

GUYANA

Education Sector Plan 2014-2018

3 Year Implementation Action Plan

This action plan outlines the key activities to be undertaken and major outputs to be achieved during first three years of the plan period.

| The Program Objective | Activities in Support of Objective | Outputs ¹ | | | | Unit cost (US\$) | Total Cost (US\$) | Source of Funding | Output Indicator |
|--|---|---|--|---|-------|------------------|-------------------|----------------------------|--|
| | | Year 1 2014 | Year 2 2015 | Year 3 2016 | Total | | | | |
| Performance of Education departments responsible for ESP priorities is improved | Conduct organizational audit of central and regional MoE departments | Process of department audit started | Selected department audit conducted | Audits of departments completed | | | 1,481 | Government of Guyana (GOG) | # of Departments audited. |
| | Build capacities for departments selected for capacity building via organizational audit. | Action plan based on findings of the audit developed for at least four (4) departments. | All departments/ units have a results framework in place that demonstrates the use of data in meeting and reporting annual targets | Staff of audited departments, qualification & competence matches their TOR. | | | | GOG | Percent of department audited, where staff qualification matches their TOR. Percent of audited department with action plan. |

¹ Specific/Quantified where feasible
USD, 000

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|---|--|--|---|---|--|--|-----------|------------|---|
| <p>Accountability system focused on improving student learning outcomes is put in place.</p> | <p>Align learning assessments and examinations with revised curricula.</p> | <p>Review of the current process of assessment, 20% completed</p> | <p>Review of the current process of assessment, 100% completed.</p> | <p>Examinations are aligned with revised curricula for Science, Mathematics, Social Studies and English for Grades 1-3.</p> | | | <p>36</p> | <p>GOG</p> | <p>% change in assessments reviewed; Percent change in subject specific examinations that are aligned with revised curricula</p> |
| <p>Accountability system focused on improving student learning outcomes is put in place.</p> | <p>Alternative methods of assessment will be developed that are appropriate for students with particular disabilities.</p> | <p>Appropriate methods, as per disability, identified.</p> | <p>Appropriate methods of assessment for primary level established.</p> | | | | | <p>GOG</p> | <p>% change in alternative methods of assessment for students with disability.</p> |
| | <p>Based on item analyses of the results of student assessments that identify areas of student weaknesses, use these analyses to prepare teaching training materials and special teacher in-service training sessions to help teachers address these weaknesses.</p> | <p>Item analysis of primary grade assessment in Science, English, Social Studies & Mathematics completed</p> | <p>CPD training modules/programmes are aligned with results of item analysis.</p> | <p>20% training modules/programmes are based on results of item analysis.</p> | | | | <p>GOG</p> | <p>Percent change in training modules developed that are aligned with results of item analysis of teachers' weaknesses.</p> |
| | <p>Participate in one of the regional or international learning assessments that assess student performance prior to when the CSEC is administered.</p> | | <p>Regional/International learning assessment identified.</p> | <p>Preparatory work for participation in regional/international assessment completed.</p> | | | | <p>GOG</p> | <p>Number of learning assessment identified.</p> |
| | <p>Increase the percentage of schools with fully constituted and functioning PTAs, School Boards and Student Councils.</p> | | <p>30% of schools have fully constituted, functioning PTA/School Boards and Student</p> | <p>40% of schools have fully constituted, functioning PTA/School Boards and Student</p> | | | | <p>GOG</p> | <p>% change in schools with fully constituted and functioning PTA/School Boards & student councils.</p> |

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|--|--|--|--|---|--|--|--|-----|---|
| | | | Councils. 30% of PTAs/SIAC capacities to monitor observable aspect developed. | Councils. 40% of PTAs/SIAC capacities to monitor observable aspect developed | | | | GOG | % change in PTAs/SIAC trained to monitor observable aspects of schools. |
| Accountability system focused on improving student learning outcomes is put in place. | To prepare schools to assume more autonomy and responsibility for certain process decisions, help schools and PTAs construct school improvement plans (SIPs). | | 15% of schools with developed SIP. | 30% of schools with developed SIP | | | | GOG | % change in schools with SIP developed. |
| | 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. | | 30% of primary and secondary schools report cards published | 50% of primary and secondary schools report cards published | | | | GOG | % change in school report cards published. |

