>Participated in workshop sessions. Attended meetings of the Association of Caribbean Tertiary Institutions (ACTI). Unreadiness of local tertiary Institutions to launch a local chapter of ACTI.</p> <p>Ingenuity of the administration to liaise with Food for the Poor. Received donations of chairs, stove, linen for some student teachers.</p>

Supporting UnitsNational Centre for Educational Resource Development

The 1992 report acknowledged the increasing need to support the regions and to accelerate our own operations to bring stability to the system. This report attempts to capture how each unit worked, within its specific mandate and in spite of staff shortages, to address the three major concerns of on the job development of teachers, production of teacher support materials, and procuring materials and equipment for the Regional Resource Centres.

On the job development of teachers: A variety of strategies were used during the last year to help improve teacher competency on the job. These include visits to schools, meetings with other Ministry of Education Personnel, surveys of weaknesses and needs, regional and national workshops, identification and production of resource materials, advice on organisation of laboratories and distribution of essential materials and equipment for science. Some specifics are mentioned here.

- (i) National Subject Committees. Each grouping on meeting, not for the purpose of setting papers of the National Fourth Form Achievement Test but to consciously identify needs and strategies which could make for successful delivery of education. Regions one, eight and nine, all interior regions did not participate. Although most of the discussion related aspects of secondary programme, critical issues related to perceived weaknesses in the primary system were raised. Effort has to be made to adopt strategies which allow participants to national meetings and workshops to confidently disseminate on their return to the regions.
- (ii) Other National Workshops focussed on: English Language and Literature, Mathematics approaches which make communication, management and climate of schools more desirable. This set of workshops was held early in the the year to prepare personnel in the regions to prepare for regional workshops with key school administrators and soon after with Heads of Departments and teachers of the same schools. Administrators from Regions 1, 2, 8 and 9 where there are few secondary schools were brought together at NCERD for their workshop. Response to the Regional workshops was good. Four regions did not have primary workshops.
- (iii) NCERD had previously assisted the Guyana Association for Reading and Language Development (GARLAND) with its annual conference. During 1993 NCERD staff and GARLAND met together to focus not only on the annual conference but also on the monthly meeting. This allowed personnel of the regions to be identified to attend the annual conference and allowed them to take back strategies and materials to help with their regional workshops. The meetings with the Guyana Association of Modern Language Teachers (GAMLAT) and NCERD staff have not been as vibrant. It is hoped that subject association would be revived and that NCERD would work with each to help effect on the job development of teachers.
- (iv) Content Workshops. A survey done early in the year indicated areas in which teachers need further content and help in presenting material. From September 93 of content to trained teachers. The upgrading is done in the four core subject areas. The teachers are assessed throughout the programme and should have final examinations when the programme ends in June 94. Teachers of primary and secondary come on alternate Fridays.
- (v) Instructional Materials. Efforts were made to design and produce educational games and posters, audio tapes, addition to the routine work done by the Distance Education and Information Unit. While there was an AV instructor on staff workshops were held with teachers from four regions. AV material produced from environmental field trips and workshops in the regions need to be edited and reproduced. The documentary on NCERD was started. Work on the textbook projects and Emergency Support to Science Teaching were sustained. These projects could all have gone much further but for the staff shortages and the breakdown of machinery.

National Examinations. Shortages within the Measurement and Evaluation Unit and problems with printing equipment caused the administration of each examination to be stressful and expensive. For the 1993 SSEE pretest item writing workshops were held for the teachers in Georgetown and the regions. This was a departure from the procedure of staff writing items and also compiling the papers. The comment made by staff - Measurement and Evaluation Unit after the pretest was that very few of the items produced by the teachers were original. During this same period the whole purpose of the examination was being debated. Many feel that the heavy emphasis of recall of sometimes extraneous fact take the place of true learning of concepts and acquiring the process skills in science. The debate highlighted the need to have all teachers throughout the system thoroughly in record keeping and assessment.

The system used for setting of NFFAT papers was stressful because some examining team members were very busy at other tasks. Twenty two subjects were examined. Each had two papers. Many subjects were not produced in manuscript form until the week before the scheduled writing of the papers. In some cases the examination period had started and the final paper still was not brought in. Printing of GTEE papers (134 papers and SSEE papers Part 1 five papers, Part 2 23 papers) needed to be done during the period just preceding the administration of the NFFAT. With papers being delivered late for production, not enough expertise at Measurement and Evaluation Unit to type correctly at first attempt, persons not returning to put in diagrams, special graph paper not easily available and two machines down at the Material Production Unit (mid March to about mid May) printing had to be shared with other units even out of NCERD often over the weekends and schedules for both NFFAT and GTEE had to be shifted many times. SSPE which was done later also had to be shifted. This created stress in the secondary schools and the technical institutions. Many of the students who wrote the GTEE work and had obtained permission to be on leave for writing the examinations. Changing schedules also therefore affected jobs. Greater thought need to be given to the origination and processing of all examinations and systems put in place for quickey procuring of spare parts and repair of machines.

Resource Centre. NCERD continued to receive systematic reports from officers re the use of Resource Centres in Regions 5 and 10. These and the fledging centres in Region 6 and 7 were visited by NCERD staff. Discussionss has taken place with Regional Education Officers about locations, equipment, and used of Resource Centres. The Centres which are now used much are in regions where subject committees and clusters meet regularly.

Consultants. Early last year NCERD staff had opportunity to speak with a British team concerning possible aid. This resulted in a commitment by ODA to two consultancies which would help NCERD set up a programme to treat with content and methodology which could lead to certification for teachers. The group identified as needing attention was the unqualified teachers teaching at lower secondary school. The first consultant was Mr M. Brophy who examined what local material was available for training teachers in Mathematics, English and Science. He also checked the statistics relating to the unqualified teachers in the different regions. Mrs Janet Jenkins, the second consultant, worked mainly on identifying structures which must be put in place to allow NCERD to systematically use a distance mode for delivery of teacher education. She examined more material and outlined strategy which would allow a first intake of teachers from Region 6 and a small group from Region 5 during September 94. She encouraged a very close working relationship with the Cyril Potter College of Education, the Faculty of Education - U.G and the Institute of Adult and Continuing Education - U.G. She was instrumental in bringing representatives of these institutions together to form a Coordinating Committee of Distance Education to help to pool resources for the smooth functioning of distance education programmes. She was committed to returning at the end of February 94 for a one month stint to start key staff of the Distance Education and Information Unit on their tasks.

Involvement of Other Agencies. A number of agencies collaborated with NCERD. The National Bank of Industry and Commerce continued to help finance music workshops which enabled teachers to gain skills which they in turn could pass on to teachers at regional workshops. The Guyana Geology and Mines Commission funded the printing of 'Notes For Teachers' and gave valuable information concerning Minerals which was aired as part of the lower secondary social studies programme. Staff of MMA and Omai worked with NCERD staff, teachers and pupils for the environmental field trips. NARI helped with materials and equipment for the science practical examinations at CXC. Towards the end of the year representatives from a wide cross section of the society worked with teachers to develop a framework which would allow effective presentation of issues of moral education in secondary schools. The quality of discussion during the four day programme was evidence that much still needs to be done in this area.

Organisation and Staffing. Towards the end of 1992 the Permanent Secretary, Office of the President, Public Service Management, was informed by the Permanent Secretary, Ministry of Education and Cultural Development that NCERD should be reorganised with a view to providing the structure which while giving scope for routine functions would allow management of relevant projects.

The Management Services Division submitted its report during July 1993. The conclusions relate to measures to:

- set up structures so that the work of PEIP could progress without interruption of NCERD's activities ;
- acquire qualified/experienced staff;
- improve communication, coordination and decision making;
- develop and implement relevant training programmes for professional staff and conduct staff development sessions in a formal manner
- urgently appoint all teachers on secondment to NCERD ;
- contract out to qualified persons/agencies specific portions of PEIP which cannot be managed in house because of lack of staff thus reinforcing and enhancing the capacity to effectively conclude the PEIP in a more timely and efficient manner;
- urgently review approaches to consolidate institutional capacity to effectively manage similar projects and also justify sustainability.

PEIP. A new management structure for the production of primary textbooks and related materials was adopted during July 1992. Efforts were made to maintain the schedules and do necessary analyses which would facilitate a baseline report on grade level norms. (The tests were first administered during 1992). It became evident early in 93 that

- the computer network needed to be overhauled and the capacity of the machines increased;
- appropriate software for statistical analysis must be acquired and the staff trained to use it;
- competent illustrators were required;
- appointment of staff for testing and research was critical.

After much discussion the network configuration was corrected and the capacity of some machines increased. The 1386' which has more software for statistical analysis crashed early in the year and has not been made operational. A competent illustrator was appointed and though not full time she would vet the work of the two part time illustrators against the artwork briefs submitted by the subject specialists and also produce some original work. The one full-time illustrator had responsibility for scanning and positioning all graphics.

Some persons interviewed in response to the advertisements though qualified expected salaries far in excess of those linked to the posts. Two persons accepted appointment. However, Mrs Aileen Garrett appointed as Research Assistant resigned shortly after to lecture at the CPCE. Mrs Bhanomatie Budhu retained the position as Test Development Officer.

The Public Service Commission advertised the vacancies at NCERD during September 93. Even teachers on secondment to NCERD would not apply because salaries were untendable. While persons are teachers on secondment their promotional opportunities are very high and they may take the school holidays since there is no document stating that they must be at work on the assigned task during the school holidays. All the teachers on secondment were appointed as supernumerary heads of schools with salaries much higher than those of the functions to which they were assigned. This has serious implications as even those trained through external funding for NCERD posts refuse to accept appointment in the Public Service. In one unit the acting head of the unit experiences great difficulty supervising since she is the poorest paid and the only one not a teacher on secondment.

Correction of many issues and release of much stress would be achieved if even half of the posts as per the 1991 structure are filled. The post of Deputy Director was identified as one needing to be established. This would greatly improve aspects of planning and coordination. The post of Network manager must be positively considered if each unit would function effectively. Once staff is appointed training has got to be a major focus and computer literacy is important to our effectiveness as a department.

During the year we welcomed back Mrs Evelyn Paton and Miss V. Abrahams who successfully completed courses of study in the United Kingdom. Miss Donna Chapman, Miss Hazel Moses, and Mrs Patricia McPherson who pursued higher education necessary for posts at NCERD were also successful. Congratulations. Miss Chapman has been appointed Senior Subject Specialist while Miss Moses and Mrs McPherson are on secondment as Methodology tutors.

Miss N. Parris joined NCERD as Registry Supervisor, Miss Margaret Kendall as Test Development Officer, Mr Dexter Van Veen as Offset Printer.

We said goodbye to Mrs Meighan Duke - Coordinator of Distance Education and Information Unit, Mrs Colleen Richards - Curriculum Officer, Roberta Hill and Abiola Massay clerks and Malcolm Dundas driver. We wish them success in their new endeavours.

The NCERD is critical to the development of education is acknowledged. Much more needs to be put in place for NCERD to achieve its mandate.

Learning Resource Development Unit

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	(a) Training of staff in basics of inventory. To improve the management storage and retrieval of critical resources.	No formal training was done.	
	(b) Acquisition of three (3) AC Units	Three units were acquired and installed.	The printing room, and A.V storage areas are now with functional AC units.
	(c) Acquisition of suitable filing and storage units for graphics, tapes and slides.	One set of cupboards was made for computer room and graphic artists' room.	There is need for additional shelving for the library.
	(d) Acquisition of a Vacuum cleaner.	One vacuum unit was acquired.	Effective cleaning of computer keyboards and other peripherals is now part of maintenance schedule.
2	(a) Training of resource personnel in use of range of AV equipment. To improve and refine staff skills so that NCERD will discharge its responsibilities effectively.	Three technicians were exposed to preparation of slides; use of video equipment.	GTV was used to train technicians; however we have lost one to the very institution.
	(b) Training of staff in the use of computers and software identified for use at NCERD.	All staff involved in textbook development received basic training.	LRDO conducted on-the-job training sessions so that new staff became acquainted with basic systems and software for DTP.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
3	<p>(a) Preparation of videotapes to improve teacher capability.</p> <p>Design and develop print and non-print materials to meet teaching/learning needs at nursery, primary and secondary levels.</p> <p>(b) Designing and duplication of Audio tapes, slides and graphics for use in schools.</p> <p>(c) Designing and producing educational games, posters.</p> <p>(d) Producing textbooks</p>	<p>Tapes of environment of M.M.A., forestry and the lakes were developed.</p> <p>Production of some tapes was done.</p> <p>Four workshops were held, One in G/Town and one each in Regions 5,6 and 10.</p> <p>Books for form 2 were completed. Books and teachers materials for levels 1,2,3,& 4 of the primary level were developed.</p>	<p>There is need to focus on editing and reproduction capability.</p> <p>Staff shortage and inadequate equipment prevented a vigorous effort in this area.</p> <p>A loss of Audio Visual instructor severely restricted our efforts.</p> <p>Constant outages and a deficient IBM DTP system are major concerns.</p>
4	<p>(a) Design and production of materials for use across age and ability levels.</p> <p>To begin a programme to sensitise students on issues of the environment and bio-diversity.</p>	<p>Four field trips involving teachers, students and NCERD staff. Materials for further refinement were gathered.</p>	<p>Participation in trips was good. There is need to have staff to focus on sequencing.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
5	<p>(a) Co-ordinating the Design and Production of materials to help focus on entrepreneurship education.</p> <p>To begin a programme supportive of terminal skills not easily addressed by the formal curriculum.</p> <p>(b) Co-ordinating the preparation of games simulations focusing on moral development.</p>	<p>No work was possible.</p> <p>One workshop over four days involving NGO's Trs.</p>	<p>Staff shortage prevented a focus on this aspect.</p> <p>A framework for development of materials and approach to teaching was developed.</p>
6	<p>Workshops and Seminars to determine a way forward to further enhance/improve materials put in schools during 1992-1993.</p> <p>To provide an evaluative framework to support on-going development of learning materials.</p>	<p>No workshops were held but a questionnaire to provide feedback was developed.</p>	<p>Limited staff and build up of work on textbooks kept staff busy year round.</p>
7	<p>Co-ordinating Workshops to address abnormalcy in</p> <p>(a) literacy (b) numeracy (c) oracy (d) socialization</p> <p>To commence a programme of focusing on practice to help students/pupils with learning difficulties.</p>	<p>No workshops were held.</p>	<p>Absence of Methodology tutors did not help this situation.</p>

