

**Guyana Education Sector  
Improvement Project**

**Indigenous Peoples Plan**

**Ministry of Education  
Government of Guyana**

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## 1) Project Objective and Description

The objectives of the Guyana Education Sector Improvement Project are to support the Government in improving (i) the curricula and teaching quality at the pre-primary, primary, and lower secondary levels and (ii) learning environment in the Faculty of Health Science at The University of Guyana (UG).

The direct Project beneficiaries would be: (i) about 146,000 nursery, primary and lower secondary school students in Guyana<sup>1</sup>, 760 students in University of Guyana (UG) Health Sciences Department<sup>2</sup>; (ii) approximately 8,700 nursery, primary and lower secondary school teachers, 821 faculty members of UG Health Sciences Department; and (iii) the Ministry of Education, which would benefit through improving capacity in curriculum design. Given current enrollment shares between males and females in these regions, 50 percent of the student beneficiaries in nursery to lower secondary levels would be female. 560 out of 760 (more than 70%) of the UG Health and Sciences student beneficiaries are female. Broadly, high quality education will equip students with profound skills and knowledge, enable students to peruse higher education and obtain decent-paying job, which potentially contribute to Guyana's economy.

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

- (1). Integrated Curriculum Reform for Ministry of Education (MOE): (US\$5.98 M);
- (2). Improve the UG Health Science Facility (US\$6.9 M); and
- (3). Project Management, Monitoring and Evaluation (US\$1.12 M)

Component 1 (Integrated Curriculum Reform) of the project will be implemented in Hinterland Regions 1, 7, 8, and 9; home to the country's indigenous, Indigenous populations. Attention will be paid to Indigenous Communities during the project design and implementation in order to ensure that the Indigenous Communities receive social and economic benefits as per OP4.10 (Indigenous Peoples Policy). The objective of the project in these Regions is to improve education quality through integrated curriculum reforms and teacher trainings for 100 Nursery classes associated with Primary Schools, 100 Primary Schools, 13 general secondary schools (GSS) and 100 Secondary Departments in Primary Schools (SD) – Grade 7 and 8.

### **Total Number of Students and Teachers of Nursery, Primary and Lower Secondary Schools in Hinterland Regions<sup>3</sup>**

<b>Region</b>	<b>Students</b>				<b>Teachers</b>			
<b>Region</b>	<b>Nursery</b>	<b>Primary</b>	<b>Lower-Secondary</b>	<b>Total</b>	<b>Nursery</b>	<b>Primary</b>	<b>Lower-Secondary</b>	<b>Total</b>
1	963	5007	2020	7990	56	209	124	389
7	996	2941	1784	5721	54	124	83	261
8	478	1721	720	2919	24	73	46	143
9	1205	4400	1484	7089	77	170	95	342
<b>Total</b>	<b>3642</b>	<b>14069</b>	<b>6008</b>	<b>23719</b>	<b>211</b>	<b>576</b>	<b>348</b>	<b>1135</b>

<sup>1</sup> Data available on Education Strategic Plan for Guyana 2014-2018, Ministry of Education.

<sup>2</sup> Data available on 2015 Program Statistics Report for 2015/2016, University of Guyana.

<sup>3</sup> Education Strategic Plan for Guyana 2014-2018, Base Year 2013. Data based on academic year 2012-2013.

The primary stakeholders of the project in the Hinterland Regions are the 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 Indigenous Affairs.

## 2) Legal and Institutional Framework Applicable to Indigenous Peoples and Education

The project is not in conflict with any legislative or policy framework arrangements and is supplementary to and supportive to the educational goals and aspirations of the Indigenous Peoples of Guyana.

Enshrined in the Constitution to the cooperative republic of Guyana, is the following Preamble, “We the Guyanese people value the special place in our nation of the Indigenous peoples and recognize their right as citizens to land and security and to their promulgation of policies for their communities.” Also, the preamble speaks about acknowledging the aspirations of young people and providing opportunities to people of all races in harmony and peace.

The legal and institutional framework applicable to Indigenous 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 Indigenous children in Guyana, the **Ministry of Education Guyana Strategic Plan 2014 – 2018** urge to “focus on increasing the learning achievements at all levels of education and for all subgroups and decreasing the differences in learning outcomes between sub-groups, especially between students in coastal and hinterland schools.”

The Strategic Plan recognized the accomplishments under the 2008-2013 strategy and reinforced the policies and programs that improve the learning outcomes and education quality in costal and hinterland regions, which include, (1) Increase provision of nursery places, especially in remote hinterland regions; (2) Improving Literacy and Numeracy learning outcomes at Primary Level; (3) Improving sanitary facilities and providing basic utilities such as water and a source of power to hinterland and riverine schools; (4) Universal Secondary Education all over the nation; (5) Creating Education Television Channel touches all regions including remote hinterland area.

### **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 favorable 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 Indigenous land claims formulated a policy, after consultation with Toshaos, to demarcate existing seventy four (74) legally recognized (titled) Indigenous communities and address extensions of titled communities and requests for titles by those communities without legally recognized lands (Ministry of Indigenous 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 Indigenous 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 of Guyana places special focus on Indigenous 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 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 23 remote communities, where a majority of the population is indigenous. (In Region 1, for example, there are 42 villages with primary schools but there are only 21 nursery schools/classes in the Region).

Since the recognition of the Universal Secondary Education (USE), all secondary age students in the hinterland are able to take 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, and regional differences in quality (between hinterland, rural/coastal and urban/coastal regions) must be reduced. The plan also focuses on broadening the scope of curriculum to include areas such as the arts, sports and physical education and culture-specific skills in

Indigenous 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 Indigenous 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, Indigenous 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>4</sup>**

This section provides baseline information on the demographic, social, cultural, and political characteristics of the affected Indigenous 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 Indigenous, ranking them as the fourth largest ethnic group in the country after East Indians, Africans and Mixed Guyanese. Indigenous 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 Indigenous 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 Indigenous 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 Indigenous Peoples (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 the bottom of the Indigenous 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 Indigenous populations are self-employed, concentrating on traditional subsistence activities such as agriculture, hunting and forestry. Less than half a percent of them are 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 Indigenous communities 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 indigenous peoples are classified as poor in the most recent survey data available. Given their comparatively small numbers, reversing

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<sup>4</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 Indigenous Affairs and the Ministry of Education, it provides the most recent data available.

the poverty status of Indigenous groups might appear to be a manageable task. In fact, however, it may be extremely difficult, because of their dispersed settlement patterns, the difficult terrain in which they often live, the high cost of administering interior projects, and the lack of skills both in the Indigenous groups 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 Indigenous 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 Indigenous villages, Indigenous areas, and Indigenous Districts. Indigenous groups 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 Indigenous communities are considerable, comprising 1.4 million hectares.

