

ASSISTANT CHIEF EDUCATION OFFICER (LITERACY)

REPORTING RELATIONSHIP: DEPUTY CHIEF EDUCATION OFFICER
(DEVELOPMENT)

FUNCTIONAL RELATIONSHIP: DEPUTY CHIEF EDUCATION OFFICERS
(AHED), (ADMINISTRATION)
(TECHNICAL), DIRECTOR-NCERD,
ACEOSs (N), (P), (S), (T), (I) SCHOOL
SUPPORT), PRINCIPAL EDUCATION
OFFICERS, REGIONAL EDUCATION
OFFICERS, CHIEF PLANNING OFFICER,
PRINCIPAL (CPCE)

SPAN OF CONTROL: NATIONAL AND REGIONAL EDUCATION
OFFICERS -LITERACY, COMMUNITY
VOLUNTEERS, CLERICAL STAFF

BROAD AREAS OF RESPONSIBILITY:

Advise on policies related to literacy at all levels of the sector, engage in curriculum development and evaluation; give guidance on methodology and strategy in supervising the implementation of literacy initiatives in- schools and in communities; promote professional growth among teachers; collect and analyse data on formative and summative evaluations of the instructional programme; ensure a smooth transition from one level to the other; establish and maintain linkages with the community at large

KEY OUTPUTS:

- Develop a national literacy plan
- Establish a variety of literacy measuring instruments to assess the attainment of the literacy standards
- Successful implementation of the literacy programme

RANGE OF ACTIVITIES

1. Provide policy guidance on literacy development and contribute to policy formulation by supporting the design, review, and implementation of literacy-related plans and programmes across all relevant educational levels and within communities.
2. Formulate and institutionalise National Literacy Standards to guide instructional practices and learning outcomes.
3. Design, implement, and oversee comprehensive national literacy training programmes within both formal and non-formal education systems.
4. Establish strategic partnerships with non-governmental organisations to facilitate a coordinated national response to literacy challenges affecting the population.
5. Engage with regional and internationally recognised literacy institutions to leverage technical expertise and support Guyana's efforts to eliminate illiteracy.
6. Develop and validate assessment instruments aligned with national standards to evaluate literacy attainment.
7. Create and disseminate literacy resources and textbooks to effectively support curriculum delivery and enhance learning outcomes.
8. Monitor and evaluate the performance of Education Officers -Central Office and Regional Offices to ensure programme efficiency and accountability.
9. Conduct action-oriented research to identify and address challenges impeding the successful implementation of literacy programmes.
10. Develop and maintain an annual operational plan with cost projections, subject to termly review and adjustments based on evolving programme needs.
11. Prepare and submit detailed monthly progress reports on the status and impact of ongoing literacy initiatives.
12. Compile comprehensive evaluative reports covering all facets of the national literacy programme to inform policy and practice.
13. Undertake any additional duties pertinent to the effective execution and sustainability of the national literacy agenda

MINIMUM QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE:

A master's degree from a recognised university in Education or related field plus
no less than eight (8) years post qualification experience in school administration

OR

A bachelor's in education or related field plus twelve (12) years post qualification
experience in school administration

WORKING CONDITION:

The incumbent must spend approximately 60% of the work time in the office and 40% of this
time in the field to effectively perform their duties.