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| | <p>Establish MoE strategic communication programme to sensitize public to important education issues; explain and promote MoE positions; and build collaborations between stakeholders and MoE</p> | <p>Printed and web-based materials for ECE developed and disseminated. <i>(To be continued through the plan period)</i></p> | <p>Open-days in schools hosted. Science and TVET fairs hosted <i>(To be continued through the plan period)</i></p> | <p>Parenting & Family literacy interactive seminars conducted</p> | | | | <p>GOG/Global Partnership in Education (GPE)</p> | <p>Number of public relation programmes conducted in ECE, Science, Math, Literacy and TVET.</p> |
| | <p>Use PTA Coordinating Unit as means through which concerns of PTAs can be brought to attention of senior education officials.</p> | <p>Develop the concept of the main function of the PTA Unit.</p> | | | | | | <p>GOG</p> | |

| The Program Objective | Activities in Support of Objective | Outputs ² | | | | Unit cost (US\$) | Total Cost (US\$) | Source of Funding | Output Indicator |
|---|--|--|---|--|-------|------------------|-------------------|----------------------|---|
| | | Year 1 2014 | Year 2 2015 | Year 3 2016 | Total | | | | |
| Quality of school facilities improves relative to MOE Standards. | MoE reviews and, as needed, revises quality standards for physical condition of schools. | Non-academic standards on physical facilities reviewed | All regional works departments sensitized on non-academic standards by buildings unit. | | | | | GOG | Number of Regional works departments sensitized on non-academic standards of schools. |
| | Using MoE standards, regional departments conduct an condition survey of all schools | | Physical condition survey for Regions 3, 4, 8 and 9 conducted | Physical condition survey for Regions 7, 1 6 and 10 conducted. | | | | GOG | Percent change in regions with completed physical condition survey. |
| | Regional departments submit annual budget requests and annual targets for upgrading sub-standard facilities to standard. | | Regional departments of 3, 4, 8 and 9 budget request for sub-standards schools approved by MOE. | Regional departments of 7, 1, 6 and 10 budget request for sub-standards schools approved by MOE. | | | | GOG | Percentage change in sub-standard schools identified. |
| | Regions will be assisted to develop preventative maintenance plans for schools. | | | 50% of schools in all regions with preventative maintenance plans developed. | | | | GOG | % change in schools with preventative maintenance plans |
| | 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. | 3 Nursery schools constructed | 2 Nursery schools constructed; two secondary schools constructions commenced. | 2 Nursery schools constructed; One secondary school construction commenced. | | | 15,048 | GOG/ World Bank (WB) | Number of nursery schools built. Number of secondary schools built. |

² Specific/Quantified where feasible
USD, 000

| The Program Objective | Activities in Support of Objective | Outputs ³ | | | | Unit cost (US\$) | Total Cost (US\$) | Source of Funding | Output Indicator |
|--|--|------------------------------------|--|--|-----------|------------------|-------------------|-------------------|---|
| | | Year 1 2014 | Year 2 2015 | Year 3 2016 | T o t a l | | | | |
| Quality of teaching is improved | Improve the quality of teaching through continuous initial teacher training of a cadre of teachers across levels each year. | 71% trained teachers across levels | 73% trained teachers across levels | 75% trained teachers across levels | | | 3,497 | GOG/GIT EP | % trained teachers across levels. |
| | Establish MoE's professional standards to determine who enters teacher training and who is hired into teaching. | | 60% of new entrants into teaching meet professional standards. | 70% of new entrants into teaching meet professional standards | | | | GOG | % change in new entrants who meet professional standards. |
| | 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. | | 20% of primary and secondary schools with access to supportive materials in Mathematics and Science. | 40% of primary and secondary schools with access to supportive materials in Mathematics and Science. | | | 3,332 | GOG | % change in schools with supportive materials in mathematics & science. |
| | The Ministry will set targets for increasing the number and subject specializations of teachers in remote hinterland and riverine schools and expand the incentives to attract teachers to meet these targets. | | 20 persons selected and approved for scholarship in specialized subjects | | | | 195 | GOG | Number of hinterland teachers awarded scholarship |