**Indigenous Land Titling:** In excess of 14% of Guyana’s territory is owned by Indigenous peoples, up from about 6% in the early 1990s. The Government of Guyana has committed to completing the titling of all Indigenous 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

A summary of the social assessment conducted by MOE in preparing this IPP provides details on Indigenous 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)	Number of Nursery Schools <sup>#</sup>	Number of Primary Schools <sup>#</sup>	Number of Secondary Schools/Secondary Department of Primary School <sup>#</sup>	Economic Activities
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			Communities				
1	27,643*	Forested, Riverain	Arawak (Warrau, Carib)	20	43	36	Logging, mining and agriculture (cassava, ground provisions, greens, vegetables, ginger, fruits, livestock rearing, cash crops such as eggplant to be sold to schools for School Feeding Programme)
7	18,375*	Forested, Riverain, Mountains	Akawaio (Arecuna, only in Paruima village)	29	28	15	Agriculture (Cassava, fruits, greens, vegetables, potatoes, onions, variety of legumes) and Mining
8	11,077*	Mountains	Patamona	15	21	19	Agriculture (fruits, cassava, some rice)
9	24,238*	Interior savannah, Mountains	Wapishana (Makushi, Waiwai in Konashen village only)	36	47	42	Agriculture (cassava, fruits, greens, vegetables and some rice) and Cattle rearing (cows, horses, sheep, pigs, chicken)

Sources: Guyana 2012 Census Compendium 1; #MoE data for the year 2013.

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

Since Component One: Integrated Curriculum Reform, of the project will involve 100 nursery schools/classes (most nursery schools in hinterland regions are attached to local primary schools), 140 primary schools, 100 secondary departments of primary schools and 13 Government Secondary Schools in the Hinterland regions (regions 1, 7, 8 and 9) consultations with key Indigenous stakeholders solicited critical feedback regarding the anticipated impact of the project. The initial consultations were conducted in the Indigenous communities in regions 1, 2<sup>5</sup>, 8, 9 during the period July 21 to August 18, 2016 to prepare this Indigenous Peoples Plan. The facilitator was Mr. Edward Jarvis, Coordinator of the Hinterland School Feeding Programme, Ministry of Education, who conducted face to face interviews and aggregated survey results. Measures were taken to ensure that the consultations were representative of all the relevant communities and demographic information of the interviewees, including Name, Designation, Occupation, Place of Residence, Gender, Ethnicity

<sup>5</sup> The prior consultation was carried out along with the school feeding program in regions 1, 2, 8 and 9. The number of Indigenous Community in region 2 is also considerable.

and Contact Information were recorded (Annex 1 details the work plan for the first round of consultations; Annex 2 listed the outcomes of the consultations; Annex 3 details the schools that involved in the consultation; Annex 4 illustrates the demographic status of the representatives who participated in the consultations .)

The objectives of the prior consultation were as follows:

- Provide the affected Indigenous 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 IPP.

Some of the benefits identified by the project stakeholders included:

- Indigenous communities would have access to the curricula that benchmark the international standards.
- Reformed curricula would improve academic performance and examinations (CSEC) results.
- Students and citizens would be better qualified and more marketable in the job markets especially international job markets.
- Better teaching process and learning outcomes in education system would be available for all schoolchildren regardless of residence, background and race.
- Teachers' competence would be improved and cross-border teaching will be made possible by the project.
- There will be a standardized assessment throughout the country.
- More students will be able to access tertiary education.
- Revised curricula would bring out more employment opportunity, job security and more chances to acquire jobs in the other countries.

The following potential impacts were identified during the consultations:

- Hinterland schools may be at a disadvantage because of their geographic location.
- Inadequate teaching and human resources to effectively execute the curricula in the Hinterland regions. It may be possible that teachers are not fully acquainted with the curricula.
- The schools may not be equipped with relevant teaching/learning equipment to cope with the revised curricula in the hinterland area.
- It is time consuming for teacher training and this might delay the implementation of reformed curricula, especially in the hinterland regions.
- Textbooks will be in English, which may not be the child's first language. Indigenous people will be sidelined if their culture is not included.
- Multi-grade schools will have difficulties to adjust to the revised curricula that benchmark the international standards.
- Currently, the schools in Guyana are far below Caribbean and International standards, it will be challenging for the transition.

Recommendations are highlighted during the consultations:

- All the materials should be distributed to all the schools on time.

- Teachers and other stakeholders should be enlightened more about the project in a timely manner.
- Establish teacher training centers in the hinterland regions.
- Incorporate indigenous languages and culture in the curriculum.
- In the secondary department of a primary school, at least a separate teaching environment should be provided for secondary class.
- Selections of piloting schools should be spread out and include hinterland regions.
- Teachers from the hinterland regions should be included to design curricula and exams.
- Reduce class size (teacher student ratio) to promote interaction.
- Improve teacher compensations. Award teachers with higher capabilities with better incentives.

