

# **Guyana Secondary Education Improvement Project**

## **Amerindian Peoples Plan**

**Ministry of Education  
Government of Guyana**

March 31, 2014

## 1) Project Objective and Description

The objective of the Project is to: (i) strengthen the capacity of secondary school mathematics teachers nationwide, and (ii) increase enrollment in general secondary schools in targeted regions.

The direct Project beneficiaries would be: (i) 2,600 students benefiting each year from new secondary school facilities in Regions 3 and 4. Given current enrollment shares between males and females in these regions, 50 percent of the student beneficiaries would be female. In addition, approximately 800 secondary level mathematics teachers nationwide will benefit from in-service training; and the Ministry of Education, would benefit from improved capacity in EMIS). More broadly, all secondary students (about 75,000) will indirectly benefit from the improved capacity of their mathematics teachers. The Project will also benefit 8 schools with a Technology-assisted Learning in Mathematics pilot.

The project would achieve its development objective through implementation of three components:

- 1) Strengthen the capacity of secondary school mathematics teachers nationwide (US\$1.8 M);
- 2) Expansion of Secondary School Facilities (US\$7.15 M); and
- 3) Institutional Capacity Building and Project Management (US\$1.05 M)

Component 1 of the Project will be implemented in Hinterland Regions 1, 7, 8, and 9; home to the country's indigenous, Amerindian populations. The objective of the project in these Regions is to train teachers and improve teaching and learning in Mathematics for 12 general secondary schools (GSS) and 100 secondary departments in primary schools (SD) – grade 7 and 8. Approximately 160 Mathematic teachers will be trained in the 4 Hinterland regions (see below).

**Total Number of Mathematics Teachers in Hinterland Regions**

| Region       | No. GSS   | No. of SD  | No. of Mathematics Teachers |
|--------------|-----------|------------|-----------------------------|
| 1            | 3         | 33         | 48                          |
| 7            | 3         | 11         | 26                          |
| 8            | 2         | 17         | 27                          |
| 9            | 4         | 39         | 59                          |
| <b>Total</b> | <b>12</b> | <b>100</b> | <b>160</b>                  |

The primary stakeholders of the project in the Hinterland Regions are the Mathematics teachers, students and their families as well as the Ministry of Education. In addition, the following stakeholders will also likely benefit: the Regional Democratic Council (RDC); Regional Education Officers (REOs); District Education Officers (DEOs); Village Councils (VCs); and Community Development Officers (CDOs) who report to Ministry of Amerindian Affairs.

## 2) Legal and Institutional Framework applicable to Amerindian Peoples and Education

The legal and institutional framework applicable Amerindian Peoples in Guyana is governed by the **Amerindian Act 2006**. The Act provides “for recognition and protection of the collective rights of Amerindian Villages and Communities, the granting of land to Amerindian Villages and Communities and the promotion of good governance within Amerindian Villages and Communities”. Among other things it lays out the Governance structure, composition, function and power of the Village Councils and mandate/duties of the *Toshao* as village representative. The Act further established the National Toshao Council (NTC). Additionally the Amerindian Act 2006 established the inalienability of village lands and the allocation and lease of lands to residents.

While there is no explicit policy that addresses any special education programme for Amerindian children in Guyana, the Ministry of Education Guyana Strategic Plan 2008 – 2013, (p.14), indicates that, “...Compulsory education was introduced in 1876 by the colonial government and in 1976, a century later, the commitment to free education was ratified by the Government of independent Guyana. The national policy has long been to

offer children, young people and other interested persons the opportunity to participate in the educational process free of cost.”

The Strategic Plan continues “... Education is now compulsory for children [including Amerindian children], aged five years and nine months to 15 years. Although there are only three years of compulsory education, children are expected to remain in General Secondary and/or Community High School until they are 16 years old.”

The Plan does recognize that (p. 14), “...In many developing countries and even developed countries, the most sophisticated services are found in the urban centres, as compared to rural areas where the population is almost always at a disadvantage. Guyana is no exception. Following historical trends in the country, most of the population, infrastructure, services and resources have been concentrated on the coastal areas, particularly in Georgetown. Further the geography of the country makes it difficult to travel and communicate with the relatively isolated communities of the interior, [where Amerindian peoples live]. The educational and other services provided to hinterland and deep riverain regions are clearly below the national standards.”

### **Amerindian Lands Commission Act**

The Amerindian Lands Commission Act of May 1966 was charged with, among other functions, the following;

1. To determine the areas of Guyana where any tribe or community of Amerindians was ordinarily resident or settled on the relevant date including, in case of Amerindian Districts, Areas or Villages within the meaning the meaning of the Amerindian Act, the part, if any, of such District, Area or Village where any tribe or community of Amerindians was originally resident or settled on the relevant date, and to identify every such tribe or community with as much particularity as is practicable.
2. To recommend, with respect to each such tribe or community of Amerindians, whether persons belonging to such tribes or community shall be given rights of tenure with respect to the areas of residence or settlement determined under paragraph (1) above or with respect to such other areas as the Commission may specify, being areas in relation to which such rights of tenure would be no less favourable to such persons that similar rights held in relation to the areas determined as aforesaid.

In 1995, the Government of Guyana, in an attempt to address Amerindian land claims formulated a policy, after consultation with Toshaos, to demarcate existing seventy four (74) legally recognized (titled) Amerindian communities and address extensions of titled communities and requests for titles by those communities without legally recognized lands (Ministry of Amerindian Affairs website).

As part of the process for enacting the Amerindian Act 2006, the Government decided to include a comprehensive procedure and criteria to address Amerindian land claims. These are outlined in Part VI of the Amerindian Act No. 6 of 2006. Unlike many other countries that require Indigenous people to show their ancestral connection with the particular piece of land being claimed, the communities in Guyana requesting titled lands are only required to show their use and occupation of the land being requested for at least 25 years and secondly the population must be at least one hundred and fifty (150) persons for the five (5) years preceding the application.

