

**CO-OPERATIVE REPUBLIC OF GUYANA**

**MINISTRY OF EDUCATION**

**ANNUAL REPORT**  
**2004**

**SUBMITTED PURSUANT TO  
P.S.M. CIRCULAR – REF. NO. PS: 14/1<sup>v</sup>**

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## TABLE OF CONTENTS

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

3.3.0	<b>SUMMARY OF ORGANIZATIONS</b>	
3.3.1	General Administration	21
3.3.1.1	Central Registry	22
3.3.1.2	Special Projects	24
3.3.1.3	Security	25
3.3.1.4	Transport	26
3.3.1.5	Book Distribution Unit	28
3.3.1.6	Personnel Department	32
3.4.0	<b>Financial</b>	
3.4.1	Central Accounting Unit	33
3.4.1.2	Field Auditor	33
3.4.1.3	Education Planning Unit	34
3.4.1.4	Buildings Unit	35
3.4.1.5	Project Officer	88
3.5.0	<b>Secondary Schools Management Committee</b>	
3.5.1	Deputy Chief Education Officer (Administration)	95
3.5.1.2.	Deputy Chief Education Officer (Development)	99
3.5.1.3	Secondary Sector	103
3.5.1.4	Special Education Unit	104
3.6.0	<b>Technical and Vocational</b>	
3.6.1	Technical Advisor	105
3.6.1.1	Government Technical Institute	109
3.6.1.2	New Amsterdam Technical Institute	113
3.6.1.3	Linden Technical Institute	118
3.6.1.4	Essequibo Technical Institute	123
3.6.1.5	Guyana Industrial Training Centre	129
3.6.1.6	Carnegie School of Home Economics	135
3.6.1.7	Craft Production and Design Unit	140
3.6.1.8	Allied Arts Unit	148

3.7.0	<b>Supporting Units</b>	
3.7.1.0	Inspectorate Unit	150
3.7.1.1	Examinations Division	160
3.7.1.2	President's College	164
3.7.1.3	National Centre for Educational Resource Development Teacher Training	167
3.7.1.4	Cyril Potter College of Education	179
<b>4.0</b>	<b>Review of Current Year's Programme</b>	
4.1.1	General Administration	184
4.1.2.1	Security	186
4.1.3.1	Transport	187
4.1.3.2	Special Projects	188
4.1.3.3	Book Distribution Unit	198
4.1.3.4	Central Registry	201
<b>4.2.0</b>	<b>Financial</b>	
4.2.1	Central Accounting Unit	201
4.2.1.2	Field Audit	205
4.2.1.3	Buildings Unit	208
4.2.1.4	Budget and Finance Secretariat	209
4.2.1.5	Education Planning Unit	217
	<b>Review</b>	
<b>4.3.0</b>	<b>Secondary Schools Management Committee</b>	
4.3.1	Deputy Chief Education Officer (Development)	222
4.3.1.2	Assistant Chief Education Officer (Nursery)	225
4.3.1.3	Assistant Chief Education Officer (Primary)	235
4.3.1.4	Secondary Sector	239
4.3.1.5	Special Education Unit	262
4.3.1.6	Schools Welfare Service	266

4.4.0	<b>Technical and Vocational</b>	
4.4.1.2	Government Technical Institute	270
4.4.1.3	New Amsterdam Technical Institute	274
4.4.1.4	Linden Technical Institute	278
4.4.1.5	Essequibo Technical Institute	283
4.4.1.6	Guyana Industrial Training Centre	287
4.4.1.7	Carnegie School of Home Economics	289
4.4.1.8	Craft Production and Design Unit	291
4.4.1.9	Allied Arts Unit	293
4.5.0	<b>Supporting Units</b>	
4.5.1	Inspectorate Unit	301
4.5.1.2	Examinations Division	319
4.5.1.3	President's College	324
4.5.1.4	National Centre for Educational Resource Development Teacher Training	332
4.5.1.5	Cyril Potter College of Education	358
5.0	<b>Review of Special Initiatives</b>	
5.1.0	Guyana Industrial Training College	371
5.1.2	Essequibo Technical Institute	372
5.1.3	President's College	374
6.0	<b>Appendices</b>	
6.1	Budgeted and Actual Recurrent Expenditure	
	Programme 1 Main Office	375
	National Education Policy Implementation and Supervision Programme 2	377
	Ministry Administration Programme 3	379
	Training and Development Programme 4	381
	Education Delivery Programme 5	383
6.2	Budgeted and Actual Capital Expenditure Capital 543	385

## **1.0 EXECUTIVE SUMMARY**

An improvement in the quality of the delivery of education, especially in the area of literacy and numeracy, continued to be the most important objective for the Ministry of Education in 2004 and significant progress was made in implementing many of the activities planned for the achievement of this objective in spite of many challenges.

The literacy standards for Nursery 1 to Grade 2 Primary which were developed in 2003 by the National Centre for Educational Resource Development were tested by the Measurement and Evaluation Unit. These standards were used to guide the writing of Indicators/Scope and Sequence charts and curriculum guides for the same grades. The numeracy standards also guided the development of the Interactive Radio Instruction (IRI) curriculum for mathematics. The first set of Master Trainers and Cluster Advisors for the literacy programme, which is being launched under the auspices of the Basic Education Management Support (BEAMS) programme were employed. On the other hand the launch of the new literacy and mathematics methodologies was delayed because of delay in the procurement of the literacy materials and the radios for the mathematics programme. The lesson learnt by the Ministry is that the lead time for procurement needs to be quite long as many things can delay the process. The programme is however being piloted in a small number of schools in Georgetown and Region 9.

As indicated in 2003, the revision of the curriculum and the setting of new standards go hand in hand with the continuous assessment of students. The second National Grade 2 Assessment was administered in 2004. Other data on the quality of education, which included the professional and academic qualifications of staff in schools, availability of learning/teaching materials, managerial practices and relationships with the community, were also collected in 2004 in a survey of eight of the eleven education districts. This exercise will be continued in 2005. Although literacy and numeracy were given the highest priority by NCERD this was only a part of the work of its component units. Curriculum guides and other support for the Expressive Arts and Spanish at the Primary level were also developed during this year.

Initiatives to improve the quality of education were taken at other levels. The Basic Competency Certificate Programme (BCCP) which is being piloted as an alternative pathway for those students who have an interest in technical subjects was launched in six pilot schools in January of 2004. Unfortunately difficulties in accessing funds reduced the number of workshops which should have been held to introduce teachers to the new programme so some of these workshops were rescheduled for 2005. Work continued on developing a modularized competency-based curriculum for technical and vocational education at the post-secondary level.

The TVET bill 2004 was promulgated in Parliament on 22 July 2004. The organization structure and the staff inventory for the Secretariat of the TVET council as well as the job specification and job description for the Executive Director have been drafted. It is expected that the functioning of the Council will result in greater collaboration between training institutions and the world of work and result in a more relevant curriculum.

Improving the quality of its staff, in particular the quality of its teachers remained a major priority for the education sector. Cyril Potter College of Education (CPCE) is now delivering the Teacher Training Certificate programme by distance education in 7 regions, including two hinterland regions. In the area of Special Education, a project "Meeting Special Needs in the Classroom" is being supported by the Organisation of American States (OAS). The activities under this project have already resulted in the equipping of a special resource unit at CPCE. The development of a module, which will be taken by all teacher trainees at CPCE, is in draft form and the teacher trainers at CPCE have been involved in workshops to sensitize them to the delivery of the new module. The NCERD programme to train Head Teachers and other senior school administrators has been very successful with 201 persons graduating in 2004. On another positive note there was the continuation of the innovative programme to give pedagogical training to Lecturers/Instructors of the Technical and Vocational Institutions. About twenty lecturers are expected to graduate from this programme by the end of 2005.

The professional arm of the Ministry also carried out a number of activities which will impact on the school system. Time was spent reviewing policies and setting criteria to monitor and assess: school effectiveness; order and discipline in education institutions and contributions to schools by parents/stakeholders. Guidelines were also prepared to standardize lesson preparation at educational institutions.

The Ministry's management capacity was severely tested by the many new initiatives and projects which the Ministry is implementing. Shortage of staff in key institutions and in key departments has become endemic. The Inspectorate, CPCE, NCERD, Allied Arts, and Personnel Division have serious staff shortages. Vacancies also exist in the Planning Unit, Examinations Division, Field Audit Section and in the Senior Policy Division headed by the Chief Education Officer. The BEAMS programme has provided some support through specialists who have been placed in key units e.g. Planning, Personnel etc. to assist in recommending reforms for the various departments. These are not however a long term solution to the problem of staff shortages. Regional Information Technology Officers have also been appointed to all Regional Departments, as well as Georgetown, to assist them in the utilization of computer technology to assist the administration process. In particular it is expected that the presence of these officers will impact positively on the information system of the regional departments so that accurate information for planning, monitoring and evaluation will be available on a timely basis. A major constraint in this regard is the continued difficulties in getting schools to maintain proper records; this continues to be a major hindrance to the Ministry deriving accurate indicators in a timely manner.

The Problems created by the human resource constraints were exacerbated by the difficulties that the system experienced in adjusting to the new Integrated Financial Management System (IFMAS) which was introduced at the beginning of the year. Many Activity Managers complained about delays in releases and the annual reports from various units indicate that there were difficulties in meeting their targets because of this.

It is also evident that managers were not properly oriented to the new system and this caused further problems.

The Ministry maintained good relationships with the donor community and in addition to the major projects like BEAMS; it was able to garner resources from a number of other agencies such as UNICEF, the OAS and UNESCO. The Government was able to sign the grant agreement in order to access funds for the Education For All Fast Track Initiative (EFA-FTI) programme and a good start has been made on the preparatory activities and it is expected that activities will accelerate in 2005. At the local level, the Ministry is particularly proud that it has continued to promote greater stakeholder participation in the education process. Most schools (over 80%) have Parent Teacher Associations (PTA) and hold at least one PTA meeting per year. Most regions also have Regional Education Committees and these are meeting regularly and monitoring education in the region. The Minister, Permanent Secretary and other senior officials of the Ministry have been meeting with these regional bodies.

In conclusion, in spite of the many challenges the Ministry of Education has continued to pursue the objectives set out in its Education Strategic Plan and in spite of some slippages in the projected timeframe for some activities; good progress has been made in others.

  
.....  
PULANDAR KANDHI  
Permanent Secretary  
July 13<sup>th</sup>, 2005

2.0

**MISSION STATEMENT**

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

**THE MISSION OF THE MINISTRY IS TO:**

**ELIMINATE ILLITERACY**

**MODERNIZE EDUCATION**

**STRENGTHEN TOLERANCE**

3.3.0

**SUMMARY**  
**OF**  
**ORGANISATIONS**

### 3.0

## ORGANIZATION AND MANAGEMENT

### 3.1.0 Structure

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

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

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

### 3.1.1

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

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

The Deputy Chief Education Officer (Development) was responsible for the professional growth in the educational system and co-ordinated the work of National Centre for Education Resource Development (NCERD) and Cyril Potter College of Education (CPCE).

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

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

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

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

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

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

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

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

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

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

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

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

In June 2004, the position of Human Resource Manager was establish and the Principal Personnel Officer (Policy) was abolished.

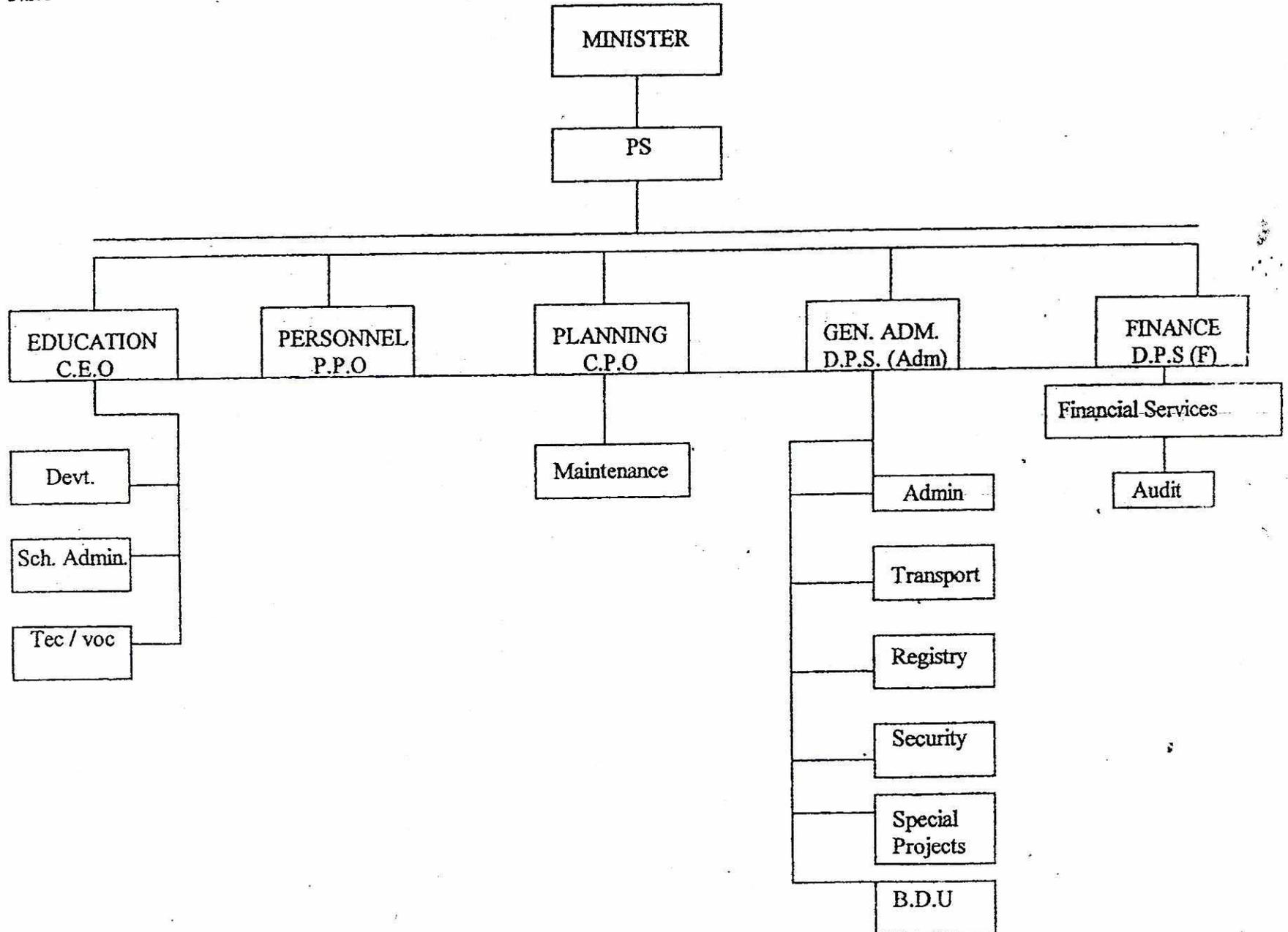
# ORGANISATIONAL CHARTS

3.2.0

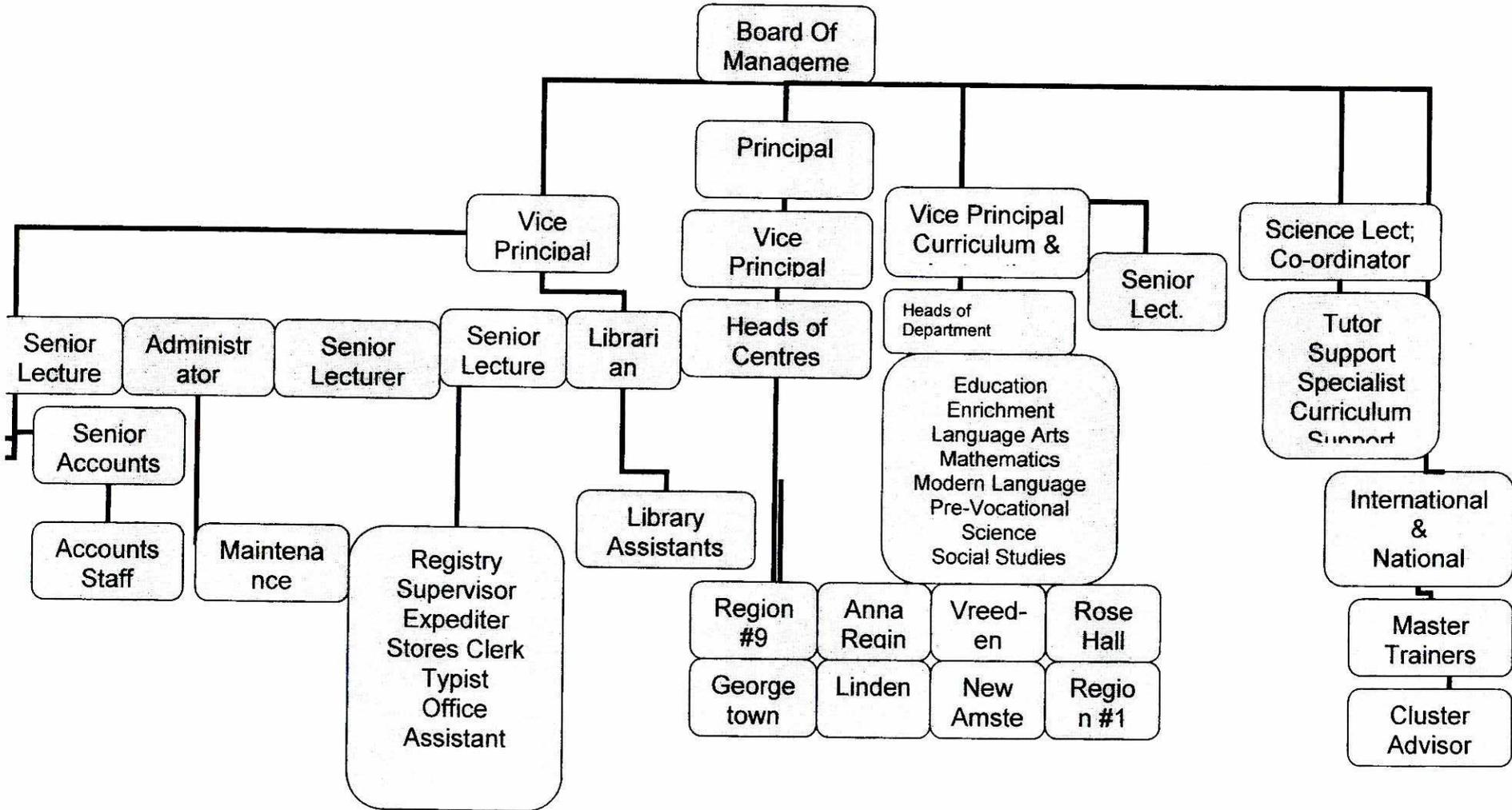
# ORGANISATION CHARTS

3.2.1

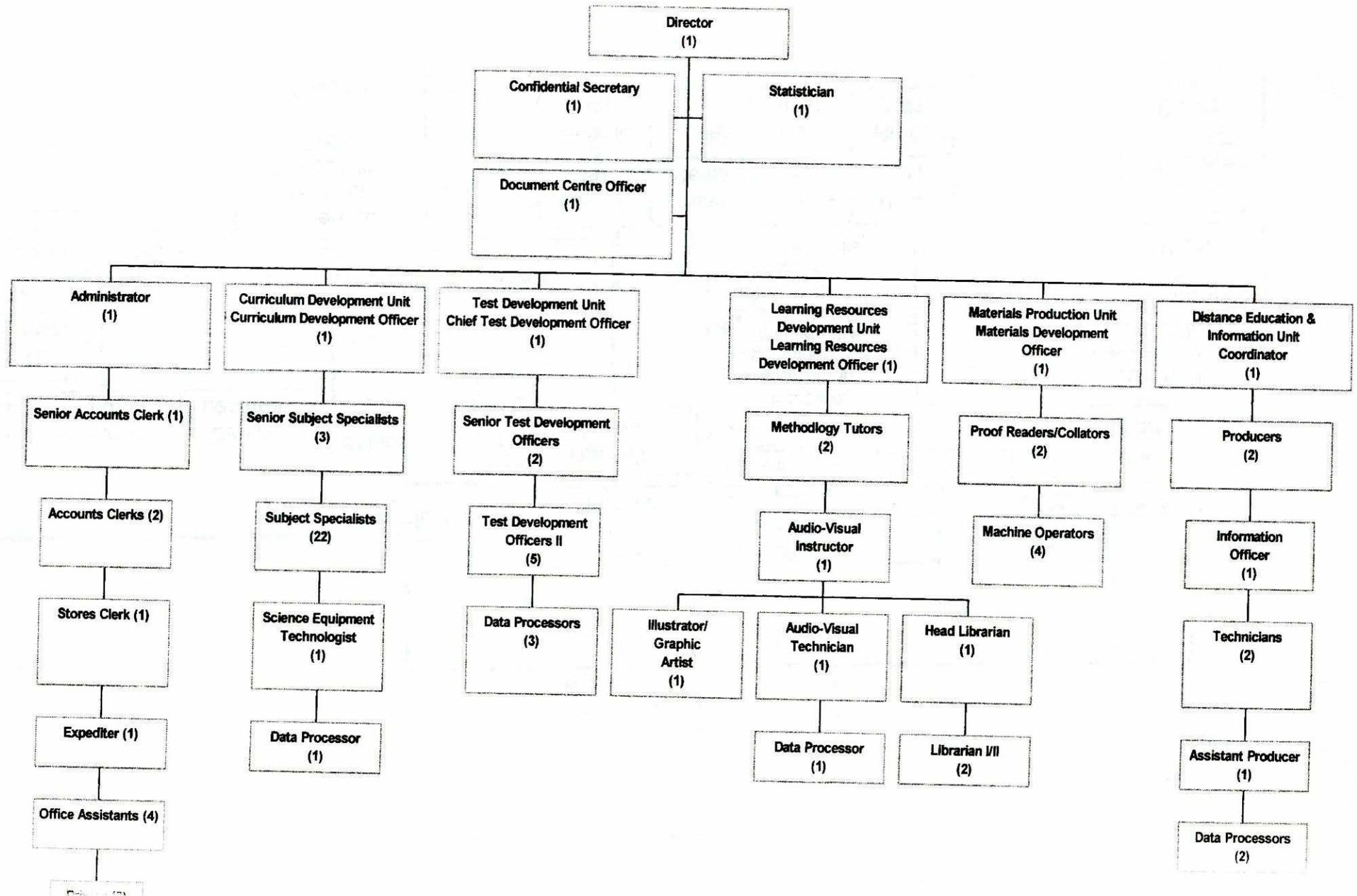
## MINISTRY OF EDUCATION



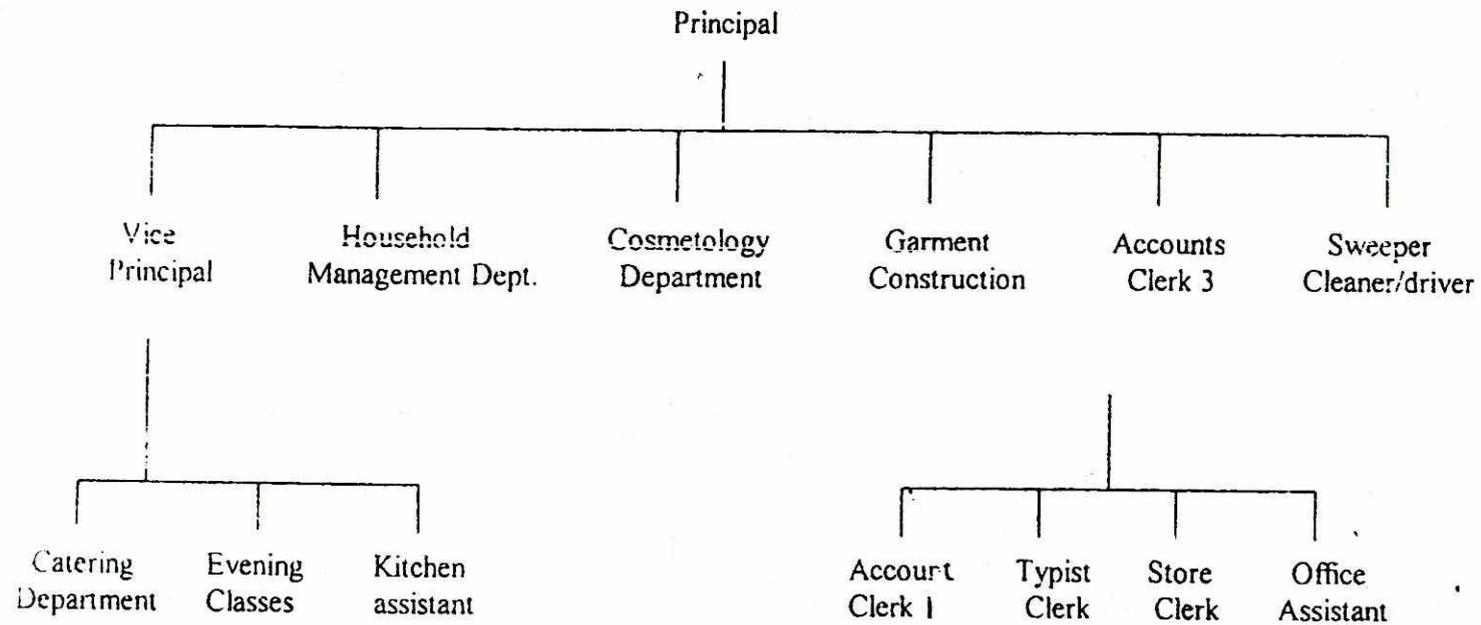
CPCE – ORGANIZATIONAL CHART

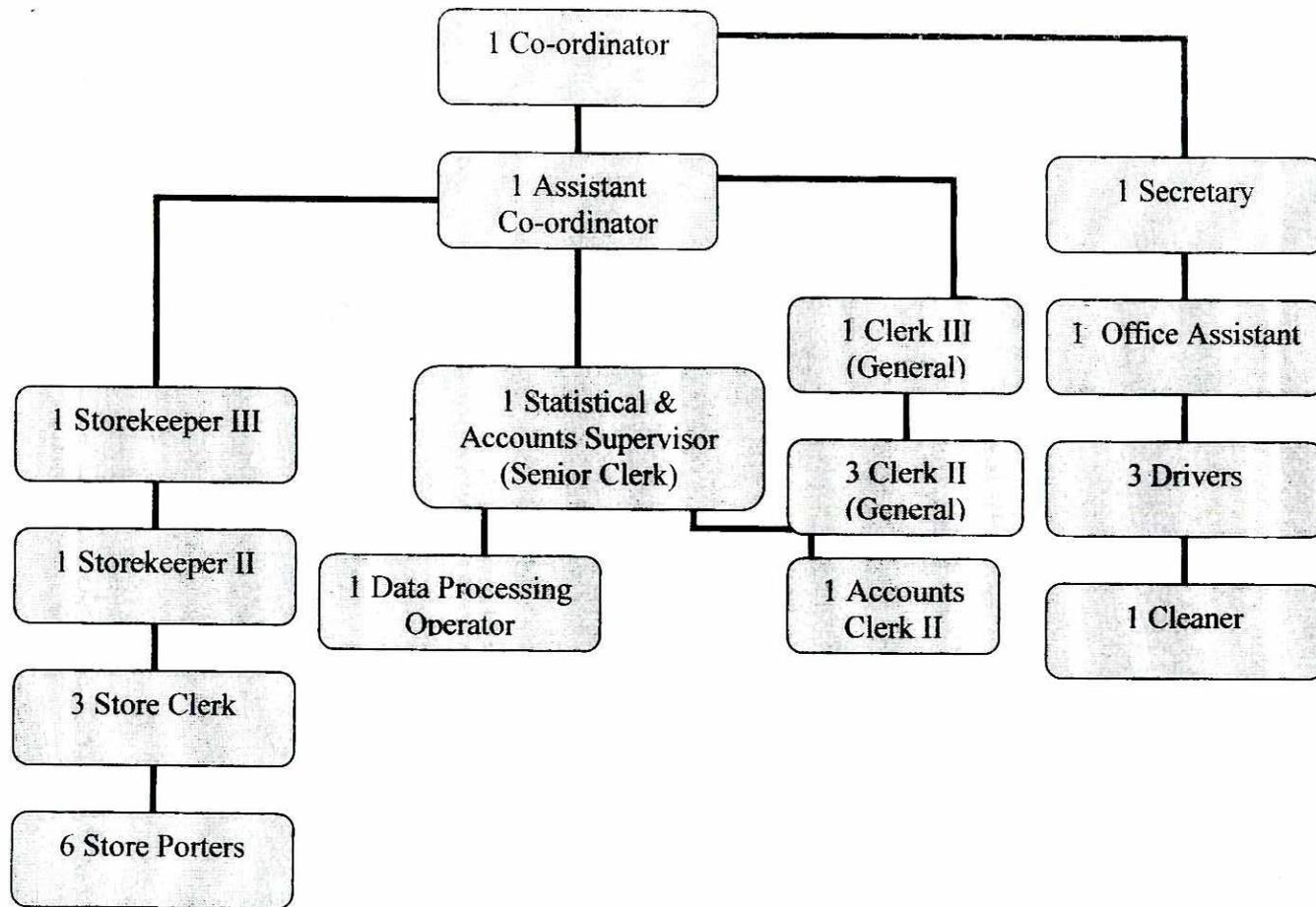


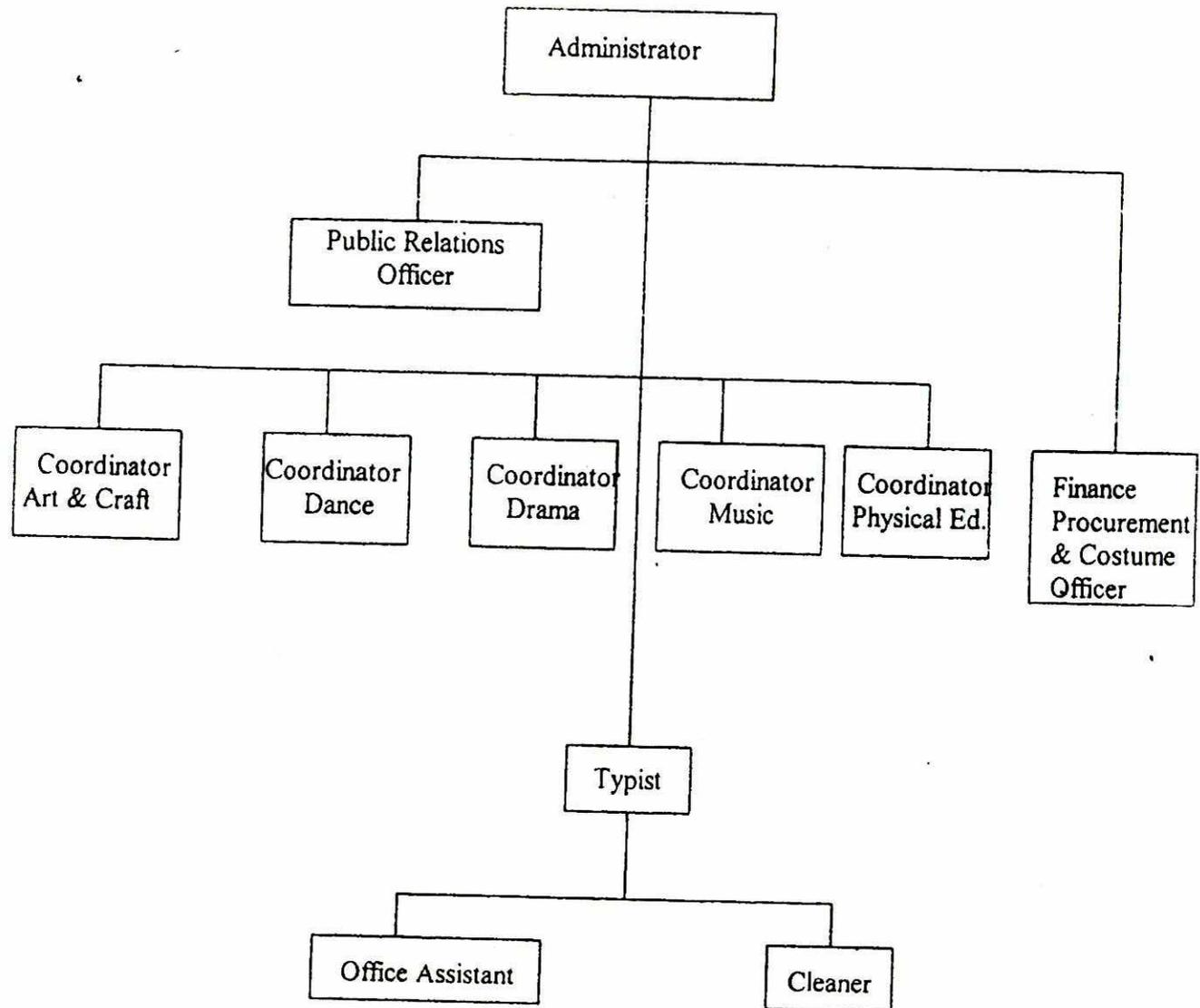
## Organisational Chart - NCERD

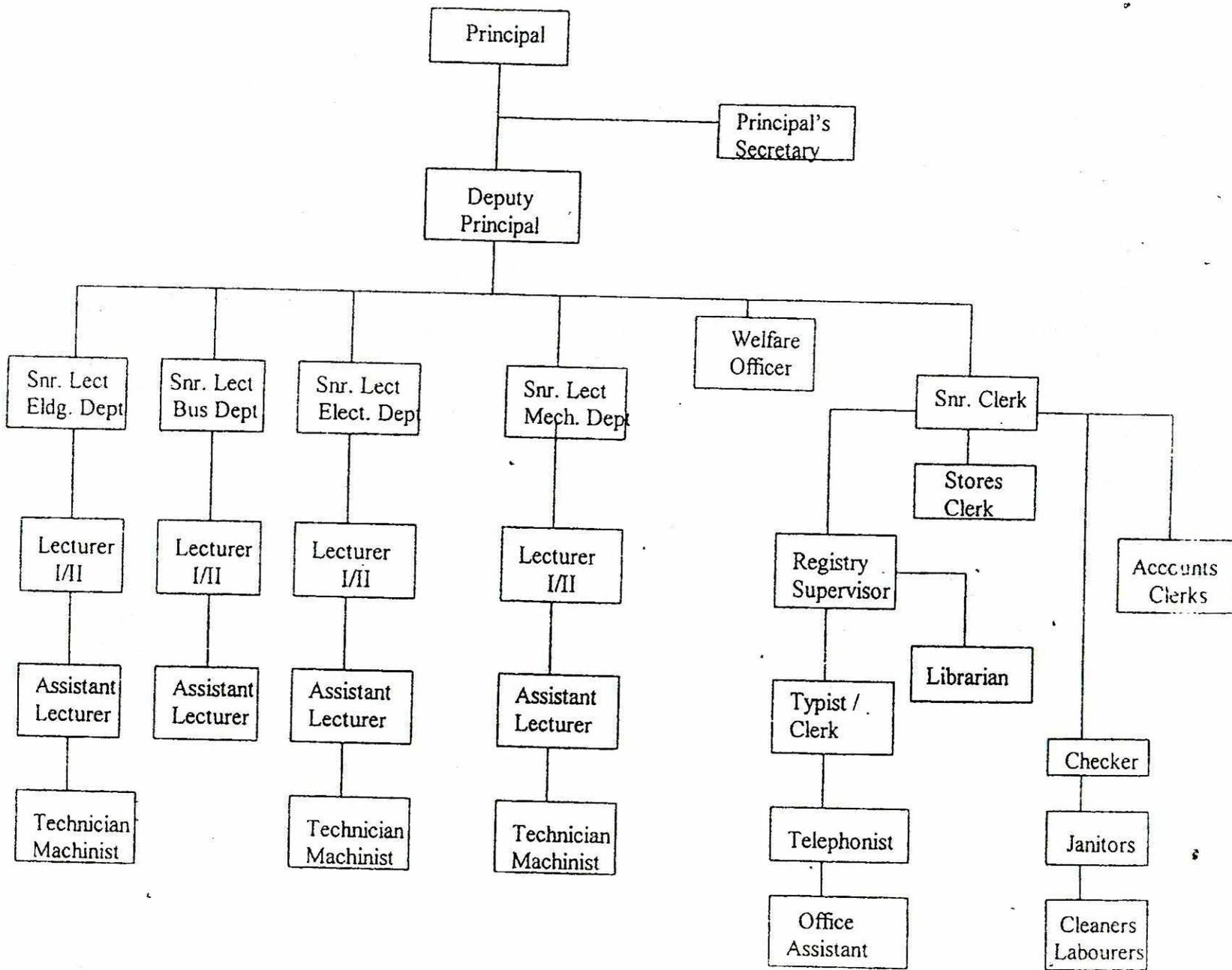


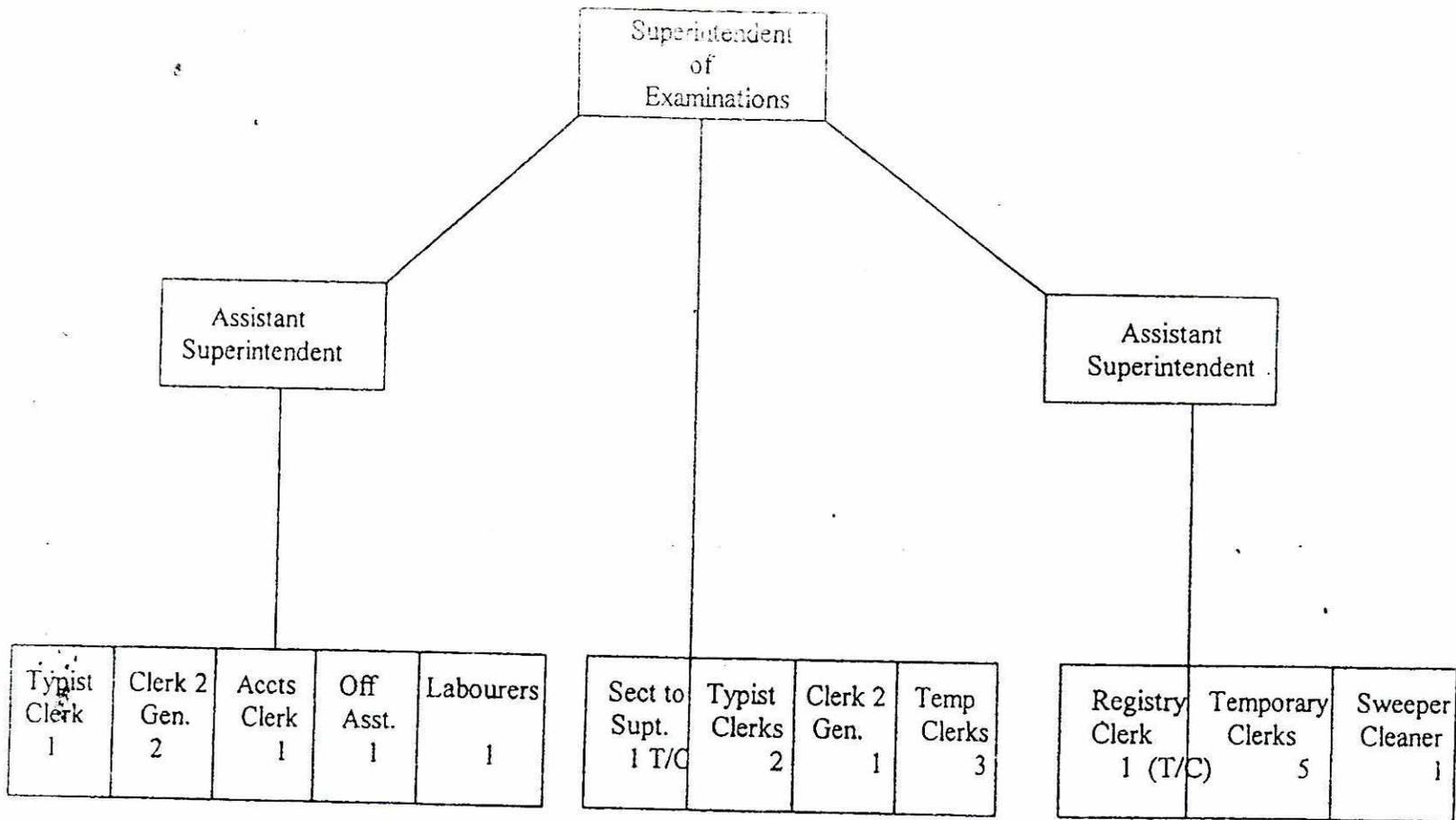
Organisation Chart Carnegie School of Home Economics



**BOOKS DISTRIBUTION UNIT - ORGANISATIONAL CHART**



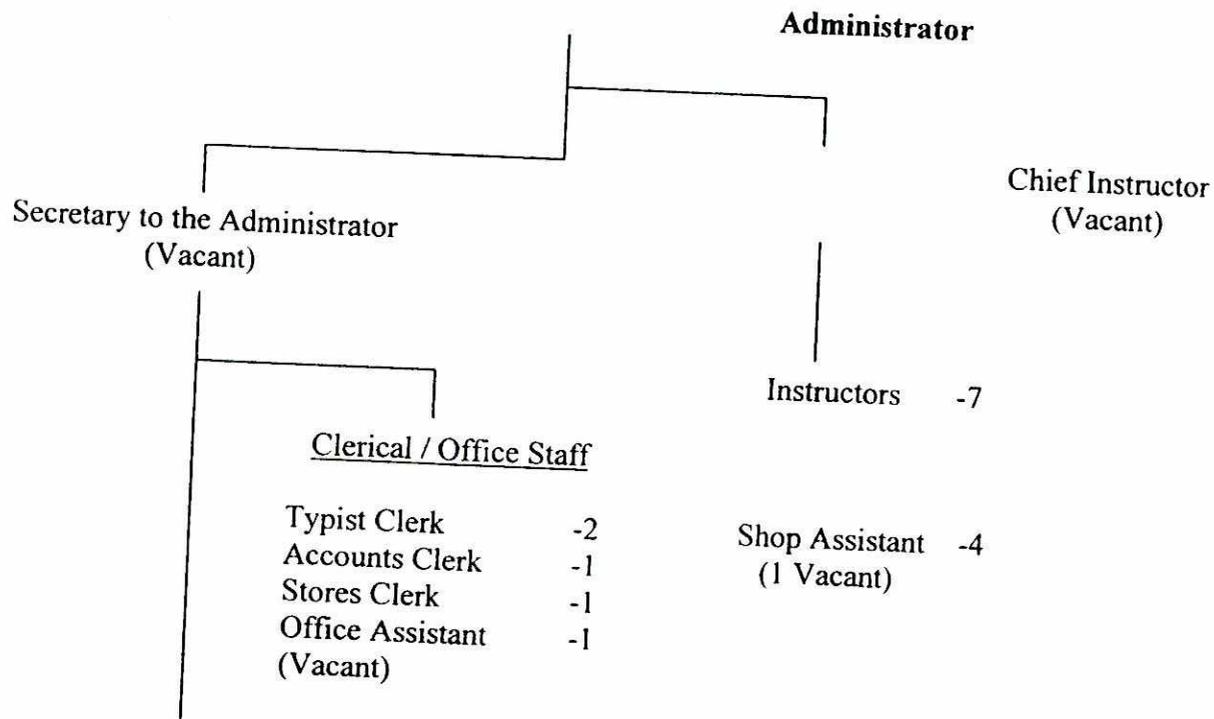




ORGANISATIONAL CHART EXAMINATIONS DIVISION



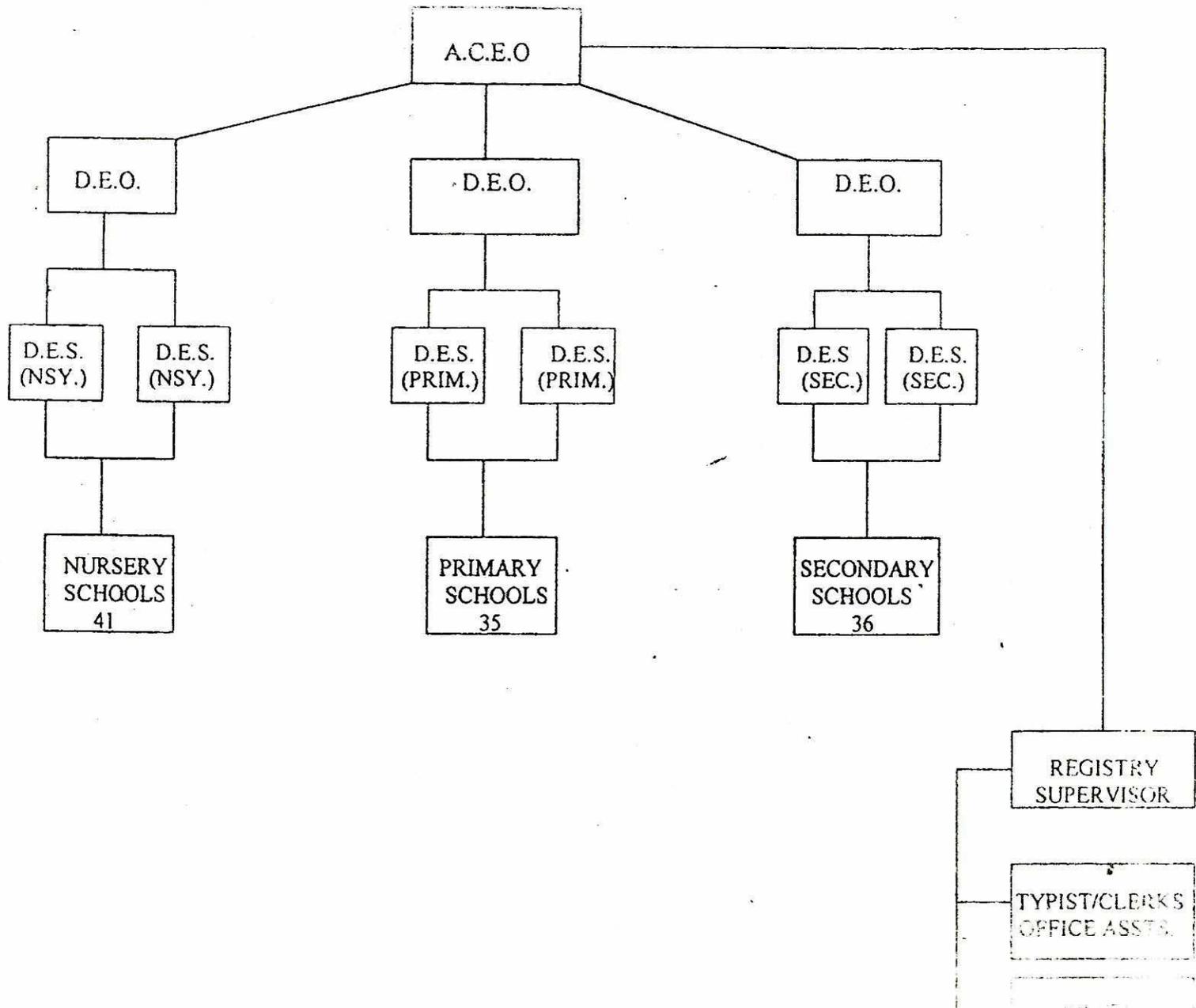
GUYANA INDUSTRIAL TRAINING CENTRE - ORGANISATIONAL CHART



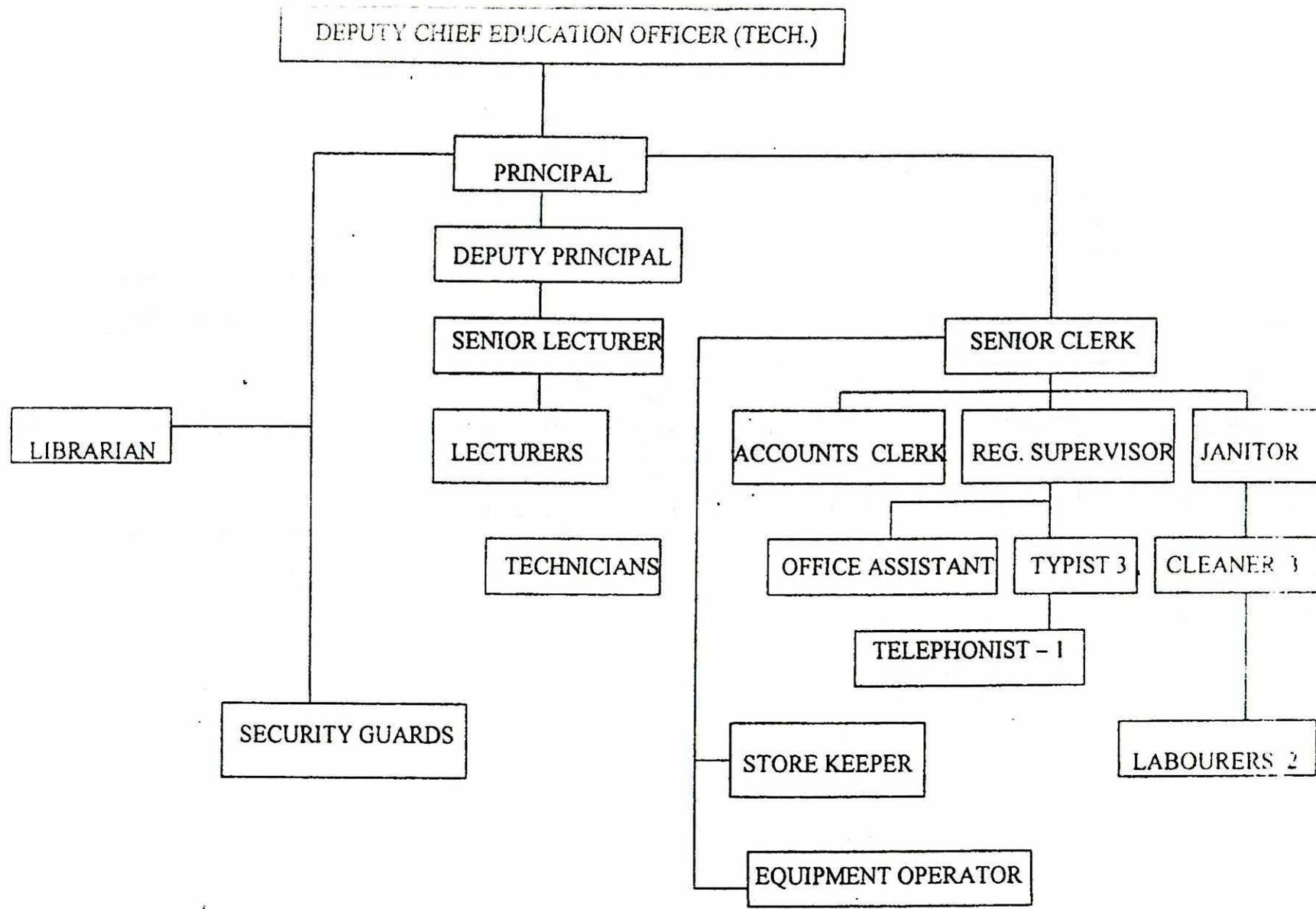
Ancillary Staff

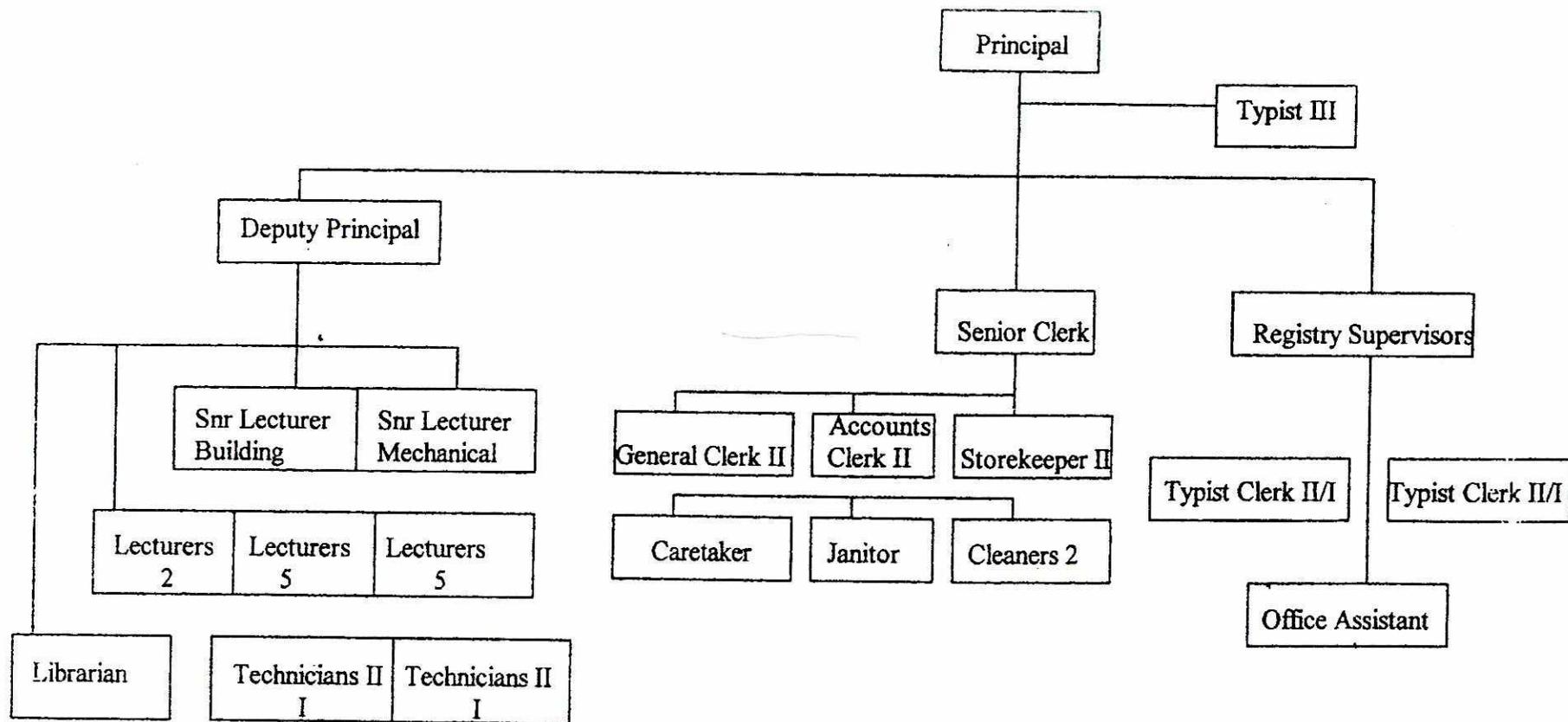
- Expediter/ Driver -1
- Cleaner -1
- Janitor -1
- Labourer -1
- (Vacant)

Number of Staff -23



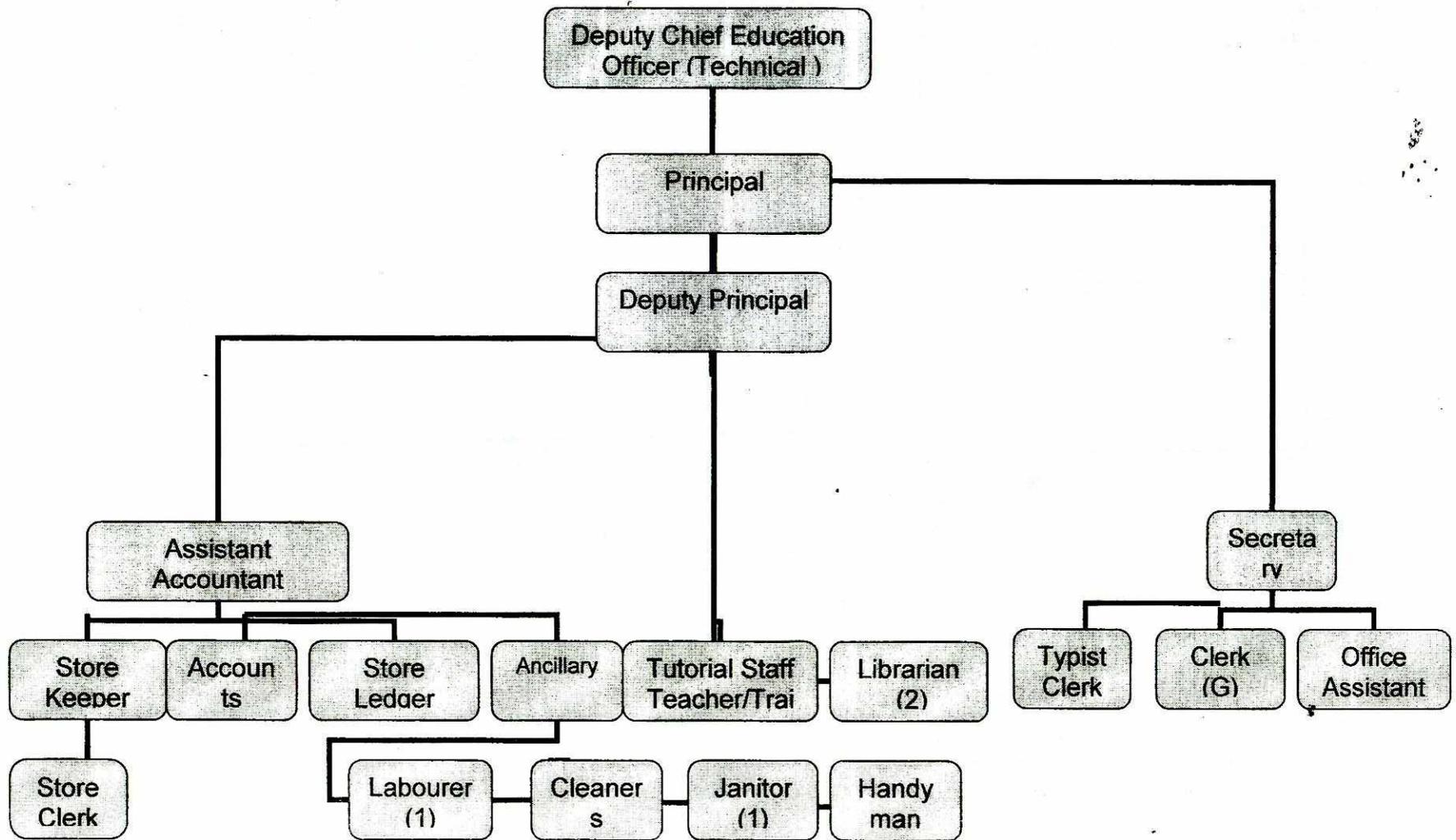
DEPARTMENT OF TECHNICAL EDUCATION



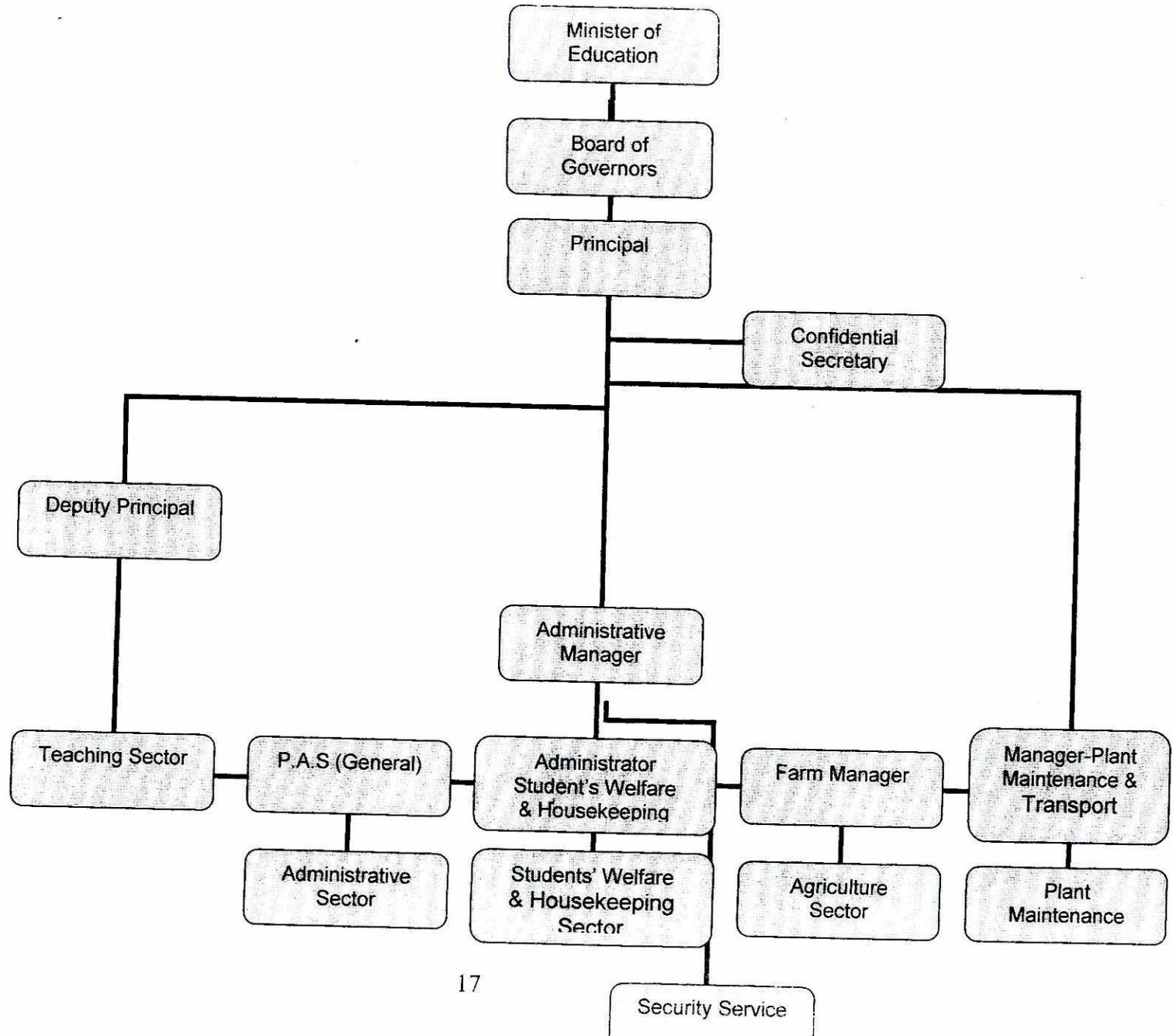


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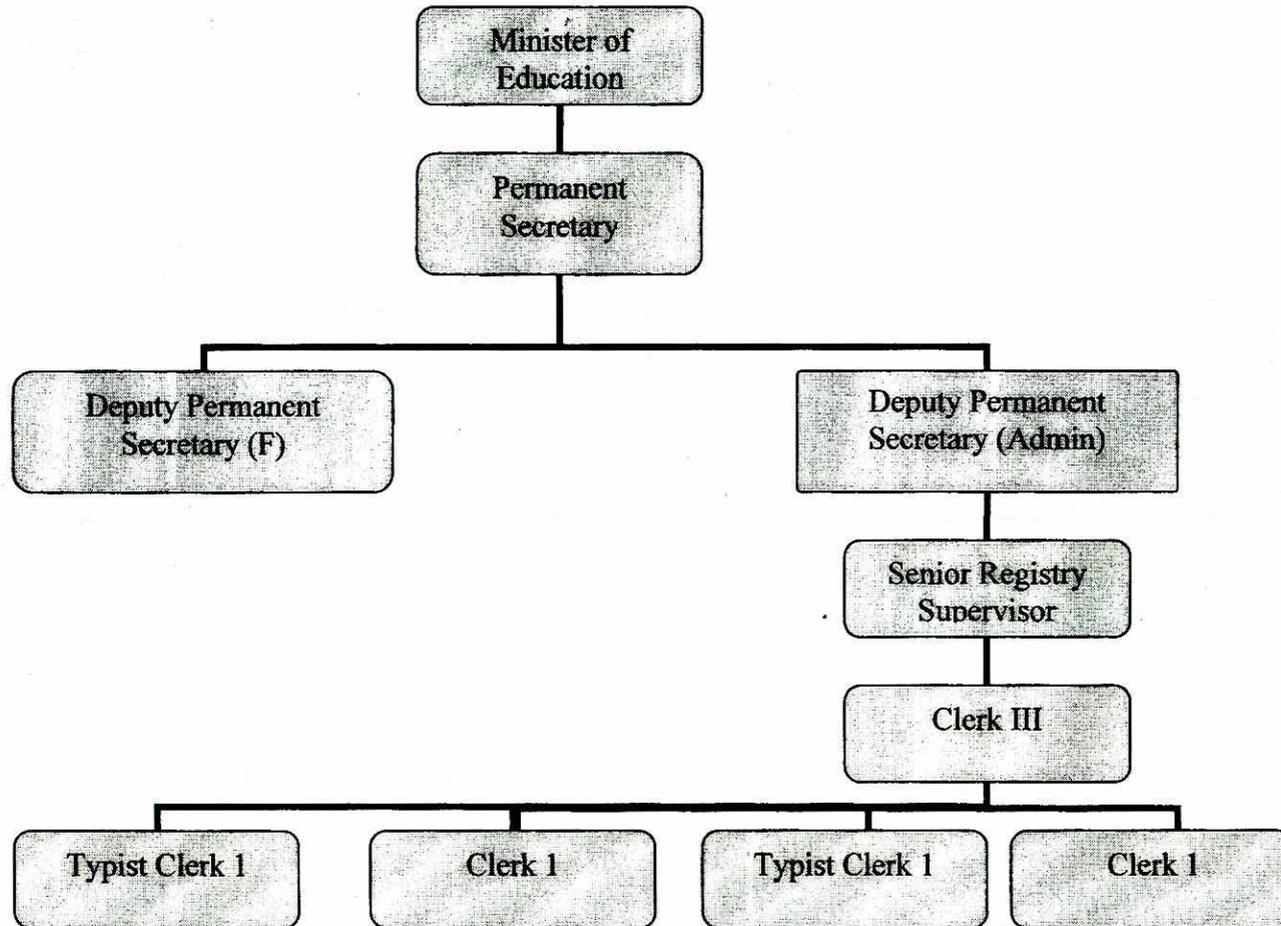
ESSEQUIBO TECHNICAL INSTITUTE- ORGANISATIONAL CHART