Overall, the project received broad community 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 Indigenous communities during project implementation**

The consultations conducted under this project will follow the principles of free, prior, and informed consultation with the affected Indigenous Peoples' communities. The consultations process will be carried out along with the other routine MOE assignments in the hinterland regions, for example the School Feeding Programmes and teacher trainings, in order to maintain efficiency. The consultations will be held with parents, students, nursery, primary and lower-secondary school teachers, Toshaos and other village-level leaders, District Education Officers (DEOs) and Regional Education Officers (REOs). The official language in Guyana is English and academic classes are delivered in English at schools, however, the indigenous people to some extent have a difficulty dealing with the consultations in Standard English and the more remote communities still use their 'mother' tongue to a large extent. Especially in places like Baramita, a Carib community in Region One, the language barrier is more pronounced. Whenever required during the consultations, Ministry of Education officials will facilitate the translation and interpretation. Translators/Interpreters can be identified in local level, ideal candidates include teachers, the village captain (touchau) or other person in the community who are fluent in both languages.

During project preparation, two series of consultations were held in each hinterland Region covered under the project. The first consultation took place in July/August 2016 to prepare the draft Indigenous Peoples Plan and the second consultations took place in January 2017 to disseminate and present the draft document to communities, seek additional inputs and broad community support. The draft IPP was updated to reflect the comments received during the dissemination of the draft IPP and annexed to this document. This final version of IPP will be cleared by the World Bank, Ministry of Indigenous Affairs and Ministry of Education and will be disclosed to the public. Hard copies of IPP will be distributed to DEOs and REOs of each regions, where Indigenous Community can obtain access to the Plan.

During the project implementation phase, consultations will be carried out on an annual basis in each of the four regions and preferably in July and August, before the school year begins. MOE staff will lead the consultations process when implementing the other routine MOE assignments in the hinterland regions. The key objective of the consultations is to receive feedback from the involved communities to determine the positive impacts they anticipate from the project, the problems or setbacks they experienced and their recommendations on addressing the impacts.

All the consultation results should be reviewed and documented by the Project Implementing Agency. Outcomes should benefit the relevant communities and the risks should not exceed the importance of the problem. Feedback and recommendations, received during project preparation, have been integrated in the final design of the project and project implementation. The process should be monitored by the Regional Education Offices and the Project Implementing Agency should work with MOE to build the capacity of conducting consultations.

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

The consulted communities were in favor of the project objectives and the way it will benefit their communities through various means. The Project will start with the revision of the curriculum, which will incorporate the feedback and recommendations from the hinterland regions. The refined curriculum will enable children in the hinterland communities to pursue higher education and seek better employment opportunities not only nationwide but also internationally. In addition, the design of teacher trainings will apply the inputs from local experts, who routinely conduct teacher trainings in hinterland regions. The trainings will equip teachers in hinterland regions with higher capability and allow them to seek better professional opportunities. Overall, the Project is expected to draw significant attention to Indigenous Communities during the project design and implementation phases in order to ensure that the Indigenous Communities receive social and economic benefit from the Project. A detailed action plan is attached in Annex 5. The Plan outlines the activities under each sub-component that will affect the Indigenous People and which are aligned with the Government's Commitment.

#### **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
Inadequate teaching and human resources to effectively execute the curricula in the Hinterland regions. It can be possible that teachers are not fully acquainted with the curricula.	Component One, Integrated Curriculum Reform includes a teacher training process a key element. Intensive teacher training will be conducted in Coastline as well as hinterland regions.
It is time consuming for teacher training and which would delay the implementation of reformed curricula, especially in the hinterland regions.	Teachers and other stakeholders will be enlightened more about the project in a timely manner. Teacher training centres will be established in the hinterland regions.
Textbook will be in English, which may not be the child's first language. Indigenous people will be sidelined if their culture are not included.	Teachers from hinterland regions should be included to design the curricula and exams. Indigenous language and culture will be incorporated in the curricula.
Multi-grade schools will have difficulties to adjust to the revised curricula that benchmark the international standards.	In the secondary department of a primary school, at least a separate teaching environment will be provided for secondary class.
Currently, the schools in Guyana are far below Caribbean and International standards, it will be challenging for the transition.	The project aims at improving the curricula from nursery to lower secondary. The revised curricula will meet the Caribbean and International Standard starting from the early stage.
Hinterland schools may be at a disadvantage because of their geographic location.	Teacher training will be implemented in regional hub of all the regions. The project implementation would try to be as incisive as possible.
The schools may not be equipped with relevant teaching/learning equipment and materials to cope with the revised curricula in hinterland area.	This project will mainly focus on integrated curriculum reform but future projects should consider improvement of teaching/learning equipment and materials in the hinterland regions.

**9) The cost estimates and financing plan for the Indigenous People's Plan**

Below are cost estimates for proposed consultations, to be held once per year and preferably during the July/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. Since most of the consultation trips are associated with the other routine MOE assignments, the actual cost may be lower or the portion of the cost estimates shown below. The cost of implementing this entire IPP (including the costs of these consultations) will be borne by the project.

	Region 1	Region 7	Region 8	Region 9	Total	Comments
Transport Facilitator	\$800,000	\$800,000	\$900,000	\$900,000	\$3,400,000	Transportation Meals Accommodation
Transport of Communities and Teachers	\$2,000,000	\$2,000,000	\$3,000,000	\$3,000,000	\$10,000,000	Transportation Meals Accommodation
Training for GRM focal point	\$50,000	\$50,000	\$100,000	\$100,000	\$280,000	Transportation Meals Accommodation

Local Translator	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000	
Flip Charts	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000	
Markers	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000	
Pens	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000	
Refreshments	\$100,000	\$100,000	\$100,000	\$100,000	\$400,000	
<b>TOTAL</b>					<b>\$ 14,260,000</b>	<b>GYD</b>
<b>TOTAL</b>					<b>71,300</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 staffs with responsibility 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.

<b>Grievance Redress Procedures</b>	
<b>Access Point</b>	For Indigenous 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 Indigenous Affairs (MoIA). The MoIA 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. The grievance submissions can be made in any of the Indigenous local languages and/or in English. Translations of the grievance will be made (as and when required) by the teachers or Toshao and to the Project Implementing Agency. Both the original grievance file and the translation will be logged for future reference.
<b>Grievance Log</b>	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 MoIA for redress. The MoIA 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 IPP**

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 Indigenous 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 Toshaos. 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.

