

Document of
The World Bank

FOR OFFICIAL USE ONLY

Report No: 87805-GY

PROJECT PAPER

FOR

SMALL RECIPIENT EXECUTED TRUST FUND (RETF) GRANT

US\$ 1.7 MILLION

TO THE

CO-OPERATIVE REPUBLIC OF GUYANA

FOR A

EARLY CHILDHOOD EDUCATION PROJECT

May 28, 2015

*Education Global Practice
Latin American and the Caribbean Region*

CURRENCY EQUIVALENTS
(Exchange Rate Effective July 23, 2014)

Currency Unit = Guyanese dollar
G\$206 = US\$1

FISCAL YEAR
January 1 – December 31

ABBREVIATIONS AND ACRONYMS

APP	Amerindian Peoples Plan (<i>APP</i>)
CAS	Country Assistance Strategy
CPCE	Cyril Potter College of Education
CPD	Continuous Professional Development
DA	Designated Account
ECE	Early Childhood Education
ECD	Early Childhood Development
EFA-FTI	Education for All - Fast Track Initiative
ESP	Education Strategic Plan
FM	Financial Management
GDP	Gross Domestic Product
GECEP	Guyana Early Childhood Education
GER	Gross Enrollment Rate
GPE	Global Partnership for Education
GoG	Government of Guyana
IA	Implementing Agency
IAD	Internal Audit Department
IBRD	International Bank for Reconstruction and Development
ICB	International Competitive Bidding
IDA	International Development Association
IFO	Infant Field Officer
IFR	Interim Financial Reports
ILO	International Labor Organization
IPP	Indigenous Peoples Plans (<i>refer to Amerindian Peoples Plan</i>)
IRR	Internal Rate of Return
LRC	Learning Resource Center
MIS	Management Information System
MOE	Ministry of Education
NCB	National Competitive Bidding
NCERD	National Centre for Educational Resource Development
NDA	Nursery Diagnostic Assessment
NPV	Net Present Value
NFO	Nursery Field Officer
NTC	Nursery Technical Coordinator

OM	Operations Manual
OP/BP	Operational Policy/Bank Procedures
ORAF	Operational Risk Assessment Framework
PDO	Project Development Objective
PS	Procurement Specialist
PP	Procurement Plan
PTA	Parent Teacher Association
PU	Planning Unit
REDOs	Regional Education Officers
DEOs	District Education Officers
RFP	Request for Proposal
SA	Social Assessment
SBD	Standard Bidding Document
TA	Technical Assistance
UG	University of Guyana
UNESCO	United Nations Educational, Scientific, and Culture Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
USE	Universal Secondary Education
WB	World Bank

Regional Vice President:	Jorge Familiar
Country Director:	Sophie Sirtaine
Senior Global Practice Director:	Claudia Maria Costin
Sector Manager:	Reema Nayar
Task Team Leader:	Hongyu Yang

GUYANA
Early Childhood Education Project

TABLE OF CONTENTS

	Page
I. STRATEGIC CONTEXT	10
A. Country Context.....	10
B. Sectoral and Institutional Context.....	10
C. Higher Level Objectives to which the Project Contributes	13
II. PROJECT DEVELOPMENT OBJECTIVE	14
A. PDO.....	14
Project Beneficiaries	14
PDO Level Results Indicators.....	14
III. PROJECT DESCRIPTION	15
A. Project Components	15
B. Project Financing	16
Instrument	16
Project Cost and Financing	16
C. Lessons Learned and Reflected in the Project Design.....	16
IV. IMPLEMENTATION	17
A. Institutional and Implementation Arrangements	17
B. Results Monitoring and Evaluation	17
C. Sustainability.....	18
V. KEY RISKS AND MITIGATION MEASURES	19
A. Risk Rating Summary	19
B. Overall Risk Rating Explanation	20
VI. APPRAISAL SUMMARY	21
A. Other Safeguards Policies Triggered	21
Annex 1: Results Framework and Monitoring	23
Annex 2: Detailed Project Description.....	31
Annex 3: Implementation Arrangements	34

Annex 4: Estimated Project Cost Summary by Component	43
Annex 5: ECE Resource Kit Items	44
Annex 6: Guyana Budget for Nursery Education Budget (in US\$)	45

DATA SHEET

GUYANA

Early Childhood Education Project
Small RETF Grant Project Paper

Latin America and the Caribbean Region

Basic Information			
Date:	May 28, 2015	Sectors:	Pre-primary, and Primary education
Country Director:	Sophie Sirtaine	Themes:	Education For All
Sector Manager /Senior Global Practice Director:	Reema Nayar/Claudia Maria Costin	EA Category:	C
Project ID:	P129555		
Instrument:	Investment Project Financing (IPF)		
Team Leader:	Hongyu Yang		
Recipient: Co-operative Republic of Guyana			
Executing Agency: Ministry of Education			
Contact:	Rupert Roopnaraine	Title:	Minister
Telephone	(592) 226-3094	Email:	rupert.roopnaraine@moe.gov.gy
Project Implementation Period:	Start Date:	05/28/2015	End Date: 3/31/2018
Expected Effectiveness Date: 5/28/2015			
Expected Closing Date: 9/30/2018			
Project Financing Data(US\$M)			
<input type="checkbox"/> Loan	<input checked="" type="checkbox"/> Grant	<input type="checkbox"/> Other	
<input type="checkbox"/> Credit	<input type="checkbox"/> Guarantee		

For Loans/Credits/Others

Total Project Cost: 1.7 million

Total GPE Financing: 1.7 million

Financing Gap 0.00

Financing Source	Amount (USM)t(US\$M)
BORROWER/RECIPIENT	0.0
IBRD	0.0
IDA: New	0.0
IDA: Recommitted	0.0
Global Partnership for Education	1.7
Financing Gap	0.0
Total	1.7

Expected Disbursements (in USD Million)

Fiscal Year	2015	2016	2017	2018
Annual	0.1	0.90	0.5	0.2
Cumulative	0.1	1.00	1.5	1.7

Project Development Objective(s)

The objective of the Project is to improve emergent literacy and numeracy outcomes for children at the nursery level and primary grade one in Hinterland Regions and Targeted Remote Riverine Areas.

Components

Component Name	Cost (USD Millions)
Component 1: Capacity Building for Nursery and Grade 1 Teachers	0.65
Component 2: Provision of Early Childhood Education (ECE) Resource Kits	0.40
Component 3: Primary Caregiver Education	0.35
Component 4: Implementation Support, Administration, M&E	0.30

Compliance				
Policy				
Does the project depart from the CAS in content or in other significant respects?		Yes []	No [X]	
Does the project require any exceptions from Bank policies?		Yes []	No [X]	
Have these been approved by Bank management?		Yes []	No []	
Is approval for any policy exception sought from the Board?		Yes []	No []	
Does the project meet the Regional criteria for readiness for implementation?		Yes [X]	No []	
Safeguard Policies Triggered by the Project				
		Yes	No	
Environmental Assessment OP/BP 4.01			X	
Natural Habitats OP/BP 4.04			X	
Forests OP/BP 4.36			X	
Pest Management OP 4.09			X	
Physical Cultural Resources OP/BP 4.11			X	
Indigenous Peoples OP/BP 4.10		X		
Involuntary Resettlement OP/BP 4.12			X	
Safety of Dams OP/BP 4.37			X	
Projects on International Waters OP/BP 7.50			X	
Projects in Disputed Areas OP/BP 7.60			X	
Conditions				
Name Project Operational Manual (Art IV, 4.01)		Type: Effectiveness		
Description of condition: This Agreement shall not become effective until evidence satisfactory to the World Bank has been furnished to the World Bank that the conditions specified below have been satisfied.				
(a) The Operational Manual has been adopted by the Recipient in a manner satisfactory to the Bank.				
Team Composition				
Bank Staff				
Name	Title	Specialization	Unit	UPI
Hongyu Yang	Senior Education Spec.	Team Leader	GEDDR	20832

David I	Sr. Financial Management Specialist	Financial Management	GGODR	257034
Plamen Stoyanov Kirov	Sr. Procurement Specialist	Procurement	GGODR	208211
Axelle Latortue	Education Specialist	Education	GEDDR	155669
Lucy Bassett	Social Protection Specialist	Parenting interventions	GSPDR	303102
M. Yaa Pokua Afriyie Oppong	Sr. Social Development Specialist	Social Development	GSURR	250280
Maria Elena Paz Gutzalenko	Program Assistant	Program Assistant	GEDDR	299668
Gabriela Grinsteins	Associate Counsel	Counsel	LEGLE	421163
Vidya Narasimhan	Finance Officer	Disbursement	WFALN	255977
Tatiana Cristina De Abreu	Finance Officer	Disbursement	WFALN	232816
Victor Ordonez	Senior Finance Officer	Disbursement	WFALN	178705

Non Bank Staff

Name	Title	Office Phone	City
Samuel Carlson	Education Consultant	802-399-2983	Burlington, VT

Locations

Country	First Administrative Division	Location	Planned	Actual	Comments
Guyana	Regions	Hinterland (Regions 1,7,8 ,9)	Hinterland (Regions 1,7,8 ,9)		

I. STRATEGIC CONTEXT

A. Country Context

1. Guyana is located in the northern part of South America, bordering the Atlantic Ocean, with Suriname, Venezuela, and Brazil as neighbors. It is the second smallest country in South America after Suriname, with a population of about 800,000 people and a per capita Gross National Income (GNI) of approximately US\$3,410 (2012).