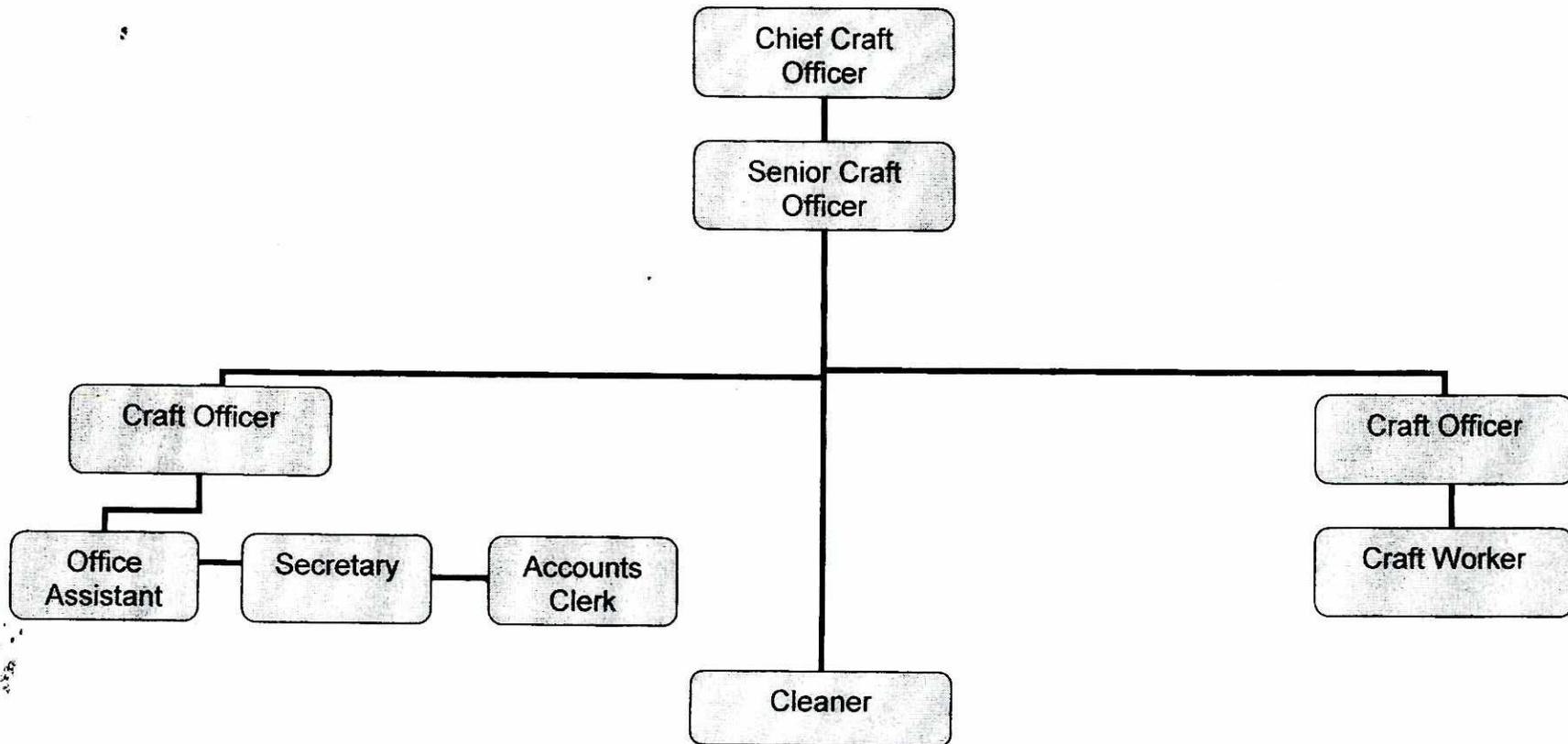
PRESIDENT'S COLLEGE - ORGANISATIONAL CHART



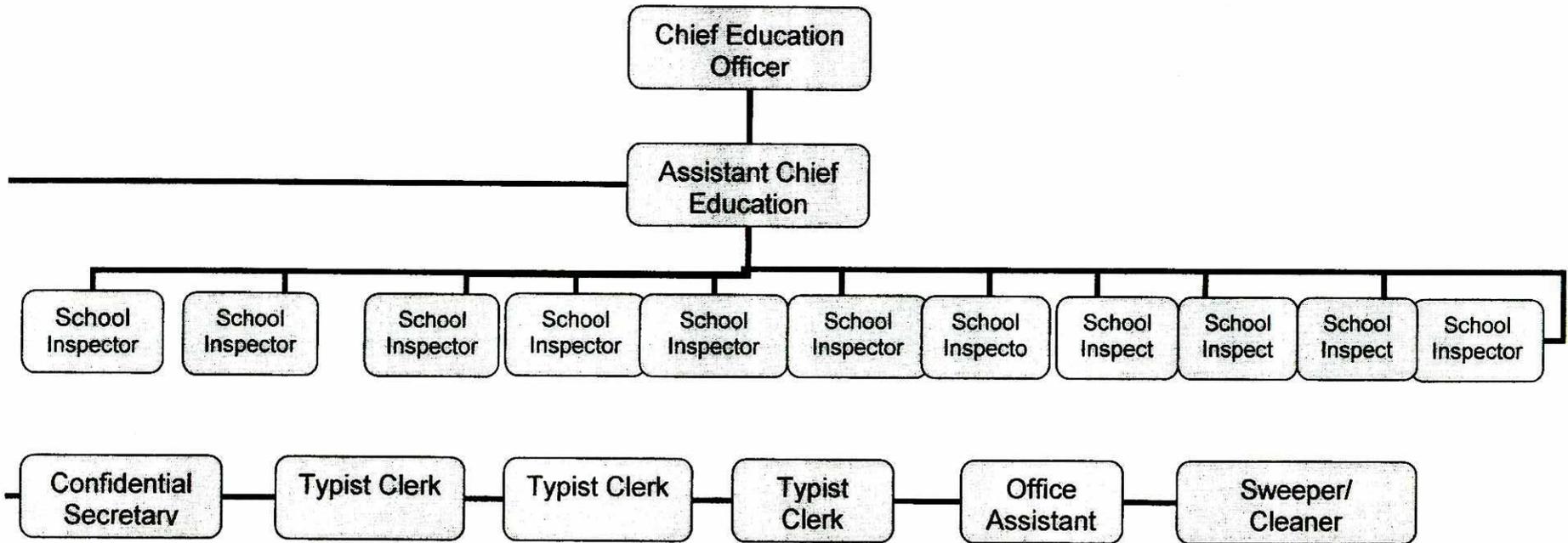
CENTRAL REGISTRY - ORGANISATIONAL CHART



CRAFT PRODUCTION AND DESIGN DIVISION - ORGANISATION CHART



INSPECTORATE UNIT – ORGANISATIONAL CHART



### 3.3.1 GENERAL ADMINISTRATION

The objectives are to:

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

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

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

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

## CENTRAL REGISTRY

### 3.3.1.1

### MISSION STATEMENT

#### **OBJECTIVE:**

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

### 3.0

### ORGANIZATION AND MANAGEMENT

#### **ORGANIZATIONAL CHART**

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

### 3.2

### DESCRIPTION OF DIVISIONS AND DEPARTMENTS

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

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

preserve the corporate memory

provide timely, accurate and complete information for efficient decision making

safeguard vital information

collect and disperse mail

maintain stamp impress

## **SUMMARY**

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

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

## **ACCOMMODATION**

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

## **EQUIPMENT**

The computer remains unserviceable because parts are not available.

## **TRAINING**

Two (2) Clerks and the Senior Registry Supervisor (acting) attended Training Programmes at NCERD.

## **CONCLUSION**

It is hoped that for 2005 the department would have the required number of trained staff to do filing and also a working computer, in order to develop a programme suited to the registry, and to have all files placed on diskettes. This would help to eliminate some of the difficulties faced with accommodation and enhance the delivery of efficient service.

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

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

The year 2004 was the most difficult out of the four years I assumed responsibility as Special Projects officer. The year started with the unavailability of funds to send supplies to Regions 5,6, parts of 7, 8 and Region 10. This trend continued through out the first quarter of 2004. In the Second quarter of 2004, the unit was able to serve affected regions with the exception of Region #6. During the third and fourth quarters the unit was able to send supplies to all Regions with the exception of parts of Regions 7 and 8 which had to be done by chartered air flights. Regions 1,2,3,4 and 9 were fully served, while Regions 5, 6, parts of 7, 8 and Region 10 were poorly served. In the third Quarter, the GDF Sky Van broke down. This prevented the unit from sending in supplies to parts of Regions 7 and 8, since this is the only carrier that is equipped to transport the required weight to various location. As at December 31<sup>st</sup> the plane was still not operational, however, it is hoped that the plane will be available for January 2005.

### 3.3.1.3

#### SECURITY

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

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

During 2004 there were five (5) reported incidents of theft totaling over three hundred thousand dollars. No report as to the recovery of any of the items stolen was made.

### 3.3.1.4

#### TRANSPORT DEPARTMENT

The Transport Department is a unit within the Ministry of Education. The role of this unit is to provide transportation to staff, officers and consultants within the Ministry to and from the airport, to and around the city and country or other locations on request. This department should have been supervised by a transport officer, but he was transferred. There was a staff of seven (7) which included a Tractor operator.

The vehicles are maintained by the drivers and serviced regularly to keep them in satisfactory condition. Spare parts for these vehicles are sometimes difficult to obtain thereby causing in completing repairs. Mr. Daniel Bovell, Customs Clerk who was also performing the duties of Transport Officer resigned and Ms. W. Correia continued to carry out the duties of Transport Officer. Towards the end of the year, a Transport Officer was employed on Contract.

#### **Principles Governing this Department**

The Principles governing this department are:-

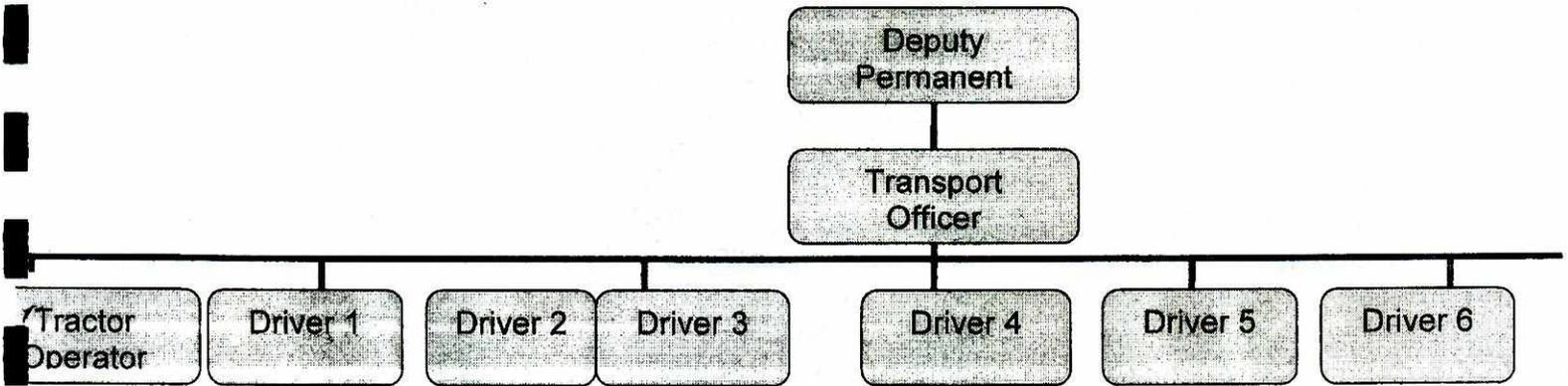
- Monitoring the usage of vehicles.
- Effecting repairs on a timely basis.
- Ensuring vehicles are road worthy.
- Providing transportation to officers on request.

#### **Mission Statement**

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

3.3.1.4

ORGANIZATIONAL CHART TRANSPORT SECTION



### 3.3.1.5

## BOOK DISTRIBUTION UNIT

### 1.0

#### SUMMARY

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

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

Basic textbooks are allocated one per child where possible. The total amount is determined by the class enrolment, stock on hand at BDU and stock already in the schools. Other textbooks, which would be used as class sets, are allocated as advised by the Assistant Chief Education Officer – Primary/Secondary. Supplementary readers, library references are distributed according to the amount of staff members or a formula based on total number of students in the specific levels. It may be one book to every four or eight children. At times, we react to special written instructions.

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

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

## 1.1

### MISSION STATEMENT

The Book distribution Unit, whose purpose of existence is to give effect and meaning to Government's Policy of Free Education, by providing the Nation's Schools with Free Text and exercise books, for, and other stationery, ensures this is achieved through the implementation of a system of procurement and then distribution to schools throughout the ten regions of Guyana. These include Nursery, Primary and Secondary schools and in some cases Higher Educational Institutions, using actual enrolment as a criterion for allocation.

## 1.2

### ORGANISATION AND MANAGEMENT

Organizational Chart is attached and self-explanatory.

For the efficient management of the Unit, it is divided into three sections:-

#### A. ALLOCATION SECTION

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

#### B. STATISTICAL AND ACCOUNTS SECTION

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

1.3

**THE STORE SECTION**

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

## 1.4

## SUMMARY OF ORGANIZATIONAL CHART

ITEM NO.	NAME OF POSITION	AMT. ALLOCATED	AMT. FILLED	VACANCY	REMARKS
1	Co-ordinator	1	Nil	1	Assistant Co-ordinator is acting
2	Asst. Co-ordinator	1	1	1	
3	Clerk 111 General	1	Nil	1	
4	Clerk 11 General	6	5	1	
5	Storekeeper 111	1	Nil	1	
6	Storekeeper 11	1	1	Nil	
7	Secretary/Typist	1	1	Nil	Does the work of the Data Processor
8	Data Processor Operator	1	Nil	1	
9	Accounts Clerk 111	1	1	Nil	An assistant accountant is in place
10	Accounts Clerk 11	1	1	Nil	
11	Stores Porters	6	5	1	
12	Office Assistant	1	1	Nil	
13	Cleaner	1	1	Nil	
14	Driver	3	2	1	

3.3.1.6

**PERSONNEL DEPARTMENT**

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

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

### 3.4.0 FINANCIAL

#### 3.4.1 CENTRAL ACCOUNTING UNIT

##### MISSION STATEMENT

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

The Integrated Financial Management Accounting System was introduced. It is a financial system from the Free Balance Incorporated. It is envisaged to replace most if not all current manual systems.

IFMAS will generate all financial reports viz monthly financial statements and appropriation statements.

The imprest became operational after an absence of fourteen (14) years. The imprest is necessary for the effective delivery of education. Officers were able to access funds released to their activities viz the imprest e.g. delivery of school feeding products and exercise books and travelling could have been completed by the imprest.

In July 2004, there was the creation of a new activity structure for the accounting unit, viz School Division programme. 5.

This unit is located at Georgetown Office 68, Brickdam, It will cater for the financial management of activities previously catered for under Nursery, Primary, Secondary and Practical Instruction Centers. Separate records are being maintained.

During the year the several staff members benefited from Information Technology courses when they registered at Global Technology. They had the opportunity to upgrade and/or acquire new skills which they had equipped them for efficient employment.

The Central Accounting Unit was also responsible for maintaining the financial records for the U.N.I.C.E.F programmes viz the receipts disbursement and liquidation of funds.

#### 3.4.1.2

##### FIELD AUDIT UNIT

##### PURPOSE

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

**EDUCATION PLANNING UNIT**

**Objective**

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

**Functions**

The key functions of the Unit are:-

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

To provide statistical data on educational institutions under the supervision of the Ministry of Education.

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

To assist in the preparation of projects.

To acquire funding from both national and international agencies.

During 2004 it became apparent that there were additional functions/responsibilities that have been undertaken by the unit. These are:-

Increased monitoring and training for Regional Planning and School Improvement Plans (SIPs).

In the area of statistics, conducting of special surveys e.g. the BEAMS baseline study and the Geographic Information System (GIS).

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

While the paragraph above gives the establishment for the Educational Planning Unit (EPU), it has not operated at that level for the last five (5) years. However, within the last year the Unit's staff has increased with the employment of a Hinterland Coordinator/Planner and a Senior Planner with special responsibility for the EFA/FTI. The Unit has also been strengthened for a period through international agencies by the contracting of specialists to both train staff of the Unit and to assist in some of its activities.

## BUILDINGS DIVISION

### 1.0 SUMMARY

All of the activities under this Sub-Programme recorded satisfactory achievement in almost all areas in enhancing the Maintenance & infrastructure delivery process: for example Rehabilitation Plumbing, Electrical, Carpentry and Masonry, Trestle and Concrete Reservoir, Clearing and Cleaning Sewage, Roof Work, painting for School/Institution and Administrative Buildings. Infrastructure Painting of Fence Books Distribution Unit, 21 Brickdam, 68 Brickdam, Weeding and Cleaning Books Distribution Unit, 21 Brickdam, 68 Brickdam, Exams Division, Allied Arts, G.I.T.C. Compounds.

All members of the Buildings Division had to work very hard and put in a lot of hours after official hours so as to complete Tender Documents (Bills of Quantities – Books) for award of contracts by Central Tender Board and Ministry of Education Tender Board, also cope with our usual office duties.

The department experienced a series of set backs in several areas, namely: non acquisition of a photo copier, no transportation provided by the Ministry to transport Technical Officer to visit various sites.

However, with the help of the Deputy Permanent Secretary (Finance) and Secretary Teaching Service Commission Mr. Thomas we were able to compile our Bills of Quantities and Scope of Work for Tendering purposes.

We were able to achieve significant success all round in 2004. Unlike other years when it was observed that inadequate funding caused projects to be rescheduled. This could not be said of this year because 97% of the projects programmed for were awarded at both levels. Central and Ministerial.

2004 was once again a moving year for the Ministry of Education Buildings Division. In the month of July 2004 we had to remove from 68 Brickdam to 21 Brickdam.

It is expected that early awarding of projects for example: instead of awarding contract in November and December, effect should be made in having such done earlier, e.g. July, August period when schools are closed.

We are experiencing losses of human resources in the clerical area, during 2004 we have lost three (3) members. One by death, one by resignation and the other by migration.

## **1.0**

### **SUMMARY ACCOMMODATION**

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

### **STAFFING**

The Unit has an acting Chief Building Inspector Mr. Seewak Narine, and due to his illness the Senior Superintendent of Works, who is Mr. Elton Jefford is now acting Chief Buildings Inspector.

### **TECHNICAL OFFICER**

One (1) Senior Superintendent of Works (ag)- Acting Chief Building Inspector commencing September 2004  
Two (2) Superintendent of Works (ag)  
One (1) Plumbing Technician  
One (1) Clerk 111 (Gen.) (ag)  
Two (2) Typist/Clerk (ag)  
One (1) Sweeper/Cleaner

### **PLANNED ACTIVITIES**

Twelve (12) Staff Meetings were scheduled and nine (9) convened (85%) target achievement.

### **INSPECTION**

Buildings Division targeted Thirty-three (33) Primary, Thirty-nine (39) Secondary and Thirty-six (36) Nursery Schools also five (5) Institutions and nine (9) Administrative Buildings.

We all had the invention of Regional Programmes of which we had to inspect and prepare estimates and carry out site visits to some of the schools in the Regions listed under Regional Intervention, totaling seventeen (17) Schools/Institutions in the Regions.

## MISSION STATEMENT

The Buildings Unit is committed to Maintenance and Infrastructure Works of School System and Administrative Buildings and making recommendation to higher hierarchy of ways and means of which to enhance schools and Administrative Buildings.

## DESCRIPTION OF UNIT

### **ENTITLEMENT**

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

The Staff inventory comprises the following:-

One Chief Buildings Inspector

One Senior Supt. Of Works

One Plumber

One Clerk 111 (Gen.)

Two Typist Clerks

One Sweeper/Cleaner

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

This Programme deals with the operation of the Maintenance of Buildings and Infrastructure Program of Administrative, Institution/School Building and Compound (External Environment).

During this year under review the main highlights were the enhancement, major and minor Maintenance of Schools/Institutions and Administrative Buildings. Thus fifty-two Tender Documents were prepared and advertised for major Contracts. The areas covered were University of Guyana, Admin Buildings, Institutions, Critchlow Labour College, GITC, Nursery, Primary and Secondary Schools also schools in the Region 2, 3, 4, 5, 6, & 10. Also awards were made at the Ministerial Level too.

## **OBJECTIVES**

To inspect schools and institutions at each level and to identify necessary repairs also Administrative Buildings.

To provide information for decision making to Permanent Secretary, Deputy Permanent Secretary (Finance) Headteachers of schools and Principals of Vocational Institutions.

To make recommendations where Technical Skills are lacking.

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

## **ADMIN BUILDING**

### **PETTY CONTRACTS**

Works done were Plumbing, Electrical, Joinery, Weeding and Cleaning of Compound (Infrastructure) Maintenance of Equipment, Cleaning and Extermination Works.

Totaling to the sum of sixty-seven (67) Petty Contracts.

**PETTY CONTRACTS JANUARY- TO DECEMBER 2004**  
**NURSERY**

<b>NOS</b>	<b>DESCRIPTION &amp; LOCATION</b>	<b>AMOUNT</b>
1.	Electrical Turkeyen Nursery School.	\$ 79,775
2.	Electrical Precious Jewels Nursery School.	\$ 29,000
3.	Carpentry & Plumbing Precious Jewels Nursery School.	\$ 62,200
4.	Plumbing St. Agnes Nursery School.	\$ 42,000
5.	Concrete Work Liana Nursery School.	\$ 88,800
6.	Electrical St. George's Nursery School.	\$ 59,000
7.	Plumbing Happy Hearts Nursery School.	\$ 30,300
8.	Electrical Liana Nursery School.	\$ 67,450
9.	Carpentry Polly's Nursery School.	\$ 11,040
10.	Carpentry, Joinery, Masonry Sophia Nursery School.	\$ 156,340
11.	Plumbing Head Start Nursery School.	\$ 11,401
12.	Roof Work Selman Fraser Nursery School.	\$ 374,325
13.	Electrical East R/veldt Nursery School.	\$ 86,015
		<b>\$1,097,646</b>

<b>NOS</b>	<b>DESCRIPTION &amp; LOCATION</b>	<b>AMOUNT</b>
14.	Metal & Carpentry St. George's Nursery School.	\$ 72,000
15.	Construction of Trestle and Plumbing Installation. Happy Hearts Nursery	\$ 382,150
16.	Plumbing Enterprise Nursery	\$ 21,500
17.	Plumbing. Liana Nursery	\$ 51,000
18.	Lodge Nursery Electrical	\$ 30,000
19.	Enterprise Nursery Plumbing.	\$ 80,000
20.	Liana Nursery Plumbing	\$ 10,500
21.	Precious Jewels Nursery Plumbing.	\$ 83,720
22.	St. Peter's Nursery Plumbing	\$ 17,335
23.	J.E. Burnham Nursery Plumbing	\$ 50,940
24.	Precious Jewels Nursery Plumbing	\$ 82,025
25.	St. Christopher Nursery Electrical	\$ 74,000
26.	Roxanne Burnham Nursery Plumbing	\$ 15,484
		<b>\$ 970,654</b>

NOS	DESCRIPTION & LOCATION	AMOUNT
27.	East R/veldt Nursery Carpentry, Joinery.	\$ 88,780
28.	J.E. Burnham Nursery Plumbing.	\$ 54,000
29.	Liana Nursery Security Guard Hut.	\$ 89,960
30.	Polly's Nursery Plumbing	\$ 39,220
31.	St. Peter's Nursery Plumbing	\$ 27,500
32.	Precious Jewels Nursery Carpentry & Plumbing.	\$ 76,100
33.	St. George's Nursery Fence.	\$ 76,020
34.	Alexander Village Nursery Plumbing.	\$ 15,445
35.	St. Peter's Nursery Carpentry, Masonry, Construction of Guard Hut	\$ 133,845
36.	Selman Fraser Variation Roof Work.	\$ 451,800
37.	Enterprise Nursery Carpentry.	\$ 86,310
38.	East Street Nursery Carpentry.	\$ 452,670
39.	Sea View Nursery Construction of Guard Hut	\$ 131,635
		<b>\$ 1,723,285</b>

NOS	DESCRIPTION & LOCATION	AMOUNT
40.	Houston Nursery Plumbing.	\$ 8,500
41.	Happy Heart Nursery Carpentry & Finishing.	\$ 62,500
42.	St. Agnes Nursery Plumbing.	\$ 26,000
43.	Palmville Nursery Plumbing.	\$ 61,000
44.	Sea View Nursery Plumbing.	\$ 57,190
45.	Stella Maris Nursery Electrical.	\$ 68,910
46.	Polly's Nursery Plumbing.	\$ 24,149
47.	Stella Maris Nursery Rehabilitation.	\$ 88,820
48.	Palmville Nursery Electrical.	\$ 88,397
49.	Liana Nursery Cleaning of Septic Tank.	\$ 9,000
50.	Precious Jewels Nursery Plumbing.	\$ 7,000
51.	Lodge Nursery Electrical.	\$ 66,770
52.	Carmelita Nursery Electrical.	\$ 44,400
53.	J.E Burnham Nursery Electrical.	\$ 75,680
54.	Precious Jewels Nursery Plumbing.	\$ 7,000
		<b>\$ 695,316</b>

NOS	DESCRIPTION & LOCATION	AMOUNT
55.	St. George's Nursery Electrical.	\$ 11,488
56.	Palmville Nursery Plumbing.	\$ 75,900
57.	Precious Jewel Nursery Electrical	\$ 47,100
58	Selman Fraser Nursery Plumbing.	\$ 73,170
59.	South Road Nursery Plumbing.	\$ 17,000
60.	Stella Maris Const. of Lean to Shed	\$ 86,400
61.	Head Start Nursery Plumbing	\$ 7,700
62.	Alexander Village Plumbing	\$ 42,500
63.	St. Christopher Electrical	\$ 54,788
		\$ 36,910
64.	St. George's Nursery	
65.	St. Gabriel's Nursery Plumbing	\$ 72,347
66.	Enterprise Nursery Carpentry & Plumbing	\$ 38,800
67.	St. Peter's Nursery Electrical	\$ 23,560
68.	Kingston Plumbing	\$ 31,295
69.	Stella Maris Nursery Roof Servicing	\$ 88,803
		\$ 707,761

<b>NOS</b>	<b>DESCRIPTION &amp; LOCATION</b>	<b>AMOUNT</b>
70.	Sherman's Nursery Carpentry	\$ 46,000
71.	Precious Jewels Nursery Clearing of Gutter	\$ 52,500
72.	Carmelita Nursery Plumbing	\$ 12,500
73.	Sea View Nursery Plumbing	\$ 15,400
74.	Palmville Nursery Painting	\$ 84,900
75.	Starters Nursery Carpentry	\$ 84,000
76.	East Street Nursery Electrical	\$ 76,130
77.	South R/veldt Nursery Plumbing	\$ 20,700
78.	Starters Nursery Electrical	\$ 89,955
79.	Stella Maris Nursery Electrical	\$ 87,970
80.	Lodge Nursery Electrical	\$ 88,510
81.	Smyth Street Nursery Electrical	\$ 64,320
82.	Precious Jewels Nursery Electrical	\$ 84,600
83.	Stella Maris Nursery Carpentry	\$ 45,000
		<b>\$ 852,485</b>

NOS	DESCRIPTION & LOCATION	AMOUNT
84.	Lodge Nursery Plumbing	\$ 14,200
85.	Starters Nursery Electrical	\$ 88,110
86.	Starters Nursery Plumbing	\$ 50,500
87.	East Street Nursery Plumbing	\$ 17,500
88.	Precious Jewels Nursery Electrical	\$ 82,110
89.	Enterprise Nursery Plumbing	\$ 60,000
90.	Sherman Nursery Plumbing	\$ 44,500
91.	Enterprise Electrical	\$ 86,710
92.	Lodge Nursery Carpentry	\$ 44,260
93.	Ascension Nursery Plumbing	\$ 23,000
94.	Turkeyen Nursery Carpentry	\$ 48,500
95.	Polly Nursery Carpentry	\$ 89,000
96.	Head Start Nursery Plumbing, Servicing of Roof	\$ 84,080
		<b>\$ 732,470</b>

NOS	DESCRIPTION & LOCATION	AMOUNT
97.	Roxanne Burnham Nursery Carpentry	\$ 44,950
98.	Head Start Nursery Electrical	\$ 87,570
99.	Stella Maris Nursery Electrical	\$ 78,700
100.	Liana Nursery Electrical	\$ 83,000
101.	St. Agnes Nursery Roof Work	\$ 67,400
102.	Enterprise Nursery Plumbing	\$ 45,000
103.	Head Start Nursery Carpentry	\$ 46,250
		<b>\$ 452,870</b>

PETTY CONTRACTS JANUARY- TO DECEMBER 2004  
PRIMARY

NOS	DESCRIPTION & LOCATION	AMOUNT
1.	St. Margaret's Primary Plumbing	\$ 8,500
2.	St. Sidwell's Primary Carpentry	\$ 86,276
3.	J.E. Burnham Primary Plumbing	\$ 41,765
4.	North Georgetown Primary Electrical	\$ 87,970
5.	St. Angela's Primary Plumbing	\$ 66,850
6.	Redeemer Primary Plumbing	\$ 38,000
7.	South Raimveldt Primary Revetment	\$ 44,000
8.	St. Agnes Primary Plumbing	\$ 61,360
9.	Sacred Heart Primary Plumbing	\$ 78,700
10.	Winfer Gardens Primary Plumbing	\$ 72,000
11.	St. Sidwell's Primary Electrical	\$ 88,200
12.	North Georgetown Primary Electrical	\$ 88,000
13.	F.E. Pollard Primary Carpentry & Joinery	\$ 35,000
		<b>\$ 796,621</b>

NOS	DESCRIPTION & LOCATION	AMOUNT
14.	St. Agnes Primary Carpentry	\$ 83,000
15.	Sacred Heart Primary Electrical	\$ 88,520
16.	St. Stephen's Primary Plumbing	\$ 71,250
17.	St. Agnes Primary Carpentry	\$ 84,400
18.	St. Margaret's Primary Plumbing	\$ 47,335
19.	St. Ambrose Painting of Roof	\$ 80,875
20.	Sacred Heart Primary Sewage Work (Clearing)	\$ 39,000
21.	Winfer Gardens Primary Sewage Work (Cleaning)	\$ 7,490
22.	St. Gabriel's Primary Carpentry & Plumbing Works	\$ 259,020
23.	St. Stephen's Primary Construction of Fence & Revet.	\$ 368,880
24.	Sophia Special School Land Filling & Scarping	\$ 414,090
25.	Redeemer Primary Carpentry	\$ 55,000
26.	F. E. Pollard Joinery	\$ 25,000
		<b>\$ 1,623,860</b>

NOS	DESCRIPTION & LOCATION	AMOUNT
27.	South Ruimveldt Primary Electrical	\$ 60,000
28.	St. Angela's Primary Electrical	\$ 43,250
29.	Tueville Primary Plumbing	\$ 13,535
30.	St. Barnabas Special Electrical	\$ 60,400
31.	St. Angela's primary Plumbing	\$ 36,145
32.	St. Ann's Primary Plumbing	\$ 49,877
33.	St. Ambrose Primary Fencing	\$ 85,840
34.	Enterprise Primary Electrical Work	\$ 88,270
35.	St. Barnabas Special Carpentry	\$ 85,020
36.	St. Margaret's Primary Plumbing	\$ 31,165
37.	Stella Maris Primary Plumbing	\$ 76,000
38.	St. Stephen's Primary Plumbing	\$ 86,610
		<b>\$ 790,422</b>

NOS	DESCRIPTION & LOCATION	AMOUNT
40.	St. Ambrose Primary Carpentry & Plumbing	\$ 64,720
41.	Tucville Primary Carpentry	\$ 89,615
42.	St. Andrew's Primary Plumbing	\$ 80,360
43.	South Ruimveldt Primary Plumbing	\$ 20,300
44.	Enterprise Primary Plumbing	\$ 84,000
45.	Tucville Primary Electrical	\$ 87,350
46.	St. Agnes Primary Plumbing	\$ 17,988
47.	J.E. Buntingham Plumbing	\$ 56,500
48.	Redeemer Primary Refurbishing Computer Room	\$ 431,750
49.	Central Primary Carpentry Work	\$ 131,800
50.	Redeemer Primary Metal & Carpentry Work	\$ 82,500
51.	Enterprise Primary Carpentry & Plumbing	\$ 88,400
52.	St. Barnabas Special	\$ 89,500
		<b>\$1,324,783</b>

NOS	DESCRIPTION & LOCATION	AMOUNT
53.	St. Sidwell's Primary Plumbing	\$ 78,115
54.	St. Angela's Primary Electrical	\$ 85,500
55.	St. Angela's Primary Plumbing	\$ 87,390
56.	St. Margret's Primary Electrical	\$ 88,260
57.	St. Gabriel's Primary Plumbing	\$ 89,712
58.	St. Barnabas Special Carpentry & Plumbing	\$ 86,300
59.	North Georgetown Primary Electrical	\$ 86,200
60.	St. Sidwell's Primary Carpentry & Masonry	\$ 83,450
61.	South Ruimveldt Primary Electrical	\$ 87,720
62.	North Georgetown Primary Electrical	\$ 59,000
63.	St. Pius Primary Carpentry & Painting	\$ 72,350
64.	St. Pius Primary Plumbing	\$ 43,100
65.	St. Stephen's Primary Electrical	\$ 84,650
		<b>\$1,031,747</b>

NOS	DESCRIPTION & LOCATION	AMOUNT
66.	St. Anne's Primary Plumbing	\$ 50,245
67.	East La Penitence Demolish & Roof Work	\$ 89,050
68.	St. Agnes Primary Stairs	\$ 44,817
69.	Redeemer Primary Electrical	\$ 41,500
70.	Comenius Primary Electrical	\$ 79,665
71.	St. Andrew's Primary Electrical	\$ 80,000
72.	Redeemer Primary Electrical	\$ 80,850
73.	Enterprise Carpentry	\$ 62,175
74.	St. Angela's Primary Plumbing	\$ 54,500
75.	Graham's Hall Primary Electrical	\$ 89,785
76.	Tueville Primary Plumbing	\$ 88,600
77.	St. Angela's Primary Electrical	\$ 86,675
		<b>\$ 847,862</b>

NOS	DESCRIPTION & LOCATION	AMOUNT
78.	Rama Krishna Primary Plumbing	\$ 40,950
79.	F.E. Pollard Electrical	\$ 89,080
80.	St. Sidwell's Primary Carpentry	\$ 21,190
81.	St. Gabriel's Primary Plumbing	\$ 54,000
82.	Bel Air Plumbing	\$ 53,000
83.	South W./veldt Primary Plumbing	\$ 71,700
84.	Tucville Primary Carpentry	\$ 88,000
85.	St. Sidwell's Primary Carpentry	\$ 85,500
86.	Stella Maris Primary Electrical	\$ 87,000
87.	St. Sidwell's Electrical	\$ 89,100
88.	St. Ambrose Plumbing	\$ 82,500
89.	St. Stephen's Primary Plumbing	\$ 83,500
90.	St. Stephen's Primary Plumbing	\$ 55,500
91.	St. Sidwell's Primary Plumbing	\$ 82,000
92.	Bel Air Primary Plumbing & Cleaning of Reservoir	\$ 88,600
		<b>\$1,071,620</b>

NOS	DESCRIPTION & LOCATION	AMOUNT
93.	South R/veldt Primary Joinery & cleaning of Reservoir	\$ 88,300
94.	Agricola Primary Joinery & carpentry	\$ 70,400
95.	Tueville Primary Electrical Work	\$ 87,500
96.	St. Stephen's Primary Carpentry	\$ 78,000
		<b>\$ 324,200</b>

**PETTY CONTRACTS JANUARY- DECEMBER**  
**SECONDARY**

<b>NO</b>	<b>DESCRIPTION &amp; LOCATION</b>	<b>AMOUNT</b>
1	Kingston P.I.C Electrical	\$ 73,015
2	Houston C.H.S Carpentry	\$ 86,980
3	North Ruimveldt Multi. Electrical	\$ 88,500
4	St. Rose's High Plumbing	\$ 56,685
5	Richard Ishmael Secondary Electrical	\$ 150,700
6	Kingston C.H.S Electrical	\$ 21,000
7	Lodge C.H.S Electrical	\$ 86,095
8	Christ Church Secondary Electrical	\$ 82,165
9	St. Stanislaus College Carpentry	\$ 77,420
10	Dolphin Secondary Carpentry	\$ 87,490
11	Dolphin Secondary Plumbing	\$ 85,500
12	Tucville Secondary Plumbing	\$ 24,700
13	Charlestown Secondary Plumbing Repairs	\$ 64,800

NOS	DESCRIPTION & LOCATION	AMOUNT
14.	St. Stanislaus College Plumbing	\$ 89,840.
15.	Tucville Secondary Servicing of roof and window	\$ 330.000
16.	Brickdam Secondary Plumbing	\$ 49,700
17.	Queenstown C.H.S Electrical Work	\$ 56,685
18.	Alleyne's' High Painting & Carpentry	\$ 87,600
19.	Richard Ishmael Secondary Servicing roof	\$ 86,625
20	North Ruimveldt Multi. Plumbing	\$ 88,445
21	St. Rose's High Plumbing	\$ 103,920
22	Houston C.H.S Plumbing	\$ 47,800
23	St. Winifride's Secondary Carpentry	\$ 86,140
24	St. George's High Electrical	\$ 88,740
25	New Campbellville Secondary Carpentry	\$ 42,500
26	Agricola P.I.C Plumbing	\$ 24,495

NO	DESCRIPTION & LOCATION	AMOUNT
27	Freeburg Secondary Plumbing	\$ 43,060
28	St. George's High Carpentry	\$ 86,250
29	Queenstown C.H.S Electrical	\$ 44,800
30	Tucville Secondary Plumbing	\$ 87,000
31	Lodge C.H.S Plumbing	\$ 66,120
32	Agricola P.I.C Plumbing	\$ 62,400
33	South Ruimveldt Secondary. Concrete Work	\$ 84,725
34	Tutorial High Electrical	\$ 15,000
35	Freeburg Secondary Plumbing	\$ 76,500
36	St. Rose's High Plumbing	\$ 86,759
37	Charlestown Secondary Plumbing	\$ 35,000
38	Durban Backlands P.I.C Carpentry	\$ 39,340
39	St. Stanislaus College Electrical	\$ 89,730

<b>NOS</b>	<b>DESCRIPTION &amp; LOCATION</b>	<b>AMOUNT</b>
40.	St. Joseph High Electrical	\$ 87,500
41.	East Ruimveldt Secondary Construction of Computer Room	\$ 320,200
42.	Freeburg Secondary Construction of Lean-to-roof	\$ 464,525
43.	Houston C.H.S Plumbing	\$ 57,180
44.	Durban Backlands P.I.C Electrical	\$ 84,400
45.	St. Joseph High Plumbing	\$ 14,175
46.	Kingston C.H.S Plumbing	\$ 15,000
47.	Carmel C.H.S Electrical	\$ 86,735
48.	Ascension C.H.S Carpentry	\$ 58,000
49.	North Ruimveldt Secondary Plumbing	\$ 87,000
50.	New Campbellville Secondary Electrical	\$ 85,300
51.	Kingston P.I.C Repairs to Fence	\$ 177,240
52.	Kingston C.H.S Plumbing	\$ 8,000
53.	Kingston C.H.S Plumbing	\$ 88,075

NO	DESCRIPTION & LOCATION	AMOUNT
54	St. Rose's High Plumbing	\$ 68,000
55	St. Winefride's Secondary Electrical	\$ 51,200
56	North Georgetown Secondary Electrical	\$ 165,800
57	South Ruimveldt Secondary Plumbing	\$ 81,250
58	St. Rose's High Electrical	\$ 38,000
59	St. Rose's High Electrical	\$ 87,000
60	Tutorial High School Plumbing	\$ 88,400
61	Dolphin Secondary Plumbing	\$ 70,000
62	St. Stanislaus College Roof Work	\$ 89,040
63	St. Rose's High Carpentry & Painting	\$ 84,590
64	North Georgetown Secondary Plumbing	\$ 67,800
65	North Ruimveldt Secondary Electrical	\$ 83,700
66	Tueville Secondary Carpentry	\$ 85,689
67	St. Winefride's Secondary Carpentry and Joinery	\$ 89,260

NOS	DESCRIPTION & LOCATION	AMOUNT
68.	Richard Ishmael Secondary Plumbing	\$ 43,000
69.	St. Joseph High Carpentry	\$ 86,400
70.	Charlestown Secondary Electrical	\$ 83,040
71.	St. George's High Carpentry & Joinery	\$ 85,950
72.	Richard Ishmael Secondary Electrical	\$ 43,000
73.	St. Mary's High Carpentry	\$ 20,400
74.	St. Stanislaus College Electrical	\$ 66,300
75.	Central High Electrical	\$ 81,150
76.	Freeburg Secondary Electrical	\$ 36,745
77.	Charlestown Secondary Plumbing	\$ 69,040
78.	Tutorial High Electrical	\$ 70,110
79.	Ascension C.H.S Plumbing	\$ 24,800
80.	North Fumveldt Secondary Electrical	\$ 7,400
81.	Ascension C.H.S Plumbing	\$ 24,800

NO	DESCRIPTION & LOCATION	AMOUNT
82.	Tutorial High Electrical	\$ 70,110
83.	Charlestown Secondary Plumbing	\$ 69,040
84.	East Ruimveldt Secondary Carpentry & Joinery	\$ 81,000
85.	Freeburg Secondary Electrical	\$ 36,745
86.	St. George's High Electrical	\$ 87,480
87.	Carmel C.H.S Plumbing	\$ 60,000
88.	Freeburg Secondary Carpentry	\$ 57,600
89.	Houston C.H.S Electrical	\$ 88,735
90.	Dolphin Secondary Plumbing	\$ 71,260
91.	Alleyne's High School Carpentry Work	\$ 79,410
92.	Brickdam Secondary Plumbing	\$ 53,100
93.	Alleyne's High School Carpentry Work	\$ 81,800
94.	Brickdam Secondary Plumbing	\$ 89,235

NO	DESCRIPTION & LOCATION	AMOUNT
95.	St. Winefride's Secondary Carpentry	\$ 88,680
96.	Freeburg Secondary Plumbing	\$ 70,500
97.	Freeburg Secondary Electrical	\$ 37,165
98.	Central High Plumbing	\$ 34,000
99.	St. Joseph High Electrical	\$ 85,760
100	St. Joseph High Carpentry	\$ 86,740
101	South Ruimveldt Secondary Electrical	\$ 88,675
102	Tutorial High Plumbing	\$ 39,300
103	St. George's High Electrical	\$ 87,020
104	Dolphin Secondary Plumbing	\$ 39,690
105	North Ruimveldt Multi. Electrical	\$ 7,400
106	Ascension C.H.S Electrical	\$ 12,500
107	Tutorial High Carpentry & Plumbing	\$ 89,880
108	South Ruimveldt Secondary Plumbing	\$ 41,900

NO	DESCRIPTION & LOCATION	AMOUNT
109	Kingston C.H.S Plumbing	\$ 9,700
110	St. Georges High Plumbing	\$ 78,600
111	New Campbellville Secondary Carpentry	\$ 76,140
112	Freeburg Secondary Plumbing	\$ 68,700
113	Central High Plumbing	\$ 53,000
114	South Ruimveldt Secondary Plumbing	\$ 71,700
115	Ascension C.H.S Roof Work	\$ 89,430
116	St. Mary's High Carpentry & Painting	\$ 50,800
117	Durban Backlands PIC Electrical	\$ 89,950
118	Durban Backlands P.I.C Electrical	\$ 88,740
119	Alleyne's High Plumbing	\$ 44,600
120	St. George's High Electrical	\$ 67,080
121	Brickdam Secondary Plumbing	\$ 61,800
122	Charlestown Secondary Plumbing	\$ 75,000

NO	DESCRIPTION & LOCATION	AMOUNT
123	Central High Plumbing Work	\$ 24,000
124	Tueville Secondary Tiling	\$ 88,000
125	St. Mary's High Plumbing	\$ 82,500
126	Kingston C.H.S Electrical	\$ 86,810
127	Dolphin Secondary Plumbing	\$ 48,500
128	Tutorial High Clearing of water tank.	\$ 68,100

**WORK CARRIED OUT AT INSTITUTIONS - 2004**  
**INSTITUTION**

<b>NOS</b>	<b>DESCRIPTION &amp; LOCATION</b>	<b>AMOUNT</b>
1	Craft Production Electrical	\$ 62,620
2	CSHE Electrical	\$ 10,000
3	CSHE Plumbing	\$ 37,572
4	Craft Production Plumbing	\$ 7,799
5	Craft Production Electrical	\$ 50,969
6	CSHE Electrical	\$ 87,345
7	Craft Production Electrical	\$ 69,800
8	CSHE Plumbing	\$ 44,385
9	Essequibo Technical Institute Electrical	\$ 63,000
10	Carpentry G.T.I	\$ 33,640
11	Repairs to Heavy Duty Machine G.T.I	\$ 60,000
2	Electrical CSHE	\$ 68,080
3	Extension to Store Room G.T.I	\$ 679,382
4	Essequibo Technical Institute Electrical	\$ 448,100

<b>NOS</b>	<b>DESCRIPTION &amp; LOCATION</b>	<b>AMOUNT</b>
15	Craft Production Plumbing	\$ 11,500
16	Field Training Exercise GTI	\$ 2,120,200
17	Electrical GTI	\$ 75,000
18	Painting GTI	\$ 175,130
19	Craft Production Electrical	\$ 29,695
20	E.T.I Servicing of A/ Unit	\$ 67,500
21	CSHE Electrical	\$ 27,205
22	CSHE Construction of Trestle & Reservoir	\$ 1,682,370
23	Construction of Trestle & Reservoir Electrical Essequibo Technical Institute	\$ 7,299,280
24	Electrical G.I.T.C	\$ 818,500
25	Termite Treatment Essequibo Technical Institute	\$ 20,000

**MINISTRY TENDER BOARD AWARD REGIONAL INTERVENTION**  
**MAINTENANCE OF BUILDING**

NOS	NAME OF SCHOOL	ESTIMATE
1.	Repairs to Greenwich Park Primary East Bank Essequibo.	\$ 753,914
2.	Cotton Tree Nursery Region 5 Servicing of Roof and Rainwater Goods etc.	\$ 500,000
3.	Cotton Tree Primary Region #5 Sanitary block.	\$ 800,000
4.	Elparabel Nursery School Region #5 Plumbing, Concrete Walkway.	\$ 500,000
5.	No.10 Primary School Mahaica General Repairs to roof etc.	\$ 250,000
6.	Biaboo Primary School Servicing of Roof.	\$ 600,000
7.	Stratcampbell Nursery/Primary School Minor Repairs.	\$ 400,000
8.	Rosignol Nursery School Plumbing.	\$ 200,000
9.	Abary Primary General Renovation.	\$ 1,500,000
10.	Construction of Teacher Quarter Fort Nausa. Region #10	\$ 3,631,430
11.	Electrical Anna Regina Multilateral Region #2. Industrial Arts Department Mechanical Block	\$ 5,100,000
12.	Corriverton Primary Region #5	\$ 4,300,000
13.	Repairs to wall, Electrical Crabwood Creek Primary Region #6	\$ 1,500,000
14.	Repairs to roof Mibcurri Primary Region #6	\$ 1,400,000

NOS	NAME OF SCHOOL	ESTIMATE
15.	Rehabilitation Work Makouria Primary Region #3	\$ 2,000,000
16.	Rehabilitation Western Hog Islands Primary Region #3	\$ 4,000,000
17.	Rehabilitation of Electrical System Admin. Building New Amsterdam Multilateral	\$ 7,000,000

**CONTRACTS AWARDED BY CENTRAL TENDER BOARD 2004**

<b>NOS</b>	<b>NAME OF SCHOOL/INSTITUTION</b>	<b>AWARDED FIGURE</b>
1.	Plumbing Enterprise Nursery	\$ 500,000
2.	Concrete Masonry, Excavation, Plumbing and Painting. David Rose School for Handicapped Children.	\$ 1,159,670
3.	Tiling and Electrical Happy Hearts Nursery School.	\$ 1,088,650
4.	Rehabilitation Work St. Stephen's Primary School.	\$ 3,773,960
5.	Carpentry, Metal, Electrical, Plumbing and Painting. David Rose Community High School	\$ 2,681,478 Awaiting contractors estimated Bill of Quantities from Finance.
6.	Marketing Centre Durban Backlands PIC.	\$ 3,778,055
7.	Rehabilitation Work Polly's Nursery School.	\$ 5,183,350
8.	Rehabilitation Work Welded and Scannell Wing St. Stanislaus College.	\$ 10,635,806
9.	Rehabilitation Smyth Street Nursery.	\$ 5,267,680
10.	Plumbing Kingston C.H.S.	\$ 1,500,000
11.	Rehabilitation Work St. Andrew's Primary School.	\$ 5,271,695
12.	Carpentry Precious Jewels Nursery	\$ 1,453,371
13.	Construction of Fence Stella Maris Nursery	\$ 7,374,785

<b>NOS</b>	<b>NAME OF SCHOOL/INSTITUTION</b>	<b>AWARDED FIGURE</b>
14.	Construction of Boundary Fence St. Christopher Nursery School.	\$ 1,959,945
15.	Rehabilitation and Painting Work Ketley Primary School.	\$ 1,302,428
20.	Rehabilitation & Painting Brickdam Secondary School.	\$ 3,008,174
21.	Tiling of Floor Area Queenstown CHS.	\$ 1,751,800
22.	Rehabilitation Work Christ Church Secondary School	\$ 2,057,910
23.	Plumbing Comenius Primary	\$ 3,000,000
24.	Construction of Fence Dolphin Secondary School.	\$ 2,974,690
25.	Rehabilitation Work St. Rose's High School.	\$ 9,661,977
26.	Rehabilitation Work Bishops' High School.	\$ 8,574,365
27.	Rehabilitation Work Sacred Heart Primary School.	\$ 4,468,435
28.	Rehabilitation Work Agricola PIC	\$ 6,467,110
29.	Carpentry & Painting St. Joseph High School.	\$ 4,735,980
30.	Rehabilitation Work Selman Fraser Nursery.	\$ 4,410,465
31.	Construction of toilet Block Tucville Secondary School	\$ 5,060,015

NOS	NAME OF SCHOOL/INSTITUTION	ENGINEERS' ESTIMATE
32.	Rehabilitation to Roof Turkeyen Nursery School.	
33.	Construction of Boundary Fence Tucville Secondary School.	\$ 5,058,665
34.	Rehabilitation Smith Memorial	\$ 3,627,730
35.	Electrical Work Essequibo Technical Institute.	\$ 7,299,280
36.	Carpentry, Painting South R/veldt Secondary School.	\$ 3,319,400
37.	Rehabilitation Work Liana Nursery School.	\$ 4,037,420
38.	Carpentry, Tiling, Electrical, Metal and Painting Houston Nursery School.	\$ 1,099,350
39.	Rehabilitation Work Alexander Village Nursery School	\$ 2,690,620
40.	Rehabilitation Work North G/town Secondary School.	\$ 3,400,700
41.	Rehabilitation of the Electrical System Anna Regina Multilateral School.	\$ 3,626,322
42.	Rehabilitation Work Ascension CHS.	\$ 5,882,590
43.	Rehabilitation Work Richard Ishmael Secondary School.	\$ 5,016,118
44.	Rehabilitation Work Central Primary School.	\$ 5,744,495

<b>NOS</b>	<b>NAME OF SCHOOL/INSTITUTION</b>	<b>ENGINEERS' ESTIMATE</b>
45.	Rehabilitation St. Mary's Secondary	\$ 5,900,400
46.	Construction of Boundary Fence Durban Backlands PIC	\$ 5,886,635
47.	Rehabilitation of Industrial Art Wing Building New Campbellville Secondary School.	\$ 4,077,310
48.	Rehabilitation Work St. Andrew's Primary Cove and John.	\$ 3,475,150
49.	NATI Finishing	\$ 10,717,421
50.	Rehabilitation to Fence St. Mary's High	\$ 2,049,180
51.	St. Mary's High Painting	\$ 2,018,425
52.	Painting Critchlow Labour College	\$ 2,409,480
53.	Rehabilitation Stella Maris Primary	\$ 6,022,700
54.	Rehabilitation St. Gabriel's Primary	\$ 3,055,750

**MINISTRIAL TENDER BOARD AWARD**

**2004**

**SECONDARY, PRIMARY, NURSERY AND P.I.C**

	\$
Richard Ishmael Secondary Electrical Work	150,700
Sophia Nursery Carpentry, Joinery & Masonry	156,340
Ascension C.H.S Land Filling	417,830
Construction of Computer Room J.E Burnham	321,506
Construction of Revetment & Fence St. Stephen's Primary	368,880
Land Filling & Fencing New Campbellville Secondary	153,100
Land Filling & Scarping Sophia Special School	414,090
Roof Work Selman Fraser Nursery	374,325
Servicing of Roof & Windows Tucville Secondary	330,000
Construction of Trestle & Plumbing Installation Happy Heart Nursery	382,150
Land Filling & Fencing South Ruimveldt Secondary	369,080
Plumbing St. Rose's High	103,920
Carpentry, Masonry, Construction of Guard Hut St. Peter's Nursery	133,845

	\$
Roof Work variation Selman Fraser Nursey	451,800
Construction of Computer Room Redeemer Primary	431,750
Carpentry Work Central Primary School	131,800
Carpentry East Street Nursery	452,670
Construction of Lean to roof Freeburg Secondary	464,525
Repairs to fence Kingston PIC	177,240
Electrical North Georgetown Secondary	165,800
Carpentry GPSU Sports Complex (To house St. Andrew's)	178,800
Painting St. Christopher Nursery	391,280
Painting St. Christopher Nursery	391,280
Painting Bel Air Primary	293,590
Refurbishing Computer Room Tucville Secondary	324,250
Carpentry, Masonry & Construction of Guard Hut St. Gabriel's Nursery	173,200
Electrical New Campbellville Secondary	225,350

\$

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President's College Construction of Desk & Benches	604,500
Carpentry & Joinery Winfer Gardens Primary	266,900
Construction of Concrete Reservoir J.E Burnham	266,034
Carpentry GPSU Sports Complex	178,070
Rehabilitation Sea View Nursery	701,750
Joinery Enterprise Primary	111,400
Electrical Central Primary	180,000
Washing & Cleaning St. Mary's High	179,584
Plumbing St. Mary's High	179,864
Carpentry, Plumbing & washing Building (NSDC) St. Andrew's Primary	247,500
Carpentry & Plumbing St. Andrew's (Cove & John)	591,610
Land Filling Turkeyen Nursery	366,850
Plumbing Comenius Primary	549,100
Plumbing North Georgetown Secondary	439,000
Painting & Carpentry Stella Maris Primary	331,600

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Land Filling & Land Scarping Ascension C.H.S	448,945
Plumbing, Roof & Electrical East Ruimveldt Secondary	564,700
Construction of Guard Hut & Washroom Selman Fraser Nursery	379,020
Painting of Furniture St. Christopher Nursery	313,050
Carpentry & Plumbing St. George's High	117,460
Carpentry, Plumbing & Construction West Ruimveldt Primary	128,500
Carpentry St. Mary's High	179,000
Electrical St. Joseph High	179,665
Construction of water trestle Comenius Primary	371,620
Plumbing Liana Nursery	229,250
Construction of Trestle & Reservoir President's College	680,760

**CONTRACT AWARDED CENTRAL TENDER BOARD**  
**AND MINISTERIAL TENDER BOARD**

ADMINISTRATIVE BUILDING

NO#	ADMINISTRATIVE BUILDING	TENDER AMOUNT
		\$
1.	Enclosure of Transformer CPCE	349,820.00
2.	Construction of Concrete Fence 21 Brickdam	108,320.00
3.	Electrical Work 26 Brickdam	153,280.00
4.	Electrical Work 21 Brickdam	587,400.00
5.	Electrical 26 Brickdam	184,700.00
6.	Rehabilitation- Change of Contract 26 Brickdam	800,000.00
7.	Carpentry, Tiling, Painting & Guttering T.V.E.T.	146,040.00
8.	Demolish Wall, Stair Door etc. N.C.E.R.D.	219,500.0
9.	Relocation of A/C Unit N.C.E.R.D.	178,770.00
10.	Rehabilitation Books Distribution Unit	7,915,530.00

<b>NO#</b>	<b>ADMINISTRATIVE BUILDING</b>	<b>TENDER AMOUNT</b> <b>\$</b>
11.	Adult Education Association Erection of Concrete fence.	990,190.00
12.	Rehabilitation N.C.E.R.D.	740,550.00
13.	Cleaning of Sewage C.P.C.E.	447,100.00
14.	Electrical C.P.C.E.	395,000.00
15.	Rehabilitation N.C.E.R.D.	5,126,000.00
16.	Door, Shelves, Lock & Panting T.V.E.T.	318,360.00
17.	Plumbing C.P.C.E.	369,119.00
18.	Rehabilitation 68 B/Dam	3,282,880.00
19.	Emergency Electrical Work Ministry of Education 21 B/dam	623,600.00
20.	Renovation & Extension U.G.	3,695,932.00

NO#	ADMINISTRATIVE BUILDING	TENDER AMOUNT \$
21.	Renovation Education Buildings U.G.	830,000.00
22.	Renovation Library U.G	2,195,780.00
23.	Renovation to Bookstore UG	880,610.00
24.	Renovation to Communication Building UG	1,203,956.00
25.	Electrical Work, Personnel & Loan Agency UG	1,092,700.00
26.	Rehabilitation Lab – Technology UG	4,289,520.00
27.	Renovation to Geography Lab UG	474,588.00
28.	Painting Health Science UG	565,000.00
29.	Renovation of Language Lab UG	698,402.00
30.	Renovation G.W.L.T	515,850.00
31.	Infrastructure Work N.C.E.R.D.	618,640.00
32.	Repairs & Plumbing U.N.E.S.C.O.	3,309,259.00
33.	Building of Storeroom to House GEAP Furniture.	179,300.00
34.	Plumbing Works (Installation of Stainless Steel Fitting. Ministry of Education 21 Brickdam	169,340.00
35.	Allied Arts Carpentry Work	179,338.00

**NURSERY**  
**DISTRICT 3 OR ZONE C**

Head	Administration	Work Programme	Ministry of Ed.	Buildings	Division
Sub Head	Maintenance of Buildings			Listed in order	of Priority
Item	Name of School	Activities	Amt.	Activities Dur Period April - December 04'	Remarks
1	Selman Fraser Nursery	General Rehabilitation Work – consisting of floor/stair, walls, doors and windows, roof and painting.	5M	April – Dec. 04	Complete
2	Alexander Village Nursery School	Roof repairs and servicing, painting of building repairs to walls, doors.	4M	July – August 04	Completed.
3	Smyth Street Nursery	Rehabilitation to floor, walls, doors, windows and general plumbing repairs to sanitary block including resulting of the building.	5M	April - July 04	Work in progress
4	Houston Nursery School	Tile finishing windows repairs and general painting and filling.	2M	April - Dec. 04	Completed
5	Albouystown Nursery	Repairs to windows and doors servicing of roof and washroom facilities, water tank, and electrical repairs.	6M	April - Dec. 04	This school is housed in a private association building in Albouystown and is in a deplorable state. This school urgently need its own building. No award was made in 2004.
6	Stella Maris Nursery	Tiling and Painting	3M	July - Sept. 04	Completed
	Polly's Nursery	Rehabilitation-consisting of Roof, Ceiling, Windows & Doors.	6M	April - Dec. 04	Completed.
7	Liana Nursery	Rehabilitation to H.M Office, Walls, Roof and Flooring.	2M	Aug. - Sept. 04	No award was issued in 2004. Roof is leaking and requires repairs and servicing. The walls and flooring are in a bad state and the H.M Office needs general repairs.
8	Happy Hearts Nursery	Electrical, Tiling and Grill Work.	4.0M	June - July 04	Completed.