The Action Plan (Annex 5) detailed the indicators to assess the progress of the implementation of the IPP as well as the institutional responsibilities for monitoring, evaluating and reporting. The indicators and Institutional Arrangement are assigned to each activities under sub-components. The annual consultations and monitoring visits will provide updates on the progress towards the indicators in order to ensure that the IPP is effectively implemented.

**ANNEX 1: WORKPLAN FOR THE REGIONAL CONSULTATIONS ON INTEGRATED CURRICULUM REFORM  
INDIGENOUS PEOPLE’S PLAN  
JULY/AUGUST, 2016**

**July 2016**

July 20: Travelling to Region One from Georgetown.

July 21: Conduct IPP consultations in Santa Rosa Primary School, Region 1.

July 26: Conduct IPP consultations in Cotton Field Secondary School, Anna Regina, Region 2.

**August 2016**

August 9: IPP consultations at Mahdia, Region 8.

August 16: IPP consultations at Annai, North Rupununi, Region 9.

August 18: IPP consultations at Lethem, Region 9.

August 24: Return to Georgetown.

August 25: Compiling report.

**Target Groups**

1. Teacher representatives from hinterland Pre-primary, Primary and Secondary Schools/Classes.
2. Regional Education Officers
3. District Education Officers
4. Representative sample of Pre-primary, Primary and Secondary Schools/Classes students close to the district centres where consultations are being held.
5. Representative sample of Toshaos from villages close to consultation sites.

## ANNEX 2: SUMMARY OF CONSULTATIONS AND MITIGATION MEASURES

Region/Location	Perceived Positive Effects of the Project	Perceived Negative Effects of the Programme	Recommendations
Santa Rosa, Region One	<ul style="list-style-type: none"> <li>- Children would have equal access at one level, (throughout the country). As such children in the hinterland would be on par with children in any other part of the country.</li> <li>- There would be a rise in education levels in Guyana.</li> <li>- Indigenous populations would have access to a curriculum that is even with international standards.</li> <li>- Teachers will have adequate time to complete the curriculum.</li> <li>- Pupils results will be improved both internally and externally compared to international standards.</li> <li>- A revised curriculum will bring Guyana up to international standards in the education system.</li> <li>- Improved results at all examinations, (CSEC).</li> <li>- Guyana will have an improved curriculum content balancing with other international countries.</li> <li>- During consultations the hinterland communities will have input into the new curriculum.</li> <li>- Better academic performance.</li> <li>- More human resource development.</li> <li>- Integration of social relations and communication and at the same time, preserving their identity.</li> </ul>	<ul style="list-style-type: none"> <li>- If trainers are to work voluntarily, they would be affected negatively.</li> <li>- Hinterland schools may be at a disadvantage because of their geographic location.</li> <li>- If Indigenous languages are not included, it would affect the indigenous population.</li> <li>- Teachers are not fully acquainted with the curriculum</li> <li>- Inadequate learning and human resources to effectively execute the curriculum.</li> <li>- A risk of decline in results.</li> <li>- The schools are not equipped with relevant equipment in hinterland areas.</li> <li>- Persons who are not inclined to education will view these efforts as barriers.</li> <li>- It can be time consuming.</li> <li>- It can be challenging for SEN since they are included in the normal classroom/school system.</li> <li>- The curriculum might take a first world slant.</li> <li>- Schools' technological needs are inadequate as is.</li> <li>- Training of teachers will take time causing curriculum implementation to be delayed especially in the hinterland.</li> </ul>	<ul style="list-style-type: none"> <li>- Let the indigenous language/culture be included in the curriculum.</li> <li>- All hinterland schools must have equal access to technology.</li> <li>- All schools must be fully equipped e.g., Computer lab, science lab. etc</li> <li>- Qualified teachers who could cater for the different learning abilities of children.</li> <li>- All hinterland schools HM should be involved in budget planning.</li> <li>- Examination centres should be established in all hinterland regions/communities.</li> <li>- Secondary departments should have a separate building in primary schools.</li> <li>- The Amerindian language must be included in the curriculum.</li> <li>- Necessary resources/materials must be available.</li> <li>- Better remunerations/incentives for teachers who are to oversee same.</li> <li>- Teachers and other stakeholders should be enlightened more about the project in a timely manner.</li> <li>- Reduction in time spent by teachers on schemes and lesson plan preparation.</li> <li>- Indigenous children learn best from their environment and this must be allowed.</li> </ul>

	<ul style="list-style-type: none"> <li>- Resources will be standardized.</li> <li>- Improvement in education will mean improvement in the economy.</li> <li>- Learn and appreciate other cultures around the Caribbean and around the world.</li> <li>- Only persons who want to be an educator will be attracted to the noble profession.</li> <li>- Because the curriculum would be the same, if the child should move from the country the transition would not affect the child- Example moving from Guyana to Trinidad would not affect the child because Guyana and Trinidad would be using the same curriculum.</li> <li>- Same level of training would be offered to all school children regardless of where they live, their background and race.</li> <li>- Should appreciate other cultures.</li> <li>- Resources will improve in schools.</li> <li>- Will have updated information.</li> <li>- All learners will be catered for.</li> <li>- Making it easier to integrate or function anywhere in the world.</li> </ul>	<ul style="list-style-type: none"> <li>- It can be challenging for a smooth transition.</li> <li>- The project does not cater for infrastructures.</li> <li>- The school is not equipped with relevant equipment in hinterland communities for the present curriculum; will not be able to cope with an improved curriculum.</li> <li>- One teacher for two grades must be abolished regardless of how few the children.</li> <li>- The GESIP can be negative to the children or students because it will be something new but later on they will be acquainted with it.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher training to be upgraded.</li> <li>- Learning to preserve culture and tradition.</li> <li>- Village education task force.</li> <li>- All teachers must be catered for equally – both hinterland city.</li> <li>- All the materials must be distributed to all schools on time.</li> <li>- The project should cater for infract infrastructures.</li> <li>- Pilot schools should be spread out.</li> <li>- That this project to introduce the curriculum for making better students in Guyana to be piloted around the country.</li> </ul>
Cotton Field Secondary School, Region Two (For Pomeroon Primary Schools)	<ul style="list-style-type: none"> <li>- The Project will improve the children in Guyana performance in school because the curriculum will be suitable for coastland as well as the interior.</li> <li>- It will raise the standard of education.</li> <li>- It will allow for the use of technology at all levels.</li> </ul>	<ul style="list-style-type: none"> <li>- Availability of resources to carry out content.</li> <li>- Time to integrate with slow and fast learners.</li> <li>- Nursery education is not compulsory so to pretest for primary may pose problems.</li> <li>- Limit what is learned about one's country</li> <li>- Inadequate resources in some parts.</li> </ul>	<ul style="list-style-type: none"> <li>- Reduce pupil to teacher ratio.</li> <li>- Create a system where teachers can go to obtain information.</li> <li>- Improve telecommunication so that the internet can be accessed.</li> <li>- Suitable curriculum for all levels.</li> <li>- All materials must be supplied for the implementation of these changes.</li> </ul>

