

## **Draft Education Sector Reform and Innovation**

### **Executive Summary**

The Education System has been performing unsatisfactorily as revealed in the results of the National Grades 2, 4, 6 and 9 Assessments and the CSEC examination. Despite increased funding to the sector, there has not been a corresponding improvement in the quality of Education Delivery.

After wide consultations, organizational changes for significantly better results at the various levels were proposed. These changes will affect the way the entire education sector is organized and managed in Central Ministry, the decentralized system of education management by the Regions and the core school system itself, including support structures (PTAs, SIACs). The new structure outlined below is displayed diagrammatically on the Organizational Chart on page 4.

### **Flattening of the Organizational Structure in the Ministry of Education**

Policy Implementation and Monitoring Unit (PIMU), Monitoring, Evaluation, Reporting and Development (MERD), and Technical, Vocational, Education and Training (TVET) will fall under the supervision of the Chief Education Officer for coordinating purposes. These units will have a high level of autonomy, with increased accountability for their outputs and performance.

The Chief Education Officer (CEO) will have direct responsibility for the three Assistant Chief Education Officers for Nursery, Primary and Secondary levels, and for Teacher Education and Training at the Cyril Potter College of Education (CPCE) and Unit of Allied Arts thus emphasizing the importance of these activities. The National Centre for Education Resource Development (NCERD), Examination Division, Central Planning Unit, School Health Nutrition and HIV and AIDS Unit will now fall under the Permanent Secretary, thus emphasizing the strong administrative functions and responsibilities of these divisions. The necessity for ACEOs to route matters through a DCEO before it could reach the CEO is now removed.

#### **1. Policy Implementation and Monitoring Unit (PIMU).**

Headed by a Deputy Chief Education Officer, it will be the chief liaison between Central Ministry and the Regional Education System. The unit will ensure a high level of implementation of education policies. Monitoring and implementation of policies are presently weak and the level of non-compliance is high. The formulation of policies to regulate the conduct of activities and the initiating of disciplinary action against defaulting functionaries are also mandates of this unit, which includes the Coordinators for:

- Schools Welfare Service
- Parent Teacher Associations
- School Boards Secretariat

### **1a) Schools Welfare Service**

Schools Welfare Unit is a sub-unit of PIMU. The School Welfare Officers who are placed in the Regions fall under the Regional Education Departments as well. A strong focus will be placed on the reduction of truancy and drop outs from the school system. Schools Welfare Officers will visit schools regularly, check and investigate all such cases. Officers also skilled in guidance and counselling will be placed in selected schools for defined periods.

### **1b) Parent Teacher Associations**

This sub-unit of PIMU will focus on building community partnership as it has been established that vibrant PTAs can greatly assist schools in their efforts to provide quality education.

### **1c) School Board Secretariat**

This body has been established on the premise that education is public business, since it is the tax payers who pay for education service. Consequently there is the need to have representatives of the community at large involved in the management of schools in a structured way.

## **2. Monitoring, Evaluating, Reporting and Development (MERD) Unit**

Headed by a Deputy Chief Education Officer, and located at Central Ministry, it will conduct monitoring visits to each region at least once per school term to ensure that education districts are fulfilling their mandate in relation to management practices and supervision and inspection of schools. The unit would identify the pedagogical needs of the region and devise programmes to address them. It replaces and expands the functions of an overwhelmed Inspectorate.

## **3. Technical, Vocational Education and Training Unit (TVET)**

Headed by a Deputy Chief Education Officer (TVET), this unit will be responsible for providing support services for the expansion of the TVET programmes at three levels.

- The Secondary level, where provision is made for strengthening the capacity of schools to offer candidates for technical subjects at the CSEC examinations. It also provides an alternative pathway: the Basic Competency Certificate Programme (BCCP).
- The Practical Instruction Departments and Centres where capacity will be strengthened at the CSEC and BCCP levels and to cater for out-of-school youths under the Skills for Life Programme.
- The Technical Institutes and Industrial Training Centres will be responsible for the provision of post secondary education.

This unit is also vital in the Ministry's effort to ensure that schooling is a beneficial process to all categories of learners who have varied interests and skills. Its programmes go hand-in-hand with the literacy drive.

#### **4. National Centre for Education Resource Development**

All Continuous Professional Development for teachers at all levels in all the Regions is carried out by NCERD. This unit, therefore is pivotal in the system of Decentralized Education Management, as it develops training packages to meet the needs of the Education Departments. Apart from performing its normal curriculum development activities, by necessity NCERD must also play a greater role in distance learning at both teacher and student levels.

##### **4a). Science Education Unit**

The need to have a cohort of students with a comprehensive knowledge of sciences, particularly the single sciences, has made it imperative that a unit be set up to oversee this area. This is to ensure that students who have the aptitude and interest to excel in these subjects are not deprived and the country's development thrust does not falter because of a lack of personnel with the appropriate science background. The Science Unit will ensure that the teachers receive the necessary training and equipment to deliver the curriculum. This unit will be attached to NCERD.

#### **5. School Health, Nutrition, HIV and AIDS Unit.**

This unit will co-ordinate activities related to School Health, Nutrition, HIV and AIDS and Special Education Needs. It will focus on strengthening implementation of its programmes. The Health and Family Life Education Programme will also be incorporated in this unit.

#### **6. Regional Education Management**

There is a direct line relationship between the RDC and the Department of Education with a staff relationship between the Department and the Central Ministry. The new clarity in relationships is expected to result in improved management and supervision of the delivery process.

##### **The different levels of Regional Education Management are as follows:**

- The Regional Democratic Council (RDC), the overarching authority in the Region, exercises control of the Education Sub-sector through the Education Department.
- The Regional Education Committee, a sub-committee of the RDC, gives support to the Regional Education Department and advises the RDC on education matters.
- The Regional Education Department (RED) manages the entire education process at the Regional level. To adequately undertake this function, an Administrative Officer is being placed in the Department to be responsible for the day-to-day

management of the department, dealing with all personnel, administrative and financial matters (including budgeting).

## **7. Management of Education at the School level.**

Emphasis will be placed on strengthening the management of education at the level of the school plant, including objective systems of assessing teacher performance and effecting sanctions against repeated defaulters.

### **7 (a) Records and Reporting Mechanisms**

All staff will complete appropriate records and reports according to the School, Department and Ministry of Education policies.

### **7 (b) Appraisal System**

Every teacher must be appraised by the Appraisal Team in accordance with the Ministry of Education procedures to identify staff development needs and assess performance.

### **7 (c) Systems of Rewards and Sanctions**

The school will seek to encourage and motivate staff at all levels to ensure the highest level of delivery of quality education, though applying rewards / sanctions when necessary.

## **The driving forces to ensure the highest standard of learning and teaching will be:**

- The Senior Leadership Team (SLT) in every school.
- Regular monitoring, supervisory and inspection visits.
- Regular visits of the MERD Unit to Regions.
- Supervisory actions of Departments of Education.

## **8. System of Review and Reporting on the Education Sector**

### **This would be accomplished by:-**

- A high level policy group meeting held quarterly and chaired by the Minister.
- Annual Ministerial Meeting (Ministers of Education and Regional Development) with senior officers to review the performance of the education sector.
- An annual report on the performance of the education sector to be submitted to Cabinet.

## **Benefits and Cost (staff) Projections of the Organizational Changes**

The organizational changes in the education sector are aimed at greater manpower utilization.

**Benefits to be derived from the proposed changes are as follows:**

- A qualitative improvement in the performance of the education sector in the delivery of education.
- The achievement of improved learning outcomes at all levels of the education system.
- Greater accountability by Heads of Units and Departments in Central Ministry.
- Greater accountability by Regional Education Departments for the supervision, management and inspection of schools.
- Greater accountability by schools for their performance.
- Provision of better services in areas of School Welfare, School Health, Nutrition and HIV and AIDS and Special Education Needs.
- Improved policy monitoring and implementation to ensure compliance and effectiveness.

Due to the rationalization and more efficient utilization of staff the changes will not result in any additions to the staffing establishment, since internal re-allocation of positions will be effected. However, at the level of the Regional Education Departments a new position of Administrative Officer will be created.

## **Introduction**

The Education System has been performing unsatisfactorily in achieving quality learning outcomes as revealed in the results of the National Grades 2, 4 and 6 Assessments at the primary levels and the National Grade 9 Examination and CSEC Examination at the secondary level. Unacceptably high percentages of children are left behind at each grade of the primary and secondary cycles and this has led to high levels of functional illiteracy and secondary school drop-outs. Despite increased funding of the education sector in the provision of new and refurbished school buildings, learning resources including free text books, teacher education and training, improved remuneration and conditions of service for teachers, there has not been a corresponding quality delivery of education. There is a multiplicity of factors for this state of affairs in the Education Sector but foremost reasons are:

- the ineffective monitoring of the school system
- the limited Measurement and Evaluation of learning outcomes at each grade of the primary and secondary school system using appropriate Measurement and Evaluation instruments.
- the need for effective management and supervision of the schools.
- improved reporting, support and capacity development of the various tiers of the education system and especially the schools.

There is urgent need for organizational changes for the effective delivery of quality education and hence significantly better results at the various levels of the education system. The changes proposed have been subjected to workshops and regional consultations, and will affect the way the various levels of the education sector is organized, managed and operated: the Central Ministry of Education, the Decentralized System of Education Management by the regions and the core school system including School Improvement Action Committees, and Parent Teachers' Association. The main components of the organizational changes are shown diagrammatically on the Organizational Chart of the Education Sector on page 4.

## **Responsibilities of the Ministry of Education**

The Ministry of Education through the various units will be responsible for:

- 1) Policy formulation and development.
- 2) Policy analysis and review.
- 3) National Education Strategic Planning.
- 4) Resource mobilization.
- 5) Provision of centralized services - teacher training and development, curriculum development, procurement and distribution of text / exercise books, school feeding, administration of external and local examination and reporting, setting of Academic and Non -Academic Standards.
- 6) Monitoring, Evaluating, Reporting and Development of the entire education delivery process.

The actual implementation of the education programme in all geographical regions of Guyana is the responsibility of the ten (10) Regional Democratic Councils, Georgetown being a special education district that is presently, directly managed by the MOE. Each region has its own education budget and is responsible for education delivery which includes among other things staffing and infrastructure. Consequently, the Education Departments in the regions are accountable to RDCs, which in turn report to the Ministry of Local Government. Georgetown is accountable to MOE.

Education delivery is very complex involving many variables. However, great benefits can be derived from the process if school leadership and management improve; that is, if all the factors which impact on these aspects are enhanced. This requires:

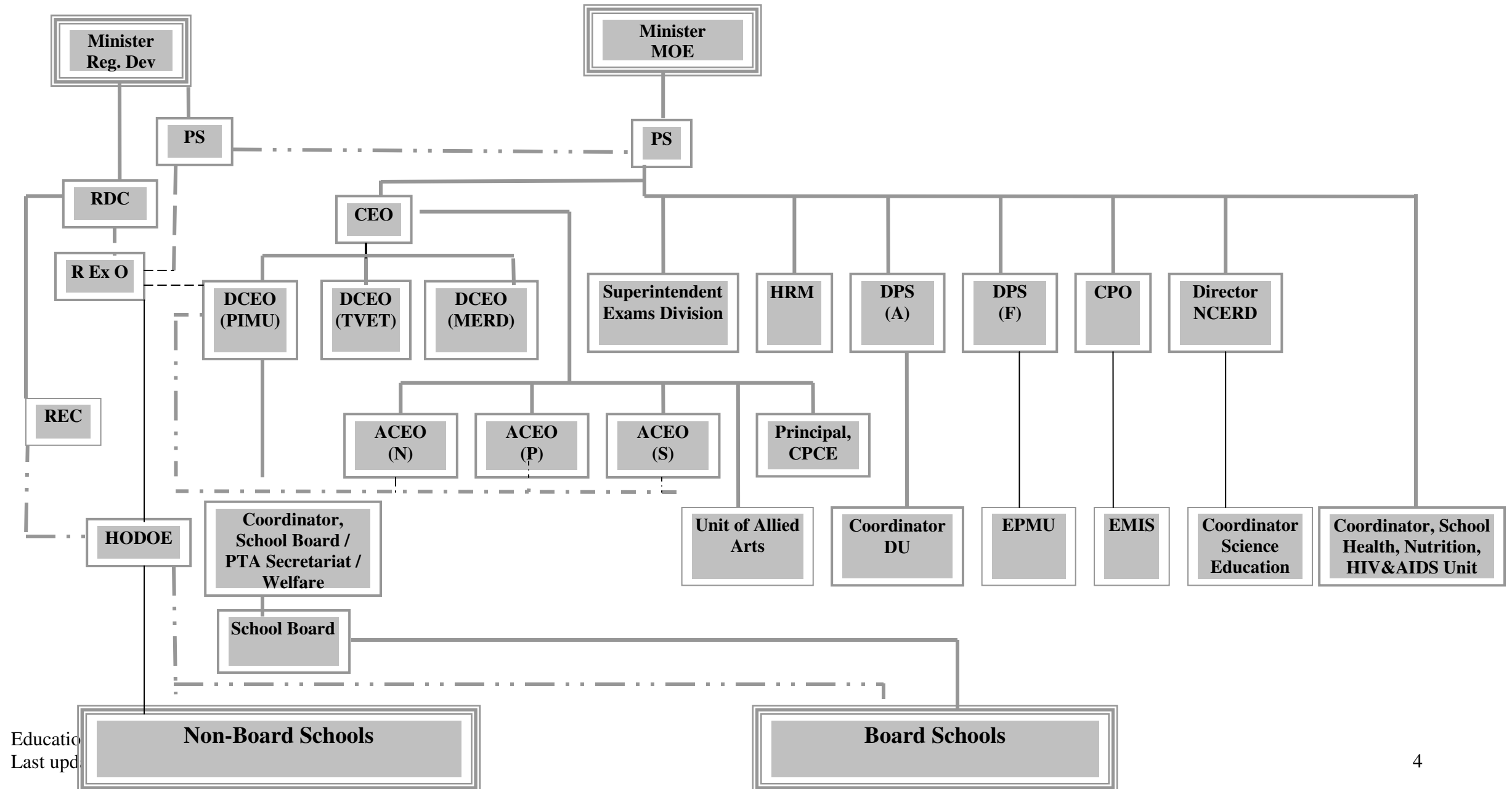
- 1) improved planning, monitoring and evaluating at the central and regional levels.
- 2) clear delineation of the responsibilities of the school, regional and national authorities.
- 3) better monitoring of the school system by the Regional Education Departments
- 4) development and implementation of education plans, programmes and projects at the regional level.
- 5) designing of national education plans and strategies and overseeing their implementation.
- 6) widespread stakeholder participation at the regional, sub-regional and school levels.
- 7) efficient day-to-day leadership and management of the school as an education unit.