**NURSERY**  
**DISTRICT 3 OR ZONE C**

ed Administration Work Programme Ministry of Ed. Buildings Division

ad Maintenance of Buildings Listed in order of Priority

em	Name of School	Activities	Amt.	Activities Dur Period April - December 04'	Remarks
	Roxanne Burnham Nursery.	Rehabilitation Work- Painting to the Sanitary Block and interior of building.	3M	Aug. - Sept. 04	Completed.
	St. Christopher Nursery	Painting	2.0M	Aug. - Sept. 04	No award in 2004.

**PRIMARY  
DISTRICT 3 OR ZONE B**

ad Administration Work Programme Ministry of Ed. Buildings Division

b Maintenance of Listed in order of Priority  
ad Buildings

<b>Item</b>	<b>Name of School</b>	<b>Activities</b>	<b>Amt.</b>	<b>Activities Dur Period April - December 04'</b>	<b>Remarks</b>
	Central Primary	General rehabilitation work activities consisting of floors, walls windows/doors electrical plumbing and painting.	5M	Sept. - Nov. 04	Work in progress.
	St. Anne's Primary	Rehabilitation work to building consisting of roof. Walls flooring and general painting including windows and grill.	6M	July - Sept.04	Work in progress
	F.E. Pollard	Repairs of defective windows and the valley of the roof.	4M	May - July 04	No award was issued in 2004.
	South Ruimveldt Primary	Electrical, door locks and window repairs.	6M	June - August 04	Completed.
	Sacred heart Primary	General rehabilitation to entire building.	5M	May - July 04	Completed as per Bill of Quantities
	North G/town	Carpentry and joinery, electrical	3M	June - August 04	Repairs to doors, windows and flooring including electrical. In progress in 2004.
	Sophia Special School	General rehabilitation	8M	April - July 04	Completed.
	Stella Maris	General rehabilitation	6M	April - July 04	Completed.

**PRIMARY  
DISTRICT 3 OR ZONE B**

Head	Administration	Work Programme	Ministry of Ed.	Buildings	Division
Sub Head	Maintenance of Buildings			Listed in order	of Priority
Item	Name of School	Activities	Amt.	Activities Dur Period April - December 04'	Remarks
9.	St. Stephen's Primary (Annex Building).	General rehabilitation work consisting of ceiling walls doors, windows stairs flooring, roof work and general painting.  Rehabilitation to the existing building including repairs to roof, walls, windows doors, and flooring.	5M	April - July 04	Completed.
10.	St. Andrew's Primary.	Rehabilitation Works existing guttering, roofing, painting, casting and repairs.	6M	April - July 04	Completed.
11.	Ketley Primary		2M	April - July 04	Completed

**SECONDARY  
DISTRICT 3 OR ZONE C**

Head	Administration	Work Programme	Ministry of Ed.	Buildings	Division
Sub Head	Maintenance of Buildings			Listed in order	of Priority
Item	Name of School	Activities	Amt.	Activities Dur Period April - December 04'	Remarks
1	St. Stanislaus College	Rehabilitation Works to the welded wing and Scannell wing consisting of: - Repairs to floors, Internal and External walls, stairs, roof, guttering and general painting.	10M	June 2004 - September 2004	Complete
			4M	April 2004 - July 2004	Complete
2	Brickdam Secondary School	Rehabilitation Works: - Consisting of: - Floors/stairs, walls, windows/doors, roof p plumbing installation and painting and includes converting the canteen into a Home Economics apartment.	4M	May 2004 - July 2004	Work In Progress 75% Completed
3	Dolphin Secondary School	Construction of concrete and chain link fence with angle iron column, inclusive of addressing critical areas.	5M	April 2004 - December 2004	Work in progress 85% completed
4	Ascension High School	Rehabilitation Works and Painting, Consisting of Changing defective board at Internal and External walls.	3M	April 2004 - December 2004	Completed
5	David Rose C.H.S	General Rehabilitation Works: - floor walls, windows, doors, electrical and plumbing installation works and painting.	5M	May 2004 - July 2004	This institution is also in a deplorable state that should be address. Admitting that this school is an S.S.R.P Program this school would also need emergency works, as to enhance safety for the dwellers of the institution. Address the critical areas and not the major work of capital expenditure. (was not awarded by CTB)
6	Lodge Secondary School	General Rehabilitation Consisting of repairs to roof, walls, floors electrical and plumbing system and painting.			

**SECONDARY  
DISTRICT 3 OR ZONE C**

ad Administration Work Programme Ministry of Ed. Buildings Division

b Maintenance of Buildings Listed in order of Priority

m	Name of School	Activities	Amt.	Activities Dur Period April - December 04'	Remarks
	Bishops' High School	General Rehabilitation consisting of repairs to walls, stairs' landing, electrical, plumbing painting etc.	10M	July 2004- September 2004	Work completed
	St. Joseph High	Ditto	5M	August 2004 - September 2004	Completed
	Campbellville Secondary	Rehabilitation Industrial Arts Department, Painting, roofs, window and doors.	5M	April 2004 - December 2004	Completed
	Queenstown C.H.S	Tiling of floor and repairs to the sanitary block.	3M	April 2004 - December 2004	Completed
	St. Rose's High School	Ditto	10M	July 2004 -September 2004	CTB did not award project 2004
	Richard Ishmael Secondary	Removing of asbestos sheet and replacing of zinc sheet, Disposal of unwanted chemical and Repairs to Science Lab and electrical.	5M	May 2004 - June 2004	Completed

**SECONDARY**  
**DISTRICT 3 OR ZONE C**

ad Administration Work Programme Ministry of Ed. Buildings Division

b Maintenance of Buildings Listed in order of Priority

Item	Name of School	Activities	Amt.	Activities Dur Period April - December 04'	Remarks
	North Georgetown Secondary	General Rehabilitation. Painting, plumbing and repairs to doors, windows and walls.	4M	June 2004 - August 2004	Work in progress 80% completed
	Tucville Secondary	Erection of sanitary block, reservoir and trestle and fencing.	6M	July 2004 - September 2004	Completed
	South Ruimveldt Secondary	Repairs to windows and floors and routine maintenance.	3M	May 2004 - July 2004	Completed
	St. Winefride's Secondary	Extension of Science Lab, Home Economics Department, erection of collapsible walls.	9M	July 2004 - October 2004	Completed
	Durban Backlands P.I.C	Construction of market center and garden nursery, guard hut, caretaker hut, staff room recommend an upper flat, chicken pen for layers	4.5M	May 2004 - July 2004	Completed

**SECONDARY**  
**DISTRICT 3 OR ZONE C**

Head	Administration	Work Programme	Ministry of Ed.	Buildings	Division
Sub Head	Maintenance of Buildings			Listed in order	of Priority
Item	Name of School	Activities	Amt.	Activities Dur Period April - December 04'	Remarks
18	Agricola P.I.C (H.E)	Construction of timber revetment concrete reservoir and trestle.	3M	June 2004 – September 2004	Work in progress 80% completed
19	Agricola P.I.C (I.A)	To investigate land space and structure for proposed extension.	3M	June 2004 - December 2004	Was not awarded in 2004 by CTB
20	Tucville Secondary	Concrete and chain link fencing with angle iron column barb wire to arms.	5M	April - July 2004	Completed
21	St. Christopher Nursery	Ditto	9M	April - July 2004	Completed
22	Stella Maris Nursery	Construction of concrete and hollow block fence	1.3M	April - July 2004	Work in Progress

3.4.1.5

**PROJECT OFFICER**

**CAPITAL PROGRAMME**

**END OF YEAR REPORT – 2004**

	<b>Subhead</b>		<b>Allocation</b>
(1)	12-001	Nursery, Primary and Secondary Schools	\$ 56,000,000
(2)	12-002	President's College	\$ 5,000,000
(3)	12-005	Craft Production & Design	\$ 1,800,000
(4)	12-007	National Library	\$ 6,000,000
(5)	12-009	Critchlow Labour College	\$ 1,900,000
(6)	12-010	Kuru Kuru College	\$ 1,800,000
(7)	12-012	University of Guyana – Turkeyen	\$ 30,000,000
(8)	12-013	University of Guyana - Berbice	\$ 73,000,000
(9)	26-002	GBET	\$ 20,000,000
(10)	26-003	New Amsterdam Technical Institute	\$ 10,000,000
(11)	26-004	Other Equipment	\$ 4,000,000
(12)	26-005	Guyana Technical Institute	\$112,000,000
(13)	26-007	GITC	\$ 5,000,000
(14)	26-008	C.S.H.E	\$ 3,600,000
(15)	26-009	School Furniture and Equipment	\$ 20,000,000
(16)	26-010	Resource Development Centre	\$ 4,000,000
(17)	26-011	Development of Text Books	\$ 23,000,000
(18)	45-003	Linden Technical Institute	\$ 10,000,000
(19)	12-014	BEAMS	\$450,286,000
(20)	26-001	GEAP	\$228,976,476

**12-001 NURSERY, PRIMARY AND SECONDARY SCHOOLS**

Four activities were catered for under this sub-head: -

**(A) Roll Over Projects**

- (1) Winfer Gardens Primary School
- (2) Agricola Primary School
- (3) West Ruimveldt Primary School
- (4) Smith Church Nursery School

**(B) PAYMENT OF RETENTION**

- (1) Uitvlugt Primary School
- (2) South Ruimveldt Primary School
- (3) Turkeyen Nursery School

**(C) NEW WORKS**

- (1) Sophia Nursery School – New Building
- (2) St. Anne's Primary School -- Extension
- (3) Carmel High School – General rehabilitation and extension

Items A and B of the above have been successfully completed while in C – Sophia Nursery School – the new building is in its last stage of completion. It has falling in the group of Rollover Projects. Carmel High School is also in this category while St. Anne's Primary School is fully completed.

**(D) CONSULTANCY SERVICES**

Item D – Consultancy Services – has to roll on until its one-year comes to an end in April 2005. In the meanwhile the Ministry of Education has advertised for consultancy services for 2005-2006.

**12-002 PRESIDENT'S COLLEGE**

The allocation for this sub-head was five million dollars at the beginning of the year. The activities were changed as a direct result of a fire, which damaged the boys' dormitory. Painting of Block No 1 was completed in November 2004. A commitment to rebuild the dormitory one was made by the President. Works were financed principally and to be done under the supervision of SIMAP.

The adjusted Programme of Works approved is as follows:-

- (1) Rewiring of the complex
- (2) Purchase of 8 refrigerators and 2 freezers.
- (3) One 15 hp pump motor and panel.
- (4) One four burner industrial stove and one oven.
- (5) Construction of 1 concrete trestle and water tanks.
- (6) Construction of 100 desks and benches.

Most of the above are completed. Rewiring of the complex will be the last to finish the project.

**12-005 CRAFT PRODUCTION AND DESIGN**

General rehabilitation under this subhead was completed by contractor – Ram Persaud working under the suspension of the contracted consultant – N. James.

**12-007 NATIONAL LIBRARY**

An allocation of six million dollars was made under this sub-head. The project is successfully completed. Payments for the completion of the National Library were made and the following items were bought: -

- (1) 2 filing cabinets
- (2) 1 20 inch TV
- (3) 1 DVD-VCR
- (4) 10 stacking chairs
- (5) 4 reading desks
- (6) 1 work station for 4 computers
- (7) 2 book cupboards for library

New tiles were listed on the floor of the older section of the building.

**12-009 CRITCHLOW LABOUR COLLEGE**

Commencement of works on the Critchlow Labour College was dependent on an audit report at this site. Work awarded in late November 2004. The works started in December and is at finishing stage. An allocation of \$1.9m was made towards this subhead for activity – Painting of complex.

**12-010 KURU KURU COLLEGE**

Rehabilitation of the building was scheduled as the only activity and this entailed the works on the roof of the building. This is successfully completed.

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

An allocation of \$30M was made towards this project and falls under two activities (A) Rehabilitation of Faculty Buildings: -

- (1) Technology – 6,000,000

- (2) Communication – 2,000,000
- (3) Personnel – 2,000,000
- (4) Geography Lab – 600,000
- (5) Education Language Lab – 750,000
- (6) Bookstore – 1,200,000
- (7) Chemistry & Biology Buildings – 1,400,000
- (8) Education Lecture Theatre – 2,000,000
- (9) George Walcott Lecture Theatre – 450,000
- (10) Library – 3,000,000
- (11) Health Science – 800,000
- (12) Electrical Works – 4,800,000

(B) Purchase of Equipment for the information Technology and Science Laboratory. Bought: -

- (1) Desks
- (2) Tables – folding
- (3) Chairs
- (4) Television
- (5) 1 Scanner – HP 35
- (6) 1 Work Station for 6 Computers
- (7) 50 Stacking Chairs
- (8) 15 Folding Tables
- (9) 60 Typist Chairs
- (10) 1 Printer – HP 5150
- (11) 60 inch Deluxe Projector Screen
- (12) 1 Infocus 500 projector with accessories
- (13) 3M Overhead Projector and Lamps
- (14) Image Runner – 1310
- (15) Cannon image runner
- (16) 1 Digital Camera
- (17) 1 Sharp TV-32”

Some of the faculty buildings have been put on this year’s roll over project and is presently being completed.

12-013

**UNIVERSITY OF GUYANA - BERBICE**

A court order granted on May 30<sup>th</sup> 2003 to cease construction of the Science Laboratory had been discharged. Works restarted on the 4<sup>th</sup> February 2004.

Owing to the cessation of construction, some of the lumber was exposed to the elements, as such they had to be replaced and this adds to the cost of completing the building. An allocation of for the activities reads:-

- (1) Completion of Laboratory - \$61M
  - (2) Purchase of Equipment for Laboratory - \$4M
  - (3) Payment of Consultancy Services - \$6M
  - (4) Purchase of Land - \$2M
- Successfully completed

Due to the protracted delay in contract execution, the contractor filed for variation in rates and materials; totally \$7.9M. This matter had been referred to the National Board of Procurement and Tender Administration for a decision.

**12-014 BEAMS**

This subhead falls under the responsibility of Mr. R. B. Persaud.

**26-002 GBET**

This came to an end in October 2003. However, a skeleton staff comprising of two officials were maintained up to February of 2005 when all operations of GEAP will cease. A school at Linden – Wisburg Secondary School, is to be financed by the same donor agency and supervised by Ministry of Education. This project is to be completed in a contract period of 91 weeks starting 5<sup>th</sup> January 2005. The cost of the project is at a contracted sum of \$345M.

**26-003 NEW AMSTERDAM TECHNICAL INSTITUTE**

An allocation of \$10M was made for the rehabilitation of staff quarters.  
(a) Rehabilitation of staff quarters  
(b) Completion and furnishing of science building  
This activity was reprogrammed since the completion of the Lab was granted. Rehabilitation of staff quarters was done under the recurrent programme.

**26-004 OTHER EQUIPMENT**

The following equipment were bought and distributed: -

- (1) Currency Counting Machine
- (2) 2 PC Tool Kits
- (3) 7 Stacking Chairs
- (4) 2 Steel Filing Cabinets
- (5) Executive Chairs
- (6) Typist Chairs
- (7) Metal Filing Cabinets
- (8) Office Chairs
- (9) Table (to seat eight persons)
- (10) Four drawer metal filing cabinets
- (11) Two drawer metal filing cabinets
- (12) 1 Mild Black Executive Chair
- (13) 1 High Black Executive Chair
- (14) Line Stabilizer 1000 Watts voltage 110
- (15) Standby Generator and Change over switch

(16) 2 writing desks

(17) 6 Arm chairs

26-005

### GOVERNMENT TECHNICAL INSTITUTE

This subhead comprises of three centers:

(a) Government Technical Institute - \$6M

(b) Essequibo Technical Institute - \$8M

(c) Upper Corentyne Industrial Training Center - \$98M

Some equipment was bought for GTI.

For Essequibo Technical Institute rehabilitation of the Institute were completed and also electrical works was done.

The Upper Corentyne Industrial Training Center and allocation of \$88M was made towards the completion of the building. Purchase of equipment and furniture amounted to \$10M of which furniture was bought. The award of contract for equipment was not made. An amount of 12,236,188 for change of rates for Upper Corentyne Industrial Training Center was received on the 10<sup>th</sup> November 2004.

26-007

### GITC

The elements of work consist of (1) Retooling of Welding Shop (2) Purchase of Equipment and tools.

Unfortunately, the awards of contract for the elements of work were made late in the year by the Central Tender Board during 2003 and as such the allocation of \$5m was not completely used.

26-008

### CARNEGIE SCHOOL OF HOME ECONOMICS

A late award of contract by the Central Tender Board for this project resulted in the roll over of same.

26-009

### SCHOOL FURNITURE & EQUIPMENT

An allocation of \$20m was made to this subhead for which \$12M was for school furniture and \$8M for equipment. All equipment were bought. The contract for school furniture was shared among the following:-

1. C Carlton Ambrose – \$2,086,000 (a) 51 Nursery Sets

(b) 15 Cupboards

© 40 Cupboards

2. Bethel Woodworking

Establishment - \$3,105,000

(a) 150 – Type ‘A’ Desks and Benches

(b) 150 – Type ‘B’ Desks and Benches

© 150 – Type ‘C’ Desks and Benches

3. Mike and Sons  
Furniture - \$1,330,000 (a) 95 Teacher Tables  
(b) 95 Teacher Chairs
4. Wood N' Furniture - \$139,200 – (a) Display Boards

In addition to the above contracts, which were successfully completed, the following were bought since the entire allocation was not used up.

- 2 cupboards
- 15 pairs of desks and benches
- 100 pairs of desks and benches

**26-010 RESOURCE DEVELOPMENT CENTRE - NCERD**

The purchase of office furniture and equipment was the main activity of this subhead using an allocation of \$4M. Items bought included:

1. 1 forty foot container	-	\$304,500
2. 4 screens	-	\$149,205
3. 20 chairs	-	\$170,000
4. 1 Executive chair	-	\$68,000
5. 2 utility tables	-	\$68,000
6. 1 risograph	-	\$2,050,000
7. 5 metal blade fans	-	\$24,995
8. 3 fax machine	-	\$142,000
9. 3 writing wooden desks	-	\$167,394
10. 3 18000 BTU AC Units	-	\$465,000
11. 2 24000 BTU AC Unit	-	\$390,000
TOTAL	-	\$3,999,094

All purchases were done by Resource Development Centre.

**26-011 DEVELOPMENT OF TEXT BOOKS**

A sum of \$23M was made to this subhead. A total of \$16M was used for the printing of Social Studies and English text books.

**45-003 LINDEN TECHNICAL INSTITUTE**

The completion of the laboratory was successfully done. The award of contract for equipment was not made by the Central Tender Board.

**SCHOOLS SYSTEM MANAGEMENT  
COMMITTEE (SSMC)**

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**3.5.1 DEPUTY CHIEF EDUCATION OFFICER (ADMINISTRATION)**

**Highlights**

Statutory meetings of the School System Management Committee (SSMC) were held weekly in addition to a number of unscheduled meetings all of which reviewed and developed administrative strategies to address problems encountered. Of note was the modification documents.

- (a) Assessment of Private School
- (b) Government of Schools by Boards

In terms of strategies, emphasis was placed on supervisory inspection visits to Departments of Education and selected schools. The aim was to lend support and give guidance to Heads of Departments of Education, their professional staff, Headteachers and their staff. Support was also given by organizing feedback sessions after School Inspection. The target group included Department Officers and Headteachers of the schools inspected.

The Schools' Welfare Unit executed a number of activities directed at reducing the high incidence of truancy among school age children and also the issue of child abuse. Training programmes were held to enhance capacity building among those persons performing the duties of schools' Welfare Officers.

Support was provided for many projects currently undertaken by the Ministry. Among these are: Escuela Nueva, Effecting Smooth Transition – Nursery to Primary and Primary to Secondary, Guyana Education Access Project, Guyana Basic Education Teacher Training and Basic Education Access and Management Support, Improving Literacy and Numeracy at the school level.

Senior professional officers and some support staff participated in workshops and other training courses which dealt with Time Management, Information Technology and Managerial and Supervisory Skills.

Attention was given to the Special Education Sector of the education system in the execution of workshop for teachers and school administrators. The workshop were intended to impact positively on the management and delivery of the curriculum with special emphasis on literacy and numeracy among children with special needs.

Assistance was provided to Regional/District and National sporting competitions involving schools, for example;

- (a) National Schools Track and Field Championships
- (b) Under-15 Cricket matches between a Guyana U15 team and a touring British Team.

For the academic year 2003/2004 a total of (961) teachers have been officially released on a part-time basis to pursue relevant courses at the University of Guyana.

### **Challenges**

The large number of unscheduled meetings which officers of the Unit are expect/invited to attend place undue demands on time and adversely affect the timely execution of day-to-day tasks. Time management sometimes becomes a nightmare.

The delay in enacting into law the Revised Education Act and Regulation continues to impact negatively all levels of the system. Of concern, are the many Private Schools operating under unacceptable conditions but against whom no legal action can be taken by the Ministry of Education.

The re-constitution of the Teaching Service Commission has resulted in that quality time was needed to prepare and forward applications for appointment as school administrators. As a result, the budgeted sum for the annual orientation workshop for newly appointment school administrators was used as planned.

The reduction in the number of monthly engagements with Heads of Departments of Education has impacted negatively on timely feedback from the officers. Communication with them is further affected by the absence of direct telephone lines to Officers.

### **Strategies**

The weekly meeting of the Schools System Managements Committee (SSMC) were used as the main medium in the development of education policy positions for ratification at a higher level in the Ministry.

Support/Audit inspection visits to Departments of Education and Schools will be continues in a effort to assist Field Operatives and school administrators or properly account for their stewardship.

Regional feedback sessions dealing with School Inspectorate reports have been ongoing and will continue. The relevant stake holders at the Regional level are involved.

Departments of Education will be encouraged to plan and implement follow-up school management and supervision workshop focusing on literacy, numeracy and school improvement planning.

## Projections

The School System Management Committee (SSMC) will continue to advocate and facilitate training for its operatives. Orientation of newly appointed school administrators will be done at the Regional or cluster level.

The implementation and supervision of national education policy will be qualitatively improved in the form of structured support/audit inspection visits by Central Ministry personnel. Monitoring and evaluation will be intensified and a higher level of stakeholder participation in education encouraged.

Emphasis will be placed on the reduction of teacher absenteeism and increased student attendance.

Generally, the Schools' System Management Committed (SSMC) intends to network with other units within and outside the Ministry so as to ensure that all Projects undertaken by the Ministry are realized as we seek to modernize education access and delivery.

## SUMMARY

The Schools System Management Committee (SSMC) Ministry of Education, is headed by the Deputy Chief Education Officer (Administration) and comprise the following officers, namely;

- Assistant Chief Education Officer (Nursery)
- Assistant Chief Education Officer (Primary)
- Assistant Chief Education Officer (Secondary)
- Senior Education Officer (Administration)
- Coordinator, Special Education
- Coordinator, Schools Welfare Service
- Coordinate, School Boards Secretariat

The SSMC oversees the management of the schools system nationally and the immediate implementation and supervision of national education policies in the ten administrative Regions and Georgetown in collaboration with the respective Departments of Education.

For effective coordination of activities at the center and the Department of Education, weekly meetings of the SSMC have been held in addition to three meetings of Heads of Departments of Education. The engagements provided the opportunity for the dissemination of information, reporting and for feedback.

Individual as well as team visits to schools and some Departments of Education were undertaken during the period under review. However, much more visits should have been made but that was not possible since other equally important tasks/assignments had engaged the attention of the SSMC's operatives which had rigid time lines. Training programmes of several types were undertaken in an effort to qualitatively improve the management and supervision of the delivery of education at the (3) levels across the country. Based on feedback, the programmes have began to have a positive effect on the delivery of education.

The inadequate sums of money released monthly were often received late and this affected the ability of Activity managers to efficiently execute their individual programmes as were scheduled. Additionally, the School Boards Secretariat, the Schools Welfare Services and the Special Education Unit need to be properly staffed if they are to deliver as is expected.

**DEPUTY CHIEF EDUCATION OFFICER (DEVELOPMENT)**

**EXECUTIVE SUMMARY**

**PROGRAMME 4**

During the year 2004 several achievements have been underscored; even though there were a few constraints, it is believed that if these are addressed in a timely manner, there should be more positive outcomes, resulting from training programmes.

With the retirement of the Principal of Cyril Potter College of Education a new Principal and Vice-Principal were appointed promptly. However, the vacant position of the Head of Centre, Turkeyen In-Service Centre and staff in the key and critical Departments of Education, Language, Maths, Science, Business and Information Technology are yet to be filled. The recruitment package seems not to be attracting the target group.

This acute shortage is not only peculiar to the Teacher's Training College but also to the Unit of Allied Arts and National Centre for Resource Development.

In fact, the marking and analyzing and publishing of a number of examination results have been delayed due to the paucity of staff in the relevant field, as well as, the Ministry of Education tender board bureaucracies which hinder the smooth flow of activities.

This situation has certainly affected the quality and timeliness of outcomes.

In the area of the Expressive Arts approximately one hundred and ninety (190) Nursery, Primary and Secondary teachers were exposed to training in several areas, which was conducted in regions 2, 3, 4, 5 and Georgetown. A Sensitization exercise was done in Lethem – Region #9.

Also a pilot project in collaboration with the Guyana Football Federation has been implemented in eight schools in Georgetown, region #3 and 4.

The unit continued the usual Mashramani, Independence and Education Month activities. The students of Sophia Special School represented Guyana at the Sixth Caribbean Secondary Schools' Drama Festival in Trinidad and Tobago. The production dealt with the issues of HIV/Aids and Truancy. They returned with several awards.

The Examinations Division administered the National grade 2, SSEE, National Third Form Examination, CSEC, CAPE, GCE 'O' and 'A' Levels; GTEE, Professional Examinations – ACCA, ABE, CIMA, AAT. The results of these local and overseas examinations were published in a timely manner to schools and individuals.

NCERD is mandated to nurture and empower practicing teachers through engagement in continuous development programmes. The following units of this institution facilitate this process:

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

For the year under review NCERD focused on revision of curriculum guides, teachers' manuals and text books for the core subjects.

National five-day workshops in Language Arts, Reading, Information Technology, Visual Arts, and Spanish were conducted for Primary school teachers across the regions and Georgetown.

Approximately 201 school administrators completed a distance education course in Education Management and thirty (30) Master Trainers were trained to deliver and serve as resource persons on the Education Management Course.

The Distance Education and Information Unit continued airing the Broadcasts to Schools' and Talking About Education Programmes. Dubbing of cassettes on Broadcasts To Schools' Programme was done and these were distributed to regions 8 and 9.

In keeping with the BEAMS project most arrangements for the implementation of Interactive Radio Instruction was put in place.

The administration of the Local Examinations was facilitated by the prompt and timely production of the relevant examination papers and accompanying documents.

The mandate of the Cyril Potter College of Education (CPCE) is to provide the education system with academically and professionally trained teachers at the Nursery, Primary and Secondary Levels.

The total enrolment for the academic year 2003 – 2004 was 265 students.

In September 2004, the first batch of 361 students on the semesterised programme completed training.

The monthly stipend of \$7,500 for resident, \$5,000 for non resident was paid.

A Special Needs Education Unit and a Reading Room have been established. These are intended to provide support to trainees.

Tutor training workshops, monthly feedback meetings for Heads of Centres, the end of year retreat and professional development sessions were held as scheduled. Another significant activity was the National Teacher Education Symposium. The report from this forum has been circulated for further comments.

The evaluation report of the Guyana Basic Education and Teacher Training Foundation and Certificate programmes has been completed. The college awaits the comments of members of the Project Steering Committee and the Ministry of Education; so that an implementation plan could be formulated in keeping with the approved recommendations.

The history of the institution was also extended to include the re-naming of the College library, and the construction of a bust and plaque in honour of Mr. Francis Ashley Vaughn – Cooke, who has been the longest serving Principal of the teaching training institution.

It must be noted that over the years CPCE has outgrown its structure and role in teacher education.

This is evidenced by the number of projects the institution now manages – BEAMS, CETT, GBET, the number of regional In-Service Teacher Training centres (Regions 1, 2, 3, 4, 6, 9, 10) which have to be monitored.

Of course, these tasks require adequate and suitably qualified staff to perform these functions.

However, this has not been the case, since the College lost staff mainly through transfers, retirement and migration with minimal replacement.

### **ORGANISATION AND MANAGEMENT**

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

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

**PROGRAMME:                    Training and Development**

**SUB-PROGRAMME:           Programme Administration**

**OBJECTIVE:**

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

**KEY RESPONSIBILITIES:**

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

**KEY RESULTS:**

- Implementation of a coherent policy across all programmes;
- Consensus on administrative strategies for implementation of policies;
- Coordinated sectional work programmes, budgets and reviews;
- Strategies are implemented, regulations are adhered to, and guidelines are followed;
- Programmes are efficiently administered;
- Informed decisions are made with respect to policy guidelines and curriculum;
- Efficient use of resources in the area of education and training.

**ASSISTANT CHIEF EDUCATION OFFICER**  
**(SECONDARY)**

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**MISSION STATEMENT**

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

**Description of Division and Department**

The Secondary Department is administered by an Assistant Chief Education Officer who is responsible for the effective management of the delivery of education at the Secondary Level.

The Assistant Chief Education Officer is assisted/supported by the following:-

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

Vacancies exist for the following position due to Retirement/Resignation.

Work Study Assistant- Retired with effect from 2004-09-30

Education Officer (Agricultural Science) – Retired with effect from 2004-08-31

2004-08-31

Administrative Assistant – Retired with effect from 2004-08-31

Senior Typist Clerk – Resigned with effect from 2004-09-30

#### 3.5.1.4

### SPECIAL EDUCATION UNIT

#### MISSION STATEMENT

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

#### **Objectives**

The major objectives of the Special Education Unit are:-

To assist in the formulation and implementation of policies as they relate to Special Education at all levels.

To advise on professional matters related to the operation of Special Education Institutions.

To recommend and organize orientation and continuous professional training for staff in conjunction with Deputy Chief Education Officers, Principal of the Cyril Potter College of Education (CPCE) and Director of NCERD

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

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

To assist in reviewing the curriculum.

The Coordinator for Special Education has the functional responsibility for managing the unit. A Typist Clerk has recently been added to provide Clerical Support. The unit, which has been evolving over the past year, requires for its effective functioning the services of an Administrative Assistant and Special Education Welfare Officer.

**EDUCATION AND TRAINING FOR THE YEAR 2004****SUMMARY**

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

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

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

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

During 2004 several activities were successfully undertaken to satisfy the foregoing. They include:

- monitoring of the delivery of TVET;
- holding meetings of the TVET Management Committee;
- giving technical support to the Basic Competency Certificate Programme (BCCP) Task Force;

- concluding of the prerequisites for a project on Technical and Vocational Education and Training (TVET) which is to be financed by the Caribbean Development Bank (CDB);
- developing a project proposal for Japan Grant Aid funding;
- developing a major project proposal for funding by the Inter American Development Bank (IDB);
- the promulgation of the Technical and Vocational Education and Training Bill 2004 in Parliament on 22<sup>nd</sup>. July 2004;
- preparation of the organization structure, staff inventory, job-descriptions and job-specifications for the secretariat of the Council for Technical and Vocational Education and Training;
- maintaining a working relationship with national and international organizations on matters pertaining to Technical and Vocational Education and Training;
- monitoring of the construction of the Upper Corentyne Industrial Training Centre building;
- proof reading and printing the new Competency Based Modularised Curriculum that are to be delivered by the Post-Secondary Institutions;
- liaising with industry and commerce on matters pertaining to Technical and Vocational Education and Training; and
- attending all the meetings that were convened on Technical and Vocational Education and Training.

**Critical Analysis:**

The Technical and Vocational Education and Training system was well managed and monitored during the year. Several visits were made to the institutions outside of Georgetown and a minimum of one Management Committee Meeting was held each month. Technical support was given to the Task Force for the Basic Competency Certificate Programme.

**TVET Project:**

A study was done of the Technical and Vocational Education and Training system by TECSULT International Limited of Canada on behalf of the Caribbean Development Bank (CDB) and the Government of Guyana during the first quarter of the year. All the stakeholders of TVET were consulted. A project monitoring committee was established in October. The convener of the committee is the Permanent Secretary of the Ministry of Education. Information requested of the Ministry of Education by the Caribbean Development Bank to support the project proposal was forwarded to them promptly.

Two project proposals on Technical and Vocational Education and Training were prepared and forwarded to the Permanent Secretary of the Ministry of Education for approval and transmission to the Government of Japan and the Inter American Development Bank for possible funding.

### **TVET Bill 2004:**

The TVET bill 2004 was promulgated by Parliament on 22<sup>nd</sup>. July 2004. As a consequence, the organization structure and the staff inventory for the Secretariat of the TVET Council as well as the job-description and job-specification for the Executive Director were forwarded to the Permanent Secretary of the Ministry of Education for approval.

### **Upper Corentyne Industrial Training Centre:**

Six site meetings were held in the process of monitoring the construction of the building to house the Upper Corentyne Industrial Training Centre. A document was prepared on the main activities (and their timelines) that are to be completed for the establishment of the institution in January 2005. It was approved and implemented.

### **Competency Based Curricula:**

The Competency Based Modularised Curricula that were developed to be delivered by the Post-Secondary Institutions were proof read. However, funds were not available for the reprinting of the curricula and the holding of workshops to train the Lecturers/Instructors on the teaching strategies that are to be employed in the delivery of the curricula.

The project entitled "Implementation of Competency Based Modularised Training at Post-Secondary Institutions in Guyana" was not approved for funding by the United States Agency for International Development (USAID). The DCEO (Tech.) requested and gained the support of the USAID Mission Director in Guyana and the Director of International Education of St. Louis Community College, Missouri for the project to be resubmitted to the USAID in Washington for possible funding.

### **Communication with Local and International Agencies:**

Communication with local and international organizations such as the Private Sector Commission, the Consultative Association of Guyanese Industry, the Manufacturers Association, the Guyana Teachers Union, the Guyana Public Service Union, the Guyana Association of Professional Engineers, UNESCO, the International Labour Organisation, the Caribbean Development Bank, the Community Colleges for International Development, the United States Agency for International Development and the St. Louis Community College were very fruitful. The high level of cooperation and collaboration was highlighted by the consultations that were done during the preparation of the TVET Bill 2004. Such communication will continue during 2005.

### **Post-Secondary Institutions:**

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

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

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

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

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

GOVERNMENT TECHNICAL INSTITUTE

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**1.0 Vision Statement**

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

**2.0 Mission Statement**

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

**3.0 Summary**

Presently, the Government Technical Institute stands committed to offer education and training to young people and adults in technical, commercial and scientific fields that are relevant to the needs of the national economy. In addition, the institute has continued to collaborate with Industry and Commerce towards the satisfaction of the needs of the nation and the grandaunts.

This institution offers training in the following disciplines:

Mechanical, Electrical, Building, Science, Surveying, Business and Information Technology.

These programmes are distributed to cater for youths and adults from Secondary schools' level, industries both private and public sectors.

In the era of information technology, the institution is looking forward in the nearest future to be instrumental in "positioning Guyana in its rightful place in the global village:. This is the vision of the new administration, who has just recently been appointed. With this huge task, the Ministries of Government, the private sector, parents and friends of G.T.I. are welcome on board since it cannot be done alone. This call is made in lieu of the socio-economic situation Guyana is facing today.

## **Enrollment**

In order to promote the courses offered at this institution, our lecturers frequently visit secondary schools to persuade students to pursue studies here.

The total persons registered for the entrance test were one thousand, three hundred and twenty-four (1,324). The total persons who wrote the entrance test were, one thousand, two hundred and ninety-five (1,295). Total persons registered for the first year courses are one thousand and seventeen (1,017) and the continuing students registered are seven hundred and sixteen students (716).

Total persons enrolled for the academic year are one thousand, seven hundred and eighty-two (1,782).

## **Examination**

Internal examinations are conducted termly and annually for the Guyana Technical Education Examination (G.T.E.E).

In an effort to check the poor performance at G.T.E.E, the new administration is in the process, of reviewing the criteria for promotion into the second year as well as those for sending students to the G.T.E.E. exam.

## **Work Attachment**

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

As of last academic session at work attachment was one hundred and seventy-six (176) students.

Industry and Commerce accommodated one hundred and thirty-seven students (137) whereas G.T.I. accommodated thirty-nine (39).

## **Staff Matters**

### **Internal Training**

The 'Training of Lecturers in the Technical Education' Programme continued in 2004. Several staff members of the G.T.I. continued to attend Workshops and Seminars, in order to upgrade their skills and knowledge.

## **External Training**

Staff members attended training sessions in the following areas: Supervision and Management, Program Budgeting, Library Science, English Language in the office, and Computer repairs and Maintenance.

Some minor adjustments had to be done on the sub-station by GPL before the final inspection and handover.

Even though all of the laboratories and workshops are functional, in order to be in line with the vision statement, the need to upgrade these workshops cannot be over emphasized. With the collaboration of the Administration, Lecturers, Technicians, and Students Guild are working to uplift the standards and the conduciveness of the Lecturing and practical classrooms.

## **Projections**

The administrative office is presently doing manual records, but to computerize these administrative records and renovate the administrative office to accommodate the computers are planned.

In addition, there are plans to repair the library building to make it more conducive for the students.

To maximize the use of the one telephone line there are plans to install a telephone switchboard system, so staff members could access more easily.

## **Building and Infrastructure**

### **Buildings**

Three additional classrooms were added to the **Quadrangular Building**. Repairs to classrooms and furniture continue on a daily basis. A new classroom for Agricultural Mechanic is being erected by the Building students, which will separate the classrooms from the workshop.

The new students' canteen is completed and is at the stage of being furnished so that there will be full utilization in the New Year.

### **Compound and Environs**

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

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

### **Sporting Activities**

The Day of Sports was held on 28<sup>th</sup> October 2004. Prior to the day of sports, other inter house activities were held and there were:

Football  
Volleyball  
Basketball  
Dominoes  
Table Tennis  
Cricket

### **Students' Guild**

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

**NEW AMSTERDAM TECHNICAL INSTITUTE****1.0****VISION STATEMENT**

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

**2.0 MISSION STATEMENT**

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

**THE AREAS INCLUDED:** (i) Agriculture  
Business  
Building  
Electrical  
Mechanical

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

**1.0 ORGANISATION AND MANAGEMENT:**

The attached chart indicates the structure.  
The Programmes offered are divided into three (3) main departments namely:

Building  
Business  
Engineering

During the year in review Mr. Vishwa Pershaud – Senior Lecturer (ag) and Linden Edwards – Lecturer proceeded on one (1) month vacation leave in April 2004, and June 2004 respectively. Two (2) staff members services came to an end on July 2004, three (3) resigned and one (1) was appointed during the review period.

The recruitment process for new intake commenced in April 2004.

Sensitizing was done at all Secondary schools in Region 5 and 6, entrance tests were held at the New Amsterdam Technical Institute and four (4) decentralized location.

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

Felling of large trees along the outer eastern fence was undertaken by a contractor.

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

The final phase of the staff quarters rehabilitation has been halted.

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

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

Landscaping of the campus lawn was done as well, with the plangent of six (6) pine trees.

## ADMINISTRATION REVIEW

The Administrative staff comprises Mr. Ronald Simon – Principal, Mrs. Lorna Sancho – Deputy Principal (ag.) Mr. Vishwa Pershaud – Senior Lecturer 9ag) and Mr. Desmons Benn – Senior Lecturer (ag) assisted by Mr. Shoundell Parkinson – Senior Clerk (ag.) and Desiree Mars – Registry Supervisor (ag.)

## STAFF DEVELOPMENT

Mr. Vishwa Pershaud – Senior Lecturer (ag.) participated in a two (2) day workshop on Proposed building Codes, this workshop was sponsored by Guyana Manufacturers Association, in collaboration with the National Building Code Committee.

Mr. Desmond Benn – Senior Lecturer (ag) attended a one (1) day Seminar sponsored by Ministry of Labour, while two (2) Office Supervisory staff participated in a three (3) day workshop on “Customer Care” this training programme was sponsored by the Public Service Ministry, Training Division.

## STAFF INVENTORY

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

## **STAFFING**

During the period under review, the services of Mr. Sheldon Jaigoo – Electrical Technician, Mr. Paul King – Radio, Television and Electronic Servicing Technician and Ms. Hasina Johnson – Senior Lecturer were lost.

In July of 2004 Mr. Edward Seecharan (Lecturer) and Mr. Vernon Benons (Lecturer) tour of duty came to an end at the expiration of the contractual agreement.

## **SECURITY STAFFING**

A private guard service is offering service on a twenty-four (24) hour basis.

## **VACANCIES**

Vacancies exist for one (1) Deputy Principal, one (1) Senior Lecturer, one (1) Registry Supervisor, one (1) Senior Clerk, one (1) Accounts Clerk, one (1) Store Keeper, four (4) Lecturers and four (4) Technicians.

## **ENROLLMENT**

Four hundred and sixty (460) prospective students were interviewed for various trades and business courses. Two hundred and seventeen (217) students enrolled for the first year programmes. One hundred and thirty (130) students enrolled for the second year, while one hundred and twenty nine (129) students enrolled for the twelve (12) evening programmes.

## **CONSTRAINTS**

The disbursement of funds to facilitate scheduled releases were sometimes inadequate, further releases were sometimes late.

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

## **GTEE RESULTS**

Two hundred and eight (208) students entered for the Guyana Technical Education Examination (GTEE) in February 2004. One hundred and thirty five were successful at the June 2004 Examination.

## CAPITAL PROJECTS

Provision was made in the capital budget 2005 totaling \$10 Million to facilitate the under mentioned projects:

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- (a) Completion of staff quarters and repairs to classroom within workshop wing - \$4 M
- (b) Rehabilitation of Electrical systems in workshop - \$6M

However, there was a change of programme that paved the way for the completion of the science laboratory at a cost totaling \$10 Million. As a consequence projects (a) and (b) were not undertaken.

3.6.1.3

**LINDEN TECHNICAL INSTITUTE**

**1.0 VISION STATEMENT**

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

**2.0 MISSION STATEMENT**

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

### **3.0 ORGANISATION AND MANAGEMENT**

The current organizational structure provides for the delivery of Technical and Vocational Education and Training from the time of its transfer in 1996 through 2000. Since that period the Institute has expanded in terms of programmes offered and its infrastructure. This expansion has realized growth in student population of two hundred and seventy-three percent (273%). This had implications for management of the institution, since a number of positions were vacant due to the resignation of some Lecturers. At the same time the current structure does not allow for more technicians, ancillary, and teaching positions which has become necessary by virtue of the expansion and increase in the number of courses offered. The current structure allows for the employment of only two technicians which the institution has need for ten (10) to effectively manage our workshops, Computer Laboratory.

#### **1. SUMMARY**

During the year under review, the work of the Linden Technical Institute was executed under testing conditions. However, the drive to move the Institute forward was pursued with some success, which can be considered as marginal when compared with the previous year in terms of student performance. In terms of development of infrastructure, number of projects were earmarked for execution. Fifty three percent (53%) at various stages of completion. Staff was exposed to skills upgrading and training workshops as well as opportunity for academic improvement. Major hiccups continued to be experienced in the area of discipline and the timely addressing of issues and concerns relating to discipline and professional behavior on the job. Work continued on the establishment of a computerized database for student and staff data, as well as improvement to student services. The organization of the Institute needs to be revisited with a view of formerly establishing three (3) new programmes namely; the Diploma in Commerce, Certificate in Secretarial Science and Diploma in Information Technology.

#### **1.1 Student Performance**

One hundred and thirty two students wrote the national examination. This represents an increase of sixteen percent (16%), over last year's candidates. Of this amount forty-five (45) candidates were successful. This relates to a success rate of thirty three percent (33%) by course and fifty two percent (52%) by subject. Of the sixty-seven percent (67%) that were unsuccessful, seventy two (72) were referred and fifteen (15) failed outright. Of the successful candidates, three (3) students received national awards.

## **1.2 Infrastructure Development**

The modification and repair of the perimeter fence continued during the Year with the completion of three hundred and two feet (302) of concrete fencing on the southern side of the compound. The foundation for a further two hundred and twenty five (225) feet was prepared. This phase of the project will be completed within the first quarter of the New Year.

The Computer Laboratory was further upgraded with the addition of eight (8) Computers, which were received from the Kirkwood Community College through the TVET Secretariat. Five (5) other systems were upgraded to meet current standards with the addition of updated motherboards and processors.

The expansion and modifications of the Welding and Fabrication Workshop continued. Work on the physical facility has been completed to date. A Mig and Tig welding set was obtained. However, the completion of its installation was not possible because of the unavailability of some key electrical accessories and the appropriate gas required for the system to function. A similar set back was experienced in efforts to have the manifold system installed. It is anticipated that these projects will be completed within the first quarter of the New Year.

The repair to the driveway was stalled after fifty percent (50%) of the work was completed. The project was stalled because of the inability of the contractor to complete the project to the desired specifications.

The upgrading of the Metal Machining and Mechanical Fitting Workshop remains an issue of prime concern. Efforts to repair some of the Lathes were made resulting in the availability of four (4) for use by the Lecturers for practical instruction. The approval for the acquisition of four (4) additional lathes was given under the capital programme for the year. However, the unavailability of funds curtailed this effort. This severely affects the quality of training given to students in this area; since it must serve an average of twenty students during sessions. We were however able to acquire one additional lathe as a gift from M.S. Jahan & Son, from the East Coast of Demerara.

Phase II of the new wing was completed in the month of July. This means that the Institute is in a position to improve the level of its offering with the introduction of the Ordinary Technical Diploma Programme after approval because it is now possible to have Physics and Chemistry laboratories. This wing has also made it possible for us to have an Automotive Electrical and Electronics workshop and hence the introduction of an Automotive Electrical and Electronics program. These are projected to come on stream in the new academic year.

Seventy five (75%) of the refurbishing of the playfield is now complete. This will be a welcome addition to the facilities which will enable the all round development of students of LTI. Completion of the perimeter fence and the construction of two pavilions will bring the project to a close. This project will be completed by the end of the third quarter of the New Year.

### **1.3 Data Management**

In an effort to improve our record keeping, computation, and retrieval of students Data, a computerized database was developed. This will provide effective management of student records and the realization of the first step towards the establishment of a tracer mechanism for graduate students.

The database features a network, which provides various levels of user access to allow for the input and retrieval of data at the lecturer and administrative levels. This will realize the improvement of preparation and issuing of student reports, transcripts, recommendations, and other student related information. Staff records and information will also be an inherent feature of the database.

### **1.4 Recruitment of Students**

For the year under review students from Linden, Kwakwani, Ituni, Rockstone and the riverain areas were enrolled. A total of three hundred and sixty one (361) students were enrolled for the academic year. This represents a reduction of fifteen percent (15%) when compared with last year's total. This is due in part to a reduction in the total number of applicants and the decision to return to the standard of acceptance for new students of a minimum of forty (40%) percent to obtain a pass at the entrance examination.

The statistics for this year's recruitment showed that five hundred and fifty (550) application forms were issued, of which Two hundred and fourteen (214) first year students were selected and enrolled. The remaining one hundred and forty seven (147) of those enrolled are continuing students.

### **1.5 Driver Training**

For the year under review driver training did not achieve its projected target of Four (4) defensive and four (4) remedial classes for both theoretical and practical instruction. The programme was able to attract twenty-four (24) applicants of which twenty one (21) completed training. Eight of these were from Omai operations at Linden. They received remedial training. Thirteen (13) were members of the public who took the defensive driver training course.

### **1.6 New Programme**

The Business Department was piloted in 2002 and has shown promise since. This Department accounts for approximately 50% of the total enrolment for the institute. The perceived need for this programme was confirmed by the interest and enrollment obtained for business programs. Efforts are being made to have this department fully established and for the appropriate lecturers to be confirmed and appointed.

The conversion of one classroom into a business conference room to serve as a practical training room for students of the Business Department is 75% completed. This project is sponsored in part by the Linden Economic Advancement Program (LEAP) which provided equipment to the tune of one million three hundred thousand dollars (\$1.3mil) to enhance the delivery of tuition.

### **1.7 Staff Upgrading**

Continued emphasis was placed on staff upgrading during the period to improve their on the job performance. Two more lecturers commenced the Technical Teachers Training programme at GTI, and two completed it within the period, while six (6) ancillary staff employees attended one-week workshops sponsored by the Public Service Ministry. One staff member commenced training in Automotive Electrical and Electronics Servicing at GTI, while another from the accounts department commenced a one-year training in public accounts management. The Public Service Ministry facilitates in this programme. A total of two hundred and sixty nine thousand dollars (\$269,000.00) was expended on this activity.

The implementation of standard practice objectives and quality assurance assessment was severely affected by the lack of cooperation of lecturers and ancillary staff. An evaluation of the reasons for the failure of the exercise revealed that there is a lack of understanding of the purpose of this exercise. Hence, this will be addressed at the next plenary session scheduled for the month of January 2005.

**1.0 SUMMARY**

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

4.1 The Essequibo Technical Institute was reopened for the Easter term on January 5, 2004.

In June 2004, the process of identifying persons for registration began with Application forms being made available for prospective students

Forty-two (42) students wrote the entrance test

One Hundred and Sixty-Five (165) students were registered for training in various areas of skills

The academic year 2004/2004 commenced on August 30, 2004 with a student population of one hundred and sixty-four (164). Of this amount one hundred and thirty-six (136) were continuing students.

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

The electrical system of the building was modified and new panels were installed.

The compliment of staff for this institution reflected a shortage; this is particularly evident in the Administrative/Ancillary section. The delivery of Technical and Vocational Education and Training is also affected as we have had resignations with no replacements. With the taking in of the second batch of students for the second term, this problem became more acute.

A new set of furniture (chairs) was built.

A set of the equipment was maintained

Donation of books were made to the Library by Food for the Poor Inc. The books were received by Mr. R. Rambali (Ex Deputy Principal acting) on behalf of the institution. Shortly after this activity an inventory was taken of the library by auditors of Ministry of Education.

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

E.T.I. cricket team participated in cricket but did not reach the semi-finals in Georgetown

E.T.I. Inter-House sports were held on 15<sup>th</sup> October 2004 on the E.T.I. ground. Three houses participated and TIPS' House emerged as champion for the second time

The excavation of scrap metals, old tyres, debris and other stock pile of unwanted materials was done on the East, South and western side of the campus ground. Appropriate landfill used thirty truck loads of earth. It can now be said that the ground is more ideally suited for students to make maximum use.

During the summer vacation a number of classes were held. These include Computer classes for secondary school students' classes for Repairs in Small Machines; Classes in repairs of Electrical Appliances. It is satisfying to note that these classes are regarded by the community as highly beneficial.

Fifty-five 9550 students wrote the G.T.E.E. exams, 45% of students were successful

Building of infrastructure to accommodate a 10,000 gallon water tank. This is to facilitate much needed water improvement of water supply by trapping more rain water from our gutters.

### **VISION STATEMENT**

The Essequibo Technical Institute will be the premier Institution to meet the needs of their customers with high quality products and service that would foster growth and development in commerce and industry.

2.0

### **MISSION STATEMENT**

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

### 3.0 ORGANISATION AND MANAGEMENT

The Essequibo Technical Institute which offers courses in five (5) disciplines is supervised by a Principal (ag.) There has not been a replacement for the Deputy Principal who has resigned six (6) months ago.

### 3.1 STAFF COMPLEMENT

POSITION	NO. REQUIRED	AMOUNT	REMARKS
Principal	1	1	0
Deputy Principal	1	Nil	-1
Senior Lecturer	3	Nil	No appointment to senior vacancies were made
Lecturers	18	12	Arrangements are in place with MOE to fill vacancies
Senior Accounts Clerk	1	Nil	-1
Accounts Clerk	2	1	-1
Administrative Supervisor	1	Nil	-1
Secretary	1	1	0
Typist Clerks	2	2	0
General Clerks	2	2	0
Librarians	2	2	0
Store Keeper	1	1	0
Store Clerk	1	0	-1
Expeditor	1	0	-1
Labourer	1	1	0
Cleaners	2	2	0
Janitor	1	1	0
Handyman	1	1	0

## **3.2 STAFF REPLACEMENT**

Resignations were tendered by four staff members. These included One (1) Admin staff and three (3) Lecturers. However, one (1) VSO (Mr. Darren McLaughin) has completed his stint and has since been replaced by Mr. Dave Coleman.

Compliments of twelve (12) lecturers for the period under review are used to carry out the various programmes at E.T.I. This is adequate as some students are without lecturers for time-tabled classes. This problem is further exacerbated as we now have a new batch of students to deal with. All efforts recruiting new staff have already met with any degree of success.

Seven (7) lecturers are required in the following field, so as to facilitate other lecturers from being overloaded.

- |    |                         |     |
|----|-------------------------|-----|
| 1. | Information Technology  | (1) |
| 2. | Carpentry and Masonry   | (1) |
| 3. | Agricultural Mechanic   | (1) |
| 4. | Welding                 | (1) |
| 5. | Masonry                 | (1) |
| 6. | Electrical Installation | (2) |

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

### **3.2.2 STAFF TRANSFER AND PROMOTION**

There were no transfers or promotions for staff for the period under review.

Four (4) lecturers participated at the Teachers' Training Programme at G.T.I. and all were successful.

### **3.2.3 DESCRIPTION OF DIVISIONS AND PROGRAMMES**

#### **BUILDING TRADES PROGRAMMES**

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

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

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

#### **3.2.4 ELECTRICAL TRADES PROGRAMMES**

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

RADIO AND TELEVISION SERVICING (CRAFT)  
ELECTRICAL INSTALLATION (CRAFT)

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

#### **3.2.5 MECHANICAL TRADES PROGRAMMES**

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

INTERNAL COMBUSTION ENGINE  
WELDING  
MECHANICAL FITTING AND MACHINING  
AGRICULTURAL MECHANIC

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

### 3.2.6

#### **BUSINESS DEPARTMENT**

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

This programme offers:

Ordinary Diploma in Commerce  
Basic Business Studies  
Information Technology

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

### 3.2.7 ADMINISTRATIVE/ANCILLARY SECTION

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

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

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

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

One Stores Clerk manages the main stores.

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

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

3.6.1.5

**GUYANA INDUSTRIAL TRAINING CENTRE**

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1.0

**VISION STATEMENT**

The Guyana Industrial Training Centre will provide access  
To quality programmes for individuals to access meaningful employment

2.0

**MISSION STATEMENT**

The Guyana Industrial Training Centre will provide Basic  
And Professional Training for Individuals that will prepare them for an increasingly  
dynamic market.

## **Year Review 2004**

Training commenced on 6<sup>th</sup> January 2004 at the Guyana Industrial Training Centre. Two hundred and fifty eight (258) trainees registered for the programmes offered. One hundred and sixty four (164) trainees registered for the full-time courses and ninety four (94) registered for the part-time courses. Accident insurance was paid for all registered trainees.

Training was conducted in seven (7) trade areas. Ninety percent (90%) of the instructions were completed in all workshops, except the Mechanical Fitting and Metal Machining part-time class. This part-time class would have to do a further six (6) weeks of training to complete the course work. Field materials and supplies were just adequate enough to enable Instructors to conduct the required demonstrations and give practicals exercises.

Full-time trainees attended the remedial English classes throughout the year. This programme was implemented to develop the trainees' ability to read and write satisfactorily. Instructions in First-Aid practices were also conducted. Trainees benefited from this exercise, which enabled them to respond to accidents and other emergencies. Lecturers for the National Policy programme were conducted during the month of May. A total of sixteen (16) lectures were held. There was a high level of interaction between trainees and the resource persons during the sessions.

Ninety three percent (93%) of the full-time trainees on roll in July were sent on job attachment for seven weeks during the July/August period. The attachments were successfully completed.