	<ul style="list-style-type: none"> <li>- It will motivate learning in the school system.</li> <li>- Allow for research and access to new work.</li> <li>- Allow for teachers to deliver the curriculum with enthusiasm and be more creative in methodology.</li> <li>- The schools in Guyana will be on the same level with national and international standards.</li> <li>- It will allow for cross border teaching and free movement of teachers.</li> <li>- Reduce school dropouts</li> <li>- It foster better planning with the community and PTA body.</li> <li>- Curriculum integration.</li> <li>- Despite the geographical makeup of some communities, all grades 1, 2,3, Classes will be parallel, e.g., Through the IRI programme where all classes will be doing the same thing in schools.</li> <li>- Access to a more broad based curriculum (level playing field across the board).</li> <li>- Teachers will be more competent in delivering the curriculum.</li> <li>- Pupils' performance will be improved and will match international standards.</li> <li>- Young people will be able to function anywhere they go.</li> <li>- Fair assessment nationally.</li> <li>- Have a modern curriculum</li> <li>- Place the education system with the rest of the other countries.</li> </ul>	<ul style="list-style-type: none"> <li>- Training will be costly in the hinterland regions.</li> <li>- It will take time for teachers and pupils to adjust to the new curriculum standards.</li> <li>- Multigrade schools will be affected greatly.</li> <li>- According to the international standards of the assessment, it can affect underdeveloped countries.</li> <li>- Currently the schools in Guyana are far below Caribbean and international standards.</li> <li>- Time consuming. The children will not fully grasp the curriculum before it ends given the time span.</li> <li>- Illiterate about the full use of the technology.</li> <li>- Some children may suffer during the first phase of the implementation process period.</li> <li>- Contact time will be reduced with pupils since teachers and administrators have to attend training courses.</li> </ul>	<ul style="list-style-type: none"> <li>- Schemes and other instructional material to be done by the Ministry of Education.</li> <li>- Better wages and salaries for teachers at all levels.</li> <li>- The HT not be included as a teaching unit but as an administrator.</li> <li>- Each school to have a personnel to be assigned to do Guidance and counselling and special needs education.</li> <li>- The school environment and non-academic norms to be I effect to foster positive learning outcomes.</li> <li>- All customs and traditions of the ethnic group must not be disturbed at no time in the new changes but must be encouraged for a new heritage.</li> <li>- Reduce class size to have more interaction.</li> <li>- More trained professionals will be needed in all the schools so that we can meet the recommended standards of international standards.</li> <li>- Curriculum should be spiral.</li> <li>- Adequate resources to deliver the curriculum.</li> <li>- Have a transitional programme.</li> <li>- The piloting must reach the hinterland areas.</li> <li>- More durable materials should be used to produce the curricula.</li> </ul>
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	<ul style="list-style-type: none"> <li>- The present curriculum is outdated.</li> </ul>		
Mahdia, Region 8	<ul style="list-style-type: none"> <li>- Curriculum redesign will benefit the Children and teachers at the examination levels as well as in the classrooms.</li> <li>- To improve the level of teaching children performance.</li> <li>- Regular visits of officers from the Ministry.</li> <li>- There is room for an upgraded, balanced curriculum.</li> <li>- Guyanese children having a chance to match with North American countries.</li> <li>- Encouraging shared vision.</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum would be challenging in terms of resources, textbooks and teaching materials.</li> <li>- Poor delivery of the curriculum.</li> <li>- Curriculum not district oriented.</li> <li>- Poor response from poverty stricken communities.</li> </ul>	<ul style="list-style-type: none"> <li>- To integrate local stories, fables and songs in the curriculum.</li> <li>- 2. Textbooks should not be written only locally but should also have international concepts.</li> <li>- More trained teachers.</li> <li>- Should the programme get on board, Teacher Aids, Acting Teachers, Teachers in Charge will have a chance to upgrade themselves.</li> <li>- Hae a teachers' training centre in Region Number Eight.</li> </ul>
Annai, North Rupununi, Region 9	<ul style="list-style-type: none"> <li>- Better teaching process and learning outcomes in the education system.</li> <li>- Strengthen management of basic education system through planning, monitoring and evaluation by the Ministry of Education at central and district levels.</li> <li>- Promoting active involvement of communities in the management of education especially of girls, the poor and other disadvantaged segments.</li> <li>- Sharing with teachers of other countries.</li> <li>- Children will write assessments in a level playing field.</li> <li>- After studies, jobs will be acquired in any country.</li> <li>- Improved outputs.</li> <li>- Eliminate multigrade teaching.</li> <li>- Remove traditional teaching.</li> </ul>	<ul style="list-style-type: none"> <li>- It would be difficult for some children to cope with the international curriculum standards.</li> <li>- No funds to integrate technology.</li> <li>- Extra work for teachers.</li> <li>- Need more teacher training strategies/technology and development of new resources.</li> <li>- Teachers will move from country to country working for better pay.</li> </ul>	<ul style="list-style-type: none"> <li>- The group recommends that telecommunication systems be installed in remote areas e.g., the internet, expansion of television station e.g., television learning channels.</li> <li>- Raise of teachers' salary.</li> <li>- Teachers from all regions to be included.</li> <li>- Need teacher training for differently abled children.</li> <li>- Need to integrate 'mother' language.</li> <li>- Reduce teacher to pupil ratio.</li> <li>- Eliminate multigrade teaching.</li> <li>- Schools need enclosed classrooms.</li> <li>- This project should be implemented speedily.</li> <li>- Equip schools with modern equipment, materials and facilities eg laboratories, internet, computers, projectors etc..</li> </ul>