Chart 2:

Organizational Chart of the Education Sector - 2008



Education  
Last updated





## **The Administrative Head**

The Permanent Secretary is the Administrative Head of MOE who facilitates its efficient management. The Permanent Secretary acts as advisor / assistant to the Minister of Education in the formulation of policies and the preparation of Ministry's Annual Work Plan / Programme, Budget, Annual Report and provides responses to parliamentary questions and motions. He is assisted by two Deputy Permanent Secretaries (Finance and Admin), a Human Resource Manager and the Chief Planning Officer. The Permanent Secretary will have direct responsibilities for Examination Division, the National Centre for Education Resource and Development and School Health, Nutrition and HIV/AIDS Unit.

The Permanent Secretary convenes administrative meetings with top functionaries of the Ministry, which brings together those who directly assist him along with the CEO and the Chief Building Inspector, to be abreast of all aspects of the Ministry's operations and to assist in decision making and the coordination of all work activity.

The Permanent Secretary, further reports at the monthly Minister's meeting for decisions and actions that need to be taken at that level.

### **Terms of Reference of the Permanent Secretary is found in Appendix I.**

The units directly supervised by the Permanent Secretary are:

#### **a) Examination Division**

The Examination Division administers national and international examination for candidates of public and private schools at the Primary, Secondary and Post Secondary levels of the education system.

This is a critical function as these examinations and assessments facilitate selection for higher levels of education and training and employment as well as provide feedback on the curriculum and the efficacy of instructional strategies.

The Examination Division is pivotal in supporting the Ministry's monitoring and supervision of the system, providing statistics and other feedback for devising development plans.

#### **The objectives of this division are to:**

- efficiently administer all public examinations controlled by the Ministry of Education.
- maintain an acceptable standard in the administration of examinations conducted by the Ministry of Education.
- promote public confidence in all public examinations.
- maintain strict confidentiality and integrity in all examination arrangements.

- provide information about examination requirements for the public.
- serve the public in preparation of certified statements of examination performance for employees and institutions of higher / further education.

## **b) Central Planning Unit**

This unit works in close collaboration with the professional educators especially the ACEO (N, P, S) by supplying the relevant data needed in the Ministry's effort to provide quality education to all young Guyanese of compulsory school age. In this regard it assists in the preparation and submission of project proposals to acquire funding from National and International Agencies.

The work of this Unit also extends to the formulation of an Education Strategic Plan in keeping with national development. This includes training all education stakeholders in the preparation of plans which comes out of and can actually feed into the Education Strategic Plan. Included in the activities of the Planning Unit is the direct responsibility for all School Improvement Plans formulated at the level of the schools and for finally approving them for available School Improvement Plan (SIP) grants.

### **b (1) Management Information System Unit**

Management Information Systems Unit is a sub-unit of the Central Planning Unit.

In today's environment where science and technology plays a vital role, the MIS Unit in the MOE holds the key for rapid progress and development, efficient utilization of resources, effective decision making and comprehensive monitoring of the system for termly interventions.

While the Unit is responsible for leading the MOE in the use of IT as a tool for teaching and learning, with the provision of technology assisted education delivery solutions and the general administration of education in offices and schools, it has much wider function of driving the data gathering, compilation and retrieval process in the Ministry. Through the process of networking, managers at all levels of the system will be able to access information, data pertinent to them throughout the entire system (including schools) in a timely manner.

The other major function of this unit is the training aspect so that functionaries in the Ministry are computer literate and can make maximum use of the technology. The MIS Unit will also provide guidance to senior management on the opportunities and adaptation of emerging use of Education Information Technology solutions. It will also be responsible for the effective and efficient use of computer resources in fulfilling the strategic goals of the Ministry. Finally, the Unit is tasked with the provision of a reliable and secure computing infrastructure.

### **c) National Centre for Education Resource Development (NCERD)**

This unit is headed by a Director who will have a reporting relationship to the Permanent Secretary. The role of NCERD in a Decentralized Education Management system in which the MERD Unit is an integral part in absorbing all of the functions of the Inspectorate Unit is to provide professional support to all levels of education management that will result in the delivery of quality education in schools. The support will be in the form of development of training packages as requested by the DCEO (MERD) to meet the needs of the Education Departments while it performs certain basic functions assigned to it and the conduct of training and professional development programmes.

#### **Specifically, the key areas are as follows:**

- Providing updated curriculum guides and related learning materials to support quality classroom teaching and learning.
- Training of teachers and officers in the new methodologies underpinning the revised curriculum guides and related materials.
- Training of teachers in the use of audio / visual and multimedia materials to enhance the quality of teaching and learning.
- Training of school plant managers and education officials in the principles of education management through a Distance Education Certificate Course.
- Upgrading the content and methodology of teachers across all levels to make them more proficient and efficient in the process of curriculum delivery.
- Providing a variety of diagnostic test materials to be used to measure mental and attitudinal growth across the school levels.
- Providing validated instruments to measure learning outcomes based on standards determined for each grade. The validation process will involve at some point the Board of Examiners where NCERD has an integral role to play.
- Providing evaluative information based on National Assessments for Grades 2, 4, 6, 9 and 11.
- Providing a variety of distance learning materials, both print and electronic, to support classroom instruction.
- Supporting the MERD Unit by providing a range of specialists to serve as members of the monitoring teams for the regions and schools.
- Procuring and supplying equipment and supplies to school science laboratories and training laboratory technologists to manage the laboratories.

- Ensuring that all national and overseas examinations are administered in a highly professional manner through a process of training of officers involved. The training will be in keeping with national and international guidelines for ensuring the integrity of the process.
- Providing distance education curriculum support materials via radio, TV, DVDs / CDs and audio cassettes to supplement and complement classroom instruction.
- Coordinating Special Education Needs (SEN) training through customized curriculum development. The Special Education Needs Department will be a new Department in the Curriculum Unit and will be responsible for coordinating from a national perspective, the national response to SEN.

The Organizational chart of the National Centre for Education Resource Development is shown on page 9.

### **C (1) Science Education Unit**

The Science Education Unit will function as a unit. A Science Education Coordinator appointed to ensure that Science Education is given due emphasis in the school system. The need to have a cohort of students with a comprehensive knowledge of sciences, particularly the single sciences, has made it imperative that a unit be set up to oversee this area. This is to ensure that students who have the aptitude and interest to excel in these subjects are not deprived and the country's development thrust does not falter because of a lack of students with the appropriate science background. The Science Unit will ensure that the teachers receive the necessary training and equipment to deliver the curriculum.

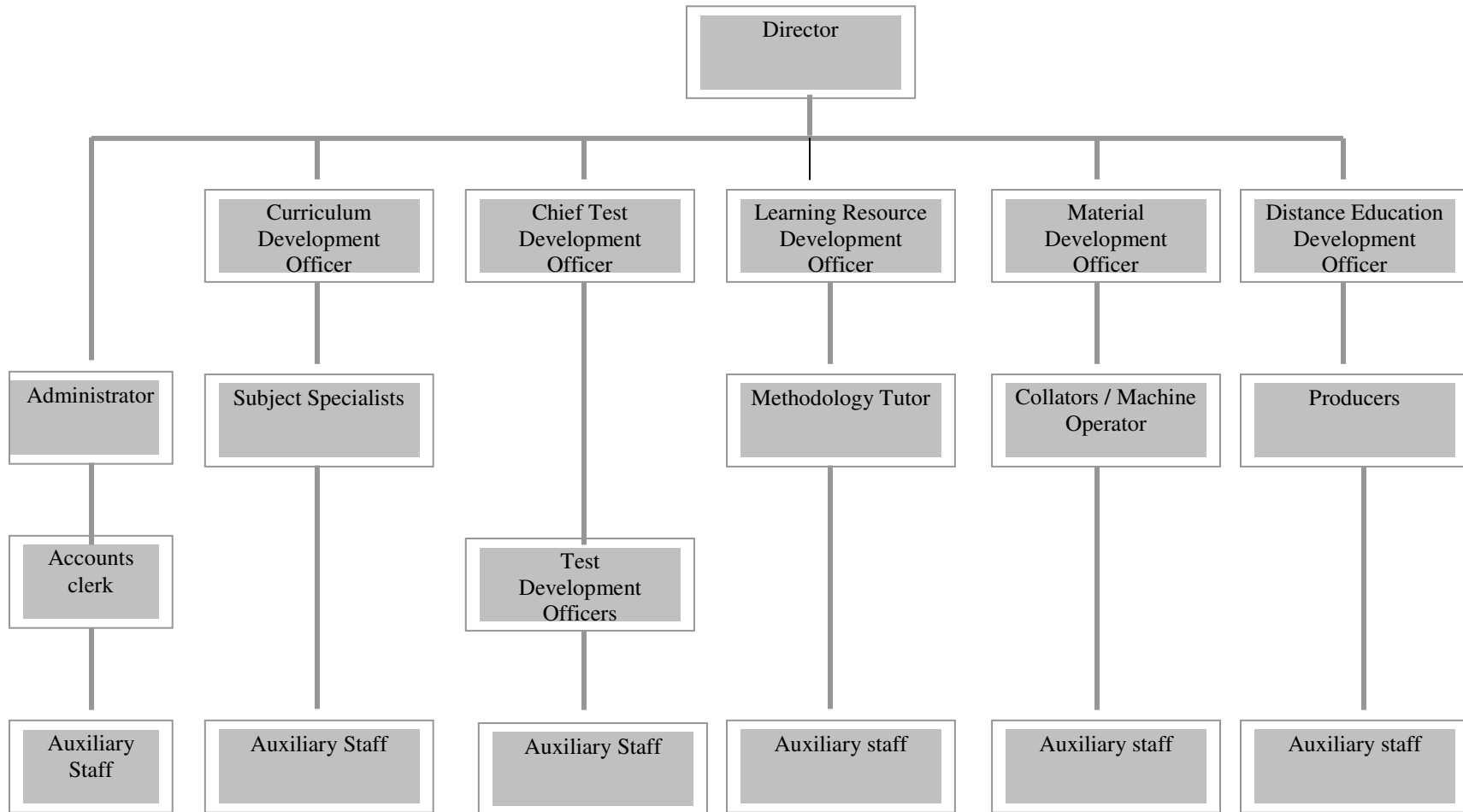
**Terms of Reference for the Science Education Coordinator is found in Appendix vii.**





**Chart 3**

**NCERD ORGANIZATIONAL CHART**



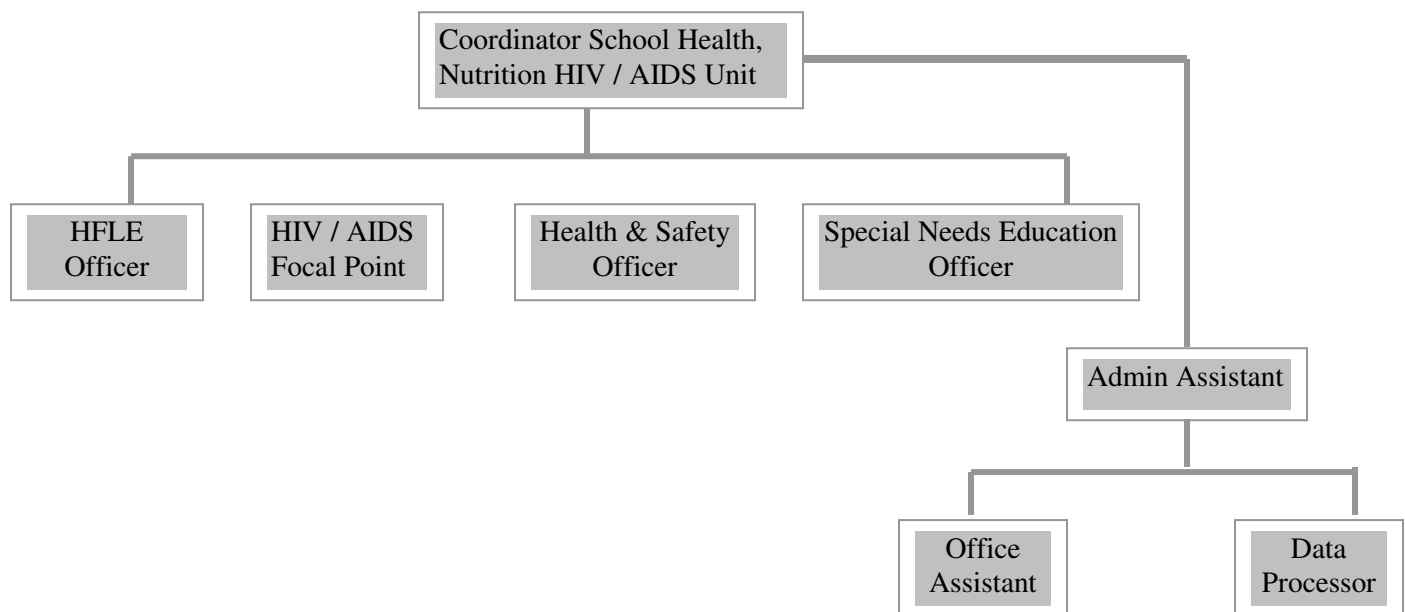


#### **d) School Health, Nutrition and HIV / AIDS Unit**

This unit will be established to coordinate Health, Nutrition and HIV / AIDS related policies throughout the eleven Education Districts. This Unit will be headed by a Coordinator who will have a reporting relationship to the Permanent Secretary. Other officers include the Health and Family Life Education Officer, HIV/AIDS Focal Point officer, Health and Safety Officer and Special Needs Education Officer. Special training packages will be developed to prepare officers for these new roles. This unit will support the MERD Unit as far as possible to monitor health and related matters. Follow up actions will be taken as required to ensure each Education District addresses the School Health, Nutrition and HIV / AIDS needs.

**Terms of Reference of the School Health, Nutrition and HIV / AIDS Unit is found in Appendix ix.**

**Chart 4: Organizational Chart of School Health, Nutrition, HIV / AIDS Unit**



## **The Professional Head**

The Chief Education Officer is the Head of the Professional Arm of the Ministry of Education. Reporting to this officer are three (3) deputies: DCEO responsible for Policy Implementation and Monitoring Unit, DCEO responsible for Monitoring, Evaluating, Reporting and Development Unit, and DCEO responsible for Technical and Vocational Education and Training Unit; and three (3) Assistant Chief Education Officers, with responsibilities for Nursery, Primary and Secondary Levels.

In addition to these officers, four other officers: Director NCERD, Principal CPCE, Human Resource Manager and DPS (Admin) make up the Education Coordinating Committee. Other key officers that attend this meeting by invitation are ACEO (I) attached to MERD Unit, Superintendent of Examinations, Chief Test Development Officer, Chief Curriculum Development Officer, Administrator Allied Arts and Coordinators for Distribution Unit, School Board Secretariat, Parent Teachers Association and School Welfare Services.

The Education Coordinating Committee has the overall responsibility for managing the entire education delivery process, policy formulation, problem identification, problem solving, performance review and identifying emphases.

