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Report No: PPIAF000179

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT PAPER

ON A

PROPOSED ADDITIONAL CREDIT

IN THE AMOUNT OF SDR$1.69 MILLION
(US$2.29 MILLION EQUIVALENT)

TO THE

CO-OPERATIVE REPUBLIC OF GUYANA

FOR THE

GUYANA STRENGTHENING HUMAN CAPITAL THROUGH EDUCATION PROJECT

June 2, 2025

Education Practice Area

Latin America And Caribbean Region

CURRENCY EQUIVALENTS

(Exchange Rate Effective April 30, 2025)

Currency Unit =	SDR
SDR 0.74 =	US$1
US$1.36 =	SDR 1

FISCAL YEAR
January 1 - December 31

Regional Vice President:	Carlos Felipe Jaramillo
Regional Director:	Jaime Saavedra
Country Director:	Lilia Burunciuc
Practice Manager:	Andreas Blom
Task Team Leaders:	Lauren Justine Marston, Vincent Perrot, Denise Felicia Elida Stolt

ABBREVIATIONS AND ACRONYMS

AF	Additional Financing
AM	Accountability Mechanism
CBT	Competency-Based Training
CERC	Contingent Emergency Response Component
CPD	Continuous Professional Development
CSI	Corporate Scorecard Indicator
CTVET	Council for TVET
DA	Designated Account
E&S	Environmental and Social
EHS	Environmental, Health, and Safety
EMIS	Education Management Information Systems
ESA	Environmental and Social Assessment
ESCP	Environmental and Social Commitment Plan
ESF	Environmental and Social Framework
ESMF	Environmental and Social Management Framework
E&S	Environmental and Social
E-Waste	Electronic Waste
EWS	Early Warning System
FM	Financial Management
GHG	Greenhouse Gas Emission
GoG	Government of Guyana
GRS	Grievance Redress Service
GSEIP	Guyana Secondary Education Improvement Project
GSS	General Secondary Schools
HCP	Human Capital Project
IDA	International Development Association
IDB	Inter-American Development Bank
IFR	Interim Unaudited Financial Reports
IPPF	Indigenous Peoples Planning Framework
IRI	Intermediate Results Indicator
LMP	Labor Management Procedures
M&E	Monitoring and Evaluation
MoE	Ministry of Education
PDO	Project Development Objective
PDOI	PDO-Level Indicators
PIU	Project Implementation Unit
PPSD	Project Procurement Strategy for Development
STEP	Systematic Tracking of Exchanges in Procurement
TVET	Technical and Vocational Education and Training
WB	World Bank

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OPERATION INFORMATION

BASIC DATA - MAIN

Product Information - Guyana Strengthening Human Capital through Education Project (P177741)

Operation ID P177741	Product/Financing Instrument Investment Project Financing (IPF)
Task Team Leaders Lauren Justine Marston, Vincent Perrot, Denise Felicia Elida Stolt	
Beneficiary Country/Countries Guyana	Geographical Identifier Guyana
Requesting Unit LCC3C (451)	Responsible Unit HLCED (9253)
Approval Date 10-Jun-2022	Closing Date 30-Jun-2027
Practice Area (Lead) Education	Approval Fiscal year 2022
Environmental and Social Risk Classification (ESRC) Substantial	
Is there collaboration between Bank and IFC? No	
Implementing Agency Ministry of Education	

IMPLEMENTATION MODALITIES – MAIN

Situations of Urgent Need of Assistance or Capacity Constraints

[ ] Fragile State(s)	[ ] Fragile within a non-fragile Country
[✓] Small State(s)	[ ] Conflict
[ ] Responding to Natural or Man-made Disaster	

Other Situations	
[ ] Financial Intermediaries (FI)	[ ] Series of Projects (SOP)
[ ] Performance-Based Conditions (PBCs)	[✓] Contingent Emergency Response Component (CERC)
[ ] Alternative Procurement Arrangements (APA)	[ ] Hands-on Expanded Implementation Support (HEIS)

OPERATION STATUS

Development Objective (DO)

Development Objective (Approved as part of Approval package on 10-Jun-2022)

The Project Development Objective (PDO) is to improve: (i) access and learning conditions in secondary education; and (ii) access to technical and vocational education and training aligned with identified labor market needs

Key Information from Last ISR

Operation Ratings

NAME	IMPLEMENTATION				LAST ISR RATINGS
	26-Sep-2022	26-Apr-2023	05-Nov-2023	08-May-2024	04-Dec-2024
Progress towards achievement of PDO	Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Moderately Satisfactory
Overall Implementation Progress (IP)	Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Moderately Satisfactory
Overall Risk	Moderate	Moderate	Moderate	Moderate	Moderate
Overall ESS Performance				Satisfactory	Satisfactory
Financial Management	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory
Project Management	Moderately Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Moderately Satisfactory
Procurement	Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Satisfactory
Monitoring and Evaluation	Satisfactory	Moderately Satisfactory	Satisfactory	Satisfactory	Satisfactory

Disbursement Summary (in USD million)

Source of Funds	Net Commitment	Disbursed	Undisbursed	% Disbursed
IBRD	--	--	--	0
IDA	41.62	17.82	24.06	42.55
Grants	--	--	--	0

BASIC DATA – ADDITIONAL FINANCING

Additional Financing No. 1

Additional Financing Type

[✓] Activities are being added to expand the scope of the operation, perhaps in geography or in outputs (Scale-up)

[✓] The operation has incurred increased costs due to inflation, exchange rate changes, and factors that were not anticipated at appraisal (Cost-overrun)

[ ] The operation has experienced shortfalls in co-financing, counterpart financing, or cost recovery that were anticipated at appraisal but did not materialize. (Financing gap)

[ ] The design of the operation has changed, and the new designs cost more than the original ones (Change in Project Design)

Expected Approval Date	Review Type/Corporate Review Level
10-Jun-2025	Regular Decision Meeting (DM)
Will consulting services be required?	Is this an Urgent Need or Capacity Constraint request?
No	No

IMPLEMENTATION MODALITIES – ADDITIONAL FINANCING

Situations of Urgent Need of Assistance or Capacity Constraints

[ ] Fragile State(s)	[ ] Fragile within a non-fragile Country
[✓] Small State(s)	[ ] Conflict
[ ] Responding to Natural or Man-made Disaster	

Other Situations

[ ] Financial Intermediaries (FI)	[ ] Series of Projects (SOP)

[ ] Performance-Based Conditions (PBCs)	[✓] Contingent Emergency Response Component (CERC)
[ ] Alternative Procurement Arrangements (APA)	[ ] Hands-on Expanded Implementation Support (HEIS)

COSTS & FINANCING

Summary (Total Financing in US$, Millions)

	Last Approved	Proposed	
		Additional	Total
Total Operation Cost	44.00	2.29	46.29
Total Financing	44.00	2.29	46.29
Of which IBRD/IDA	44.00	2.29	46.29
Financing Gap	0.00		0.00

Financing Details (in US$, Millions)

Source	Last Approved	Proposed	
		Additional	Total
International Development Association (IDA)	**44.00**	**2.29**	**46.29**
IDA Credit	44.00	2.29	46.29
Total Financing	**44.00**	**2.29**	**46.29**

IDA Resources (in US$, Millions)- Additional Financing

	Credit	Grant	SML	Guarantee	Total
Guyana	2.29	0.00	0.00	0.00	2.29
National Performance-Based Allocations (PBA)	2.29	0.00	0.00	0.00	2.29
Total	**2.29**	**0.00**	**0.00**	**0.00**	**2.29**

SYSTEMATIC OPERATIONS RISK- RATING TOOL (SORT)

Risk Category	Last Approved Rating (ISR Seq. 05) Package - 04 Dec 2024	Proposed Rating
Political and Governance	Low	Low
Macroeconomic	Low	Low
Sector Strategies and Policies	Moderate	Moderate
Technical Design of Project or Program	Moderate	Moderate
Institutional Capacity for Implementation and Sustainability	Moderate	Moderate
Fiduciary	Substantial	Substantial
Environment and Social	Substantial	Substantial
Stakeholders	Low	Low
Overall	Moderate	Moderate

CLIMATE

Climate Change and Disaster Screening

Has this operation been screened for short-term and long-term climate change and disaster risks?

Yes, it has been screened and the results are discussed in the Appraisal Document

Where risks exist, have potential resilience-enhancing measures been identified in the appraisal document?

Yes

Does this operation address specific risks, vulnerabilities, gaps or needs with respect to Climate Change that are identified in the SCD or the CPF?

Yes

POLICY COMPLIANCE

Does the operation depart from the CPF in content or in other significant respects?	No
Does the operation require any waivers from Bank policies?	No

TEAM

Core Team

Name	Role	Specialization	ADM Responsible?
Lauren Justine Marston	Team Leader		Yes
Denise Felicia Elida Stolt	Team Leader		No
Vincent Perrot	Team Leader		No
Saidu Dani Goje	Financial Management Specialist	Financial Management	Yes
Patrick Kabuya	Financial Management Specialist	Financial Management	No
Blandine Marie Wu Chebili	Procurement Specialist	Procurement	Yes
Gabriel Penaloza	Procurement Specialist		No
Kirk Christopher Nathaniel Brown	Environmental Specialist	Enviromental	Yes
Elizabeth Joana Graybill Do Nascimento Brito	Environmental Specialist		No
Ramon Eduardo Anria	Social Specialist		Yes
Isaac Alberto Mera Chehin	Social Specialist		No
Mark Christian Sigrist	Counsel		No
Angelica Calderon	Procurement Team	STEP Focal Point	No
Ana Maria Castaneda Acosta	Team Member	TTLs Support	No
Darian Kaminski Munoz	Team Member	WFACS Assigned Finance Analyst	No
Zhuo Yu	Team Member	WFACS Assigned Finance Officer	No
Helio Sato	Team Member	WFACS Assigned Finance Assistant	No
Jorge Luis Alva-Luperdi	Team Member	Counsel (Alternate)	No

I. BACKGROUND AND RATIONALE FOR ADDITIONAL FINANCING

1. **This Project Paper seeks approval for an Additional Financing (AF) for the ongoing International Development Association (IDA)-funded Guyana Strengthening Human Capital through Education Project (HCP, P177741) (parent project).** The proposed AF will be financed by an IDA credit in the amount of SDR$1.69 million/US$2.29 million equivalent. The proposed AF aims to (i) allow the continuation and achievement of the Project's existing activities in a context of cost overruns due to a combination of exchange rate loss and increased construction costs due to inflation; and (ii) align the Project's activities under Subcomponent 1.1 *Improving Service Delivery to Support Student Retention and Learning at the Secondary Level* with the Ministry of Education's revised priorities, which emphasize teacher training and coaching, and digital education. Additionally, approval is requested for a level 2 restructuring for (i) adjustment of activities within project components; (ii) revision in component-wise allocations; (iii) adjustment of the Project results chain and framework for improved clarity; and (iv) revisions to the disbursement estimates.

II. CURRENT STATUS OF THE OPERATION

2. **The HCP was approved on June 10, 2022, and declared effective on August 12, 2022.** The Project is funded by an IDA credit in the amount of SDR$31.9 million (US$44 million equivalent). As of April 2025, the Project has disbursed 43 percent, equivalent to US$17.82 million of the total amount. The Project Development Objective (PDO) is to improve: (i) access and learning conditions in secondary education; and (ii) access to technical and vocational education and training aligned with identified labor market needs. These objectives remain relevant to the country's context and the Government's priorities. The Project has four components: (i) Improve Service Delivery and Enhance the Learning Environment at the Secondary Level; (ii) Strengthen Skills Development and Technical and Vocational Training; (iii) Contingent Emergency Response Component (CERC); and (iv) Project Management and Monitoring and Evaluation.