At the end of the year one hundred and eighty nine (189) trainees completed their training programmes. However, only one hundred and thirty five (135) were successful

**FULL TIME**

Discipline	Total Completed Training	Total Passed	Male	Female	Total Given Ext	Total Failed
Agriculture/						
Mechanic	16	15	15	-	-	01
Carpentry	17	09	09	-	02	06
Electricity/Fitting	21	15	14	01	03	03
Machining	10	07	07	-	-	03
Masonry	15	15	15	-	-	-
Plumbing	18	08	07	01	-	10
Welding	20	17	16	01	-	03

**PART TIME**

Discipline	Total Completed Training	Total Passed	Male	Female	Total Given Ext	Total Failed
Agriculture/						
Mechanic	15	13	12	01	01	01
Carpentry	10	06	06	-	02	02
Electricity/Fitting	12	11	11	-	01	-
Machining	10	-	-	-	10	-
Masonry	09	09	09	-	-	-
Plumbing	08	05	05	-	02	1
Welding	08	05	05	-	-	03

No. of trainees completed training - 189 or 73%

No. of trainees successful - 135 or 52%

No. of trainees given extension - 21 or 8%

No. of trainees failed - 33 or 30%

No. of dropouts - 69 or 27%

Distribution of trainees for the 2004 intakes:

### Full Time

Discipline	Total	Males	Females	Drop - Out	
				Male	Female
Agriculture Mechanic	24	23	01	07	01
Carpentry	22	21	01	05	-
Electricity	25	24	01	04	-
Fitting\ Machining	22	22	-	12	-
Masonry	22	22	-	07	-
Plumbing	24	22	02	05	01
Welding	25	23	02	05	-

### Part -Time

Discipline	Total	Male	Female	Drop - Out	
				Male	Female
Agriculture Mechanic	20	19	01	05	-
Carpentry	17	17	-	07	-
Electricity	17	17	-	05	-
Fitting\ Machining	10	10	-	-	-
Masonry	13	13	-	04	-
Plumbing	09	09	-	01	-
Welding	08	08	-	-	-

#### Drop-Outs:

Full-time	-	47
Part-time	-	22
Total	-	69
Percentage Dropout	-	27%
Retention Rate	-	73%

Aptitude tests were conducted in July and September. Six hundred and ten (610) persons applied for entry into the Institution. Five hundred and thirty five (535) applicants were tested and interviewed after the marking of the test papers.

## **Staff Development**

Three (3) instructors attended classes at the Government Technical Institute and were successful at their final examinations. Another Instructor completed the Training of Lecturers in Technical Education.

## **Public Awareness**

Instructors visited Junior High Schools and informed students of the offerings at the Guyana Industrial Training Centre. Application forms were distributed at those schools to persons interested in training at the Guyana Industrial Training Centre. One Open Day was arranged at the Centre for students of the Vergenoegen Community High School.

## **Maintenance**

No major maintenance work was carried out during the year under review. Maintenance was carried out on the computers in the Information Technology laboratory three (3) times during the year under review. Preventative maintenance work was done on the electrical fixtures and equipment in the workshops. The Institution's main circuit breaker had been replaced after it malfunctioned and caused temporary blackout from time to time.

## **Information Technology**

Instructions in Information Technology commenced in January 2004. Full-time trainees from each workshop were taught two hours per week. A programme was prepared for the trainees that enabled them to develop PC competence.

The networking of the computers in the Information Technology laboratory has started. Eighteen (18) computers would be connected to a control unit to be built. This system will enable the Instructor to view the work of the trainees from his/her computer.

## **Constraints**

Constraints experienced during the year under review were:

Lack adequate funds to purchase materials for project to be undertaken by trainees and the administration.

Inadequate funds for the maintenance of equipment

Absence of an Expediter hampered the ability of the Institution to efficiently purchase materials and supplies. Instructors were asked to do the purchasing

Lack of materials prevented further work to be done on the refrigeration workshop building.

## **Projection For the First Quarter – 2005**

Commencement of training (2005 Cycle)  
Evaluation of trainees  
Inventory of tools and equipment  
Accident insurance for trainees  
Enforcement of strict adherence to safety principles  
Staff development  
Maintenance of Equipment  
Maintenance of buildings and infrastructure  
Efficient record keeping  
Graduation of successful trainees for the 2004 Cycle

**CARNEGIE SCHOOL OF HOME ECONOMICS****VISION STATEMENT**

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

**MISSION STATEMENT**

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

**1.0****SUMMARY**

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

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

Courses offered under the period of review were: -

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

## Numbers of students on roll January – December 2005

Carnegie School of Home Economics successfully carried out its objective of training full-time students. Two hundred and twenty (220) students, six (6) males, and two hundred and fourteen (214) females completed the programmes offered in 2004.

### ENROLMENT FOR EACH COURSE

#### New Students

Household Management -56  
Catering and Hospitality -37  
Cosmetology -20  
Garment Construction -7

#### Continuing Students

Household Management 1st year - 35  
Household Management 2<sup>nd</sup> year -30  
Catering and Hospitality - 19  
Cosmetology - 20  
Garment Construction - 6

### ACQUISITION OF FURNITURE AND EQUIPMENT

During the year under review the Government Technical Institute constructed the following items:

3 teachers' tables  
2 Storage cupboards  
32 student chairs  
30 Classroom stools

The items listed below were purchased:

2 Frigidaire Refrigerators	4 doz Dessert spoons	1 Frigidaire Freezer
4 doz Dinner knives and forks	2 Vacuum Cleaners	12 wooden service trays
24 skeins Embroidery thread	5 Storage bins	12 pkt machine needles
4 doz. Teaspoons	3 doz Glue sticks	6 Glue guns
1 Dell CPU	6 sets serving spoons	6 Adaptors
1 Dell Monitor	6 Food Thongs	24 Hand needles
1 Food Processor	6 Extension cords	12 Tape measures

All items were constructed/bought-using funds from the schools account.

Repairs to the students' toilets were also paid for from this account.

## WORK ATTACHMENT

The first year Household Management students were not exposed to work attachment due to the shortage of staff. As a result of this the students were not fully prepared. However, students will acquire this much-needed experience during the August vacation in 2005.

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

Cosmetology/ Hairdressing enjoyed three (3) months of work attachment.

Catering Certificate Programme had six (6) months internship in the Hospitality Industry.

## STAFF DEVELOPMENT

The review period saw the development of staff internally. Some members of staff were exposed to Developmental Sessions conducted by the Public Service Ministry.

Courses attended were: Certificate in Secretarial Practice	Typist Clerk
Procurement and Stores Management	Stores Clerk
Office Assistant Seminar	Office Assistant
Ancillary Staff Seminar	Sweeper Cleaners

Other areas of training were:

Intermediate Food Preparation and Presentation – The Development of Caribbean Cuisine was attended by Carla Croal and Marcelle Thomas.

American Hotel & Lodging Association Certified Hospitality Trainer (AH&LA) was attended by Norma Washington and Doreen Obermuller.

## CONSTRAINTS

Staff shortages in key areas of the institution namely Garment Construction and Household Management.

The need for more space to successfully carry out the Hospitality Programme in its true form and for the setting up of students' lockers and changing area.

There is no sanitary block for visitors to the training restaurant to use.

Inadequate releases from Central Ministry to carry out Infrastructure and Maintenance work on time.

## **CAPITAL WORK**

Renovation of Kitchen TWO commenced in September 2002 and work is still in progress.

Minor repairs were carried out on the roof of the main building.

## **MAINTENANCE OF INFRASTRUCTURE**

Monthly weeding and cleaning of the compound continued.

Repairs were done to four sinks and students washroom.

The environment of the institution was maintained in good order on a monthly basis for the entire year.

## **STAFFING**

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

The Principal, Ms Benjamin-Hoppie continued on study leave.

Ms. Dawn Braithwaite, Lecturer II, was seconded to the Ministry of Education as Technical Adviser to the CEO for Home Economics and Craft.

Ms Maydena Gibson, Kitchen Assistant resigned as of June 15<sup>th</sup> 2004. This position has not been filled despite several attempts by the administration.

Ms Rhonda Alleyne and Ms Joy Ann Harry joined the staff of the Catering Department as Lecturer, Food and Beverage Service and Food Preparation (Hot Meat) respectively.

Ms June Ann Gibson joined the staff as Lecturer English, Mathematics and Social Studies in the Household Management and Ballena Dunson as Assistant Librarian.

## **PART TIME / EVENING CLASSES**

One thousand two hundred (1200) participants were exposed to instruction in several areas as shown below.

Elementary and Advanced Cookery

Elementary and Advanced Cakes and Pastries

Floral Arrangement

Cake Decoration

Tailoring

Fabric Designing

Crochet and macramé

Elementary Dressmaking 1&2

Intermediate Dressmaking

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

#### **VACATION CLASSES**

Approximately one hundred and twenty (120) persons participated in the vacation classes. Areas taught were:

Exciting Everyday Cookery

Cooking with Kids

Vegetarian Cookery

Fabric Designing

Cake Decoration

3.6.1.7

**CRAFT PRODUCTION AND DESIGN DIVISION**

**VISION STATEMENT**

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

**MISSION STATEMENT**

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

## 1.0 SUMMARY

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

- 1.1 The first batch of fifty-nine (59) students, were trained from September 2003 - July 2004.
- 1.2 Students enrolled twice (2) per year at the Institution to commence training for the one (1) year Craft Programme.
- 1.3 The first batch of Fifty-nine (59) students, commenced training from September 2003 – July 2004.
- 1.4 The second batch of Twenty (20) students were trained from January 2004- December 2004
- 1.5 The first and second batch of students were divided and placed into the three (3) subject areas: Fiber Arts Class, Surface Decoration and Class and Decorative Craft Class. Students interchanged classes upon promotion at the end of every Term.
- 1.6 There were 10% students dropout, due to personal reasons, 10% students migrated and 19% failed. They will remain to complete craft projects.
- 1.7 Students participated in full-time training programmes, which extended one hour beyond the normal school hours.

### 18. **Ceramics**

Ceramics has been introduced into the school curriculum from January 2004 as part of the five (5) year strategic plan to expand the training activities in making Craft Subjects more versatile.

### **1.9 The Part-time training programmes are:-**

Basic English Language  
Basic Mathematics  
Reading  
Small Business Management  
Art  
Guidance and Counseling  
Information Technology  
Ceramics

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

### **1.10 Information Technology**

Twenty-one (21) students successfully completed two (2) phases of the Information Technology Training Programmes at the Government Technical Institute.

The students participated during the Easter Vacation and completed the Programme during the August Vacation period. They each received Certificates of Participation.

### **1.11 Basic Dress Making and Embroidery Programme**

This programme is of one year's duration. It is designed for senior students who would have completed the one (1) year Visual Arts Programme at the Institution.

Selected students will acquire skills and techniques in pattern drafting, textile designing, embroidery and garment construction.

### **1.12 Staffing**

Academic and Auxiliary Staff:-

The school continues to function with full-time, temporary and part-time staff.

They are as follows:

Ms. Avril Boston – Chief Craft Production & Design Officer (ag.)  
Ms. Marva Cummings-Cole - Senior Craft Officer  
Ms. June-Ann La Roc - Craft Officer  
Ms. Joan-Ann Gibson - Craft Project Officer  
Ms. Kim Gordon - Craft Worker

Office Staff:

- |    |                 |   |                  |
|----|-----------------|---|------------------|
| 1. | Roanna Harper   | - | Accounts Clerk   |
| 2. | Sasha Gonsalves | - | Typist Clerk I   |
| 3. | Bevon Benn      | - | Office Assistant |
- 

**Auxiliary Staff:**

- |    |              |   |         |
|----|--------------|---|---------|
| 1. | Junita Evans | - | Cleaner |
|----|--------------|---|---------|

**Part-Time Staff:**

- |    |                     |   |  |
|----|---------------------|---|--|
| 1. | Ms. Desiree Bagot   | - | Basic Mathematics                      |
| 2. | Ms. Desiree Wills   | - | Basic English Language                 |
| 3. | Ms. Barbara Sam     | - | Reading Specialist                     |
| 4. | Ms. Brandee Douglas | - | Art instructor                         |
| 5. | Mr. Aggrey Azore    | - | Guidance and Counseling                |
| 6. | Ms. Dawn McKenzie   | - | Ceramics Instructor                    |
| 7. | Ms. Lydia Wilson    | - | Information Technology Instructor, GTI |
| 8. | Mr. Stanley Stephen | - | Janitor/Handyman                       |

**1.13 Bereavement**

One (1) of our oldest Senior Craft Officer (Ret) Ms. Violet Caesar Sam who departed this life on 22<sup>nd</sup> May 2004 after a brief illness, was lost to the institution. Ms. Sam was one of the pioneer of Craft Production and Design Division will be missed by all. May her soul rest in peace.

**1.14 Staff Development Programmes**

The C.C.P. & D.O. participated in a three (3) day workshop in "Preparation for Retirement" at P.S.M. and a one (1) week School Management and Supervision Orientation Workshop 2004 at the Police Mess Hall, Eve Leary from 22<sup>nd</sup> – 25<sup>th</sup> November 2004.

In-House Training Session in teaching Methodology for support staff was continued at the Institution.

Ms. Juanita Evans participated in two (2) days Seminar for Auxiliary Staff at P.S.M.

Ms. J. La Roc participated in Supervisory Management at P.S.M. Modules 1, 2 & 3

Ms. S. Gonsalves participated in Professional Secretarial Practice at P.S.M. Module 1, 2 & 3

6) Ms. J. La Roc and Ms. Kim Gordon successfully completed a one (1) Year Technical Training Programme at G.T.I..

### **1.15 National and Other Events**

In 2004 we celebrated our 26<sup>th</sup> Anniversary. The theme was "Turning Creative Dreams Into Reality."

The staff and students participated in several extra-curricula activities during the year. These included participation in the Children's Road March Competition. The costumes depicted "Mash with Cricket in 2004" gained third (3<sup>rd</sup>) place. The Institution received a Trophy and monetary award.

Other Internal Activities for the Mashramani Week were:

Cleaning of the compound and decoration of the building  
Bring and Buy Sale  
Video Show and Penny Concern  
Indoor Games

### **1.16 Easter Hat Show**

Staff and students participated in the Easter Hat Show competition at the Promenade Gardens on 16<sup>th</sup> April, 2004. The Categories were:

- |    |            |                    |   |                       |
|----|------------|--------------------|---|-----------------------|
| a) | Topical:-  | Sunflower in Bloom | - | 1 <sup>st</sup> Prize |
| b) | Elegance:- | African Princess   | - | 3 <sup>rd</sup> Prize |
| c) | Comical:-  | Ice-Cream Hat      | - | 1 <sup>st</sup> Prize |
| d) | Original:- | Tibisiri Jubilee   | - | 2 <sup>nd</sup> Prize |

Students received prizes for their effort.

### **1.17 Poetry Competition**

On 23<sup>rd</sup> June, the Institution held its Poetry competition, utilizing Resource Personnel from N.C.E.R.D.

### **1.18 Exhibitions**

Staff and students participated in the Commonwealth Day Exhibition and Display of Craft Items at the National Cultural Centre.

Staff and students participated in a one (1) week C.X.C. Craft Exhibition at N.C.E.R.D. on 10.05.04-14.05.04

Staff and students participated in a one (1) day Career Fair at the North Ruimveldt Multilateral School on the 17.05.04 that was sponsored by the Lioness of Georgetown.

On the 23<sup>rd</sup> June 2004, staff and students attended the Open Doors Centre Exhibition.

In Education month, Staff and students show-cased their Ceramic Pieces at an Exhibition at N.C.E.R.D.

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The Chief Craft Officer, staff and students participated in the National Exhibition 2K4 at Sophia on the 21<sup>st</sup> – 24<sup>th</sup> September 2004.

### **1.19 OPEN DAY**

The Craft Production Division held its Parents Open Day Craft Projects Exhibition on the 30.06.04. The Media was invited.

### **1.20 Ceremonies**

The C.C.P.&D.O. attended a prize giving ceremony at the Umana Yana to receive a trophy for attaining third (3<sup>rd</sup>) place at the Mashramani Children's Road March Competition.

The Institution had its 26<sup>th</sup> Annual Graduation and Prize Giving Ceremony at the Hotel Tower on the 16<sup>th</sup> December 2004 and on the 17<sup>th</sup> December 2004 the students had their End of Year Evaluation Session at the Embassy Courtyard..

### **1.21 Work Study Students Special Projects**

Sixteen (16) students were involved in work-study attachment at the Guyana Society for the Blind, Uncle Eddie's Hope, the Palms, and the Street Children's Drop-in-Centre. The objectives were:

To have students participation and integration with disabled persons.

Students participation in caring for the elderly with the aim of having a career in that field

Students participation in sharing their knowledge and skills with street children with the aim of pursuing studies in social work

Eight (8) students participated in a six (6) week vocation Embroidery Training Programme during the period 19<sup>th</sup> July – 31<sup>st</sup> August 2004 in the preparation of Craft items for the Guy-Expo 2004.

## **1.22 Community Alliances via Outreach Craft Training**

The Chief Craft Production and Design Officer and Ms. June La Roc were Resource Personnel at the Festival City Library Craft Vocational Programme. Students were trained in Fabric Painting Techniques.

## **1.23 Sporting and Cultural Activities**

The Institution had its Inter-House School Sports and Fun Day on the 29<sup>th</sup> November 2004 at P.S.U. Ground, Thomas Land. The Champion Girl was Amanda Charles and the Champion House was C – House

Cultural Activities were held at the end of each school term. Students showcased their talents and skills at several school concerts during Youth Week, Rally, Mash week and Christmas. They danced, recited poetry, sang and performed short skits.

## **1.24 Capital Works**

Rehabilitation work was done to the building with the following additions to the infrastructure. That is the construction of the Chief Craft Officer's Office downstairs; the expansion of the front office and Clothing and Textiles Room.

## **1.25 Remarks**

Part of the projections that was set out for last year was accomplished.

- 1 .Capital Works with the exception of the room for a klin to complete Ceramic Projects

The implementation of a new subject "Ceramics" that commenced January 2004

Part-time Handyman/Gardner

## **1.26 Maintenance of Infrastructure and Other Equipment**

Servicing of the following equipment:

Photocopier – NP 7061

Computer

Printer

Sewing Machines

Emergency Repairs to the Electric Water Pump at the Water Reservoir

**1.27 Constraints**

The need to have a full time Store-Keeper

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Procurement of qualified staff for:

Small Business Management  
Clothing and Textiles

**1.28 Donations to Institutions:**

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

Trophies were donated to C.S.H.E., G.T.I., and G.I.T.C. Annual Graduation

### 3.6.1.8

## UNIT OF ALLIED ARTS

### 1.0 SUMMARY

The Allied Arts Unit is responsible for the development of the Expressive Arts – Dance, Drama, Music, Physical Education and Visual Arts, as part of the National Curriculum for schools.

This sub programme of Training and Development operates under activities of Administration, Training of the Enrichment Subjects and Performances.

During the year 2004, training activities were sustained. Approximately one hundred and ninety Nursery, Primary and Secondary teachers were exposed to training in several areas of the Expressive Arts. These training activities were conducted in the Education District of Regions #2, 3, 4, 5 and Georgetown. A sensitization exercise was also conducted at Lethem. It was the first time that the majority of teachers of the Region #9 Education District were exposed to elements of Dance, Drama and Music.

Special attention was given to expanding the scope of Physical Education in Primary schools. A pilot project in football training was implemented in eight schools in Georgetown, Region #3 and 4. This activity was conducted in collaboration with the Guyana Football Federation.

During the year also, several school performances were conducted. These included the annual programmes for Mashramani, Independence and Education Month. The Ministry of Education was represented at the Sixth Caribbean Secondary Schools' Drama Festival which was held in Trinidad and Tobago. On that occasion, the students of Sophia Special School performed outstandingly, they gained several awards for their Dramatic Production - 'I Should have known'. The Production dealt with issues of HIV/Aids and Truancy.

Visits to schools with Allied Arts Departments revealed the lack of materials to adequately deliver the Expressive Arts curriculum. As a consequence, twenty five schools were assisted in acquiring support materials for Music, Physical Education, Drama and Visual Arts. A special UNESCO project supported the writing of a book of five one act plays to enhance Drama in Secondary schools. The Association of Guyana Expatriates contributed to the supply of materials by the donation of Craft items to twelve Secondary schools.

Inadequate staffing continued to be the main concern in Administration. Generally there was a lack of trained technical personnel to effectively implement and monitor programmes of Physical Education, Music and Drama in schools. To deal with that

situation some staff members were given extra tasks to assist in these areas. In addition, Staff development sessions gave them the necessary support.

The Unit continued to work in collaboration with several Government and Non-Governmental Agencies in promotion of the performing arts among young people. These included the Ministry of Youth, Culture and Sport, The Guyana Human Rights Association, The Commission on Rights of the Child, The Lions Club of Durban Park, the Commonwealth Youth Programme, PAHO – WHO and the producers of Topco Juices – Demerara Distillers Limited (DDL).

## 2.0 ORGANISATION AND MANAGEMENT

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

### STAFF COMPLEMENT

Name of Position	Entitlement	Actual Staff	Vacancies	Remarks
Administrator	1	1	Nil	Permanent appointment
Public Relations Officer	1	1	Nil	Temporary Supernumerary appointment
Technical Officers	5	2	Three Co-ordinators Physical Education Music Visual Arts	Temporary Supernumerary appointments for Dance and Drama Co-ordinators.
Procurement Officer	1	1	Nil	Temporary appointment
Auxiliary Staff	3	3	Nil	Temporary appointments of Typist/Clerk, Office Assistant and Sweeper/Cleaner.

3.7.0

**SUPPORTING UNIT**

3.7.1.0

**INSPECTORATE UNIT**

**MISSION STATEMENT**

The Inspectorate Unit is committed to auditing and supporting the School System and Making recommendations so as to enhance the delivery of Quality Education in Guyana

**OBJECTIVES**

To inspect samples of schools at each level and to identify strengths and weaknesses.

To make recommendations for the transformation of weaknesses to strengths in schools inspected in particular and the school system in general.

To provide information for decision making at the levels of the school, Departments of Education and Central Ministry.

To enhance the professional growth of Inspectors and Teachers.

To establish linkages with other units and external agencies in order to enhance institutional strengthening.

To help in strengthening the monitoring systems at regional and school levels.

To examine and analyze reports originating from the school system.

**Description of Unit**

**Entitlement**

The Inspectorate Unit comes under the direct supervision of, and is accountable to, the Chief Education Officer (C.E.O).

The staff inventory comprises the following:

One (1) Assistant Chief Education (A.C.E.O)

Eleven (11) School Inspector (S.I)

One (1) Confidential Secretary (C.S)

Three (3) Typist Clerks (T.C)

One (1) Office Assistant (O.A)

One (1) Sweeper Cleaner (S.C)

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

### **Actual Staff**

During the period under review, the Unit functioned with the following staff members:

#### **Inspectors**

One (1) Inspector of Business Education

One (1) Inspector of English (who in December was appointed Head of Department of Education, Education District #7)

One (1) Inspector of Early Childhood Education (Headteacher of Kingston Nursery School on secondment to the Unit)

An Inspector of Modern Foreign Languages – Spanish

An Inspector of Mathematics

An Inspector of English Literature

Two (2) Inspector of School Administration (the services of one, a retiree, were terminated in September)

One (1) Inspector of Social Studies

An Inspector, Science

#### **Support Staff**

One (1) Administrative Officer

Three (3) Typist Clerks

One (1) Office Assistant

One (1) Sweeper Cleaner

#### **Vacancies**

The unit was in need of a/an

Inspector of Science

Inspector of Technical Education

Inspector of English Language

Inspector of Administration

Confidential Secretary.

## SUMMARY

### Staffing

#### Professional Staff

For the greater part of 2004, the Unit functioned with an Assistant Chief Education Officer and ten (10) Inspectors. Included were the Headteacher of Kingston Nursery who has been seconded to the Unit, and a retired Headteacher.

In September, the services of the retiree were terminated and in December another Inspector was appointed Head of Department of Education of Region #7. This meant that vacancies for Inspectors in the areas of Administration and English were now added to those already existing in the fields of Science and Technical Education.

A direct consequence was that the focus of inspection continued to be limited in terms of the subject area audited. In the absence of the relevant human resources, assessments on the level of effectiveness of the planning for as well as the implementation of those aspects of the curriculum could not be made. The process was now further circumscribed by the absence of persons to evaluate the state of the maintenance of administrative records and documents and the development of and application of management systems.

#### Support Staff

This group consisted of:

one (1) Administrative Officer

three (3) Typist Clerks

one (1) Office Assistant

one (1) Sweeper Cleaner

## **PLANNED ACTIVITIES**

### **INSPECTION**

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Initially one hundred and seventy-five (175) schools, nation-wide, had been identified for inspection at a cost of four million, two hundred and seventy-eight thousand (\$4,278,000) dollars. The appropriated sum of one million, and sixty-two thousand (\$1,062,000) dollars forced the reduction of that original target to ninety-nine (99), and occasioned the decision to select schools that were more readily accessible and for which inspection would incur the least expenditure.

A direct consequence was that for yet another year, schools in Education Districts 1,7,8,9 and 10 were deprived of the benefit of inspection. The inadequate budgetary allocations could not accommodate their inspection costs. The Ministry of Education therefore, once again, found itself unable to determine how well those schools were being managed and the degree to which they were attaining academic and non-academic standards.

Only 75% of that revised target was attained, since only seventy-four (74) of the ninety-nine (99) schools were inspected between January and June. The inability to access sums requested, even though notification of releases had been received, brought about the cessation of inspection after June.

During this tour of inspection, the areas of focus were School Management, Community Alliances, School Environment, Curriculum Implementation, Assessment Practices and Learner's Performance. The last three area mentioned were treated as they related to specific subjects, namely, English Language, English Literature, Social Studies, History, Geography, Spanish, Mathematics, Science and Principles of Accounts and Principles of Business.

The effectiveness of Interactive Radio Instruction and Literacy and Numeracy Programmes could not be assessed, since they had not yet been implemented.

### **POST-INSPECTION CONFERENCES**

Each of the seventy-four (74) inspections, along with its related post-inspection conference, was efficiently carried out. The cooperation of the Headteacher and the other staff members was responsible for the success of those exercises.

The 25% shortfall resulted from the Unit's inability to inspect twenty-five (25) schools.

## **COMPILATION AND DISPATCH OF REPORTS**

One hundred and twenty-four (124) School Reports, ninety-nine (99) for the year under review and twenty-five (25) from the previous year, along with five (5) Consolidated District Reports, one (1) for each of the five (5) Education Districts visited, were targeted for completion and dispatch.

Reports on all the schools visited in 2004, the backlog from 2003 as well as the five (5) Consolidated District Reports for the Education Districts were all completed and dispatched.

That high level of target achievement notwithstanding, the entire activity had not been effected within the specified timelines. Contributory factors were the tardiness of some Inspectors in the submission of their manuscripts, the unsatisfactory rate of output of two (2) of the Typist Clerks and the frequent malfunctioning of the reprographic equipment. That situation was further aggravated by the long periods that elapsed before the Ministry's technicians managed to accommodate requests for the necessary repairs and the Unit's inability to finance costs, when repairs were done by external agencies.

### **Follow-up Inspection Meetings**

The inability on the parts of the Education Districts concerned and of the Inspectorate Unit to access requisite funding was mainly responsible for the non-convening of any of the five meetings scheduled to be held with Inspectors, officers of the relevant Education Committees. The non-adherence to specified deadlines for submission of manuscripts by aspect of the Work Programme.

### **Weekly Administrative Meetings**

The Chief Inspector made the necessary Weekly Reports on the performance of the Inspectorate Unit to the Chief Education Officer at forty-two (42) of the fifty-two (52) Administrative Meetings timetabled for the year under review 81%. Unscheduled official activities which required the presence of the Chief Education Officer and other members of the administrative team led to the non-convening of the outstanding ten (10) meetings.

### **Fortnightly meetings**

Financial constraints were directly responsible for the Unit's convening of only 65% of the meetings planned for the period under review. Funds accessed allowed for the conduct of only thirteen (13) of the twenty (20) fortnightly Meetings scheduled for the planning and reviewing of the implementation of the Work Programme of the Unit.

## **Staff Development**

Financial Constraints limited the selection of resource persons and the number of Staff Development Sessions held. Those factors militated against the successful completion of the target set. Internal Facilitators had to be used in the eight (8) sessions that were actually held 45%. Persons outside the Ministry of Education, when requested to perform the duties of facilitator of those sessions, proved unwilling to give of their time and expertise free of cost. As such, the other ten (10) sessions could not be conducted.

That Shortfall adversely affected the Unit's ability to keep staff members informed of current developments in education theory, policy and statutes, a measure that is necessary to ensure that they are empowered to conduct more focused inspection exercises.

## **Annual Review**

The two-day workshop originally planned to refine the 2005 Work Programme and to assess the success of that undertaken in 2004 did not materialize. Inaccessibility of funding led to its being replaced by a two-day meeting held in the Inspectorate Unit. The Expenditure Planning and Management Unit had indicated that the sum allocated, though released, had been diverted to finance the payment of salary increase.

Working at the Unit's base allowed for frequent interruptions and inspector's being called upon to participate in other unplanned activities. Those factors caused them not to be able to work at both tasks in a continuous and concentrated manner. A smaller team had, perforce, to spend a further three (3) days to bring closer to that activity.

## **Provision of Support Material and Services**

The efficient preparation and dispatch of requisitions, the twice-daily checks for the processed vouchers at the Central Accounting Unit by the Office Assistant, prompt purchasing, and clearing of vouchers in the least possible time resulted in the high percentage of expenditure recorded with regard to the acquisition of the relevant goods and services.

The shortfall of 20% in expenditure for Print and Non-Print and Janitorial Supplies was due to the Unit's inability to access funds released under those two (2) Charts of Accounts.

It should be noted that the sum of three hundred and two thousand, one hundred and forty-five (\$302,145.00) dollars appropriated of Equipment Maintenance as against the initial request for five hundred thousand (\$500,000.00) dollars, proved to be woefully inadequate. It could not suffice for financing the repairs and serving that had to be effected at regular intervals to the computers, printers, photocopier and air conditioning unit to ensure their continued efficient functioning. Financial support had to be provided by other sections of the Ministry.

## **Benefits and Allowances**

Annualized Vacation Allowance was paid to all staff members as scheduled. Commuted and Mileage Allowances were eventually received by the beneficiaries. However, the processing of claims for the last-mentioned allowances proved to be a time-consuming and often frustrating experience for the Inspectors concerned.

Even though that said claims were always submitted each month within the specified deadlines, two (2) or even three (3) months would elapse before they were fully processed. Further, the frequency with which the clerks mislaid claims during that waiting period and made requests for fresh submissions gave cause for serious concern.

## **Unplanned Activities**

The expertise of several Inspectors was required to facilitate the successful conduct of a wide range Unplanned Activities. Their availability for those exercises was facilitated by the fact that timely notification and early requests for their release were forwarded to the Chief Inspector. The inaccessibility of funds had led to curtailment of inspection from June onwards.

## **Examination: Moderation, Supervision Making**

The Inspectors of English Language and Social Studies were involved in a two-phased moderation of National Third Form Examination test items.

Test items in Spanish, Social Studies, History, Geography, English Language, English Literature, Methodology and Education Administration of the Cyril Potter College of Education Final Semester Examination were moderated by five (5) Inspectors.

The Chief Inspector moderated the 2005 Secondary Schools Entrance Examination test papers.

The Inspector of Modern Foreign Language pre-tested Spanish and French items for the Caribbean Secondary Education Certificate Examinations, General Proficiency at twelve (12) Secondary schools in six (6) Education Districts.

Two (2) Inspectors conducted Oral Examinations in Spanish and Communication Studies at the General and Advanced Proficiencies of the Caribbean Secondary Education Certificate Examinations, in Spanish and Communication Studies.

Four (4) Inspectors accepted invitations from the Caribbean Examinations Council to participate in the marking of scripts in English Language, Social Studies, Spanish and Principles of Business. Those Inspectors were required by the Ministry of Education to use their Vacation Leave to ensure their presence at that CARICOM exercise.

The Inspector of Mathematics was involved in a nine-day exercise, marking National Third Form Examinations scripts.

### **Workshops**

The Inspector of Modern Foreign Languages facilitated the conduct of one (1) week National Primary Spanish Teacher-Training and Programme Monitoring Workshop (25%), one (1) one-day Teacher Orientation Workshop to initiate the implementation of the Primary Spanish Programmes in Region 10 (100%), and the one-day Annual Standardization of Oral Examiners for the Caribbean Secondary Education Certificate Spanish Examination (100%).

The Inspector of Modern Foreign Languages participated in one-week workshop for foreign language teacher-trainers of the English-speaking Caribbean, sponsored by the Governments of Chile and Jamaica, held in Jamaica and similar two-week exercise in Trinidad under the auspices of the Governments of Mexico and Trinidad (100%)

Two (2) Inspectors made lead presentations on the Documentation of Administrative and Pedagogical Practices in Schools and on Decision Making at a five-day workshop for newly-appointed administrators of schools in the Georgetown Education District.

The chief Inspector participated in the nine (9) one-day workshops on the Management of Education in the Regions for Regional Education Committees and Officers of Department of Education that were actually held (90%). The absence of staff in the Department of Education and logistical difficulties involved in bringing together the members of the Regional Education Committee were responsible for the workshop not being held in Region #8.

One (1) Inspector was involved in a one-day workshop on Drafting a National Policy on the Integration of Early Childhood Development (100%)

The Chief Inspector served as a facilitator at the five-day workshop for Heads of Departments of Education (100%)

One Inspector led a session on Timetabling and Staff Entitlement and another on Delegation at two Professional Development Sessions for administrators of schools in Georgetown (100%)

### **Meeting**

The Chief Inspector participated in one (1) one-day statutory meeting of Heads of Departments of Education, and another Inspector in the other (100%)

### **Debating Competition**

One (1) Inspector functioned as a judge at the JOF Haynes Inter-schools Debating Competition.

### **Science Fair**

Two (2) Inspectors served as judges at that national event.

### **CARICOM Quiz, National Athletics Championships**

One (1) Inspector worked as the Chief Scorer at the Thirtieth Anniversary CARICOM Quiz Competition. That Inspector also served as one (1) of the Time Keepers at the National School Track and field , Cycling and Swimming Championships

### **Annual Award Ceremony**

One Inspector served on the organizing committee of the Annual Awards Ceremony for Outstanding Academic Performance.

### **Assessment Visits**

two (2) Inspectors were part of the team that visited six private schools in Georgetown to assess the extend to which those schools satisfied the minimum requirements for official recognition.

### **Monitoring Visits**

The Chief Inspector was one (1) of the Senior Ministry Officials involved in the four (4) monitoring visits that were actually undertaken in Regions 1,2,6 and 8 (36%). Inability to access the required finance led to the scheduled eleven (11) visits not being held as planned.

### **Education Resources**

The Inspector of Modern Foreign Languages prepared Curriculum Guides and Activity Guides for Spanish at Grade 1-3, as well as Minimum Attainment Targets for Grades 1-6. The chief Inspector spearheaded the completion of the Handbook on Nursery Education

### **Investigation**

One (1) Inspector was part of the team investigating allegations of misconduct on the part of teachers at Alleyne's high School and North Georgetown Secondary School. The Chief Inspector was part of four-man team which conducted a fact-finding exercise at the New Amsterdam Technical Institute.

## CONSTRAINTS

### Staffing

During the period under review, failure on the part of the Ministry to implement recommendations made on the Mc Rae-Mason 1991 Consultancy Report and to recruit personnel to fill longstanding vacancies in the area of Science and Technical Education adversely affected the Unit's ability to maximize its range of inspection.

The use of two (2) teams to conduct inspections at the Primary level met with limited success. Current staffing did not allow for the existence of complementary expertise across the teams and subsequent inspection reports were not as comprehensive as they should have been.

### Budgetary Allocations and Releases

Reduced budgetary allocations, late releases, and problems encountered in accessing funds released, had an adverse effect on the implementation of the Work Programmes. Targets had to be reduced and some activities postponed or cancelled.

### 3.7.1.1

## EXAMINATIONS DIVISION

### 1.0 SUMMARY

During 2004, examinations were administered to school candidates at the primary, secondary and post secondary levels in all the administrative regions of the country. Private candidates also wrote some of the examinations.

Examinations for the primary level were all locally set and marked, while those for secondary and post secondary level consisted both local and overseas examinations

The primary level examinations were

- **The Nation Grade Two Assessment**  
This assessment was administered in June 2004 to all primary school pupils in Grade Two (Prep B)
- **The Secondary Schools Entrance Examination (S.S.E.E)**  
This examination was administered in April 2004 to approximately seventeen thousand (17,000) pupils from Grade six to primary school.

At the secondary level, the examinations were:

- **The National Third Form Examination (N.Y.F.E)**  
This local examination was administered from 10<sup>th</sup> May to 13<sup>th</sup> May, 2004 to approximately thirteen thousand (13,000) third form students of secondary schools and primary 'tops'
- **The Caribbean Secondary Education Certificate Examination (C.S.E.C)**  
Two (2) sittings of this overseas examination were done. The first sitting in January 2004 was for private candidates. The second sitting in May/June was for school candidates as well as private candidates as well as private candidates. Approximately nine thousand, four hundred (9,400) candidates offered subjects at the June sitting.
- **The Caribbean Advanced Proficiency Examination (C.A.P.E)**  
This overseas examination was administered in May/June 2004 to sixth form students from ten (10) secondary schools.
- **The General Certificate of Education (G.C.E) – Ordinary and Advanced levels Examinations**  
There were two (2) sittings of this overseas examination. the first sitting administered in January was for private candidates, while the second sitting in May/June 2004 was for fifth and sixth form school candidates.

At the post secondary level, the examination were:

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- **The Guyana Technical Education Examination (G.T.E.E)**  
This local examination was administered in June 2004 to students from six (6) Technical Institutes in the country.
  
- **The Professional examinations – A.C.C.A, A.B.E, C.I.M.A and A.T.T** were administered in May/June 2004 and November/December, These were overseas examinations.

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

During the May/June sitting of the C.S.E.C, reports were received at the Division that copies of the Mathematics question paper were being 'sold' prior to the examination. The reports were investigated by local staff but no credible evidence was found. Later, further reports were received that copies of question papers for several other subjects were also in circulation. Officials from C.X.C Headquarters visited Guyana to assist in the investigations. One (1) copy of an integrated Science question paper which was sent anonymously to the Superintendent turned out to be a fake. However, the copy given to the C.X.C official by a local informant was genuine. The matter was referred to the Guyana Police Force. That matter is still unresolved.

Upon the publication of the C.S.E.C results in late August, the results in four (4) subjects for all candidates were withheld by the Caribbean Examinations Council. The subjects were Mathematics, Integrated Science, Principles of Business and Social Studies.

After careful scrutiny and comparison with results, the Council released complete results in mid-September.

## **Staffing 2004**

During 2004 staffing was as follows:

<b><u>Position</u></b>	<b><u>Remarks</u></b>
One (1) Superintendent of Examinations	-
One (1) Assistant Superintendent of Examinations	one vacancy exists
One (1) Special Assistant	Graduate Mistress on Secondment from April 2002
Two (2) Accounts Clerk	-
Two (2) Typist Clerks	two (2) vacancies exist.
Two (2) Clerks II	-
Five (5) Clerks I	three (3) vacancies exist
One (1) Office Assistant	-
One (1) Labourer	-
One (1) Sweeper Cleaner	-

### **3.2 Description of Division**

The Examinations Division has responsibility for making arrangements for the administration of all public examinations, which come under the preview of the Ministry of Education, and for providing other services related to examinations.

The work at the Examinations Division relates directly to the work of other agencies in the Ministry of Education namely, primary schools, secondary schools, technical and vocational schools, the Curriculum Development Unit, Test Development Unit, Education Planning Unit and all sections of the Ministry of Education Departments, the Inspectorate and the National Centre for Education and Resource Development.

Public examinations are conducted for primary schools, secondary schools and technical and vocational schools. These examinations not only facilitate selection for high levels of education and for training and employment, but they also supply feedback on the curriculum and the efficacy of instructional strategies. The examinations are a motivating force for students and teachers.

The Examinations Division is dependent on the Test Development Unit and the Materials Production Unit for the preparation of tests and examination papers for local examinations, and for processing the results.

The sections/units in the Ministry of Education which are responsible for monitoring the supervision of the system, utilize statistics and other feedback from examinations, performing their tasks and in devising development plans.

### **Special Objectives**

1. To maintain an acceptable standard in the administration of examinations conducted by the Ministry of Education.
2. To promote public confidence in all public examinations.
3. to maintain strict confidentiality and integrity in all examination arrangements.
4. To provide information about examination requirements for the public
5. To serve the public in the preparation of certified statements of examination performance for employers and institutions of higher/further education.

### 3.7.1.2

## PRESIDENT'S COLLEGE

### 1.0 SUMMARY

President's College consists the following sectors during 2004

Teaching Sector

Administrative Sector

Agricultural Sector

Student's Welfare and Housekeeping Sector

Plant Maintenance and Transport Sector

Security Sector

The teaching Sector was geared towards the following objectives:

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.

That students are not only prepared academically and technically to assume leadership roles in their respective fields, but that they develop a high degree National consciousness and desirable patterns of social behaviors.

That students acquire habits of social responsibility and strategies to use their knowledge and skills creatively for the strengthening and defense of the Co-operative Republic of Guyana.

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.

That students develop the capacity and competence to participate in the various spheres of social endeavour with different modes and styles of behavior according to the situation.

The College gained excellent results at the 2004 CXC and GCE "A" and Level as well as the CAPE Examinations despite a shortage of professional Teachers in some subject areas.

On 26-04-04 a fire of unknown origin completely gutted the entire Dormitory No. 1 and the 109 boys had to be accommodated in the College's Sports pavilion and the Women's Institute building at Cove and John.

The Agricultural Sector supplied milk, eggs, chicken, pork, beef and green vegetables to the kitchen to assist in the dietary needs of the College. Surplus products were sold to the staff and community.

This sector expanded its crops' section and also included 40 acres of rice cultivation.

The Student's Welfare and Housekeeping Sector continued to ensure that nutritious meals were prepared on time, uniforms and linen were laundered and ironed, and that there was a clean and hygienic environment for all.

During school holidays, the facilities of the school were rented out to Campers and profit were realized to the tune of \$520,000.00 for the College to assist with its overall expenditure.

The Plant Maintenance and Transport Sector continued to undertake most of the routine Maintenance works and completed them successfully.

Capital Works to the tune of \$5,000,000.00 was spent by the Ministry of Education to :-

Complete rehabilitation works at the Teaching Block

Provide more benches and desks

Construct a new trestle and supply four water tanks to Dorm 3

Purchase a new submersible pump and motor

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

The Contracted Security Service needed to lift its standards and regular meetings have been held to address those shortcomings.

Generally, despite some constraints, 2004, was a successful year for the College and the School's Administration would strive to further uplift standards during 2005.

## 2.0

### **MISSIONS STATEMENT**

The fundamental governing principle which informs the policies, objectives and administration of President's College is:-

“The Training of students to, by their own tangible acts of service, be able and willing to serve the ideal of the upliftment of humanity and to encourage them to accept that their talent, brilliance and potential for greatness should NOT make them snobs or elites, but should imbue them with humanity and gratitude for being so blessed and with a willingness to help those less fortunate than themselves.”

## 3.0

### **ORGANISATION AND MANAGEMET**

The College is organized into the following Sectors:-

Teaching Sector

Administrative Sector

Agriculture Sector

Student's Welfare and Housekeeping Sector

Plant Maintenance and Transport Sector

Security Service.

The Teaching Sector had a total of forty-five (45) staff members during 2004 while the Non-Teaching Sectors had a total of ninety-eight (98) making a grand total of one hundred and forty-three (143).

**NATIONAL CENTRE FOR EDUCATIONAL RESOURCE DEVELOPMENT**

**1.0**

**VISION STATEMENT**

NCERD was established in 1986 to coordinate the functions initially, of six Units. Later, the GUIDE Unit was established thus expanding the coordinating functions to cover seven Units. The Vision of the institution states

NCERD sees a highly professional, accountable, modern and democratic education service that has the capacity to actualize the variety of individual potentials which will form the bedrock of social and economic development of Guyana.

**2.0**

**MISSION STATEMENT**

The Mission Statement of the National Centre for Educational Resource Development (NCERD) states as follows:

NCERD intends to develop and implement In-Service Teacher Education Programmes that are designed to

Enhance the capacities of Guyanese schools to become effective, inclusive and successful learning communities.

deliver quality education through the dissemination of well researched pedagogical findings.

Create environments and opportunities that will facilitate, nurture and sustain the empowerment of students and teachers through the optimal development and actualization of individual potentials.

**3.0 Organisation and Management**

Under the umbrella of NCERD the work of the following Units are coordinated:

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

Each Unit has its own Mission Statement and Objectives.

### **3.1 Curriculum Development and Implementation Unit**

#### **3.1.1 Mission Statement**

The Curriculum Development and Implementation Unit is responsible for conceptualizing, developing, testing and evaluating curriculum and other related materials that are pedagogically sound for Nursery, Primary and Secondary Schools

This Unit has as its objectives the following:

Develop and test materials that are relevant and culturally appropriate.

Ensure that the curriculum is grounded in practice.

Ensure that the process of integration and infusion guide the approach in curriculum development.

Ensure the unitary delivery of the curriculum in contrast to a fragmented subject-based approach.

Encourage the participation of all stakeholders in the developmental process of materials created for schools.

Train a cadre of teachers in Curriculum Management techniques for each Region.

Provide training support for practicing teachers.

### **3.2 Measurement, Evaluation and Research Unit**

#### **3.2.1 Mission Statement**

The mission of the Measurement, Evaluation and Research Unit is to develop evaluation and assessment procedures so as to obtain and provide useful information that would facilitate more effective learning and teaching as well as sound decision-making within the Ministry of Education and other related agencies.

This Unit has as its objectives the following:

Expose teachers and other education personnel to the fundamental issues and concepts involved in Assessment.

Sensitize individuals to the need for objective and professional assessment of student learning within the classroom as well as regionally and nationally.

Equip individuals with the necessary knowledge and skills of selecting and constructing appropriate assessment instruments.

Facilitate the use of assessment instruments at classroom levels, as well as regionally and nationally for assessing student strengths and weaknesses, and to provide relevant information for planning appropriate instructional programmes.

Formulate final assessment instruments for National Examinations.

### **3.3 Learning Resources Development Unit**

#### **3.3.1 Mission Statement**

Learning Resources Development Unit is responsible for the provision of a variety of educational media, the application of new technologies into the teaching environment, and to assist in the enhancement of appropriate teaching strategies.

This Unit has as its objectives the following:

Produce print and non-print materials for schools.

Organize training programmes for teachers in the use, care and maintenance of audio-visual equipment in an effort to improve classroom teaching.

Providing library services for teachers, teacher educators and students.

Provide books and training of library staff to enhance school libraries

Support Regional Learning Resource Centres/Reading Centres.

Summary

Emphasis during the year has been placed on the production of textbooks in the four core areas at the secondary level ; the development of other learning materials and distribution to schools; visits to schools and Resource Centres in Regions 10, 2 9 and 3, the promotion of Reading Rooms at primary schools and library management skills at the secondary level; the collection, loan and distribution of relevant publications to meet the needs of students and the intellectual and professional needs of teachers and educators and the provision of equipment support to departments in the Ministry of Education and other Agencies.

### **3.4 Materials Production Unit**

#### **3.4.1 Mission Statement**

The Materials Production Unit has responsibility to print all approved materials for the Ministry of Education.

This Unit has as its objectives the following:

Print and collate all National Examinations.

Print and collate Digest of Educational Statistics.

Print and collate all curriculum Guides and related materials.

Print all official forms for the Ministry of Education.

Print and collate Ministry of Education Annual Reports.

### **3.5 Distance Education and Information Unit**

#### **3.5.1 Mission Statement**

Distance Education and Information Unit has responsibility for enhancing instructional in the classroom via radio, and to disseminate other educational information to the general public via the electronic and print media.

This Unit has as its objectives the following:

Produce Broadcasts to Schools Programmes

Train script writers for broadcast programmes

Produce Broadcasts to Schools Teacher's Notes  
Conduct audience survey for School Broadcasts  
Produce the programme Talking About Education  
Produce educational magazines via the print media.

#### Highlights

The Unit's objective is to provide through the media of broadcasting and print, formal and non formal educational programmes geared to meet the needs of all stakeholders. However, because of the challenges facing NCERD, staff members are called upon to show greater degree of professionalism and creativity. This rise to challenge sees the achievement of the set goals of the Unit.

#### TRANSMISSION OF PROGRAMMES

The transmission of Broadcasts to Schools and Talking about Education programmes were aired as scheduled.

#### PRODUCTION OF PROGRAMMES

Broadcasts to Schools programmes use professionals, teachers and pupils in the production of lessons. Topics in the four core areas were aired for pupils in Grades 3-6.

On Talking about Education, topics aired included Early childhood development, Basic Education Access Management Support programmes, Education for All/Fast Track Initiative, Secondary School Reform Project, School Effectiveness and Ranking, Health and Family Life Education, and other developmental activities and innovations in education. These were ventilated through news, views, interviews and discussions.

#### DISTRIBUTION OF SUPPORT MATERIALS

Due to the late submission of notes by script writers, the production and distribution of time tables and Notes to Teachers were not done in a timely manner. Nevertheless, Notes to Teachers and Timetables were distributed to schools on the coastland.

Broadcasts to Schools and Talking about Education in Region 8 and 9

Notes to Teachers, Timetables and audio dubbing of Broadcasts to Schools and Talking about Education were completed and distributed to Regions 8 and 9 through the Ministry of Amerindian Affairs and Iwokrama.

#### FORMATIVE EVALUATION OF PROGRAMME

The evaluation of the programme was done in four regions and a plan of action is being developed to enable greater participation of schools in the broadcasts to schools programme.

## IMPLEMENTATION OF THE BASIC EDUCATION ACCESS MANAGEMENT SUPPORT PROGRAMME.

Integration of Innovative Technologies, the Sub-Component of BEAMS has gone smoothly. Relationships are sound and professional.

One room was given to the production staff of the Interactive Radio Instruction (Mathematics). One room was given to the production staff of the Interactive Radio Instruction. In addition, the Information technology staff is sharing a room with the Literacy specialists as both teams have to work together. The studio is being shared on an agreed basis as well as other resources for the effective implementation of Innovative Technology. The writing and production of scripts are on target.

### MEETINGS

There is frequent interaction with the specialists of Interactive Radio Instruction-Mathematics and Information Technology as well as staff members of DEIU, so as to strategize the implementation and the way forward for Innovation Technology.

### BROADCASTS TO SCHOOLS ANNIVERSARY

In observance of Broadcasts to Schools fiftieth anniversary, a one-hour programme entitled "Reflections" was aired on NCN television. The Chief Education Officer, Mr. Ed Caesar was asked to share his thoughts on radio on the occasion of the anniversary.

### CONSTRAINTS

#### ACCESSING FUNDS

The new method of accessing funds to carry out major activities of the unit and other ministry's activities is a challenge. Activities such as visits to schools and other relevant stakeholders were restricted hence valuable feedback was not received, since it requires staff to complete travel before accessing funds.

In addition, the Unit was not in receipt of any medicine and postage stamps for the year. The new financial system mandates that these be purchased from the petty cash. However, it appears that the petty cash being given to NCERD is inadequate to cover day-to-day necessities.

### PUBLICATIONS

The **Educator**, an Educational publication which is a yearly bulletin as well as the **HORIZON**, a children's magazine will be published this year since accessing information from contributors often proves to be problematic.

### PROJECTIONS

While the radio programmes were produced and transmitted on time, it must be stated that outsourcing puts extra strain on the Unit as some writers are in the habit of delivering at the eleventh hour. Therefore, as of this academic year every effort will be made to bring writers together for a two-day workshop. It is proposed the participants will put together a year's programme. It is a new approach in order to ensure the timely delivery of the Notes to Teachers and Timetables to schools. The first change there will be a new booklet to cover the work to be done in all three terms. This strategy will stick more closely to the syllabus and the sequence of the Unit's work of work taught in schools.

This is to ensure that the broadcast is a more up to date aid to the teaching/learning process.

The Unit will continue its efforts to produce quality materials and programmes with the aim of supporting teachers and pupils in the classroom. The Unit will also continue to promote the initiatives of the Ministry's via radio broadcasts and articles in the newspapers among other things.

Visits to schools would be increased and the cassette copy service which embraces the school population would be encouraged.

During this academic year Innovative Technology – (Information Technology and Interactive Radio Instruction Mathematics- IRI) would be introduced in primary schools. IRI is a teacher-training tool not only to introduce teachers to new pedagogical approaches, but also to teach content- mathematics. Guiding the children through these activities will help teachers master the content. As a support to radio, computers and other low cost technologies will be used.

The Unit now has access to the Internet and will be in contact with schools. It is hoped that the programmes of the Unit would be placed on the web site and offer schools and other stakeholders the opportunity to access Broadcasts to Schools programmes.

### **3.6 Guyana In-service Distance Education (GUIDE) Unit**

#### **3.6.1 Mission Statement**

GUIDE has as its mission the improvement of educational standards of pupils in Community High Schools and other schools providing junior secondary education through providing a programme of distance education targeted at enhancing the pedagogical effectiveness of untrained and unqualified teachers.

This Unit has as its objectives the following:

Provide upgrading courses through Distance Education Mode in the areas of English, Mathematics, Integrated Science, and Principles and Practice of Education.

Provide Regional tutorial support for trainees.

### **3.7 Administrative Unit**

#### **3.7.1 Mission Statement**

The Administrative Unit has responsibility to ensure that the National Centre for Educational Resource Development keeps at the cutting edge of providing an effective and efficient service to the Ministry of Education.

This Unit has as its objectives the following:

Attends to all matters connected with human resource support for senior technical staff.

Ensure that the physical plant, including annexes, is always in a state of readiness.

Ensure that all utility services are delivered and are of acceptable quality.

Attends to social welfare and human relations issues connected to employees at NCERD.

Ensure security of the plant by scrutinizing the service provided by the security firm.

Maintains an up-to-date inventory of all assets of NCERD.

Ensure that all financial transactions are in keeping with standard financial regulations set by the government of Guyana.

Maintains all vehicles in a state of road-worthiness.

Ensure that the vehicles are used in accordance with rules governing the use of government vehicles.

The work of all six Units mirrors the Ministry of Education Strategic Plan 2003 – 2007 especially those connected with the following:

Literacy and Numeracy

Professional Support for Hinterland Teachers

Information Technology Literacy

Improving equity in education by giving special attention to children in difficult circumstances

Improving access to quality secondary education

Commitment to education for citizenship, Health and Family Life, and Human Rights

Improving the human resources of the education sector

Improving the managerial capability of schools for greater effectiveness and accountability

## SUMMARY

The year 2004 has been a very successful one. The Administrative Unit was able to achieve ninety-five (95%) percent of its objectives.

The Education Management Course for School Managers was successfully completed with two hundred and one (201) graduates from the eleven education districts.

One five-day workshop was conducted for Master Trainers to equip them to provide for continuous training countrywide.

Continuous training was done by Education Master Trainers in eight (8) Modules. Course work, projects and examination were done, submitted, marked, and results were approved by the Ministry of Education Board of Examiners.

Management Training was monitored by National Centre for Educational Resource Development (NCERD) staff.

Information Technology Workshops were held for professionals, non-professional staff and teachers who were given certificates.

Training Sessions were held on Government Filing System for staff from various sections of the Ministry of Education, including NCERD. This was done to update staff on modern methods of filing records.

Textbooks/workbooks were printed and distributed to hinterland Regions (Regions 1, 7, 8 & 9) where reading materials are not easily accessible.

The Revision of the **Easy Path Series** Levels 1 to 6, in the four (4) subject areas Mathematics, English, Science and Social Studies was completed.

A document Centre was established where important records of the Ministry of Education are stored. These records are accessible to the Guyanese public, mainly researchers. NCERD continues to provide adequate and comfortable accommodation for Training Sessions, Exhibitions, Award Ceremonies and other national functions.

Ninety-five percent (95%) of maintenance work was completed. Re-roofing of entire main building was done; hence, the problem of major leakages was solved. Professional offices located in the western wing were repainted. Defective windows were replaced with casement windows.

New PVC gutters were installed replacing damaged galvanized gutters around new roofing. Rehabilitation was done to the kitchenette which is used for snacks preparation and distribution during workshops and other national events.

Measurement and Evaluation Unit was remodeled to provide additional working space. A partition was constructed, windows were installed and grilled providing additional space and secured accommodation for new equipment (BEAMS Project) for the Measurement and Evaluation Unit.

Two sheds were constructed over stairways of the western building to avoid their rapid deterioration.

Continuous minor electrical and carpentry works were done when warranted. This includes the replacement of an unserviceable air-conditioned unit in the Computer room of the Measurement and Evaluation Unit, and the replacement of defective door locks.

A change room for cleaners and handyman was constructed.

A forty-foot platform was constructed to accommodate a forty-foot steel container to be used for the storage of important records and confidential documents. The immediate environ of the Guyana Power and Light (GPL) transformers was cast in concrete to prevent continuous overgrowth, and the destruction of electrical equipment.

Partial revetment works was completed to prevent erosion and the collapse of northern fence adjacent to canal.

Additional security measures were taken to prevent the entry of vagrants in the compound. Razor barbed wire was installed on northern and western fences at vulnerable points of entry.

Concrete and metal fences were repainted to enhance the ambience of the compound. The canteen was completed and painted and is operational.

All equipment was serviced on schedule, this includes Risographs, photocopiers, computers, air-conditioned units thus allowing for related activities were done on time.

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Vehicle PHH 6667 continues to be roadworthy; however caution had to be taken with respect to vehicle PFF 684, having it taken off from long distance trips for the fear of sudden malfunctioning. PFF 684 is nine (9) years old and spare parts has to be acquired often and this is proving to be uneconomical.

A clean and healthy internal and external environment was continuously maintained. Services were contracted for the disposal of solid waste, the eradication of pest, termites, the disposal of sanitary waste and for the landscaping of compound.

Due to constant overflowing/backup of night-soil in the sewage apartment located on the eastern side of the compound, cleansing of the sewage chamber was done and one section of galvanized pipe, attached to the said chamber was replaced with PVC. General cleaning of tiles was done in the lower flat of the Distance Education Unit.

All materials required by the various Units of NCERD were acquired on a timely basis to have sectional work programmes executed on schedule. This includes stationery, printing materials for National Examinations, teaching aids for the distribution for schools countrywide, textbooks for training purposes, cleaning agents for seven (7) Units, drugs for First Aid purposes for staff and participants of workshops, and materials for providing a conducive working environment.

Adequate and comfortable accommodation was provided for Voluntary Service Officers (VSO) (UK-Based).

Adequate and reliable security service was contracted to secure all buildings and compound.

### **Summary Review of Current Year Programme Priority and Supplementary Activities**

A number of activities were given priority during the year under review. These are listed below:

Revised of the Easy Path Series in English, Mathematics, Science, and Social Studies for Grades 1 – 6.

Sensitized teachers re: Revised Curriculum Guides and Teachers' Manuals for Grades 7 – 9 in English, Mathematics, Science, and Social Studies.

Developed and piloted Physical Education Curriculum for Grades 1 – 11.

Developed and piloted Music Curriculum for Grades 1 – 6.

Developed and piloted Visual Arts Curriculum for Grades 1 – 11.

Developed and piloted Social Studies Curriculum for Grades 3 – 6.

Developed and piloted Science Curriculum for Grades 3 – 6.

Conducted three 5-day Language Arts Workshop – Regions 1, 3-8, 10.

Conducted two 5-day Reading workshop for primary school teachers from all Regions.

Conducted IT workshops for Primary School Teachers – all Regions.

Conducted one 4-day Visual Arts Curriculum Orientation Workshop – all Regions.

Conducted one 5-day Spanish workshop for Primary School Teachers.

Printed the Revised Primary Science and Social Studies Curriculum Guides for Grades 1 – 6.

Revised Grade 1 Timetable and manual approved for BEAMS implementation.

Administered Spelling Bee Competitions in collaboration with the Demerara Lioness.  
 Conducted two 30-week basic IT Course for teachers.  
 Expanded the Computer Laboratory by seven units.  
 Developed, recorded and field-tested IRI Mathematics lessons.  
 Curriculum Advisory Committee met regularly and approved a number of literacy documents embodying materials and strategies pertinent for a literacy strategy.  
 Participated in the activities organized by the Guyana Chapter of ACTI.  
 Administered the Grade 2 National Examination in English and Mathematics.  
 Conducted successfully the SSEE and NTFE, and compiled their respective Examiners' Reports.  
 Pre-tested examination questions for the 2004 Grade 2 Assessment (NGTE), Grade 4 Assessment (NGFE), SSEE & NFTE  
 Reviewed National Standards for Literacy, English and Mathematics for Nursery Year 1 to Grade 6.  
 Developed test items for assessment of literacy and numeracy across the primary school grades.  
 Conducted a National Grade 1 assessment in literacy and numeracy to establish a Pre-BEAMS baseline data.  
 Reviewed booklist for primary and secondary schools in conjunction with ESC.  
 Acquired and distributed to schools a range of learning resources, e.g. books, charts, science equipment & chemicals. Special attention was given to the acquisition of BEAMS literacy materials.  
 Brought closure to the GUIDE Programme.  
 Compiled a school-by-school, region-by-region tracer study on performance at the SSEE and CXC examinations 1996 – 2004.  
 Conducted a Distance Education Management Course for seniors school administrators. Teachers from all Regions participated in the course.  
 Broadcasts to Schools and Talking About Education programmes were aired on Radio. **Talking About Education** radio programmes were aired throughout the year.  
 Developed a framework for the use of low cost technologies in primary schools, and a requisition for procurement is with BEAMS Procurement office.  
 An Audience Survey on Broadcasts to Schools Programmes was conducted in Regions 2, 3 and 4. The Report on the Survey is still to be produced.  
 Easy Path Series in English and Mathematics (Grades 5 & 6), Social Studies and Science (Grades 1 – 6) reprinted for distribution to Hinterland schools.  
 All National Examinations and curriculum materials produced by the various Units were printed.  
 Launching of a Document Centre to archive Ministry of Education Publications.

