

THE GOVERNMENT OF GUYANA

Amerindian Peoples Plan (APP)

Guyana Early Childhood Education Project

Draft

7/1/2014



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WB's OP 4.10 applies and that this Amerindian Peoples Plan (IPP) was prepared in accordance with such policy.

1. Project Objective and Description

The objective the Global Partnership for Education (GPE) Grant for Early Childhood Education Project is *“to improve emergent literacy and numeracy outcomes for children at the nursery level and primary Grade 1 in hinterland regions and targeted remote riverine areas.”*

This objective would be achieved through the implementation of four project components:

- a) Capacity Building for Nursery and Grade 1 Teachers in Hinterland Regions and Targeted Remote Riverine Areas;
- b) Provision of Early Childhood Education Resource Kits to all Nursery and Grade 1 Classes in Hinterland Regions and Targeted Remote Riverine Areas;
- c) Parental/Caregiver Education; and
- d) Implementation Support, Administration and M&E

Project beneficiaries are children attending the two years of nursery education and Grade 1, aged 3 ½ - 7, living in the hinterland regions (Regions 1, 7, 8 and 9) and riverine areas (located in Regions 2, 3, 5, 6 and 10). This comprises about 8,000 children in these three grades each year, and their families. In addition, approximately 440 nursery and Grade 1 teachers would benefit from improved working conditions and training. Several thousand parents and caregivers in these geographic areas would also benefit from education tailored for them.

The project will be implemented in Hinterland Regions 1, 7, 8, 9, home to the country's indigenous, Amerindian populations. Component 1 of the project would finance in-service teacher training for all nursery and Grade 1 teachers in Regions 1, 7, 8 and 9. Component 2 of the project would finance the procurement and distribution of ECE Resource Kits to all nursery and grade 1 classes in Regions 1, 7, 8 and 9. As part of the training program described in Component 1, teachers would receive hands-on training in the use of these kits. Component 3 will focus on Parent/Caregiver Education and will finance technical assistance for the design of the parent/caregiver training, training of trainers, development of learning materials for parents/caregivers and children, as well as survey parents to obtain feedback for future training activities.

The primary stakeholders of the project in the Hinterland Regions are the nursery school and Grade 1 of primary schools teachers, students and their families/parents as well as the Ministry of Education. In addition, the following stakeholders will also likely benefit the: Regional Democratic Council; Regional Education Officers; District Education Officers; Village Councils; Community Development Officers who report to Ministry of Amerindian Affairs.

2. Legal and Institutional Framework applicable to Amerindian Peoples and Education

The legal and institutional framework applicable to 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:

- a) 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.
- b) 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 Toshihos, 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 on 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 the Early Childhood Education Project 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. 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 ECE is going to be achieved. Among other areas, the Plan will focus on the following areas of ECE that pertain to Amerindian communities:

- Greater emphasis will be placed on improving the quality of instruction and learning at nursery and Grade 1 levels, by strengthening teachers’ content knowledge and pedagogy, particularly for the implementation of new strategies for the development of emergent literacy and numeracy skills.
- The Project would provide ECE resource kits to all nursery and Grade 1 classes in the Hinterland regions and in targeted riverine areas, along with a Teachers Manual for their use. These resource kits would promote more experiential and inquiry-based learning activities for children, enabling them to learn independently and in small groups through play.

- The Project would provide parental/caregiver education and use multiple channels (building on existing structures) to reach these caregivers. The project would also support community consultations regarding parental/caregiver involvement in education in selected hinterland and riverine communities, which would inform the design of the activities and training for parents. In addition, the project would finance technical assistance for the design of the parent/caregiver training, training of trainers, development of learning materials for parents/caregivers and children, as well as surveys of parents and caregivers to obtain feedback for future training activities.