3. **Progress towards the PDO and Overall Implementation Progress were rated Moderately Satisfactory in the most recent Implementation Status and Results Report, dated December 4, 2024.** In line with the Government's Education Sector Plan, the objectives of the HCP remain as at project effectiveness and the theory of change underpinning the parent project remain relevant to the AF.

4. **While significant progress has been observed across all components, the pace of implementation remains moderate, with many activities still in the early implementation phase.** Progress on each of the components and activity is detailed below.

Component 1: Improve Service Delivery and Enhance the Learning Environment at the Secondary Level (estimated US$35 million).

5. **Subcomponent 1.1:** *Improving Service Delivery to Support Student Retention and Learning at the Secondary Level.* It supports various activities, including (i) teacher training on the new curriculum for grades 7-9 with targeted mathematics training, including teacher coaching and mentoring, and the development and implementation of an instructional leadership and managerial program for principals; (ii) financing of learning materials and purchasing of textbooks on the Ministry of Education (MoE) Secondary textbook list to support the rollout of the new curriculum for grades 7-9 and the urgent need for learning recovery following the pandemic for grades 10-11; and (iii) targeted interventions to address capacity and demand-side challenges to support student retention and access.

(i) **Teacher training on the new curriculum for grades 7-9.** The rollout of the revised curriculum for grades 7 to 9 has been postponed by the MoE, which has significantly delayed this activity. The MoE has communicated that the rollout is unlikely to happen during the lifetime of the Project, considering the GoG's decision to not implement the revised curriculum for Grades 5 and 6, as these are the years dedicated to preparing for the National Grade Six Assessment. Instead, slight adjustments to this activity have been proposed, as detailed in *Section II. Description of Additional Financing*, to reflect the revised Government of Guyana's (GoG) approach. Importantly, these activities will continue the 'essence' of what the revised curriculum and teacher training sought to achieve, by continuing to emphasize the importance of improving pedagogy, ensuring that teachers are well-prepared and instructional quality is enhanced, thus contributing to increase learning outcomes.

(ii) **Financing of the learning materials and purchasing textbooks has been completed**. 450,290 textbooks for grades 7-9 have been purchased and distributed.

(iii) **Re-enrollment campaigns occurred during the 2022-23 academic year using financing from the MoE**. However, this remains a priority and will be financed under the Project for the coming academic years, especially in the opening of schools being constructed and/or rehabilitated under the Project, to encourage students' enrolment, return to schooling, and completion. The establishment of an Early Warning System (EWS) to combat dropout at the secondary level is currently in the design stage but is expected to be launched prior to the start of the 2025-2026 school year.

6. **Significant progress has been made under Subcomponent 1.2:** *Developing an Education Facilities Strategy for Secondary Education and Support to Selected Government Secondary Schools*, which finances the construction or rehabilitation of six secondary schools. To support this work, a comprehensive Education Facilities Policy has been prepared and validated. The policy and associated standards and requirements will be used for all future school construction and rehabilitation. Following initial delays to initiate the construction activities due to the time needed to complete the first procurement packages, construction-related activities are now progressing on schedule. Construction started for one school (Saint Stanislaus) and the project is in the final stages of procurement for the construction of another three schools (Annandale, Christiansburg, and Hope), with works expected to commence in the coming months. One school (St. Joseph) is pending the completion of the construction tender package, including the required Environmental and Social (E&S) documents. Preliminary figures and final budgets are available for three of the six schools to date and indicate a significantly higher unit price than costed at project design. Therefore, the decision and planning for the sixth school to be built or rehabilitated will begin once the funding requirements for the initial five schools are fully assessed.

Component 2: Strengthen Skills Development and Technical and Vocational Training (estimated US$7 million)

7. **For Component 2, significant progress has been made under both subcomponents.** Under Subcomponent 2.1: *Strengthening the Enabling Environment and Information System for Technical and Vocational Education and Training* (TVET), key analytical work has been completed, including the preparation and validation of a new TVET policy for the 2025-2035 period, the Tracer study, and the Rapid Skills Assessment studies. These foundational strategic and analytical activities have laid the groundwork for ongoing efforts to strengthen the capacity of the Council for TVET (CTVET) and the development of a digital platform to provide information on training opportunities, which is in advanced stages. These initiatives aim to establish a robust enabling environment that supports the effective delivery of TVET programs and improves access to relevant information for stakeholders. The analytical work also provided strategic information to orient the activities under Subcomponent 2.2.

8. **Building on the analytical work performed under Subcomponent 2.1, considerable progress has been made under Subcomponent 2.2:** *Improving Skills Development and TVET Offerings at the Secondary and Post-Secondary Levels*. The update of the TVET secondary curriculum is currently in progress, and similar efforts have commenced for developing new post-secondary TVET programs and initiating a pilot industry attachment for post-secondary students. Further advancements in these activities are expected in the upcoming months. Additionally, planning for study tours and professional development for secondary teachers will be addressed once the curriculum revision has been completed. The Bank continues to offer practical and technical support to ensure sustained progress.

Component 3: Contingent Emergency Response Component (CERC) (US$0 million).

9. This component has not been activated.

Component 4: Project Management and Monitoring and Evaluation (estimated US$2.0 million).

10. **The installation of the Project Implementation Unit (PIU) faced challenges in the first years of Project implementation, particularly due to the Government's initial plan to consolidate all education projects across development partners under one PIU–which has been cancelled**. Despite a shortage of staff, the HCP PIU has managed to maintain overall satisfactory progress. The Monitoring and Evaluation (M&E) function, though covered, experienced some turnover, which required additional adjustments to ensure the effectiveness of the evaluation processes.

11. **Fiduciary performance of the project is Moderately Satisfactory as of November 2024**. The Financial Management performance was assessed as satisfactory. No internal control weaknesses were identified in the management letter by the auditors. The MoE is implementing adequate mitigation measures to continue to strengthen the internal control controls. There are no outstanding audit reports. The procurement rating was also assessed as satisfactory. The project team has a good understanding of the Bank's rules and procedures and has made significant progress in updating STEP with required documents.

12. **Environmental and Social Safeguards performance is Satisfactory**. The Project is in compliance with the E&S Commitment Plan. The MOE has established a GRM for the project, which is fully functional and will be active until the end of the project. No complains were received so far. Satisfaction surveys, which will serve as a Citizen Engagement indicator, are planned but have not yet commenced as coaching and professional development for TVET teachers and trainers have not started. However, stakeholders have been actively involved in consultations for school design, integrating community needs into the plans.

13. **The Project has complied with all legal covenants**.

III. RATIONALE FOR ADDITIONAL FINANCING AND PROPOSED CHANGES

14. **The decision to pursue additional financing with restructuring is attributable to two main factors.** First, the Project has encountered cost overruns due to exchange rate loss and higher-than-expected construction costs linked to global inflation in the construction sector. While the available amount in US$ at approval reached US$44 million, it fell to about US$42.746 million equivalent at time of this AF approval.[1] Secondly, the proposed AF will allow for minor adjustments proposed by the MoE. In particular, the AF will enable the project to formalize the MoE's decisions affecting the Project's activities, as described in the following section.

[1] Reflecting a loss to date of approximately US$1.254 million.

15. **With these proposed adjustments, the Project's activities and PDO remain relevant, closely aligned with government priorities, and achievable**. More specifically, revised activities, such as the coaching and mentoring program, combined with the new activities, will similarly contribute to the PDO by aiming to *improve learning conditions in secondary education.*

IV. DESCRIPTION OF ADDITIONAL FINANCING AND RESTRUCTURING

A. Additional Financing

16. **The proposed AF aims to secure sufficient funding to support the completion and expansion of ongoing activities, while incorporating newly planned initiatives that will strengthen achievement of the Project's objectives.** This AF will contribute to compensating for the exchange rate loss to ensure that the construction and/or rehabilitation of six general secondary schools can be completed as planned. The AF will also enable the financing of new initiatives, well-aligned with the PDO and indicators, and the GoG's updated priorities.

17. Table 1 demonstrates the evolution of the current and proposed funds for the Project components. There has been a strategic shift within the MoE, which includes (i) the decision to not roll out the revised curricula for grades 7 to 9, (ii) a request for an enhanced and sustainable coaching and mentoring program to be embedded within the MoE and endure beyond the Project lifetime, and (iii) an increased focus on improving the use of EdTech in schools, supported by ongoing activities and work related to digital transformation of the education sector in Guyana initiated through a recently completed workshop[2] that was co-organized between the MoE, World Bank (WB), and the Inter-American Development Bank (IDB).[3] This joint technical sector work, which will include a comprehensive ecosystem and an extensive digitalization plan for the education sector in Guyana, will guide the development of a digital education pilot under this AF.

Table 1. Evolution of current and proposed Funds across Components, based on changing SDR rates

Component	Amount of the Credit allocated (SDR$ million)		Amount of the Credit allocated (approximate US$ million)[4]		Rationale/Explanation
	Current	Proposed	Current	Proposed	
Component 1: Improve Service Delivery and Enhance the Learning Environment at the Secondary Level	25.36	27.06	35.00	36.709	The additional allocation under Component 1 will cover the new investments under Subcomponent 1.1, while also accommodating potential cost overruns in construction activities under Subcomponent 1.2.
Component 2: Strengthen Skills Development and Technical and Vocational Training	5.07	5.07	7.00	6.875	While the allocation in SDR remains unchanged, the amount in US$ reflects the exchange rate used for the negotiations.
Component 3: Contingent Emergency Response	0.00	0.00	0.00	0.000	
Component 4: Project Management and Evaluation	1.45	1.45	2.00	1.966	
Total	31.90	33.60	44.00	45.551	

[2] Occurred on March 4, 2025.
[3] Memorandum of Understanding between the IDB and the World Bank.
[4] Exchange Rate 1 SDR = 1.36 USD as of April 30, 2025.

B. Restructuring

18. **A level 2 restructuring is proposed to:** (i) adjust activities within project components; (ii) revise component-wise allocations; (iii) adjust the results chain and framework for improved clarity; and (iv) revise the disbursement estimates.

Adjustment of Activities within Project Components and revised component-wise allocations

19. **The Project will benefit from an AF of SDR$1.69 million/ US$2.29 million equivalent.** The changes applied to the component cost allocation are detailed Section VII of the Datasheet. Funds will be added solely to Subcomponent 1.1, to reflect changes in priorities, costs, and the extent of activities, specifically:

20. **Component 1: Improve Service Delivery and Enhance the Learning Environment at the Secondary Level (current allocation: US$35 million equivalent; proposed new allocation: US$36.7 million equivalent).**

21. **Subcomponent 1.1: Improving Service Delivery to Support Student Retention and Learning at the Secondary Level**. At the request of MoE, the following activities initially programmed under this subcomponent, will be removed:

i. **Teacher training on the new curricula:** Given the MoE's decision to not roll out the new curriculum for grades 7 to 9 during the life of the Project.

ii. **Development and implementation of an instructional and culturally responsive leadership and managerial training for principals:** Given this activity is currently under development through a project financed by the Inter-American Development Bank.

iii. **Study of the impact of the COVID-19 pandemic on learning and schooling losses:** Considering the amount of time that has passed since the COVID-19 pandemic.

