

Ministry of Education

**CADET TRAINING
PROGRAMME**

Rationale

The idea of a cadet programme is to ensure that there is a built - in succession plan to the Ministry of Education so that there is a cadre of Human Resource Personnel to take up vacancies within the sector as the need arises. This is to guarantee that the education sector will always have an available repertoire of personnel with specialized skills. As such, the Ministry of Education has embarked on a recruitment strategy to second successful applicants from within the school structure to the Central Ministry and the Regional Education Departments in an attempt to provide them with specialized on-the-job training in leadership, management, supervision and planning so that they will be fully equipped to best serve the needs that exist within the education sector.

Each batch of Cadets is expected to undergo eighteen (18) months training programme with attachments to different units with the organizational structure of the education sector. Additionally, cadets can be given specialist training in specific areas they have been identified to serve.

Background

In 1996, the Ministry of Education instituted its first Cadet Programme with a total of twenty-eight (28) cadets drawn from the school system across the diaspora of education districts. These cadets were attached to different units within the Ministry of Education and were given formal lectures in leadership, planning, management and supervision courses. In addition, the cadets were exposed to site-based training where they learned about the operationalization and functioning of the units or departments to which they were attached. Both summative and formation evaluation strategies were employed and the cadets were subjected to assessments; the success of which determined their permanent placement/appointment within the education structure. By 2006, the ten (10) cadets who remained from the first training programme are serving within the Regional System.

Another batch of cadets, this time three (3) Cadets were seconded to the Ministry of Education in April 2008. However, after serving for two months, one of the cadets opted to return to the school system so two cadets remained. Like the first batch of Cadets, the two cadets were rotated for a three month period. Units to which they served included the Literacy Unit, Examinations Division, Secondary Sector, Office of the Deputy Chief Education (Administration) and Office of the Technical Facilitator.

The current batch of five (5) cadets joined the Ministry of Education in August 2009. They have been rotated across the Test Development Unit, the Monitoring Evaluation, Reporting and Development Unit, the Policy Implementation and Monitoring Unit, Examinations Division, the Secondary Sector and the Office of the Assistant Chief Education Officer (Primary) to complete a special assignment.

Mission Statement

To develop dynamic leaders to serve the education sector without fear, favour or prejudice.

Objectives of the Cadet Programme

The term 'cadet' refers to an officer in training. It is the initial status for a new recruit selected to serve the education sector before he/she is duly appointed as an officer (District Education Officer, Subject Specialist, Test Development Officer etc).

The primary goal of the Cadet Programme of the Ministry of Education is to ensure that there are no shortages of trained personnel within the hierarchy of its structure. As a result, the objectives of the Cadet Programme are to:

- instill an understanding and appreciation for the policies, regulations and laws which govern the education system and to instill professional ethics applied to the management and sustainability of the education sector;
- provide an introduction to the management of education at the regional and central level so that managers will be better equipped to develop their units/departments for the overall good of the education system;
- provide training in specialized area to best serve the needs that exist or will exist in the future;
- provide on-the-job training that will endow managers with the skills, knowledge and talents needed to become future leaders within the education sector;
- develop qualities of leadership, democracy, equity, courage, discipline and respectful appreciation of the systems of education management, supervision, and evaluation;

Eligibility

Each candidate to be considered for the post of Cadet Officer must satisfy the following criteria.

- Have a minimum of twelve (12) years of service remaining.
- Must have a first degree and have attained at least a pass with credit and have served for at least five (5) years after graduation. The degree however, must be one that is recognized by the Ministry of Education according to the University of Guyana in the Field of Education - Release Policy 2010.
- Must be a teacher within the public education system
- Must have no incriminating record
- Must have been an administrator for at least 2 years (documentation of the conduct of the teacher/administrator should be examined)
- Must have worked on remedying any deficiency within the education sector even if was at the classroom level.

- **Quota System for the Cadet Programme**

A minimum of six (6) cadets must be selected to start a Cadet Training Programme. This is to ensure that cadets are paired for the sharing of knowledge and experience as they are rotated across units/departments. The maximum number of cadets for any batch must be no more than **sixteen (16)**.???

The Central Ministry of Education will be responsible for providing the staff and personnel to train the Cadets when they are selected.