Test Development Unit

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	<u>SSEE 1993</u> Submission of final papers to MPU. To ensure adequate time for printing.	Deadline Feb. 28	Target achieved
2	SSEE pre-test conducted in 10 Regions, to ensure wide spread sampling.	Deadline May 31	Achieved after deadline. Regions 1,8,9 were not pretested.
3	Analysis of Pre-Test items. To identify effective items	Deadline June 15	50% Target achieved
4	Refining effective items to compile S.S.E.E. 1994 final papers. <u>NFFAT - Parts 1 & 11</u> (23 subjects)	Deadline June 30	50% Target achieved
1	Submission of test papers to TDU.	Deadline Jan. 31	Nil
2	Moderation of test papers by TDU officers.	Deadline Feb.28	Nil
3	Typing and proofreading by TDOs and subject specialists.	Deadline May	Nil
4	Printing at MPU.	Deadline May 31	Nil
5	Identifying markers for the different subject areas to mark Part I.	Deadline April 30	Target achieved
6	Identifying personnel to record Results of Part I on Score Sheet. To ensure that recorders are adequate.	Deadline June 30	Target achieved
7	Marking of Part I	Deadline July 30	
8	Recording of NFFAT I		
9	Marking of Part II for final assessment	Deadling August 6	Target achieved
10	Grading of entire exam.	Deadline August 30	
11	Checking for accuracy		

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
12	Publication of results	Deadline Sept. 3	90% achieved
1	<u>SSPE 1993</u> Administration of Pre-Test in 10 Regions to ensure widespread sampling.	Deadline Oct. 31	Nil
2	Analysis of Pre-Test to identify effective items	Deadline Nov.	Target achieved
3	Preparation of Final Form	Deadline May 31	
	Printing at MPU	Deadline June 15	Nil
4	Identifying markers for the different subject areas.	Deadline June 30	Target achieved
5	Marking of SSPE	Deadline July 30	90% achieved
6	Processing of scores	Deadline August 15	90% achieved
7	Publication of results.	Deadline August 31	90% achieved
1	<u>GTEE 1993</u> Item writing workshops (2) to develop items for bank.	Deadline March 31	Target achieved
2	Submission of moderated papers in preparation for typing.	Deadline May 30	10% target achieved
3	Typing/proofreading to ensure legibility		Nil
4	Printing for final examination	Deadline June 30	90% target achieved
5	Marking	Deadline August 15	Target achieved (earlier)
6	Publication	Deadline Sept. 31	Target achieved (in advance)

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Producing 81 half-hour educational broadcasts to schools as follows:- MONDAYS - Forms 1-3 Visit to the Library Social Studies i. Minerals ii. Finding out about Tourism WEDNESDAY- Stds 3 & 4 Health Education Social Studies Science Mathematics FRIDAYS - Stds 1 & 2 Science Education Let's Sing Together Language Arts (formal radio)	All programmes were prepared and presented as per transmission schedules.	Effective utilization in schools was hampered by electrical outages, lack of radios or defective radios. Schools which were able to receive programmes expressed satisfaction with all programmes, especially Science, Social Studies and Mathematics.
2	Preparing, printing and dispatching of Easter, August and Xmas Terms Broadcasts to Schools Notes to Teachers, Time-tables and reporting cards to schools.	Targets were partly achieved.	Schools were unable to receive material for one term on time due to:- (1) Staffing (2) Malfunctioning equipment (3) Transportation facilities
3	Production of Talking About Education programmes - three times per week. (informal radio adult audiences)	Targets were achieved.	Feed-back received indicate positive response to programmes, especially phonics, CXC Management and Language.
4	Production of basic education materials for youths at grades 7 - 9 in the subject areas of Mathematics, Reading and Language.	In the process of achieving targets.	
5	Producing in a Distance Education format Language modules.	Course material was prepared for year one. Teacher Education programmes were adapted.	

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	To raise the level of teacher competence.		
	(i) Meeting of all national subject committees	23 representatives from Regions 2,3,4,5,6,7,10 and Georgetown including participation from University of Guyana.	Even though seven Regions and G/town were represented Regions 3 and 5 were represented by the Dept. of Education and only one person from G/town.
	(a) Science		
	(b) Tech. Voc.	18 representatives from Regions 2,3,4,5,6,7 and CPCE.	There was no representative from Regions 1,9 and G/town.
	(c) Art & Craft and PE	14 representatives from Regions 2,3,4,5,6, and 10.	
	(d) Social Studies, History, Geography	12 representatives from Regions 2,3,5,6,7 and 10.	
	(e) Mathematics & English Language	18 representatives from Regions 2,3,5,6,7 and 10 including participation from U.G. and Department of Education, Region 10.	Regional representation, particularly since there was a combination of subjects, was poor. There was no participation from regions 1,8 and 9 since a notification was late to these areas. G/town was not represented.
	(ii) National Secondary Methodology	A cross curricular approach was adopted for this National Workshop. Sixty-one persons from Regions 1,2,3,4,8 and G/town attended.	Notification for workshop was late. Funding was late.
	(iii) Regional Methodology Secondary.	All secondary workshops completed	Teachers gained some measure of professional Development.
	(iv) Regional Methodology Primary	Completed Regions 1,4,5,7,8,10, G/town.	Approximately seventy five percent of the projected number participated. Workshops in Regions 2,3,6 and 9 are still to be completed.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	(v) National Literature Workshop	23 teachers participated in this activity. This was a very active and productive experience.	No representation from Regions 1,6,8,9 and 10. Region 10 asked to be included.
	(vi) National Mathematics Workshop	35 teachers from Regions 1,2,3,4,5,7,8,10 and G/town attended.	There was no participation from Regions 6 and 9.
	(vii) National English Workshop	27 teachers from Region 1,2,3,4,5,6,7,10 and G/town.	
	(viii) Content Workshops	Both Secondary and Primary in English Language, Mathematics, Social Studies, Science. For teachers from Regions 3,4,5,10 and Georgetown.	They are on-going

4.1.8.2

Examinations Division

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	The G.C.E. January 1993 examination to be conducted as timetabled at 4 centres in Georgetown, New Amsterdam, Linden and Anna Regina.	The examination was conducted as scheduled and results have been issued. Certificates are being distributed.	All the activities in relation to the examination viz distribution of timetables checking, packing and distribution of question papers and stationery, collection and despatch of scripts to the Examination Board, were completed in good time.
2	The January 1993 sitting of the C.X.C. Secondary Education Certificate Examination to be conducted as timetabled at 4 centres in Georgetown, New Amsterdam and Anna Regina.	The examination was conducted as scheduled and results have been issued.	All the activities in relation to this examination were completed in good time.
3	The May/June 1993 sitting of the C.X.C. Secondary Education Certificate examination to be conducted as timetabled at 63 school centres and 10 private centres throughout the country.	All aspects of the examination - orals, practicals and written were conducted as scheduled. Results were issued in September.	All activities, except the submission of school based assessment, were completed on time. Standardization workshops for oral and practical examiners were held during the Easter vacation.
4	The G.C.E. May/June 1993 Ordinary and Advanced Levels examinations to be conducted at 24 school centres throughout the country.	The written and practical examinations were all conducted as scheduled. Results were issued in September.	All activities in relation to the practical and written examinations were completed as planned. School Based Assessment for 'A' level statistics was received late from some schools.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
5	Two sittings of the London Chamber of Commerce and Industry single subject examinations to be conducted in April/May 1993 and Nov./Dec. 1993 at centres in Georgetown, New Amsterdam, Linden and Anna Regina.	Both sittings were held as scheduled and results for both examinations have already been received and distributed. Certificates for the April/May sitting have also been received and are being distributed.	All the activities in relation to these examinations were completed as planned.
6	Arranging for the administration of professional examinations in May/June and Nov./Dec. on behalf of the following overseas Boards at one centre in Georgetown. 1. Chartered Institute of Management Accountants 2. Construction Surveyors 3. Institute of Chartered Secretaries and Administrators 4. Institute of Data Processing Management. 5. Association of Accounting Technicians 6. Institute of Marketing 7. University of London, L.L.B. and Intermediate Law.	All the examinations were conducted as scheduled.	All the activities in relation to these examinations were completed in good time.
7	The Secondary Schools Entrance Examination (S.S.E.E.) to be administered to approximately 17,500 candidates at 350 centres throughout the country.	The examination was conducted as scheduled at centres in all Regions. Results were issued in July.	All activities were completed as scheduled. Results were issued before schools closed for the August vacation.
8	The Guyana Technical Education Examination (G.T.E.E.) to be conducted in June/July at the Govt. Tech. Institute, Guysuco Training Centre and Bidco Tech. Training Complex-Linden.	The examination began on 21st June as scheduled but all papers were not administered as timetabled. Examination was stopped on 6th July and all the outstanding papers were rescheduled for 14th - 16th July. Results were issued in October.	On each day of the examination, a few papers had to be postponed because of late printing. Students and teachers concerned also complained about the quality of print on the question paper.
9	The Secondary Schools Proficiency Examination S.S.P.E. to be administered in July 1993 at 220 school centres throughout Guyana.	The examination was not administered on 15th and 16th July as timetabled but was rescheduled to 20th and 21st July. Results have been issued.	Rescheduling of the examination was due to late receipt of question papers from the Materials Production Unit. Again the examination was not done in Region 9 at the same time as other centres.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
10	Administration of the National Fourth Form Achievement Test (N.F.F.A.T.) to approximately 8000 fourth formers in 61 secondary schools throughout Guyana from 14th June - 30th June 1993.	About 80% of the papers were administered as scheduled.	Checking and packing of papers for this examination necessitated much work beyond the normal hours - late evenings and on Saturdays. Even so papers were still rescheduled because of unavailability.
11	Preparation of certified statements of performance within two weeks of request.	All statements with correct data were despatched within the two-week period.	Incorrect data on the application forms often delayed the preparation of statements.
12	Processing of payment vouchers for examination work within two weeks of receipt.	Most vouchers were processed within the two week deadline.	Delays in processing were due to omission of information on vouchers and/or incorrect information.
13	Administration of Post Office Proficiency Examination.	The Post Office Proficiency examination was conducted in April and September 1993.	Results of the examinations have already been issued.
14	Administration of the Nursing Recruitment Examination.	The Nursing Recruitment Examination was conducted in August 1993.	Results of the examination have already been issued.
15	Subsidizing the C.X.C. and G.C.E. examination fees for candidates writing the May/June 1994 examination.	Assistance was given to candidates from all schools. Entries closed in December 1993.	Except for a few schools, all entries were received on time.
16	Making Incentive payments to students for creditable performance at the 1993 G.C.E. and C.X.C. examination.	Incentives were not paid.	Schools did not submit their lists of eligible students by the December deadline.