3. Baseline Socio-Economic Information¹

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 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 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 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 are classified as poor in the most recent survey data available. Given their comparatively small numbers, reversing

¹ This section is written based on data from the National Development Strategy (2001 – 2010) available at: <http://www.sdn.org/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 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

During the period June 2 to 11, 2014, the Ministry of Education conducted consultations with Amerindian stakeholders and their representatives in Regions One, Seven, Eight and Nine to solicit feedback from them on the proposed Guyana Early Childhood Education Project. Consultations were conducted at Mabaruma in Region One, Bartica in Region Seven and Annai, St. Ignatius and Sand Creek in Region Nine. While project documents were taken to Region Eight, due to travel challenges imposed by the rainy season, it was not possible to get feedback from this region; but this will not significantly alter the nature of the feedback received from the three other hinterland regions. The consultations were done in Standard English and facilitated by personnel from the Guyanese Ministry of Education. Attendees included headteachers, regional education officers, parents and other interested community members.

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 land and territories that they have traditionally

owned or customarily used or occupied, and the natural resources on which they depend. The table below provides an overview of the 4 Regions covered under this project.

Region	Population	Geographic Features	Dominant Tribes/Peoples	Nursery Schools (of which # are nursery classes) [#]	Economic Activities
1	18,294*	Forested, Riverain	Arawak (Warrau, Carib)	11 schools 9 classes (20)	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 Program)
7	14,682*	Forested, Riverain, Mountainous	Akawaio (Arecuna, in Paruima village only)	4 schools 24 classes (28)	Agriculture (Cassava, fruits, greens, vegetables, potatoes, onions, variety of legumes) and Mining
8	6,137**	Mountainous	Patamona	2 schools 13 classes (15)	Agriculture (fruits, cassava, some rice)
9	14,947*	Interior savannah, Mountainous	Wapishana Makushi, (Waiwai in Konashen village only)	30 schools 6 classes (36)	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 Toshias' 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 nursery 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 June 3 to 12, 2014 to prepare this Amerindian Peoples Plan. The facilitators were Mr. Samaroo Jailal, Finance Officer of the Guyana Improving Teacher Education Project (GITEP) 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:

- **Children will benefit from this program:** Children will develop the skills for reading and writing at an early stage. Children will be exposed to hands-on materials. Classrooms will be child friendly and children will be motivated to learn. Children's attendance rate will be improved.
- **Teachers will be better equipped in their roles:** Teacher will be equipped with reading readiness skills to deliver effectively to learners. Teachers will be knowledgeable of how to use the various teaching strategies and methods during the teaching/learning process. Teachers would understand how to conduct a diagnostic assessment and plan for children with different needs. An integrated curriculum will be taught. Teachers will be able to share/teach skills learnt to colleagues/new recruits. Teachers will be able to teach skills at parent sessions. Inexperienced/young teachers will be competent and confident to teach phonics and phonemic awareness.
- **Resources and materials will be available for students, parents and teachers:** Pupils who are differently abled will have access to resources. Materials will be available to support to teachers/parents. Independent learners will be able to use the kits while the teacher assists/work with struggling learners. Using visual and audio devices, the children would gain firsthand experience that captivate and motivate learners' attention.
- **Parent participation will increase:** When parents are educated, the programme will be better supported and the parents will better support their child. Parents will participate in open days/parent conferences. Parents will be better educated about the Early Childhood Education programme and can assist children/learners at home.

- Community members, caregivers and parents will develop the essential literacy and numeracy skills in order to assist the children.

The following potential negative consequences were identified during consultations:

- Training of the teachers during contact periods will negatively affect the teaching/learning process.
- Inadequate space and furniture in classrooms to set up all reading corners.
- Printing of diagnostic assessment sheets may be problematic.
- Limited learning materials, transportation, accommodation, and meals, and inadequate resource persons
- Maintenance of electrical appliances will require a technician.
- The economic status of homes causes parents to take children to mining areas for extensive periods.
- Getting parents involved can be a challenge.
- Parents' negligence/disinterest in education.