22. **In addition, two activities will be revised and two new activities will be added to Subcomponent 1.1 to reflect the MoE's revised priorities.**

i. ***The development of a coaching and mentoring program for teachers to support continuous professional development (CPD) will be revised*.** Specifically, it will now include the development of a country-specific coaching and mentoring program, and guide—using the World Bank Coach tool—as well as the establishment of a plan integrated within the MoE for an ongoing process of coaching and mentoring for teachers, to ensure its efficient and sustainable implementation. The new program aims to (i) improve teaching practices more generally, beyond the rollout of the revised curriculum, to support teachers to be digitally equipped and trained to improve pedagogy and enhance learning outcomes;[5] and (ii) offer continuous support to all core-subject secondary teachers in Grades 7 to 9 across the country. The design of the program was built on the baseline data collected for PDO indicator 1, using the Teach classroom observation tool to measure the proportion of teachers improving their teaching practices. The resources for the master training of staff from the National Centre for Education Resource Development and District Education Officers to become coaches and mentors have been finalized, and the training took place in March 2025. The coaching and mentoring program will provide educators with the skills and

[5] For instance, through support to assist teachers with incorporating digital technologies, improving their digital literacy and skills for more effective technology use in classrooms, thereby enhancing learning efficiency and potentially reducing the time required for tasks such as lesson planning. This will be done in parallel with other activities to support the country's objective of enhancing digital transformation.

knowledge to coach and mentor secondary teachers to enhance their teaching practices and, ultimately, support student retention and learning at the secondary level. This new activity will also improve targeting, in terms of a greater prioritization of beneficiaries. The program will target 120 Headteachers and 67 MoE officials.[6] The results framework will be adjusted accordingly.

ii. ***The preparation of a comprehensive and all-encompassing Teacher Policy will be added as a new activity under the Subcomponent**.* The Policy would cover recruitment, allocation, compensation, incentives, and professional development. This activity was deemed critical by the MoE to improve teacher careers, motivation, and efficiency in the sector. The final draft was completed in March 2025 and will be edited and published in the coming months. The Project will support the preparation, finalization and dissemination of the policy. The MoE, in collaboration with other ministries involved and with the support of partners (WB, IDB), will work on a costed implementation plan and on the early implementation phase.

iii. ***Additional activities to support students' return to school.*** In addition to the establishment of Education Management Information Systems (EMIS) and re-enrollment campaigns, the Project will finance a consultancy to support an updated Reintegration Policy, with an actionable and costed implementation plan to support the GoG to reintegrate students who have dropped out of school return to school, and keep students in school, in school. This consultancy will include a mapping of existing groups of out-of-school students—for example, adolescent girls who left school due to pregnancy, young adults who dropped out of school during their teenage years, etc.—and available resources and suggested improvements, as applicable, for reintegration and remediation. Importantly, this will be linked to existing activities, to provide cohesive support for out-of-school students.

iv. ***The purchase and distribution of 1,570 laptops and 300 smartboards to secondary teachers working in selected schools.***[7] Several case studies demonstrate the positive impact of providing teachers with laptops and other digital tools to improve learning outcomes in the Caribbean region, for example, in the Dominican Republic,[8] Trinidad and Tobago[9] and Jamaica.[10] The initiatives have helped enhance connectivity, support remote learning, and improve communication between teachers and students and the overall quality of education. This would help the MoE accelerate the digital agenda in the education sector and prepare schools for the digital transformation[11] by supporting teachers to access useful resources and use EdTech to improve instruction quality and teach more efficiently, for example, using Artificial Intelligence (AI) to assist in lesson planning, software to aid in grading, etc. Teachers to benefit from the EdTech equipment will have to complete training for efficient use and implementation, provided by the MoE. To monitor enhanced teaching practices by using technology in the classrooms, a Teach Digital module will be added to the ongoing Teach observations. The first observation of teachers with laptops/ smartboards in their classrooms will serve as the baseline of their current technological use and engagements within classrooms. Information from these observations will be used to assist the MoE in the selection of targeted training modules that are not already in place through the GoG, for instance, training on AI, literacy, its usefulness and risks—which have not yet been done—and which could be financed

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[6] Regional and Education officers and Cyril Potter College of Education teachers
[7] Technical specification for laptops and smartboards will include climate and sustainability considerations. Tablets will be compliant with energy efficient standards and the project will prioritize IT procurement that complies with energy efficient standards such as ENERGY STAR, EPEAT, or TCO. The development of digital platforms and content delivery will enable remote instruction in the case of extreme weather events.
[8] Dominican Republic: Digital Equipment for Teachers and Students
[9] Trinidad and Tobago: One-to-One ICT Program
[10] Jamaica: Digital Transformation in Education
[11] Criteria for the selection of schools will include those that (i) are national schools; (ii) top-ranking regional schools; (iii) have internet connectivity and (iv) other relevant criteria determined by MoE.

under the project, depending on need and available finances.[12]

Revision of the Results Chain

23. Based on the proposed changes, the Project's results chain is revised as shown in Figure 1 below. This includes adjustments to the activities under the subcomponent to better align with the Ministry of Education's revised priorities while maintaining the PDO and overall project design.

Figure 1. Revised results chain

OUTCOME	To (i) improve access to quality secondary education, and ii) improve labor market relevant skills of the population		
OUTCOME INDICATORS	Secondary school teachers meeting standards in student-centered teaching practices Improved promotion rate from Grade 10 to Grade 11	Students enrolled in new enhanced General Secondary Schools	(Improved and more responsive TVET environment) Youths having gained an enhanced TVET certification (in priority sectors)
ACTIVITIES	Development of National Teacher Policy Coaching and mentoring of teachers Provision of textbooks Provision of laptops to teachers (New) Provision of smartboards to schools (New) Provision of training for teachers on use of the digital material for improved learning (New) Development of a reintegration Policy with costed implementation plan (New) Re-enrolment campaigns	Development of an education infrastructure strategy of secondary education Construction of new secondary schools in selected rural areas	Implementation of labor market surveys and support to the TVET information system Development of a new TVET strategy for 2021-2030 Support to market-relevant TVET offerings Professional development for TVET trainers
CHALLENGES	Low learning outcomes Massive drop out at secondary level Lack of teaching materials Inefficient technology integration in teaching	Access to secondary education is constrained by the lack of spaces in GSSs, particularly in rural areas	Lack of data for timely and evidence-based-decision making TVET strategy to be prepared TVET offering of limited quality and relevance, and limited skills for teachers

Revision of the Results Framework

24. The Results Framework will be updated to reflect the impact of the removed, adjusted, and additional activities supported under the proposed AF. There will be no changes to the overall timeline and no substantial changes to the PDO-Level Indicators (PDOIs), with the exception of changing the measurement unit on account of an established baseline and targets for the "Share of secondary school teachers meeting standards in student-centered teaching practices (using Teach

[12] Resources may include, but are not limited to, selected learning software and other nationally available digital learning tools/resources, such as the learning channel, as well as additional AI tools and resources to aid teachers and support learning.

at the secondary level) (Text)," (Table 2). There are a few changes to Intermediate Results Indicators (IRIs), as described below. In some instances, minor revisions will be made in the definition of selecting IRIs to reflect updated agreements or increase clarity when needed.

Table 2. Changes to Indicators

PDO-Level Indicators (PDOIs)		
Current PDOI	**Proposed change(s) in the PDO and/or in the definition**	**Rationale for change**
PDO: ***Share of secondary school teachers meeting standards in student-centered teaching practices (using Teach at the secondary level) (Text)***	▪ Indicator measurement unit revised to reflect *'Percentage'* instead of '*Text*' ▪ Indicator definition changed from "*This indicator will assess the implementation of student-centered teaching practices through classroom-observations using the Teach secondary tool. Baseline (initially expected to be established in Year 1) is delayed, pending Ministry of Education decision on the timeline for rolling out the curriculum at secondary level. A decision is expected to be made, which will enable the technical team at M&E to work on the baseline. The baseline should be available by end-2023*" to "*This indicator measures the percentage of secondary school teachers who meet established standards in student-centered teaching practices, as assessed using the Teach framework at the secondary level*."	▪ Considering that the baseline for this indicator is now available, the measurement unit and definition of the indicator can be reformulated in percentage, starting with the baseline value, and maintaining the expected increases as previously agreed in the PAD
Intermediate Results Indicators (IRIs)		
Current IRI	**Proposed change(s) in the IRI and/or in the definition**	**Rationale for change**
IRI: ***Teachers recruited or trained (Number)*** ****Including respective sub-indicators***	▪ Definition to be updated to *"This indicator will measure the total number of (i) core-subject secondary teachers in grades 7-9 who received a minimum of three coaching/ mentoring sessions, (ii) secondary TVET teachers benefitting from a professional development activity and, (iii) post-Secondary TVET teachers benefitting from a professional development activity"* ▪ Number of teachers revised from the original 2.068 to 2.048, accurately reflecting the change in the current number of core-subject secondary teachers in Grades 7-9	▪ Indicator definition revised to reflect changes to the activity ▪ Target revised given the revision made to the current number of core-subject secondary teachers in grades 7 to 9, nationally
IRI: ***Teachers trained and having benefitted from CPD including at least one coaching and mentoring session (Number)***	▪ Indicator name will be changed to "*Teachers having received at least three coaching and mentoring sessions (Number)*" ▪ Indicator definition changed from "*Cumulative number of teachers in Grade 7-9 trained in the new curriculum. The training will be followed by a coaching and mentoring program to*	▪ The name of the indicator will be revised to reflect the changes in the activity ▪ The definition of the indicator will be revised to reflect the changes in the activity

	support teachers' continuous professional development. Teachers will receive at least one coaching and mentoring" to *"Cumulative number of core-subject teachers in Grades 7-9 benefitting from the new coaching and mentoring program and having received at least three coaching and mentoring sessions"* ▪ Number of teachers revised from the original 1,928 to 1,908, accurately reflecting the current number of core-subject secondary teachers in Grades 7-9	▪ Target revised to reflect the current number of core-subject secondary teachers in grades 7 to 9, nationally
IRI: *Students benefiting from direct interventions to enhance learning (Number)* and respective sub-indicators	▪ Indicator and sub-indicator *"Students benefiting from direct interventions to enhance learning - Female (Number)"* will be deleted	▪ Indicator deleted to include the Corporate Scorecard Indicator (CSI) *"Students supported with better education, in secondary school (Number of people)"* with sub-indicators to disaggregate across females and youth and keeping the targets of the original indicator
IRI: *Students supported with better education, in secondary school (Number of people)* **Including respective sub-indicators*	▪ Indicator and sub-indicators *"Students supported with better education, in secondary school - Female (Number of people)"* and *"Students supported with better education, in secondary school - Youth (Number of people)"* will be added ▪ Indicator definition added: *"This indicator measures the number of secondary school students who benefit from activities aimed at improving educational quality and outcomes. These activities may include teacher training and coaching activities, infrastructure enhancements, provision of learning materials, digital resources, and other interventions designed to enhance the learning environment and support student retention and engagement. The indicator tracks the cumulative number of students who experience improved educational conditions as a result of these initiatives."*	▪ CSI added to replace the original indicator measuring the same, namely, *"Students benefiting from direct interventions to enhance learning (Number)" with the same original targets*
IRI: *Principals having benefitted from capacity building and leadership training (Number)*	▪ Indicator will be deleted	▪ Indicator deleted to reflect the cancellation of the activity
IRI: *Teachers equipped with laptops for enhanced digital instruction (Number)*	▪ Indicator added ▪ Definition included as *"This indicator measures the total number of secondary school teachers who have been provided with laptops by the Project, to facilitate and enhance digital instruction in educational settings. The provision of laptops aims to support teachers in integrating digital technologies into their teaching practices, thereby improving the*	▪ Indicator added to reflect new activity

	quality of education and fostering digital literacy among students."	
IRI: ***Classrooms equipped with smart boards for enhanced digital instruction (Number)***	▪ Indicator added ▪ Definition included as *"This indicator measures the total number of secondary school classrooms that have been equipped with smart boards by the Project, to facilitate and enhance digital instruction. The installation of smart boards aims to support interactive teaching practices, improve student engagement, and integrate digital technologies into the learning environment."*	▪ Indicator added to reflect new activity
IRI: ***School teachers meeting standards in using 'technology for learning' at the secondary level (Percentage)***	▪ Indicator added ▪ Definition included as "*The percentage of observed secondary teachers—using the Teach Digital instrument—that scored 3 and higher in 'Technology for Learning' on the Teach tool (average of (i) teacher integrating technology to facilitate learning; (ii) teacher promoting digital citizenship; (iii) students using technology during lesson to enhance learning; and (iv) teacher differentiating learning and using technology to do so more effectively.*"	▪ Indicator added to assess the effectiveness of the distribution of these resources and ensure that they are being used to enhance teaching and learning.
IRI: ***Rapid labor market survey results and reports are available and publicly disclosed (Text)***	▪ Indicator definition changed from "*The rapid labor market survey will focus on key economic sectors by using a sample of enterprises. Key economic sectors will be identified by the MOE.*" to "*The rapid labor market survey will focus on key economic sectors by using a sample of enterprises. Key economic sectors will be identified by the MOE. Upon its completion, the results and reports will be made available and publicly disclosed.*"	▪ Indicator definition revised to include the completion and publication of the rapid labor market survey, for clarity
IRI: ***Tracer study results are available and published (Text)***	▪ Indicator definition changed from "*The tracer study will focus on graduates from different streams of secondary vocational schools and TVET institutions. The studies will comprise a representative sample of graduates and will draw on existing user-friendly tracer methodologies. A minimum of 1,200 graduates will be surveyed.*" to "*The tracer study will focus on graduates from different streams of secondary vocational schools and TVET institutions. The studies will comprise a representative sample of graduates and will draw on existing user-friendly tracer methodologies. A minimum of 1,200 graduates will be surveyed. Upon its completion, the results will be made available and published.*"	▪ Indicator definition revised to include the completion and publication of the tracer study, for clarity

25. **Revision of Disbursement Estimates.** The disbursement estimates will be adjusted to reflect the revised total net commitment under the Project.