2. For the five-year period 2008-2012, Gross Domestic Product (GDP) growth averaged 4 percent, recovering steadily since 2007 (when it fell by 3.6 percent). The economy grew by an estimated 5.8 percent in 2013, largely driven by rapid growth in mining. Inflation is stable at less than 2 percent. Guyana is well endowed with natural resources, fertile agricultural lands, bauxite, gold, and extensive tropical forests that cover 80 percent of the country. However, its incidence of poverty is among the highest in the Western Hemisphere, at 43 percent of the population (2011), and with much higher rates in Hinterland regions (regions 1, 7, 8 and 9, about 10% of the total population) where most Amerindians live. In 2012, it ranked 118 out of 187 countries on United Nations Development Program's (UNDP) Human Development Index, having declined from 107 in 2008. About 90 percent of the population lives on the coastal plain, in and near the capital of Georgetown¹.

B. Sectoral and Institutional Context

3. Now that Guyana has essentially attained Universal Primary Education (UPE) and is committed to achieve Universal Secondary Education by 2020, the focus has shifted to Early Childhood Education (ECE). ECE covers the period from the first year of nursery education (at 3 1/2 years of age) to Grade 2 of primary education (age 8). Nursery education is offered as a two-year program, mainly through public schools: in 2011/12 academic year 25,543 children (92 percent of the total nursery students) were enrolled in public nursery education in 442 public schools, while just 2,222 children (8 percent of the total) were enrolled in private nursery classes. More than 70 percent of these private nursery schools were in the capital, Georgetown. For 2012-2013, the gross enrollment rate (GER) at the nursery level was 70 percent in hinterland regions and 62 percent in coastal regions.² At the primary level, about 12,650 children were enrolled in Grade 1 in 2012.

4. The quality and equity of ECE services are the most critical issues in need of attention. With respect to quality, 31 percent of Guyana's 1,700 nursery teachers remain untrained, with a much higher proportion of untrained teachers (53 percent) in remote hinterland areas (2011/2012).³ Even among trained teachers, their instructional methodologies do not incorporate best practices. Research shows that young children learn best through open-ended, play-based, and hands-on activities, which make learning experiential and real. This is particularly true for mathematical concepts, which are often quite abstract. According to the National Centre for Educational

¹ UNDP. 2013 Human Development Report; World Bank Data.

² Nursery education is not compulsory and some parents prefer to keep their children at home until primary school. This also does not capture all private school enrollment data, as not all private schools report their information.

³ A "trained" teacher means a teacher who has received a teaching certificate from either Cyril Potter College of Education or University of Guyana (1 or 2 year teaching certification program).

Resource Development (NCERD) and based on the preparation team's multiple school visits, Guyanese teachers are reluctant to allow children to engage in independent or small-group play-based learning activities, and prefer structured, didactic plenary instructional methods with firm timetables and little cross-curricular content.

5. There are inadequate materials for teaching and learning in nursery and Grade 1 classrooms in the hinterland regions⁴ and riverine areas,⁵ particularly those that children can use themselves (e.g. blocks, puzzles, educational toys, magnetic numbers and letters, and other materials for visual expression and for developing pre-literacy and numeracy skills). Historically, nursery level and Grade 1 learning materials have been created by the teachers, supplemented by whatever could be mobilized from parents, community groups, NGOs, etc., but these materials are frequently not aligned with the nursery context or curriculum and/or not available when they are needed.

6. Low nursery and Grade 1 teacher effectiveness and inadequate teaching and learning materials logically translate into poor learning outcomes. In 2013 the Ministry of Education administered a Diagnostic Assessment of more than 700 children entering Grade 1 and found poor results in emergent literacy and numeracy skills.⁶ With the exception of the quantity differentiation task (where 56% of the participants were able to master the task), on average, just 31 percent of the participants were able to achieve mastery of the different subtasks that constitute the assessment. Of the remaining two thirds (2/3) of the participants, 34 percent showed some proficiency with the items on the assessment, while 35 percent demonstrated little or no ability to accurately execute any of the tasks on the assessment. Number Identification proved to be the most difficult task, with only 9 percent of the participants showing mastery, and 40 percent showing very little or no ability to identify any numerals from 1 to 10. Less than 8 percent of Grade 1 students demonstrated "mastery" of reading at their grade level; 24 percent were "approaching mastery"; and 68 percent were "below mastery." Approximately 60 percent of children entering Grade 1 have not mastered pre-requisite skills for reading. Less than 10 percent could demonstrate any understanding of text. Though more than half of the participants (55 percent) were able to recite just above half of the alphabet (14-26 letters correct), 45 percent of the respondents were unable to recite at least half of the alphabet by rote (0-13 letters correct), and 15 percent were unable to recite any of the alphabet in sequence.

⁴ Hinterlands are defined as Regions 1, 7, 8, and 9.

⁵ Riverine areas are those remote areas that can only be reached after traveling for at least 2 hours by boat from the nearest township in the Region.

⁶ Emergent literacy and numeracy can be defined as the earliest phases of development of literacy and mathematical/spatial concepts. Emergent literacy refers to the knowledge, skills, and attitudes a child develops in relation to reading and writing in the early years, (Save The Children) such as oral language development, print and book awareness, alphabetic awareness, and phonological awareness. Emergent numeracy skills—including an understanding of numbers and counting, patterns, sorting and classification, comparison and measurement, and geometry—develop concurrently with emergent literary skills and these skills are often interrelated. International research shows a strong link between emergent literacy skills and later reading outcomes and underscores that lack of mastery of and interest in reading during the early years can have a negative ripple effect on primary education learning outcomes and beyond.

7. Geographic inequality is also indicated by the ratio of students to trained teachers in nursery schools, which is 22:1 in coastal regions and 37:1 in hinterland regions (the highest being 60:1 in remote Region 8). Unfortunately, these higher concentrations of untrained teachers in hinterland regions serve children from households with very limited learning opportunities at home. UNICEF's Multiple Indicator Cluster Survey (2006) revealed that in Regions 1, 7, 8 and 9, more than 70 percent of children have less than 3 children's books at home, while more than 70 percent of children living in urban areas have more than 3 children's books at home. Low teacher training levels combine with the lack of learning materials in classrooms and more challenging home environments (e.g. lower levels of adult literacy) in hinterland regions to create inequitable access to quality nursery education.

8. The primary caregivers of young children (parents, grandparents, or other guardians) play a key role in providing a stimulating home learning environment where emergent literacy and numeracy skills can be developed in a playful manner. This is especially important in countries with low-quality public ECE services. Yet very few Guyanese parents, particularly those in more remote areas, have been exposed to, much less trained in, methods to support their children's early learning. Primary caregiver education is a new critical area of intervention for the MOE that needs strengthening in terms of institutional capacity-building, development of training materials and delivery through multiple channels that reach parents and caregivers wherever they are.

9. Under the MOE's 2008-2013 Education Strategic Plan (ESP) the GoG has improved access to nursery classes through the building of 8 new nursery schools, modifying another 20 primary schools to accommodate nursery classes, and opening 46 nursery classes in other primary schools. Through these efforts, over the past 5 years, the GoG added 68 Nursery classes in the Hinterland regions. This helped the gross enrollment ratio (GER) at the nursery level to reach 63 percent in public schools⁷ in 2013, but children among the most vulnerable groups remain under-represented. These include children living in difficult socio-economic circumstances, children with special education needs due to some form of disability, and those lacking birth certificates and other necessary documentation to enter school.

10. Gender differences in enrollment are not a major issue at this level. Boys represent 51 percent of total public nursery enrollment with surprisingly little variation by region. However, student attendance remains a troubling issue, remaining consistently at 68 percent over the past 3 years (2012/2013 data). It ranges from 61 percent in Region 1 to 76 percent in Region 9 (both are hinterland regions), with little difference by gender.

11. In 2006, the Government approved a national policy with respect to integrated ECD. This included development of a system for accreditation and quality improvement of ECD services; training for ECD personnel; strategies for increased parental education and community awareness with respect to ECD; development of a revised curriculum framework for children aged 0-6; increased focus on equity and access in ECD service provision; and development of community infrastructure and support systems for ECD services. This policy is based on the CARICOM Regional Framework for Early Childhood Development, and is overseen by the ECD National Steering Committee.

⁷ Private nursery schools are concentrated in Georgetown and some coastal cities. All nursery schools/classes in Hinterland regions are public.

12. Guyana has made notable progress with the launch of an accredited Certificate program for Early Child Development Practitioners and Assessors in 2011, with the requisite qualification within the CARICOM ECD framework. Suggested lessons plans have been revised for more purposeful approaches to developing language and numeracy skills. In addition, the MOE has revived its training program for Nursery Field Officers (NFO), who are responsible for providing support to teachers, parents and the school community in promoting the attainment of literacy and numeracy standards, ensuring access and supporting effective management of classes at the pre-primary and Grades 1 and 2 at the primary level. However, critical constraints to improved ECE service provision remain, including inadequate in-service training for nursery level and Grade 1 teachers, lack of appropriate teaching and learning materials for ECE, and lack of primary caregiver engagement in supporting children's learning at home.

C. Higher Level Objectives to which the Project Contributes

13. The proposed Project is fully consistent with the World Bank Group's Guyana Country Assistance Strategy (CAS) FY2009-12 (Report No. 47983-GY), discussed by the Executive Directors on May 26, 2009, which continues to guide the Bank's assistance to Guyana as the Bank moves towards more analytical work and the development of a new strategic engagement framework. The Project is aligned also with the new strategic document for Guyana, to be completed in FY2015, where the focus of the Bank engagement will continue to be education and disaster and risk management, with particular emphasis on: (i) Education quality and social safety nets through teacher training and better service delivery, while bolstering the Government's efforts to deliver an enhanced social protection program; and (ii) Environmental resilience and sustainability, which focuses on helping the country establish pilot forest areas that are protected and sustainably managed by local communities, and strengthening the country's ability to reduce its exposure to natural disasters and global climate risk.

