MINISTRY OF EDUCATION

EDUCATION SECTOR PLAN

2021- 2025

M.O.E
GUYANA

ELIMINATING ILLITERACY, ENHANCING TOLERANCE & MODERNIZING EDUCATION

HON.. PRIYA MANICKCHAND
MINISTER OF EDUCATION
GUYANA.

M.O.E
GUYANA

This Education Sector Plan (ESP) 2021 - 2025 was developed during a transformational time for the country, with the sector poised to undertake the changes needed if education is to address and reflect the needs of the Guyanese society. It presents a candid look at the major deficiencies of the education system and seeks to address these many issues during this planning cycle. An ambitious task, indeed!

After extensive consultations with a wide and varied range of stakeholders, we have heard and considered the many views on what education should and must look like for the children of Guyana in this era of constant change.

This data-driven document followed a process that truly informed the selection of the priorities outlined within. These priorities are aligned with the plans of the Government and its regional and international partners for education, specifically United Nations Sustainable Development Goal 4.

These align well with the sector's 2030 vision, "*Providing opportunities for quality, equitable education and lifelong learning for all.*"

COVID has caused us to accelerate our plans to integrate ICT into the teaching-learning process, providing the opportunity to re-imagine learning and develop the resilient pedagogy that we need and ensure that we can facilitate learning continuity during times of crisis. This will prevent us from encountering the same challenges that we did at the beginning of the pandemic whereby there was no clear strategy for effective engagement while the school doors were closed.

The planned transformation at the nursery, primary, secondary and TVET levels will assure quality programmes within each of these sub-sectors. In addition to these programmes, through this plan, the sector will be improving the provision of non-formal education for the first time in decades.

The focus on lifelong learning has started by providing the Guyanese populace access to a plethora of outline learning opportunities.

The goal beyond the pandemic is to ensure that our students are enrolled at the relevant levels and complete each education cycle. Several support programmes will address this issue. The ESP seeks to support all students in maximizing their talents and being successful.

Equity as a cross-cutting theme is looked at from all angles in this document and is one of the main foci of this Plan. The Plan is steadfast in its aim to ensure that every student has access to quality education regardless of race, income, national origin, ability, and location.

We believe that education can be transformed by undertaking these strategies, some of which may be seen as disruptive to the status quo; but will see us achieving the change we need to provide a quality education system for the people of this country, whom we swore to serve and serve we must!

This document will provide the framework in which we can achieve what was promised in the Government's manifesto and plans for Guyana as we work together to move the sector to a higher level.

I am grateful to the many forward-thinking persons across Guyana and officials in my own Ministry who have worked tirelessly and with a great passion for producing what I consider a very balanced and transformational plan.

Priya Manickchand

**Hon. Priya Manickchand
Minister of Education**

EXECUTIVE SUMMARY

Goal and Purpose of the Plan

The Guyana "Education Strategic Plan (ESP) 2021- 2025 - Vision 2030" has been developed, and will be implemented, at a most interesting point in the country's history. The 2030 Vision for the sector is *Providing opportunities for quality, equitable education and lifelong learning for all.* This vision is articulated at a time in which major growth in the economy is predicted because of the discovery of oil and gas and also at a time in which it is expected that the extractive industries will be the key drivers of economic growth in the medium term. At the same time the country has a national development strategy, the alignment of Government's educational priorities, which is "in line with the United Nation's agenda 2030 and its Sustainable Development Goals (SDGs). In particular, it not only aims to foster sustained economic growth that is low carbon and climate-resilient but also promote social cohesion, good governance and careful management of finite natural resources." In spite of, and perhaps even because of these changes the ultimate goal of this ESP is consistent with the goals of previous plans that is: *To contribute to employability and reduction of poverty, by increasing performance at all levels and reducing the disparity between sub-groups.*

The Planning Process

The development of this plan benefitted from several activities which have taken place in the last two or three years such as a review of the nursery programme carried out by an international consultant, and a survey of out-of-school children. It was also informed by wide-spread consultations on a wide range of issues as the Ministry of Education (MOE) embarked on its curriculum review process. Consultations were also held with over 200 youth, including some in juvenile detention centres, and with three organisations working with persons with disabilities. Additional consultations were held in all education districts after the first draft of the plan was produced. Policy issues were initially derived from these studies and consultations, but it is important to note that they also reflect alignment with priorities of the Government, and its commitments to the UN 2030 agenda, in particular SDG 4, and to its regional commitments, e.g. the CARICOM Human Resource Strategy. Identification of the major priorities was based on the use of the problem-tree analysis tool developed by the International Institute for Education Planning (IIEP), and on appropriate evidence-based strategies for performance and completion, that - were discussed and selected.

Policy Priorities

The five intermediate outcomes or strategic goals for this plan period and beyond, and the rationale for these priorities are:

1. Improving governance and accountability:

This is a continued priority from the 2014-2018 plan. This goal is considered a national/cross-cutting priority since the functioning of the sector, and by extension, its sub-sectors depends heavily on its achievement. Improving the quality, effectiveness and efficiency of an education sector requires addressing the management, knowledge, services and resource deficiencies in the system. Studies have shown that addressing these systemic factors creates enabling conditions that directly affect students' learning outcomes.

2. Improving performance at all levels:

This goal will address sector/sub-sectorial priorities aimed at increasing performance; it is not only at all levels but for all groups. Data on the performance of students at the national assessments reveal that less than 50% of students nationally are passing English (45%) and Mathematics (49%) at the National Grade Two Assessment. At Grade Four the results are no better: 42% pass English while 37% pass Mathematics. While performance at Grade Six showed notable improvement, still over 50% do not pass, i.e. attain 50% or more in some core subjects in this assessment.

Guyana has not been able to do an in-depth analysis of the factors which affect the performance of students, but even basic analysis of the data reveals that students in schools in socio-economically disadvantaged communities, mainly in the hinterland and deep riverine areas, are performing significantly below the national average.

Overall students are doing even worse in areas that require higher-order reasoning and problem-solving skills and competencies necessary for this technological era. At the secondary level, the proportion of students matriculating, i.e. attaining Grades 1 to 3 in five or more subjects, including English and Mathematics at the CXC examinations, improved by 10% in the last plan period, but at 36% this is still unacceptably low. Improvement in passes in English was heartening, moving from 46% to 63% during the period, while Mathematics showed a small improvement from 40 to 45 %.

3. Improving the efficiency of the Education System:

The inability to retain students to the end of a cycle has always been a cause for concern. It is not only a waste of resources, but it also has implications for the future of students who drop out. The out-of-school children survey as well as information from other sources reveal that there are various reasons which affect attendance at school, some of which are related to socio-economic conditions in the home, and some related to the school environment. Even though education is provided free to the student, there are considerable costs associated with education for families, especially at the secondary level. Nationally, the education system is reasonably efficient in producing graduates at the primary level.

The system can retain 93% of a given cohort to the final grade. Regions 1, 2, 7 and 8 are less efficient, with retention rates ranging from 73% to 87%. Survival to the last grade of secondary is much lower, particularly in the secondary departments of primary schools. Of a given cohort, only 42% survive to the final grade, with considerably fewer males - 32%, as against 52% of females continuing to the final grade. Even in the general secondary schools, only 50% of a given grade survive to the final grade, and again there is a significant disparity in the rates of males (39%) as against females (62%). The specific objectives here, which are in line with the SDG4, are that by 2023 to have all students complete the primary level and to have at least 70% complete the secondary level.

1. **Reducing inequities in Education**:
   This is also a continuing priority from the previous plan period, and some of the information provided for the other outcomes speaks directly to the results of the challenges in the system, as they relate to this issue. The lack of resources, the geographical and economic difficulties associated with distributing resources, including human resources, and access to quality education service delivery across subgroups (students living in the hinterland and with a disability) are major problems.

2. **Contributing to lifelong learning and employability**:
   The changing economic structure, new standards for vocational qualifications and the need for a second chance for students who dropped out of the system make this a key priority in the future. Some traditional industries in Guyana are on the decline while new industries and new job opportunities will arise in the future. Access to adult education programmes has been limited, and there has been some negativity associated with technical and vocational education (TVET).

Programmes and Key Results

Programme(s) Key Inputs	Key Outputs	Short Term Outcomes	Intermediate Outcome(s)
Strengthening of human resource development, management and accountability of the sector and development of coherent policies to improve service delivery *Projected Outcome 1 Cost ('000)* **(G$6,949,869)**	▪ Organisational audit/Human resource development plan ▪ Teachers' appraisal system implemented ▪ School Report Card System implemented ▪ Teachers' deployment process implemented ▪ Regulation/creation of standards and specifications for construction and maintenance of education facilities, laboratories and specialist classrooms developed ▪ Management protocols to improve decentralised services identified agreed on Language Policy developed	1. Integrated Management Information system in place 2. Policy on safe schools instituted 3. Policy to address flexible learning modalities instituted 4. A policy that governs the provision of psychosocial support in place 5. School distribution process improved	*Improved governance and accountability*

Programmes Key Inputs	Key Outputs	Short Term Outcomes	Intermediate Outcome(s)
Ensure children at nursery level demonstrate mastery skills and competencies **Ensure learners at primary level demonstrate functional numeracy and literacy skills** **Ensure secondary school graduates matriculate and obtain a skill certificate** *Projected Outcome 2 Cost ('000)* **(G$7,796,535)**	▪ School readiness programmes developed and implemented ▪ Child-friendly schools certified ▪ National curriculum renewal programme piloted ▪ Digital literacy programmes at primary and secondary levels developed ▪ Work attachment programme developed	1. Compulsory professional development for teachers instituted across levels 2. Renewed national curriculum implemented 3. Activities to ensure that all secondary school leavers acquire CVQ/NVQ certification implemented	*Performance at all levels improved*

Programmes Key Inputs	Key Outputs	Short Term Outcomes	Intermediate Outcome(s)
Ensure students complete a full cycle of primary and secondary education programmes in 5-8 years *Projected Outcome 3 Cost ('000)* *(G$56,412,290)*	▪ Welfare support programmes geared towards attendance expanded ▪ Preventative programmes addressing social issued developed/implemented ▪ Life skills programmes/systems developed/established ▪ Peer education programme developed ▪ Adolescent reintegrated programme developed for formal & non-formal sectors	1. Positive norms promoted in schools 2. Attendance across levels improved. 3. School facilities improved	***Internal efficiency improved***

Programmes Key Inputs	Key Outputs	Short Term Outcomes	Intermediate Outcome(s)
Ensure youth/adults access life skills programmes and opportunities **Ensure quality and relevance at post-secondary/non-formal education** **Ensure all learners are employable in their area of study** *Projected Outcome 5 Cost ('000)* *(G$20,572,662)*	▪ Open Access and Distance Learning programmes developed ▪ Prior Learning Assessment and Recognition (PLAR) implemented ▪ TVET Sector restructured ▪ Implementation of business incubator systems in TVET institutions	Second chance opportunities and entrepreneurship skills development in place	***Contribute to lifelong learning and employability***

Cost of the ESP

education programmes has been limited, and there has been some negativity associated with technical and vocational education (TVET). Plan implementation cost was determined by the following factors:

- **The intermediate outcomes,** which are the policy priorities that seek to address *equity, quality and relevance* and expand lifelong learning opportunities and strengthen human resources and accountability systems within the sector

- **Assumptions about the cost of the required resources** (salaries, operational/administrative cost), estimated based on historical trends of budgetary allocation and actual expenditures, and the Annual Budget growth rate

- **Assumptions about economic growth,** the GDP growth rate project was based on 10-years historical data on Guyana GDP from the World Bank database. Even though Guyana is poised to become one of the fastest developing countries in this hemisphere, with an expected growth of 52.8% by 2020,[1] the Ministry of Education was very cautious in its financial projection and made the assumption of projecting economic growth slightly above half of the IMF expected growth. The education system does not have the absorptive capacity at this time.
As such, based on current budget allocation and expenditure trends, moderate projections were made of an average of 5.6% growth in the first two years of the plan and 10-28% in the last three years. Education expenditure as a percentage of GDP is expected to increase to almost 6% by the end of the plan period.

The plan financing gap was calculated using the difference between the planned expenditure with the projected financing available for implementation. This gap decreases as the sector undertakes the strategies and programmes during this cycle. This gap is considered manageable since the Ministry will be benefitting from assistance from development partners in support of the strategic programmes/strategies during this plan period.

Monitoring and Evaluation

Monitoring and Evaluation have become integral management tools of the Ministry of Education, in its efforts to ensure accountability and transparency. The Ministry's M&E processes have evolved, in terms of resources and capacity to monitor and evaluate programmes.

 The M&E process is integrated into the sector's agency budget committee (ABC) process, and results are linked to quarterly financial allocations. During the plan period and beyond, the Ministry will be using a new monitoring tool, designed specifically for the education sector, in the form of Open Education Management Information System (Open EMIS) monitoring.

The Ministry will ensure that all new staff in technical and management capacities acquire the requisite skills in monitoring and evaluation.
Staff in all units/departments have been a part of the strategic planning process, and are aware that all action/operational plans are and must be linked to this strategy. The Ministry has managed to improve its data collection and reporting mechanism, which is evident in its ability to provide quarterly and annual monitoring reports. During this plan period, the sector will continue to enhance this process to ensure greater accountability by the sector.

The Planning Unit of the Ministry of Education continues to be responsible for overseeing the monitoring and evaluation of the implementation and results of the sector's strategic plan.   As a means of ensuring that M&E is integrated into key management/policy oversight processes, the unit will be supported by three committees: Agency Budget Committee (ABC), Administrative Committee and Education System Committee, chaired by the Permanent Secretary and Chief Education Officer, respectively.

These committees comprise senior education officials and will facilitate the ESP monitoring progress, at half-year intervals. Annual and midpoint reviews of the strategy will be conducted in consultation with key stakeholders, including the development partners, civil society and private sector that make up the Local Education Group (LEG).

1. lmf.org/en/Countries/GUY

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GEOGRAPHY AND POPULATION

GEOGRAPHY

Guyana located on the north-eastern coast of South America is bounded on the north by the Atlantic Ocean, on the east by Suriname, on the south and south-west by Brazil and on the west and north-west by Venezuela. It is the only English-speaking country on the continent. It has a landmass of 214, 970 square kilometres. Its major physical features are four natural regions: the low coastal plain, the hilly, sand and clay region, the highland region and the interior savannah.

Most of the agricultural activities /productions are conducted on the low coastal plain. This stretch of land is below sea level, and has a system of sea defences, drainage and irrigation and canals that protect the areas from flooding. The highlands are the largest natural region in the country and is densely forested and mountainous.

The interior savannah is located west of the forested highland. This region is flat with wetlands to the north. In terms of land cover, forests occupy most of the country (approximately 88%) followed by Savannahs with close to 8%. The deforestation rates are less than 0.06% per year, driven mainly by mining and marginally by agriculture (GLSC 2013). [2]

Less than 2% of Guyana's landmass is influenced by permanent human use, and the rates of transformation are low in comparison to regional trends. As such, there are large numbers of schools, in the hinterland and riverine areas, where access is difficult and costly.

This situation is known to have negative effects on the quality of the delivery of education services in these areas. The highest proportion of students/schools is located in the coastal regions, where the highest proportion of the population is concentrated, (Region 4-42%; Region 6- (15%) and Region 3 – 14%.

The capital, Georgetown, is located in Region 4). This concentration of population in the coastal area is typical of the Latin American region and increases vulnerability to climate change and sea-level rise. In the case of Guyana, this is exacerbated by the fact that the coastal region lies approximately 1.5m below sea level at high tide; [3] and schools in these coastal regions are affected by floods.

2. Environmental Protection Agency Guyana (EPA) - State of the Environment Report 2016, Pg 162.
3. Environmental Protection Agency Guyana (EPA) - State of the Environment Report 2016, Pg 30.

POPULATION

According to the last census (2012), Guyana has a population of 746,955, with an annual growth rate of -0.06%. Males represent 49.8%, and females represent 50.2%.[4] Guyana's population is gradually becoming an ageing population with a median age of 25.1 years with the share of the population aged 65 years and over, being at 5.1%.

The indigenous population is younger (53.1% under the age of 18) than the country average age.[5] The fertility rate has declined significantly over the years, moving from an average of over 25,000 live births a year in the early 1970s, to just over 14,000 in recent years (2008-2012).

This decline in population is reflected in the school-age population as well, moving from 296,770 as recorded in the 2002 census to 239,064 in the most recent census.[6] The UN population agency estimates that this gradual decline will continue through to 2030.

This phenomenon will impact the demand for education services/delivery in the future.

See Table 1 below, which illustrates the change in age structure over three census periods.

TABLE 1.1 – CHANGE IN AGE STRUCTURE

Table 2.11: An Illustration of Changes in Age Structure at Each Census Year, 1970-2012: Guyana											
Age group	Population /Census Year					Change: 1970-1980		Change: 1980-1991		Change: 2002 - 2012	
	1970	1980	1991	2002	2012	Number	Percent	Number	Percent	Number	Percent
0-4	110,641	97,806	85,736	89,696	70,397	-12,835	-11.6	-12,070	-12.3	-19,299	-21.5
5-9	118,512	106,814	79,472	97,434	71,327	-11,698	-9.9	-27,342	-25.6	-26,107	-26.8
10-14	100,593	105,603	86,852	82,139	83,144	5,010	5.0	-18,751	-17.8	1,005	1.2
15-19	79,383	96,818	82,929	67,454	84,593	17,435	22.0	-13,889	-14.3	17,139	25.4
20-24	56,635	77,443	76,418	64,925	63,272	20,808	36.7	-1,025	-1.3	-1,653	-2.5
25-29	39,759	57,660	67,547	61,575	52,093	17,901	45.0	9,887	17.1	-9,482	-15.4
30-34	33,467	44,159	56,970	58,403	53,143	10,692	31.9	12,811	29.0	-5,260	-9.0
35-39	31,764	33,666	44,564	53,153	51,499	1,902	6.0	10,898	32.4	-1,654	-3.1
40-44	28,262	28,324	35,822	46,858	47,975	62	0.2	7,498	26.5	1,117	2.4
45-49	24,611	25,842	26,529	36,098	43,108	1,231	5.0	687	2.7	7,010	19.4
50-54	20,037	22,995	20,931	28,375	37,455	2,958	14.8	-2,064	-9.0	9,080	32.0
55-59	18,271	18,257	16,975	18,274	29,077	-14	-0.1	-1,282	-7.0	10,803	59.1
60-64	12,809	13,504	13,525	15,124	21,530	695	5.4	21	0.2	6,406	42.4
65-69	11,465	12,795	12,304	11,835	13,851	1,330	11.6	-491	-3.8	2,016	17.0
70-74	6,594	7,526	7,587	8,611	10,344	932	14.1	61	0.8	1,733	20.1
75-79	3,518	5,287	5,395	5,499	6,915	1,769	50.3	108	2.0	1,416	25.8
80+	3,527	4,120	4,117	5,770	7,232	593	16.8	-3	-0.1	1,462	25.3
Total	699,848	758,619	723,673	751,223	746,955	58,771	8.4	-34,946	-4.6	-4,268	-0.6

Source: Bureau of Statistics, Guyana: 1970, 1980, 1991, 2002 & 2012 Population and Housing Census Results

Data Source: Bureau of Statistics Guyana – Population Composition (Compendium 2)

TABLE 1.2 – POPULATION ETHNIC COMPOSITION BY REGION

Table 2.4: Percentage Distribution of Ethnic/Nationality Groups for the Entire Country, Guyana: 2012											
Ethnic Background	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8	Region 9	Region 10	Total
African / Black	0.09	0.79	3.05	16.92	2.21	3.13	0.29	0.11	0.05	2.62	29.25
Amerindian	2.39	1.18	0.38	0.95	0.17	0.24	0.91	1.07	2.79	0.43	10.51
Chinese	0.00	0.01	0.03	0.10	0.01	0.02	0.00	0.00	0.00	0.02	0.18
East Indian	0.06	2.79	8.59	14.61	3.65	9.69	0.21	0.04	0.03	0.15	39.83
Mixed	1.15	1.48	2.36	8.95	0.63	1.57	1.01	0.25	0.36	2.12	19.88
Portuguese	0.01	0.01	0.01	0.15	0.01	0.01	0.03	0.01	0.01	0.01	0.26
White	0.00	0.00	0.00	0.03	0.00	0.01	0.00	0.00	0.00	0.00	0.06
Other	0.00	0.00	0.01	0.01	0.00	0.00	0.01	0.00	0.00	0.00	0.03
Total	3.70	6.27	14.43	41.71	6.67	14.68	2.46	1.48	3.24	5.35	100

Note: Derived from Table 2.3

Data Source: Bureau of Statistics Guyana – Population Composition (Compendium 2)

4. Bureau of Statistics Guyana – Population Composition (Compendium 2)
5. Study on Indigenous women and children in Guyana - UNICEF (2017)
6. Even though the MOE is not capturing all the data from private schools, there is clear evidence that the school age population is declining

In terms of ethnicity, Guyana is a country of six races (African, Indian, Portuguese, Amerindian, Chinese and Mixed –race). The East Indians are the ethnic group with the largest representation in the population (39.8%), followed by the Africans (29.2%), the Mixed-race (19.8%), and the Amerindians (10.5%). The proportions of the Portuguese and Chinese are negligible.

Most of the East Indian, African and Mixed-race groups are concentrated in the coastal regions (Regions 2,3,4,5,6, and 10). The Amerindians, the indigenous people of Guyana, are made up of nine tribes (Akawaios, Arawaks, Arecunas, Caribs, Macushis, Patamonas, Wai Wais, Wapishana and Warraus), most of whom are concentrated in the hinterland regions (Regions 1, 7, 8 and 9).

There are, however, indigenous communities in some riverine, coastal locations. Region 2, in particular, has a larger proportion of the indigenous population than that of two hinterland regions. See Table 1.1 on previous page. English is the main language spoken in Guyana and the language of instruction in all schools. However, there are

eight main indigenous languages spoken in the hinterland by the Amerindians.

The use of the indigenous languages varies from village to village with the language dying out entirely in some communities, while it is very strong in others. There has been no study in recent times to map the use of these languages, so it is difficult to identify what is the share of the population for each of these languages.

A study commissioned by the Ministry of Education with assistance from UNICEF in 2012 showed that there was very little indigenous language instruction in the surveyed areas, but the majority of the persons interviewed believed that the indigenous languages were important in preserving the indigenous culture.

The MOE recognises children's early learning experience is most effective if delivered in their native tongue. As such, the MOE is currently piloting the teaching of nursery children in schools in the deep-south of Region 9 in their first language.

POLITICAL CONTEXT

Guyana, a former colony of the United Kingdom, gained political independence on May 26, 1966. There have been several amendments to the constitution since independence. Currently, the constitution provides for an executive president, who is Head of State and Head of Government, and a unicameral legislature, the National Assembly, with 65 members (40 at a national level and 25 at a regional level) elected based on proportional representation.
The normal life of Parliament is five years.
Executive power is exercised by the President and the Government while legislative power is vested in the National Assembly.

There is a multi-party system, but there are two major parties which are principally divided along ethnic lines. Politics is a major source of tension in the country. This tension is exacerbated during election time, and there have been violent incidents, some quite serious during election periods.
Education, however, has been a major priority for governments regardless of party lines, and there has been common agreement on the two major objectives, the need for quality and the need for equity in education, although inevitably there are differences with respect to the strategies that should be employed.

SOCIAL CONTEXT: POVERTY AND WELLBEING

The most recent poverty assessment/analysis in Guyana was conducted in 2006. The data for this period revealed, 36% of the population lived in moderate poverty, while 19% lived in extreme poverty. The most recent (2015) Poverty Reduction Strategy Paper report suggested that there had been some progress made in reducing poverty. Moderate Poverty fell from 43.2% in 1992, 36% in 2006 to 30% in 2010. Extreme poverty declined from 28.7% in 1992, 18.6% in 2006 to 17% in 2010.

However, *this sector analysis will attempt to provide a more up to date indication of poverty in Guyana, by triangulating from the most recent reports[7] that utilised proxy measurements to assess poverty.'*
Poverty in Guyana is still concentrated in the rural areas of the country and is highest in rural-interior/hinterland areas. The highest percentages of the poor are in Regions 1, 7, 8 and 9. The same trend is reported in the most recent Multiple Indicator Cluster Survey (MICS5) conducted in 2014.[8] This report shows that the population in the lowest quintile is concentrated in Region 1 (85%), Regions 7 & 8 (70%) and Region 9 (93%). See chart on following page.

7. UNDP Human Development Report 2016 – Briefing note for countries on the 2016 Human Development Report; UNICEF Guyana, MICS- 2014, Guyana – Poverty Reduction Strategy Paper – 2011-2015, Bureau of Statistics - Compendium 4, 2017 and UNICEF Study on Indigenous Women & Children in Guyana, 2017, Assessment of National School Feeding Program (Guyana), Draft Comprehensive Assessment, January 14, 2018.
8. The MICS 2014 was carried out by the Bureau of Statistics with support from UNICEF

FIGURE 1.1 – PERCENT DISTRIBUTION OF HOUSEHOLD POPULATION BY WEALTH QUINTILE AND REGION

Percent distribution of the household population by wealth index quintiles, according to area of residence and regions, Guyana MICS5, 2014

	Wealth index quintiles					Total	Number of household members
	Poorest	Second	Middle	Fourth	Richest		
Total	20.0	20.0	20.0	20.0	20.0	100.0	19,321
Area							
Urban	13.3	16.8	18.6	25.1	26.2	100.0	5,263
Rural	22.5	21.3	20.5	18.1	17.7	100.0	14,058
Location							
Coastal	12.8	21.6	21.5	21.5	22.6	100.0	16,526
Urban Coastal	13.0	16.7	17.7	24.4	28.2	100.0	4,594
Rural Coastal	12.8	23.4	22.9	20.4	20.5	100.0	11,932
Interior	62.4	10.9	11.0	11.1	4.6	100.0	2,795
Region							
Region 1	85.6	10.7	2.5	1.0	0.3	100.0	358
Region 2	34.2	30.0	14.7	12.4	8.8	100.0	1,070
Region 3	10.5	21.1	23.7	23.6	21.0	100.0	3,040
Region 4	9.5	18.9	20.6	22.9	28.0	100.0	8,555
Region 5	21.4	27.6	23.2	16.9	10.9	100.0	1,322,
Region 6	20.4	22.4	22.8	18.6	15.8	100.0	2,831
Regions 7 & 8	69.8	7.9	6.4	7.7	8.3	100.0	523
Region 9	93.1	2.9	1.3	2.1	0.7	100.0	648
Region 10	23.3	19.4	22.6	24.7	10.0	100.0	974

Data Source: Guyana Multiple Indicator Cluster Survey 2014- Report

In terms of well-being, which is indicative of a country's development status, a triangulation of the indicators in the 2014 MICS that are determinant of social well-being, and are indicative of, or can be considered dynamics of poverty are: access to basic services (Water and Sanitation), Health care (Reproductive Health) and (Nutritional Status), and Education (Literacy and Education). The data revealed the following: 94.2% of households have access to improved sources of drinking water, and 86.9% of households are using improved sanitation facilities which are not shared. In terms of Reproductive Health Care, 90.75% of women aged 15-49 a live birth are attended to at least once by skilled health personnel, and 92.7% of women in the same age group experienced delivery of their most recent live births in a health facility.

Nutritional status of children is used in this context as a proxy for health and family well-being, because of its effects on children's ability to learn. Almost one in ten children under five years in Guyana is moderately or severely underweight (9%), and 2% are classified as severely malnourished. Moreover, 12 % of children are moderately or severely stunted or too short for their age, and 6% are moderately or severely wasted or too thin for their height.[9]

This report further suggests that boys appear to be slightly more likely to be underweight and stunted than girls, and the highest proportion of children who are severely and moderately underweight are in Regions 7, 8 and 9.[10] The nutritional status of children has a significant impact on their ability to have a healthy and productive life. The Food and Agriculture Organisation (FAO) has estimated that if the physical and mental development of a child is affected by hunger and malnutrition, that child stands to lose 5-10% of lifelong earnings.[11] Education is considered a fundamental factor in securing economic and social progress. It is the groundwork on which much of the economic and social well-being of citizens is built. In Guyana, the Literacy rate as measured by the ability to read a short, simple statement about everyday life, indicates that 98% of young women (aged 15-24) and 97.7% of men respectively are literate,[12] based on the MICS. The most recent census (2012), shows that just 10% of the country's population is illiterate, with 10% in the coastal areas and 16.5% in hinterland areas. This phenomenon has improved compared to the 2002 census, which reported illiteracy rates of 13.1% nationally, and coastal-hinterland differences of 12% and 25.8% respectively.

There is a clear indication that Guyana has experienced economic and social progress in the last decade. The Human Development Index (HDI) has increased from 0.541 in 1990 to 0.638 in 2015, an increase of 17.9%. [13] It is important to note that Guyana's 2015 HDI is above the average (0.631) for countries in the medium human development group and below the average (0.751) for countries in Latin America and the Caribbean. (See Table 1.3 on following page) Whilst quantitatively, there has been an improvement in the mean years of schooling, moving from 6.8 years to 8.4 years, there is still much work to be done.

The MOE is cognizant that education improvement goes beyond the mean years of schooling, and must be linked to students completing the levels of education with the competencies and skills that will enable them to make significant strides in the development of this country.

9. The MICS 2014 was carried out by the Bureau of Statistics with support from UNICEF
10. MICS 2014 Final Report Page 84.
11. Assessment of National School Feeding Programme (Guyana), Draft Comprehensive Assessment, January 14, 2018, pg 4.
12. MICS 2014 Final report
13. UNDP Human Development Report 2016 – Briefing note for countries on the 2016 Human Development Report, pg 2.

TABLE 1.3 – HUMAN DEVELOPMENT INDEX (GUYANA)

	Life expectancy at birth	Expected years of schooling	Mean years of schooling	GNI per capita (2011 PPP$)	HDI value
1990	63.5	10.1	6.8	2,222	0.541
1995	64.2	10.5	7.2	3,667	0.582
2000	64.9	10.9	7.7	4,471	0.606
2005	65.6	11.7	7.9	4,812	0.622
2010	66.0	10.3	8.2	5,851	0.624
2011	66.1	10.6	8.3	6,055	0.630
2012	66.2	10.3	8.4	6,369	0.633
2013	66.3	10.3	8.5	6,528	0.636
2014	66.4	10.3	8.5	6,711	0.638
2015	66.5	10.3	8.4	6,884	0.638

Data Source: UNDP Human Development Report 2016, Briefing notes for countries.

◤ ECONOMY AND EMPLOYMENT

Over the last two decades, Guyana has fared well in terms of economic growth. Moving from a low-income country in the mid-1990s to a low middle-income country from the mid-1990s to recent years (2014), to an upper-middle-income country from 2015 to present. Growth occurred despite internal and external exigencies. Over the period 2006-2010 real growth rate averaged 4% while inflation was around 6%.[14] During this period Guyana was recovering from a major flood in 2005 and the residual negative effects of the world economy in 2008-2009.

Nevertheless, Guyana has instituted and maintained prudent monetary and fiscal policies to maintain price and exchange rates and managed its debt through the formulation of a national debt financing strategy and more recently (2015), the compilation of a comprehensive Public Debt Management Manual, which will provide clear policies and procedures for systems to operate more efficiently. [15] By 2012, inflation rates moved from an average of 6% in 2010 to 3.5% in 2012, 1.2% in 2014 and 1.5% at the end of 2017. In terms of debt management, total public debt declined from 63.7% in 2012 to 46.6% in 2016.

In recent years, GDP in current prices increased from US$2,611 million to US$3,140 million, equivalent to the average annual growth of 4.72%, and Real GDP growth rate in 2017 was at 2.1%. The income per capita has also improved from US$3,348 to US$4,224, an average annual growth rate of 6.79% despite negligible projected demographic growth. See Table 1.3 above.

TABLE 1.4 – REAL GDP GROWTH, GDP PER CAPITA AND INFLATION RATE (2013-2017)

Guyana - GDP and GDP per Capita and Inflation Rate Trend						
Description	2013	2014	2015	2016	2017	Annual Average GDP Growth
GDP (USD Millions)						
at Current Prices	2,611	2,677	2,776	3,046	3,140	4.72%
Per Capita GDP in constant prices (2006)	3,248	3,595	3,741	4,097	4,224	6.79%
Population (Thousand)	747	749	752	755	758	0.37%
Real GDP Growth Rate	5.2	3.8	3.2	2.6	2.1	
Inflation Rate (% change in CPI)	0.9	1.2	-1.8	1.3	1.5	

14. Poverty Reduction Strategy Paper (2011-2015)
15. Ministry of Finance – Public Debt Annual Report - Final 2016

The main economic sectors, based on revised 2018 current basic prices in Guyana are Agriculture, Forestry and Fishing, which account for 14% of GDP; the extractive Industries, Mining and Quarrying - 23% of GDP; Manufacturing - 6% and Services - 59% of GDP. Guyana's economic base is expected to expand in the short, medium and long terms, with emerging sectors, such as Eco-tourism, Construction, Information and Communication Technology (ICT), and more recently (2015) Oil and Gas, based on Guyana's discovery of three wells.

The estimate of oil reserves and production varies at this point; however, the International Monetary Fund (IMF) indicates that the extractive industries and public investment will be key drivers of economic growth over the medium term.

It is projected that Guyana is likely to be able to produce 700,000 barrels per day in the next decade.[16]

In light of all this, economists estimate that within the next two-five years, Guyana is expected to be the regional hub for oil and gas services, of which, the contribution to the country's growth and development will be significant. Government's commitment to education in the last decade has remained relatively unchanged, with education expenditure as a % of GDP averaging at 5% per annum. In terms of absolute value, there has been a consistent increase in education allocation annually.
See Table 1.5 below, which shows education expenditure over a ten year period.

Table 1.5 - Education expenditure as % national budget and GDP (GYD, 000)

Year	National Budget	Education Budget (Capital + Recurrent)	% National Budget	GDP	% GDP	Average Annual Growth Rate
2009	118,329	20,262	17%	359,549	5.6%	0.087%
2010	122,148	19,886	16%	400,922	4.9%	
2011	139,757	23,394	17%	460,108	5.0%	
2012	161,079	25,274	16%	511,337	4.9%	
2013	175,844	24,534	14%	614,130	3.9%	
2014	174,597	27,566	17%	635,262	4.6%	
2015	192,981	23,229	12%	653,785	3.5%	
2016	205,411	37,692	18%	723,581	5.2%	
2017[17]	249,433	42,052	17%	759,018	5.5%	
2018[18]	267,093	44,174	17%	798,177	5.5%	

Data Source: Estimates of the Public Sector 2008 – 2018

16. Downloaded Sept 13, 2018 https://oilnow.gy/news/additional-oil-discoveries-improved-guyanas-outlook-imf/
17. Revised
18. Budgeted

EMPLOYMENT

Most of the information presented in this section was gleaned from the Guyana Labour Force Survey - March 2018. This survey revealed that men represent a larger share (62%) of the population employed compared to women (36.9%), and the highest proportion of the employed (69.6%) are concentrated in the urban areas.

Just over half (52.6%) of the employed are holding informal jobs. Men (57.6%) represent a higher proportion than women (44.6%). The population in this sector (informal), consists of self-employed (66%) and salaried employees (32.9%).

Economic activity in this context will be classified as Primary (agriculture, including forestry, livestock farming and fishing), Secondary (industry) and Tertiary (trade and services). The largest proportion of the employed population is working in the tertiary sector (48.6%), followed by the secondary (20.9%) and primary (17.8%). It is of interest to note that this trend is consistent with the structure of production in the economy mentioned above.

PUBLIC AND NATIONAL POLICY ON EDUCATION

Policies in education are often influenced by overarching national policies. In Guyana, education has been signalled as a national priority by successive administrations. There was, and continues to be, a clear recognition that greater national development and a reduction in poverty are integrally associated with a sound education system. It has also been recognised that education is one of the most powerful means of inculcating desired values in addition to knowledge and skills.

At the highest level, the Constitution of Guyana states that education is a right for all citizens and under the 1980 version of the Constitution it was made available free of cost to students from nursery to university levels. When fees were reintroduced at the University of Guyana in 1994, the Government also introduced a student loan facility for students at the same time to mitigate the effects of the introduction of fees.

The Ministry of Education has therefore stated in its last three education plans, and in other key documents, that it is "dedicated to ensuring that all citizens of Guyana, regardless of age, race, or creed, physical or mental disability are given the best possible opportunity to achieve their full potential through equal access to quality education as defined by the standards and norms outlined by the Ministry."

The elimination of discrimination, particularly based on gender, is, as stated in the Ministry of Education's State Paper on Education Policy (1990), of particular significance in Government's policy where it refers to the educational rights of females.

The Constitution states that the exercise of women's rights is ensured, among other things, by according women equal access with men to academic, vocational and professional opportunities.

This has been reinforced by the Education Act and various regulations to that Act over the years. In practice, therefore, males and females do the same subjects up to Grade 9, after which they can choose options among different areas. Access to education was a major priority objective for post-independence Governments. Guyana has a long history, even pre-independence, of ensuring that children accessed primary education, with compulsory attendance from ages five to twelve being introduced since 1876. The period of compulsory attendance was subsequently increased by amendments to the Education Act, and education is now compulsory to age 15, that is, it includes at least three years of secondary school.

The current position of the Ministry is that although private schools are allowed to operate, the Ministry is committed to providing free education from pre-primary to secondary levels. The current major challenges for access are at the secondary level where the enrolment does not make it viable to have a school in every village and catering for students with special education needs, in particular, those students with disabilities. At the secondary level, the policy has been to provide residential facilities at all secondary schools in the hinterland and some riverine areas so that they can serve students whose schools are beyond their immediate catchment.

The overarching policy of the Ministry is to cater for students with disabilities in mainstream schools. Although Special schools exist, new policy objectives also aim at improving and expanding education services, sometimes in collaboration with NGOs, to cater for these students.

The policy on access also includes expanding initial teacher training, using a blend of distance and face-to-face modalities, and technical and vocational education and training to both coastal and hinterland regions. Other policies aimed at reducing socioeconomic barriers to education include the provision of free text and exercise books, major school feeding programmes, provision of free transport in some locations and subsidies for examination fees.

The 1990 State Paper on Education Policy states that "Curriculum development activities have been pivotal in the reorganisation and redirection of our educational goals". In the immediate post-independence period there was considerable emphasis on the development of an indigenous curriculum with a clear directive that educational aims were to be allied with national goals. A relevant curriculum that is inclusive, student-focused, and which contributes to the inculcation of essential values, as well as knowledge and skills, is still a major policy objective for the Ministry of Education.

STRUCTURE OF THE EDUCATION SYSTEM

Formal education in Guyana is the responsibility of the state, which provides free education from pre-primary (nursery) to secondary levels. Within this sector, the administrative/day-to day management of the sector is the responsibility of the Permanent Secretary, who is the accounting officer for the sector. The Permanent Secretary is assisted by a Deputy Permanent Secretary, Finance and a Deputy Permanent Secretary, Administration.
The Chief Education Officer is responsible for the professional matters related to the delivery of education throughout the system.

This officer is assisted by four deputies- Deputy Chief Education Officer (Development), Deputy Chief Education Officer (Administration), Deputy Chief Education Officer (Technical and Vocational Education) and Deputy Chief Education Officer (Amerindian and Hinterland Education Development). The Chief Education Officer is further assisted by seven Assistant Chief Education Officers (ACEOs), with responsibility for Nursery, Primary, Secondary, Technical and Vocational Education, School Support Unit, Inspectorate, and Examinations respectively.

Education in Guyana is regionalised. The country is divided into eleven education districts. Ten of these education districts correspond with the administrative and geographical regions of the country, while the capital, Georgetown, is treated as a separate education district. Regional Administrations have control of the budgets for their regions and are responsible for the implementation and monitoring of educational activities, including the provision and maintenance of educational facilities. Finances for the Georgetown education department are disbursed and monitored through the Central Ministry.

The Principal Education Officer (Georgetown) and Regional Education Officers are directly responsible for monitoring and supervising all education activities within their respective education departments.
The role of Central Ministry is retained through the responsibility for the conceptualisation and the formulation of educational policies, for coordinating, monitoring and the evaluation of education programmes and for establishing and maintaining parity among regions.

Nursery Education consists of a two-year programme that is designed to provide young children with a learning environment which will facilitate their physical, social, emotional and intellectual development as well as the development of basic pre-concepts and desired attitudes to learning. Children are admitted to this level at the age of three years, six months. The delivery of this level of education is monitored by the Assistant Chief Education Officer, (Nursery).

Primary Education is the level at which compulsory education begins.
This level of education provides the foundation for further schooling and training. Pupils start from five years, six months, and continue for six years, at the end of which they are eligible to write the National Grade Six Assessment (NGSA). Performance at this assessment determines allocation to secondary programmes offered. Education delivery is monitored by the Assistant Chief Education Officer, (Primary).

Secondary Education is offered in general secondary schools and secondary departments of primary schools (commonly known as Primary tops -PTT), and is monitored by the ACEO (Secondary). Some secondary departments of primary schools offer a three-year programme geared to academic and pre-vocational programmes, while others offer a five-year programme; as such, students write the Caribbean Secondary Examination Certificate (CSEC) subjects.
The programme includes core subjects and varying pre-vocational subjects.
In the General Secondary Programme, students pursue a five-year programme in a wide range of subjects in Science, Technology, Engineering, the Arts and Mathematics.

The programmes are a mix of academic and vocational programmes. Some of the pre-vocational programmes are offered in Practical Instruction Centres (PICs) which provide specialist technical facilities for clusters of schools which do not have them. In 2008, the MOE introduced the Secondary Competency Certificate Programme (SCCP) to target students at the general secondary level who are at risk of dropping out. This programme is implemented in Grades 9 and 10 in 50 out of the 118 general secondary schools and Practical Instruction Centres.

SCCP students are required to undertake the core subjects (English, Mathematics, Integrated Science and Social Studies), along with a pre-vocational elective. On completion of the SCCP , they are provided with a certificate, which enables them to access traditional technical-vocational institutions to further their studies. Other students who complete this programme opt to write CSEC.
At the end of the five years of general secondary education, students write subjects to obtain the Caribbean Secondary Examination Certificate (CSEC).

Post-Secondary Education - is offered in 10 institutions across the country. These institutions provide full-time and part-time courses at Craft and Technical levels. Students are exposed to valuable practical experiences while serving attachments within various industries and agencies. At this level, there is a Council for TVET which is responsible for policy formulation. Implementation of programmes in these institutions is monitored by the ACEO (Technical).
There are other institutions, such as, the Guyana School of

Agriculture which fall under the Ministry of Agriculture that offer certificate and diploma courses in agriculture, forestry, fishery studies, agro-processing, livestock production, animal health and veterinary public health.

Tertiary Education is offered by two public institutions. The Cyril Potter College of Education (CPCE) and the University of Guyana. CPCE offers initial teacher training at the nursery, primary and secondary (academic and pre-vocational) levels. These programmes are of two or three years duration at the end of which teachers gain an Associate Degree in Education or a Trained Teachers Certificate for those who have completed the course via distance mode. The National Centre for Educational Resource Development (NCERD) complements the training done at CPCE, by providing continuous professional development for practising teachers, through planning and implementing teacher education upgrading programmes.

The University of Guyana (UG)has two campuses that provide higher education which offers courses leading to graduate and post-graduate degrees, certificates and diplomas.

Admission to the university is based on the attainment of passes in five subjects (Grades 1 – 3) inclusive of Mathematics and English at the CSEC level for most programmes. An alternative is offered to mature applicants (a minimum of 26 years of age) who do not possess these qualifications but may be considered for admission provided they have a good general education, credible work experience in the field and a passing grade at the University of Guyana's Entrance Examination. The faculty will consider each application on its merit.

Non-formal education/continuing education in Guyana has two main functions: one is to provide opportunities mainly through civil society organisations and non-governmental organisations (NGO), for persons who fail to complete their secondary education and the other, to provide opportunities for continuing education and professional training. The MOE provides budgetary allocations annually in the form of substantial subventions (Adult Education Association and Kuru Kuru Cooperative College) or small grants to these organisations.

The Institute of Distance and Continuing Education (IDCE) of the University of Guyana is also a major provider of continuing education programmes. Some of these programmes can give the participants credits either to enter the university or to reduce the number of courses they have to offer for degree programmes. The non-formal kind of training is also provided by vocational institutions and various youth organisations, that are under the auspices of the Ministry of Culture, Youth and Sport.

Special Education

While the stated policy of the Ministry is to, as far as possible, mainstream students with disabilities, there are special schools which cater to students with a range of physical, sensory and learning disabilities. The Ministry's full embrace of Special Education Needs is guided by its new policy directive , evidenced in the establishment and resourcing of a Unit to guide and drive the process.

It is recognised that students who are gifted or those displaying learning deficiencies require special education provision. Beyond the allocation of budgetary resources, the challenge is to ensure that the paradigm shift changes the way teaching is undertaken and success is defined.

This is a long term enterprise for it is well known that the citadel of prejudices against special needs students and those with disabilities is not easily conquered. The goal is the removal of inequities in education,
The Special Education Needs Unit (SEN Unit), established in 2009, gives concrete expression to the national education policy on inclusion (Lockwood 2010). This Unit centralises and leads efforts in Special Education. The MOE also acknowledges the varied initiatives and approaches of the private sector.

Private Education

Private Schools exist at every level. Very often these private school providers offer education at a number of levels (e.g. nursery, primary and secondary) on one campus. Some of these schools are quite large and offer, judging by their results in national assessments, good quality education. In addition to schools at the first three levels, there is an increasing number of institutions offering post-secondary programmes, sometimes as a centre for an overseas institution which grants the diplomas, certificates or degrees.

The Ministry has been seriously constrained in getting data from these institutions because of a lack of legal capacity in the current Education Act. The new Education Bill which has had one reading before Parliament would give the Ministry the authority to collect data and to monitor the quality of the service offered by these institutions.

At this time, however, the power to do this only exists at the post-secondary/tertiary level under the auspices of the National Accreditation Council (NAC). The NAC is responsible for quality assuring post secondary and tertiary education within Guyana, and for recognising qualifications obtained in Guyana and elsewhere in accordance with acceptable standards.

REVIEW OF THE PREVIOUS PLAN

The assessment of the last Education Sector Plan is presented using the results framework, which provides a picture of the long-term and intermediate outcomes, key outputs and key strategies undertaken during this period. The assessment highlights the strategy, baseline, targets and progress at the end of the period (2018).

Longterm Strategic Outcomes

Strategic Outcome	Outcome Indicator(s)	Baseline data	Year 1 Target (2014)	Year 2 Target (2015)	Year 3 Target (2016)	Year 4 Target (2017)	Year 5 Target (2018)	Progress at the end of Period	Comment(s)
Learning achievements in Language, Mathematics and Science at the primary and secondary levels of education are increased, and performance differences between sub-groups, especially between the hinterland and coastal students, are reduced.	% of Grade 4 students who are at mastery level on the Literacy assessment by 2018	15% (2013)	20%	28%	38%	45%	50%	50%	This resulted in a 35 percentage points increase at the end of the plan period.
	% of Grade 6 students gaining 50% or more in core subjects	22% (2013)	25%	30%	35%	40%	45%	45%	This resulted in a 23 percentage point increase at the end of the plan period.
	% of Grades 1 to 3 CSEC passes in Mathematics, English and Science in public secondary schools	51% (2013)	53%	55%	57%	60%	65%	65%	This resulted in a 14 percentage point increase at the end of the plan period.
	% change in hinterland (H) /coastal (C) disparities at Grade 6, across the core subjects	Performance Index (0.38) H–14% (2013) C–36% (2013)	2%	2%	2%	2%	2%	0.28	This indicator was subsequently changed to the performance index, and this can be interpreted to mean the further away from 1 the index, the greater the disparity.
	% change in hinterland (H)/coastal (C) disparities at CSEC, across core subjects of English, Mathematics & Science	Performance Index (0.7) H–42% (2013) C–60% (2013)	3%	3%	3%	3%	3%	0.57	Even though we can note there was an improvement in the performance of hinterland regions, because the coastal regions improved their performance at a faster rate, the disparity widened.

Intermediate outcome 1: Performance of government departments responsible for ESP priorities is improved

Strategic Initiative	Indicator(s)	Indicator Type	Baseline data	Year 1 Target (2014)	Year 2 Target (2015)	Year 3 Target (2016)	Year 4 Target (2017)	Year 5 Target (2018)	Progress at end of Period	Comment(s)
Initiative 1.1. Conduct an organisational audit of central and regional MoE departments	**Number of departments audited**	Output	0	Process of department audit started	Selected department audit conducted	Audits of departments completed			**Not implemented**	The audit was not conducted.
Initiative 1.2. Build capacities for departments selected for capacity building via an organizational audit	**Percent of units/departments meeting annual targets improves over the ESP period**	Outcome			Departments with low capacities for implementing key initiatives identified The audit establishes a baseline for the number of staff whose qualification match their TORs An action plan based on findings of the audit developed for at least four (4) depts All depts./ units have a results framework in place that shows the use of data in meeting and reporting annual targets	50% of audited departments: qualifications & competence match their TORs	75% of units/ depts meet annual targets	85% of units/ depts meet annual targets	**Not implemented**	This activity would have been part of the audit.

