



RESTRUCTURING PAPER
ON A
PROPOSED PROJECT RESTRUCTURING
OF THE
GUYANA EDUCATION SECTOR PROGRAM PROJECT
APPROVED ON JUNE 17, 2021
TO THE
CO-OPERATIVE REPUBLIC OF GUYANA

March 13, 2024

EDUCATION

LATIN AMERICA AND CARIBBEAN

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ABBREVIATIONS AND ACRONYMS

E&S	Environmental and Social
EMIS	Education Management Information System
FM	Financial Management
GA	Grant Agent
GESPP	Guyana Education Sector Program Project
MoE	Ministry of Education
MTR	Mid-Term Review
PDO	Project Development Objective
PIU	Project Implementation Unit



BASIC DATA

Product Information

Project ID P174244	Financing Instrument Investment Project Financing
Environmental and Social Risk Classification (ESRC) Moderate	
Approval Date 17-Jun-2021	Current Closing Date 30-Jun-2024

Organizations

Borrower Co-operative Republic of Guyana	Responsible Agency
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Project Development Objective (PDO)

Original PDO

The objective of the Project is to: (i) improve learning conditions at the nursery level in select areas; (ii) increase use of technology-assisted learning at the primary level in select areas, and (iii) improve functionality of the education management information system nationally.

Summary Status of Financing (US\$, Millions)

Ln/Cr/Tf	Approval	Signing	Effectiveness	Closing	Net Commitment	Disbursed	Undisbursed
TF-B5951	17-Jun-2021	02-Jul-2021	02-Jul-2021	30-Jun-2024	6.70	6.70	0

Policy Waiver(s)

Does this restructuring trigger the need for any policy waiver(s)?

No



I. PROJECT STATUS AND RATIONALE FOR RESTRUCTURING

1. **This Restructuring Paper seeks the approval of the Country Director on a Level Two Restructuring of the Guyana Education Sector Program Project (GESPP, P174244).** This is the first Restructuring of the Project and is based on the findings from the Mid-Term Review held in January 2024. The Project is financed by a Global Partnership for Education grant. The World Bank, selected as the Grant Agent for the Project, supports the Ministry of Education (MoE) in the development, implementation, and monitoring of the Project, providing fiduciary and technical oversight and support throughout its life. The restructuring proposes to (i) extend the Project closing date by nine (9) months, from June 30, 2024, to March 31, 2025; (ii) reallocate funds between components; (iii) modify some of the Project's activities; (iii) revise the results framework to align with the proposed revised closing date and changes to activities; and (iv) revise disbursement and implementation schedules accordingly.

2. **A formal request from the Ministry of Finance, in collaboration with the Project Implementation Unit (PIU), was made on February 7, 2024,** to address delays in implementation, ensure the completion of Project activities, and ensure full achievement of the Project Development Objective (PDO).

A. Project Status

3. **The Project was approved on June 17, 2021, and is scheduled to close on June 30, 2024.** As of February 2023, the Project has fully disbursed the total grant amount of US\$6.70 million, but approximately US\$2.4 million remains in the Designated Account pending allocation. The PDO is to (i) improve learning conditions at the nursery level in select areas, (ii) increase the use of technology-assisted learning at the primary level in select areas, and (iii) improve the functionality of the education management information system nationally. These objectives remain relevant to the country's context and the Government's priorities. The Project has three components: (i) Improving Learning Conditions at the Nursery level; (ii) Promoting Technology-Assisted Learning at the Primary level; and (iii) Strengthening Institutional Capacity. The Project remains compliant with all relevant legal covenants.

4. **Progress towards the PDO and Overall Implementation Progress were rated Moderately Satisfactory in the latest Implementation Status and Results Report,** dated December 21, 2023, given that achieving the intended objectives by the current closing date has been hampered by initial delays caused by the pandemic and difficulties in establishing a full-fledged PIU, which impacted the Project's early performance in terms of procurement, spending, and overall execution. With the capacities of the PIU having been progressively strengthened, the main bottlenecks have been resolved and implementation is expected to continue improving significantly.

5. **While there has been some achievement across the PDO indicators, more time is needed to ensure the completion of Project activities and achievement of the PDO.** The Project experienced delays in documenting results indicators, including PDO level indicators. As a result of the delayed implementation start, limited results were reported in the results framework until recently. Specifically, while the PDO1 baseline was only made available in December 2023, the baseline for the PDO indicator 2 is still pending tablets' first use. However, due to the supply chain issues mentioned below, these were only delivered in February 2024. With the recent progress observed, the Project's Results Framework is expected to be fully documented and updated by mid-March once tablets have been distributed.