The **Education Act (Cap. 39:01)** speaks about education of Guyanese children generally and outlines the functions of the Education Department as well as provisions for enforcing education of children. **The Education Strategic Plan 2008 – 2013** places special focus Amerindian children. “There is a significant proportion of untrained nursery and primary teachers. This is of special concern in the light of the implementation of new literacy approaches. ...Indigenous/Amerindian children have even greater difficulties accessing **Early Childhood Education (ECE)**. Approximately thirty percent of the teachers at nursery level are still untrained and the proportion of untrained teachers is much greater in remote hinterland and riverain areas (72%). ...One very significant issue is the fact that although the gross enrolment ratio at the nursery level is about eighty percent, the most vulnerable groups are not being captured. These include children in small remote

23 communities where a majority of the population is indigenous/Amerindian people. (In Region 1, for example, there are 42 villages with primary schools but there are only 21 nursery schools/classes in the Region).

The objective of **Universal Secondary Education (USE)** has been one of the priorities of the Government of Guyana and MOE during the last period. The country has been able to achieve what amounts to full coverage at the nursery and primary levels and now, based on the last population projection in 2010, all secondary age students in the hinterland are taking advantage of secondary education. MOE is working to establish a system that provides access to all the population of the relevant age cohort according to specific regional characteristics and needs, but regional differences in quality (between hinterland, rural/coastal and urban/coastal regions) must be reduced. The Plan states that each region has particular characteristics that demand flexibility if USE is going to be achieved. Among other areas, the Plan will focus on the following areas of USE that pertain to Amerindian communities:

- Greater emphasis will be placed on mathematics, science and technology with the purpose of providing the young graduates with sufficient tools to be productively incorporated in the economy and to make Guyana a more competitive society.
- The scope of the curriculum will be broadened to include areas such as the arts, sports and physical education and culture-specific skills (e.g. weaving, basketry) in Amerindian communities. These inclusions would make attendance to schools more attractive to young persons and as such contribute to lowering the drop-out rate and increasing attendance.

The Plan emphasizes the importance of partnering with relevant agencies that impact education in Guyana, including the Ministry of Amerindian Affairs. The Ministry of Local Government and Regional Development is also closely related to the schools and the delivery of education in the regions. Representatives of the Ministries of Agriculture, Amerindian Affairs, Health and Local Government sit on the MOE's School Feeding Committee and have given invaluable support to the Community-based School Feeding Programme.

### 3) **Baseline Socio-Economic Information**<sup>1</sup>

This section provides baseline information on the demographic, social, cultural, and political characteristics of the affected Amerindian Peoples' communities, the land and territories that they have traditionally owned or customarily used or occupied, and the natural resources on which they depend.

Approximately 9.2 percent of the Guyanese population is Amerindian, ranking them as the fourth largest ethnic group in the country after East Indians, Africans and Mixed Guyanese. Amerindian Guyanese make up the majority of the population in the interior regions of 1, 7, 8 and 9. These are precisely the regions in which the project will be implemented. According to the National Development Strategy 2001 – 2010, Regions 1 and 9 have 28.80 per cent and 24.95 per cent respectively of the Amerindian population, followed by Regions 2, 7 and 8 with 11.72 per cent, 9.45 per cent and 8.63 per cent respectively. (National Development Strategy 2001 – 2010)

The Amerindian peoples of Guyana are not homogenous and groups were traditionally separated from each other by natural environments and by their distinct languages. The highest number of Amerindians (about 15,500) is to be found among the Arawaks (or Lokonas as they call themselves). These are followed by the Makushi whose population is about half that of the Arawaks. Next are the Wapishana whose numbers are slightly higher than the Warau, the Akawaio and the Patamona. The Caribs are the next smallest group, and, at

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<sup>1</sup> This section is written based on data from the National Development Strategy (2001 – 2010) available at: <http://www.sdn.org.gy/nds/>, the Low Carbon Development Strategy – LCDS (March 2013) available at: <http://www.lcds.gov.gy/> and the 1999 Household Income and Expenditure Survey (HIES). Drafted in consultation with the Ministry of Amerindian Affairs and the Ministry of Education, it provides the most recent data available.

the bottom of the Amerindian population scale, are the Arekuna and Wai Wai, remnants of the Atorad people who still speak their own language and can still be found living in Wapishana communities (National Development Strategy, 2001 – 2010, Chapter 24).

According to the National Development Plan most Amerindians are self-employed, concentrating on traditional subsistence activities such as agriculture, hunting and forestry. Less than half a percent of them is self-employed in fishing, mining, quarrying, and manufacturing. This suggests that, in spite of the rapid changes which are occurring in many areas of the interior, most Amerindians continue to operate outside the cash economy and are still dependent on a subsistence way of life.

In comparison with the other ethnic groups, a larger proportion of Amerindians is classified as poor in the most recent survey data available. Given their comparatively small numbers, reversing the poverty status of Amerindians might appear to be a manageable task. In fact, however, it may be extremely difficult, because of their dispersed settlement pattern, the difficult terrain in which they often live, the high cost of administering interior projects, and the lack of skills both in the Amerindian and in the wider population. (ibid) With regards to education, less than 1 percent of the interior population had received post-secondary education according to the 1999 Household Income and Expenditure Survey (HIES).

Sixty percent of the Amerindian communities in Guyana now hold title to some of their traditional lands, totaling 7 percent of the Guyanese national territory. Land title encompasses usufruct rights to fish, farm and hunt on the land as well as rights to all timber on reserved lands, and occupancy rights. Subsoil rights are excluded. Land titles have been given in different forms, namely as Amerindian villages, Amerindian areas, and Amerindian Districts. Amerindians hold land collectively, although individual/family parcels are identified and generally accepted at the community level. In some communities, the village council has identified parcels for housing, farming, etc. Forest reserves which are at present under the sole control of Amerindian communities are considerable, comprising 1.4 million hectares.