Book Distribution Unit

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Acquisition of exercise books.	3,137,200 exercise books were acquired.	Together with the stock balance at the beginning of the year, this amount was sufficient to serve all the schools.
2	Production and acquisition of text books.	370,660 copies of text books were acquired:- a) CODE - 20,000 b) I.D.B. - 282,283 c) UNDP - 62,506 d) GIFT - 5,871	This amount was adequate to satisfy the needs of the schools.
3	Acquisition of stationery.	No new amount was acquired.	The old stock was sufficient for distribution.
4	Sorting, stamping and packaging of books.	Target was achieved	Achieved in relation to receipts.
5	Distribution of text books.	323,327 copies of text books were issued, this includes gift books.	Distribution was delayed because of transportation problems. More books should have been delivered during that period.
6	Distribution of exercise books.	3,036,214 exercise books were issued to schools.	96% of books acquired was distributed.
7	Distribution of stationery.	28,941 units of stationery supplies were delivered.	50% of the old stock was delivered.
8	Redistribution of text books.	Redistribution was encouraged at a Regional level.	Redistribution can only be effective if those responsible at the Regional level are fully involved.
9	Computer/Duplicating Machine usage:- a) Data Base Information b) Spread Sheet c) Word Processing Data	Data was entered into the computer and reports prepared.	The computer was not effectively utilised. More training is necessary. Additional programmes should be entered.
10	Staff training and development	a) Two employees are attending G.T.I. evening classes. b) Co-ordinator attended U.G. c) Two employees continued computer training. d) One employee attended a course in type-writing. e) Regular discourse on work attitude and behavioural patterns on the job.	Some workers found it difficult to attend classes because, at times, work necessitated that they work after the normal hours, especially when deliveries were made to the Regions.
11	Record-keeping	Record-keeping was done throughout the year.	Record-keeping allowed for accountability and reporting, even though we were under-staffed.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
12	Stock-taking	Regular stock-taking was done.	The taking of stock allowed for the preparation of various reports.
13	Preparation of reports	Reports were prepared and submitted.	Reports were not always presented on a timely basis because of the shortage of staff.
14	Audit and Reconciliation	The Unit was not audited but, reconciliation was done.	Reconciliation allowed us to correct faults.
15	Accountability checks.	Visits to schools were made in all Regions except Regions 7,8 and 9.	Visits were not made to Regions 7,8 and 9 because of pressure of work.
16	Usage and maintenance of vehicles.	Vehicles were effectively used and maintained to service all Regions.	A new vehicle was donated by the I.D.B. and this greatly improved the distribution activity.

4.1.8.4

Allied Arts Unit

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Three (3) Meetings of Art and Craft National Committee.	Achieved	The workshops were held at NCERD. The participation from teachers was of a high standard.
2	Child Art Workshop for students in Region #3.	Achieved	One hundred and twenty (120) students and teachers from Nursery, Primary and Secondary schools attended the workshop.
3	Six (6) Workshop Sessions to promote Craft Skills.	(5) five sessions were conducted.	The Workshops were conducted for unqualified teachers of Regions #2,3,4,10 and Georgetown.
4	Twenty (20) visits to schools.	Achieved	Fifteen (15) schools were visited in Regions #2, 10 and Georgetown. Art & Craft Programmes were assessed and advice given on content and methodology.
5	One-year Teachers Dance Course.	Achieved	The Teachers Dance Course will be completed in July 1994. The course has a total of seventeen (17) teachers, participants are from the Georgetown Education District and Regions #1, 9, and 4.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
6	Three (3) Dance Seminars.	Achieved	<p>A total of ninety-two (92) teachers benefited from these sessions.</p> <p>Resource personnel from the Department of Culture and Mrs. Doris Harper-Wills contributed to the success of these seminars.</p> <p>Dance Composition were held in Regions #10,6, & 4. Forty (40) teachers from Nursery, and Primary schools attended.</p>
7	Creative Writing Workshop	Achieved	<p>A total of twenty (20) primary and Secondary teachers from Regions #1, 2, 3, 4, 5, 6, 8, and Georgetown attended the week sessions.</p>
8	Inter-Regional Debate Competitions.	Achieved	<p>The Competition was keenly contested by participants from Georgetown and Regions #2, 3, 5, 6, 7, and 10.</p>
9	Two (2) Workshops in Drama in Education.	Achieved	<p>These workshops aimed at assisting teachers to use Drama as a part of their Methodology in teaching.</p> <p>Forty (40) teachers from Regions #2 and 5 benefited from these sessions.</p>
10	Children's Drama Workshop.	Achieved	<p>Sixty (60) Secondary schools students from Georgetown Education District were exposed to the basic skills of Dramatisation, Stage, Craft and Elocution.</p>
11	Seventy-two (72) sessions keepfit classes for teachers and students.	Not Achieved	<p>Unavailability of resource personnel to conduct sessions. However, a similar programme was done by the Department of Sports.</p>
12	Inter-Schools Physical Display Exhibition.	Achieved	<p>Ten (10) schools participated in this session. Prior workshops in designing physical display were of assistance to teachers who participated.</p>
13	Radio Programmes to create an awareness of the value of physical fitness.	Achieved	<p>These sessions were conducted in collaboration with the staff of Talking About Education and participants of Regions #5, 3, and Georgetown.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
14	Teachers and students in concert.	Achieved	This National Cultural Activity Marked Education Month 1993. Three hundred (300) students and teachers from Regions #1, 2, 3, 4, 5, 6, 7, and Georgetown participated.
15	Finals of Children's Mashramani Competitions.	Achieved	All Regions participated in a successful activity which co-operated the support and enthusiasm of students and teachers.
	<u>UNPLANNED ACTIVITY</u>		
16	Children's Presentation for Flag Raising Ceremony held in February 1993.	Achieved	Schools in Georgetown participated in this activity. Performance was of a high standard.

4.2.0

Administration

4.2.1

General Administration

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Prepare all Cabinet papers on timely basis and take follow-up action.	20 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 travelling overseas on Government business or attending Seminars/Workshops.	110 persons attended conference and official business overseas.	Do
3	Make all arrangements to receive officials coming from overseas to conduct/participate in Seminars/Workshops.	121 persons were received on the Ministry's behalf (CXC Markers inclusive).	Do
4	Process applications for Transcripts, Records of Service and Recommendations.	868 transcripts/records of service were processed.	Applications processed promptly
5	Process applications for the use of school buildings for various functions.	130 applications were received.	Do
6	Clear all goods consigned to the Ministry through Customs Department.	Forty (40) sets of articles consigned to the Ministry were cleared.	Delays experienced at Customs Department

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
7	Pay rentals for 30 schools on time, quarterly.	Rentals for (30) schools approved on time for payment.	All rentals were paid
8	Publish official documents and advertisements in the National Newspaper.	Fifteen publications were done. These include entrance Notices for GTI, NATI, GSA, CPCE and Boards of Management.	Few requests for advertisements were received late
9	Prepare contracts for teachers/students undergoing studies at the University of Guyana.	174 contracts were prepared.	

4.2.2

Finance Division

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Vouchers for current and capital heads processed and recorded.	Accounts prepared.	Expenditure kept within voted provision.
2	Monthly Financial Statements and Liabilities statements prepared.	Financial and Liabilities statements.	In some instances statements were not submitted on a timely basis resulting late releases of funds.
3	Memoranda, Files etc. processed, salaries, wages deduction form, receipt vouchers, statement of earning, statements of outstanding indebtedness and travelling prepared. Preparation of SIMAP Cash Transfer voucher and return to the funding agency.	Wages, salaries, travelling etc. prepared.	All payments of salaries and wages were effected inclusive of 10% and 20% increase in salaries for teachers and the 10% increase of salaries and 20% advance payment for Public Officers. SIMAP payments were tardy because requisite information were slow in coming in. Returns to facilitate further payments were inaccurate as there were problems in retrieving the files from the computers.
4	Payment in vote ledger entered.	Expenditure recorded.	Expenditure kept within voted provision.
5	Payment of wages, and salaries and allowances made. All deductions paid over to the respective firms/organisations.	Payment of wages and salaries and allowances effected. Most deductions were paid over to the respective organisation.	Some measure of failure was released in remitting NIS payments, that organisation refused to accept payments unless all details could have been provided therewith. There were problems in verifying the NIS numbers for many persons who were employed for years. This exercise was time consuming and hence at the end of the reporting period payments for the months of November to December are outstanding as all NIS numbers were not submitted.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
6	Maintenance of Cash Book for the 927 Account.		Failure was experienced in clearing this account which ideally is suppose to reflect a nil balance at the end of the accounting period. The non payments of NIS deductions, outstanding part-time salary and payments inadvertently made by the receipts and payments section that were not reconciled at the end of the reporting period.
7	Maintenance of a Counter Payments Register.	Maintained 100%	
8	Employees and employers contribution to NIS paid over.		Because of the difficulty in collecting all the NIS numbers for some employees, some of these contributions have not been paid over, although the cheques have been prepared for the month of August to December.
9	Receipts made by way of refunds deposits, examination fees collected.	Payments collected	All monies banked in respective Accounts.
10	Payments on the 926 Bank Account.	Payments effected	Vouchers paid out. Some cheque orders outstanding due to difficulties experienced in obtaining certain supplies or services.
11	Balance all deposit. Vouchers paid from the 926 Account and submit daily to the Ministry of Finance for reimbursement.	All vouchers submitted up to December 1993.	Vouchers submitted.
12	Write up Collections Cash Book Statements.	100%	Completed
13	Statements for Request for Remittance and withdrawal prepared.	Funds deposited in Main Bank Account.	All requests for remittance/withdrawal effected.
14	Examinations of all vouchers.	100%	Vouchers passed for payment Queries rectified.
15	Records of travelling, salaries, contracts, telephone, electricity etc. kept.	95%	Some difficulty was experienced in the maintenance of the electricity register; efforts to rectify same were not quite successful at this end of the reporting period.
16	Request for supplementary provision under head 38 Ministry of Education & Cultural Development.	Information submitted on time.	Supplementary Provision was issued for head 45-314-000.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
17	Programme for training of staff in the use of computer. To make trial runs to keep certain accounting records on computer.	60%	Six persons benefited from the training programme conducted under the auspices of the IDB. However, this exercise was not completed as certain features of accounting such as payroll preparation and reconciliation of Bank Accounts were not attempted. Files such as these for the SIMAP have been placed on computer diskettes for ease of reference and retrieval.
18	To place 1992 vouchers on the records of the data Processing Unit of the Ministry of Finance.	Nil	These vouchers were never sent to the Ministry of Finance because there were repeated requests by the State Auditors to have possession of these vouchers.
19	Institution Cost Centre Codes for the various Departments to facilitate Accountability of funds.	100%	Manual System proves to errors. A computer system will be developed in 1994.
20	Staff Development:- Training programme in Accountancy to be pursued.		Staff members were released on a part-time basis to attend training courses at GTI, CLC and the University of Guyana.
21	Operating of appropriate Imprest Accounts at key cost centres.	Nil	No imprest was approved by the Accountant General's Department. The Cheque Order System was abused in order to get essential goods and service.
22	Preparation of Appropriation statement.	100%	For the first time in over 10 years the preparation of this statement which was previously done by the Accountant General was done by the Ministry. Due to non receipt of the relevant circular it was not possible to keep the deadline.
23	Inspection of School's Accounts records.	15%	There was only one officer out of an establishment of 7 in the Field Audit Section.
24	Special Investigations.	5%	Reports submitted.
25	Inspection of accounts records at Institutions.	1	Work was done Carnegie School of Home Economics and recommendations for improvement submitted.

4.2.3

Field Audit

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Inspect 15 schools and institutions and report on findings.	12 schools and institutions were audited and reports despatched.	Recommendations as regards proper accountability were outlined to schools, other institutions and departments. Guidance was given to schools administration in relation to better record keeping.