V. KEY RISKS

26. **While the overall risk of the Project remains Moderate, Fiduciary and E&S risks are Substantial and discussed below.**

27. **The overall fiduciary risk rating remains Substantial.** Although the MoE has previous experience in implementing Bank-financed projects, the main project risks are associated with weaknesses and delays in procurement processing and contract management, particularly related to the procurement of works. Proposed mitigation measures include the appointment of a dedicated procurement officer in the PIU to strengthen fiduciary capacity, the establishment of clear roles and responsibilities for various stakeholders at the MoE and PIU levels, and the provision of training on contract management. The Bank will carry out procurement post reviews on an annual basis with an initial sampling rate commensurate with the risk rating of the Project. This rating will be adjusted periodically during Project implementation based on the agencies' performance and Project risks. The Bank will also carry out procurement supervision missions on a semi-annual basis.

28. **Based on the MoE's current capacity to manage E&S risks and its previous track record in the timely management of Environmental, Health and Safety (EHS) issues during the construction of the two secondary schools under the Guyana Secondary Education Improvement Project (GSEIP; P147924), the environmental risk remains Substantial.** The risks, however, will be mitigated with the following measures: (i) the Environmental and Social Management Framework (ESMF) and clear guidance on environmental and social screening, preparation of a management plan, supervision, monitoring, and reporting requirements; (ii) the appropriate environmental and social assessments and EHS management plans for each school being constructed or rehabilitated under the Project, and the inclusion of such management plans in the bidding and contract documents for such works; (iii) the supervision consulting firm and each contractor for the different subprojects will be required to hire dedicated Environmental, Social, Health and Safety officers; and (iv) the appointment of a dedicated environmental officer in the PIU to carry out the subproject specific Environmental and Social Assessment (ESA) and regular supervision of the Project to ensure compliance with the EHS management plans. In addition, Electronic Waste (E-Waste) Management Guidelines are also in place for the Project.

VI. APPRAISAL SUMMARY

A. Economic and Financial Analysis

29. The economic analysis has been revised to reflect changes introduced under the AF. These include the addition of new activities, the removal of interventions that will no longer be implemented, and updates to key parameters such as exchange rates. The analysis maintains the original methodological framework but adjusts projections and benefit streams to align with the updated scope of the project. A detailed reference of the changes is documented below.

Component 1: Strengthening the Quality of Secondary Education

30. **The parent project initially included activities such as training on the revised curriculum and the provision of textbooks aligned with that curriculum. Under the AF, this component has been revised to focus on a Coaching and Mentoring program for Grades 7–9 teachers**, while textbook provision is now assessed separately. Evidence shows that

coaching and mentoring have significant impacts on both instructional quality and student learning. According to meta-analysis from Kraft, Blazar & Hogan (2018), across 60 causal studies, teacher coaching improves instructional practice by +0.49 SD and student achievement by +0.18 SD on average. Based on this evidence, the updated analysis assumes an effect size of +0.18 SD for student achievement from the coaching program, consistent with rigorous meta-analytic findings.

31. **A new activity under the AF involves the provision of educational technology to teachers, specifically laptops and smartboards**. The eLearn Classrooms initiative in Punjab, Pakistan, which equipped classrooms with large light-emitting diode (LED) screens and tablets for teachers, serves as a compelling example of how providing technology to teachers can significantly enhance student learning outcomes. When combining both project-specific and provincial standardized test scores (PEC exam), students in the program achieved an average improvement of 0.26 standard deviations in learning outcomes (NBER, 2019).

32. **The textbook distribution activity, originally part of the parent project, has been retained but revised**, to reflect coverage of 80 percent of students in grades 7–9. The expected impact remains at +0.18 SD, based on findings from Fuje and Tandon (2015) – which was also inclded in the parent project.

33. **The construction and rehabilitation of schools activity remains unchanged** in terms of the number of beneficiaries and assumed learning gains. Cost adjustments are reflected in the overall cost of Component 1.

34. **The Early Warning System activity has been updated to include a simulation of survival rate improvements from grade 7 to grade 9, increasing from 90 percent to 93 percent**. The analysis estimates additional years of schooling gained from this 3-percentage point increase.

Component 2: Strengthening Skills Development and Technical and Vocational Training

35. **This component remains unchanged in terms of scope, activities, and assumptions**. No revisions were made to the number of beneficiaries or costs. However, it is affected by adjustments in the exchange rates.

Results

36. **The updated project under the AF continues to demonstrate strong economic justification.** The Net Present Value increased from US$156.1 million to US$164.6 million at a 5 percent discount rate, reflecting the increased value of the revised set of interventions. This increase suggests that the benefits of the AF outweigh the incremental costs, thereby strengthening the economic justification for the project.

37. Although the overall Internal Rate of Return declined slightly from 16.10percent to 14.75 percent, this change is attributable to increased implementation costs and adjustments in the timing of benefits. The total project cost was revised from $45.9 million in the parent project to a total envelope of $46.25 million. Despite the modest decline, the IRR remains well above typical discount rates, indicating that the investment remains economically strong.

38. Furthermore, the Benefit-Cost Ratio remains robust. This indicates that for every dollar invested, the project is expected to generate at least four dollars in economic returns in the base-case and in the various discount rates.

Table 3. Summary of Cost-Benefit Indicators for Parent Project and AF (5 percent discount rate)

	Parent Project			Additional Financing		
	Net Present Value (US$ million)	**Benefit Cost Ratio**	**Internal Rate of Return**	**Net Present Value**	**Benefit Cost Ratio**	**Internal Rate of Return**
Component 1: Improve Service Delivery and Enhance the Learning Environment at the Secondary Level	151.5	4.9	17.50%	162.5	5.0	16.26%
Component 2: Strengthen Skills Development and Technical and Vocational Training	7.8	2.4	12.40%	7.9	2.4	12.46%
Total	**156.1**	**4.2**	**16.10%**	**164.6**	**4.1**	**14.75%**

Table 4. Sensitivity Analysis for Parent Project and Additional Financing

Discount Rate	**Parent Project**		**Additional Financing**	
	Net Present Value (US$ million)	**Benefit Cost Ratio**	**Net Present Value (Million)**	**Benefit Cost Ratio**
3%	270.6	5.9	293.2	5.9
5%	156.1	4.2	164.6	4.1
7%	90.7	3.1	92.0	3.0

B. Technical

39. **The Project supports the GoG's priority of providing universal quality secondary education through the financing of activities that will improve the overall learning conditions for secondary school students**. This includes investments in a coaching and mentoring program for secondary education teachers, to improve pedagogical and teaching practices and, ultimately, student learning outcomes. In addition, the Project finances textbooks aligned with the new curriculum, which combined with teacher training have shown to have a sizable effect on students' cognitive skills. Beyond supporting teacher practices, the Project is supporting initiatives to target the demand side for secondary education, including the establishment of an EWS to reduce student dropout. EWSs have shown promising results in reducing dropout rates across countries and levels, while being very cost-effective. The Project is also financing the development of a school facility infrastructure plan to improve the learning environment in secondary schools. This document is being used to finance the construction or renovation of six selected secondary schools in Guyana. Improving the physical characteristics of the student learning environment will have a significant impact on student learning and school outcomes, as the quality of school facilities positively impacts student attitudes towards learning, increases student engagement, and improves teaching effectiveness.

40. **The Project also includes activities to improve TVET programs to strengthen access to the labor market and productive employment.** TVET programs have the potential to improve labor market opportunities for youth, with increased levels of formal employment and monthly earnings. A systematic review of 26 studies assessing the effectiveness of 20 different TVET interventions in developing countries found a significant and positive effect on paid and formal employment, as well as monthly earnings. A World Bank-financed project in Mozambique seeking to improve the quality and relevance of TVET shows that graduates of Competency-Based Training (CBT) courses had higher earnings than non-CBT graduates.

41. **The Project will add new activities to further improve teaching practices and support teachers by investing in EdTech and teacher digital skills.** The Project will finance equipment and relevant teacher training and will include the development of a digital plan, with a focus on the enabling factors across the ecosystem to ensure its successful implementation. A recent study reviewing 52 evaluations in seven East Asia Pacific countries measuring student learning found that the 25 evaluations that focused on EdTech interventions had far more variation in impact than the non-tech interventions, with a range in standard deviation from –0.07 to 0.98.[13] This shows that Edtech has the potential to have a large positive impact on student learning. While limited impact evaluations exist for EdTech interventions, studies exist with positive large-scale impacts on using a "dual teacher" model of remote instruction,[14] including in Ghana, India, Pakistan, Mexico, China, and Uruguay. In a key study in rural China, remote instruction was scaled up to thousands of schools, reaching more than 100 million students during the evaluation. Despite this large scale, there was still a significant positive impact on student learning (0.23 standard deviations).

42. **The proposed AF is aligned with the goals of the Paris Agreement.** The climate vulnerability context remains the same as in the parent project. The proposed expansion of existing activities in this AF is consistent with the country's climate commitments, including the recent Low Carbon Development Strategy 2030 and Guyana's revised Intended Nationally Determined Contributions, particularly on its goal of promoting public education and awareness programs to provide consumers with information and tools to reduce energy consumption and expenditures. In terms of mitigation goals, activities related to supporting digital transformation may lead to some greenhouse gas emission (GHG) increase (stemming from the transportation and distribution of devices and equipment). However, these will likely be negligible and do not risk locking the country into a carbon-intense technology pathway or creating barriers to future decarbonization efforts. Regarding adaptation and resilience goals, risks from climate hazards are unlikely to affect the achievement of AF activities and the achievement of the PDO.

43. **Assessment and reduction of adaptation risks.** The main climate and disaster risks likely to affect the Project are heavy rainfall, floods, sea-level rise and storm surges. The parent project's design considers the expected and potential climate impacts that may affect its intended outcomes and includes various adaptation measures. In particular, the Project will improve climate change adaptation and reduce observed vulnerabilities to climate-related risks, as well as address climate change through the development of an education facilities strategy and subsequent construction of schools that consider identified risks and incorporate efficient energy use. The Project will also ensure the inclusion of climate awareness in training modules and teaching practices. None of the new activities under the AF likely to be materially impacted by climate hazards. On the other hand, new or revised activities pertaining to the development and use of digital platforms and content delivery will enable remote instruction in the case of extreme weather events.