14. The proposed Project would contribute to the GoG's efforts to reduce poverty and increase shared prosperity for the population, particularly in disadvantaged hinterland and riverine areas where poverty rates are the highest in the country. Society in general would benefit indirectly from a higher number of primary education graduates with the necessary knowledge and skills to succeed at the secondary level and beyond, or even to enter directly into the labor market to contribute to Guyana's modernizing economy.

15. In addition, the proposed project focuses investments on supporting quality ECE provision in the disadvantaged regions of Guyana, which aligns with the Global Partnership for Education (GPE) objective of increasing access to education opportunities for all children. Furthermore, the proposed focus on supporting the cognitive development of young children, improving pedagogic skills of ECE teachers and their improved ability for assessing early learning, relate directly to the GPE Strategic Objective of improving early grade learning outcomes. Finally, the focus on improving teacher skills and methods is relevant to the GPE's objective regarding teacher effectiveness.

II. PROJECT DEVELOPMENT OBJECTIVE

A. PDO

16. The objective of the Project is to improve emergent literacy and numeracy outcomes for children at the nursery level and primary grade one in Hinterland Regions and Targeted Remote Riverine Areas.

17. This would be achieved by strengthening the capacity and effectiveness of nursery and Grade 1 teachers, providing additional teaching and learning materials to nursery and Grade 1 classes, and reinforcing primary caregiver engagement in children's early learning. This PDO is closely aligned with the objectives detailed in the MOE's Nursery Action Plan prepared as part of its Education Strategic Plan for 2014-2018.

Project Beneficiaries

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

PDO Level Results Indicators

19. To the fullest extent possible the project would rely on Monitoring and Evaluation indicators developed by the MOE for the implementation of their Education Strategic Plan, 2014-2018. This would minimize additional data collection requirements and costs. Two PDO indicators are proposed, namely:

- 1) Percentage of nursery students attaining at least "Approaching Mastery⁸" level of emergent literacy⁹.
- 2) Percentage of nursery students attaining at least "Approaching Mastery¹⁰" level of emergent numeracy¹¹.

⁸ Approaching Mastery is defined as at least 50% correct responses in each competency area (autobiographical awareness, color recognition, letter identification, and alphabet recitation).

⁹ This will be measured using results of the Nursery Diagnostic Assessment administered in a sample of all schools (Hinterland and Coastal regions). The baseline for this would be the results from the administration of this assessment at the beginning of the 2014/2015 academic year.

¹⁰ Approaching Master is defined as at least 50% correct responses in each required competency area (quantity differentiation, shape identification, numeral identification, and counting fluency).

¹¹ This will be measured using results of the Nursery Diagnostic Assessment administered in a sample of all schools (Hinterland and Coastal regions). The baseline for this would be the results from the administration of this assessment at the beginning of the 2014/2015 academic year.

III. PROJECT DESCRIPTION

A. Project Components

Component 1: Capacity Building for Nursery and Grade 1 Teachers (US\$650,000)

20. This component would improve the quality of instruction and learning at nursery and Grade 1 levels by strengthening teachers' content knowledge and pedagogy, particularly with regards to the implementation of new strategies for the development of emergent literacy and numeracy skills, through an in-service teacher training program. The training program would include: (i) instructional strategies for the emergent literacy and numeracy programs; (ii) effective utilization of the MOE's emergent literacy and numeracy benchmarks and standards; (iii) procedures for proper administration and usage of the Nursery Diagnostic Assessment; (iv) cross-curricular planning and differentiated instruction; (v) working with parents on promoting emergent literacy and numeracy; and (vi) training in the use of the ECE resource kits to be provided under Component 2. This component would also support technical assistance for the development of training materials and training of trainers, as well as include follow-up classrooms visits to support the implementation of instructional methods and learning activities acquired during the training.

Component 2: Improved Supply of Teaching and Learning Materials (US\$400,000)

21. This component would support the procurement and distribution of ECE resource kits to all nursery and Grade 1 classes in the Hinterland regions and in targeted riverine areas, along with a Teachers Manual for their use. Extra kits would be provided for teacher training, primary caregiver education sessions, and Learning Resource Centers involved in early learning activities. These resource kits would promote more experiential and inquiry-based learning activities for children, enabling them to learn independently and in small groups through play. The manual would guide teachers in developing teaching and learning materials from locally available materials that are culturally specific to the learning environment. The component would also support the monitoring and evaluation of the use and impact of the ECE resource kits in a representative sample of nursery and Grade 1 classes, which would inform future revisions of the kits' contents and/or of the associated teacher training program.

Component 3: Primary Caregiver Education¹² (US\$350,000)

22. Primary caregiver education aims to further support the development of emergent literacy and numeracy among nursery and Grade 1 children in participating schools and their siblings. This component would: (a) support community consultations regarding primary caregiver engagement in children's learning in selected hinterland and riverine communities; (b) design and implement face-to-face training sessions for primary caregivers at school PTA meetings, parent-teacher conferences, parent days, Learning Resource Centers, clinics, community health worker (CHW) home visits etc.; and (c) a mass media campaign to reinforce messages to primary caregivers using flyers, posters, video clips, websites, radio etc.

¹² Note that this component will focus on messages promoting parents' role in developing children's emergent literacy and numeracy; however, messages on other aspects of child development (as identified in the community consultations) will be included as possible.

Component 4: Project Implementation Support, Administration and M&E (US\$300,000)

27. This component would support project implementation and administration, and ensure appropriate monitoring and evaluation of project implementation, impact, and fiduciary matters. The Assistant Chief Education Officers for Nursery and Primary Education would act as project managers and make any key policy and programmatic decisions, in consultation with the Chief Education Officer and Chief Planning Officer. To support the day-to-day implementation of these decisions, they would be assisted by a qualified, local nursery technical coordinator who would liaise with other MOE departments, the regions, fiduciary staff in the MOE Planning Unit, and others as necessary. This component would also finance annual external audits and the standard bi-annual project supervision missions to monitor and support the project's implementation.

B. Project Financing

Instrument

29. This would be a simple grant, implemented through a Recipient-Executed Trust Fund (RETF) arrangement between the Global Partnership for Education and the World Bank.

Project Cost and Financing

30. The table below provides the estimates costs and financing for the components described above.

Project Components	Project Cost (US\$)	Grant Financing (US\$)	% Financing
1. Building Capacity of Nursery and Grade 1 Teachers	650,000	650,000	100
2. Providing Early Childhood Education Resource Kits	400,000	400,000	100
3. Primary Caregiver Education	350,000	350,000	100
4. Project Implementation Support and M&E	300,000	300,000	100
Total Financing Required	1,700,000	1,700,000	100

C. Lessons Learned and Reflected in the Project Design

31. The importance of teacher training and learning materials for early learning are well established. The parenting component, which is new in Guyana, is founded on evidence from the literature on parent engagement in early childhood development and reflects lessons learned about critical elements for effective parenting programs.

32. A variety of studies show a direct link between parenting practices and children's early academic performance (Roopnarine et al. 2006, Epstein & Sheldon 2006; Henderson and Mapp 2002; Jeynes 2005; Snow, Burns, and Griffin 1998; Wang, Haertel, and Walberg 1993). Family involvement in schooling and parents' educational expectations have been shown to have positive effects on academic achievement (Nye, Schwartz, and Turner 2006; Galindo and Sheldon 2012). Specifically, verbal interaction between parents and their young children has one of the most powerful influences on children's language development (Hart and Risley 1995); verbal actions

like naming have positive predictive associations with child language acquisition (Longobardi 1992). There is evidence of links between storytelling and school success (Wells 1986), and also some literature demonstrating a positive impact of shared book reading on children's language and literacy development. According to a systematic review of parent interventions to promote language and emergent literacy among preschool children, shared book reading improved children's expressive vocabulary (and, in some, receptive vocabulary) (Reese, Sparks, and Leyva 2010). The mass media messages and hands-on parental coaching will, therefore, focus on verbal interaction between primary caregivers and children.

33. The activities under the caregiver education component will reflect lessons learned about effective parenting programs (Engle et al. 2011). These include: systematic training methods, a structured and evidence-based curriculum, and opportunities for parental practice with feedback. With this in mind, the Project proposes to use a structured curriculum for the primary caregiver workshops, along with hands-on parent-child activities and feedback from facilitators.

IV. IMPLEMENTATION

A. Institutional and Implementation Arrangements

34. The MOE would be the implementing agency for the Project. The MOE has extensive experience implementing externally financed projects (World Bank, IDB, EFA-FTI). Technical responsibilities for implementation would lie with the Chief Education Officer (CEO) of the MOE, supported by the Assistant Chief Education Officer (CEO) for Nursery Education and the Assistant CEO for Primary Education. Fiduciary responsibilities would be managed by the Planning Unit of the Ministry of Education, which currently handles all financial management and procurement for the on-going Improving Teacher Education Project, the Secondary Education Improvement Project, and the University of Guyana Science and Technology Support Project, all financed by the World Bank.

35. A Nursery Technical Coordinator would be hired and maintained in the MOE's Planning Unit. S/he would be responsible for supporting execution of project activities, monitoring, and coordination of project implementation, including work planning, and other Project-related activities. The Nursery Technical Coordinator would report to the A-CEOs for Nursery and Primary Education, and to the Chief Planning Officer of the MOE, agree work plans with the technical leads for each subcomponent, and coordinate implementation among MOE departments. In addition, the Nursery Technical Coordinator would be responsible for preparing/consolidating information for Quarterly and Annual Progress Reports. Existing fiduciary staff in the MOE Planning Unit currently managing other Bank-financed projects would handle procurement, financial management, accounting responsibilities for this Project.