4.2.4

Education Planning Unit

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	<p>a) Tabulation and analysis of data from schools for academic years 1991-1992 and 1992-1993 and collection of data for 1993-1994.</p> <p>b) Derivation of certain variables and indicators for the education system for 1991-1992 and 1992-1993.</p> <p>c) Two-day workshop to train one officer from each Region to assist heads (if necessary) in completing the statistical questionnaire.</p>	<p>Approximately 90% of schools have submitted their annual statistical returns. All data on these forms have been entered. Questionnaires for the current academic year (1993-1994) were distributed to regional officers before the beginning of the school year.</p> <p>Indicators on enrolment, teaching staff, attendance and drop out for 1991-1992 are available.</p> <p>This workshop was not implemented, however the Deputy Chief Planning Officer (DCPO) has offered guidance to individual officers from some specific Regions e.g. Regions 4, 5, and Georgetown.</p>	<p>The production of the questionnaires and entry of data were completed on time in spite of frequent breakdowns of the duplicating machine, power outages and problems at the materials Production Unit (MPU) where the Gest-o-Fax stencils were prepared.</p> <p>The production of indicators for the year 1991-1992, 1992-1993 and even some indicators for 1990-1991 has been delayed by the change over from using DBase 3+ as the Data Management programme to Foxpro 2,8. The use of Foxpro has not been fully mastered by the unit's staff, but when this occurs the tabulation and analysis work will be speeded up. The loss of two of the most experienced computer operators to more lucrative positions in the private sector has also delayed the achievement of objectives.</p> <p>There was some difficulty in arranging a mutually convenient time for this activity. The Target Group, Education officers and Supervisors, was engaged in a significant number of workshops/seminars during this year.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
2	<p>d) One-day workshops to be held in all Regions and Georgetown to assist Heads in completing annual statistical questionnaire.</p> <p>a) Assistance to be provided to Personnel and Finance Divisions in the initiation of a computerised system and the Education Planning Unit system to be upgraded through</p> <ul style="list-style-type: none"> - Training of staff. - Advice on design of data collection instrument. <p>b) Preparation of up-to-date list of schools, including initiating a coding system for each school.</p> <p>c) Schools to be gazetted and degazetted.</p>	<p>Training sessions were carried out by the DCPO in Regions 2, 3, 5, 6, 7, 8, 9, 10 and heads were assisted in completing their questionnaires.</p> <p>The DCPO performed counterpart duties to the Management of Information Systems consultant and generally facilitated his work. Training of staff in the new software is ongoing. The EPU collaborated with the Personnel Division in the design of their data collection instrument. The DCPO assisted the other two computer centres in clearing up problems which have arisen from time to time.</p> <p>Up-to-date list of schools completed. Coding system initiated for Primary and Secondary schools in Region 5.</p> <p>Action taken on all recommendations.</p>	<p>This was a very successful exercise which has already had an impact on the quality of data being submitted. This was particularly true for the primary schools designated as project sample schools under the primary Education Improvement Project. Training will continue in 1994.</p> <p>The computer centres are still fairly new and staff are not fully confident with the software programmes. However the NIS has been fully accepted by staff, it is being utilised and a valuable data base is being built up.</p> <p>Coding was completed for Region 5 because the pilot School Mapping Exercise was completed in this Region. The system used to code Region 5 schools will be repeated in the other Regions when the School Mapping Exercise is extended to these Regions.</p>
3	<p>Female students who participated in the UNESCO pilot project Equal Opportunity for Girls in technical and Vocational education at the secondary level to be monitored.</p>	<p>Those students who are now attending GTI and GITC are being monitored regularly and those who perform at a certain level may benefit from a scheme to acquire a basic set of tools.</p>	<p>The current pursuits of about fifty percent of the graduates (those pursuing further education from this pilot project are known. However, it is exceedingly difficult to keep track of those students who entered into employment. Many of them appear to have spent rather short periods in their first job.</p>
4	<p>Capital Projects and Expenditure for 1993 to be administered and monitored and capital budget for 1994 to be prepared.</p> <p>a) Nationally funded projects</p>	<p>Most of the funds budgeted was spent as planned. Requests for releases were timely and required progress reports were submitted on time.</p>	<p>There were a few cost over runs on some buildings projects but these were balanced by lower than estimated costs on others. Shortage of staff however makes regular monitoring a very difficult exercise.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	<p>b) Externally assisted projects.</p> <p>i) Exercise Books Project (CODE/CIDA)</p> <p>ii) Secondary Text Book Project (UNDP/UNESCO).</p> <p>iii) Development of Material for Early Childhood Development programme (UNESCO).</p> <p>iv) Provision of Basic Tools to female graduates in non-traditional and vocational areas (UNESCO)</p> <p>v) EC/GOG Sector Programme.</p>	<p>Activity for most of these projects proceeded as planned.</p> <p>i) 3,305,600 exercise books were produced and 3,039,958 were distributed during the year.</p> <p>ii) Books for form II (72,000) were printed and distributed by January. Materials for form III books well advanced.</p> <p>Children's story books (13) Rhyme Cards (140 wall pictures, Booklets for Teachers (15) all developed and illustrated. Teachers are being trained to use the material at Regional workshops.</p> <p>A committee has been formed. Criteria for the selection of beneficiaries have been established and the GNCB Trust Co. has been appointed to financial agent for disbursement.</p> <p>Projects which were prepared in previous year were prioritised. An EPU staff member worked together with CEMCO (the project implementation firm) on gathering of information, visits to sites, passing of plans, etc.</p>	<p>The distribution of these books to hinterland areas, storage conditions in Regions and general monitoring of the allocation system in schools are still not satisfactory.</p> <p>The biggest bottleneck in this project seems to occur at the point of seeking tenders for printing. There was significant delay in the award of the tender by Central Tender Board as the Ministry had in their estimation not provided enough information.</p> <p>There was also considerable delay in clearing the books through Customs after they arrived in Guyana.</p> <p>The major delay in this project has been the printing of the material. NCERD was asked to carry out this task but pressure of work and some equipment failure has been the cause of serious delay. The aim now is to get the material into schools (all Nursery Schools) for the new academic year in 1994.</p> <p>The Technical and Vocational institutions are represented on the committee and work is already ongoing in selecting beneficiaries. There has been some delay, largely on the Ministry's part, in completing the legal arrangement with GNCB Trust.</p> <p>These projects are being executed by a private consulting firm. The Ministry however acts as a link with regional officers, heads, PTA's etc. provides information and gives advice as needed. Some technical problems delayed the start of construction activities before the end of 1993 but 1994 will see a rapid increase in project activities.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	c) Project proposals to be prepared.	Education projects prepared for submission to UNICEF for 1994 funding. The unit also assisted in the preparation of projects for the next five year cycle of UNICEF. Project for the training of untrained teachers with ODA assistance.	Proposals were all submitted on time. This achievement was facilitated by the collaboration of all the senior officials in the education department and by the assistance from UNICEF consultant, Dr. Una Paul.
5	Respond to requests for information from local and international agencies and researchers.	All local requests were responded to, but some questionnaires from international agencies have been left unanswered.	The inability to respond to all requests for data is due largely to <ul style="list-style-type: none"> - Shortage of staff in the EPU. - The large number of requests and size and complexity of some questionnaires. (UNESCO agencies are particularly demanding). - The fact that the data asked for is not collected by the EPU.
6	Assist in the formulation of a national plan for education.	Broad programmes were derived from the policy document as a first stage in plan development.	This was a collaborative effort involving all senior education personnel and UNICEF consultant Dr. Una Paul.
	<u>UNPLANNED BUT IMPORTANT ACTIVITY</u> Completion of pilot School Mapping Exercise in Region 5.	Exercise completed. This included production of questionnaires, field testing of questionnaires, training of field enumerators, participating and supervising collection of data, entering data on to the computer.	This project was planned for a number of years previous to 1993, but never got off the ground because of shortage of funds and staff. Assistance from the World Bank enabled us to hire a consultant and provide funds for the field exercise. Staff (typists as well as statistical clerks) in the Unit worked long hours to complete data.

4.2.5

Special Projects Unit

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	To feed for 156 days, 25,000 children in 373 Nursery and 428 Primary schools in the 10 administrative Regions of Guyana.	The project achieved 78% of target for the year.	The project failed to achieve the target set because:- <ul style="list-style-type: none"> - difficulty was experienced in attempt to get supplies into Regions 1, 8 and 9. - The launch service to Moruka proved unreliable and freight charges for taking supplies into Regions 8 and 9 were unbearable.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
2	Establishing adequate storage facilities in Regions 1, 2, 3, 4, 5, 6, 7, and 10 by May 1993 by the purchase and installation of 14 metal storage cabins (20').	SPU did not succeed in establishing the facilities.	A supplier of the metal cabins was identified in November. WFP disbursement procedures worked against procurement in 1993.
3	Improving the accounting skills of the Accounts Clerk, and the Storekeeper by June 1993.	The Accounts Clerk obtained a pass in Principles of Accounts at the CXC General Proficiency Examination.	Work schedules did not permit the Storekeeper to take advantage of the training opportunity.
4	Advance Training for 7 staff in the use of WordPerfect, Lotus 1,2,3, and accounting programmes.	The Accounts Clerk did all three programmes while four others did WP and Lotus 1-2-3.	There are now six (6) members of staff who could operate the Unit's computer. Data storage and retrieval have improved considerably.
5	Improving the competence of three drivers in the use and maintenance of the Unit's vehicles.	No seminar were held for the drivers.	Funds were not provided by WFP to cover expenses for the seminar.
6	Producing two (2) drivers from among the porters.	Two drivers were trained to operate the Unit's vehicles.	They were not examined by the certifying authorities of the Police Force.
7	All beneficiary schools should be supplied, stoves, strainers, measuring cups, ladles and pots to be used in the preparation of the mid-morning snacks.	All needy and accessible Nursery and primary schools were supplied.	Snack preparation was improved and consumption levels were higher.
8	Supplying water tanks to 600 Nursery and Primary schools that experienced problems obtaining supplies of safe water to reconstitute the milk powder for feeding.	550 polyethylene water tanks were purchased and 250 of these were distributed.	Because other organisations donated Water Tanks to schools, Regional Education Officers in most of the major Regions, were required to revise the needs list and inform the SPU accordingly.

4.2.6
4.2.6.1

SUPPORTING UNITS
Buildings and Maintenance Section

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Supervision and general rehabilitation and maintenance of ten (10) Nursery Schools.	100% completed	Success was due to effective planning and full-co-operation of staff and students.
2	Supervision and general repairs to fourteen (14) Primary Schools.	90% completed	Financial Constraint.
3	Supervision and general repairs to fourteen (14) Secondary Schools.	84% completed	Ditto
4	Supervision and general repairs to ten (10) Administrative Buildings.	94% completed	Inability of contractor to finish a project on time.
5	(i) Carry out surveys to Schools and other infrastructure	100% completed	This exercise was successful.
	(ii) Inspect and measure proposed work that is to be carried out on various buildings.	100% completed	This exercise was successful.
	(iii) Prepare Quantities and Estimates for Maintenance and Capital Works.	100% completed	- DO -
	(iv) prepare Tender documents to advertise for contractors to submit Tenders for various projects.	100% completed	- DO -
	(v) Visit and liaise with Heads of Schools to ascertain the status and maintenance needs at their Location.	100% completed	- DO -
	(vi) Advise contractors from time to time on current building projects to be implemented on contracts.	100% completed	- DO -
	(vii) Advise Ministry of Education Tender Board on all technical aspects of Tenders submitted by contractors.	100% completed	- DO -
	(viii) Advise various Agencies i.e. NCERD, Tec. Voc. and CPCE.	100% completed	- DO -
	(ix) Assist in preparation of Capital and Current Estimates.	100% completed	- DO -

Transport Section

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Provision made for vehicles operation	1. Land Cruiser, Land Rover Motor Car, Truck repaired when necessary. 2. Fuel and oil consumption - 100% 3. Tyres, Tubes and other spares and accessories - 100%	Major and Minor repairs maintenance work completed.
2	Servicing Schedules	Vehicles services within time frame.	Government agencies GSL, GNEC and reliable Mechanical Workshop Identified.
3	Log books Check	Log Books were supplied Entry done and checks made by Transport Officer.	State Audit finalised checking process.
4	Repairs to PDD 922	Repairs incomplete.	Vehicle repairs now undertaken by GTI.
5	Repairs to PBB 861	Mechanical Workshop Identified to do repairs.	Limited finance restrict necessary repairs.
6	Repairs to PCC 4013	Repairs incomplete.	Another Mechanical workshop identified for completing upholstery and electrical works.
7	Repairs to PCC 4918	Repairs incomplete	Vehicles operational and utilised by NCERD.
8	Record keeping of spares and other accessories.	Record kept as per vehicle as distribution is made.	Files made on each vehicles
9	Repairs to Land Cruiser PCC 253	No repairs effected.	Matter continue to engage the attention of the Court.
10	State Audit checks carried out as per vehicle.	95%	State Audit Officer in cooperation with Transport Officer fulfil the task.
11	Allocation of twelve (12) vehicles to the Ministry fleet of vehicles by IDB project:- 10 Land Cruiser 1 Toyota Truck 1 Coaster Bus	The Ministry acquired 12 new vehicles and distributed them according to the need of each Regional Education Officer in the Regions.	The vehicles distributed were properly maintained and serviced according to Manufacturer's Manual.
12	Proper Monitoring of vehicles assigned to the various divisions/units.	100%	Regular maintenance and servicing schedules were adhered to.