Intermediate outcome 2: Accountability system focused on improving student learning outcomes is put in place

Strategic Initiative(s)	Indicator(s)	Indicator Type	Baseline data	Year 1 Target (2014)	Year 2 Target (2015)	Year 3 Target (2016)	Year 4 Target (2017)	Year 5 Target (2018)	Progress at end of Period	Comment(s)
Initiative 2.1. Learning assessments and examinations revised to reflect changes in curricula	**Number of examinations/assessments administered that are aligned with revised curricula**	Outcome	No baseline information is available at this time	Review of the current process of assessment, 20% completed	Review of the current process of assessment: 100% completed	Exams are aligned with revised curricula for Science, Math, Social Studies and English for Grades 1-3	Exams are aligned with revised curricula for Science, Math, Social Studies and English for Grades 4-6 & 7 9	All national exams (2, 4, 6 and 9) are aligned with revised curricula	**On-going**	The curriculum reform process is currently underway, part of the process entails a revision of assessments.
Initiative 2.2. Develop alternative methods of assessment depending on methodologies used to teach the subject and for students who have special education needs	**Percentage of SEN children participating in national assessments**	Outcome	No baseline information is available at this time	Appropriate methods, as per disability, identified	Appropriate methods of assessment for primary level established	Appropriate methods for secondary level established				This will be part of the curriculum process.
Initiative 2.3. Use item analyses of results of student assessments to identify areas of student weaknesses and use these analyses to prepare teacher training materials and special teacher in-service training sessions to help teachers address these weaknesses.	**Percent of training modules developed that are aligned with the results of item analyses of teachers' weaknesses**	Output	0	Item analyses of primary grade assessment in Science, English, Social Studies & Mathematics completed	CPD training modules/programmes are aligned with the results of item analyses	20% of training modules/programmes are based on the results of item analyses	40% of training modules/programmes are based on the results of item analysis	90% learning weaknesses identified in item analyses of results will be addressed through In-service and CPD programmes	**13 Mathematics training modules were developed/modified based on the analyses of pupil performance in NGSA, NGTA and NGFA.**	

Intermediate outcome 2: Accountability system focused on improving student learning outcomes is put in place

Strategic Initiative(s)	Indicator(s)	Indicator Type	Baseline data	Year 1 Target (2014)	Year 2 Target (2015)	Year 3 Target (2016)	Year 4 Target (2017)	Year 5 Target (2018)
Initiative 2.4. Participate in one of the regional or international learning assessments that assess student performance prior to when the CSEC is administered	**Guyana's participation in an international assessment**	Output	0		Regional/International learning assessment identified	Preparatory work for participation in regional/international assessment completed	Guyana participating in the regional/international assessment at Grade 9	
Initiative 2.5.1. Increase the percentage of schools with fully constituted and functioning PTAs, School Boards and Student Councils	**Percent of schools with fully constituted and functioning PTA/School Boards & Student Councils**	Output	20%	25%	30% of schools have fully constituted, functioning PTA/School Boards and Student Councils	40% of schools have fully constituted, functioning PTA/School Boards and Student Councils	60% of schools have fully constituted and functioning PTA/School Boards and Student Councils	80% of schools have fully constituted and functioning PTA/School Boards and Student Councils
Initiative 2.5.2. Develop capacities of PTAs/SIACs to monitor observable aspects of the schools (e.g, quality of facilities) and to use school report card data to advocate for changes that they believe will lead to better results.	**Percent of PTAs/SIACs trained to monitor observable aspects of schools.**	Output	0		30% of PTAs/SIACs capacities to monitor observable aspects developed	40% of PTAs/ SIACs capacities to monitor observable aspects developed	60% of PTAs/ SIACs capacities to monitor observable aspects developed	80% of PTAs/SIACs capacities to monitor observable aspects developed

Intermediate outcome 2: Accountability system focused on improving student learning outcomes is put in place

Strategic Initiative(s)	Indicator(s)	Indicator Type	Baseline data	Year 1 Target (2014)	Year 2 Target (2015)	Year 3 Target (2016)	Year 4 Target (2017)	Year 5 Target (2018)	Progress at end of Period	Comment(s)
Initiative 2.5.3. To prepare schools to assume more autonomy and responsibility for certain process decisions, help schools and PTAs construct school improvement plans (SIPs)	**Percentage of schools that prepare SIPs to improve school performance**	Output	39% overall, but it accounts for 77% of primary schools	39%	45% of schools with developed SIPs	50% of schools with developed SIPs	60% of schools with developed SIPs	70% of schools with developed SIPs	**59% of schools across levels with developed SIP**	
Initiative 2.6.1. Put school report cards and national report cards in place. School report cards will include learning outcome scores at national assessments, rates of teacher absenteeism, rates of student absenteeism, and perhaps the results of engineering audits and follow-up upgrading.	**Percent of school report cards published**	Output	0		30% of primary and secondary schools report cards published	50% of primary and secondary schools report cards published	60% of primary, nursery and secondary schools report cards published	80% of primary, nursery and secondary schools report cards published	**Not Implemented**	

Intermediate outcome 2: Accountability system focused on improving student learning outcomes is put in place

Strategic Initiative(s)	Indicator(s)	Indicator Type	Baseline data	Year 1 Target (2014)	Year 2 Target (2015)	Year 3 Target (2016)	Year 4 Target (2017)	Year 5 Target (2018)	Progress at end of Period	Comment(s)
Initiative 2.6.2. Establish MoE strategic communication programme to sensitize public to important education issues; explain and promote MoE positions; build collaborations between stakeholders and MoE	**Percent change in Parental Participation in PTAs and in other related school activities**	Outcome	0	Printed and web-based materials for ECE developed and disseminated *(To be continued through the plan period)*	Open-days in schools hosted Science and TVET fairs hosted *(To be continued through the plan period)*	Parenting & Family literacy interactive seminars conducted	Community reading programmes conducted		**Not Implemented**	A survey was to be conducted to determine the extent to which there has been an increase in parental participation in school activities.
Initiative 2.6.3. Use PTA Coordinating Unit as a means through which concerns of PTAs can be brought to the attention of senior education officials.	**Percentage change in concerns addressed by PTA**	Outcome	0		Develop a desk manual outlining the main functions of the PTA Unit Systems for addressing concerns of PTAs developed				**On-going**	A PTA Coordinator was hired and is part of the School Support Unit.

Intermediate outcome 3: Quality of school facilities improves relative to MOE Standards

	Indicator(s)	Indicator Type	Baseline data	Year 1 Target (2014)	Year 2 Target (2015)	Year 3 Target (2016)	Year 4 Target (2017)	Year 5 Target (2018)	Progress at end of Period	Comment(s)
Initiative 3.1. MoE reviews and, as needed, revises quality standards for the physical condition of schools.	**% of schools that meet MOE standards in a given year**	Outcome	The audit provides a baseline		All regional works departments sensitised on non-academic standards by buildings unit		Physical condition surveys for Regions 2 and 5 conducted		**Partially Implemented**	8 out of 10 TVET institutions implementing CANTA standards
Initiative 3.2. Using MoE standards, regional departments conduct a condition survey of all schools that includes assessments of, among other things: a) quality of school walls, roof, and floor and structural integrity; b) availability of desks, chairs, tables; c) availability of clean water; d) availability and quality of sanitary facilities for teachers and students; e) availability of power and non-fossil fuel sources of power; f) quality of dormitory facilities where present, and g) presence and quality of teacher houses in remote areas.	**% of regions with completed physical condition surveys**	Output			Physical condition surveys for Regions 3, 4, 8 and 9 conducted	Physical condition surveys for Regions 7, 1, 6 and 10 conducted	Regional depts for Regions 2 and 5 budget requests for sub-standard schools approved by MOE; 75% of schools in all regions with preventative maintenance plans developed	85% of schools in all regions, in fair to good condition	**100% of regions. Based on the condition survey 59% of all schools are in fair/good condition**	A condition survey was conducted in all regions in 2017.

Intermediate outcome 3: Quality of school facilities improves relative to MOE Standards

Initiative	Indicator(s)	Indicator Type	Baseline data	Year 1 Target (2014)	Year 2 Target (2015)	Year 3 Target (2016)	Year 4 Target (2017)	Year 5 Target (2018)	Progress at end of Period	Comment(s)
Initiative 3.3. Regional departments submit annual budget requests and yearly targets for upgrading sub-standard facilities to meet the required standards	**% of sub-standard schools identified**	Output			Regional depts for Regions 3, 4, 8 and 9 budget requests for sub-standard schools approved by MOE	Regional depts for Regions 7, 1, 6 and 10 budget requests for sub-standard schools approved by MOE			**8% of schools are in urgent need of repairs**	Sub-standard schools are classified as schools in urgent need of repairs.
Initiative 3.4 Regions will be assisted to develop preventative maintenance plans for schools.	**% of schools with preventative maintenance plans**	Output				50% of schools in all regions with preventative maintenance plans developed			**Partially Implemented**	All TVET institution have preventative maintenance plans.
Initiative 3.5 Additional places at secondary and nursery will be created, through construction of three (3) secondary schools in Regions 3 & 4 and eight (8) nursery schools in Regions 3, 4 and GT.	**Number of nursery schools built** **Number of secondary schools built**	Output		3 Nursery schools constructed	2 Nursery schools constructed; two secondary schools constructions commenced	3 Nursery schools constructed; One secondary school completed; construction on 3rd school started	2 secondary schools completed		**11 Nursery schools were constructed.** **2 Secondary schools were constructed.**	

Intermediate outcome 4: Quality of teaching is improved

Strategic Initiative(s)	Indicator(s)	Indicator Type	Baseline data	Year 1 Target (2014)	Year 2 Target (2015)	Year 3 Target (2016)	Year 4 Target (2017)	Year 5 Target (2018)	Progress at end of Period	Comment(s)
Initiative 4.1. Improve the quality of teaching through sustaining and intensifying initial teacher training across levels each year.	**Percent trained teachers across levels**	Output	69% trained teachers across levels	71% trained teachers across levels	73% trained teachers across levels	75% trained teachers across levels	77% trained teachers across levels	80% trained teachers across levels	**72% trained across levels**	
Initiative 4.2. Establish MoE's professional standards to determine who enters teacher training and who is hired into teaching.	**Percent of the new entrants to teaching that meet the professional standards**	Outcome	Based on the implementation of the new standards		60% of new entrants into teaching meet professional standards	70% of new entrants into teaching meet professional standards	80% of new entrants into teaching meet professional standards	90% of new entrants into teaching meet professional standards	**100% of new entrants meeting professional standards**	The 100% accounts for teachers who access initial teacher training.
Initiative 4.3. To off-set shortages of qualified teachers in particular subjects, NCERD and expert consultants will prepare lessons in various subjects, but especially in Science and Mathematics, that are beamed directly to students in classrooms through the Broadcast to Schools programme, the education TV channel, DVDs, or the internet.	**Percent of primary and secondary schools that have access to supportive materials in science and mathematics.**	Outcome	7% of primary and secondary schools have access to supportive materials in science.		20% of primary and secondary schools with access to supportive materials in Math and Science.	40% of primary and secondary schools with access to supportive materials in Math and Science.	60% of primary and secondary schools with access to supportive materials in Math and Science.	80% of primary and secondary schools with access to supportive materials in Math and Science.	**76% of primary and secondary schools have access to supportive materials in mathematics.**	
Initiative 4.4. The Ministry will set targets for increasing the number and subject specialisations of teachers in the remote hinterland and riverine schools and expand the incentives to attract teachers to meet these targets.	**Number of hinterland teachers awarded scholarships**	Output	To be determined		20 persons selected and approved for scholarships in specialised subjects			Twenty (20) additional teachers specialised in English, Science and Math in the hinterland regions	**Not Implemented**	

Intermediate outcome 4: Quality of teaching is improved

Strategic Initiative(s)	Indicator(s)	Indicator Type	Baseline data	Year 1 Target (2014)	Year 2 Target (2015)	Year 3 Target (2016)	Year 4 Target (2017)	Year 5 Target (2018)	Progress at end of Period	Comment(s)
Initiative 4.5 Sample lesson plans and other instructional material will be prepared for teachers, in particular at nursery and primary levels, together with guides on how to use these resources so that teachers are better prepared to utilise the instructional period more effectively.	**Percent change in teachers who are better prepared to utilize the entire instructional period**	Outcome	To be established in 2014 after initial distribution of guides	Lesson plans prepared for selected grades in Science	Lesson plans prepared for selected grades in Mathematics and ECE.	Lesson plans and guides for Mathematics and Science completed for all primary grades		Lesson plans and guides for all core subjects completed for all primary grades and ECE.	**Not Implemented**	The renewal of the curricula process has commenced in 2018 and includes preparation of sample lesson plans.
Initiative 4.6. A post-graduate programme will be designed that prepares candidates for the position of headteacher. The programme will include training on how to observe and improve the performance of teachers in their schools. It will establish criteria for competitively selecting applicants into the programme.	**Postgraduate programme for head-teachers conducted**	Output			Programme (s) identified or developed after careful analysis of Guyana's needs	Establish the criteria for the selection and structure of the course to be offered	Candidates selected and started the programme (s)		**Not Implemented**	

Intermediate outcome 4: Quality of teaching is improved

Strategic Initiative(s)	Indicator(s)	Indicator Type	Base line data	Year 1 Target (2014)	Year 2 Target (2015)	Year 3 Target (2016)	Year 4 Target (2017)	Year 5 Target (2018)	Progress at the end of Period
Initiative 4.7.1. Improve the quality of Mathematics teaching at all levels	**Number of Mathematics teachers trained**	Output		Fifty teachers across all education districts trained	100 teachers across all education districts trained	150 teachers across all education districts trained	200 teachers across all education districts trained	200 teachers across all education districts trained	**(2849)** Two thousand one hundred and forty-nine (2149) teachers at the primary and secondary levels were trained in Mathematics. Seven hundred (700) teachers were trained in Mathematics under the Secondary Education Project.
Initiative 4.7.2. Improve the quality of literacy teaching at all levels	**Number of Early Childhood teachers trained**	Output	22			All teachers for nursery and Grades 1 & 2 classes for hinterland and 10% of nursery classes in coastal areas trained	All teachers for nursery and Grades 1 & 2 classes for hinterland and 15% of nursery classes in coastal regions trained	All teachers for nursery and Grades 1 & 2 classes for hinterland and 20% of nursery classes in coastal regions trained	One thousand seven hundred and eighty-nine (1789) early childhood teachers were trained by ACEO Nursery.
Initiative 4.7.3. Improve the quality of Science teaching at the primary and secondary levels	**Number of primary teachers trained in Science**	Output	1371			Grades 3-5 teachers in 10 primary pilot schools trained in the use of the kits	Grades 3-5 teachers in 10 primary pilot schools trained in the use of the kits	Grades 3-5 teachers in 10 primary pilot schools trained in the use of the kits	Seven hundred and forty-four (744) teachers were trained.
	Number of secondary Science teachers trained	Output		200 teachers trained in aspects of the Science curriculum at primary and secondary levels	200 teachers trained in aspects of the Science curriculum at primary and secondary levels	150 teachers across all education districts trained 200 teachers trained in aspects of the Science curriculum at primary and secondary levels	200 teachers across all education districts trained 200 teachers trained in aspects of the Science curriculum at primary and secondary levels	200 teachers across all education districts trained Science curriculum at primary and secondary levels 1000 teachers trained in aspects of the	Eight hundred and eighty-four (884) teachers were trained.
Initiative 4.7.4. Improve the quality of teaching in TVET at the secondary and post-secondary levels	**Number of certified assessors**	Output		30 teachers from secondary and post-secondary institutions trained in pedagogy Teachers in 10 pilot secondary schools certified as assessors	100 post-secondary & secondary teachers exposed to pedagogical training All full-time instructors/lecturers in TVET institutions certified as assessors	100 post-secondary & secondary teachers exposed to pedagogical training All teachers are offering SCCP/CVQ programmes in school certified as assessors	100 teachers exposed to pedagogical training 50% of secondary school teachers possess full certification requirement	1000 teachers trained in aspects of the Science curriculum at primary and secondary levels All full-time TVET teachers in secondary and post-secondary schools certified as assessors and in possession of the full certification requirement	15 certified assessors
Initiative 4.7.5. Improve the quality of life skills teaching and teaching for SEN students	**Number of training courses conducted in special needs that are based on needs assessments**	Output		Conduct training needs assessment in all special schools	Develop a training programme based on analysis; Conduct training in Regions 2 and 10	Conduct training in Regions 1 & 8	Conduct training in regions		141 training workshops were done based on needs assessments
Initiative 4.7.6. Teacher training in the Expressive Arts and Physical Education and Sports will be enhanced and improved, and the participation of students in these subject areas will be significantly increased.	**Number of teachers receiving specialist training in Expressive Arts & PE**								2,138 teachers received training
	Number of students participating in Expressive Arts/PE at CSEC								7,108 teachers participated in Music, Physical Education, Theatre Arts and Visual Arts workshops

Intermediate outcome 5: Teaching-learning materials/ instructional tools/ assisted devices aligned to facilitate better learning outcomes

Strategic Initiative(s)	Indicator(s)	Indicator Type	Baseline data	Year 1 Target (2014)	Year 2 Target (2015)	Year 3 Target (2016)	Year 4 Target (2017)	Year 5 Target (2018)	Progress at end of Period	Comment(s)
Initiative 5.1. MoE will contract persons, including Guyanese and Caribbean professionals, with international expertise to help the Ministry benchmark the curriculum by grade and subject against regional/international standards that characterise more versus less effective curricula: content standards, performance expectations for students and teachers, coherence, and efficiency.	**Number of subjects aligned with international standards**	Outcome	0	Review of primary curricula by local practising teachers completed Review of Grades 7 – 9 Science curricula started	International/ regional standards, against which local curricula will be compared, identified Standards for Math for Grades 7-9 established	Standards for Mathematics English, Science, Social Studies, Grades 7 to 9 established	Curriculum in all core subjects aligned with established standards		**The curriculum started at the end of the plan period; this initiative is on-going.**	
Initiative 5.2. Curricula will be revised in all the subject areas in accord with evaluation results. Priority will be given to the core subjects at the primary level, but in the light of social challenges, emphasis will also be placed on reviewing the HFLE curriculum for relevance.	**Appropriate HFLE material for nursery level; curriculum for primary and secondary levels available**	Output			Develop appropriate HFLE material for nursery level; curriculum for primary and secondary levels reviewed for relevance			Evaluation of the new approaches /curriculum for HFLE at various levels		
		Output					Adaptation of curricula for SEN students in core subjects			

Intermediate outcome 5: Teaching-learning materials/ instructional tools/ assisted devices aligned to facilitate better learning outcomes

Strategic Initiative(s)	Indicator(s)	Indicator Type	Baseline data	Year 1 Target (2014)	Year 2 Target (2015)	Year 3 Target (2016)	Year 4 Target (2017)	Year 5 Target (2018)	Progress at end of Period	Comment(s)
Initiative 5.3. As an integral part of its curricula reform, the Ministry will ensure that curricula are adapted for children with special education needs.	**Adaptation of curricula for SEN students in core subjects**	Output								
Initiative 5.4 Textbooks and curricula for training programmes reviewed and modified to meet requirements of new curricula	**% change in textbooks in the core subjects that are reviewed and modified**				Textbooks and learning material in Science reviewed and changes made if needed	Texts in other core subjects reviewed and changes made if needed				
Initiative 5.5. As a check on the reliability of its logistics chain, the Ministry will monitor whether or not adequate teaching and learning tools reach schools and classrooms in a timely fashion and review if necessary.	**% of schools that receive text and exercise books at the beginning of the school term**	Outcome			Existing system for distribution of text - books/ learning materials assessed	Improved distribution systems implemented			**48% of schools received textbooks on time**	Even though the MOE was able to find a way to calculate the degree to which schools are receiving textbooks on time, the issue of improving the distribution system remains an issue to be dealt with in this plan period.

Intermediate outcome 6: Students' instructional time increases

Strategic Initiative(s)	Indicator(s)	Indicator Type	Baseline data	Year 1 Target (2014)	Year 2 Target (2015)	Year 3 Target (2016)	Year 4 Target (2017)	Year 5 Target (2018)	Progress at end of Period	Comment(s)
Initiative 6.1. To reduce the costs of education for low-income families and thus to encourage them to keep their children in school, the Ministry will continue to enhance welfare measures such as providing free exercise and text books, school uniforms, and school feeding programmes.	**Percent change in attendance rate at ursery, primary and secondary levels, including children with SEN**	Outcome	68% (2013)	2% change in attendance	2% change in attendance	5% change in attendance			**75%**	The programmes geared towards reducing inequities contributed to an overall increase in attendance across levels.
Initiative 6.2. After consultation with families, schools, and regional government offices, flexible school schedules may be introduced in some regions/sub-regions to reduce student absenteeism attributable to rainy seasons (e.g., in Region 9), low water that prevents travel by boat (Region 1), and weeks when children are needed to help in harvesting crops.	**Number of consultations held on flexible school hours in the hinterland and riverine communities**	Output	0	The consultation started in hinterland regions	Consultations conducted in all regions	Decision taken on instructional time based on consultations			**Not Implemented**	
Initiative 6.3. Guidance and Welfare Unit establishes a database that flags "at-risk" and vulnerable children for purposes of organising support for them.	**Data collection mechanism established in all regions for primary and secondary levels**	Output	0		Data collection mechanism established in 2 regions for primary and secondary levels	Data collection mechanism established in remaining regions			**Implemented**	A database was established; it is not clear whether it is used to flag "at-risk" children and organise support.

Intermediate outcome 6: Students' instructional time increases

Strategic Initiative(s)	Indicator(s)	Indicator Type	Baseline data	Year 1 Target (2014)	Year 2 Target (2015)	Year 3 Target (2016)	Year 4 Target (2017)	Year 5 Target (2018)	Progress at end of Period	Comment(s)
Initiative 6.4. The Guidance and Welfare Unit and the School Health Unit provide support to at-risk and vulnerable children, such as teenage mothers and children in difficult socio-economic circumstances, abusive homes, or affected by HIV/AIDS	**Percentage change of "at-risk" students who are benefitting from supportive health/welfare programmes**	Outcome	To be established		Policy for the reintegration of teenage mothers developed Referral mechanism established for students who are "at-risk" and those in difficult socio-economic circumstances	10% increase in the number of students being supported	20% increase in the number of students being supported	At least 60% of at-risk and vulnerable students receiving some form of support		
Initiative 6.5. The SEN and School Health Units will collaborate in identifying children with SEN through screening and in providing educational support, for example, transportation and hiring of teacher aides.	**Percent of children screened.** **Percent of SEN students receiving educational support of some kind**	Output	Number of children screened in 2013	5% increase in numbers screened Support to Disability NGOs providing education services to SEN students *Continues throughout the plan period*	Additional transport provided to SEN students in one special school 10% increase in numbers screened	At least 50% of Year 1 nursery and Grade1 primary students screened Number of teacher aides for special schools increased by 10%	60% of Year 1 nursery and Grade 1 primary students screened Number of teacher aides increased by 10%	Number of teacher aides for special schools and schools with children with SEN increased by 30%	SEN Unit	

The previous tables show the implementation status/achievements of the 2014-2018 education sector strategy. During the period, the sector managed activities that led to the achievement of six intermediate outcomes. This resulted in 37% of the activities outlined in the strategies being completed/achieved. [20]

Progress towards the achievement of the overall goal

There was notable progress made in performance at the National Grade Four Assessment. Over the plan period, there was a 27-percentage point increase in performance during the review. In terms of the National Grade Six Assessment, there were a 15 percentage point increase in performance at this level. At CSEC, the matriculation rate increase by five percentage point at the end of the plan period. The performance index of National Grade Six and CSEC widened for the hinterland students; this suggests that equity issues continue to be a problem for the sector.

Completion of activities leading to the achievement of intermediate outcomes

Intermediate Outcome 1 - Performance of government departments responsible for ESP improved – 5% of activities were completed. The **major achievement** was the development of the terms of reference for individual/firm to conduct the organisation audit.

Intermediate Outcome 2 – Accountability system focused on improving student outcomes is put in place – 72% of the activities were completed. **Major achievement**s: A PTA Co-ordinator was recruited as part of the School Support Unit. This has resulted in the MOE exceeding its target of 80% of schools with functioning PTAs, 87% of schools across levels have functioning PTAs; and over half (59%) of schools now have school improvement plans.

Intermediate Outcome 3 – Quality of school facilities improves relative to MOE standards – 52% of activities were completed. The m**ajor achievements** were: the completion of a condition survey of all education facilities which was conducted in Year 3 of the plan, and the production
 of a report which outlined the condition of these facilities. This report guided the budget requests of most departments of education for rehabilitation and maintenance of education structures within administrative regions. In addition to this, 11 nursery and two secondary schools were constructed, and 8 out of 10 TVET institutions are implementing CANTA standards.

Intermediate Outcome 4 – Quality of teaching is improved – 96% completed. **Major achievements** – All new entrants into CPCE met the academic requirement for entrance into this institution. Teachers and subject specialists have benefitted from capacity building in curriculum writing; the Continuous Professional Development process was adjusted based on a continuous assessment of teachers' needs.

Intermediate Outcome 5 - Teaching-learning materials/instructional tools/assistive devices aligned to facilitate better learning was 39% completed. **Major achievemen**ts: although delayed, the curriculum reform process started in the final year of the ESP; the book distribution process implemented a rudimentary proxy to measure the proportion of schools receiving textbooks on time.

Intermediate Outcome 6 – Students' instructional time increases : 39% of this was completed. **Major achievements were:** the school feeding programmes were expanded to include breakfast; a database to track at-risk students in need of support was established, and the Regional Special Education Needs/Disabilities Diagnostic and Treatment Centre was established to provide individualised support for children with special needs.

20. The overall goal progress was measured by performance at Grade 4 and 6 at primary and CSEC matriculation rate at the end of secondary. The performance index was used as a means of measuring the extent to which the difference in performance of students in coastal regions and their peers in the hinterland regions has decreased. Parity exists when performance between the two groups is 0.97- 1.03.

ACCESS

This analysis of access to education is limited by a number of factors. One of the major factors in what appears to be some margins of error of intercensal population changes in some regions. As has been the practice in previous plans, the Ministry requested estimates of population by single years of age from the Bureau of Statistics (BOS), the agency with overarching responsibility for national statistics and in particular population data. The Bureau provided the Ministry with tables showing **"Population Estimates by Sex and Single Years of Age Based on Beers Split"**.

According to information provided by the Bureau, *"the results of the population projections were derived using the Cohort Component Method. This method requires the utilisation of observed trends for birth and death rates along with net migration patterns. The population data used in the projections were the most recent 2012 Census results, disaggregated by age and sex. These projections were made using the medium variant assumptions and the United Nations software called MORTPAK."*

These tables show a continuous decline in population for all regions in the nursery and primary age cohorts and then a steady rise in the secondary age cohort. While a decline in the early years may be accurate, it would seem that the rate of decline has been overestimated because, as will be seen in some of the tables that follow, the actual number of children of a certain age in school is larger than the estimate for that age from the BOS. Margins of error are common in estimating changes in population in intercensal years, and the further you move from the census year, the greater the possibility of errors.

A second factor that limits the analysis is a lack of comprehensive data from private schools. While the Ministry does not receive information from many private schools, it is estimated that the private sector in education accounts for less than ten percent of the number of students. For example, a proxy measure of the proportion of primary students in private schools is possibly the proportion of students from private schools who take the National Grade Six Assessment which is taken by nearly 100 % of students (public and private) at the end of the primary level. On average, 13,000 students take this assessment each year and on average, over the last four years, 1,214 of these are private candidates that are slightly under 10%. Similarly, a total of 12,269 students took the Caribbean Secondary Education Certificate (CSEC) examinations

prepared by the Caribbean Examinations Council (CXC) in 2018, and 1,204 were from private schools, that is just under 10%. As indicated in the outline of the structure of the system, under the current Education Act, the Ministry has no means of compelling private schools to submit data to its Statistical Unit.

A new Education Bill which has been drafted and which had one reading in Parliament would provide that authority, but the Bill has been stuck for an inordinately long time without being passed. The Ministry of Education can only advocate for the passage of this Bill, but it is not in the manageable capacity of its technical officers to complete this process.

The passage of this Bill into a new Education Act would be important for many reasons but very important among them would be the Ministry of Education's ability to provide accurate information on some of the targets for Sustainable Development Goal 4. It should be noted, however, that the problem of the absence of data from private schools affects primarily Regions 3, 4, 5 and 6 with Region 4, and in particular the capital city of Georgetown, having the greatest number of private schools.

The other factor which will affect the quality of the data, in particular with reference to indicators such as the Gross and Net Intake rates is the fact that the official entry age for nursery/pre-primary and primary levels in Guyana is not given as a single year but as a year and months, e.g. the official entrance year for nursery /pre-primary education was three years and nine months for many years, and the entrance age for the primary level was five years nine months.

This was changed to 3 years six months and consequently five years, six months in 2014. To make matters more complicated, the child can enter school at the beginning of the academic year, i.e. in September if he/she achieves the entrance age by the end of the calendar year so some children can start school at 3 years 3 months for nursery and five years three months for primary. This would make it impossible to use the specific entrance age from the population data, as currently provided, as the denominator for the calculation of the indicators.
The Statistical Unit within the Planning Unit has therefore selected age 4 as the entrance age for nursery and 6 as the entrance age for primary. [21]
With these caveats in mind, the data in Table 2.1 (next page) shows that enrolment at most levels, except at the pre-primary and tertiary levels, has declined from the academic year 2012/2013 to the academic year 2017/2018.

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21. It is noteworthy that when a calculation of NIR was done at the pre-primary level using fifty percent of the population 3 years old and fifty percent of the population rate four years old the result was minimally different from simply using age four.

TABLE 2.1 - EVOLUTION OF ENROLMENT BY LEVEL 2012 TO 2017

Level of Education	2012	2013	2014	2015	2016	2017	Annual Avg growth Rate
Pre-primary/ECCE	25,967	25,325	26,647	27,258	26,444	26,595	0.48%
Primary	85,006	81,960	81,319	79,894	80,317	81,115	0.93%
Secondary Department of Primary	7,781	7,360	6,618	5,589	5,775	5,398	7.05%
General Secondary	64,736	62,878	60,679	61,447	58,619	56,635	2.64%
Technical & Vocational Education	4,094	4,268	3,991	4,452	3,136	3,539	2.87%
Tertiary Education	7,338	7,476	7,459	7,302	7,328	7,800	1.07%
National	**194,922**	**189,267**	**186,713**	**185,942**	**181,619**	**181,082**	**1.46%**

Data Source: Ministry of Education, Planning Unit Database

As indicated in Chapter 1, this current situation is consistent with a general decline in the population which is increasingly ageing . More specifically, however, with regard to access, which refers to provision of places, to the first grade of a particular level for the official school entrance population, the data following show there is very good access to education at all levels, although the level of access may vary significantly from the national norm in a few regions.

Pre-primary Education

There is an increasing awareness of the importance of Early Childhood Education (ECE) not only within the education sector but in the community at large. Globally the efforts of Development Partners, in particular, the United Nations Children's Fund (UNICEF) and the Global Partnership in Education (GPE) have reinforced this importance. More specifically, Guyana has benefitted from work done through the UNICEF programme to encourage Early Childhood programmes even before formal schooling and work done on Early Childhood Education Standards at a regional level in the Caribbean.

More recently an Early Childhood Project through a grant from the GPE which had as a major component a public awareness component on the importance of ECE. This has generally resulted in a greater demand for education at this level, and the data show that in Guyana most children of the appropriate age have access to a pre-primary school or a pre-primary class in a primary school.

The Gross Intake Rate (GIR) [22] in all regions except Region 1 is over 100 percent, and as shown in Table 2.2, (below) the rate has increased in the years under examination. This could be attributed to the lowering of the entry age to 3 years six months.

TABLE 2.2 - GROSS INTAKE RATE AT PRE-PRIMARY LEVEL BY REGION AND SEX 2014 TO 2018

GIR - ECCE	2014-2015		2015-2016		2016-2017		2017-2018	
Education District	Male	Female	Male	Female	Male	Female	Male	Female
Region 1	87.38%	79.78%	75.94%	73.77%	70.56%	69.80%	99.39%	76.29%
Region 2	122.12%	118.71%	106.85%	104.98%	111.96%	120.36%	121.16%	116.04%
Region 3	118.69%	113.95%	118.05%	112.42%	110.78%	114.44%	120.40%	117.28%
Region 4	101.40%	102.93%	100.58%	101.24%	105.54%	103.41%	115.95%	100.23%
Region 5	120.78%	116.28%	109.49%	113.90%	115.82%	112.61%	130.51%	122.36%
Region 6	131.64%	134.81%	126.97%	120.72%	129.08%	137.94%	149.05%	146.87%
Region 7	128.93%	115.09%	148.45%	112.99%	162.11%	115.15%	167.20%	115.65%
Region 8	102.07%	101.95%	106.99%	109.09%	109.86%	108.44%	111.43%	115.48%
Region 9	106.80%	103.60%	103.13%	101.21%	95.16%	116.56%	102.29%	108.90%
Region 10	121.28%	106.68%	119.94%	122.93%	119.31%	126.65%	125.53%	135.21%
National	**111.51%**	**109.12%**	**108.41%**	**105.91%**	**109.94%**	**110.40%**	**120.76%**	**111.60%**

Data Source: Ministry of Education, Planning Unit Database

22. Gross Intake Rate is defined as the total number of new entrants in the first grade of a particular level of education, e.g. Year 1 for Pre-primary and Grade 1 for Primary education, regardless of age, expressed as a percentage of the population of the official school entrance year for that level.

It should be noted, however, that as all the students in Year One are expressed as a proportion of the entry age population, GIRs of over 100 percent are not surprising.

Table 2.3 (below) on the other hand, presents information on the Net Intake Rate (NIR)[23] and looks at the proportion of children who are four years old in Year 1.

A high NIR indicates a high degree of access and the two tables show a significant difference in the two indicators, but one of the caveats mentioned above is important here: Because children may enter at age 3 years and 3 months, there are, in some instances, large numbers of children who are four years old in Year 2 of the nursery programme but who were not considered when calculating the indicator.

In 2017/2018 academic year, there were 6,117 students under 4 (3263 males and 2854 females) in Year 1. The absence of private school data, especially in Region 4, gives an even more distorted picture of access at this level.

The Ministry should still examine more closely the situation in Regions 1, 8 and 9, three hinterland regions which have the lowest NIR. This may be a lack of capacity to provide places in some remote areas.

Further analysis of the data by sex does not show any major differences in the ratios for males and females.

TABLE 2.3 - NET INTAKE RATE AT PRE-PRIMARY LEVEL BY REGION FROM 2014/2018

NIR - ECCE	2014-2015		2015-2016		2016-2017		2017-2018	
Education District	Male	Female	Male	Female	Male	Female	Male	Female
Region 1	53.71%	51.24%	41.10%	40.81%	41.62%	36.24%	49.87%	41.39%
Region 2	76.94%	74.82%	66.50%	61.94%	63.61%	65.46%	67.20%	62.83%
Region 3	75.71%	72.34%	71.20%	64.51%	62.77%	61.81%	65.20%	61.09%
Region 4	67.91%	67.36%	58.21%	58.41%	58.37%	54.81%	58.64%	56.57%
Region 5	78.97%	74.42%	63.33%	61.85%	63.17%	62.18%	71.47%	65.56%
Region 6	86.79%	89.87%	75.10%	67.54%	70.88%	74.71%	81.11%	83.07%
Region 7	75.63%	80.17%	79.90%	67.53%	92.11%	66.67%	95.16%	70.87%
Region 8	60.69%	51.30%	57.34%	50.65%	53.52%	53.25%	56.43%	58.06%
Region 9	66.86%	60.66%	51.42%	49.55%	44.44%	58.05%	98.59%	59.82%
Region 10	72.07%	66.31%	62.88%	67.68%	61.67%	69.34%	72.87%	71.60%
National	71.99%	70.18%	62.30%	59.65%	60.32%	59.18%	64.29%	61.51%

Data Source: Ministry of Education, Planning Unit Database

TABLE 2.4 - GROSS INTAKE RATE THE PRIMARY LEVEL BY REGION FROM 2014 TO 2018

GIR- Primary	2014-2015		2015-2016		2016-2017		2017-2018	
Education District	Male	Female	Male	Female	Male	Female	Male	Female
Region 1	115.84%	100.45%	113.28%	93.95%	114.47%	99.55%	111.05%	102.24%
Region 2	108.66%	107.26%	114.06%	103.90%	145.36%	130.87%	135.16%	115.16%
Region 3	101.87%	92.12%	102.07%	98.78%	113.43%	108.61%	112.66%	101.84%
Region 4	97.32%	91.39%	97.47%	90.55%	103.22%	100.99%	108.48%	102.71%
Region 5	116.92%	109.32%	118.28%	109.57%	141.87%	126.40%	127.33%	126.79%
Region 6	116.24%	120.26%	117.38%	117.13%	141.00%	144.23%	143.39%	144.92%
Region 7	130.50%	128.57%	139.59%	123.26%	144.85%	141.78%	157.07%	130.19%
Region 8	112.78%	92.52%	106.87%	105.37%	117.05%	116.67%	125.98%	114.57%
Region 9	114.55%	97.18%	99.48%	100.00%	102.84%	104.97%	103.58%	103.56%
Region 10	108.57%	106.82%	111.89%	104.69%	138.03%	115.63%	145.03%	130.56%
National	106.77%	100.02%	106.74%	100.08%	118.83%	112.80%	120.31%	112.03%

Data Source: Ministry of Education, Planning Unit Database

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23. Net Intake Rate measures new entrants in the first grade of a particular level who are of the official school entrance age expressed as a percentage of the population of the same age.

Primary Education

At the primary level, as seen in Table 2.4, (previous page) the GIR [24] is even higher, reaching over 100 percent in all regions.

The Primary level marks the beginning of compulsory education in Guyana, and generally, children are enrolled at the relevant age. The major exceptions would be those children with disabilities and children who live in very remote/scattered communities.

Riverine areas pose a unique challenge in some regions because very often homes are scattered individually along a river so there may not be what generally constitutes a particular village. All regions, coastal and hinterland, have some of these smallisolated communities. In 2017/2018 there were 44 schools with 20 or fewer students. The region with the greatest number of these schools was Region 3 [25] with twelve schools, followed by Region 10 with seven schools. Both regions are coastal regions, but these small schools are along the river or on islands in the river. Regions 1, 4, 5 and 8 had four such schools while the other regions had an average of two such schools.

The Ministry of Education has kept schools open in villages where there are as little as twenty children in the school, but it cannot provide schools for each family. This means that a place must be selected to place the school. The practice is that children paddle to school on their own in little canoes. Parents may delay enrolment until they feel that they can do so safely.

The very high rates at the primary level may be related to children who are under and over age, and for the same reasons highlighted at the nursery level.

TABLE 2.5 - NET INTAKE RATE AT THE PRIMARY LEVEL BY REGION 2014 TO 2018

NIR- Primary Education District	2014-2015		2015-2016		2016-2017		2017-2018	
	Male	Female	Male	Female	Male	Female	Male	Female
Region 1	75.00%	68.76%	72.43%	70.18%	73.86%	65.10%	66.32%	58.39%
Region 2	79.95%	83.84%	82.81%	75.12%	93.17%	83.93%	79.25%	64.10%
Region 3	75.20%	67.65%	78.32%	70.00%	72.37%	68.86%	63.59%	56.71%
Region 4	74.89%	68.99%	72.79%	66.75%	70.99%	69.11%	61.22%	62.57%
Region 5	86.57%	81.86%	88.51%	80.85%	96.69%	80.90%	74.13%	69.94%
Region 6	87.64%	88.65%	83.66%	84.25%	95.15%	98.22%	88.86%	84.92%
Region 7	100.00%	95.85%	99.49%	86.51%	86.60%	96.24%	96.34%	81.60%
Region 8	61.65%	46.26%	51.91%	55.03%	58.14%	58.67%	62.20%	54.30%
Region 9	79.37%	69.30%	61.88%	65.46%	62.53%	62.15%	51.41%	50.96%
Region 10	72.21%	71.46%	84.05%	76.30%	84.23%	73.32%	79.24%	81.67%
National	78.49%	73.32%	77.12%	71.59%	77.93%	74.05%	68.81%	65.17%

Data Source: Ministry of Education, Planning Unit Database

The reasons for the much lower NIR at the primary level are the same as at the pre-primary level, e.g. there were on average over 200 six years old in Grade 2 in most regions and in fact over 300 in Region 9 in one year. The Transition Rate [26] also gives information on the degree of access or transition from one level of education to a higher one. On the one hand, it provides an output indicator for the lower level, and it constitutes an indicator of access for the higher level. A low transition rate can indicate inadequate admission capacity at a higher level of education. This is not the case in the transition from pre-primary level to the primary level in Guyana, as seen in Table 2.6. (next page)

24. It should be noted that the Ministry has a policy of no repetition at the primary and indeed at the earlier grades of the secondary level so this did not need to be considered.
25. Fort Island in this region had 5 students in this academic year.
26. Definition: The number of pupils/students admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils/students enrolled in the final grade of the lower level of education in the previous year.

TABLE 2.6 - TRANSITION RATES FROM PRE-PRIMARY TO PRIMARY EDUCATION BY REGION, 2013 TO 2017

Transition Rate to Primary	2013-2014		2014-2015		2015-2016		2016-2017	
Education District	Male	Female	Male	Female	Male	Female	Male	Female
Region 1	156.00%	146.08%	141.25%	147.21%	124.59%	126.42%	137.58%	127.30%
Region 2	112.56%	110.36%	103.30%	100.47%	107.69%	107.10%	108.31%	433/416
Region 3	96.14%	94.22%	96.10%	98.06%	89.86%	92.36%	95.42%	87.85%
Region 4	99.84%	98.07%	104.70%	101.06%	100.33%	98.34%	104.04%	100.22%
Region 5	104.44%	101.17%	100.44%	97.63%	101.98%	102.27%	101.15%	94.04%
Region 6	91.16%	94.81%	95.16%	95.39%	95.68%	95.59%	99.48%	104.70%
Region 7	101.16%	100.36%	100.00%	97.79%	107.25%	99.67%	98.36%	98.57%
Region 8	111.94%	106.25%	109.38%	108.28%	100.00%	103.55%	100.63%	108.13%
Region 9	114.85%	112.38%	121.73%	115.81%	103.92%	107.04%	103.32%	107.69%
Region 10	108.85%	104.44%	108.66%	106.07%	102.51%	102.63%	109.73%	104.68%
National	103.18%	101.72%	104.50%	103.31%	100.77%	100.15%	103.89%	101.29%

Data Source: Ministry of Education, Planning Unit Database

As can be seen from the table there are in some cases transition rates of over 100 percent which indicates that more children are accessing primary education and this is not surprising given that pre-primary education is not compulsory.
The data for Region 1, where rates are unusually high is again of particular interest when considered with the data on pre-primary NIR for the same region.

It is evident that there is a high proportion of children in this region who are not accessing pre-primary education. The Ministry and the regional authorities should investigate what the problem is and try to find solutions during this plan period.

Secondary Education

There is no official entry age for secondary schools although, on a normal basis given the entry age for primary schools and the fact that it is a six-year programme, students are entering the secondary level at approximately 12 years old.

The transition rate from primary to secondary levels does, however, give some indication of access to the secondary level. As can be seen from Table 2.7 below the Transition rate is over 100 percent in almost all regions.

TABLE 2.7 - TRANSITION RATES FROM PRIMARY TO SECONDARY BY REGION 2013 TO 2017

Transition Rate to Secondary	2013-2014		2014-2015		2015-2016		2016-2017	
Education District	Male	Female	Male	Female	Male	Female	Male	Female
Region 1	140.49%	126.71%	136.83%	132.12%	121.94%	122.65%	139.13%	138.37%
Region 2	122.43%	105.56%	124.44%	110.31%	127.29%	116.20%	146.50%	115.26%
Region 3	112.50%	103.82%	100.11%	83.89%	116.29%	100.52%	102.64%	90.68%
Region 4	125.82%	117.00%	137.10%	120.21%	122.60%	111.76%	122.00%	124.50%
Region 5	134.23%	112.31%	111.22%	115.28%	122.93%	116.08%	125.55%	107.20%
Region 6	103.07%	100.95%	121.36%	110.64%	104.69%	101.23%	108.54%	113.17%
Region 7	101.72%	84.77%	95.00%	83.92%	122.97%	108.81%	116.74%	112.17%
Region 8	118.88%	100.00%	121.71%	110.14%	105.65%	88.15%	104.96%	99.25%
Region 9	130.26%	126.22%	112.68%	95.36%	128.29%	114.04%	124.85%	114.08%
Region 10	126.18%	101.97%	122.05%	113.48%	139.12%	116.75%	141.65%	108.00%
National	121.46%	110.74%	123.59%	110.63%	120.65%	110.06%	121.72%	115.08%

Data Source: Ministry of Education, Planning Unit Database

There are two possible reasons for these rates of over 100 percent. First, the policy is to have children do the end of primary examination National Grade Six Assessment (NGSA) by age 12 years. If there are children in Grade 5 of that age, possibly because of late entry to school, they are allowed to do the assessment and to enter a secondary programme. They would therefore not enter Grade 7 from the final grade of primary. Second and perhaps the more significant reason for the larger Grade 7 numbers, is the existence of what is known as transition classes.

These classes were created to give children whose performance at the NGSA indicated that they had not completely grasped all aspects of the primary curriculum, a chance to cover these areas while beginning to cover some subjects at the secondary level.

After a year of a special remedial programme, they officially enter Grade 7. The difficulty is that they were not in Grade 6 of the primary level and they were not in Grade 7 as yet, so they are not counted as repeaters. The Planning Unit, in consultation with senior education officials, should try to find a solution to this data anomaly so that it does not continue to distort the indicator.

PARTICIPATION

Enrolment rates such as Gross Enrolment Rate (GER)[27] and Net Enrolment Rate (NER),[28] are the indicators which are more often used to give information on participation in a given level of education. These rates indicate the capacity of the education system to enrol students of a particular age group. When the GER and NER are analysed together, the level of the

TABLE 2.8 - GROSS ENROLMENT RATES AT PRE-PRIMARY LEVEL BY REGION, 2014 TO 2018

GER - ECCE Education District	2014-2015		2015-2016		2016-2017		2017-2018	
	Male	Female	Male	Female	Male	Female	Male	Female
Region 1	84.97%	73.25%	85.26%	75.42%	77.08%	74.14%	88.23%	79.80%
Region 2	113.07%	107.30%	116.52%	112.06%	114.27%	114.08%	125.41%	121.51%
Region 3	111.38%	106.81%	120.88%	114.50%	113.35%	114.65%	118.59%	118.52%
Region 4	96.33%	95.70%	99.81%	99.15%	103.96%	102.52%	109.86%	99.93%
Region 5	116.81%	112.52%	122.89%	118.80%	118.17%	121.73%	129.21%	125.23%
Region 6	124.43%	125.95%	132.79%	134.38%	133.08%	134.87%	144.94%	148.61%
Region 7	133.59%	117.98%	135.99%	118.50%	160.89%	120.53%	166.31%	121.73%
Region 8	97.53%	99.34%	98.92%	99.02%	114.13%	106.86%	119.12%	111.04%
Region 9	95.83%	96.61%	95.83%	96.89%	100.69%	107.26%	97.23%	108.93%
Region 10	111.16%	102.64%	115.93%	106.14%	124.78%	125.85%	128.44%	131.97%
National	105.54%	102.31%	109.53%	105.82%	111.53%	109.89%	118.25%	112.45%

Data Source: Ministry of Education, Planning Unit Database

TABLE 2.9 - NET ENROLMENT RATES AT PRE-PRIMARY LEVEL BY REGION, 2014 TO 2018

NER - ECCE Education District	2014-2015		2015-2016		2016-2017		2017-2018	
	Male	Female	Male	Female	Male	Female	Male	Female
Region 1	68.31%	59.71%	67.82%	59.69%	62.63%	57.68%	70.77%	62.91%
Region 2	91.25%	86.48%	95.87%	91.42%	90.05%	86.95%	97.54%	94.76%
Region 3	89.45%	85.59%	97.58%	90.92%	88.85%	87.97%	91.01%	90.98%
Region 4	79.59%	79.37%	79.98%	82.42%	80.62%	79.74%	81.18%	78.04%
Region 5	95.67%	91.61%	97.92%	90.60%	90.98%	96.40%	99.14%	96.81%
Region 6	102.02%	103.40%	107.11%	104.74%	103.13%	102.53%	110.34%	116.18%
Region 7	108.08%	100.22%	108.48%	101.10%	126.51%	96.03%	129.95%	98.89%
Region 8	74.56%	74.01%	83.87%	80.33%	84.42%	78.76%	90.44%	82.14%
Region 9	76.39%	76.70%	78.06%	76.33%	77.12%	81.19%	72.99%	84.97%
Region 10	87.12%	84.17%	97.51%	90.59%	95.82%	97.18%	99.85%	100.15%
National	85.81%	83.30%	88.87%	86.06%	86.69%	84.49%	89.74%	87.54%

Data Source: Ministry of Education, Planning Unit Database

27. Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population (in primary for example ages 6 to 11) corresponding to the same level of education in a given school year.
28. NER shows enrolment of the official age group for a given level of education expressed as a percentage of the population of that age.

GER can indicate the over-aged and under-aged enrolment. Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population (in primary for example ages 6 to 11) corresponding to the same level of education in a given school year. NER shows enrolment of the official age group for a given level of education expressed as a percentage of the population of that age.

Generally speaking, Guyana has a relatively high level of participation at this non-compulsory level. Nationally when male and female data are combined, the GER has moved from 95 to 115 percent in the period under review and the NER from 83 to 88 percent. The data in these tables again highlight the fact that the rates in Region 1 are below the average rates. Region 4 also has a lower than expected rate, but this is probably due to the lack of data from private schools. A recent report on out-of-school children in Guyana revealed

that non-participation at this level, was highest in Regions 1, 2, 7 and 8. These are all hinterland and riverine areas, where the geographical terrain is challenging to navigate for children in this age cohort; and lowest in coastal regions. [29]

Primary Education

The comparative tables at the primary level show rates of over 100 percent in seven regions in the period under review. The data for Region 1 suggest that there is much better access to primary schooling than there is at the pre-primary level. It is strongly believed that the lower rates in coastal regions 3, 4, 5 and 6 may be attributed to the operation of more private schools in those regions. The issue of some margin of error in the population estimates highlighted at the beginning of this chapter may account for the unusually high rates in Region 7. This is reinforced by the fact that this region also has Net Enrolment Rates of over 100 percent.