³ Specific/Quantified where feasible

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|--|---|---|---|--|--|-----|---------|--|---|
| Quality of teaching is improved | 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 utilize the instructional period more effectively. | Lesson plans prepared for selected grades in science. | Lesson plans prepared for selected grades in mathematics. | Lesson plans and guides for Mathematics and science completed for all primary grades | | | | GOG | Number of lesson plans for mathematics, science & ECE |
| | A post graduate programme will be designed that prepares candidates for the position of head teacher. The program will include training in how to observe and improve the performance of teachers in their schools. It will establish criteria for competitively selecting applicants into the programme. | | Programmes identified or developed after careful analysis of Guyana's needs | Establish the criteria for selection and structure of the course to be offered | | | | GOG | |
| | Systematize and significantly upgrade the quality of continuous professional development of teachers. | Conduct assessment of teachers' CPD needs in the regions. | Develop courses based on training needs assessments. | | | 488 | GOG | % change of CPD courses conducted that address needs assessments. | |
| | Improve quality of mathematics teaching at all levels | 50 teachers across all education districts trained. | 100 teachers across all education districts trained | All teachers nursery and grade 1 & 2 classes for hinterland and 10% of nursery classes in coastal regions. Grades 3-5 teachers in 10 primary pilot schools trained in the use of the kits. 150 teachers across all education districts trained | | | GOG/GPE | Number of Mathematics teachers trained Number of Early Childhood teachers trained | |

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|--|---|--|---|---|--|--|--|-----|--|
| Quality of teaching is improved | Improve the quality of science teaching at the primary and secondary levels | 200 teachers trained in aspects science curriculum at primary and secondary. | 200 teachers trained in aspects science curriculum at primary and secondary. | 200 teachers trained in aspects science curriculum at primary and secondary. | | | | GOG | Number of primary teachers trained in science. Number of secondary science teachers trained |
| | Improve the quality of teaching in TVET at the secondary level. | 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 offering SCCP/CVQ programmes in school certified as assessors. | | | | GOG | Number of teachers trained in pedagogy Number of certified assessors. |
| | Improve the quality of life skills teaching and teaching for SEN students. | Conduct training needs assessment in all special schools | Develop training programme based on analysis; Conduct training in regions 2 and 10 | Conduct training in regions 1 & 8 | | | | GOG | Number of training courses conducted in special needs that are based on needs assessments |

| The Program Objective | Activities in Support of Objective | Outputs ⁴ | | | | Unit cost (US\$) | Total Cost (US\$) | Source of Funding | Output Indicator |
|---|--|---|---|---|-----------|------------------|-------------------|-------------------|--|
| | | Year 1 2014 | Year 2 2015 | Year 3 2016 | T o t a l | | | | |
| Teaching-learning materials/ instructional tools/ assisted devices aligned to facilitate better learning outcomes. | 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 characterize more versus less effective curricula | Review of primary curricula by local practicing teachers completed. Review of Grades 7 – 9 science curricula started. | International/regional standards, against which local curricula will be compared, identified. Standards for mathematics Grades 7 to 9 established | Standards for mathematics, English, science, social studies, Grades 7 to 9 established. | | | 35 | GOG | % changes in subject specific standards established. |
| | 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. | | Develop appropriate HFLE material for nursery level; curriculum for primary and secondary reviewed for relevance. | | | | | GOG/ UNICEF | |
| | Textbooks and curricula for training programmes reviewed and modified to meet requirements of new curricula | | Textbooks and learning material in Science reviewed and changes made if needed | Texts in other core subjects reviewed and changes made if needed | | | | GOG | % change in textbooks in the core subject that reviewed and modified |
| | As a check on the reliability of its logistics chain, the Ministry will monitor and whether adequate teaching and learning tools reach schools and classrooms in a timely fashion and review if necessary. | | Existing system for distribution of textbooks/learning materials assessed. | Improved distribution systems implemented. | | | | GOG | |
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⁴ Specific/Quantified where feasible

| The Program Objective | Activities in Support of Objective | Outputs ⁵ | | | | Unit cost (US\$) | Total Cost (US\$) | Source of Funding | Output Indicator |
|---|---|---|--|--|-------|------------------|-------------------|--|------------------|
| | | Year 1 2014 | Year 2 2015 | Year 3 2016 | Total | | | | |
| Students' instructional time increases | To reduce the costs of education for poor families and thus to encourage them to keep their children in school, the Ministry will continue and enhance welfare measures such as providing free exercise and text books, school uniforms, and school feeding programmes. | 2 percent change in attendance. | 2 percent change in attendance. | 5 percent change in attendance. | | | GOG | % change in students' attendance across level. | |
| | 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. | Consultation conducted in hinterland regions | Consultation conducted in all regions | Decision taken on instructional time base on consultation. | | | GOG | Number of consultations held on flexible school hours in hinterland and riverine communities | |
| | Guidance and Welfare Unit establishes a database that flags "at risk" and vulnerable children for purposes of organizing support for them. | | Data collection mechanism established in all regions for primary and secondary | | | | GOG | | |
| | The Guidance and Welfare Unit and the School Health Units provide support to at risk and vulnerable children | Policy for reintegration of teenage mothers developed | Referral mechanism established for students who are "at risk" and those in difficult socio-economic circumstances. | | | | GOG | | |
| | The SEN and School Health Unit will collaborate in identifying SEN children through screening | | Additional transport provided to SEN students in one special school. | | | | GOG | | |
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⁵ Specific/Quantified where feasible

Institutional Arrangement for Implementation

The design and implementation responsibility for each initiative pursued under the ESP has to be assigned by designating those departments primarily and secondarily responsible for each. Table VI.1 defines these responsibilities and is based on consultations with the various central and regional departments.