Security Section

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	To ensure that an optimum Level of security is provided at schools and Ministry buildings	During the year under review there has been a slight increase of thefts and related offences committed on the Ministry as compared with the previous year's figure.	<p>1. Security Guards are employed at all Ministry's buildings and most of our schools. All locations are visited on a daily basis by the Security Officer and Checkers to monitor the performance of Guards at the Locations.</p> <p>2. The physical condition of some of our school buildings especially Richard Ishmael Secondary, precious Jewel Nursery and a few others make them vulnerable. Un-fenced compound, the absence of security Lights and Security Guard Huts at many Locations are some of the set-backs to efficient Security and this is further compounded by frequent power failures.</p>
-2	To investigate all reported incidents of Losses and to submit monthly reports in order to assess the number of Losses seffered and to establish Liability for same.	During the period under review there were 78 reported incidents of thefts and related offences involving the amount of \$2,359,669.20 of which an amount of \$34,600.00 was recovered as shown in appendix "A". This does not compare favourably against the previous year figures of 64 reports and \$1,966,093.65 worth of property stolen.	<p>1. School heads are responsible for identifying and paying for security, from grants provided by the Ministry.</p> <p>2. They are also responsible to monitor reports submitted by the Security Officer and Checkers regarding the absence of guards at the Locations and to deduct such absence from payments.</p> <p>3. The absence of storage rooms at schools increases the opportunity for theft.</p> <p>4. Late payment of Security grant is also a set-back to efficient security.</p> <p>On officer has motorised transport and this assists in the monitoring of Locations.</p>
3	To monitor the performance of Guards at Locations.	<p>i) 95% of the Locations are visited on a daily basis by Security Officer and Ministry Checkers.</p> <p>ii) Negative reports are submitted to school heads.</p>	<p>Vehicle patrols are also arranged on a weekly basis to visit utlying and other Locations.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Sorting cultural materials researched	Sorted materials researched to fulfil requests made by Secondary Students, Staff of Ministry of Foreign Affairs and Students attached to the Cyril Potter College of Education.	Students of Secondary Schools and the Cyril Potter College of Education were provided with materials which enabled them to complete assignments set by their teachers and lecturers.
2	Acquisition of equipment to facilitate organisation of the collection.	Ordered and purchased a Card Catalogue Cabinet with metal rods inserted.	Work targeted was successfully completed.
3	Preparation of directory of culturally active persons in Guyana.	Compiled list of dancers of the National Dance Company, drummers and Dancers at the Indian Cultural Centre.	Reference is made to this material when artistes are required for cultural presentations.
4	The production of educational material.	<p>Researched information on the Amerindian Tribes in Guyana for the Republic Anniversary Celebrations. Use was made of texts and photographs.</p> <p>Researched information on the Independence Anniversary Celebrations for use by the media.</p> <p>Researched information and compiled a Cultural Calendar for Guyana as requested by Ms. Carol Lawes, Cultural Officer, Caricom Secretariat.</p> <p>Researched information on Damon and the Enmore Martyrs to satisfy requests made by students who visited the Unit.</p>	<p>This provided authentic information re costumes worn by the tribes and contributed in parts to successful presentation.</p> <p>This material was used by media personnel in their promotional activities and build up to the Independence Celebrations.</p> <p>This material was used by the Secretariat in the compilation of a Caricom Cultural Calendar of its member States.</p> <p>The materials were used to complete their assignments.</p>
1	<p><u>Unplanned But Important Activities</u></p> <p>Acquisition of a Quincentennial Commemoration Exhibit: "Columbus the Genoese".</p>	In collaboration with Officials of the Ministry of Foreign Affairs, followed up arrangements to facilitate delivery of the Exhibit which was eventually forwarded to the National Museum for display.	
2	Classification of Occupations.	All members of Staff of the Department of Culture and its several Units were placed into categories according to the International Standard Classification of Occupations (ISCO-1968)12.	Staff members were classified as skilled, semi-skilled, unskilled and others.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
3	Liaising with members of the National Dance Company, drummers attached to the Company and teachers of the National School of Dance.	Discussed with each individual concerned, their work programmes, problems experienced with executing their duties and responsibilities and as the need arose their personal problems which affected their work performance.	Studio to Stage, a performance by students of the National School of Dance was successfully staged at the National Cultural Centre.
4	Facilitating requests made for performances by the National Dance Company and encouraging Outreach Programmes of the Company	Liaised with members of the Company, Staff of Costume House and individuals and agencies which requested performances by the National Dance Company.	Several performances were successfully staged by the National Dance Company upon request while Dance Season 1993 was an outstanding event.
5	Upgrading the Loan System at Costume House ongoing system of re-organisation of the Costume Cupboard.	Further work was implemented and monitoring of the Loan System of costumes continued.	Staff at Costume House was in a position to tell at a glance the number of costumes loaned in any given month and the types of production involved.
6	Increasing the book collection in the Department's Research and Documentation Unit to facilitate work by members of staff and the general public.	More texts and reference materials were acquired by way of gifts and purchases.	Queries were dealt with promptly.
7	Facilitating requests made to the Department of Culture.	<p>(a) Liaised with Government Ministries, Caricom Secretariat, UNESCO Secretary General (Guyana) and persons residing overseas in their quest for information and materials.</p> <p>(b) Facilitated dispatch of documents and queries both locally and overseas.</p> <p>(c) Liaised with Chairman (ag) and Staff to acquire and complete by given deadlines, documents, questionnaires and other materials requested by the Minister of Education and Cultural Development, the Permanent Secretary and other Administrative Heads of the Ministry.</p>	

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
8	Contributing to efficiency in the Department of Culture.	<p>(a) When so instructed, attended meetings with external agencies in my own right or represented the Chairman, participated meaningfully in discussions and recorded business discussed and decisions taken.</p> <p>(b) Briefed Chairman and other members of Staff on matters discussed.</p> <p>(c) Took follow-up action where appropriate.</p> <p>(d) Attended Workshops organised by the Training and Development Division, Office of the President, Public Service Management and facilitated the attendance by other Staff Members.</p> <p>(e) Carried out duties of the Chairman (ag) on occasions when she was away on official duties or on Vacation Leave.</p> <p>(f) Facilitated requests from individuals and units for which I was given direct responsibility in order to enhance performance and achievement.</p> <p>(g) Gave talks on work ethics, the importance of co-operation and communication and being excellent role models periodically to individuals and groups in the Secretariat and at the National Dance Company</p> <p>(h) Participated in National Conference on Tourism which was organised by the Division of Caribbean Studies, Faculty of Arts, University of Guyana.</p> <p>(i) Together with the Chairman (ag) developed Organisational Charts for the Department of Culture and each of its units, i.e. Administrative and Support Services, Art and Anthropology, Burrows School of Art, National Archives, National Museum, National Cultural Centre, National School of Dance, Research and Documentation and Information Unit.</p>	

National School of Music

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	The National School of Music. Brass Band Project	Band performed at National Cultural Centre for Education Month Programme.	Most of the best students left because of the curse of extra lessons. The Chief Instructor attended less than 30% of the classes. The advent of new students, most not enconbered with extra lessons, holds out a little hope for the future.
2	Mashramani Participation by Masquerade Bands	Four Bands took part.	Funds are needed for the training of the new generation of Masquerade Band Performers.
3	Independence Flag Raising Ceremony.	Organised and supervised school children delivering Welcome, Introduction of the President, M.C's. Also assisted in presentation of "Makonaima Mifimu".	Successful. Both groups gave workshops in addition to their performances, which were beneficial to the students concerned.
4	Presentation of performers provided by the United States Information Services, both at the national Culture Centre.	1) Dalton-Hartel Dance duo, May 12. 2) Artistic Ambassadors programme, August 3. Recital by Laura Kobayashi (violin) and Susan Grey (piano).	
5	Music Workshop by Dr. Moses Telford. Also attended by Grenadian National Folk Group.	The Grenadians attended Workshops in both music and dance and were given opportunities to meet Guyanese dance and music groups.	Very successful.
6	Tourist Association of Guyana Conference.	Delivered lecture at the Conference. Directed a publicity-generated programme at the National Monument.	Successful

Folk Research

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE	IMPORTANT ACTIVITIES	ANALYSIS OF SUCCESS/FAILURE
1	Guyfesta 93'	Nil	Lack of necessary personnel and funds to carry out this project.		
2	Dubbing and classifying Folk Research tapes for further documentation.	Yes	This objective was achieved with the help of a voluntary worker from Canadian Crossroads International.		
3	Dubbing and classifying of Guyfesta audio Cassette tapes.	Yes	This activity was a success because of the availability of good equipment and voluntary worker from the Canadian Crossroads International.		
4	Dubbing and classifying of Guyfesta audio Cassette tapes.	Yes		"Makonaian Mifimu" an Amerindian Fantasy Part of Republic Day Celebrations.	This activity was a success through the co-operation of the department of Culture. The students of the Interior Students' Club also necessary funds were available for the costumes, etc.
5	Independence Day Celebrations, May 1993.	Yes		Training and Performance of Choirs from the Interior Students' Club.	This was a success because of the co-operation of the Interior Students' Club and the Department of Culture, also necessary funds were available and regular rehearsals were possible.
6	Christmas Kaleidoscope 93' Captain Noah and His Floating Zoo.	Yes	This target was achieved because of the availability of the Marigold Children's Choir, regular rehearsals, and necessary funds were made available for transportation, costumes and stage set, along with the co-operation of the department of Culture and National Cultural Centre Staff.		

Walter Roth Museum of Anthropology

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	<p><u>Archaeological Investigations</u></p> <p><u>May</u></p> <p>Induction Survey: Iwokrama Rain Forest Programme.</p> <p><u>July-August</u></p> <p>Excavations: Kabakaburi Pomeroun River, Warapoka Waimi River.</p> <p><u>October</u></p> <p>Investigations at Artistic sites on the Pomeroun River Junior Archaeology.</p>	<p>Preliminary investigations for excavations in 1994.</p> <p>Definitive excavations at these prehistoric sites.</p> <p>Six students of Junior Archaeology conduct Jidowork on the Pomeroun.</p>	<p>Preparation of a Research Design for the archaeological programme.</p> <p>Restructuring of early Arawak migrations.</p> <p>Samples collected and reports submitted for museum archives.</p>
2	<p><u>Education</u></p> <p>Documentary Film GTV on Junior Archaeology on the Pomeroun.</p> <p>Amerindian Heritage Month, public exhibition Walter Roth Museum, October.</p>	<p>Released on GTV 10, December 5.</p> <p>Involvement of the Amerindian community with the work of the Museum.</p>	<p>Successful outreach.</p> <p>Outreach activities at Kabakaburi Anglican Mission.</p>
3	<p><u>Publications</u></p> <p>Archaeology and Anthropology, I submitted to Printers.</p> <p>The Lokono Arawak Language - A Teaching Guide.</p>	<p>A training course comprising 28 lessons in Lokono Arawak by J.P Bennett.</p>	<p>Successful outcome of the Pomeroun Arawaka Language Project.</p>
4	<p><u>Conference</u></p> <p><u>July</u></p> <p>UNESCO Conference on Museum Legislation.</p>	<p>Key note address delivered by Dr. Williams.</p>	<p>A Regionally integration Art for Reservation of the Cultural Heritage Submitted to Member States. A very important Document in Regional Integration.</p>

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
5	<u>Grant</u> <u>February</u> UNESCO grant it \$10,000	The Pomerom Arawak Language Project.	Project complete. Funds accounted for Publication of a Training Course.
6	<u>Staff</u> General Anthropology training. Ph.D Degree Anthropology. M.A in Aechaological Field Techniques.	Ms Jennifer Wishart completed distance learning programme University of Oklahoma Graduate Plass. Mr Terrence roopharine commends field works. Mr George Simon left for London University on the M.A course in field techniques.	An asset in the museum Development Programme. An asset in the Museum Development Programme. A further asset in the Museum Development Programme.

4.3.5.

Museum of African Art

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	<u>Building Maintenance and Furnishing</u> (a) Rehabilitation (b) Furnishing	Comprehensive rehabilitation involving attention to roof, plumbing external and internal painting. Reorganisation of the internal structure for provision of storage, office, etc.	Preparations are now advanced for opening the museum to the public. Security and conservation of the collection improved.
2	<u>The Collections</u> Registraion, accessioning and annotation.	Dr. Seigman, Brooklyn Museum New York, Documented the collection Dairy November - December.	The collection is now ready for display on scholarly basis.

4.3.6

National Museum

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Conduct daily lectures for SSEE Students of Primary Schools of Georgetown and its environs.	5%	Staff changes and adjustment restricted full output.
2	Lectures to SSEE Students of Primary Schools on the West Coast, West Bank and East Coast Demerara at their request.	70%	Staff changes and adjustment restricted full output.
3	Research information on various species of wildlife, artefacts, etc. for organisations and individuals.	No target set.	All who requested information were generally satisfied.
4	Maintenance of specimens on display.	100%	Due to the full support of the understaffed Taxidermy Department.
5	Maintenance of exhibition cases and furniture.	100%	Despite absence of a Joiner since August, target was achieved through wholehearted support from the Chief Taxidermist.
6	Conduct guided tours for individual, groups and organisations.	100%	Workers responsible co-operated.
7	Accommodate exhibitions.	No target set.	All exhibitions were well received by the visiting public.
8	Mount Lion specimens.	80%.	
9	Maintenance of Buildings, floors and walls	90%	Specimens mounted and exhibited but more is still to be done to perfect same.
10	Visitors to the Museum. 59,695 persons visited the Museum during the year.	No target set	Co-operation of staff led to achievement to target.
11	Extend Taxidermy working area.	-	The Museum continues to capture the interest of foreign and Guyanese visitors.
12	Construct new room for Joinery Department.	-	Funds were not provided.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
13	Preparation of Museum Guide and leaflet.	-	Funds were not provided.
14	Re-activate School Loan programme.	-	Funds were not available to purchase vehicle for this programme.
15	Mount specimens of Macaws and Parrots of Guyana.	-	Funds were not available for Taxidermy chemicals, materials, etc. for preparation of exhibits.
16	Mount specimens of Primates of Guyana.	-	Funds were not available for Taxidermy chemicals, materials, etc. for preparation of exhibits.
17	<u>Unplanned but Important Activities</u>		
	Grilling of the Generator room window.	100%	Security from burglary.
18	Construction of grilled door at the Museum entrance.	100%.	Museum glass door secured from insane persons.
19	Extensive repairs of the Museum plumbing system and installing of new water pump.	100%	Water Supply to top flat restored.
20	Repairs to floor.	100%	Safety ensured for the visiting public.