### **Specific Developments at Regional Level**

A number of activities were designed to help the various regions enhance their human resource base. Officer/teachers were selected by their respective regions to participate in a number of courses. These are listed below:

- Master Trainers for the Education Management Course
- Master Teachers in Secondary School Mathematics
- Master Assessors for Primary School Oral Reading Tests
- Mentors for Teacher Upgrading Course for Regions 3, 4, 5, 6 & 10

### **Inter-Ministry Links**

NCERD was able to forge links with other Ministries and agencies in a collaborative process for common programmes/projects. These are given below:

HIV/AIDS education with Ministry of Health

School Welfare with Ministry of Labour and Human Services

Health and Family Life and Citizenship Education with Ministry of Health, GHRA, and UG

Environmental Education with Environmental Protection Agency

Literacy and Numeracy Education with AEA, UG, & NGOs

### **Links with Donor Agencies and NGOs**

NCERD has developed close links with a number of donor agencies and NGOs in advancing the education delivery process. These are

Basic Education, Access & Management Support Project (BEAMS) with the Inter-American Development Bank

Rights of the Child with the Guyana Human Rights Association

Escuela Nueva with Ministry of Amerindian Affairs

Metrication with Bureau of Standards

Environment with Conservation International and Iwokrama

Production of Learning Guides with UNICEF

Micro science with UNESCO

Secondary School Reform Project with World Bank

Curriculum Reform with GEAP

Teacher Education with GBET

Education Research Themes with School of Education and Humanities, UG

### **Links with Partners in the Caribbean and the Wider World**

NCERD forged links with organizations within the Caribbean and the Wider World. These are

Skills workshops in the production of educational computer software with CCST and OAS.

Integrated Distance Education Capacity Building with Caribbean Universities.

Education Management Course with the Commonwealth of Learning.

Escuela Nueva approach with UNICEF.

Secondary School Assessment with CXC.

VET Study Tour in Jamaica with CDB.

### **Priority Targets for 2005**

In addition to its routine work, the following activities are targeted for priority attention for 2005:

Printing of the revised version of the Easy Path Series in English and Mathematics (Grades 5 & 6), Science and Social Studies (Grades 1 – 6).

Full-scale implementation of the BEAMS programme.

Expanding of the Distance Education Management Course for school administrators.

Implementation of the National Grade 4 Assessment.

Revision of the Timehri Reading Series.

Production of a Technology Education Curriculum for Primary Schools.

### **Materials Production Unit**

Team visits by curriculum specialists to help teachers in curriculum implementation.

Expand the resource base of schools to enhance classroom teaching.

Collaborative Action Research with the University of Guyana.

Expand Information Technology Literacy training programme.

CYRIL POTTER COLLEGE OF EDUCATION**1.0 SUMMARY**

The Major achievements in teacher education at the Cyril Potter College of Education for the year 2004 were the –

successful completion of the first cohort of teachers trained on the Early childhood, Primary and Secondary semester programmes. The batch comprised three hundred and sixty one teachers.

Continued operation of the Guyana Basic Teacher Training Project (GBET) which aims at

increasing the capacity of untrained teachers in the hinterland and

improving their accessibility to teacher education through the foundation programme

During the period under review the foundation programme in Regions 1 and 8 came to an end but the teacher certificate programme via the distance mode is now operational in Regions 1 and 9. The few students in Regions 1 and 8 who still have to complete one or two subjects on the Foundation programme in order to satisfy the requirement for entry into the Cyril Potter College of Education will be catered for by the BEAMS project.

Successful completion of one year of the trained teacher's Certificate programme via distance in Region 1.

continued expansion of the curriculum to better meet the needs of the school system. Additional options now offered at the secondary level include Business Education, French, Special Needs Education, Physical Education and Information Technology.

establishment of a Special Needs Unit at the Turkeyen Campus. This was facilitated through OAS funding

enhancement of the Reading Resource Centre at the Turkeyen Campus with equipment and print materials supplied by the CETT project. Students have been making much use of these facilities not only for their improvement in literacy skills but also for the improvement of the children in the schools to which they are attached for teaching practice.

appointment of four master trainers and twenty-four cluster advisors.

The Cluster Advisors appointment takes effect from January 2005. Ten of them will operate in Georgetown, while the others will work in Region 2.

Training of master trainers and cluster advisors who will be instrumental in implementing the literacy and numeracy programmes in schools in Region 2 and Georgetown.

Review and evaluation of the GBET programmes – a first draft of the report was presented at the P.S.C. The final draft will be submitted in 2005  
Introduction of the Teacher Certificate programme in Region 9. The Official launch of the Centre took place in November.

## **2.0 MISSION STATEMENT**

The Mission Statement mandates the College “To provide the formal education with academically and professionally trained teachers at the Nursery, Primary and Secondary levels.

### **GENERAL OBJECTIVES**

to provide a coordinated and an integral approach to formal teacher education in Guyana  
to effectively and efficiently train teachers who can function in Nursery, Primary and Secondary schools throughout Guyana.

## **3.1 THE ORGANISATIONAL STRUCTURE**

Cyril Potter College of Education has a hierarchical structure. The Principal and three Vice-Principals are at the top of the hierarchy. The three Vice Principal positions are:

Vice Principal (Administration)  
Vice Principal (Curriculum Development)  
Vice Principal (Development)

The main functions of each of the above officers are described below.

### **3.1.1. THE PRINCIPAL’S ROLE**

The Principal ensures that:

policy decisions made by the Central Ministry and Government of Guyana pertaining to Teacher Training are implemented

the Principal and Vice Principals work as a team in the implementation of policies

© Central Ministry grants approval to all proposals for innovations in the delivery of the Training Programme

(d) the linkages between the various departments and offices are unimpaired

(e) the trainees obtain quality instruction and that conditions of work for both trainees and lecturers are comfortable

components of the GBET and the BEAMS projects for which Cyril Potter College of Education is directly responsible are properly managed and executed

#### The office of the Vice Principal (Administration)

This office is charged with the responsibility of overseeing the following departments, services and facilities:

- Clerical and Office
- Accounts
- Student Affairs
- Library
- Examination (Partly)
- Transport
- House Services
- Cafeteria
- Maintenance and Grounds
- Storekeeping
- Guard Services
- Dormitory Facilities

The Vice Principal (Administration) is assisted by three senior lecturers (Student Affairs, Examination and Administration); the Administrator, a Senior Accounts Clerk and the Librarian. The office of this Vice Principal provides linkages for every unit of operation in the College and seeks to ensure that the system of linkage remains unimpaired.

#### The Office of the Vice Principal (Curriculum and Instruction)

This office is responsible for the efficient delivery of the instructional programmes, the organization and the execution of the Teaching Practice Component and some aspects. The Vice Principal therefore works in close collaboration with the Senior Lecturers (Administration, Teaching Practice and Examination) and the following Heads of Departments and Coordinators.

#### Head of Departments

- Education
- Enrichment
- Language Arts
- Mathematics

Pre-Vocational Studies  
Science  
Social Studies

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

#### The Office of the Vice Principal (Development)

The main duties of this office are to:

- ensure that the requirements of the established In-Service Centers are satisfied
- organize staff development sessions for all Centers
- inform the Principal, the other Vice-Principals and the Heads of Departments of the problems and needs of the centers so that these can be addressed
- ensure that there is uniformity in the mode of delivery of the instructional programme at the In-service Centres
- play an integral role in the preparation and establishment of new centers
- monitor the Foundation or Upgrading programme in the various regions and liaise with the REDO's
- assist with the monitoring of the Distance Education programme at Centers
- promote the image of the Collage at national and Community levels.

#### The Role of the Heads of Centers, Head of Departments and Co-ordinators

In order to effectively manage the institution there are eight Heads of Centers, seven Heads of Departments, three senior lecturers and six coordinators who should work closely alongside the Principal and Vice Principals.

The Heads of Centers manage the In-Service campuses and report directly to the Vice Principal (Development). The Head of Centre in Region #1 and that of Region #9 are assisted by co-ordinators (2 in Region #1 and 1 in Region #9). The main duties of the Heads of Centers include recruiting part time teaching staff and managing the day to day affairs of their respective centers.

The Heads of Departments and the Co-ordinators for Early Childhood and Modern Languages are the responsibility of the Vice Principal (Curriculum and Instruction). They ensure that the instructional programme of each department or programme is ably facilitated through the use of lecturers, tutorials and teaching materials.

The Senior Lecturer Teaching Practice and to some extent the Senior Lecturer Exams also assist the Vice Principal to ensure effective dissemination of the curriculum and other related areas. The Senior Lecturer Teaching Practice among other responsibilities makes contact with the schools and education officials in order to make arrangements for

attachment for the teaching stints of student teachers. The Senior Lecturer (Exams) works closely with the Vice Principal to ensure that examination papers are prepared on time and that areas of difficulties are brought to the attention of the Vice Principal and Principal so that they can be dealt with in a timely manner.

The Institution experienced much staff shortages during the period under review. The table below displays the positions which are filled as well as those which are vacant by department.

DEPARTMENT	POSITION FILLED	VACANCIES
Education	4	6
Mathematics	4	1
Science	2	3
Social Studies	4	2
English Language	3	5
Modern Language	2	1
<b>Pre-Vocational Studies</b>		
Agricultural Science	2	1
Home Economics	3	1
Industrial Arts	1	2
<b>Enrichment Studies</b>		
Information Technology	1	2
Physical Education	1	1
Music	1	1
Art	1	1

ADMINISTRATIONGENERAL ADMINISTRATION  
SUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME

Item No	Target Set	Target Achieved	Analysis of Success/Failure
1	Prepare all Cabinet Papers on a timely basis and take follow up action	Sixty (60) Cabinet Memoranda were submitted to Cabinet for approval	Memoranda were successfully dealt with
2	Make all arrangements for officers travelling on government business or attending Seminars/Workshops	Twenty four (24) persons attend conferences and official business overseas	Task was satisfactorily completed
3	Make all arrangements to receive officials coming from overseas to conduct/participate in seminars/ workshops	One hundred and fifty-five (155) persons were received on the Ministry's behalf inclusive of CXC markers	Task was satisfactorily completed
4	Process applications For transcripts /record of service	1,116 copies of Transcripts/Record of Service processed for 2004	
5	The use of school buildings for various functions		
6	Consignments were cleared through the Ministry's Customs Department	Eighteen (18) sets of articles were cleared	Task was satisfactorily completed
7	Pay rentals for schools and dwelling houses on a quarterly basis	Rentals for thirty two (32) school and dwelling houses were prepared and sent for payment	Payments were all paid promptly

Item No	Target Set	Target Achieved	Analysis of Success/Failure
8	Publication of official documents and advertisements for National Newspapers	<p>prepared and sent for payment</p> <p>A total of sixty-five (65) publications were processed during the year under review. These included entrance for NATI, LTI and ETI</p>	<p>Task was satisfactorily completed</p>
9	Prepare contracts for teachers/students to undergo studies at the University of Guyana	138 Contracts were prepared for the year 2004 for students to attend U.G	
10	Annual Report	The Annual Report for 2003 was completed and circulated	Task was satisfactorily completed
11	Telephone Service	Four (4) requests for additional telephone service were submitted to G.T&T.	All request were completed

SECURITY SECTIONSUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME

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's buildings.	During the period under review, there had been a marked decrease in thefts and related offences that were usually committed on ministry's buildings and schools within Georgetown and its environs.	Security Guards were employed at schools and Ministry's buildings.
2	To investigate all reported incidents of losses and submit monthly reports in order to assess the amount of losses suffered and to establish liability for same.	During the period under review there were no reported incidents of thefts.	The physical condition of some of our schools makes them vulnerable. Unfenced compounds, the absence of security lights and guard huts as well as absence of toilet facilities are some of the setbacks to efficient security. These are compounded by occasional power outages. In addition to the above there are no Security checks to check on the schools Late payment of security grants to schools is also a set back to efficient security.

4.1.3.1

**TRANSPORT DEPARTMENT**

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

<b>ITEM NO</b>	<b>TARGET SET</b>	<b>TARGET ACHIEVED</b>	<b>ANALYSIS OF SUCCESS/FAILURE</b>
1	Provide inputs for operation of vehicles	All vehicles repaired and serviced when necessary, tyres are supplied, fuel is supplied when required.	Most vehicles are being over planned when necessary.
2	Servicing of vehicles	Vehicles were serviced when necessary.	Reliable mechanics have been identified.
3	Checking of log books	Log books were supplied to drivers who made entries that were checked by Transport Officer.	State Audit finalized checking process.
4	Record kept for vehicles	Records are kept for each vehicle.	Files are opened for every vehicle.

The Transport Section provides transportation for all Officers going on official duties around town as well as to out-of-town locations.

## 4.1.3.2

**SPECIAL PROJECTS UNIT**  
**SUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME**

TARGET				TARGET ACHIEVED					ANALYSIS OF SUCCESS/FAILURE
DIETARY: The Targeted distribution of school feeding supplies for the year 2004 areas are as follows:-				Distributions were done in all ten administrative Regions during the year 2004. Below are the % achieved by Regions:-					In the first Quarter of 2004, the unit was unable to send school feeding supplies by chartered Air Flights to parts of Region #7 and 8 due to the unavailability of funds.  The merging of the two units have made more vehicles available for distribution. However, the age of these vehicles prevents them from performing adequately since they are breaking down frequently and need to be repaired, which takes a very long time for funds to be made available and to obtain hard to get parts. Some schools on the Coastal Regions are sending back milk because they claimed that the children are not using it.
Reg NO.	Name	Biscuit Boxes	Milk Sacks	Reg. NO.	Name	Biscuit Budget	Actual	% Achieved	
1	Barima Waini	8,970	3,510	1	Barima Waini	8,970	5,610	63.0	
2	Pomeroon/Supernaan	16,185	6,435	2	Pomeroon/Supernaan	16,185	8,555	53.0	
3	West Demerara /Essequibo Islands	34,125	13,650	3	West Demerara /Essequibo Islands	34,125	21,170	62.0	
4	Demerara/Mahaica	115,440	46,020	4	Demerara/Mahaica	115,440	48,729	43.0	
5	Mahaica/Berbice	21,450	8,580	5	Mahaica/Berbice	21,450	4,882	23.0	
6	East Berbice/Coventryne	46,800	18,525	6	East Berbice/Coventryne	46,800	5,718	13.0	
7	Cuyuni/Mazaruni	7,215	2,730	7	Cuyuni/Mazaruni	7,215	1,858	26.0	
8	Potaro/Siparuni	4,095	1,755	8	Potaro/Siparuni	4,095	1,777	44.0	
9	Upper TakuTu/Upper Essequibo	11,310	4,485	9	Upper TakuTu/Upper Essequibo	11,310	9,686	86.0	
10	Upper Demerara /Berbice	15,990	6,435	10	Upper Demerara /Berbice	15,990	4,128	26.0	
	<b>Total Biscuit &amp; Milk</b>	<b>281,580</b>	<b>112,125</b>		<b>Total Biscuit</b>	<b>281,580</b>	<b>112,113</b>	<b>40.0%</b>	

TARGET	TARGET ACHIEVED					ANALYSIS OF SUCCESS/ FAILURE
<p>The cost for purchasing Biscuits is 281,580 x G\$680 per box = G\$191,474,400 as set out in the Current Estimates for the year 2004.</p> <p>The above projections were intended to cover 90% student population of 160,332 students = 144,320 students, however the budgeted allocation under this head for the year 2004 is G\$100,000,000 which represents 53.0% of Estimates.</p> <p>The above milk is donated by Food for Poor and as such had no costs attached to it.</p>	<b>Reg. NO.</b>	<b>Name</b>	<b>Milk Budget</b>	<b>Actual</b>	<b>% Achieved</b>	<p>Regions 5 6 7 and 10 were poorly served because trucks were not made available to send trucks and to pay for HD to these Regions to distribute school feeding supplies.</p> <p>The breaking down of the GDF Air craft prevented the unit from sending School Feeding Supplies to Region #8, as such only a set of supply was sent during the 2nd. quarter of 2004.</p> <p>Food for the Poor Guyana (Inc.) had a shortage of Non Fat Dry Milk during the month of September 2004, which also accounted for the shortfall in distribution of this commodity.</p>
	1	Barima Waini	3,510	1,702	49.0	
	2	Pomeroon/Supernaan	6,435	2,278	36.0	
	3	West Demerara /Essequibo Islands	13,650	5,047	37.0	
	4	Demerara/Mahaica	46,020	5,999	13.0	
	5	Mahaica/Berbice	8,580	892	11.0	
	6	East Berbice/ Corentyne	18,525	100	1.0	
	7	Cuyuni/ Mazaruni	2,730	318	12.0	
	8	Potaro /Siparuni	1,755	278	16.0	
	9	Upper TakuTu/ Upper Essequibo	4,485	3,828	72.0	
	10	Upper Demerara / Berbice	6,435	865	14.0	
	<b>Total Milk</b>	<b>112,125</b>	<b>21,307</b>	<b>19.0</b>		
<p>The above represents a total amount of G\$77,661,225 or 78.0% of Budgeted Allocation for the year 2004 for purchasing of biscuits.</p>						

	TARGET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p><b><u>FIELD MATERIALS AND SUPPLIES</u></b> Under this head it was targeted to purchase Field Materials for Field Staff who are engaged in the distribution of School Feeding Supplies during the year 2004 at a total cost of G\$212,000 or G\$18,000 per month.</p> <p><b><u>OFFICE MATERIALS AND SUPPLIES</u></b> The target set under this head is to provide office materials at an estimated cost of G\$194,000 for the year 2004 or G\$6,250 per month.</p> <p><b><u>PRINT AND NON PRINT MATERIALS</u></b> Under this head it was targeted to purchase 3 RTP Books, 10 Log books, 326 copies of Chronicle, Stabroek News, 104 Kaieteur News papers and 5 Diaries for the year 2004 at a total cost of G\$64,800 or G\$5,400 per month.</p>	<p>Under this head the sum of G\$120,000 was allocated out of which G\$95,000 was released and G\$45,300 was spent which represents a 48.0% of achievement of amount released.</p> <p>The amount released under this head is G\$194,000 equal to 100% of estimate. Amount spent is G\$113,428 or 59% achievement.</p> <p>Amount allocated under this head is G\$69,000. Amount spent is G\$56,131.00 or 86.0% of Allocation.</p> <p>Amount allocated is G\$1,000,000 or 89% of estimates. The amount released is G\$1,000,000 of which</p>	<p>The unavailability of funds to send field staff to Regions 5,6, parts of 7 and 8 and Regions 10 accounted for Shortfall of 55% for the year 2004.</p> <p>Poor releases coupled with long delays in clearing vouchers accounted for the difference.</p> <p>Amount allocated were inadequate to enable the Unit to carry out its planned programme.</p> <p>The amount in the estimate only cater for a 28% distribution level in Region 5,6,and 10. However with</p>

	<b>TARGET</b>	<b>TARGET ACHIEVED</b>	<b>ANALYSIS OF SUCCESS/ FAILURE</b>
	<p><b><u>FUEL AND LUBRICANT</u></b></p> <p>The Target under this head for the year 2004 is to distribute school feeding supplies in Region 5,6, parts of Region 7,8, 10 and GT. for about 90% of available time at a total cost of G\$1,130,000 or G\$83,000 per month.</p> <p><b><u>JANITORIAL AND CLEANSING SUPPLIES</u></b></p> <p>This activity was targeted to cover the purchasing of items for cleansing and Janitorial purposes of the Unit, at an annual cost of G\$60,000 or G\$5,000 per month.</p>	<p>G\$968,568 was spent this represents a 97.0% achievement.</p> <p>The amount allocated is G\$65,000 of which G\$33,693 were released and spent. This represents a 52.0% of estimate and 100.0% of amount released.</p>	<p>the donation of 10-20ft container of Non Fat Dry Milk per month. The unit was forced to revert to its full distribution of 100%.</p> <p>Poor releases and long delays in clearing vouchers accounted for the short fall.</p>

	TARGET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p><b><u>LOCAL TRAVEL AND SUBSISTENCE</u></b></p> <p>The target set for this activity is as follows:- 6 Trips per year to Madhia @ 120,000 per trip. 6 Trips per year to Reg.9 @ G\$1,200,000 per trip, Regs. 2,3,4,5, &amp; 10, 9 times per year each region at an annual cost of G\$8,010,000 staff allowance and field visits at a total cost of G\$792,000 and an overall annual cost of G\$16,722,000.</p> <p><b><u>MOTOR VEHICLE SPARES AND MAINTENANCE</u></b></p> <p>The target set under this head is to carry out repairs and Maintenance works on all unit vehicles to ensure that they are in good working order at all times at an annual cost of G\$3,795,000 or G\$316,250 per month.</p> <p><b><u>OTHER</u></b> Under this Head it was targeted to send school feeding supplies to Region #1, 6 times for the year by T &amp; HD at G\$50,000 per trip and</p>	<p>The amount allocated under this head is G\$5,929,000 or 36.0% of Estimate amount released and spent is G\$12,382,495 which represents a 74% of estimate and 209.0% over and above allocation.</p> <p>The amount allocated under this head is G\$1,650,000 or 44.0% of Estimate. Amount released is G\$1,270,266 or 77.0% of Released. Amount spent is G\$117,169 or 93.0% of release.</p> <p>The amount allocated is G\$11,896,000 which represents 83.0% of estimates. Amount released is G\$11,560,130 or 98.0% of allocation. Amount spend is G\$4,672,541 or 41.0% of releases.</p>	<p>The amount allocated under this head is grossly inadequate. As such funds had to be transferred from AC# 6265 to meet expenses.</p> <p>Poor releases coupled with long delays in clearing vouchers when submitted accounted for the shortfall in utilizing amount allocated</p> <p>The difference of 59% of Amount released was transferred to AC# 6261 to meet expenses. This was possible due to the Breaking down of the GDF Sky van which resulted in less</p>

	TARGET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p>9 times to parts of region 7 @ 20,000 per trip and to send supplies to parts of Regs. 7 &amp; 8 by chartered flights 19 times per term @ G\$250,000 per trip or an annual cost of G\$14,480,000 or G\$3,620,000 per term.</p> <p><b><u>EQUIPMENT MAINTENANCE</u></b></p> <p>Under this head it was targeted to maintain all equipment for the efficient functioning of the Unit at a annual cost of G\$458,000 or G\$38,160 per month</p>	<p>Amount allocated under this head is G\$600,000 of which G\$250,891 was released or 42.0% of allocation and G\$102,891 was spent or 49.0% of releases.</p>	<p>interior flight.</p> <p>Poor releases and long delays to receive cheques when vouchers are submitted accounted for the short fall in spending.</p>

	TARGET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p><b><u>CLEANSING AND EXTERMINATION SERVICE</u></b></p> <p>The target set under this head is to provide funds to pay Rentokil for spraying of Bond and Office and render Sanitax service to the unit at an annual cost of G\$40,000 or 10,000 per quarter.</p>	<p>Amount allocated is G\$45,000 and amount released is G\$45,000 expenditure to date is G\$29,384 or 66.0% of amount released.</p>	<p>Poor billing by Rentokil prevented the unit from making 4 quarterly payments for the year.</p>
	<p><b><u>CONTRACTED EMPLOYEES</u></b></p> <p>The target set under this head for the year 2004 is to retained the services of contracted employees for the efficient managing of the Special Projects Unit at a total cost of G\$1,900,000 for the year 2004.</p>	<p>Out of G\$1,900,000 targeted, the sum of G\$1,791,202 were released and paid to Contracted Employees for the year. This represents a 95.0% achievement of targeted amount.</p>	<p>The difference resulted in an over estimate of 5% of spending for 2004.</p>
	<p><b><u>TEMPORARY EMPLOYEES</u></b></p> <p>The Target set for the year 2004 under this head is to employ 6 Part time porters to work on three (3) vehicles at an hourly rate of G\$170.00 per hour, for an 80 hour fortnight for 26 Fortnights = <math>(80 \times 6 = 480 \times 26 = 12,480 \text{ hrs} \times</math></p>	<p>Under this head the amount released is G\$675,00. This represents a 31.0% of original estimate.</p> <p>The amount released under this is G\$142,075,</p>	<p>The difference of 69% is due to the unavailability of funds to distribute school feeding supplies in Regions 5,6, parts of 7 and 8 and 10. As a result these regions were poorly served during the year 2004.</p>

	<b>TARGET</b>	<b>TARGET ACHIEVED</b>	<b>ANALYSIS OF SUCCESS/FAILURE</b>
	<p>G\$170 = G\$2,212,600.</p> <p><b><u>OTHER DIRECT LABOUR COST</u></b></p> <p>The target under this head for 2004 is to have 4 drivers involved in the distribution of School Feeding Supplies in Regions 5,6 and 10 at a total of 20 hours per month at G\$ 185 = ( 4 x 20 = 80 x 12 = 960 x 185 = G\$177,600) for the year .</p>	<p>which represents 80% of estimates. Amount spent is G\$142,075 which resulted in a 100% achievement level.</p>	<p>Funds were adequate to pay expenses as they occur.</p>

	TARGET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	<p><b><u>BENEFITS AND ALLOWANCES</u></b></p> <p>Under this Head it was targeted to pay an incentive to the unit staff at the end of the year at G\$120,000 or \$8,000 each for performing beyond the call of duty.</p> <p><b><u>DRUGS AND MEDICAL SUPPLIES</u></b></p> <p>Under this head it was targeted to purchase Drugs to meet minor health needs of staff members at a total cost of G\$30,000 or G\$2,500 per month.</p>	<p>The achievement level under this head is 0.0% of estimate since there were no releases.</p> <p>The amount released under this head is G\$41,030 which represents 137% of estimate. A difference of 37.0% above original estimates.</p>	<p>Funds were unavailable to meet this expenses. As Such there was no releases also, there were no expenses</p> <p>37% over and above amount allocated. Resulted under budgeted figure for the year 2004.</p>

	<b>TARGET</b>	<b>TARGET ACHIEVED</b>	<b>ANALYSIS OF SUCCESS/ FAILURE</b>
3	<p><b><u>MAINTENANCE</u></b> For the year 2004, the unit targeted to keep its vehicles/ equipment and furniture in good working conditions for the entire year.</p>	<p>Refurbishing works started in August 2004 on the building that housed the Special Projects Unit and completed in September 2004. All vehicles, equipment and furniture were maintained and kept in working order.</p>	<p>The refurbishing of the office gave it a much needed boost and better working environment for the unit staff to function. thus improved performance is anticipated.</p>
4	<p><b><u>FURNIHINGS</u></b> It was targeted to re-furnish the office in 2004, since the present furniture were old and in a deplorable state. It was estimated at a total cost of G\$516.000</p>	<p>During the year 2004, the unit was supplied with a strip of Carpet at a total cost of G\$36,000. Other items catered for were not supplied.</p>	<p>The unit is still suffering as a result of poor furnishing and is eagerly looking forward to the completion of this process in the year 2005.</p>

**BOOK DISTRIBUTION UNIT**

NO.	TARGET SET FOR YEAR 2004	TARGET ACHIEVED	ANALYSIS OF SUCCESS AND FAILURES
1.	Acquisition of 2,600,000 Exercise Books as follows: 200,000 Plain 200,000 Double line 150,000 Chequered line 2,050,000 Single line	2,362,000 Exercise books were acquired.	Production of exercise books was delayed due to shortage of rolls. GNPL has to date 336,000 Single line exercise books outstanding.
2.	Distribution of Exercise Books	Amount Distributed Single Line 1,28,893 Double Line 151,951 Plain 147,841 Chequered 60,589	Poor and untimely releases prevented the Unit from making delivery to all the regions.
3.	Acquisition and Distribution of Text Books.	Text Books received are as follows: 150,581 copies of textbooks ranging from Prep A and B and Form 1-5. 979 copies of reference books for Resource Centres and libraries. 20966 copies of Curriculum Guides and Teachers Guides from SSRP. There were also Curriculum Guides for Primary Schools in Science (Revised)	Text Books were dispatched to the Regions for distribution to schools by the Regional Education Officers. Regions 1,3,7,9,10 received both secondary and primary textbooks. Region 2 and Georgetown received only primary text.
4.	Sorting, Counting, stamping and packaging of text books.	Target was achieved	Achieved in relation to receipt
5.	Acquisition and Distribution of stationery to Regions for use in schools.	There was no need to purchase school stationery stock on hand was distributed.	Unit of stationery are distributed according to request.
6.	Record Keeping	Recording Keeping was done throughout the year. Filing in school files, ledgers and bin cards were also used.	Record keeping allowed for accurate preparation of reports

NO.	TARGET SET FOR YEAR 2004	TARGET ACHIEVED	ANALYSIS OF SUCCESS AND FAILURES
7.	Stock Taking and Reconciliation	Stock Taking was done monthly. Bin cards and ledgers were Compared.	Reconciliation helped to correct errors and to make plans for future distribution.
8.	Staff Training and Development	Two employees are pursuing studies at the University of Guyana. In-house training was done periodically.	This activity was properly coordinated and executed most of the time. However staff members attended courses organized by PSM.
9.	Accountability	<ol style="list-style-type: none"> <li>1. Recording</li> <li>2. Keeping</li> <li>3. Filing</li> <li>4. Report writing</li> <li>5. Stocktaking</li> <li>6. Reconciliation of Ledger and Bin cards</li> <li>7. Making inventories</li> <li>8. Checking distribution records kept by school.</li> </ol>	These activities were properly co-ordinated and executed most of the time. However monitoring of schools and depot within the regions was not done due to poor and untimely releases.
10.	Usage and maintenance of Vehicles.	Vehicles were serviced regularly and were always effectively maintained. There were times when money to purchase spare parts was not released and the individual vehicle would be stalled up for a short while.	Vehicles were used effectively for distribution of school supplies books, milk and biscuits were transported.

## CONCLUSION

It was really gratifying to receive textbooks for the Secondary Schools and I am sure that both teachers and children are happy.

The Primary schools also benefited from the acquisition of the "Easy Path Series".

Although there was a shortage of staff throughout the year members of staff co-operated fully, sharing duties and getting the work done.

## 4.1.3.4

CENTRAL REGISTRYSUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME

	TARGET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
	Manage records in an efficient and effective manner.	95%	There was ready accessibility of records to users,
	Prompt mail processing and distribution.	98%	All mail delivered in spite of the mail bag not always being collected on time.
	Eliminate needless storage of records.	85%	A limited amount of files were updated and placed in numerical order. Some of these were sent to Bedford for storage.
	Visit Registries to share ideas and have discussions on the correct procedure for records management.	67%	Four of the six registries under the umbrella of the Ministry of Education were visited. Due to the late release of funds we were unable to visit the others.
	Work environment to be maintained to make it conducive to work.	98%	The unit was kept clean at all times and medical supplies were available to staff.

CENTRAL ACCOUNTING UNITSUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME

Item	Target Set	Target Achieved	Analysis of success/ Failure
1	Submission of Form 2A to the Commissioner of Inland Revenue for the years ended 2003/12/31.	Returns were submitted.	Returns were submitted on timely basis.
2	Keying and printing payrolls for Public Officers and Teachers at the Ministry of Education	70% of this exercise was done here.	The remaining 30% was done at the Ministry of Finance, reasons printer and computers malfunctioned. On line connection between the Ministry of Education and Ministry of Finance was off on occasions.
3	Maintain the following registers Contract Telephone Electricity Water Travelling Contractor's Earnings Rentals	90% registers were completed.	Registers were written G.P.L and G.T& T bills were paid up to 2004-12-31. These accounts were reconciled. Guyana Water Incorporation metered bills were paid, the unmetered bills are outstanding.
4	Reconciliation of Imprest Account.	100%	Statements were prepared pm a monthly basis.
5	All unpaid current accounts for 2003 were passed for payment.	100%	Approved by the Ministry of Finance. Other charges expenditures were not approved

Item	Target Set	Target Achieved	Analysis of success/ Failure
6	Process files and other documents for salaries and other charges. Preparation of receipt vouchers, statement of outstanding indebtedness. Travelling and contract gratuity.	Wages salaries and other financial documents were prepared and processed as required.	All files received were passed for payment. Current and other charges that were not passed was due to unavailability of funds.

REVIEW OF CURRENT YEAR'S PROGRAMME

ITEM	TARGET SET	TARGET ACHIEVED	ANNALYSIS OF SUCCESS
1	An audit inspection of forty (40) institutions and department including ETI,NATI,LTI and NCERD.	Twenty-four (24) institutions inclusive of which were LTI, Carnegie and UNESCO were checked.	Guidance was given to School's Administrator's in relation to better record keeping and accountability for Government funds and stores.
2	Reports were to be submitted to the relevant authorities such as Auditor General, Secretary to the Treasury and Accountant General	There were four (4) follow up actions	Recommendations were made as regards the maintenance of the Accounting System, Accountability and Record Keeping. These recommendations were given in accordance with the financial and stores Regulations.
3	Auditor General and Accountant General are informed of sites slated for inspection in order to eliminate duplication of functions.	There were four (4) special investigations	The Unit was only able to achieve sixty (60%) of its objective as a result of staff shortages. Three (3) members of staff left the job during the period under review, but these vacancies were not filled.
4	Identification of irregular postings of balances and physical stocks.	Reports were submitted to the relevant authorities including the Auditor General, Accountant General and Secretary to the Treasury.	
5	Conduct surprise and verification inspection on officers who receive and expend Government funds.		

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

<b>ITEM</b>	<b>TARGET SET</b>	<b>TARGET ACHIEVED</b>	<b>ANNALYSIS OF SUCCESS</b>
1.	To implement and coordinate effectively those projects which are under the umbrella of preventative and routine maintenance (emergency native).	93%	<p>The achievement obtained as regard to that tremendous volume of projects executed under routine maintenance, especially Electrical and Plumbing Works were garnered from the support of the prompt reports by Headmasters/Headmistresses of the various schools and the heads of various Administrative Buildings/Institutions.</p> <p>The Department continues to suffer. Set backs were also attributed to none acquisition of transportation by the Buildings Officer and Photo Copy Machine.</p>
2.	To affectively co-ordinate and manage the preparations of Bills of Quantities and drawings for Major Projects under the recurrent expenditure.	100%	<p>In spite of the inadequate facilities such as a Photocopying Machine Risograph Binding Machine Other materials. The unit was still able to achieve a high percentage of its target in the preparation of the relevant tender documents for Central Tender, Ministry Tender, Petty Contract etc. and documents on a timely basis for advertisement via Central and Ministry Tender Boards.</p>

ITEM	TARGET SET	TARGET ACHIEVED	ANNALYSIS OF SUCCESS
3.	Co-ordinate and manage effectively the execution of all major projects as they were awarded by the Central and the Ministerial Tender Boards.	99%	<p>Excellent secured measure of success was achieved by the unit in having the projects completed, despite the late awarding of Tender.</p> <p>There was a total of sixty (60) projects that were via Central Tender Board and to date only fifty-nine(59) have been awarded by Central Tender Boards and ninety-four (94) Projects awarded by Ministry Tender Board at Nursery, Primary, Secondary PIC Institutions and Admin Buildings.</p>
4.	Arranging and carrying out site visits and site meetings on the location of the various projects while they are in progress.	98%	<p>Favorable results were gained from site visits and site meeting in order to solve issues and disputes in relation to methods and elements of contribution principles.</p>
5.	Staff Performances	95%	<p>The unit experiences a high percentage with the performances of the Support and Technical Staff.</p> <p>Clerical Staff had to work beyond working (official) hours so as to achieve the target to complete tasks given by Technical Officers.</p> <p>Officers had to go into the Regions to execute Projects in Regions 2, 3, 4, 5, 6, &amp; 10 to carry out site visit and prepared estimate for Electrical, Rehabilitation Works.</p>

ITEM	TARGET SET	TARGET ACHIEVED	ANNALYSIS OF SUCCESS
6.	Officer Matters	70%	<p>The unit success comes from highly collaborative effort by all staff members Technical, Support, Office Assistant and Sweeper Cleaner.</p> <p>Not with standing the fact that We lost three (3) staff members one (1) by Death and the other by Resignation and the other by Migration.</p> <p>Presently the unit is functioning with full compliance of Technical Staff. Staff is unhappy with the long waiting for their confirmation of all members of the Technical Staff and some members of the support staff, especially those who have necessary qualifications.</p>
7.	Project on stream from 2004.		<p>Projects that have to be rolled over to year 2005 as a result of late award by Central Tender Board are as follow:-</p> <p>Rehabilitation – 68 Brickdam</p> <p>Painting – St. Mary’s CHS</p> <p>Finishing &amp; Lab – NATI</p> <p>Construction of Fence – Stella Maris Nursery.</p> <p>Fencing – Alexander Village</p> <p>6) Carpentry – Exams Division</p>

ITEM	TARGET SET	TARGET ACHIEVED	ANNALYSIS OF SUCCESS
			<p>7) Rehabilitation – Christ Church Secondary.</p> <p>8) Electrical – G.I.T.C.</p> <p>Renovation – G.W.L.T. (UG)</p> <p>Painting – Health Science</p>

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

ITEM	TARGET SET	TARGET ACHIEVED	ANNALYSIS OF SUCCESS
1	To effectively coordinate the activities of the Budgeting and Finance Sub-Programme	95%	<p>The level of achievement can be considered favourable. There were minor slippages that could be attributed to a number of contingent factors such as misconception by some parties of their main/critical roles, in the timelines for the delivery of services and the effective use of scarce responses. There were also few instances when strict observance of procedures, in exigent circumstances, was not evident. Untimely releases also had their impact on effective programme coordination. The introduction of the new Integrated Financial Management and Accounting System had its hiccups in the formative months of the year. Inadequate/untimely guidance by the Ministry of Finance was the source of confusion. However, coordination was much smoother from the second quarter. From the lessons learned these issues have been redressed and coordination in subsequent years can be expected to be much better. These apart, there were many areas of notable success.</p>
2	The effective management of the Expenditure Planning and Monitoring Unit (EPMU)	96%	<p>This unit which for sometime now has been institutionalized was immensely successful. There has been continued recognition by all Activity/Sub Programme Managers that this unit is a critical component in our efforts to maintain proper financial management. This unit for the most part lived up to expectations in giving timely expenditure analysis and projections that proved most invaluable to activity, Programme and Sub-programme Managers as well as the Agency Budget Committee. The level of success of the management of this unit is also evident in the support it rendered to the unit responsible for virements and releases. The few instances of slippages were corrected by timely interventions after collaboration with activity manager and unit</p>

Item	Target Set	Target Achievement	Analysis of Success
3	<p>Provide training opportunities for the other sub systems in the Ministry of Education in</p> <p>(a) Budget Preparation  (b) Financial Management  (c) Stores Management  (d) Records keeping  (e) Inventory Management  (f) Customer Care  (g) Change Management  (h) Time Management  (i) Use of Information Technology  - Cash book management  - Payroll management  - Inventory management  (j) Diffusion of vital information on the Education Strategic Plan.  Participation in the crystallization of the process.</p>	72% varying degrees of implementation of (a)-(h) were attempted/achieved	<p>There has been evidence of reclining into the old ways of doing business unless there was constant reinforcement.</p> <p>Notwithstanding that there has been significant change in the attitude of Activity Managers towards financial management. Until quite recently most of them were reluctant to be involved directly with budget preparation accounting and generally in the Management of Finances of necessity to enable financing of their projects, coupled with repeated contacts with them and gentle persuasion and insights into the new IFMAS system, have impacted positively and most officers are now actively participating in managing their finances (as a result of visits by the Deputy Permanent Secretary (F), the EPMU and attendance at Agency Budget Committee Meetings by Activity Managers), provided understanding in most aspects of training enumerated in column 2. Continue to clarify linkages and key processes in the system. Key concepts such as:</p> <p>Universal Secondary Education Literacy/Numeracy</p>

Item	Target Set	Target Achievement	Analysis of Success
4	To coordinate a response to queries raised by the Auditor General and to implement recommended changes in the Financial Management to ensure compliance with Regulations and instructions	92%	There was a coordinated response to the report by the Auditor General for the previous year. There was stricter adherence of Financial Regulations and instructions. There were some recurring issues in the Auditor General's report that were resolved in the year under review. Generally there was stricter observance of rules guiding financial management. However, there were instances/evidence of some section/activity heads being evasive and not observing certain protocols or responding to insights in queries.
5	Coordinate the preparation of the Annual Recurrent Budget.	99%	This activity played the key role in pulling the fragmentation proposals into a cohesive financial plan for the Agency.

Item	Target Set	Target Achievement	Analysis of Success
6	To constantly and effectively review the Ministry's Cash Flow to ensure timely spending and the availability of funds	95%	By and large this was a successful endeavour. However, there were instances when sufficient funds were not available under some chart of Accounts as spending deviated from plans. At these critical junctures it was necessary to adopt a number of options to ensure the programmes are not derailed; including reprogramming and virements. The restricted use of the virements (with respect to amount and timing) made it imperative that cash flows be done in an informed manner to prevent shortage or excess funding.

Item	Target Set	Target Achievement	Analysis of Success
7	To attend monthly/quarterly Recurrent and Capital Releases Meetings and to properly represent the Ministry's case for funding.	96%	<p>The granting of the desired releases was fairly successful. There were instances of slippages under the capital programmes as the State Planning Secretariat continued to be diligent in ensuring that all funds released were capable of being spent. The over abundance of caution sometimes resulted in a cash flow shortage; the State Planning Secretariat only released funds after awards were made by the Central Tender Board. There were delays in getting funds to initiate/start projects. It should also be noted that towards the very end of the year when the State Planning Secretariat had the greatest propensity to release funds, the Ministry was least able to coordinate and effectively absorb available releases, hence funds being unspent. Under the Recurrent Programme there was the paradox of excessive funds in some chart of accounts while others experienced chronic shortage due mainly to poor cash management by Activity Managers whose spending was not in tandem with their cash flow. Other Activity Managers, ironically, had funds but did not spend to plan; thus under-spent spending increased significantly in December.</p>

Item	Target Set	Target Achievement	Analysis of Success
8	Coordinate activities between the Personnel Department and the Central Accounting Unit to ensure purification of the payroll.	96%	Slippages were induced by tardy managers who did not ensure that all cases of resignation or dereliction of duties were reported urgently. Even when this was done there were bureaucratic delays that resulted in some names remaining on the payroll for sometime after the office holder would have demitted same. There were instances when files were not properly routed and critical time to cleanse the payroll was lost. With the establishment of Personnel accounting sub-units to deal specifically with teachers' payroll the incidence of slippage in the purification of the payroll, was reduced somewhat.
9	The effective management of the of the Ministerial Tender Board to ensure timely procurement of goods and services within the established legal framework. To maintain records and to file monthly returns and to the Central Tender Board.	93%	The procedures were diligently followed in a timely manner. Although for all practical purposes the record keeping for the determination of all matters could be considered reasonable.

Item	Target Set	Target Achievement	Analysis of Success
10	The effectively communicate to Heads of Departments and Members of the public, information pertaining to government policy and fiscal management in the Education Sector	90%	Highly successful in communicating the policies and fiscal plans to the internal as well as the external clientele. This was done through the issuance of circulars and reinforced by one to one (personal) contact. The system was in a temporary paralysis when key official were on the learning curve with the introduction of new legislation and the IFMAS, different approaches had to be made to ensure familiarity with the new processes.
11	To participate meaningfully in the government wide programme for Financial Management reform; with special emphasis being placed on the Integrated Financial Management and Accounting System (IFMAS)	85%	This is an ongoing process. Review of the Government Financial Management System was done at various levels:- At the level of the Ministry as a discrete provider of a specific good/ service; and what is required to optimize the good/service. At the level of all government agencies as a collective operating under general rules/procedures and integrated technologies.

Item	Target Set	Target Achievement	Analysis of Success
12	To play a meaningful role in the coordination of and participation in the National and other events.	95%	There was participation in and coordination of most if not all National Events such as Mashramani, Education Month, Environmental Week Activities. The National Athletics, cycling and swimming championships were not held although all arrangements were finalized by this unit.
13	Participation in the dissemination of data/training in the Public Sector Modernization Programme.	60%	A great measure of staff enlightenment/involvement achieved. The changing form and function of the public service have been highlighted. The need to retrain and innovate to meet new challenges and demands was most evident. However, the need to provide/acquire state-of-the-art Information Technology equipment and software, with a more critical role for the Management Information System Unit are real challenges for the system.

SUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME

Item No	Target	Target Achieved	Analysis of Success/Failure
1.	Completion, printing and distribution of 300 copies of the 2000-2001 Statistical Digest	The 2000-2001 Statistical Digest was completed and printed during the first quarter of 2004 and over 250 copies distributed.	Hard work by statistical staff accounted for the achievement of this target.
	Production of 300 copies of the 2001-2002 Statistical Digest	Data entry and tabulation completed.	Despite great effort by statistical staff, some 2001-2002 statistical questionnaires are still outstanding. This hinders the production of the 2001-2002 Statistical Digest.
	Completion of data entry and tabulation of data for the 2002-2003 Statistical Digest	Data entry from all returned questionnaires 100% completed	There are still un-returned questionnaires which also hinders the production of the 2002-2003 Statistical Digest.
	Printing and distributing to schools approximately 3000 statistical questionnaires for the academic year 2004-2005	The printing of the questionnaires was delayed because of the up-grading of the Unit's database but the task was 50 % completed.	The up-grading of the Unit's database delayed the printing of the questionnaires.
	Upgrading of EPU's schools data base	This preliminary exercise was 100% completed and has made a big difference to the ease with which data queries can be made and tables generated. Detailed recommendations for further work were made by the consultant	The availability of a consultant who had worked with MOE was a major factor in the achievement of this target. Support by Officers of the Statistical Section and the MIS unit was also an important factor.
	Conducting BEAMS Baseline Study	Study conducted in 8 of the 11 educational regions. This exercise will continue in 2005.	The presence of an international consultant, 2 EPU staff, contracted retirees and UG students facilitated this activity
	Preparation of capital estimates for MOE for the year 2005	Estimates were prepared and submitted to the Permanent Secretary of MOE and the Ministry of Finance in keeping with deadlines.	An early start by Planners and prompt responses by most Heads of Department facilitated the process. Sadly though, there were the usual late submissions

	Conduct a School Mapping exercise		to EPU from several cost centers in particular U.G which required MOE to send additional submissions.
2.	<p>Monitoring and Evaluating School Improvement Plans (SIPs).</p> <p>Monitoring and facilitating externally funded projects/ programmes</p>	<p>Maps for each educational district were developed and staff of the Planning Unit and Regional IT officers were trained.</p> <p>Schools in the following Regions were reviewed: Region 1,2,3,9 – two each Region 10 &amp; G/town – four each</p> <p>The following activities were facilitated/monitored: GOG/UNICEF programme for 2004 Escuela Nueva project.</p> <p>UNICEF Child Friendly Schools. Less than 2% of the proposed programme executed</p> <p>Transition to the World of Work. More than 80% of planned activity executed</p>	<p>The presence of an international consultant who trained the EPU staff facilitated this activity. The EPU statistician was then able to train Regional IT staff.</p> <p>Shortage of staff resulted in delays. However, with the presence of the Community Involvement Specialist in the unit, SIPs will be better facilitated.</p> <p>More non-piloted schools have been adapting Escuela Nueva methodology. Sadly though, there were two major factors which militated against success in this activity were:</p> <p>The lack of financial resource to monitor the project The difficulty in producing training guides.</p> <p>There was very little activity on this sub-project at a national level, because of the absence of the co-ordinator (ACEO (P)) on a training programme in India, and some difficulty in accessing funds. There will be greater emphasis on regionally led activities in 2005 with the level ACEO monitoring and providing advice.</p> <p>This was the best executed sub-project in 2004. Career fairs were held; workshops to assist students in the transition to world of work were executed;</p>

		<p>Early Childhood Development. Less than 50% planned activities carried out.</p> <p>OAS project for Meeting Special Needs in the Classrooms, 70 % complete. Reports submitted on time.</p> <p>BEAMS All monitoring reports submitted in a timely manner. Reports made monthly to the Project Monitoring Council.</p> <p>Initiate EFA-FTI Plan of action for 2004. Preparation of legal documents for implementation</p> <p>Signing of grant agreement</p> <p>Opening of special (foreign) and local accounts</p> <p>Preparation of bid documents for direct contracting of</p>	<p>and many more teachers were trained to make this an on-going process.</p> <p>Some difficulties were experienced because of the constant change of co-ordinators. This project is co-ordinated by the ACEO (N) and there have been about three persons in this position in the last three years.</p> <p>This project is co-ordinated by the EPU. Focus is on strengthening CPCE's ability to offer relevant teacher training for students with special needs. Special equipment was not available locally and had to be sourced overseas, thus causing delay in the execution of the project. This project has been extended to March, 2005.</p> <p>Much of the success in this area has been due to the presence of an International Expert financed through the project. However, staff of the Unit is being trained and was involved in gathering information from the Technical Co-ordinating Units (TCU's).</p> <p>This project is at its implementation stage. The time taken to draft the legal agreement and changes in World Bank procedures caused some delay in the execution of the project.</p>
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		<p>supplemental textbooks and printing of Easy Path Series</p> <p>Compiling the list of schools for learning resource centers</p>	
		<p>Compiling the list of schools for utilities upgrading</p> <p>Supporting and developing regional plans, 60% complete.</p> <p>Proposal were presented to the OAS, UNICEF and DFID</p> <p>Overall, performance in this activity recorded an 80% success.</p> <p>There was no execution in this activity.</p> <p>There was no execution in this activity.</p> <p>100% completed</p> <p>100% completed</p>	<p>Three (3) DFID consultants along with EPU staff facilitated training in 9 of the 11 educational regions. Further training will be conducted in the 2 other regions through the Council for Indigenous Sovereignty (CEIS) consultancy. This exercise will continue in 2005 as EPU staff review the plans that the regions were supposed to develop.</p> <p>The DFID project was approved and is on-going. Approval is expected for the UNICEF proposal in 2005</p> <p>Hard work by the relatively small staff contributed to the success of this unit.</p> <p>High sustainability cost caused this activity to be shelved. Focus is on the pilot schools.</p> <p>Difficulty in contracting consultants.</p> <p>While there was no staff turnover, procuring parts for</p>

3.	Preparation of project proposals.	100%	systems resulted in delays.
	Improvement of the Management Information System (MIS) of the Ministry of Education.	100%	Technical capacity of staff accounted for the level of success.
	Implementing SIMS at the SSRP pilot schools	100%	-do-
	SIMS Rollout & training (secondary schools)		Technical capacity of staff accounted for the level of success
	Developing primary school solutions		-do-
	Preparing BEAMS EMIS semester plan (July-Dec, 2004)		
	Support end-users.		
	Design network specification for the PIU (BEAMS)		
Install LAN and computer equipment at PIU (BEAMS)			

**SCHOOLS SYSTEM MANAGEMENT  
COMMITTEE (SSMC)**

**4.3.1 DEPUTY CHIEF EDUCATION OFFICER (DEVELOPMENT)**

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

<b>ITEM #</b>	<b>TARGET SET</b>	<b>TARGET ACHIEVED</b>	<b>ANALYSIS OF SUCCESS/FAILURE</b>
1	Convening eleven (11) Learning Systems Committee meetings (LSC).	Ten (10) Learning Systems Committee meetings were held. Representatives from CPCE, NCERD, Unit of Allied Arts, AEA, Examinations Division, Coordinators HFLE and HRDO attended.	<p>The following were outcomes of the meetings:</p> <ul style="list-style-type: none"> <li>• Adjusted National Primary School Time-table to accommodate IRI and the Literacy Hour.</li> <li>• Assessment Policy for Nursery, Primary, Secondary and Post Secondary schools/institutions.</li> <li>• HFLE Activity Guides.</li> <li>• HFLE pilot in fourteen (14) schools in regions 2, 3, 4, 5, 6, 7 and GT.</li> <li>• Instruments and Indicators for Supervisory Management.</li> <li>• Approval of curriculum guides.</li> <li>• Revised entry requirements for CPCE.</li> <li>• Reports on work done. Resolution of some difficulties.</li> </ul>
2	Visits to NCERD, CPCE, Exams Division, Unit of Allied Arts.	All units and departments were visited at least once except the satellite centres in regions #2, 3, 6, 9, 10.	Travelling and subsistence were redirected to Human Resource Development Officer for follow-up monitoring of education managers after workshops, so outlying CPCE centres were not visited.
3	Conduct of 3-5 day workshops for Regional Education Managers.	36 education managers from across the regions and Georgetown participated Supervisory Parts I & II workshops completed, during March, June and December 2004.	<ul style="list-style-type: none"> <li>• The application of skills acquired was not done by education managers.</li> <li>• The reports were widely circulated.</li> <li>• Basically many Departments of Education were not fully staffed</li> </ul>

ITEM #	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
4	Conduct of six (6) 1-day workshops for Regional Education Committees.	Workshops were held in regions 1, 5, 6, 7, 9, 10.	<ul style="list-style-type: none"> <li>• Most meetings were arranged on the statutory dates for regional council meetings. The Regional Chairman and/ Regional Executive Officer were in attendance.</li> <li>• Funds were released in keeping with cash flow.</li> </ul>
5	Review of Work programmes.	No special review meeting was held. Instead heads of units reported on their releases and expenditure during LSC meetings.	Timely reminders for LSC members to report on financial management within their units. In a number of cases releases were not in keeping with cash flow.
6	Conduct of 2-3 day workshops and one feedback meeting/progress reports.	<ul style="list-style-type: none"> <li>• Production of HFLE Activity Guides for grade 1.</li> <li>• Implementation in schools in regions 3, 4, 5, 6, 7 and Georgetown where writers of the curricula are located.</li> </ul>	Some writers have done whole-school training and implemented the HFLE programme in all grades.
7	Purchase print and non print material.	Production of: <ul style="list-style-type: none"> <li>• 1000 Non-Academic Standards.</li> <li>• 1000 School Effectiveness Manual &amp; Instruments.</li> <li>• 100 Manuals for RECs.</li> </ul> 50 HFLE Activity Guides.	These documents were distributed to schools and have been used as reference material at training sessions

ITEM #	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
8	Moderation of examination papers CPCE, SSEE, Grades 2 and 9.	All papers moderated.	All CPCE final year papers, SSEE grades 2 and nine papers.
9	Conduct of ten (10) meetings of Teacher Education Board (TEAB)	<ul style="list-style-type: none"> <li>• Nine meetings were held.</li> <li>• Representatives from UG, CPCE, NCERD, ACTI, GTU, IDCE, Headteachers of Primary and Secondary Schools, ACEO(N), DCEO(A), and Head Curriculum Unit attended.</li> <li>• National Symposium on Teacher Education held in November.</li> </ul>	<p>Examinations administered successfully.</p> <ul style="list-style-type: none"> <li>• Training of school administrators of Nursery and Primary Schools in Georgetown, Region 2 and all members of staff trained.</li> <li>• Full complement of Master Trainers and Cluster Advisors not appointed.</li> <li>• Draft report on Teacher education policy available.</li> <li>• Representative stakeholder involvement was evident.</li> </ul>

## 4.3.1.2

**ASSISTANT CHIEF EDUCATION OFFICER (NURSERY)**

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
1.0	<b>Access To Education</b>	Participate in monitoring BEAMS Early Childhood activities in terms of drafting of Timetables and reviewing curricula	67%	Two (2) of three (3) BEAMS CAC meetings scheduled were attended.
1.1		Assist in the continued coordination of activities between the School Performance Component of BEAMS and officers of the Departments of Education in relation to:	80%	HODOES were kept up-to-date with progress and were more involved.
1.2		Improved Literacy and Numeracy  Teacher preparation and In-service Training  Interactive Radio Instruction		

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
1.3		Monitor the availability and use of the Child Development Index Cards in Schools	60%	Due to collective visits made by A.C.E.O. (Nursery) the officers of the Departments of Education and the Inspectorate Unit, the records were examined and recommendations were made for the recording of information for 40% of children for whom the records were not available.
2.0	Curriculum Reform and Renewal	Organize for Nursery children and Grades 1 & 11 pupils of primary Schools to participate in Outdoor Art during Education Month	94%	The majority of children participated in the out-of-classroom activity and successfully showcased their artistic talent.
2.1		Development of Literacy Standards by BEAMS with input of ACEO (N)	100%	Literacy standards were developed for Nursery to Grade 11. Those were used to revise Curriculum Guides for the same levels.
2.2		Further reviewing and revising of Nursery Curriculum Guides by BEAMS and Curriculum Development Unit of NCERD	100%	The Year 1 and Year 11 Nursery Guides were reviewed and revised
2.3		Review and revision of Grades 1 and 11 Curriculum Guides ensuring close alignment with the Nursery Curriculum	100%	The Grade 1 and 11 Primary School Guides were reviewed and revised and were in alignment with the Nursery Guides

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
2.4	<b>Supervision and Management</b>	Collation of reviewed draft Nursery Year 1 and 11 Curriculum Guided	100%	The draft Nursery Year 1 to Grade 11 Guides prepared and presented at a Curriculum Advisory Committee (CAC) Meeting. Few changes were recommended by members of C.A.C.
2.5		Field Testing of Draft Curriculum	NIL	Distribution of the draft Guides to school for field testing was delayed because of correction that had to be made.
2.6		Provision of text books and other materials to enhance literacy and numeracy	100%	Text Books identified for Year 11 children and Grade 1 pupils are available for distribution  Phonemic awareness materials for Grade 1 children were not acquired.
3.0				
3.1		Attendance and participation at three(3) meetings of Heads of Education Departments	66%	One meeting was not held. The Heads of Departments were given the opportunity to report on their performances, share ideas to help each other deal with difficulties and were kept informed on policies and other important matters through presentations/remarks made by Senior officers of the Ministry of Education and other stakeholders.

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
3.2		Assist in moderation of examination re: Grade 2, Secondary School Entrance Examination (SSEE), National Third Form and Cyril Potter College of Education (CPCE)	80	Attended four (4) of five Boards of Examiners Meeting Due to reminders received from Secretary of the Board.
3.3		Attendance at Inspectorate Feedback Meetings to assist officers of Departments of Education	NIL	Meetings were not held because of unplanned activities
3.4		Held meetings with Nursery and Infant Field Officers	100%	Three scheduled meetings were held. Field officers reported on supervisory visits at schools and action taken for improvement of the Early Childhood Programmes.
3.5		Attendance at seven(7) UNICEF meetings	100%	As a result of attendance and participation in sessions which involved planning of UNICEF Early Childhood Annual Programme and execution of the plan, many Early Childhood stakeholders including parents were educated in relation to Early Childhood Care and Development.
3.6		Monitor and evaluate the delivery of Early Childhood Education, Care and development ECECD (Services)	35%	Schools in regions # 9,2,3 and Georgetown were visited.  Schools in the other regions were not visited due to release of funds during the last quarter of the Year and unplanned activities

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
3.7	<b>Human Resource Development</b>	Attendance at twelve (12) teacher Education Advisory Board Meetings	<b>83%</b>	<p>Unplanned activities were responsible for non-attendance at two meetings.</p> <p>Benefited from information regarding the role and responsibility of members of the Board and becoming more familiar with the Teacher Education component of BEAMS</p>
4.0				
4.1		Two-day Training of Trainers Parenting Workshop for members of the Regional Early Childhood Committees of Region # 4,6 and 10	<b>100%</b>	<p>The workshop which aimed at preparing parents for an Integrated Approach to Early Childhood Development was successful. It was sponsored by UNICEF. Participants were very responsive in terms of sharing of ideas and developing action plans for the education of parents of their respected regions.</p>
4.2		Ten (10) sessions of Sign Language Workshop for Infant Teachers	<b>100%</b>	<p>Success was due to availability of funds from the Ministry of Education also the attendance and the degree of participation of the teachers.</p>

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
4.3		Two-day Networking and Sensitization Workshop for Early Childhood Development	80%	The workshop which was funded by UNICEF, planned and conducted by members of the Guyana Early Childhood Association (GECA) provided the opportunity for members of the Regional Early Childhood Committees to be more prepared to perform their duties as trainers of parents in their regions.
4.4.		Two-day Networking and Sensitization Workshop for members of Regional early Childhood Committee of Region#9	NIL	Representatives from region #8 and 9 did not attend the workshop.  Funds for meals and accommodation for participants were not available
4.5		Two-day Networking and Sensitization workshop for members of regional Early Childhood Committees of Region #8	NIL	Unavailability of funds
4.6		Two-day Storytelling Workshop for Nursery and Infant Field Officers	NIL	Funds were not available.