TABLE 2.10 - GROSS ENROLMENT RATES BY REGION 2014 TO 2018

GER - Primary Education District	2014-2015		2015-2016		2016-2017		2017-2018	
	Male	Female	Male	Female	Male	Female	Male	Female
Region 1	112.62%	116.28%	112.51%	112.36%	109.25%	108.30%	107.27%	110.75%
Region 2	98.81%	99.29%	100.07%	98.55%	109.21%	104.00%	114.19%	107.55%
Region 3	89.24%	88.79%	91.18%	89.49%	92.64%	93.52%	96.96%	93.73%
Region 4	88.34%	86.02%	88.20%	85.12%	89.85%	87.03%	93.19%	90.02%
Region 5	96.23%	95.30%	96.66%	96.69%	100.77%	100.27%	101.81%	101.21%
Region 6	97.07%	99.70%	98.11%	99.24%	101.88%	103.48%	106.81%	108.20%
Region 7	126.49%	134.02%	128.86%	136.80%	135.68%	143.22%	140.98%	142.29%
Region 8	98.68%	97.72%	105.90%	104.88%	105.06%	107.92%	110.25%	112.93%
Region 9	95.93%	93.56%	95.63%	92.75%	95.06%	92.58%	94.64%	93.22%
Region 10	98.05%	96.94%	99.24%	97.96%	103.37%	99.35%	107.07%	104.76%
National	94.44%	93.99%	95.18%	93.76%	95.60%	94.36%	100.74%	98.92%

Data Source: Ministry of Education, Planning Unit Database

TABLE 2.11 - NET ENROLMENT RATES AT PRIMARY LEVEL BY REGION 2014 TO 2018

NER- Primary Education District	2014-2015		2015-2016		2016-2017		2017-2018	
	Male	Female	Male	Female	Male	Female	Male	Female
Region 1	105.88%	110.48%	104.92%	105.41%	101.79%	101.17%	99.19%	102.45%
Region 2	94.57%	95.87%	95.50%	94.26%	101.84%	97.12%	106.06%	100.04%
Region 3	84.69%	83.89%	87.74%	85.24%	86.42%	87.70%	89.64%	87.22%
Region 4	84.93%	82.67%	84.24%	81.26%	84.66%	81.98%	85.13%	83.08%
Region 5	92.05%	91.26%	92.60%	92.62%	95.10%	93.97%	94.84%	93.49%
Region 6	93.06%	95.29%	93.50%	94.82%	95.36%	97.49%	99.35%	100.62%
Region 7	121.12%	128.05%	121.56%	130.18%	125.62%	134.83%	130.69%	133.39%
Region 8	90.61%	89.46%	97.71%	95.48%	96.87%	97.64%	101.33%	102.23%
Region 9	89.95%	89.11%	88.06%	86.34%	89.11%	85.08%	85.67%	84.38%
Region 10	92.83%	92.27%	94.99%	93.53%	95.54%	92.89%	97.73%	97.43%
National	90.11%	89.80%	90.55%	89.19%	89.44%	88.46%	92.71%	91.52%

Data Source: Ministry of Education, Planning Unit Database

29. Guyana Out of School Children Study - September 2017, Page 34.

Secondary Education

Both Gross and Net Enrolment Rates are generally much lower at the secondary level, and as the tables below illustrate, rates appear to have fallen throughout the period under examination (2014 to 2017). Enrolment data within the MOE'S database show that this is the stage at which there is the largest drop-out from the system. The Transition rates which were outlined in Table 2.7 "Transition from Primary to Secondary level" clearly show that the vast majority of children do move from primary to the secondary level, but the system does not seem able to retain a relatively large number, particularly after the compulsory age period.

As can be seen from the table above all regions showed a decline in these rates over the period under review. Nationally GER went from 86% in 2014 to 68% in 2017. A similar reduction can be seen in the NER in the table that follows with NER at a national level moving from 76% to 61%.

As noted previously, while the estimates of the lower age cohorts were projected to fall in the projections provided by the Bureau of Statistics, the projections for age cohort 12 to 16 showed a steady increase.

The NER for Region 3 was the lowest throughout the period and in 2017 stood at less than 50%. At this level, the rates for Regions 1, 7 and 9 are fairly stable and decidedly better than the coastal regions. The lower rates in coastal regions may also be attributed to the lack of data from private schools.

At a national level, there was little difference in the proportion of males and females enrolled at each level, a difference of 2% on average, which varied between males and females.

Gender differences were much more pronounced at the secondary level with a 6% enrolment in favour of females nationally. There was a major difference for Regions 1 and 7, where the NER rates for females were significantly higher (almost double in the case of Region 1) than for males. This is definitely due to a projection error.

Table 2.12 - Gross Enrolment Rate by Region -2014 to 2018

GER - Secondary	2014-2015		2015-2016		2016-2017		2017-2018	
Education District	Male	Female	Male	Female	Male	Female	Male	Female
Region 1	82.56%	157.89%	74.61%	158.07%	70.89%	153.75%	71.15%	155.76%
Region 2	69.42%	62.33%	69.33%	75.85%	66.68%	70.89%	62.84%	69.48%
Region 3	60.27%	63.33%	56.18%	59.59%	54.50%	57.80%	53.21%	54.44%
Region 4	75.27%	80.56%	76.65%	79.81%	72.26%	74.42%	66.49%	71.46%
Region 5	73.43%	77.67%	73.27%	79.68%	68.63%	73.46%	60.91%	67.18%
Region 6	68.58%	75.44%	67.28%	71.96%	61.74%	69.92%	57.35%	66.77%
Region 7	81.66%	103.79%	80.20%	105.42%	83.55%	109.53%	82.58%	110.83%
Region 8	79.84%	88.36%	84.19%	93.47%	71.72%	89.70%	71.93%	89.29%
Region 9	89.86%	87.12%	84.22%	79.53%	88.10%	79.47%	81.65%	76.82%
Region 10	87.85%	94.22%	85.28%	90.24%	76.55%	85.21%	75.95%	82.32%
National	**73.54%**	**80.66%**	**72.56%**	**79.08%**	**68.63%**	**75.17%**	**64.53%**	**72.27%**

Data Source: Ministry of Education, Planning Unit Database

TABLE 2.13 - NET ENROLMENT RATE BY REGION - 2014 TO 2018

NER- Secondary	2014-2015		2015-2016		2016-2017		2017-2018	
Education District	Male	Female	Male	Female	Male	Female	Male	Female
Region 1	74.92%	141.39%	65.67%	139.30%	60.66%	134.65%	64.35%	145.50%
Region 2	65.19%	58.90%	64.02%	70.68%	61.60%	65.59%	58.86%	65.90%
Region 3	56.05%	58.78%	50.36%	54.03%	50.02%	53.09%	48.99%	49.59%
Region 4	68.43%	73.22%	70.04%	72.27%	65.31%	66.29%	59.43%	64.05%
Region 5	66.46%	71.18%	66.05%	72.37%	61.88%	67.30%	55.50%	62.05%
Region 6	63.45%	69.18%	59.78%	65.43%	54.65%	62.25%	52.41%	61.03%
Region 7	78.08%	98.92%	77.51%	100.65%	76.47%	101.41%	75.50%	102.28%
Region 8	69.96%	76.56%	75.49%	83.25%	63.24%	79.57%	63.28%	78.42%
Region 9	82.07%	80.20%	76.94%	73.27%	80.50%	74.11%	76.90%	71.44%
Region 10	72.68%	79.98%	71.47%	77.28%	66.13%	72.65%	64.43%	70.96%
National	**66.92%**	**73.46%**	**65.45%**	**71.59%**	**61.71%**	**67.45%**	**59.08%**	**65.61%**

Data Source: Ministry of Education, Planning Unit Database

TABLE 2.14 - AGE-SPECIFIC ENROLMENT BY GENDER – 2016-2017

Overall - Age-Specific Enrolment Rate - 2016-2017

Age	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
Enrolment	4,871	12,325	12,197	12,840	12,965	13,553	13,400	13,041	12,654	12,213	13,113	12,162	11,809	8,528	165,671
Population	12,306	11,971	11,915	12,132	12,602	13,283	14,089	14,947	15,813	16,646	17,377	17,967	18,609	19,092	208,749
% enrolled in formal system	40%	103%	102%	106%	103%	102%	95%	87%	80%	73%	75%	68%	63%	45%	79%

Age-Specific Enrolment Rate (Male) - 2016-2017

Age	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
Enrolment	2,492	6,288	6,223	6,562	6,639	6,922	6,718	6,491	6,564	6,093	6,560	6,328	5,995	3,848	83,723
Population	6,253	6,026	5,946	6,032	6,278	6,673	7,150	7,652	8,159	8,616	8,993	9,274	9,577	9,799	106,428
% enrolled in formal system	40%	104%	105%	109%	106%	104%	94%	85%	80%	71%	73%	68%	63%	39%	79%

Age-Specific Enrolment Rate (Female) - 2016-2017

Age	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
Enrolment	2,379	6,037	5,974	6,278	6,326	6,631	6,682	6,550	6,089	6,120	6,553	6,287	6,108	3,587	81,601
Population	6,053	5,945	5,969	6,100	6,324	6,610	6,939	7,295	7,654	8,030	8,384	8,693	9,032	9,293	102,321
% enrolled in formal system	39%	102%	100%	103%	100%	100%	96%	90%	80%	76%	78%	72%	68%	39%	80%

Data Source: Ministry of Education, Planning Unit Database

Age-Specific Enrolment Rates give a better perspective on when and where the loss is greatest. In Table 2.14 above, Age-Specific Enrolment Rates from age 3 to age 16 are provided for the academic year, 2016-2017. The proportion enrolled at age 3 is, as expected, quite low as the age of entry to the formal pre-school system is 3 years 6 months.

It is noteworthy that the proportion enrolled increased by 17 percentage points in 2016-2017, one year after the age of entry was changed from 3 years, 9 months to 3 years 6 months. The proportion of 4-year-old children enrolled in the system is quite high, more than double the number and proportion of those who were three years old.
The proportions enrolled up to age 10 are in the 90s but begin to fall by on average 10 percent by age 11. The proportion drops by a further 10 percent by age 15 with the number of boys not enrolled being between 5 and 10 percent higher than the number of girls. This analysis confirms the findings of the out-of-school survey mentioned in this section.

Access and Participation of Students with Disabilities and Refugees

Anecdotal information for many years suggested that students with disabilities start school later, have the most difficulty getting access to a school, have the lowest participation rates at all levels and drop out at the highest rates. There was however a serious lack of sound data on the actual numbers, type of disability and what specifically are the challenges faced by these students because there has been no proper survey of persons with disabilities for many years. The Ministry routinely collects data from the Special schools which cater specifically for students with disabilities and

which over the years have had an enrollment of about 400 students. In addition, there is a question in the annual statistical questionnaire which asks about the number of students with disabilities in the mainstream schools, but this does not provide the level and the detailed information necessary for proper planning. There has been some improvement over the last year because of a major survey of persons with disabilities in five regions (2, 3, 5,6 and 10) undertaken by the National Commission on Disability.

Information from the survey confirms the anecdotal information. In all five regions, an average of **11% of those persons with disabilities (PWDs) who were over 18 had never attended school.** The four main reasons were: not finding an institution willing to take them; parents did not encourage or allow them; they did not think they would be able to learn, and finance and transport difficulties.
Nearly 50% of this group (between 45% and 49%) had only attended primary school, less than 20% attended secondary and less than 5% went on to any form of post-secondary or tertiary education. The difficulties faced by those persons with disabilities who are currently of school age are quite similar. Financial difficulties and transportation were cited as the most serious challenges, and transportation difficulties are often related to finance. Other challenges were difficulty finding a school and the attitude of fellow students.

The attitude of teachers and physical access were also cited as challenges though not as frequently. Most of the students are attending primary schools, and most are in mainstream schools. The Ministry has to address these challenges in this new plan period if it wishes to increase access and participation of students with disabilities.

An emerging issue that the Ministry will have to deal with in the new plan period is the presence of refugee children from Venezuela. This is a relatively new phenomenon so comprehensive data is not available as yet, but a recent UNICEF report suggests that there are already about 600 children of school age who may need to be placed in schools. Some of these children are children of Guyanese who had migrated to Venezuela from Guyana, particularly in the 1980s when Guyana had serious economic challenges, but a recent survey suggests that these are in the minority, less than 15%.

The regions most immediately affected are Regions 1, 2 and 3. The Department of Education, Region 1, has sought and obtained assistance from UNICEF for material to assist the Spanish speakers, and there are efforts to employ Spanish-speaking teachers to help these children. In addition to finding spaces in schools for these children, their presence has already increased the cost of the School Feeding Programme in the hinterland communities where all school children receive a free meal at lunchtime.
See table below on the number of refugee students from Venezuela enrolled in school.

TABLE 2.15 - NUMBER OF VENEZUELAN REFUGEE STUDENTS ENROLLED IN SCHOOLS BY REGION (APR-MAY 2019)

| REGION | LEVEL OF SCHOOLS | Enrollment as at: | | | | | |
| | | 12-Apr | | | 10-May | | |
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	Nursery	22	16	38	22	16	38
	Primary	61	80	141	64	80	144
	Secondary	1	4	5	1	4	5
	Total	84	100	184	87	100	187
2	Nursery	14	22	36	14	22	36
	Primary	27	30	57	27	31	58
	Secondary	24	20	44	24	20	44
	Total	65	72	137	65	73	138
3	Nursery	14	22	36	14	22	36
	Primary	67	67	134	67	67	134
	Secondary	11	15	26	11	15	26
	Total	92	104	196	92	104	196
4	Nursery	7	12	19	7	12	19
	Primary	27	40	67	27	41	68
	Secondary	1	7	8	1	7	8
	Total	35	59	94	35	60	95
5	Nursery	0	0	0	0	0	0
	Primary	0	0	0	0	0	0
	Secondary	0	1	1	0	1	1
	Total	0	1	1	0	1	1
6	Nursery	0	0	0	0	0	0
	Primary	0	0	0	0	0	0
	Secondary	1	0	1	1	0	1
	Total	1	0	1	1	0	1
7	Nursery			30			30
	Primary				15	22	37
	Secondary				5	8	13
	Total			30	20	30	80
9	Nursery	1	0	1	1	0	1
	Primary	5	1	6	5	1	6
	Secondary	0	2	2	0	2	2
	Total	6	3	9	6	3	9
10	Nursery	0	0	0	0	0	0
	Primary	1	1	2	1	1	2
	Secondary	0	3	3	0	3	3
	Total	1	4	5	1	4	5
GT	Nursery	2	3	5	2	3	5
	Primary	6	4	10	6	5	11
	Secondary	6	6	12	6	6	12
	Total	14	13	27	14	14	28
GRAND TOTAL		298	356	684	321	389	740

Data Source: Ministry of Education, Secondary Sector Secretariat

OUT OF SCHOOL POPULATION

An out-of-school children survey was conducted in 2016-2017. It aimed to scrutinize factors related to children's exclusion from schooling, identify existing policies related to enhanced participation, develop innovative strategies to encourage children's attendance to the classroom and ensure that they are receiving a quality education. Guyana, in 2016, with support from UNICEF decided to undertake a study of out-of-school children. Guyana's participation in this initiative presents a unique opportunity to garner fresh evidence to design appropriate interventions along with innovative and context-appropriate policies and strategies for accelerating enrolment and sustaining attendance for the most excluded and marginalized children. The **specific objectives** of the Guyana study were three-fold:

(i)   to develop a profile of the magnitude of out–of–school children in Guyana through analysis of existing data sources;
(ii)   to identify barriers and bottlenecks which contribute to children being unable to complete primary and secondary schools;
(iii)   to evaluate existing strategic and policy responses dealing with school participation; to suggest key policy and other recommendations to address the out–of– school children phenomenon.

Methodology

Research on educational exclusion identifies five main dimensions of exclusion from educational participation. Three of the dimensions capture the out-of-school population and two capture the in-school population that are at risk of dropping out. Pre-primary education is represented by Dimension 1, which highlights children of pre-primary school age who are not in pre-primary or primary education. Two other dimensions capture the out-of-school population of primary school age (Dimension 2) and lower secondary school age (Dimension 3) and Dimensions 4 and 5 focus on children who are in school but are at risk of dropping out. The research design comprised a desk review; recording, data transformation, and analysis of data from the 2014 Multiple Indicator Cluster Survey (MICS); survey of secondary school and primary school students and teachers; and focus group interviews of out-of-school youths, parents and community members. Additionally, the study utilized administrative data on enrolment and attendance from the Ministry of Education.

Data Analysis

The analysis of the profiles of out-of-school children is mainly done with quantitative data. Statistical approaches used in the analyses include descriptive summaries of school participation rates based on the 5DE; disparity analyses by region, sex, and other socio-economic groupings; and multivariate analyses that examine the relationship between children school participation and various individual and household background variables.

Determination of the barriers and bottlenecks that result in children's exclusion from formal education relied mainly on qualitative focus group discussions along with a systematic review of existing literature and evidence on the practice of teaching in Guyana and other territories. The key findings of the report are as follows:

Pre-primary

Fifteen percent (15%) of pre-primary age children were not participating in formal education.

FIGURE 2.1 - SCHOOL PARTICIPATION AND NON-PARTICIPATION RATES AMONG PRE-PRIMARY SCHOOL AGE CHILDREN
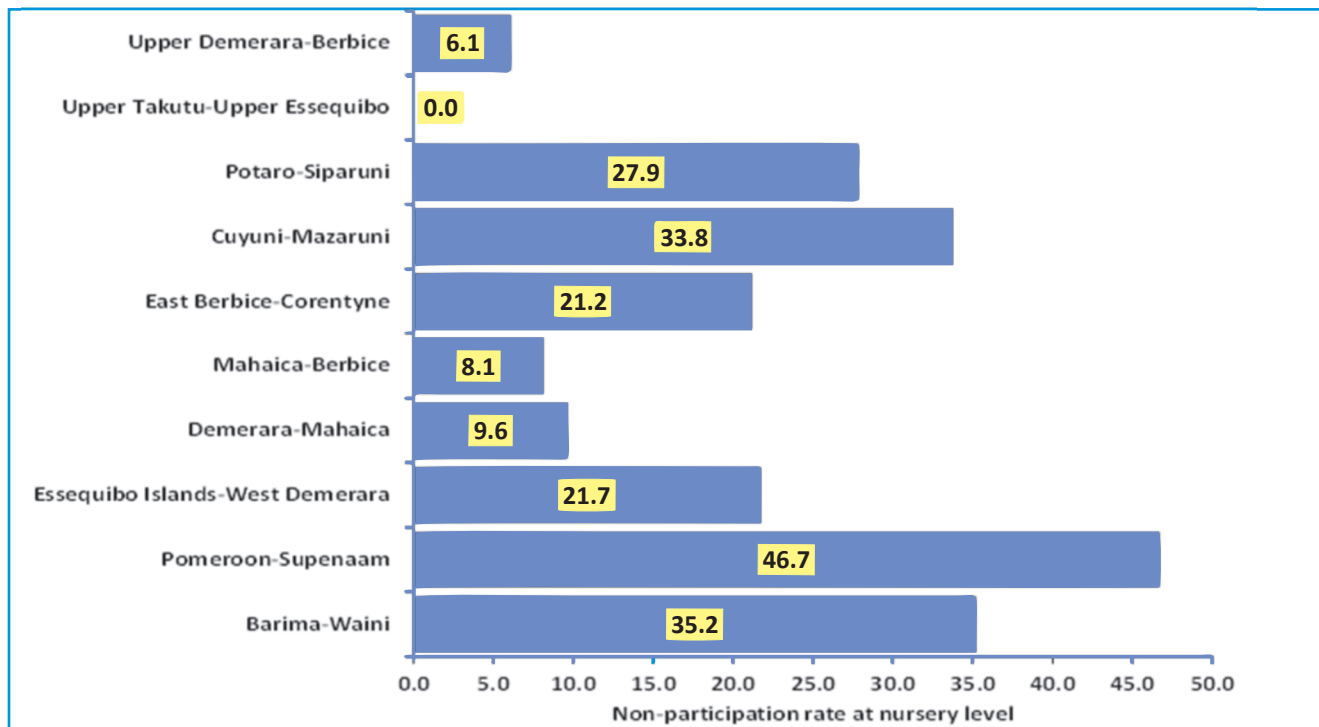
Figure 2.1 shows considerable regional variation in school participation rates. Region 2 (Pomeroon–Supenaam), Region 1 (Barima-Waini), Region 7 (Cuyuni-Mazaruni) and Region 8 (Potaro-Siparuni) reported very high non-participation rates at the pre-primary level. Non-participation rates in these regions were: 46.7 percent for Region 2, 35.2 percent for Region 1, 33.8 percent for Region 7, and 27.9 percent for Region 8.

In Region 3 (Essequibo Islands-West Demerara) non-participation rate for pre-primary age children was 21.7 percent and for Region 6 (East Berbice – Corentyne), it was 21.2 percent. Non-participation rates were much lower in Region 10 (Upper Demerara-Berbice), at 6.1 percent, Region 5 (Mahaica- West Berbice), at 8.1 percent and Region 4 (Demerara-Mahaica), at 9.6 percent. These regions, located on the coastland, are also the more populated ones. The analysis did not reveal any exclusion from pre-primary education in Region 9 (Upper Takatu-Upper Essequibo).

It was observed that the children whose mothers were at the lower spectrum of the education continuum had higher levels of non-participation in pre-primary education as reflected in values of 23.2 percent for children whose mothers were reported as having no formal education, and 33.4 percent for children whose mothers attained up to the level of primary education. Comparatively, children whose mothers attained up to the level of secondary education, had a 9.9 percent non-participation rate in pre-primary education, and for children whose mothers had post-secondary education, non-participation rate in pre-primary education was 13.2 percent (Figure 2.2).

FIGURE 2.2 - OUT-OF-SCHOOL RATES AMONG PRE-PRIMARY SCHOOL AGE CHILDREN BY MOTHERS' EDUCATION LEVEL
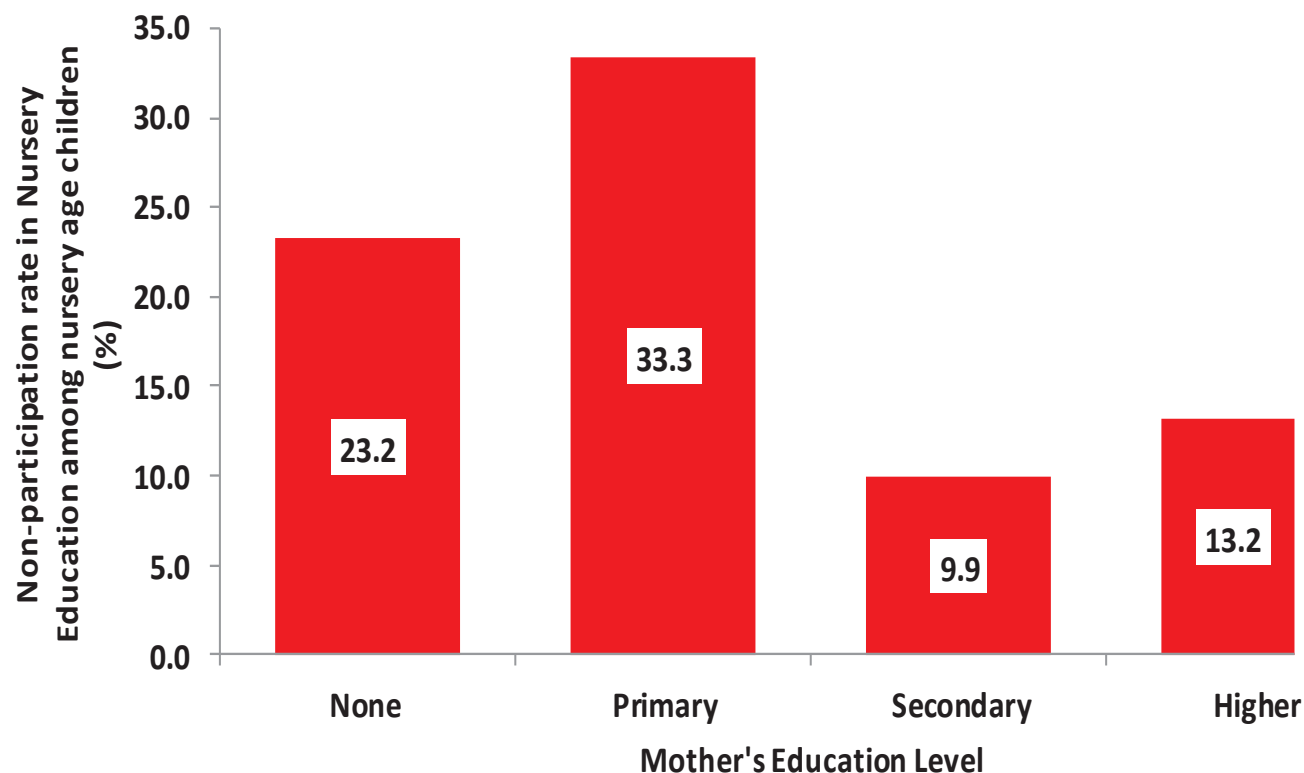
Disaggregating non-participation of nursery school-age children concerning the wealth quintile reveals that children from the two lowest quintiles had higher non-participation rates than their cohorts from the top three wealth quintiles. The data show that among the lowest wealth quintiles, more than 1 in 5 children of pre-primary age (22 percent, see Figure 2-3) did not participate in pre-primary education.
The data also show that those from the fourth wealth quintile had a non-participation rate of 18.1 percent. On the other hand, non-participation rates among the middle, second and richest quintiles were 6.2 percent, 11.7 percent and 12.2 percent respectively.

FIGURE 2.3 - OUT-OF-SCHOOL RATES AMONG PRE-PRIMARY SCHOOL AGE CHILDREN BY WEALTH QUINTILE
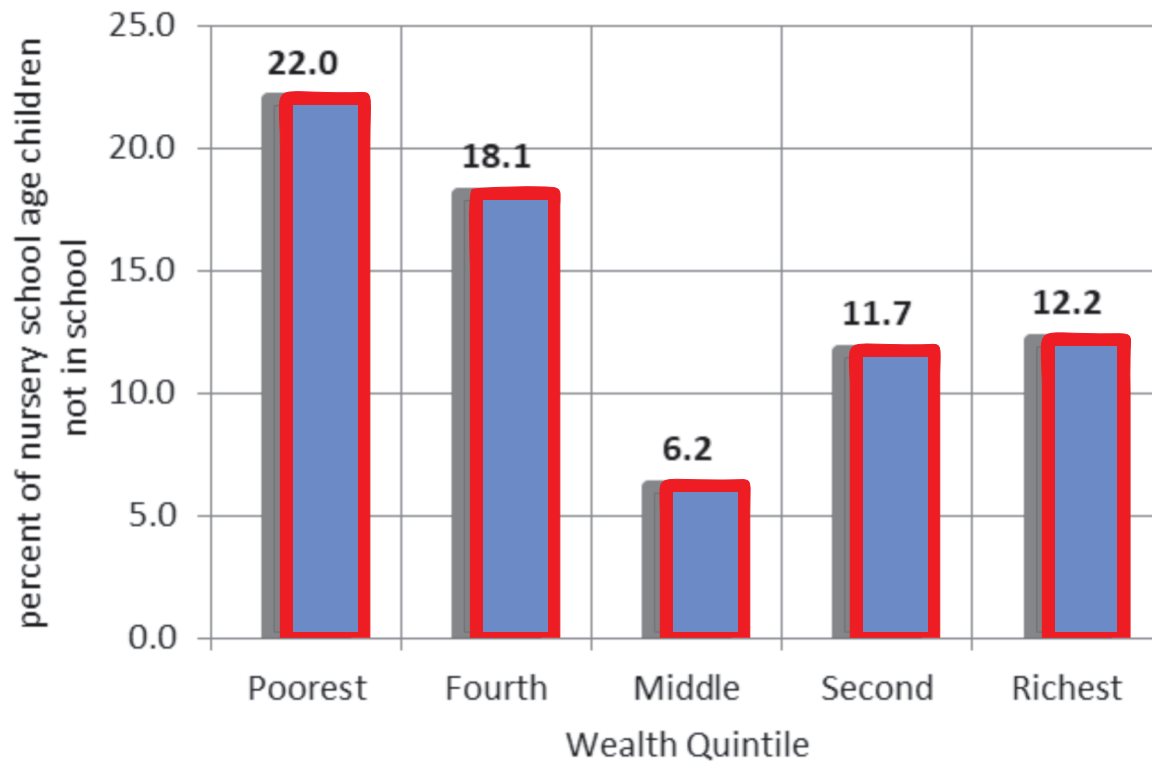
Figure 2.4 indicates disparities in non-participation in pre-primary education across the major ethnic groups. Indo-Guyanese had the highest levels of non-participation at the pre-primary level (20.5 percent), followed by mixed-race (16.3 percent), and Indigenous Peoples (16.1 percent). Afro-Guyanese had the lowest non-participation rate among children of primary school age (9.2 percent). [30]

FIGURE 2.4 - SCHOOL PARTICIPATION AND NON-PARTICIPATION RATES AMONG PRE-PRIMARY SCHOOL AGE CHILDREN BY ETHNICITY
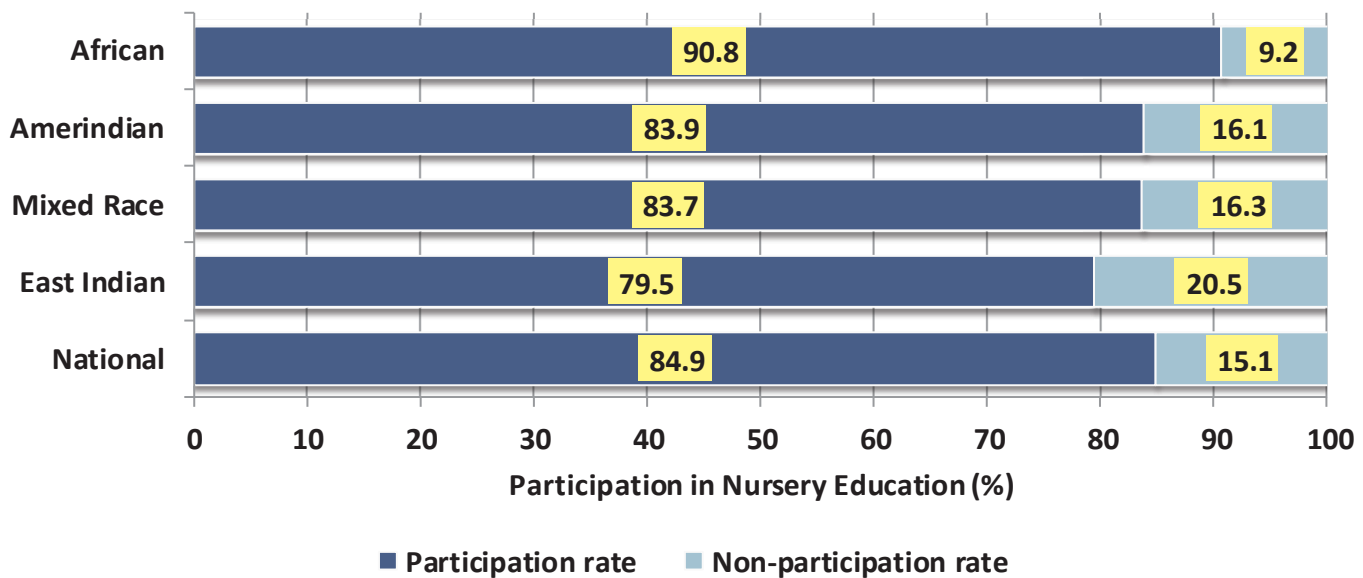
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Primary

Figure 2.5 - Out-of-School Rates for Pre-primary Children by WEALTH and Ethnicity

		♂ (Male)		♀ (Female)		National	
		Not attending school or preschool	Attending Preschool	Not attending school or preschool	Attending Preschool	Not attending school or preschool	Attending Preschool
Wealth	Poorest	1.3	.9	2.9	.5	2.1	.7
	Second	.3	.7	.2	2.7	.2	1.7
	Middle	.1	1.1	.3	1.9	.2	1.5
	Fourth	.7	.7	0.0	.3	.3	.5
	Richest	1.0	4.1	.2	2.1	.6	3.1
Ethnicity	East Indian	.1	.9	.1	.9	.5	.6
	African	.3	1.5	.3	1.5	.7	2.2
	Amerindian	2.5	.5	2.5	.5	2.5	.7
	Mixed Race	1.2	3.0	1.2	3.0	.7	2.5

Assessing out-of-school rates for children of primary school age with regard to wealth quintile reveals that children from the lowest quintile had the highest percentage (2.1 percent). Children from the wealthiest quintile had the highest rate (3.1) attending pre-primary school (table 2-2).

Analysis of the data to unearth variations in out-of-school rates among the major ethnic groups revealed that Indigenous children and children of mixed descent had the highest out-of-school rates among primary school-age children (3.2 percent), followed by Afro-Guyanese children (2.9 percent). Indo-Guyanese children had the lowest out-of-school children rate (1.1 percent).

FIGURE 2.6 - OUT-OF-SCHOOL RATES AMONG PRIMARY SCHOOL AGE CHILDREN BY REGION

Region	Rate
Upper Demerara-Berbice	2.9
Upper Takutu-Upper Essequibo	1.3
Potaro-Siparuni	5.8
Cuyuni-Mazaruni	0.0
East Berbice-Corentyne	0.0
Mahaica-Berbice	0.0
Demerara-Mahaica	0.1
Essequibo Islands-West Demerara	0.4
Pomeroon-Supenaam	3.6
Barima-Waini	2.8
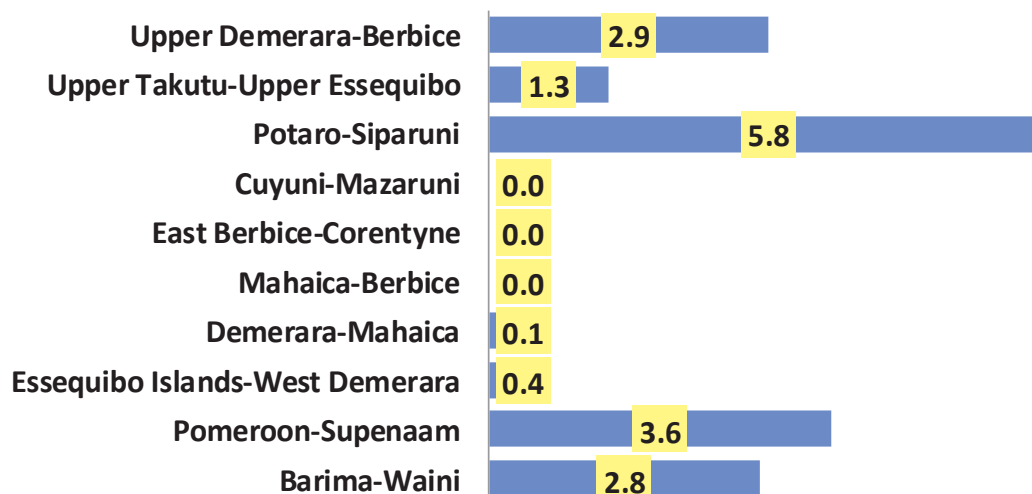
Four regions stand out above the national average with reference to out-of-school rates among children of primary school age. Region 8 (Potaro -Siparuni 5.8 percent), Region 2 (Pomeroon-Supenaam 3.6 percent), Region 10 (Upper Demerara – Berbice 2.9 percent) and Region 1 (Barima-Waini 2.8 percent) were the regions with the slightly higher out-of-school rates among primary school-age children when compared to the other areas

Secondary

FIGURE 2.7 - SCHOOL PARTICIPATION AND NON-PARTICIPATION RATES AMONG LOWER SECONDARY SCHOOL AGE CHILDREN
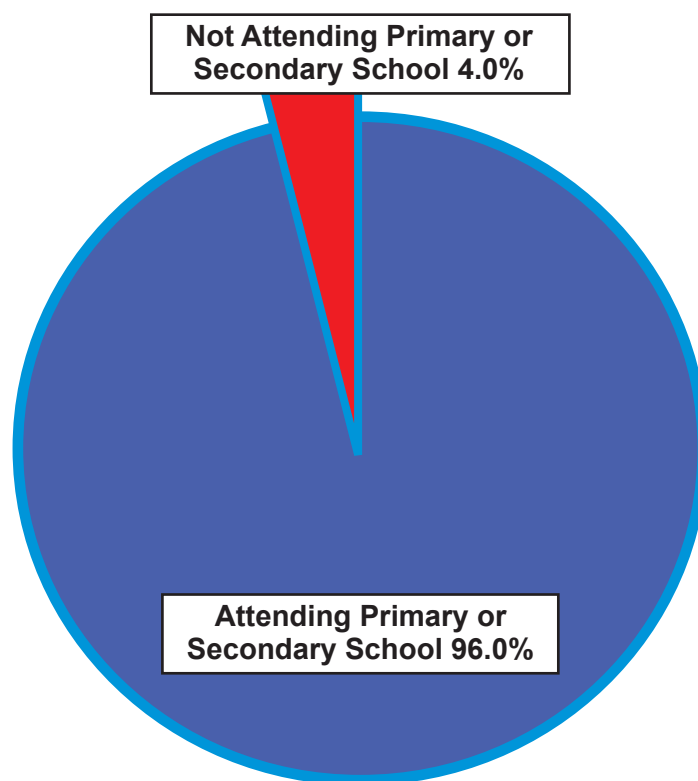
Figure 2.7 shows that 4 percent of children in this age cohort were not participating in school. A higher proportion of boys of lower secondary school age were out of school compared to girls. The data indicate that 2.8 percent of girls of lower secondary school age were out of school compared to 5.5 percent of boys of this age cohort.

The results also show that boys of lower secondary school age were more likely to be out of school than girls of the same cohort. The likelihood of a child of this cohort being out of school increased with age. Lower levels of mother's education and children from the lower wealth quintile were more likely to be out of school.

The proportion of children of lower secondary age that was out of school reaches as high as 6.2 percent among 14-year olds compared to 3.9 percent among 13-year olds and 1.6 percent among 12-year-olds **(Table 2.16 below)**.

TABLE 2.16 - SCHOOL PARTICIPATION BY AGE

Age	In Secondary school	In school Primary school	Out of school
12	79.7	18.6	1.6
13	92.1	3.9	3.9
14	91.6	2.2	6.2

The data for lower secondary school-age children also indicate that poverty had a substantial negative effect on the school participation rate of this group. According to the data, the percentage of children out of school was substantially different between children from the lowest quintile and those from the wealthiest quintile. Comparatively, the out-of-school children rate was 7.5 percent among lower secondary school-age children from the poorest quintile and only 0.5 percent for those from the wealthiest quintile (Figure 2.8 on following page).[31]

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FIGURE 2.8 - PERCENTAGE OF CHILDREN OF LOWER SECONDARY SCHOOL AGE WHO ARE OUT-OF-SCHOOL BY WEALTH QUINTILE

In addressing regional disparities, it was observed that Region 2 (Pomeroon-Supenaam), had the highest out-of-school children rate for children of lower secondary school age. In Region 2, 12.8 percent of children were not in school. Region 7 (Cuyuni-Mazaruni), had the next highest rate of 12.3 percent. In Region 3(Essequibo Islands-West Demerara), 6.5 percent of children from this cohort were out of school and in Region 1 (Barima-Waini), 5.7 percent of children from this cohort were out-of-school.

For Region 5 (Mahaica – Berbice), 4.2 percent of children from this cohort were out of school and in Region 6 (East Berbice-Corentyne), 4.0 percent of this cohort were out of school. In Region 8 (Potaro Siparuni), 2.3 percent of children from this cohort were out of school and in Region 10 (Upper Demerara-Berbice), 2.1 percent of children from this cohort were out of school. Lower out-of-school rates were found in Region 4 (Demerara-Mahaica), where 1.1 percent of children from this cohort were out-of-school and in Region 9 (Upper Takutu-Upper Essequibo), where 0.8 percent of children from this cohort were out-of-school (Figure 2.9).

Figure 2.9 - Out-of-School Rates among Lower Secondary School Age Children by Region
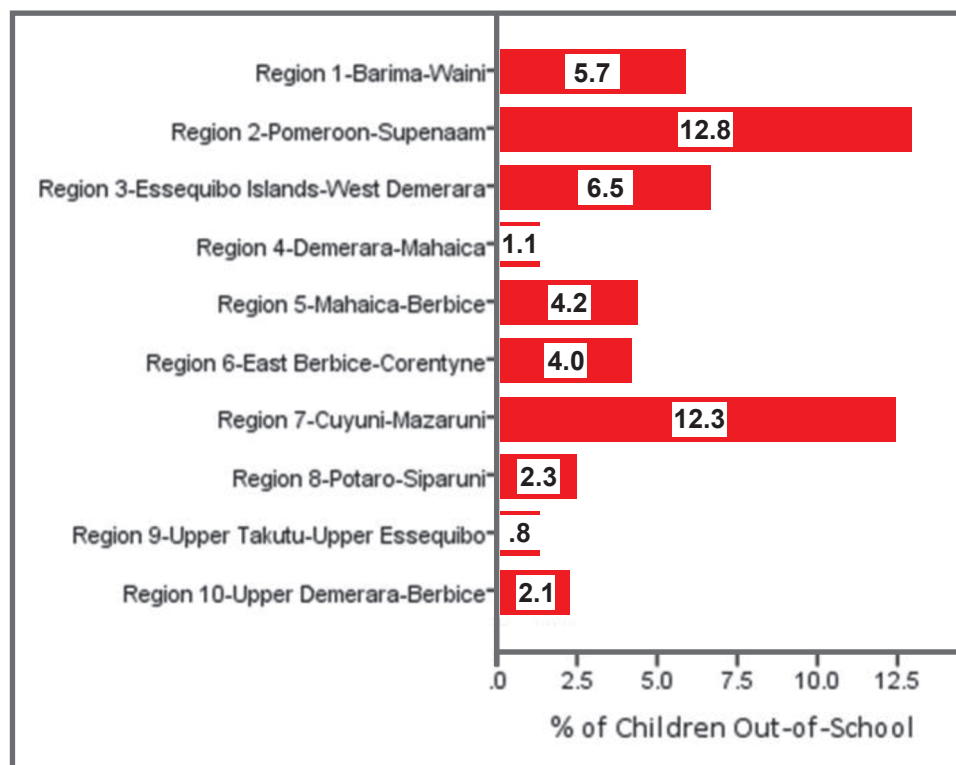
Based on the foregoing, the main profiles of out-of-school children in the Guyana context are:

1. Living in a household from the lowest socioeconomic quintile
2. Boys of lower secondary school age
3. A child with a mother with low educational achievement
4. Living in the hinterland and remote communities
5. Children who are overage for their grade
6. Children who experience poor relationships with peers and adults in their school
7. Children with a poor attendance record

INTERNAL EFFICIENCY

The MOE instituted a policy of automatic promotion effective September 2010. As such, there is no data on repetition. With support from the International Institute of Education Planning (IIEP), the MoE was able to gauge the efficiency of the system at primary and secondary levels, using the reconstructed cohort analysis.

The following indicators will be used to describe the situation at primary and secondary levels in Guyana: **Actual input/output ratio** measures the actual number of student years it takes to produce a graduate. **Wastage rate and the coefficient of internal efficiency (CIE)**, indicate the degree of efficiency at a given level; and **survival rate**, is used to determine the retention capacity of an education system.   The analysis below provides a view on internal efficiency at the time of review.

PRIMARY LEVEL

Nationally, the system is efficient at 91% in producing graduates. Graduates at this level are produced within the ideal cost (wastage rate 1.09). The system can retain 93% of a given cohort enrolled in this level, to the final grade (survival rate to the last grade - 93%). See Table 2.17 below.

Table 2.17 - Primary Internal Efficiency by region (2017)

Key Indicators	Wastage Rate	Coefficient of Internal Efficiency (CIE)	Survival to Grade 2	Survival to Grade 3	Survival to the last grade
Region 1	1.15	87%	100%	100%	97%
Region 2	1.07	93%	100%	100%	93%
Region 3	1.18	85%	100%	100%	95%
Region 4	1.04	97%	98%	93%	81%
Region 5	1.18	85%	96%	95%	79%
Region 6	0.99	100%	99%	100%	100%
Region 7	1.23	81%	96%	98%	81%
Region 8	1.27	79%	92%	100%	96%
Region 9	0.99	100%	99%	100%	100%
Region 10	0.99	100%	95%	97%	100%
Georgetown	0.89	100%	100%	100%	100%
National Efficiency	**1.09**	**91%**	**98%**	**98%**	**93%**

Data source: Ministry of Education reconstructive cohort analysis 2016-2017

In terms of gender, male graduates are produced slightly over the ideal cost (1.11), than their female peers (1.07). The system is somewhat more efficient at producing female graduates (92% CIE) than males (89% CIE). Regions 1, 2, 7 and 8, with CIE of 79%, 87%,81% and 73% respectively, should consider targeted interventions at keeping boys in schools at this level.

SECONDARY LEVEL

Secondary departments of primary schools are inefficient in producing graduates. When these departments are taken into consideration, as part of the secondary level, the data shows the system is inefficient at 57%, and graduates are being produced at almost twice the ideal cost (1.87). Of a given cohort enrolled, only 41% survives to the final grade.
In terms of gender, male graduates are produced at almost three-times (CIE - 2.80) the ideal cost, when compared to their female peers (CIE-1.51). Thirty-two percent (32%) of males and 52% females survive to the final grades. The system is inefficient at 68% in producing female graduates,

and 46% in producing male graduates. (See Table 2.18 on next page.)

The general secondary level is inefficient (CIE-59%) in producing graduates, in any given period. The time and cost of producing graduates within this sub-sector (general secondary), is done at almost two times (wastage rate 1.87) the ideal cost. Only half (50%) of a given cohort enrolled at the general secondary education level survives to the final grade. The system is efficient at 71% - CIE in producing female graduates and inefficient at 48%-CIE in producing male graduates.
The time and cost of producing male graduates are over twice the ideal cost (wastage rate - 2.18), while the time and cost (wastage rate - 1.45), of producing female graduates are slightly over the ideal cost.
Only 39% of the male cohort who enrolled in general secondary survive to the final grade and 62% of female cohort enrolled at the beginning of general secondary survives to the final grade.

TABLE 2.18 - SECONDARY INTERNAL EFFICIENCY BY REGION (2017)

Key Indicators	Wastage Rate	Coefficient of Internal Efficiency (CIE)	Survival to Grade 8	Survival to Grade 9	Survival to the last grade
Region 1	1.47	68%	75%	64%	37%
Region 2	1.55	64%	72%	59%	36%
Region 3	1.28	78%	84%	83%	56%
Region 4	2.01	50%	77%	64%	34%
Region 5	2.12	47%	74%	79%	46%
Region 6	1.42	71%	88%	80%	71%
Region 7	1.3	77%	82%	94%	45%
Region 8	2.22	45%	100%	86%	36%
Region 9	4.16	24%	73%	41%	17%
Region 10	1.43	70%	71%	72%	44%
Georgetown	1.64	61%	88%	80%	53%
SEC Education	**1.87**	**57%**	**80%**	**71%**	**41%**

SEC Education1.8757%80%71%41%Data source: Ministry of Education reconstructive cohort analysis 2016-2017

TABLE 2.19 - GENERAL SECONDARY INTERNAL EFFICIENCY BY REGION (2017)

Key Indicators	Wastage Rate	Coefficient of Internal	Survival to Grade 8	Survival to Grade 9	Survival to the last
Region 1	2.76	36%	77%	60%	32%
Region 2	1.53	65%	72%	60%	37%
Region 3	1.27	79%	88%	91%	73%
Region 4	2.13	47%	82%	73%	44%
Region 5	2.12	47%	74%	79%	46%
Region 6	1.39	72%	88%	78%	73%
Region 7	1.57	64%	81%	100%	53%
Region 8	1.72	58%	100%	91%	50%
Region 9	1.62	62%	70%	87%	67%
Region 10	1.43	70%	71%	72%	44%
Georgetown	**1.64**	**61%**	**88%**	**80%**	**53%**
Gen. Secondary	**1.74**	**59%**	**80%**	**78%**	**50%**

Data source: Ministry of Education reconstructive cohort analysis 2016-2017

QUALITY AND RELEVANCE OF EDUCATION

STUDENTS' PERFORMANCE AT NATIONAL ASSESSMENTS (PRIMARY AND SECONDARY)

Output characteristics

Over the last three ESPs, quality measured through students' performance in national and regional assessments has been and remained the main area of focus for the MOE due to dismal students' performance at these assessments in schools. Guyana has never participated in any international assessments. The National Grade Six Assessment (NGSA) and Caribbean Secondary Examination Certificate (CSEC) are the two main assessments/examinations administered to students at the end of the primary and secondary levels, respectively.

However, there are other national assessments which assess students' performance at the beginning (Grade 2) and midway (Grade 4) of the primary cycle. The Grades 2 and 4 assessments are intended to be diagnostic, with identified standards in Mathematics and English that students are expected to master at the end of each grade.
Pupils who demonstrate minimum competencies in some of the domain areas are considered to have passed the assessments. Pupils who demonstrate knowledge and skills in all domain areas are considered to have attained the standards in these assessments.

Grade 6, is a norm-referenced assessment that facilitates placement to the general secondary level. However, the MOE uses the raw scores of this assessment to gauge, what students know at the end of the primary cycle. At the end of the secondary cycle, students in Guyana, participate in the Caribbean secondary education examination (CSEC). This examination is administered to secondary school students in most countries in the Caribbean. Success at this examination is defined as passing five subjects CSEC, at the general proficiency level, with Grades 1 - 3.