4.3.7

National Archives

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	General cleaning exercise.	Fully achieved.	Achieving this target was possible, in a very short period, because it was undertaken by all staff.
2	Sorting, arranging and indexing documents in Archival Document Cases.	Approximately 80%.	Not fully achieved because of inadequate staff and materials. We benefited from the service of a U.G Student on her National Service Stint.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
3	Arranging in proper order, the materials on shelves and racks.	Approximately 50%.	Not fully achieved because of inadequate staff and materials.
4	Compiling indexes.	Nil.	Possible only when targets 2 and 3 are achieved.
5	Assisting and advising researchers.	Approximately 80%.	Not fully achieved because of (i) inadequate staff; (ii) the fragile condition of some documents (iii) materials which could not be retrieved - targets 2 and 3 were not completed.
6	Acquiring and installing airconditioning unit in Office and photocopying room.	Fully achieved.	Undertaken by external technical personnel.
7	Repairing gate to parking area.	Fully achieved.	Undertaken by external technical personnel.
8	Installing grille on front windows and Aircondition Unit.	Fully achieved.	Undertaken by external technical personnel.
9	Painting and installing large wooden sign - "National Archives of Guyana" - on the front of main building.	Fully achieved.	Undertaken by external technical personnel.
10	Painting main building.	Fully achieved.	Undertaken by external technical personnel.
11	Erecting guard hut in front of main building.	Approximately 85%.	Terminated because no guard was available to occupy it.
	<u>Unplanned and Important Activities</u>		
1	Inspecting, identifying and transporting materials from the City Council Department and the Bank of Guyana to the National Archives.	Approximately 30%.	Only the inspecting was done. Time did not permit identifying. Adequate space was not available to accommodate all the materials.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	To plan and implement foundation courses for 1st and 2nd year students. To supervise specialisation by 3rd and 4th year students.	1st year - 9 students(6 male, 3 female) 2nd year - 8 students(3 male, 5 female) 3rd year - 17 students(9 male, 8 female) 4th year - 12 students(9 male, 3 female) <u>27 male, 19 female</u>	High cost materials, limited work in areas such as textiles and graphics. Attendance on the part of most students was good. Two second-year students dropped out at the end of the Easter term to seek paid employment.
2	To evaluate the work of third year students.	Meetings of the Board of Studies were held on Thursday, June 24 and Friday, June 25 to review the work of 16 third year students. The Board comprised Dr. Denis Williams, Director of Art and Anthropology, Dr. Doris Rogers, Head, Division of Creative Arts, University of Guyana, Mrs. Sibyl Wiltshire, Department of Culture, Mr. Clifton Elias, Ministry of Education, Miss Marjorie Broodhagen and Mr. Errol Brewster (Artists)	The following recommendations were made by the Board - (a) <u>To work towards the Diploma</u> 1. R. Bentick 2. M. Cromarty 3. R. Durga 4. O. Koama 5. L. Maxwell 6. G. Pierre 7. K. Sukhraj 8. B. Tankoon (b) <u>To work towards the Certificate</u> 1. F. Abdool 2. D. Clarke 3. B. De Souza 4. C. Henry 5. M. Hinds 6. G. Khan 7. D. Rutherford 8. R. Totaram
3	To make arrangements for the examination of fourth year students i.e. (a) to appoint an External Examiner (b) to arrange for preparation of building for graduation exhibition (c) allocating exhibition space to each student.	Mrs Hope Thomas-Wheeler of the Edna Manley School of Visual Arts, Jamaica accepted the appointment. The building was adequately prepared. Students used all floors in the building and each student was comfortably accommodated.	The results of the examination were as follows:- <u>Diploma Awards</u> Patrick Sukhlal Credit 70% Anastacia McDonald Pass 63%

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
4	<p><u>Use of Premises</u> (a) Removal from back building (b) Adjustments to front building</p>	<p>Early in January, 1993, the Administrator was advised by the Office of the President that the building west of the main building should be vacated to accommodate the Presidential Guard.</p>	<p><u>Certificate Award</u></p> <p>Thurston Browne Credit 70% Sukhram Bishun Credit 81% Cuthbert Benn Credit 80.5% Wade Collymore Credit 76.5% Brian Bourne Credit 70% Ganesh Vadunandan Pass 59.5% Violet Holder Pass 50%</p> <p><u>Failure</u> David Wong 26%</p> <p>All students moved to the front building and the programme was adjusted to accommodate third and fourth year students in studies. The Administrative Office is now a general purpose office providing storage for Library books, equipment etc. as well as for meetings of Administrator and Visitors.</p>
5	<p>Responding to requests from public and private agencies.</p>	<p>(a) Members of staff and senior students served as judges of a poster competition organised by GAHEF. (b) Students served as teachers at a children's workshop held during the August vacation and co-ordinated by Michael Khan, a graduate of the school. (c) Members of staff and students were involved in the mounting of exhibitions at the National Visual Arts Exhibition and at Castellani House.</p>	<p>Staff and students gained much from interacting with the public.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
6	Organising exhibition of graduating students. Awarding Diplomas and Certificates to students.	Ten students mounted exhibitions of their work in painting, graphics, sculpture and ceramics.	The exhibition was declared open on July 21 by Senior Minister of Education, Dr. Dale Bisnauth. Diplomas and Certificates were presented on 25th March, 1993 to 5 Diploma and 1 certificate awardees (Class of 1992) by First Lady, Mrs. Janet Jagan. On 3rd December, 1993, two Diplomas and seven Certificates were presented by Miss Edna Cadogan to awardees from the Class of 1993.
7	Launching new academic year September 1993 - July 1994.	Enrolled were: 17 Students (10 male, 7 female) Continuing were: 2nd year 9 students (6 male, 3 female) 3rd year 7 students (4 male, 3 female) 4th year 17 students (9 male, 8 female) <u>50 students 29 male, 21 female</u>	
8	<u>Other Activities</u> (a) Establishment of a branch of the Inter-Versity Christian Fellowship (b) In February seven fourth year graphics students attended a two-week workshop in photography conducted by Mr. Errol Brewster. (c) Visitors included: Mark Ochu, pianist and artist; Terry Roopnarine, anthropological student on a doctoral programme; Ron Savoury, Guyanese artist resident in St. Lucia.	An average of twelve students meet on Tuesdays at school. Students acquired skills and knowledge of photographic techniques. Visitors spoke with students about music, art, anthropology and the role of the artist in Caribbean society.	(a) Students have the opportunity of interacting with students from other institutions within their age-group. (b) Students use their knowledge gained in adding variety to their individual exhibitions. (c) Students gained from listening and reacting to interesting viewpoints.

Special Concerns

The staffing situation has been affected by the reluctance of the Ministries of Education and Finance to pay salaries commensurate with staff qualifications and responsibilities. Mr. Everley Austin applied for one 'year's no pay leave from September 1993. Mr. M. Rambarran gave advance notice in December 1993 of his intention to apply for three months' no pay leave. The number of fulltime staff on roll in December was five instructors and the Administrator; part-time staff numbered seven persons.

National School of Dance

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Teaching programmes and dance activities for three academic terms in Modern, Classical, African and Guyanese Folklore and Caribbean Style	Formal instructions in Studio were given. Classes are as follows:- 3 Starters A Preliminary B 1 Starters B Intermediate A Preliminary A Intermediate B Advance Classical - Year 2 Preparatory	Evaluation reports attest to successful teaching practice, High levels of attendance were achieved in public presentations.
2	Promotions and auditions	Promotions and auditions were done on a very limited basis.	General promotions have been scheduled for every two years due to the following reasons:- 1. The teaching staff has been greatly affected with the resignation of four teachers due to the fact that they were not remunerated for teaching. 2. 45% of the students in the school attended lessons which clashed with their dance sessions, thus they were unable to meet the required attendance in classes. This situation makes it impossible for the teachers to complete schemes as required at each level.
3	Staff Performance	Staffing is as follows:- 1 Director/Choreographer 1 Senior Instructor 3 Part-time Instructors 3 Female Attendants 1 Registrar 1 Supervisor Mrs. Vivienne Daniel continued to act as the co-ordinating official in dance in the Allied Arts Unit of the Ministry of Education.	One part-time Instructor subsequently resigned in order to begin studies at the University of Guyana. No replacement has been found. One female attendant resigned. The supervisor resigned at the end of the year. Generally, all teachers performed assignments successfully at the School and outside locations. Classes are being conducted successfully on a daily basis with limited staff. Regular discussions were held with instructors where problems were aired and advice given. This teacher has continued doing valuable work for the Dance Teachers' Programme.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	Teacher Training programme	<p>This one year Dance teachers' Certificate Course finished in July '92, and graduation was held in May '93, at the National School of Dance.</p> <p>A 10 day workshop was conducted in Modern, African, and Guyanese Folklore, Indian Dance, introduction to Massage and Gymnastics for boys.</p>	<p>Of a total of 13 Graduates, 3 passed with distinction, 2 with credit and 8 with pass.</p> <p>Successful Students were placed in the school proper after this course.</p>
4	Workshops	<p>Teachers in the Dance Teachers' Course participated in a Caribbean dance workshop - July 19-30 along with Dancers and singers from the Grenadian Folk Group.</p>	<p>Teachers were able to widen their knowledge about dance as they were able to participate in the master classes conducted by Guyanese and Grenadian teachers.</p>
5	Annual Presentations and Community involvement.	<ol style="list-style-type: none"> 1. Studio to Stage '93 2. Christmas Kaleidoscope '93 (Beauty and the Beast) 3. Performances as requested and performed by the National School of Dance throughout the year. <p>February - Touch of Love - Rotaract Tower. Theatre Guide - Valentine Show.</p> <p>March - Week of Activities - National School of Dance.</p> <p>May - May Day Fair - YWCA/ Young Musicians on Stage, Indian Women's Club - Park Hotel, Independence Celebrations - National Park.</p> <p>July - St. Phillip's Fair - Studio to Stage</p> <p>August - Superfest '93 National park</p> <p>September- Disabled Concert - Cultural Centre.</p> <p>October - St. Phillip's Concert</p> <p>November - Guyana Amature Weight-lifting Competition, Church of God Concert (Gospel) A.M.E. Zion Church Concert (Gospel)</p>	<p>All these assignments were successfully completed and letters of appreciation were received from the public and sponsors. The National School of Dance was nominated in the category of the Best Children's production in the Theatre Arts Awards '93</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
6	<p>Maintenance of Building:</p> <p>(a) Plumbing</p> <p>(b) Fixing of guttering around studios</p> <p>(c) Repairs to windows, roof, walls and floor.</p> <p>(d) Painting</p> <p>e) Audio-visual Room</p> <p>(f) Raising of Roof in Studio 1</p>	<p>Teachers continued to teach and choreograph for schools and Institutions as specially requested. The Director has agreed to be a volunteer with the Community Based Rehabilitation Project at Haslington, East Coast Demerara and Grove, East Bank Demerara.</p> <p>Repairs to toilet in Studio 11 and Studio 111.</p> <p>Project not done.</p> <p>Project partially completed</p> <p>Not completed in Studio 1, not done in Studio 111.</p> <p>Project partially completed.</p> <p>Not done.</p>	<p>These classes for disabled children are held on a weekly basis and these sessions have helped them to develop self confidence, make them aware of dance as an art form and learn to work together as they have to be able to meet and perform with normal children of different shows.</p> <p>Although work was done, the situation remains the same in Studio 11, Work was completed on Studio 111.</p> <p>Not done due to unavailability of funds.</p> <p>Walls and wooden laths of Studio 11 were repaired. No repairs were done in Studio 111.</p> <p>Not done due to unavailability of funds.</p> <p>No funds were released for this project.</p> <p>The Company has found it extremely uncomfortable to work in this Studio after noon due to the excessive heat generated from the physical structure of the building. Afternoon sessions are carried out in Studio 11.</p>
7	Electrical Repairs	Project completed	Although the work was completed, the Studios continued to suffer from reduced lighting due to a fault in the conduction of electricity to the building.
8	Maintenance of equipment	Project not completed	Refrigerator is still to be repaired. This has greatly inconvenienced Staff at times. Many worked until night and our materials for therapy for dancers cannot be kept cold.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
9	Equipment received		However, we acquired three new chalkboards, a pair of tables, gunguroos for Indian Dance and a massage bed.
10	Projects	Fair - Caricom Day '93 Christmas Party	This fair was highly successful with the involvement of parents, guardians and friends along with all members of Staff. Students were able to have fun and interact informally with each other.