**Amerindian Land Titling:** In excess of 14% of Guyana’s territory is owned by Amerindians, up from about 6% in the early 1990s. The Government of Guyana has committed to completing the titling of all Amerindian lands (including the related processes of demarcation and extension) over the next three years –in accordance with the Amerindian Act which embodies the principle of free, prior and informed consent (FPIC) of the members of the communities. Since 2013, 2 villages and one extension have received land title and 7 have been demarcated. This means that as of March 2013, 12 communities have outstanding title requests, while 37 demarcation and 33 extension requests are yet to be processed. All outstanding requests will be addressed in the Amerindian Land Titling project (ALT) 2013-2016. The ALT project includes the 6 titled villages that are engaged in land-related Court proceedings against the Government of Guyana - these villages, though titled, have not provided approval for demarcation which is a prerequisite for surveying to take place. (Low Carbon Development Strategy - LCDS)

4) **A Summary of the Social Assessment**

The accompanying Social Assessment for the project provides details on Amerindian communities in Guyana, including baseline information on the demographic, social, cultural, and political characteristics of these affected communities. The table below provides an overview of the 4 Regions covered under this project.

| Region | Population | Geographic Features | Primary Amerindian Community (Secondary and Tertiary Communities) | Secondary Schools (of which # are primary tops)# | Economic Activities  |
|--------|------------|---------------------|---|--|--|
| 1      |            | Forested, Riverain  | Arawak (Warrau, Carib)  | 36 (33)  | Logging, mining and agriculture (cassava, ground provisions, greens, vegetables, ginger, |

|   |             |                                 |  |         |   |
|---|-------------|---------------------------------|--|---------|---|
|   | 18,294*     |                                 |  |         | fruits, livestock rearing, cash crops such as eggplant to be sold to schools for School Feeding Program)                |
| 7 | 14,682*     | Forested, Riverain, Mountainous | Akawaio (Arecuna, only in Paruima village)           | 14 (11) | Agriculture (Cassava, fruits, greens, vegetables, potatoes, onions, variety of legumes) and Mining                      |
| 8 | 6,137**     | Mountainous                     | Patamona   | 18 (16) | Agriculture (fruits, cassava, some rice)  |
| 9 | 1<br>4,947* | Interior savannah, Mountainous  | Wapishana (Makushi, Waiwai in Konashen village only) | 42 (39) | Agriculture (cassava, fruits, greens, vegetables and some rice) and Cattle rearing (cows, horses, sheep, pigs, chicken) |

Sources: Digest of Educational Statistics of Guyana 2000-2001 \*Guyana Poverty Reduction Strategy Paper 2002; \*\*Prepared by Institute for Health Sector Development, London for MOH Guyana; Report on Region 9's Poverty reduction Strategy Consultations (2001) prepared by the Regional Democratic Council # 9 in collaboration with the Amerindian Toshaos' Council of Region #9; #MoE data for the current (2013-2014) academic year.

#### **5) Results of the free, prior, and informed consultation with affected Amerindian communities and that led to broad community support for the project**

Since this project would see the involvement of 12 Government Secondary Schools and 100 secondary departments of primary schools in the Hinterland regions, consultations with key Amerindian stakeholders solicited critical feedback regarding the anticipated impact of the project. The initial consultations were conducted during the period January 31 to February 17, 2014 to prepare this Amerindian Peoples Plan. The facilitators were Mr. Samaroo Jailal, Finance Officer of the Guyana Improving Teacher Education Project (GITTEP) and University of Guyana Science and Technology Project (UGSTSP) and Mr. Edward Jarvis, Coordinator Hinterland School Feeding, Ministry of Education. (Annex 1 details the workplan for the first round of consultations. Annex 2 details the outcomes of the consultations.)

The objectives of the meeting were as follows:

- Provide the affected Amerindian communities with a greater level of detail on the project;
- Present an opportunity for comments, clarifications, questions, concerns, suggestions to be aired and discussed;
- Receive community feedback on the potential positive as well as negative impacts of the investments; and
- Identify mitigation measures to be included in the project and implemented via the APP.

Some of the benefits identified by the project stakeholders included:

- Improved student performance in Mathematics generally and improvement in students' performance at the CSEC Examinations in Mathematics.
- Students and citizens who are better qualified and more marketable in the job market.
- Improved teachers' competence in dealing with the subject area.
- Parents will have less cost sending their children to school in their own community (no transportation and accommodation costs).
- Improved access to and knowledge of IT by both teachers and students.
- More students will be able to access university education

- If Math teachers are trained in the secondary departments of the primary schools, parents will benefit since their children can be educated in their own community thereby reducing expenditure.
- Resources will be made available in the form of textbooks, teaching aids, lesson plans, and online resources which will become accessible to both teachers and learners.
- Hinterland students will have the same opportunities as Coastland children.

The following potential negative consequences were identified during consultations:

- Classroom work will be affected during teacher training sessions if training will be done during school hours.
- Hinterland communities will be sidelined by not building any secondary schools in the hinterland.
- Not every child may be computer literate to handle this new teaching
- There is a possibility that other subjects could be neglected and cause a decline in performance in these subject areas.
- Administrative staff may not be able to supervise teachers during and after training in this area.
- Dates and time may be inconvenient to teachers due to school activities.
- Consideration is given to Amerindian people but in mixed race communities, this may bring conflict.
- Why is the focus only on secondary schools? Why not start from nursery to primary, then secondary. A foundation for mathematics is needed.
- Lack of access to electronic facilities such as the other regions when there is no electricity in some of the secondary and primary schools in Region Nine.

Overall, the project received overwhelming support from the consulted communities and based on these consultations, we can conclude that they support the implementation of the project.

**6) A framework for ensuring free, prior, and informed consultation with the affected Amerindian communities during project implementation.**

The consultations carried out under this project will follow the principles for the free, prior, and informed consultation with the affected Amerindian Peoples' communities. The staff of the National School Feeding Program will lead the consultation process on behalf of the Project Implementing Agency. The consultations will be held with Mathematics teachers, Fifth Form students, Toshaos and other village-level leaders, DEOs and REOs. During the preparation phase, two series of consultations will be held in each hinterland Region covered under the project. The first consultation has already taken place to prepare this initial draft of Amerindian Peoples Plan and the second consultation will take place to present this draft document to communities in each Region.

During the project implementation phase, consultations will be conducted on an annual basis in each of the four Regions and preferably in August, before the school year begins. The key objective of the consultations is to receive feedback from the involved communities to determine what positive results they anticipate from the project, what problems or setbacks they anticipate or are experiencing and to allow them to offer recommendations to improve implementation.