Training Opportunities

Cadets will gain valuable experience and training in preparation for a career in the education sector. They will receive training in the following areas:

- Leadership/Management
- Office Ethics (Attendance & Punctuality, Use of telephone, Protocol.
- Organisational Chart – Roles and Functions of Senior Officers and School Administrator (use Desk Manuals)
- Supervision and Monitoring of the School System
- Communication - Written and Oral
- Education Planning
- Testing, Measuring and Evaluating Educational Outcomes
- Procurement and other financial issues
- Public Service Rules e.g.: Table of Offences and Penalties; Code of conduct, Media
- The Ministry of Education's function within the Decentralised Structure of the country
- Teaching Service Rules and Regulations

Note

Recruitment and selection of cadets should be done before mid June so that the programme can commence early in September.

Attachments/Placement of Cadets

Once accepted as Cadets, individuals will be engaged in a full time two (2) year training program. Training will make use of both formal and informal techniques and will include an assessment/ evaluation component.

In order to duly prepare cadets to take on leadership roles and widen their understanding of the structure and functions of the education systems, they will be attached to various units/departments. Site-based training which will occur at the units/departments and will last for a period of three (3) months as each attachment stint has a duration of three (3) months. A

unit/department will have to give plausible reason(s) for the extension of the attachment period for any pair of cadets.

If a cadet performs unsatisfactory during the first 6 months, the cadet should be taken off the programme and sent back to school.

Attachments will be made to the following units/departments.

- Office of the Chief Education Officer
- Policy Implementation and Monitoring Unit (PIMU)
- Monitoring, Evaluation, Reporting and Development Unit (MERD)
- Secondary Sector
- Curriculum Development and Implementation Unit
- Measurement and Evaluation Unit
- Literacy Unit
- Examinations Division
- Planning Unit
- Departments of Education (Georgetown, 3, 4)

A Coordinator of the Cadet Programme must be selected. This person should come from the middle or senior management and will have responsibility for ensuring that the entire Cadet Programme is operated with a high level of efficacy.

Evaluation

Evaluation of the Cadet Programme is critical as it would provide data on the progress or lack therefore of the cadets as well as the need for modification to the structure of the programme. Evaluation therefore, will be done on a formative as well as summative level. The first step to evaluation is to ensure that the recruitment and selection process is done properly without an unbiased approach and that the best candidates are selected to serve as cadets. Once selection has been completed, the attachment period begins. During and after the attachment period all cadets will be subjected to various forms of evaluation.

Formative Evaluation

This evaluation will occur at the end of a three (3) month period and will take the form of a formal paper/pencil test. All cadets will be given source documents from which to study. Through formative evaluation, the cadets' knowledge on the regulations, laws and policies that govern the education system will be evaluated.

At the end of the eighteen months period, an assessment will be given to all cadets to determine whether they have a full grasp/understanding of the operation of the Ministry of Education. The assessment will cover a range of activities which will include both a written and an oral test. The success of which will determine the cadets' future at the Ministry of Education.

Summative Evaluation

This will be done at each unit/department level and will involve the cadets and the Supervising Officer for the unit/department. It will take on many facets and will be done in the following stages.

Stage 1

- The Supervising Officer will keep a profile record for each cadet that comes to his/her unit/department.
- At the end of each month, the cadet's growth on the job will be measured using a standard rating scale. (See Appendix 1) The Supervising Officer must conduct a post conference with the cadet after the evaluation has been completed to discuss the cadet's strengths and weaknesses and how he/she can improve his/her quality.
- Each evaluation must be placed in the cadet's individual file.

Stage 2

- The cadets must be assigned a specific task (s) on which they will be assessed to measure their level of application and grasp of how the unit/department functions. The task must involve the cadets demonstrating a variety of skills needed to function in the specific unit/department. For example, on attachment to Examinations Division, cadets can be asked to complete a trend analysis of the performance of any group of students at a specific examination.

Stage 3

- At the end of the period of attachment, the Supervising Officer must submit a report on the performance of the cadets at his/her unit/department. The report must be complete with documented evidence of the cadets' performance (records from Stage 1 and 2) as well as information on the conduct of the cadets and recommendations (if any).

Placement after Cadetship

Each cadet who successfully completes the eighteen months training programme and performs at an acceptable level during the programme will be offered a position within the structure of the Ministry of Education (central or regional) whenever a vacancy exists.

Benefits

Remuneration

A cadet is a person seconded from the school system to receive training and to learn how to become an Officer within the Ministry of Education. He /She will continue to receive salary through the school system and no additional incentive will be given during the training period.

Leave

- 28 working days (entitlement)
- 7 days sick leave (concession)
- 14 days medical (concession)

Other

- On-the-job training; gaining knowledge and understanding the functions of the Ministry of Education through placement at various units/departments.
- Travelling (if necessary) and learning about your country.
- Developing leadership, interpersonal and intrapersonal skills that will transcend all phases of life.