Primary

Poor student performance continues to prevail in this cycle. In recent years, less than 50% of students nationally are passing English and Mathematics in the National Grade Two Assessment, which signifies the end of early childhood education.
Performance in this assessment in Mathematics over the last three years revealed, 49% of the pupils passed this subject, and 21% attained the numeracy standards. However, in public schools, only 12% of pupils attained numeracy standards.

Performance in English shows, 45% passed this subject, and 10% attained literacy standards. In public schools, this proportion is recorded at 4%. Girls have been outperforming boys in numeracy and literacy by 9 and 14 percentage points difference respectively.
Similar trends persist at the National Grade Four Assessment.
Over the last three years, 42% of students passed English, and 37% passed Mathematics. 11% of students attained standards in English and Mathematics nationally. However, only 5% of the students in public schools have achieved standards in Mathematics and English combined. Girls continue to do better than boys in this assessment as well.

The exit assessment at the end of the primary cycle (NGSA) over the last five years, shows a notable improvement (except in 2016 when the Caribbean Examination Council (CXC) undertook the marking of the assessment) in the proportion of students gaining passes in this assessment. However, a vast majority (over 50%) of the students, do not pass, i.e. attain fifty percent and above (30 marks) in some core subjects,

Figure 2.10 shows the proportion of students who gained passes in this assessment by subject over the period under review. Students' performance at this level hides multidimensional inequalities: Unfortunately, Guyana's inability to participate in international/regional assessments, such as, Programme for International Student Assessment (PISA), Trends in International Mathematics and Science (TIMSS), Progress in International Reading Literacy (PIRL), which assess more than just students' achievements, has not allowed it to measure the performance of students on an international level.

These assessments gather data on the context in which learning occurs, e.g. teachers' characteristics, teaching methodologies and parental involvement in the education process. Guyana's current inability to be a part of one or other of these assessments hinders its efforts to delve deeper into the root causes for poor students' performance. Nevertheless, a rudimentary analysis of the data, by hinterland and coastal regions, shows that students attending schools in socio-economically disadvantaged areas, mainly in the hinterland and deep riverine areas, are performing significantly below the national average. Overall, students are doing even worse in areas that require higher-order reasoning and problem-solving skills, competencies necessary for this technological era. See Figure 2.11 and Figure 2.12 on the following pages.

FIGURE 2.10 - PERCENTAGE OF STUDENTS WHO GAINED PASSES IN NGSA BY SUBJECTS (2015-2018)

Data source: Ministry of Education, Planning Unit, school performance information system 2015-present

FIGURE 2.11 - PERCENTAGE OF SCHOOLS WITH STUDENTS WHO GAINED PASSES IN THE SUBJECT BY PAPER AND DOMAIN 2016-2018 (NATIONAL)

Grade 6 Topic Report

All All

Year	Coastal/Hinterland	Private/Public	Region	School	Gender
All	All	All	All	All	All

GradeMaker Analytics

Grade 6 topic analysis
School/region: blue bar | National: black dotted line

		% correct (school/region)	Difference between school/region and national
English	English P1: Application	52%	0.0%
	English P1: Comprehension	55%	0.0%
	English P1: Knowledge	57%	0.0%
	English P2: Content	47%	0.0%
	English P2: Language and Expression	50%	0.0%
	English P2: Organization	50%	0.0%
Maths	Maths P1: Algorithmic Thinking	48%	0.0%
	Maths P1: Knowledge	53%	
	Maths P1: Reasoning	37%	0.0%
	Maths P2: Algorithmic Thinking	31%	0.0%
	Maths P2: Knowledge	40%	0.0%
	Maths P2: Reasoning	24%	0.0%
Science	Science P1: Application	44%	0.0%
	Science P1: Conceptual understanding	47%	0.0%
	Science P1: Knowledge	52%	0.0%
	Science P2: Application	32%	
	Science P2: Conceptual understanding	40%	0.0%
	Science P2: Knowledge	48%	0.0%
Social Studies	Social Studies P1: Content	53%	0.0%
	Social Studies P1: Knowledge	54%	0.0%
	Social Studies P1: Use of Knowledge	50%	0.0%
	Social Studies P2: Content		0.0%
	Social Studies P2: Knowledge	49%	0.0%
	Social Studies P2: Use of Knowledge	29%	0.0%

0%   20%   40%   60%   0.0%

Data source: Ministry of Education, Planning Unit, school performance information system

FIGURE 2.12 - PERCENTAGE OF SCHOOLS WITH STUDENTS WHO GAINED PASSES IN THE SUBJECT BY PAPER AND DOMAIN 2016-2018 (HINTERLAND)

Grade 6 Topic Report

All All

Year All	**Coastal/Hinterland** Hinterland	**Private/Public** All	**Region** All	**School** All	**Gender** All

Grade 6 topic analysis

School/region: blue bar | National: black dotted line

English
- English P1: Application — 39% / -13.2%
- English P1: Comprehension — 41% / -13.6%
- English P1: Knowledge — 45% / -12.4%
- English P2: Content — 38% / -8.1%
- English P2: Language and Expression — 41% / -9.1%
- English P2: Organization — 41% / -8.7%

Maths
- Maths P1: Algorithmic Thinking — 36% / -12.2%
- Maths P1: Knowledge — 42% / -11.6%
- Maths P1: Reasoning — 29% / -7.8%
- Maths P2: Algorithmic Thinking — 20% / -11.4%
- Maths P2: Knowledge — 32% / -8.7%
- Maths P2: Reasoning — 15% / -9.5%

Science
- Science P1: Application — 34% / -10.1%
- Science P1: Conceptual understanding — 37% / -10.8%
- Science P1: Knowledge — 40% / -11.9%
- Science P2: Application — 18% / -13.8%
- Science P2: Conceptual understanding — 25% / -14.5%
- Science P2: Knowledge — 31% / -16.5%

Social Studies
- Social Studies P1: Content — 41% / -12.0%
- Social Studies P1: Knowledge — 42% / -12.0%
- Social Studies P1: Use of Knowledge — 37% / -13.1%
- Social Studies P2: Content — 19% / -11.3%
- Social Studies P2: Knowledge — 31% / -17.3%
- Social Studies P2: Use of Knowledge — 16% / -13.4%

% correct (school/region) — 0%, 20%, 40%, 60%

Difference between school/region and national — -20.0%, -15.0%, -10.0%, -5.0%, 0.0%

Data source: Ministry of Education, Planning Unit, school performance information system

Secondary

As mentioned in Chapter 1, the advent of oil and other emerging sectors will change Guyana's economic trajectory within two years. The education sector, as the most critical driver of economic and social development, must be ready, to provide students with the competencies and skills needed to enable them to pursue tertiary education and the world of work.

Over the last five years (2014-2018), only a third (31%) of students participating in CSEC matriculates or has the requisite qualifications (Grades 1-3 passes in 5 subjects inclusive of Mathematics and English), for entry into the world of work. Further, the annual growth rate of the proportion of students who have matriculated is around 3% annually. See Table 2.20 below.

TABLE 2.20 - PERCENTAGE OF STUDENTS ATTAINING PASSES IN MATHEMATICS AND ENGLISH AT CSEC AND AVERAGE GRADE ATTAINED (NATIONAL) 2014-2018

Ministry of Education: Grade 11 CSEC Summary

GradeMaker Analytics

All

Select an option to filter your data: Gender: **All**

Attainment summary: Grade 11 CSEC Performance

	2014	2015	2016	2017	2018
Pupils	12,369	10,730	10,270	9,746	9,537
% 5+ Grades 1-3 incl En/Ma	26%	29%	32%	31%	36%
% 5+ Grades 1-3	37%	40%	44%	45%	48%
% Grade 1-3 English	46%	48%	58%	58%	63%
% Grade 1-3 Maths	40%	44%	41%	41%	45%
Average Grade (best 5 incl En/Ma)	3.8	3.6	3.4	3.4	3.2
English Average Grade	3.4	3.4	3.1	3.1	2.8
Maths Average Grade	3.7	3.6	3.8	3.8	3.4
Science Average Grade	3.0	3.2	3.1	3.1	3.1

Data source: Ministry of Education, Planning Unit, school performance information system

The CARICOM Human Resource Development (HRD) strategy listed: *knowing how to learn, knowing oneself, technological skills, scientific literacies, civic literacies, problem-solving, design-thinking, communication skills, multilingualism, ability to manage change and transformation of self and society, mathematical literacy and Information & communication technology (ICT) literacy;* [32] as key competencies needed for the 21st century. As such, students attaining passes in STEM subjects will at a minimum, enable them to be productive citizens, contributing meaningfully to the development of the country. During the period under review (2014-2018), 55% of the students completing the secondary cycle attained passes in STEM subjects. With the exception of 2018, boys' performance in STEM was significantly higher than the national average and than that of their female peers.

TEACHERS

Professional training of teachers is delivered by the Cyril Potter College of Education (CPCE) and the University of Guyana (UG). Generally, the proportion of trained teachers [33] is near or over 70% at all levels (nursery 69% approximately, primary 77% and 71% at the secondary level) in 2017.

Increasing the proportion of trained teachers has been a policy objective in the last four plans as there is a strong conviction that better-trained teachers will have a positive effect on the performance of students. However, the data show that the proportion of qualified teachers has remained approximately the same since 2013, with the exception of the teaching force at the secondary level, which increased by four percent.

The attrition rate for two academic years (2013 and 2017) for all levels is under 10%, and the number of teachers at all levels increased each year, i.e. the intake was a little higher than the loss. The reason for a more rapid increase in the proportion of trained teachers is worthy of further investigation as it may be partially related to a cohort of teachers in the system (labelled unqualified teachers)[34] who do not have the academic qualifications to enter the teacher training programme.

This is the case in some of the hinterland regions and more particularly, in Region 8. The CPCE has introduced a programme to upgrade the academic qualifications of practising teachers in the region who fall into this category so that they can benefit from professional teacher training.

32. CARICOM HRD 2030 Strategy, pg 22

Table 2.21 - Nursery teachers' attrition rate by region & sex (2013 &2017)

Education district	Male (2013)	Female (2013)	Male (2017)	Female (2017)
Region 1	0%	12%	0%	4%
Region 2	0%	10%	0%	13%
Region 3	0%	12%	0%	11%
Region 4	0%	17%	0%	8%
Georgetown	0%	11%	0%	11%
Region 5	0%	20%	0%	6%
Region 6	0%	18%	0%	10%
Region 7	2%	7%	0%	17%
Region 8	0%	8%	0%	13%
Region 9	0%	20%	1%	4%
Region 10	0%	10%	0%	10%
National	**0%**	**14%**	**0%**	**9%**

Data Source: Ministry of Education, Planning Unit Database

TABLE 2.22 - PRIMARY TEACHERS' ATTRITION RATE BY REGION & SEX (2013 & 2017)

Education district	Male (2013)	Female (2013)	Male (2017)	Female (2017)
Region 1	3%	7%	2%	5%
Region 2	3%	9%	4%	13%
Region 3	3%	11%	1%	12%
Region 4	1%	11%	1%	8%
Georgetown	2%	7%	2%	6%
Region 5	1%	12%	1%	11%
Region 6	3%	11%	2%	6%
Region 7	1%	16%	3%	18%
Region 8	3%	16%	2%	9%
Region 9	13%	11%	5%	10%
Region 10	1%	21%	0%	12%
National	**2%**	**10%**	**2%**	**9%**

Data Source: Ministry of Education, Planning Unit Database

TABLE 2.23 - GENERAL SECONDARY TEACHERS' ATTRITION RATE BY REGION & SEX (2013 & 2017)

Education district	Male (2013)	Female (2013)	Male (2017)	Female (2017)
Region 1	2%	5%	6%	15%
Region 2	4%	8%	6%	13%
Region 3	4%	10%	3%	14%
Region 4	4%	9%	2%	7%
Georgetown	5%	11%	1%	5%
Region 5	2%	10%	2%	9%
Region 6	3%	9%	4%	4%
Region 7	3%	11%	3%	7%
Region 8	3%	5%	0%	13%
Region 9	7%	13%	1%	9%
Region 10	0%	6%	1%	12%
National	**4%**	**9%**	**3%**	**8%**

Data Source: Ministry of Education, Planning Unit Database

On a more positive note, access to the CPCE teacher training programme is much easier with 14 centres placed throughout the country and the introduction of the Associate Degree in Education (ADE) at the Cyril Potter College of Education. This has reduced considerably the length of time an aspiring teacher will take to complete a degree in education. This 2 year + 2-year arrangement which replaced what was an almost 7 year period to attain a degree is seen as a very positive change. The position in 2017/2018 was that there were 259 teachers with a first degree (B. Ed.) at the nursery level (an increase of 20 from 2013) and 13 teachers, as opposed to 6 in 2013 with post-graduate qualifications (Dip. Ed. or M. Ed.).

TABLE 2.24 – NURSERY: PERCENTAGE OF TRAINED TEACHERS BY EDUCATION DISTRICT (2013& 2017)

Nursery	% of Trained Teachers		% of Trained Teachers	
	2013-2014		2017-2018	
Education District	Male	Female	Male	Female
Region 1	0	46.48%	0	42.35%
Region 2	0	71.43%	0.64%	66.03%
Region 3	0.42%	63.98%	0.43%	70.94%
Region 4	0	85.38%	0	78.61%
Region 5	0	53.66%	0	68.22%
Region 6	0	63.16%	0	73.88%
Region 7	0	53.23%	0	48.57%
Region 8	0	24.00%	0	11.76%
Region 9	1.18%	34.12%	1.01%	34.34%
Region 10	1.69%	84.75%	1.46%	79.56%
National	0.24%	69.35%	0.27%	68.73%

Data Source: Ministry of Education, Planning Unit Database

At the primary level, there were 622 teachers with a B. Ed. as against 553 in 2013 and 13 teachers (8 in 2013) with post-graduate education degrees. At the secondary level, there were 511 teachers with first degrees in education (541 in 2013) and 120 with post-graduate degrees (87 in 2013).

There are still some challenges, however, and a study examined in the Desk Review makes the point that more still needs to be done to articulate the CPCE and UG programmes and that the mentorship programme which is meant to support the newly trained teacher, needs to be reviewed. There is some agreement with these points by the CPCE administration, so this review should be considered early in the new plan period.

TABLE 2.25 – PRIMARY PERCENTAGE OF TRAINED TEACHERS BY EDUCATION DISTRICT (2013& 2017)

Primary	% of Trained Teachers		% of Trained Teachers	
	2013-2014		2017-2018	
Education District	Male	Female	Male	Female
Region 1	11.27%	33.33%	10.39%	38.10%
Region 2	9.52%	66.67%	10.59%	62.93%
Region 3	6.19%	78.84%	7.02%	74.07%
Region 4	5.41%	82.43%	4.25%	81.97%
Region 5	3.73%	70.52%	3.85%	79.49%
Region 6	12.43%	66.73%	11.38%	72.85%
Region 7	6.72%	47.76%	2.26%	51.13%
Region 8	6.15%	29.23%	4.23%	23.94%
Region 9	13.58%	37.65%	14.98%	34.30%
Region 10	4.07%	78.89%	4.67%	81.00%
National	7.36%	70.36%	7.01%	70.38%

Data Source: Ministry of Education, Planning Unit Database

33. A trained teacher in Guyana is one who has a Trained Teachers Certificate, the Associated Degree in Education, from CPCE or the BEd., Diploma in Education and Masters in Education from the University of Guyana or an equivalent recognised professional qualification from an institution outside of Guyana.

34. In Guyana this term is used to refer to those teachers who do not have the academic qualification to enter the teacher training programme. These persons are most often found in remote hinterland and riverine locations where trained teachers are unwilling to be posted. Generally they are residents of those communities.

In addition to the initial teacher training, the Ministry of Education has introduced a systematic continuous professional development (CPD) programme through its National Centre for Educational Resource Development (NCERD) which is primarily delivered during the long July-August vacation period. Participants can earn credits through attending these programmes, and while attendance at CPD programmes is not compulsory, these credits count in promotional opportunities.

There are two major concerns about this CPD training; the first concern is about how the decisions are made as to what training should be offered.
Generally, NCERD consults with the regional authorities as to what training teachers need, but a more objective way of identifying what training is needed is by analysing what the weaknesses in the children's performance at the various national/ regional examinations are. The Ministry, through the Planning Unit, has access to a web-based solution which can analyse the performance of students down to the question level.

NCERD will have access to this solution through the Curriculum project, and it is highly recommended that decisions about training needs be based on this analysis. The other concern which has been highlighted through reports and submissions to a Commission of Inquiry into the education system is that teachers, especially young teachers, need more school-based training and support in their classrooms, not a general training with hundreds of other teachers.

TABLE 2.26 – SECONDARY PERCENTAGE OF TRAINED TEACHERS BY EDUCATION DISTRICT (2013& 2017)

Secondary	% of Trained Teachers		% of Trained Teachers	
	2013-2014		2017-2018	
Education District	Male	Female	Male	Female
Region 1	20.67%	38.67%	9.32%	27.95%
Region 2	21.22%	59.71%	21.43%	62.78%
Region 3	13.61%	54.64%	14.29%	58.40%
Region 4	14.38%	55.52%	14.14%	57.20%
Region 5	10.66%	50.00%	10.61%	52.65%
Region 6	13.30%	40.24%	15.79%	50.88%
Region 7	15.28%	43.06%	20.00%	36.00%
Region 8	11.32%	35.85%	11.32%	15.09%
Region 9	28.00%	22.00%	21.37%	21.37%
Region 10	20.51%	70.83%	19.56%	71.92%
National	15.47%	52.10%	15.24%	54.24%

Data Source: Ministry of Education, Planning Unit Database

On the other hand, an analysis of the average trained years at the various levels shows that there is a fair degree of experience. The average trained years at nursery level is 8.9 years, at the primary level, 9.5 years and 8.7 years at the secondary level. Despite this, more stringent supervision is needed on what goes on in the classroom, and this supervision must involve persons at the school level, the department level and through agencies like NCERD, CPCE and the Inspectorate. The Ministry has to delineate clear roles for all of these agencies and ensure that they carry out these roles.

The more difficult issue with respect to teachers is the uneven distribution of trained teachers among regions and the serious disparities, especially for the hinterland and coastal regions. The situation at the primary level illustrates this point: while nationally the proportion of trained teachers at the primary level was 77% in 2017/18, the averages for Regions 1,7, 8 and 9 were 48%, 53%, 28% and 49% respectively.

The situation of Region 8, with less than 30% of teachers trained is particularly disturbing. Regions 3, 4, 5, 6 and 10 all had more than 80 percent trained teachers at this level. A similar situation exists at the three levels, with Region 8 being the most disadvantaged at all levels.

TABLE 2.27 – NUMBER OF TEACHERS BY LEVEL, EDUCATION DISTRICT AND SEX (2017-2018)

Education District	Nursery			Primary			Secondary			% of Female teachers in district
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Region 1	1	84	85	42	187	229	52	106	158	80%
Region 2	2	156	158	50	271	321	64	201	265	84%
Region 3	1	237	238	44	475	519	102	378	480	88%
Region 4	0	402	402	40	723	763	131	535	666	91%
Georgetown	0	219	219	32	518	550	249	810	1059	85%
Region 5	0	129	129	16	221	237	56	210	266	89%
Region 6	0	266	266	73	428	501	132	379	511	84%
Region 7	0	71	71	13	128	141	37	63	100	84%
Region 8	0	32	32	11	60	71	18	35	53	81%
Region 9	2	104	106	65	137	202	76	84	160	69%
Region 10	2	133	135	15	284	299	71	246	317	88%
National	**8**	**1833**	**1841**	**401**	**3432**	**3833**	**988**	**3047**	**4035**	**86%**

Data Source: Ministry of Education, Planning Unit Database

TABLE 2.28 – PUPIL-TEACHER/TRAINED TEACHER RATIO AND PERCENTAGE OF TRAINED TEACHERS BY LEVEL AND EDUCATION DISTRICT (2013-2014)

2013-2014 Education District	Pupil-teacher ratio (Nursery)	Pupil-trained teacher ratio (Nursery)	% of trained teachers (Nursery)	Pupil-teacher ratio (Primary)	Pupil-trained teacher ratio (Primary)	% of trained teacher (Primary)	Pupil-teacher ratio (Secondary)	Pupil-trained teacher ratio (Secondary)	% of trained teacher (Secondary)
Region 1	16	33	47%	25	57	45%	25	42	60%
Region 2	13	19	71%	20	27	76%	16	20	81%
Region 3	14	22	64%	21	24	85%	17	25	68%
Region 4	16	19	85%	23	27	85%	19	27	69%
Georgetown	15	17	89%	24	26	92%	19	19	70%
Region 5	14	26	54%	20	27	74%	18	28	64%
Region 6	15	23	64%	22	28	79%	18	34	54%
Region 7	17	31	53%	23	42	54%	29	49	58%
Region 8	22	91	24%	26	75	35%	22	47	47%
Region 9	15	42	35%	26	51	50%	29	60	48%
Region 10	13	15	86%	19	23	83%	15	16	91%
National	**15**	**21**	**70%**	**22**	**29**	**78%**	**17**	**19**	**67%**

Data Source: Ministry of Education, Planning Unit Database

TABLE 2.29 – PUPIL-TEACHER/TRAINED TEACHER RATIO AND PERCENTAGE OF TRAINED TEACHERS BY LEVEL AND EDUCATION DISTRICT (2017-2018)

2017-2018 Education District	Pupil-teacher ratio	Pupil-trained teacher ratio	% of trained teachers	Pupil-teacher	Pupil-trained teacher ratio	% of trained teacher	Pupil-teacher ratio	Pupil-trained teacher ratio	% of trained teacher
Region 1	16	39	42%	24	50	48%	24	70	34%
Region 2	12	18	66%	18	24	74%	15	18	84%
Region 3	15	21	71%	20	25	80%	14	19	72%
Region 4	14	19	76%	21	25	83%	14	22	64%
Georgetown	15	19	82%	23	26	87%	14	20	70%
Region 5	13	20	68%	22	27	82%	16	25	63%
Region 6	14	19	74%	22	26	84%	16	24	66%
Region 7	17	34	49%	23	46	51%	17	30	58%
Region 8	21	165	13%	27	105	25%	21	80	26%
Region 9	14	38	36%	23	45	50%	19	48	39%
Region 10	13	16	81%	17	20	86%	13	15	91%
National	**14**	**21**	**69%**	**21**	**28**	**77%**	**16**	**23**	**73%**

Data Source: Ministry of Education, Planning Unit Database

The disparities highlighted above must be addressed as a major issue if there is to be anything approaching equity in the delivery of education. Further the situation is made more complex by the fact that this is not an issue that can be addressed by the MOE on its own. There are infrastructure issues, access to essential utilities and social issues which prevent the simple movement of trained teachers from one region to another. Some reports, certainly one in the desk review, speak to a shortage of teachers.

While there may be some large classes in a few schools, overall student or pupil/teacher ratios, nationally and regionally are below the ratios set in the Ministry's standards. In 2017/18 at the nursery, primary and secondary levels the national ratios were 14:1 nursery; 21:1 primary and 16:1 secondary. The secondary level, however, is complicated by the fact that there is specialisation by teachers and there are serious shortages in particular subject areas e.g.in Mathematics and the individual Science subjects.

OPERATIONAL

This section deals with the daily operation of schools and other education training establishments. Parent-Teacher Associations have become more meaningfully involved in the day-to-day activities of schools, and there is more attention being paid to the preparation and keeping of records. Of the many weaknesses in schools, the following have been found to be the most significant, negatively affecting the operation of schools: limited use of instructional time due to frequent absences of teachers from the classroom (staff shortage, leave-taking, attendance at UG, etc.), and behavioural and social issues.

The cry about the amount of 'paperwork'/ record-keeping that has to be done seems to reinforce the fact that meaningful supervision (due to limited time) is lacking, thus contributing to the poor functioning of the school. In terms of the organisation of learning, learning is organised in many ways. There are small and large groups, and homogeneous, heterogeneous ability groups. There is differentiated learning taking place in several classrooms. Evaluation of results to improving learning is done on a limited scale.

There also seems to be a lack of knowledge around classroom management, since teachers complain about overcrowded classrooms, and not being able to cater to the diverse learning needs of pupils in a given class. Teachers are supported through various modalities of continuous professional development, such as training in content and methodology of various disciplines conducted by NCERD, through development sessions at head-teachers' meetings, and so on. However, these sessions are not systematic and strategic enough to effect the desired change in classroom practices and in schools as a whole

TEACHING-LEARNING PROCESS

Teaching and school supervision within the MOE are processes that need urgent review since they are the core of the teaching-learning process. Several departments within the sector deal with teachers and school supervision. These are the Monitoring, Evaluation and Technical Support (METS) Unit, that is mandated to monitor samples of school in regions to determine whether schools are adhering to MOE policies and guidelines. These include, but are not limited to teachers' delivery in the classrooms.

This unit is expected to provide its findings to the Regional authorities in a given region so that steps can be put in place to deal with teachers who are not adhering to policies and guidelines.
There are standard instruments used during this process. However, no in-depth analysis of the data is done at any level that can inform, the "so what" aspect in monitoring and evaluation. NCERD, with its mandate to provide continuous professional development, works with schools and teachers providing support.

However, this is not guided by robust research and evaluation of what works and what isn't working. While there might be classroom observation protocols, these instruments are not standardized, and data gathered are not analysed to provide information on whether teachers are delivering in the classroom as they ought to. As such, data on "time on task", teacher-student interaction, and pupil-and-teacher-time spent on homework and its correction, are not available at the time of this review.

CURRICULUM

Guyana's curriculum has become outdated and is lacking in coherence. The primary and secondary school curricula have not been systematically reformed since 1990. Over time new subjects, information and communication technologies (ICT), and distance education methodologies have been added in an ad hoc manner. As a result, the curricula have become outdated, grade inappropriate, disjointed between grades and levels, and diverging from more modern regional Caribbean and international standards. The hinterland has suffered most from these curricular deficiencies since initiatives to meet the learning needs of the indigenous peoples have been inadequate.

This Education Sector Analysis (ESA) is being done at a time when the MOE has commenced its first holistic curriculum reform in over two decades. A review of current nursery, primary and lower secondary curriculum guides was undertaken, and an inception report was compiled. The following are some of the key findings from the review process:
- The denseness of the curricula in terms of format and content with much of the curricula focused on what students should know.
- There is no evidence of the consistent focus on essential education competencies or a consistent format for curriculum presentation. Values are not

consistently emphasised through the curriculum.

- Most of the curricula are expressed in columnar format and in some cases so prescriptive about knowledge of content that they do not support opportunities for students to learn skills, such as critical thinking and problem-solving, as well as explore the application of or value related to the topics.
- The learning objectives are so specific that they do not provide teachers with the latitude to use their own community's knowledge or support learning beyond regurgitating content that has been transmitted.
- The curricula reflect a teacher-centred model of teaching.
- There is very little recognition of student individuality in the curricula.
- There is little evidence of instruction using culturally relevant or engaging anchor text.
- The curricula focus on the summative assessment of cognitive outcomes, and the assessment of individual students by the teacher. Less attention is paid to providing guidance and suggestions to teachers on strategies for pre-assessment and formative assessment, and little attention to opportunities for involving students in peer and self-assessment.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

As a consequence of the curriculum reform, all textbooks and teaching-learning materials from nursery to lower secondary will be reviewed, revised and aligned to the completed revised curricular. Currently, at the primary level, students at this level have access to four textbooks, one in each of the core subjects,one textbook per child. In secondary, this trend continues.

Over the last two years, over 600 nursery school classroom sets for teachers and learning resource centres, were distributed to all nursery schools in riverine and hinterland areas and 217 Mathematics kits as well. In recent years,

the MOE spent on average, over 350 million GYD, annually on procurement and replenishment of textbooks/exercise books. See Table 2.30 and Table 2.31 below, which show data on annual spending on text and exercise books and the number of books per child at the primary level.

The issue with textbooks and instructional materials lies with the procurement and distribution process. Within the MOE, this process is not as efficient as it ought to be. Currently, the office of the Assistant Chief Education Officer (ACEO) for each level, compiles the textbook needs based on the Regional Education Officers' (REDO) determination of textbooks needs, within a given region. This information comes from the schools (Head-teachers' report).

This information is eventually filtered into the Book Distribution Unit (BDU) and the Procurement Unit. The BDU is responsible for the warehousing, and distribution of exercise and text books. Textbooks and exercise books are issued to regions, and the regions are responsible for the delivery within its area.

This unit with assistance from the Management Information System Unit (MISU) developed an Education Resource Distribution System (ERDS), which is a database intended to improve the flow of information, necessary for the procurement and distribution processes. This system is somewhat limited, in that information flow should run both ways (upstream and downstream), and should have up-to-date information that can reliably meet the needs of schools around the country.

This means that each region education office must have an information system that serves as the repository of data for the region, This repository must include, but is not limited to, textbook and exercise book needs for each school, at each level. This system should feed this information into the BDU system, which will enable BDU to plan for the procurement and distribution of education resources efficiently and effectively.

Currently, the degree to which exercise and text books are

Table 2.30 - Annual actual expenditure on textbooks and exercise books, 2016-2018

(GYD, 000)

Description	2016	2017	2018
Textbooks	358,660	454,970	385,704
Exercise books	101,709	116,260	680,000

Data source: Ministry of Education, Procurement Unit

TABLE 2.31 - NUMBER OF TEXTBOOKS PER CHILD (PRIMARY) - 2016-2017

Description	Mathematics	English	Science	Social Studies
Textbooks per child	3	7	4	3

Data source: Ministry of Education, Procurement Unit

TABLE 2.32 - PERCENTAGE OF ISSUE VOUCHERS OUTSTANDING FOR EXERCISE AND TEXTBOOKS OVER THREE YEARS (2016-2018)

Education district	% Issue voucher outstanding 2016	% Issue voucher outstanding 2017	% Issue voucher outstanding 2018
Region 1	40%	74%	100%
Region 2	14%	44%	1%
Region 3	85%	82%	100%
Region 4	80%	40%	12%
Region 5	18%	57%	30%
Region 6	0%	36%	23%
Region 7	62%	35%	59%
Region 8	67%	82%	82%
Region 9	93%	58%	82%
Region 10	27%	43%	61%
Georgetown	0%	1%	0%
National	**47%**	**49%**	**48%**

Data source: Ministry of Education, ERDS

distributed to schools on time is measured by the "return issue voucher" report. This report shows the percentage of "issue vouchers outstanding" as an indicator of schools not getting exercise and textbooks on time.

The data presented in Table 2.33 show, nationally, only 48% of schools are receiving exercise and text books on time. This may not be accurate but is simply a function of low return of the issued vouchers. In the case of hinterland schools, these needed resources are often not delivered on time to 70% of the schools. See Table 2.32 above.

The current process highlighted above indicates, the core issue in the procurement and distribution process, that is, the Ministry not dealing with logistics and distribution as a supply chain management process. Supply chain management concepts and models are not just confined to improving business operations in the manufacturing sector. They can also be developed and applied in the service industry by focusing on the service-based supply chain. For example, education delivery can be seen as a service-based industry.

To understand this concept, it is important to be aware of the four natural flows of the supply chain (material, information, finance and commercial). In the case of education, the material flow concept is likely to evolve from the curriculum alignment of the textbook, as the first step in determining the requisite textbooks needed at each level; and the frequency with which replacement and new

books is required to inform the *material flow.*
Information flow is vital in this process, as in any supply chain process. Information flow such as, the demand information, forecasting information, production, procurement and scheduling information is essential and pieces of information that can run in both directions (upstream and downstream) and they are vital to the existence of procurement and distribution in the case of the MOE.

Finance flow is another important area in the supply chain process. The **commercial flow** represents a transactional commercial flow; this means that material flow runs through the supply chain and changes ownership from one company to another or from supplier to buyer. Approaching the procurement and distribution process from a supply change management process, with the requisite technological infrastructure in place and a review of the existing institutional processes that govern current operations, is an integral first step to resolving this issue.

SCHOOL BUILDINGS, FACILITIES AND EQUIPMENT
Buildings

The Ministry of Education (MOE) recognises that while **physical facilities** by themselves will not raise education standards, they are contributing factors in both school attendance (time in school) and achievement. Research, though limited, has shown that soundly built, well

maintained and adequately furnished and equipped buildings, have positive effects on both participation and performance of students, and on teachers' job satisfaction and their retention in the sector. The issue of maintenance of education buildings and infrastructure is sometimes problematic because there is no reliable, standardised national data that can inform the process.
The MOE collects data in its school administrative survey on the state of the school buildings, furniture and utilities (water, electricity); however this information is not comprehensive, and relatively subjective because persons do not fill it with technical knowledge. This has resulted, in some cases, in too low prioritisation of the maintenance of buildings, and to the education, building stock falling short of current non-academic standards.

Over the last two plan periods, physical infrastructure in many schools has been enhanced. Approximately 2 billion dollars were spent on maintenance from 2008-2013. Although schools are in better condition than they had been for more than three decades, some regions are not adhering to the standards outlined in the building standards of the

Ministry of Education.

Some have not implemented a systematic preventive maintenance plan. The 2014-2018 Education Strategic Plan (ESP) sought to address these issues by providing for a more professional and standardised audit of education facilities.[41] In 2017 the Ministry of Education undertook a condition of education facilities survey, to as far as possible, obtain detailed information on the condition of all nursery, primary and secondary schools and any associated buildings.

The key used to assess the condition of the structures is as follows:

0	Does not exist
25	Extremely worn and damaged - needs urgent attention
50	Average wear and tear. Repairs required
75	Good - Some wear and tear. Minor repairs needed
100	New or like new. No repairs needed

The criteria of assessment were drawn from a previous report on the evaluation of education facilities in Guyana, conducted in 2009, which states that education facilities should be assessed for their condition, sufficiency and suitability. These are essential criteria for assessment because together, they create an environment that is safe, and comfortable with sufficient space and adequate facilities. In terms of the definition of these criteria assessment, Condition – focuses on the physical state of the premises to ensure the safe and continuous operation and compliance with relevant building regulations and minimum standards; Sufficiency – focuses on the physical size of the building area and provision of essential services (water, sanitation and electricity) about existing and planned enrolment; and Suitability focuses on the ability of the school to meet the needs of all pupils and support modern teaching and curriculum delivery, which has to do with individual classrooms, IT facilities, security and disabled access, etc. [42]

Nursery – Condition

TABLE 2.33 – NURSERY – STATE OF THE SUPERSTRUCTURE (2017)

Region	% Rating Good/New	% Rating Average	% Rating Urgent need of repair
Region 1	65	12	8
Region 2	64	18	4
Region 3	47	19	22
Region 4	72	9	5
Region 5	88	9	6
Region 6	70	11	3
Region 7	87	14	
Region 8	73	18	13
Region 9	61	10	4
Region 10	71	10	4
Georgetown	76	14	27
National	**69**	**13**	**7**

41. Ministry of Education - Analysis of condition survey, May 2018.
42. Proposals for a National Asset Management Strategy for Education Facilities in Guyana – Final-January, 2009.

The components of the **superstructure** that were assessed were the condition of access points to the building, the foundation, floor slabs, exterior and interior walls, upper floors, doors, windows and stairs. Overall, forty-five percent (157 nursery buildings) superstructures are in good/new conditions. Of these buildings, more than half (58 percent) of the structures are new (no repairs needed). Minor repairs are required for thirteen percent.

SUFFICIENCY - Sanitation and Water
Nationally, sixty-three percent (63%) of educational facilities have sanitation and water facilities that are in good/new condition. More than half (62%) of the facilities in this category are in good condition, with some wear and tear that require minor repairs. Thirteen percent (13%)

have average wear and tear that requires repairs, and seven percent (7%) are in urgent need of repairs.

Electricity
Overall, sixty-five percent (65%) of education facilities at this level have electrical installations that are in **good/new** condition. Among the facilities that are in this category, less than half (40%) have a direct source of power (transformer, solar panel and inverter). Seven percent of facilities have average wear and tear, which require repair; most of the fixes in this category are related to lighting fixtures (loose-fitting, missing screws).
Forty-three percent (149 schools) of the facilities at this level do not have a source of power (transformer, solar panels, inverter).

Primary - Condition

TABLE 2.34 – PRIMARY – STATE OF THE SUPERSTRUCTURE (2017)

Region	% Rating Good/New	% Rating Average	% Rating Urgent need of repair
Region 1	57	18	9
Region 2	57	22	10
Region 3	48	25	16
Region 4	66	12	6
Region 5	80	14	5
Region 6	72	15	6
Region 7	74	9	4
Region 8	68	14	4
Region 9	62	15	5
Region 10	75	13	4
Georgetown	82	18	4
National	**67**	**15**	**6**

At this level nationally, sixty-seven percent (351 primary buildings) are in **good/new condition.** A little over a third of the buildings in this category are **new** (no repairs needed). Fifteen percent (15%) of existing facilities at this level are in **average condition,** with wear and tear that require repair. Six percent (38 schools) of existing structures are in **urgent need of repairs.**

SUFFICIENCY - Sanitation and Water
Less than half (47%) of the educational facilities have sanitation and water facilities that are in **good/new condition**. Most (69% or 174 schools) of the facilities in this category are in good condition, with some wear and tear that require minor repairs. Eighteen percent (18%)

have **average** wear and tear that require repairs and eleven percent (11%) are in **urgent need of repair**.

Electricity
Overall fifty-seven percent (57%) of education facilities at this level have electrical installations that are in **good/new condition**. Just over a third (36%) of the facilities in this category are new. Fifteen percent (15%) of facilities have an electrical installation with **average** wear and tear, which requires repair.
Ten percent of the building at this level have electrical installations that are in **urgent need of repair**. Forty-four percent (238 schools) of education facilities at this level do not have a source of power.

Secondary – Condition
TABLE 2.35 – SECONDARY – STATE OF THE SUPERSTRUCTURE (2017)

Region	% Rating Good/New	% Rating Average	% Rating Urgent need of repair
Region 1	72	31	31
Region 2	57	27	11
Region 3	61	28	17
Region 4	69	13	6
Region 5	68	20	18
Region 6	69	26	6
Region 7	67	33	33
Region 8	76	19	10
Region 9	53	19	14
Region 10	77	10	5
Georgetown	71	19	5
National	**67**	**21**	**11**

Sixty-seven percent (185 facilities) are in **good/new condition.** Most (70%) of facilities in this category are in good condition, with some wear and tear, minor repairs needed. Twenty-one percent (21%) of the facilities at this level are in **average condition**, with wear and tear that require repairs. Eleven percent (11%) are in **urgent need of repair**, most of the repairs are needed for windows and doors. Twenty-three percent (23%) school buildings do not have windows.

SUFFICIENCY - Sanitation and Water
Nationally just about half (51%) of secondary facilities have sanitation and water facilities that are in **good/new condition.** More than half (64%) of the facilities in this category are in good condition, with some wear and tear that require minor repairs. Fourteen percent (14%) have **average** wear and tear that require repairs and six percent (6%) are in **urgent need of repairs**.

Electricity
Nationally, fifty-nine percent (59%) of secondary facilities have electrical installations that are in **good/new** condition. Eighteen percent (18%) have **average wear and tear**, which require repairs.
Most of the fixes in this category are related to the lighting fixture and wiring and switches and sockets. Seven percent (7%) are in **urgent need of repairs**. Ninety-two facilities at this level do not have any transformers, solar panels and inverters, which are sources of power.

Facilities and Equipment
There is no information on how many schools have a library. However, most primary schools are equipped with a library corner to facilitate reading. In terms of IT and Science laboratories in schools across levels, 94% of secondary school in Guyana are equipped with IT labs; and just under 25% of primary schools are equipped with IT labs. Most secondary schools are equipped with a science lab, and all secondary schools have access to micro-science kits.

EXTERNAL EFFICIENCY

There is no recent labour market satisfaction survey that can inform the degree of skills mismatch in Guyana. However, there is anecdotal evidence that the system is not adequately meeting the needs of the labour market. As a possible medium-term approach, the sector will have to find innovative ways to address the shortfall of skilled workers, especially now that Guyana's development trajectory will change with the advent of the Oil and Gas sector.

In terms of the level of education of the working population, more than half (58.2%) of the population in this category have no schooling or primary education as their highest level of education, 24.3% highest level of education is upper secondary, 5.6% post-secondary, and 2.6% Bachelor/Master Degrees.

This to a large extent, is telling of the skills mismatch. When one looks at the contributions of the economic

sectors, the largest proportion of the working sector is concentrated in the tertiary sector, which is mostly knowledge-based. The trend, particularly in the public sector, is usually to procure services in the form of consultancies, mainly because the skills in technical areas are not available locally.

Based on the unemployment trends, the population with the lowest level of education appears to be less likely to be employed. However, nationally, unemployment is currently 12%. Women (15.3%) represent a higher percentage than men (9.9%) in this category.

Youth[43] unemployment rate (21.6%) is two times higher than unemployed adults. At the same time, the unemployment rate for persons with a higher level of educational attainment is lower.[44]

The highest proportion of the unemployed are persons with primary, secondary and post-secondary education, which suggests that these persons are not leaving school with the necessary competencies and skills to transition into the labour market or higher education.

FIGURE 2.13 - UNEMPLOYMENT BY EDUCATIONAL ATTAINMENT, 2017
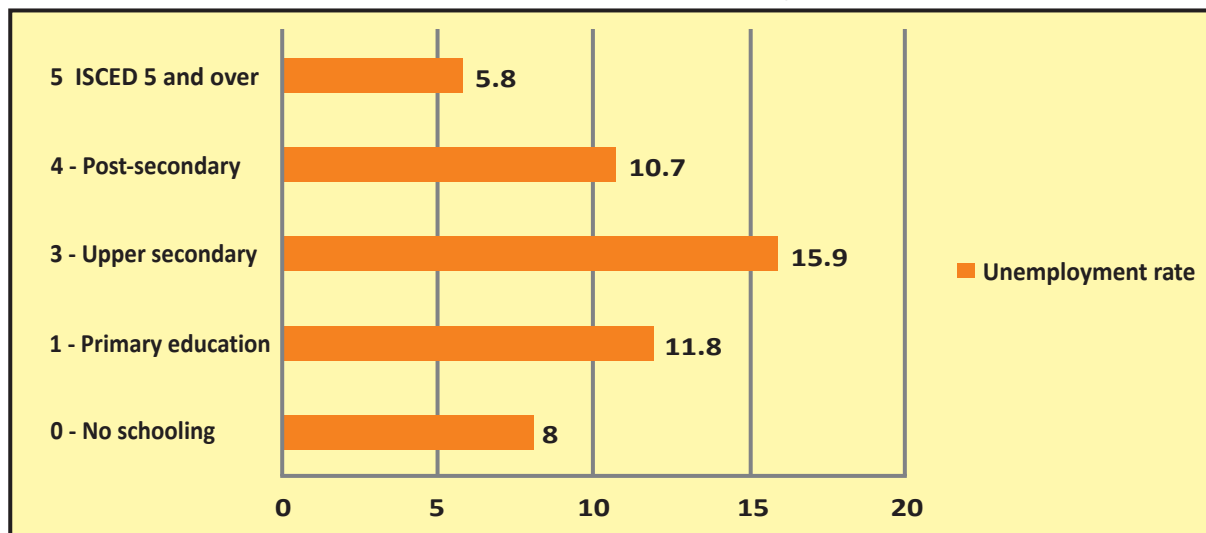
Data Source: Bureau of Statistics Guyana - Labour Force Survey, March 2018

The MOE, Guyana may have to consider institutionalising a system, of managing the supply of education according to the country needs, by conducting an Education to Training to Employment Prospective Diagnostic Analysis, which links the management of training provision to economic development;[45] this is a necessary approach in the country's bid to be competitive in the world market. The CARICOM has recognised the need for major reform in education and training systems, if the definition of the "Ideal Caribbean Person" with the gains of full employment, is to be realised.

This document provides the 21-century competencies and skills needed for the Caribbean citizens. These are: *knowing how to learn, knowing oneself, technological skills, scientific literacies, civic literacies, problem-solving, design-thinking, communication skills, multilingualism, ability to manage change and transformation of self and society, mathematical literacy and Information & communication technology (ICT) literacy*.[46]

At a global level, the European Union over the last two years has worked with EU countries to strengthen critical competencies (*literacy and languages, Mathematics, science and engineering, digital competence, personal, social and learning competence, civic competence, entrepreneurship and cultural awareness and expression)* needed for personal fulfilment, employability, etc. and suggests the assessment and validation of key competencies require the exploration of various approaches.[47] This analysis/approach will enable the MOE to determine the extent to which, as a sector, the labour market needs are met and whether the "ideal Caribbean" citizen notion in Guyana is realised.

43. Youth is defined as persons within age 15-24 years old.
44. Bureau of Statistics Guyana - Labour Force Survey, March 2018
45. This tool was developed by International Institute for Education Planning (IIEP) Dakar.
46. CARICOM HRD 2030 Strategy, pg 22
47. Downloaded September 13, 2018 from https://ec.europa.eu/education/policy/school/competences_en

COST AND FINANCING

The Government of Guyana finances the public education system. The Education Sector accounts for the largest share of the budget. Government contribution accounts for over 70% of the cost of public education. The remaining proportion is augmented by foreign assistance, in the form of loans, grants/direct programme support.

The highest recurrent cost per level is spent at the primary level. Most of the recurrent education expenditure is spent on teachers' salaries and training for teachers within the sector. More than half of the education capital budget from purely national sources is spent on construction/rehabilitation of schools. In any given year, approximately 17% is spent on furniture and equipment. It should be noted, however, that a large part of the cost of major loan projects is allocated to physical works. The tables (2.36 - 2.42) presented below provide a snapshot of cost and financing in the sector.

TABLE 2.36 - GOVERNMENT ACTUAL EXPENDITURE BY FINANCIAL YEAR (CURRENT AND CONSTANT COST)

	2013	2014	2015	2016	2017	2018
GOG Expenditure (GYD 000)	207,070,444	174,596,627	168,028,458	205,441,167	227,620,889	247,731,755
GOG Expenditure at 2006 prices (GYD 000)	125,961,194	105,933,695	101,613,545	113,057,788	126,095,431	131,889,583
Growth rate at constant prices		-15.9%	-4.1%	11.3%	11.5%	4.6%
GOG Education expenditure as % of GDP	33.7%	27.5%	25.7%	28.4	31.0%	31.4%

Data source: Estimates of the Public Sector 2013-2018

The table above shows that government expenditure as a % of GDP, has been around 30% over the last six years. There was a consistent downward trend in government expenditure between 2013-2015 and the reverse between 2016-2018. These changes in the upward trends of government expenditures may be linked to accelerated economic growth, an increase in public revenue, or inflation.

TABLE 2.37 - EDUCATION ACTUAL EXPENDITURE BY FINANCIAL YEAR (CURRENT AND CONSTANT COST)

GOG Expenditure for Education (GYD000)	2013	2014	2015	2016	2017	2018
GOG Expenditure for Education (GYD)	25,426,868.00	25,780,009.00	24,103,753.00	40,566,499.00	41,831,225.00	44,155,713.00
GOG Exp. on Education at 2006 prices (GYD)	15,467,193.66	15,641,605.78	14,576,505.77	22,324,438.23	23,173,296.39	23,508,001.96
Growth rate at constant prices		1.1%	-6.8%	53.2%	3.8%	1.4%
Education as % of GOG expenditure	12.3%	14.8%	14.3%	19.7%	18.4%	17.8%
GOG Education expenditure as % of GDP	4.1%	4.1%	3.7%	5.6%	5.7%	5.6%

Data source: Estimates of the Public Sector 2013-2018

Table 2.37 shows education expenditure over the last plan period. During this time, education expenditure as a % of government expenditure, increased by 5 percentage points, moving from 12.3% in 2013 to 17.8% in 2018. Education expenditure as % of GDP also increased from 4% to 5.6% at the end of the period.

TABLE 2.38 - EDUCATION EXPENDITURE PER STUDENT/INHABITANT (2013-2018)

Education expenditure per student & inhabitant	2013	2014	2015	2016	2017	2018
Expenditure for Education (GYD)	25,426,868.00	25,780,009.00	24,103,753.00	40,566,499.00	41,831,225.00	44,155,713.00
Expenditure for Education at 2006 prices (GYD)	15,467,193.66	15,641,605.78	14,576,505.77	22,324,438.23	23,173,296.39	23,508,001.96
Growth rate at constant prices		1%	-7%	35%	4%	1%
Average expenditure per inhabitant (GYD 000)	34.00	34.37	32.04	53.71	55.15	#DIV/O!
Average expenditure per student (GYD)	135.55	136.21	129.10	218.17	230.32	243.84
Expenditure for Education at 2006 prices (GYD)	82.45	82.64	78.07	120.6	127.59	129.82
Growth rate at constant prices		0.00	(0.06)	0.35	0.06	0.02
GDP Per Capita at current prices	0.82	0.85	0.87	0.96	0.97	#DIV/O!

Data Source: Estimates of the Public Sector 2013-2018, Bank of Guyana Reports 2013-2018

Table 2.38 above shows average household spending in education and average expenditure per student enrolled in public institutions. Average expenditure per inhabitant in education increased from GYD 33,000 in 2013 to GYD 55,000 in 2017. During the same period, the average expenditure per pupil in public schools increased from GYD 135,000 to GYD 244,000 in a given year.