Feedback will be documented by the Project Implementing Agency. Relevant feedback will be integrated in the final design of the project and during implementation. The process should be monitored by the Regional Education Departments and the Project Implementing Agency will work with the Departments of Education to build their capacity to take on this task.

**7) Action Plan to Ensure that Amerindian Communities Receive Social and Economic Benefits**

The consulted communities were in favor of the project and supported its goals. They cited how it will benefit the communities through various means. First and foremost, the project will work to strengthen

student performance in Mathematics. Consulted communities cited this as a means to ensure that students in their communities are later able to pursue higher education and seek better employment opportunities. The teacher training aspect will also allow teachers to seek better professional opportunities. Finally, some parents stated that this project will relieve some financial pressure on the family since it would allow students to stay in dormitories while pursuing their studies or if the local secondary departments of primary schools are strengthened, students can receive at least a basic secondary education in their own communities.

### 8) Mitigation of Adverse Impacts

During initial consultations, communities articulated several issues that could have adverse impacts. The table below details the mitigation measures to avoid, minimize, mitigate, or compensate for these adverse effects.

**Table: Action Plan - Potential Impacts and Mitigation Measures Proposed.**

| Potential Negative Impacts (and level of impact)  | Mitigation Measures   |
|---|---|
| Classroom work will be affected during teacher training sessions if training will be done during school hours. Dates and time may be inconvenient to teachers due to school activities. | Training of the teachers must be done in the sub region. (On weekends or holidays).   |
| In Moruca, there is an inadequate/insufficient learning base. Teachers focus more on short term performance.  | Incentive package (monetary or scholarships to do MEd.) for Mathematics teachers who have performed well. Continuous training for teachers. The upgrading of teachers should be continuous and closely monitored. |
| Hinterland communities will be sidelined by not building any secondary schools in the hinterland.   | This project will focus on schools on the coastal areas but future projects should consider expansion and improvement of secondary school facilities in the hinterland.   |
| There is a possibility that other subjects could be neglected and cause a decline in performance in these subject areas.  | Secondary education should be more practical- to prepare students to survive in their communities, e.g., in manufacturing, (feed production, food preservation, carpentry, joinery etc).                          |
| The focus only on secondary schools. Why not start from nursery to primary, then secondary. A foundation for mathematics is needed.   | More secondary teachers should be trained in mathematics, not only Grades 7 and 8, but also 9, 10 and 11.   |
| Lack of access to electronic facilities such as the other regions when there is no electricity in some of the secondary and primary schools in Region Nine                              | Speedy link up to the internet so that hinterland teachers can benefit from the online services.  |

### 9) The cost estimates and financing plan for the Amerindian People's Plan

Below are cost estimates for proposed consultations, to be held once per year and preferably during the August vacation. The cost is in Guyana dollars (GYD) and reflects the cost for one round of consultations in all four of the hinterland regions where this project will be implemented.

|                                       | Region 1    | Region 7    | Region 8    | Region 9    | Total        | Comments                                 |
|---------------------------------------|-------------|-------------|-------------|-------------|--------------|--|
| Transport Facilitator                 | \$800,000   | \$800,000   | \$900,000   | \$900,000   | \$3,400,000  | Transportation<br>Meals<br>Accommodation |
| Transport of Communities and Teachers | \$2,000,000 | \$2,000,000 | \$3,000,000 | \$3,000,000 | \$10,000,000 | Transportation<br>Meals<br>Accommodation |
| Training for GRM focal point          | \$40,000    | \$40,000    | \$100,000   | \$100,000   | \$280,000    | Transportation<br>Meals<br>Accommodation |



|                  |           |           |           |           |                      |            |
|------------------|-----------|-----------|-----------|-----------|----------------------|------------|
| Local Translator | 40,000    | 40,000    | 40,000    | 40,000    | 160,000              |            |
| Flip Charts      | \$10,000  | \$10,000  | \$10,000  | \$10,000  | \$40,000             |            |
| Markers          | \$5,000   | \$5,000   | \$5,000   | \$5,000   | \$20,000             |            |
| Pens             | \$10,000  | \$10,000  | \$10,000  | \$10,000  | \$40,000             |            |
| Refreshments     | \$100,000 | \$100,000 | \$100,000 | \$100,000 | \$400,000            |            |
| Video footage    | \$150,000 | \$150,000 | \$150,000 | \$150,000 | \$600,000            |            |
| <b>TOTAL</b>     |           |           |           |           | <b>\$ 14,940,000</b> | <b>GYD</b> |
| <b>TOTAL</b>     |           |           |           |           | <b>74,700</b>        | <b>USD</b> |

### 10) Grievance Redress Mechanism

A grievance redress mechanism for the project is necessary for addressing legitimate concerns of affected individuals and groups who may consider themselves deprived of appropriate treatment under the project. The mechanism, developed by the Project Implementing Agency, will include:

- (i) a recording and reporting system, including grievances filed both verbally and in writing,
- (ii) designated staff with responsibility at various levels of governments, and;
- (iii) a timeframe to address the filed grievances.

This mechanism is detailed in the Table below. The functioning of the grievance redress mechanism will be regularly monitored and evaluated by the Project Implementing Agency during implementation.