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
4.7	<b>Community Alliance</b>	Information Technology Trainers Course for Typist Clerks	100%	All sessions were attended by clerks whose skill and knowledge have improved. Funds were made available
4.8		Provision of Early Childhood Development Texts/Magazines as research materials	100%	The quantum of the year was purchased by funds released by the Ministry of Education. Donations were made by UNICEF. Nursery Teachers attending Cyril Potter College of Education and U.G and other practitioners benefited from use of the books
4.9		Preparation of Nursery Handbook	95%	The handbook which was prepared by a team of Officers from the Ministry of Education is being reviewed.
5.0		Attendance and participation in:	<b>Attended and participated in:</b>	Invitations were accepted and the functions were attended
		Open Day exercise	3	The ACEO (Nursery) made remarks, distributed certificates and prizes on some occasions
	Commissioning of Schools exercise	2		
	Closing Exercise	8		
	Mashramani activities	6		
	Parent Teacher Association Meetings	2	Parents were apprised of the Ministry's Policies at P.T.A Meetings	
	Parent Day Exercise	3		
	Fun Day	2		

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
6.0	Unplanned Activities	Attended and participated in:	100%	Infant Field Officers were given the opportunity to develop a booklet of Scenarios to be used to teach Life Skills to Grade 1 pupils
		Two Health and Family Life Education Workshops		
		Five day Workshop for Heads of Education Departments	100%	HODOEs were provided with knowledge and skills for improvement of education delivery in the regions
		Five-day Training of trainers Parenting Workshop for Caregivers and Parents of Municipality and Private Day Care and Play Group Services	100%	Participants were made aware of their role in the Transition and Placement processes from Day Care Services to the Nursery Schools among other relevant topics relating to Child Care and Development
		UNICEF One -day Early Childhood Education Policy Workshop	100%	The ACEO (Nursery) worked with group of educators from the Ministry of Education on the formulation of draft Early Childhood Education Policy
		UNICEF Mid Term and End-of Year Review of Programme	100%	Achievement and Constraints were highlighted and recommendations were made for improvement where necessary.

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
		BEAMS Literacy and Numeracy Meetings		Development of the programme was discussed at the meetings. Recommendation were made for changes where necessary
		Teacher Education Advisory Board Meetings		Ideas were shared and decisions were made for the improvement of teacher Education at Cyril Potter College of Education
		Launching Ceremony of UNICEF Brochure	100%	Contents of brochure aimed at educating parents on catering for healthy life styles for their children
		One week Story Telling Planning Workshop in Trinidad		The Caribbean Support Initiatives (CSI) sponsored workshop aimed at the resuscitation of Storytelling as a tool for parents to use in the education of their children. The workshop was informative.
		One week Workshop held in Barbados on Early Childhood Learning Outcomes	100%	The workshop was sponsored by: Caribbean Child Development Centre (CCDC)  The facilitators were successful in involving the participants in formulating learning Outcomes for the Caribbean Children at the Early Childhood Stages

ITEM	POLICY AREA	TARGET SET	TARGET ACHIEVED %	ANALYSIS SUCCESS/FAILURE
		<p>Five-day Study            Tour to Jamaica to observe the Roving Caregivers Programme (RCP)</p>	<p>100%</p>	<p>The tour involved observation of the Programme which catered for children at the Early Childhood Stage who were at risk in terms of access to education.</p> <p>The ACEO (Nursery) who was part of the visiting team of Early Childhood Practitioners in Guyana was enlightened on all aspect of the Programme. Recommendations for the adaptation of the Programme in Guyana was made to UNICEF who initiated and funded the Study Tour.</p>

**ASSISTANT CHIEF EDUCATION OFFICER (PRIMARY)**

<b>POLICY AREA</b>	<b>TARGETS</b>	<b>TARGET ACHIEVED</b>	<b>ANALYSIS SUCCESS/FAILURE</b>
1) Access to Education	To increase by 5% the number of Child Development Index Cards (CDIC) in use in schools	100%	4500 were supplied to schools in Regions and Georgetown.
	To participate in monitoring BEAMS activities for Nursery/Primary/Secondary schools in Guyana	100%	Four of BEAMS PMC meetings scheduled were attended. (Officer was on three months study leave in India)
	To coordinate meetings between International Specialists at NCERD and HODOEs. Re: School Performance Component of BEAMS viz - Literacy and Numeracy Enhancement. - Literacy Radio Instruction - Student Testing and Continuous Assessment - Teacher preparation and In-service Training.	.	HODOEs attended two meetings and were addressed on both occasions by the International Specialist
	To work as part of Team in other BEAMS sub-Component viz.	100%	Review curriculum materials.  Develop standards based curriculum.  Conducting Teacher Education Forum.  Developing a policy document on Teacher Education Advisory Board  Developing Humana Resource Strategy.

POLICY AREA	TARGETS	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
2) Curriculum Reform & Renewal.	To produce CFS Cards and Assessment Instrument, Escuela Nueva Smart Cards and Source document for all Education District.	100%	All material were reproduced and distributed.
	To monitor Child Friendly activities in Regions two (2), Six (6) and ten (10).	66%	Region (10) was not visited due to unavailability of funds.
	To monitor transition activities in Education Departments: Nursery to Primary and Primary to Secondary.	100%	All Education Departments reported that Transition activities were conducted in their department
	To coordinate the writing of Curriculum Guides and Activity Books for teaching of Spanish in Primary Schools from Grades one (1) to three (3)	90%	The three (3) sets of guides and Activity Books are in the final stage of writing. (for 2005 these will be reproduced and distributed to all Education Districts for one (1) year trial before being reviewed)
3) Administration Management & Supervision	To attend twenty-four (24) Education Systems Committee Meetings (ESC).	100%	Ten (10) of the Education Systems Committee Meetings (ESC) scheduled were attended. ACEO (P) was out of the country for three (3) months
	To attend fiftytwo (52) Schools System Management Committee Meetings (SSMC).	100%	All the scheduled School System Management Committee Meetings (SSMC) were attended while the officer was in the country.
	To attend three (3) HODOEs meetings.	66%	One (1) HODOEs meeting was not held.
	To assist in orientation of HODOEs	100%	A five (5) day orientation programme was held.

POLICY AREA	TARGETS	TARGET ACHIEVED	ANALYSIS SUCCESS/F
4) Human Resource Development	To visit eleven (11) Education Departments to give HODOEs assistance in Management and supervisory practices.	72%	Regions 1,2 and 3 were visited to conduct training with Regional Education Com. (REC) Regions Georgetown was visited for general supervision.
	To assist in moderation of examinations. Re: Grade two (2), SSEE, National Third Form, (NTFE), CPCE,GTE.	100%	Meetings of Board Examiners were attended.
	To visit Education Departments RE: Inspectorate Feedback Meetings to assist Departments to develop Action Plan to resolve outstanding issues.	0%	No Feedback meetings were held. However HODOEs were requested to develop Action Plan to deal with shortages.
	To monitor the three (3) Escuela Nueva Pilot communities.	0%	No visits were made due to unavailability of staff.
	To monitor the use of the National Timetable to used in Primary school, Grades one (1) to six (6).	100%	All Education Departments have circulated with the National Timetable and this has been implemented in the District.
	To observe teaching of Spanish in four (4) pilot schools.	25%	Only Regma Primary was visited. Other schools were rescheduled due to other activities.
	To participate in planning with National Association with National Data Management Association Re: SSEE.	100%	All three (3) meetings were attended and decisions taken.
	To monitor the teaching of Information Technology in four (4) Pilot schools	100%	All four (4) Pilot schools in PEIP were visited.
	To coordinate on two-day workshop for teachers of four (4) Pilot schools where Spanish is being taught from Grades one (1) to five (5)	100%	All teachers attended workshop was successful.

POLICY AREA	TARGETS	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
	To coordinate on two-day workshop for teachers of twenty (20) schools where Spanish is being taught from Grades one (1) to four (4)	100%	Workshop was conducted but only fourteen (14) teachers attended
	To coordinate on two-day workshop for teachers of twenty (20) schools where Spanish is being taught from Grades one (1) to three (3)	100%	Workshop was conducted but only twelve (12) teachers participated.
	To coordinate one two-day National workshop on Model of Child Friendly Education.	100%	Nation Workshop was conducted with assistance from Resource Person on visit from Nicaragua
	To coordinate a two-day workshop FOR Regional information Technology Officers and Teachers of four (4) PEIP Pilot schools	100%	Workshop was conducted using Resource persons from BEAMS and having 100% attendance
5) Community Alliances	Coordinate face-the-community meetings by Education Department (along with Nursery and Secondary sector)	72%	Only eight (8) Regions reported that these activities were held. This activity was addressed at HODOEs meeting and will be closely monitored in 2005.
	To conduct training of Regional Education Committee in all Region	33%	Part of team that conducted Training in Regions 1,2 and 7.
Unplanned activities	Worked on documents.		Procedural Manual. Monitoring of Departments by Senior Officers MOE. Preparing draft Circulars (CDIC) List of Records UNICEF Mid Term Review.
			Teacher Education advisory Board established and meetings held.
			Curriculum Advisory Board established and regular meetings held.

## 4.3.1.4

**ASSISTANT CHIEF EDUCATION OFFICER (SECONDARY)**

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
1.	Management & Supervision	<p>Attendance at three-day meeting of Heads of Education Departments</p> <p>Attendance at four (4) Secondary Schools Reform Programme (SSRP) Pilot Schools Headteachers Meeting</p>	<p>2</p> <p>4</p>	<p>Officers shared highlights of the year's programme and discussed challenges experienced. Solutions proffered will benefit all participants at meeting.</p> <p>Those meetings continue to provide opportunities for sharing information and professional development. However there is still room for improvement with regards to forward planning. The performance of some HODOEs is far from effective. It would appear that the limited number of meetings has impacted negatively on HODOEs performance.</p> <p>These meetings provided guidance to Headteachers and officers. School administrators were involved in critical analysis of their stewardship. Better Community Alliance will garner more support from stakeholders.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
		<p>Attended SSRP final visit to Pilot schools</p> <p>Ninety-five (95) Visits to eighty (80) schools across the Regions and Georgetown.</p>	<p>12</p> <p>Ninety-five (95) visits to eighty (80) schools</p> <p><b>Region #1</b> - North West Sec.</p> <p><b>Region #2</b> - Abram Zuil Sec. - Aurora Sec. - Anna Regina Multilateral - Cotton Field Se. - 8<sup>th</sup> of May CHS - Johanna Cecelia CHS</p> <p><b>Region #3</b> - Patentia Sec. - L' Aventure Sec. - Stewartville Sec. - Parika-Salem CHS - Uitvlugt Sec.</p>	<p>Sadly, some HTs continue to underutilize the resource supplied to enhance teaching-learning act. Reading specialists within schools were not function effectively. Poor attendance of pupils affected the delivery of the curriculum.</p> <p>There is evidence to suggest that some teachers have imparted skills/knowledge acquired from workshops and previous visits by officers.</p> <p>There is a need for greater support from HODs and members of the Education Departments.</p> <p>Follow up visits were made to some schools in fact, officers should be integrally involved in the supervisory process.</p> <p>Members of this Sector need to be much more focused as they visit schools.</p> <p>Some schools demonstrated growth through the enhancement of delivery of the curriculum. Improved management and supervision of the schools were evident.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
			<ul style="list-style-type: none"> <li>- Vergenoegen CHS</li> <li>- Vreed-en-Goop CHS</li> <li>- Leonora Sec.</li> <li>- Wales CHS</li> <li>- St. John's CHS</li> </ul> <p><b>Region #4</b></p> <ul style="list-style-type: none"> <li>- Covent Garden Sec</li> <li>- Friendship Junior Sec.</li> <li>- Soesdyke CHS</li> <li>- Ann's Grove CHS</li> <li>- Beterverwagting CHS</li> <li>- Golden Grove Sec.</li> <li>- Swami Purnananda Sec.</li> </ul> <p><b>Region #5</b></p> <ul style="list-style-type: none"> <li>- Belladrum CHS</li> <li>- Hopetown PIC</li> </ul> <p><b>Region #6</b></p> <ul style="list-style-type: none"> <li>- Berbice High</li> <li>- Canje Sec.</li> <li>Manchester Sec.</li> <li>- Lower Corentyne Sec.</li> </ul> <p><b>Region #7</b></p> <ul style="list-style-type: none"> <li>- Bartica Sec.</li> </ul> <p><b>Region #9</b></p> <ul style="list-style-type: none"> <li>- St. Ignatius Sec.</li> <li>- Annai Sec.</li> </ul> <p><b>Region #10</b></p> <ul style="list-style-type: none"> <li>- Mackenzie High</li> <li>- New Silver City Sec.</li> </ul>	<p>Late planning and late release of funds coupled with the resignation and 'forced' retirement of some staff members throughout the year caused some schools not to be visited.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
			<p><b>Georgetown</b></p> <p>Campbellville Sec.  Brickdam Sec.  Queen's College  The Bishop's High  St. Joseph High  St, John's College  Richard Ishmael  Sec.  Tucville Sec.  Cummings Lodge  Sec.  South Ruimveldt  Sec  Freeburg Sec.  St. Winefride's Sec.  St. Mary's Sec.  St. George's High  Ascension CHS  Houston CHS  Queenstown CHS  Kingston CHS  Lodge CHS  Tutorial High  North Georgetown  Sec.  Charlestown Sec.  Dolphin Sec.  Durban Backlands  PIC</p>	

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
		<p>Attendance at Regional Subject Committee Meetings in six (6) regions.</p> <p>Inspectorate Unit Review meetings.</p>	<p>50%</p> <p>Three (3) Subject Committee Meetings attended in Regions # 3,4 and Georgetown</p>	<p>Lack of funds and late notification of dates, caused some regions not to be visited.</p> <p>Regions # 3,4 and Georgetown meetings resulted in better-prepared internal assessment for Grades 7 – 9</p> <p>For Region #3. the planning of a common English B scheme have greatly enhanced the delivery of curriculum and ensured that teachers could lend support to each other.</p> <p>Teachers were given guidance on the Teaching of Grammar, Comprehension and Paragraph Writing. Teachers are better prepared to teach English from Grade 7.</p> <p>School administrators of targeted schools were involved in critical analysis of their stewardship. Action plans were formulated to deal with weaknesses and the enhancement of strengths.</p> <p>Meetings resulted in better-informed administrators resulting improved management and supervision of schools.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
2	Humana Resource Development	<p>Three (3) meetings of Head of Sixth Form Schools</p> <p>Six (6) CAPE Mid Term Review (Guyana)</p> <p>Two CAPE Syllabus Review</p>	<p>66% two (2) Meetings were held re: selection for Lower Sixth Form Students.</p> <p>Five (5) Workshops were held: 83%</p> <p>Law Communication Studies Caribbean Studies Biology Mathematics</p> <p>- Chemistry was not held</p> <p>two (2) Workshops were held: History</p> <p>- Mathematics</p>	<p>Headteachers and officers of the Secondary Sector were involved in the placement of students in relevant streams. Unplanned but important activities prevented the Sector from having all meetings. However many consultations between the sector and Headteachers were conducted.</p> <p>Focus was on internal assessment. Teachers were able to share good practices and materials that they had developed with those who were new to the teaching of CAPE classes resulting in improved levels of confidence of teachers. Challenging topics will be better taught as result of this intervention.</p> <p>No participant turned up. SEO (Maths/Science) should take full responsibility for not putting things in place to ensure full participation.</p> <p>The workshops were jointly sponsored by CXC and MOE. The detailed treatment of the modules and suggestions for implementation will empower teachers. The workshops resulted in better equipped teachers who are prepared to confidently deliver the revised syllabi.</p> <p>There was limited participation of CAPE Mathematics teachers.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
		One (1) CSEC Physical Education Syllabus Orientation Workshop	100%	<p>There is need form ore Mathematics teacher to become involved in the teaching CAPE Mathematics</p> <p>MOE/CXC Sponsored activity. Critical analysis and assessment strategies will give appropriate guidance to teachers so that they can bridge the gap between acceptable standards and those produced by students</p> <p>Implementation strategies will give appropriate guidance to teachers so that they can confidently introduce this new syllabus.</p>
		One(1) Physical Education Syllabus Review Workshop	100%	Practical activities engaged in at the workshop have boosted teacher's confidence/
		One (1) CSES on-line Registration Workshop	100% 20 schools	Workshop will facilitate and efficient arouse free registration process.
		One (1) CSES one-day Workshop Re: Electronic Management and Document Preparation – Syllabus Orientation.	100%	Organized by CXC in collaboration with MOE. The workshop was extremely useful and aroused a lot of interest in the new syllabus
		One (1) two day workshop re: Electronic Management and Document Preparation.	100%	Attendance at these workshops continues to be recorded at over 75% Teachers were further sensitized to the value of this programme. They were motivated to encourage students to pursue this new subject.

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
		<p>BCCP activities</p> <p>- Launching Ceremony and two-day and Orientation Workshop</p> <p>four (4) two-day Workshops for Technical Vocational Subjects of BCCP.</p> <p>Six (6) one-day Whole school workshops on the Use of Educational Technologies for BCCP schools and their associated Practical Instruction Centres</p>	<p>100%</p> <p>100%</p> <p>100%</p> <p>- St. John's CHS and Fellowship PIC</p> <p>- Beterverwagting CHS and BV PIC</p> <p>- Linden Foundation Secondary</p> <p>- Manchester Sec.</p> <p>- Fort Wellington Sec. and Hopetown PIC</p> <p>- Lodge CHS and Durban Backlands PIC</p>	<p>Regional and school administrators were made aware of the benefits of the programme for the students in their schools. Guidelines were given for the implementation process. Members of the public were informed about the nature of BCCP.</p> <p>Subject Teachers were introduced to the various modules' Syllabus implementation and strategies were shared. Teacher left the workshop enthused about the programme and eager to begin implementation in schools.</p> <p>These workshops employed the whole school approach which sensitized teachers to the integrated nature of BCCP.</p> <p>Some of the BCCP Pilot schools are also SSRP and were able to actualize increased benefits because of the availability of the relevant resources.</p> <p>Some participants were not afforded an opportunity to interact with various technologies because of limited resources in some school</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
		One (1) CSEC English Syllabus Review Workshop	100%	<p>The use of educational technology as a teaching/learning strategy will benefit students in the BCCP schools.</p> <p>Teachers' response to this strategy was overwhelming.</p> <p>Organized by CXC in collaboration with MOE. Workshop will facilitate effective syllabus implementation. Interest generated will result in more English B CSEC examination.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
		Universal Secondary Education (USE)	100%	Teachers have displayed great enthusiasm and interest in the various strategies shared
		- one (1) Reading Workshop	100%	Activities planned took into consideration the needs of students and teachers of the participating regions.
		- one (1) English A Workshop	100%	Strategies to overcome difficulties in the teaching of the Writing process were shared.
		National Science, Mathematics and Technology Fair – 2004.	100%	<p>Senior Functionaries of the Ministry of Education participated in this fair. Nine (9) of the eleven (11) Education Districts participated in this activity.</p> <p>Some of the exhibits lacked creativity and innovativeness. SEO (M/S) should be 'team' oriented for greater success of this activity.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
3	Curriculum Reform and Renewal	<p>Effecting Smooth Transition from Secondary to Tertiary/World of Work.</p> <p>- three (3) World of Work Workshops.</p> <p>Four (4) Career Fairs</p>	<p>38%</p> <p>- North West Sec. - L'Aventure Sec. - St. John's CHS</p> <p>100% Regions # 2,5,7 and 10</p>	<p>MOE/UNICEF Project. Difficulty in the release of funds created acute problems for the successful co-ordination of the workshop.</p> <p>However, those workshops, which materialized saw great interaction. In most cases, facilitators were members of the Secondary Sector who demonstrated potential and growth.</p> <p>Approximately one hundred and eighty (180) students and fifteen (15) teachers were trained.</p> <p>Four (4) Career Fairs were successfully held in Regions 2,5,7 and 10. An average of twenty-five (25) agencies participated in each fair. Those Fairs created greater awareness of Career Opportunities available in Guyana.</p> <p>However some viewers still visualize the Career Fairs as an exhibition. There is need for REDOs to ensure that school administrators and teachers play a greater role in preparing students to benefit maximally from this activity. Region #7 needs to organize this fair in a timely manner for greater participation and improved benefits to students</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
		Career Talks in ten (10) schools in Georgetown	70%	Activities were scheduled for the first two (2) quarters of the year. However, only seven (7) secondary schools in Georgetown benefited from this activity.
		Two (2) Career Education Workshops for Teachers/Officers.	100%	Workshops were successfully held for all Education Districts Teachers and officers were well informed about the implementation of Career Education in schools
		Four (4) Briefing Sessions for Georgetown students re: Work Study Attachment 2004.	100%	<p>Many of the participating agencies attended those sessions.</p> <p>There was need to revisit the number of Briefing Sessions; an increase to four (4) sessions have enabled facilitators to manage the increased number of students in the work study attachment 2004.</p> <p>Issues covered were Personality/Traits and Work Ethics.</p>
		Two (2) Teacher-Supervisor Workshops. (Georgetown)	100%	<p>The exercise was a success At the first workshop teacher-supervisors were briefed about their role during Work Study Attachment.</p> <p>Weekly feedback was held with teacher-supervisors who visited agencies to monitor the performance of students</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
		National Teacher-Supervisors Workshop.	0%	Because of the late release of funds the nation teacher-supervisors workshops were not held.
		Work Study Attachment-2004:	Georgetown 100% of the projection National 88.35% of the projection	Despite two hundred and fourteen (214) letters, dispatched to agencies in Georgetown, only fifty-five (55) participated.
		1000 students from Georgetown to be attached	Reg. 1 – forty-six (46) students	Work Study in now more organized and supervises in two (2) phases.
		200 students were projected for work study attachment in eleven (11) education districts	Reg. 2 – one hundred and seventy-three (173) students	The two (2) five-week stints have ensured that more students participate in that activity. Students are better placed according to their subject areas.
			Reg. 3- ninety (90) students	
			Reg. 4- twelve (12) students	Budgetary cuts affected the participation of quite a few agencies. However there was an increase of placements in regions #2,5 and 10.
			Reg. 5 – forty (40) students	
			Reg. 6 – fifty-two (52) students	Most agencies complimented students for being task participated in the World of work Workshops were singled out for excellent behaviour.
			Reg. 7- forty-four (44) students	
			Reg. 8 –Nil	
			Reg. 9 Nil	
			Reg. 10 – three hundred and ten (310) students	

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
				<p>The few students who could not adjust to the work environment were counseled and in other cases they were asked to discontinue the attachment. Four (4) students dropped out. Replacements were made.</p>
		Two hundred and thirty-five(235) visits to agencies during Work Study Attachment 2004 in nine education districts.	100%	<p>Teachers-supervisors and officers of the Secondary Sector visited agencies three (3) days per week during the ten-week period.</p> <p>These visits saw closer collaboration between agencies and Ministry of Education</p>
		Ten (10) visits to regions to monitor Work Study Attachment	60% Visits were made to: Region #2 Region #4 Region #7 Region # 10 Region #6 Region #5	<p>Visits were made to selected agencies in each Region. Most agencies were satisfied with the quality of output from students. They were of the opinion that time allotted for each phase should be increased. Some agencies employed students for one phase only which lasted for five (5) weeks. Other agencies kept students for ten (10) weeks.</p>
		Two (2) Debriefing Exercise	100%	<p>Students expressed satisfaction with the manner in which the stint was conducted.</p> <p>Recommendations made were discussed form implementation in future.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
		GUYAID Essay Writing Competition 2004	Successfully executed	That competition aimed at improving literacy skills within our Primary and Secondary Schools.
		JOF Haynes Debating Competition 2004	Successfully coordinated	Over four hundred (400) entries were received. Essays from most regions were of high standard.  Two regions did not participate in the National debate. Generally debates were of a high standard.
				The finals was well organized and saw Anna Regina Secondary, scoring victory over New Silver City Secondary (This year marks Region #2 fourth consecutive year in the finals). There is still a need for schools to develop greater skills in dealing with the rebuttal.  Community alliance has continued to improve with donations coming from external agencies/ individuals.

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
		<p>Four (4) National Subject Committee Meetings:</p> <p>Support to GAMLAT:</p> <p>GAMLAT Immersion Weekend</p> <p>two (2) meetings</p> <p>Modern Language Festival</p> <p>Award Ceremony for Outstanding Performance in Modern Language .</p> <p>Carol Singing (Church Service) Preparation for CXC Brochures</p>	<p>25%</p> <p>Social Studies</p> <p>100%</p> <p>Physical Education</p>	<p>The Focus was on the effective deliver of the curriculum in the four (4) subject area. However only one (1) meeting was held</p> <p>The Generation of new topics will expand the research base of students</p> <p>The Modern Languages Festival was successfully executed. This event strengthened students' confidence in the oral presentation of language.</p> <p>The attendance of Teachers at GAMLAT activities continues to be encouraging.</p> <p>An award ceremony for outstanding students at CSEC and CAPE was held.</p> <p>The number of persons participating in the Coral Service increased by 50%</p> <p>Better informed students about CXC requirements for the CSEC PE examination.</p> <p>Information provided on brochures have empowered students so that they will be more aware of the pacing of SBAs scheduling</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/F
4	Community Alliance	Handing Over/Commissioning Exercises/Graduation/Valedictory/PTA Meetings.	<b>Graduations:</b> Anna Regina Multilateral Cotton Field Secondary South Ruimveldt Secondary Charlestown Secondary North Ruimveldt Multilateral Lodge CHS St. Joseph High Brickdam (2) Secondary Tucville Secondary President's College Abram Zuil Secondary (2) West Demerara Secondary Zeeburg Secondary St. Stanislaus College	Officers continue to accept invitations to attend those functions. In a number of instances the ACEO (Secondary) and delivered the Farewell Address and presented prizes and certificates. Sometimes late invitations made it impossible for officers to attend.

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
		<p>Reporting Session/Meeting coordinated by GEAP, SSRP, UNICEF, BEAMS</p> <p>Home Economics Teachers' Association Meeting.</p>	<p><b>Handing Over Ceremonies</b></p> <p>Handing Over of Electricity Plant to Paramakatoi Secondary.</p> <p>St. John's College Kwakwani Secondary</p> <p>Valedictory ceremonies</p> <p>North Ruimveldt Secondary</p> <p><b>SSRP</b></p> <p>Termly Meetings of Headteachers</p> <p>Project Monitoring Committee Meeting</p> <p>Reporting Sessions e.g. World Bank</p> <p>Evaluation</p> <p><b>UNICEF</b></p> <p>Quarterly meetings/retreat</p> <p>100%</p>	<p>Those sessions continue to provide opportunities for sharing of information and ideas.</p> <p>Those meetings helped to give direction for the implementation of programmes.</p> <p>SBAs were distributed and discussions engaged upon.</p> <p>Participation resulted in teachers being more informed about SBAs</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
		Anne Blue Award Ceremony		<p>Secondary Schools were required to submit nominees for this activity. Despite timely reminders, the number of responses continue to be limited. Only three (3) schools from Region #2 responded. HODOEs should be more proactive and ensure that school administrators submit entries so that more students could vie for this prestigious award.</p>
		Distribution of one thousand (1000) leaflets on Work Study Attachment 2004.	100%	Heightened awareness of conditions and benefits attached to Work Study.

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
		<p>Radio Programmes</p> <p>Public Awareness:</p> <p>- "Let's Gaff" re: Work Study Attachment.</p> <p>- Talking About Education</p> <p>four (4) Television Programmes re: Work Study Attachment e.g.</p> <p>Guyana Today</p> <p>Let's Talk</p> <p>Closing Ceremonies by agencies for Work Study Attachment 2004, fifteen (15) agencies in Georgetown</p> <p>Closing Ceremonies in Regions # 2,7 and 10</p> <p>Attendance at two (2) National Physical Education Committee Meetings</p>	<p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>100% Regions # 2,3,10 and GT</p> <p>100%</p>	<p>Sensitization of Work Study attachment of students. Public became aware of the value and importance of Work Study 2004.</p> <p>Activities were successful. Members of the Secondary Sector in delivering the charge to students on the attachment were able to cement the relationship between agencies and MOE. The commitment of the agencies to Work Study was re-affirmed.</p> <p>Teachers, sports organizers and coaches who attended the meeting were enthused and re-committed themselves to the Physical Education curriculum.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
		<p>Four (4) EFA – FTI Meeting</p> <p>Education Month Activities</p> <p>Pan America Health Organisation – World Health Day under the theme “ Safe Roads for children”</p>	<p>100%</p> <p>100% Attended three (3) Meetings</p>	<p>At these meetings plans for training programmes, public awareness programmes were formulated.</p> <p>However, there is need for Physical Education meetings in the Regions to ensure that there is dissemination of information so that more schools could introduce Physical Education</p> <p>Officers’ participation in developing plans to improve professionalism and learning process in education will improve health standards and strengthen schools and community basic utilities as well as establish child-friendly schools.</p> <p>Meetings were held to ensure that the public was sensitized to the importance of creating safe roads for children. Increase in awareness in making roads safe for children.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
5	Unplanned	<p>One (1) two-day Health and Family Life Education Workshop organized by UNICEF/MOE.</p> <p>Attend one (1) five-day orientation for newly appointed Heads of Education Departments.</p> <p>Junior Achievement Commonwealth Youth Programme</p> <p>Workshop on Solid Waste Management</p>	<p>100%</p> <p>100%</p> <p>100%</p> <p>100%</p>	<p>Heightened awareness of officers leading to greater cooperation.</p> <p>Workshop was informed HODOEs garnered information on critical principles of management within the school system. The workshop was task oriented.</p> <p>Discussions held with all stakeholders have laid the foundation for a successful venture. Selected schools will benefit from financial and business management support from the Chamber of Commerce. Justice Desiree Bernard has agreed to be the patron of this project.</p> <p>Teachers have been motivated to manage solid waste more responsibly. Schools in Regent Street and Lodge have need targeted for environmental and curriculum support in the management of Solid Waste.</p>

NO.	POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS SUCCESS/FAILURE
	Unplanned	Board of Examiners Meeting.		The process resulted in high quality of examination questions for the various examinations planned by the Ministry of Education.
		Valedictory Function for Mr. Edward Williams and Mr. Richard Persico	100%	Officers of this sector along with well wishers bade farewell to those two (2) men who have served the education system at all levels. The sector and Ministry of Education have benefits tremendously from the vast experience of these two officers.
		MOE/CARICOM 30 <sup>th</sup> Anniversary Quiz Competition Semi Finals and Finals.	100%	Quiz competition was successfully held. Guyana emerged the winner from both segments. Schools in the Georgetown Education District benefited from the information shared during the competition.
		MOE/Lions Club Career Day Fair	100%	Career Day Fair was successfully held Schools from the South Georgetown district benefited from the information shared on the wide variety of careers. Students were better informed about wide choice careers.

## 4.3.1.5

**SPECIAL EDUCATION****SUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME**

No.	Policy area	Target set	Target achieved	Analyses of success/failure
1	Management and Supervision	<p>Attendance at two (2) meetings of Heads of Education Department.</p> <p>Attendance at four (4) Headteachers meetings in Georgetown</p> <p>Visits to four (4) Special Schools</p> <p>Visits to regular schools re: meeting special needs</p>	<p>100%</p> <p>50%</p> <p>Two (2) Special Education Institutes were monitored on a regular bases - David Rose School for the Handicapped - Resource Unit for Blind and Visually Impaired</p> <p>Eight (8) Schools were visited in Region #4</p> <p>-B. V Community High - B. V Primary - Georgetown District - Winfer Gardens - St. Mary's Annex - Ascension Community High - St. Angela's Primary - St. Agnes Primary</p>	<p>The meetings have provided opportunities for sharing idea and also to developing more effective management strategies</p> <p>The meetings provided opportunity for Headteachers to gain some insights with regards to Ministry of Education policy on Special Education.</p> <p>No funds and transportation to visit schools out of Georgetown</p> <p>Headteachers were very concerned and anxious to have resources in place to have Special Education needs met</p> <p>Workshops to equip Teachers with skills necessary to meet the special needs of Community High School Students will be held in 2005</p>



No.	Policy area	Target set	Target achieved	Analyses of success/failure
	Curriculum Reform and renewal	Visit to Open Doors Centre to discuss	Open Doors Centre was visited	Discussions revealed that there was a need for a teacher in regular work. The concerns also focused on the need for the Ministries of Health and Education to collaborate with respect to the development of the educational aspect of the centre.
		vocational training for older blind students		
		Discussion with work study Officer Re: placement of disabled students.	The issue was raised with the Officer	It was noted that the disabled students are not excluded from the service provided.
		Meeting with Curriculum Development Officer, NCERD Re: special needs curriculum concerns.	The meeting was held	Favourable decisions were taken with the approval of the Director of NCERD.
		Development of CPCE special needs Course outline and Modules.	Course outline has been prepared and course materials for modules are being developed in collaboration with CPCE Special Needs Staff.	Some delays were experienced initially as a result of other urgent matters at CPCE. This is a Government Project with Ministry of Education and OAS
		Establishing Special Needs Resource Room at CPCE	Special Needs Resource Room at CPCE was identified. Equipment and learning aids have been acquired and installed	There was some delay acquiring equipment from overseas. However, the Caribbean Council for the Blind Officer soon made the necessary contact. OAS funded the Equipment.
	Community Alliance	Unscheduled Activities	Attended meeting of United Women for Special Children at their invitation	Discussed acquisition of equipment for the hearing impaired. Speech Training equipment will soon be presented to the relevant schools.

No.	Policy area	Target set	Target achieved	Analyses of success/failure
		Made presentation at Early Childhood Development Workshops	3 – 1 hr presentations on Early detection of disability and intervention at three (3) workshops respectively	These workshops were sponsored by 1. MOE and UNICEF 2. Caribbean Council for the Blind, some disabled children not attending school were identified through the workshop.
		Attendance at UNICEF planning and reporting meetings	Attended three (3) meetings	Two (2) children are now placed Screening is due to begin in level one and six in ten pilot Health-promoting schools in January 2005
		20/20 Vision screening Workshop sponsored by C.C.B and PAHO	Attended one workshop and two planning meetings	
		Parent support for special needs.	Attended the opening of the Ruimveldt Parent Support Group – Toy Library	The Community support was commendable
		Other activities	Visit to home of deaf/blind child at Haslinton, E.C.D. To complete assessment	This helped to determine the child's functioning with respect to placement in school.
		Screening of children for placement and special needs educational support. Developing Special Education	Six (6) children screened and placed	Parents were happy with support given
		Policy Document.	First Draft has been prepared	Document will be further analyzed

SUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME

No.	Policy Area	Target set	Target achieved	Analyses of success/failure
1	Management and Supervision	Attendance at SSMC Meetings (36 weekly meetings)	90%	Meetings were conducted from January to September, 2004.
		Attendance and participation at Regional Education Officers meetings (2) meetings	100%	Meetings allowed Education policy makers to be updated on the fluidity of the system and allowed them to take necessary corrective action
		Two (2) meetings with the Chief Education Officer,	100%	The proposed S.W.S Organisation Structure was discussed.
		Eleven (11) Supervisory visits to Regional Schools Welfare Office to monitor and evaluate set programmes.	99%	These visits revealed that officers were willing to implement set programmes but were mainly hindered by financial constraints.
		Fourteen (14) visits to children's Homes and Orphanages	100%	These visits revealed that 99% of School age children resident at these institutions are attending School. However, over 60% of the children at one Home do not attend.
		Attended eight (8) meetings for Heads of Schools at and Georgetown and Region 4.	96%	Attendances provided a forum for a joint strategy for training and loitering during school hours

No.	Policy Area	Target set	Target achieved	Analyses of success/failure
2.	Administration and Supervision	Fifty-one (51) attendances at Agencies Ministries, Cabinet and parliamentary Sectoral Committee meeting.	100%	Attendances at these meetings allowed for concerns and ideas raised to be incorporated into plans and policies.
3.	Human Resource Development	One (1) revival of moral and standard activity (Crusade)	100%	Five hundred (500) children from twenty (20) schools attended – Limited accommodation.
		One (1) Liaison Officers Training session	100%	Teachers are now trained to treat correctly initial problems at schools and to extract regular absentees from attendance registers for transmission to School Welfare Officer.
		Two (2) orientation workshops for newly appointed School Welfare Officers	100%	Two (2) new Regional School Welfare Officers were oriented to role and expectation of School Welfare Officers.
		Attendances and participation in: -Graduation ceremonies	3	All activities were supported by parents, teacher and Education Official. Activities displayed a high standard of unity and togetherness. Alcoholic beverages were sold outside of some Sport venues.
		-National Sport Events	3	
-Closing exercises	4			
- Commissioning of new School	1			
- Open day activities	2			
-Art exhibitions	1			
- P.T.A meetings	12			

No.	Policy Area	Target set	Target achieved	Analyses of success/failure
	Human Resource Development	Twenty (20) Operation G.A.R.E exercise (training campaign) were conducted.	80%	Approximately three hundred and fifty (350) children and their parents and teachers were affected. Many were retired to school some were placed before the Court and eight hundred and four (804) were sent to the New Opportunity Corps.
4.	Community Alliance.	Participated in four (4) Regional Meet-the-people Town in Regions 3,4 and Georgetown on Child Abuse.	100%	In some cases wrong addresses were given rendering follow-up visits to residence impossible.
		Conducting one (1) needy children's party	100%	Many persons informed on their reasons for abusing children and gave suggestions for its prevention. Some persons denied that child abuse was evident.
5.	Unplanned Activities	Ten (10) visits to schools with problems of use of alcohol and abuse during school hours.	100%	One hundred and forty-two (142) children were provided with food, toys shoes, foodstuff etc.
		Twelve (12) visits to Berbice Stations on behalf of school age children.	100%	Discussions were held with parents and students. Many were suspended.
		Attendances at National Award Ceremony, Mashramani celebration	100%	Some students were handed over to their parents; others were retained by the Police.  Activities highlighted to effective and efficient delivery of the Ministry of Education

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4.4.1

TECHNICAL ADVISOR

4.4.1.2

GOVERNMENT TECHNICAL INSTITUTESUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	To enroll one thousand, one hundred and forty four (1,144) new students in the various disciplines of craft and technician levels.	Target partially achieved – 1,017 new students were enrolled for the various programmes – 89%	Applicants did not fulfill the pre-requisites to gain entry.
2	To train six hundred (600) continuing students in the various disciplines of craft and technician levels.	Target fully achieved – 100%	The target set for continuing students was in excess.
3	Developing short pedagogical training programmes.		
	(a) Training of Lecturers in Technical Education. (Fifteen Lecturers to be trained).	Target partially achieved – Twelve (12) Lecturers were successful at the one year certificate programme for Training of Lecturers in Technical Education – 80% .	Target set was partially achieved and some students were disqualified due to plagiarism.
	(b) Training of lecturers in the use of Visual and Audio equipment	NIL	Workshops were not held due to unavailability of resource persons at time planned.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	(c) Environmental Health and Training	Target achieved	The second year students were exposed to the training.
4	Training of final year students in the uses and functions of computers.	Target achieved	Theoretical and Practical sessions were conducted.
5	Training of Students in Industrial Orientation.	Target achieved	The second year students were exposed to the training.
6	Maintenance of Buildings (a) Simap (b) Library (c) Quadrangular (d) Canteen (e) Sprostons (f) Barclays	Target fully achieved	Buildings were maintained and kept in good conditions.
7	Construction of three new classrooms in the Quadrangular Building.	Target fully achieved	The three classrooms were completed to accommodate the increased students' population.
8	Maintenance, service and repairs to all equipment and machines.	Target partially achieved. Typewriters and serviceable computers were kept in working order, also machines and equipment in the workshops and laboratories.	Machines, computers and equipment that were serviceable were kept in working conditions.

ITEM NO	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
9	Maintenance of Infrastructure	Target fully achieved	The lawns were well kept low, fences, and walkways kept in good shape. Generally the entire compound was maintained in an acceptable manner.
10	Production and maintenance of furniture for the Institution.	Target fully achieved	Target set for the production of armchairs, tables, chairs, desks and other pieces of furniture needed by the Institution was met.
11	Organize Sporting Activities for staff and students.	Target fully achieved	Throughout the year staff and students were involved in sporting activities both internally and externally. The GTI's Annual Sports and Athletics Meeting was conducted in October 2004.
12	Visits to schools to familiarize students with the courses being offered.	Target fully achieved	Lecturers of the GTI visited several schools in Georgetown to sensitize students with courses being offered at the Institution.
13	Computerization of information (students records).	Target for the year was achieved	Work on the computerization of student records started and continued.
14	Open Day	Target achieved	Parents, guardian, teacher and students from several schools attended.

<b>ITEM NO</b>	<b>TARGET SET</b>	<b>TARGET ACHIEVED</b>	<b>ANALYSIS OF SUCCESS/FAILURE</b>
15	Links with Industrial Agencies visits and discussions	Target fully achieved	Constant telephone contact and visits were made to Private and Public Sector Agencies.
16	Orientation seminars	Target was fully achieved	Four (4) daily orientation seminars were held with parents and registered students during the month of August 2004.
17	Recruitment of new students.	Target partially achieved	One thousand and seventeen (1,017) individuals were registered as new students.
18	Upgrading of the Library	Target fully achieved	Over one thousand new books and magazines were placed in the Library. These materials were either purchased or received as gifts.
19	Better Institution, Community and Industrial Agency relationship through Board of Governors.	Target fully achieved	Meetings of the Board of Governors were conducted throughout the year.
20	Exposure of three hundred and fifty (350) first year students to the world of work.	Target achieved	Three hundred and fifty (350) students were placed on work study attachments in both Private and Public Sector Agencies.
21	Graduation of GTI's students who passed the GTEE.	Target achieved	Four hundred and sixty-eight (468) students graduated from the Institution in December 2004.

NEW AMSTERDAM TECHNICAL INSTITUTEREVIEW OF AGENCY'S PERFORMANCE FOR 2004

UNIT	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Establish links with Industry to keep close relationship between Industry's needs and the curriculum. (Eighteen agencies to be visited).	Fifteen (15) agencies were visited	It was not very convenient to visit the remaining agencies
2	Service twelve (12) lathes and maintain twenty five (25) machinery and equipment	This has been ongoing and successful	Twelve lathes and two (2) Milling machines in the Fitting and Machinery Shop were made operable. In the Building Department, eight machines, which were out of order, were repaired. In the Automotive Department ten (10) equipment were repaired, major overall was done to the tractor. All office equipment were serviced including five (5) computers.
3	Subscribe to a local provider for internet service	This was achieved	However, to maximize its use we await the provision of a dedicated line from GT&T
4	To rehabilitate all staff quarters	This was not undertaken	Contractor has withdrawn his services
5	Rehabilitation of Electrical system in workshops	This was not achieved	This was not undertaken as the provision made for this project was redirected for the completion of the science lab.

UNIT	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
6	<p>STAFF DEVELOPMENT</p> <p>Train ninety percent (90%) of the tutorial staff.</p> <p>Train eighty (80%) of the office staff.</p>	<p>Ninety percent (90%) of the tutorial staff successfully completed a two (2) day workshop in lesson Plan and Preparation.</p> <p>Eighty percent of the office staff successfully completed two (2) training sessions.</p>	<p>Those Lecturers exposed to the two (2) day workshop are expected to train the remaining Lecturers.</p>
7	<p>Run training programmes for Craft, Advance Craft, Technician and Business Courses. To graduate successful students in various disciplines and distribute prizes and awards to the outstanding students.</p> <p><b><u>GTEE Entries</u></b></p>		<p>Typist clerks are now able to perform at a higher level in the General Office.</p>
8	<p>Agriculture Mechanic 12</p> <p>Bricklaying and Concreting 13</p> <p>Carpentry and Joinery 7</p> <p>Electrical Installation Practice 14</p> <p>Internal Combustion Engine 17</p> <p>Metal Machining &amp; Mechanical Fitting 17</p> <p>Radio, Television &amp; Electronics Servicing 6</p> <p>Welding Craft Practice 18</p> <p>Certificate in Secretarial Science 14</p> <p>Diploma in Secretarial Science 17</p> <p>Mechanical Engineering Technician Part I 7</p> <p>Basic Radio, Television and Electronics Servicing Technician Certificate in Telecommunication 6</p> <p>Advance Certificate in Electrical Installation Practice 5</p> <p>Agriculture Engineering Technician 6</p> <p>Craft Certificate in Motor Vehicle Works 2</p> <p>Craft Certificate in Motor Vehicle Electrical Systems 9</p> <p>Technician Certificate In Architectural Drawing 7</p> <p>Mechanical Engineering Technician Part 2 5</p> <p>Basic Computer 153</p> <p>Advance Computer ..... 50</p>	<p>.....12</p> <p>..... 7</p> <p>..... 5</p> <p>..... 8</p> <p>..... 11</p> <p>..... 14</p> <p>..... 14</p> <p>..... 6</p> <p>..... 11</p> <p>..... 6</p> <p>..... 17</p> <p>..... 4</p> <p>..... 6</p> <p>..... 1</p> <p>..... 4</p> <p>..... 6</p> <p>..... 2</p> <p>..... 5</p> <p>..... 3</p> <p>..... 1</p> <p>..... 153</p> <p>..... 50</p>	

UNIT	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
9	Work experience attachment for staff and Students forty five percent (45%) of the second year students to be attached twenty five percent (25%) of the tutorial staff to be attached	Only thirty five percent (35%) of our second year students were attached. None of the tutorial staff secured attachment	Results were fair except for Telecommunication and Mechanical Engineering Technician Part 2
10	Host students from twelve (12) feeder schools	Only ten (10) schools visited	<p><b><u>Business Department</u></b></p> <p>Students showed a marked Improvement especially in the Diploma in Secretarial Science gaining one hundred (100%) percent pass</p> <p>Some agencies were reluctant to accommodate staff and students</p> <p>The remaining schools rescheduled their visit to 2005. They were however visited during the sensitizing exercise.</p>

### UNPLANNED AND IMPORTANT ACTIVITIES

UNIT	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Repair to section of perimeter Fence along Garrison Road to eastern perimeter	This was successfully completed	Sections of the fence along Garrison Road was repaired by students and staff of the Masonry Department
2	Maintenance of Library (roof and ceiling)	This was successfully completed	Repairs were done on the roof and ceiling of the Library and painted on completion
3	Maintenance of stairwells and academic building	This was successfully completed	Two stairwell doors were constructed and installed to replace dilapidated ones. The stairwells were painted.
4	Construction of Car Park	This remains incomplete	Unavailability of critical materials
5	Construction of cupboards for library	Successfully completed by students and Lecturer and currently in use	Cupboards were constructed to secure valuable books.
6	Construction of furnishing for Upper Corentyne Industrial Centre	Successfully completed and currently in use	
7	Construction of new computer lab	Successfully completed on scheduled period	
8	Construction of cubicles in staff room	Successfully completed by students and Lecturers	This has improved the staff room environment for lecturers and other staff
9	Construction of cupboards in staff common room	Successfully completed by students and Lecturers	This has improved the staff room environment for Lecturers and other staff.

LINDEN TECHNICAL INSTITUTESUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME

ITEM NO.	TARGET SET FOR THE YEAR	TARGET ACHEIVED	ANALYSIS OF SUCCESS/FAILURE
1	Preparation and administration of Mock examination and enrollment of one hundred and thirty-two (132) candidates for the GTEE examination	88% of target was achieved	One hundred and thirty students were registered for the GTEE examination. An average performance of 51% was recorded for the examination. An average performance of 51% was recorded for the examination
2	Maintain average pass rate of 70% and above. Graduate ninety two (92) students	48% of this garget was achieved	Forty-five (45) of the students successfully completed the GTEE examinations. Of those that were not successful 54% were referred and 46% failed outright.
3	Complete and implement computerized database for student and staff records	75% of this activity was completed	The database structure was completed and 60% of data for students were inputted. Failure of the main computer affected timely completion of the project. 71% of the Network was installed.

ITEM NO.	TARGET SET FOR THE YEAR	TARGET ACHEIVED	ANALYSIS OF SUCCESS/FAILURE
4	Arrange for work attachment for a minimum of 100 students at various industries and businesses	40% of this target was achieved	The competition for places with secondary schools and the lateness of our approaches resulted in our inability to achieve the projected target.
5	Air twenty four (24) advertisements, and visit twelve (12) schools to promote and inform of LTI's offerings to attract four hundred (400) applicants	100% of this target was achieved	The projected target was reached. Five hundred and fifty (550) application forms were issued. From which four hundred and fifty were returned. This was due to the extent of the awareness drive and interest shown by the community
6	Complete repair to One hundred and twenty (120) feet of driveway	50% of this activity was completed	Lack of equipment and the under estimation of the project prevented the contractor from completing the project. A revisit of the selection process will help remove this impediment in the future.
7	Expose eleven (11) members of staff to various skills upgrading programmes	100% of this activity was accomplished	All staff earmarked for upgrading training was able to successfully pursue it
8	Expand Welding and Fabrication workshop, install manifold system, upgrade Carpentry and Joinery and Metal Machining and Mechanical Fitting Workshops	45% of this activity completed	The expansion of the welding workshop was completed. However, the proposed installation of the manifold system was not completed due to the lack of appropriate materials. However, new equipment was added to the Carpentry and Joinery, Metal Machining and Mechanical fitting.
8			Welding and fabrication workshops

ITEM NO.	TARGET SET FOR THE YEAR	TARGET ACHEIVED	ANALYSIS OF SUCCESS/FAILURE
9	Deliver four (4) defensive and four remedial driving programmes	37.5% of this activity was achieved	One (1) remedial and two (2) defensive driver training programmes were delivered. Lack of response and unavailability of the driver-training vehicle affected the accomplishment of this objective
10	Complete installation of furniture and equipment in Physics and Chemistry laboratories	50% of this activity was accomplished	The infrastructure for this facility was completed. However, equipment and materials were not obtained due to the unavailability of funds. This was due to the non-approval of the capital expenditure for the activity

**Unplanned and Important Activities**

Item	Target	Target Achieved	Analysis of Success or Failure
1	Co-host Region #10's 2004 Career Job Fair	100% of Target was achieved	This activity provided invaluable advertisement for the Institute in the process of attracting a wide range of participants including personnel from the Army, Ministry of Tourism, the Police Force and a range of other entities. In addition, prospective graduates were able to identify possible job opportunities
2	Commence preparation of land for development of agricultural programme	33% of this activity was accomplished	Permission was received from Linmine for use of 1.5 acres of land north of the current facility. Work on Development of the area commenced with the filling of the land with bauxite capping. This activity was setback by the restriction placed on access to the area where the capping is located by the new authorities, Omai
3	Excavate canal drains in and around compound	100% of this activity was achieved	A second canal was opened at the western side of the compound to improve drainage of the compound. Two additional drains were dug along the new wing and north of the perimeter fence separating additional land required

ITEM NO.	TARGET SET FOR THE YEAR	TARGET ACHEIVED	ANALYSIS OF SUCCESS/FAILURE
4	Expand Cafeteria kitchen and relocate sales area	40% of this activity was accomplished	The need to provide additional storage and preparation space necessitated reorganization of the cafeteria to provide the additional space. The project was not completed due to the shortage of material and personnel
5	Construct and install grills to windows of new wing	100% of this activity was completed	Grills were constructed and installed in a timely manner by students and lecturers of the welding and fabrication workshop. This has enhanced the security of the facility
6	Complete Electrical wiring of New Wing	90% of this activity was completed	Students and lecturers constructed the panel room and completed the electrical installation of the mains supply cable is done. This depends of the availability of materials.

SUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME 2004

ITEM NO	TARGET SET FOR THE YEAR	TARGET ACHIEVED	ANALYSIS OF SUCCESS OR FAILURE
1.	To train 250 new entrants in various disciplines at the Craft Level.	This activity is an ongoing exercise. 90% were successful at the end of the first year exam  Partially achieved, only 165 students enrolled – 66%	Target set was achieved – 90% of the enrolled students were successful in completing the first year's work (53) males and (20) females.  Full time student 122: 87 males and 35 females.  Evening students 49:35 males and 14 females.  GTEE: 55 students sat exams 45% successful 31 males and 23 females.
2	Maintenance of Buildings Roof repairs Lock Repairs Door Repairs Window Repairs  Maintenance of Infrastructure  Construct concrete drains to facilitate drainage of water	Target fully achieved – 100%	8 Carpentry and Joinery students along with two (2) lecturers, the Handyman, and Janitor were involved in maintenance exercise.
3	Prepare grounds to accommodate sporting activities	Target achieved – 100%	
4	Promoting sporting activities for staff and students  Cricket Football Dominoes	100% Target fully achieved. More staff and students are now participating in games	The first is an ongoing exercise with eight (8) Carpentry students.  This was done by all 111 students and staff  Staff members and students were engaged in sporting activities on the Essequibo Coast.

ITEM NO.	TARGET SET FOR THE YEAR	TARGET ACHEIVED	ANALYSIS OF SUCCESS/FAILURE
5	Visit to schools to sensitize students of courses being offered	Target 88% achieved Correspondences were sent to the head teachers of each school	Principal and Lecturers visited ten (10) schools to familiarize students about courses being offered at E.T.I. Brochures were given to provide more information
6	Strengthen links with Industrial Agencies making visits and having discussions to promote our programmes. Ten visits and meetings were held	Targets not fully achieved as only six (6) organizations were visited. However, we have had significant improvement in our relationship with other organizations.	Constant telephone contacts and visits were made to private and public sector agencies. Plans were made to reach out to other agencies but they did not materialize.
7	Secure work attachment for forty (40) students in industry, to enable them to acquire relevant skills pertaining to their respective fields	Target fully achieved – 100%	Work study programmes were carried out in many organizations.
8	Orientation Seminars  Two (2) to be held at E.T.I. Information Technology Lecturers from different institutions would be involved in a three (3) day workshop at E.T.I.	Target fully achieved – 100%	Orientation seminar was held with parents and registered students during the month of August 2004
9	Upgrading of the Library  By providing new books, magazines and reference materials  By at least providing ten (10) new books in all the relevant courses		

ITEM NO.	TARGET SET FOR THE YEAR	TARGET ACHEIVED	ANALYSIS OF SUCCESS/FAILURE
10	<p>Target fully achieved – 100%</p> <p>Books were not available in same areas</p> <p>Addition of new programmes</p> <p>Radio, Television and Electronics Servicing</p> <p>Plumbing</p> <p>Refrigeration and Air Conditioning</p> <p>Business and Secretarial Studies</p>	<p>Target not achieved</p> <p>Permission now sought from C.E.O. for the approval of courses</p>	<p>.Over one hundred and ninety five (195) new books and magazines were placed in the library. These materials were either purchased or received as gifts.</p> <p>Requests for funds were also</p>
11	<p>Summer Programmes</p> <p>Auto Cad</p> <p>S/Information Technology – Ele.</p> <p>S/Information Technology – Int.</p> <p>S/Information Technology – Adv</p> <p>Small Engine Repairs</p> <p>To get 20 students for each of the above programmes</p>	<p>Target for courses (a), (b), (c) &amp; (d) fully achieved – 90%</p>	<p>Target set was achieved. 90%</p>

**UNPLANNED AND IMPORTANT ACTIVITIES**

<b>IT EM NO.</b>	<b>TARGET SET FOR THE YEAR</b>	<b>TARGET ACHIEVED</b>	<b>ANALYSIS OF SUCCESS OR FAILURE</b>
1	Construction of a gate on the Southern side of the Campus	This has been completed 100%	Funds were released in an effort to have work completed
2.	Landscaping of Campus playground	This has been completed 100%	To facilitate playground for students at E.T.I.
3.	Construction of foundation for water tank	This has been completed 90%	To facilitate water supply for staff and students

## 4.4.1.6

GUYANA INDUSTRIAL TRAINING CENTRESUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME 2004

Target Set	Target Achieved	Analysis of Success/Failure
To train 260 persons in seven trade areas	258 persons were registered. 164 registered for the full-time and 94 for part-time classes	260 persons were short listed for the 2004 cycle
Inventory done in all departments. Seven workshops, general office, library and stores	Inventory carried out in the offices, library and workshops	Inventory was carried out in the second and third quarters of 2004. The workshops and office were done by the Chief Instructor and Secretary
Repairs to welding shop drive-way	Driveway completed	Materials were acquired for the project. Labour was provided by the Institution.
Maintenance of lawns and parapets and the weeding of the reserve	Lawns and parapets were maintained on a monthly basis	Funds were provided for the maintenance of lawns, parapets and weeding of the reserve
Skills upgrading for four (4) staff members	Three Instructors successfully completed their final examinations in Mechanical and Building Engineering	Special arrangements were made for staff to attend lectures at the GTI in both skills upgrading and Training of Lecturers in Technical Education
1000 applicants to be tested	The fourth Instructor completed the Training of Lecturers in Technical Education 610 persons applied for entry into the GITC. 535 applicants were tested and interviewed 270 short listed for registration	Apparent lack of interest by school leavers
Job attachment for all full-time trainees. A seven week attachment with industries	93% (120) of all full-time trainees were placed at industries for a period of seven weeks	Willingness on part of the industries to participate in the training Process. Hard work by Instructors, trainees and parents to secure placement

Target Set	Target Achieved	Analysis of Success/Failure
Ten (10) visits arranged for junior high schools in Georgetown	Seven visits were made to schools in Georgetown	Some heads of schools willingly granted time to instructors to speak to students
First Aid training for full-time trainees Maintenance of tools and equipment in the seven (7) workshops and office	All full time trainees were trained Tools and equipment were serviced by Instructors and trainees. 44% of all shop equipment are in working order	Full participation by all trainees Unavailability of specialists to repair certain equipment
Acquisition of welding and electronic tools Protection of the property at the Institution	Tools were not supplied to the GITC- Two (2) incidents of theft at the Institution during the month of December	Procurement process was not completed The security service posted inadequate number of guards on the location
Forty-eight (48) weeks of stipend to be paid to full-time trainees	Ninety percent of stipend was paid	Late submission of attendance records by Instructors
To teach 164 full-time trainees Information Technology	Full-time trainees in all the workshops were taught two hours of Information Technology per week 117 trainees gained basic PC competence	Many trainees withdrew from their courses because of domestic reasons
Networking 18 computers in the Information Technology laboratory	The 18 computers in the Information Technology laboratory have been networked. All the computers are connected to a main server	Funds were provided for the work to be carried out.

## 4.4.1.7

CARNEGIE SCHOOL OF HOME ECONOMICREVIEW OF PROGRAMME 2004

TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
To continue the training of thirty (30) final year Household Management students January 2004 to July 2004.	85%	Seventeen students completed this programme and graduated. Three did not meet the requirements.
To continue the training of thirty-five (35) students in the first year Household Management Programme January 2004 to July 2004.	97%	Thirty-four (34) students completed this programme successfully. One student died during the year.
Commenced the training of fifty-six (56) students in the first year Household Management Programme, September to December 2004.	100 %	Fifty-six (56) students or 100% completed this programme in the first term.
To continue the training of nineteen (19) students in the Catering Certificate Programme February 2004 to July 2004.	80%	Fifteen (15) students completed their training and graduated. Four or 20% did not complete the programme.
Commenced the training of thirty-seven (37) students in the Catering Department September 2004 -December2004.	100%	Thirty-seven (37) students or 100 % completed this training and are continuing.
To continue the training of seven (7) students in Garment Construction January 2004 – July 2004.	100 %	Seven (7) students completed training and have graduated.
To continue the training of six (6) students in Garment Construction.	83%	Five (5) students completed their first year of training and continued in the second year.

TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/ FAILURE
Commenced the training of twenty (20) students in Cosmetology and Hairdressing February – July 2004.	100 %	Twenty (20) students successfully completed this training and have graduated.
Commenced the training of nineteen (19) students in Cosmetology and Hairdressing September 2004.	100%	Nineteen (19) completed the first term training successfully and will continue into the new term.

## 4.4.1.8

CRAFT PRODUCTION AND DESIGN DIVISIONSUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME

Target Set	Target Achieved	Analysis of Success/Failure
Enrolment of Seventy-nine (79) students full-time at the Institution  Training of fifty nine (59) students September 2003 – July 2004  Training of twenty (20) students January – December 2004	55%	Forty (40) students successfully completed the one (1) year training programme and graduated Ten (10) students did not continue the programme due to personal problems. Ten (10) of the students did not meet the requirements and were demoted. They will continue the Craft Programme until they satisfy the criteria for Graduation  Four students dropped out because of unforeseen circumstances
Forty-five students to write the Basic Mathematics Examination	80%	Thirty-six (36) students passed the test. Some students did not attend classes. The staff was dedicated and some students appreciated what was taught to them
Fifty-one (51) students to write the English Language Examination	57%	Twenty-nine (29) students passed the test. Students performed well, but more needs to be done by students. The staff was dedicated and some students were committed to learning.
Forty-two (42) students to write the Reading Examination	76%	Thirty two (32) students passed
Clothing and Textiles examination to be written by eight (8) students	100%	Eight (8) students successfully completed the Theoretical and Practical Examination.