TABLE 2.39 – RECURRENT UNIT COST PER STUDENT (2014-2018)

Recurrent Education expenditure per student - USD	2014	2015	2016	2017	2018
Pre-Education	71.00	58.00	91.00	98.00	106.00
Primary Education	68.00	175.00	274.00	294.00	104.00
Secondary Education	63.00	54.00	85.00	95.00	103.00
Technical/Tertiary Education	64.00	56.00	82.00	100.00	99.00
Non-Formal Education		206.00	103.00	94.00	151.00
Average expenditure per student	**66.50**	**109.80**	**127.00**	**136.20**	**112.60**

Data Source: Estimates of the Public Sector 2013-2018, Bank of Guyana Report 2014-2018

Education recurrent expenditure per pupil is presented in US dollars (USD). The table above shows education expenditure per pupil at a given level, including what is spent in the non-formal sector. Unit cost per pupil/student has been and continues to be highest at the primary level.

Table 2.40 – Percentage Recurrent expenditure by type (2014-2018

% Recurrent expenditure by type - USD (thousands)	%	2014	%	2015	%	2016	%	2017	%	2018
Teachers salaries	45%	56,784	52%	54,783	43%	69,914	42%	73,379	43%	81,086
Administrative Personnel & Other Non-Teacher Salaries	4%	4,832	3%	3,038	5%	7,352	4%	7,437	3%	6,498
Teaching/Materials	2%	2,531	7%	6,927	4%	5,727	4%	6,540	3%	6,129
Maintenance (Education Facilities)	1%	1,454	2%	1,925	4%	2,881	2%	3,440	2%	3,726
Training including Scholarship	14%	17,601	5%	5,528	10%	16,867	12%	20,127	12%	22,306
Dietary	3%	3,259	12%	12,214	7%	11,355	7%	11,576	7%	12,860
Total expenditure for Education in million	**69%**	**86,461**	**81%**	**84,415**	**73%**	**114,096**	**71%**	**122,499**	**70%**	**132,605**

Data Source: Estimate of the Public Sector 2013-2018.

The table above shows the categories and proportion of education recurrent expenditure. The highest proportion of recurrent expenditure is on teachers' salary. During this period, training accounted for 11% of the recurrent cost.

TABLE 2.41 – PERCENTAGE CAPITAL EXPENDITURE BY TYPE (2014-2018)

% Capital/Investment expenditure by type - USD (000)	% capital Budget	2014	%	2015	%	2016	%	2017	%	2018
Rehabilitation/Construction of Building	63%	7,970	28%	2,258	32%	6,275	50%	7,772	53%	9,533
Furniture and Equipment	17%	2,134	29%	2,309	13%	2,546	17%	2,944	12%	2,248
Development Partner Contribution	17%	2,171	38%	3,106	40%	7,910	24%	4,087	31%	5,326
Total expenditure for Education in million	**97%**	**12,275**	**95%**	**7,673**	**85%**	**16,731**	**91%**	**14,803**	**96%**	**17,107**

Data Source: Estimate of the Public Sector 2013-2018, Ministry of Education financial database 2014-2018.

In recent years just over half of capital expenditure is spent on rehabilitation/construction of schools. This is to improve access and education service delivery, through the provision of a conducive learning environment that will contribute to improved learning outcomes.

TABLE 2.42 – RECURRENT EXPENDITURE BY LEVEL (2014-2018)

Recurrent expenditure by level - USD (Thousands)	2014	2015	2016	2017	2018
Pre-Education	18,912	15,914	24,110	26,080	28,192
Primary Education	55,476	47,743	72,331	78,239	84,575
Secondary Education	42,868	36,073	54,650	59,115	63,901
Technical/Tertiary Education	7,565	6,366	9,644	10,432	11,277
Non-Formal Education		2,034	1,891	2,714	5,612
Average expenditure per level (Thousands)	**31,205**	**21,626**	**32,525**	**35,316**	**38,711**

Ministry of Education financial database 2014-2018

The recurrent sector expenditure is an average of one hundred and forty-two thousand US dollars in the provision of basic education (nursery, primary and secondary) annually. Compared to just below twelve thousand dollars annually on higher and non-formal education.

MANAGING THE EDUCATION SECTOR

STRATEGIC

In its 2014-2018 Education Strategic Plan, the Ministry of Education identified three system-level enabling conditions that indirectly affect learning. One of the enabling conditions identified was the "Capacities of implementing units". Essentially, as the document explains, those responsible for delivering education services must have the capacity to improve learning outcomes; specifically, the units/departments must have appropriate human capital, and be well structured and adequately resourced, in other words – be well managed.

It is in this context that an organisational audit of the Ministry was identified as among the first and most important activities of that plan. This audit, which was supposed to be organised around three main factors: human capacity, organisational characteristics and the formal and informal incentives that shape individuals' choices, was never implemented during the plan period. Two activities were given precedence to the organisational audit; these were a Commission of Inquiry into the Education System which was initiated by the new Government and an audit of the delivery of education at the regional level.

Although these activities produced useful information, they were not a substitute for the in-depth organisational audit of units and departments envisaged in the plan. Concern about the management of the system was not confined to the last plan but was also cited in the two previous education plans (2003-2007 and 2008-2014). The 2003-2007 plan referred to the tendency towards crisis management rather than planning for the future. It cited complaints about "the overwhelming amount of time spent in meetings which have no real output".

More recently Heads of departments of education complained about the number of unplanned activities, initiated at both central and regional levels, which they have to implement and which distract from their planned programme. The issue of unplanned activities goes beyond the regional departments, but the regional departments of education are particularly vulnerable because they are subject to two levels of supervision.

Their direct supervisor in the region is the Regional Executive Officer with whom they have to relate in terms of their budget and access to finances once the budget is passed. On the other hand, the Central Ministry develops policies which can affect the financial resources they need and how these resources should be expended, and it also monitors policy implementation.

As stated in an earlier section of this document, the Central Ministry has the responsibility for the conceptualisation and the formulation of education policies. At the same time, regional authorities are responsible for implementing those policies and for the day-to-day administration and financing of education activities in the region. Central Ministry is also responsible for coordinating the development of national education plans, national education programmes and monitoring and evaluation of the implementation of these policies, plans and programmes. In 1990 and 1995 two comprehensive policy documents were produced by the Ministry of Education after widespread national consultations. Although produced under the auspices of two different political administrations, the policies outlined were remarkably similar, and the policies informed the development of the education plan of the period. There has not been any major policy document of this type in more than two decades.
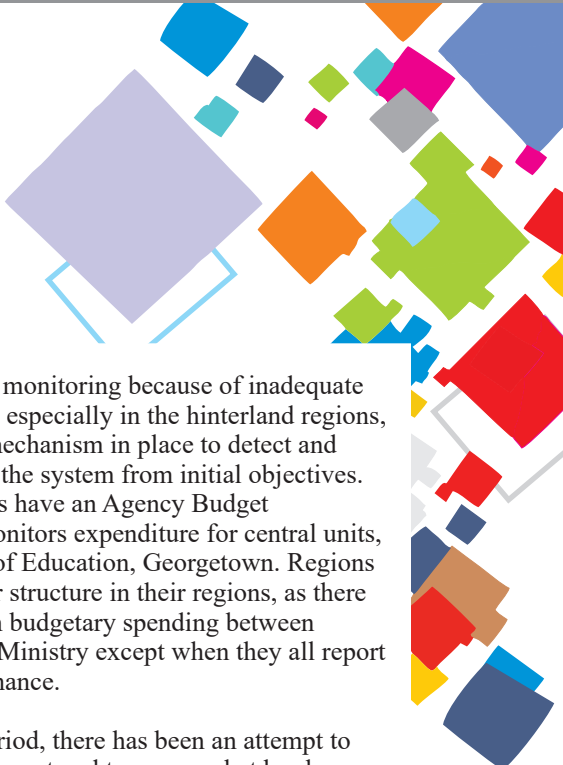
In the last two decades, the preparation process for education policies and plans became quite distinct even though the policies should have determined the plans. Within the sector, the Education System Committee (ESC), chaired by the Chief Education Officer, is the body that initiates and prepares policy briefs for the school system. Depending on the nature of the policy, it would go to a Senior Policy-Making Group within the Ministry or, if it has major financial implications, to Cabinet for approval.

There is no evidence that these policies are based on the evaluation of former policies and programmes, or the use of reliable data/information as the basis of decision making. More often than not a problem is identified with some degree of accuracy, based on observation and anecdotal information, but not backed up by data which would provide a basis for monitoring any change, positive or negative as a result of the implementation of the policy/policies.

The nature of the policy would dictate the level of involvement of education system partners in the process. Some policies which are purely administrative like the Canteen Policy for schools are outlined at Central Ministry and sent out to schools. Policies which affect the teaching-learning process or environment, in particular, if they affect teachers, e.g. the use of corporal punishment in schools, no repetition, and policies dealing with the release of teachers to attend University during school hours would involve more consultation with parents and teachers.

Some systems are simply the result of political decisions, e.g. the distribution of free text and exercise books, provision of uniform vouchers, school feeding programmes.
The coordination between budget preparation and policies is somewhat disjointed. Regions do not generate their resources; the Ministry of Finance provides budgetary allocations. Central Ministry does provide the departments of education with the Ministry's priority areas for the year ahead. Central Ministry is allowed to review this budget and ensure that it addresses those priorities before it is submitted to the Ministry of Finance.

The Minister of Education has to sign, acknowledging that it has been seen and examined, and that it addresses the priority areas. In the end, however, the amount allocated to each region is determined by the Ministry of Finance, which has additional criteria.

Often, implementation and monitoring of policies instituted are affected by inadequate resources (human and financial). Departments of Education are understaffed according to their established staffing, and the same is true of key units at a Central level.

The Ministry of Education can only recommend remuneration packages for categories of employees, but it has no authority to make final decisions on this matter. The Ministry also has no decision making powers on the number and type of staff that it needs. Again it can only recommend; the Public Service Ministry has the final authority. On the Ministry's side, it has not always been able to articulate clear learning objectives and link these to budget requests.

This failure to highlight learning as a central goal, the World Bank's Flagship Report on Education "Learning to Realise Education's Promise" 2017 states, is a problem in many countries. This report also points out that even where learning is a clear goal, tasks are often shared between various agencies, and it can be hard to identify who is responsible for outcomes.

An example of this in Guyana is the distribution of text and exercise books and some school feeding snacks, which is shared between the Central Ministry's Distribution unit and the Regional Departments of Education. In some instances, when Central Ministry receives adequate funding for the procurement of the food materials, the regions do not have sufficient funding to deliver them to the schools on time - which is their responsibility.

The lack of effective monitoring because of inadequate personnel or finance, especially in the hinterland regions, hinders the limited mechanism in place to detect and correct deviations of the system from initial objectives. Central Ministry does have an Agency Budget Committee which monitors expenditure for central units, and the Department of Education, Georgetown. Regions should have a similar structure in their regions, as there is little interaction on budgetary spending between districts and Central Ministry except when they all report to the Ministry of Finance.

Over the last plan period, there has been an attempt to look beyond what is spent and to assess what has been achieved, through the use of a Monitoring and Evaluation web-based solution but this is still a work in progress especially at the regional level.

As can be noted from the above, regionalisation makes resource management somewhat complicated. The regionalisation of education was designed to bring educational governance and accountability nearer to the population being served. In some ways, it has done so, and this in turn, means that the regions are in control of how their budgets are spent and what degree of priority they give during actual implementation of their work programme to Central Ministry's priorities.

One example of this is in the construction and maintenance of school buildings. Central Ministry has standards for buildings which are not always observed by regional authorities, sometimes because they received fewer funds than they budgeted. The result is that new schools are still being built without access for children with physical disabilities and with poor designs that make them hot and uncomfortable for a good part of the day.

TABLE 2.43 – NUMBER OF OCCUPIED TEACHERS' ACCOMMODATION BY REGIONS

Regions	# of Houses	# of house occupied	% of houses occupied
Region 1	61	48	79%
Region 2	29	29	100%
Region 3	13	13	100%
Region 4	41	22	54%
Region 5	13	6	46%
Region 6	10	3	30%
Region 7	36	36	100%
Region 8	29	29	100%
Region 9	97	11	11%
Region 10	62	25	40%
National	**391**	**222**	**57%**
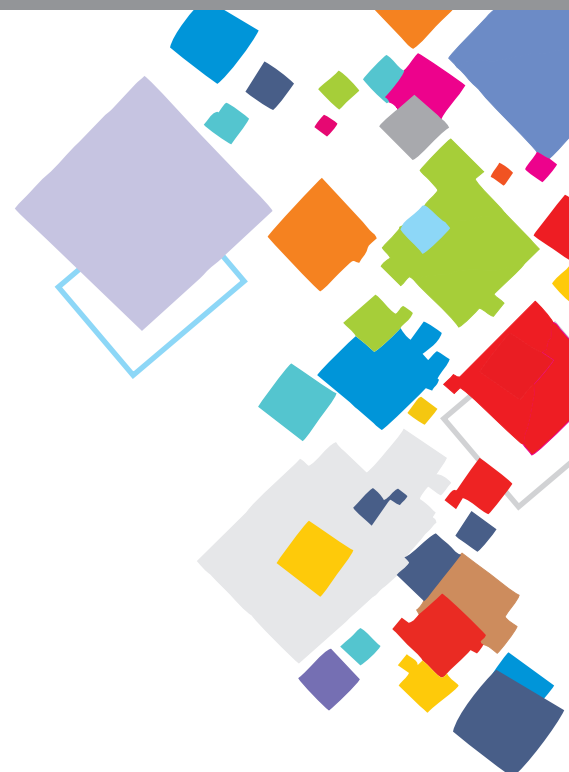
In the final analysis, while it is true that there has been an improvement in many areas, anomalies of planning and management at Central, regional, and school levels still have to be sorted out.

RESOURCE MANAGEMENT

Retention and deployment of human resources within the Ministry of Education is a phenomenon that plagues this sector. In every department and school within the sector, there is a staff shortage. As a consequence of this situation, existing staff are expected to undertake the duties/tasks, equivalent to three officers.

The findings of an organisation audit of the management of the public school system in Guyana showed that 89% of officers surveyed reported that they felt "overwhelmed" by the amount of work they were expected to undertake regularly. They admit that this has resulted in staff burnout, reduced level of motivation and inadequate supervision in schools and across the sector. [49]

INFORMATION

EMIS operations are coordinated by the Planning Unit of the Ministry, which has a legal mandate for statistical reporting of education data. While full agreements exist on roles and responsibilities for collecting and disseminating education statistical data, no law or legal framework is in place to guide EMIS operations and dissemination of education statistics produced by the Ministry. Data sharing and coordination mechanisms among the different MOE units and outside agencies exist and are implemented, but they are often limited to informal agreements. [50]

The available information technology hardware and network infrastructures are weak. While the government is engaged in the deployment of e-government services and improvement of internet connectivity in public administrations, several critical challenges remain. For instance, the Central Ministry was recently connected to the government fibre optic network, but no reliable Wifi network was found working to perform basic internet browsing in the central department during the mission.

Connectivity at the DEO level was also found very weak when available. As per self-evaluation of the Ministry, 75% of computers and software and storage would need updating. Although the situation is quickly improving, thanks to the work and dedication of the Management Information System Unit staff, the current infrastructures prevent the Ministry from deploying a centralised, real-time information system to connect all central and regional administrative units. [51]

School connectivity remains low, except in and around Georgetown, with many remote schools not having any network connectivity nor an up-to-date computer. For those reasons, an EMIS capable of working offline at the school level is required for Guyana. School census operations are performed every year and are used as the primary source of education statistics for the Ministry. Census operations are mainly paper-based. Questionnaires prepared by the Planning Unit are distributed to schools by DEOs and filled by school principals/headteachers at educational institution level based on paper school registries.

49. Audit findings - The Public School system in Guyana: Managing the delivery of education at the regional level, Page 12
50. OpenEMIS Guyana - Scoping Mission Report and Technical Proposal, Nov 2018. Pg 13
51. OpenEMIS Guyana - Scoping Mission Report and Technical Proposal, Nov 2018. Pg 14

One copy of the filled questionnaire is kept in the school, one copy is sent to DEO, and the last copy is sent back to the central Planning Unit for further EMIS processing. The digitalisation of the census data is done centrally into an Access database by a team of data entry operators in the Planning Unit. The Access database is used for the production of the statistical yearbook tables but is not systematically shared as a central data repository of educational statistics for Ministry units.[52]

In November 2018, the Ministry commissioned a scoping mission, to plan an approach to strengthening the education information system and data collection tool, using OpenEMIS technology.

Based on the findings of this mission, a three-year implementation plan was drawn up to support the building of a robust and reliable Education Management Information System (EMIS) and the strengthening of national capacities for the provision of reliable information for better planning, monitoring and evaluation of the Guyana education system in the context of the forthcoming launch of the new Education Sector Plan (ESP).

The EMIS implementation plan includes four components:

- **Component 1:** Initial Support to ESP Monitoring;
- **Component 2:** Piloting Digital Yearly School Census;
- **Component 3:** Roll-out of the ESP Monitoring and Digital School Census EMIS Sub-Systems;
- **Component 4:** EMIS Consolidation through Further Integration with Other EMIS Sub-Systems.[53]

The Ministry started this process and has completed component 1 - Initial Support to ESP Monitoring. Component 2 - Piloting Digital Yearly School Census has been initiated.

FINDINGS AND CONCLUSIONS

The education system in Guyana is plagued by many issues that are not limited to a particular level of education/training. The manifesting of the issues at all levels of education are symptoms of the root cause of a critical problem within the sector. The point of improving the quality of education, as measured by students' performance at school, national and regional assessments, seems to be a widespread issue the system has been struggling to address over several plan periods.

The equitable provision of quality education delivery across regions is affected by the quality of supply of this service delivery at all levels. As such, to address low performance and disparity in the quality of education within education

districts, management, as the root cause of these issues, needs to be addressed.

Rigorous international evaluations, conducted in developing countries similar to Guyana's context have identified conditions, known as system-level enabling conditions that affect learning outcomes. These are: ***Those responsible for delivering educational services have the capacities to improve learning outcome.***
This system-level factor is a precondition for reform of the education system and indicates that there will be little improvement in learning, if the individuals charged with delivering the educational services, whether these are staff within the central and regional ministry departments, NGOs, or contractors, do not have the skills, knowledge or incentive to improve learning, and also if the organisations within which they work are not structured and resourced to make effective use of their skills and commitment to improving learning outcomes.

In the *quality and relevance and managing of the education sector,* sections of this analysis above highlights lack of knowledge and skills of teachers to address the varied learning needs of students in the classrooms.
This is particularly evident in hinterland/riverine areas with less than half of the teachers being trained. This is a contributing factor (inadequate human resource) to students not meeting standards, and not performing in any level of the system.

All departments (central, regional, and schools) within the sector, are chronically understaffed, as indicated above and in most instances, one officer is carrying out the job of three persons.
Lines of reporting and authority are not clearly articulated in job descriptions/terms of reference, particularly in the regional departments, which brings to light, the need for a thorough review.

As such, among the objectives and strategies outlined in the next chapter are the need for an organisation audit within the sector, engaging external agencies, such as the Teachers' Union, the Teaching Service Commission, Public Service Ministry and Commission, Ministry of Communities, Ministry of Indigenous People Affairs, to discuss and agree on working relationships, and roles in improving the business processes of the sector.

Targeted and strategic initiatives and continuous teacher training will be developed to address the lack of skills at the level of the schools, and a strategic systems approach to capacity development for central officers will also be employed. Stipulating the number of hours every teacher, over a specific time, will be required to engage in continuous professional development (CPD) will also be considered.

52. CSF Scoping Mission Report and Technical Proposal - OpenEMIS Guyana, Nov 2018. Pg 13
53. CSF Scoping Mission Report and Technical Proposal – OpenEMIS Guyana, Pg 4
54. Education sector Plan 2014-2018 - Increasing learning outcomes - model of change, pg 30 - 35

An accountability system, as the second factor is also critical. Theoretical models of educational production predict that setting clear performance standards and providing performance information can tilt incentives in favour of superior student achievement. [55]

Other research has shown that less monitoring of teachers by external inspectors has positive effects on students' performance, even after taking into account whether teachers are also monitored by headteachers/principals.

The need for institutionalising and standardising observation protocols to facilitate classroom observation, that will provide a more empirical basis of tracking teachers' delivery in the classroom, including time on tasks, is among the strategies that will be undertaken during this plan period.

The piloting and development of an integrated management information system, intended to facilitate informed decision-making process and planning at the school, central and regional levels, will be among the tools that will be employed that will enhance governance at every level of the system.

Economic models of school governance suggest that greater autonomy can lead to an increase in the efficiency of public schools [56] Participating in the international assessment, as a mechanism to better understand the variables that impact learning, will be some evaluative exercises that the MOE will benefit from. Enhancing the monitoring and evaluating processes within the sector will be an area of focus in this plan.

Quality of school facilities raises students' learning test scores, and as such the MOE will conduct periodic condition surveys, and establish building standards for schools to cater for students with physical disabilities, in its effort to improve school climate and expand access to the most vulnerable.
 All these issues can be accounted for under improving management, as necessary prerequisites that need to be addressed if the system is to effectively tackle improving relevance by adequately preparing graduates for the world of work.

The Planning Process
The development of this plan benefitted from several activities which have taken place in the last two or three years. This involved consultations throughout the country to get stakeholders' views on all facets of the education system.
There was a review of the nursery programme carried out by an international consultant through assistance from UNICEF. The Ministry completed an out-of-school children survey which has given it a much better idea of the causes of drop-out and identified the students who were most vulnerable to becoming drop-outs.

There were also widespread consultations as the Ministry embarked on its curriculum review process, and the discussions often dealt with a wide range of issues not only curricula. There were also thirteen consultations with youth in all regions. These consultations included youth who were being held at juvenile detention facilities. Additional consultations were held in all education districts after a first draft of the plan was produced.

The Ministry also received inputs from the National Commission on Disability and two other disability organisations. Policy issues were initially derived from these studies and consultations and a detailed analysis of the sector and are aligned to Government's priorities that are consistent with the SDG4. The Government's commitments to the UN 2030 agenda, and more specifically to SDG4 and its regional commitments, e.g. the CARICOM Human Resource Development Strategy were also an integral part of the policy identification process.

Identification of the major priorities was based on the use of the problem-tree analysis tool developed by the International Institute of Education Planning (IIEP) and appropriate strategies for performance and completion that are evidenced-based were discussed and selected. Priorities, labelled as intermediate outcomes, are presented by the scope and in order of importance.

The priorities start with the problems that affect education delivery nationally, the macro issues, then continue on to the issues to be addressed at subsector levels through the programmes and strategies that will be undertaken in the medium term.

55. Woessmann er al. (2008), Endnotes - education sector plan 2014-2018
56. Hoxby 1999; Nechyby 2003, Endnotes - education sector plan 2014-2018

CHAPTER 3 – POLICY PRIORITIES

The policy priorities are drawn from the sector analysis in the previous chapters and are aligned to Guyana's priorities. The process was based on the use of the problem-tree analysis tool developed by the International Institute of Education Planning (IIEP); appropriate strategies for performance and completion that are evidence-based were discussed and selected.

Priorities labelled as intermediate outcomes are presented by the scope and in order of importance, starting with the problems that affect education delivery nationally, the macro issues, then to the issues to be addressed at subsector levels through the programmes, rationale and strategies that will be undertaken in the medium term.

The priorities are articulated as five strategic goals for this plan period and beyond and will be linked with the sector (national/cross-cutting, nursery, primary, secondary, post-secondary/non-formal) and with targets.

The *2030 Vision* for the sector is *Providing opportunities for quality, equitable education and lifelong learning for all.* The *ultimate goal* for the 2030 vision, is: *To contribute to employability and reduction of poverty, by increasing performance at all levels and reducing the disparity between sub-groups.*

Intermediate Outcome(s)	Targets
1. **Improving governance and accountability**	Management at central, regional and school levels strengthened and developed by 2025; Integrated Education Management Information System (EMIS) fully functioning by 2025
2. **Improving performance at all levels**	Students' performance increased across levels by 2025 Teachers at nursery/ primary receive 30 hours CPD every year, starting 2025; Teachers at secondary receive 30 hours of CPD every year, starting in 2025
3. **Improving the efficiency of the education system**	Survival rate to the last grade of primary is 100% by 2025 Survival rate to the last grade of secondary is 70% by 2025
4. **Reducing inequities in education**	Performance index at the national and regional assessments of 0.93 for hinterland versus coastal students by 2025 Percentage change in students with sensory disabilities participating in national and regional assessments by 2025
5. **Contributing to lifelong learning and employability**	Post literacy and skills programmes developed to meet the needs of the targeted population by 2025 By 2030, at least 50% of graduate outputs from TVET institutions are employed By 2025, 30% of youth are participating in skills training in formal and non-formal sectors

Intermediate Outcome 1
- Improving governance and accountability

This goal is considered a national/cross-cutting priority since the functioning of the sector, and by extension, its sub-sectors depends heavily on its achievement.

The main challenges associated with governance are:
The need to increase and develop the human resource capacity in the sector capable of handling the myriad and complex activities at central, regional and school levels
The need to further embrace a new evidence-based approach to management, through the use of sound data processes, evaluation/research to facilitate planning/decision-making and monitoring of educational activities and delivery at every level

Specific Objective(s)/Programmes:
Programme 1.1 To strengthen resource development, management and accountability at central, regional and school levels to improve the day-to-day functioning of the sector;

Rationale: Improving the quality, effectiveness and efficiency of an education sector requires addressing the management, knowledge, services and resources deficiencies in the system. Studies have shown that addressing these systemic factors creates enabling conditions that directly affect students' learning outcomes.

Strategies: *(i) An organisation audit* will be undertaken within the sector to diagnose the capacity to implement strategic, managerial and administrative functions within the ministry; identify dysfunctionalities and their causes

and enable the ministry to advocate for capacities needed for effective and efficient realisation of the government objectives; propose appropriate reform measures, methods and tools and provide information on the conditions necessary to improve the effectiveness of the ministry. *(ii) Update and improve its accountability systems through the establishment of an integrated information system* as a management tool to aid in generating reliable and timely data to monitor and evaluate projects, policies and programmes.

This tool will be piloted in schools at all levels for two years using the core and transactional components. Studies have shown that school decentralisation increases students' learning and time in school. As such, decentralisation fosters school-based management and ensures quality and efficiency in school management by embedding accountability systems into the process.

There will however, be a holistic approach to *(iii) Strengthening school supervision and accountability which will include*: the need to integrate and implement a *new teachers' evidence-based appraisal instrument, institute and implement the school report card system,* review and revise where necessary the cadet programme and *coordinate the development of School Improvement Plans (SIPs)* that are aligned to the sector and national priorities which will be utilised by the school as tools to augment transparency and accountability in the system.

Management of resources is considered an essential component in school management Better use of resources, can under the right conditions, enable a closer monitoring of school personnel and a better match between local and national needs and priorities. In this case, the ministry will *(iv) review and enhance its distribution process* to ensure that teaching and learning materials are received on time at the beginning of the school year across the country; and will *(v) review and revise teachers deployment process, as well as, improve their conditions of service* to ensure equity in the distribution of resources for good quality teaching.

The school community and local administration within which the school is located and operates are very important stakeholders at the school level. It is in this light that emphasis will be placed on *(vi) building capacity of managers at the central and regional levels.* These managers must be familiar with and be able to provide support to schools with school supervision, the EMIS and development of SIPs.

At more senior levels, they must understand the planning process, budgetary and related fiduciary requirements and monitoring and evaluation, if there is to be financial transparency and accountability. They must understand why it is necessary to have them take part in school management, and the ministry will *(vii) engage and institute with external agencies and partners to agree and articulate clear management protocols to address issues affecting management of schools at the regional level.*

Collaboration with the Ministries of Finance and Communities will be particularly important for some of these activities.

In its efforts to improve the quality of education service delivery, the ministry will be addressing the issue of inadequate provision of teachers, with inadequate teaching skills by *(viii) increasing the number and quality of trained teachers;* and *(ix) aligning teacher training with the new curriculum.*

Programme 1.2 To develop coherent national policies geared towards improving education service delivery
Rationale: Generating appropriate conditions for students to learn is essential in the provision of quality education delivery. Evidence suggests that investing in school infrastructure, fittings, and resources that support learning are necessary and appropriate conditions to facilitate learning. However, these conditions must be supported by policies that enhance the scope of investments. As such, during the medium term, the ministry will be developing and reviewing policies that will facilitate the creation of appropriate learning conditions.

Strategies: The ministry will be *(x) reviewing and revising the non-academic standards of education facilities;* part of this process will entail *(xi) development of standards/specifications for the construction/maintenance of IT, Science laboratories and specialist classrooms; (xii) conducting biennial condition surveys as a means of improving education facilities,* and *(xiii)conducting a needs assessment survey on access to Early Childhood Education* to address infrastructure and staffing needs at this level.

This is another area in which collaboration with the Ministry of Communities will be important as construction and maintenance of physical facilities falls under Regional administrations except for some major projects.
(xiv) A policy on safe schools will be implemented which will entail the creation and development of an enabling and safe learning environment, school disaster management, and risk reduction and resilience; and *(xv) a policy that governs the use of the mobile psychosocial unit* will be instituted to create a conducive and inclusive learning environment for all students.

The resources needed to support learning will be evident through the *(xvi) institution of a policy to address flexible programmes and learning modalities.* This policy is intended to create opportunities for lifelong learning using different modalities (on-line/distance mode). This policy would have the additional benefit of addressing, to some extent, one of the difficulties in keeping learners past the official school age in school as they can work and be engaged in an education programme.

An individual opting to pursue an education programme can do so through the various modalities and be certified after completion of the programme. *(xvii) A Language policy* will be developed to cater to our indigenous and emerging migrant population.

Programme(s)/ Key Inputs	Key Outputs	Short Term Outcomes	Intermediate Outcome(s)
Strengthen human resource development, management and accountability of the sector and develop coherent policies to improve service delivery *Projected Outcome 1 Cost ('000)* **(G$6,949,869)**	▪ Organisational audit/Human resource development plan implemented ▪ Teachers' appraisal system implemented ▪ School Report Card System Implemented ▪ Teachers deployment process implemented ▪ CADET programme reviewed and revised ▪ Regulation/creation of standards and specifications for construction and maintenance of education facilities - laboratories and specialist classrooms developed ▪ Management training and protocols to improve decentralised services identified and agreed on ▪ Language Policy developed	1. Integrated Management Information system in place 2. Policy on safe school/Risk Management Strategy instituted 3. Policy to address flexible learning modalities and programmes instituted 4. A policy that governs the provision of psychosocial support in place 5. School distribution process improved	*Improved governance and accountability*

Intermediate Outcome 2
- Improving performance at all levels

This goal will address sector/sub-sectorial priorities aimed at increasing performance.
The main challenge associated with performance is: Students are not performing/meeting learning achievement standards/benchmarks across levels, which is as a result of lack of proper accountability systems, insufficient support to teachers in classrooms, low quality of teachers in specific areas, lack of clinical supervision at the school level, teachers' lack of content knowledge and inadequate supply of pedagogical materials/resources.

Specific Objective(s):
Programme 2.1 To ensure children at nursery level demonstrate mastery skills in Social-emotional, cognitive, physical, health, family & safety, STEM and civic competencies
Rationale: There is much research on the returns of investment from quality nursery/early childhood programmes. Some studies though few, link, the quality of front-line staff and care-givers /parents measured by their training, and education they received, to improved performance in later years.
Children's readiness is essential to consider at this level because of its positive effects on not only learning outcomes, but on enabling children to gain competencies that will help them to be more prepared to learn. Readiness programmes are found to be effective when it is implemented using an integrated approach that involves parents, teachers and other caregivers. An early childhood intervention study conducted in Jamaica shows that home play can produce results that are as good as participation in formal pre-school. [57]

Strategies: As such, the ministry will *(i) institute school readiness programmes* focused on learning and the development of the child, school environment, and parental attitudes and involvement. This will be done through expansion of the existing parental programme, with strong collaboration with the Ministry of Indigenous Peoples' Affairs in indigenous communities, as that Ministry is planning a programme that includes this activity. The Ministry will also increase and enhance monitoring of nursery teachers and facilities to assess readiness to deliver quality programmes, along with the development of nursery exit standards.

To ensure high-quality early childhood interventions, a *(ii) compulsory continuous professional* programme for all nursery teachers will be instituted and *(iii) Child-friendly Schools (CFS) protocols* will be reinstituted to include positive discipline and facilitate a re-certification process.
Programme 2.2 To ensure learners demonstrate functional numeracy and literacy skills (use of reading, writing and arithmetic skills for effective functioning and development) at the end of the primary level.
Rationale: In recent years there has been a growing focus by researchers on the impact of readiness for learning, technology-assisted learning and the provision of additional resources as possible interventions/approaches to improving the quality of education as measured by the performance at national assessments.
A recent review of studies and programmes found that exposure to learning materials, such as books, and an introduction to a structured learning environment and developing social skills through interaction with other children, enhance school readiness/preparedness. Some theorists have found that information on schooling for parents can increase learning.

57. International Initiative for Impact Evaluation Working Paper 20, September 2013

Strategies: It is on the rationale mentioned above that the Ministry of Education will *(iv) institute school readiness programmes* - by developing parental programmes, improving school-based management by encouraging principals to place their most experienced trained teachers in the first grades at primary, and by using nursery exit standards as entry profiles of primary learners. Emphasis will also be placed on *(v) implementing the on-going curriculum reform with the inclusion of literacy and numeracy benchmarks; (vi)instituting compulsory professional development and (vii) establishing child-friendly schools at this level* to ensure quality.

Programme 2.3 To ensure STEAM is embedded in the teaching-learning process

Rationale: Interventions providing additional teaching resources have a high impact on a full range of educational outcomes because these resources enable teachers to acquire more in-depth knowledge about the subject in the curriculum. The use of new technology, such as computer-assisted learning, when integrated into the everyday curriculum, can become a useful and effective way of encouraging student learning and has a positive impact on test scores.

Strategies: As such, the Ministry will (viii) institute and develop structured digital literacy programmes at primary and secondary schools through the use of robotics and other ICT tools to enhance the teaching of Science, Technology, Engineering, Arts, and Mathematics (STEAM) and improve the quality of teaching Mathematics through the provision of (ix) training and materials for all teachers at the primary level. (x)The Ministry will also reorient science education for sustainable development; and (xi) ensure all learners acquire knowledge and develop skills relevant to expressive arts.

Programme 2.4 To ensure secondary school graduates possess matriculation status and obtain a skills certificate at a minimum (National/Caribbean)

Rationale: The ultimate goal of any education system is to ensure that every young person acquires the necessary skills to reach their maximum potential in the world of work and their contribution to society. Studies have shown that a dual form of vocational training which entails combining vocational schooling and structured learning on-the-job is considered to be one of the most important policy solutions in combating youth unemployment. This approach can lead to certified skills that are relevant to employers and the labour market. Most of the evidence indicates that young people completing school-based vocational education and training do as well as (and sometimes better than) if they remain in purely academic studies.[58]

Strategies: It is based on these findings that the Ministry will (xii) implement activities that ensure that every secondary school leaver obtains a CVQ/NVQ certificate. This will be achieved by building the capacity of TVET teachers for the occupational areas, piloting the competency-based education training in selected secondary schools, and refurbishing and expanding secondary facilities, including those available to students in the secondary departments of primary schools, to accommodate TVET occupations. The Ministry intends to (xiii) review and restructure the existing work attachment programme to clearly articulate the competencies and skills students ought to have relevant to occupational standards, and (xiv) institute compulsory professional development programme for all teachers at the secondary level.

Programmes Key Inputs	Key Outputs	Short Term Outcomes	Intermediate Outcome(s)
Ensure children at nursery level demonstrate mastery skills and competencies **Ensure learners at primary level demonstrate functional numeracy and literacy skills** **Ensure secondary school graduates matriculate and obtain a skills certificate** *Projected Outcome 2 Cost ('000)* *(G$7,796,535)*	▪ School readiness programmes developed and implemented ▪ Child-friendly schools certified ▪ National curriculum reform piloted ▪ Digital literacy programmes at primary and secondary levels developed ▪ Work attachment programme developed	1. Compulsory professional development for teachers instituted across levels 2. Renewed national curriculum implemented 3. Activities related to all secondary school leavers CVQ/NVQ certification instituted	*Performance at all levels improved*

58. World of labour – Evidence based policy making, Werner Eichhort IZA

Intermediate Outcome 3
- Improving the efficiency of the education system

The main challenges associated with low completion are: Inadequate supply, and low demand for secondary education for some regions (hinterland/riverine) and high dropout rates in other education districts

Specific Objective(s)/Programme(s):

Programme 3.1 To ensure students complete a full cycle of primary education.

Programme 3.2 To ensure students complete the secondary programme in 5-8 years

Rationale: There are two main reasons for low completion at any given level in education, high direct cost to families and high dropout rates. In Guyana, the high cost to education is still an issue for some families. This cost is higher at the secondary level. Evidence has shown that interventions aimed at getting children to stay in school have positive effects on dropout rates and on progression. The Ministry, in recognising the issue, has undertaken to coordinate its social support programme to address low completion at primary and secondary levels, through the implementation of strategies aimed at creating and strengthening an enabling environment to support welfare, life skills and other social programmes, implement preventative programmes and promote positive norms in schools.

Strategies: These would entail *(i)enhancing welfare support programmes geared towards improving attendance, through increasing the 'because we care' cash grant to all public school students from nursery to post-secondary.* This involves the continuation of the various voucher programmes and expansion of the transportation system with more emphasis on children with disabilities. *(ii)establishing and resuscitating PTAs in schools* to improve community involvement; *(iii) expanding and upgrading education facilities across the levels.* Education facilities have a significant impact on enrolment, attendance and completion rates. Additionally, improving school climates through the *(iv) implementation of preventative programmes addressing social issues, such as, violence and bullying, HFLE, use of drugs among adolescents, managing and monitoring mental health disorder in schools and establishing referral systems, that* will engender transparent reporting and response systems within schools.

Programmes Key Inputs	Key Outputs	Short Term Outcomes	Intermediate Outcome(s)
Ensure students complete a full cycle of primary education and the secondary programme in 5-8 years *Projected Outcome 3 Cost ('000)* **(G$56,412,290)**	▪ Welfare support programmes geared towards attendance expanded ▪ Preventative programmes addressing social issued developed/Implemented. ▪ Life skills programmes/systems developed/established ▪ Peer education program developed. ▪ Adolescent reintegrated programme developed for the formal-non-formal sector	1. Positive norms promoted in schools 2. Attendance across levels improved 3. School facilities improved	*Internal efficiency improved*

Intermediate Outcome 4
– Reducing inequities in education

The main challenges associated with reducing inequities Inequities are cross-cutting issues that are actually embedded in activities aimed at reducing the very inequities in the system.

The main challenges in the system, as it relates to this issue, are the lack of resources and access to quality education service delivery across subgroups (students living in the hinterland and remote riverine areas, students who have a different first language and students with a disability). Equity is also identified as imperative for specific strategies.

Specific Objective(s):

Programme 4.1 To ensure equitable distribution of education resources and delivery across education districts, with specific emphasis on hinterland/riverine areas

Rationale: The Education Situation Analysis (ESA) highlighted some of the equity issues in the system. The disparity in the performance of students in the hinterland (and remote riverine communities) is a major concern, and there can be no meaningful achievement of the goal of "Improving performance at all levels" if "the disparities between sub-groups are not reduced."

Some of these disparities are the lower proportion of trained teachers in these areas and the difficulties in accessing education material and technological support. Similarly,

the failure of students with disabilities to perform well, and for many to move beyond the primary level, even when they do not have a learning disability, reduces the capacity of these persons to earn a reasonable living and contribute to national development.

Strategies:
Some of the strategies to address these cross-cutting issues are outlined in the other programme areas. The MOE plans to specifically address inequity by instituting strategies that foster inclusivity. These strategies include but are not limited to, development/establishment of standards on materials to be procured for special education needs and disability programmes/facilities. This will enable the Ministry to improve the service delivery offered to children with special education needs.

Learning and completion outcomes highlighted under Programmes 2 and 3 above will address issues with low completion and performance, which is prevalent among students living and attending schools in the hinterland and deep riverine areas. The Ministry will pilot and institute a policy that supports the use of first languages as a means through which education is delivered in classrooms where English is not the mother tongue of the students.

This will include support to those involuntary migrants from Venezuela whose first language may be Spanish. The MOE will consult with the Ministry of Indigenous Peoples' Affairs in the development of the first language policy. The resulting strategies will be implemented in the first instance in the communities where the use of the first language is prevalent.
Projected outcome cost ('000) – (G$10,755,701).

Intermediate Outcome 5
- Contributing to lifelong learning and employability

The main challenges associated with lifelong learning and employability are:
Limited access; inadequate resources and infrastructure; weaknesses in instructors' competence; and negative perception of TVET
Specific Objective(s)/Programmes:
Programme 5.1 To ensure all youth/adults, especially women and disadvantaged groups, have access to quality literacy, post-literacy, life skills programmes and opportunities
Programme 5.2 To ensure the quality and relevance at post secondary/non-formal education

Programme 5.3 Ensure at the end of a given education programme, all learners are employable in their area of study
Rationale: The Global Report on Adult Learning and Education defines literacy as "an indispensable foundation that enables young people and adults to engage in learning opportunities at all stages of the learning continuum". As an education sector, ensuring that everyone contributes to national development and fulfil their personal development requires providing the opportunities that foster the acquisition of necessary literacy skills.

Lack of the required literacy skills puts adults and youth at risk of exclusion from opportunities that will otherwise make for a productive life. Since learning literacy is not dependent on age and is a continuous process, the Ministry's strategies will be to ensure that the instrumental purpose of literacy (literacy for employability, self-employment, self-reliance, economic development and growth) prevails through the strategies outlined below.

Strategies: These are
(I) expand access for youth and adult informal/non-formal sectors through open schooling, distance/digital learning modalities, which entail but are not limited to, developing community literacy packages, developing/expanding distance learning programmes, expanding and enhancing the learning channel to support learning across all levels and to extend the coverage across the country; develop and expand life skills programme
(ii) ensure quality and relevance to post-secondary/non-formal education, through facilitating the operational review of the TVET formal and non-formal sub-sector enhancing capacity for instructional effectiveness; retrofitting of existing infrastructure to support competency-based programmes; and ensuring at the end of a given programme, all learners are employable in their area of study. This programme will be achieved by
(iii) instituting an education to training to employment prospective survey diagnostic analysis; enhancing second chance opportunities and entrepreneurship skills development and institute incubator system in all TVET institutions. Collaboration with the Council for TVET will be integral to all of these activities given its statutory role as the body which sets standards and monitors the quality of TVET programmes. This collaboration will be crucial in ensuring the possible smooth transition of students in the non-formal system to programmes offered at formal institutions.

Programmes Key Inputs	Key Outputs	Short Term Outcomes	Intermediate Outcome(s)
Ensure youth/adult access life skills programmes and opportunities	▪ Open Access and Distance Learning programmes developed ▪ Prior Learning Assessment and Recognition (PLAR) implemented ▪ TVET Sector restructured ▪ Implementation of business incubator systems in TVET institutions	1. Second chance opportunities and entrepreneurship skills development in place	*Contribute to lifelong learning and employability*
Ensure quality and relevance at post-secondary/non-formal education			
Ensure all learners are employable in their area of study *Projected Outcome 5 Cost ('000)* *(G$20,572,662)*			

Overall Goal

To contribute employability and reduction of poverty, by increasing performance at all levels and reducing disparity between sub-groups

Intermediate Outcome 1
Improving governance and accountability

Programme 1.1
Strengthen resource development, management and accountability at central, regional and school levels to improve the day-to-day functioning of the sector

Programme 1.2
Develop coherent national policies geared towards improving education service delivery

Intermediate Outcome 2
Improving performance at all levels

Programme 2.1
Ensure children at nursery level demonstrate mastery skills in social, emotional, cognitive, physical health, family & safety, STEM and civic competencies.

Programme 2.2
Ensure learners at the end of primary, demonstrate functional numeracy and literacy skills (use of reading and writing skills for effective functioning and development

Programme 2.3
Ensure STEAM is embedded into the teaching-learning process

Programme 2.4
Ensure secondary school graduates posses matriculation status and obtain a skill certificate at minimum (National/Caribbean)

Intermediate Outcome 3
Improving efficiency of the education system

Programme 1.1
Ensure students compete a full cycle of primary education

Programme 1.2
Ensure students compete the secondary programme in 5-8 years

Intermediate Outcome 4
Reducing inequities in education

Programme 1.1
Ensure equitable distribution of education resources and delivery across districts, with specific emphasis on hinterland and riverine areas

Intermediate Outcome 5
Contributing to lifelong learning & employability

Programme 5.1
Ensure youths/adults especially women and disadvantaged groups have access to quality literacy, post literacy, life skills programs and opportunities

Programme 5.2
Ensure the quality and relevance to Post Secondary/Non-formal education

Programme 5.3
Ensure at the end of a given education programme all learners are employable in their area of study

Enablers
Human Resources, Financial Resources, Collaboration/ Partnerships, innovative institutional Mechanisms

Education Sector Plan, Vision 2030 alignment to International, Regional and National Priorities

SDG Targets	CARICOM Human Resource Development Strategy – (C HRD 2030 S) Imperatives/Strategies	Government Education Priorities - Delivering Quality Education for All (2020-2025)	Education Sector Plan – 2030 Vision – Programmes/Strategies
4.1 Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	1.1. Provide universal access for enrolment and completion in BE	Restore and increase the 'Because we Care' cash grant

Supply all required textbooks to school children

Provide nutrition through initiatives, such as the hot-meal programme | **Intermediate Outcomes 2 and 3**
Programme 2.4 Ensure all secondary school graduates possess matriculation status and obtain a skill certificate at minimum (National/Caribbean)
Programme 3.1 Ensure all students complete a full cycle of primary education
Programme 3.2 - Ensure all students complete the secondary programme in 5-8 years |
| **4.2** Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education | | | **Intermediate Outcome 2**
Programme 2.1 Ensure all children at nursery level demonstrate mastery skills in social-emotional, cognitive, physical, health, family & safety, STEM and civic competencies |
| **4.3** ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university | 1.4. Increase skills offerings for youth and adults

1.6. Increase enrolment in TE addressing priority development needs | Enhance opportunities in technical and vocational education

Provide free education at the University of Guyana within the plan cycle (5 years) | **Intermediate Outcome 5**
Programme 5.1 Ensure all youth/adults, especially women and disadvantaged groups, have access to quality literacy, post-literacy, life skills programmes and opportunities |
| **4.4** substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship | 2.7. Provide support to facilitate workplace skills learning in small, micro and medium enterprises and to self-employed persons | Update a manpower survey and undertake curricula reform accordingly | **Intermediate Outcome 5**
Programme 5.2 Ensure the quality and relevance at post secondary/non-formal education |

SDG Targets	CARICOM Human Resource Development Strategy – (C HRD 2030 S) Imperatives/Strategies	Government Education Priorities - Delivering Quality Education for All (2020-2025)	Education Sector Plan – 2030 Vision – Programmes/Strategies
4.5 eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	**2.1. Establish policy governing equitable BE access** **2.2. Reduce BE gender and engagement disparities** **2.3. Increase enrolment and participation addressing geographic and socio-economic needs** **2.4. Increase support for disability and special learning needs in BE** **2.5. Provide adequate learning opportunities to migrant, displaced and refugee children**	**Facilitate the establishment of an online university and promote e-learning for hinterland students** **Enhance the Learning Channel to support learning across all levels and to extend the coverage across Guyana** **Enhance attention to our children with Special Education Needs (SEN)**	Intermediate Outcome 4 **Programme 4.1 Ensure equitable distribution of education resources and delivery across education districts, with specific emphasis on hinterland/riverine areas** Intermediate Outcome 4 **Programme 4.1 Ensure equitable distribution of education resources and delivery across education districts, with specific emphasis on hinterland/riverine areas**
4.6 ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	4.1. Align curricula plans and qualifications to 21C literacies, core competencies and skills		**Intermediate Outcome 2** Programme 2.2 - Ensure all learners at the end of the primary level, demonstrate functional numeracy and literacy skills (use of reading and writing skills for effective functioning and development) Programme 5.1 Ensure all youth/adults, especially women and disadvantaged groups, have access to quality literacy, post-literacy, life skills programmes and opportunities
4.7 ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development		Expand the use of ICT in education	Programme 2.3 Ensure STEAM is embedded in the teaching-learning process

SDG Targets	CARICOM Human Resource Development Strategy – (C HRD 2030 S) Imperatives/Strategies	Government Education Priorities - Delivering Quality Education for All (2020-2025)	Education Sector Plan – 2030 Vision – Programmes/Strategies
4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	**3.7. Enhance school support programmes and infrastructure**	**Build, expand and improve educational facilities across Guyana**	Intermediate Outcome 4 **4.1.5 Enhance and improve SEND delivery** **3.2.12 Expand/upgrade educational facilities across levels**
4.b Substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, for enrolment in higher education, including vocational training, information and communications technology, technical engineering and scientific programme in developed countries and other developing countries.		Provide 20,000 online scholarships to Guyanese	
4.c Substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	3.5. Enhance teacher training and training for educational leaders 3.6. Continuously upgrade skills of in-service teachers	Improve the remuneration and conditions of service for teachers Offer incentives to teachers and opportunities for training and skills development	1.1.8 Increase the number and quality of trained teachers by providing access, specifically in the hinterland and riverine regions 1.1.10 Engage and institute with external agencies and partners clear management
		Reform and strengthening of the monitoring system for school management.	
			Intermediate Outcome 1 Programme 1.2 develop coherent national policies geared towards improving education service delivery

CHAPTER 4 – FINANCING & RESOURCE PROJECTIONS

- The Ministry developed an Education Resource Project tool with technical assistance from the World Bank in 2014. This model was subsequently adjusted to cater for the additional financial programmes, consistent with the current financial architecture. The projections are presented by level of education and cost associated with implementing the strategic Programme Areas presented in Chapter 3.