6. **The Project experienced delays in key procurement activities.** These delays, which hindered the ability to complete critical processes within the timeframe envisaged at approval, were caused by the lengthy process of preparing the procurement documents at an early stage of Project implementation, caused by delays in receiving and validating technical, environmental, and social safeguard inputs. Furthermore, supply chain issues (essentially linked to delays in the



Panama Canal) negatively impacted activities, specifically the delivery of tablets (Component 2), thereby delaying their distribution to schools and, correspondingly, the training of teachers.

Progress by Component

7. **Component 1: Improving Learning Conditions at the Nursery level (US\$2.3 million).** The rollout of the Nursery curriculum through the training of classroom teachers in the 102 pilot schools is ongoing. The TEACH Early Childhood Development tool, data collection, and analysis are ongoing, with the fifth and sixth rounds of observation expected to be completed by February and May 2024, respectively. Regarding learning materials, 44,000 textbooks have been procured and distributed to nursery schools in the identified regions, and more are expected to be distributed with additional learning materials by mid-2024. However, there has been no progress on the “parenting circles” activity nor the associated training and logistics because this is no longer an area of high priority for the MoE. That said, the communication campaign targeted at caregivers has commenced, with 15,000 brochures and posters printed and given to the Ministry of Human Services and subsequently distributed to preschools and other areas of high-traffic social interactions. Materials were also given to the Ministry of Health, which, in turn, distributed them to health posts and centers, especially in the antenatal and child health clinics.

8. **Component 2: Promoting Technology-Assisted Learning at the Primary level (US\$2.5 million).** 7,250 tablets with detachable keyboards have been purchased and will be equipped with IXL, a learning software to support selected Grade 4 students on mathematics and literacy. The training of teachers on the software and distribution of tablets to selected schools has been delayed due to the aforementioned supply chain issues, but it is still expected to start by late March 2024. There has been progress regarding the smart classrooms to support learning, and two have been installed in Enterprise Primary and Kuru Kururu Primary. The remaining eight are expected to be completed by April 2024. While the materials (procured by the Project) are available for the ten classrooms, current delays in the installation of the remaining depend on the preparation of the classrooms (to be financed by the MoE), which is ongoing but is progressing slower than initially planned, despite close follow-up with MoE relevant services.

9. **Component 3: Strengthening Institutional Capacity (US\$ 1.9 million).** The official launch of the national education management information system (EMIS) pilot phase with connectivity for primary and secondary schools occurred in October 2023, despite initial delays. Across the 547 selected schools, 1,148 tablets have been delivered, and teacher training on the usage of the system has begun and will continue. Moving forward, the actual use of the EMIS at the central and decentralized levels will be monitored.

10. **Financial Management (FM).** Overall, adequate FM arrangements are in place and compliance with the Bank’s requirements, as confirmed in the 2024 implementation support mission. The Project complies with FM covenants, including those related to audits and reporting requirements. There are no outstanding audit reports and FM performance is satisfactory.

11. **Environmental and Social (E&S).** The proposed changes will not lead to new E&S risks; therefore, there is no change to the risk classification or update to the Project’s E&S instruments.

B. Rationale for Restructuring

12. **The proposed restructuring would allow sufficient time to complete Project activities and document results.** Due to the delays detailed in the previous section, completing key activities under Components 1 and 2—provision of learning materials and tablets to support students with mathematics and literacy—would not be feasible by the current closing date of June 30, 2024.



13. **Despite these initial delays, the Project's activities and PDO remain relevant, closely aligned with government priorities, and achievable with revisions and within the proposed extension period.** There is a strong demand from teachers and communities to provide nursery students with the necessary learning materials and to integrate technology into schools to enhance learning. To minimize future delays in preparing procurement documents, the Bank hired a Hands-on Expanded Implementation Support consultant to support the PIU in expediting procurement processes at critical stages. The PIU is expected to improve its performance further with enhanced human resources and extended time, making the PDO achievable within the proposed extension period.