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 Head teachers from a sample of hinterland Nursery Schools, Year One and Year Two nursery teachers, 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 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 develop students' skills for reading and writing at an early stage and set them on a path towards quality education. Second, teachers will be better equipped in their various roles, such as to support reading readiness skills in nursery students. Supporting them through various teaching strategies and methods will make them more competent and confident to teach in areas such as phonics and phonemic awareness. Finally the consulted communities stated that by including parent participation in the project, the students and parents will benefit from greater involvement in the learning process.

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
Training of the teachers during contact periods will negatively affect the teaching/learning process.	Training should be done in the month of July after schools close.
Inadequate space and furniture in classrooms to set up all reading corners.	Have extensions of schools and adequate, suitable furniture to accommodate learners and the various learning areas.
Printing of diagnostic assessment sheets may be problematic.	Have computers and printers in various schools to cater for the printing of diagnostic assessment sheets.
Maintenance of electrical appliances will require a technician.	Applying for grants through the Toshao from the various communities and seek funds/help from other stakeholders.
The economic status of homes causes parents to take children to mining areas for extensive periods.	Learning Guides for parents and DVDs for pupils should be prepared and distributed to parents at mining camps.
Getting parents involved can be a challenge.	The programme must be advertised. Parents to be encouraged and shown the benefits of the programme.
Parents' negligence/disinterest in education	The programme must be advertised. Parents to be encouraged and shown the benefits of the programme. Encourage parents to assist in nursery classes

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 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	\$40,000	\$40,000	\$100,000	\$100,000	\$280,000	Transportation Meals 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	
TOTAL					\$ 14,940,000	GYD
TOTAL					74,700	USD

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:

- a) a recording and reporting system, including grievances filed both verbally and in writing,
- b) designated staff with responsibility at various levels of governments, and;
- c) 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 works 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 Tosaos. 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 GPE EARLY CHILDHOOD EDUCATION PROJECT,
AMERINDIAN PEOPLE’S PLAN (APP), JUNE 2014**

JUNE

SUN.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT.
1	2. Moruca consultations. Arrive Moruca by boat or plane, do consultation then travel by boat to Mabaruma	3. Mabaruma work and consultations	4	5	6. Region 8 work (Leave consultation form in region or do short consultation at PK, Kato and Monkey Mountain)	7
8	9	10. Upper Mazaruni work. (Bring out 4/5 participants from Upper Mazuruni)	11. Region 7 consultations. Upper and Lower Mazuruni at NCERD	12	13. Fly in to Lethem and do Lethem Consultations. Limited cluster closest to Lethem)	14. Fly out of Lethem
15	16	17	18	19	20. Submit consultation Report	21
22	23	24	25	26	27	28
29	30					

TARGET GROUPS

1. Head Teachers from a sample of hinterland Nursery Schools
2. Representative sample of Year One and Year Two nursery teachers from nursery schools in the hinterland.
3. Regional Education Officers
4. District Education Officers
5. At least four touchaus from villages close to consultation sites in the case of Regions One and Nine.

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. Nursery school headteachers from Sheba, Mabaruma, Barabina, Hosororo, Yarakita, Wauna and Port Kaituma Nursery Schools.

Moruca (Location: Kumaka Extension Centre)

1. District Education Officer
2. Nursery school headteachers from St. Nicholas, Waramuri, Santa Rosa, Karaburi, Kamwatta, Warapoka and Kwebana nursery schools.
3. Touchau from St. Nicholas, Waramuri, Santa Rosa and Kwebana villages.

REGION SEVEN

Location: NCERD Boardroom, Kingston, Georgetown

1. Regional Education Officer
2. District Education Officer, Bartica and Kamarang
3. Nursery school Head Teachers from Kamarang, Waramadong and Jawalla, Holy Name, Hill View, Future Builders, Precious Gems, Beach View, Kako Nursery Class.
4. Touchau, Warawatta (Kamarang)

REGION EIGHT

Location: NCERD Boardroom, Kingston, Georgetown.