   The following factors determined plan implementation costs:
   The intermediate outcomes, which are the policy priorities that seek to address equity, quality and relevance and expand lifelong learning opportunities and strengthen human resources and accountability systems within the sector

- ***Assumptions about the cost of the required resources*** (salaries, operational/administrative costs) These costs are estimated based on historical trends of budgetary allocation and actual expenditures, and the Annual Budget growth rate.
- ***Assumptions about economic growth,*** the GDP growth rate project was based on 10-years historical data on Guyana's GDP from the World Bank database. Even though Guyana is poised to become one of the fastest developing countries in this hemisphere, with an expected growth of 52.8% by 2020. The Ministry was very cautious in its financial projections and assumed economic growth slightly above half of the IMF expected growth. Additionally, the Ministry recognises that until some organisation and management systems are improved/extended, it does not have the capacity to absorb too large an increase in funds at this time.
   As such, based on current budget allocation and expenditure trends, moderate projections were made of an average of 5.6% growth in the first two years of the plan and 10-28% in the last three years. Education expenditure as a % of GDP is expected to increase to almost 6% by the end of the plan period.
   See table 4.1 below.

TABLE 4.1 – EDUCATION BUDGET AND FINANCING GAP (2021-2025)

Macro-economic framework	2021	2022	2023	2024	2025
Growth rate	5.60%	5.60%	10.00%	15.00%	28.00%
GDP (GYD$) Current Prices	935,670,737	988,068,298	1,086,875,128	1,249,906,398	1,599,880,189
GDP (GYD$) Constant Prices	770,099,372	800,055,302	872,992,071	988,068,299	1,245,042,949
Education Budget Growth Rate	3.88%	6.00%	15.00%	19.00%	32.00%
Education budget as % of GDP	5.20%	5.22%	5.45%	5.64%	5.82%
Planned MOE budget(GYD 000)	48,615,253	51,532,169	59,261,994	70,521,773	90,088,740
Education Sector Plan (GYD 000)	54,456,037	57,505,575	63,256,132	72,744,552	93,113,027
Potential Development Partners Contribution(s)	744,345	4,795,500	1,772,250	625,500	312,750
Gap (GYD 000)	-5,096,439	-1,177,906	-2,221,888	1,597,279	2,711,537

Data source: *Education projection model (2021-2025)*

The plan financing gap was calculated using the difference between the planned expenditure with the projected financing available for implementation. This gap decreases as the sector undertakes the strategies and programmes during this cycle. This gap is considered manageable since the Ministry will be benefitting from assistance from development partners in support of the strategic programmes/strategies during this plan period.

TABLE 4.2 – SUMMARY OF STRATEGIC PROGRAMMES (2021-2025)

Strategic Programmes G$000	2021	2022	2023	2024	2025
Intermediate Outcome 1 - Improving governance and accountability (G$6,949,869)					
Programme 1.1 Strengthened resource development, management and accountability	302,739	1,319,097	1,363,529	1,425,366	157,831
Programme 1.2 Develop coherent national policies	333,168	362,378	555,677	574,771	555,313
Intermediate Outcome 2 - Improving performance at all levels (G$7,796,535)					
Programme 2.1 Nursery level demonstrates mastery skills and competencies		93,610	97,480	101,351	105,221
Programme 2.2 Primary learners demonstrate functional numeracy and literacy skills	728,263	854,420	889,745	925,068	960,392
Programme 2.3 Ensure STEAM is embedded into the teaching-learning process	197,045	521,063	542,605	564,146	585,688
Programme 2.4 Secondary school graduates obtain CVQ/NVQ		148,406	154,542	160,677	166,813
Intermediate Outcome 3 - Improving the efficiency of the education system ($56,412,290)					
Programme 3.1 Students complete a full cycle of Primary Education		1,353,295	1,409,243	1,452,831	1,508,307
Programme 3.2 Students complete secondary programme in 5-8 years	25,901	11,985,259	12,480,755	12,933,487	13,263,212
Intermediate Outcome 4 – Reducing inequities in education (G$10,755,701)					
Programme 4.1 Equitable distribution of education resources and delivery	2,017,911	2,101,335	2,183,509	2,184,761	2,268,185
Intermediate Outcome 5 – Contributing to lifelong learning & employability (G$20,572,662)					
Programme 5.1 Youth and adults have access to quality life skills programmes and opportunities		3,881,396	4,041,862	4,202,327	4,362,793
Programme 5.2 Ensure quality & relevance at post-secondary		893,863	930,817	967,771	1,004,726
Programme 5.3 Ensure learners are employed in their area of study		67,585	70,380	73,174	75,968
Total	**3,605,027**	**23,581,707**	**24,720,144**	**25,565,730**	**25,014,449**

Data source: Education projection model (2021-2025)

Strategies associated with ensuring that once students are enrolled in schools, they stay throughout a cycle (improving efficiency), account for more than half the cost of new programmes during this cycle. This is expected since the focus of the Ministry is to improve quality by addressing effects associated with dropouts and progression, particularly at secondary.

Programme cost related to contributing to lifelong learning and employability is also high as targets to increase access and expand learning modalities, restructure the TVET subsector and promote entrepreneurship necessitate investment in infrastructure, training, and investment in the hospitality sector programmes to support this sub-sector.
Notably, the costs of the programmes are concentrated in the last four years. This is so because this plan is being finalized during a pandemic and a change in administration. Both situations will have a considerable impact on the implementation of this plan during the first year of its cycle.

Pre-primary/Nursery Education
Projected resources needed
Currently, 88% of nursery aged pupils are enrolled in schools, and an increase in population is estimated at this level, as such, significant investment in planned consistent with the Ministry's belief that early-childhood education leads to long-term developmental gains. Readiness programmes, capacity building for teachers/nursery field officers, and infrastructure to facilitate child-friendly schools are essential inputs to achieving emergent numeracy and literacy gains. Tables 3.3-3.7 - below show the estimated nursery age population for this plan period and all costs associated with identified priorities for this sub-sector.

Access and Participation Financial Projection
An increase in enrolment is consistent with the need to improve and increase access at this level, particularly for pupils in hinterland/riverine areas. It is hypothesised that consistent with non-academic norms and to ensure a child-friendly environment, maintenance, expansion and construction are necessary inputs in facilitating safe and conducive learning spaces. See Tables 4.3-4.6 – Projected enrolment, classes and cost for the plan period.

TABLE 4.3 - NURSERY-AGE PROJECTED POPULATION (2021-2025)

		2021	2022	2023	2024	2025
Nursery Age Population Data	Country	29,629	29,705	29,784	29,867	29,953
	Hinterland	5,405	5,530	5,659	5,791	5,926
	Coastland	24,224	24,175	24,126	24,076	24,027

Data source: Education projection model (2021-2025)

TABLE 4.4 – NURSERY-AGE PROJECTED ENROLMENT (2021-2025)

		2021	2022	2023	2024	2025
% of Pupils Enrolled Student	Hinterland	95%	95%	96%	97%	98%
	Coastland	96%	96%	97%	97%	98%
Number of pupils	Region 1	1,452	1,498	1,546	1,595	1,643
	Region 2	1,763	1,766	1,770	1,774	1,781
	Region 3	3,766	3,774	3,782	3,790	3,806
	Region 4	5,988	6,001	6,014	6,026	6,051
	Georgetown	3,991	4,000	4,008	4,016	4,033
	Region 5	1,887	1,891	1,895	1,899	1,907
	Region 6	4,123	4,132	4,140	4,149	4,166
	Region 7	1,284	1,325	1,367	1,410	1,452
	Region 8	713	736	759	783	807
	Region 9	1,664	1,717	1,772	1,828	1,883
	Region 10	1,689	1,692	1,696	1,699	1,706
	Hinterland	5,113	5,276	5,444	5,617	5,784
	Coastland	23,207	23,256	23,305	23,354	23,450
	Country	28,320	28,532	28,749	28,971	29,234

Data source: Education projection model (2021-2025)

TABLE 4.5– NURSERY ESTIMATED CLASSES FOR BY REGION (2021-2025)

		2021	2022	2023	2024	2025
Pupils per class	Hinterland	20	19	19	19	19
	Coastland	20	19	19	19	19
number of classes	Hinterland	261	272	284	296	308
	Coastland	1,184	1,199	1,214	1,229	1,247
	Country	1,445	1,471	1,497	1,525	1,555

Data source: Education projection model (2021-2025)

The projection of the number of classes needed at this level is based on the optimal class size at this level of 20:1.

Table 4.6 – Projected pre-primary Maintenance, rehabilitation/construction cost by region

Projected Budget (G$000)		2021	2022	2023	2024	2025
Classrooms (infrastucture new & maintenance) Budget	Region 1	32,300,113	32,855,367	33,447,595	34,067,766	35,075,825
	Region 2	22,715,037	18,577,280	14,452,520	10,339,747	10,867,746
	Region 3	48,536,993	39,695,525	30,881,828	22,093,746	23,221,962
	Region 4	77,175,890	63,117,579	49,103,425	35,129,999	36,923,910
	Georgetown	51,436,785	42,067,093	32,726,831	23,413,714	24,609,334
	Region 5	24,316,826	19,887,289	15,471,664	11,068,872	11,634,104
	Region 6	53,135,234	43,456,154	33,807,475	24,186,838	25,421,937
	Region 7	28,559,525	29,050,477	29,574,121	30,122,471	31,013,789
	Region 8	15,863,369	16,136,068	16,426,926	16,731,506	17,226,588
	Region 9	37,023,629	37,660,082	38,338,917	39,049,781	40,205,256
	Region 10	21,762,248	17,798,051	13,846,305	9,906,044	10,411,895
	Hinterland	113,746,636	115,701,993	117,787,559	119,971,524	123,521,458
	Coastland	299,079,013	244,598,971	190,290,047	136,138,960	143,090,889
	Country	412,825,649	360,300,964	308,077,606	256,110,484	266,612,347

Data source: Education projection model (2021-2025)

The cost in Table 4.6 above is associated with the expansion and increase in places that will be necessary to increase access and participation for pupils in nursery, particularly for those in the hinterland (Regions 1,7,8 and 9). Expenditure associated with maintenance, rehabilitation and construction of new spaces will increase throughout the period in these regions as the Ministry works towards the creation of new places.

Improving Quality and Reducing Inequities Financial Projection

The table below provides projected expenditure for strategic activities related to managing outcome(s) on governance, performance and addressing inequities at this level.

TABLE 4.7– NURSERY ESTIMATED COST OF IMPLEMENTING PRIORITIES ADDRESSING QUALITY AND INEQUITIES (2021-2025)

Strategic Priorities (Nursery) G$000	2021	2022	2023	2024	2025
School Readiness Assessment	54,720	57,079	59,439	61,799	64,159
Compulsory CPD for teachers	16,416	17,124	17,832	18,540	19,248
Reinstitute Child Friendly Schools	18,605	19,407	20,209	21,012	21,814
Inclusivity through the piloting of the bilingual programme	13,133	13,699	14,265	14,832	15,398
Total	102,874	107,309	111,745	116,183	120,619

Data source: Education projection model (2021-2025)

Table 3.7 above shows the projected cost over the plan period associated with implementing activities that address improving quality through the institution of school readiness assessment, supporting compulsory CPD for teachers at this level, reinstituting child-friendly schools and piloting of bilingual education programme for children at this level. The assumptions regarding the slightly increased cost in this table are in line with the GDP growth rate for the period.

TABLE 4.8– NURSERY ESTIMATED NUMBER AND PROPORTION OF TEACHERS (2021-2025)

Nursery Teachers		2021	2022	2023	2024	2025
Number of Pupils Per Trained Teacher	Hinterland	20	20	20	20	21
	Coastland	19	19	18	18	17
% of Trained Teachers	Hinterland	69%	74%	78%	83%	84%
	Coastland	84%	84%	83%	83%	84%
	Country	79%	80%	82%	83%	84%
Number of Pupils Per Teacher	Hinterland	14	15	16	17	18
	Coastland	16	16	15	15	15
Number of Teachers Needed	Hinterland	369	357	347	338	326
	Coastland	1,436	1,476	1,519	1,563	1,597
	Country	1,805	1,834	1,866	1,902	1,923
Number of Trained Teachers Needed	Hinterland	256	264	272	281	275
	Coastland	1,209	1,237	1,267	1,297	1,348
	Country	1,464	1,501	1,539	1,578	1,623
Number of Trained Teacher loss from the system	Hinterland	20	21	22	22	22
	Coastland	121	124	127	130	135
	Country	141	145	148	152	157
Number of Un-Trained Teachers needing to be trained	Hinterland	71	58	46	36	32
	Coastland	64	67	71	74	70
	Country	134	125	117	110	101
Number of Trained Teachers	Hinterland	557	594	619	632	641
	Coastland	1,209	1,237	1,267	1,297	1,348
	Country	1,766	1,831	1,885	1,929	1,989
Number of Teachers needed to be Trained	Hinterland	71	58	46	36	32
	Coastland	148	152	156	161	185
	Country	219	210	203	196	217
Number of Teachers	Hinterland	805	805	789	761	760
	Coastland	1,436	1,476	1,519	1,563	1,597
	Country	2,240	2,281	2,308	2,325	2,357

Data source: Education projection model (2021-2025)

As mentioned in Chapter 2 there is a need for more trained teachers at all levels in the hinterland, Tables 3.8 and 3.9 below show the need for teachers at hinterland and coastal regions, and the cost associated with providing initial teacher training during this period at this level. During this plan period, the trained teachers' target is projected at 85%. Table 4.8 above shows the need for teachers at sub-national and national levels.

TABLE 4.9 – NURSERY TRAINING PROJECTED COST BY REGION (2021-2025)

G$'000		2021	2022	2023	2024	2025
Teachers Training budget	Region 1	9,615,651	7,913,870	6,337,209	4,861,299	4,302,382
	Region 2	5,203,953	5,341,294	5,486,753	5,640,861	6,500,104
	Region 3	11,119,694	11,413,161	11,723,974	12,053,269	13,889,280
	Region 4	17,680,787	18,147,413	18,641,619	19,165,211	22,084,547
	Georgetown	11,784,028	12,095,028	12,424,411	12,773,378	14,719,080
	Region 5	5,570,919	5,717,945	5,873,661	6,038,636	6,958,470
	Region 6	12,173,138	12,494,408	12,834,666	13,195,157	15,205,106
	Region 7	8,502,089	6,997,387	5,603,314	4,298,325	3,804,135
	Region 8	4,722,480	3,886,694	3,112,357	2,387,502	2,113,004
	Region 9	11,021,829	9,071,182	7,263,952	5,572,207	4,931,556
	Region 10	4,985,672	5,117,252	5,256,610	5,404,254	6,227,455
	Hinterland	33,862,049	27,869,133	22,316,831	17,119,333	15,151,078
	Coastland	68,518,191	70,326,501	72,241,695	74,270,766	85,584,041
	Country	102,380,240	98,195,633	94,558,526	91,390,099	100,735,119

Data source: Education projection model (2021-2025)

The cost associated with initial teacher training at this level is presented in Table 4.9 (previous page). The variables/assumptions that informed this process are the unit cost of training teachers in the hinterland and coastal regions; the proportion of teacher loss in a given year, and the proportion of trained teachers needed in the system.

Primary Education

Access and Participation Projected Resources Needed

The primary age population is projected to increase by an average annual growth rate of 1% per annum over the plan period. This is not enough to warrant construction of new places. The focus for this level during this period will be to expand/rehabilitate/maintain class space to cater for ICT and science laboratories. See Table 4.10 below.

TABLE 4.10 – PRIMARY-AGE PROJECTED POPULATION (2021-2025)

Primary Age Population Data		2021	2022	2023	2024	2025
Primary Age Population Data	Country	83,188	84,319	85,365	86,173	86,545
	Hinterland	14,993	15,396	15,841	16,273	16,549
	Coastland	68,195	68,924	69,525	69,899	69,996

Data source: Education projection model 2021-2025

TABLE 4.11– PRIMARY-AGE PROJECTED ENROLMENT (2021-2025)

Projected Enrolment		2021	2022	2023	2024	2025
% of Pupils Enrolled	Hinterland	97%	98%	98%	98%	98%
	Coastland	97%	97%	98%	98%	98%
Number of pupils	Region 1	5,497	5,656	5,832	6,003	6,130
	Region 2	5,485	5,566	5,638	5,691	5,722
	Region 3	10,070	10,219	10,351	10,449	10,507
	Region 4	16,028	16,266	16,475	16,632	16,723
	Georgetown	13,011	13,204	13,374	13,502	13,575
	Region 5	5,360	5,440	5,510	5,562	5,593
	Region 6	11,274	11,441	11,588	11,699	11,763
	Region 7	3,038	3,126	3,223	3,317	3,388
	Region 8	1,665	1,714	1,767	1,819	1,857
	Region 9	4,403	4,531	4,671	4,808	4,910
	Region 10	4,786	4,857	4,920	4,966	4,994
	Hinterland	14,603	15,026	15,492	15,948	16,285
	Coastland	66,013	66,994	67,856	68,501	68,876
	Country	**80,616**	**82,020**	**83,348**	**84,449**	**85,160**

Data source: Education projection model 2021-2025

Table 4.12 below presents the projected expenditure associated with the rehabilitation and maintenance of classrooms during the plan period.

TABLE 4.12 - PROJECTED PRIMARY REHABILITATION/MAINTENANCE COST BY REGION

Projected maintenance./rehab cost -GYD 000		2021	2022	2023	2024	2025
Primary Classrooms (infrastructure rehab/ maintain) Budget	Region 1	167,882,804	136,677,122	105,471,441	74,265,759	163,907,519
	Region 2	153,679,457	135,288,462	115,456,722	94,278,307	125,208,416
	Region 3	282,159,498	248,393,150	211,981,557	173,097,435	229,885,923
	Region 4	449,099,025	395,354,834	337,400,340	275,510,446	365,897,816
	Georgetown	364,572,683	320,943,855	273,897,159	223,655,757	297,031,035
	Region 5	150,192,745	132,219,009	112,837,215	92,139,301	122,367,662
	Region 6	315,890,792	278,087,782	237,323,296	193,790,697	257,368,073
	Region 7	92,774,133	75,529,484	58,284,835	41,040,185	90,577,341
	Region 8	50,864,347	41,409,796	31,955,244	22,500,692	49,659,934
	Region 9	134,470,715	109,475,598	84,480,481	59,485,364	131,286,592
	Region 10	134,106,326	118,057,669	100,751,766	82,270,705	109,261,452
	Hinterland	**445,992,000**	**363,092,000**	**280,192,000**	**197,292,000**	**435,431,387**
	Coastland	**1,849,700,527**	**1,628,344,761**	**1,389,648,055**	**1,134,742,647**	**1,507,020,377**
	Country	**2,295,692,527**	**1,991,436,761**	**1,669,840,055**	**1,332,034,647**	**1,942,451,765**

Data source: Education projection model (2021-2025)

Improving Quality Projected Resources Needed

TABLE 4.13– PRIMARY ESTIMATED COST OF IMPLEMENTING PRIORITIES ASSOCIATED WITH IMPROVING QUALITY (2021-2025)

Strategic Priorities (Primary) G$000	2021	2022	2023	2024	2025
School readiness programme	54,720	57,079	59,439	61,799	64,159
Institute compulsory CPD	17,510	18,265	19,021	21,012	21,814
Reinstitute child friendly schools	18,605	19,407	20,209	21,012	21,814
Instituting/developing digital literacy programmes for primary teachers	38,304	39,956	41,607	43,259	44,911
Improving teacher quality in Mathematics	21,888	22,832	23,776	24,720	25,663
Total	**151,027**	**157,539**	**164,052**	**171,802**	**178,361**

Data source: Education projection model (2021-2025)

Table 4.13 shows the projected cost for new strategies under primary education, geared towards improving quality at this level. The assumption underlying the increasing cost over the period is consistent with the GDP growth.

Bridging the gap in the quality of teaching is the focus of this plan. Tables 4.12 and 4.13 above present the proportion of teachers needed, and those to be trained, as well as projected corresponding costs respectively.

TABLE 4.14 - PRIMARY ESTIMATED NUMBER AND PROPORTION OF TEACHERS TO BE TRAINED (2021-2025)

Primary teacher projection		2021	2022	2023	2024	2025
Number of Pupils Per Trained Teacher	Hinterland	47	39	32	25	24
	Coastland	24	25	25	25	24
% of Trained Teachers	Hinterland	59%	68%	76%	85%	86%
	Coastland	83%	84%	84%	85%	86%
	Country	78%	80%	83%	85%	86%
Number of Pupils Per Teacher	Hinterland	28	27	25	21	21
	Coastland	20	21	21	21	21
Number of Teachers Needed	Hinterland	529	562	630	750	789
	Coastland	3,252	3,250	3,242	3,224	3,337
	Country	3,781	3,812	3,872	3,974	4,126
Number of Trained Teachers Needed	Hinterland	313	381	481	638	679
	Coastland	2,705	2,723	2,736	2,740	2,870
	Country	3,019	3,105	3,217	3,378	3,548
Number of Trained Teacher loss from the system	Hinterland	16	19	24	32	34
	Coastland	271	272	274	274	287
	Country	286	291	298	306	321
Number of Un-Trained Teachers need to be trained	Hinterland	89	74	61	46	45
	Coastland	16	16	15	15	14
	Country	105	90	76	61	59
Number of Trained Teachers	Hinterland	542	598	634	649	679
	Coastland	2,705	2,723	2,736	2,740	2,870
	Country	3,248	3,321	3,371	3,389	3,548
Number of Teachers needed to be Trained	Hinterland	89	74	61	46	64
	Coastland	289	290	286	278	417
	Country	377	364	347	324	480
Number of Teachers	Hinterland	916	881	830	763	789
	Coastland	3,252	3,250	3,242	3,224	3,337
	Country	4,168	4,131	4,072	3,987	4,126

Data source: Education projection model (2021-2025)

TABLE 4.15 - PRIMARY TRAINING PROJECTED COST BY REGION (2021-2025)

Primary training budget GYD'000		2021	2022	2023	2024	2025
Teachers Training Budget	Region 1	14,098,653	11,823,868	9,702,011	7,348,759	10,143,985
	Region 2	11,089,196	11,151,309	11,005,325	10,679,570	16,013,665
	Region 3	20,360,053	20,474,095	20,206,064	19,607,970	29,401,507
	Region 4	32,406,068	32,587,583	32,160,972	31,209,015	46,796,894
	Georgetown	26,306,820	26,454,171	26,107,854	25,335,068	37,989,103
	Region 5	10,837,602	10,898,306	10,755,634	10,437,270	15,650,343
	Region 6	22,794,034	22,921,709	22,621,637	21,952,042	32,916,366
	Region 7	7,791,092	6,534,017	5,361,453	4,061,016	5,605,693
	Region 8	4,271,544	3,582,340	2,939,470	2,226,493	3,073,377
	Region 9	11,292,735	9,470,678	7,771,114	5,886,207	8,125,126
	Region 10	9,676,838	9,731,041	9,603,650	9,319,384	13,974,111
	Hinterland	**37,454,024**	**31,410,903**	**25,774,048**	**19,522,474**	**26,948,181**
	Coastland	**133,470,610**	**134,218,214**	**132,461,136**	**128,540,319**	**192,741,989**
	Country	**170,924,634**	**165,629,117**	**158,235,184**	**148,062,793**	**219,690,170**

Data source: Education projection model (2021-2025)

The variables and assumptions presented in the table above represent the overall cost at a national level. These figures reflect the projected trend of the cost of teachers' training during plan period.

TABLE 4.16 – SECONDARY-AGE PROJECTED POPULATION (2021-2025)

Secondary Education

Access and Participation Projected Resources Needed

Although the secondary population is expected to decline, there will still be a need for new secondary places. The demand for new places is related to the distribution of new housing developments and the continued need to replace secondary departments (primary tops) and upgrade those secondary facilities without specialist technical classrooms, laboratories, etc. Hence, the creation of new places. See table 3.14

Secondary Projected Enrolment		2021	2022	2023	2024	2025
Secondary Age Population Data	Country	66,301	65,000	64,294	64,233	64,896
	GSS-Hinterland	11,508	11,588	11,652	11,762	12,068
	GSS-Coastland	54,793	53,412	52,643	52,471	52,828
% of Pupils Enrolled Student	Hinterland	91%	92%	94%	95%	96%
	Coastland	78%	83%	89%	95%	96%
Number of pupils	Region 1	3,552	3,632	3,708	3,799	3,922
	Region 2	3,276	3,432	3,618	3,840	3,891
	Region 3	5,371	5,627	5,932	6,297	6,380
	Region 4	6,542	6,854	7,225	7,670	7,771
	Georgetown	12,592	13,192	13,906	14,762	14,956
	Region 5	3,165	3,315	3,495	3,710	3,759
	Region 6	7,988	8,369	8,822	9,365	9,488
	Region 7	3,036	3,104	3,168	3,246	3,352
	Region 8	1,334	1,364	1,393	1,427	1,473
	Region 9	2,527	2,584	2,638	2,702	2,790
	Region 10	3,585	3,756	3,959	4,203	4,258
	Hinterland	10,450	10,684	10,906	11,173	11,537
	Coastland	42,519	44,546	46,957	49,848	50,504
	Country	52,969	55,229	57,863	61,021	62,041

Data source: Education projection model (2021-2025)

TABLE 4.17 - SECONDARY ESTIMATED COST OF PLACES CREATED BY REGION (2021-2025)

Projected new/rehabilitated cost G'000		2021	2022	2023	2024	2025
Classrooms (new, rehab and maintain) Budget	Region 1	128,896,236	132,940,274	138,264,218	146,882,712	154,996,822
	Region 2	133,493,771	144,447,668	157,735,308	172,909,400	146,065,072
	Region 3	218,896,076	236,857,703	258,646,076	283,527,756	239,509,836
	Region 4	266,609,784	288,486,582	315,024,260	345,329,506	291,716,813
	Georgetown	513,140,291	555,246,272	606,322,987	664,651,089	561,463,454
	Region 5	128,960,678	139,542,610	152,379,037	167,037,858	141,105,091
	Region 6	325,539,990	352,252,335	384,655,780	421,659,559	356,196,561
	Region 7	110,146,596	113,602,377	118,151,883	125,516,705	132,450,512
	Region 8	48,411,449	49,930,328	51,929,919	55,166,893	58,214,428
	Region 9	91,698,398	94,575,378	98,362,898	104,494,202	110,266,682
	Region 10	146,105,067	158,093,791	172,636,728	189,244,333	159,863,993
	Hinterland	379,152,679	391,048,357	406,708,917	432,060,512	455,928,444
	Coastland	1,732,745,657	1,874,926,962	2,047,400,177	2,244,359,500	1,895,920,821
	Country	2,111,898,336	2,265,975,318	2,454,109,094	2,676,420,013	2,351,849,265

Data source: Education projection model (2021-2025)

The new places that will be created during this plan period will increase the number of classes, with the optimal amount of pupils per class at this level, which is consistent with the current non-academic standards. Most of the new places that will be created will be in coastal regions to cater to new housing development taking place. The estimated cost is consistent with the growth in GDP during the period.

Improving Quality Projected Resources Needed

TABLE 4.18 – SECONDARY ESTIMATED COST OF IMPLEMENTING PRIORITIES ASSOCIATED WITH IMPROVING QUALITY (2021-2025)

Strategic Priorities (Secondary) G$000	2021	2022	2023	2024	2025
School readiness programme	82,079	85,619	89,159	92,698	96,238
Implement activities to ensure every school leaver obtains a CVQ/NVQ Certificate	21,888	22,832	23,776	24,720	25,663
Review and restructure work attachment at secondary	38,304	39,956	41,607	43,259	44,911
Total	142,271	148,407	154,542	160,677	166,812

Data source: Education projection model (2021-2025)

Table 4.18 (above) shows the projected cost of new strategies for secondary education, geared towards improving quality. The assumptions underlying the increasing cost over the period is consistent with the growth in GDP.

TABLE 4.19 - SECONDARY ESTIMATED NUMBER AND PROPORTION OF TEACHERS (2021-2025)

Secondary Teachers' Projection		2021	2022	2023	2024	2025
Number of Pupils Per Trained Teacher	Hinterland	35	32	28	25	24
	Coastland	22	23	24	25	24
% of Trained Teachers	Hinterland	65%	71%	78%	85%	86%
	Coastland	80%	81%	83%	85%	86%
	Country	75%	79%	82%	85%	86%
Number of Pupils Per Teacher	Hinterland	23	23	22	21	21
	Coastland	18	19	20	21	21
Number of Teachers Needed	Hinterland	460	471	491	526	559
	Coastland	2,428	2,379	2,352	2,346	2,447
	Country	2,888	2,850	2,843	2,872	3,006
Number of Trained Teachers Needed	Hinterland	297	336	384	447	481
	Coastland	1,933	1,937	1,957	1,994	2,104
	Country	2,230	2,273	2,341	2,441	2,585
Number of Trained Teacher loss from the system	Hinterland	15	17	19	22	24
	Coastland	193	194	196	199	210
	Country	208	210	215	222	234
Number of Un-Trained Teachers needed to be trained	Hinterland	80	66	52	39	38
	Coastland	119	106	95	84	82
	Country	199	172	147	123	121
Number of Trained Teachers	Hinterland	630	679	712	728	743
	Coastland	1,933	1,937	1,957	1,994	2,104
	Country	2,562	2,616	2,669	2,722	2,847
Number of Teachers needed to be Trained	Hinterland	80	66	52	39	38
	Coastland	187	198	215	237	321
	Country	266	264	268	275	359
Number of Teachers	Hinterland	975	951	911	857	864
	Coastland	2,428	2,379	2,352	2,346	2,447
	Country	3,403	3,330	3,262	3,203	3,311

Data source: Education projection model (2021-2025)

Table 4.19 above presents teachers' needs at the secondary level. During this plan period, forty-nine percent of teachers at the secondary level in hinterland regions will need to be trained, and twenty-four percent in the coastal regions. This projection is based on the current proportion of trained teachers at the time.

TABLE 4.20 - SECONDARY TRAINING PROJECTED COST BY REGION (2021-2025)

G$'000		2021	2022	2023	2024	2025
Secondary Teachers Training Budget	Region 1	12,532,997	10,367,888	8,247,427	6,076,364	6,028,853
	Region 2	6,071,425	6,436,374	7,012,409	7,706,369	10,443,581
	Region 3	9,955,604	10,554,029	11,498,580	12,636,499	17,124,835
	Region 4	12,125,669	12,854,535	14,004,974	15,390,931	20,857,609
	Georgetown	23,338,114	24,740,952	26,955,186	29,622,719	40,144,361
	Region 5	5,865,256	6,217,812	6,774,286	7,444,681	10,088,945
	Region 6	14,805,872	15,695,843	17,100,569	18,792,872	25,467,879
	Region 7	10,709,909	8,859,743	7,047,731	5,192,478	5,151,878
	Region 8	4,707,201	3,894,020	3,097,607	2,282,189	2,264,345
	Region 9	8,916,131	7,375,845	5,867,323	4,322,802	4,289,002
	Region 10	6,644,999	7,044,425	7,674,878	8,434,398	11,430,197
	Hinterland	36,866,239	30,497,496	24,260,089	17,873,834	17,734,078
	Coastland	78,806,938	83,543,971	91,020,882	100,028,468	135,557,406
	Country	115,673,176	114,041,467	115,280,971	117,902,302	153,291,484

Data source: Education projection model (2021-2025)

Table 4.20 above shows the estimated cost of secondary initial teacher training. During this plan period, most of the initial teacher training needs will be in the hinterland regions. The trend in the cost is based on the teachers training needs in the respective regions.

Post – Secondary/Skills for Lifelong Learning
Projected Resources Needed

TABLE 4.21 – POST SECONDARY/TERTIARY PROJECTED COST BY STRATEGIC PRIORITIES (2021-2025)

Strategic Priorities (Post Secondary/Tertiary) G$000	2021	2022	2023	2024	2025
Flexible Learning Instituted	196,990	205,486	213,981	222,476	230,971
Access to formal and non-formal sector training through open schooling	3,720,931	3,881,396	4,041,862	4,202,327	4,362,793
Enhance capacity for instructional effectiveness	787,962	821,943	855,924	889,905	923,886
Enhance governance and management capacity at TVET institutions	32,832	34,248	35,663	37,079	38,495
Rebranding and restructuring TVET sub-sector	36,115	37,672	39,230	40,787	42,345
Education to training to employability assessment	32,832	34,248	35,663	37,079	38,495
Entrepreneurship and skills development	18,605	19,407	20,209	21,012	21,814
Business incubator process	13,355	13,931	14,507	15,083	15,659
Total	**4,839,621**	**5,048,330**	**5,257,039**	**5,465,748**	**5,674,458**

Data source: Education projection model (2021-2025)

Table 4.21 shows the projected costs of new strategies for post-secondary/tertiary education, that includes the cost associated with expanding access to formal and non-formal training, utilizing various modalities and improving the quality of programmes offered after formal basic education. The assumptions underlying the increasing cost over the period is consistent with the growth in GDP.

CHAPTER 5 – IMPLEMENTATION PLAN

IMPLEMENTATION ARRANGEMENT

At the policy level, the overall implementation of this plan is the responsibility of the two financial programme heads within the sector: the Permanent Secretary and the Chief Education Officer. The daily implementation of strategic activities will be the responsibility of all sub-programme/activity managers within the sector.

The Department of Education (Georgetown) also comes under the aegis of Central Ministry in terms of its execution of operational plans and budget and expenditure. The other ten Departments of Education fall under the authority of their respective regional administrations in terms of access to finance and implementation of activities. All of these education departments will have operational plans that are consistent with the priorities of the ESP but which may be tailored to their reality. In addition, the Ministry of Finance requires the Ministry of Education to approve the annual plans and request for funds in the budget to ensure that they are in line with these priorities. Monitoring of this plan will be the responsibility of sub-programme/activity managers, including those at the regional level. However, the Planning Unit will

coordinate all monitoring and evaluation activities. The capacity of the human resources, availability of data in a timely manner and the need for more urgent responses to problems are among the lessons learnt from the previous plan period. The organisation audit, more robust EMIS and the plans for a stronger monitoring and evaluation system in this plan are in response to those weaknesses in previous plans.

IMPLEMENTATION CAPACITY
The implementation capacity of this plan is contingent on:
Public sector management and institutions:
The resources (human and financial) and the flexibility of the public administration system, to allow the institution of internal mechanisms to improve service delivery, the increase of budgetary allocation by the Ministry of Finance to the sector; and the sector's ability to mobilise resources in the form of grants/technical assistance from external development partners are integral to a successful implementation.
Effectiveness of educational administration: The first goal and strategies of this plan highlight the Ministry's awareness of the importance of efficacy of education administration to implementation success. As such, ensuring that there is clarity of roles and responsibilities for all management functions, particularly at education district levels, is among the necessary pre-requisites of this plan.

PLANNING FOR IMPLEMENTATION
Programmes and key activities

Intermediate Outcome 1 - Improving governance and accountability

Programme 1.1 - Strengthen resource development, management and accountability at central, regional and school levels to improve the day-today functioning of the sector

Strategies	Key Activities	Responsible Unit/Officer
1.1.1 Conduct an organisational audit that will inform the development of a human resource strategy	1.1.1 Procure a consultancy firm to facilitate the audit process 1.1.2 Develop a human resource development strategy	Human Resource Manager/Planning Unit
1.1.2 Pilot and integrate an Education Management Information System	1.1.2.1 Implement Open EMIS monitoring 1.1.2.2 Pilot Open EMIS core 1.1.2.3 Roll out EMIS monitoring and core 1.1.2.4 Consolidate EMIS with other sub-systems	Planning Unit/MISU
1.1.3 Conduct capacity building for Managers at central and regional levels	1.1.3.1 Develop capacity development programme , to include, among other areas, training in planning, budgetary procedures, use of the EMIS and monitoring and evaluation. 1.1.3.2 Deliver training where appropriate through relevant units or in collaboration with other ministries/agencies	Human Resource Manager/Deputy Chief Education Officer (A)/ DCEO(D)/ACEOs/CPO
1.1.4 Review and Enhance distribution process	1.1.4.1 Evaluate the current distribution process at central and regional levels 1.1.4.2 Identify appropriate supply chain management process 1.1.4.3 Facilitate improved distribution process 1.1.4.4 Review and revise the distribution process	Book Distribution Unit /Procurement Unit/NCERD
1.1.5 Strengthen school supervision and accountability through development and use of new teachers' appraisal instrument; standard classroom observation protocol; instituting/implementing the school report card and revised cadet programme	1.1.5.1 Pilot new teachers' appraisal instrument 1.1.5.2 Conduct training in the use of teachers' appraisal instrument 1.1.5.3 Roll out and monitor the use of teachers' appraisal instrument 1.1.5.4 Review current classroom observation protocols 1.1.5.5 Develop and pilot revised standardized classroom observation protocols 1.1.5.6 Roll out and monitor classroom observation protocol 1.1.5.7 Improve accountability in the sector by instituting/implementing the school report card	Deputy Chief Education Officer (D)/Policy Implementation & Monitoring Unit (PIMU)/NCERD/METS

Objective	Activities	Responsible
	1.1.5.8 Review/Revise policy on school effectiveness, to be used as a tool to inform establishing the profile for each school 1.1.5.9 Review and conduct a value-added assessment of all public school systems 1.1.5.10 Design a school report card that produces an annual assessment of the status/progress of each school 1.1.5.11 Review cadet programme to ensure more emphasis on school supervision 1.1.5.12 Revise and adjust training based on the review	
1.1.6. Increase the number and quality of trained teachers by providing access, specifically in the hinterland and riverine regions	1.1.6.1 Review areas of need and establish a centre to facilitate teacher training	Cyril Potter College of Education
1.1.7 Improve the quality of teaching by aligning the training at CPCE with the new curriculum	1.1.7.1 Review and revise the CPCE curriculum by aligning it with the national curriculum reform programme 1.1.7.2 Conduct training of teacher educators to deliver the revised curriculum	
1.1.8 Engage and institute with external agencies and partners clear management protocols to address issues affecting the management of schools at the regional level	1.1.8.1 Use the organisation audit to identify areas of engagement 1.1.8.2 Engage and set up a committee with key stakeholders to oversee the process 1.1.8.3 Develop management protocols to improve the efficiency of education delivery in the regions	CEO/Permanent Secretary
1.1.9 Coordinate the development of school improvement plans (SIP)	**1.1.9.1 Facilitate revision/development of SIP s across levels** 1.1.9.2 Monitor SIPs with education district/national priorities 1.1.9.3 Establish Regional SIP Coordinating Committees 1.1.9.4 Establish National SIP Committees to support SIP grants	**Planning Unit**
1.1.10 Review and revise teachers' deployment process	1.1.10.1 Review and consult on teachers' deployment process in the context of current data on the distribution of trained teachers by region and school 1.1.10.2 Draft teachers' deployment policy that includes their condition of services 1.1.10.3 Conduct consultations on the revised deployment process 1.1.10.4 Finalize and implement teachers' deployment process	Assistant Chief Education Officers
1.1.11 Develop, monitor, review, revise and evaluate ESP and other programmes within the sector	1.1.11.1 Conduct routine monitoring activities (quarterly, semi -annual, annual reports) 1.1.11.2 Facilitate review of ESP with all stakeholders, including development partners, biennially. 1.1.11.3 Review, revise and develop training programmes at NCERD using data on students' performance from the GradeMaker analysis as one of the tools to target specific schools and weak subject areas	Planning Unit NCERD

Programme 1.2 - Develop coherent national policies geared towards improving education service delivery

Strategies	Key Activities	Responsible Unit/Officer
1.2.1 Review and revise non-academic standards for education facilities across levels	1.2.1.1 Assess/Revise non-academic standards for education facilities	Assistant Chief Education Officer (I)
1.2.2 Develop standards/specifications for construction and maintenance for IT and Science labs, and specialist classrooms	1.2.2.1 Review and revise/develop standards/specifications for construction of specialist rooms based on standards outlined by education officials	Buildings Unit/Assistant Chief Education Officers (I)/DCEO(T)
1.2.3 Institute a policy to address flexible programmes and learning modalities	1.2.3.1 Develop policy and strategies to address flexible programmes and learning modalities 1.2.3.2 Conduct geographical analysis of jobs/employment needs of each region	NCERD/Assistant Chief Education Officer (Technical)/CPCE.
	1.2.3.3 Develop online CPD programmes for teachers	
1.2.4 Implement safe schools policy across levels/Risk Management Strategy	1.2.4.1 Develop enabling policies/plans on safe schools	DCEOs/ACEOs (N,P,S,T)
	1.2.4.2 Implement a standardised school safety assessment tool	GSDEP
	1.2.4.3 Conduct training for teachers on the implementation of safe schools.	
	1.2.4.4 Develop a natural hazard risk profile for the education sector as part of the Risk Management Strategic Process.	
1.2.5 Conduct condition surveys as a means of improving educational facilities	1.2.5.1 Coordinate condition survey activities	Permanent Secretary/Planning Unit/DPS (A)
1.2.6 Conduct a needs assessment survey on access to ECE in Guyana to address infrastructure and staffing.	1.2.6.1 Conduct a needs assessment survey on access to ECE in Guyana to address infrastructure and staffing	Assistant Chief Education Officer (Nursery)
1.2.7 Institute a policy that governs the use of the mobile psychosocial unit (Human resources, referral/follow-up systems, Utilization)	1.2.7.1 Develop a policy on the use of the mobile psychosocial unit, to be ratified at ESC 1.2.7.2 Identify and execute training programmes for Welfare and Guidance Officers based on the increase and complexity of issues as more children are serviced	Welfare Unit(Chief School Welfare Officer)
1.2.8 Develop a language policy in collaboration with the Department of Culture, Youth and Sport & University of Guyana	1.2.8.1 Liaise with external agencies to consult and formulate language policy	CEO/Deputy Chief Education Officer (D)/ACEO(N&P)/NCERD
1.2.9 Review the Special Education Needs Policy Framework and include proposed career path for SEN teachers	1.2.9.1 Review existing draft policy document by SEN Unit and stakeholders from disability persons organisations (DPOs) 1.2.9.2 Prepare revised document based on consultations and information from the Situation Analysis done in collaboration with the GSDEP	SEN Unit

Goal 2 - Improving performance at all levels

Programme 2.1 Ensure all children at nursery level demonstrate mastery skills in social-emotional cognitive, physical, health, family & safety, STEM and civic competencies

Strategies	Key Activities	Responsible Unit/Officer
2.1.1 Institute school readiness programmes focused on learning and development of the child; school environment and parental attitude and involvement	2.1.1.1 Increase and expand parental sensitisation programmes	Assistant Chief Education Officer (Nursery)/NCERD
	2.1.1.2 Conduct early screening and detection at the beginning of nursery	
	2.1.1.3 Procure supportive parental education resources	
	2.1.1.4 Coordinate early stimulation programmes for pregnant mothers	
	2.1.1.5 Collaborate with external agencies, including key ministries, to	
	2.1.1.6 synergise programme in early childhood (learning goals for transition)	
	2.1.1.7 Monitor readiness of nursery facilities using the METS monitoring checklist	
	2.1.1.8 Develop nursery exit standards	
	2.1.1.9 Collaborate with other departments to develop an observation protocol for nursery teachers	
2.1.2 Institute compulsory continuous development programmes (CPD) for all teachers at the nursery level	2.1.2.1 Develop a proposal for the implementation of mandatory CPD	
	2.1.2.2 Conduct teachers exchange programmes	
2.1.3 Reinstitute child-friendly protocol in schools	2.1.3.1 Review child-friendly protocol	
	2.1.3.2 Facilitate certification process of child-friendly schools	

Programme 2.2 Ensure all learners at the end of primary, demonstrate functional numeracy and literacy skills (use of reading and writing skills for effective functioning and development)

2.2.1 Institute school readiness programmes, focused on learning and development for the child through the use of screening protocols, programmes targeting parental attitude and involvement	2.2.1.1 Use nursery exit standards as entry profile of the primary learner	Assistant Chief Education Officer (Primary)
	2.2.1.2 Institute early screening in the first grade of primary	
	2.2.1.3 Collaborate with Ministry of Public Health to facilitate the training of teachers to conduct screening and referral	
	2.2.1.4 Develop parental education programme, to sensitise parents on school readiness at this level	
	2.2.1.5 Review and revise policy on best-trained teachers in the first grade	
	2.2.1.6 Implement and monitor, placement of the best-trained teachers in classes.	
2.2.2 Implement on-going curriculum reform	2.2.2.2 Integrate curriculum reform	NCERD/GESIP
	2.2.2.3 Strengthen teachers' capacity and improve the learning environment to facilitate curriculum reform	
	2.2.2.4 Implement and support project	
2.2.3 Institute compulsory continuous development programmes (CPD) for all teachers at primary	2.2.3.1 Develop a proposal for the implementation of mandatory CPD	NCERD
	2.2.3.2 Conduct teachers exchange programmes	
2.2.4 Reinstitute child-friendly protocol in schools	2.2.4.1 Review child-friendly protocol	Assistant Chief Education Officer (Primary)
	2.2.4.2 Facilitate certification process of child-friendly schools	
Programme 2.3 Ensure STEAM is embedded in the teaching-learning process		
2.3.1 Institute/develop digital literacy programmes at primary and secondary schools	2.3.1.1 Develop ICT policy for the introduction of digital literacy programmes	Innovative Unit – NCERD/MISU
	2.3.1.2 Use robotics and other ICT tools to enhance the teaching of STEAMS	
	2.3.1.3 Review and revise the ICT teachers' competency framework	
	2.3.1.4 Implement use of tablets as part of the teaching-learning process in 28 Primary schools	
	2.3.1.5 Implement an online community for teachers	
2.3.2 Improve teachers quality to teach Mathematics through the provision of training, and materials	2.3.2.1 Conduct case study on the assignment of specialist teachers in Mathematics in selected primary schools	Curriculum Unit (NCERD)- Mathematics/Secondary Sector
	2.3.2.2 Conduct systematic training of teachers in Mathematics	
	2.3.2.3 Develop learning resource to support the teaching-learning process	

Programme 2.3 Ensure STEAM is embedded in the teaching-learning process

Strategies	Key Activities	Responsible Unit/Officer
2.3.3 Reorientation of science education for sustainability development	2.3.3.1 Facilitate reorientation of Science through pedagogical innovations in schools	NCERD – Science Unit
2.3.4 Improve the delivery of the single sciences and increase the number of students writing CSEC single sciences	2.3.4.1 Revise the IPD teacher education programme to strengthen knowledge of content and methodology of science	
	2.3.4.2 Evaluate the present IPD teacher training programme in Science	
	2.3.4.3 Use the ADDIE model to identify training needs and design specific training courses for teachers	
	2.3.4.4 Conduct sensitisation in science education in Guyana	
	2.34.5. Conduct upgrading programmes in Science for primary teachers	
	2.3.4.4 Provide science resources to secondary schools	NCERD – Science Unit
	2.3.4.5 Deliver specialised training for teachers in secondary schools	
	2.3.4.6 Conduct mathematics and science clinics in different communities	
	2.3.4.7 Produce demonstration lessons in Science in difficult topic areas for teachers in the hinterland	
2.3.5 Ensure all learners acquire knowledge & develop skills relevant to Expressive Arts (Dance, Drama, Music, Visual Arts) & Physical Education and Sport	2.3.5.1 Conduct systematic training programmes for teachers in Dance, Drama, Music, Visual Arts & Physical Education for nursery, primary and secondary schools	Allied Arts Unit
	2.3.5.2 Integrate Expressive Arts, Physical Education and Sport as part of the curriculum reform process	
	2.3.5.3 Conduct sensitisation programmes about the scope and interest of the Expressive Arts programme	
	2.3.5.4 Acquire equipment to facilitate the Expressive Arts programme	
	2.3.5.5 Develop human resource capacity proposal for the hiring and placement of Allied Arts officers to plan, implement and monitor Expressive Arts programmes in the regions	
	2.3.5.6 Facilitate participation in national activities/programmes through networking	
	2.3.5.7 Implement *sport for development* in schools	
	2.3.5.8 Develop standards for Expressive Arts programmes	

Programme 2.4 Ensure all secondary school graduates possess matriculation status and obtain a skill certificate at minimum (National/Caribbean)

Strategies	Key Activities	Responsible Unit/Officer
2.4.1 Institute school readiness programmes, focused on learning and development for the child through the use of screening protocols	2.4.1.1 Collaborate with the Ministry of Public Health, Special Needs Unit, & Welfare Unit to conduct training of teachers in the identification of areas for screening	Secondary Sector
	2.4.1.2 Conduct training of current and future secondary school teachers to identify learning deficiencies and disabilities	
	2.4.1.3 Conduct screening at the beginning of the secondary level	
2.4.2 Implement activities that ensure that every secondary school leaver obtains a CVQ/NVQ certificate	2.4.2.1 Refurbish and expand secondary schools/facilities to accommodate TVET occupations	TVET Unit – Secondary/Secondary Sector/DCEO (D/T)
	2.4.2.2 Identify and train TVET teachers for the occupational areas	TVET Unit – Secondary
	2.4.2.3 Ensure TVET occupational areas are offered in the curriculum from Grade 7	TVET Unit - Secondary
	2.4.2.4 Pilot the implementation of CBET in 10 secondary schools	TVET Unit/Secondary Sector
2.4.3 Review and restructure work-attachment programme to clearly articulate the competencies and skills students ought to have relevant to occupational standards	2.4.3.1 Align students' occupational areas with identified sectors (Incentivize component for work attachment)	ACEO- Secondary/TVET Unit – Secondary/DCEO(D/T)
	2.4.3.2 Establish a unit responsible for work attachment	
	2.4.3.3 Rollout career pathway for students in a specific field (SCCP areas)	
	2.4.3.4 Monitor to ensure students are exposed to their area of interest during work attachment	
	2.4.3.5 Develop a policy to guide work-study attachment	CTVET
	2.4.3.6 Develop a policy for career guidance/counselling	CTVET
2.4.4 Institute compulsory continuous development programmes (CPD) for all teachers at secondary	2.4.4.1 Develop a proposal for the implementation of mandatory CPD	Secondary Sector/NCERD
	2.4.4.2 Conduct teachers exchange programmes	