4.3.10

National Dance Company

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Dance Sessions Daily Classes in Modern, Indian, African and Guyanese Folk rehearsals and choreographic sessions.	Formal instructions in Studio practices were conducted on a daily basis.	Successful, since it enhanced and maintained the technical and aesthetic level of dance in the Company. This level was not achieved in Indian Dance due to the unavailability of table and harmonium players.
2	Staff performance.	The National Dance Company strengthened by twelve students from the advance class of the National School of Dance at 'B' or Junior Company as it is called workes on a daily basis. One drummer resigned. One female dancer from the Advanced Class and one male dancer who was auditioned in '92 was accepted to work with the company. The National Dance Comapny is made up as follows: 1 Director (ag)/Choreographer and Dancer 1 Senior Instructor/Dancer/Choreographer 3 Senior Dancers 4 Junior Dancers 3 Drummer 4 Male Apprentices.	Special praise must be given to the members of the National Dance Company and Junior Company who worked beyond their call of duty in order to finish the choreographies which were produced at Season '93 with very limited time. One Drummer subsequently resigned. Generally, all assignments were successfully completed. Letters of appreciation were received from the public and private sector.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
3	Annual Presentations	<p>Dance Season '93 - Several new choreographies were created by the two Guyanese choreographers, Linda Griffith and Vivienne Daniel.</p> <p>Studio to Stage '93 "Born upon a Star" a Christmas Play, written and produced by Lorrie Alexander.</p> <p>Beauty and the Beast, rewritten by Andre Sobyran and produced by Ken Jarvis.</p>	<p>Five new short choreographies along with two long works were completed and performed for season '93. The Company had an excellent review and benefited greatly from the addition of the 'B' company and male apprentices. Shadowland was once again nominated in the best category of dance, theatre Arts Awards '92.</p> <p>Some company members, Isha Hector and Denise Griffith continued to give valuable assistance as stage manager and assistant teacher for these highly successful productions of the National School of Dance.</p>
4	Community involvement and performances for International Visitors.	<p>The National Dance Company performed at various locations as requested throughout the year.</p> <p>March-Phagwah Celebrations at Hindu Parashad.</p> <p>Outreach programmes at University of Guyana, St. Rose's High, Bishop's High School.</p> <p>April- Queen's College, East Ruimveldt Secondary, National School of Dance.</p> <p><u>Week of Activities</u></p> <p>Major Superiors' Conference Antilles at Park Hotel.</p> <p>May - Nitraygeet - National Cultural Centre</p> <p>June - Gospel Show - Queen's College</p> <p>August - Fiesta - Forte Crest, National Park.</p> <p>November - Season '93</p> <p>December - Kaleidoscope '93</p>	<p>Highly successful.</p> <p>The company continued its Outreach Programme in Schools. The students were enlightened about the Company and greatly enjoyed our performances which encouraged many of them to apply to the dance School.</p>

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
5	Workshop	Company Members attended a Caribbean Dance Workshop conducted by Linda Griffith and Vivienne Daniel at the National School of Dance, July 19 - 30.	Highly successful as the Dancers and drummers interacted with each other and shared music and dance experience apart from Dance sessions. Master classes were conducted on the final day with both Grenadian and Guyanese Teachers. A one night workshop with master classes was held at St. George's School with Guyanese and Barbadian dancers and drummers. Sessions were taught by Guyanese, Linda Griffith, Oral Welshman and New York Based singer/dancer Cheryl Byron.
6	Training Overseas.	Four dancers left to attend the ADF six-week school for performers with private funding through recommendations from the Department.	None of the Dancers returned.

4.3.11

National Cultural Centre

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Staging dramatic productions, musical presentations, variety concerts, gospel concerts, donee drama, recitals and workshops. Co-ordinate National Cultural Activities, State events, International Conferences, Conventions and Diverse forms of Cultural Communications.	The National Cultural Centre staged 92 events for 160 public attendances.	Performance were completed successfully with maximum attendance in more events. The stage was completely re-floored and sanded and all facilities restored. The cooling system at the centre was greatly improved by the installation of 5 new units. This has resulted in pleasant and more comfortable accommodation and concomitant with increased ticket sales. All events were successfully accomplished.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
2	The reconstruction of the stage floor. Upgrading the air-conditioned systems.	The stage floor was completed totally. 5 units acquired by a Korean grant were found inadequate. 5 New units were installed instead.	The successful completion of the stage improved the backstage accommodation. The improved cooling effected better attendance to the theatre and the maintenance of sensitive equipment. Unfortunately, the ducts have been shown to be faulty and drip after condensation. Cooling is estimated at 60% when the total capacity of ducts are filled. Cooling temperatures need to be upgraded in the Balcony area.
3	Repair of the Roof	Inspection was done by a structural engineer assigned, but no report was submitted to the Department of Culture.	Totally unsatisfactory. The large area of leaks have been escalated by falling cellotex panels, during and after showers of rain. Failure in this is also damaging the lamination on the walls.
4	Cleaning and repainting the exterior of the building. Replacing the decayed decorative logo around the top of the building.	Not Achieved	No funds were allocated.
5	Fencing the compound.	Still not achieved	No funds were allocated
6	Plumbing and Sanitation	Partially achieved through patching and repair jobs.	Failure because two new water tanks to serve the building must be bought. A sewerage pump is also severely needed
7	Drainage of the Compound	Successfully achieved	Achievement through deepening of drains and creation of new outlets. Purchase of another submersible pump.
8	Re-upholstering of the entire seating accommodation in the theatre.	Not Achieved	No allocation of funds. Slip covers are being used.
9	Lamination of walls in upper foyer.	Not Achieved	Project deferred to January, 1994.
10	Improvement of stage decor.	Successfully completed. Additions purchased greatly enhanced the quality of shows.	Purchase and hanging of the cyclorama, Gauze and stage curtains were successfully done.
11	Maintenance of the terrazo surfaces.	Partly achieved	Purchases of a scrubbing brush and cleaning solutions will be delivered in early 1994.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
12	Replacement of essential equipment for the Lighting Department and the Sound Department.	Partly achieved	Limited purchase of theatrical lamps was bought in Trinidad. Small items for the Sound room were bought for essential maintenance. Operational standards were achieved with varying levels of success.
13	Purchase of uniform material.	Achieved	Material for two sets of uniforms was purchased
14	Attendance to protocol assignments at outside locations.	Achieved	Ushers responded to 15 invitations to perform protocol duties.
15	160 performances were done and improved conditions.	Satisfactorily achieved	Staff performance could be more successful with the appointment of new staff to fill existing vacancies. There was heavy reliance on untrained and temporary staff.

National Library

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Payment of Salaries and Wages at an increased level.	Not done.	Ministry of Education to actively support payment of increased salaries.
2	Repair roof and Ceiling - Ruimveldt.	Completed.	
3	Constructing guard hut, New Amsterdam.	Completed.	
4	Purchasing fire extinguisher for Ruimveldt and Linden Branches.	Done.	
5	General maintenance of buildings and grounds, Central Library and Branches.	80% completed.	
6	Repairing the parquet flooring, Central Library.	Not attempted.	Funds received insufficient for both roof and flooring.
7	Replacing broken window panes, Central Library.	50% completed.	
8	Painting claybrick wall, New Amsterdam.	100% completed.	
9	Servicing leaking roof, Linden.	Done.	
10	Pest control at Central Library and Branches.	75% completed.	
11	Payment of increased insurance on buildings, books and equipment for Central Library and Branches.	33% completed	Only Central done.
12	Maintaining present and new vehicles.	90% completed.	
13	Removing the stock, furniture, equipment, etc. of the New Amsterdam branch from present to new building.	Completed in December.	Electrical works on the Bookmobile to be completed.
14	Ordering and purchasing books, periodical, gramophone records, toys and other library material.	75% achieved.	
15	Ordering and repairing furniture for Central Library and other service points.	90% completed.	

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
16	Processing library materials for use at all service points.	60% completed.	Furniture ordered for New Amsterdam to be supplied.
17	Updating library records by withdrawing material no longer in the system.	65% achieved.	Lack of the senior staff to catalogue and classify material.
18	Maintaining lending, reference, and photocopy services.	85% achieved.	Shortage of staff.
19	Rental of Xerox Copier Machine.	100%	Bookmobile service closed due to vehicle under repair.
20	Purchase of photocopying paper and supplies.	Completed.	
21	Purchase of other stationery and supplies.	100% completed.	
22	Preservation of book-stock.	Completed.	Unavailability of bookworm exterminator.
23	Arranging general extension activities.	100%	
24	Visiting the 16 Rural Library centres.	87.5% completed.	
25	Changing collections at 16 library centres.	43.75% completed.	Unavailability of sufficient fully processed books.
26	Establishing a branch library at Corriverton.	Completed.	
27	Upgrading the Beterverwagting and Anna Regina Centres to Branches.		
28	Establishing new Bookmobile service to Parika/Tuschen, Essequibo.	In progress	Discussions held with the District Chairman and vehicle stops identified.
29	Compiling printing and publishing 8 issues of the Guyanese National Bibliography.	Not completed	Shortage of staff.
30	External training for Deputy Chief Librarian.	Achieved	Deputy Librarian awarded a Canada/Caricom Scholarship.
31	Local training for staff	37.5% completed	Programme received due to lack of relevant staff.

ITEM NO.	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
32	Attendance at overseas conference - 23rd Annual Conference of the Association of Caribbean University, Research and Institutional Library.	The Chief and Deputy Chief Librarians attended.	Deputy Librarian awarded a Canada/Caricom Scholarship.
33	<p>Securing the services of a Voluntary Services Overseas (VSO) Librarian.</p> <p><u>Unplanned and Important Activities</u></p> <p>(a) Providing technical assistance to the Canadian Organisation for Development through Education (CODE) by co-ordinating the training for library assistants from various Regions of Guyana.</p> <p>(b) Providing technical assistance to the Parliament Office and Guyana Defence Force on library accommodation and library staff respectively.</p> <p>(c) Providing a ramp at the Central Library for use by patrons with physical disabilities.</p> <p>(d) Acquiring 2 computers and other relevant equipment.</p>	<p>100%</p> <p>100%</p> <p>100%</p> <p>100%</p>	<p>VSO Librarian arrived on September 6th.</p> <p>Willingness of staff.</p> <p>Willingness of staff.</p> <p>Willingness of the Inner Wheel Club of Georgetown to provide funds.</p> <p>Made possible through the assistance of the Social Impact Amelioration Programme (SIMAP).</p>

DEPARTMENT OF SPORT

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	<u>180 Coaching Programmes</u> Basketball, Boxing, Cricket, Cycling, Netball, Table-tennis - Training of Athletes in variety of disciplines.	256 programmes were held.	The support received in the school system coupled with the work of the organisers in developing the club structure.
2	<u>Mashramani Celebrations</u> 8 Sports Programmes in observation of Mashramani celebrations.	8 competitions were held.	These programmes were organised and conducted by organisers and coaches themselves. They were successful.
3	i) To improve the standard of sport ii) To create nurseries in sport 180 sessions.	240 sessions were held	Increase due to an increase in the number fo coaches and the increase in the number of disciplines.
4	Youth Week observance to focus attention and to highlight the involvement and performance of Youth in sport (including Disabled. 15 competitions	15 competitions were held	These programmes were successful due to assistance by voluntary National Associations.
5	One (1) Presentation of Sports Awards	One (1) programme was held.	Programme was successfully conducted.
6	18 Community Games to provide opportunities for beginners and others to participate in sports.	18 events were held.	Inter Regional exchange visits were held to increase participation.
7	Grant to 15 National Sports Associations.	24 grants were given to 15 Associations in developing National and International programmes.	Some Associations received more than one grant to assist with their programmes.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
8	To give one (1) grant to assist in repaying loans acquired to renovate the National Sport Hall.	One (1) Grant made	
	<u>Coaching Programmes for Beginners:</u>	210 coaching sessions	
9	26 School Boys & Novelty Cycle Races		
10	Regional Sports Conference 7 programmes	4 programmes were held	
11	One (1) National School' Championship - competitive sport.	One (1) Championship held.	
12	Two (2) Guyana/China Work programmes to provide opportunities for training of Guyanese sports persons and exchange of sports teams.	Not held	This programme was not pursued due to insufficient budgetary allocation.
13	One (1) Guyana/China Work programme to provide opportunities for training of Guyanese sports men.	Not held	This programme was not pursued due to insufficient budgetary allocation.
14	One (1) Guyana/Venezuela Work programme to provide opportunities for training of Guyanese sports men.	Not held	This programme was not pursued due to insufficient budgetary allocation.
15	60 events organised for schools (mixed disciplines) including the Disabled.	85 events were held	This increase was due to more part-time coaches working with the organisers.