44. **Assessment and reduction of mitigation risks.** The Project has a low risk of preventing Guyana's transition to low-carbon development pathways, given its support to activities that have a negligible impact on GHG emissions and/or are universally aligned. All activities under the AF can be considered universally aligned interventions for basic education from the mitigation perspective, according to current Paris Alignment methodologies and the acquisition of laptops and smartboards under subcomponent 1.1 will be compliant with energy efficient standards. Low mitigation risks are associated with infrastructure works under Component 1 of the parent project, which seeks to create safer, more inclusive, green, and climate-resilient learning environments. In addition, the transition risks associated with these interventions are low, as buildings are fully electrified and incorporate measures to improve energy performance. The Project has thus incorporated technically feasible and economically viable low GHG emissions measures in its design given the Project context and, as such, it has a low likelihood of locking in carbon. Therefore, the Project can be considered aligned on mitigation.

[13] World Bank 2024, Using Education Technology to Improve K-12 Student Learning in East Asia Pacific: Promises and Limitations
[14] Similar to the idea of twinning teachers and schools in the coastal and hinterland areas.

C. Financial Management

45. **The Financial Management (FM) performance of the project has been satisfactory, with a moderate level of risk.** The project accountant and assistant are well-experienced in the FM procedures of World Bank-funded operations, and they execute the FM functions proficiently. The budgeting, funds flow, and disbursement arrangements are robust, ensuring that the project receives Advances from the World Bank into the Designated Account (DA) and accurately documents the DA expenditures in the Client Connection system. The Project is adhering to the financial covenants stipulated in the financing agreement, with no overdue interim unaudited financial reports (IFRs) or annual audit reports. Presently, all required quarterly IFRs and annual audited financial statements have been received and approved by the Bank. The FM arrangements remain adequate and will be applied to the AF under the Project.

D. Procurement

46. **The Procurement performance of the project has been satisfactory. Procurement will be carried out in accordance with the World Bank's Sixth Edition of the "Procurement Regulations for Investment Project Financing (IPF) Borrowers" (Procurement Regulations), released in February 2025, with due consideration to "Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants," dated October 15, 2006, revised January 2011 and as of July 1, 2016.**The Bank's Systematic Tracking of Exchanges in Procurement (STEP) system will continue to be used to prepare, clear, and update Procurement Plans and monitor all procurement transactions for the Project. A procurement assessment was carried out during the preparation of the Project and completed in March 2022. A simplified Project Procurement Strategy for Development (PPSD) has been prepared to define the applicable procurement arrangements, appropriate selection methods (including market approach), and the type of review to be conducted by the WB. The Bank's Standard Procurement Documents will be applied to all procurement activities until the Bank concludes a portfolio-wide assessment of the national legislation with a view to accepting national procurement procedures.

47. **The PPSD describes how procurement arrangements will enable delivery of value for money in achieving the PDO.** The planned procurement activities include consultancies for design and supervision of works, supply of EdTech equipment and furniture, non-consulting services to deliver training, and works for the renovation or construction of secondary schools. The Procurement arrangements do not include complex arrangements requiring specialized skills and draw on experience and lessons learned from other projects financed by the Bank in the education sector in Guyana. Specifically, for the procurement of specialized information technology equipment, an open and international approach to the market will be used. Some of the consulting services and construction of works, as well as goods, will be procured locally, as recommended in the PPSD.

48. **Procurement will be carried out by the PIU under the MoE Planning unit, using the same arrangement and resources as the parent project.** The PIU includes a Procurement Officer with previous experience in WB procurement. To ensure the continued smooth implementation of the Project, close support to the PIU will include training of PIU staff in the Regulations, use of STEP, and contract management, as well as on detailing of processes for procurement planning and the inclusion of specific reporting on procurement in Project Reports and annual audit reports.

49. **The Bank will carry out procurement post reviews on an annual basis with an initial sampling rate commensurate with the procurement risk rating of the Project**. Annual audits will include construction audits of 100 percent of construction and design and supervision contracts. The overall procurement risk rating will be adjusted periodically during implementation based on the agencies' performance in implementing procurement activities.

E. Legal Operational Policies

	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

F. Environmental & Social

50. **E&S performance of the project has been satisfactory. The AF will not change or increase the scope of the project activities, so the same Environmental and Social Standards apply, and the same environmental risks remain**. These include moderate to small scale noise, dust, erosion, and sedimentation of water drains, soil contamination by spills (oils, lubricants, and other hazardous materials), risks associated with the inadequate disposal of domestic wastes, construction wastes and hazardous wastes, risks of accidents with adjacent communities due to increased traffic of heavy trucks, equipment and machinery, etc. Health and Safety risk to construction workers include hazardous activities, such as working in heights, risks of impalement, trips and falls, excavation, and trenches, among others, and to communities due to increased traffic of equipment and machinery and construction related dust and noise), and risk of propagation of COVID-19 and other communicable diseases.

51. **The AF will not expand the scope of Project activities, and while some of the identified risks remain the same, the likelihood of them happening now is low**. The risks are (i) low likelihood of resettlement, loss of land or assets, and income; and (ii) the potential for social exclusion and increased inequalities between indigenous and non-indigenous students, which could result from inadequate training, textbooks, or other barriers that prevent vulnerable students and teachers at the secondary level from fully accessing the benefits of the Project. The new activities are not expected to introduce new risks, and all impacts are anticipated to be managed through existing E&S instruments. The potential E&S risks will be mitigated through site-specific ESAs and Environmental and Social Management Plans. In areas with Indigenous Peoples, these measures will be guided by specific Indigenous Peoples Plans, developed during implementation in accordance with the Indigenous Peoples Planning Framework (IPPF). Additionally, if the construction of new schools necessitates resettlement, land acquisition, or restrictions on access, a Resettlement Action Plan will be prepared, consulted upon, adopted, and implemented prior to the commencement of civil works.

52. **Therefore, the E&S Management Instruments prepared for the parent project—namely the Environmental and Social Commitment Plan, ESMF, Labor Management Procedures, Resettlement Policy Framework, IPPF, and E-Waste Management Guidelines remain valid and applicable for the AF.**

VII. WORLD BANK GRIEVANCE REDRESS

53. **Grievance Redress:** Communities and individuals who believe that they are adversely affected by a project supported by the World Bank may submit complaints to existing project-level grievance mechanisms or the Bank's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the Bank's independent Accountability Mechanism (AM). The AM houses the Inspection Panel, which determines whether harm occurred, or could occur, as a result of Bank non-compliance with its policies and procedures, and the Dispute Resolution Service, which provides communities and borrowers with the opportunity to address complaints through dispute resolution. Complaints may be submitted to the AM at any time after concerns have been brought directly to the attention

of Bank Management and after Management has been given an opportunity to respond. For information on how to submit complaints to the Bank's Grievance Redress Service (GRS), visit http://www.worldbank.org/GRS. For information on how to submit complaints to the Bank's Accountability Mechanism, visit https://accountability.worldbank.org.

VI. PROPOSED CHANGES

Operation Information	Proposed Changes	Operation Information	Proposed Changes
Results	Yes	Loan Closing Date Extension	No
Disbursements Estimates	Yes	Loan Cancellations	No
Components	Yes	Reallocations	No
Development Objective	No	Financial Management	No
Summary Description (Operation Abstract)	No	Procurement	No
Legal Operational Policies	No	Institutional Arrangement	No
MFD/PCE	No	Implementation Schedule	No
Legal Covenants	No		
Conditions	No		
Implementation Modalities	No		
Disbursements Arrangements	No		
Additional Regional Institutions	No		
Clients	No		
Beneficiary Countries	No		

VII. DETAILED CHANGE(S)

COMPONENTS

Last Approved			Proposed	
Component Name	Cost (USD)	Action	Component Name	Cost (USD)
Component 1: Improve Service Delivery and Enhance the Learning Environment at the Secondary Level	35,000,000.00	Revised	Component 1: Improve Service Delivery and Enhance the Learning Environment at the Secondary Level	36,709,898.00
Component 2: Strengthen Skills Development and	7,000,000.00	No Change	Component 2: Strengthen Skills Development and	6,875,478.00

Technical and Vocational Training			Technical and Vocational Training	
Component 3: Contingent Emergency Response Component (CERC)	0.00	No Change	Component 3: Contingent Emergency Response Component (CERC)	0.00
Component 4: Project Management and Monitoring and Evaluation	2,000,000.00	No Change	Component 4: Project Management and Monitoring and Evaluation	1,966,360.00
TOTAL	**44,000,000.00**			**45,551,736.00**

COSTS & FINANCING

Private Capital Facilitation

Is this an MFD-Enabling Project (MFD-EP)?

Is this project Private Capital Enabling (PCE)?

DISBURSEMENTS

Operation Dates & Projection Details

Reasons to change the full Disbursement date and/or the projection

Restructuring, Additional Financing

Implementation Start Date	Operation Closing Date
10-Jun-2022	30-Jun-2027

Projected Date for Full Disbursement

30-Oct-2027

Expected Disbursements (in US $) (Absolute)

Year	Original Estimation at Preparation (Approval Package – 10 Jun 2022)	Revised Estimation	Actual
FY2022	0.00	0.00	0.00
FY2023	5,690,000.00	10,062,802.00	10,062,802.00
FY2024	7,400,000.00	7,218,641.61	7,218,641.61
FY2025	8,810,000.00	4,000,000.00	542,170.22

FY2026	12,380,000.00	15,000,000.00	0.00
FY2027	9,720,000.00	9,270,292.39	0.00
FY2028	0.00	0.00	0.00

ENVIRONMENTAL & SOCIAL

Overview

Operation Location

Operation location and salient physical characteristics relevant to the ESS Assessment (geographic, environmental, social) (if known)

The Guiana shield is a distinct eco-region of the larger Amazon Basin, where Guyana contains much of its representative ecosystems and biodiversity. Guyana has fertile agricultural lands, bauxite, gold and extensive tropical forests that cover 80 percent of the country. The coastal plain accounts for about 7% of the national land area, but holds most of the industrial cultivation of sugarcane, rice and other crops, which occur mostly below sea level, making sea level rise a serious threat. Economic diversification beyond natural resources and agriculture remains a challenge. Sugar, gold, bauxite, shrimp, timber, and rice represented over 80 percent of the country's exports in 2014. The specific location of the five secondary school to be constructed or remodeled has now been identified. They are primarily located in existing school complexes in urban areas (Annandale, Christiansburg, Hope, St. Stanislau, St. Joseph), in regions 4 and 10, which do not present Indigenous Peoples population.