14. **The proposed restructuring will also allow a reallocation of funds to reflect the MoE's revised priorities and reflect updated project costs, a scale-up of selected activities, and an adjustment of the results framework to reflect the proposed changes.** These changes, together with the extension, will enable the Project to achieve its objectives and scale up subcomponents to benefit additional schools and students across more regions. Funds previously allocated to subcomponent 1.3 (parenting circles activity) will be reallocated to subcomponent 1.2 for the purchase of additional learning materials to support the rollout of the renewed nursery. Further, unanticipated savings from purchasing the tablets will be reallocated to Component 3 to support the purchase of additional EMIS tablets (subcomponent 3.1), in support of the MoE making the rollout of the EMIS across schools nationally a high priority. These changes will thus need to be reflected in the associated indicators in the Project's Results Framework.

15. **During a Mid-Term Review and Implementation Support Mission carried out from January 22-26, 2024, the PIU presented a revised timeline for the Project.** The Bank reviewed the Project's revised Work Plan (including the key elements presented below and related to construction) for the remaining implementation period, including the updated disbursement schedule and estimates, and found it to be satisfactory.

II. DESCRIPTION OF PROPOSED CHANGES

16. **Extension of the Closing Date.** The Project's closing date will be extended by nine months, from June 30, 2024, to March 31, 2025.

17. **Adjustment of Activities and Revision of Component Costs.** Funds will be reallocated across components to reflect changes in priorities, costs, and the extent of activities. These changes are described below.

- i. **Component 1. Improving Learning Conditions at the Nursery level** (current amount: US\$2,285,360, no change). While the total amount for the Component will not change, funds will be reallocated across subcomponents. Specifically, US\$264,311 in unused funds from subcomponent 1.3 for the canceled parenting circles activity will be reallocated to subcomponent 1.2. Financing for subcomponent 1.2 will, therefore, be increased from US\$540,000 to US\$804,311 to increase the number of learning materials purchased and target a new region for the receipt of learning materials (Region 2). Further, the extension will allow a scale-up in the training of teachers to support the revised curriculum (subcomponent 1.1), extending targeting to education districts in Regions 3, 4, 6, 10 and Georgetown.
- ii. **Component 2. Promoting Technology-Assisted Learning at the Primary level** (current amount: US\$2,534,360, proposed new amount: US\$1,724,360). Due to a lower-than-anticipated cost of tablets purchased to support mathematics and literacy, US\$810,000 in savings from subcomponent 2.1 will be reallocated to subcomponent 3.1 to purchase and distribute additional tablets to more schools to aid in the rollout of EMIS. Specifically, the



number of schools receiving tablets for EMIS will be upwardly revised from 574 to 1,000. The movement will not impact the related indicator, which is expected to be achieved.

- iii. **Component 3. Strengthening Institutional Capacity** (current amount: US\$1,880,280, proposed new amount: US\$2,690,280). The cost for this Component will be increased to reflect a reallocation of savings from Component 2 to purchase additional tablets for rolling out the EMIS.

18. **Revision of the Results Framework.** The end target date for all indicators will be changed from June 30, 2024, to March 31, 2025, with intermediate targets to be achieved in 2024 (in addition to 2023) to reflect the extension of the closing date and the revised implementation schedule.

19. **Changes to PDO-level indicator targets and definitions.**

Current PDO-level Indicator	Proposed change(s) in the indicator and/or in the definition	Rationale for change
PDO 1: <i>Percentage of school teachers meeting standards in student-centered teaching practices at the nursery level</i>	<ul style="list-style-type: none"> ▪ The baseline will be changed from 0.00 to 46.33 percent and the end target from 20 to 70 percent. ▪ The definition has been revised to "<i>The percentage of observed nursery teachers using the Teach ECE instrument that scored 3 and higher in Guided Learning (average of Facilitation of Learning, Checks for Understanding, Feedback, and Critical Thinking).</i>" 	<ul style="list-style-type: none"> ▪ The target for this indicator will be revised to reflect the availability of the baseline and first intermediate results, given that the end target determined during project design when no baseline was available is too low. ▪ The definition of this indicator originally specified the selected TEACH standards and will be revised to clarify how progress on the indicator should be monitored.
PDO 2: <i>Percentage of students using educational technology at the primary level</i>	<ul style="list-style-type: none"> ▪ The definition of this indicator will be revised to "<i>Percentage of students who received tablets and used the software for a minimum of 4 hours per week.</i>" 	<ul style="list-style-type: none"> ▪ The definition of this indicator specified that the 'exact number of hours actively logged on' was to be determined in the first year of use, and so it will be revised to include the usage to clarify how progress on the indicator should be monitored.
PDO 3: <i>Number of visitors to the EMIS monitoring dashboard</i>	<ul style="list-style-type: none"> ▪ This indicator's definition will be revised to "<i>The monitoring dashboard will function as a data collection and storage system for education-related data, including but not limited to, attendance, progression, grades, etc. It should facilitate the efficient output of useful data visualizations—including graphs and statistical reports—to facilitate knowledge-sharing and evidence-based decision-making to improve education planning.</i>" 	<ul style="list-style-type: none"> ▪ The definition will be revised for clarity to specify the expected outputs of the EMIS monitoring dashboard. ▪ Since the dashboard will initially be available only to schools and staff within the MoE, the end target of 300 visitors will remain as is and will be captured through dashboard analytics.