| Grievance Redress Procedures |  |
|------------------------------|--|
| Access Point                 | For Amerindian communities, the project will have appropriate and various access points for filing grievances. Grievances can first be submitted to the village Toshao, who will then report this grievance to the RDC. The RDC will then get in touch with the Project Implementing Agency, based in the MoE, to formally file the grievance. Affected persons can also contact the relevant community development officer (CDO), who work with the Ministry of Amerindian Affairs (MoAA). The MoAA can then reach the Project Implementing Agency to formally file the grievance. Finally, affected persons can also directly and formally file the grievance with the Project Implementing Agency staff via telephone, during site visits and during consultation meetings. |
| Grievance Log                | Once a grievance is communicated to the Project Implementing Agency, it will record the grievance in an electronic log. This log should constitute a data base containing the origin of the grievances and associated issues, number of complaints received, resolved, and gone to mediation. This log will be captured in quarterly project progress reports prepared by the Project Implementing Agency.   |
| Assessment and Timeframe     | The Project Implementing Agency will acknowledge within 10 working days, receipt of the complaint and should include notification of the period necessary to address the grievance to the aggrieved person. If the aggrieved person does not receive a response within the agreed time or is not satisfied with the outcome, he/she can refer the matter to the MoAA for redress. The MoAA should acknowledge within 10 working days, receipt of the letter of appeal and should include notification of the period necessary to address the appeal. If the aggrieved person is not satisfied with the outcome he/she can refer the matter to the Court of Law for redress.  |
| Resolution and Follow-up     | An Implementation Plan should be developed for resolution of grievances. Data should be shared with the World Bank (raw grievance and/or monthly reports). On the spot resolution should be encouraged. However, the process and results should be   |

|             |
|-------------|
| documented. |
|-------------|

### **11) Monitoring, evaluating, and reporting on the implementation of the APP**

Annual consultations and monitoring visits will ensure that the project is effectively implemented, provide updates to the project to stakeholders and receive pertinent feedback. The Ministry of Education, through the Project Implementing Agency, in collaboration with the REOs will lead these activities. Consultations will take place on an annual basis while monitoring visits will be scheduled as and when needed by the Project staff and the World Bank. The consultations carried out under this project will follow the principles for the free, prior, and informed consultation with the affected Amerindian Peoples' communities.

The Ministry of Education and the World Bank will conduct the monitoring and evaluation visits to project areas in the hinterland Regions and will involve the participation of the REOs, DEOs, Regional Education Committees and the Village/Community Councils and Tshaos. These consultations will provide communities the opportunity to provide inputs to the project and to measure whether the proposed project is working towards achieving its established goals and objectives.

**ANNEX 1: WORKPLAN FOR THE REGIONAL CONSULTATIONS ON THE IMPROVING SECONDARY EDUCATION PROGRAMME  
AMERINDIAN PEOPLE’S PLAN  
JANUARY/FEBRUARY, 2014**

**JANUARY 2014**

| SUN. | MONDAY | TUESDAY | WEDNESDAY  | THURSDAY                                   | FRIDAY  | SAT.    |
|------|--------|---------|--|--|---|---------|
| 26   | 27     | 28      | 29 Visit to Santa Rosa-St. Nicholas, Haimacabra, Waramuri. | 30 Continue visit to the Moruca sub-region | 31 IPP consultations with secondary Mathematics teachers of the Moruca sub region, Region 1-Morning session-return to Georgetown. | 1 (Feb) |

**FEBRUARY 2014**

| SUN. | MONDAY  | TUESDAY  | WEDNESDAY                | THURSDAY  | FRIDAY   | SAT. |
|------|---|--|--------------------------|---|--|------|
| 2    | 3   | 4. IPP consultation at Mabaruma for Math teachers of Mabaruma and Port Kaituma | 5. Return to Georgetown  | 6.Video Conference with the World Bank and Min. of Amerindian Affairs | 7. IPP consultations for Region Seven in Georgetown. | 8    |
| 9    | 10  | 11. IPP consultations for Region Eight in Georgetown.                          | 12                       | 13  | 14   | 15   |
| 16   | 17. IPP consultations for Mathematics teachers and stakeholders of Region Nine in Lethem. | 18   | 19. Return to Georgetown | 20. Compiling report.   | 21. Compiling and submitting report.                 | 22   |
| 23   | 24  | 25   | 26                       | 27  | 28   |      |

**TARGET GROUPS**

1. All Mathematics teachers from hinterland General Secondary Schools
2. Representative sample of Mathematics teachers from secondary departments of primary schools in the hinterland.
3. Regional Education Officers
4. District Education Officers
5. Representative sample of secondary school students close to the district centres where consultations are being held. In the case of Regions Seven and Eight, an attempt will be made to involve students from the respective regions who are on the Hinterland Scholarship Programme.
6. At least four toshaos from villages close to consultation sites in the case of Regions One and Nine.

**SPECIFIC TARGET GROUPS BY REGION**

**REGION ONE**

**Mabaruma (Location: Brooms’ Guest House)**

1. Regional Education Officer
2. District Education Officer, Mabaruma and Port kaituma

3. Regional Chairman
4. Regional Executive Officer
5. All Mathematics teachers and headteachers from North West Secondary and Port Kaituma Secondary Schools.
6. Mathematics teachers from Hosororo, Wauna and Yarakita Primary Schools.
7. Representative sample of students from the North West Secondary School.

**Moruca (Location: Kumaka Extension Centre)**

1. District Education Officer
2. Mathematics teachers and headteacher from Santa Rosa Secondary School.
3. Mathematics teachers from St. Nicholas, Waramuri, Santa Rosa Primary, Karaburi, Kamwatta and Kwebana primary schools.
4. Representative sample of Fifth Form students (5), from Santa Rosa Secondary School.
5. Toshao from St. Nicholas, Waramuri, Santa Rosa and Kwebana.

**REGION SEVEN (Location: NCERD Boardroom, Kingston, Georgetown)**

1. Regional Education Officer
2. District Education Officer, Bartica and Kamarang
3. Mathematics teachers and headteachers from Bartica Secondary, Three Miles Secondary and Waramadong Secondary schools.
4. Mathematics teachers from Jawalla and Paruima Primary Schools.
5. Sample of hinterland scholarship students from Region Seven.

**REGION EIGHT (Location: NCERD Boardroom, Kingston, Georgetown)**

1. Regional Education Officer
2. District Education Officer, Mahdia, Kato, Paramakatoi.
3. Mathematics teachers and headteachers from Mahdia Secondary and Paramakatoi Secondary.
4. Mathematics teachers from Monkey Mountain Primary, Kato Primary and Kopenang Primary
5. Representative sample of hinterland scholarship students from Region Eight.

**REGION NINE (Location: Lethem, Central Rupununi, Region Nine)**

1. Regional Executive Officer
2. Regional Education Officer
3. District Education Officers, Lethem, Annai and Aishalton.
4. Mathematics teachers and headteachers Annai Secondary, St. Ignatius Secondary, Sand Creek Secondary and Aishalton Secondary.
5. Mathematics teachers from Makushi Primary, Maruranau Primary, Yupukari primary and Potarinau Primary.
6. Representative sample of Fifth Form students from the Saint Ignatius Secondary School.