1. Regional Education Officer
2. District Education Officer, Mahdia, Kato, Paramakatoi.
3. Nursery School Head Teachers from Paramakatoi, Mahdia, Monkey Mountain and Kato
4. Touchau from Paramakatoi, Monkey Mountain and Kato.

Note: In the case of Region Eight, the documents may have to be left in the region for the consultations to be conducted, recorded and returned to the office of the School Feeding Programme within a period of one week.

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. Nursery School Head Teachers of Aishalton, Awarewanau, Maruranau, Sand Creek, Arapaima, St. Ignatius, Moco Moco, Yupukari, Annai, Surama
5. Touchau Aishalton, St. Ignatius, Moco Moco, Annai

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

ANNEX 2: SUMMARY OF CONSULATATIONS AND MITIGATION MEASURES

Background.

The Ministry of Education, Guyana, in collaboration with the World Bank and the Global Partnership for Education, are currently engaged in the preparatory process of developing the necessary documentation for the proposed Guyana Early Childhood Education Project. Since this project would see the involvement of Nursery Schools in the hinterland regions of Guyana, it became necessary, in keeping with the policy of the World Bank (OP 4.10), to have consultations with key indigenous people’s stakeholders and their representatives, to solicit critical feedback from them regarding the anticipated impact of the programme. The consultations were conducted during the period June 3 to June 12 in the four hinterland regions of Guyana, 2014. The facilitators were Mr. Jailal, Finance Officer of the GITEP and UGSTSP and E. Jarvis, Coordinator Hinterland School Feeding, Ministry of Education for consultations in Regions 1 and 7. Consultations held in Three of the five sub-district of Region 9, during the period June 9 to June 11, 2014 were facilitated by The Honourable Minister of Education - Ms. Priya Manickchand; Permanent Secretary- Ms. Delma Nedd and Senior Statistician- Ms. Nicola Warrinna. Below are the views/feedback resulting from the consultations being reported on.

SCHOOLS	POSITIVE EFFECTS OF PROJECT	POSSIBLE NEGATIVE EFFECTS OF PROJECT	RECOMMENDATIONS FOR MITIGATING NEGATIVE EFFECTS OF PROJECT
REGION ONE (Mabaruma)			
1. Sheba Nursery 2. Mabaruma Nursery 3. Hosororo Nursery 4. Barabina Nursery 5. Wauna Nursery 6. White Water Nursery	1. Children will develop the skills for reading and writing at an early stage. 2. Teacher will be equipped with reading readiness skills to deliver effectively to learners. 3. Teachers will be knowledgeable of how to use the various teaching strategies and methods during the teaching/learning process. 4. Teachers would understand how to conduct diagnostic	1. Training of the teachers during contact periods will negatively affect the teaching /learning process. 2. Printing of diagnostic assessment sheets [may be problematic]. 3. Inadequate space and furniture to set up all reading corners. 4. Lack of parental involvement [could pose a challenge].	1. Parental involvement in consultation. 2. Continuous training of teachers in the different Early Childhood Programme. 3. Have extensions of schools and adequate, suitable furniture to accommodate learners and the various learning areas. 4. Have computers and printers in various schools to cater for the printing of diagnostic assessment sheets. 5. This group supports the project.

	<p>assessment and how to plan for the different level of children.</p> <p>5. Adequate and appropriate materials will be available for all learners which will enable the learning process</p> <p>6. Schools will be more child friendly.</p> <p>7. Attendance will be improved.</p> <p>8. All teachers will be capable of using resource kits effectively.</p> <p>9. Community members, caregivers and parents will develop the essential literacy and numeracy skills in order to assist the children.</p>		
Matarkai			
1. Port Kaituma Nursery School	<p>1. Teachers will have the skills for the effective delivery of content.</p> <p>2. Teachers will have a wide knowledge on various content areas so as to produce well rounded children in the community.</p> <p>3. Teachers will know the level where the children are at and how to plan for each child.</p> <p>4. Teachers will know how the instructional programmes are being implemented.</p> <p>5. Children will be exposed to hands on materials.</p> <p>6. Classrooms will be child friendly and children will be motivated to learn.</p> <p>6. Children's attendance rate</p>	<p>1. When will the training of the teachers be done?</p> <p>2. Producing of diagnostic assessment for each child [will be time consuming].</p> <p>3. The need for adequate supplies of learning materials [will pose challenges].</p> <p>4. There is currently limited classroom space.</p> <p>5. Lack of involvement in children's education.</p>	<p>1. Training must be done during the vacation time.</p> <p>2. Extend all nursery schools so as to accommodate all the various interest corners.</p> <p>3. Get parents to be active in schools.</p>