20. **Changes to Intermediate Results Indicators (IRIs).**



Current Intermediate-Results Indicator	Proposed change(s) in the IRI and/or in the definition	Rationale for change
IRI 2: Number of students at nursery level in Region 1, 7, 8, and 9 that have received learning material	<ul style="list-style-type: none"> The indicator and definition will be amended for clarity Name will be revised to '<i>Number of students at nursery level in Regions 1, 2, 7, 8, and 9 that have received textbooks or learning equipment</i>' 	<ul style="list-style-type: none"> The definition of this indicator will specify the inclusion of textbooks as part of the learning materials to ensure clarity Region 2 will be added, given that it is an area with a high Indigenous population and includes riverine communities, in keeping with the focus of the subcomponent's activities
IRI 3: Number of caregivers trained in Regions 1 and 7	<ul style="list-style-type: none"> Indicator to be deleted 	<ul style="list-style-type: none"> Indicator deleted to reflect the cancellation of the activity
IRI 8: Number of schools that can upload data into EMIS	<ul style="list-style-type: none"> Will be upwardly revised from 574 schools to 1,000 	<ul style="list-style-type: none"> Target increased to reflect the scale-up of this activity and increased funding
IRI 10: Gender parity index in math scores in the technology-assisted pilot schools	<ul style="list-style-type: none"> Will be revised for accuracy; specifically, the baseline will be changed from 0 to 1 and, the end target will be changed from -2 to 0.98, and intermediate targets will be revised accordingly 	<ul style="list-style-type: none"> The end target will be changed from -2 to 0.98 to reflect desired changes given current parity levels

21. **Revision of Disbursement Estimates and Implementation Schedule.** Disbursement estimates will be revised to reflect disbursement to date and projections for the revised implementation period. The implementation schedule will also be modified per the revised closing date.

III. SUMMARY OF CHANGES

	Changed	Not Changed
Results Framework	✓	
Components and Cost	✓	
Loan Closing Date(s)	✓	
Disbursement Estimates	✓	
Implementation Schedule	✓	
Implementing Agency		✓
DDO Status		✓
Project's Development Objectives		✓
PBCs		✓
Cancellations Proposed		✓
Reallocation between Disbursement Categories		✓



Disbursements Arrangements		✓
Overall Risk Rating		✓
Legal Covenants		✓
Institutional Arrangements		✓
Financial Management		✓
Procurement		✓
Other Change(s)		✓
Economic and Financial Analysis		✓
Technical Analysis		✓
Social Analysis		✓
Environmental Analysis		✓

IV. DETAILED CHANGE(S)

COMPONENTS

Current Component Name	Current Cost (US\$M)	Action	Proposed Component Name	Proposed Cost (US\$M)
Improving Learning Conditions at the Nursery level	2.30	Revised	Improving Learning Conditions at the Nursery level	2.29
Promoting Technology-Assisted Learning at the Primary level	2.50	Revised	Promoting Technology-Assisted Learning at the Primary level	1.72
Strengthening Institutional Capacity and Project Management	1.90	Revised	Strengthening Institutional Capacity and Project Management	2.69
TOTAL	6.70			6.70



LOAN CLOSING DATE(S)

Ln/Cr/Tf	Status	Original Closing	Revised Closing(s)	Proposed Closing	Proposed Deadline for Withdrawal Applications
TF-B5951	Effective	30-Jun-2024		31-Mar-2025	31-Jul-2025

DISBURSEMENT ESTIMATES

Change in Disbursement Estimates

Yes

Year	Current	Proposed
2021	0.00	0.00
2022	783,015.60	1,199,041.00
2023	2,059,827.90	3,113,122.09
2024	3,857,156.50	2,387,836.91



Results framework

COUNTRY: Guyana

Guyana Education Sector Program Project

Project Development Objectives(s)

The objective of the Project is to: (i) improve learning conditions at the nursery level in select areas; (ii) increase use of technology-assisted learning at the primary level in select areas, and (iii) improve functionality of the education management information system nationally.