Target Set	Target Achieved	Analysis of Success/Failure
<p>Theoretical and Practical use of Visual Aids in the Classroom by staff in the various disciplines:</p> <p>(a) Fibre Arts  (b) Surface Decoration  (c) Decorative Craft Craft</p>	50%	There was great improvement in this area. Staff transferred their ideas into projects to display in the classroom. Preparation of samples of work for practical craft projects are effective because students need to observe what the finished product looks like.
Fifty-one (51) students to write the Art theory and Practical Examination	69%	Thirty-five students passed the test. Students performed well.
Forty (40) students to write the Ceramics Theory and Practical Examination	90%	Thirty-six (36) students passed the test. Students performed well in this new area
Seven (7) of the graduates were admitted to the Carnegie School of Home Economics for further training		Garment Construction a) Garment Construction – Two (2) Students b) House-hold Management – Four (4) Students c) Cosmetology – One (1) Student

UNIT OF ALLIED ARTSREVIEW OF CURRENT YEAR'S PROGRAMME

<b>POLICY AREA</b>	<b>TARGET SET</b>	<b>TARGET ACHIEVED</b>	<b>ANALYSIS OF SUCCESS/FAILURE</b>
To improve the quality of Education delivery especially in areas of Literacy and numeracy.	Facilitating support materials to thirty five schools with Allied Arts Departments.	74%	<p>Twenty six schools received support materials for Visual Arts, Music, Dance and Physical Education.</p> <p>A donation of Craft items were received from the Association of Guyanese Expatriates in support of Visual Arts in Secondary schools.</p>
	Refurbishing of the Arts Library.	50%	The Unit procured relevant printed and electronic materials to enhance the reference section of its Arts Library for use by resource persons, teachers and students.
	Production of Drama materials for Secondary schools.	100%	UNESCO Project contributed to the production of a book of five one act plays entitled, "Caribbean Mythology and Modern life", written by Paloma Mohamed. The donation of copies of this book to Secondary schools will enhance Drama in schools and give

POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
<p>To produce competent teachers for the system and give support.</p>	<p>Conducting twelve Regional and National Training activities for the delivery of the Expressive Arts Curriculum in areas of Dance, Drama, Music, Physical Education, Visual Arts</p>	<p>50%</p>	<p>support to social and sensitive issues of the Health and Family Life Programme.</p> <p>Six training activities were executed in three areas – Dance, Drama and Physical Education. A total of one hundred and ninety teachers from Regions #2, 3, 4, 5, 6, 7,10 and the Georgetown Education District benefited from these activities.</p> <p>In the component of Dance, teachers of all levels participated from schools in Georgetown and Region #5. Participants were exposed to elements of Dance making and ethnic dance forms.</p> <p>Physical Education teachers preparing students for CSEC and Heads of Department Allied Arts benefited from training to make</p>

POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
<p>To improve the managerial capabilities of the Ministry of Education.</p>	<p>Conducting two Training activities for Heads of Department Allied Arts.</p>	<p>50%</p>	<p>them competent in delivering the syllabus for this examination.</p> <p>In Drama, teachers from Secondary schools participated in training for staging a production. This was done to assist schools to effectively participate in the Fourth Secondary Schools' Drama Festival.</p> <p>Activities for Music and Visual Arts were not done on account of funds not being available until the end of the year, at which time it was not possible to execute those programmes</p> <p>Thirty Heads of Department benefited from a seminar which dealt with their roles and responsibilities, professional ethics and developmental sessions in the Expressive Arts.</p>

POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
To improve the quality of education in the hinterland and riverain areas.	Monitoring activities of Allied Arts committees in the Regions.	Achieved	Officers attended Allied Arts and performance committee meetings Region #2, 3,4, 5 and 10.
	Conducting three staff development sessions.	Achieved	Staff members of the Unit benefited from training of information technology, professional ethics and decorative craft.
	Attending twelve meeting sessions at Learning Systems committee.	83%	These activities were informative. They provided opportunities for reporting, feedback, presenting proposals for meaningful discussions and sharing information on Ministry's policies and implementation of projects.
	Conducting monthly staff meeting	75%	
	Co-ordinating programmes with the Regional Education Departments.		
Conducting sensitization exercises in Regions #1 & 9.	50%	A one week sensitization exercise in the Expressive Arts was conducted at Lethem in Region #9. Thirty teachers participated, it was the first exposure the teachers had to elements	

POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
<p>To increase the level of respect for , tolerance of diversity.</p>	<p>Conducting four literacy and artistic contests. Children Mashramani Activities.</p>	<p>100%</p>	<p>of Dance, Drama, and Music.</p> <p>Discussions were held with the Regional Education Officer for expansion of the Region's participation at Children Mash Activities and organizing a performance committee to assist with the Regional performance.</p> <p>The activity scheduled for Region #1 was cancelled on account of untimely releases of funds.</p> <p>Children Mashramani Competitions were conducted at the Regional and National Levels in five areas:- Dramatic Poetry, Dance, Calypso, Physical Display and Costume.</p> <p>Activities were conducted in all Regions except 8 &amp; 9. These Regions sent representative groups to the finals.</p>

POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	<p>Secondary Schools' Drama Festival.</p> <p>Participating in the 6<sup>th</sup> Caribbean Drama Festival.</p>		<p>Sixteen Secondary schools from Regions #2, 4, 6, 7, &amp; Georgetown participated in 4<sup>th</sup> Secondary School Drama Festival. Schools experimented with a wide range of materials which embodied social issues, such as HIV-AIDS, truancy, literacy and Guyanese folklore</p> <p>The Sophia Special school was successful at the local Drama Festival and represented Guyana at the Sixth Caribbean Secondary Schools Drama Festival, which was held in Trinidad and Tobago. The students performed outstandingly. They obtained awards for best original script, the best director and outstanding performances for actor and actress.</p>

POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	Independence presentation.		<p>Participation at the</p> <p>Festival was made possible by the Government of Guyana.</p> <p>A steelband display by schools was held in the Botanic Gardens to mark the 35<sup>th</sup> Independence Anniversary of Guyana.</p> <p>Eight school Bands from the Georgetown Education District participated. The presentation was well received by members of the public.</p>
Community alliance.	Conducting the Children Costume Parade.	Achieved	<p>The Children Costume Parade was a collaborative venture between the Ministry of Education and the producers of Topco Juice – DDL.</p> <p>Approximately three thousand children from all levels and other children organizations participated.</p>

POLICY AREA	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
			<p>Schools from all regions received support from PAHO – WHO for designing costumes on health issues. The organization also presented special prizes for outstanding performances on topics related to Health for Calypso and Dramatic Poetry</p>
<b>UNPLANNED ACTIVITIES</b>			
	<p>Support for organizing the Rights of the Child Concert.</p>	<p>Achieved</p>	<p>The Unit gave technical support to the Commission for the Rights of the Child in organising its annual childrens' Concert.</p>
	<p>Support for organizing Spelling Bee for Primary schools.</p>	<p>Achieved</p>	<p>Technical support was also given for conducting the Spelling Bee Quiz organized by the Lions Club of Durban Park.</p>
	<p>Support for organizing Commonwealth Day Programme.</p>	<p>Achieved</p>	<p>Technical support was given to C.Y.P. for the writing of scripts and performances to mark Commonwealth Day.</p>

#### 4.5.1 SUPPORTING UNIT

#### INSPECTORATE UNIT

#### REVIEW OF 2004 WORK PROGRAMME:

#### PLANNED ACTIVITIES

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	Conduct ninety-nine (99) Scheduled Inspection of Schools to assess Learners' Performance, Community Alliances, School Environment, School Management, Curriculum Interactive Radio Instruction, Care and Use of Textbooks, Literacy and Numeracy Programmes and Assessment Practices	Seventy-four (74) schools were inspected (75%) Assessments were made of Learners' Performance, Community Alliances, School Environment, School Management, Curriculum Implementation and Assessment Practices	<p>Originally seventy-five (75) visits were planned at a cost of four million, two hundred and seventy-eight thousand (\$4,278,000) dollars. However, when the appropriated sum was released, only one million and sixty-two thousand (\$1,062,000) dollars was allocated to the Unit. This forced the Unit to reduce the number of schools to be inspected to ninety-nine (99)</p> <p>Focus was placed on schools on the coastal plain, in Education Districts 3,4 and Georgetown, since those were more readily accessible and their inspection incurred the least expense. For yet another year, schools in Districts 1,7,8,9 and 10 could not benefit from inspection.</p> <p>The Ministry, therefore, once again found itself unable to determine how well those schools were being managed and the degree to which they were attaining academic and non-academic standards. However, even that revised target of ninety-nine (99) was not attainable. Only seventy-four (74) (75%) schools were inspected</p>

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
			<p>between January and June - sixteen (16) in Georgetown, sixteen (16) in District #3, 24 in District #4 and 18 in District #5.</p> <p>From June onwards, even though notification of releases was received, the Unit could not actually access the requested sums. It was clear that the Imprest could not simultaneously accommodate requests from the Inspectorate along with those of other Sections/Division/Units.</p>
2	<p>Convene ninety-nine (99) Post Conferences – one (1) with staff of each school inspected.</p>	<p>Seventy-four (74) Post Conferences were held. (75%)</p>	<p>The actual inspection was efficiently conducted at each school, and the cooperation of the Headteacher and other Staff members contributed to the success of each Post Conference.</p> <p>The shortfall of 25% resulted from the Unit's inability to inspect twenty-five (25) schools.</p>
3	<p>Compile and dispatch one hundred and twenty-four (124) Schools Reports and five (5) Consolidated District Reports of Inspection.</p>	<p>Ninety-nine (99) Schools Reports (80%) and five (5) Consolidated District Reports (100%) were completed.</p>	<p>The ninety-nine (99) reports completed (80%) consisted seventy-four (74) for the reporting year and twenty-five (25) from the previous year. Even though there was that level of target achievement, the reports could not be dispatched to stakeholders within the specified timeframes. This was largely due to malfunctioning of reprographic equipment.</p>

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
			<p>prolonged delays in getting technicians to effect the necessary repairs, late submission of manuscripts rate of key-boarding by two (2) of the operatives. In addition, inadequate funds adversely affected the Unit's efforts to finance costs for reports effected by Technicians outside of the Ministry. In the absence of keyboarded individual school reports, their manuscripts were used by the team on Inspectors to compile the Consolidated Reports.</p>
4	<p>Convene five (5) follow-up Inspection feedback Meetings with Headteachers of schools inspected, Officers of Departments of Education and of Central Ministry, and members of Regional Education Committees</p>	<p>No feedback meeting was held (0%)</p>	<p>Neither the Education Districts concerned nor Inspectorate Unit could access funding for those meetings. The systems of IFMAS were not facilitative in this regard. Non-adherence to specified timeline for submission of manuscripts by some Inspectors also contributed to those meeting not being convened.</p>
5	<p>Provide Weekly Reports on performance of the Inspectorate Unit fifty-two (52) Administrative Meetings convened by the Chief Education Officer</p>	<p>Forty-two (42) of those meetings were convened (81%) and the required reports presented.</p>	<p>The schedule of meetings was adhered to as far as possible. The shortfall recorded was due to unplanned official activities which required the presence of the Chief Education Officer and the other members of administrative team</p>

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
6	Conduct twenty (20) fortnightly meetings to plan and review the Work Programme of the unit	Thirteen (13) such meetings were held. (65%)	Money was received for the convening of thirteen (13) meetings. Funding was not available for remaining seven (7)
7	Conduct eighteen (18) Staff Development Sessions	Eight (8) sessions were held (45%)	Internal resource persons were used in the eight (8) sessions that actually held. The other ten (10) sessions were not done since the facilitators were not staff members of the Ministry of Education and were not prepared to offer their service free of cost. This adversely affected the Unit's ability to keep staff members informed about current developments in education theory, policy and statutes, a measure that is necessary to ensure their being fully empowered to conduct more focused inspection exercises.
8	Conduct a two-day workshop to refine the 2005 Work Programme and review that 2004	That workshop was not held. A two-day meeting, held in the Inspectorate Unit, replaced the one originally planned.	Funding was not accessible. The Expenditure Planning and Management Unit (EPMU) indicated that the sum released had been earmarked for the payment of salary increases. Working at the Unit's base allowed for frequent interruptions and inspectors' being called upon to participate in other unplanned activities. Those factors caused them not to be able to work on both tasks in a continuous and concentrated manner. A small team had perforce, to spend a further three days bringing closer to the entire exercise.

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
9	Procure Support Materials and Services <u>Support Materials</u>  Drugs and Medical supplies  Field Material and Supplies  Office Material an Supplies  Print and Non-Print Materials and Supplies  Janitorial Materials and Supplies  <u>Support Service</u>  Equipment Maintenance	Sum Released: \$40,000 Sum Expended: \$39,000 (98%)  Sum Released: \$295,106 Sum Expended:\$280,435 (95%)  Sum Released: \$545,441 Sum Expended:\$532,043 (98%)  Sum Released: \$752,483 Sum Expended:\$601,142 (80%)  Sum Released: \$60,101 Sum Expended:\$48,090 (80%)  Sum Released: \$302,145 Sum Expended:\$302,145 (100%)	The efficient preparation and dispatch of requisitions, the twice-daily checks for vouchers at the Central accounting Unit by the Office Assistant, prompt purchasing, and clearing of vouchers within the least possible time resulted in the high percentage of expenditure recorded with regard to the acquisition of material relevant to the particular Charts of Accounts. The shortfall of 20% in expenditure for Print and Non-Print and Janitorial Supplies was as a result of the Unit's inability to access funds released under those two Charts of Accounts.  The sum appropriated for Equipment Maintenance was three hundred and two thousand one hundred and forty-five (\$302,145) dollars against the initial request for five hundred thousand (\$500,000). That sum proved to be grossly inadequate for financing the repairs and services that had to be effected at regular intervals to computers, printers, photocopier and air

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
		Sum Released: \$30,000 Sum Expended: \$30,000 (100%)	Conditioning unit ensure their continued effective functioning. Financial support had to provided by other sections of the Ministry.
10	<p data-bbox="430 443 621 506">Cleaning and Extermination</p> <p data-bbox="430 772 718 835"><b>Provision of Benefits and Allowances</b></p> <p data-bbox="430 877 708 940">Annualized Vacation Allowances</p> <p data-bbox="430 989 687 1052">- Commuted and Mileage Allowance</p>	<p data-bbox="748 443 1055 548">All staff members received that allowance (100%)</p> <p data-bbox="748 590 1086 730">All staff members to whom that allowance was due received same. (100%)</p>	<p data-bbox="1117 772 1494 804">That was paid out scheduled.</p> <p data-bbox="1117 846 1503 1339">All Staff members experienced difficulties in their attempts to have their claims honoured. It took over two (2) or even three (3) months to have those claims dealt with, even though they were all submitted within the specified timelines. Further, with alarming frequency, such claims could not be found at the Central Accounting Unit and had to be resubmitted.</p>

**REVIEW OF 2004 WORK PROGRAMME:**  
**UNPLANNED ACTIVITIES**

ITEM NO.	TARGET SET	TAGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	<p><b><u>Examinations:</u></b> <b><u>Moderation,</u></b> <b><u>Supervision, Marking</u></b> <b><u>of Scripts</u></b></p> <p>Moderation of National Third Form Examination test items</p> <p>Cyril Potter College of Education Final Semester Examination test items.</p> <p>2005 Secondary Schools Entrance Examination papers</p>	<p>Two (2) Inspectors – English Language and Social Studies- were involved in that two-phased exercise. (100%)</p> <p>Moderation was done by five Inspectors in the Following subject areas: Spanish, Social Studies, History, Geography, English Language and Literature, Education Administration and Methodology. (100%)</p> <p>The Chief Inspector was involved in that two-day exercise.</p>	<p>Timely notification and request for those Inspectors facilitated their release.</p> <p>The inaccessibility of funds led to the curtailment in inspectors were available for the exercise when requests for their participation were made.</p> <p>The Chief Inspector carried out that activity as part of his duties as a Member of the Board of Examiners.</p>

ITEM NO.	TARGET SET	TAGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	<p>Pre-testing of Caribbean Secondary Education Certificate Examinations Spanish and French items at General Proficiency level</p> <p>Conducting orals at the General and advanced Proficiency levels of the Caribbean Secondary Education certificate examination.</p> <p>Making of Caribbean Secondary Education Certificate Examination scripts</p> <p>Making National Third Form Examination scripts.</p>	<p>The Inspector of Modern Foreign Languages conducted pre-testing of French and Spanish at twelve (12) Secondary schools in six (6) Education Districts.</p> <p>One Inspector conducted Spanish Oral Examinations at the General and Advanced Proficiencies and the other did Communication Studies at the Advanced Proficiency level.</p> <p>Four (4) Inspectors were involved in the marking of scripts in English Language, Social Studies, Spanish and Principles of Business. Three served as Assistant Examiners and the other as Examiner.</p> <p>The Inspector of Mathematics was involved in that nine day exercise. (100%)</p>	<p>Early receipt of the Schedule of Examinations by the schools and the timely request for the release of the Inspectors facilitated the successful conduct of those exercise.</p> <p>The Caribbean Examination Council dispatched letters of invitation to participating Inspectors early enough to facilitate their release and subsequent participation in the two-week exercise. It should be noted that those Inspectors were required by the Ministry to use their Annual Leave to ensure their presence at that CARICOM activity.</p> <p>Timely request for the participation of that Inspector in that exercise facilitated his release.</p>

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
2	<p><b>Workshops</b> Four (4) one-week National Primary Spanish Teacher-training and Programme-monitoring Workshops.</p> <p>Teacher Orientation Workshop to facilitate the implementation of the Primary Spanish Programme in Region 10.</p> <p>Annual Standardization of Oral Examiners for the Caribbean Secondary Education Certificate Spanish Examination</p> <p>Workshop for Foreign Language Teacher-Trainers</p>	<p>The Inspector of Modern Foreign Language conducted one (1) workshop at NCERD. (25%).</p> <p>The Inspector of Modern Foreign Language conducted that one-day exercise. (100%)</p> <p>The Inspector of Modern Foreign Languages conducted that one-day exercise. (100%)</p> <p>The Inspector of Modern Foreign Languages participated in a one-week workshop sponsored by the Governments of Chile and Jamaica, held in Jamaica, and a two-week exercise in Trinidad that was sponsored by the Government of Mexico and Trinidad. (100%)</p>	<p>Funds for the conduct of the other three (3) workshops were inaccessible.</p> <p>Timely request for the participation of the Inspector in the exercise facilitated her timely release</p> <p>Funding for both workshops was provided by the sponsors and they followed through on their invitations. Those factors were responsible for the participation of that Inspector in both exercise</p>

ITEM NO.	TARGET SET	TAGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
	One five-day Workshop for newly appointed administrators of schools in the Georgetown Education District	Two (2) Inspectors participated in that workshop. They made lead presentations on the Documentation of Administrative and Pedagogical Practices in Schools and on Decision-Making. (100%)	Early request for the participation of the Inspector in the activity facilitated their being released.
	Ten one-day Workshops on the Management of Education in the Regions For Regional Education Committees and Officers of Departments of Education.	The Chief Inspector participated in those workshops that were held in nine (9) Education Districts. (90%)	The absence of staff in the Department of Education and the logistical difficulties involved in brining together the members of the Regional Education Committee were responsible for the workshop not being held in Region #8.
	One one-day Workshop on Drafting a National Policy on the Integration of Early Childhood Developments of Education	One Inspector participated in that exercise (100%)	Timely request was made for the involvement of that Inspector in that activity.
	One five-day Workshop for Heads of Departments of Education.	The Chief Inspector served as a facilitator of that activity. (100%)	An early request was made for the participation of the Assistant Chief Education Officer (Inspectorate) in that exercise.
	Two half-day Professional Development Sessions for administrators of schools in Georgetown	Sessions on Timetabling/staff Entitlement and on Delegation were held by two (2) Inspectors (100%)	Early requests were made for the participation of those Inspectors.

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
4	Two one-day statutory Meetings of Heads of Departments of Education.  JOF Haynes Inter-Secondary Schools Debating Competition.	The Chief Inspector participated in one (1) meeting and one (1) Inspector in the other. (100%).  An Inspector served as one (1) of the judges of that activity (100%)	The schedule of meetings was adhered to  As Far as possible, organizers adhered to their timelines, sending out early notification in order to ensure the participation of that Inspector.
5	National Science Fair	Two (2) Inspector performed the duties of judges at that event. (100%)	As far as possible, organizers adhered to their timelines, sending out early notification in order to ensure the participation of those Inspectors.
6	Thirtieth (30 <sup>th</sup> ) Anniversary CARICOM Quiz Competition.	One (1) Inspector served as Chief Scorer at that Intra-Regional Competition. (100%)	
7	National School Track and Field, Cycling and Swimming Championships	One Inspector served as a Timekeeper at this Guyana Teachers' Union- Ministry of Education-Banks DIH sponsored four-day event for Primary and Secondary Schools. (100%)	
8	Annual Award Ceremony of Outstanding Academic Performance.	One (1) Inspector served as a member of the organizing committee for that one-day ceremony. (100%)	Timely request from the organizers and the inaccessibility of funds for inspection, were responsible for the availability of those Inspectors for those exercises.

ITEM NO.	TARGET SET	TAGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
9	Assessment of Private Schools for granting of Official Recognition.	Two (2) Inspectors were part of the team that visited six private schools in Georgetown to assess the extent to which those institutions satisfied the minimum requirements for	
10	Eleven (11) Monitoring visits to Education Districts by Senior Ministry Officials	The Chief Inspector participated in the four (4) visits that were actually undertaken in Region # 1,2,6 and 8. (36%)	Inability to access the required finances in a timely manner led to the scheduled of visits not being implemented as planned.
11	Production of Learning Resource Materials	The Inspector of Modern Foreign Languages prepared Curriculum Guides and Activity Guides for Spanish at Grades 1-3, as well as Minimum Attainment Targets for Grade 1-6. (100%) The Chief Inspector spearheaded the completion of the Handbook on Nursery Education. (100%)	The success achieved resulted from the commitment and diligence of the Inspectors involved.
12	Investigative Activity	One (1) Inspector was part of the team investigating allegations of misconduct on the part of teachers at Alleyne's High School and North Georgetown Secondary. The Chief Inspector was part of a four-man team which conducted	Early request for the participation of the Inspector was responsible for their being available for the exercise.

<b>ITEM NO.</b>	<b>TARGET SET</b>	<b>TAGET ACHIEVED</b>	<b>ANALYSIS OF SUCCESS/FAILURE</b>
		A three-day fact-finding exercise at the New Amsterdam Technical Institute	

## **Review of Constraints**

### **Staffing**

The 2001 McRae-Mason Consultancy Report recommended a compliment of twenty-one (21) Inspectors that catered for the entire range of curriculum areas offered in the nation's schools. To date that recommendation has not been implemented and the Unit has been forced to conduct inspections with 49% of the strength identified in that report. As a consequence, inspection in general, tended to be limited in terms of the subject areas in which assessments of the level of effectiveness and efficiency in teaching and learning could be made. The continued vacancies in the Technical-Vocational area were a source of grave concern. That meant that schools could receive no assistance in their composite subjects.

In order to make optimum use of the human resources available, inspection of Primary schools was done by two (2) teams, each comprising of five Inspectors. However, since those teams did not have complementary expertise, 49% of those schools could not benefit from assessments in Mathematics and Science. As consequence, reporting was not as comprehensive as it should have been.

### **Inadequate Budgetary Allocations**

#### **Local Travelling and Subsistence**

The appropriated sum released for Local Traveling and Subsistence represented 25% of the money originally requested. that forced the Unit to reduce the number of schools to be inspected from one hundred and seventy-five (175) to ninety-nine (99). Focus had to be placed on schools in Education Districts 3,4 and Georgetown to which accessibility was easiest and on those for which inspection costs were minimal.

Such a course of action gave the impression that schools in Education Districts 1, 7, 8 and 9 are considered to be of less importance. However, the fact is that the unit recognized that those very schools were in dire need of inspection. They stood to benefit immensely from the outcomes of the process since it focuses on auditing their professional performance and offering recommendations for improved outputs in the specific area inspected. The reality was that the budgetary allocations could not accommodate the cost of inspections at those schools and for yet another year inspection was not carried out on nation-wide basis. This means that conclusions and decisions made on educational issues would be based on empirical evidence collected from one (1) set of schools.

### **Maintenance of Equipment**

The approved sum of three hundred and two thousand, one hundred and forty-five (\$302,145.00) for equipment maintenance as against the initial request for five hundred thousand (\$500,000) proved to be grossly inadequate. It could not suffice for financing the repairs and servicing that had to be effected at regular intervals to the computers, printers,

photocopier and air conditioning unit to ensure their continued efficient function. Limited financial support was acquired from other sections of the Ministry.

Requests to have repairs done by the Ministry's technicians were not treated with urgency. That adversely affected the compilation and dispatch of reports and the expeditious implementation of the recommendations contained in those reports.

### **Integrated Financial Management Accounting System (IFMAS)**

The system was not facilitative with respect to the speedy accessing of funds to service the Work Programme of the Unit. It took months to process requisitions and vouchers. On many occasions, in response to queries with regard to the status of those documents, officers would be told that they had not yet been returned from the Ministry of Finance.

That inability to access funds was particularly evident in the cases of Local travelling and Subsistence and Equipment Maintenance. That led to situations where the activities on the Work Programme had to be either curtailed, carried out in a protracted manner or even left undone. As a result, during the period under review, the Missions and Objectives of the Inspectorate Unit were not fully realized.

**SCHOOLS VISITED IN 2004**

<b>NO.</b>	<b>DISTRICT EDUCATION</b>	<b>LEVEL</b>
	<b>THREE</b>	<b>NURSERY</b>
1		Kingston
2		La Bagetelle
3		Clairmont
4		Endeavour
		<b>PRIMARY</b>
5		Greenwich Park
6		Blankenburg
7		La Grange
8		Uitvlugt
9		Bagotville
10		La Retraite
11		Philadelphia
12		Crane
		<b>SECONDARY</b>
13		Leonora
14		St. John's
15		Uitvlugt
16		Leguan
	<b>FOUR</b>	<b>NURSERY</b>
17		Prospect
18		Hand-en-Veldt
19		Republic Drive
20		Saamatta Point
21		Lusignan
22		Plaisance
23		Victoria Northbrook
		<b>PRIMARY</b>
24		Hope Estate
25		St. Andrews
26		Enmore Hope
27		Montrose
28		Ann's Grove
29		Peter's Hall
30		Lusignan
31		Supply
32		Eccles
33		Moblissa
34		Hauraruni

<b>NO.</b>	<b>DISTRICT EDUCATION</b>	<b>LEVEL</b>
35		St. Mary's
36		Silver Hill
		<b>SECONDARY</b>
37		Mahaica Practical Instruction Centre.
38		Beterverwagting Practical Instruction Centre
39		Soesdyke Community High
40		Hauraruni
	<b>FIVE</b>	<b>NURSERY</b>
41		Perth
42		Novar
43		Seafield
44		Bath-Waterloo
45		West End
46		Woodley Park
47		Bushlot
48		Zee Zight
		<b>PRIMARY</b>
49		Calcutta
50		Champagne
51		Strath Cambell
52		Seafield
53		Novar
54		Mortice
55		Bath
56		Esau and Jacob
		<b>SECONDARY</b>
57		Belladrum
58		Bygeval
	<b>GEORGETOWN</b>	<b>NURSERY</b>
59		Houston
60		Turkeyen
61		Lodge
62		Precious Jewels
		<b>PRIMARY</b>
63		Sacred Heart
64		Redeemer
65		East La Pentience
66		Sophia

<b>NO.</b>	<b>DISTRICT EDUCATION</b>	<b>LEVEL</b>
		<b>SECONDARY</b>
67		St. Mary's
68		Freeburg
69		Houston Community High
70		Kingston Community High
71		St. Winefride's
72		Carmel Community High
73		Cummings Lodge
74		St. George's

SUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
1	The G.C.E January 2004 examination to be conducted as timetabled at centres in Georgetown, New Amsterdam 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 dispatch of scripts to the Examination Board were completed in good time.
2	The January 2004 sitting of the C.X.C Secondary Education Certificate Examination to be conducted as timetabled at centres in Georgetown, New Amsterdam, Skeldon, Linden, Anna Regina and Berbice.	The examination was conducted as scheduled and results have been issued.	All the activities in relation to this examination were completed in good time. Results were issued and certificates distributed.
3	The May/June 2004 sitting of the C.X.C Secondary Education Certificate Examination to be conducted as time tabled at ninety-two (92) schools centres and forty-four (44) private centre throughout the country.	All aspects of the examination-oral practicals and written-were conducted as scheduled at all centres. Results were distributed in mid-September.	The activities in relation to C.S.E were completed as scheduled. Six thousand, two hundred and sixty-six (6,266) school candidates and three thousand, one hundred and seventy-three (3,173) private candidates sat the examination. The total number of subject entries was approximately forty-five thousand (45,000). Seminars for Supervisors were held prior to the examination, as well as Standardization workshops for oral and practical examiners. Complete results of this examination were only released in mid-September, since results in four subjects namely, Mathematics, Integrated Science, Principles of Business and Social Studies were withheld in August.

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
			<p>During the administration of this examination, reports of examination breaches in the subjects named above were investigated by local staff and by C.X.C officials. The question paper in Integrated Science was given to the C.X.C officials by an informant prior to the examination. The matter was referred to the Guyana Police Force but they have not been able to secure any further information on the source of the breach.</p> <p>The results have shown a pass rate of more than 75% in fourteen (14) subjects and more than 50% in eleven (11) subjects. However, the overall performance in English A and Mathematics were gain unsatisfactory.</p>
4	The Caribbean Advanced Proficiency Examination was conducted in May/June 2004 at ten (10) schools	Twenty-two (22) subject areas were examined. All examinations were conducted as timetables by C.X.C	Four hundred and sixty-five (465) candidates offered subjects at this examination. All subjects were administered as timetabled. Scripts were received in late August. The overall pass rate was 75%
5	The G.C.E May/June 2004 Ordinary and Advanced levels examinations to be conducted at school centres throughout the country.	The written and practical examinations were conducted as scheduled. Results were issued in September	Written examinations were administered as timetabled. Practicals were conducted at the University of Guyana Laboratories. Scripts were returned promptly to the Board. Results were released in early September.
6	Three (3) sittings of the London Chamber of Commerce and Industry single subject examinations to	All the sittings were held as scheduled and results for April/May and June/July examinations have already been received and distributed	All the activities in relation to these examinations were completed as planned.

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
7	<p>be conducted in April/May, June/July and Nov/Dec. at centres in Georgetown and New Amsterdam,</p> <p>Arranging for the administration of professional examinations in May/June and November/December on behalf of the following overseas Boards at one (1) centre in Georgetown.</p> <ol style="list-style-type: none"> <li>1. Chartered institute of Management Accountants Institute of Chartered Secretaries and Administrators</li> <li>2. Institute of Data Processing Management</li> <li>3. Institute of Marketing</li> <li>4. Association of Accounting Technicians</li> <li>5. Association of business Executives</li> <li>6. University of London (Eternal Programme)</li> </ol>	<p>Certificates for the April/May and June/July sitting have also been received and are being distributed.</p> <p>All the examinations were conducted as scheduled.</p>	<p>All the Activities in relation to these examinations were completed in good time.</p> <p>For the A.C.C.A examination there were four (4) centres in Georgetown and one (1) in Berbice</p>

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
8	The Secondary Schools Entrance Examination (S.S.E.E) to be administered to approximately seventeen thousand (17,000) candidates at centres throughout the country.	The Examination was conducted on 7 <sup>th</sup> and 8 <sup>th</sup> April, 2004, Results was issued in July as scheduled.	All activities were completed specific deadlines in order to facilitate a trial run of anew sy of allocation, 'area codes' wer inserted on all the application f from the Georgetown Schools. Materials for outlying centres v processed by the National Data Management Unit. However, re of the trial run for the new syste allocation are not yet available.
9	The Guyana Technical Education Examination (G.T.E.E) to be conducted in June at the Government Technical Institute, New Amsterdam Technical Institute and Essequibo Technical Institute.	One thousand, four hundred and sixty (1,460) candidates wrote this examination which was conducted as scheduled in June. Results were issued in early September.	All subjects were conducted as scheduled. Marking and compila of results were done by Test Development Unit. Queries rece after the issue of results were processed. Preparation of certificates/diplomas is in progr
10	The National Third Form Examination to be conducted in May 2004.	The examination was conducted from 10 <sup>th</sup> to 13 May 2004. Four (4) subjects were tested. Twelve thousand, nine hundred and three (12,903) third for students from three hundred twenty-eight (328) secondary and primary schools wrote the examination. Results were issued in September	The examination was conducted scheduled at all centres, Marking the scripts and processing of the results were done by the Test Development Unit. Results were released in September. Scripts wer returned promptly from all regions except Region #9.
11	The National Grade Two Assessment to be administered in June 2004 in primary schools throughout the country	All three subjects for this assessment namely English Language, Mathematics and Reading were done as scheduled.	The assessment was conducted by teachers in June. Samples of scripts and record of marks were returned to the Division through the Regional Education Officers. These were moderated by the Test Development Unit..

ITEM NO.	TARGET SET	TARGET ACHIEVED	ANALYSIS OF SUCCESS/FAILURE
12	Preparation of certified statements of performance within two (2) weeks of request.	All statements with correct data were dispatched within the two-week period.	
13	Processing of payment vouchers for examination work	Vouchers were processed for payment. However, because of the new financial system, pay sheets had to be prepared to facilitate group payment	Since individual cheques were no longer being issued, persons collected cash payments either at Head Office or at the Examinations Division. It is apparent that many persons have not collected their payment yet.
14	Subsidizing the C.X.C and G.C.E examination fees for candidates writing the May/June 2005 examinations.	Assistance was given to all eligible candidates. Entries closed in December 2004.	Most schools submitted their entries by the specified date.
15	Training of supervisors and invigilators in examination invigilation procedures	Seminars were conducted in March and May in Georgetown Regions 2,3,4,6 and 10 for supervisors and invigilators to sensitize them to vital aspects of their duties.	Supervisors conducted the examinations in accordance with the requirements. Reports on the sale of examination question papers prior to the examination were investigated but no breaches were found at any centre.
16	Distribution of C.S.E.C syllabuses to all schools offering the C.X.C examinations.	Syllabuses were received from C.X.C Headquarters for distribution to schools and Regional Education Departments.	Syllabuses were distributed to all schools registered to write the C.X.C examinations. Amended syllabuses were also distributed.

PRESIDENT'S COLLEGESUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME 2004

Item No.	Target set	Target achieved	Analyses of success/failure
1	a) Participation of Students in all areas of the curriculum and evaluate performances.	90%	Results indicated that students participated and excelled at all levels.
	b) Acquiring Instructional materials to facilitate teaching programme.	80%	National and financial constraints relative to text book science equipment.
	c) Providing close co-operation between Parents and Teachers.	90%	Meetings were held as necessary and parents played a vibrant role in support of the school's activities.
	d) To encourage Students' participation in co-curricular activities.	85%	Supported by staff, students continued to participate to gain recognition for their performances
	e) To upgrade instructional and curricular skills of teachers and other staff members	80%	Staff participated actively in seminars, workshops etc. Were released to attend U.G
	f) Orientation of new students and their parents/guardians.	90%	Most of the new students and their parents attended the orientation exercises in September.
	g) To expose students to a wide cross section of opinions on matters of educational, social, political and economic issues.	85%	Resource personnel were invited to hold discussions lecturers/seminars on specific areas of their competence and experience. Students were also taken on tours.

Item No.	Target set	Target achieved	Analyses of success/failure
	h) To foster Caribbean and Continental contact and consciousness among students	50%	Lack of funds prevented a tour to the Caribbean
	i) To foster closer relationship between current and past students	60%	More co-ordination is needed.
	<b><u>LIBRARY</u></b>		
	a) Preparation of library manual classification of new books	90%	Maximum co-operation of staff.
	b) Orientation in the use of library for new intake of students.	95%	Students were eager to participate.
	c) Mounting book displays depict various themes	80%	
	d) Holding 32 Library lessons	90%	Success due to co-operation among the members of the library staff and Administration.
	e) Upgrading skills of librarians	85%	Librarians are being trained.
	f) Annual Collection Development.	75%	Response could improve with more publicity.

**GENERAL ADMINISTRATION**

Item No.	Target set	Target achieved	Analyses of success/failure
1	<p><b><u>ACCOUNTS</u></b></p> <p>1. Processing Paying and purchasing promptly and efficiently:</p> <p>a) Wages and Salaries  b) Benefits and Allowances  c) Other Direct Labour Costs  d) N.I.S  e) Local Travel and Subsistence  f) Postage and Revenue Stamps  g) Servicing of Duplicating Machine, typewriters etc.  h) Materials, Equipment and Supplies  i) Stipends to Broad Member  j) Uniform for staff  k) To process and pay promptly and efficiently all accounts for external Agencies and persons.</p> <p>2. Keeping accurate record and co-ordinating Accounting procedures for all goods and Services purchased and ensuring proper distribution of same</p> <p>3. Planning and preparing budget control accounts.</p>	<p>95%</p> <p>95%</p> <p>95%</p>	<p>Staff performed creditably though training and monitoring of Accounts.</p> <p>Training of Accounting Staff is on going to maintain high standards.</p> <p>Emphasis was placed on this item by the Administration.</p>

Item No.	Target set	Target achieved	Analyses of success/failure
2	<p><b><u>PERSONNEL</u></b></p> <p>Maintaining a prompt, reliable and efficient Personnel system and keeping accurate Personnel records.</p>	90%	The Personnel Officer was in control of this area
3	<p><b><u>REGISTRY</u></b></p> <p>Typing of correspondence, filing, circulating, retrieving and storing files, record and other correspondence properly and effectively.</p>	85%	Records would be computerized

## AGRICULTURE SECTOR

Item No.	Target set	Target achieved	Analyses of success/failure
1	Poultry and egg production - \$7,080,900	\$6,813,652 - 96%	<p>The poultry section had experienced an out break of the spiking mortality Syndrome which send the mortality rate up higher than normal.</p> <p>Theft of layers, broilers and eggs from time to time. Setback the predicted efficiency of the section. In addition, there were other limitations which had to be contended with causing the overall performance to decline.</p>
2	Diary and beef production - \$1,102,500	\$917,872 - 83%	<p>The theft of the farm's three (3) biggest milkers had a devastating effect on milk production. The untimely delivery of feed from the factory coupled with the lack of fully established pastures were among other constraints which the diary faced.</p>
3	Swine production - \$1,583,280	\$833,145 - 53%	<p>The swine section's biggest constraint was the untimely delivery of feed by the factory. The farm had to resort to mixing feed, which was of less food value and less beneficial to the animals. This resulted in the loss of condition and poor weight gain among fatteners.</p>
4	Crops (rice inclusive) - \$10,986,680	\$1,100,439 - 10%	<p>Only one rice crop was harvested during the year, 2004. The presence of stray animals damaging crops in the compound has become a major problem for rice and cash crops production.</p>

**STUDENTS' AFFAIRS AND HOUSEKEEPING**

Item No.	Target set	Target achieved	Analyses of success/failure
	<p><b><u>KITCHEN</u></b></p> <p>a) Supervising and preparing meals for residential students, teachers and other staff members on a daily basis.</p> <p>b) Providing a service to organizations which rent the school's facilities during the vacation periods</p>	<p>90%</p> <p>95%</p>	<p>Staff performed creditably</p> <p>Staff given incentive for extra work</p>
	<p><b><u>LAUNDRY</u></b></p> <p>Ensuring that all items of uniform, pillow cases, sheets and towels supplied by the Institution are properly laundered.</p>	<p>90%</p>	<p>Staff worked diligently.</p>

**PLANT MAINTENANCE AND TRANSPORT SECTOR**

<b>Item No.</b>	<b>Target set</b>	<b>Target achieved</b>	<b>Analyses of success/failure</b>
1	Weeding and cleaning complex on a daily basis	90%	Staff worked diligently to complete targets.
2	Servicing of water pump on a daily basis	95%	A new pump was installed.
3	Repairing of distribution lines fire-hydrants, toilets, taps and sinks	85%	Staff performed creditably despite shortage of skilled personnel.
4	Maintenance of two (2) bridges	85%	Both bridges were repaired
5	Ensuring smooth and effective function of all electrical and mechanical equipment, fittings etc. and proper maintenance of the buildings and structure, etc.	78%	More funds requested in budget to execute more works
6	Ensuring smooth and effective functioning of all vehicles belonging to the College.	90%	Servicing and repairs were effected on time.
7	Maintaining a hygienic environment for students, teachers and other supportive staff.	90%	Staff worked diligently to complete same.

**SECURITY**

<b>Item No.</b>	<b>Target set</b>	<b>Target achieved</b>	<b>Analyses of success/failure</b>
	Maintaining a maximum level of Security	75%	This service is being monitored to obtain a higher standard.

## 4.5.1.4

**NATIONAL CENTRE FOR EDUCATIONAL RESOURCE DEVELOPMENT****SUMMARY AND REVIEW OF CURRENT YEAR'S PROGRAMME 2004**

Target Set for Year	Target Achieved	Analysis of Success or Failure
<p><b><u>Conceptualize, develop, test and evaluate curriculum and other curriculum materials for Nursery, Primary and Secondary Schools.</u></b> Produce Curriculum Standards for Early Childhood Education. Early Childhood Education, in Literacy and Numeracy (Nursery 1 to Grade 2) (BEAMS).</p>	<p>100% of target was achieved. Literacy and numeracy standards (draft) were produced for Early Childhood Education to provide a clear description of benchmark behaviours expected of children from Nursery 1 to Grade 2. These standards would also provide information about the process that characterize developmentally appropriate student learning at each level.</p>	<p>Standards were developed by a Task Team made up of Ministry of Education personnels. Standards were presented to the Curriculum Advisory Committee. Standards were used to revise the Early Childhood Education Curriculum Guide. Draft Standards will be revised after implementation.</p>
<p>Produce Primary Curriculum Standards for Grades 3 to 6 in literacy (BEAMS)</p>	<p>80% of target is completed</p>	<p>Standards are being edited and will be presented to CAC during January, 2005 for approval</p>
<p>Produce Curriculum Standards in the core areas for Secondary (Grades 7 to 9). (BEAMS)</p>	<p>Target was not achieved</p>	<p>These Workshops were not held due to a crowded programme. Activity will be conducted during 2005.</p>
<p>Revise the Literacy Curriculum Guides for Early Childhood Education, Nursery 1 to Grade 2 (BEAMS).</p>	<p>100% of target was achieved. Curriculum Guide is in draft and will be implemented only for the pilot.</p>	<p>Curriculum Guide was developed by an appointed team of Specialists. Guide was presented to the Curriculum Advisory Committee. The final review should be conducted during the period it is being piloted. The National Curriculum and Materials Specialist would conduct this review after being appointed.</p>

Target Set for Year	Target Achieved	Analysis of Success or Failure
<p>Procure and produce books and other support materials to support the literacy programme organized for Early Childhood Education (BEAMS).</p>	<p>70% of the basals were procured and are available for use in the pilot region/district. Books for classroom libraries are not yet available. Supportive materials were not developed.</p>	<p>Basals for Grade 1 is available for use. Basals for Nursery is not yet available. Books for classroom libraries have been ordered but is not yet available. Workshops have been planned for the production of support materials but the Specialist has not been appointed..</p> <p>All the content of the Handbook is available. Content will be compiled to form the Handbook.</p>
<p>Develop Master Trainers' Handbook to support the training of Cluster Advisors. (BEAMS)</p>	<p>50% of the Handbook is completed <u>Unplanned Activity</u> A Manual to be used by Cluster Advisors and teachers was developed to support the revised timetable.</p>	<p>Workshops were not held owing to a crowded schedule. The Handbook is intended to provide guidelines for school personnel, parents and community members to form active school community partnership for school improvement.</p>
<p>iv. Develop School/Community Handbook to improve School/community linkage/partnership. (BEAMS)</p>	<p>Workshops were not held to develop this handbook.</p>	<p>Materials Development Workshops were not conducted since the Co-ordinator was not hired. (National Curriculum and Materials Advisor.)</p>
<p>ii. Adapt 'Compact for Literacy' parent support materials for use in Guyana's nursery and primary school programme (BEAMS).</p>	<p>50% of the total activity is completed. The materials were accessed from the internet and is now ready to be adapted during the 'Materials Development Workshops'.</p>	<p>Meetings were held only when there were documents to present for approval BEAMS instructional Approach The Revised Timetable The Curriculum Guide The Teachers' Manual</p>

Target Set for Year	Target Achieved	Analysis of Success or Failure
ix. Conduct monthly /quarterly meetings of the Curriculum Advisory Committee (BEAMS).	100% of the total number of meetings were held.	Guides are ready for submission to LSC then for printing and distribution to schools.
x. Complete Primary Science Curriculum Guides (Grade 4, 5 and 6)	90% of target is completed. Guides were written, keyboarded and edited.	Guides are ready for submission to LSC then for printing and distribution to schools.  Corrections arising from the edit or is still to be completed by writers.
xi. Complete Primary Social Studies Curriculum Guides (Grades 4, 5 and 6)	90% of target is completed. Guides were written, keyboarded and edited.	Much support was offered by the editor.
xii. Develop Primary Music Curriculum Guides (Grades 1 to 6).	80% of target was achieved. Guides were written, keyboarded and edited.	Crowded programme.
xiii. Complete Primary and Secondary Visual Arts Curriculum Guides (Grades 1 to 11)	100% of target was achieved. Guides were written, keyboarded, edited and presented to LSC.	
xiv. Conduct survey on the use of Curriculum Guides and other curriculum materials.	Target was not achieved.	This was a collaborative effort between the Peace Corps Volunteers and staff members from Technical Institutions.

Target Set for Year	Target Achieved	Analysis of Success or Failure
<p><b>Unplanned Activities(IT)</b> Development of a unified IT Curriculum Guide for Technical Institutes.</p> <p>Linux Terminal Server Project implemented at GTI</p> <p>Improvement of IT facilities at NCERD.</p>	<p>100% of target was achieved The Curriculum Guide is planned for the Certificate and Diploma Programmes.</p> <p>A K 12 Linux Terminal Server Project (K 12 LTSP) computer lab was implemented at the Government Technical Institute (GTI)</p>	<p>The International (K 12 LTSP) project exists to develop free, open source software that allows absolute, reconditioned computers to run the very latest software for the teaching of IT and other subjects.</p> <p>The facilities can now help to improve training at NCERD.</p>
<p><b>Linux Setup at Schools</b> Set up Linux Terminal Server Network at Bartica Secondary School.</p>	<p>The IT facilities at NCERD were improved through daily incremental compressed backups of all important files on the network to ensure quicker downloading of software.</p>	<p>The Administration at Bartica was very supportive of the exercise.</p>
<p>Linux installed on a computer at L' Adventure Secondary School.</p>	<p>Linux is free of charge and has many advantages over Windows 98.</p>	<p>The IT teacher at L' Adventure was keen to learn about Linux and introduce it to the students.</p>
<p><b>Other Unplanned Activities</b> i. To secure funding from Volunteer Service Overseas (VSO) to obtain seven additional computers at CDIU.</p>	<p>The Linux Terminal Server (LTS) network in Bartica comprises of ten computers and a Terminal Server, which will be used initially to provide Internet access for staff and students.</p> <p>Linux installed on a computer at L' Adventure Secondary School.</p>	<p>These computers will be used to expand training in the IT lab.</p>
<p>ii. Create and distribute</p>	<p>100% target was achieved.</p>	<p>This activity will continue.</p>

Target Set for Year	Target Achieved	Analysis of Success or Failure
Teachers' resource materials (handouts) for teaching reading and language arts.	Funding was obtained from VSO, Volunteer Placement Support Fund (PC 02) and reconditioned Pentium class computers were supplied without hard disk to keep costs down. They were diskless terminals running the Linux Operating System over the network, giving users access to a wide range of powerful, up to date software applications.	during 2005.
<p><u>Support Curriculum Implementation</u> Conduct programmes to improve children performance in reading and spelling.</p>	100% of Target was achieved.	Competition was sponsored by the Demerara Lioners Group Willingness of Offices to support the activities even without remuneration.
Conduct programmes to improve children's performance in reading and spelling.	Conducted Oral Reading Competition with fourteen schools on the East Bank of Demerara during the first three months of the year.	Competition was sponsored by Durban Park Lions Club. Willingness of Spelling Mistress and Officer who compiled words and sentences to participates in the competition even without remuneration.
<p><u>Unplanned Activities</u> Support for 'Every Child' Organization setup to improve children's performance in the primary school.</p>	Conducted Annual Spelling Bee Competition with seven schools in South Georgetown during the month of May Theme for 2004 –	Programme will continue during 2005.
Conduct Staff Development Session	80% of target was achieved CDIU has offered resources, attended meetings, and facilitated workshops. School involved -	Willingness of Officers to conduct session.
<p>(B) <u>Provide in-service training in the use of Curriculum and Curriculum materials.</u> i. Conduct training programmes to implement to draft</p>	100% target was achieved Staff development session were held at: Eccles Primary (Reading) Ketley Primary (Reading)	

Target Set for Year	Target Achieved	Analysis of Success or Failure
<p>Early Childhood Education Curriculum Guides.</p> <p>ii. Conduct Curriculum Implementation Programme for the introduction of Visual Arts to Primary and Secondary School teachers.</p> <p>iii. Conduct Curriculum Implementation Programme for the introduction of Primary Science, Social Studies and Music.</p> <p>iv. Conduct Primary HFLE Curriculum Implementation Workshops - Three 2-day Curriculum Implementation Workshops</p> <p>v. Conduct Curriculum Implementation Workshops to introduce Secondary Guides revised by SSRP.</p>	<p>Training Programme was not conducted.</p> <p>100% of target was achieved. One, four-day workshop Primary and Secondary Visual Arts Curriculum Implementation Workshop was held (National Workshop).</p> <p>Training Programme was not conducted.</p> <p>This target was not achieved.</p>	<p>Guides were not completed in time for the initial training with Master trainers, Cluster Advisors and teachers.</p> <p>Teachers from all regions were represented except from Region # 8. According to the evaluation the workshop was a success.</p> <p>The proposals were not approved by the Tender Board.</p> <p>The Tender Board did not approve the proposal submitted. Two one-day HFLE Curriculum Implementation Workshops were conducted. These Workshops were coordinated collaboratively between the DCEO (D) and the Coordinator of HFLE. CDIU helped to facilitate the Workshop</p>
<p><b><u>Ensure quality Curriculum delivery at all levels.</u></b></p> <p>i. Complete the series of six one-week Language Arts Workshops to equip teachers to teach Language Arts in the Primary schools.</p> <p>ii. Begin another series of six, one-week Language Arts Workshops to continue the</p>	<p>40% of target was achieved. One 3-day Secondary Reading Workshop for teachers of Regions 3, and Georgetown was held. One 3-day Secondary Social Studies workshop for teachers of Region 3 and Georgetown</p> <p>One 3-day Secondary English, Reading and Mathematics Workshop for teachers of Region</p>	<p>Teachers of Region # 4 did not attend the Workshops.</p> <p>Workshop was well attended. Support was offered by Regional Officers.</p>

Target Set for Year	Target Achieved	Analysis of Success or Failure
<p>Language arts teacher training programme.</p> <p>iii. Conduct Primary Reading Workshop to improve the teaching of reading in schools.</p> <p>iv. Conduct training programme for teachers to help improve the care and use of textbooks in the schools.</p> <p>v. Conduct training programme to deliver the IRI programme.</p> <p>vi. Conduct Training Programme to improve the teaching of Spanish in the Primary and Secondary schools.</p> <p>a) Four, 5-day Primary Spanish Teachers Workshop.</p> <p>b) Three, 2-day Secondary Spanish teachers Workshop.</p> <p>vii. Conduct training</p>	<p># 10 (funded by Region # 10) One 3-day Secondary Reading and Mathematics Workshop for teachers of Region # 2.</p> <p>100% of target was achieved. Final one-week training Workshop was held also Closing Session with Exhibition and distribution of certificates to participants.</p> <p>100% of target was achieved Three one-week Language Arts Workshops were planned and conducted.</p> <p>Three one-week Language Arts Workshops to complete this series will be conducted during 2005.</p> <p>100% of target was achieved Three, one-week Primary Reading Workshops were held</p> <ol style="list-style-type: none"> <li>1. PEIP Teachers' Reading Group</li> <li>2. Teachers of Reading from Region # 4.</li> <li>3. Teachers of Reading from Region # 5.</li> </ol> <p>Workshops were not held.</p> <p>Workshops were not held by</p>	<p>Workshop was well attended Support was offered by Regional Officers.</p> <p>This was a National Workshop but teachers of Region # 9 did not attend.</p> <p>Teachers of Georgetown and Region # 2 were not invited since these teachers will participate in the BEAMS programme.</p> <p>Teachers of other regions attended except regions who were invited but did not attend</p> <p>Was well attended by participants who reported on training done in their regions.</p> <p>Schedule was crowded. This activity will be incorporated in all other training workshops during 2005.</p> <p>Workshops were all attended</p>

Target Set for Year	Target Achieved	Analysis of Success or Failure
programme for the successful implementation of the Grade 2 assessment.	CDIU. These workshops were conducted by DEIU.	by participants.
viii. Conduct literacy and numeracy teacher training workshops to improve the quality of education in the hinterland.	20% of target was achieved One, five-day Primary Spanish Workshop was held.	Proposals were submitted to the Tender Board for the conducting of the Workshops but they were not approved.
ix. Four, one-week IT Training Workshops were planned to expand the TI programme offered Basic IT Literacy Programme (Begun in 2003).	These workshops were not held owing to a packed schedule.	These workshops will be conducted by MEIU during 2005.
Basic IT Literacy Programme.	50% of target was achieved One, five-days Literacy and Numeracy Teacher Training Workshop in Region # 9. One, five-day Literacy Teacher Training Workshop in Region # 8. Workshops were not held in Regions 1 and 7.	Letter was sent by the HODOE of Region # 9, Workshop was financed by the region. NCERD funded the travelling, accommodation, meals and payment for services rendered of the facilitators. It is expected the HODOE would write to the Director of NCERD requesting these workshops.
Training for Ministry of Education Staff.	100% of target was achieved 1. Completion of Basic IT Literacy Course for sixty teachers.	Course was not funded by NCERD Was held from 15:00 h in the afternoons Certificates were awarded to teachers.
Advanced IT training for teachers of Georgetown	2. Begin a new Basic IT Literacy Course (30 weeks) doubling the number of teachers in the course (120 teachers) Teachers were trained in word processing, spreadsheet applications, basic operating system skills, basic function of Computers, computer hardware, basic Internet skills, simple computer maintenance tasks and	

Target Set for Year	Target Achieved	Analysis of Success or Failure
	other subjects related to Basic IT.	
IT training for the Visually Impaired.	3. One, ten-week IT training programme for the staff of Examination Division was conducted.	
Linux training at GTI	4. One three-day Advanced IT training Course for teachers of Georgetown. Course offered training in hardware, operating systems, computer networking, open source software, and IT in the classroom.	Good attendance and co-operation from participants.
Follow-up Workshops continued from Anita Dosraj of the Infosarvy Group in 2002. Workshops funded by OAS. Regional IT Training Workshop for teachers of Georgetown	5. Staff training for St. Rose's Visually Impaired-Basic IT training, (developing a programme for working with the visually impaired.)	Teachers were enthusiastic about the programme.
Follow-up IT Workshop	6. One, two-day training was held for the staff and students of the Government Technical Institute (Georgetown)	There was good interaction between NCERD staff and the staff of St. Rose's Visually Impaired.
Informal IT Workshop in Region # 9.	7. One, three day Advanced IT Workshop was held in Georgetown for 15 teachers.	Linux, the opening source operating system, has been incorporated into the new IT Diploma programme for the Technical Institute
Follow-up Workshop for teachers of Georgetown.	8. One, three day IT Workshop was held in Region # 10 (15 teachers) to follow-up the series of workshops.	Full attendance of 15 teachers daily at this workshop.
<b>Visit to Schools</b> i. Visits to schools to provide on-the-spot assistance and to follow-up training	9. A few teachers were trained using the Infosavvy material in the hope that they can develop programmes in the	Due to lack of suitable facilities and the lack of IT Programmes in the region a regional assessment was

Target Set for Year	Target Achieved	Analysis of Success or Failure
<p>programmes attended by teachers of reading and language arts.</p> <p>ii. Visits to schools to determine the state of IT programmes (i.e) computer resource and human resources and to monitor and evaluate the training programmes conducted.</p>	<p>future.</p> <p>10. One, three-day IT Workshop for teachers of Georgetown.</p> <p>50% of target set was achieved  <u>Reading and Language Arts Georgetown</u>  Rama Khrishna Primary, Stella Maris Nursery.</p> <p><u>Region # 2</u>  Cotton field Nursery, Fisher Nursery, Lima Sands Nursery and Primary, Adventure Nursery.</p> <p><u>Region # 4</u>  Diamond Special Needs School, Turkeyen Nursery, Regma Primary, Enterprise Nursery.</p> <p>Visit to Bartica Secondary School  A new low cost computer system based on new methodology from the Linux Terminal Server Project (LTSP) set up in the school computer lab (Four more modern Pentium class computers were installed).</p> <p>Visit to New Amsterdam Institute (NATI) Training for Linux Operating System for IT lectures was conducted in preparation for Linux being taught as a new subject in the IT Diploma programme.</p>	<p>conducted.</p> <p>This workshop was held at the beginning of December when examination had begun so attendance was poor. The Workshop was a success in terms of the work done.</p> <p>Assistance was offered to these schools in the form of hand-outs with specific information.</p> <p>The Officer's stay at the region had to be extended so that this activity could be completed.</p> <p>The follow-up visit did not take place since NCERD withdrew the funding (\$5200) as cost for travelling.</p>

## **6.2 Measurement and Evaluation Unit**

During the year 2004, the Measurement and Evaluation Unit produced English Language, Mathematics, Social Studies and Science, papers for the Secondary Schools Entrance Examination (SSEE) and the National Third Form Examination (NTFE) for administration in 2004. Mathematics, English Language, and Reading were also prepared for the second administration of the National Grade Two Assessment (NGTA). Marking and processing of the examinations / assessment were done and the results published as scheduled.

The late arrival of examination scripts from some regions (notably Region 9 for SSEE and Regions 6 for NTFE) put a 'strain' on the few officers of the unit since supervision of the marking of these scripts had to be done during the period allotted for manual processing.

Pre-Test items for the SSEE, NTFE, NGTA and NGFA (National Grade Four Assessment) were prepared, and pre-tested in a representative sample of schools in some Administrative Regions. A shortage of staff hampered the administration in all Administrative Regions. The pre-tested items for SSEE were marked and analysed and the final paper prepared for the 2005 administration.

Final Papers for the 2004 Guyana Technical Education Examination (GTEE) were also prepared after moderation exercises were held with senior lectures of the various technical institutions. The examination was administered as scheduled but marking was marred by the non-payment of processed, and lunch allowance to markers. This resulted in the results being released long after the schedule date.

Workshops to train teachers / markers for marking the SSEE and NTFE scripts were conducted with teachers from various administrative regions. A similar exercise was done with lectures of the various technical institutions. Teachers from Georgetown, and Region four were trained in the moderation of scripts for the NGTA.

Individual School Reports for each subject were prepared for schools that entered children for the SSEE. Similar reports for NTFE and NGTA are being prepared for the relevant schools.

Preparation of Analytical Reports for the examinations done by the unit, are still being prepared.

Item No.	Targets Set for Year	Targets Achieved	Analysis of Successes or Failures
1.	Preparation of final papers for the Secondary Schools Entrance Examination (SSEE) (2004)	Final papers for all four of the core areas were prepared and submitted for printing.	Examination was administered as scheduled.  There were inputs from Subject Specialists in all subject areas. These Specialists were drawn from C.P.C.E, U.G., NCERD, Inspectorate Unit and Central Ministry.
2.	Marking and Analysing of pre-tested items for National Third Form Examination (NTFE) 2004  Preparation of Projects and final papers for this examination.	Pre-tested items were marked and analyzed.  All projects for the four areas to be tested were prepared.  Final papers were also prepared.	Project were prepared and distributed to schools. Preparation of final papers was also done and the examination was administered as scheduled.
3.	Marking and Analysing of Pre-tested items for National Grade Two Assessment (NGTA). Preparation of final papers for NGTA – Mathematics, English Language and Reading.	Pre-tested items were marked and analyzed.  Final papers were prepared.	The National Assessment was administered.