**Facilitators: S. Jailal, Finance Officer, GITEP; E. Jarvis, Coordinator, National School Feeding Programme.**

**ANNEX 2: SUMMARY OF CONSULATATIONS AND MITIGATION MEASURES**

| SCHOOL                            | POSITIVE EFFECTS OF PROJECT   | POSSIBLE NEGATIVE EFFECTS OF PROJECT   | RECOMMENDATIONS FOR MITIGATING NEGATIVE EFFECTS OF PROJECT  |
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| <b>REGION ONE</b>                 |   |  |   |
| <p>1. Santa Rosa Secondary</p>    | <ul style="list-style-type: none"> <li>• Improved student performance in Mathematics.</li> <li>• Students/citizens who are better qualified/more marketable in the job market.</li> <li>• With the inclusion of Information technology aids, students' interest in Mathematics may be heightened.</li> </ul>  | <ul style="list-style-type: none"> <li>• Students may lose focus on language and other subject areas.</li> <li>• For the Moruca sub region's 15,000 population there is an inadequate/insufficient learning base. (the focus is short term performance).</li> </ul>  | <ul style="list-style-type: none"> <li>• The proposed programme should be more integrated.</li> <li>• Funding should cater for other subject areas.</li> <li>• The project should target teachers in training-ADE, CPCE and UG.</li> <li>• There should be more secondary schools to cater for the large number of students in the sub district.</li> <li>• Incentive package (monetary or scholarships to do MEd.) for Mathematics teachers who have performed well. Continuous training for teachers. The upgrading of teachers should be continuous and closely monitored.</li> <li>• Remedial programme for the Grade 7 entries, (diagnostic based). A special math package to cater for those students who do not meet the national Mathematical standards.</li> </ul> |
| <p>2. Waramuri Primary School</p> | <ul style="list-style-type: none"> <li>• Involving IT in the improvement of secondary education in Mathematics.</li> <li>• Training of teachers.</li> <li>• Improvement in students' performance at the CSEC Examinations in Mathematics.</li> <li>• Free interactions in the classrooms (teachers and students since they are familiar with each other.</li> <li>• Parents will have less cost sending their children to school in their own community (no transportation and accommodation cost.</li> </ul> | <ul style="list-style-type: none"> <li>• Lack of adequately trained secondary level teachers.</li> <li>• Classroom work will be affected during teacher training sessions if training will be done during school hours.</li> <li>• Sidelining the hinterland communities by not building any secondary schools in the hinterland.</li> </ul> | <ul style="list-style-type: none"> <li>• Training of the teachers must be done in the sub region. (On weekends or holidays).</li> <li>• Employment of more Mathematics teachers at our school. (One Math teacher teaches Grade Seven to Eleven).</li> <li>• Regular subject committee meetings, (Mathematics), to be held in the sub region.</li> <li>• Speedy link up to the internet so that hinterland teachers can benefit from the online services.</li> <li>• Specialist teachers to teach the three different parts (sections), in Mathematics-Arithmetic, Algebra and Trigonometry.</li> </ul>  |
| <p>3. St. Nicholas Primary.</p>   | <ul style="list-style-type: none"> <li>• Improvement in the students' and teachers' performance in the subject area (Mathematics).</li> <li>• Teachers' competence to deal with the subject area would be improved/enhanced.</li> <li>• Improved community development.</li> <li>• Creation of job opportunities in the</li> </ul>  | <ul style="list-style-type: none"> <li>• Some schools will have more attention or attention than others.</li> <li>• There is a possibility that other subjects could be neglected and cause a decline in performance in these subject areas.</li> </ul>  | <ul style="list-style-type: none"> <li>• More teacher education in the subject area of Mathematics.</li> <li>• This project will focus on schools on the coastal areas but future projects should consider expansion and improvement of secondary school facilities in the hinterland.</li> <li>• In future, other subjects should be focused on especially English Language.</li> </ul>  |

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|   | <p>hinterland.</p> <ul style="list-style-type: none"> <li>Teachers' and students' knowledge of IT would be improved.</li> <li>Improved access to IT by both teachers and students.</li> </ul>   |  | <ul style="list-style-type: none"> <li>All schools under the project must be treated fairly (in terms of training and resource allocation).</li> </ul>   |
| 4&5. Kamwatta Primary and Karaburi Primary  | <ul style="list-style-type: none"> <li>Improve teacher education in Mathematics.</li> <li>Improve performance of students in CSEC, (Caribbean Secondary Education Certificate Examination) and NGNA, (National Grade Nine Assessment).</li> <li>Regular monitoring of project implementation.</li> <li>Interior schools will be involved.</li> <li>More resources for Mathematics teachers.</li> <li>More students will have access to quality education, (Mathematics).</li> <li>Community members will be better equipped to fit easily in the changing world in the long run.</li> </ul> | <ul style="list-style-type: none"> <li>Only 100 secondary departments will be involved.</li> <li>The project only focuses on Mathematics teachers.</li> </ul>  | <ul style="list-style-type: none"> <li>All primary tops/secondary departments should be involved.</li> <li>All Mathematics teachers should be involved.</li> <li>Restart level/subject committee meetings.</li> <li>The primary top schools selected for this project should be run like a general secondary school in terms of staffing.</li> <li>A general secondary school should be built in an area to cater for students from Kamwatta, Karaburi and Wallaba.</li> <li>Mathematics teachers should be given priority to attend the University of Guyana.</li> <li>Resources should be sent directly to the schools.</li> </ul> |
| 6.Kwebana Primary   | <ul style="list-style-type: none"> <li>Improvement of teachers.</li> <li>Better performance of students at examinations.</li> <li>Parents will be less pressures financially.</li> <li>All children will have the opportunity to benefit from secondary education especially those from poor family background, (single parent families and unemployed parents).</li> <li>Late developers will benefit.</li> <li>Teachers will have improved teaching skills.</li> <li>Teachers' abilities will be improved with access to technology.</li> </ul>   | <ul style="list-style-type: none"> <li>Should there be no replacement of Mathematics teachers, the other subject areas may suffer.</li> </ul>  | <ul style="list-style-type: none"> <li>Secondary education should be more practical- to prepare students to survive in their communities, e.g., in manufacturing, (feed production, food preservation, carpentry, joinery etc).</li> <li>Scholarships should be given to teachers for professional training.</li> </ul>  |
| 7. North West Secondary, Mabaruma Primary, Hosororo Primary, Wauna Primary, Yarakita Primary and White Water Primary. | <ul style="list-style-type: none"> <li>Higher pass rate at CSEC Examinations and Grade Nine Assessment.</li> <li>More trained mathematics teachers means a better delivery of the content.</li> <li>If Maths teachers are trained in the secondary departments of the primary schools, parents will benefit since their children can be educated in their own community thereby reducing expenditure.</li> </ul>  | <ul style="list-style-type: none"> <li>Parents will not have enough money to support their children.</li> <li>Communication system needs to be enhanced; it is currently not suitable for schools which are far away.</li> <li>Teachers are fully trained.</li> <li>After students pass their Mathematics or are trained, they cannot get jobs.</li> </ul> | <ul style="list-style-type: none"> <li>More secondary teachers should be trained in mathematics, not only Grades 7 and 8, but also 9, 10 and 11.</li> <li>Mathematics subject committee in the region should be functional.</li> <li>All teachers should be trained in Mathematics and English for all grades.</li> <li>Enhance telecommunication in various areas (riverain).</li> </ul>  |