Detailed operation location(s) and salient physical characteristics relevant to the ESS Assessment (geographic, environmental, social)

The parent Project supports the Government's efforts in expanding access and improving the learning environment at the secondary level, while also aligning skills development and provision of technical education to the needs of the labor market. It encompasses 4 components:1- Improve Service Delivery and Enhance the Learning Environment at the Secondary Level; 2- Strengthen Skills Development and Technical and Vocational Training; 3- Contingent Emergency Response Component (CERC) and; 4- Project Management and Monitoring and Evaluation. Under component 2, the project finances construction and renovation of General Secondary Schools (GGS) and improve quality of skills development through investments in Technical and Vocational Education Training at the secondary level. The Additional Finance (AF) will not change the scope and scale of the project. The AF will be implemented at a national level, following the parent project. Guyana is an ethnically and religiously diverse society, encompassing Indo-Guyanese, Afro-Guyanese, Mixed-Guyanese, indigenous Amerindian and others. Guyana has a low population density, with 90 percent of its 791,489 inhabitants living on the narrow coastal plain, which represents 10 percent of the country's area. Coastal flooding is a serious risk, as much of Guyana's population is concentrated in low-lying areas along the Atlantic coast. Guyana is intrinsically vulnerable to the impacts of climate change given its socio-economic and geographic characteristics. The effects of extreme weather events, specifically, increased frequency and intensity of precipitation and storm surges coupled with sea level rise will significantly impact the country's coastal zone, leading to frequent flooding where the majority of its population, settlements, main infrastructure and economic centers are located. The Guiana shield is a distinct eco-region of the larger Amazon Basin, where Guyana contains much of its representative ecosystems and biodiversity. Guyana has fertile agricultural lands, bauxite, gold and extensive tropical forests that cover 80 percent of the country. The coastal plain accounts for about 7% of the national land area, but holds most of the industrial cultivation of sugarcane, rice and other crops, which occur mostly below sea level, making sea level rise a serious threat. Economic diversification beyond natural resources and agriculture remains a challenge. Sugar, gold, bauxite, shrimp, timber, and rice represented over 80 percent of the country's exports in 2014. The recent discoveries of large reserves of oil has stimulated Guyana's investments in the preparation of the required workforce, focusing in the secondary education. The specific locations of the five secondary school to be constructed or remodeled under the parent project and supported by the AF have been identified. They are primarily located in existing school complexes in urban areas (Annandale, Christiansburg, Hope, St. Stanislaus, St. Joseph), in regions 4 and 10, with no presence of Indigenous Peoples population. Region 4 is Demerara-Mahaica, and Region 10 is Upper Demerara-Upper Berbice. Region 4 is known for being the center of administrative and commercial activity, including the capital city, Georgetown, and the main port. Region 10 is known for its bauxite mining activities and its location near the capital city. None of the GSS are a greenfield project, as they are all located in areas within existing school's complexes.

Borrower's Institutional Capacity

The MoE has experience in implementing Bank funded projects and is implementing a technical assistance project processed through ESF. Accordingly, MoE is familiar with the Bank's ESF requirements. However, recent experience in Secondary Education Improvement Project (P147924), MoE showed that further capacity building is required in certain areas to ensure adequate implementation of ESF requirements. In particular, MoE needs to improve contractor management and follow up on environmental, health and safety (EHS) issues. In order to strengthen the MoE's capacity on environmental and social risk management, including, in particular, on EHS issues, a number of capacity building measures were agreed during the parent project preparation, and detailed in the ESCP, including recruitment of an environmental officer and a social development officer at the PIU, to ensure adequate contract management and carry out the monitoring of the implementation of ESHS requirements by contractors and subcontractors. In addition to the PIU environmental and social staff, the respective supervision firm and the contractors/sub-contractors are required to engage ESHS officers for each civil works site. The bidding and contracting documents include the applicable ESF requirements.

Assessment

Environmental & Social Risk Classification

Environmental Risk Rating	Social Risk Rating
Substantial	Substantial
Original Environmental and Social Risk Rating (ESRC)	Revised Environmental and Social Risk Rating (ESRC)
Substantial	Substantial

Environmental & Social Standards

E & S Standards	Relevance
ESS 1: Assessment and Management of Environmental and Social Risks and Impacts	Relevant
ESS 10: Stakeholder Engagement and Information Disclosure	Relevant
ESS 2: Labor and Working Conditions	Relevant
ESS 3: Resource Efficiency and Pollution Prevention and Management	Relevant
ESS 4: Community Health and Safety	Relevant
ESS 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Relevant
ESS 6: Biodiversity Conservation and Sustainable Management of Living Natural Resources	Relevant

ESS 7: Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Relevant
ESS 8: Cultural Heritage	Relevant
ESS 9: Financial Intermediaries	Not Currently Relevant

Summary of Assessment of Environmental and Social Risks and Impacts

The AF will not change or increase the scope of the parent project activities. Therefore, the same environmental risks are expected for the AF: moderate to small scale noise, dust, erosion and sedimentation of water drains, soil contamination by spills (oils, lubricants, and other hazardous materials), risks associated to the inadequate disposal of domestic wastes, construction wastes and hazardous wastes, risks of accidents with adjacent communities due to increased traffic of heavy trucks, equipment and machinery, etc. Health and safety risks to construction workers include hazardous activities, such as working in heights, risks of impalement, trips and falls, excavation, and trenches, among others, and to communities due to increased traffic of equipment and machinery and construction related dust and noise), and risk of propagation of COVID-19 and other communicable diseases. In terms of social risks, although some of the risks identified for the parent project remain the same, the likelihood of them occurring are low now. The risks are i) low likelihood of resettlement, loss of land or assets, and income; and ii) the potential for social exclusion and increased inequalities between indigenous and non-indigenous students, which could result from inadequate training, textbooks, or other barriers that prevent vulnerable students and teachers at the secondary level from fully accessing the benefits of the project. The AF will not introduce new construction activities, and the five (5) schools to be built or renovated are in regions 4 and 10, where IPs are not present.

Last Finalized Date	Is a common approach being considered?
05-May-2025	No

RESULTS

COUNTRY: Guyana
Guyana Strengthening Human Capital through Education Project

Project Development Objective(s)

The Project Development Objective (PDO) is to improve: (i) access and learning conditions in secondary education; and (ii) access to technical and vocational education and training aligned with identified labor market needs

PDO Indicators by PDO Outcomes

Baseline	Period 1	Period 2	Period 3	Period 4	Completion Period
Improve access and learning conditions in secondary education					
Students enrolled in enhanced General Secondary Schools (Number)					
Jun/2022					Jun/2027
0.00	0.00	1,000.00	2,600.00	4,000.00	4,000.00
Students enrolled in enhanced General Secondary Schools (Number)					
Jun/2022					Jun/2027
0.00	0.00	1,000.00	2,600.00	4,000.00	4,000.00
➢ **Girls enrolled in enhanced General Secondary Schools** (Number)					
0.00	0.00	500.00	1,300.00	2,000.00	2,000.00
Revise **Share of secondary school teachers meeting standards in student-centered teaching practices (using Teach at the secondary level)** (Percentage)					
Mar/2025	Apr/2025	Mar/2026	Sep/2026	Mar/2027	Jun/2027
47	47	57	62	67	67
Rationale for Change	**Considering that the baseline for this indicator is now available, the measurement unit and definition of the indicator can be reformulated in percentage, starting with the baseline value, and maintaining the expected increases as previously agreed in the original PAD**				
Improved survival rates to Grade 9 (Percentage)					
Jun/2022					Jun/2027

0.90	0.90	0.91	0.92	0.93	0.93
➢ **Improved survival rate for boys to Grade 9** (Percentage)					
0.89	0.89	0.90	0.91	0.92	0.92
Improve access to TVET aligned with identified labor market needs					
Youths completing a new or enhanced TVET program in priority sectors (Number)					
Jun/2022					Jun/2027
0.00		600.00	1,800.00	3,600.00	3,600.00
➢ **Youths completing a new or enhanced secondary TVET program in priority sectors** (Number)					
Jun/2022					Jun/2027
0.00		500.00	1,500.00	3,000.00	3,000.00
➢ **Youths completing an enhanced post-secondary existing TVET program in priority sectors** (Number)					
Jun/2022					Jun/2027
0.00		100.00	300.00	500.00	500.00
➢ **Youths completing a new post-secondary TVET program in priority sectors** (Number)					
Jun/2022					Jun/2027
0.00				100.00	100.00

Intermediate Results Indicators by Components

Baseline	Period 1	Period 2	Period 3	Period 4	Completion Period
[Revised] **Component 1: Improve Service Delivery and Enhance the Learning Environment at the Secondary Level**					
[New] **Students supported with better education, in secondary school** (Number of people) [CRI]					
Apr/2025					Jun/2027
0					64,344
➢ [New] **Students supported with better education, in secondary school - Female** (Number of people) [CRI]					
Apr/2025					Jun/2027
0					32,172
➢ [New] **Students supported with better education, in secondary school - Youth** (Number of people) [CRI]					
Apr/2025					Jun/2027
0					64,344

Revise**Teachers recruited or trained** (Number)					
Jun/2022	Sep/2025	Mar/2026	Sep/2026	Mar/2027	Jun/2027
0.00	348	848	1,248	1,748	2,048
Rationale for Change	**Indicator definition revised to reflect changes to the activity. Target also revised given the revision made to the current number of core-subject secondary teachers in grades 7 to 9, nationally**				
➢ Revise**Number of teachers recruited** (Number)					
Jun/2022					Jun/2027
0.00					0.00
Rationale for Change	**The project will not recruit teachers**				
➢ Revise**Teachers recruited or trained - Female (RMS requirement)** (Number)					
0.00	174	424	624	874	1,024.00
Rationale for Change	**Indicator definition revised to reflect changes to the activity. Target also revised given the revision made to the current number of core-subject secondary teachers in grades 7 to 9, nationally**				
➢ Revise**Number of teachers trained** (Number)					
Jun/2022	Sep/2025	Mar/2026	Sep/2026	Mar/2027	Jun/2027
0.00	348	848	1,248	1,748	2,048.00
Rationale for Change	**Indicator definition revised to reflect changes to the activity. Target also revised given the revision made to the current number of core-subject secondary teachers in grades 7 to 9, nationally**				
Revise**Teachers having received at least three coaching and mentoring sessions** (Number)					
Jun/2022	Sep/2025	Mar/2026	Sep/2026	Mar/2027	Jun/2027
0.00	500.00	1,000.00	1,500.00	1,908.00	1,908.00
Rationale for Change	**The name of the indicator will be revised to reflect the changes in the activity. The definition of the indicator will also be revised to reflect the changes in the activity. Target also revised to reflect the current number of core-subject secondary teachers in grades 7 to 9, nationally**				
Share of students from grade 7 to 9 receiving the set of core textbooks (Percentage)					
Jun/2022					Jun/2027
0.00	0.00	50.00	80.00	80.00	80.00
New**Teachers equipped with laptops for enhanced digital instruction** (Number)					
Apr/2025					Jun/2027
0					1,570

New **Classrooms equipped with smart boards for enhanced digital instruction** (Number)					
Apr/2025					Jun/2027
0					300
New **School teachers meeting standards in using 'technology for learning' at the secondary level** (Percentage)					
					Jun/2027
					20 percent more than baseline
Availability and use of an Early Warning System to combat dropout at the secondary level (Text)					
Jun/2022					Jun/2027
No system available	Concept for EWS and related training program on use validated	EWS system operational and training implemented for teachers on use and guidance/counseling activities	EWS system operational and training implemented for teachers on use and guidance/counseling activities	EWS system operational and training implemented for teachers on use and guidance/counseling activities	EWS system operational and training implemented for teachers on use and guidance/counseling activities
Comprehensive education facilities strategy implemented (Text)					
Jun/2022					Jun/2027
Last strategy dated 2009 – Existence of tools but no comprehensive strategy	Terms of Reference for the consultancy validated and contract signed	Strategy validated by the MOE	Strategy implemented	Strategy implemented	Strategy implemented
Climate – Inclusiveness. Schools built or rehabilitated according to minimum quality standards (Number)					
Jun/2022					Jun/2027
0.00	0.00	1.00	3.00	6.00	6.00
Gender: regions reaching gender parity in survival rates to grade 9 (Number)					
Jun/2022					Jun/2027
5.00	5.00	6.00	7.00	8.00	8.00
Component 2: Strengthen Skills Development and Technical and Vocational Training					
New TVET sector policy implemented (Text)					
Jun/2022					Jun/2027
Current TVET policy expired in 2021	Terms of Reference for the consultancy validated and contract signed	TVET sector policy approved by the relevant authorities and disclosed to relevant stakeholders	TVET sector policy implemented	TVET sector policy implemented	TVET sector policy implemented