B. Results Monitoring and Evaluation

36. To the fullest extent possible, the project would rely on the Results and Monitoring Framework developed by the MOE for the implementation of its Education Strategic Plan (ESP) for 2014-2018. This would avoid duplication of monitoring activities and reduce transaction costs. The Results Framework for the project detailed in Annex 1 incorporates the MOE's own framework for the ESP, and adds several project-specific implementation indicators. Quarterly

and Annual Progress Reports would be submitted to the World Bank by Nursery and Primary Departments of the MOE with support from the Nursery Technical Coordinator and the Fiduciary team under the Planning Unit. The WB will carry out regular implementation support missions which would track progress on the indicators included in the Results Framework and provide additional implementation support.

C. Sustainability

37. The sustainability of the results of this project lies in its close linkage with the Education Strategic Plan 2014-2018, especially with its Nursery Education Action Plan (NEAP). This project is designed to specifically support the NEAP objectives, which are to improve emergent literacy and numeracy outcomes for children at the nursery level and primary Grade 1 in hinterland regions and targeted remote riverine areas. The experience and lessons learned during the ECE Project implementation will help identify future capacity building needs.

38. Estimated cost of this Early Childhood Education Project is US\$1.7 million during a 3-year period. The total cost of ESP 2014-2018 for the education sector over the five-year period is about US\$600 million, including only the government budget for education. The WB's US\$10 million for secondary education improvement and GPE's US\$1.7 million are not included. Of the total educational expenditure, nursery education amounts to about 12.5% or US \$74.5 million and has an annual expenditure of about \$14.9 million (See Annex 4 in the Project Paper). GPE's prospective contribution of \$1.7 million over three years will help nursery education in the hinterland regions. Of the total estimate, seventy-seven percent (77%) is recurrent cost while twenty-three percent (23%) is capital cost associated with new/rehabilitated/maintenance of infrastructure, purchase of equipment and tools and developmental projects. The GoG has been committing to education with total government expenditure for education at 16% and GDP for education at 5% in the past 5 years.

39. After the project implementation period, teachers would continue to receive periodic up-grading as part of the MOE's Continuous Professional Development (CPD) program, described in the Education Sector Plan for 2014-2018. In addition, the MOE would continue to support—through its regular recurrent budget—the Nursery and Infant Field Officers to provide instructional support to nursery and Grade 1 teachers in the classroom. With regard to the ECE Resource Kits, these would need to be re-supplied several years after project completion due to normal wear-and-tear in the classrooms. Fortunately, almost all nursery education teachers are well-versed in making instructional and learning materials using locally-found, low-cost supplies, so they may be able to replace certain items from the ECE Resource Kits themselves. The mass media campaign around primary caregiver education would be continued through the communications office of the MOE. Additionally, in-person parental/caregiver education activities would be continued through the Ministry of Health's community health centers, which offer both informational materials and limited training to young parents during pre-natal, neo-natal and vaccination visits. Additionally, the nursery unit of the MOE would continue to encourage NFOs and head teachers to include primary caregiver education in PTA and other meetings with parents. Overall, the relatively low budget of this project and the fact that civil works are not included should make project activities relatively easy to sustain after the project closes.

V. KEY RISKS AND MITIGATION MEASURES

A. Risk Rating Summary

	Risk Rating	Mitigation measures
- Stakeholder Risk	Low	The MOE has carried out a Social Assessment and Amerindian People's Plan after consultations in the hinterland regions for this Project. The project is supported by the beneficiary communities and mitigation measures have been developed to address concerns. Implementation of the Amerindian Peoples Plan will be monitored throughout the project implementation.
Implementing Agency Risk		
- Capacity	Moderate	To address remaining fiduciary risks, regular internal audits would be conducted by the MOE, in addition to the annual external Project audit, with all reports shared with the Bank and posted on-line for maximum transparency.
- Governance	Moderate	To deter and sanction any corrupt or fraudulent practices, the Project would be audited annually by external auditors according to terms of reference acceptable to the Bank.
Project Risk		
- Design	Low	<p>The design of the Project is based on the MOE's Nursery Education Action Plan (part of the Education Strategic Plan 2014-2018), drew from current issues, lessons, and pilot program.</p> <p>Given challenges of reaching parents in the hinterlands and riverine areas, there is a risk that parents will not participate in the face-to-face educational programs. This risk will be mitigated through the use of multiple communication channels that can reach primary caregivers who do not attend specific parenting sessions (e.g. radio and other mass media, posters in public places, common messages at health centers, etc.).</p>
- Social and Environmental	Low	Given the Project's implementation in Hinterland Regions, the Indigenous Peoples Safeguard (OP/BP

		4.10) is triggered and the relevant instruments (Social Assessment and Amerindian Peoples Plan) have been developed along with associated consultations. In addition, the necessary Grievance Redress Mechanisms have been developed and will be implemented. The Bank team will ensure due diligence in project supervision and provide the necessary capacity building training to the implementation agency as required.
- Program and Donor	Low	To better respond to the particular challenges of primary caregiver education in the hinterland region, the project will support community consultations in this regard, and parent surveys after the first round of training.
- Delivery Monitoring and Sustainability	Low	The Project would include specific assistance for classroom observations to monitor teachers' understanding and adherence of the new literacy strategies, and for assessing usage and impact of the ECE resource kits.
Overall Implementation Risk	Low	

B. Overall Risk Rating Explanation

40. The preparation risk rating is driven largely by the relatively simple and low-cost project design, which involves no civil works or environmental safeguard issues, and by the fact that the Ministry of Education has successfully prepared several Bank-financed projects in the recent past (e.g. the Secondary Education Improvement Project (P147924) in 2013/2014, and the University of Guyana Science and Technology Improvement Project (P125288) in 2011/2012). The implementation risk rating is driven largely by low risk ratings regarding the education sector, social and environmental, sustainability and delivery monitoring, although implementation risks remain in terms of the MOE's capacity to design and deliver high-impact in-service training for nursery education teachers, and to adapt primary caregiver education for Amerindian communities.

41. In sum, this is a relatively straightforward project with a clearly defined group of nursery and Grade 1 teachers who need training, and schools that require improved provision of learning materials. Reaching the parents and caregivers with educational programs in the hinterland regions would be a challenge but the team believes this can be achieved through multiple channels, both face-to-face and using mass media. The MOE's past and ongoing experience with Bank-financed projects has been largely successful in terms of fiduciary performance.

VI. APPRAISAL SUMMARY

42. *Economic Benefits:* The expected benefits from this project include an increased number of nursery level and Grade 1 children ready to succeed at the primary education level, which will translate into 1,000 additional primary education completers from Regions 1, 2, 3, 5, 7, 8, 9 and 10 on an annual basis. While it is difficult to economically quantify these benefits due to the long time lag before these students enter the labor market (an estimated 10 years on average), it is possible to calculate the wage premiums of primary education completers compared to non-completers and to project those over a lifetime of earnings. Using the Guyana National Employment Report (prepared by the ILO in 2006 and updated to 2013 using average annual wage increase data), the wage premium between primary education completers and non-completers is estimated at US\$474 per year. Combining the increase in primary education completers due to the project (1,000) and this wage premium (which does not come into effect until 10 years after project completion), the estimated economic rate of return to this project is 10 percent, equivalent to a Net Present Value of US\$2.9 million using a 5 percent discount rate.

43. More generally, international research suggests that promoting early stimulation is likely to yield high returns in Guyana. Without receiving adequate stimulation in early childhood, children may enter school ill-prepared and be more likely to have poor academic performance, to repeat grades and to drop out of school compared to children whose cognitive skills and overall school readiness are higher upon primary school entry (Heckman and Masterov, 2007; Reynolds et al, 2001; Feinstein, 2003; Pianta and McCoy, 1997; Currie and Thomas, 1999). Investments in ECD have been linked to life-long benefits for participants and society in general, including increased wage-earning potential, decreased incarceration and lower reliance on social welfare (Hoddinott et al, 2008; Stein et al, 2008; Schweinhart et al, 2005). In a 20-year follow-up study to a randomized intervention that provided a psycho-social stimulation and nutritional supplementation intervention to stunted Jamaican toddlers (9 to 24 months) living in poverty, Gertler et al. (2013) found large effects on the earnings of program participants. Receiving an early stimulation intervention increased the average earnings of participants by 42 percent. Treatment group earnings caught up to the earnings of a matched non-stunted comparison group. These findings show that psycho-social stimulation in early childhood in disadvantaged settings can have substantial effects on labor market outcomes and reduce later life inequality.

44. *Financial management (FM)* would be handled by the Planning Unit's core fiduciary team, which is also handling the ongoing Guyana Improving Teacher Education Project (GITEP) financed by the Bank. A Financial Management Section will be included into the Project Operational Manual. Interim Unaudited Financial Reports (IFRs) would be prepared and sent to the Bank every quarter by the Project.

45. *Procurement* would be handled by the Planning Unit's core fiduciary team, which is also handling the ongoing Guyana Improving Teacher Education Project (GITEP) financed by the Bank. The Procurement Specialist (PS) has extensive experience working with the WB financed projects.

A. Other Safeguards Policies Triggered

46. The Project does not finance any construction or works and is rated Category "C".

The Indigenous Peoples Policy, OP 4.10 is triggered since the project's intended intervention areas include hinterland and riverine regions where the needs are greatest (Regions 1, 7, 8 and 9), and inhabited by Amerindian population. Consultations with the Amerindian communities and schools were conducted during project preparation in June 2014. An Amerindian Peoples Plan (IPP) and a Social Assessment have been prepared with associated consultations conducted in these regions. The expected impacts of the project on indigenous communities are positive; the main impact is expected to improve emergent literacy and numeracy outcomes for children at the nursery level and primary Grade 1 in hinterland regions and targeted remote riverine areas. The project would focus on approximately 100 nursery schools and Grade 1 primary schools located in these regions. The interventions would be in-depth and serve to develop models that could be expanded to more schools in the future. There is no school construction or rehabilitation planned in indigenous areas.