	<ul style="list-style-type: none"> <li>- Easy adoption/integration/transition moving from one location to the other.</li> <li>- We see with arevised curriculum, it will bring out job security which will be able to bring about changes since we more skilled persons within the community.</li> <li>- With an educated skilled population we would not have problems with migration or no persons without jobs because as it is now there is stagnation; there is no real development in our society.</li> </ul>		<ul style="list-style-type: none"> <li>- Appropriate training of teachers and plant managers.</li> <li>- Have special needs teacher in every school.</li> <li>- Have child friendly school environment.</li> <li>- Have teachers from the hinterland involved in curriculum review and planning.</li> <li>- Reduce the pupil to teacher ratio.</li> <li>- Raise the salary of teachers.</li> </ul>
Lethem, Central, South Central, Deep South and Karasabai districts of Region Nine.	<ul style="list-style-type: none"> <li>- Pupils will be prepared for national examinations.</li> <li>- Special Needs children will be given the opportunities to learn.</li> <li>- High flyers will now have a chance to study at the tertiary level.</li> <li>- Teachers are now being encouraged to work harder to achieve a trained teachers' certificate as per NSP by 2020.</li> <li>- Good/Excellent initiative. (Should be on par/equal to the other countries.</li> </ul>	<ul style="list-style-type: none"> <li>- Scepticism of parents in sending their disabled children to school.</li> <li>- Textbooks will be in English which is not the child's first language.</li> <li>- Examination questions are mostly based on certain areas e.g., the Coastland.</li> <li>- Teachers and children will now have to familiarize themselves with the new curriculum reform.</li> <li>- Many students will not be qualified to write CSEC General and CAPE.</li> <li>- Are we ready to go through with such an initiative? It will be challenging.</li> </ul>	<ul style="list-style-type: none"> <li>- Textbooks should be rewritten and updated.</li> <li>- Teaching materials and textbooks should be written in the mother tongue.</li> <li>- Information technology should be implemented in all the schools.</li> <li>- Educate the parents of special needs child/children.</li> <li>- Teachers from all across the country should be included in writing of examination questions.</li> <li>- Teacher training will entail more intensive teacher training e.g., being computer literate.</li> <li>- Provision is made for the slow learners to pursue prevocational courses at Lethem, St. Ignatius Technical Institute.</li> <li>- It must be continued in the upper secondary.</li> <li>- Curriculum reform must be included.</li> </ul>

**ANNEX 3: A LIST OF SCHOOLS INVOLVED IN THE CONSULTATION**

<b>REGION ONE</b>	<b>REGION TWO</b>	<b>REGION EIGHT</b>	<b>REGION NINE</b>	
<b>Location: Santa Rosa Primary School, Santa Rosa</b>	<b>Cotton Filed Secondary School, Anna Regina</b>	<b>Mahdia</b>	<b>Annai, North Rupununi</b>	<b>Lethem</b>
Santa Rosa; Karaburi; Wallaba; Kwebana; Kariaco; Kokerite St. Bede's; Chinese Landing; Santa Cruz; Warapoka; Assakata; Kamwatta; KoKo; Parakeese; Waramuria; Haimacabra; St. Nicholas; Baramita;	Siriki; Jacklow; Abrams Creek; Wakapoa; Mabel Sandy; St. John's; Akawini; Dredge Creek; Hackney; Yarashirima; Liberty; Martindale; St. Monica; Friendship;	Micobie; El Paso; Campbell town; Mahdia Primary and Nursery;	Annai; Kwatamang; Aranaputa; Massara; Surama; Toka; Apoteri; Rewa; Crash Water; Kurupukari; Wowetta; Kwaimatta;	Yurong Paru; Teperu; Karasabai; Lethem; Potarinau; Kumu; Katuur; Quarrie; Rupunau; Shiriri; Shea; Maruranau; Aishaltan; Kraudarnaua; Achiwib;

**Facilitators: E. Jarvis, Coordinator, National School Feeding Programme.**

**ANNEX 4: DEMOGRAPHIC STATUS OF SURVEY REPRESENTATIVES**

<b>Regions</b>	<b>Female</b>		<b>Male</b>		<b>Total</b>
	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>	
<b>1</b>	<b>21</b>	<b>46%</b>	<b>25</b>	<b>54%</b>	<b>46</b>
<b>2</b>	<b>26</b>	<b>67%</b>	<b>13</b>	<b>33%</b>	<b>39</b>
<b>8</b>	<b>10</b>	<b>71%</b>	<b>4</b>	<b>29%</b>	<b>14</b>
<b>9</b>	<b>36</b>	<b>50%</b>	<b>36</b>	<b>50%</b>	<b>72</b>
<b>Total</b>	<b>93</b>	<b>54%</b>	<b>78</b>	<b>46%</b>	<b>171</b>