CTVET reform implemented (Text)					
Jun/2022					Jun/2027
CTVET only covers TVET institutions under MOE	Assessment of CTVET functions and capacity is conducted and task force established to review the CTVET mandate	Regulation to support the TVET Act developed approved	CTVET reform implemented and CTVET staff trained	CTVET reform implemented and CTVET staff trained	CTVET reform implemented and CTVET staff trained
Revise **Rapid labor market survey results and reports are available and publicly disclosed** (Text)					
Jun/2022	Sep/2024	Mar/2025	Sep/2026	Mar/2026	Jun/2027
Concept and methodology to be prepared during the first year of project implementation	Findings validated and published	Findings validated and published and accessible	Findings validated and published for the second labor market survey	Findings validated and published and accessible	Findings from previous surveys are available.
Rationale for Change	**Indicator definition revised to include the completion and publication of the rapid labor market survey, for clarity**				
Revise **Tracer study results are available and published** (Text)					
Jun/2022	Sep/2024	Mar/2025	Sep/2025	Mar/2026	Jun/2027
No tracer study available	Concept and methodology to be prepared	Findings validated and published	Findings validated and published and accessible	Findings validated and published for a second batch of tracer studies	Findings from previous surveys are available.
Rationale for Change	**Indicator definition revised to include the completion and publication of the tracer study, for clarity**				
TVET Management Information System, linked to the EMIS, is operational (Text)					
Jun/2022					Jun/2027
TVET data are not integrated in the EMIS	TVET data are not integrated in the EMIS	Software for TVET-MIS developed and training undergoing	TVET-MIS operational. Relevant data published.	TVET-MIS operational. Relevant data published	TVET-MIS operational. Relevant data published
Integrated digital platform on training opportunities operational (Text)					
Jun/2022					Jun/2027
Digital Platform on training opportunities is not available	Concept document and Terms for Reference for the Digital Plateform on	Pilot for the digital Plateform is operational	Digital Platform on training opportunities is operational	Digital Platform on training opportunities is operationnal	Digital Platform on training opportunities is operationnal

	training opportunities validated				
Secondary TVET curricula and related materials reviewed and updated to include socio-emotional competences (Number)					
Jun/2022					Jun/2027
0.00	2.00	7.00	12.00	15.00	15.00
Secondary TVET teachers benefitting from a professional development activity (Number)					
Jun/2022					Jun/2027
0.00	20.00	30.00	60.00	100.00	100.00
Post-Secondary TVET teachers benefitting from a professional development activity (Number)					
Jun/2022					Jun/2027
0.00	5.00	15.00	25.00	40.00	40.00
New or existing post-secondary TVET programs in priority areas developed or upgraded and implemented (Number)					
Jun/2022					Jun/2027
0.00	5.00	10.00	15.00	20.00	20.00
Component 4: Project Management and Monitoring and Evaluation					
Community Engagement: Survey of participant satisfaction administered, and feedback addressed (Text)					
Jun/2022				Jun/2025	Jun/2027
No survey undertaken		Satisfaction survey administered to teachers to assess satisfaction with teacher training and coachingSatisfaction survey administered to TVET teachers and trainers on the professional development and training, with specific emphasis on digital and socioemotional skills.	Feedback from the survey integrated in teacher training and coaching programsFeedback from the survey integrated in teacher and trainers' professional development activities		Feedback from the survey integrated in teacher training and coaching programsFeedback from the survey integrated in teacher and trainers' professional development activities

Monitoring & Evaluation Plan:

PDO Indicators by PDO Outcomes

PDO Outcome	**Improve access and learning conditions in secondary education**
Indicator Name	**Share of secondary school teachers meeting standards in student-centered teaching practices (using Teach at the secondary level) (Percentage)** REVISED
Description	This indicator measures the percentage of secondary school teachers who meet established standards in student-centered teaching practices, as assessed using the Teach framework at the secondary level
Frequency	Annual
Data source	Formal assessments results at the end of each training course
Methodology for Data Collection	Classroom observation. The assessment results will be assigned by master trainers and shared with NCERD copying the Project M&E Specialist at the MOE Planning Unit
Responsibility for Data Collection	NCERD, PIU
Indicator Name	**Improved survival rates to Grade 9 (Percentage)**
Description	This is not a flow indicator. In fact, survival rates are calculated as the percentage of a cohort of students enrolled in grade 7 who survive (enroll) to grade 9, taking into account dropout rates, and proportion of outbound and inbound students. The proportin of inbound/outbound students is measured as the number of students that are transferring in/out a specific grade during a specific school year, expressed as a percentage of the number of children enrolled in that grade during the same school year. The first update is expected to be provided by the end of the school year 2023-2024, as soon as MoE database will have been updated for this year.
Frequency	Annual
Data source	MOE Annual Digest of Education Statistics
Methodology for Data Collection	Regular MOE data collection
Responsibility for Data	MOE Planning Unit

Collection	
Indicator Name	**Improved survival rate for boys to Grade 9 (Percentage)**
Description	Survival rates: the percentage of a cohort of boys enrolled in grade 7 who survive (enroll) to grade 9, taking into account dropout rates, and proportion of outbound and inbound students. * Proportion of inbound/outbound students (boys) = the number of boys that are transferring in/out a specific grade during a specific school year, expressed as a percentage of the number of boys enrolled in that grade during the same school year. Not a flow indicator.
Frequency	Annual
Data source	MOE Annual Digest of Education Statistics
Methodology for Data Collection	Regular MOE data collection
Responsibility for Data Collection	MOE Planning Unit
Indicator Name	**Students enrolled in enhanced General Secondary Schools (Number)**
Description	An enhanced GSS is defined as a new or renovated school with an improved learning environment, including learning-centered design, inclusive and disability friendly layout, gender related risk considerations, climate risk resilient facilities, sustainable energy use, and adequate connectivity needs. The minimum quality standard for an enhanced GSS will be defined in the education facilities strategy, which is expected to be completed by November 2023. This indicator will only show values upon the construction/renovation of targeted GSS has been completed.
Frequency	Annual
Data source	MOE Planning Unit Construction Completion Report
Methodology for Data Collection	Construction reports and field visits
Responsibility for Data Collection	PIU
Indicator Name	**Girls enrolled in enhanced General Secondary Schools (Number)**
Description	An enhanced GSS is defined as a new or renovated school with an improved learning environment, including learning-centered design, inclusive and disability friendly layout, gender related risk considerations, climate risk resilient facilities, sustainable energy use, and adequate connectivity needs. The

	minimum quality standard for an enhanced GSS will be defined in the education facilities strategy
Frequency	Annual
Data source	MOE Planning Unit Construction Completion Report
Methodology for Data Collection	Construction reports and field visits
Responsibility for Data Collection	PIU
PDO Outcome	**Improve access to TVET aligned with identified labor market needs**
Indicator Name	**Youths completing a new or enhanced TVET program in priority sectors (Number)**
Description	Enhanced TVET certification is defined and consists of: i) a recognized and competency-based skills qualification (e.g. CVQ) in a selected sector, i.e. an economic sector identified as a priority through a labor market needs assessment or by MOE in collaboration with CTVET; and ii) apprenticeship or employability training if not included in the accreditation. This indicator did not change to date, as it will only show values after students have actually completed a new or enhanced secondary or post-secondary TVET program in identified priority sectors.
Frequency	Annual
Data source	MOE Annual Digest of Education Statistics CTVET
Methodology for Data Collection	Regular MOE data collection CTVET
Responsibility for Data Collection	MOE Planning Unit CTVET
Indicator Name	**Youths completing a new or enhanced secondary TVET program in priority sectors (Number)**
Description	Enhanced program at secondary level
Frequency	Annual
Data source	MOE Annual Digest of Education Statistics CTVET
Methodology for Data	Regular MOE data collection

Collection	CTVET
Responsibility for Data Collection	MOE Planning Unit CTVET
Indicator Name	**Youths completing an enhanced post-secondary existing TVET program in priority sectors (Number)**
Description	Enhanced program at post-secondary level
Frequency	Annual
Data source	MOE Annual Digest of Education Statistics CTVET
Methodology for Data Collection	Regular MOE data collection CTVET
Responsibility for Data Collection	MOE Planning Unit CTVET
Indicator Name	**Youths completing a new post-secondary TVET program in priority sectors (Number)**
Description	New program at post-secondary level
Frequency	Annual
Data source	MOE Annual Digest of Education Statistics CTVET
Methodology for Data Collection	Regular MOE data collection CTVET
Responsibility for Data Collection	MOE Planning Unit CTVET

Monitoring & Evaluation Plan:

Intermediate Results Indicators by Components

Results Area	**Component 1: Improve Service Delivery and Enhance the Learning Environment at the Secondary Level**
Indicator Name	**Teachers recruited or trained (Number)** REVISED
Description	This indicator measures the total number of (i) core-subject secondary teachers in grades 7-9 who received a minimum of three coaching/ mentoring sessions, (ii) secondary TVET teachers benefitting from a professional development activity and, (iii) post-Secondary TVET teachers benefitting from a professional development activity. The project will not recruit teachers.
Frequency	Annual
Data source	Training monitoring reports
Methodology for Data Collection	Data consolidation including : i) core-subject secondary teachers in grades 7-9 who received a minimum of three coaching/ mentoring session, ii) secondary TVET teachers benefitting from a professional development activity and, iii) post-Secondary TVET teachers benefitting from a professional development activity
Responsibility for Data Collection	PIU
Indicator Name	**Sub-indicator: Number of teachers recruited (Number)** REVISED
Description	The project will not recruit teachers.
Frequency	**N/A**
Data source	**N/A**
Methodology for Data Collection	**N/A**
Responsibility for Data Collection	**N/A**
Indicator Name	**Sub-indicator: Teachers recruited or trained - Female (RMS requirement) (Number)** REVISED

Description	This indicator measures the total number of female (i) core-subject secondary teachers in grades 7-9 who received a minimum of three coaching/ mentoring sessions, (ii) secondary TVET teachers benefitting from a professional development activity and, (iii) post-Secondary TVET teachers benefitting from a professional development activity.
Frequency	Annual
Data source	Training monitoring reports
Methodology for Data Collection	Data consolidation including : (i) female core-subject secondary teachers in grades 7-9 who received a minimum of three coaching/ mentoring sessions, (ii) female secondary TVET teachers benefitting from a professional development activity and, (iii) post-Secondary female TVET teachers benefitting from a professional development activity
Responsibility for Data Collection	PIU
Indicator Name	**Sub-indicator: Number of teachers trained (Number)** REVISED
Description	This indicator measures the total number of (i) core-subject secondary teachers in grades 7-9 who received a minimum of three coaching/ mentoring sessions, (ii) secondary TVET teachers benefitting from a professional development activity and, (iii) post-Secondary TVET teachers benefitting from a professional development activity.
Frequency	Annual
Data source	Training monitoring reports
Methodology for Data Collection	Data consolidation including : i) core-subject secondary teachers in grades 7-9 who received a minimum of three coaching/ mentoring session, ii) secondary TVET teachers benefitting from a professional development activity and, iii) post-Secondary TVET teachers benefitting from a professional development activity
Responsibility for Data Collection	PIU
Indicator Name	**Teachers having received at least three coaching and mentoring sessions (Number)** REVISED
Description	This indicator measures the cumulative number of core-subject teachers in Grades 7-9 benefitting from the new coaching and mentoring program and having received at least three coaching and mentoring sessions.
Frequency	Annual
Data source	Training monitoring reports