Table VI.1. Lead and support agencies for each intervention

| Initiative | Lead department | Support departments |
|---|---|--|
| Monitoring the results framework for the ESP, including progress towards its primary goals | Planning Unit | Office of the PS, DCEOs (A) and (D) |
| Organizational audit | External organizational audit team , Personnel Division and MoE Planning Department | NCERD, DCEO(A) |
| Build capacities for departments selected via organizational audit for capacity building. | External organizational audit team, PS, Personnel Division | DCEO(A), |
| Align learning assessments and examinations with revised curricula | NCERD | Examination Unit, Office of the CEO, ACEO (P) and (S) |
| Develop alternative methods of assessment for students who have particular disabilities. | NCERD (SEN) | CEO, ACEOs, DCEO, Region Education Office(s) |
| Based on item analyses of the results of student assessments that identify areas of student weaknesses, use these analyses to prepare teaching training materials and special teacher in-service training sessions to help teachers address these weaknesses. | NCERD | Region Education Office(s), relevant ACEOs |
| Extend Guyana’s participation in regional CSEC to participation in one of the international learning assessments such as PISA. | NCERD, Examination Division, ACEO (S) | DCEO(A)/CEO, CPCE, UG |
| Increase the percent of schools with fully constituted and functioning PTAs. | Office of the PTA Unit | DCEO(A), Depts of Education |
| Develop capacities of PTAs to monitor observable aspects of the schools and to use school report card data to improve teacher attendance and student attendance. | PTA Coordinating Unit, ACEO (N,P,S,) | Region Education Office(s), CEO/DCEO (A) Building Engineer |
| To prepare schools to assume more autonomy and responsibility for certain process decisions, help schools and PTAs construct school improvement plans (SIPs). Consider rewarding schools with good SIPs with a grant that they can spend on any activity in their approved SIP. | Office of the CEO, DCEO (A), PTA Unit | Region Education Office(s), SIACs |

| Initiative | Lead department | Support departments |
|--|---|---|
| Put school report cards and national report cards in place. Establish a MoE strategic communication program to sensitize public to important education issues, explain and promote MoE positions, and build collaborations with stakeholders. | Office of the CEO, PRO | DCEO (D) and (A), Region Education Office(s), Communication Specialist Office of the PS, NCERD |
| Use the PTA Coordinating Unit as a means through which the concerns of PTAs can be brought to the attention of senior education officials. | PTA Coordinating Unit | Region Education Office(s), DCEO (A), Welfare Unit. |
| MoE reviews and, as needed, revises quality standards for engineering audit of school facilities | Buildings Unit, Office of the PS | Departments of Education and Regional Public Works Section |
| An engineering audit of all school facilities is completed, and the schedule for bringing sub-standard schools up to standard is in place. | Buildings Department | Departments of Education, Public Works Section. |
| Regional departments submit annual budget requests and annual targets for upgrading sub-standard facilities to standard. | PS Office, Buildings Department, Departments of Education | Regional Executive Officers.; Regional Education Officers |
| Regions will be assisted to develop preventive maintenance plans for schools. | PS Office, Buildings Department, Departments of Education | Regional Executive Officers. Regional Education Officers |
| Additional places at secondary and nursery will be created. | PS Office, Buildings Department, Departments of Education | Departments of Education and Regional Public Works Section, ACEOs |
| Improve the quality of teaching through continuous initial teacher training of a cadre of teachers across levels each year. | CPCE and UG | Region Education Office(s) |
| Establish MoE's subject matter and pedagogic standards and measures of these standards to determine who enters teacher training and who is hired into teaching. | NCERD, CPCE, CEO, DCEO(D) | DCEO (A) |
| To off-set shortages of qualified teachers in particular subjects, 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. | NCERD | CEO, DCEO Region Education Officer(s) |
| MoE sets targets for increasing number and subject specialization of teachers in remote hinterland and riverine schools and expands incentives to meet targets. | CEO, DCEO (A) and Office of the Minister | Region Education Office(s) |
| Prepare sample lesson plans and other instructional material 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 utilize the instructional period more effectively. | NCERD | ACEOs. |