CAPITAL EXPENDITURE

**HEAD 543 – MINISTRY OF EDUCATION &
CULTURAL DEVELOPMENT**

\$ G'000

DESCRIPTIONS OF SUBHEADS

Total Appropriation

543 MINISTRY OF EDUCATION

12002 PRIMARY EDUCATION PROJECT

GRAND TOTAL

BUDGETED 1993	ACTUAL 1993
192,435	131,282
126,700	90,988
65,735	40,924
192,435	131,282

CAPITAL EXPENDITURE**HEAD 543 – MINISTRY OF EDUCATION &
CULTURAL DEVELOPMENT****\$ G'000****DESCRIPTIONS OF SUBHEADS**

		BUDGETED 1993	ACTUAL 1993
	Total Appropriation	139,100	133,701
12001	NURSERY, PRIMARY AND SECONDARY SCHOOLS	10,000	10,116
12003	DEPARTMENT OF SPORTS	8,000	5,640
12007	BUILDING NATIONAL LIBRARY	6,000	6,000
12009	CRITCHLOW LABOUR COLLEGE	1,000	1,000
19001	SECTOR PROGRAMME EDUCATION	100,000	100,000
26004	OTHER EQUIPMENT	1,000	1,000
26011	DEVELOPMENT OF TEXT BOOKS	13,100	9,945
	GRAND TOTAL	139,100	133,701

RECURRENT EXPENDITURE APPENDIX TABLE 1

HEAD 38 – MINISTRY OF EDUCATION

\$ G'000

DESCRIPTIONS OF SUBHEADS

		BUDGETED 1993	ACTUAL 1993
Total Appropriation		666,610	636,721
Total Employment Cost		29,666	26,909
WAGES AND SALARIES		24,132	22,417
101	Administrative	6,030	6,011
102	Senior Technical	5,273	5,013
103	Other Technical & Craft Skills	2,720	1,975
104	Clerical & Office Support	7,359	7,016
105	Semi Skilled Operatives & Unskilled	2,750	2,402
EMPLOYMENT OVERHEAD EXPENSES		8,284	6,894
201	Other Direct Labour Cost	2,497	2,497
203	Benefits and Allowances	3,622	2,721
204	National Insurance Scheme	2,165	1,676
OTHER CHARGES		634,194	607,410
302-000 Material, Equipment & Supplies		7,706	7,740
303-000 Fuel and Lubricants		2,600	1,584
304-000 Rental and Maintenance of Buildings		17,487	17,002
305-000 Maintenance of Infrastructure		1,500	1,498
306-000 Electricity Charges		9,000	9,000
307-000 Transport, Travel & Postage		8,150	5,709
308-000 Telephone Charges		1,600	810
309-000 Other Services Purchase		19,500	18,504
310-000 Education Subvention Grants & Scholarship		370,200	352,558
312-000 Subsidies & contribution to Local & International Organisations		111,879	112,384
314-000 Other		84,572	80,621
GRAND TOTAL		666,610	636,721

RECURRENT EXPENDITURE APPENDIX TABLE 1

HEAD 40 – NURSERY SCHOOL

\$ G'000

DESCRIPTIONS OF SUBHEADS

	BUDGETED 1993	ACTUAL 1993
Total Appropriation	31,668	28,101
Total Employment Cost	28,793	25,748
WAGES AND SALARIES	26,047	23,076
101 Administrative	4,497	3,316
102 Senior Technical	11,080	10,139
103 Other Technical & Craft Skills	88	43
104 Clerical & Office Support		
105 Semi Skilled Operatives & Unskilled	10,382	9,578
EMPLOYMENT OVERHEAD EXPENSES	2,746	2,670
201 Other Direct Labour Cost	65	65
203 Benefits and Allowances	977	958
204 National Insurance Scheme	1,704	1,647
OTHER CHARGES	2,875	2,355
302–000 Material, Equipment & Supplies	391	391
303–000 Fuel and Lubricants		
304–000 Rental and Maintenance of Buildings	1,016	966
305–000 Maintenance of Infrastructure	500	429
306–000 Electricity Charges	210	210
307–000 Transport, Travel & Postage	302	206
308–000 Telephone Charges	12	
309–000 Other Services Purchase	17	17
310–000 Education Subvention Grants & Scholarship	410	125
312–000 Subsidies & contribution to Local & International Organisations		
314–000 Other	17	11
GRAND TOTAL	31,668	28,101

RECURRENT EXPENDITURE APPENDIX TABLE 1

HEAD 41 – PRIMARY SCHOOLS

\$ G'000

DESCRIPTIONS OF SUBHEADS

		BUDGETED 1993	ACTUAL 1993
	Total Appropriation	87,685	82,099
	Total Employment Cost	69,401	64,156
	WAGES AND SALARIES	59,194	56,509
101	Administrative	10,016	9,038
102	Senior Technical	32,496	32,262
103	Other Technical & Craft Skills	1,166	395
104	Clerical & Office Support		
105	Semi Skilled Operatives & Unskilled	15,516	14,814
	EMPLOYMENT OVERHEAD EXPENSES	10,207	8,647
201	Other Direct Labour Cost	3,107	975
203	Benefits and Allowances	2,741	3,730
204	National Insurance Scheme	4,359	3,942
	OTHER CHARGES	18,284	16,943
	302–000 Material, Equipment & Supplies	1,217	841
	303–000 Fuel and Lubricants	70	6
	304–000 Rental and Maintenance of Buildings	3,677	3,579
	305–000 Maintenance of Infrastructure	500	499
	306–000 Electricity Charges	800	800
	307–000 Transport, Travel & Postage	340	209
	308–000 Telephone Charges	12	
	309–000 Other Services Purchase	10,822	10,586
	310–000 Education Subvention Grants & Scholarship	750	363
	312–000 Subsidies & contribution to Local & International Organisations	96	78
	314–000 Other		
	GRAND TOTAL	87,685	82,099

RECURRENT EXPENDITURE APPENDIX TABLE 1

HEAD 42 – SECONDARY SCHOOLS

\$ G'000

DESCRIPTIONS OF SUBHEADS

		BUDGETED	ACTUAL
		1 998	1993
	Total Appropriation	86,975	84,507
	Total Employment Cost	65,204	64,312
	WAGES AND SALARIES	49,886	49,030
101	Administrative	18,187	17,969
102	Senior Technical	19,443	19,159
103	Other Technical & Craft Skills	1,771	1,723
104	Clerical & Office Support	1,272	1,272
105	Semi Skilled Operatives & Unskilled	9,213	8,907
	EMPLOYMENT OVERHEAD EXPENSES	15,318	15,282
201	Other Direct Labour Cost	8,595	8,591
203	Benefits and Allowances	3,226	3,216
204	National Insurance Scheme	3,497	3,475
	OTHER CHARGES	21,771	20,195
302-000	Material, Equipment & Supplies	1,735	1,407
303-000	Fuel and Lubricants	50	2
304-000	Rental and Maintenance of Buildings	5,148	4,786
305-000	Maintenance of Infrastructure	1,000	997
306-000	Electricity Charges	2,000	2,000
307-000	Transport, Travel & Postage	562	355
308-000	Telephone Charges	17	
309-000	Other Services Purchase	10,189	10,131
310-000	Education Subvention Grants & Scholarship	950	455
312-000	Subsidies & contribution to Local & International Organisations		
314-000	Other	120	62
	GRAND TOTAL	86,975	84,507

RECURRENT EXPENDITURE APPENDIX TABLE 1

HEAD 43 – TECHNICAL & VOCATIONAL

\$ G'000

DESCRIPTIONS OF SUBHEADS

		BUDGETED 1993	ACTUAL 1993
Total Appropriation		45,194	40,417
Total Employment Cost		22,981	20,494
WAGES AND SALARIES		13,365	12,418
101	Administrative	1,674	1,518
102	Senior Technical	7,328	7,266
103	Other Technical & Craft Skills	2,073	1,439
104	Clerical & Office Support	1,333	1,280
105	Semi Skilled Operatives & Unskilled	957	915
EMPLOYMENT OVERHEAD EXPENSES		9,616	8,076
201	Other Direct Labour Cost	8,848	7,364
203	Benefits and Allowances	321	265
204	National Insurance Scheme	447	447
OTHER CHARGES		22,213	19,923
302–000 Material, Equipment & Supplies		12,125	11,904
303–000 Fuel and Lubricants		312	217
304–000 Rental and Maintenance of Buildings		2,250	2,133
305–000 Maintenance of Infrastructure		500	499
306–000 Electricity Charges		600	600
307–000 Transport, Travel & Postage		550	297
308–000 Telephone Charges			
309–000 Other Services Purchase		5,846	4,269
310–000 Education Subvention Grants & Scholarship			
312–000 Subsidies & contribution to Local & International Organisations			
314–000 Other		30	4
GRAND TOTAL		45,194	40,417

RECURRENT EXPENDITURE APPENDIX TABLE 1

HEAD 44 – P.I.C.

\$ G'000

DESCRIPTIONS OF SUBHEADS

	BUDGETED 1993	ACTUAL 1993
Total Appropriation	6,820	6,311
Total Employment Cost	2,586	2,405
WAGES AND SALARIES	2,100	1,947
101 Administrative	1,079	1,057
102 Senior Technical	641	604
103 Other Technical & Craft Skills	258	236
104 Clerical & Office Support	14	25
105 Semi Skilled Operatives & Unskilled	108	25
EMPLOYMENT OVERHEAD EXPENSES	486	458
201 Other Direct Labour Cost	190	163
203 Benefits and Allowances	87	86
204 National Insurance Scheme	209	209
OTHER CHARGES	4,234	3,906
302–000 Material, Equipment & Supplies	624	190
303–000 Fuel and Lubricants		
304–000 Rental and Maintenance of Buildings	25	600
305–000 Maintenance of Infrastructure	400	391
306–000 Electricity Charges	400	303
307–000 Transport, Travel & Postage	27	19
308–000 Telephone Charges	10	
309–000 Other Services Purchase	2,320	2,200
310–000 Education Subvention Grants & Scholarship	408	203
312–000 Subsidies & contribution to Local & International Organisations		
314–000 Other	20	
GRAND TOTAL	6,820	6,311

RECURRENT EXPENDITURE APPENDIX TABLE 1

HEAD 45 – T.T.I.

\$ G'000

DESCRIPTIONS OF SUBHEADS

		BUDGETED 1993	ACTUAL 1993
	Total Appropriation	40,660	35,161
	Total Employment Cost	17,178	12,049
	WAGES AND SALARIES	12,835	11,369
101	Administrative	917	580
102	Senior Technical	9,184	8,379
103	Other Technical & Craft Skills	248	112
104	Clerical & Office Support	717	553
105	Semi Skilled Operatives & Unskilled	1,769	1,745
	EMPLOYMENT OVERHEAD EXPENSES	4,343	680
201	Other Direct Labour Cost	3,325	106
203	Benefits and Allowances	238	68
204	National Insurance Scheme	780	506
	OTHER CHARGES	23,482	23,112
	302–000 Material, Equipment & Supplies	757	660
	303–000 Fuel and Lubricants	324	252
	304–000 Rental and Maintenance of Buildings	768	770
	305–000 Maintenance of Infrastructure	1,753	1,753
	306–000 Electricity Charges	400	400
	307–000 Transport, Travel & Postage	366	300
	308–000 Telephone Charges	50	13
	309–000 Other Services Purchase	4,000	4,000
	310–000 Education Subvention Grants & Scholarship		
	312–000 Subsidies & contribution to Local & International Organisations		
	314–000 Other	15,064	14,964
	GRAND TOTAL	40,660	35,161

RECURRENT EXPENDITURE APPENDIX TABLE 1

HEAD 46 – RESOURCE CENTRE

\$ G'000

DESCRIPTIONS OF SUBHEADS

		BUDGETED 1993	ACTUAL 1993
	Total Appropriation	26,356	20,745
	Total Employment Cost	6,902	2,605
	WAGES AND SALARIES	5,311	2,121
101	Administrative	1,187	398
102	Senior Technical	1,138	370
103	Other Technical & Craft Skills	1,079	388
104	Clerical & Office Support	1,377	723
105	Semi Skilled Operatives & Unskilled	530	242
	EMPLOYMENT OVERHEAD EXPENSES	1,591	484
201	Other Direct Labour Cost	306	127
203	Benefits and Allowances	501	201
204	National Insurance Scheme	784	156
	OTHER CHARGES	19,454	18,140
302-000	Material, Equipment & Supplies	5,339	5,238
303-000	Fuel and Lubricants	600	600
304-000	Rental and Maintenance of Buildings	1,150	1,126
305-000	Maintenance of Infrastructure	200	182
306-000	Electricity Charges	450	314
307-000	Transport, Travel & Postage	6,004	5,693
308-000	Telephone Charges	68	39
309-000	Other Services Purchase	5,600	4,905
310-000	Education Subvention Grants & Scholarship		
312-000	Subsidies & contribution to Local & International Organisations		
314-000	Other	43	43
	GRAND TOTAL	26,356	20,745