		Consultations will include the students, teachers and schools in indigenous communities.	indigenous history, and indigenous stories.  Consultation for Indigenous community will be conducted in January.			
Formation of Technical Working Group and Subject-Specific Working Group	- Have teachers from the hinterland been involved in curriculum review and planning?	Technical Working Group and Subject-Specific Working Group will have Indigenous People representatives	Mr. Edward Jarvis, the head of the School Feeding program and a former teacher who is from an Indigenous community, was nominated as a member of the Technical Working Group. Some Indigenous teachers will be selected for the subject-specific working groups, and NCERD will try to schedule the meetings of these working groups when the Indigenous	NCERD	Percentage/Number of the Technical Working Group and Subject-Specific Working Group are people from Indigenous Communities	At least one IP representative in not less than 50% of the working groups

			representatives are in Georgetown.			
Identify pilot school	<ul style="list-style-type: none"> <li>- Pilot schools should be spread-out</li> <li>- The piloting must reach the hinterland areas</li> </ul>	Inclusion of schools in indigenous areas as pilot schools		NCERD	Number/Percentage of pilot schools that are in Indigenous Regions	No less than one third of pilot schools in Hinterland
Component 1.2 Teacher Training						
Selection of master trainers		Have Indigenous People representatives in Master Trainers	Currently 4 of 31 master trainers are indigenous persons.	NCERD	Number/Percentage of the Master Trainers are Indigenous People	Not less than 15% of master trainers are IP
Teacher Training	<ul style="list-style-type: none"> <li>- Teachers from all regions to be included</li> </ul>	Sensitization of teachers on the consequences of even unconscious biases against students of different genders, racial and ethnic groups, and students with disabilities	This will be one of the topics for teacher trainings.	NCERD	Number/Percentage of teachers have been sensitized.	100% of teachers trained

Use mother-tongue to support classroom instruction	- Need to integrate 'mother' language	Use mother-tongue to support classroom instruction	The training will promote the use of mother tongue, when the instructor has the appropriate language skills, to supplement English-language instruction in hinterland regions. Teachers will also be trained to allow pupils to express themselves in their mother tongue and not stigmatize this expression.	NCERD	Number/percentage of Schools in Indigenous Regions incorporate local languages into the classroom teaching	Between 30 to 40 % of schools
Component 1.4 Teaching and Learning Materials to Support New Curriculum and Teaching Practices						
Revise and develop textbooks and learning materials	- To integrate local stories, fables and songs in the curriculum - Teaching materials and textbooks should be written in the mother tongue	Inclusion of Indigenous culture and history in the teaching materials	Indigenous culture, but not language, will be included in teaching and learning materials for reasons discussed above.	NCERD	Indigenous culture and history are introduced in learning and teaching materials (Yes/No)	10% to 15% of teaching and learning materials
Project Implementation						
	- Teachers and other stakeholders should be enlightened more about the			MOE	Number of consultations conducted in	Annual consultation with stakeholders in

	project in a timely manner				Indigenous People communities	each of the affected regions
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## ANNEX 6 DISSEMINATION OF DRAFT INDIGENOUS PEOPLES PLAN

### Dissemination of draft Indigenous Peoples Plan Guyana Education Sector Improvement Project 23 to 31 January, 2017

In accordance with OP4.10 in which, ‘the borrower makes the social assessment report and draft IPP/IPPF available to the affected Indigenous Peoples’ communities’, between January 23rd and 31<sup>st</sup> 2017 a team from the Ministry of Education returned to regions 1,2,8,9 to disseminate the draft IPP with representatives of the relevant communities, to seek their support and perspectives on the draft. Participants included Toshao’s, parents, teachers, head teachers, students, councilors, PTA representatives, school cooks. Approximately 175 people participated in the 4 regions. Overall all the communities were supportive of document and grateful for the opportunity to review it. Some commended the efforts made to include the communities in the consultation process and others, while satisfied with the draft document and process, wanted more consultation, which will be afforded during the yearly consultations planned under project implementation. The following issues were raised by the communities in the course of this dissemination exercise and are noted here for the record. All of the issues raised have been recorded here although many of the issues are beyond the scope of this project. Nevertheless there were issues raised that are directly related to the curriculum reform and those are marked in bold and are included in the Government commitments under the project and/or the IPP.

Region	No. of participants (Total #) (F/M)	Main issues raised
Region 1 Santa Rosa	Total 32 20 Female 12 Male	<ul style="list-style-type: none"> <li>- Improvement in teaching environment (inside and outside the schools) – spacious, bright and well ventilated</li> <li>- <b>More details should be provided on the curriculum benchmark standards</b></li> <li>- CSEC should be recognized internationally and there should be standardized international assessments</li> <li>- More teachers and students should be able to access tertiary education</li> <li>- Transportation to school should be provided for both teachers and children</li> <li>- <b>What about disabled children?</b></li> <li>- There should be special needs teachers in every school</li> <li>- <b>Teachers should be properly trained before going into the classrooms</b></li> </ul>

		<ul style="list-style-type: none"> <li>- <b>In terms of grievance redress the PTA should contact the project implementation agency</b></li> <li>- Monitoring and evaluation and reporting on the IPP should be done on a termly basis</li> <li>- All schools must have electricity and a sweeper/cleaner</li> <li>- <b>There should be annual standardized assessments for all levels</b></li> <li>- There should be strict adherence to non-academic standards</li> <li>- Teachers should be trained in multi-grade teaching</li> <li>- <b>The curriculum should be holistic</b></li> <li>- Teachers should be properly compensated</li> <li>- A department should be set up to deal with serious issues</li> <li>- Officials from the monitoring project (financiers and MoE) should have first-hand experience of the actual distance and discomfort faced by teachers/children in the far flung areas.</li> <li>- The cost estimates for the IPP (transport of communities and teachers, p. 12 should be changed from 2,000,000 to 3,000,000</li> <li>- P. 13. Assessment and time frame recommend that it be changed from 10 days to 3 days</li> <li>- Recommend that there should be a special representative for the far flung communities within the sub-district</li> <li>- Instead of annual consultations, recommend monthly consultations</li> </ul>
<p><b>Region 2</b>  <b>Anna Regina,</b>  <b>Charity</b>  <b>Pomeroon</b>  <b>Jan 24, 2017</b></p> <p><b>(34)</b></p>	<p>Total 34  22 Female  12 Male</p>	<ul style="list-style-type: none"> <li>- Pomeroon should be mentioned in the IPP</li> <li>- <b>Have training sessions (with all stakeholders) during the implementation of the curriculum reform</b></li> <li>- All schools should be mono grade and not multi-grade</li> <li>- <b>Provision of adequate textbooks to suit all levels</b></li> <li>- <b>Review the national timetable</b></li> <li>- Employ teachers from the community</li> <li>- Establish community libraries</li> <li>- Eliminate contract teachers</li> <li>- Implement distance education training via the internet</li> <li>- Select bright teachers and give them scholarships for training</li> <li>- Increase incentives for teachers</li> <li>- Materials should be delivered before term begins</li> <li>- Establish a branch of the University of Guyana at Essequibo or online education</li> <li>- <b>Provide a guide to the teachers as to the depth they need to teach for a particular topic</b></li> <li>- <b>Urgent review of textbooks and other resource materials</b></li> <li>- Provide general, annual and termly schemes in soft/hard copies so that teachers can modify them to suit their environment</li> </ul>