| Initiative | Lead department | Support departments |
|---|---|--|
| Design a post graduate programme to train head teachers, establish criteria for competitively selecting applicants into the programme, and establish criteria for competitively selecting graduates into vacant head teacher posts. | CPCE, UG, MOE Senior Policy Team | NCERD |
| Systematize and significantly upgrade the quality of continuous professional development of teachers. | NCERD | Region Education Officers. |
| Improve quality of mathematics teaching at all levels | NCERD, ACEO(S) & (P) | CPCE |
| Improve the quality of literacy teaching at all levels | NCERD, ACEO (N, P, & S) | CPCE |
| Improve the quality of science teaching at the primary and secondary levels | NCERD, ACEO(P & S) | CPCE |
| Improve the quality of teaching in TVET at the secondary level. | NCERD, ACEO(S) SSCP unit | CPCE ACEO (T) |
| Improve the quality of life skills teaching and teaching for SEN students | NCERD (SEN) | CPCE |
| Benchmark the curriculum by grade and subject against international standards that characterize more versus less effective curricula: content standards, performance expectations for students, coherence, and efficiency. | External Consultants, NCERD (Curriculum Unit and Measurement & Evaluation Unit) | CEO/DCEO (A & D), ACEOs |
| Revise curricula for relevant grades, starting with primary level, and subjects in accordance with evaluation results. | External Consultant, NCERD (Curriculum Unit and Measurement & Evaluation Unit) | ACEO (N, P & S) |
| As an integral part of the curricula reform, the Ministry will ensure that curricula are adapted for children with Special education needs. | NCERD | CEO |
| Textbooks and curricula of training programmes reviewed and modified to meet the requirements of the revised curricula. | External Consultant, NCERD (Curriculum Unit and Measurement & Evaluation Unit) | ACEO (N, P & S) |
| As a check on the reliability of the logistics chain, audit whether teaching and learning tools reach schools and classrooms in timely fashion. | Book Distribution Unit, Office of the PS and NCERD. | Regional Education Offices, ACEO (P), (N) and (S) |
| Continue the provision of support to reduce the costs of education to families, especially poor families. | Welfare Unit, Office of the PS | DPS (G) and Finance Department, Region Education Offices |
| Flexibly re-arrange school schedule to circumvent adverse weather and weeks when parents need students in the fields. | Office of the CEO/ ACEO (N, P & S) | Region Education Offices |
| Establish a database that flags “at risk” and vulnerable children for purposes of organizing support for them. | Welfare and Guidance Unit | ACEO (N, P & S), Region Education Offices |

| Initiative | Lead department | Support departments |
|---|---|----------------------------|
| 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. Major initiatives are the reintegration programme for teenage mothers and the provision of cash, material support (such as textbooks and exercise books and uniforms etc.), and counseling and health services for at risk children | Welfare and Guidance Unit, School Health and Nutrition Unit, HIV/AIDS Unit, HFLE unit | DCEO(A) |
| Collaborate in identifying SEN children through screening and in providing educational support to SEN children. | SEN Unit and School Health Unit | DCEO(A) |

Cost and Financing (including financing gap) analysis; including Efficiency and Sustainability

Table IX.1–Estimated Education Sector Budget

| 2014 | 2015 | 2016 | 2017 | 2018 |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 36,751,687,882 | 39,524,413,340 | 42,832,286,167 | 45,777,189,446 | 49,170,415,245 |