**Terms of Reference of the Chief Education Officer is found in Appendix II.**

## **Deputy Chief Education Officers**

The Deputy Chief Education Officers for PIM, MERD and TVET fall under the supervision of the Chief Education Officer for coordinating purposes. These units will have a high level of autonomy with increased accountability for their outputs and performance.

## **Policy, Implementation and Monitoring (PIM) Unit**

This unit will be headed by the DCEO (PIM). It will be the responsibility of the unit to ensure that all Education Districts comply fully with the Education Act and Policies and Regulations developed by the Ministry of Education. The head of this unit will be the Chief Liaison between the Ministry of Education and Departments of Education to ensure a high level of overall accountability.

PIMU will guide the Departments to ensure Decentralized Education Management (DEM) is fully operationalized. Thereafter, it will hold the Departments accountable for successful management of Education in the district. This area of operationalizing the Decentralized Education Management (DEM) will be fully enforced to the point of requesting sanctions from the Teaching Service Commission (TSC) and Public Service Commission (PSC).

To support the DCEO (PIM) there will be the Coordinators of the School Boards Secretariat, Parent Teacher Associations and Schools Welfare Service; and a Senior

Education Officer for Administration. The coordinators will be responsible for coordinating the activities nationally within their respective areas.

**Generally this unit will have the responsibility to:**

- Assist in the development of the national education plan and policies.
- Prepare Work Plans, estimates and their review.
- Prepare quarterly and annual reports.
- Perform general administrative functions for the education system.

**Specifically this unit will monitor the following:**

- Implementation of all administrative policies.
- The administering of Corporal Punishment according to the Manual on the Guidelines for the Maintenance of order and discipline in schools.
- Adherence to all financial regulations and relevant matters.
- Policy of release of teachers to attend UG.
- Policy on issuance, care and maintenance of textbooks.
- Procedure for the establishment of Private Schools and related matters.
- Adherence to the placement policy at Nursery, Primary and Secondary levels thru' the respective Assistant Chief Education Officers and the Placement Unit.
- Appraisal for all employees (officers / teacher / others).
- Rationalization of staff at the different levels thru the respective ACEOs.
- Gazetting and grading of schools.
- National and international volunteer organizations for maximum use of human resources.

In addition PIMU will perform other key duties within the sector such as liaising with other Government Agencies to coordinate national activities / events / competitions, the use of school building for after school activities including fee paying lessons and observance of no smoking zone policy by schools.

**The sub-units of PIMU unit are:**

- a) Schools Welfare Services
- b) School Board Secretariat

c) Parent Teachers Association

a) **Schools Welfare Services**

The Schools Welfare Unit, a sub-unit of the Policy Implementation and Monitoring Unit is managed by a Chief School Welfare Officer, who is assisted by Senior School Welfare Officers. While the CSWP is placed at the MOE and coordinates the work of the SSWOs and SWOs, the SSWOs and SWOs are placed in Regions and Georgetown and fall under the Regional Education Officers.

A strong focus will be placed on the reduction of truancy and drop outs from the school system. Schools Welfare Officers will visit schools regularly, check and investigate all such cases. Officers also skilled in guidance and counselling will be placed in selected schools for defined periods.

The officers in the regions will forward monthly reports to the CSWO through the Regional Education Officers and will be guided by him/her in matters of policy.

**Terms of Reference for the Schools Welfare Officer is found in Appendix viii.**

**Community and PTA participation in Education**

**b) School Boards**

The establishment of Board of Governance commonly referred to as School Boards is a policy initiative geared to involve the community in the management of public schools. This policy is predicated on the fact that education is public business since it is the tax payers who pay for education services, hence, the need to have representatives of the community at large involved in the management of our schools in a formal and structured way.

Section (22) of the PC Act of 1990 provides the Minister of Education with the necessary powers to apply all or any of the provisions of the Act to any public educational institution for the purpose of establishing a School Board or Boards.

A School Boards Secretariat (SBS) is in place and performs a coordinating function in addition to providing supporting services to Boards.

Boards are appointed by the Minister on advice from the RDCs concerned. An appointed Board has a life of two (2) years and shall have not less than twelve (12) nor more than twenty-two (22) members. The Chairman and members of a Board are appointed by the Minister.

On the issue of roles and responsibilities, the Board makes general rules and regulations to enhance the administration and governance of its schools using a system of committees. The responsibility for the day-to-day management of the school resides with Head / Principal and senior staff without the interference of the board.

A Manual for the Governance of Schools by Boards has been prepared and this document should be used by all concerned for information and guidance.

**c) Parent Teacher Associations.**

The Parent Teacher Association is a very important supportive arm of the school. This body, which will comprise parents, interested community members and teachers, will in the true spirit of the words, partner in the education process of the school, being involved in all aspects of school life. Studies in this matter indicate that in every successful school there is usually an intimate relationship between school, home and community. It is imperative, therefore, that the Ministry undertakes to utilize the potential of this relationship to its fullest, by having vibrant PTAs in every school. Consequently, PTAs will, in a structured way, play a role in the instructional programmes of schools, the general management of these schools (including the formation of rules, and the improvement in general performance of the school in curricular and extra curricular matters), contribute to the improvement plans of the school and take action to assist the school in addressing its needs. These associations will also undertake the acquisition and expenditure of all non-budgetary funds of the school, thus allowing teachers to concentrate on the teaching-learning process. This relationship can impact greatly on the issue of discipline in schools, as the learners realize that the school and home are in harmony and have both contributed to the rules and regulations that govern their behaviour.

Vibrant PTAs, also, can reduce significantly, the incidence of violence in schools, acting as pressure groups to ensure that everyone observes the rules, whether learners, teachers or parents. Further, they can also, when empowered, cause school managers to have schools that are effective and efficient. These PTAs will call on headteachers to give an account for the results obtained at the grade assessments, and be part of solutions and remedies which may be necessary. It must be noted that though PTAs will play a more active role in the management of the school, the headteacher remains the leader of the team that manages the school. The Head teacher, however, by virtue of the fact that he/she is a member of the Executive Committee of the PTA, will offer the professional and technical advice that would have a positive impact on the actions taken by the PTAs.

The PTA Coordinator, as a member of the Policy Implementation and Monitoring Unit, will arrange for Regional Officials and headteachers to be oriented to understand and accept the new level of partnership with parents and to have implemented in every school, an association that conforms to the new concept.

This would mean intense sessions with education and school managers in every Region, and action plans to be drawn up for immediate implementation. Monitoring will have to be done to ensure that associations are allowed to function as outlined. This could be achieved by checking of records by MERD and visits to actual meetings by the coordinator, and Regional Officials.

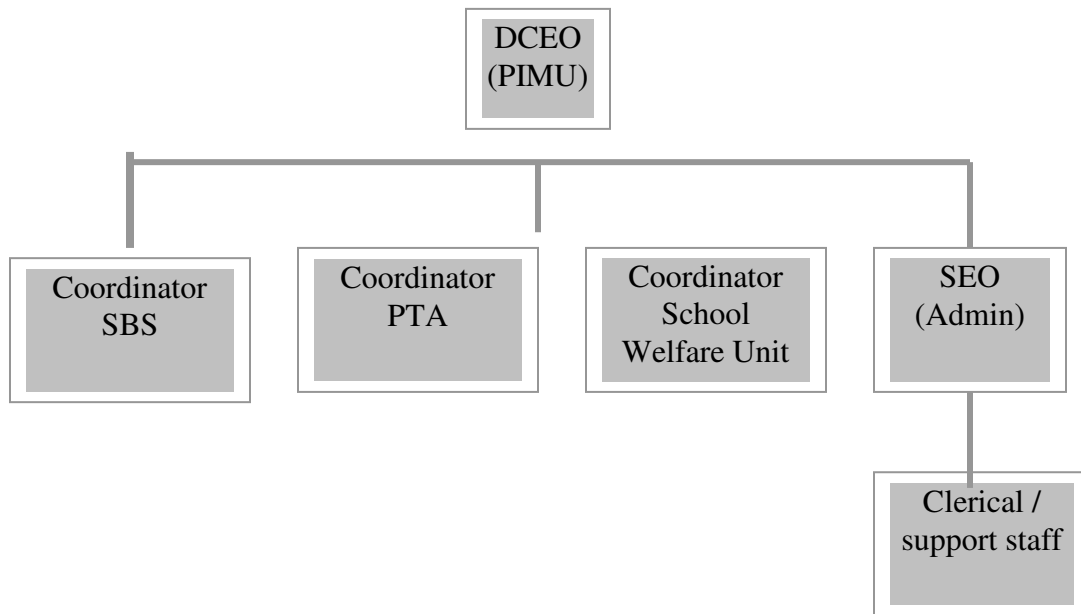
There would also have to be education sessions arranged for parents on a regional basis. Executive Committees for groups of PTAs will have to attend training sessions, so

that they are aware of what is expected of them, and to ensure that there is a core of parents with an understanding of this new and dynamic concept.

**The guidelines for the operation of PTAs is found in Appendix XIV**

There will also be established a regional body for PTAs to work along with Heads of Departments of Education to bring about development in the school system in the respective regions. While the Coordinator will use a variety of strategies and techniques to support and expand the activities in the respective Education Districts, it is the responsibility of the Heads of Departments of Education to ensure that all schools have vibrant functioning PTAs or CTAs. Heads of Departments of Education will be expected to account fully for any violation of the PTA policy.

**Chart 5: Organizational Chart of policy Implementation and Monitoring Unit (PIMU)**





## **Monitoring, Evaluating, Reporting and Development (MERD) Unit**

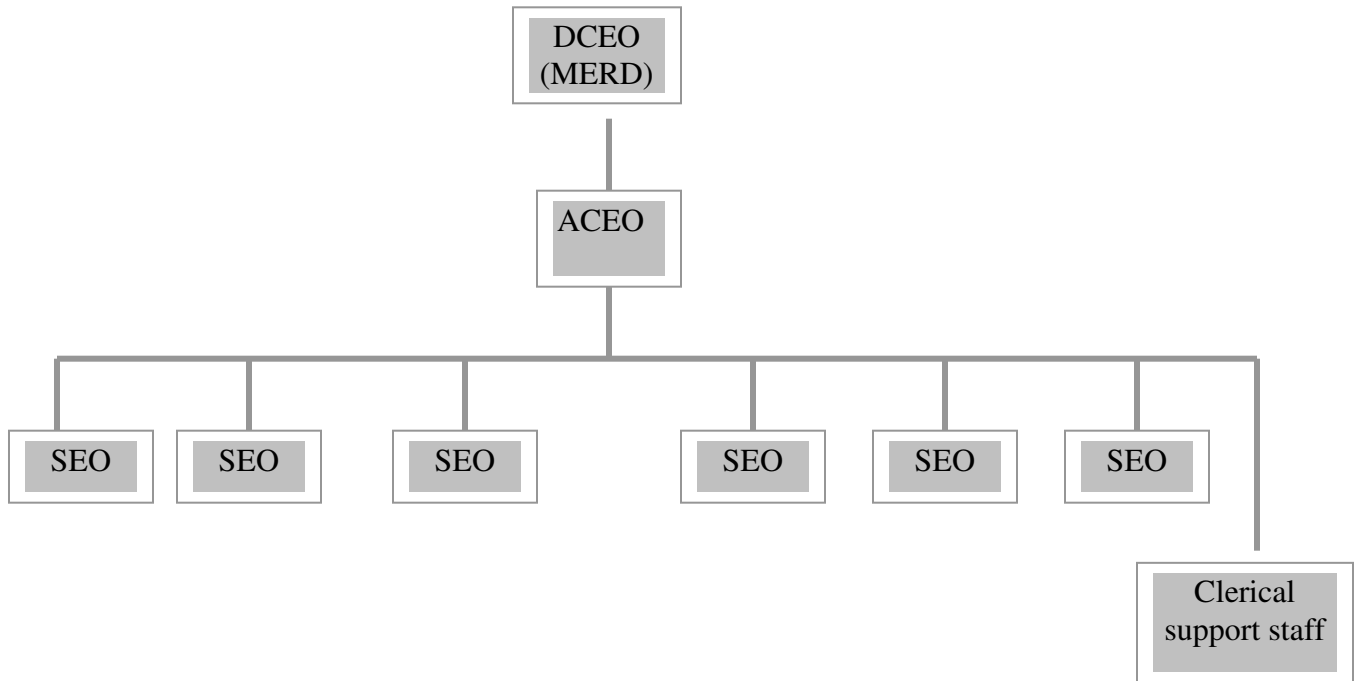
Monitoring of education delivery in the eleven Education Districts will be done by the Monitoring, Evaluating, Reporting and Development Unit, headed by the Deputy Chief Education Officer (MERD) which will be located at Central Ministry. It will absorb some of the roles and functions of the School System Management Committee and all those of the Inspectorate Unit as regards quality assurance.

The MERD Unit will conduct a monitoring visit to each Education Department at least once per school term. An adapted version of the Monitoring Instrument for Professional Officers will be used to gather information on the management and supervisory practices of officers and school managers. A sample of schools will also be visited to validate the data presented on them by the officers, which will focus on learning and teaching and student achievement.

### **The MERD Unit will perform the following:**

- Prepare an Annual Work Plan and Budget in support of the Unit's objective of monitoring and evaluating Departments of Education and Schools and training of relevant personnel.
- Carry out scheduled and unscheduled visits to Departments of Education to assess the quality of management and supervision offered by officers.
- Visit selected schools to validate information presented by the Departments of Education.
- Monitor and evaluate the implementation of established policies and practices, and report on findings.
- Identify administrative and pedagogical needs of Education Officers and professional school staffs and provide training opportunities for their continuous growth and development.
- Examine reports on visits undertaken by Officers of Departments of Education.
- Observe the officers of the Departments of Education operate in relation to school management and supervision.
- Prepare training packages to address needs of the schools and Departments of Education assist in its delivery.
- Arrange for feedback meetings with stakeholders.
- Provide termly and yearly reports to the Minister on the status of delivery of education in the regions and develop proposals for its improvement.

**Chart 6: Organizational Chart**  
**Monitoring, Evaluation, Reporting and Development Unit**



## **Technical, Vocational Education and Training Unit**

The DCEO (T) reports to the CEO. This position also has a working relationship with Senior Education Officials such as DCEO (PIM), DCEO (MERD), ACEO (MERD), ACEO (S), and Heads of Departments of Education. The DCEO (TVET) has the overall responsibility for the effective management and supervision of the Technical, Vocational Education and Training Unit (TVET). The DCEO (TVET) activities include the co-ordination and supervision of the Technical and Vocational policies and management. The programmes that are executed for the successful operation of TVET are the Skills for Life (SFL) and the Basic Competency Certificate Programme (BCCP). Training being an essential aspect, it is carried out at the Pre-Secondary and Post-Secondary levels designed for trainees/apprentices and lecturers/instructors. This is to cater for staff development to meet and monitor targets and to reach the needs and expectations of the Ministry of Education, the private and public sectors and international agencies.