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	PBC	Baseline	Intermediate Targets		End Target
			1	2	
Improve learning conditions at the nursery level					
Percentage of school teachers meeting standards in student-centered teaching practices at the nursery level (Percentage)		46.33	54.00	62.00	70.00
Action: This indicator has been Revised	Rationale: Definition has been revised to "The percentage of observed nursery teachers using the Teach ECE instrument that scored 3 and higher in Guided Learning (average of Facilitation of Learning, Checks for Understanding, Feedback, and Critical Thinking)."				
Increase use of technology-assisted learning at the primary level					
Percentage of students using educational technology at the primary level (Percentage)		0.00	20.00	40.00	60.00
Action: This indicator has been Revised	Rationale: Definition revised to "Percentage of students who received tablets and used the software for a minimum of 4 hours per week."				
Improve functionality of education management system nationally.					



Indicator Name	PBC	Baseline	Intermediate Targets		End Target
			1	2	
Number of visitors to EMIS monitoring dashboard (Number)		0.00	100.00	200.00	300.00
Action: This indicator has been Revised	<p>Rationale: Definition revised to "The monitoring dashboard will function as a data collection and storage system for education-related data, including but not limited to, attendance, progression, grades, etc. It should facilitate the efficient output of useful data visualizations—including graphs and statistical reports—to facilitate knowledge-sharing and evidence-based decision-making to improve education planning"</p>				

Intermediate Results Indicators by Components

Indicator Name	PBC	Baseline	Intermediate Targets		End Target
			1	2	
Improving Learning Conditions at the Nursery level					
Number of teachers trained at nursery level (Number)		0.00	1,000.00	1,500.00	2,200.00
Action: This indicator has been Revised					
Number of students at nursery level in Regions 1, 2, 7, 8, and 9 that have received textbooks or learning equipment (Number)		0.00	1,000.00	3,000.00	5,000.00
Action: This indicator has been Revised					
Number of caregivers trained in Regions 1 and 7 (Number)		0.00	60.00	100.00	150.00
Action: This indicator has been Marked for Deletion					



Indicator Name	PBC	Baseline	Intermediate Targets		End Target
			1	2	
Promoting Technology-Assisted Learning at the Primary level					
Number of students at primary level provided with tablets equipped with learning software (Number)		0.00	2,000.00	4,000.00	7,250.00
<i>Action: This indicator has been Revised</i>					
Number of teachers trained in use of tablets (Number)		0.00	100.00	200.00	300.00
<i>Action: This indicator has been Revised</i>					
Number of smart classrooms to support learning established (Number)		0.00	5.00	7.00	10.00
<i>Action: This indicator has been Revised</i>					
Number of teachers trained in use of smart classrooms (Number)		0.00	10.00	20.00	30.00
<i>Action: This indicator has been Revised</i>					
Strengthening Institutional Capacity and Project Management					
Number of schools that can upload data into EMIS (Number)		0.00	120.00	300.00	1,000.00
<i>Action: This indicator has been Revised</i>					
Statistical Report on primary and secondary level data produced using the EMIS data. (Number)		0.00	1.00	2.00	3.00
<i>Action: This indicator has been Revised</i>					
Gender parity index in math scores in the technology-assisted pilot schools (percentage points) (Text)		1.00	0.99	0.98	0.98



Indicator Name	PBC	Baseline	Intermediate Targets		End Target
			1	2	
Action: This indicator has been Revised					
Students benefiting from direct interventions to enhance learning (CRI, Number)		0.00	3,000.00	7,000.00	12,250.00
Action: This indicator has been Revised					
Students benefiting from direct interventions to enhance learning - Female (CRI, Number)		0.00	1,500.00	3,500.00	6,125.00
Action: This indicator has been Revised					
Survey of participant satisfaction administered, and feedback addressed (Yes/No)		No	Yes	Yes	Yes
Action: This indicator has been Revised					
Direct beneficiaries (Number)		0.00	4,100.00	8,700.00	14,750.00
Action: This indicator has been Revised					
Direct female beneficiaries (Percentage)		0.00	50.00	50.00	50.00
Action: This indicator has been Revised					



The World Bank

Guyana Education Sector Program Project (P174244)