47. No adverse impacts on the environment or natural habitats are expected from project-financed activities.

Annex 1: Results Framework and Monitoring

Guyana: GPE For Early Childhood Education Project – P129555

Project Development Objective (PDO): The objective of the Project is to improve emergent literacy and numeracy outcomes for children at the nursery level and primary grade one in Hinterland Regions and Targeted Remote Riverine Areas.

PDO Level Results Indicators	Core	Unit of Measure	Baseline	Cumulative Target Values			Frequency	Data Source/ Methodology	Responsibility for Data Collection	Description (indicator definition etc.)
				2015	2016	2017				
Indicator One: Percentage of nursery students attaining at least “Approaching Mastery” level of emergent literacy	□	Percentage	September 2014 44.4%	NDA Year 1 TBD	NDA Year 2 TBD	NDA Year 2 TBD	Annual	Nursery Diagnostic Assessment Instrument (Year 1 and Year 2)	Nursery and grade 1 teachers; Head Teachers; Regional Education Officers; NCERD	A random sample (10% of the project student population) of one cohort of students will be assessed by teachers using the Nursery Diagnostic Assessment (NDA) developed by the MOE. Baseline data and data for the 2015-16 school year will be collected using the NDA (Year 1) in Sept. 2014 and Sept. 2015, respectively. The NDA (Year 2) will be used to collect data on emergent literacy in the 2016-17 and 2017-18 school years.

PDO Level Results Indicators	Core	Unit of Measure	Baseline	Cumulative Target Values			Frequency	Data Source/ Methodology	Responsibility for Data Collection	Description (indicator definition etc.)
				2015	2016	2017				
										Approaching Mastery of emergent literacy is defined as at least 50% correct responses in each required competency area (autobiographical awareness, color recognition, letter identification, and alphabet recitation).
Indicator Two: Percentage of nursery students attaining at least “Approaching Mastery” level of emergent numeracy	<input type="checkbox"/>	Percentage	September 2014 53.9%	NDA Year 1 results	NDA Year 2 results	NDA Year 2 results	Annual	Nursery Diagnostic Assessment Instrument (Year 1 and Year 2)	Nursery and grade 1 teachers; Head Teachers; Regional Education Officers; NCERD	A random sample (10% of the project student population) of one cohort of students (entering Nursery school in Sept. 2015) will be assessed by teachers using the Nursery Diagnostic Assessment (NDA) developed by the MOE. Baseline data and data for the 2015-16 school year will be collected using the NDA (Year 1) in Sept. 2014 and Sept. 2015,

PDO Level Results Indicators	Core	Unit of Measure	Baseline	Cumulative Target Values			Frequency	Data Source/ Methodology	Responsibility for Data Collection	Description (indicator definition etc.)
				2015	2016	2017				
										respectively. The NDA (Year 2) will be used to collect data on emergent numeracy in the 2016-17 and 2017-18 school years. Approaching Mastery of emergent numeracy is defined as at least 50% correct responses in each required competency area (quantity differentiation, shape identification, numeral identification, and counting fluency).
INTERMEDIATE RESULTS										
Intermediate Results (Component One): Capacity Building for Nursery and Grade 1 Teachers in Hinterland Regions and Targeted Remote Riverine Areas										
<i>Intermediate Result indicator One:</i> Number of Nursery and grade 1	<input type="checkbox"/>	Number	0				Annual	Attendance records	NCERD, MOE Assistant Chief Education Officer, Nursery	Nursery and grade 1 teachers will participate in a compulsory, annual training program

PDO Level Results Indicators	Core	Unit of Measure	Baseline	Cumulative Target Values			Frequency	Data Source/ Methodology	Responsibility for Data Collection	Description (indicator definition etc.)
				2015	2016	2017				
teachers completing the Project-financed training program										including modules on Differentiated Instruction, Phonemic Awareness, Phonics Instruction, Gender Responsiveness, and the use of Resource Tool Kits.
<i>Intermediate Result indicator Two:</i> Percentage of teachers attaining a rating of “3” or “4” (out of 4) on the Early Childhood Development Program Delivery Evaluation	<input type="checkbox"/>	Percentage	To be determined				At least once a year	Classroom observations using the Early Childhood Development Program Delivery Evaluation Checklist	M&E, Research and Development Unit; Nursery Field Officers; Infant Field Officers; retired Nursery and grade 1 teachers; Head Teachers; Regional Education Officers; Assistant Chief Education Officers for Nursery; NCERD	A random sample (one-third of the project population of Nursery and grade 1 schools) of teachers will be evaluated using the Early Childhood Development Program Delivery Evaluation Checklist developed by the MOE. The Checklist reports on the management of the teaching/learning environment, program planning,

PDO Level Results Indicators	Core	Unit of Measure	Baseline	Cumulative Target Values			Frequency	Data Source/ Methodology	Responsibility for Data Collection	Description (indicator definition etc.)
				2015	2016	2017				
										<p>program delivery, and quality of student-teacher interaction in Nursery and lower primary classrooms. A rating of “3” indicates strong teacher performance with minimal areas for improvement, and a rating of “4” indicates optimal teacher performance, on the checklist reporting criteria. Baseline would be obtained by Nov. 2014 using a sample size of 20% of the total nursery and grade 1 school population. In the event that teachers are assessed more than once per year, an average rating will be calculated.</p>

PDO Level Results Indicators	Core	Unit of Measure	Baseline	Cumulative Target Values			Frequency	Data Source/ Methodology	Responsibility for Data Collection	Description (indicator definition etc.)
				2015	2016	2017				
<i>Intermediate Result indicator Three: Direct project beneficiaries, of which female</i>	<input checked="" type="checkbox"/>	Number Percentage	0	50	50	50	Annual	Project Beneficiary Monitoring Table	NCERD, MOE Assistant Chief Education Officer, Nursery; Assistant Chief Education Officer, Primary	The direct project beneficiaries will be the sum of the approximate number of Nursery and grade 1 students in the project areas that are taught by teachers trained under the project, receive ECE Resource Kits, and parenting and the approximate percentage of these who are female.
Intermediate Results (Component Two): Provision of Early Childhood Education Resource Kits to all Nursery and Grade 1 classes in Hinterland Regions and Targeted Remote Riverine Areas										
<i>Intermediate Result indicator Four: Number of Resource Kits distributed to nursery and grade 1 classrooms</i>	<input type="checkbox"/>	Number	0	0	750		Once	MOE Book Distribution Unit; Regional Education Officer reports; Assistant Chief Education Officer, Nursery, Primary	Regional Education Officers	Kits are expected to be distributed to schools by the MOE in Year 2 of project implementation.
<i>Intermediate Result</i>	<input type="checkbox"/>	Percentage	0	0			At least once a year	Classroom observations	M&E, Research and	A random sample (one-third of the

PDO Level Results Indicators	Core	Unit of Measure	Baseline	Cumulative Target Values			Frequency	Data Source/ Methodology	Responsibility for Data Collection	Description (indicator definition etc.)
				2015	2016	2017				
<i>indicator Five:</i> Percentage of teachers observed to be utilizing the Resource Kits during post-training classroom observations								using the Early Childhood Development Program Delivery Evaluation Checklist	Development Unit; Nursery Field Officers; Infant Field Officers; retired Nursery and grade 1 teachers; Head Teachers; Regional Education Officer; Assistant Chief Education Officer, Nursery; NCERD	project population of Nursery and grade 1 schools) of teachers will be evaluated using the Early Childhood Development Program Delivery Evaluation Checklist developed by the MOE. Kits are expected to be distributed to schools in Year 2 of project implementation.
<i>Intermediate Result indicator :</i>	<input type="checkbox"/>									
Intermediate Results (Component Three): Primary Caregiver Education										
<i>Intermediate Result indicator Six:</i> A mass media campaign is implemented, promoting active primary caregiver involvement in nursery	<input type="checkbox"/>	Text	Mass media campaign is not implemented	Mass media campaign is developed	Mass media campaign is implemented	Mass media campaign is implemented	Once	MOE Public Relation team and external mass media specialists	MOE Public Relation Team	Mass media campaign is developed when audio, audio-visual, and web-based materials, as well as posters and picture booklets, have been developed and tested on a

PDO Level Results Indicators	Core	Unit of Measure	Baseline	Cumulative Target Values			Frequency	Data Source/ Methodology	Responsibility for Data Collection	Description (indicator definition etc.)
				2015	2016	2017				
school aged children's literacy and numeracy development										small scale. Mass media campaign is implemented when audio, audio-visual, and web-based messages are diffused; and posters and picture booklets are distributed, in hinterlands and targeted riverine areas.

Annex 2: Detailed Project Description

GUYANA: EARLY CHILDHOOD EDUCATION PROJECT

Component 1: Capacity Building for Nursery and Grade 1 Teachers (US\$650,000)

1. The objective of this component is to improve the quality of instruction and learning at nursery and Grade 1 levels, by strengthening teachers' content knowledge and pedagogy, particularly for the implementation of new strategies for the development of emergent literacy and numeracy skills.

2. More specifically, approximately 440 nursery and Grade 1 teachers would be trained in: (i) instructional strategies for the emergent literacy and numeracy programs, using the locally-developed Roraima Reader series, large picture books (so-called "Big Books"), and individual student workbooks, in addition to play-based learning activities and experiential approaches; (ii) effective utilization of the MOE's emergent literacy and numeracy benchmarks and standards, to measure student progress through the curriculum; (iii) procedures for proper administration and usage of the Nursery Diagnostic Assessment; (iv) cross-curricular planning and differentiated instruction; and (v) working with parents on promoting emergent literacy and numeracy. In addition, all nursery and Grade 1 teachers working in underserved hinterland and riverine regions would receive training in the use of the ECE resource kits to be provided under Component 2, which provide student-centered materials to develop literacy and numeracy skills through play-based activities, as well as fine motor skills and social skills.