Methodology for Data Collection	Session reporting
Responsibility for Data Collection	NCERD, PIU
Indicator Name	**Students supported with better education, in secondary school (Number of people)** NEW
Description	This indicator measures the number of secondary school students who benefit from activities aimed at improving educational quality and outcomes. These activities may include teacher training and coaching activities, infrastructure enhancements, provision of learning materials, digital resources, and other interventions designed to enhance the learning environment and support student retention and engagement. The indicator tracks the cumulative number of students who experience improved educational conditions as a result of these initiatives.
Frequency	Annual
Data source	MOE Annual Digest of Education Statistics
Methodology for Data Collection	Regular MOE data collection. Cumulative number of students benefitting from one of the interventions under Components 1 and 2: all secondary level students from grade 7 to 11, and targeted secondary and post-secondary level students
Responsibility for Data Collection	MOE Planning Unit PIU
Indicator Name	**Sub-indicator: Students supported with better education, in secondary school - Female (Number of people)** NEW
Description	This indicator measures the number of female secondary school students who benefit from activities aimed at improving educational quality and outcomes. These activities may include teacher training and coaching activities, infrastructure enhancements, provision of learning materials, digital resources, and other interventions designed to enhance the learning environment and support female student retention and engagement. The indicator tracks the cumulative number of female students who experience improved educational conditions as a result of these initiatives.
Frequency	Annual
Data source	MOE Annual Digest of Education Statistics
Methodology for Data Collection	Regular MOE data collection. Cumulative number of female students benefitting from one of the interventions under Components 1 and 2: all female secondary level students from grade 7 to 11, and targeted secondary and post-secondary level female students
Responsibility for Data Collection	MOE Planning Unit PIU

Indicator Name	**Sub-indicator: Students supported with better education, in secondary school - Youth (Number of people)** NEW
Description	This indicator measures the number of secondary school students who benefit from activities aimed at improving educational quality and outcomes. These activities may include teacher training and coaching activities, infrastructure enhancements, provision of learning materials, digital resources, and other interventions designed to enhance the learning environment and support student retention and engagement. The indicator tracks the cumulative number of students who experience improved educational conditions as a result of these initiatives.
Frequency	Annual
Data source	MOE Annual Digest of Education Statistics
Methodology for Data Collection	Regular MOE data collection. Cumulative number of students benefitting from one of the interventions under Components 1 and 2: all secondary level students from grade 7 to 11, and targeted secondary and post-secondary level students
Responsibility for Data Collection	MOE Planning Unit PIU
Indicator Name	**Share of students from grade 7 to 9 receiving the set of core textbooks (Percentage)**
Description	The core set of textbooks will include at least one English and one mathematics textbook, included in the the list of textbooks agreed with the MOE and included in the POM. The list may be revised and updated accordingly in the POM.
Frequency	Annual
Data source	Textbook distribution report
Methodology for Data Collection	Randomized school visits Monitoring through the new EMIS system, when established
Responsibility for Data Collection	MOE Planning Unit PIU
Indicator Name	**Availability and use of an Early Warning System to combat dropout at the secondary level (Text)**
Description	In an effort to support student retention and access, the Early Warning System (EWS) has been initiated and is being used in at least 100 schools. It will be further informed by a study on drop-out at the secondary level, which will be completed in collaboration with UNICEF.
Frequency	Annual

Data source	Project implementation progress reports
Methodology for Data Collection	Project implementation progress reports
Responsibility for Data Collection	PIU
Indicator Name	**Comprehensive education facilities strategy implemented (Text)**
Description	The strategy will include a criterion and an evidence-based mechanism to identify school facility construction and renovation needs across Guyana. The final strategy will incorporate key standards and criteria for school facilities, including learning-centered design, climate risk resilient facilities, energy use, and connectivity needs, and would identify funding needs for construction and maintenance. The Strategy will be validated by MOE. The strategy will be considered as implemented when used to inform decision-making for construction and renovation of education facilities.
Frequency	Annual
Data source	MoE
Methodology for Data Collection	N/A
Responsibility for Data Collection	PIU
Indicator Name	**Climate – Inclusiveness. Schools built or rehabilitated according to minimum quality standards (Number)**
Description	An enhanced GSS is defined as a new or renovated school with an improved learning environment, including learning-centered design, inclusive and disability friendly layout, gender-related risk considerations, climate risk-resilient facilities, sustainable energy use, and adequate connectivity needs. The minimum quality standard for an enhanced GSS will be defined in the education facilities strategy.
Frequency	Annual
Data source	Project implementation progress reports
Methodology for Data Collection	Construction reports and field visits
Responsibility for Data Collection	PIU

Indicator Name	**Gender: regions reaching gender parity in survival rates to grade 9 (Number)**
Description	Boys survival rate/girls survival rates at grade 9. Gender parity is considered achieved if value for the metric lies within 0.98 and 1.02.
Frequency	Annual
Data source	MoE Annual Digest of Education Statistics
Methodology for Data Collection	Regular MoE data collection
Responsibility for Data Collection	PIU
Indicator Name	**Teachers equipped with laptops for enhanced digital instruction (Number)** NEW
Description	This indicator measures the total number of secondary school teachers who have been provided with laptops by the Project, to facilitate and enhance digital instruction in educational settings. The provision of laptops aims to support teachers in integrating digital technologies into their teaching practices, thereby improving the quality of education and fostering digital literacy among students.
Frequency	Annual
Data source	School records and project implementation reports
Methodology for Data Collection	Surveys
Responsibility for Data Collection	MoE PIU
Indicator Name	**Classrooms equipped with smart boards for enhanced digital instruction (Number)** NEW
Description	This indicator measures the total number of secondary school classrooms that have been equipped with smart boards by the Project, to facilitate and enhance digital instruction. The installation of smart boards aims to support interactive teaching practices, improve student engagement, and integrate digital technologies into the learning environment.
Frequency	Annual
Data source	School records and project implementation reports

Methodology for Data Collection	Surveys
Responsibility for Data Collection	MoE PIU
Indicator Name	**School teachers meeting standards in using 'technology for learning' at the secondary level (Percentage)** NEW
Description	The percentage of observed secondary teachers—using the Teach Digital instrument—that scored 3 and higher in 'Technology for Learning' on the Teach tool (average of (i) teacher integrating technology to facilitate learning; (ii) teacher promoting digital citizenship; (iii) students using technology during lesson to enhance learning; and (iv) teacher differentiating learning and using technology to do so more effectively.
Frequency	Semi-annual
Data source	Classroom Observations
Methodology for Data Collection	Teach Digital
Responsibility for Data Collection	MoE PIU
Results Area	**Component 2: Strengthen Skills Development and Technical and Vocational Training**
Indicator Name	**New TVET sector policy implemented (Text)**
Description	The new TVET policy for the 2022-2032 period will identify specific, prioritized goals and targets for TVET development, including strengthening apprenticeship as a means of skills acquisition, including guidelines on internships. The Policy will be aligned with the Caribbean Community (CARICOM) strategy and qualification framework.
Frequency	Annual
Data source	Project implementation progress reports
Methodology for Data Collection	N/A
Responsibility for Data Collection	PIU

	MoE CTVET
Indicator Name	**CTVET reform implemented (Text)**
Description	An assessment of the CTVET functions and capacity is conducted, resulting in a plan to strengthen the role of CTVET, staff development and interaction with key stakeholders, with emphasis on collaboration with the private sector. The assessment and plan will inform the development of the regulation to support implementation of the CTVET Act. The CTVET Act will be endorsed by the MOE. The act will be reviewed to be consistent with other existing Acts.
Frequency	Annual
Data source	Project implementation progress reports
Methodology for Data Collection	Assessment of CTVET capacity and role
Responsibility for Data Collection	PIU MoE CTVET
Indicator Name	**Rapid labor market survey results and reports are available and publicly disclosed (Text)** REVISED
Description	The rapid labor market survey will focus on key economic sectors by using a sample of enterprises. Key economic sectors will be identified by the MOE. Upon its completion, the results and reports will be made available and publicly disclosed.
Frequency	Twice in project’s life
Data source	Project implementation progress reports
Methodology for Data Collection	N/A
Responsibility for Data Collection	PIU CTVET
Indicator Name	**Tracer study results are available and published (Text)** REVISED

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Description	The tracer study will focus on graduates from different streams of secondary vocational schools and TVET institutions. The studies will comprise a representative sample of graduates and will draw on existing user-friendly tracer methodologies. A minimum of 1,200 graduates will be surveyed. Upon its completion, the results will be made available and published.
Frequency	Twice in project's life
Data source	Project implementation progress reports
Methodology for Data Collection	N/A
Responsibility for Data Collection	PIU CTVET
Indicator Name	**TVET Management Information System, linked to the EMIS, is operational (Text)**
Description	The TVET-MIS provides information on enrollment and graduation for different TVET streams. The MIS includes information and data on the number of teachers and their qualifications for each school and TVET institution, class size, pass and dropout rates, studen/teacher ratios, and school/institution facilities. The TVET-MIS/LMIS is integrated and harmonized with the EMIS to inform overall sector decision-making.
Frequency	Annual
Data source	Project implementation progress reports
Methodology for Data Collection	N/A
Responsibility for Data Collection	PIU MoE CTVET
Indicator Name	**Integrated digital platform on training opportunities operational (Text)**
Description	The digital platform informs potential beneficiaries on training opportunities in the form of a website, with a related application. The digital platform will be linked with the EMIS, and contain information about the availability of training centers and types of programs offered by different regions, and contact information of these centers. The platform will also contain aggregated resultsf labor market outcomes of different programs from the tracer studies. The digital Platform covers at least 80 percent of existing training offering.

Frequency	Annual
Data source	Project implementation progress reports
Methodology for Data Collection	N/A
Responsibility for Data Collection	PIU MoE CTVET
Indicator Name	**Secondary TVET curricula and related materials reviewed and updated to include socio-emotional competences (Number)**
Description	The relevant existing TVET secondary school curricula is updated to include topics such as communication, problem-solving, entrepreneurship, conflict-resolution, and teamwork. Online and blended learning will also be strengthened in the implementation of the curricula as suited. Curriculum may be a complete subject or part of a subject (specific modules). The revision includes the revision/production of the curricula, curriculum guides and revision of learning materials (including online content when relevant).
Frequency	Annual
Data source	Project implementation progress reports
Methodology for Data Collection	N/A
Responsibility for Data Collection	PIU MoE CTVET
Indicator Name	**Secondary TVET teachers benefitting from a professional development activity (Number)**
Description	Beneficiaries includes secondary TVET teachers that have undertaken training programs for new and upgraded TVET subjects and for upgrading pedagogical, digital and socioemotional competencies; and teachers that participate in study and exchange visits to other countries in the region.
Frequency	Annual
Data source	Project implementation progress reports

Methodology for Data Collection	N/A
Responsibility for Data Collection	PIU MoE CTVET
Indicator Name	**Post-Secondary TVET teachers benefitting from a professional development activity (Number)**
Description	Beneficiaries include post-secondary teachers exposed to new training program and internships and arrangements with TVET institutions in the region. The training will include the introduction of new TVET subjects and the upgrading of pedagogical, digital and socioemotional competencies of teachers.
Frequency	Annual
Data source	Project implementation progress reports
Methodology for Data Collection	N/A
Responsibility for Data Collection	PIU MoE CTVET
Indicator Name	**New or existing post-secondary TVET programs in priority areas developed or upgraded and implemented (Number)**
Description	New TVET programs are developed or existing ones updated in fields such as digital technologies, oil & gas, and climate resilient agriculture. The selected beneficiary TVET institutions have the facilities, materials as well as qualified teaching staff to deliver the courses.
Frequency	Annual
Data source	Project implementation progress reports
Methodology for Data Collection	N/A
Responsibility for Data Collection	PIU MoE

	CTVET
Results Area	**Component 3: Contingent Emergency Response Component (CERC)**
Results Area	**Component 4: Project Management and Monitoring and Evaluation**
Indicator Name	**Community Engagement: Survey of participant satisfaction administered, and feedback addressed (Text)**
Description	Two surveys will be implemented. The first will cover teachers benefiting from training under component 1. The second will cover teachers and trainers benefitting from professional development under component 2.
Frequency	Once in Project's life.
Data source	Survey
Methodology for Data Collection	Survey administration
Responsibility for Data Collection	PIU