Data Source: Education Costing Model 2013-2018

Table IX.2 – Costing of Education Sector Plan 2014-2018

| Costing of Guyana Education Sector Plan 2014-2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 01 Teacher Salaries | 9,153,732,204 | 10,453,267,922 | 11,975,133,359 | 13,613,761,022 | 15,424,266,904 |
| 02 Teacher Training | 423,993,214 | 437,724,488 | 454,174,256 | 466,705,116 | 483,517,245 |
| 03 Classrooms (infra new maint) | 15,413,034,292 | 15,774,432,408 | 16,700,319,552 | 17,116,760,406 | 17,743,131,593 |
| 04 Sch. Administrative Staff Salaries | 4,190,048,178 | 4,628,060,326 | 5,109,338,109 | 5,638,000,752 | 6,218,549,653 |
| 04 Prog. Administrative Staff Salaries | 394,076,556 | 451,356,118 | 516,985,580 | 592,197,126 | 678,407,075 |
| 05 Text Books | 269,239,452 | 283,337,618 | 297,435,785 | 311,533,951 | 325,632,118 |
| 06 Exercise Books | 51,150,912 | 53,829,323 | 56,507,735 | 59,186,146 | 61,864,558 |
| 07 Learning Resource Ctrs - Hinterland | 27,436,664 | 28,873,328 | 30,309,992 | 31,746,657 | 33,183,321 |
| 07 Learning Resource Ctrs - Coastal | 7,386,794 | 7,773,588 | 8,160,383 | 8,547,177 | 8,933,971 |
| 08 School Feeding | 1,461,924,964 | 1,435,224,075 | 1,454,417,781 | 1,450,277,963 | 1,445,486,185 |
| 09 Cont Prof Devmt (CPD) | 31,657,689 | 33,315,379 | 34,973,068 | 36,630,758 | 38,288,447 |
| 10 Teacher Houses | 52,762,816 | 55,525,631 | 58,288,447 | 61,051,263 | 63,814,078 |
| 11 Hinterland Education Imp. | 15,828,845 | 16,657,689 | 17,486,534 | 18,315,379 | 19,144,223 |
| 12 Learning Materials (CDs, ICT, Science Modules, MPU, Test & Measurement) | 94,149,082 | 99,079,004 | 104,008,925 | 108,938,847 | 113,868,769 |
| 13 Upgrading and Equip IT Labs | 345,638,653 | 363,737,305 | 381,835,958 | 399,934,610 | 418,033,263 |
| 14 Upgrading and Equip Science Lab | 131,907,039 | 138,814,078 | 145,721,117 | 152,628,156 | 159,535,195 |
| 15 Earlier Childhood Education | 0 | 351,900,000 | 351,900,000 | 351,900,000 | 351,900,000 |
| 16 School Improvement plans | 29,019,549 | 30,539,097 | 32,058,646 | 33,578,194 | 35,097,743 |
| 17 M&E | 44,320,765 | 46,641,530 | 48,962,295 | 51,283,061 | 53,603,826 |
| 18 Special Education | 142,459,602 | 149,919,204 | 157,378,807 | 164,838,409 | 172,298,011 |
| 19 Literacy and Numeracy Prog. | 39,255,535 | 41,311,070 | 43,366,604 | 45,422,139 | 47,477,674 |
| 20 Secondary and Post-Sec (TVET) | 2,638,140,781 | 2,776,281,563 | 2,914,422,344 | 3,052,563,125 | 3,190,703,906 |
| 21 School Maintenance | 337,682,020 | 355,364,040 | 373,046,060 | 390,728,080 | 408,410,100 |
| 22 School Welfare Init. | 11,605,709 | 12,213,418 | 12,821,127 | 13,428,836 | 14,036,545 |
| 23 School Health Education | 18,994,614 | 19,989,227 | 20,983,841 | 21,978,455 | 22,973,068 |
| 24 Secondary Education Improvement | 414,000,000 | 414,000,000 | 414,000,000 | 414,000,000 | 414,000,000 |
| 25 Miscellaneous (Subvention, Subsiby) | 1,012,241,955 | 1,065,245,909 | 1,118,249,864 | 1,171,253,819 | 1,224,257,773 |
| Total Cost | 36,751,687,882 | 39,524,413,340 | 42,832,286,167 | 45,777,189,446 | 49,170,415,245 |

Data Source: Education Costing Model 2013-2018

Table IX.3 – Development Partners’ Commitments (\$US) Education Sector Plan 2014-2018

| Donor | 2014 | 2015 | 2016 | 2017 | 2018 |
|--------------|---------------------|---------------------|---------------------|---------------------|-------------------|
| World Bank | 2,912,242 | 7,779,629 | 1,151,764 | 1,321,624 | |
| CDB | | 354,768 | 1,500,000 | | |
| UNICEF | 278,000 | 300,000 | 300,000 | 300,000 | 300,000 |
| UNESCO | | 30,000 | 30,000 | 30,000 | 30,000 |
| GPE | | 700,000 | 850,000 | 150,000 | |
| Total | 3,192,256.00 | 9,166,412.00 | 3,833,780.00 | 1,803,641.00 | 332,018.00 |

Note:

1. The estimated support from the World Bank includes the final year of the GITEP project and the estimated expenditure on the Secondary Education Improvement Project (SIEP).
2. CDB support through the Basic Needs Trust Fund is for infrastructural work on schools (mainly rural and hinterland) at nursery, primary and secondary levels. There is also the possibility for assistance for training to support persons with SEN.
3. Support from the UN agencies is estimated at the average over the last plan period.