Goal 3 - Improving the efficiency of the education sector

Programme 3.1 Ensure students complete a full cycle of primary education

Strategies	Key Activities	Responsible Unit/Officer
3.1.1 Increase school attendance at primary and secondary levels through the implementation of welfare support programmes (e.g. conditional cash transfer, truancy campaigns, sensitisation sessions)	3.1.1.1 Conduct boys' education symposium and seminars	Welfare Unit/HFLE Coordination
	3.1.1.2 Conduct truancy campaigns targeting vulnerable and wandering children	
	3.1.1.3 Review and revise career guidance modality in schools	In collaboration with ACEOs
	3.1.1.4 Conduct parent empowerment programmes with particular emphasis on fathers	
	3.1.1.5 Organize attendance award ceremonies	
	3.1.1.6 Facilitate reintegration and tracking of vulnerable children into school s	
	3.1.1.7 Advocate for special ised transportation for children with disability	
	3.1.1.8 Conduct a human resource capacity assessment of welfare unit.	
	3.1.1.9 Conduct campaign on child labour in the education districts	
	3.1.1.10 Institutionalized and increase cash grant to all public school students	
3.1.2 Implement early identification screening programmes for children with potential visual & hearing impairments	3.1.2.1 Revise training manual for screening activities	School Health Coordinator in collaboration with Coordinator of SEN
	3.1.2.2 Train teachers to conduct early identification screening activities	
	3.1.2.3 Facilitate screening and referral to relevant health facilities	
	3.1.2.4 Facilitate procurement of spectacles and hearing aids for referred cases	
3.1.3 Ensure compliance of school canteen/school vendors with food safety and hygiene standards	3.1.3.1 Conduct canteen inspection on school premises	School Health Coordinator
	3.1.3.2 Conduct training sessions with school canteen operators	
	3.1.3.3 Develop and disseminate safe and hygienic guidelines for the operation of school canteens	
	3.1.3.4 Facilitate compliance with MOE canteen policy in the functioning of the canteen	
3.1.4 Establish/Resuscitate PTA in schools	3.1.4.1 Facilitate the establishment/resuscitation of PTA in schools	PTA Coordinator

Programme 3.2 Ensure students complete the secondary programme in 5-8 years

Strategies	Key Activities	Responsible Unit/Officer
3.2.1 Improving living in dormitory facilities by reviewing and restructuring the piloted dormitory psycho-social programme and ensuring compliance of quality health and sanitary standards at dormitory facilities	3.2.1.1 Conduct needs assessment of dormitories	Welfare Unit
	3.2.1.2 Design context-specific dormitory programmes for each dormitory school	
	3.2.1.3 Facilitate the distribution of health, sanitary and hygiene resources to dormitory schools	
	3.2.1.4 Train teachers, parents, students and key agencies about their role and responsibilities in accordance with dormitory standards	
	3.2.1.5 Monitor dormitories to determine compliance with health and sanitary standards	
3.2.2 Monitor and manage mental health disorders in schools	3.2.2.1 Conduct public awareness via PTA, fliers on mental health issues	Welfare Unit
	3.2.2.2 Facilitate talks, rallies and showing of short films on suicidal awareness	
	3.2.2.3 Conduct crisis counselling for children with mental health issues	
	3.2.2.4 Facilitate referrals of mental health issues to the Ministry of Public Health	
3.2.3 Facilitate programmes geared towards the reduction in the use of drugs among adolescents	3.2.3.1 Conduct national sensitisation programmes on MOE protocol for drug use among minors	School Health Coordinator
	3.2.3.2 Conduct training of teachers, parents, students and welfare officers in drug prevention-based strategies	
	3.2.3.3 Conduct student sensitisation sessions on the danger of drug use	
	3.2.3.4 Facilitate referral of students and parents for psychosocial support at appropriate clinical treatment facilities.	
	3.2.3.5 Collaborate with law enforcement agencies to ensure that all reported cases/incidents of narcotics in schools are thoroughly investigated.	
3.2.4 Promote puberty and menstrual hygiene sessions for primary and secondary schools	3.2.4.1 Collaborate with government and private sector agencies to provide sensitisation to students about the physical and psychological changes that occur during puberty.	School Health Coordinator
3.2.5 Conduct mass media sensitisation on the availability of all major school health services available within the Ministry of Education	3.2.5.1 Develop promotional school health advertisement, PSAs and information via print and all other forms of electronic media	
	3.2.5.2 Conduct in-school HIV/AIDS sessions with the support of Youth Educators (YES Programme)	

Programme 3.2 Ensure students complete the secondary programme in 5 -8 years

Strategies	Key Activities	Responsible Unit/Officer
	3.2.6.1 Liaise with other key agencies to provide human resources to assist in the delivery of topics in HFLE in schools and the general public	
	3.2.6.2 Conduct mass media campaigns to sensitise the public on HFLE programmes	
	3.2.6.3 Sensitize key partners and schools on HFLE referral system	
3.2.6 Strengthening HFLE implementation through creating awareness programmes; establishing a referral system; designing and piloting a peer education programme in secondary schools and communities and developing resource materials	3.2.6.4 Conduct training with teachers and other personnel about protocol in reporting issues	HFLE Coordinator/ACEO School Support
	3.2.6.5 Engage students to participate in the design of the peer education programme 3.2.6.6 Pilot peer education programmes in schools and districts to target out-of-school youth	
	3.2.6.7 Design and develop relevant age-appropriate and gender-sensitive resources material to meet the needs of the regions	
	3.2.6.8 Train teachers/communities to use HFLE resource materials to deliver HLFE in schools/communities 3.2.6.9 Review and evaluate HFLE policy implementation on an annual basis	
3.2.7 Facilitate the reintegration of adolescent mothers and fathers into formal and non-formal systems	3.2.7.1 Collect data on adolescent parents through schools and medical facilities 3.2.7.2 Consult with adolescents and families to determine best response 3.2.7.3 Collect data on available programmes from TVET institutions, BIT and other agencies 3.2.7.4 Facilitate financial, material and other support for adolescent parents during training	
3.2.8 Expand/upgrade educational facilities across levels	3.2.8.1 Construct secondary schools in Regions 3 and 4, with facilities that cater to students with disability	SEIP
	3.2.8.2 Construct/facilitate the maintenance of education facilities across levels	Permanent Secretary/Buildings Unit

Programme 3.2 Ensure students complete the secondary programme in 5 -8 years

Strategies	Key Activities	Responsible Unit/Officer
3.2.9 Implement preventative measures/programmes to address social issues (decrease gender based violence and bullying in schools)	3.2.9.1 Conduct seminars on restorative practices in primary and secondary schools 3.2.9.2 Conduct workshops on conflict resolution skills	Welfare Unit
	3.2.9.3 Facilitate advocacy programmes via radio, fliers and brochures	
	3.2.9.4 Conduct short film festivals on domestic and gender-based violence, bullying, etc	
	3.2.9.5 Conduct anger management training in primary and secondary schools	
	3.2.9.6 Collaborate with HFLE to conduct training in effective communicating life skills 3.2.9.7 Conduct training in 'non-violence' practices 3.2.9.8 Facilitate peer mentoring and peer education 3.2.9.9 Facilitate sport for social transformation in schools/institutions	HIV/AIDS Coordinator
	3.2.9.10 Conduct training sessions for youth educators in the delivery of HIV/AIDS awareness, prevention, stigma and discrimination and gender-based violence lessons to in-school youth	
3.2.10 Facilitate in-school HIV/AIDS sessions as part of awareness and prevention	3.2.10.1 Conduct In-school HIV/AIDS sessions with the support of Youth Educator (YES) Programme	HIV/AIDS Coordinator
	3.2.10.2 Coordinate classroom session on HIV/AID by use of HIV action readers	

Programme 4.1 Ensure equitable distribution of education resources and delivery across education districts, with specific emphasis on hinterland/riverine areas

Strategies	Key Activities	Responsible Unit/Officer
	4.1.1.1. Facilitate the improvement of educational infrastructure to cater to SEND students, through the development of SEND accessible standards	SEND Unit
	4.1.1.2 Develop standards/general list of assistive technology \ies for SEND	
	4.1.1.3 Facilitate the establishment of SEND space within existing schools based on identified needs	
	4.1.1.4 Collaborate with nursery sector to facilitate parent circle groups	
	4.1.1.5 Facilitate screening of students at all levels	
	4.1.1.6 Develop IEP for screened students through the Regional SEND Diagnostic and Treatment Centre	
	4.1.1.7 Publicize guidelines for students accessing educational opportunities	
4.1.1 Enhance and improve SEND delivery	4.1.1.8 Develop and standardise quality and type of support for SEND	
	4.1.1.9 Train teachers to conduct initial screening at all levels through the use of a standardised instrument	
	4.1.1.10 Conduct CPD based on needs, but with particular emphasis on the needs of students in the Hinterland regions. This will include continuation of training in sign language, techniques to deal with autistic students, etc.	
	4.1.1.11 Develop alternative methods of assessment for children with SEND	
	4.1.1.12 Facilitate parental education programmes, sensitization and support for SEND students	
	4.1.1.13 Collaborate with TVET Unit to conduct a situation analysis of SEND in Guyana under the employability project	
4.1.2 Improve/increase school feeding programmes	4.1.2.1 Increase and improve the school feeding programmes	Permanent Secretary
4.1.3 Promote inclusivity through tabling a policy that promotes the use of first languages as a means of delivery in the nursery and first two grades at primary. This will include support to involuntary migrants whose first language is Spanish	4.1.3.1 Conduct situational analysis to determine the needs	DCEO(D)/NCERD/ACEO (N) & ACEO(P)
	4.1.3.2 Develop first level programmes that are aligned to nursery curriculum and goals	
	4.1.3.3 Facilitate training for all stakeholders (teachers, parents, community members)	
	4.1.3.4 Pilot the bilingual programme for Wapichan children in Region 9	
	4.1.3.5 Placement of Spanish speaking teachers in schools with migrant children	
	4.1.3.6 Provision of material and teaching aids in Spanish to support the work of teachers in schools with migrant children	

Goal 5 - Contributing to lifelong learning and employability

Programme 5.1 Ensure all youth/adults, especially women and disadvantaged groups, have access to quality literacy, post literacy, life skills programmes a nd opportunities

Strategies	Key Activities	Responsible Unit/Officer
	5.1.1.1 Facilitate and coordinate training, targeting youth and adults by/in collaboration with external agencies (NGOs, youth educational facilities, etc.)	DCEO (D/T), NCERD
	5.1.1.2 Assess/Evaluate open access and distance learning modalities	DCEO (D/T)/NCERD
	5.1.1.3 Develop community-based literacy packages 5.1.1.4 Conduct community literacy programmes for youth and adults	NCERD- Literacy Unit
5.1.1 Expand access for youth & adults informal/non-formal sector through open schooling, distance/digital learning modalities	5.1.1.5 Facilitate literacy training of a pool of resource personnel at the community level	NCERD – Literacy Unit
	5.1.1.6 Develop and expand open access and distance learning programmes, which includes expanding and enhancing the Learning Channel to support learning across all levels and extend coverage across the country	Director NCERD/DCEO (T)
	5.1.1.7 Facilitate reintegration of adolescent mothers and fathers through informal and non-formal programmes	HFLE Coordinator
	5.1.1.8 Coordinate and facilitate training programmes at TVET institutions for HIV/AIDS infected and affected youth.	HIV/AIDS Coordinator
	5.1.1.9 Develop and distribute care-packages for youth infected and affected by HIV/AIDS.	
	5.1.1.10 Implement Prior Learning Assessment and Recognition (PLAR) at each institution.	DCEO (T)
	5.1.1.11 Provide online scholarships to the youth and adult population	Project Coordinator
Programme 5.2 Ensure quality and relevance to post-secondary/non-formal education		
5.2.1 Enhance capacity for instructional effectiveness	5.2.1.1 Facilitate continuous professional development for TVET teachers in specific areas of need	GSDEP/DCEO (T)/NCERD
	5.2.1.2 Facilitate study tour and industry attachment for TVET teachers/instructors	GSDEP/NCERD
	5.2.1.4 Facilitate renewable energy and energy-efficient retrofitting of existing infrastructure	GSDEP/DCEO (T)
	5.2.1.5 Facilitate construction/relocation of TVET workshops	DCEO (T)
	5.2.1.6 Design a new hospitality training institute	GSDEP
	5.2.1.7 Establish a timeframe for completion of CVQ programmes in Guyana	DCEO (T)

Goal 5 - Contributing to lifelong learning and employability

Programme 5.2 Ensure quality and relevance to post-secondary/non-formal education

Strategies	Key Activities	Responsible Unit/Officer
5.2.2 Enhance governance and management capacity at TVET institutions	5.2.2.1 Strengthen health and family life education curriculum	GSDEP
	5.2.2.2 Facilitate training of Principals, MOE Officers and Industry experts, in specific areas of need to enhance governance and management in the TVET sub-sectors	
	5.2.2.3 Reorient officers within the secondary sector to "buy-in" to TVET	TVET Unit
5.2.3 Rebrand and restructure TVET Sector	5.2.3.1 Develop a concept note on rebranding and restructuring TVET institutions	GSDEP/DCEO (T)
	5.2.3.2 Assess each institution/facilities to facilitate rebranding and restructuring programmes	
	5.2.3.3 Conduct strategic public relation activities/programmes for TVET institution as part of the rebranding programme	
	5.2.3.4 Review TVET institutions/facilities and readiness to offer TVET to persons with disabilities (PWD)	

Programme 5.3 Ensure at the end of a given programme, all learners are employable in their area of study

Strategies	Key Activities	Responsible Unit/Officer
5.3.1 Institute education to training to employment prospective diagnostic analysis	5.3.1.1 Conduct a relevant skills/ employability survey	DCEO (T)
	5.3.1.2 Conduct a tracer study to improve service effectiveness/effi ciency	
5.3.2 Enhance second chance opportunities and entrepreneurship skills development	5.3.2.1 Review and enhance the continuing education programme	GSDEP
	5.3.2.2 Facilitate work readiness and entrepreneurship skills development training	
	5.3.2.3 Provide start-up kits for learners graduating from PICs and PIDs	
5.3.3 Institute incubator systems in each institution	5.3.3.1 Develop a comprehensive concept note on the institution of the incubator systems	DCEO (T)
	5.3.3.2 Implement a policy on incubator system institutions	
	5.3.3.3 Pilot the creation of project unit in TVET institutions	

IMPLEMENTATION PLAN BY EDUCATION PROGRAMMES

Programme 401 – Policy implementation and administration

Imperative	Strategy	Results Indicator(s)	Overall Cost for 3- years (GYD,000)	Responsible Person/Unit	Year 1 (2021)	Year 2 (2022)	Year 3 (2023)	Source of Funding
Management	1.1.1 Conduct an organisational audit that will inform the development of a human resources strategy	Organisation audit conducted Human Resource Strategy developed	25,000	HRM/Planning Unit	Conduct a situational analysis of existing positions in the regions and central department (NCERD and TVET). Review and revise TOR for organisational audit	Engage firm to conduct an organisational audit in regions and NCERD. The first phase of the HRD strategy developed	Conduct an organisational audit in regions and NCERD. The second phase of the HRD strategy developed	Budget Line Item (BLI)
	1.1.2 Pilot and Integrate an Education Management Information system	Integrated EMIS	600,511	Planning Unit	Pilot EMIS Core and Monitoring System	Roll out EMIS Monitoring & Core	Consolidate EMIS with other sub-systems	Budget Line Item /DP
	1.1.3 Conduct capacity building for Managers at the central and regional levels	% of managers (central & regional) benefiting from a form of relevant capacity building initiative	3,312,000	HRM/All other Units	Conduct human resource analysis in regional departments to determine training needs of ACEOs and education managers in identified areas for capacity building	Needs analysis from the first phase HRD strategy conducted	Mid-term evaluation of human resource strategy	Budget Line Item /DP
	1.1.4 Review and enhance distribution process	Distribution process instituted and functioning Percentage of schools receiving text and exercise books and other materials on time	82,800	BDU/Procurement Unit/NCERD		Review and revise current text and exercise book policies Evaluate the current distribution process at central and regional levels	Identify the appropriate supply chain management process Piloting the identified system Evaluate the results of the pilot to inform the scale-up process	BLI/DP

Strategy	Indicator	Cost	Responsible				Budget Source
1.1.5 Strengthen school supervision and accountability through development and use of new teachers' appraisal instrument; standard classroom observation protocol; instituting/implement ing school report card and revised cadet programme	New teachers' appraisal instrument integrated/implemented % of teachers appraised using the new instruments by level	15,000	DCEO(D)/M ETS Unit/PIMU/ NCERD	Conduct training for District Education Officers in use the new appraisal instrument Conduct training of headteachers in the use of the appraisal instrument Implement the new appraisal instrument by September 2021	Implementation of the appraisal instrument	Review the use of the appraisal instrument	**Budget Line Item /GSEIP**
	Classroom observation instrument instituted and being used % of the classrooms by level observed using the new instrument	10,000	NCERD/DCE O(D)	Establish a technical working team Review all current observation instruments	Develop a standardized classroom observation protocol Pilot the new instrument	Review and implement	**Budget Line Item**
	% of schools with report cards published % of schools using report cards to address weaknesses	20,000	DCEO(D)/N CERD/ACEO (I)	Develop a PR strategy on instituting school report cards Review existing school report cards	Establish school profiles Finalising the instrument relevant for Guyana	Institute the report card process	**Budget Line Item**
	Management protocols to address issues affecting the management of schools at the regional levels established	3,000	CEO/DCEO(I)/PS		MOU to engage with external agencies and partners will be developed based on the organisation audit		**Budget Line Item**
	Revised cadet programme completed		DCEO(A)/ CEO		Review of cadet programme with stakeholders such as regional education officials, headteachers, Central Ministry officials	Programme revised based on accepted recommendations	**Budget Line**

Activity	Indicator	Budget	Responsible			Budget Line Item /DP
1.1.9 Coordinate the development of school improvement plans (SIPs)	% of schools with approved SIPs that are aligned to the sector and national priorities	17,124	Planning Unit	Conduct a review of 20% of SIPs developed in 2018 and 2019 to determine alignment with national and sector priorities Region 3,5 and 6 Review, reform and develop where applicable School Improvement Action Committee (SIAC) Conduct training for level officers in the regions (4, GT,3,2,5 & 6) Establish Regional SIP Coordination Committee Establish National SIP Committee to support SIP grants	Conduct a review of 20% of SIPs developed in 2018 and 2019 to determine alignment with national and sector priorities Regions 3,5 and 6 Review, reform and develop where applicable School Improvement Action Committee (SIAC) Conduct training for level officers in the regions (1,7,8,9 and 10) Establish Regional SIP Coordination Committee Establish National SIP Committee to support SIP grants	Conduct training for new headteachers and level officers in the regions Facilitate disbursement of SIP grants
1.1.10 Review and revise teachers' deployment process	Teachers' deployment process instituted	6,800	ACEOs	Analysis of data on the current distribution of trained teachers by region and school and conditions of service Review and consult on existing teachers' deployment process	Develop and finalise teacher deployment process	**Budget Line Item** Implement new teachers' deployment process Monitor new teachers' deployment process

Activity	Indicator	Budget	Planning Unit			Budget Line Item /DP
1.1.9 Coordinate the development of school improvement plans (SIPs)	% of schools with approved SIPs that are aligned to the sector and national priorities	17,124	Planning Unit	Conduct a review of 20% of SIPs developed in 2018 and 2019 determine alignment with national and sector priorities Region 3,5 and 6 Review, reform and develop where applicable School Improvement Action Committee (SIAC) Conduct training for level officers in the regions (4, GT,3,2,5 & 6) Establish Regional SIP Coordination Committee Establish National SIP Committee to support SIP grants	Conduct a review of 20% of SIPs developed in 2018 and 2019 to determine alignment with national and sector priorities Regions 3,5 and 6 Review, reform and develop where applicable School Improvement Action Committee (SIAC) Conduct training for level officers in the regions (1,7,8,9 and 10) Establish Regional SIP Coordination Committee Establish National SIP Committee to support SIP grants	Conduct training for new headteachers and level officers in the regions Facilitate disbursement of SIP grants
1.1.10 Review and revise teachers' deployment process	Teachers' deployment process instituted	6,800	ACEOs	Analysis of data on the current distribution of trained teachers by region and school and conditions of service Review and consult on existing teachers' deployment process	Develop and finalise teacher deployment process	Implement new teachers' deployment process Monitor new teachers' deployment process	**Budget Line Item**

Imperative	Strategy	Result Indicator(s)	Overall Cost for 3-years	Responsible Person/Unit	Year 1 (2021)	Year 2 (2022)	Year 3 (2023)	Source of Funding
Management	1.2.1 Review and revise non-academic standards for education facilities across levels	Non-academic standards reviewed and instituted	6,800	ACEOs /DCEO(I &T)		Review and revise non-academic standards		BLI
	1.2.2 Develop standards/specifications for construction and maintenance for IT, Science labs and specialist classrooms	% of TVET occupational areas that meet CANTA standards % of IT and Science labs meeting MOE standards	343,300	Buildings Unit/ACEOs	Revise and develop new standards and specifications of IT labs Develop a manual for science labs in secondary schools			BLI
	1.2.4 Implement safe schools' policy across levels		1,000	DCEOs/ACEOs	Conduct a desk review on existing protocol Develop a safe school policy/plan inclusive of standards Establish a national steering committee	Sensitisation and training of stakeholders in schools Implement safe schools policy	Implement safe schools policy	BLI/DP
	1.2.5 Conduct condition surveys as a means of improving educational facilities	% of education facilities in above average/average condition	30,000	PS/Planning Unit/DPS (A)	Review and revise the survey instrument	Conduct a condition survey for education facilities and produce reports for education departments to assist with plans for construction, repairs and maintenance		BLI
	1.2.7 Institute a policy that governs the use of the mobile psychosocial unit (Human resources, referral/follow-up systems, Utilization)	Psychosocial utilisation policy developed and instituted Training needs documented	36,600	Welfare Unit	Develop a policy on the use of the mobile psychosocial unit emphasis on human resource needs .	Complete and have approved policy on the use of the mobile psychosocial unit	Identify the need for further training of Welfare and Guidance officers that emerge from the increased number of students served	BLI

1.2.8 Develop a language policy in collaboration with the Department of Culture, Youth and Sport & University of Guyana	Language policy developed and instituted	200	CEO/ACE O(N&P)/ NCERD	Engage key stakeholders to facilitate consultations and policy formulation	Institute language policy	Institute language policy	BLI
1.2.9 Review of Special Education Needs policy and framework and include the proposed career path for SEN teachers	Revised policy completed	20,000	SEN Unit		Engage key stakeholders to facilitate consultations and policy formulation	The revised policy presented for discussion/approval	BLI

Intermediate Outcome 2: Performance at all levels improved

Programme 2.3 Ensure STEAM is embedded in the teaching-learning process

Imper-ative	Strategy	Result Indicator(s)	Overall Cost for 3-years	Responsible Person/Unit	Year 1 (2021)	Year 2 (2022)	Year 3 (2023)	Source of Funding
	2.3.1 Institute/develop digital literacy programmes in primary and secondary schools	% of schools integrating ICT into the teaching-learning process % of teachers participating in a digital literacy programme	540,150	MISU/ NCERD-IU	Review and revise ICT policy and develop guidelines for the use of ICT including in TVET areas Review and revise current digital programmes in the sector Review and revise teachers' competency framework Implement the use of tablets as part of the teaching-learning process in 28 primary schools Conduct training of Grade 4 teachers in the use of robotics in the teaching-learning process Implement an online community of practice for secondary mathematics teachers	Evaluate technology-assisted learning in Mathematics in secondary schools		BLI/DP

Intermediate Outcome 3: Efficiency of the education sector improved

Programme 3.1 Ensure all students complete a full cycle of primary education

Activity	Indicator	Amount	Responsible				
3.1.1 Increase school attendance at primary and secondary levels, through the implementation of welfare support programmes (e.g. truancy campaigns, sensitisation sessions & cash grants)	Attendance Rate (AR) at Primary Dropout rate (DR) by level	1,143,450	School Support Unit – Welfare Section	Conduct truancy campaigns to develop targeted welfare programmes	Conduct truancy campaigns to develop targeted welfare programmes Conduct parental empowerment programmes with particular emphasis on fathers Conduct regional campaigns on child labour in Region 1	Conduct truancy campaigns to develop targeted welfare programmes Conduct parental empowerment programmes with particular emphasis on fathers Conduct regional campaigns on child labour in Region 8	**BLI**
3.1.2 Implement early identification screening programmes for children with potential visual & hearing impairments	% of schools benefitting from referral and other facilities for visual and hearing impairments	10,000	School Support Unit – School Health Coordinator	Revise training manuals Facilitate training of teachers to screen and recommend referrals	Facilitate training, screening and referrals	Facilitate training, screening and referrals	**BLI/DP**
3.1.3 Ensure compliance of school canteens/school vendors with food safety and hygiene standards	% of school canteens in compliance with hygienic standards	8,000		Establish baseline data on school canteens in compliance with health and safety standards	Inspect canteens to determine if health and sanitary standards are being met Collaborate with regions and schools to improve canteens	Inspect canteens to determine if health and sanitary standards are being met Collaborate with regions and schools to improve canteens	**BLI/DP**
3.1.4 Establish/Resuscitate PTA in schools	% of schools across levels, with active PTA bodies	72,000	School Support Unit – PTA Coordinator	Conduct monitoring visits to ensure compliance with PTA rules and regulations Conduct PTA sensitisation workshops for parent and teachers	Conduct monitoring visits to ensure compliance with PTA rules and regulations Review and revise the current PTA policy	Conduct monitoring visits to ensure compliance with PTA rules and regulations Establish a national PTA body Conduct PTA sensitisation workshops for parent and teachers	**BLI**

Activity	Indicator	Budget	Responsible	Year 1	Year 2	Year 3	Source
3.2.1 Improve living in dormitory facilities by reviewing and restructuring the piloted dormitory psycho-social programme and ensuring compliance of quality health and sanitary standards at dormitory facilities	Dormitory programme restructured and expanded	383,750	School Support Unit – Welfare Section	Review the pilot programme	Conduct PTA sensitisation workshops for parent and teachers	Host community and town-hall outreaches	BLI/DP
	% of children exhibiting appropriate behaviour in dormitory schools			Host community and town-hall outreaches	Host community and town-hall outreaches		
	% of dormitories meeting health and sanitary standards			Establish a data reporting mechanism on mental health issues, drugs use & violence issues, etc. in dormitory schools	Facilitate the placement of resident counsellors in each dormitory	Facilitate the placement of resident counsellors in each dormitory	
				Establish baseline data on health and sanitary standards in dormitory schools	Extend the dormitory programme in Regions 7 & 8	Extend the dormitory programme in Regions 4 & 10	
				Collaborate with schools and regional authorities in making plans for improvement if necessary	Inspect dormitory to determine if health and sanitary standards are being met	Monitor dormitories to determine if plans are implemented and the degree to which standards are being met	
					Monitor dormitories to determine if plans are implemented and the degree to which standards are being met	Continue to collaborate with regions on making improvements	
					Continue to collaborate with regions on making improvements		
3.2.2 Monitor and manage mental health disorders in schools		56,000		Conduct training for guidance and counselling officers.	Conduct a needs assessment to determine the extent of mental health issues in schools	Conduct training of teachers to recognise issues in mental	BLI/DP
3.2.3 Facilitate programmes geared towards the reduction in the use of drugs among adolescents		10,000	School Support Unit – School Health Coordinator	Train teachers to conduct drug education programmes in the classroom	Train teachers to conduct drug education programmes in the classroom	Train teachers to conduct drug education programmes in the classroom	BLI/DP
				Facilitate health promotion programmes for the students about the legal and health implications of drug use	Host health promotion programmes for the students about the legal and health implications of drug use	Host health promotion programmes for the students about the legal and health implications of drug use	
						Collaborate with Guyana Police Force, National Anti-Narcotic agency, CANU, MOPH, Salvation	

Activity	Indicator	Budget	Responsible	Target	Target	Target	Funding
				implications of drug use

Collaborate with Guyana Police Force, National anti-Narcotic agency, CANU, MOPH, Salvation Army and Phoenix Recovery Project to raise awareness on drugs to parents, students and teachers | Collaborate with Guyana Police Force, National Anti-Narcotic agency, CANU, MOPH, Salvation Army and Phoenix Recovery Project to raise awareness on drugs to parents, students and teachers | Army and Phoenix Recovery Project to raise awareness on drugs to parents, students and teachers | |
| 3.2.4 Promote puberty and menstrual hygiene sessions for primary and secondary schools | % of primary and secondary students benefitting from puberty and menstrual hygiene programmes | 6,250 | | Conduct puberty and menstrual hygiene programmes in Grades 6 and 7 | Conduct puberty and menstrual hygiene programmes in Grades 6 and 7 | Conduct puberty and menstrual hygiene programmes in Grades 6 and 7 | **BLI** |
| 3.2.5 Conduct mass media sensitisation on the availability of all major school health services available within the Ministry of Education | | 71,000 | **Public Relations Unit/Section** | Develop promotional school health promotions via PSA and information via print and all forms of electronic media | Develop promotional school health promotions via PSA and information via print and all forms of electronic media | Develop promotional school health promotions via PSA and information via print and all forms of electronic media | **BLI** |
| 3.2.6 Strengthening HFLE implementation through creating awareness programmes, establishing a referral system, designing and piloting a peer education programme in secondary schools and communities and developing resource materials | | 15,935 | **School Support Unit –HFLE Coordinator** | Conduct annual seminars/meetings with resource personnel who will assist in the delivery of the HFLE curriculum | Conduct annual seminars/meetings with resource personnel who will assist in the delivery of the HFLE curriculum in Regions 4,5,6&G/town

Plan and execute mass media campaigns to sensitise the public on HFLE programmed in Regions 4,5,6&G/town | Conduct annual seminars/meetings with resource personnel who will assist in the delivery of the HFLE curriculum in Regions 8 & 9

Sensitise the general public through various activities via mass media in Regions 8 & 9 | **BLI/DP** |

Objective	Indicator	Budget	Responsible	Activities			Source
	% of schools, regions and communities with peer education programmes established and functioning / % of youth in schools and communities who are part of a peer education programme	5,150	School Support Unit –HFLE Coordinator	Design and develop peer education manual / Train trainers to use, implement and monitor the peer education programme in schools and communities in G/town / Develop programmes to sensitise key partners and schools on HFLE	Train trainers to use, implement and monitor the peer education programme in schools and communities in Regions 8 & 9	Train trainers to use, implement and monitor the peer education programme in schools and communities in Regions 4, 5, & 6 / Evaluate the peer education programme in Georgetown	BLI
	% of persons benefitting from HFLE programmes / % of schools by levels benefitting from HFLE materials	18,600		Create /source and disseminate HFLE materials to support HFLE programmes in schools and communities / Train teachers and other personnel to use HFLE resources for the delivery of its programmes / Strengthen the HFLE curriculum through the GSDEP	Create /source and disseminate HFLE materials to support HFLE programmes in schools and communities / Train teachers and other personnel to use HFLE resources for the delivery of its programmes / Strengthen the HFLE curriculum through the GSDEP	Create /source and disseminate HFLE materials to support HFLE programmes in schools and communities / Train teachers and other personnel to use HFLE resources for the delivery of its programmes / Strengthen the HFLE curriculum through the GSDEP	BLI/DP
3.2.7 Facilitate the reintegration of adolescent mothers and fathers into formal and non-formal systems	% of adolescents reintegrated in the formal system / % of adolescents reintegrated in the non-formal system	42,943	School Support Unit –HFLE Coordinator	Collect data on adolescent parents through schools and medical facilities / Consult with adolescents and families to determine whether the formal or	Collect data on adolescent parents through schools and medical facilities / Consult with adolescents and families to determine whether a formal or non-formal system is best response	Collect data on adolescent parents through schools and medical facilities / Consult with adolescents and families to determine whether a formal or non-formal system is best response	BLI/DP

				non-formal system is best response Collect data on available programmes from TVET institutions, BIT and other agencies Facilitate financial, material and other support for adolescent parents during training	Collect data on available programmes from TVET institutions, BIT and other agencies Facilitate financial, material and other support for adolescent parents during training	Collect data on available programmes from TVET institutions, BIT and other agencies Facilitate financial, material and other support for adolescent parents during training **BL**
3.2.8 Expand/upgrade educational facilities across levels.	Number of schools constructed by level	30,748,000	**PS**	Construct Secondary schools in Regions 3 and 4	Construct Secondary schools in Regions 3 and 4 Expand nursery facilities	Construct Secondary schools in Regions 3 and 4 Expand nursery facilities **BL**
3.2.9 Implement preventative measures/programmes to address social issues (decrease gender-based violence and bullying in schools)	% of schools by level that achieved low violence standards	66,000	**School Support Unit – Welfare Section**	Conduct training for teachers to resolve conflict in schools Collaborate with HFLE to teach conflict resolution in schools	Conduct monitoring visits for teachers that were trained in 2019 Conduct CPD sessions for teachers Conduct public awareness sessions on violence and bullying via mass medias Host film festivals to sensitise and empower children on bullying and violence Develop standards to determine the extent of school-based violence (SBV)	Conduct public awareness sessions on violence and bullying via mass media Host film festivals to sensitise and empower children on bullying and violence Conduct training sessions for youth educators in the delivery of HIV/AIDS awareness, prevention, stigma and discrimination and gender-based violence lessons to in-school youth **BL**

Activity	Indicator	Budget	School Support Unit – HIV/AIDS Coordinator			BL/DP
3.2.10 Facilitate in-school HIV/AIDS sessions to bring awareness and prevention		15,000	Build the capacity of Youth Educators to deliver in-school sessions by conducting the training sessions effectively Conduct in-school HIV/AIDS sessions with the support of Youth Educators (YES Programme) Facilitate and conduct the monitoring and evaluation of the In-school HIV/AIDS Programme	Build the capacity of Youth Educators to deliver in-school sessions by conducting the training sessions effectively Conduct in-school HIV/AIDS sessions with the support of Youth Educators (YES Programme) Facilitate and conduct the monitoring and evaluation of the In-school HIV/AIDS Programme	Build the capacity of Youth Educators to deliver in-school sessions by conducting the training sessions effectively Conduct in-school HIV/AIDS sessions with the support of Youth Educators (YES Programme) Facilitate and conduct the monitoring and evaluation of the In-school HIV/AIDS Programme	
4.1.2 Improve/increase school feeding programmes	% of student benefitting from the school feeding programme	5,223,408	**PS**	Expand the breakfast programme to the regions Continue snack programme in higher grades Monitor feeding programmes	Expand the breakfast programme to include targeted groups in higher grades Continue snack programme/lunch to targeted groups in higher grades Monitor feeding programmes	Expand the breakfast programme to include targeted groups in higher grades Continue snack programme/lunch to targeted groups in higher grades Monitor feeding programmes

Programme 402 – Training and development

Intermediate Outcome 1: Governance and accountability improved

Programme 1.1: Strengthen resource development, management and accountability at central, regional and school levels to improve the day-to-day functioning of the sector

Imperative	Strategy	Result Indicator(s)	Overall Cost for plan period (3 yrs) GYD 000	Responsible Person/ Unit	Year 1 (2021)	Year 2 (2022)	Year 3 (2023)	Source of Funding
	1.1.8 Increase the number and quality of trained teachers by providing access, specifically in the hinterland and riverine regions	% of teachers trained across levels by region	324,000	CPCE	Conduct needs analysis to assess initial teacher training needs in regions Conduct CPD through analysis of national and other assessments Assess and develop demonstration and lesson modules to facilitate smart classroom programmes for practising teachers Consultation and formulation of a new approach to CPDs	Resuscitate St. Lust, St Francis and Charity for Teacher Upgrading Programme (TUP) and Trained Teacher Certificate (TTC) programmes Establish new initial teachers' training centres where needed Implement the TTC programme at Paramakatoi Assess and develop demonstration and lesson module to facilitate smart classroom programmes for practising teachers Establish 15 smart classrooms in secondary schools Develop smart classrooms to facilitate teachers training	Resuscitate St. Lust, St Francis and Charity for TUP and TTC Establish new initial teachers' training centres where needed Implement the TTC programme at Paramakatoi Develop a degree programme at CPCE Assess and develop demonstration and lesson module to facilitate smart classroom programmes for practising teachers Establish 25 smart classrooms in secondary schools Develop smart classrooms to facilitate teachers training	BLI
	1.1.9 Improve the quality of teachers education at CPCE by aligning the training with the new curriculum		10,000	CPCE		Sensitise lecturers to the elements of the new national curriculum Review and revise the CPCE curriculum to facilitate the new national curriculum	Review and revise the CPCE curriculum to facilitate the new national curriculum	BLI

# Intermediate Outcome 1: Governance and accountability improved

Programme 1.2: Develop coherent national policies geared towards improving education service delivery

1.2.3 Institute a policy to address flexible learning modalities		30,000	NCERD	Develop an online CPD programme	Implement online CPD programme in Regions 3, 4, 5 and Georgetown	Implement online CPD programme in Regions 2, 6, 9 and 10	BLI

Intermediate Outcome 2: Performance at all levels improved

Programme 2.3 Ensure STEAM is embedded in the teaching-learning process

2.3.2 Improve teachers' quality to teach Mathematics through the provision of training, and materials	% of teachers with 30 hours of CPD in Mathematics	273,088	Curriculum Unit – Maths Subject Specialist /NCERD	Conduct a desk review of specialist mathematics teachers at primary Conduct a diagnostic assessment of training needs Conduct systematic training of teachers in Mathematics at the primary and secondary levels Conduct post diagnostic tests for secondary mathematics teacher	Pilot the use of specialist mathematics teachers at selected primary schools in several regions Conduct systematic training of teachers in Mathematics at the primary and secondary levels	Identification and development of suitable mathematics resources for primary and secondary schools Conduct systematic training of teachers in Mathematics at the primary and secondary levels	BLI
2.3.3 Reorientation of science education for sustainability		122,000	Curriculum Unit – Science Subject Specialist	Review and update the Education Sustainable Development (ESD) policy Integration of ESD elements in the curriculum reform process for Science Conduct continuous PDs	Integration of ESD elements in the curriculum reform process for Science Conduct continuous PDs	Integration of ESD elements in the curriculum reform process for Science Conduct continuous PDs	BLI
2.3.4 Improve the delivery of single sciences and increase the number of students	% of students gaining passes in the single sciences at CSEC	101,400	Curriculum Unit – Science Subject Specialist	The popularization of Science/STEM/STEAM Conduct upgrading programme for science teachers at the primary level	Conduct upgrading programme for science teachers at the primary level	Conduct training of trainers programmes in Physics and Chemistry Conduct upgrading programme for science teachers at the primary level	BLI

| 2.3.5 Ensure all learners acquire knowledge & develop skills relevant to Expressive Arts (Dance, Drama, Music, Visual Arts) & Physical Education and Sport | % of nursery pupils participating in national/other events

% of primary pupils participating in national/other events

% of secondary pupils gaining passes in the Expressive Arts | 332,674 | Allied Arts Unit | Conduct training in Physical Education and Expressive Arts in primary and secondary schools

Develop resources to sensitise the public about the Expressive Arts programme in schools

Expand school steel pan programmes in three (3) secondary schools

Procure, distribute and monitor support materials for the Expressive Arts and Physical Education programmes

Develop a proposal for the establishment of regional officers' plan to implement and monitor the Expressive Arts and Physical Education/ Sports programmes in each region

Collaborate with the relevant stakeholders to ensure maximum participation of students at National events

Collaborate with sports entities for the development of sports in primary and secondary schools

Formulate a task team to develop standards for the Expressive Arts programme across all levels in collaboration with the ACEOs | Conduct training in physical education and enrichment subjects in primary and secondary schools

Develop resources to sensitise the public about the Expressive Arts

Expand school steel pan programmes in three (3) secondary schools

Collaborate with the relevant stakeholders to ensure maximum participation of students at National events

Collaborate with sports entities for the development of sports in primary and secondary of school

Formulation of the Expressive Arts standards to align with CANTA standards | **BLI**

Conduct training in Physical Education and enrichment subjects in primary and secondary schools

Develop resources to sensitise the public about the Expressive Arts

Expand school steel pan programmes in three (3) secondary schools

Collaborate with the relevant stakeholders to ensure maximum participation of students at National/other events

Collaborate with sports entities for the development of sports in primary and secondary of school

Pilot standards in primary and secondary schools |

Intermediate Outcome 1: Governance and accountability improved

Programme 1.2: Develop coherent national policies geared towards improving education service delivery

Imperative		Result Indicator(s)	Overall Cost for plan period	Responsible Person/Unit	Year 1 (2021)	Year 2 (2022)	Year 3 (2023)	Source of Funding
	1.2.6 Conduct a needs assessment survey on access to ECE in Guyana to address infrastructure and staffing.	Gross Enrolment Rate (Nursery) Net Enrolment Rate (Nursery) Gross Intake Rate (Nursery) Number of new nursery places/spaces created	382,000	ACEO (N)	Conduct a demographic assessment of nursery age children who are not participating	Conduct site visits to determine needs Develop an implementation plan for creating nursery spaces	Establish/ identify facilities to accommodate nursery age children	BLI

Programme 2.1 Ensure all children at **nursery** level demonstrate mastery skills in social-emotional, cognitive, physical, health, family & safety, STEM and civic competencies

	Strategy	Result Indicator(s)	Overall Cost for plan period	Responsible Person/ Unit	Year 1 (2021)	Year 2 (2022)	Year 3 (2023)	Source of Funding
	2.1.1 Institute school readiness programmes, focused on learning and development of the child, school environment, parental attitude and involvement	% of pupils attaining mastery in emergent numeracy and literacy standards in Year 1	150,100	ACEO (N)	Increase and expand parents' sensitisation programme across all regions Procure parent education resources Develop nursery exit standards and consult with partners and educators for acceptance of same	Increase and expand parents' sensitization programme across all regions Procure parent education resources Develop a protocol for early screening and detection of learners with SEND Coordinate early stimulation programme through collaboration with other agencies Develop standard observation instruments to inform the state of readiness of nursery education facilities Infuse exit standards into the curriculum	Increase and expand parents' sensitization programme across all regions Procure parent education resources Institute and implement the exit standards as a standard classroom instrument to be administered at the end of each year of the nursery programme Implement the use of the observation instruments Conduct early stimulation programmes with support from external agencies and partners	BLI

Intermediate Outcome 4: Inequities in education reduced

Programme 4.1 Ensure equitable distribution of education resources and delivery across education districts, with specific emphasis on hinterland/riverine areas

Activity	Indicator	Number	Responsibility			Funding
2.1.2 Institute compulsory continuous development programmes (CPD) for all teachers at nursery	% of teachers who participated in 40 hours of CPD per year	36,690	NCERD /ACEO (N)	Create and consult on the proposal for compulsory CPD	Finalise the proposal and conduct sensitisation sessions	BLI
					planning process Develop a manual for teachers and reporting format for parents Develop standard observation instruments to inform the state of readiness of nursery education facilities	Monitor CPD implementation process
2.1.3 Reinstitute child-friendly protocols in schools	% of schools certified as a child-friendly school	41,818	ACEO (N)	Conduct a desk review of the existing child-friendly protocol	Conduct rigorous teacher training programmes Implement child-friendly protocol	Monitor and support schools to ensure that they achieve child-friendly status Certify schools as having child-friendly status	BLI
4.1.3 Promote inclusivity through tabling a policy that promotes the use of first languages as a means of delivery in the nursery and first two grades at primary. This will include support to involuntary migrants whose first language is Spanish		34,600	NCERD /ACEO (N)	Pilot of the bi-lingual programme for Wapishana children in Region 9	Conduct a situational analysis for selected communities Develop a bilingual programme for other communities Continue support to migrant children in Regions 1 and 7 Identify children needs of migrants in other regions	Develop a bilingual programme for other communities Continue and expand based on needs analysis support to migrant students	BLI/DP

Programme 404 – Primary education

Intermediate Outcome 2: Performance at all levels improved

Programme 2.2 Ensure all learners at the end of primary, demonstrate functional numeracy and literacy skills (use of reading and writing skills fo r effective functioning and development)

Imperative	Strategy	Result Indicator(s)	Overall Cost for 3-years	Responsible Person/Unit	Year 1 (2021)	Year 2 (2022)	Year 3 (2023)	Source of Funding
Quality/Relevance	2.2.1 Institute school readiness programmes, focused on learning and development for the child through the use of screening protocols, programmes targeting parental attitude and involvement	% of pupils in Grade 2 achieving at least a minimum standard in Reading and Mathematics

% of pupils at the end of primary achieving passes in English and Mathematics | 53,000 | ACEO (P) | Increase and expand parents' sensitisation programme across all regions

Procure parent education resources

Review and revise the best and experienced trained teachers in the first grade policy | Increase and expand parents' sensitisation programme across all regions

Procure parent education resources

Develop a protocol for early screening and detection of learners with SEND

Implement and monitor the placement of best and experienced trained teachers in Grade 1 classes | Increase and expand parent's sensitisation programme across all regions

Procure parent education resources

Implement the use of the observation protocols

Implement and monitor the placement of best-trained teachers in Grade 1 classes | BLI |
| | 2.2.2 Implement on-going Curriculum reform (2018-2023) | Literacy and numeracy benchmarks integrated into the curriculum process | 20,000 | NCERD | Integrate established literacy and numeracy benchmarks into the curriculum reform process

Train grades 1 and 2 teachers to establish literacy and numeracy benchmarks | Integrate established literacy and numeracy benchmarks into the curriculum reform process

Train grades 3 and 4 teachers to establish literacy and numeracy benchmarks | Integrate established literacy and numeracy benchmarks into the curriculum reform process

Train grades 5 and 9 teachers to establish literacy and numeracy benchmarks | DP |
| | | Curriculum Reform piloted and implemented | 1,976,349 | NCERD/GE SIP Project Office | Develop Curriculum framework

Pilot Grades 1 and 2 new curriculum

Conduct capacity building of subject | Pilot Grades 3 and 4 new curriculum

Conduct capacity building of subject specialists and curriculum writers in curriculum writing | Pilot grades 5 and 9 new curriculum

Conduct capacity building of subject specialists and curriculum writers in curriculum writing | DP |

Strategy/Activity	Indicator	Budget	Responsible	Activities		
				specialists and curriculum writers in curriculum writing\n\nConduct sensitisation sessions with Central Officers of MOE and lecturers of CPCE on the new approach to curriculum development\n\nConduct a review of Grades 1 and 2 curricula by subject-specific committee	Conduct a review of Grades 3 and 4 curricula by subject-specific committee	Conduct a review of Grades 5 and 9 curricula by subject-specific committee
2.2.4 Reinstitute child-friendly protocols in primary schools.	% of schools certified as a child-friendly school	51,000	ACEO (P)	Conduct a desk review of the existing child-friendly protocols in collaboration with ACEO (N)\n\nDevelop a safe school policy/plan inclusive of standards\n\nEstablish a national steering committee	Conduct rigorous teacher training programmes\n\nImplement child-friendly protocol\n\nConduct sensitisation and training of stakeholders in schools\n\nFacilitate the implementation of safe school policy at the primary level\n\nMonitor the implementation of safe school policy at the primary level	**BLI**\n\nMonitor and support schools to ensure that they achieve child-friendly status\n\nCertify schools as having child-friendly status\n\nFacilitate the implementation of safe school policy at the primary level\n\nFacilitate certification/re-certification of child-friendly schools\n\nMonitor the implementation of safe school policy at the primary level

Programme 405 – Secondary education

Intermediate Outcome 2: Performance at all levels improved

Intermediate Outcome 2: Performance at all levels improved

Programme 2.4 Ensure all secondary school graduates possess matriculation status and obtain a skill certificate at minimum (National/Caribbean)

	Strategy	Result Indicator(s)	Overall Cost for 3-years	Responsible Person/Unit	Year 1 (2021)	Year 2 (2022)	Year 3 (2023)	Source of Funding
Quality/Relevance	2.4.1 Institute school readiness programmes, focused on learning and development for the child through the use of screening protocol	% of students gaining passes in all subjects at the National Grade Nine assessment	256,857	Secondary Sector	Increase and expand parents' sensitisation programme across all regions Procure parent education resources	Increase and expand parents' sensitisation programme across all regions Procure parent education resources Develop a protocol for early screening and detection of learners with SEND	Increase and expand parents' sensitisation programme across all regions Procure parent education resources Implement the use of the observation protocols	BLI
	2.4.2 Implement activities that ensure that every secondary school leaver obtains a CVQ/NVQ certificate	% of students achieving Grades 1-3 passes at CSEC in STEM subjects	68,495	Secondary Sector/TVET Unit/DCEO (D/T)	Pilot the implementation of Competency-Based Education Training (CBET) in 10 secondary schools	Pilot the implementation of CBET in 10 secondary schools Identify and train TVET teachers for the occupational areas Ensure TVET occupational areas are offered in the curriculum from Grade 7	Develop and institute a policy on CBET in secondary schools Ensure TVET occupational areas are offered in the curriculum from Grade 7	BLI/DP

Activity	Indicator	Budget	Responsibility DCEO(D/T) ACEO (S/T)			
2.4.3 Review and restructure work-attachment programme to clearly articulate the competencies and skills students ought to have relevant to occupational standards	Restructured work attachment programme developed and in operation; % of students participating in work attachment programme	119,867			Conduct consultation with agencies/other employers; Align students' occupational areas with identified sectors (Incentivize component for work attachment); Establish a unit responsible for work attachment; Rollout career pathway for students in a specific field (SCCP areas); Monitor to ensure students are exposed to their area of interest during work attachment	**BLI** Conduct the first phase of the work attachment programme; Align students' occupational areas with identified sectors (Incentivize component for work attachment); Establish a unit responsible for work attachment; Rollout career pathway for students in a specific field (SCCP areas); Monitor to ensure students are exposed to their area of interest during work attachment

Intermediate Outcome 3: Efficiency of the education sector improved

Programme 3.2 Ensure all students complete the secondary programme in 5-8 years

Activity	Indicator	Budget	Responsibility SEIP			
3.2.12 Expand/upgrade educational facilities across levels	Number of schools constructed by level	3,949,886		Construct secondary schools in Regions 3 and 4; Facilitate maintenance/upgrade of schools	**DP** Construct secondary schools in Regions 3 and 4; Facilitate maintenance/upgrade of schools	**BLI** Construct secondary schools in Regions 3 and 4; Facilitate maintenance/upgrade of schools

Programme 405 – Post secondary education/tertiary education

Intermediate Outcome 2: Performance at all levels improved

Intermediate Outcome 1: Governance and accountability improved

Programme 1.2: Develop coherent national policies geared towards improving education service delivery

Imperative	Strategy	Result Indicator(s)	Overall Costing for 3-years	Responsible person/Unit	Year 1 (2021)	Year 2 (2022)	Year 3 (2023)	Source of Funding
	1.2.3 Institute a policy to address flexible learning modalities	Flexible learning policy instituted	508,450	ACEO (T)/DECO(D/T)	Develop a policy to address flexible learning. Pilot Prior Learning Assessment and Recognition (PLAR) in 3 TVET institutions	Conduct geographical analysis of employment needs. Construct dormitories to accommodate students from the hinterland communities		BLI
	5.1.1 Expand access for youth & adults informal/non-formal sector through open schooling, distance/digital learning modalities	% of students accessing TVET programmes online/other modes	3,400,000	DCEO(T/D) & NCERD	Facilitate training with external agencies in HFLE, Literacy and TVET discipline	Develop and launch a website for all TVET institutions. Expand and enhance the learning channel across all levels and extend coverage across the country. Provide online scholarships to the young and adult population	Pilot short on-line programmes	BLI
	5.2.1 Enhance capacity for instructional effectiveness	% of TVET lecturers benefitting from training/study tours/attachments	2,143,063	GSDEP/ACEO (T)/DCEO(T)	Conducting CBET training for staff in each institution. Design the Hospitality Institute. Provide scholarships to TVET lecturers/practitioners to upgrade their qualification to a degree level	Introduce AutoCAD in all TVET institutions. Construct Chemistry, Physics labs at ETI and LTI. Facilitate construction/rehabilitation of 30 workshops in TVET institutions/ secondary schools.	Facilitate construction/rehabilitation of 30 workshops in TVET institutions/secondary schools. Facilitate the construction of Hospitality Institute. Provide scholarships to TVET lecturers/practitioners to upgrade their qualification to a degree level (Local & Overseas)	DP

Activity / Strategy	Indicator	Cost	Responsible	Activities	Activities	Activities	Source
5.2.2 Enhance governance and management capacity at TVET institutions	Management and coordination mechanism improved (GSDEP Governance Consultancy plans and reports)	90,000	GSDEP/DCE O(T)/ACEO(T)	Conduct study tours for 26 school leaders and education officers at secondary through GSDEP. Conduct training of 75 teachers/instructors/ workshop assistants to diploma level in TVET skill areas (GSDEP). Conduct training of 28 qualified teachers/instructors to degree level in TVET skill areas	Facilitate the construction of Hospitality Institute. Certify 20 TVET practitioners in tourism and hospitality by American Culinary Federation (ACF) & American Hotel and Lodging Educational Institute (AHLEI). Certify 10 lecturers in welding by American Welding Society. Provide scholarships to TVET lecturers/practitioners to upgrade their qualification to a degree level (Local and Overseas). Conduct training of 75 teachers/instructors/works hop assistants to diploma level in TVET skill areas. Conduct training for 85 TVET teachers in HFLE, differentiated instruction, integration of technology, special needs education, gender sensitivity, EE, disaster risk reduction (DRR), and entrepreneurship. Conduct study tours and industry attachments for 10 TVET teachers/instructors	Construction of Physics and Chemistry labs in 4 TVET centres. Conduct training of 75 teachers/instructors/worksh op assistants to diploma level in TVET skill areas	**DP**
5.2.3 Rebrand and restructure TVET Sector	% of TVET institutions restructured (Development of new programmes, processes, etc.)	100,000	GSDEP/DCE O (T)/ACEO (T)	Conduct a conference on TVET 2020 and beyond. Development of an effective governance and coordination	Development a concept note on re-brandings. Conduct needs assessments of TVET institutions	Conduct need assessments of TVET institutions. Implement public awareness plan for TVET through the GSDEP	**BLI/DP**

Activity	Indicator	Budget	Responsible	Target (Year 1)	Target (Year 2)	Target (Year 3)	Source
5.3.1 Institute education to training to employment prospective diagnostic (ETEP) analysis	ETEP analysis conducted	60,000	DCEO (T)	Design and pilot ETEP and tracer study Instruments	Conduct ETEP and tracer study	Develop a new organisation structure for each TVET institution; Implement public awareness plan for TVET through the GSDEP; mechanism for the TVET sub-sector; Implement Public Awareness Plan for TVET through the GSDEP	**BLI**
5.3.2 Enhance second chance opportunities and entrepreneurship skills development	% of youth and adults benefitting from second chance (Child care management, Care of the elderly prog.) opportunity; % of youth & adults benefitting from some form of soft loan, etc.,	50,000	DCEO(T)	Facilitate entrepreneurship programmes		Facilitate work readiness & entrepreneurship training for 150 participants from after school programmes through GSDEP	**BLI**
5.3.3 Institute incubator systems in each institution	% of youth & adults benefitting from TVET incubator system	36,610	DCEO(T)	Pilot incubator system in GITC	Develop concept on incubator systems in TVET institutions; Pilot incubator system in TVET institutions	Pilot incubator system in TVET institutions; Develop project units in TVET institutions; Provide start-up kits to 100 youth from PIC & PIDs	**BLI**

MONITORING AND EVALUATION

Monitoring and Evaluation have become an integral management tool of the Ministry of Education, in its efforts to ensure accountability and transparency. The M&E processes of the Ministry have evolved, in terms of resources and capacity to monitor and evaluate programmes.