3. The in-service teacher training program would be developed for ECE to support this effort, as a collaborative effort between the MOE's nursery and primary education departments, MOE's training center - the National Center for Education Research and Development (NCERD), the Cyril Potter College of Education (CPCE) and the University of Guyana (UG). The training is provided by the NCERD, though it will be developed through a collaborative effort. The project would support technical assistance (national and international) each year for the development of the training materials and the training of trainers. A wide range of ECD stakeholders would be invited to review this training design, after which it would be revised and rolled-out to nursery and Grade 1 teachers. Training¹³ will be for 5 days each year. Training will either occur during July and August, or after Nursery classes end at noon during the school year. In total, training will occur for 3 weeks over the three-year period of the Project. Differentiation in training will not be necessary since none of the teachers have received this training before.

4. Following this training, teachers would be visited up to twice per semester in their classrooms in order to observe and support the implementation of instructional methods and student-centered learning activities acquired during the training. Classroom observations would be carried out by the Monitoring, Evaluation, Research and Development (MERD) Unit of the MOE, Nursery and Infant Field Officers (NFOs and IFOs), retired and active Head Teachers, and retired NFOs, all of whom would receive training from the MOE on how to conduct classroom observations. Again, differentiation in training will not be provided, since none of the observers have received this training before. Observers would use a standardized classroom observation

¹³ The class size for teacher training could range between 30 and 40 participants, depending on the region.

instrument (already developed by NCERD) to assess the classroom environment, teachers' instructional strategies and planning, and various measures of student engagement and learning activities. This would not involve examination of records or administrative tasks, but would be solely aimed at providing instructional support. The project would support the transportation costs of the observers and in a few cases the temporary recruitment of additional Field Officers to visit the most remote schools.

Component 2: Improved Supply of Teaching and Learning Materials (US\$400,000)

5. Under this component the project would support the procurement and distribution of ECE resource kits to all nursery and Grade 1 classes in the Hinterland regions and in targeted riverine areas, along with a Teachers Manual for their use. Resource kits would be provided to all nursery and Grade 1 classes and extra kits would be provided for teacher training, primary caregiver education sessions, and Learning Resource Centers doing early learning activities. These resource kits would promote more experiential and inquiry-based learning activities for children, enabling them to learn independently and in small groups through play (Annex 5 provides a list of the proposed materials). Such materials encourage team building and cooperation, as well as independent self-regulatory behavior in children as they are encouraged to make choices and persevere at tasks until a goal is accomplished. Also included would be a manual to guide teachers in developing teaching and learning materials from locally available materials that are culturally specific to the learning environment. The project would also support the monitoring and evaluation of the use and impact of the ECE resource kits in a representative sample of nursery and Grade 1 classes, which would inform future revisions of the kits' contents and/or of the associated teacher training program.

Component 3: Primary Caregiver Education¹⁴ (US\$350,000)

6. Primary caregiver education aims to further support the development of emergent literacy and numeracy among nursery and Grade 1 children in participating schools and their siblings. Due to their geography the hinterland and riverine regions present significant challenges to actively encourage primary caregiver engagement in early childhood education. These include transportation difficulties between home and school, and the irregular and migratory work of many parents who must leave home for months at a time (to the gold mine fields, fishing grounds, livestock grazing lands, etc.). To address this, the project would (i) target caregivers more broadly (not just mothers and fathers), and (ii) use multiple channels (building on existing structures) to reach these caregivers with common messages even if they are not able to attend specific face-to-face sessions. The project will ensure that the same key messages on primary caregivers' role in supporting the development of emergent literacy and numeracy are reinforced across the multiple communication channels.

¹⁴ Note that this component will focus on messages promoting parents' role in developing children's emergent literacy and numeracy; however, messages on other aspects of child development (as identified in the community consultations) will be included as possible.

7. The Project would support:
- a. Community consultations regarding primary caregiver engagement in children’s learning would be conducted in selected hinterland and riverine communities. This would inform the focus of the key messages, the design of the activities, and the methodology (ies) for training primary caregivers. In addition, the project would finance technical assistance for the design of the primary caregiver training, training of trainers, and development of learning materials for primary caregivers and children. Finally, to assess the effectiveness of the primary caregiver education, short surveys on a sample of parents and caregivers will be conducted to obtain feedback to improve future activities.
 - b. Face-to-face sessions with primary caregivers would be designed and implemented on a monthly basis at school PTA meetings, parent-teacher conferences, parent days, Learning Resource Centers, clinic, community health worker (CHW) home visits etc. A facilitator would be trained (existing Head Teacher, Nursery Field Officer, nursery or Grade 1 teacher, CHWs) to lead structured small-group or individual sessions with opportunities for primary caregivers to practice interactive activities with their children and receive feedback from the facilitator. Primary caregivers would also receive and/or make simple learning aids as part of these sessions (e.g. picture books, dolls or other toys made with local materials) to be used to promote continued engagement with their child at home. Special outreach (e.g. flyers to primary caregivers, calls from teachers, radio where available etc.) would be used to motivate caregivers to attend these sessions.
 - c. A mass media campaign would be used to complement these face-to-face strategies and reinforce messages about caregivers playing a critical role in their children’s development of emergent literacy and numeracy (“being their child’s first teacher”), and giving them tips on how to actively do this. The campaign could include: a web-based campaign; DVDs and CDs diffusing information at the local level to community-based groups (church groups, etc.), shops, health centers and LRCs; radio and television ads; instructional posters; picture booklets; and possibly “information-push” campaigns through broadcast messaging to all cell phone owners.

Component 4: Project Implementation Support, Administration and M&E (US\$300,000)

28. This component would support project implementation and administration, and ensure appropriate monitoring and evaluation of project implementation and impact, as well as of fiduciary matters. No separate Project Implementation Unit would be established. Rather, the Assistant Chief Education Officers for Nursery and Primary Education would be the de facto project managers making the key policy and programmatic decisions, in consultation with the Chief Education Officer and Chief Planning Officer. To support the day-to-day implementation of these decisions, they would be supported under the project with a qualified, local nursery technical coordinator who would coordinate with other MOE departments, the regions, and fiduciary staff in the MOE Planning Unit, and others as necessary. The project would also finance annual external audits and the standard bi-annual project supervision missions to monitor and support the project’s implementation.

Annex 3: Implementation Arrangements
GUYANA: EARLY CHILDHOOD EDUCATION PROJECT

Project Institutional and Implementation Arrangements

1. The Ministry of Education would be responsible for implementing the Project. Under the Education Act, Chapter 39 - Laws of Guyana, the Ministry of Education is, *inter alia*, responsible for (a) setting, enforcing, and providing resources for the implementation of education policy; and (b) the governance and operations of the teacher training institutions. The Project's components would be executed over a period of three years, from 2015-2018.

Project administration mechanisms

2. The activities proposed under the Project would be considered as part of the day-to-day work of the MOE; hence it does not require the establishment of a parallel structure or a specific Project Implementation Unit. Various departments and divisions of the MOE would be responsible for the technical aspects of the Project, as well as for monitoring of the Project development indicators. Details of the institutional roles and responsibilities are specified below for each of the subcomponents of the Project.

3. A Nursery Technical Coordinator (NTC) with qualifications, experience, and TORs satisfactory to the World Bank would be hired and maintained in the MOE as a condition of effectiveness. S/he would be responsible for efficiently and effectively carrying out the day-to-day technical management and monitoring of the project, as per instructions issued by the MOE's Chief Education Officer and the Assistant Chief Education Officers for Nursery and Primary Education. The NTC would prepare project implementation progress reports, and coordinate Project implementation, including procurement, accounting, disbursement, financial management, and other Project-related activities. The NTC would also coordinate Project implementation among MOE departments and report directly to the Assistant Chief Education Officers for Nursery. To ensure smooth coordination of Project implementation and communication among the major actors, the NTC would also act as the main liaison with: (i) the Bank, and (ii) the Financial and Procurement staff at the MOE Planning Unit.

4. Nursery Technical Coordinator responsibilities include:

- Facilitating the planning of Project components and activities, under the direction of the Assistant Chief Education Officers for Nursery and Grade 1 Education;
- Monitoring and following up on all results for output, outcome indicators and ensuring accurate, timely, and continuous monitoring and evaluation of the Project;
- Planning the implementation activities of the Project;
- Facilitating Project reporting including disbursements, accounting, and audit related matters;
- Fulfilling all reporting requirements of the Project, as well as general implementation