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|                             | <ul style="list-style-type: none"> <li>• Long term development (scholarships).</li> <li>• Conducive learning environment (better learning facilities).</li> <li>• Better learning resources will encourage children to stay in school longer.</li> </ul>  |  |  |
| 8. Port Kaituma Secondary.  | <ul style="list-style-type: none"> <li>• Teachers will benefit from the programme by getting the chance to upgrade themselves from the different areas within the region.</li> <li>• Better remuneration package for teachers.</li> <li>• Teachers will be more qualified to execute the lesson (Mathematics).</li> <li>• They (teachers) will have a wider knowledge of the subject area and more teaching strategies will be used to get over the concepts.</li> <li>• Teachers will be capable of dealing with different ability students.</li> <li>• Teachers will be better trained in the evaluation of students' work.</li> <li>• Teachers will be more equipped with teaching materials to execute the curriculum.</li> <li>• High quality education for students ; better pass rate at national and external examinations.</li> <li>• Reduction of poverty and improved life style.</li> <li>• Reduction of social issues e.g. low teenage pregnancy, less school dropouts.</li> <li>• Students will get to like Mathematics and they will show more interest by practicing on their own and asking more questions of the teacher during lessons.</li> <li>• Students' performance will be improved academically.</li> </ul> | <ul style="list-style-type: none"> <li>• There could be a gap in the transition from primary to secondary.</li> </ul>  | <ul style="list-style-type: none"> <li>• A training programme should be implemented for the mainstream primary level.</li> <li>• All trained mathematics teachers should be awarded with an outstanding certificate that would be recognized at institutions of higher learning.</li> <li>• There should be a trained person to teach about the information technology devices within the secondary schools.</li> <li>• More persons should be trained in mathematics in the event of staff turnover.</li> </ul> |
| <b>REGION SEVEN</b>         |   |  |  |
| 9. Bartica Secondary School | <ul style="list-style-type: none"> <li>• The programme is designed by the Ministry of Education.</li> <li>• The Schemes of Work are prepared from the Learning Guides.</li> <li>• There will be four full time teachers.</li> </ul>   | <ul style="list-style-type: none"> <li>• Prerequisite skills are not available in students.</li> <li>• The Guides are too scattered as designed by the Ministry of Education.</li> </ul> | <ul style="list-style-type: none"> <li>• Grades Seven and Eight can be modeled after the SCCP.</li> <li>• Copies of the Teachers' Guides must be made available.</li> <li>• Training for a more hands on approach to</li> </ul>  |

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|                                  | <ul style="list-style-type: none"> <li>• More teachers certified/trained on the subject.</li> <li>• Textbooks and chalk will be available.</li> <li>• Teachers will have new skills in content and methodology.</li> <li>• Head of Department checks teachers' records and actual teaching of lessons.</li> <li>• Students from Amerindian communities reside in the dormitory.</li> <li>• They are allowed to participate in school and other activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Topics take a longer time to complete.</li> <li>• Teachers' Guides are not available to/used by teachers.</li> <li>• Need for training for more practical lessons.</li> <li>• A variety of textbooks, worksheets, work cards, supplementary workbooks.</li> <li>• Lack of resource materials for teachers.</li> <li>• Lack of appropriate audio visual materials.</li> <li>• Lack of time to meet teachers as scheduled.</li> <li>• Limited support from Administrative staff to supervise teachers.</li> <li>• These students tend to socialize with their peers and not with the students from Bartica.</li> <li>• Parents only visit schools when there is a problem.</li> <li>• Parents rely on the school for discipline.</li> </ul> | <p>teaching and learning.</p> <ul style="list-style-type: none"> <li>• Include teachers on a six year transitional programme in the learning programme.</li> <li>• Provide adequate support materials for students and teachers to use.</li> <li>• Provide printing facilities to replicate/reproduce worksheets and other materials.</li> <li>• Supply supplemental materials for practicing Mathematics.</li> <li>• Teacher training must include Senior Masters/Mistresses, Head Teacher, Deputy Head Teachers and other heads of Department being exposed to teaching techniques in Mathematics.</li> <li>• Improve communication between the parents, dormitory parents and the school.</li> <li>• There is a need for parents to take responsibility for their own learning.</li> <li>• Parents should be involved in programmes to develop techniques in Mathematics so as to help their children.</li> </ul> |
| 10. Three Miles Secondary School | <ul style="list-style-type: none"> <li>• Training of teachers.</li> <li>• Provision of equipment/materials to facilitate the programme.</li> <li>• Continuous supervision of teachers.</li> <li>• Subject committee meetings where teachers will be able to share lessons.</li> <li>• Online website access.</li> </ul>   | <ul style="list-style-type: none"> <li>• Time loss for the completion of the syllabus/scheme.</li> <li>• Only 9 Mathematics in the region.</li> <li>• Not every child is computer literate.</li> <li>• Will every child be equipped in the programme?</li> <li>• Storage of equipment.</li> <li>• Dates and time may be inconvenient to teachers due to school activities.</li> <li>• Time loss for other school activities.</li> <li>• Schools do not have access to the internet.</li> </ul>   | <ul style="list-style-type: none"> <li>• Training must be done during holidays or after school.</li> <li>• Adequate training to be provided to both teachers and students.</li> <li>• Set training dates early and confirm visits.</li> <li>• Supervision must be more supportive than judgmental or an audit.</li> <li>• Once a year consultation for teachers from all regions to share findings and ideas.</li> <li>• More parental support.</li> <li>• Educate parents on the benefits of the programme.</li> <li>• Mostly learner friendly activities must be created.</li> </ul>   |
| 11. Waramadong Secondary School. | <ul style="list-style-type: none"> <li>• The programme will be of great benefit to the school's population, (Students and teachers), since Mathematics is a poor area.</li> <li>• Full support is being given towards consultations being made in the</li> </ul>  | <ul style="list-style-type: none"> <li>• There is a high cost of running consultations in the hinterland.</li> <li>• Target group may not respond to meet the needs of the programme.</li> <li>• English Language is a challenge in some parts of the hinterland and this</li> </ul>   | <ul style="list-style-type: none"> <li>• Implement Amerindian people's plan only in areas where it is applicable i.e., in the project area.</li> <li>• English must be taught with Mathematics. Reading should be incorporated.</li> <li>• The target group (teachers), must contribute</li> </ul>   |