The development, implementation, supervision and management of TVET policies for the appropriate and acceptable implementation of its curriculum in diverse technical disciplines in the eleven (11) education districts, are of maximum importance so as to successfully meet and fulfill the needs of respective communities and the nation. This will be done through the Practical Instructional Departments (PIDs), Practical Instruction Centres (PICs), Technical Institutes (TIs), Industrial Training Centres (ITCs) and Carnegie School of Home Economics (CSHE) in the eleven Education Districts. This operation includes a feedback process and will incorporate the chain of CEO, DCEO (TVET), REOs, RExOs, SEOs, DEOs, Chairmen – Board of Governance, Principals, Headteachers and the communities.

In an effort to capture and empower out-of-school youths some of whom had left the formal education programme without acquiring any marketable skills, the Skills for Life Programme has been implemented. It provides training in basic competencies and is conducted after the formal school day. This allows for the sharing of tools, equipment, materials and accessories between the formal and informal system and will be established in all areas where suitable conditions exist.

Feasibility studies and needs analyses will be conducted in every community by the DEOs, Principals and the headteachers using relevant instruments, and the correlated results fed back to the DCEO (TVET) for review and decision making. This process will be an ongoing exercise. Prior to the implementation of the programmes, training and workshops will be conducted to familiarize the personnel involved.

Training will be an ongoing process. With the insight of community alliances and continued interactions with the district and the Ministry's personnel, constant communication and feedback will be appropriately directed. Where the Board schools are concerned, the RExO and the REO will be ex-officio members for feedback.

**The Terms of Reference of the DCEO (TVET) is found in Appendix III  
The Organizational Chart is shown on page 19**

## Agriculture Science

Agriculture is one of the important cogs to drive this country's economy. Guyana has adequate land space to do agriculture, and feed the entire Caribbean. Our children need to be sensitized about this area at an early age. The soil structure for plants, animals, birds and aquaculture needs to be taught in schools. Our nation can then prosper from this commitment from students from Preprimary to University.

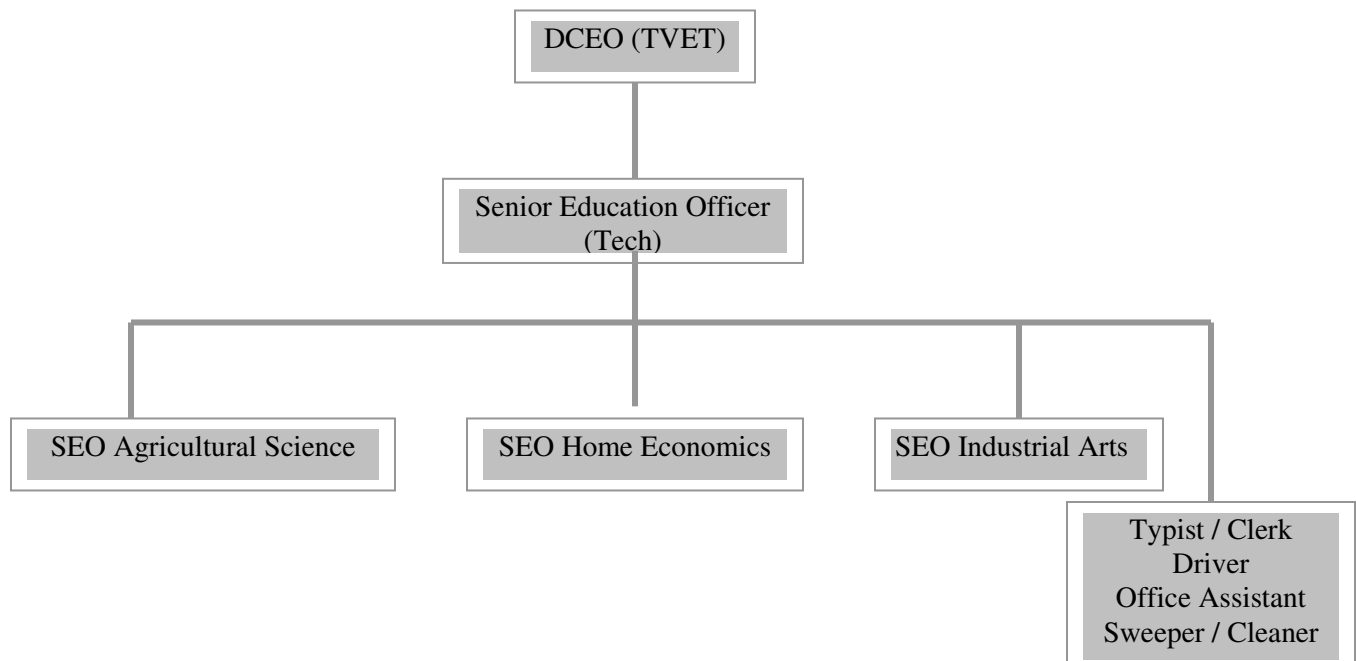
In our schools, crops, soil and animal husbandry are taught to students; as a matter form. With the "Grow more food Campaign" and the Jagdeo's initiative, now will be the right time to resuscitate the Agriculture programme. The appointment of a SEO (Agri) at the TVET Unit will report to the DCEO (TVET) on needs and wants in different aspects of agriculture in the different regions and supervise the agriculture programmes.

In the next eight (8) years a successful Agriculture Programme will result in:

- quality food at an affordable price.
- increased employment opportunities.
- development of the country's economy.
- less dependence on imported food.
- the Opening of Guyana's interior.
- earn foreign exchange.
- increased foreign exchange.

This initiative can also be complemented by creating links between our farmers and the schools.

### **Chart 7: Organizational Chart of Technical, Vocational Education and Training.**



## **Assistant Chief Education Officers**

The Chief Education Officer will have direct responsibility for the three ACEOs. The Assistant Chief Education Officer (Nursery), (Primary) and (Secondary) is feature prominently in the reform of the Ministry. Formerly supervised by the Deputy Chief Education Officer (Admin) they now have semi-autonomous status and report directly to the Chief Education Officer. To perform effectively, they will maintain close working relations with the three Deputy Chief Education Officers: (PIM, MERD and TVET); Chief Planning Officer; Deputy Permanent Secretaries, (Finance, Administration); Heads of Departments of Education, Principal CPCE, Director NCERD, Superintendent of Examination, Coordinators for Distribution Unit, SBS, PTA, SWS) and Secretary Teaching Service Commission.

The activities of the ACEOs must strongly support the Ministry's thrust to provide improved education services. Special emphasis will be paid to Pre-primary education in capacity building, policy development, educational planning and management, and programme implementation to achieve education related goals set out in the Core Policy Documents of the Ministry of Education.

**Terms of Reference of the ACEO (N) is found in Appendix IV.**

**Terms of Reference of the ACEO (P) is found in Appendix V.**

**Terms of Reference of the ACEO (S) is found in Appendix VI.**

The Chief Education Officer will also have direct responsibilities for Teacher Education and Training at Cyril Potter College of Education and the Unit of Allied Arts, thus emphasizing the importance of these activities.

## **Cyril Potter College of Education**

The focus of the Ministry of Education is quality education delivery. Quality education delivery is influenced greatly by the quality of the interaction between teachers and students. This interaction can be greatly improved by the initial training provided to teachers by the Cyril Potter College of Education.

CPCE is responsible for all initial training for teachers, which is provided in Pre-Service mode at its main campus in Turkeyen and In-Service distance mode at various centres throughout the country. This training provides teachers with the skills to deliver quality education to students. The training programmes offered also equips teachers to cater for all round development of the child and includes subjects in the Expressive Arts such as Music, Drama and Physical Education.

The college aims to increase its intake to achieve a 70% level of trained teachers in the system in both the academic and prevocational areas of the curriculum. To achieve this, greater reliance will be placed on Distance Education Programmes, to increase the number being trained in the training cycle.

## **The Unit of Allied Arts**

This unit plays its role in developing and releasing the full potential of the child. While the curriculum seeks to ensure a literate child, it also seeks to develop physically sound and literate learner with an understanding and acceptance of their collective cultural heritage.

Consequently therefore, specific art forms such as dance, drama, music, art and craft, physical education and gymnastics will be coordinated by this unit and must form part of the national curriculum of schools. The unit must also counter the hindering factors for successful implementation of the programmes, such as appropriate physical facilities, limited teaching personnel and inadequate supply of instructional material and equipment.

Success in Allied Arts will result in a self disciplined, respectful, tolerant, self confident and team oriented leaders.

### **In pursuing this ideal the Unit will:**

- cause the Expressive Arts of Drama, Physical Education, Dance, Music and Visual Arts to be included in Teacher Training Programmes.
- have continuous and systematic training programmes for teachers of all levels to acquire new knowledge and techniques in dealing with the Allied Arts area.
- sensitize school educators, school supervisors parents and learners about the scope and value of Allied Arts.
- create, acquire, use and distribute facilities, instructional materials and equipment relevant to the Allied Arts programme.
- have Allied Arts Departments established in all Secondary Schools.
- provide opportunities for the development of talent both locally and internationally.
- network among institutions and units within and outside the Ministry.

## **Physical Education**

The Allied Arts Unit has been tasked with the responsibility of ensuring Physical Education is given its rightful place on the curriculum of schools. To this end selected teachers, who have undergone training in Physical Education are being placed in the Unit to service the Regions. These officers will conduct workshops for teachers in the regions to increase their knowledge of PE, visit schools to monitor their activities and provide guidance to ensure viable PE programmes are conducted in schools.

This drive supports the aim of providing quality education as PE is known to aid the Cognitive Development of the child, improve academic achievement and develop motor skills.

Psycho motor skills are developed through Physical Education and is known to build self esteem, self confidence and self discipline. It is also known to aid social and emotional development reduce stress, engender all round physical and moral development and improve the health status of children.

## **Rationale for Decentralized Education Management**

Conceptually, education policy making and monitoring is differentiated from education implementation. This is a logical position and is one of the main reasons for the current structural formation. However, at another important level, education is too complex and far reaching a process to be left in the hands of a few, albeit professionals based at the centre. By its very nature, touching the lives of nearly every individual, its governance has to be situational and broad based.

Within policies set at the national level, education leadership and management at the local level must be capable of responding adequately to the needs of the school system. This can only occur when the responsibility for its day-to-day policy implementation is at the local level. Of course, technical advice is necessary and this will be provided by MOE and the Regional Education Departments.

The decentralization process also allows the beneficiaries, as members of their respective communities to have a say in the process that serves them. It allows them to set priorities that are important to them, and allows for an organized and structured medium for feedback to the various centers.

It will also, in the long-term, aid in the development of people, as participation in such a process can only lead to a growing ability to manage one's affairs, hence also, the introduction of the system of Governance of Schools by Boards supported by the strengthening of school alliances (PTAs/CTAs).

Finally, this process fits in with the overarching need for the Ministry of Education to establish partners in education and to help stimulate and improve educational leadership and management.

## **The establishment of the Regional System of Governance and the Introduction of the Decentralized System of Education**

The absence of an operational structure for this new system and parameters of its functional authority and its relationship with the central administration of the Ministry of Education was also responsible for the poor level of education administration within the regions. This was true in terms of resource allocation – recruitment of teachers, teacher training and teacher upgrading programmes, monitoring and supervision of the work of teachers in the classroom, distribution of books to children, and other similar areas.

A decentralized system as conceived in the 1980 legislation, required close collaboration between the Ministry of Education and the Ministry of Local Government. Roles and responsibilities between the two Ministries were not clearly defined and there was the need for clear lines of authority; definition of roles, relationships and responsibilities; and the development of capabilities.



Further, functionaries within the Ministry of Local Government did not possess the knowledge and skills to effectively oversee the implementation of education delivery. As a result, things were left undone or were referred to the Ministry of Education for action.

Stakeholder participation in the process of education delivery was ad hoc and in most instances unproductive. Schools were left on their own, with no central direction. For instance the PTA bodies, just one segment of the stakeholder group, were not addressed and matters of fund raising to meet expenditure of certain project initiatives, was the dominant focus.

In order to fully implement a decentralized system, the deficiencies that were recognized during the trial phase and some lessons learnt would now guide the process.

## **Regional Education Management Role and function of different levels of the Regional Democratic Council (RDC) as it relates to Education.**

The following illustrates the basic functional relationships between the Centre and the Regions. More specifically, it explains the basic relationship between the Ministry of Education (MOE), the Regional Democratic Council (RDC), the Regional Education Committee (REC) and the Regional Education Departments (RED). It provides a framework that with little effort can be adapted to the given regional condition.

### **Regional Democratic Council (RDC)**

The Regional Democratic Council is the overarching authority in the region and exercises control of the Education Sub-sector through the Education Department. This is the ruling body that has been given the mandate by people of the spatial / geographical region to conduct its affairs according to good governance. Included in this mandate is the right to a quality education.

### **Regional Education Committee (REC)**

The Regional Education Committee is a sub-committee of the RDC which gives support to the Regional Education Departments and advises the RDC on education matters. The main area of focus is to enhance the Management of Education Delivery by creating conditions for greater collaboration between schools and their communities. A thorough description of roles and responsibilities are available in the document titled: Management of Education in the Region.

### **Regional Education Departments (RED)**

The Management and Supervision of Education in the Regions is a direct responsibility of the Regional Education Departments. The Regional Education Officers and their teams which staff these departments must demonstrate a high level of professionalism as they seek to manage the delivery of education, effectively and efficiently.

The Head of Regional Education Departments must ensure that all officers are involved in the development of the Regional Work-Plan. Input must come from each officer based on the schools they supervise.

In order for the Work Plan to be successfully executed, there must also be a high level of cooperation, timely review and regular feedback among all officers, headteachers and Stakeholders. These may occur at weekly meetings of officers, monthly and quarterly meetings with headteachers and Parent Teacher Associations (PTAs) / Community Teacher Alliances (CTAs). The Regional Education Department must be present at these meetings and make intervention on important issues.

### **Major areas of responsibilities:**

- Managing of the delivery of education at the regional level through regular supervision and inspection visits to schools every term and training programmes for teachers and other education workers.
- Reviewing reports from the MERD Unit and developing action plans to address weaknesses.
- Communicating of education policies and statutory regulations governing the education system to all concerned.
- Advising the Regional Democratic Council on education matters and providing feedback to Central Ministry.
- Establishing and maintaining good school community relationships through the involvement of PTAs in every school.
- Ensuring overall alignment of Work Plan and School Improvement Plan with MOE Strategic Plan.
- Ensuring that the Non Academic Standards are met to enhance the delivery process.
- Overseeing planning and implementation of Continuous Professional Development of programmes for Regional, Neighbourhood and School communities.
- Collecting relevant data to assist the monitoring and decision making process and have a relationship with the MOE in this regard.
- Plan and conduct training sessions to provide for the needs of office and technical staff.