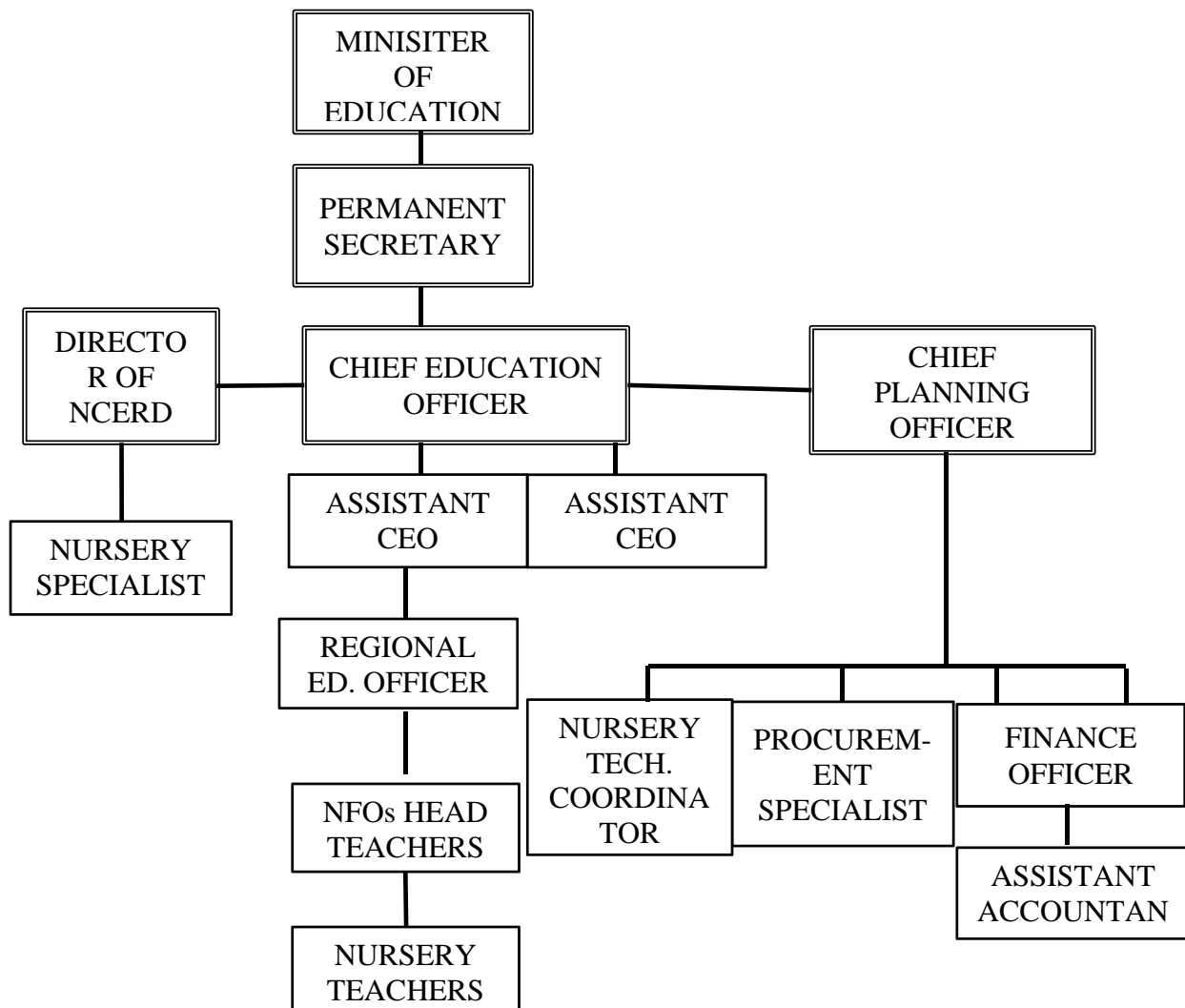
aspects, as needed.

5. The Procurement Specialist of the MOE's Planning Unit currently handling procurement work the Improving Teacher Education Project (GITEP) will be responsible for all aspects of procurement related to the Project.

6. The Financial Officer and the Assistant Accountant under the GITEP will be responsible for all aspects of financial management, accounting and auditing services.

7. The following organizational chart illustrates the main actors involved in the implementation and supervision of the Project.

Guyana Early Childhood Education Project (GECEP) Implementation Structure



Financial Management, Disbursements and Procurement

Financial Management

8. *Project Entities.* The overall responsibility for the Project's Financial Management would lie with the fiduciary staff attached to the Project Team that manages both the Improving Teacher Education Project, and the Secondary Education Improvement Project. Overall financial management would be under the responsibility of a Finance Officer. He would be assisted by an Assistant Accountant who has been working with the Bank's projects for several years and has previous accounting experience in the private sector.

9. *Accounting System.* The MOE Planning Unit uses QuickBooks accounting software to record, manage, and report its Project transactions. An accounting system, also QuickBooks based, has been used by other three on-going Bank-financed projects. Similarly, the Access-based reporting system developed for preparing Interim Financial Reports under the Improving Teacher Education, UG Science and Technology Support, and Secondary Education Improvement Projects should be expanded to include this new Project. It was agreed that the expansion of the reporting system would include modalities for enhancing its interconnectivity with QuickBooks in order to eliminate manual input of data that would be required for preparing the new Project's Interim Financial Reports.

10. *Financial Management Procedures.* The financial management section of the Operations Manual (OM) for the Improving the Teacher Education Project has been adapted to cover the requirements of the new Project. Presently, the OM incorporates the key financial procedures for all major financial transactions that would cover the needs of the Early Childhood Education Project. It also includes the procedures on budgeting, reporting, and internal control.

11. *Reporting and Monitoring.* Interim Unaudited Financial Reports (IFRs) would be prepared by the fiduciary staff and sent to the Bank every quarter. One single set of reports would be used for monitoring Project implementation and as the basis for disbursement (see the section below on disbursement). To this end, the IFRs would include an Executive Summary covering the overall status of Project implementation, the description of the status of the attainment of key performance indicators, a summary of the physical progress of Project implementation, and the status of procurement. Agreement would be reached on the IFR format and content prior to and confirmed during negotiations. The IFRs would include: (i) sources and uses statement; (ii) use of funds by Project component; (iii) use of cash; (iv) six monthly forecasts every three months, upon which the disbursements will be based; and (v) notes to the financial statements. It would also include reconciliation statements of Designated Account and Local Currency Project Account.

12. As they would be used for disbursements, IFRs would be sent to the Bank each quarter, within 45 days after the end of each such period. The IFRs would serve as a basis for the annual audited financial statements. The supporting documentation of the financial statements would be maintained by the fiduciary staff and made easily accessible to Bank's supervision missions and to the external auditors. All financial reports would be made public.

13. *Internal control and Internal Audit.* The Project Team has prepared a Project Operations Manual (OM) which includes all financial rules and regulations. The expenditures of the Project would be reviewed by the internal auditors of the Government and summary of the internal audit findings will be shared with the Bank on a half yearly basis.

14. *External Audit.* The Project accounts would be audited by the Auditor General of Guyana. If support is needed, the Auditor General would hire a private auditing firm to conduct the audit. However, the final audit opinion would be issued by the Auditor General. The audit would be conducted using the International Auditing Standards or INTOSAI standards, which are acceptable to the Bank. The Appraisal Mission reviewed the TORs for the audit for the Project and agreement on the audit TORs has been reached.

15. *Supervision Plan.* Given the relatively limited capabilities within Guyana, financial management supervision would focus on: (i) the evolution of the internal control mechanisms of the Project with more frequent and intensive transactions testing; (ii) more frequent consultation with the Internal Audit Department (IAD) of the MOE; and (iii) review of the quarterly IFRs, which would help monitor financial performance of the Project. FM staff would undertake at least one supervision mission every year. The overall financial management system of the Project would be monitored on an on-going basis to ensure it continues to be satisfactory.

16. *Disbursement and Flow of Funds.* The Bank would disburse the proceeds of the Grant into a segregated Designated Account (DA) denominated in US dollars in the name of the Project, held at a commercial bank to be designated by the Bank of Guyana (Central Bank). The Project would maintain a segregated local currency Project Account at the Bank of Guyana to finance day-to-day expenditures of the Project. The Grant proceeds would finance eligible expenditures to support key Project activities to be included in the Project's annual implementation plan and included in the MOE's capital budget approved by the GoG. The initial advance would be provided on the basis of a withdrawal application and the projected expenditures during the period covering Grant effectiveness until the end of the second quarter following Grant effectiveness. After the initial advance, disbursements under the Project would be on the basis of quarterly advances linked to the IFRs. Details of the flow of funds arrangements are provided in the Operations Manual.

Disbursements

17. *Disbursement Arrangements.* Disbursement under the Project would be in the form of Advances, Direct Payments, Special Commitments, and Reimbursements. Disbursements for Project eligible expenditures via the US Dollar denominated DA under the Project would be reports-based. Funds would be transferred periodically from the DA to a Project Account, which would be denominated in Guyana Dollars. Both accounts would be segregated. The DA would be opened at a commercial bank designated by the Bank of Guyana (Central Bank) and the Project Account would be opened at the Bank of Guyana. Disbursements on the basis of direct payments would be fully documented. The minimum application size for Direct Payments, Special Commitments, and Reimbursements is US\$100,000 equivalent and expenditures paid out of the DA should be reported quarterly.

18. *Initial Advance.* An initial advance would be made upon Grant Effectiveness. The initial

advance would be provided on the basis of a withdrawal application and the projected expenditures during the period covering Grant Effectiveness until the end of the quarter following the quarter after effectiveness (a period up to six months).

19. *Subsequent Advances.* Subsequent advances for disbursements via the DA would be made on the basis of the IFRs, which would include a cash forecast statement of the funding needs for the next two quarters.

20. *Direct Payments.* Disbursements could be made on the basis of direct payment to suppliers, contractors or service providers. The applications for direct payments would be fully documented and would include the original records evidencing eligible expenditures such as invoice and receipts.

21. *Retroactive Financing.* No retroactive financing is required as part of this Grant.

22. *Disbursement Schedule.* The following table specifies the category of Eligibilities that may be financed out of the Financing (“Category”), the allocations of the amounts of Financing to each Category, and the percentage of expenditures to be financed for Eligible Expenditures in each Category.

Category	Amount of the Grant (USD)	Percentage of Expenditures to be Financed
(1) Goods, non-consulting services, consultants’ services, Training and Operating Costs for the Project	1,700,000	100%
TOTAL AMOUNT	1,700,000	

Procurement

23. Procurement would be carried out in accordance with the Bank “Guidelines: Procurement of Goods, and Non-Consulting Services under IBRD Loans and IDA Credits and Grants by Bank Borrowers, January 2011,” and “Guidelines: Selection and Employment of Consultants under IBRD Loans and IDA Credits and Grants by Bank Borrowers, January 2011” and the provisions stipulated in the Grant Agreement (GA). The various procurement actions under different expenditure categories are described in general below. For each contract to be financed under the GA, the various procurement or consultant selection methods, the estimated costs, prior/post review requirements, and time frame have been agreed between the Recipient and the Bank in the Procurement Plan (PP). The PP will be updated at least annually or as required to reflect the actual project implementation needs and improvements in institutional capacity. A General Procurement Notice (GPN) in UNDB and Specific Procurement Notices (SPN) will be published for all ICB procurement and Consulting contracts as per Guidelines as the corresponding bidding documents and Request for Proposal (RFP) become ready and available.