Table IX.4 – Budget Forecast and Financial Gap 2014-2018

| Particular | 2014 | 2015 | 2016 | 2017 | 2018 |
|--------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Budget Forecast | 32,741,435,000 | 35,142,683,000 | 38,149,485,000 | 41,879,738,000 | 46,486,509,000 |
| Resource Required | 36,751,687,882 | 39,524,413,340 | 42,832,286,167 | 45,777,189,446 | 49,170,415,245 |
| Financial Gap G\$ | -4,010,252,882 | -4,381,730,340 | -4,682,801,167 | -3,897,451,446 | -2,683,906,245 |
| Financial Gap US\$ | (19,373,202.32) | (21,167,779.42) | (22,622,227.85) | (18,828,267.85) | (12,419,531.23) |

Data Source: Education Costing Model 2013-2018

Note:

1. The gap in US\$ was estimated at an exchange rate of G\$207.

Table IX.5 – Estimated Education Expenditure by level for 2014-2018

| Level | 2014 | 2015 | 2016 | 2017 | 2018 |
|--------------|----------------|----------------|----------------|----------------|----------------|
| Nursery | 3,386,880,486 | 3,908,199,449 | 4,513,157,168 | 4,582,090,699 | 4,859,906,334 |
| Primary | 10,938,669,780 | 11,399,134,601 | 13,367,726,781 | 13,998,289,823 | 15,118,667,047 |
| Secondary | 20,581,130,061 | 22,238,817,175 | 22,831,535,643 | 24,925,755,804 | 26,758,603,797 |

Data Source: Education Costing Model 2013-2018

Major Areas of Expenditure

Employment Cost (G\$89.0 billion)

Employment costs for teachers and administrative staff of the sector account for just under half (42%) of the overall cost of this ESP. Employment costs are projected to increase by an average of 6.5 percent per annum. This increase is based not only on possible increases in salary but on the basis of the proposed increase in the number of trained teachers and on proposals to upgrade the skills of existing staff throughout the sector.

Training and Development (G\$2.4 billion)

This cost is direct cost associated with initial teacher training and continuous professional development for all teachers across levels.

Construction/rehabilitation of education buildings (G\$83.0 billion)

The major expense under this item is associated with construction/rehabilitation of schools and teachers houses almost one third of this cost will be committed to rehabilitation/maintenance of schools, reinforcing the Ministry's commitment to its maintenance plan of maintaining 20% of hinterland schools and 15% of coastal schools per annum.

School Feeding (G\$7 billion)

This continues funding of the community-based hot meal programme in the hinterland regions started under the EFA-FTI programme and the national snack programmes which cover all other nursery school students and Grades 1 and 2 students at the primary level.

Equipment and Learning Materials (G\$5.1billion)

The emphasis is on improving the teaching-learning process, through the provision of textbooks, expanding the integration of ICT, promoting Inquiry Based Science Education (IBSE); the distribution of literacy tool kits into schools etc.

Funding of the Plan

The Ministry of Education feels that this plan is financially feasible based on the budgetary trend for education in Guyana over the last five years. As seen in Table 1.2 in Part 1 of this document the budgetary allocation to education was maintained at 15 percent of the national budget and approximately 5 percent of GDP. The budgetary allocation to education from national funds is estimated to increase by approximately 2 percent annually. This is shown in Table IX.4. This data when compared with estimated cost of the plan does show funding gaps and the need for support by Development partners. It is felt that the emphasis on quality and improving student outcomes is being supported by many of these partners so there is an expectation that the plan will garner some support.

Monitoring and Evaluation Arrangements

Organisation of Monitoring and Evaluation in the sector

The Planning Unit of the Ministry of Education would be responsible for overseeing monitoring and evaluation, of the implementation and results of the sector's strategic plan. The unit will be supported by an M&E committee that will review progress. This committee will be convened by the Minister of Education/Permanent Secretary and will be comprised of the Chief Education Officer, Deputy Chief Education Officers and Other Senior Education Officials. On a national level, the National Advisory Committee that will be revitalized by way of the Education Act will be another committee to which progress reports are made.

Routine Monitoring: This will vary with the particular activity or programme and according to the schedule in the specific action plan, but there will be at least two reporting sessions per year.

Annual reviews: The annual review will consolidate information from the biannual reporting sessions. This information will be used to identify critical initiatives that need to be undertaken in the next year and to make decisions about changing the implementation of activities and initiatives.