### **Organizational Relationship and Lines of Authority**

- 1) The Ministry of Regional Development has the overall responsibility to ensure that the ten Administrative Regions are managed according to legislation. This includes working closely with other state agencies such as the Ministry of Education. The Regional Democratic Councils are supervised directly by the Ministry of Regional Development.
- 2) RDCs are responsible to the MOE for the implementation of education policy in their respective regions. Such policies are only made after wide stakeholder participation, which include inputs from the various regions.
- 3) The Regional Chairmen and Regional Executive Officers as political and administrative heads of the regions are accountable to the RDCs for day-to-day management of the regions.

This includes the management of education delivery through the Regional Education Departments with assistance from the Regional Education Committees.

- 4) The REC is a sub-committee of the RDC, which oversees education policy implementation for the latter through its chairman, who must be a Regional Councillor. The REC reports periodically to the RDC. The Regional Chairman and REO are ex-officio members and secretary respectively of a sub-committee of the Council.
- 5) The Regional Education Department, headed by the REdO, does the day-to-day implementation of education in the region. The REdO is the Chief Professional (Education) Officer in the region and answers to the Council by way of the REO, the Regional Chairman and the Regional Education Committee.
- 6) Strategic planning and policy formulation is provided by the MOE. The annual estimates of expenditure for each Education District must receive the concurrence of the MOE. This is to ensure the Delivery of Quality Education to the Nation as a whole.

All other important regional education matters, including budgetary estimates are collaboratively made by the Regional Democratic Council, the Regional Education Committee, the Regional Executive Officer and the Regional Education Department.

### **Level of Responsibilities**

The Head of Department of Education will have overall responsibility for the quality of education delivered throughout the Region. On the other hand, the District Education Officers will be responsible for the delivery and quality of education offered by specific levels of schools in a sub-region. Based on orientation, experience and certification, District Education Officers shall be appointed, and shall be given the responsibility to manage education delivery at specific levels; for example, DEO Nursery, DEO Primary, DEO Secondary or DEO Prevocational. Under special circumstances as in the hinterland regions where the number of schools does not allow for the appointment of more than one officer for the sub-district the officers shall supervise all levels. The Heads of Departments of Departments will also be assisted by an Administrative Officer, who will undertake all the administrative tasks of the office. This will allow the Heads of Departments of Education to have more discrete time for the supervision of schools.

**Terms of reference for the Administrative Officer is found in Appendix XI.**

## **Supervisory Encounters/Visits**

The Heads of Department of Education will allocate schools to each District Education Officer in the Department. Heads of Departments of Education will ensure that each school and Practical Instruction Centre shall be visited for the purposes of supervision and inspection once per month or thrice per term. In an academic year, five of these visits must be announced, that is the school must be notified in advance. No notification shall be given for the other four visits. Due consideration will be given to local geographical and level circumstances.

Two types of supervisory visits will be made to schools: Individual and Team Visits. Individual Visits are to be made by the Supervising Officer while Team Visits shall be made by groups of two or more officers

Supervisory encounters shall focus on the areas stated in the **Visits to Schools: Supervisory Instrument and Report**. However, other areas may be included by the Department of Education as the need arises or by the Ministry of Education.

### **The broad areas of focus will be:**

- Teaching and Learning (Curriculum and Instruction)
- Administration and Organization
- Pupil Personnel Matters
- Physical Facilities
- Finance and Business Management
- School-Community Alliance.

**Terms of Reference for the District Education Officers is found in Appendix X.**

### **Reporting Mechanism**

Details of each supervisory encounter at the level of the school shall be recorded in the **Visits to Schools: Supervisory Instrument and Report**. A copy of the report shall be sent to the Headteacher of the school, the Head of Department of Education and to the Chairman of the Board, if it is a school managed by a Board. The Supervising Officer of the school will retain a copy of the report which will be used to give focus to subsequent follow-up visits.

A report will be compiled within two weeks and dispatched to the stakeholders. The contents of those reports will be among those matters discussed at the Weekly Reporting and Planning Meetings of the Department of Education and the Monthly Meetings of School Board. At the end of each month the Heads of Department of Education will dispatch a copy of each officer's Monthly Supervisory Report to the Regional Executive Officer and Deputy Chief Education Officer (MERD). Failure to do so must cause the DCEO (PIMU) to initiate the necessary course of action.

## **Quarterly Assessment of Performance**

The performance of each officer shall be assessed on a quarterly basis. An officer who, for each of the three months in a quarter, fails to meet his/her target of supervisory encounters shall be written to for an explanation. Failure to achieve his/her targets for two consecutive quarters shall result in an investigation by the Regional Education Committee. Should the Regional Education Committee find the officer in dereliction of duty, then shall make the necessary recommendations to the Regional Executive Officer with copies to MOE / PSC. Further, targets and support should be initiated. Letters of commendation shall be dispatched to officers who, on a quarterly basis, achieve or surpass their supervisory targets.

## **Management of Education at the School Level**

It is at the school level, where the interaction between the Headteacher and the teachers with the children will have the biggest impact on the ability of the children to learn. To this end the systems of support, monitoring and evaluation will be highly developed and fully operational. This section outlines the role and responsibilities of each member of the school community in achieving the highest standard of learning and teaching.

The main elements of the system are a clearly identified Senior Leadership Team with defined responsibilities related to the support of staff and the monitoring of their performance, a Middle Management with an extended role to include regular monitoring of teacher performance and finally, the regular self-evaluation of teachers' performance using a standard instrument and validated by senior staff.

The quality of learning and the use of the appropriate teaching methods and materials to achieve it, is the most important indicator of teacher performance. It is essential, therefore, that this is not taken for granted and the assumptions are not made about the quality based solely on experience and years of service. Regular and rigorous observation of lessons with feedback will be the main component of this monitoring process. Each teacher must therefore be accountable for his / her own performance and take suitable steps to ensure a professional, knowledgeable and skilful approach to their work. In addition, a thorough system of supervision linked to the appraisal process will be in place with appropriate records so that the judgments made may be validated by line managers, headteachers, education officers and the MERD Unit.

Each school will be responsible for evaluating its own performance and will seek to motivate staff and reward hard work as well as operating and carrying out a system of sanctions when staff do not fulfill the requirements of their contract.

## **Senior Leadership Team**

- Every school will have a Senior Leadership Team (SLT) which will be appointed by the Headteacher and approved by the Heads of Departments of Education.
- The size of the SLT will be according to the size of the school.
- The Headteacher will lead the SLT and the Deputy Headteacher will automatically be a member.
- In Grade A and B schools, there will be a minimum of three members and a maximum of 5 according to the number of pupils on roll. In Grade D & E schools, there will be a minimum of two members and a maximum of 3.
- The third member of the Team in Grade A and B schools will be chosen from the Middle Managers (SMs, HODs, Divisional Heads). The second member in Grade C school will be selected from among SMs, HODs or Divisional Heads. The second member in a Grade E school will be chosen from the remaining staff.
- The selection will be based on a combination of competence (proven professional ability) and years of service. However, the former will be the deciding factor.

**Terms of Reference for the Senior Leadership Team is found in Appendix XII.**

**Terms of Reference for the Middle Management is found in Appendix XIII.**

## **Teacher Self Evaluation**

All teachers will be expected to carry out a regular self evaluation of their work as a teacher and, if appropriate, a manager according to a standard instrument provided by the Ministry of Education.

The evaluation will be validated by the line manager and will form part of the Appraisal process and be used to identify areas for continuous professional development.

## **Records and Reporting Mechanisms**

- All staff, including teachers and managers, will be expected to complete appropriate records and reports according to the school, Department and Ministry of Education policies.

### **Appraisal System**

- It is the right of every teacher to expect to be appraised by the Appraisal Team in accordance with the Ministry of Education procedures.
- Appraisals will be used to identify staff development needs and assess competence.

### **Systems of Rewards and Sanctions**

- The school will seek to encourage and motivate staff at all levels to ensure the highest quality of education possible.
- The school will operate systems of sanctions when staff does not fulfil the requirements of their contract.

### **Training, Development and Support**

- It is the right of every teacher to expect appropriate staff development through identified training needs according to the availability of resources.
- Schools should operate a system of support for all staff at all levels.
- It is the right of the school to expect support from the Department and Ministry of Education.



## **Summary**

The education system is not performing in an efficient and effective manner and so organizational changes are necessary to bring about the needed improvements. These changes affect the MOE, the decentralized management of education in the region and the core school system

At the level of the Ministry, to obtain maximum output from available personnel, the structure has been flattened, some responsibilities re-assigned, units merged to give expanded roles and senior managers made answerable for the areas they manage. These managers have systems to make the junior managers account to them, and there is provision for commendation to be given and sanctions to be meted out when necessary. Apart from the mainstream academic programmes the organizational restructuring has placed emphasis on Literacy, Technical Education, Science Education, School Welfare which now includes guidance and counselling component and, School Health and related areas. It also gives increased prominence to the level ACEOs, who must now take greater responsibility for the levels they supervise and who are now answerable only to the Chief Education Officer. Monitoring, supervision and inspection of schools have also been identified for special attention among the other changes identified.

The above changes are supported by the Decentralized Education Management, with the roles of the Ministry of Regional and Local Government (MOR&LG) and the Regional Democratic Councils (RDC) outlined. The MOR&LG works collaboratively with the MOE and has direct responsibility for the RDCs. These bodies, line supervise the Regional Education Departments (RED). The REDs implement the MOE's policies and manages the education delivery process in the regions.

The MOE performs a monitoring function to ensure that Education Delivery and Policy Implementation are effectively carried out by the Departments in the Regions.

In the core school system itself, changes have been effected in an effort to provide quality education to students while community support structures such as the School Boards and the PTAs.

## **Appendix I: Terms of Reference for the Permanent Secretary**

**JOB TITLE:** Permanent Secretary  
**REPORTS TO:** Hon. Minister of Education  
**DATE REVISED:** May, 2008

### **MINISTRY OF EDUCATION**

#### **PURPOSE**

To advise the Minister on the formulation of policy in relation to the Ministry and its constituent departments; planning programmes and allocating responsibility to Divisional Heads; and directing and controlling the activities of the units/departments of the ministry.

#### **KEY OUTPUTS**

Policy submissions, draft speeches for the Minister, budgets for the ministry, the preparation / presentation of the Annual Report to the National Assembly; and replies to parliamentary questions and motions.

#### **RANGE OF ACTIVITIES:**

- ✓ Advises the Minister on the formulation of policies in relation to the Ministry and its constituent departments.
- ✓ Completes policy submissions at the request of the Minister.
- ✓ Interprets Government Policy, establishes the requisite mechanisms to ensure that all members of staff are informed of such decisions and adheres to them.
- ✓ Ensures that (as Accounting Officer) the financial resources allocated to MOE are well managed.
- ✓ Exercises strict discipline, accountability, and compliance with all rules and regulations governing management and finances.
- ✓ Ensures the effective implementation and monitoring of Government policy through consultation with the appropriate Heads of Department and interest groups.
- ✓ Ensures that an appropriate organization structure and operating procedures are in place by ensuring efficient administration of the Ministry's function.
- ✓ Executing Government policy with respect to those functions.
- ✓ Implementing specific projects and programmes assigned to the Ministry.

- ✓ Achieving the sectoral objectives set by the Government.
- ✓ Encouraging and supporting sound innovative ideas.
- ✓ Directs the preparation and presentation of the MOE's Work Plan / Programme and Budget.
- ✓ Pays strict attention to the management of the resources (human, material, finance) under his span of control, and ensures that they are carefully organized and monitored in order to obtain optimal benefits.
- ✓ Directs and controls the MOE staff.
- ✓ Maintains an acceptable level of discipline.
- ✓ Oversees staff development and training plans.
- ✓ Ensures that the MOE's policies are widely and accurately disseminated and that public concerns are reported promptly to the MOE.
- ✓ Represents the Minister of Education at national, regional and international forums.
- ✓ Ensure overall alignment of work activity with MOE Strategic Plan.

**Appendix II: Terms of Reference for the Chief Education Officer**

**JOB TITLE:** Chief Education Officer

**REPORTS TO:** Permanent Secretary

**DATE REVISED:** May, 2008

**MINISTRY OF EDUCATION**

**PURPOSE**

Advises on education policies, practices and procedures and co-ordinates all professional and related activities of the Ministry.

**KEY OUTPUTS**

- ✓ Advice on educational policies and procedures and changes/innovations where necessary.
- ✓ Smooth/efficient functioning of the professional branch of the Ministry (MERD, PIMU, TVET).
- ✓ Recommendations for awards of scholarships for higher education.

**RANGE OF ACTIVITIES:**

- ✓ Advise the Minister and Permanent Secretary on education policies, practices and procedures; direct the development, implementation and subsequent evaluation of such policies.
- ✓ Analyze the implementation of change , innovations and education programmes, procedures and regulations and advise the Minister and Permanent Secretary to facilitate appropriate decision making.
- ✓ Coordinate the preparation and review of the annual work programme and budget for the delivery of education at the central level.
- ✓ Coordinate the preparation of Annual Report for the relevant programmes of the Ministry of Education.
- ✓ Establish and maintain linkages with the community at large for the enhancement of the provision of education.
- ✓ Examine proposals and submit recommendations for awards and scholarships.
- ✓ Facilitate efficient management and coordination of the delivery of education to ensure scheduled implementation of policies and attend to programmes, and adherence to the education laws and regulations.
- ✓ Ensure that all national examinations and assessments are of high standard.

- ✓ Communicate policies and programmes of the Ministry of Education to the public.
- ✓ Ensure overall alignment of work activity with MOE Strategic Plan.

### **QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE:**

Master's Degree in Education or related subject area eg. Education Administration

### **PLUS**

A minimum of five (5) years experience serving as a senior level in an educational organization and administration.

### **DECISION MAKING, PROBLEM SOLVING AND IMPACT ON RESULTS:**

The job holder's position is that of administrative head of the professional branch of the Ministry, therefore, he/she provides advice to the Permanent Secretary and Minister on education policies, practices and procedures and on such changes and innovations that are relevant. The job holder is also expected to make on-the-spot visits to outlying district offices, schools and school-building projects and to serve as Chairman on various committees connected with the Ministry. - The job holder's time is spent mainly directing subordinates and ensuring that policies and practices developed are implemented and adhered to in keeping with the Ministry's overall objectives.

### **RESOURCE MANAGEMENT:**

Reporting to the job holder are the Deputy Chief Education Officers for PIM, MERD, TVET and Assistant Chief Education Officers for Nursery, Primary and Secondary.

### **COMMUNICATIONS:**

The job holder communicates regularly with both local and overseas personnel. The Ministry's communication ranges from subordinates to the Minister. Issues communicated are sometimes of a very complex nature e.g. the examination of proposals and recommendations of candidates for overseas award.