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|   | hinterland.   | <p>is a vital tool for understanding.</p> <ul style="list-style-type: none"> <li>• The target group will be small i.e., teachers. There are very few trained mathematics teachers.</li> <li>• Consideration is given to Amerindian people but in mixed race communities, this may bring conflict.</li> </ul>  | <p>towards the project so as to offset expenses.</p> <ul style="list-style-type: none"> <li>• Training must be done during weekends, after instructional periods and during holidays.</li> <li>• Needs and expansion in school facilities, i.e., a new secondary school with departments and more so a special Mathematics department.</li> <li>• Extend or upgrade the Learning Resource Centres.</li> <li>• Extend educational Learning Channel in Region Number Seven, Upper Mazaruni as an additional resource to the teachers.</li> <li>• A special package should be given to the students in need , e.g., geometry sets and calculators.</li> </ul> |
| <b>REGION EIGHT</b>   |   |   |  |
| Kato Primary School   | <ul style="list-style-type: none"> <li>• Hinterland students will have the same opportunities as Coastland children.</li> <li>• With the necessary resources, children will be in a better position to learn.</li> </ul>  | <ul style="list-style-type: none"> <li>• If only one person is trained, what will happen if that person leaves the job or migrates?</li> </ul>  | <ul style="list-style-type: none"> <li>• If each school has internet services, then it would save the teachers time from having to leave school to get internet access.</li> <li>• At least two teachers from each school should be trained to cater for the unexpected.</li> </ul>  |
| <b>REGION NINE</b>  |   |   |  |
| Annai Secondary, St. Ignatius Secondary, Sand Creek Secondary, Aishalton Secondary, Kraudarnau Primary, Maruranau Primary, Shulinab Primary, Potarinau Primary and Yupukari Primary | <ul style="list-style-type: none"> <li>• Provide teachers with the opportunity to be trained in Mathematics and this will improve in the delivery of the contents and methodology in classrooms and in the schools as a whole.</li> <li>• The infrastructure of the schools will be improved; as a result, the classroom will be more convenient for learning.</li> <li>• Resources will be made available in the form of textbooks, teaching aids, lesson plans, online resources which will become accessible to both teachers and learners.</li> <li>• An improvement in the national pass rate for Mathematics.</li> <li>• Students leaving the school system will have the necessary Math skills to contribute meaningfully to their community, region and country as a whole.</li> <li>• It will result in a spin off effect whereby</li> </ul> | <ul style="list-style-type: none"> <li>• Are there enough Mathematics teachers in the region with the same level of training?</li> <li>• Who will be supervising the Mathematics teachers during and after their training?</li> <li>• What is the duration of these 'six times visits' per year? Because a one hour visit will not work.</li> <li>• Why the focus only on secondary schools? Why not start from nursery to primary , then secondary because the foundation for mathematics is needed.</li> <li>• What is meant by instruction and learning? Will this amount be spent on the human resources only and not on the infrastructure?</li> <li>• Building these secondary schools on the coast to facilitate this project. But the training is for all Mathematics teachers but some will</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure regular feedback for participating schools.</li> <li>• Online or long distance training for teachers identified.</li> <li>• Ensuring necessary materials and books are equitably shared among schools identified.</li> <li>• A regular supply of electricity will be needed.</li> <li>• Ensure ICT and internet labs are available in villages.</li> <li>• Focus should be at the primary level instead of the secondary level.</li> <li>• Pupils/Students-teacher ratio should be less</li> </ul>   |

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|  | <p>teachers will teach students and they [the students] can then help their siblings.</p> <ul style="list-style-type: none"> <li>• More students will be able to access university education.</li> <li>• More scholarships will be awarded to students to further their studies in other fields e.g., engineering.</li> <li>• Students and teachers will be motivated and feel a sense of accomplishment which will enable them to do better.</li> <li>• Allows for a broader career scope</li> </ul> | <p>not have access to these three infrastructures to enhance their learning.</p> <ul style="list-style-type: none"> <li>• Access to electronic facilities such as the other regions when there is no electricity in some of the secondary and primary schools in Region Nine.</li> </ul> | <p>than it is at present.</p> <ul style="list-style-type: none"> <li>• A regional coordinator is needed to ensure proper accountability of funds for the region.</li> <li>• Better remuneration for teachers identified.</li> <li>• Proper sustainability of programme (upkeeping)</li> </ul> |
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