The M&E process is integrated into the sector's agency budget committee (ABC) process, and results are linked to quarterly financial allocations. During the plan period and beyond, the Ministry will be using a new monitoring tool, designed specifically for the education sector, in the form of Open Education Management Information System (Open EMIS) monitoring.
Results based management of the sector will be achieved through the following:

Improving performance in monitoring and evaluation
This initiative involves initial integration of Open EMIS monitoring and training and coaching of staff, in the use of the new solution. The Ministry will continue to ensure that all new staff in technical and management capacity acquire the requisite skills in monitoring and evaluation through the Ministry of Finance, mini IPDET programme.

Continued accountability for performance
Staff in all units/departments have been a part of the strategic planning process, and are aware that all actions/operational plans are and must be linked to this strategy. The Ministry has managed to improve its data collection and reporting mechanism, which is evident in its ability to provide quarterly and annual monitoring reports. During this plan period, the sector will continue to enhance this process to ensure greater accountability by the sector.

Organisation of Monitoring and Evaluation in the sector
The Planning Unit of the Ministry of Education continues to be responsible for overseeing the monitoring and evaluation of the implementation and results of the sector's strategic plan.

As a means of ensuring that M&E is integrated into key management/policy oversight processes, the unit will be supported by three committees: Agency Budget Committee (ABC), Administrative Committee and Education Systems Committee, chaired by the Permanent Secretary and Chief Education Officer, respectively.
 These committees comprised senior education officials and will facilitate the ESP monitoring progress, at half-year intervals. Annual and midpoint reviews of the strategy will be conducted in consultation with key stakeholders, including the development partners, civil society and the private sector that will make up the Local Education Group (LEG).

Routine Monitoring: This will be done according to the new monitoring tool, which has configured, quarterly reporting, with two key reporting sessions per year.

Annual Reviews: The annual review will be conducted by the committees mentioned above, along with a yearly report, highlighting expenditure to date, critical activities to be undertaken the next year and adjustment to implementation of activities/strategies.

Mid-term Reviews: This will occur biennially, it will allow the Ministry to assess the likelihood of achieving some of its strategic objectives and, as necessary, modify the designs of interventions, their implementation arrangements, or their objectives. Table 5.2 shows the results framework for the outcomes of the ESP.

This table is intended to convey the plan for the design of the results-based Monitoring and Evaluation system of the Ministry of Education. It includes the overall goal/outcome and the five intermediate outcomes sought by the ESP over the next five years.

TABLE 5.2 RESULTS FRAMEWORK FOR ESP 2021-2025

Vision: *Providing opportunities for quality, equitable education and lifelong learning for all*

| Overall Goal	Result Indicator(s)	Baseline data (2017-2018) Academic Year	Year 1 Target (2021)	Year 2 Target (2022)	Year 3 Target (2023)	Year 4 Target (2024)	Year 5 Target (2025)
To contribute to employability and reduction of poverty, by increasing performance at all levels and reducing the disparity between sub-groups	Integrated Management Information System developed and functioning	Fragmented databases (No)Fragmented databases	Piloted in 30% of schools across levels	Piloted in 30% of schools across levels	Piloted in 30% of schools across levels	Roll out in 50% of schools across levels	Roll out in 80% of schools across levels
	% of Grade 4 pupils scoring 50% and over in Literacy	34%(2018)	38%	40%	44%	50%	55%
	% of Grade 4 pupils scoring 50% and over in numeracy	41% (2018)	44%	50%	55%	60%	65%
	% of pupils score 50% and over in all subjects at the National Grade Six Assessment (NGSA)	32% (2018)	34%	36%	38%	40%	42%
	Matriculation Rate	46% (2018)	49%	52%	55%	58%	61%
	Survival Rate to the last Grade of primary	93% (2017)	94%	98%	98%	99%	100%
	Survival Rate to the last Grade of Secondary	41% (2017)	45%	45%	50%	60%	65%
	Performance Index of hinterland vs coastal students at NGSA	0.28(2018)	0.28	0.33	0.36	0.40	0.50
	Performance Index of hinterland vs coastal students at CSEC	0.41 (2018)	0.43	0.45	0.50	0.55	0.60
	% of graduate outputs from TVET/Higher Education institutions employed	4% (2019)	4%	6%	8%	10%	15%
	% of youth participating in skills training informal sector	To be determined					
	% of youth participating in skills training in the non- formal sector	To be determined					

Intermediate Outcome 1: Governance and accountability improved

Programme 1.1: Strengthen resource development, management and accountability at central, regional and school levels to improve the day-to-day functioning of the sector

Imperative	Strategy	Result Indicator(s)	Indicator Type	Baseline data (2017-2018)	Year 1 Target (2021)	Year 2 Target (2022)	Year 3 Target (2023)	Year 4 Target (2024)	Year 5 Target (2025)
Management	1.1.1 Conduct an organisational audit that will inform the development of a human resources strategy	Organisation audit conducted Human Resource Strategy operationalised	Output	COI for education System and regions	Situational analysis of existing positions in the regions and central department (NCERD and TVET) conducted TORs for organisational audit reviewed & revised	Firm to conduct an organizational audit in regions and NCERD engaged The first phase of the HRD strategy developed	Organisational audit in regions and NCERD conducted The second phase of the HRD strategy developed	Organisational audit in other departments	Human resource strategy developed/operationalised
	1.1.2 Pilot and integrate an Education Management Information System	Integrated EMIS instituted	Outcome	Fragmented Systems	EMIS Core piloted in 6 regions, and monitoring system in all departments in sector developed/functioning	EMIS monitoring in all departments & core in selected regions rolled out	EMIS consolidated with all other sub-systems		MOE Integrated EMIS System established in most schools
	1.1.3 Conduct capacity building for Managers at the central and regional levels	% of managers (central & Regional) benefiting from a form of relevant capacity building initiative	Output	Not available	Training needs of ACEOs and education managers in education planning and management conducted for 50 officers	40% of education managers (central and regional) benefitting from some form of capacity building	Mid-term evaluation of human resource strategy commissioned	50% of education managers benefitting from capacity building initiative	70% of education managers benefitting from some form of capacity building

Management

Activity	Indicator	Type	Baseline					
1.1.4 Review and enhance distribution process	Distribution process instituted and functioning Percentage of schools receiving text and exercise books and other materials on time	Outcome	**82% of the schools receiving text and exercise books on time**		86% of the schools receiving text and exercise books on time	Appropriate supply chain management process identified Supply chain system piloted Evaluate the results of the pilot to inform the scale-up process	Distribution process implemented/ instituted	90% of schools receiving text and exercise books on time
1.1.5 Strengthen school supervision and accountability through the development and use of new teachers' appraisal instrument, standard classroom observation protocols, instituting/implementing the school report card and revised acdet programme	New teachers' appraisal instrument implemented % of teachers appraised using the new instruments by level	Output	**No instrument in place**	New teachers' appraisal process training conducted	Implement the new appraisal instrument by September 2020	The new appraisal instrument reviewed. 60% of teachers appraised using the new instrument. 70% of teachers appraised using the new instrument.	The new appraisal instrument implemented 80% of teachers appraised using the new instrument	100% of teachers utilising new appraisal instrument.
	% of classrooms by levels observed using the new instrument	Output	**3 types used by different Depts**		Standardized classroom observation protocols developed New instrument piloted	10% of classrooms monitored using new observation protocols	20% of classrooms monitored using new observation protocols	50% of classrooms monitored using new observation protocols
	% of schools with report cards published	Output	**0**	Existing school report card reviewed	School profiles established 10% of schools with piloted report cards published	The report card process instituted in 20% of schools	The report card process instituted in 30% of schools	Published report cards for 50% of schools across levels.
1.1.6 Increase the number and quality of trained teachers by providing access, specifically in the hinterland and riverine regions	% of teachers trained across levels by region % of teachers exposed to at least 30 hrs of approved CPD in a given year.	Output	**70% of teachers trained across levels** **0%**	75% of teachers trained across levels	78% of teachers trained across levels 20% of teachers exposed to at least 40 hrs of CPD across levels At least 1 new initial teachers' training centre where needed established	80% of teachers trained across levels 30% of teachers exposed to at least 40 hrs of CPD across levels	82% of teachers trained across levels 40% of teachers exposed to at least 40 hrs of CPD across levels	85% of teachers trained across levels 50% of teachers exposed to at least 40 hrs of CPD across levels

Intermediate Outcome 1: Governance and accountability improved

Programme 1.1: strengthen resource development, management and accountability at central, regional and school levels to improve the day-to-day functioning of the sector

Imperative	Strategy	Result Indicator(s)	Indicator Type	Baseline data (2017-2018)	Year 1 Target (2021)	Year 2 Target (2022)	Year 3 Target (2023)	Year 4 Target (2024)	Year 5 Target (2025)
	1.1.7 Improve the quality of teachers' education at CPCE by aligning the training with the new curriculum	% of CPCE programmes aligned with the new curriculum	Outcome	0		20% of CPCE programmes aligned with the new curriculum	50% of CPCE programmes aligned with the new curriculum	100% of CPCE programmes aligned with the new curriculum	
	1.1.8 Engage and institute with external agencies and partners, clear management protocols to address issues affecting management of schools at the regional levels	MOU with external agencies instituted (Yes/No)	Outcome	No MOU currently in place		MOU on management protocols with external agencies signed/established	MOU on management protocols with external agencies signed/established		
	1.1.9 Coordinate the development of school improvement plans (SIPs)	% of schools with approved SIPs that are aligned to the sector, regional and national priorities % of schools with SIP	Output	0% 59%	20% of SIPs developed in 2018 and 2019 to determine alignment with national and sector priorities Regions 3,5 and 6 reviewed & revised	20% of SIPs developed in 2018 and 2019 to determine alignment with national and sector priorities Region 3,5 and 6 reviewed & revised	50% of SIPs developed in alignment with current ESP SIP grants disbursement facilitated	70% of SIPs aligned with ESP SIP grants disbursement facilitated	90% of SIPs aligned to current ESP implemented in regions evaluated
	1.1.10 Review and revise teachers' deployment process	Teachers new deployment process instituted	Output	0	Existing teachers' deployment process reviewed	New teachers' deployment process developed	New teachers' deployment process implemented in the selected regions	New teachers' deployment process implemented in the selected regions	new teachers' deployment process evaluated in the selected regions
	1.1.11 Monitor, review and update the ESP and other programmes within the sector.	% of ESP strategies implemented/monitored	Output	New planning cycle	Open-EMIS Monitoring Solution configured and operational	40% of ESP Strategies implemented	60% of ESP strategies implemented	80% of ESP strategies achieved	100% of ESP strategies achieved

Intermediate Outcome 1: Governance and accountability improved

Programme 1.2: Develop coherent national policies geared towards improving education service delivery

Imperative	Strategy	Result Indicator(s)	Indicator Type	Baseline data (2017-2018)	Year 1 Target (2021)	Year 2 Target (2022)	Year 3 Target (2023)	Year 4 Target (2024)	Year 5 Target (2025)
	1.2.1 Review and revise non-academic standards for education facilities across levels	Non-academic standards reviewed and instituted	Output	Existing non-academic standards		Non- academic standard reviewed and revised			
	1.2.2 Develop standards/specifications for construction and maintenance for IT, Science labs and specialist classrooms	% of TVET occupational areas that meet CANTA standards; % of IT and Science labs meeting MOE standards	Output	To be determined	New standards and specifications of labs established; Manual for science labs in secondary schools developed	20% of IT & science labs meeting standards; 20%TVET occupational areas that meet CANTA standards	30% of IT & science labs meeting standards; 25%TVET occupational areas that meet CANTA standards	50% of IT & science labs meeting standards; 50%TVET occupational areas that meet CANTA standards	60% of IT & science labs meeting standards; 60%TVET occupation al areas that meet CANTA standards
	1.2.3 Institute a policy to address flexible programmes and learning modalities	Flexible learning modalities established	Outcome	0	Policy to address flexible learning developed; Pilot Prior Learning Assessment and Recognition (PLAR) instituted in 3 TVET institutions; Online CPD programme developed	Online CPD programme in Regions 3, 4, 5 and Georgetown implemented; Dormitories to accommodate students from the hinterland communities constructed	Online CPD programme in Regions 2, 6, 9 and 10 implemented	Online CPD programme in Regions 1, 7 and 8 implemented	Online CPD programm e evaluated
	1.2.4 Implement safe school policy across levels	% of schools by level w/safe school element as part of child-friendly schools (CFS)	Output	0	A safe school policy/plan inclusive of standards developed; A national steering committee established	20% of schools with safe school element as part of CFS	Certification/ re-certification of child-friendly of schools facilitated	50% of schools with safe school element as part of CFS	70% of schools with safe school element as part of CFS

Activity	Indicator	Type	Baseline	Target 1	Target 2	Target 3	Target 4	Target 5
1.2.5 Conduct condition surveys as a means of improving educational facilities	% of education facilities in above average/average condition	Output	**62% of education facilities in average condition**	Survey instrument reviewed/revised	70% of education facilities in average condition		80% of education facilities in average condition	
1.2.6 Conduct a needs assessment survey on access to ECE in Guyana to address infrastructure and staffing	Gross Enrolment Rate (Nursery) Net Enrolment Rate (Nursery) Gross Intake Rate (Nursery) Number of new nursery places/spaces created	Outcome	**GER – 115% (2017-2018) NER – 100% (2017-2018) GIR – 116% (2017-2018)**	A demographic assessment of nursery age children who are not participating conducted. GER – 85%; NER – 85%; GIR – 85% in riverine and hinterland regions at nursery	GER – 90%; NER – 90%; GIR – 90% in riverine and hinterland areas at nursery	GER – 95%; NER – 95%; GIR – 95% in riverine and hinterland regions at nursery	GER – 95%; NER – 95%; GIR – 95% in riverine and hinterland areas at nursery	GER – 100%; NER – 100%; - 100%; GIR – 100% in riverine and hinterland regions at nursery
1.2.7 Institute a policy that governs the use of the mobile psychosocial unit (Human resources, referral/follow-up systems, utilization)	Psychosocial utilisation policy developed and instituted	Outcome	**Nil**		Policy on the use of the mobile psychosocial unit completed and approved. Post-graduate-level programme for welfare and guidance officers proIdentified/developed.	30% of welfare and guidance Officers receive specialised training	40% of welfare and guidance Officers receive specialised training	50% of welfare and guidance Officers receive specialised training
1.2.8 Develop a language policy in collaboration with the Department of Culture, Youth and Sport & University of Guyana	Language policy developed and instituted	Outcome	**Nil**	Key stakeholders to facilitate consultations and policy formulation engaged	Language policy instituted	Language policy instituted		Implementation of language policy evaluated
1.2.9 Review the Special Education Needs Policy Framework and include proposed career path for SEN teachers	Revised policy completed and instituted	Output		Draft policy by SEN unit reviewed		The revised document prepared in collaboration with GSDEP		Policy, in particular, career path recommendations for SEN teachers approved and implemented

Intermediate Outcome 2: Performance at all levels improved

Programme 2.1 Ensure all children at nursery level demonstrate mastery skills in social-emotional, cognitive, physical, health, family & safety, STEM and civic competencies

	Strategy	Result Indicator(s)	Indicator Type	Baseline data (2017-2018)	Year 1 Target (2021)	Year 2 Target (2022)	Year 3 Target (2023)	Year 4 Target (2024)	Year 5 Target (2025)
Imperative	2.1.1 Institute school readiness programmes, focused on learning and development of the child; school environment and parental attitude and involvement	% of pupils attaining mastery in emergent numeracy and literacy standards in Year 1	Outcome	**89% of pupils attaining emergent numeracy (2017-2018)** **89% of pupils attaining emergent literacy (2017-2018)**		100% of pupils attaining emergent numeracy 100% of pupils attaining emergent literacy	100% of pupils attaining emergent numeracy 100% of pupils attaining emergent literacy	100% of pupils attaining emergent numeracy 100% of pupils attaining emergent literacy	100% of pupils attaining emergent numeracy 100% of pupils attaining emergent literacy
Relevance	2.1.2 Institute compulsory continuous development programmes (CPD) for all teachers at nursery	% of teachers who participated in 40 hours of CPD per year	Output	**To be determined**		20% of nursery teachers with 40 hrs CPD.	40% of nursery teachers with 40 hrs CPD	60% of nursery teachers with 40 hrs CPD	80% of nursery teachers with 40 hrs CPD
	2.1.3 Reinstitute child-friendly protocol in schools	% of schools certified as child-friendly schools	Output	**To be determined**	A desk review of the existing child-friendly protocols conducted	30% of schools certified as child-friendly schools	60% of schools certified as child-friendly schools	70% of schools certified as a child-friendly school	90% of schools certified as child-friendly schools

Imperative	Strategy	Result Indicator(s)	Indicator Type	Baseline data (2017-2018)	Year 1 Target (2021)	Year 2 Target (2022)	Year 3 Target (2023)	Year 4 Target (2024)	Year 5 Target (2025)
	Programme 2.2 Ensure all learners at the end of primary, demonstrate functional numeracy and literacy skills (use of reading and writing skills fo r effective functioning and development)								
Quality/Relevance	2.2.1 Institute school readiness programmes, focused on learning and development for the child through the use of screening protocols, programmes targeting parental attitude and involvement	% of pupils in Grade 2 achieving at least a minimum standard in Reading and Mathematics

% of pupils at the end of primary achieving passes in English and Mathematics | Outcome | **39% of pupils at Grade 2 attaining minimum standards in reading (2018)**

47% of pupils at Grade 2 attaining minimum standards in Maths (2018)

38% of pupils at the end of primary achieving passes in Maths (2018)

60% of pupils at the end of primary achieving passes in English (2018) | 42% of pupils at Grade 2 attaining minimum standards in Reading

50% of pupils at Grade 2 attaining minimum standards in Maths

40% of pupils at the end of primary achieving passes in Maths

62% of pupils at the end of primary achieving passes in English | 45% of pupils at Grade 2 attaining minimum standards in Reading

52% of pupils at Grade 2 attaining minimum standards in Maths

42% of pupils at the end of primary achieving passes in Maths

65% of pupils at the end of primary achieving passes in English | 50% of pupils at Grade 2 attaining minimum standards in Reading

55% of pupils at Grade 2 attaining minimum standards in Maths

45% of pupils at the end of primary achieving passes in Maths

65% of pupils at the end of primary achieving passes in English | 54% of pupils at Grade 2 attaining minimum standards in Reading

58% of pupils at Grade 2 attaining minimum standards in Maths

48% of pupils at the end of primary achieving passes in Maths

68% of pupils at the end of primary achieving passes in English | 60% of pupils at Grade 2 attaining minimum standards in Reading

60% of pupils at grade 2 attaining minimum standards in Maths

50% of pupils at the end of primary achieving passes in Maths

65% of pupils at the end of primary achieving passes in English |

Intermediate Outcome 2: Performance at all levels improved

Programme 2.2 Ensure all learners at the end of primary, demonstrate functional numeracy and literacy skills (use of reading and writing skills for effective function ing and development).

Imperative	Strategy	Result Indicator(s)	Indicator Type	Baseline data (2017-2018)	Year 1 Target (2021)	Year 2 Target (2022)	Year 3 Target (2023)	Year 4 Target (2024)	Year 5 Target (2025)
Quality/Relevance	2.2.2 Implement on-going curriculum reform	Literacy and numeracy benchmarks integrated into the curriculum process	Outcome	No	Established literacy and numeracy benchmarks integrated into the curriculum reform process Grades 1 and 2 teachers trained to deliver established literacy and numeracy benchmarks	Established literacy and numeracy benchmarks integrated into the curriculum reform process Grades 3 and 4 teachers trained to deliver established literacy and numeracy benchmarks	Established literacy benchmarks and numeracy integrated into the curriculum reform process Grades 5 and 6 teachers trained to deliver established literacy and numeracy benchmarks		
		Curriculum reform piloted and implemented	Output		Curriculum framework developed Grades 1 and 2 new curricula piloted	Nursery, Grades 3 and 4 new curricula piloted	Grades 5 through 9 new curricula pilote.	Curriculum revised/implemented across levels	Curriculum revised/Implemented across levels
	2.2.3 Institute compulsory continuous development programme (CPD) for all teachers at primary	% of teachers who participated in 40 hours of CPD per year	Output	0%		20% of primary teachers with 40 hrs CPD	40% of primary teachers with 40 hrs CPD	60% of primary teachers with 40 hrs CPD	80% of primary teachers with 40 hrs CPD
	2.2.4 Reinstitute child-friendly protocols in primary schools	% of schools certified as child-friendly schools	Output	0%	Conduct a desk review of the existing child-friendly protocols	30% of schools certified as child-friendly schools	60% of schools certified as child-friendly schools	70% of schools certified as child-friendly schools	90% of schools certified as child-friendly schools

Programme 2.3 Ensure STEAM is embedded in the teaching-learning process

<div style="writing-mode: vertical">Quality/Relevance</div>

Activity	Indicator	Type	Baseline					
2.3.1 Institute/develop digital literacy programs in primary and secondary school	% of schools integrating ICT into the teaching-learning process	Outcome	0%	10% of schools integrating ICT into the teaching-learning process	30% of schools integrating ICT into the teaching-learning process	50% of schools integrating ICT into the teaching-learning process	60% of school integrating ICT into the teaching-learning process	70% of school integrating ICT into the teaching-learning process
	% of teachers participating in a digital literacy programme	Output	0%	30% of teachers participating in a digital literacy programme	40% of teachers participating in a digital literacy programme	50% of teachers participating in a digital literacy programme	60% of teachers participating in a digital literacy programme	70% of teachers participating in a digital literacy programme
2.3.2 Improve teachers' quality to teach Mathematics through the provision of training, and materials	% of teachers with 30 hours of CPD in Mathematics	Output	0%	20% of Mathematics teachers with 30 hrs of CPD	30% of Mathematics teachers with 30 hrs of CPD	40% of Mathematics teachers with 30 hrs of CPD	50% of Mathematics teachers with 30 hrs of CPD	70% of Mathematics teachers with 30 hrs of CPD
2.3.3 Reorientation of Science education for sustainability	Science education for sustainability reoriented	Outcome		Education for Sustainable Development (ESD) policy reviewed and updated Integration of ESD elements in the curriculum reform process for Science	ESD elements in the curriculum reform process for Science integrated	ESD elements in the curriculum reform process for Science integrated	ESD elements in the curriculum reform process for Science integrated	Integration of ESD elements in the curriculum reform process for Science

Intermediate Outcome 2: Performance at all levels improved

Programme 2.3 Ensure STEAM is embedded in the teaching-learning process

Imperative	Strategy	Result Indicator(s)	Indicator Type	Baseline data (2017-2018)	Year 1 Target (2021)	Year 2 Target (2022)	Year 3 Target (2023)	Year 4 Target (2024)	Year 5 Target (2025)
Quality/Relevance	2.3.4 Improve the delivery to the single sciences and increase the number of students	% of students gaining passes in the single sciences at CSEC	Outcome	**72% of students gaining passes in single Sciences (2018)**	75% of students gaining passes in single Sciences	78% of students gaining passes in single Sciences	80% of students gaining passes in single S;ciences	82% of students gaining passes in single Sciences	85% of students gaining passes in single Sciences
	2.3.5 Ensure all learners acquire knowledge & develop skills relevant to Expressive Arts (Dance, Drama, Music, Visual Arts) & Physical Education and Sport	% of nursery pupils participating in national/other events	Output	0%		40% of pupils across levels participating in national and other events	60% of pupils across levels participating in national and other events	80% of pupils across levels participating in national and other events	100% of pupils across levels participating in national and other events
		% of primary pupils participating in national/other events	Output	0%					
		% of secondary pupils gaining passes in expressive arts	Output	0%					

Programme 2.4 Ensure all secondary school graduates possess matriculation status and obtain a skill certificate at minimum (National/Caribbean)

<table>
<tr><th>Theme</th><th>Programme/Activity</th><th>Indicator</th><th>Type</th><th>Baseline</th><th></th><th></th><th></th><th></th><th></th></tr>
<tr>
<td rowspan="4">Quality/Relevance</td>
<td>2.4.1 Institute school readiness programmes, focused on learning and development for the child through the use of screening protocols</td>
<td>% of students gaining passes in all subjects at the National Grade Nine Assessment</td>
<td>Outcome</td>
<td>**19% of students gaining passes in all subjects at Grade 9 (2018)**</td>
<td>21% of students gaining passes in all subjects at Grade 9</td>
<td>24% of students gaining passes in all subjects at Grade 9</td>
<td>30% of students gaining passes in all subjects at Grade 9</td>
<td>40% of students gaining passes in all subjects at Grade 9</td>
<td>50% of students gaining passes in all subjects at Grade 9</td>
</tr>
<tr>
<td>2.4.2 Implement activities that ensure that every secondary school leaver obtains a CVQ/NVQ certificate</td>
<td>% of students achieving Grades 1-3 passes at CSEC in STEM subjects</td>
<td>Outcome</td>
<td>**66% of students achieving Grades 1-3 passes at CSEC STEM (2018)**</td>
<td>68% of students achieving Grades 1-3 passes at CSEC STEM</td>
<td>70% of students achieving Grades 1-3 passes at CSEC STEM</td>
<td>72% of students achieving Grades 1-3 passes at CSEC STEM</td>
<td>75% of students achieving Grades 1-3 passes at CSEC STEM</td>
<td>80% of students achieving Grades 1-3 passes at CSEC STEM</td>
</tr>
<tr>
<td>2.4.3 Review and restructure work-attachment programme to clearly articulate the competencies and skills students ought to have relevant to occupational standards</td>
<td>Restructured work attachment programme developed and in operation

% of students participating in work attachment programme</td>
<td>Outcome</td>
<td>**To be determined**</td>
<td></td>
<td>Consultation with agencies/other employers conducted</td>
<td>The first phase of the work attachment programme conducted

10% of students participating in work attachments</td>
<td>Work attachment policy developed

Entrepreneurship training for 50 secondary school graduates through GSDEP conducted

20% of students participating in work attachments</td>
<td>Institute the work attachment programme in secondary schools

40% of students participating in work attachments</td>
</tr>
<tr>
<td>2.4.4. Institute compulsory continuous development programme for all teachers at the secondary level</td>
<td>% of teachers who participated in 40 hours of CPD per year</td>
<td>Output</td>
<td>**0%**</td>
<td></td>
<td>20% of nursery teachers who participated in 40 hours CPD</td>
<td>40% of secondary teachers who participated in 40 hours CPD</td>
<td>60% of secondary teachers who participated in 40 hours CPD</td>
<td>80% of secondary teachers who participated in 40 hours CPD</td>
</tr>
</table>

Intermediate Outcome 3: Efficiency of the education sector improved

Programme 3.1 Ensure students complete a full cycle of primary education

	Strategy	Result Indicator(s)	Indicator Type	Baseline data (2017-2018)	Year 1 Target (2021)	Year 2 Target (2022)	Year 3 Target (2023)	Year 4 Target (2024)	Year 5 Target (2025)
Imperative	3.1.1 Increase school attendance at primary and secondary levels, through the implementation of welfare support programmes (e.g. conditional cash transfer, truancy campaigns, sensitisation sessions)	Attendance Rate (AR) at primary level Dropout Rate (DR) by level	Outcome	Pri (AR) – 82% attendance (2018) Pri (DR)- 1% (2018)	84% attendance at primary level 1%	84% attendance at primary level 1%	86% attendance at primary level 1%	88% attendance at primary level 1%	90% attendance at primary level 1%
Management	3.1.2 Implement early identification screening programmes for children with potential visual & hearing impairments	% of schools benefitting from referrals and other facilities for visual and hearing impairments	Outcome	0%	2% of schools benefitting from referrals	2% of schools benefitting from referrals	2% of schools benefitting from referrals	2% of schools benefitting from referrals	2% of schools benefitting from referrals
	3.1.3 Ensure compliance of school canteens/school vendors with food safety and hygiene standards	% of school canteens in compliance with hygienic standards	Output	0%	% of school canteens in compliance with hygienic standards	% of school canteens in compliance with hygienic standards	% of school canteens in compliance with hygienic standards	% of school canteens in compliance with hygienic standards	% of school canteens in compliance with hygienic standards
	3.1.4 Establish/Resuscitate PTA in schools	% of schools across levels, with active PTA bodies	Output	87% (2018)	89% of schools across levels with PTAs	92% of schools across levels with PTAs	94% of schools across levels with PTAs	96% of schools across levels with PTAs	100% of schools across levels with PTAs

Programme 3.2 Ensure students complete the secondary programme in 5-8 years

Strategy	Indicator	Type	Dormitory programmes in Regions 2 & 9					
3.2.1 Improving living in dormitory facilities by reviewing and restructuring the piloted dormitory psycho-social programme and ensuring compliance with quality health and sanitary standards at dormitory facilities	Dormitory programme restructured and expanded % of dormitories meeting health and sanitary standards	Output	Dormitory programmes in Regions 2 & 9		A desk review of the status of dormitory facilities conducted The placement of resident counsellors in each dormitory facilitated The dormitory programme in Regions 7 & 8 extended	The placement of resident counsellors in each dormitory facilitated The dormitory programme in Region 1 extended	The placement of resident counsellors in each dormitory facilitated Dormitory programmes restructured in all regions	
3.2.2 Monitor and manage mental health disorders in schools	% of Welfare/Guidance Officers benefitting from mental health sessions % of Welfare officers/ liaison teachers benefitting from mental health programmes % of reported mental health cases addressed	Outcome	0% 0%	100% of Welfare/Guidanc e Officers benefitting from mental health training sessions	Mental Health needs assessment to inform intervention and training conducted in all regions 50% of reported mental health cases addressed	60% of Welfare Liaison teachers benefitting from mental health programmes in all districts. 60% of reported mental health cases addressed	85% of Parents/caregiver s benefitting from Mental Health sessions 70% of reported mental health cases addressed 100% of Welfare liaison teachers benefitting from mental health programmes in all districts	80% of reported mental health cases addressed
3.2.3 Facilitate programmes geared towards the reduction in the use of drugs among adolescent.	% of secondary students benefitting from drug reduction sensitisation programmes	Outcome	0%	5% of secondary students benefitting from drug reduction sensitisation programmes	40% of secondary students benefitting from drug reduction sensitisation programmes	60% of secondary students benefitting from drug reduction sensitisation programmes	80% of secondary students benefitting from drug reduction sensitisation programmes	100% of secondary students benefitting from drug reduction sensitisation programmes
3.2.4 Promote puberty and menstrual hygiene sessions for primary and secondary schools	% of students benefitting from puberty and menstrual hygiene programmes	Outcome	0%	5% of students benefitting from puberty and menstrual hygiene programmes	10% of students benefitting from puberty and menstrual hygiene programmes	25% of students benefitting from puberty and menstrual hygiene programmes	50% of students benefitting from puberty and menstrual hygiene programmes	60% of students benefitting from puberty and menstrual hygiene programmes

Intermediate Outcome 3: Efficiency of the education sector improved

Programme 3.2 Ensure all students complete the secondary programme in 5-8 years

Imperative	Strategy	Result Indicator(s)	Indicator Type	Baseline data (2017-2018)	Year 1 Target (2021)	Year 2 Target (2022)	Year 3 Target (2023)	Year 4 Target (2024)	Year 5 Target (2025)
Management	3.2.5 Conduct mass media sensitisation on the availability of all major school health services available within the Ministry of Education	Mass media sensitisation conducted	Output	To be determined	Mass media sensitization conducted	Mass media sensitization conducted	Mass media sensitization conducted	Mass media sensitization conducted	Mass media sensitization conducted
	3.2.6 Strengthening HFLE implementation through creating awareness programmes; implementing a referral system; designing and	HFLE awareness programme	Output	To be determined		HFLE awareness programme conducted		HFLE awareness programme conducted	
		% of students benefitting from HFLE referral/suppo rt	Outcome	0%		20% of students benefitting from HFLE support	40% of students benefitting from HFLE support	60% of students benefitting from HFLE support	80% of students benefitting from HFLE support
	piloting a peer education programmes in secondary schools and communities and developing resource materials	% of schools, regions and communities with peer education programmes established and functioning	Output	0%		20% of schools, regions and communities with peer education programmes established and functioning	40% of schools, regions and communities with peer education programmes established and functioning	60% of schools, regions and communities with peer education programmes established and functioning	80% of schools, regions and communities with peer education programmes established and functioning
		% of youth in schools and communities who are part of a peer education programme		0%		5% of youth in schools and communities who are part of a peer education programme	20% of youth in schools and communities who are part of a peer education programme	30% of youth in schools and communities who are part of a peer education programme	40% of youth in schools and communities who are part of a peer education programme

Activity	Indicator	Type	Baseline					
	% of schools by levels benefitting from HFLE materials	Outcome	0%	20% of schools by levels benefitting from HFLE materials	40% of schools by levels benefitting from HFLE materials	60% of schools by levels benefitting from HFLE materials	80% of schools by levels benefitting from HFLE materials	100% of schools by levels benefitting from HFLE materials
3.2.7 Facilitate the reintegration of adolescent mothers and fathers into formal and non-formal systems	# of adolescents reintegrated in the formal system / # of adolescents reintegrated in the non-formal system	Output	To be determined	5% of adolescents reintegrated in the formal/non-formal system	10% of adolescents reintegrated in the formal/non-formal system	25% of adolescents reintegrated in the formal/non-formal system	30% of adolescents reintegrated in the formal/non-formal system	50% of adolescents reintegrated in the formal/non-formal system
3.2.8 Expand/upgrade educational facilities across levels	% of schools constructed by level / % of schools maintained/rehabilitated	Output	1 - secondary school commissioned in Region 8 (2019)	% of Schools constructed / % of schools maintained/rehabilitated	% of Schools constructed / % of schools maintained/rehabilitated	% of Schools constructed / % of schools maintained/rehabilitated	% of Schools constructed / % of schools maintained/rehabilitated	% of Schools constructed / % of schools maintained/rehabilitated
3.2.9 Implement preventative measures/program mes to address social issues (decrease gender-based violence and bullying in schools)	% of schools by level that achieved low violence standards	Outcome	0%		Low violence standards piloted	50% of schools by level that achieved low violence standards	75% of schools by level that achieved low violence standards	85% of schools by level that achieved low violence standards
3.2.10 Facilitate in-school HIV/AIDS sessions to bring awareness and prevention	% of students by levels benefitting from HIV awareness programmes	Output	0%	20% of students by levels benefitting from HIV awareness programmes	40% of students by levels benefitting from HIV awareness programmes	60% of students by levels benefitting from HIV awareness programmes	80% of students by levels benefitting from HIV awareness programmes	100% of students by levels benefitting from HIV awareness programmes

Intermediate Outcome 4: Inequities in education reduced

Programme 4.1 Ensure equitable distribution of education resources and delivery across education district, with specific emphasis on hinterland/riverine areas

Imperative	Strategy	Result Indicator(s)	Indicator Type	Baseline data (2017-2018)	Year 1 Target (2021)	Year 2 Target (2022)	Year 3 Target (2023)	Year 4 Target (2024)	Year 5 Target (2025)
Equity	4.1.1 Enhance and improve SEND delivery	A non-academic standard developed	Output	A draft document exists	Existing non-academic standards/document reviewed	New non-academic standards for SEND revised/developed	Non-academic standards implemented		Existing non-academic standards/document reviewed
		Benchmarks developed	Output			Benchmarks developed			
		SEND standards developed	Output		MOU/clear standards on types of support acceptable for SEND from external agencies developed	MOU/clear standards on types of support acceptable for SEND from external agencies developed			MOU/clear standards on types of support acceptable for SEND from external agencies developed
		% of teachers trained to conduct initial screening	Output	0%	5% of teachers trained to conduct initial screening	20% of teachers trained to conduct initial screening	30% of teachers trained to conduct initial screening	40% of teachers trained to conduct initial screening	50% of teachers trained to conduct initial screening
		% of students screened			% of students screened	% of students screened	% of students screened	% of students screened	% of students screened
		# of parents who benefit from SEND programmes		0%	# of parents who benefit from SEND programmes	# of parents who benefit from SEND programmes	# of parents who benefit from SEND programmes	# of parents who benefit from SEND programmes	# of parents who benefit from SEND programmes
		% of students accessing national examinations through alternative assessment methods			% of students accessing national examinations through alternative assessment methods	% of students accessing national examinations through alternative assessment methods	% of students accessing national examinations through alternative assessment methods	% of students accessing national examinations through alternative assessment methods	% of students accessing national examinations through alternative assessment methods

Equity									
4.1.2 Improve/increase school feeding programmes	% of the students benefitting by level from the school feeding programme	Output			% of the students by level benefitting from the school feeding programme	% of the students by level benefitting from the school feeding programme	% of the students by level benefitting from the school feeding programme	% of the students by level benefitting from the school feeding programme	% of the students by level benefitting from the school feeding programme
4.1.3 Promote inclusivity through tabling a policy that promotes the use of first languages as a means of delivery in the nursery and first two grades at primary	% of pupils in indigenous communities whose language of instruction in ECE is the same as their home language	Outcome	0%			10% of pupils in indigenous communities/other groups whose language of instruction in ECE is the same as their home language	15% of pupils in indigenous communities/othe r groups whose language of instruction in ECE is the same as their home language	% of pupils in indigenous communities /other groups whose language of instruction in ECE is the same as their home language	% of pupils in indigenous communities/ot her groups whose language of instruction in ECE is the same as their home language

Intermediate Outcome 5: Contributing to lifelong learning and employability

Programme 5.1 Ensure youth/adults, especially women and disadvantaged groups · have access to quality literacy, post -literacy, life skills program mes and opportunities

Imperative	Strategy	Result Indicator(s)	Indicator Type	Baseline data (2017-2018)	Year 1 Target (2021)	Year 2 Target (2022)	Year 3 Target (2023)	Year 4 Target (2024)	Year 5 Target (2025)
	5.1.1 Expand access for youth & adults in formal/non-formal sector through open schooling, distance/digital learning modalities	% of students accessing TVET online % of youth/adult population benefitting from online scholarship programmes	Outcome	0%	% of students accessing TVET programmes online/other modes	% of students accessing TVET programmes online/other modes % of the population accessing the learning channel. % of the youth population benefitting from online programme scholarships % of adult population benefitting from online programmes scholarships	% of students accessing TVET programmes online/other modes % of the population accessing the learning channel % of the youth population benefitting from online programme scholarships % of adult population benefitting from online programmes scholarships	% of students accessing TVET programmes online/other modes % of the population accessing the learning channel % of the youth population benefitting from online programme scholarships % of adult population benefitting from online programmes scholarships	% of students accessing TVET programmes online/other modes % of the population accessing the learning channel % of the youth population benefitting from online programme scholarships % of adult population benefitting from online programmes scholarships

Programme 5.2 Ensure quality and relevance to post-secondary/non-formal education

5.2.1 Enhance capacity for instructional effectiveness	% of TVET lecturers benefitting from training/ study tours/attachments	Output	0%	20% of TVET lecturers benefitting from training/ study tours/attachments	40% of TVET lecturers benefitting from training/ study tours/attachments	60% of TVET lecturers benefitting from training/ study tours/attachments	80% of TVET lecturers benefitting from training/ study tours/attachments	100% of lecturers benefitting from training/study tours/attachments
5.2.2 Enhance governance and management capacity in TVET institutions	Management and coordination mechanism Improved(GSDEP Governance Consultancy plans and Reports)				Management and Coordination mechanism Improved(GSDEP Governance Consultancy plans and Reports)			
5.2.3 Rebrand and restructure TVET Sector	% of TVET institutions restructured (development of new programmes, processes, etc.)	Outcome	0%		20% of TVET institutions restructured (development of new programmes, processes, etc.)	40% of TVET institutions restructured (development of new programmes, etc.)	60% of TVET institutions restructured (development of new programmes, processes, etc.)	80% of TVET institutions restructured (development of new programmes, processes, etc.)

Programme 5.3 Ensure at the end of a given programme, all students are employable in their area of study

Strategy	Result Indicator(s)	Indicator Type	Baseline data	Year 1 Target (2021)	Year 2 Target (2022)	Year 3 Target (2023)	Year 4 Target (2024)	Year 5 Target (2025)
5.3.1 Institute education to training to employment prospective diagnostic (ETEP) analysis	ETEP analysis conducted	Output	0	ETEP and tracer study Instruments designed and piloted	ETEP and tracer study conducted		ETEP and tracer study conducted	
5.3.2 Enhance second chance opportunities and entrepreneurship skills development	% of youth and adult benefitting from second chance (Child care management, Care of the elderly prog.) opportunities % of youth & adult benefitting from some form of soft loan, etc.,	Outcome	0% 0%		5% of youth and adult benefitting from second chance (Child care management, Care of the elderly prog.) opportunities 5% of youth & adult benefitting from some form of soft loan, etc.,	15% of youth and adult benefitting from second chance (Child care management, Care of the elderly prog.) opportunities 15% of youth & adult benefitting from some form of soft loan, etc.,	25% of youth and adult benefitting from second chance (Child care management, Care of the elderly prog.) opportunities 25% of youth & adult benefitting from some form of soft loan, etc.,	30% of youth and adult benefitting from second chance (Child care management, Care of the elderly prog.) opportunities 30% of youth & adult benefitting from some form of soft loan, etc.,
5.3.3 Institute incubator systems in each institution	% of youth & adults benefitting from TVET incubator system	Outcome	0%	% of youth & adults benefitting from TVET incubator system	% of youth & adults benefitting from TVET incubator system	% of youth & adults benefitting from TVET incubator system	% of youth & adults benefitting from TVET incubator system	% of youth & adults benefitting from TVET incubator system

RISK MITIGATION STRATEGIES

Education Sector plans are potentially vulnerable to events/conditions beyond the sector's control.
In this section, these will be summarised as financial, implementable and strategic.

Risk Type	Description of Risk	Mitigation Measures
Strategic	**Changes in government priorities -** The development of this plan is done at a transitionary period politically; this can mean that a change in government can result in a change in educational priorities; this is considered **a moderate risk**	The education sector has always been regarded as a major priority across the political divide. The priorities identified were selected based on empirical tools, such as the decision tree tool, evaluations and studies on issues in education. Improving performance and reducing inequities has been priorities of two different administrations. To reinforce the political and civic consensus, the formulation of this plan was based on intensive consultative process at every step of the process with senior and technical officers within the sector, other agencies, and a wide range of stakeholders in the civil society. This approach makes it difficult for any administration to counter the finding highlighted in this plan.
Implementable	**Human and organisational capacity –** The capacity to implement the plan is considered **high risk.** The sector processes are currently constrained by the lack of human and organisation capacity. This constraint contributed to the level of achievement in the previous plan as well. If not addressed, this can pose a much greater risk to the implementation of the ESP.	The Ministry of Education recognising the significant threat to the implementation of this plan, has identified management and accountability as its number one priority and area of focus. The intention is first to address the human and organization capacity first and foremost; then, every other goal will be implementable/attainable.
	Partnership – This is rated as a **moderate risk** to the achievement of the goals of this plan. For over a third of the strategies undertaken in this plan, the relevance and impact are dependent on partners' commitment	This MOE has started this process by engaging key partners throughout the strategic planning process. It plans to continue this engagement in more strategic ways that are mutually beneficial for all parties and that promote shared responsibilities.
Financial	**Government/Development Partners commitment** It is hoped that government/development partners' support for education programmes/projects, will remain stable and consistent; this is a **low risk.**	The MOE plans to improve its accountability system to demonstrate results. In addition, most of the areas of priority identified are aligned to national, regional and international priorities in education for which support can be garnered.

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