	will be improved. 7. Parents will be involved in their children's education.		
Moruca sub region.			
<ol style="list-style-type: none"> 1. Santa Rosa Nursery 2. Waramuri Nursery 3. Karaburi Nursery 4. CoCo Nursery 5. Parakeese Nursery 	<ol style="list-style-type: none"> 1. It will benefit all Early Childhood teachers from the Moruca sub-region from the 13 schools/classes so that the curriculum can be delivered effectively. 2. Teachers would be more competent and confident to deliver phonemic awareness in the classroom. 3. Children will gain comprehension, fluency and writing skills which can lead to better performance. 	<ol style="list-style-type: none"> 1. Transportation, accommodation, meals, inadequate resource persons and limited amount of learning materials. 2. Maintenance of electrical appliances will require a technician. 3. Transportation, refreshments, snacks, inadequate funds. 4. Staff turnover. 5. Kits may not have materials suitable to their age. 	<ol style="list-style-type: none"> 1. Provision for incentive for Early Childhood teachers. 2. Applying for grants through the toshao from the various communities. 3. Sending checklists from various schools. 4. Seek funds/help from stakeholders etc. 4. Support the project. 7
	<ol style="list-style-type: none"> 4. Provision of electrical appliances such as solar panels, generator, Public Address system, television, tape recorder, DVD player, relevant cds and dvds, resource books, manipulatives, projector, stationery such as card board, markers, crayons, Styrofoam, puppets would enhance the teaching/learning process. 5. Teachers would have readily available and adequate learning materials for each learning session and it will be less time consuming. 6. Using visual and audio devices, the children would gain firsthand experience that 		

	<p>captivate and motivate learners' attention.</p> <p>7. Parenting education may be achieved through workshops, parent day, open days, distributing hand-outs, pamphlets/leaflets based on Early Childhood Education and home visits.</p> <p>8. Parents will be better educated about the Early Childhood Education programme and can assist children/learners at home.</p>		
REGION SEVEN (BARTICA, LOWER MAZARUNI)			
<p>1.Future Builders Nursery 2. Itaballi Nursery Class 3. Hill View Nursery 4. Beach View Nursery 5.Two Miles Primary nursery class 6. Karrau Creek Nursery class 7. Precious Gems Nursery 8. Holy Name Nursery 9. Agatash Nursery Class 10. Kartabo Nursery Class 11. River's View Nursery 12. Two Miles Nursery Note: Participants included nursery school head teachers, nursery teachers, head teachers of primary schools that had nursery classes, parents, Regional Education Officer and District Education Officer Participants were placed in one of three groups, namely, HTs of</p>	<p>1. Inexperienced/young teachers will be competent and confident to teach phonics and phonemic awareness.</p> <p>2. The children will benefit from new strategies.</p> <p>3. Independent learners will be able to use the kits while the teacher assists/work with struggling learners.</p> <p>4. The kits will be beneficial to inexperienced teachers at this level.</p> <p>5. The kits will encourage creativity.</p> <p>6. Parenting education will foster positive relationships between home, school and community.</p> <p>7. Parents' literacy skills will be enhanced.</p> <p>8. Teachers will be</p>	<p>1. [Inaccurate] concepts taught to children will be difficult to unlearn.</p> <p>2. Training should be done during school time.</p> <p>3. Some teachers have a negative attitude towards new challenges. (Fixed mindset).</p> <p>4. The geographic layout of some communities is difficult to reach parents and children.</p> <p>5. Economic status of homes causes parents to take children to mining areas for extensive periods.</p> <p>6. Getting parents involved can be a challenge.</p> <p>7. If the teachers who are trained do not use the training to properly deliver the curriculum.</p> <p>8. If the training is to be done</p>	<p>1. Training should be done in the month of July after schools close.</p> <p>2. Training of Grades 1- 3teachers in primary schools with nursery classes.</p> <p>3.Parents are to assist in nursery classes</p> <p>4. Learning Guides for parents and DVDs for pupils should be prepared and distributed to parents at mining camps.</p> <p>4. Parents should be involved in training sessions.</p> <p>5. Strict supervision must be put in place to monitor the programme.</p> <p>6. Foster good working relationships among teachers, parents and children.</p> <p>7. Provide more resources as support for teachers.</p> <p>8. Materials in the resource kit should cater for the differently inclined children e.g., musical, logistics, mathematically, spatial, intra-personal etc.</p> <p>9. Parents to be encouraged and shown the benefits of the programme.</p>