### **WORKING CONDITIONS:**

The job is performed under normal office conditions.

**Appendix III: Terms of Reference for the DCEO (TVET)**

**JOB TITLE:** DCEO (TVET)

**REPORTS TO:** Chief Education Officer

**DATE REVISED:** May, 2008

**MINISTRY OF EDUCATION**

**PURPOSE**

To have overall responsibility for the effective management and supervision of Technical and Vocational Education.

**KEY OUTPUTS:**

- ✓ Properly managed Technical/Vocational institution.
- ✓ Effective Training Programmes.
- ✓ Implementation of approved curricula.
- ✓ Interpretation and dissemination of Technical/Vocational Educational Policies.
- ✓ Valuable reporting and feed back from Principals.

**Range of Activities**

- ✓ Execute regular visits to Technical Institutes, Industrial Training Centres and Pre- Vocational Institutions, Board and Non-Board Secondary Schools.
- ✓ Monitor and evaluate processes, suggest and implement strategies for improvement.
- ✓ Coordinate open day at the institutes.
- ✓ Coordinate educational field visits.
- ✓ Coordinate exhibitions of produce by the various Pre and Post-Voc Institutions.
- ✓ Review and update curriculum and departmental syllabi.
- ✓ Ensure standards and safety measures are enforced.
- ✓ Provide training for Tech- Voc staff.
- ✓ Provide training for instructors and teachers for the BCCP.
- ✓ Monitor and Evaluate the BCCP and Skills for Life Programmes.
- ✓ Moderate the BCCP and Skills for Life Examination.
- ✓ Issue of certificates for the BCCP and the Post Secondary Exams.

- ✓ Prepare and submit Budget and Annual Reports
- ✓ Manage TVET Secretariat
- ✓ Give guidance and advice to Minister, PS and CEO relating to the functioning of TVET.

### **QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE:**

A Degree in a relevant technical field along with a Diploma/Certificate in Education plus a minimum of six (6) years experience in teaching and varied experience in administration and/or supervision.

### **DECISION MAKING, PROBLEM SOLVING AND IMPACT ON RESULTS:**

The emphasis of the job holder's position is to coordinate and supervise technical/vocational education. He/she therefore has to formulate policies and strategies in order to resolve the difficulties encountered by the technical/vocational institutions. The job holder therefore spends most of his time overseeing the work of his subordinates and providing professional advice to them whenever the need arises. A decision by the job holder can impact positively on the system when goals are achieved. On the other hand a wrong decision could result in an inefficient and ineffective technical/vocational education system.

### **RESOURCE MANAGEMENT:**

The job holder assumes the responsibility for the implementation of the Ministry's programmes in technical/vocational education. Reporting to the job holder is the Principals / Administrator of G.T.I., G.I.T.C., U.C.I.T.C., L.T.I., C.S.H.E., N.A.T.I. and S.E.O. (Tech).

### **COMMUNICATIONS:**

The job holder communicates frequently with his superiors, subordinates, personnel from the private sector and the general public on issues related to technical/vocational education.

### **WORKING CONDITIONS:**

The job holder works within a normal office environment and is required to make field visits at least once per week to technical/vocational institutions ranging throughout the country.

**Appendix IV: Terms of Reference for the ACEO (N)**

**JOB TITLE:** ACEO (Nursery)  
**REPORTS TO:** Chief Education Officer  
**DATE REVISED:** May, 2008

**MINISTRY OF EDUCATION**

**PURPOSE:**

To monitor the pre-primary level of education especially with reference to quality delivery to promote the achievement of improved results to each stage of the process and to take measures to effect improvements in the system in keeping with policies, plans and programmes.

**KEY OUTPUTS:**

- ✓ Improvement of the delivery of education.
- ✓ Advice on the modification and development of curricula.
- ✓ Professional support to Education Officers in the Regions and Georgetown.
- ✓ Completion of programmes through regular supervision.

**Range of Activities.**

**Curriculum**

- ✓ Ensure that the appropriate curriculum is developed, made available to and evaluate all schools and classes.

**Instructional Programme, Methodologies and Strategies**

- ✓ Provide direction on the methodologies and strategies to be used for effective supervision of the implementation process for quality output.
- ✓ Visit schools on a regular basis to monitor the implementation of the instructional programme and conduct post conferencing where appropriate.
- ✓ Monitor the Assessment of School Effectiveness on a termly basis

**Training, Continuous Professional Development, Orientation / Evaluation of training**

- ✓ Monitor the Continuous Professional Development programme in all education districts.



- ✓ Monitor in conjunction with the Heads of Departments of Education. Director NCERD, Principal CPCE, orientation programmes for newly appointed administrative staff and practicing teachers.
- ✓ Assist with interviews for senior appointments.

### **Policies, Plans, Programmes**

- ✓ Coordinate the transition from home to pre-primary, pre-primary to primary and between year groups.
- ✓ Review policies, plans and programme and recommend the necessary changes at the Pre-primary level.
- ✓ Ensure the Pre-primary Timetable is adhered to.
- ✓ Coordinate the establishment and functioning of Pre-Primary Committees in each education district.
- ✓ Respond to and initiate public awareness programme to sensitize the nation on new MOE initiatives.
- ✓ Work closely with TSC to ensure all pre-primary schools are adequately staffed, gazetted and appropriately graded.
- ✓ Ensure all teachers at the Pre-primary level are appraised as per policy.
- ✓ Liaise with national focal persons and the Heads of Departments of Education to ensure maximum participation of Pre-primary schools at national activities.
- ✓ Monitor special Projects / Programmes.

### **Learning Resource**

- ✓ Monitor the Pre-primary programme in the education districts to ensure appropriate teaching methodologies and strategies, textbooks, teaching material and multi-sensory teaching/learning aids, time tabling etc.

### **Annual Work Plan**

- ✓ Prepare an annual work plan with estimated cost and review same on a quarterly basis.
- ✓ Prepare an annual report on the performance of Pre- primary education in Guyana.

### **Improvement in quality results**

- ✓ Ensure that Continuous Assessment is done and appropriate use is made of the results.
- ✓ Assist in the assessment of School Improvement Plans at the Nursery Level.
- ✓ Coordinate the training of Nursery Field Officers or Infant Field Officers.

### **Activity on findings of MERD**

- ✓ Address findings of MERD.

### **Establish and maintain linkages**

- ✓ Establish and maintain linkages with communities and local agencies regional and international:
  - UNICEF/UNESCO
  - Regional and Sub-regional PTAs

### **QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE:**

The job holder should have at least a First Degree in Education, with additional vocational training eg. Curriculum development, classroom methodology etc.

Experience must include classroom exposure as a teacher and administrative work of at least twelve years in total.

### **DECISION MAKING, PROBLEM SOLVING AND IMPACT ON RESULTS:**

Decision making would be typically in the areas of programme to be developed, resources required for the success of programmes, teacher welfare and disciplinary issues and placement of children in schools. The latter two are among the most complex decisions likely to be made.

While guidance is generally given by the job holder superior in administrative matters, he/she is expected to be highly innovative and creative in matters of a professional nature. Procedures and precedents where applicable may be used to guide decisions. Decisions will not necessarily change overall policies but can impact on functions while parents are most likely to be affected.

**RESOURCE MANAGEMENT:**

The job holder is functionally responsible for ten Regional Education Officers and one Principal Education officer. There is approximately 60 - 70 staff working with these eleven Officers. Supervision of subordinates is mainly through monthly meetings and occasional visits to the regions. The job holder is not a budget holder and does not control high values assets, except for necessary aids to be used at workshops and seminars. The job holder is expected to play an active role in the development of long and short term plans for his/her work.

**COMMUNICATIONS:**

The ability to communicate at all levels within the Ministry and with various Non Governmental Organizations e.g. Parents Teachers Association, Donor Agencies, is essential. Since some issues can be very sensitive, tact must be exercised. However the most frequent work contact is made with the job holder's immediate supervisor.

**WORKING CONDITIONS:**

The job holder is primarily office bound except for necessary trips into the regions undertaken by public transportation. Conditions in these instances can be hazardous.

**Appendix V: Terms of Reference for the ACEO (Primary)**

**JOB TITLE:** ACEO (Primary)  
**REPORTS TO:** Chief Education Officer  
**DATE REVISED:** May, 2008

**MINISTRY OF EDUCATION**

**PURPOSE:**

To monitor the primary level of education especially with reference to quality delivery to promote the achievement of improved results to each stage of the process and to take measures to effect improvements in the system in keeping with policies, plans and programmes.

**KEY OUTPUTS:**

- ✓ Improvement of the delivery of education.
- ✓ Advice on the modification and development of curricula.
- ✓ Professional support to Education Officers in the Regions and Georgetown.
- ✓ Completion of programmes through regular supervision.

**Range of Activities**

**Curriculum:**

- ✓ Ensure that the appropriate curriculum is developed, made available and evaluated.

**Instructional programme: Methodologies and strategies**

- ✓ Provide direction on the methodologies and strategies to be used for effective supervision of the implementation process.
- ✓ Monitor new school methodologies in Regions 1&9, IRI and Literacy Programme.
- ✓ Visit schools on a regular basis to monitor the implementation of instructional programme and conduct post conference where appropriate.

**Training Programme: Continuous Professional Development, Orientation / evaluation of training.**

- ✓ Monitor the continuous professional development programme in all education districts.
- ✓ Organized in-service and vacation courses for practicing teachers at the national level.

### **Policies, plans and programmes:**

- ✓ Coordinate the transition from pre-primary to primary and from primary to secondary.
- ✓ Review policies, plans and programme and recommend the necessary changes at the primary level to Curriculum Developers and HODOEs.
- ✓ Compile Junior and Senior Vacancies for all Primary Schools across the country.
- ✓ Compile Pupil Enrolment for all Primary Schools.
- ✓ Monitor the Assessment of School Effectiveness on a termly basis.
- ✓ Monitor Projects/Programmes such as EFA/FTI.
- ✓ Assist in the Assessment of School Improvement Plans at the Primary level.
- ✓ Assist with interviews for senior appointments.
- ✓ Process Applications for teachers:
  - Senior Acting Appointments
  - Senior Appointments
  - Transfer/Secondment
  - Senior Assistant Masters/Mistresses
  - Permanent Trained Teacher's Certificate
- ✓ Liaise with and coordinate activities of the HODOEs.
- ✓ Ensure the implementation of education policies and programmes and maintain an environment that will encourage feedback.

### **Learning Resource**

- ✓ Monitor the use of text book.

### **Annual Work Plan**

- ✓ Prepare Work Programmes with estimated costs, implement and review same.
- ✓ Prepare Annual Report on the performance of the Primary Sector.

### **Improvement in quality of result**

- ✓ Works with the Board of Examiners to moderate the National Grades 2,4,6 Assessments.
- ✓ Ensure that Continuous Assessment is done and appropriate use is made of the results.

### **Activity on findings of MERD**

- ✓ Follow-up visits to schools to ensure that weakness identified by MERD are corrected.

### **Remedial programme**

- ✓ Coordinate the remedial programmes at Grades 2, 3, 4, 5 & 6.

### **Community linkages**

- ✓ Respond to and initiate public awareness programmes.
- ✓ Establish and maintain linkages with communities and local, regional and international agencies.

### **QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE:**

The job holder should have at least a First Degree in Education, with additional vocational training eg. Curriculum development, classroom methodology etc.

Experience must include classroom exposure as a teacher and administrative work of at least twelve years in total.

### **DECISION MAKING, PROBLEM SOLVING AND IMPACT ON RESULTS:**

Decision making would be typically in the areas of programme to be developed; resources required for the success of programmes; teacher welfare and disciplinary issues and placement of children in schools. The latter two are among the most complex decisions likely to be made.

While guidance is generally given by the job holder superior in administrative matters, he/she is expected to be highly innovative and creative in matters of a professional nature. Procedures and precedents where applicable may be used to guide decisions. Decisions will not necessarily change overall policies but can impact on functions while parents are most likely to be affected.

**RESOURCE MANAGEMENT:**

The job holder is functionally responsible for ten Regional Education Officers and one Principal Education officer. There is approximately 60 - 70 staff working with these eleven Officers. Supervision of subordinates is mainly through monthly meetings and occasional visits to the regions. The job holder is not a budget holder and does not control high values assets, except for necessary aids to be used at workshops and seminars. The job holder is expected to play an active role in the development of long and short term plans for his/her work.

**COMMUNICATIONS:**

The ability to communicate at all levels within the Ministry and with various Non Governmental Organizations e.g. Parents Teachers Association, Donor Agencies, is essential. Since some issues can be very sensitive, tact must be exercised. However the most frequent work contact is made with the job holder's immediate supervisor.

**WORKING CONDITIONS:**

The job holder is primarily office bound except for necessary trips into the regions undertaken by public transportation. Conditions in these instances can be hazardous.

**Appendix VI: Terms of Reference for the ACEO (S)**

**JOB TITLE:** ACEO (S)  
**REPORTS TO** Chief Education Officer  
**DATE REVISED:** May, 2008

**MINISTRY OF EDUCATION**

**PURPOSE:**

To monitor the Secondary level of education especially with reference to quality delivery to promote the achievement of improved results to each stage of the process and to take measures to effect improvements in the system in keeping with policies, plans and programmes.

**KEY OUTPUTS:**

- ✓ Improvement of the delivery of education.
- ✓ Advice on the modification and development of curricula.
- ✓ Professional support to Education officers in the Regions and Georgetown.
- ✓ Completion of programmes through regular supervision.

**RANGE OF ACTIVITIES:**

**Curriculum**

- ✓ Instructional programme.
- ✓ Methodologies and Strategies.
- ✓ Basic Competency Certificate Programme.
- ✓ Develop, disseminate and evaluate curriculum.

**Training Programme**

- ✓ Continuous Professional Development.
- ✓ Orientation / Evaluation.

**Policy**

- ✓ Review policy, plans and programme.
- ✓ Collaborate with Teaching Service Commission.
- ✓ Gazetting and grading of school.



### **Learning Resource**

- ✓ Identify appropriate textbooks, teaching materials and multi sensory teaching aids.

### **Annual Work Plan**

- ✓ Annual Budgetary Estimates.
- ✓ Annual Report
- ✓ Emphases for Education Districts.

### **Improvement in Quality of Results**

- ✓ Grades 7, 8, 9, CSEC, CAPE and BCCP.
- ✓ Provide teaching support for Education Districts.
- ✓ Smooth transition from Primary to Secondary; Secondary to the World of Work.
- ✓ Coordinate national enhancement programmes e.g. National Science, Mathematics and Technology Fair.
- ✓ Remediation.
- ✓ Rationalization.

### **Placement**

- ✓ Monitor the placement of students after the National Grade Six Assessment and sixth form level.
- ✓ Transition from Private to Government schools.

### **Science Education**

- ✓ Monitor Science Laboratories.

### **Monitoring**

- ✓ Formative, Summative and Continuous Assessment.
- ✓ Private schools.