Item No.	Targets Set for Year	Targets Achieved	Analysis of Successes or Failures
4.	<p>Standardization of SSEE, NTFE and NGTA marking schemes.</p> <p>Marking and processing of SSEE and NTFE.</p> <p>Moderation of NGTA papers.</p>	<p>All marking schemes were standardized. All scripts were marked and processed.</p> <p>Results were released as scheduled.</p> <p>All examination scripts submitted for NGTA were moderated.</p>	<p>All marking schemes were standardized and all scripts were marked and processed. The Chief Examiners and the Assistant Chief Examiners took their roles seriously. This assisted in the achievement of a high degree of consistency in marking.</p>
5.	<p>Item writing workshops for Lecturers of the: Government Technical Institutions.</p> <p>Teachers of Grades 2 and 4.</p>	<p>Workshops for lecturers of the Technical Institutions were not held.</p> <p>Workshop for teachers of Grades 2 and 4 was not done.</p>	<p>Workshops were not done since funds were not available at the time when the staff of the unit could have done these workshops. (January – 19<sup>th</sup> March)</p> <p>Workshop was not held for teachers of Grades 2 and 4, because of the unavailability of funds at the time when the few staff members could have done the workshops. (January – 19<sup>th</sup> March)</p>
6.	<p>Standardization of Marking Schemes for Phase Tests for the 2003 GTEE</p>	<p>This activity was not done.</p>	<p>Funds were not available when needed. (During the January – March 19, period).</p>
7.	<p>Holding moderation meeting with Lecturers of the Technical Institutions to moderate and edit final question papers for the Guyana Technical Education Examination. (GTEE)</p> <p>Preparation of final papers for the examination.</p>	<p>Moderation exercises were done and final papers were prepared as scheduled.</p>	<p>These exercises were completed on time as a result of staff members of the unit working late in the evenings and on weekends.</p> <p>The Guyana Technical Education Examination was held as scheduled.</p>
8.	<p>Marking and processing of examination scripts for the</p>	<p>All scripts were marked and processed.</p>	<p>All marking schemes were standardized. All scripts</p>

Item No.	Targets Set for Year	Targets Achieved	Analysis of Successes or Failures
	Guyana Technical Education Examination.		were marked and processed after the scheduled period because of the non-payment of the usual meal allowance to markers.
9.	<p>Preparation of Individual School Reports for schools that entered students for the NTFE, SSEE and NGTA.</p> <p>Preparation of Individual Grade Slips for students who wrote the NTFE.</p>	<p>Individual School reports were prepared for SSEE. Reports for NGTA and NTFE are now being prepared.</p> <p>Individual Grade Slips were prepared for all students who wrote the NTFE.</p>	<p>All schools that entered students for the SSEE were given Individual School Reports for each subject area.</p> <p>All individual Grade slips were distributed along with the results.</p> <p>Individual School Reports for NTFE and NGTA will be distributed at the beginning of the new school term. (January 2005).</p>
10.	Preparation of Pre-test items for the Secondary Schools entrance Examination (SSEE) the National Third Form Examination (NTFE) and the National Grade Two Assessment (NGTA) and National Grade Four Assessment (NGFA).	Pre-test items were prepared for the four examinations and Pre-tested in some Administrative Regions.	Items were prepared. Pre-testing was completed, later than was scheduled, and the activity was not done in all regions. This was due to the shortage of staff in the unit and at NCERD>
11.	Preparation of final papers for the NTFE and NGTA.	All pre-tested papers for NTFE and NGTA were marked and analyzed and the final papers were prepared.	Selection of pre-tested items for the examination was done and the final papers were prepared.
12.	<p>Marking and analyzing of pre-tested items.</p> <p>Preparation of Analytical Reports for the GTEE, SSEE, NTFE and NGTA for 2004.</p> <p>Preparation of NTFE report for SSRP Pilot Schools.</p>	All reports were not completed	<p>Information for reports were grouped and analyzed. Shortage of staff has severely hampered progress in the preparation of the reports.</p> <p>The report for SSEE is most completed.</p>
13.	Facilitating the preparation of formal and informal assessment tools by teachers of Grades One and Two.	Target was not achieved.	This target was not achieved because the assessment officers who should have been trained to develop the materials and to assist in the preparation

Item No.	Targets Set for Year	Targets Achieved	Analysis of Successes or Failures
13.	Facilitating the preparation of formal and informal assessment tools by teachers of Grades One and Two.	Target was not achieved.	most completed. This target was not achieved because the assessment officers who should have been trained to develop the materials and to assist in the preparation of these assessment tools were not recruited.
14.	Administer national benchmark assessment of literacy and Numeracy to a sample of Grade Two pupils.	The benchmark assessment was done with Grade One pupils since it would have been inappropriate to do the assessments with Grade Two pupils at this early stage.	This target was achieved even though the assessment officers were not appointed. The International and National specialists decided to produce the assessments themselves.
15.	Obtaining new equipment, and a computerized item bank.	Some equipment was obtained – 17 computers, one printer and a desk photocopier. However, the software for the item bank was not obtained.	The procurement officer had some difficulty in contacting the source to obtain the software for the item bank. However, the International Specialist is acquiring information which would assist with this procurement.
16.	Obtaining statistical packages for item analysis.	This was not achieved.	The procurement officer had some difficulty in contacting the source to obtain the software for the item analysis software. However, the International Specialist is working on this.

### Learning Resource Development Unit

Item	Target Set	Target Achieved	Analysis of Success Failure
1.	Complete editing and produce CRC for Science book.	Completed the development of CRC and made available to printers.	Machine developed problems and had to be abandoned. Other machine also developed problems and completely broke down. Repairs followed and work continued, but was delayed.
2.	Complete illustrations and merge with Math text.	Illustrations were completed and placed in text.	This was not a simple task because of problems with the machine.
3.	Edit text and prepare CRC	Editing was done after submission to Learning systems. Corrections done to meet CRC stage.	Initial Editor did not return work so another Editor was contacted.
4.	Conduct sessions to facilitate the development of manuscripts for Social Studies.	All manuscripts submitted.	This activity was budgeted for under regular workshops and other aspects, e.g. printing, under capital.
5.	Identify appropriate illustrations for this text.	All illustrations submitted.	More clarity needed from writers for some illustrations.
6.	Format text in Pagemaker.	Formatting in Pagemaker not started.	This is awaiting completion of printing of Math text.
7.	Complete corrections.	Corrections in Word completed for all chapters.	Writers have checked the accuracy of their initial submissions and this has been adjusted as necessary.
8.	Conduct sessions to facilitate the development of manuscripts for English	All manuscripts submitted.	This activity was budgeted for under regular workshops and other aspects, e.g. printing, under capital.
9.	Identify appropriate illustrations for this text.	All illustrations submitted.	Some photographs required specially created scenes.
10.	Format text in Pagemaker.	Formatting in Pagemaker not started.	This is awaiting completion of printing of Math text.
11.	Complete corrections.	Corrections in Word completed.	Writers have checked the accuracy of their initial submissions and this has been adjusted as necessary.

Item	Target Set	Target Achieved	Analysis of Success Failure
12.	Produce materials to support Reading programs in schools.	Two thousand flip charts were made to support teachers effort to promote identified reading strategies in schools.	Shared reading and Guided reading which are effective with the use of big books can be encouraged by the use of substitutes.
13.	Prepare materials to support the establishment of reading rooms in primary schools.	Prepared templates to be used by teachers to create a variety of displays for Reading Rooms.	The establishment of reading rooms is joint effort by CDIU and LRDU in support of literacy activities in schools.
14.	Produce materials to support weak areas in delivery of Social Studies delivery at primary level.	Completed production of booklet on historical buildings in Guyana.	This will be made available to all Resource Centres.
15.	Produce materials to support the literacy drive.	Develop instructional video to accompany booklet.	Completing this video requires use of a studio. Arrangements must be made for access.
16.	Access existing video and make available for wide use.	Duplicated videos on teaching of reading through IRI.	This followed request made.
17.	Distribute teaching / learning support materials to newly converted secondary schools.	Maps, flip charts and posters were distributed to schools in G/T, Reg. 10, 3 2; 9 and 4.	Many of these schools operate in classrooms in need of more stimulating environments.
18.	Access existing audio tapes.	Collected and duplicated tape on teaching of phonics.	This as material produced by teachers in another region.
19.	Conduct workshops to promote the establishment of functional libraries.	Three workshops were held to assist schools with management of their libraries.	It was discovered that there was a greater need for the establishment of reading rooms at the primary level and libraries at the secondary level.
20.	Visit schools to observe and support the establishment of Reading Rooms.	Visits were made to 14 schools in Reg. 10 and 2.	These visits were undertaken in collaboration with the Curriculum Unit.
21.	Visits schools in Reg. 10 and 9 to examine and supply books required for encouraging reading among all age groups.	Two secondary, thirteen nursery and sixteen primary schools in reg. 9 were visited and books supplied.	The distribution was undertaken by the Schools' Library Division.
22.	Provide materials which respond to the professional needs of users.	Acquired books in areas of Principles of teaching, Education Management Reading and other disciplines,	Books for Higher Education are more difficult to acquire.

Item	Target Set	Target Achieved	Analysis of Success Failure
		Nursery, etc.	
23.	Accession, classify and catalogue new stock.	All new stock have been classified and catalogued.	This is a basic library routine and success depends on the quantity of new stock within a given period.
24.	Host exhibitions on appropriate occasions.	Four exhibitions were conducted during the Year	This was a joint activity between the Schools Library Division and NCERD Library.
25.	Visit RLRC to advise and support efforts being made.	Visits were made to Region 10, 9 and 2 Resource Centres.	Attention was given on the status of equipment delivered to these centers.
26.	Keep equipment in working order and make available to those units needing such support.	Equipment support was given to workshops and activities conducted: Award Ceremony Caricom education meeting Reading workshops Science workshops Garland Conferences Allied Arts and others.	There is always the need by various units for equipment support in the conduct of their programs.

**Materials Production Unit**

<b>Item No.</b>	<b>Targets Set for Year</b>	<b>Targets Achieved</b>	<b>Analysis of Success/Failure</b>
1.	Printing, collating, stapling and packaging of Question Papers for NGTA, SSEE, NTFE, GTEE, Grade One, with Pre-Test.	All Examination papers were printed, collated, stapled packaged and delivered on schedule.	Temporary Staff was recruited Printing assistance was received from CPCE and Ministry of Education.
2.	Printing of Curriculum Guides and Curriculum Supports Materials	Life-Skills Grades 7, 8, 9 Agriculture Science - Grades 7, 8, 9 Social Studies - Grades 7, 8, 9 Science - Grades 7, 8, 9 Industrial Technology – Levels 7, 8, 9 Language Arts Grades 1, 2, 3 Science – Grades 1, 2 Visual Arts - Grades 1, 2, 3, 4, 5 – 11	Materials for Secondary Level supplied by SSRP. Materials for Primary Levels supplied by CDIU.
3.	Production of Teacher's Guides	Mathematics Grades – 8, 9 Reading Grades – 7, 8, 9 Integrated Science – 7, 8, 9 English Grades - 7, 8, 9 Social Studies – 7, 8, 9	Materials Supplied by SSRP.
4.	Printing of 180 000 administrative/financial forms for Ministry of Education and Department of Education (Georgetown)	Two hundreds and fifty thousand forms were printed and collated	Materials were supplied by the various departments.
5.	Production for Tec-Voc-Education	Five hundred copies each of: Masonry, Carpentry and Joinery Crops and soils, Foods Preparation Garment Construction,	Materials supplied by DCEO – Technology
6.	Printing of 200 Statistical Digests	Printed 200 copies	Materials Supplied by Planning Unit
7.	Printing of 300 Tender Board (Buildings) Books.	Printed 400 copies	Materials Supplied by Building Unit
8.	Production of Broadcast to Schools' Booklets.	Three sets of 500 Copies each were produced	Materials Supplied by Distance Education
9.	Production of CXC Analysis Book 2000 - 2003	Two hundred and fifty copies were produced	
10.	Analysis of SSEE Results (1996 – 2003) Booklets	Four hundred copies were produced	
11.	Production of Ministry of	One hundred and sixty copies	Materials Supplied by DPS

Item No.	Targets Set for Year	Targets Achieved	Analysis of Success/Failure
	Education's Annual Report - 2003	were produced	(Admin)

### UNPLANNED AND IMPORTANT ACTIVITIES

Item No.	Targets Set for Year	Targets Achieved	Analysis of Success/Failure
1.	Production of IRI Booklets	Five hundred copies were produced	Materials Supplied by BEAMS
2.	Production of "Hand-out for "LEADERSHIP" Newly Appointed School Administrators.	Two hundred and fifty copies were produced	
3.	Production of 10 000 Copies of Annual Appraisal Forms Teachers/Administrators	Forms were printed and stapled	Materials Supplied by ACEO (GT)
4.	Duplication of Minister of Education Budgets Speech	One thousand and five hundred copies were produced	
5.	Duplication of Regional Assessment (Region #4) Grades 7/8	Thirteen cartoons of assessment Papers were printed	Materials Supplied by R. Ed. O Region #4
6.	Reproduction of Ministry of Education's Supervisory Booklet	Two hundred and fifty copies were done	Materials Supplied by ACEO (I)
7.	Reproduction of "SAM" Booklets	Five Sets of 5 000 each	Materials Supplied by CDIU
8.	Reproduction of Easy Path Books Science Around Us Books 1 -6 Social Studies for Our Children Books 1 - 6	Three thousand copies of each Book was printed	Temporary Staff were employed to complete project.

### SPECIAL INITIATIVES

Item No.	Targets Set for Year	Targets Achieved	Analysis of Success/Failure
1.	Printing of Forms for Central Board of Guardian	Fifty thousand Forms were printed	Paper Supplied by Ministry of Human Services

Target set for year	Target Achieved	Analysis of Success or Failure
<p><b>Provide educational radio programmes to over 450 primary and all age schools, which enrich and support the curriculum (Broadcasts to Schools, Interactive Radio Instruction(IRI) Mathematics</b></p>		
<p>Scripting, Editing, Producing and transmitting lessons in Mathematics, English Language, Social Studies, Primary Science for Grades 3, 4, 5 and 6 pupils.</p>	<p>100%- All lessons scripted, edited and produced and transmitted in sequential order.</p>	<p>All programmes scripted and produced and transmitted.</p>
<p>Scripting and Editing lessons in IRI Mathematics for grade 1 pupils</p>	<p>81 lessons scripted and edited.</p>	<p>Scriptwriters have been achieving their targets. This is considered very satisfactory by the IRI team, given that the writing of the programmes did not commence at the beginning of the year.</p>
<p>Recording of IRI Mathematics lessons for Grade 1 pupils Production of worksheets and teachers guides for IRI programme Grade 1 pupils</p>	<p>60 lessons recorded. 60 worksheets and teacher guides completed.</p>	<p>Production staff has been achieving their targets. Scriptwriters and artists have been achieving their targets, despite the fact that the artist signed their contracts late.</p>
<p>Production of Notes to Teachers and timetables for Broadcasts to Schools</p>	<p>100% -All Notes to Teachers and Timetables printed.</p>	<p>Notes to teachers and timetables given to regions 3, 4, 5, 6, Georgetown and North Rupununi.</p>
<p>Distribution of Booklets- Notes to Teachers and Timetables</p>	<p>80% of Notes to Teachers and Timetables distributed.</p>	<p>There have been requests from private schools for Notes of teachers and timetables. Distribution done to most of the schools in Georgetown, the coastland as well as regions 8 and 9.</p>
<p>Dubbing of programmes</p>	<p>100% - schools in region</p>	<p>There has been an</p>

Target set for year	Target Achieved	Analysis of Success or Failure
	8 and 9 benefited from dubbing of programmes.	increase in requests for dubbing of the programmes from the schools in the interior. Programmes are being sent to Radio Paiwomak for broadcast.
<p><b>Disseminate information and issues with the education system by radio.</b>  <b>(Talking about Education)</b>            Editing, producing and transmitting programmes with a focus on educational initiatives.</p> <p><b>Workshops/Training</b>            IRI Production/Selection workshop programmes.</p> <p><b>Workshops with master trainers and Cluster advisors</b></p> <p><b>Visits</b>            Visits to Regions 3, 4, 5 and Georgetown (Broadcasts to Schools)</p> <p>Visits to pilot schools (BEAMS Innovative Technologies)</p>	<p>100%- All programmes produced and aired. Interviews, news, discussions, viewpoints reflecting educational issues and activities, reflecting initiatives of the Ministry of Education aired</p> <p>100%- An International Interactive Radio Instruction specialist conducted two weeks of workshop, administered tests and presented their findings and results.</p> <p>Training done in the uses of Information Technology package and techniques for the effective use of the Interactive Radio Instruction Programme.</p> <p>Visits to schools to assess broadcasts needs and provide support. Opportunity taken to distribute Notes to Teachers and Timetables. 75% distribution done during these visits. All planned visits to pilot schools completed</p>	<p>All programmes produced and aired.</p> <p>This workshop was designed to identify a potential radio producer and digital editor for the Interactive Radio Instruction programme.</p> <p>All planned training completed.</p> <p>All planned visits undertaken.</p> <p>All visits completed.</p>

Target set for year	Target Achieved	Analysis of Success or Failure
<b>UNPLANNED PROGRAMMES</b> <b>Testing of IRI Programmes</b> Testing of lessons in three Georgetown and five schools in North Rupununi.	All programmed lessons were utilized.	There is a formative evaluation, which sees an observer in each school daily. Information Gardner is being used in review process.
<b>Evaluation</b> Summative evaluation of IRI lessons	Through pre and post tests	A report has been submitted. The information on that is being used in the way forward.
<b>Nationwide Implementation of IRI lessons</b>	NIL	Due to non-procurement of radios to be distributed to schools.
<b>Nationwide Implementation of Information Technology</b>	NIL	Due to non-procurement of major implementation equipment.
<b>Recruitment of Staff DEIU</b>	NIL	There is need for two in-house scriptwriters
Interactive Radio Instruction	Scriptwriters, Implementation Officer, Digital Editor, Radio Producer, Musician, Artists, Actors	There is need for Administrative Assistant.
Information Technology	Administrative Assistant/It trainer Information Technology Trainer	There was one resignation in December, hence a vacancy for Operator Manager.
<b>Equipment:</b> Computer	Enhanced quality production of programmes	The computer was once shared but now being used exclusively by the IRI team. There is need for one to be procured by DEIU this has been promised but has not yet been realized.

**Administrative Unit**

Targets Set for Year	Targets Achieved	Analysis of Successes / Failure
<p>Train Thirty (30) Master Trainers for Education Management in the areas of Personnel Management, Staff Development for Educational Managers, Principles of Educational Management, Monitoring School Effectiveness, Financial Management, Education Management Leadership, The Governance of Schools, and Managing the Curriculum and Resources.</p>	<p>Twenty (201) Graduates completed.            Modules were printed.            Workshop for Master Trainers was conducted.            Master Trainers did continuous training in the eleven (11) Educational regions.            Reports, assignments, projects and results from examinations were submitted on time.</p>	<p>Funds were released on a timely basis.            Facilitators were available.            Trainers were keen in the course.</p> <p>Education Officers were very cooperative.</p>
<p>Train 250 school managers in Education Management.</p>	<p>Graduation ceremonies were held in graduands' respective regions.</p> <p>11 Educational regions benefited from continuous Management Training.</p>	<p>Specialist travelled countrywide to conduct training sessions. Funds were released on time. Participants were eager to learn. Education Officers were cooperative.</p>
<p>Train Professionals and Non-professional staff in Computer Software</p>	<p>Professional, Non-professional staff and 400 teachers were trained from the ten administrative regions in Computer software.</p>	<p>Specialist travelled countrywide to conduct training sessions. Funds were released on time. Participants were eager to learn. Education Officers were cooperative.</p>
<p>Conduct training session in modern technique of government filing system.            Training staff from various departments on the Ministry of Education including NCERD.</p>	<p>Improved filing system</p>	<p>Heads of departments approved the release of staff members. Staff members were eager to learn.</p>
<p>Train school-leavers in basis work ethnics.</p>	<p>Successful completion of work-study stint.</p>	<p>Funds were released to remunerate students for work-study period.</p>
<p>Re-roofing entire main building</p>	<p>Replacement of leaking zinc</p>	<p>Funds were available to</p>

Item No.	Targets Set for Year	Targets Achieved	Analysis of Successes / Failure
		sheets, with new pre-painted sheets.	execute work.
5	Repainting professional offices and replacing defective windows	All offices were repainted. The provision of a conducive working environment.	Funds were available to contract services for the execution of works.
6	The installation of windows and the grilling of same, in the equipment room of the Measurement and Evaluation Unit.	Installation was done likewise the grilling of the windows.	Funds were available to contract services for the execution of works.
7	The construction of a platform to house a 40-foot container to be used for storage.	The platform was cast. Container acquired and in use.	Funds were available to procure the services of a contractor
8	Installation of gutters where new roofing sheets were put.	Guttering was completed.	Funds were available to procure the services of a contractor for the installation.
9	Remodel of the Measurement and Evaluation Unit to provide additional working space.	Walls were removed. Inner step was constructed	Funds were available to procure the services of a contractor
10	Casting of enclosure where Guyana Power and Light (GPL) transformers are housed; to prevent overgrowth.	Casting was done	Funds were available to procure the services of a contractor
11	The installation of razor barbed wire along the northern and western fences to reduce the entry of vagrants.	Installation was done.	Funds were available to procure the services of a contractor
12	Partial completion (60%) of 250' revetment, to prevent the erosion and the collapse of fence adjacent to canal.	Revetment was constructed	Funds were available to procure contractor.  Land filling of revetment will be done in 2005.
13	Minimum down time for all equipment which are used for the execution of the organization work programme or contributes in some	All equipment were continuously serviceable	Monthly preventative maintenance was done, and spare parts were acquired on a timely basis.

Item No.	Targets Set for Year	Targets Achieved	Analysis of Successes / Failure
	aspect to a conducive working environment. These includes eight (8) Risographs, eight (8) photocopiers, seven (7) fax machines, thirty-eight (38) air-conditioned units and fire extinguishers.		Services were contracted as warranted.
14	Minimum down time of vehicle	Vehicles were always road-worthy.	Preventative maintenance was done on a timely basis.
15	Maintaining a clean and healthy working environment, external and internal.	The entire plant was worker friendly.	Funds were available to contract appropriate services e.g. for pest eradication, disposal of garbage, removal of sanitary waste, and landscaping of compound, and occasional general cleaning.
16	Acquisition and distribution of adequate materials on a timely basis, to all units for the execution of the organizations work programme.	Procurement was done on a timely basis.  Work programmes were completed on schedule.	Funds were available.  Requisitions were submitted prior to need.
17	Provision of comfortable accommodation for Voluntary Service Officers (UK) based. Mrs. Georgina Carew-Jones and Mr. Dan Bretherton.	Comfortable accommodation rented.	Funds were available to acquire accommodation.

CYRIL POTTER COLLEGE OF EDUCATIONREVIEW OF CURRENT YEAR'S PROGRAMME 2004

ITEM NO	TARGETS SET FOR 2004	TARGETS ACHIEVED	ANALYSIS OF SUCCESS AND FAILURE
	<p>Advertise in media for new intake. Requirements were to be clearly set e.g. a Minimum of four CXC at the General Proficiency Grades 1-3 Maths and English inclusive</p> <p>The provision of a clean comfortable, safe and healthy working environment for all staff and students</p>	<p>The total enrolment for the academic year 2003-2004 was 265 students</p> <p>Much work was produced by the academic staff.</p> <p>Collaboration with MOE and the Building Unit to ensure safety comfort of the buildings and grounds for all campuses.</p>	<p>Quality students were accepted low because many of the students who applied did not have both Mathematics and English at the required grade for entry in College</p> <p>Meetings were held with officials of MOE with a view of revisiting the entry qualifications for CPCE. A proposal was submitted but the final decision is still to be made.</p> <p>Staff were generally satisfied with enhancement programme</p> <p>Funds were disbursed by MOE for the enhancement programme. The Home Economics block however, still needs to be further</p>

ITEM NO	TARGETS SET FOR 2004	TARGETS ACHIEVED	ANALYSIS OF SUCCESS AND FAILURE
	<p>Maintenance of buildings – Plumbing, electrical needs, carpentry repairs, painting</p>	<p>Adequate telephone lines for emergencies and programme enhancement</p> <p>Timely provision of materials to keep the physical condition of the learning environment healthy and comfortable.</p> <p>Carpentry works, plumbing and electrical repairs e.g. Pipes in the Science laboratories were repaired. Underground pipes were also attended to and minor repairs were done to the buildings including the Principal's house. Bulbs were replaced in several areas</p>	<p>refurbished.</p> <p>MOE provided funds for an ongoing maintenance but these were inadequate especially to satisfy the electrical needs. Serious attention needs to be given to the electrical needs for instance existing transformers should be replaced by larger ones.</p>

ITEM NO	TARGETS SET FOR 2004	TARGETS ACHIEVED	ANALYSIS OF SUCCESS AND FAILURE
	Maintenance of equipment for curriculum delivery.	The photocopier and computers were repaired/maintained from time to time	The photocopier often breaks down. It is overworked hence there is need for at least one additional copier.
	Maintenance of vehicles	Vehicles were maintained continually	Timely release of funds. Vehicles however need overhauling e.g. carpeting of floors and need for new covering for seats. There is need for one driver.
	Maintenance and enhancement of campus grounds	Road repairs were conducted. Planting of flowers to add to the scenic beauty of the campus	<p>Special contribution (from sports committee) repaired main road(6<sup>th</sup> street entrance)</p> <p>Hardworking farm hand.</p> <p>Further landscaping needs to be done particularly to the field/playground as the ground is not level and it is too low. Hence, flooding occurs if there is one heavy downpour of rain.</p> <p>The College fence needs to be completed urgently. The compound is paraded by many animals (horses, sheep, cows, dogs, cats, goats) throughout the entire day. Recently, the dogs have been rushing to attack people.</p>

ITEM NO	TARGETS SET FOR 2004	TARGETS ACHIEVED	ANALYSIS OF SUCCESS AND FAILURE
	<p>Nutritious meals for VSOs, Peace Corps staff. Resident and needy students and Administrative staff.</p> <p>Adequate stipends for Pre-Service students</p>	<p>BEACON FOUNDATION supplied meals for students. The Principal, VSOs and Peace Corps staff received adequate and nutritious meals.</p> <p>Students continued to receive a monthly stipend.</p>	<p>Difficulties were experienced because of late payments by MOE to caterers. Meetings have been held and a proposal has been made for Beacon to be paid in advance for meals. A decision is to be made by finance officers.</p> <p>No increase was granted. It is however hoped that an increase will be given in 2005 to help students to cope with rising transportation and other costs</p>

ADMINISTRATIVE

ITEM NO	TARGETS SET FOR 2004	TARGETS ACHIEVED	ANALYSIS OF SUCCESS AND FAILURE
	<p>The provision of knowledgeable, skilled and competent teachers for all levels of the school system</p>	<p>Completion of the first batch of students on the semesterised programme – 361 students completed training. The overall percentages passed for each programme are as follows:</p> <p>Early Childhood: 61            Primary: 73            Secondary Academic: 75            Secondary Pre-Vocational: 82</p> <p>A total of 113 students graduated at the secondary level in the following options:</p> <p>Mathematics: 8            Science: 17            English: 31            Social Studies: 22            Agricultural Science: 14            Home Economics: 15            Industrial Arts: 5</p>	<p>The students who have successfully completed their training will fill crucial vacancies at all levels of the school system. A total of 20 academic members of staff left during 23004. Staff shortages affected the overall pass rate. Some students were unable to do years one and two resist because exams results were not available in a timely manner (Marking of papers fell behind).</p>

ITEM NO	TARGETS SET FOR 2004	TARGETS ACHIEVED	ANALYSIS OF SUCCESS AND FAILURE
	<p>Expanded training programmes to include Business Education, Information Technology, Physical Education, Special Needs Education, Music, Art and Modern Languages in the secondary programmes.</p> <p>Improved staff development programmes available for all categories of staff in order to enhance programme delivery and support given to trainees.</p>	<p>The Curriculum has been expanded at the secondary level to include Business Education, Information Technology, French, Special Needs Education.</p> <p>Members of staff continue to attend MOE workshops. Some staff members have participated in overseas workshops and have shared information with other staff members during C.P.C.E. staff development sessions</p> <p>Modern Languages staff member (and all modern language students) exposed to a programme in Portuguese.</p>	<p>Staff shortages affected the completion of some programmes. There were staff shortages in Art, Modern Languages, Social Studies, English, Reading, Education, Science and Information Technology. This has led to a</p> <p>(i) heavy dependence on part time staff which proved very difficult by the end of the reporting session.</p> <p>(ii) heavy reliance on retired staff</p> <p>(iii) Young inexperienced lecturers.</p> <p>Overseas workshops helped to make staff aware of current curriculum practice in other parts of the hemisphere, provided up to date literature and opportunities to observe some of the practices</p> <p>Mr. Dixie Harry (a Guyanese) from the Wizard Language Institute in Brazil ran a programme in Portuguese at Cyril Potter College of Education during the</p>

ITEM NO	TARGETS SET FOR 2004	TARGETS ACHIEVED	ANALYSIS OF SUCCESS AND FAILURE
	<p>Increase computer internet services so that staff could access materials for programme delivery.</p> <p>Well written and documented modules Available for DE programme delivery.</p>	<p>Staff development sessions were held in many other areas e.g. Staff receive training in Special Needs Education for inclusive classrooms.</p> <p>A special needs unit had also been set up</p> <p>Internet services secured but faulty container affected use by staff.</p> <p>Modules were written for Physical Education, Special Needs Education and Information Technology.</p> <p>Some modules were sent for editing and review</p>	<p>August vacation.</p> <p>This programme was free of cost. He was assisted by his students who were on a visit to Guyana. Ministry of Education in collaboration with OAS facilitated a two day workshop in Special Needs Education. Other sessions are still to be arranged.</p> <p>OAS has funded the setting up of the Unit. Some help was also received from VSO office in providing stationery. Computer lab had to be closed because of leaking container. Laparkan did repairs but lab was still faulty. Hence, second set of repairs had to be done.</p> <p>VSO staff prepared the modules for Information Technology and Special Needs Education. Staff shortages and scarce human resources have affected the preparation of Music and Art modules (especially because these modules have to have a pedagogical input). GBET/CIDA funded review and editing.</p>

ITEM NO	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS FAILURE
	<p>The development of flexible programmes to facilitate students entering with higher qualifications e.g. diplomas, degrees. Recruitment of staff to facilitate programmes.</p> <p>Well-trained teachers in literacy and numeracy skills</p>	<p>Trainees were invited to read for advanced programmes of study. Over 100 applications were received</p> <p>Literacy Intervention programme implemented – A President Bush initiative. Reading Room at College and the Libraries at pilot schools have been enhanced with equipment (e.g. computer) and a wide variety of print materials.</p> <p>Literacy Training Programme for Teaching of Reading staff at New Amsterdam and Turkeyen Centers. Facilitated the work of Reading Specialist. Assisted in the supervision and monitoring of pilot schools.</p>	<p>This process is to be continued.</p> <p>Staff shortages hindered the development of flexible programmes and the implementation of the programmes. Efforts to recruit adequate staff were not very successful.</p> <p>Much co-ordination between GOG (MOE/CPCE) and USAID (Project Organizers). Timely release of funds for various aspects of project e.g. workshops, purchase of print and other materials.</p> <p>Ministry of Education provided transportation for Reading Specialist to do school visits and distribute materials.</p>

ITEM NO	TARGETS SET FOR 2004	TARGETS ACHIEVED	ANALYSIS OF SUCCESS AND FAILURE
	<p>Preparation for and training of master trainers and cluster advisors</p> <p>Consolidation of work by TEAB (Teacher Education Advisory Board)</p> <p>Work attachment programmes</p>	<p>Preparations made for training of master trainers and cluster advisors. Training programmes conducted for master trainers and cluster advisors in Georgetown and Region 2.</p> <p>Held monthly and other meetings</p> <p>Liaised with firms to accommodate student teachers</p>	<p>Only 4 master trainers and 24 cluster advisors appointed by Tender Board. The remaining master trainers and cluster advisors are still to be appointed. The delay in appointment has hindered the smooth implementation of the project. The cluster advisors; appointment will take effect from January 2005</p> <p>Commitment of the TEAB</p> <p>This was not successful. Late contact with agencies resulted in clash with M.O.E's efforts to secure places for students of Secondary Schools. Arrangement must be made early in 2005 so the attachments can be completed before graduation</p>

### 4.3.3 ADMINISTRATIVE

ITEM NO	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS FAILURE
4.3.3	<p>Well trained teachers for all levels of the school system.</p> <p>Efficiently run centers facilitating certificate programmes.</p>	<p>Monthly visits to centers by the VP (Dev) and Heads of Departments monitored programme delivery, and student performance.</p> <p>Monthly meetings were held for the HOCs Hinterland Tutor Training Workshops were held for Regions 1 and 9 prior to commencement of each semester.</p>	<p>Ensured that correct programmes were followed.</p> <p>Provision of necessary support to staff and students e.g. Some centers received additional support for Mathematics and in some Education courses.</p> <p>In some instances print materials could not be supplied because of inadequate photocopying facilities.</p> <p>GOG provided adequate funding through some degree of difficulty was initially experienced with new financial arrangements.</p> <p>GBET facilitated funding for Tutor Training Workshops for Regions 1 and 9. Admirable student performance in Region 1</p>

ITEM NO	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS FAILURE
	<p>Establishing the Trained Teachers' Certificate Programme in Region 9.</p>	<p>Review and evaluation of the GBET Foundation and Certificate Programmes by CIDA.</p> <p>First draft of report was presented at PSC held in November, Region 9 – Stakeholder workshop 19<sup>th</sup> August, 2004.</p> <p>Launch of CPCE Centre 29<sup>th</sup> November, 2004</p>	<p>Review was successful because of effective collaboration among MOE, GBET, CPCE and consultants.</p> <p>The presentation of the first draft allowed for clarification and feedback.</p> <p>Final draft of the report will be presented in 2005.</p> <p>GBET funded. Excellent organization aided success.</p> <p>Some caterers, transport officers, etc experienced difficulties in receiving prompt payment for services rendered. The warrant system was introduced and this brought some form of relief. Region 8 and to a lesser extent Region 9 still have to have an improved system of payment.</p>



ITEM NO	TARGETS SET	TARGETS ACHIEVED	ANALYSIS OF SUCCESS FAILURE
	Teacher Education Conference	<p>in honour of Francis Ashley Vaughn-Cook, the longest serving Principal of the Institution. Members of the family from USA attended ceremony.</p> <p>Conducted the Library renaming ceremony in September 2004.</p> <p>Two day symposium aimed at developing a policy for teacher Education in Guyana was held in November 2004</p>	<p>Two groups of Secondary Students which helped to raise funds through their Community projects (PSS2 and PV2)</p> <p>The handbook on the Institution is still to be completed. Late graduation exercise for the academic year 2003-2004 affected the timely completion of this exercise. The handbook will therefore be completed in 2005.</p> <p>GOG in collaboration with the BEAMS Project sponsored the symposium. Timely preparation of papers by presenters Late notices of symposium affected attendance of some regions. Nevertheless participation of those in attendance was excellent. Draft is being prepared. The success of the symposium was due mainly to the dedication of the TEAB.</p>

5.0

**REVIEW OF SPECIAL INITIATIVES**

5.1.0 **GUYANA INDUSTRIAL TRAINING CENTRE**

**Special Initiatives**

Work was carried out on the open classroom and refrigeration shop. The open classroom has been enlarged and would be rearranged to accommodate modern outfit for Audio/Visual presentations for class work and staff workshops. The open classroom is nearing completion. Windows and doors are required for installation.

The refrigeration shop is forty percent (40%) completed. Work on this workshop would continue in the next quarter.

## 5.1.2

### **ESSEQUIBO TECHNICAL INSITITUTE**

#### **SPECIAL INITATIVES**

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

Participation in Mashramani celebration

Participation in Essequibo Night

- (a) Small Engine Repairs - (Summer)
- (b) House Wiring Electrical Installation - (Summer)
- (c) Computer Course for Secondary School - (Summer)
- (d) Computing for Professionals - (Summer)
- (e) Basic Radio, Television & Electronic Servicing - (Summer)

Participation in Job Fair

Development of a playing field on the Campus

Completion of upper floor at E.T.I.

Additional work done to Admin Office

Building of infrastructure to accommodate water storage tank so as to improve water supply

#### **PARTICIPATION OF ESSEQUIBO NIGHT**

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

At the display at the Anna Regina Community Center Ground, our booth was the most Impressive. The President spent a prolonged period and commended our efforts, Especially since we are a new institution. This event was held on 29<sup>th</sup> and 30<sup>th</sup> October 2004.

#### **GRADUATION & EXTERNAL EXAM (G.T.E.E.) 2004**

E.T.I. entered its second batch of students for external exams. From the nine (9) courses offered, a total of fifty-five (55) students wrote the exams. Our rate of success was fair as of this total twenty-six (26) passed, one (1) failed, and twenty-eight (28) were referred.

On 19<sup>th</sup> November,2004, we held our second graduation exercise. Our support and attendance was reasonable. However, there are some areas we still need to improve on and

at the moment we are documenting procedures to be followed in areas that are important so that this exercise could be formalized.

The following courses will commence in January 12, 2005:

- |    |                         |          |
|----|-------------------------|----------|
| 1. | Elementary Computer     | 10 Weeks |
| 2. | Intermediate Computer   | 10 Weeks |
| 3. | Advanced Computer       | 10 Weeks |
| 4. | WEB Design              | 6 Months |
| 5. | Automotive Mechanics    | 6 Months |
| 6. | Fitting & Machining     | 6 Months |
| 7. | Welding                 | 6 Months |
| 8. | Electrical Installation | 6 Months |
| 9. | Carpentry & Joinery     | 6 Months |

### **CONCLUSION**

In the initial stages a new institution has to go through a lot of trials and errors. E.T.I. has had its fair share, severe disruption in electricity supply, staff shortage, drop out of students from programmes due to lack of sufficient funding in critical areas have continually plagued our operations. We, however, have not given up in despair.

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

A restless urge has now descended on staff and students to make the institution better and more prosperous for the year 2005.

**5.1.3**

**PRESIDENT'S COLLEGE**

During the year, the College sold Agricultural products as reasonable prices to the Golden Grove Residents and supplied potable water to them.

In December, the school's Silver Sonics Steel Orchestra entertained the folks at the Cheshire Home at Mahaica, and Citizens from the Enmore/Cove and John area.

The P.T.A took over the College's Canteen in September 2004 and made extensive profits which would be utilized for the improvement of the College.

The college monitored the rehabilitation of the Dinning Hall, repainting of Teaching Block, the construction of a new trestle furnished with water tanks at Dorm 3 and installation of a new pump and motor for the Well.

## 6.1

**DETAILS OF CURRENT EXPENDITURE**  
**PROGRAMME DETAILS**

Agency: 41- Ministry of Education  
Programme: 411 – Main Office

Acct. Cod	Details of Expenditure	Actual 2003	Budget 2004	Revised 2004
<b>Total</b>	<b>Wages and Salaries</b>	28,057	28,982	30,240
6111	Administrative	0	0	0
6112	Senior Technical	0	0	0
6113	Other Technical and Craft Skilled	0	324	313
6114	Clerical and Office Support	3,586	3,348	3,076
6115	Semi-Skilled Operatives and Unskilled	622	324	
6116	Contracted Employees	23,809	24,986	26,326
6117	Temporary Employees	0	0	0
<b>Over</b>	<b>Head Expenditure</b>	1,512	2,860	479
6131	Other Direct Labour Costs	157	160	0
6132	Incentives	0	0	0
6133	Benefits and Allowances	548	1,800	155
6134	National Insurance	807	900	319
6135	Pensions	0	0	0
<b>Revision</b>	<b>of Wages and Salaries</b>	0	0	0
6141	Revision of Wages and Salaries	0	0	0
<b>Expenses</b>	<b>Specific for the Agency</b>	0	0	0
6211	Expenses Specific to the Agency	0	0	0
<b>Materials,</b>	<b>Equipment and Supplies</b>	1,817	1,910	1,799
6221	Drugs and Medical Supplies	65	75	28
6222	Field Materials and Supplies	417	450	408
6223	Office Materials and Supplies	973	1,000	981
6224	Print and Non-Print Materials	362	385	382
<b>Fuel and</b>	<b>Lubricant</b>	125	185	185
6231	Fuel and Lubricants	125	185	185
<b>Rental</b>	<b>and Maintenance of Buildings</b>	2,225	2,279	2,257
6241	Rental of Buildings	0	0	0
6242	Maintenance of Buildings	2,056	2,100	2,067
6243	Janitorial and Cleaning Supplies	169	179	172
<b>Maintenance</b>	<b>of Infrastructure</b>	0	0	0
6251	Maintenance of Roads	0	0	0
6252	Maintenance of Bridges	0	0	0
6253	Maintenance of Drainage and Irrigation Works	0	0	0
6254	Maintenance of Sea and River Defenses	0	0	0
6255	Maintenance of Other Infrastructure	0	0	0

**DETAILS OF CURRENT EXPENDITURE**  
**PROGRAMME DETAILS**

Agency: 41- Ministry of Education

Programme: 411 – Main Office

Acct. Cod	Details of Expenditure	Actual 2003	Budget 2004	Revised 2004
<b>Transport,</b>	<b>Travel and Postage</b>	1,854	2,042	1,221
6261	Local Travel and Subsistence	1,542	1,692	904
6262	Overseas Conference and Official Visits	0	0	0
6263	Postage, Telex and Cablegrams	37	50	23
6264	Vehicles Spares and Service	275	300	295
6265	Other Transport, Travel and Postage	0	0	0
<b>Utility</b>	<b>Charges</b>	2,201	2,412	2,857
6271	Telephone Charges	1,751	1,927	2,372
6272	Electricity Charges	300	335	335
6273	Water Charges	150	150	150
<b>Other</b>	<b>Goods and Services purchased</b>	2,347	2,457	2,297
6281	Security Services	1,343	1,410	1,363
6282	Equipment Maintenance	738	758	614
6283	Cleaning and Extermination Services	132	122	115
6284	Other	134	167	204
<b>Other</b>	<b>Operating Expenses</b>	1,591	1,463	1,420
6291	National and Other Events	649	750	704
6292	Dietary	0	0	0
6293	Refreshment and Meals	657	600	605
6294	Other	285	113	112
<b>Education</b>	<b>Subventions and Training</b>	20,120	20,626	20,626
6301	Education Subventions and grants	20,120	20,626	20,626
6302	Training (including Scholarships)	0	0	0

**DETAILS OF CURRENT EXPENDITURE**  
**PROGRAMME DETAILS**

Agency: **41- Ministry of Education**

Programme: **412 – National Education Policy – Implementation and Supervision**

<b>Acct. Cod</b>	<b>Details of Expenditure</b>	<b>Actual 2003</b>	<b>Budget 2004</b>	<b>Revised 2004</b>
<b>Total</b>	<b>Wages and Salaries</b>	46,977	48,544	44,832
6111	Administrative	2,520	2,679	882
6112	Senior Technical	28,434	26,820	26,400
6113	Other Technical and Craft Skilled	0	1,008	998
6114	Clerical and Office Support	6,231	5,002	5,331
6115	Semi-Skilled Operatives and Unskilled	1,040	1,011	623
6116	Contracted Employees	8,752	12,024	10,598
6117	Temporary Employees	0	0	0
<b>Over</b>	<b>Head Expenditure</b>	8,265	7,752	6190
6131	Other Direct Labour Costs	78	100	69
6132	Incentives	0	0	0
6133	Benefits and Allowances	5,935	5,600	4,238
6134	National Insurance	2,252	2,052	1,883
6135	Pensions	0	0	0
<b>Revision</b>	<b>of Wages and Salaries</b>	0	0	0
6141	Revision of Wages and Salaries	0	0	0
<b>Expenses</b>	<b>Specific for the Agency</b>	0	0	0
6211	Expenses Specific to the Agency	0	0	0
<b>Materials,</b>	<b>Equipment and Supplies</b>	4,278	6,570	6,659
6221	Drugs and Medical Supplies	164	175	165
6222	Field Materials and Supplies	1,174	1,295	1,285
6223	Office Materials and Supplies	1,950	2,450	2,444
6224	Print and Non-Print Materials	990	2,650	2,765
<b>Fuel and</b>	<b>Lubricant</b>	0	0	53
6231	Fuel and Lubricants	0	0	53
<b>Rental</b>	<b>and Maintenance of Buildings</b>	1,0143	1,151	54,934
6241	Rental of Buildings	5	80	60
6242	Maintenance of Buildings	637	683	54,540
6243	Janitorial and Cleaning Supplies	371	388	335
<b>Maintenance</b>	<b>of Infrastructure</b>	56	65	0
6251	Maintenance of Roads	0	0	0
6252	Maintenance of Bridges	0	0	0
6253	Maintenance of Drainage and Irrigation Works	0	0	0
6254	Maintenance of Sea and River Defenses	0	0	0
6255	Maintenance of Other Infrastructure	56	65	0

**DETAILS OF CURRENT EXPENDITURE**  
**PROGRAMME DETAILS**

Agency: 41- Ministry of Education

Programme: 412 – National Education Policy – Implementation and Supervision

Acct. Cod	Details of Expenditure	Actual 2003	Budget 2004	Revised 2004
<b>Transport,</b>	<b>Travel and Postage</b>	2,562	2,782	2,875
6261	Local Travel and Subsistence	2,547	2,762	2,866
6262	Overseas Conference and Official Visits	0	0	0
6263	Postage, Telex and Cablegrams	15	20	9
6264	Vehicles Spares and Service	0	0	0
6265	Other Transport, Travel and Postage	0	0	0
<b>Utility</b>	<b>Charges</b>	3,596	3,729	4,494
6271	Telephone Charges	1,496	1,496	2,261
6272	Electricity Charges	1,700	1,870	1,870
6273	Water Charges	400	363	363
<b>Other</b>	<b>Goods and Services purchased</b>	1,443	1,552	1,736
6281	Security Services	0	0	0
6282	Equipment Maintenance	1,024	1,102	1,360
6283	Cleaning and Extermination Services	198	210	209
6284	Other	221	240	168
<b>Other</b>	<b>Operating Expenses</b>	8,760	7,959	8,143
6291	National and Other Events	7,733	6,875	7,144
6292	Dietary	0	0	0
6293	Refreshment and Meals	987	1,032	959
6294	Other	40	52	40
<b>Education</b>	<b>Subventions and Training</b>	17,522	19,139	14,229
6301	Education Subventions and grants	235	375	317
6302	Training (including Scholarships)	17,287	18,764	13,912

**DETAILS OF CURRENT EXPENDITURE**  
**PROGRAMME DETAILS**

Agency: **41- Ministry of Education**  
Programme: **413 – Ministry Administration**

<b>Acct. Cod</b>	<b>Details of Expenditure</b>	<b>Actual 2003</b>	<b>Budget 2004</b>	<b>Revised 2004</b>
<b>Total</b>	<b>Wages and Salaries</b>	86,428	83,231	80,179
6111	Administrative	10,732	10,200	9,636
6112	Senior Technical	8,632	6,312	6,474
6113	Other Technical and Craft Skilled	9,313	7,980	6,987
6114	Clerical and Office Support	33,711	34,344	33,482
6115	Semi-Skilled Operatives and Unskilled	11,972	10,324	10,705
6116	Contracted Employees	10,285	11,698	10,771
6117	Temporary Employees	1,783	2,373	2,620
<b>Over</b>	<b>Head Expenditure</b>	18,672	18,388	14,376
6131	Other Direct Labour Costs	5,938	4,971	5,376
6132	Incentives	0	0	0
6133	Benefits and Allowances	6,940	7,945	3,754
6134	National Insurance	5,794	5,472	5,246
6135	Pensions	0	0	0
<b>Revision</b>	<b>of Wages and Salaries</b>	0	0	0
6141	Revision of Wages and Salaries	0	0	0
<b>Expenses</b>	<b>Specific for the Agency</b>	0	0	0
6211	Expenses Specific to the Agency	0	0	0
<b>Materials,</b>	<b>Equipment and Supplies</b>	67,420	332,051	337,406
6221	Drugs and Medical Supplies	450	471	471
6222	Field Materials and Supplies	4,881	5,205	3,869
6223	Office Materials and Supplies	8,485	9,875	8,804
6224	Print and Non-Print Materials	53,604	316,500	324,257
<b>Fuel and</b>	<b>Lubricant</b>	680	4,275	4,275
6231	Fuel and Lubricants	680	4,275	4,275
<b>Rental</b>	<b>and Maintenance of Buildings</b>	24,164	25,300	30,603
6241	Rental of Buildings	3,764	3,940	2,372
6242	Maintenance of Buildings	19,100	19,975	25,765
6243	Janitorial and Cleaning Supplies	1,300	1,385	1,300
<b>Maintenance</b>	<b>of Infrastructure</b>	3,443	3,599	3,584
6251	Maintenance of Roads	0	0	0
6252	Maintenance of Bridges	0	0	0
6253	Maintenance of Drainage and Irrigation Works	0	0	0
6254	Maintenance of Sea and River Defenses	0	0	0
6255	Maintenance of Other Infrastructure	3,443	3,599	3,584

**DETAILS OF CURRENT EXPENDITURE**  
**PROGRAMME DETAILS**

Agency: 41- Ministry of Education  
Programme: 413 – Ministry Administration

Acct. Cod	Details of Expenditure	Actual 2003	Budget 2004	Revised 2004
<b>Transport,</b>	<b>Travel and Postage</b>	33,369	35,860	34,122
6261	Local Travel and Subsistence	14,657	14,952	16,516
6262	Overseas Conference and Official Visits	0	0	0
6263	Postage, Telex and Cablegrams	1,187	1,783	1,757
6264	Vehicles Spares and Service	5,383	6,435	6,434
6265	Other Transport, Travel and Postage	12,142	12,690	12,415
<b>Utility</b>	<b>Charges</b>	25,554	27,730	27,952
6271	Telephone Charges	4,760	4,985	5,207
6272	Electricity Charges	18,234	20,060	20,060
6273	Water Charges	2,560	2,685	2,685
<b>Other</b>	<b>Goods and Services purchased</b>	77,860	86,295	89,392
6281	Security Services	21,122	20,800	18,503
6282	Equipment Maintenance	7,282	14,090	7,715
6283	Cleaning and Extermination Services	1,344	1,955	1,278
6284	Other	48,112	49,450	61,896
<b>Other</b>	<b>Operating Expenses</b>	83,991	103,712	81,129
6291	National and Other Events	420	450	296
6292	Dietary	80,000	100,000	77,661
6293	Refreshment and Meals	1,790	1,832	1,778
6294	Other	1,772	1,430	1,393
<b>Education</b>	<b>Subventions and Training</b>	47,341	50,360	48,350
6301	Education Subventions and grants	45,000	47,500	47,499
6302	Training (including Scholarships)	2,341	2,860	851

**DETAILS OF CURRENT EXPENDITURE**  
**PROGRAMME DETAILS**

Agency: **41- Ministry of Education**  
Programme: **414 – Training and Development**

Acct. Cod	Details of Expenditure	Actual 2003	Budget 2004	Revised 2004
<b>Total</b>	<b>Wages and Salaries</b>	141,551	147,455	132,624
6111	Administrative	4,060	5,964	5,320
6112	Senior Technical	60,290	53,052	46,426
6113	Other Technical and Craft Skilled	8,116	9,144	6,783
6114	Clerical and Office Support	15,534	14,091	13,340
6115	Semi-Skilled Operatives and Unskilled	8,833	10,704	10,188
6116	Contracted Employees	19,237	21,00	25,543
6117	Temporary Employees	25,475	33,500	25,024
<b>Over</b>	<b>Head Expenditure</b>	12,614	13,372	9,739
6131	Other Direct Labour Costs	1,961	2,816	1,599
6132	Incentives	0	0	0
6133	Benefits and Allowances	3,756	4,700	2,393
6134	National Insurance	6,897	5,856	5,747
6135	Pensions	0	0	0
<b>Revision</b>	<b>of Wages and Salaries</b>	0	0	0
6141	Revision of Wages and Salaries	0	0	0
<b>Expenses</b>	<b>Specific for the Agency</b>	0	0	0
6211	Expenses Specific to the Agency	0	0	0
<b>Materials,</b>	<b>Equipment and Supplies</b>	19,294	32,068	24,622
6221	Drugs and Medical Supplies	432	485	464
6222	Field Materials and Supplies	4,211	6,151	7,370
6223	Office Materials and Supplies	5,500	5,850	6,039
6224	Print and Non-Print Materials	9,151	9,602	10,749
<b>Fuel and</b>	<b>Lubricant</b>	1,970	2,075	2,075
6231	Fuel and Lubricants	1,970	2,075	2,075
<b>Rental</b>	<b>and Maintenance of Buildings</b>	22,850	23,958	21,834
6241	Rental of Buildings	3,335	3,490	3,490
6242	Maintenance of Buildings	18,080	18,913	16,660
6243	Janitorial and Cleaning Supplies	1,435	1,555	1,684
<b>Maintenance</b>	<b>of Infrastructure</b>	4,906	5,526	3,854
6251	Maintenance of Roads	0	0	0
6252	Maintenance of Bridges	0	0	0
6253	Maintenance of Drainage and Irrigation Works	0	0	0
6254	Maintenance of Sea and River Defenses	0	0	0
6255	Maintenance of Other Infrastructure	4,906	5,526	3,854

**DETAILS OF CURRENT EXPENDITURE**  
**PROGRAMME DETAILS**

Agency: 41- Ministry of Education  
Programme: 414 – Training and Development

<b>Acct. Cod</b>	<b>Details of Expenditure</b>	<b>Actual 2003</b>	<b>Budget 2004</b>	<b>Revised 2004</b>
<b>Transport,</b>	<b>Travel and Postage</b>	7,081	8,169	7,951
6261	Local Travel and Subsistence	5,570	6,476	5,594
6262	Overseas Conference and Official Visits	0	00	0
6263	Postage, Telex and Cablegrams	35	45	45
6264	Vehicles Spares and Service	1,386	1,559	2,217
6265	Other Transport, Travel and Postage	90	95	95
<b>Utility</b>	<b>Charges</b>	19,186	19,941	30,517
6271	Telephone Charges	2,327	2,435	3,493
6272	Electricity Charges	14,284	14,526	23,215
6273	Water Charges	2,575	2,980	3,809
<b>Other</b>	<b>Goods and Services purchased</b>	32,388	33,663	35,256
6281	Security Services	18,543	19,478	19,986
6282	Equipment Maintenance	5,474	5,740	8,061
6283	Cleaning and Extermination Services	2,007	2,135	1,996
6284	Other	6,364	6,310	5,212
<b>Other</b>	<b>Operating Expenses</b>	51,540	53,920	56,668
6291	National and Other Events	7,627	7,980	7,461
6292	Dietary	40,000	41,850	45,764
6293	Refreshment and Meals	1,095	1,145	1,45
6294	Other	2,818	2,945	2,299
<b>Education</b>	<b>Subventions and Training</b>	73,104	96,449	78,967
6301	Education Subventions and grants	32,341	33,850	33,477
6302	Training (including Scholarships)	40,763	62,599	45,490

**DETAILS OF CURRENT EXPENDITURE**  
**PROGRAMME DETAILS**

Agency: 41- Ministry of Education  
Programme: 415 – Education Delivery

Acct. Cod	Details of Expenditure	Actual 2003	Budget 2004	Revised 2004
<b>Total</b>	<b>Wages and Salaries</b>	1,301,252	1,436,633	1,302,774
6111	Administrative	251,421	265,862	239,443
6112	Senior Technical	664,808	722,854	661,606
6113	Other Technical and Craft Skilled	217,412	255,147	235,086
6114	Clerical and Office Support	27,935	28,390	27,262
6115	Semi-Skilled Operatives and Unskilled	105,530	114,336	107,919
6116	Contracted Employees	768	1,344	2,677
6117	Temporary Employees	33,378	48,700	28,782
<b>Over</b>	<b>Head Expenditure</b>	129,920	140,376	129,814
6131	Other Direct Labour Costs	21,484	22,834	28,420
6132	Incentives	0	0	0
6133	Benefits and Allowances	19,436	19,838	5,227
6134	National Insurance	89,000	97,704	96,167
6135	Pensions	0	0	0
<b>Revision</b>	<b>of Wages and Salaries</b>	0	0	0
6141	Revision of Wages and Salaries	0	0	0
<b>Expenses</b>	<b>Specific for the Agency</b>	0	0	0
6211	Expenses Specific to the Agency	0	0	0
<b>Materials,</b>	<b>Equipment and Supplies</b>	65,118	67,298	62,876
6221	Drugs and Medical Supplies	913	1,054	1,041
6222	Field Materials and Supplies	37,331	39,020	34,639
6223	Office Materials and Supplies	8,683	9,174	9,167
6224	Print and Non-Print Materials	18,191	18,050	18,029
<b>Fuel and</b>	<b>Lubricant</b>	1,048	1,195	1,080
6231	Fuel and Lubricants	1,048	1,195	1,080
<b>Rental</b>	<b>and Maintenance of Buildings</b>	67,084	243,835	188,734
6241	Rental of Buildings	5,030	5,557	5,083
6242	Maintenance of Buildings	55,218	231,103	177,189
6243	Janitorial and Cleaning Supplies	6,836	7,175	6,463
<b>Maintenance</b>	<b>of Infrastructure</b>	38,400	40,271	40,271
6251	Maintenance of Roads	0	0	0
6252	Maintenance of Bridges	0	0	0
6253	Maintenance of Drainage and Irrigation Works	0	0	0
6254	Maintenance of Sea and River Defenses	0	0	0
6255	Maintenance of Other Infrastructure	38,400	40,271	40,271

**DETAILS OF CURRENT EXPENDITURE**  
**PROGRAMME DETAILS**

Agency: 41- Ministry of Education  
Programme: 415 - Education Delivery

Acct. Cod	Details of Expenditure	Actual 2003	Budget 2004	Revised 2004
<b>Transport,</b>	<b>Travel and Postage</b>	6,152	7,559	6,567
6261	Local Travel and Subsistence	3,671	4,855	3,897
6262	Overseas Conference and Official Visits	0	0	0
6263	Postage, Telex and Cablegrams	104	120	108
6264	Vehicles Spares and Service	2,377	2,584	2,564
6265	Other Transport, Travel and Postage	0	0	0
<b>Utility</b>	<b>Charges</b>	58,656	64,550	64,550
6271	Telephone Charges	4,395	4,758	4,758
6272	Electricity Charges	36,351	39,990	39,990
6273	Water Charges	17,910	19,802	19,802
<b>Other</b>	<b>Goods and Services purchased</b>	154,406	156,789	157,287
6281	Security Services	126,058	127,078	121,676
6282	Equipment Maintenance	12,141	12,697	14,630
6283	Cleaning and Extermination Services	14,457	15,155	19,124
6284	Other	1,750	1,859	1,858
<b>Other</b>	<b>Operating Expenses</b>	6,754	7,992	7,734
6291	National and Other Events	4,926	5,952	5,713
6292	Dietary	782	900	900
6293	Refreshment and Meals	635	675	675
6294	Other	411	465	447
<b>Education</b>	<b>Subventions and Training</b>	834,936	972,187	967,127
6301	Education Subventions and grants	826,216	952,637	949,937
6302	Training (including Scholarships)	8,720	19,550	17,190

**MINISTRY OF EDUCATION**  
**APPROPRIATION ACCOUNT**

**CAPITAL – 543**

<b>Sub- Head</b>	<b>Sub-Head titles</b>	<b>Budget 2004</b>	<b>Revised Budget 2004</b>	<b>Actual 2003</b>
12-001	Nursery, Primary & Secondary	50,000,000	56,000,000	85,000,000
12-002	President's College	5,000,000	5,000,000	10,000,000
12-007	National Library	6,000,000	6,000,000	10,000,000
12-005	Craft Production and Design	1,800,000	1,800,000	
12-009	Critchlow Labour College	1,900,000	1,900,000	1,599,000
12-010	Kuru Kuru College	1,800,000	1,800,000	2,000,000
12-012	University of Guyana, Turkeyen	30,000,000	30,000,000	36,700,000
12-013	University of Guyana, Berbice	73,000,000	73,000,000	82,000,000
26-002	GBET	2,000,000	2,000,000	70,000,000
26-003	New Amsterdam Technical Institute	10,000,000	10,000,000	1,808,000
26-004	Other Equipment	4,000,000	4,000,000	4,000,000
26-005	Guyana Technical Institute	112,000,000	112,000,000	92,000,000
26-007	Guyana Industrial Training Centre	5,000,000	5,000,000	5,000,000
26-008	Carnegie School of Home Economics	3,600,000	3,600,000	2,000,000
26-009	School Furniture and Equipment	20,000,000	20,000,000	20,000,000
26-010	Resource Development Centre	4,000,000	4,000,000	5,000,000
26-011	Development of Text Books	23,000,000	23,000,000	32,000,000
45-003	Linden Technical Institute	10,000,000	10,000,000	15,000,000