<p>discreet Nursery schools, parents and HTs of primary schools with Nursery classes.</p>	<p>knowledgeable in teaching nursery children. 9. Children's potential and ability will be developed. 10. Kits will be important for children to use and work by themselves and to reinforce concepts. 11. Parents will support their children's education 12. Teachers will be better equipped to be efficient /innovative when teaching in the classroom. 13. Teachers will be able to share/teach skills learnt to colleagues/new recruits. 14. Teachers will be able to teach skills at parent sessions. 15. Children will develop literacy skills at an earlier age. 16. Integrated curriculum will be taught. 17. Whole child will be developed e.g., mentally, physically, emotionally etc. 18. Pupils who are differently abled will have access to resources. 19. Pupils will not be taught in isolation. 20. Materials will be there as support to teachers/parents. 21. Children will be able to access materials to do self learning. 22. Children will be motivated by materials and encourage peer</p>	<p>during the instructional time. 9. Materials that are created must be durable. 10. Appropriateness of the kit/resources. 11. Materials might be gender biased. 12. Parents' negligence/interest in education.</p>	<p>10. Courses in Adult Education for early school leavers. 11. The programme must be advertised.</p>
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	<p>teaching.</p> <p>23. When parents are educated, the programme will be supported.</p> <p>24. Parents will participate in open days/parent conferences.</p> <p>25. When parents are educated, they will assist the child.</p> <p>26. There will be parent made materials.</p>		
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REGION NINE