- ✓ Address findings of MERD.
- ✓ Visit schools in each education district.

### **Establish and Maintain Linkages**

- ✓ Local, regional and international agencies.

### **QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE:**

The job holder should have at least a First Degree in Education, with additional vocational training eg. Curriculum development, classroom methodology etc.

Experience must include classroom exposure as a teacher and administrative work of at least twelve years in total.

### **DECISION MAKING, PROBLEM SOLVING AND IMPACT ON RESULTS:**

Decision making would be typically in the areas of programme to be developed; resources required for the success of programmes; teacher welfare and disciplinary issues and placement of children in schools. The latter two are among the most complex decisions likely to be made. While guidance is generally given by the job holder superior in administrative matters, he/she is expected to be highly innovative and creative in matters of a professional nature. Procedures and precedents where applicable may be used to guide decisions. Decisions will not necessarily change overall policies but can impact on functions while parents are most likely to be affected.

### **RESOURCE MANAGEMENT:**

The job holder is functionally responsible for ten Regional Education Officers and one Principal Education officer. There is approximately 60 - 70 staff working with these eleven Officers. Supervision of subordinates is mainly through monthly meetings and occasional visits to the regions. The job holder is not a budget holder and does not control high value assets, except for necessary aids to be used at workshops and seminars. The job holder is expected to play an active role in the development of long and short term plans for his/her work.

### **COMMUNICATIONS:**

The ability to communicate at all levels within the Ministry and with various Non Governmental Organizations e.g. Parents Teachers Association, Donor Agencies, is essential. Since some issues can be very sensitive, tact must be exercised. However the most frequent work contact is made with the job holder's immediate supervisor.

**WORKING CONDITIONS:**

The job holder is primarily office bound except for necessary trips into the regions undertaken by public transportation. Conditions in these instances can be hazardous.

**Appendix VI: Terms of Reference for the Science Coordinator**

**JOB TITLE:** SCIENCE COORDINATOR

**REPORTS TO:** DIRECTOR, NCERD

**DATE REVISED:** March, 2008

**MINISTRY OF EDUCATION**

**PURPOSE:**

To promote Science Education at the primary, secondary and technical vocational institutions in Guyana.

**KEY OUTPUTS:**

- ✓ Promote and expand Science Education in Schools and Institutions
- ✓ Assist in the review and development of curricula and other related activities
- ✓ Provide professional support to Education Officers, Head Teachers and Heads of Departments in the Education Sector
- ✓ Monitor the quality delivery of Science Education (including Laboratory work by teachers)

**RANGE OF ACTIVITIES:**

- ✓ Assist in the formulation and implementation of policies relating to means of delivery of Science Education at all levels.
- ✓ Develops programmes, geared to address deficiencies in the delivery of science education, as per agreed policies.
- ✓ Reviews curricula implemented by way of questionnaires and visits to regions.
- ✓ Promote professional development of teachers in the field of Science.
- ✓ Organizes workshops, seminars and meetings for the Regions and Georgetown to give professional support and training on Science Education.
- ✓ Co-ordinates the activities of the Regional Education Officers and Senior Education Officers in the promotion of Science Education.
- ✓ Collaborate with other stakeholders such as Institute of Applied Science and Technology, University of Guyana, Environmental Protection Agency, Bureau of Standard and the private sector to plan and execute training programmes and other activities in Science

- ✓ Monitor, evaluate and report on the status of Science Labs in the country and promote their development.
- ✓ Evaluate the results of science subjects at various levels up to CAPE and develop and implement action plans to achieve targeted result.
- ✓ Increase substantially the number of students opting for and writing science subjects at the various grade assessments examination.

### **QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE:**

The job holder should have at least a Master Degree in a Science field, with additional training, eg. Curriculum development, classroom methodology etc. Experience must include classroom exposure as a teacher/lecturer and administrative work of at least five years in total.

### **DECISION MAKING, PROBLEM SOLVING AND IMPACT ON RESULTS:**

Decision making would be typically in the areas of programme to be developed; resources required for the success of programmes. While guidance is generally given by the job holder supervisor/Permanent Secretary in administrative matters, he/she is expected to be highly innovative and creative in matters of a professional nature. Procedures and precedents where applicable may be used to guide decisions, assists in the formulation, implementation and monitoring of policies in the field of science.

### **RESOURCE MANAGEMENT:**

The job holder is not a budget holder and is required to work along with the Activity Heads within the Ministry and in most cases the Regions to plan and execute the Science Programs.

### **COMMUNICATIONS:**

Within the Ministry, communication ranges from the Hon. Ministers, Permanent Secretary, Senior Staffs, and Activity Heads. Other stakeholders outside of the Central Ministry include, Regional Executive Officer and Regional Education Officers, Head Teachers and Heads of Departments, donor agencies, private sector bodies, etc.

### **WORKING CONDITIONS:**

The job holder's time is spent both in office and in the field. He/she is required to be out in the fields to monitor, evaluate and report on the delivery of science education programmes at all levels.

## **Appendix VIII: Terms of Reference for the Chief Schools Welfare Officer**

**JOB TITLE:** CHIEF SCHOOLS WELFARE OFFICER  
**REPORTS TO:** DEPUTY CHIEF EDUCATION OFFICER  
**DATE REVISED:**  
**MINISTRY/DEPARTMENT:** MINISTRY OF EDUCATION

### **PURPOSE:**

Under the controlling officer, the incumbent serves as head of the School' Welfare Service and advises the former on all matters relating to that Unit. Directs operations of the Service at the Centre and the Regions; defines and interprets the role of the Schools' Welfare Service; plans and evaluates regular reports submitted by field staff and maintains relevant records and statistics; liaises with other sections of the Ministry of Education and other agencies in relation to school's welfare work; represents the Division at meetings, conferences, seminars etc; functions as advisory and consultative personnel to the Regional Democratic Councils in relation to School's Welfare intervention; prepares relevant reports and papers from time to time. Advises Regulatory Agencies on matters before the court and performs other related duties.

### **RANGE OF ACTIVITIES:**

- ✓ To advise the Ministry of Education on Schools' Welfare practices and procedures.
- ✓ To formulate policies on matters affecting school-age children and to design programmes for the implementation of accepted policies.
- ✓ To advise Regulatory Agencies on offenders before the Court.
- ✓ To enforce the Education Act as it relates to Non-attendance, Wandering and Child Employment.
- ✓ To assess the need for training and to conduct regular and relevant training activities for Schools' Welfare Officers.
- ✓ To plan Annual Work Programmes, budget and emphases.
- ✓ To ensure the smooth coordination of the service through Regional visits to monitor and advise.
- ✓ To make recommendations for the effective delivery of Regional Schools' Welfare programmes.

- ✓ To establish and maintain links with other Welfare and Social Service Agencies/organizations. Schools Communities and donor agencies locally and international.
- ✓ To ensure receipt of welfare assistance and relevant up-to-date information.
- ✓ To control an informed retrieval system.
- ✓ To inform the Chief Education Officer on the rate of absenteeism nationally.
- ✓ To advise the Chief Education Office on the care, protection and education offered to school-age children.
- ✓ To advise the Chief Education Officer on serious incidents affecting children.
- ✓ To ensure that Regional Campaigns (Operation C.A.R.E) are conducted frequently according to regional assessment.
- ✓ Any other necessary, urgent and /or relevant duty.

**QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE:**

A Degree in Social Work from a recognized institution plus a minimum of four (4) years' post graduate experience in a social work agency including a minimum of three years in an administrative/managerial capacity)

**OR**

A diploma in Social Work or other related discipline, or equivalent qualification, from a recognized institution plus a minimum of eight (8) years post qualification experience in a social work agency (including a minimum of three (3) years in an administrative/managerial capacity).

Possession of a Diploma/Certificate in public Administration or other related discipline will be an advantage.

**COMMUNICATIONS:**

The job holder communicates on a regular basis to REOs / PEO (G/t), ACEO (N,P,S) and senior welfare officers. Communication with other agencies / organization which deals with welfare services are also done by the job holder.

**WORKING CONDITIONS:**

Normal working conditions: 75% field and 25% office.

**Appendix IX: Terms of Reference for the Coordinator, School Health, Nutrition and HIV/AIDS Unit.**

**JOB TITLE:** Coordinator, School Health, Nutrition and HIV/AIDS Unit.

**REPORTS TO** Permanent Secretary

**DATE REVISED:** May, 2008

**MINISTRY OF EDUCATION**

**PURPOSE**

To coordinate Health, Nutrition and HIV/AIDS related policies throughout the Education Districts.

**KEY OUTPUTS**

Proper Health, Nutrition practices in schools. Well coordinated HIV/AIDS Education Programme, Special Needs Education Programme.

**RANGE OF ACTIVITIES:**

- ✓ Monitor, evaluate, implement and conduct training sessions on School Health, Nutrition HIV / AIDS, Safety and Health and Family Life Education (HFLE), SEN.
- ✓ Develop policies and monitor the implementation regarding School Health.
- ✓ Provide technical support and advice for the delivery of HIV / AIDS Education.
- ✓ Monitor water and sanitary facilities of the school.
- ✓ Develop and implement programmes for Disaster Planning.
- ✓ Monitor Safety Management practices in school.
- ✓ Train personnels in conducting Vision Screening.
- ✓ Monitor Vision Screening practices in schools.
- ✓ Ensure that all children benefit from the Vision Screening services.
- ✓ Train teachers in counseling strategies.
- ✓ Develop database on School Health activities, development, executing agencies sanctioning plans / messages.
- ✓ Acts in advisory role to the Minister (MOE, MOH, MOR&LG).
- ✓ Focal Point for unit is accountable for all aspects of the programme.



- ✓ Be involved in strategic planning.

**QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE:**

A degree in Health Science or Nutrition or related.

**DECISION MAKING, PROBLEM SOLVING AND IMPACT ON RESULTS:**

- This Coordinator will ensure that these are fully developed programme policies that are implemented and monitored on a regular basis.
- Advises the Permanent Secretary and Chief Education Officer on national policy / guidelines for Health Promoting schools.

**RESOURCE MANAGEMENT:**

- Health Promoting Schools facilitator.
- HIV / AIDS Focalpoint
- Health and Nutrition.
- Special Education Needs Education.

**COMMUNICATIONS:**

With professional officers and Heads of Departments of Education.

**WORKING CONDITIONS:**

In keeping with DEOs .

**Appendix X: Terms of Reference for the Education Officer**

**JOB TITLE:** Education Officer

**REPORTS TO:** Regional Education Officer/Principal Education Officer

**DATE REVISED:** May, 2008

**MINISTRY OF EDUCATION**

**PURPOSE**

To supervise all aspects of education within the regions and Georgetown (nursery, primary, secondary) with particular emphasis on the interpretation and execution of education policies, in order to ensure consistency and efficiency in the delivery of education.

**KEY OUTPUTS:**

- ✓ Clinical supervision of educators i.e. instruction in classroom delivery methodology, workshops on various subject areas etc.
- ✓ Dissemination of information on education policies.
- ✓ Solutions to staffing issues e.g. welfare, discipline etc.
- ✓ Systematic record keeping in schools.
- ✓ Annual budget estimates in relation to planned programme of work.

**Range of Activities**

- ✓ Ensure that teaching and learning is done in accordance with the provisions in the Timetable, Curriculum Guides, Scope and Sequence charts, Schemes of Work and Lesson Plans.
- ✓ Provide technical advice and support to school staffs as regards plans, programmes, conflict, contraventions, etc.
- ✓ Appraise administrators.
- ✓ Clinically supervise administrators
- ✓ Check on facilities and resources.
- ✓ Check on the maintenance of prescribed administrative and pedagogical records and documents.
- ✓ Ensure that assessments are done in keeping with policy.
- ✓ Check on adherence to the Standard Operational Procedures

- ✓ Ensure that the conduct of teachers is in keeping with the provisions in the education Regulations and Code of Conduct for Teachers.
- ✓ Conduct inspection of all schools allocated to him / her.

### **QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE:**

A bachelor's degree in Education or in a subject area with additional professional / technical qualifications e.g. Classroom Delivery Methodology.

### **PLUS**

At least ten years experience, in the education system, of which three years must be in administrative capacity.

### **DECISION MAKING, PROBLEM SOLVING AND IMPACT ON RESULTS:**

Typical decisions would revolve around the placement of teachers in schools, while the most complex would be those involving staff discipline and/or welfare. Very little guidance is necessary from supervisors since information to aid decisions is usually clear and adequate. The availability of circulars, memos etc. also contribute to the decision making process. Due to the number of on-the-spot decisions that can result from school visits, the ability to be creative and original is an important requirement for this job.

The policy executing role of the job holder allows for little or no influence on overall policies. Students and to some extent parents are the ones most likely to be affected by decisions, which generally, must have the approval of the Senior Education Officer. Care must be taken to ensure decisions are fully considered for their implications, since errors can result in grave psychological harm to students. A measure of the job holder's impact can be the degree of effectiveness in the implementation of policies by schools.

### **RESOURCE MANAGEMENT:**

The job holder supervises two Education Supervisors and is responsible for schools in the Regions and Georgetown under his/her specific area of responsibility (nursery, primary or secondary). Supervision of subordinates is minimal, while he/she is expected to make weekly reports on the progress of his/her work. While not being a budget holder, the job holder controls some funds, (advances to execute programmes) which can range from \$10,000 to \$25,000. The incumbent is not responsible for high valued equipment but plays an active role in the development of work plans / programmes. This is primarily with school heads and teachers, with the highest level public servant being the P.S as it relates to work. Issues are generally uncomplicated with the most sensitive being parent / teacher, student / teacher relationships.

**COMMUNICATIONS:**

He is the chief intermediary between the headteachers at his respective level and the Heads of Departments of Education. He liaises with the Regional Information Technology Officer, Regional Assessment Officer, School Welfare Officer and School Health, Nutrition and HIV / AIDS officer to ensure that there is a smooth integration into his area of activity.

**WORKING CONDITIONS:**

About 60% of the job holder's time is field based which is exclusive of extra hours beyond regulation time. This is a necessary part of the job. Field conditions are not considered

## **Appendix XI: Terms of Reference for the Administrative Officer in Education Departments**

**JOB TITLE:** Administrative Officer in Education Departments

**REPORTS TO:** Regional Education Officer/Principal Education Officer

**DATE REVISED:** May, 2008

### **MINISTRY OF EDUCATION**

#### **PURPOSE**

To ensure the efficient management of the office and provide the support necessary for the effective supervision of schools.

#### **KEY OUTPUTS**

Well managed offices. Completion of budgetary matters and other financial documents.