Mid-term reviews: This will occur midway in the plan period. It will allow the Ministry to assess the likelihood of achieving some of the strategic objectives and, as necessary, modify the designs of interventions, their implementation arrangements, or their objectives.

Risks and Mitigation Measures

Any five year plan in any sector and in any country is potentially vulnerable to events beyond the sector's control. These include:

- Political instability in the country.
- Changes in the Government priorities on which the plan depends. These can occur when the party in power changes or under the same party.
- Economic disruptions that undermine the Government's funding base for the plan.
- Changes in donor priorities that undermine the funding of the plan.

Any of these events could happen in Guyana over the next five years, but their probabilities are judged to be moderately low or low. The education sector has always been regarded as a major priority across the political divide and civil society, with this Administration evidencing stable support for the sector. To reinforce the political and civic consensus, the formulation of this plan was based on an extensive consultative process with senior and technical officers within the sector and civil society. Initiatives of the ESP, such as school-level and national report cards and arrangements for monitoring and evaluating the ESP ensure that the nation and communities are kept informed of progress and problems with achieving the ESP's objectives. Communities will also be kept informed of the plan through their participatory roles in devising the Regional Action Plans.

Regional and international/Donor agencies supported the 2008-2013 ESP, helping to bridge gaps that could have negatively impacted implementation. It is hoped and expected that this level of support will continue. In an effort to ensure sustainability, the Ministry of Education continues to strengthen its collaboration and coordination of supportive organizations, such as the World Bank, IDB, UNICEF and the Global Partnership in Education through the conceptualization of on-going and future programmes/project initiatives.

Human and organizational capacity constraints in some units and departments of the Ministry of Education pose a much greater risk to the implementation of the ESP and to the achievement of its objectives. This risk is rated moderately high to substantial. This risk is exacerbated by problems with retaining good performers within the MoE.

The Ministry of Education recognizes these risk factors and is undertaking several mitigation measures. The organizational audit, a first activity to be conducted under the new ESP, will assess whether units that have responsibilities for implementing aspects of the ESP have the individual and organizational resources and incentives to deliver on these responsibilities effectively. The audit will focus on the MoE's central and regional departments, but might also include a sample of PTAs and schools. The framework for the audit will be organized around the three factors that seem to determine organizational performance: human capacity, organizational characteristics, and the formal and informal incentives that shape individuals' choices.

The audit for each unit will identify capacity building needs for that unit that can include human capital shortfalls, relative to responsibilities; organizational problems that need to be resolved, or perverse incentives that need to be addressed. For example, the auditors may find that improving the incentives, such as remuneration packages, is the only way to reduce the loss of good performers from key units.

Given the audit results and ESP priorities, the auditors will recommend where the MoE should focus its capacity building. The auditors will also recommend to the MoE whether to delay the implementation of an intervention pending better capacities of the implementing units. If an intervention cannot be well-designed and capably implemented, it is better either to delay its implementation, pending the development of the key unit's capacities, or to include it in the next ESP. A poorly designed or implemented intervention wastes money,

damages the credibility of the implementers, and distracts them from focusing on interventions that they can implement well.

Another risk, which is rated substantial, is the complexity of this ESP. The 2014-2018 ESP takes a systems perspective in terms of improving students' learning outcomes, addressing the conditions that international experience and research find to be necessary and sufficient for increasing student learning. However, these conditions cumulate to a complex agenda, no matter how capable the implementing units of the Ministry are. The initiatives intended to realize these conditions may combine to overwhelm certain units within the MoE, regardless of that unit's capacities relative to normal loads.

To mitigate this very real risk, the MoE will not pursue the ESP mechanically. It will sequence tasks on the basis of the recommendations of the organizational auditors and so as to even out the loads on individual units as much as possible. It may add consultants to provide temporary help for regular staff of a unit. Wherever appropriate, it will use pilots to help implementing units "ease into" implementing initiatives. It may even defer the implementation of initiatives until the ESP of 2019-2023.

Process of Preparing the Action Plan

The action plan was derived from consultations with Senior Technical Officers within the Ministry of education, who collaborated with the regional administration on identifying the areas of focus for the next five years. These key areas were presented to a senior policy group within the Ministry that ratified the areas, as consistent with the focus of the sector. Following these sessions, the technical officers developed their action plans, which were reviewed by the Planning Unit to ensure that all areas of focus are linked to the Sector Plan immediate outcomes/strategic objectives.