		<ul style="list-style-type: none"> <li>- Provide more opportunities to teach morals and SEN</li> <li>- <b>Education campaigns should be done to sensitize the public about the project</b></li> <li>- Build secondary schools in Pomeroun</li> <li>- Pay persons to teach Amerindian languages</li> <li>- Increase compensation for teachers</li> <li>- Involve Hinterland Affairs Committee in the project</li> <li>- Provide better working conditions for teachers and students in Pomeroun</li> <li>- So extensive training in multi-grade teaching</li> <li>- More investment required in the communities to create jobs</li> <li>- Lesson Plans should be changed for multi grade teaching (times tables etc.)</li> <li>- Improve/upgrade C.P.C.E</li> <li>- Finances should be made available to the school so that the long PTA process is avoided</li> <li>- Schools should raise their own funds so that they have money available</li> </ul>
<b>Region 8 Mahdia (18)</b>	Total 18 12 Female 6 Male	<ul style="list-style-type: none"> <li>- The IPP does not contain any strategy to address the social and cultural ills affecting the indigenous youths and children. This includes suicides in dormitories etc.</li> <li>- In order for secondary school graduates to access tertiary education, there should be built a dormitory or some similar facility in the city to accommodate potential students since they are too poor to manage on their own.</li> <li>- There should be a fixed policy on Early Childhood Education.</li> <li>- There should be upgrading programmes in information communication technology for teachers and students.</li> <li>- All hinterland schools should be fully staffed.</li> <li>- <b>All learning and support materials should be delivered to schools in a timely manner so that the curriculum can be implemented effectively.</b></li> <li>- <b>There should be more out of region workshops for teachers so that their skill levels could be kept at an acceptable level.</b></li> <li>- Reduce class size so that there could be effective learning.</li> <li>- There should be no multigrade teaching. Each class should have its own teacher.</li> <li>- Children should be exposed to non-traditional learning situations so as to allow them to cope with the curriculum-visits to the coastland etc.</li> </ul>
<b>Region 9 Annai and Lethem (Jan 30, 31)</b>	Lethem (44) 17 Female 27 Male	<ul style="list-style-type: none"> <li>- Fully equipped secondary departments of primary schools, esp. science and computer laboratories-</li> <li>- <b>Ongoing professional teacher training and upgrading of untrained teachers</b></li> <li>- <b>Teachers should try to upgrade themselves</b> within three years of service and there should be more out of region workshops</li> </ul>

<p>Total = 91</p>	<p>Annai (47) 26 Females 21 Males</p>	<ul style="list-style-type: none"> <li>- Replace modern language in the national timetable with local dialect/language; from Primary through Secondary</li> <li>- All teachers quarters should be fully furnished to attract teachers to remote areas</li> <li>- All schools should be built with ceilings and tiled floors</li> <li>- Separate classrooms in schools, no multi-grade teaching</li> <li>- Modernize schools (electricity, water, sanitary facilities) and ensure internet access and access to technology</li> <li>- Ministry of Education's non-academic norms should be implemented</li> <li>- Incentives for high performing schools</li> <li>- Material resources should be delivered in a timely manner to the schools</li> <li>- Provide transportation allowance for coastland teachers who are working in Indigenous Communities</li> <li>- Printed Schemes for all schools</li> <li>- Teachers should be satisfactorily paid</li> <li>- IRI should be phased out within 2 years</li> <li>- Bilingual education should be supported in early childhood education</li> <li>- Primary Tops provision should be make for skills training;</li> <li>- Adequate textbook provision</li> <li>- Vocational teachers should be employed</li> <li>- Improve student/teacher ratio. It should be standard (25:1) or (20:1)</li> <li>- The majority of teachers should attend the consultations</li> <li>- <b>Improve the quality of education in the Hinterland</b></li> <li>- Improve job security (Bina Hill and Kuru Kuru certificates are not being recognized for employment)</li> <li>- Substitute teachers should be employed to replace teachers on maternity leave and teachers in training</li> <li>- High Performing teachers should be offered incentives</li> <li>- Staffing: Librarians, clerks and security guards (on a shift system) should be employed to strengthen the ancillary staff</li> <li>- Parental education workshops (parental roles and duties and health and family life education)</li> <li>- Involvement of Village Council: Toshao should hold meetings with the community members on this project to have more ideas</li> <li>- Upgrading of teachers so that they can enter CPCE</li> <li>- Schools must be fully staffed in order for the teachers to be able to deliver the curriculum effectively</li> <li>- Address the social illness of children in the schools</li> <li>- Provide accommodation in Georgetown for individuals pursuing tertiary and university education</li> <li>- Regularize the policy in terms of teachers attending University (i.e. only 1 student per year per grade)</li> <li>- Implement a program for school dropouts, school leavers and teenage mothers so that they can lead a more meaningful life and be role models for their children</li> <li>- Implement an adult education class; 70% of youths between 18-35 cannot read and write</li> </ul>
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	<ul style="list-style-type: none"><li>- Establish a training program for young female school leavers who are anxious to learn a skill in cooking, sewing and craft</li><li>- <b>Every teacher should be trained to implement the new revised curricula</b></li><li>- Hinterland schools are at a disadvantage in terms of geographic location, finances, transportation, technology and food.</li><li>- Classrooms should be more child friendly</li><li>- National grade 2,4,6 assessment centers should be set up in clusters</li><li>- Community High Schools should be built</li></ul>
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