ST.IGNATIUS - BENAB

<p>Kumu, Kaicumbay, Arapaima, Moco Moco, Quarrie, Yupukari, Fly Hill, Katoka, Hiawa, St. Ignatius, Quatata,</p> <p>Education System Committee (ESC) member, Nappi, Parishara. Other community members (Village Councillors)</p>		<ul style="list-style-type: none"> • Literacy programme are sent late to schools; • There is need for more space to facilitate teacher training; • More materials to support teachers training programme is essential. • Additional space is needed at St. Ignatius Nursery. • Katoka Nursery built in 2005, is in need for renovation/extension; the sanitary block needs repairing /repainting. • Quatata Primary IRI Programme is not being done, because there is no electricity in the school; this school building needs extension to comfortably 	<ul style="list-style-type: none"> • Computers and laptop in schools are essential resource. • Teachers should be equipped to cope with the different learning abilities • There is need for more supervision; parental support; Guidance & Counselling programmes;
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		accommodate nursery children. <ul style="list-style-type: none"> • Lack of Staffing. • Nappi Nursery is in need of repairs and a sanitary block 	
TAKUTU HOTEL – BENAB (TEACHERS FROM SURROUNDING SCHOOLS AND REGIONAL ADMINISTRATION)			
Arapaima Nursery and Primary, St. Ignatius Nursery, Primary.	<ul style="list-style-type: none"> • Teachers and administrators are in support of the project. 	<ul style="list-style-type: none"> • Teachers do not utilise materials in the way it was intended; 	
Arapaima Nursery and Primary, St. Ignatius Nursery, Primary and Secondary.		<ul style="list-style-type: none"> • Inadequate Materials; • Not enough training session in schools for teachers • Classrooms do not cater for children with special needs. • 	<ul style="list-style-type: none"> • There need to be more monitoring and follow-up of the delivery of concepts by teachers in training in schools. • Procurement process of resources/supplies for schools needs to be done in consultation with the school. • CPD for hinterland schools should be conducted in situ; and also including hinterland teachers in training programmes conducted on the coast. • Teacher training programme should be done via the internet, to accommodate teachers in village away from the central point access to such training. • Teachers should be exposed to more rigorous training in special needs education; all schools should have a special needs specialist working with trained teachers to assist teachers on how to deal with children with special needs. • The MOE should hire more Nursery Field Officers. • Need to have curricula for multi-grade teaching.
SOUTH CENTRAL (SAND CREEK AND SHULINAB VILLAGE)			

<p>Katoonarib, Shulinab, Rupunau, Sawariwau, Shiriri, Sand Creek, Katuur, Parikwarunawa</p>	<ul style="list-style-type: none"> • Communities are in support of the project 	<ul style="list-style-type: none"> • Inadequate amount of teachers in schools • Not enough teacher houses with furniture to accommodate more qualified teachers from the coast. • Lack of dedicated/devoted teachers; • Lack of Parental support (through assisting/ensuring that student do homework etc) • No water and electricity in teachers' houses. • No sport equipment/facilities to facilitate physical education. 	<ul style="list-style-type: none"> • Teachers should be exposed to more in situ training in teaching methodologies. • There should be an LRC, equipped with photocopying machines etc to support teachers in the south central district. • Public Meetings should be a means of providing Parental education. • Primary schools need other supportive materials, such as, DVD to assist in the teaching of Mathematics and English. • Parent conference should be held frequently. • The MOE should ensure that schools have more than one teachers, there is this a growing concern amongst parent, that in one –teacher schools, when students have to walk more than 5km to school and the teacher is not there it is very hard for these students.
<p>Parikwaru nawa, Katuur, Shulinab/Macushi, Baitoon</p>		<ul style="list-style-type: none"> • No Parental education • Teachers at nursery not being paid on time • inadequate reading resources • School facility was not properly constructed; the need for an extension; need for teachers quarters. • School space; staffing; teachers not integrating the skills acquired in the classrooms • Limited resources(Teachers use their own money to buy markers, cardboard) • Need for furnish teachers 	<ul style="list-style-type: none"> • Head-teachers should conduct themselves in a manner that is befitting to the profession. • More supervision should be done in schools to facilitate proper monitoring and to motivate teachers. • Public meetings; church and PTFA meetings are means through which MOE can use to educate the community/parents. • In situ/cluster training in literacy is needed.

		quarter. A teacher rides every day from Macushi to Parikwarunawa, because there is no	
ANNAI			
Annai, Surama, Kawimatta, Wowetta, Massara, Toka, Yakarinta, Kwatamang		<ul style="list-style-type: none"> • Annai nursery, sanitary facilities at this school is not working; the trestles are built too low to push the water. • No solar system • Kwaimatta nur & primary, the entire building which houses both levels is in a deplorable state of disrepair. The nursery has no sanitary block; no enough staff; no water. • Nursery school materials supplied are not enough; • Not enough trained teachers, • Lack of supervision has a negative impact on teachers performance; • Inclement weather affect attendance (when rain fall there is no school) 	<ul style="list-style-type: none"> • A learning resource centre is needs to be established to facilitate teaching-learning process. • Station allowance needs to be increased to motivate teachers.