#### **Range of Activities**

The Administrative Officer reports to the Regional Education Officer Principal Education Officer and shall be responsible for:-

- ✓ managing the office and supervising the support staff.
- ✓ dealing with personnel matters of teachers and support staff.
- ✓ annual appraisal of support staff.
- ✓ storing and retrieval of data on schools and teachers.
- ✓ assisting in the allocation of learners to schools in the Regions as per stated guidelines.
- ✓ preparation of financial documents, reports and reviews (including budgetary estimates).
- ✓ represent the Regional Education Officer at meetings with the Regional authorities, especially those of financial nature.
- ✓ making arrangements for the conduct of workshops, rallies and meetings.
- ✓ assisting the Regional Education Officer and working with District Education Officer to ensure important deadline are kept.
- ✓ procuring and distributing of materials and supplies for school.
- ✓ ensuring the arrangements for the successful conduct of Regional and National examinations are in place.

**QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE:**

The job holder should have at least a First Degree in a Management field, administrative work of at least five years in total.

**DECISION MAKING, PROBLEM SOLVING AND IMPACT ON RESULTS:**

Decision on the day to day operation of the office is done by the job holder with advice from the PEO (G/t) and REOs.

**RESOURCE MANAGEMENT:**

Supervises all support staff in the office.

**COMMUNICATIONS:**

Communication ranges from the Administration Region to support staff within the education sector of the region.

**WORKING CONDITIONS:**

Normal working conditions. Some field visits are required.

## **Appendix XII: Terms of Reference for the Senior Leadership Team**

- 1) To develop and maintain, through their commitment, the ethos of the school so that staff and pupils may actively develop fully in personal, professional and educational terms.
- 2) To initiate procedures and policies and implement those agreed by the SLT.
- 3) To take a prominent role in the day to day running of the school.
- 4) To monitor the work of the staff and pupils of the school in all aspects of their work.
- 5) To evaluate the work of the staff and pupils of the school and, in the light of this evaluation, take a leading role in the school's future development.
- 6) To ensure the maintenance of good order and discipline amongst learners at all times.
- 7) To promote good relationships with parents, the local community, the Department of Education and the RDC and Ministry of Education.
- 8) To promote the aims and objectives of the school.
- 9) To create an environment which is conducive to effective learning and which meets the physical, emotional and educational needs of learners.
- 10) To maintain a partnership between the school, parents and Board Members and ensure that the school is a meaningful aspect of the local community.
- 11) To define the educational goals and vision of the school and set these out in the School Improvement Plan in consultation with the staff, parents, the Department of Education so that it meets both the national statutory requirements and policies.
- 12) To develop a curriculum which meets the requirements of the most recent and former Education Acts and successive Education Acts and which responds to the needs of each learner in accordance with the stated policy of the Ministry of Education.
- 13) To advise Department / Division members on the acquiring / procurement of resources.
- 14) To review the curriculum so that the quality of learner learning can be improved and educational disadvantages minimized.
- 15) To ensure that an effective system for assessing and recording the progress of each learner exists in accordance with statutory national responsibilities and ensure that the aims related to each learner learning are achieved.

- 16) To ensure a supportive system of pastoral care for all learner which contribute to their effective learning.
- 17) To develop a coherent and accountable management, administrative and organizational structure within the school which ensures that the curricular and learning needs of learners are met.
- 18) To ensure the creation of budgets and accounting for financial and material resources of the school.
- 19) To establish an effective professional development programme for teachers which includes individual, whole staff development and school focused training.
- 20) To monitor and evaluate all aspects of the work of the school in collaboration with staff and the Department of Education.
- 21) To work in close collaboration with the Department of Education and liaise appropriately with officers on relevant matters.
- 22) To establish an effective communications system within the school, with learners, staff, parents, the community and the Department of Education.



## **Appendix XII: Terms of Reference for the Middle Management**

- 1 The middle management of the school will be made up those who hold positions of responsibility.
- 2 In general terms, the responsibilities of middle managers will be as follows:-
  - To contribute to the well-being and development of the school by supervision of learners, guidance of teachers, and advice to the SLT.
  - To provide induction, guidance and advice.
  - To oversee and monitor the work of members of departments / divisions, including assessment and evaluation.
  - To assist in the professional development of the teachers, including in-service work as may be appropriate and career development.
  - To be responsible for leading the Department / Division curriculum planning, incorporating the whole-school policies.
  - To develop an assessment scheme in line with whole school policy.
  - To advise on learning and teaching methods and classroom management appropriate to the relevant subject matter.
  - To oversee the usage, storage of and security of all equipment and teaching resources.
  - To devise and maintain departmental / division records and reports according to policy.
  - To make arrangements for the implementation of the contingency timetable for absent colleagues.
  - To implement school policies in encouraging the raising of achievement.
  - To monitor the work of all pupils within the department / division and keep appropriate records.
  - To accept responsibility for conduct and behaviour of all learners within the department / division and to be available to help members of department / division as problems arise.

Monitoring and Evaluation will be carried out using a standard instrument and guidance on the above responsibilities will be provided by the Ministry of Education

## **Appendix xiv: Guidelines for Parent Teacher Association Parent Teacher Associations and other Allied Bodies**

### **(1) Name**

The Association or other similar body shall be called the *(name of particular school)* Parent Teacher Association or designation of similar body.

Where a Nursery class or a Community school exists, there will be one Association for the entire complex.

Where Practical Instruction Centres (PICs) exist, the headteacher and staff of each PIC will attend the PTA meeting of the feeder school. The agenda of the meeting will accommodate issues relating to the PIC, and the PIC will be included in the planning process. Where there is more than one feeder school, the staff of the PIC will be allocated to attend the different PTA meetings, so there will always be representatives of the various feeder schools, at all the meetings.

PICs are **not** to attempt to form their own PTAs.

Schools existing in close proximity, may share the same Association, with the names of the schools appearing jointly to name the Association.

### **(2) Objectives**

The objectives of the Association shall be to:-

- (i) promote cooperation and a closer relationship between home and school to enhance the process of teaching and learning.
- (ii) promote the welfare of children at school, at home, and in the community.
- (iii) acquire and expend funds to enhance the programmes offered to learners by the school.
- (iv) organize sessions to educate parents on the care and training of the child in the pre-school phase, the early childhood phase, the primary education phase and the secondary education phase.
- (v) educate parents in Education Policies.

### **(3) Activities**

- (i) Exercise direct control over school canteens with members of the PTA having the first option to manage their operations in all nursery, primary and non board secondary schools. In the case of schools with Boards, there must be negotiations with the Board which can exercise its discretion
- (ii) Pursue all avenues available to the Association to realize a membership that includes all parents/guardians of learners in the school.
- (iii) Create a support group to offer guidance, counselling and other available means of assistance to parents experiencing problems with school aged children.

- (iv) Participate in a committee of management, involving the headteacher, with responsibility for making recommendations for the daily management of the school, including discipline and performance standards of the school. Performance standards must always be in keeping with the national standards set by the Ministry
- (v) Foster relationships with other sister Associations in the drive for improved school environments.
- (vi) Arrange for the academic, vocational and social development of parents where the desire is expressed and the need exists.
- (vii) Plan a programme for defaulting parents in the area to send their school aged children to school.
- (viii) Plan programmes to inculcate good habits and values in parents and guardians. Topics such as drug abuse, smoking, alcohol abuse etc. could be dealt with.
- (ix) Represent grievances of its members to the appropriate authorities, beginning at the level of the school, the Regional Education Department, the Regional Administration and further afield if necessary, in that order.
- (x) To undertake all available actions to support and complement the plans of the SIAC.
- (xi) Develop a work plan to serve as the engine of growth and progress.
- (xii) In the case of Board schools, the PTA representative on the Board, and the headteacher, would update the Board on plans and activities of the PTA, and the Association will work in collaboration with the Board.

#### **(4) Programmes and Policies**

- (i) The Association, shall at all times, whether on its own or in collaboration with other agencies, act in such a manner as to promote the welfare of the school.
- (ii) A Committee shall be set up to develop and organize a programme that is educational, social, cultural and administrative in nature.
- (iii) The Association shall participate in the formulation of school policies and work plans, and have a say in the administrative practices of the school, through its relevant committee, and at general meetings. This privilege is not extended to individual members acting on their own. In this regard there shall be a Committee of Management.
- (iv) The headteacher shall advise the PTA on all technical/professional matters.

#### **(5) Membership**

Membership shall be open to:-

- (i) parents and guardians of learners attending the school, and interested citizens in the community.
- (ii) all teachers on the staff of the school.
- (iii) parents of past learners and past members of staff.

- (iv) any interested member of the community who wants to contribute to the Association's objectives.

## **(6) Office Bearers**

The officers shall be a President, Vice President, Secretary and a Treasurer. The office of the Vice President shall be held by the Headteacher of the school. In the case of more than one school being involved, all headteachers shall be Vice Presidents, with the senior headteacher being the 1<sup>st</sup> Vice President, and the others following in subsequent order, i.e. 2<sup>nd</sup>, 3<sup>rd</sup> etc.

In the case of PICs the headteacher or the senior teacher of those allocated to attend the PTA shall also be a Vice President of the PTA.

Vice Presidents of any PTA shall always act in collaboration with each other. In the case of serious disagreement, the matter shall be referred, in the first instance, to the President for a decision. If there is still serious dissatisfaction the matter shall be referred to the Head of Department of Education by the President or the dissenting Vice President, after he informs the President, for a decision, which shall be final and binding on all parties.

## **(7) The Executive Committee**

- (i) The Executive Committee shall comprise the Office Bearers and five (5) other members. The other members comprise three (3) parents and two (2) teachers on the staff of the school. Where more than one school is involved, one teacher and two parents from each school shall form the other members of the committee.
- (ii) The Executive Committee shall have the power to fill any position that becomes vacant between elections.
- (iii) This committee shall:-
  - (a) guide and direct the affairs of the Association.
  - (b) represent the interests of the Association to other agencies/bodies whenever the need arises.
  - (c) manage all funds raised by the Association.
  - (d) appoint sub-committees, that in turn may co-opt other members for such purposes as may be necessary from time to time.

## **(8) The School Improvement Advisory Committee (SIAC)**

The SIAC shall be a sub-committee of the PTA.

## **(9) Elections**

- (i) All members at the Annual General Meeting may vote for the President, Vice President, Secretary, Treasurer, and the five (5) or more committee members as the case may be.

- (ii) Voting shall be either by the show of hands or by secret ballot, whichever the Association chooses.
- (iii) All members of the Executive Committee are eligible for re-election.
- (iv) Office bearers shall serve for one or two years as the Association shall decide.
- (v) Office bearers can be removed from office by a majority vote of no confidence at any meeting of the Association. A replacement can be elected at the same meeting to serve the remaining term of the life of the Executive Committee

**(10) Meetings**

- (i) Two General Meeting shall be held during the course of each year. The first would provide a mid year update on the affairs of the Association, and the second would provide a final report on activities carried out over the past year, and make members aware of the plans for the new year.
- (ii) Statutory meetings shall be held as often as the Association determines, but not less than twice per term.
- (iii) Special meetings shall be called at any time by the committee or at the request of a quarter of the general membership.
- (iv) The Association shall arrange for the conduct of grade level meetings in Primary and Secondary Schools, for its members who have children in a particular grade. In the case of Nursery Schools, year level meetings shall be arranged.
- (v) Minutes of, and attendance at all meetings shall be taken and submitted in accordance with the 'SCHOOL RECORDS AND DOCUMENTS' booklet produced by the Ministry of Education. The headteacher shall provide the document and guidance necessary in this regard.

**(11) Quorum**

- (i) Five members shall constitute a quorum for Executive Committee Meetings provided that at least two of the members are parents.
- (ii) Three members shall constitute a quorum for any committee meeting other than the Executive Committee, provided that at least one is a parent.
- (iii) At General and Statutory Meetings, 45% of the membership shall constitute a quorum.

**(12) Finance**

- I. The term, finance, refers to the funds acquired by the Association, either by fund raising efforts or by donation(s), and must be distinguished from monies acquired by the school, either from the Ministry, Education Department or other official source.

- II. The funds of the Association shall be lodged in a bank account in the name of the Association.
- III. Money may be withdrawn from the account on the signatures of the Vice President, the Treasurer and one other member of the Executive Committee. In the case of more than one school being involved, each Vice President must sign, along with the Treasurer. On the prolonged absence of any of the signatories, action must be taken to have the new member performing the duties of the absent executive, to be made a signatory. Please note that all expenditure must be done on the authority of the Executive Committee or a Finance Committee appointed by them.
- IV. No payment shall be made to members for services rendered in the normal functioning of the Association.
- V. Payment may be made to a member for services rendered on special occasions, so decided by a majority of the membership.
- VI. Cash to the amount of ten thousand dollars (\$10,000) may be kept in hand by the treasurer. Expenditure must only be incurred with the approval of \*-the Finance Committee.
- VII. In the case of any event of an unforeseen nature, which affects the functioning of the Association, the headteacher shall assume responsibility for the funds, until the Association is properly re-constituted. In the case of several schools being involved, the senior headteacher will take on this role. The headteacher shall properly account for the funds while they are in his/her possession. The Head of Department of Education must be notified promptly in instances like these.

**(13) Auditors**

- I. The accounts of the Association shall be audited before the final General Meeting.
- II. Two auditors who are not members of the Executive Committee shall be appointed to audit the accounts, which must be presented at the final General Meeting.

**(14) Rules Governing the functioning of all Associations**

Parent Teacher Associations of all schools shall be governed by the rules outlined above.

**Appendix XV: Statutory Meetings of the Ministry**

<b>Ser</b>	<b>Name of Meeting</b>	<b>Chairman</b>	<b>Meeting Date</b>	<b>Target Group</b>
1.	Education Coordinating Committee	Chief Education Officer	Third Tuesday of every month	Senior Education Professional ,Admin & Human Resource Managers
2.	Senior Administrative Meeting	Permanent Secretary	Fourth Wednesday of the month. In the event the fourth Wednesday falls in the same week of the third Tuesday, the meeting will be held on the fifth Wednesday.	Senior Admin & Finance Managers & the Chief Education Officer
3.	Monthly Meeting of Senior Managers in the Ministry	Minister of Education	First Friday of every month	All selected senior officers of the Ministry

Attendees: Chief Education Officer's Meeting

3 DCEOs  
 Director NCERD  
 4 ACEOs  
 DPS (A)  
 Principal CPCE  
 HRM

Attendees: Permanent Secretary's Meeting

CEO  
 2 DPSs  
 Director NCERD  
 CPO  
 HRM  
 Chief Buildings Inspector

Attendees: Minister's Monthly Meeting

Minister within the Ministry  
 Permanent Secretary

Chief Education Officer  
2 DPSs  
3 DCEOs  
Director NCERD  
4 ACEOs  
PEO  
3 SEOs  
5 Coordinators (SBS, EFA/FTI, SWS, Distribution, PTAs)  
Exams Superintendent  
BEAMS Project Manager  
Principal CPCE  
MIS Officer  
Buildings Officer  
Procurement Officer  
Allied Arts Administrator  
CPO  
HRM