Procurement Arrangements

24. *Works:* No works are to be financed under the Project
25. *Procurement of Goods and Non-Consulting Services:* Procurement of goods and services other than consulting services would include: Early Childhood Education Resource Kits (see Annex 4 for details), reading and picture books, supplies, etc. Procurement of goods would be carried out using International Competitive Bidding (ICB), National Competitive Bidding (NCB) Shopping and other methods indicated in the GA. Procurement would be carried out using the Bank's Standard Bidding Documents and other sample documents and templates, all agreed with the Bank. The procurement methods thresholds and prior review thresholds for Goods are indicated in the table below. Domestic preferences in accordance with clause 2.55 and Appendix 2 of the Guidelines will not apply.
26. *Selection of Consultants:* Consultants' services contracts procured under this Project would include: development of teacher training materials and delivery of training of trainer workshops, analysis of Nursery Diagnostic Assessment results, capacity building for Nursery and Grade 1 teachers, among others, etc. The following selection methods would be used: Quality and Cost Based Selection (QCBS); Least Cost Selection (LCS); Selection Based on Consultants' Qualifications (CQ); Individual Consultants, and other selection methods indicated in the GA. The Project staff selected competitively under the previous Bank projects would be hired on a Single Source Selection (SSS) basis, subject to the Bank's prior review and approval. The selections would be done using the Bank's Standard Request for Proposal (RFP) and other sample documents and templates, all agreed with the Bank. Short lists of consultants for services estimated to cost less than US\$100,000 equivalent per contract may be composed entirely of national consultants in accordance with the provisions of paragraph 2.7 of the Consultant Guidelines.
27. *Operating Costs (OC):* "Operating Costs" means reasonable expenditures directly related to the Project, incurred by the Recipient, through its Ministry of Education (which expenditures would not have been incurred absent the Project), including the costs of office supplies and other consumables, salaries of incremental staff of the Planning Unit of the Ministry of Education, communications, printing services, charges for the opening and operation of bank accounts, postage and handling, travel, transportation, accommodations and *per diems*.
28. *Training Costs:* The Project would finance trainings (workshops, etc.), as needed. The trainings would be carried out according to training plans, which the Project staff will revise semi-annually and as needed and submit to the Bank for approval prior to implementation. The expenses will be covered under training category and disbursed based on SOE.
29. *Procurement methods thresholds and prior review thresholds:* The following procurement methods thresholds and prior review thresholds will be used:

Expenditure Category	Contract Value (Thresholds) US\$ thousands	Procurement Method	Contracts Subject to Prior Review
1. Goods			
	>150	ICB	All
	50-150	NCB	1 st two contracts
	<50	Shopping	None
	Regardless of value	Direct Contracting	All
2. Consulting Services			
3.1 Firms	>100	QCBS, QBS, FBS, LCS	All
	<100	QCBS, QBS, FBS, LCS, and CQS	1 st two contracts and all TOR's by TTL
	Regardless of value	Single Source	All
3.2 Individuals	Regardless of value	IC	All TORs by TTL, and all > US\$50,000

Procurement Plan

30. A Procurement Plan (PP) was developed during Project Appraisal and has been finalized in January 2015. It would provide information on procurement packages, methods, Bank review and times for procurement and implementation. This Plan would be agreed upon between the Recipient and the Bank team during Negotiations, and would be available at the Implementing Agency's project database and on the Bank's external website. The PP would be updated in agreement with the Bank team annually or as required to reflect the actual project implementation needs.

Frequency of Procurement Supervision

31. In addition to the prior review supervision to be carried out by the Bank team, post reviews would be carried out once per year. It is expected that a supervision mission in the field would be conducted every six months during implementation. As a minimum, one post review report, which will include physical inspection by the Bank's technical expert of sample contracts, including those subject to prior review, will be prepared each year.

Assessment of the agency's capacity to implement procurement

32. An assessment of the capacity of the Implementing Agency to implement procurement actions for the Project was carried out by the Bank's Procurement Specialist (PS). The assessment reviewed the organizational structure for implementing the Project and the interaction between the

Project's staff responsible for procurement and the Ministry's relevant central unit for administration and finance.

33. Procurement would be carried out by the procurement team of the MOE's Planning Unit coordinated by a Nursery Technical Coordinator and in particular by a PS who has been working on the Bank-financed Guyana Improving Teacher Education Project (GITEP). GITEP is still on-going and it is expected that most of its procurement activities would be completed by the third quarter of 2014 and that the procurement workload would allow the PS to also handle procurement under GECEP. The PS has gained significant experience in Bank procurement during the implementation of the GITEP and EFA-FTI Projects.

34. The overall risk for procurement under the GECEP is considered Low, subject to the risk mitigation measures.

Environmental and Social (including safeguards)

35. The Project does not finance any construction or works and is rated Category "C".

36. The Indigenous Peoples Policy is triggered since the project's intended intervention areas include hinterland and riverain regions where the needs are greatest (Regions 1, 7, 8 and 9), and inhabited by Amerindian population. Consultations with the Amerindian communities and schools were conducted during the project preparation since June 1, 2014. An Indigenous Peoples Plan (IPP) and a Social Assessment have been prepared with associated consultations including these regions. The expected impacts of the project on indigenous communities are positive; the main impact is expected to improve emergent literacy and numeracy outcomes for children at the nursery level and primary Grade 1 in hinterland regions and targeted remote riverine areas. The project would focus on approximately 100 nursery schools and Grade 1 primary schools located in these regions. The interventions would be in-depth and serve to develop models that could be expanded to more schools in the future.

Monitoring & Evaluation

37. The MOE's Acting Chief Education Officers for Nursery and Primary, and the Nursery Technical coordinator would be responsible for project monitoring and evaluation with guidance and support from the Planning Unit. It would send Quarterly and Annual Progress Reports to the Bank, including on progress toward indicators and targets described in the Results Framework (Annex 1). The Nursery team including Assistant CEOs for Nursery and Primary and the Specialist at the NCERD would also participate in formal implementation supervision missions along with Bank supervision teams, to track progress in achieving Project outcomes.

Role of Partners

38. Given that the GPE is financing 100 percent of the Project costs, with no IDA financing involved, the Bank's partner is in fact playing key financial and technical roles in the Project. GPE technical staff have followed this preparation process and provided comments to the Project

Concept Note. The local education donors group, specifically UNICEF, has been cooperative in sharing knowledge and experience and documents in early childhood development with the Bank team. Local Education Group (LEG) participated in reviewing the Education Strategic Plan (ESP) and appraising ESP, which is the core document around which the Project has been designed. The Bank has developed close partnerships with the GPE, UNICEF, UNESCO and other local education sector partners. The Bank, GPE and UNICEF would work closely with the MOE to ensure harmonized Project implementation, M&E and supervision arrangements the Project.

Annex 4: Estimated Project Cost Summary by Component
Guyana GPE Grant for Early Childhood Education Project
Coverage: Hinterland Regions and Riverian Areas

Fiscal Year*	2015	2016	2017	Total US\$	As % of Total
Component 1. Capacity Building for Nursery and Grade 1 Teachers	205,423	207,923	236,654	650,000	38.2%
Component 2. Provision of Early Childhood Education Resource Kits to all Nursery and Grade 1 classes	315,000	50,000	35,000	400,000	23.5%
Component 3. Parental/Caregiver Education	89,500	130,250	130,250	350,000	20.6%
Component 4. M&E, Project Implementation Support and Administration	93,300	95,800	110,900	300,000	17.6%
Grand Total	703,223	483,973	512,804	1,700,000	100.0%

*World Bank Fiscal Year is from July 1 - June 30

Annex 5: ECE Resource Kit Items

QUANTITY.	UNIT	DESCRIPTION	UNIT COST \$G	TOTAL COST \$G
NUMERACY				
5	pk	Stackable cubes- colored	580	2900
1	bx	wooden shapes 210pcs	1995	1995
1	bx	numeracy flash cards	495	495
2	pk	mini clothes pins 50pcs	495	990
1	set	Dominoes	1000	1000
1	set	wooden block set colored	8995	8995
1	set	tiny stars (80pcs)	4000	4000
1	bag	mega blocks big building bag (80pcs)	4000	4000
ARTS AND CRAFTS				
2	pk	5pc water color brush set	595	1190
1	set	junior rubbing plates	2640	2640
2	pk	fun sponges 7pcs	450	900
6	btls	tempera paint	400	2400
1	pk	artist aprons (12pcs)	1800	1800
1	pk	assorted cookie cutters (101pcs)	2000	2000
4	pins	plastic rolling pins	495	1980
SCIENCE AND INQUIRY				
2	pk	magnifying glass set	495	990
1	puzzle	metamorphosis floor puzzle	1995	1995
1	puzzle	under the sea puzzle	550	550
1	puzzle	insect wood puzzle	550	550
2	pk	natural world reptiles	450	900
2	pk	natural world safari animals	450	900
1	set	primary science set	4000	4000
1	book	first human body encyclopedia	2000	2000
1	book	national geographic first animal encyclopedia	1698	1698
1	book	national geographic first space encyclopedia	1698	1698
1	set	magnets	1830	1830
LITERACY				
	puzzle	alphabet and numbers foam puzzle	1995	1995
2	set	magnetic letters and numbers	1000	2000
2	pk	fruit	395	790
MUSIC				
	set	Band in a box	4990	4990
SOCIAL STUDIES				
	deck	national symbols memory game flash cards	550	550
MISCELLANEOUS				
		6 cookie pans	695	4170
	tub	giant storage tub	9495	9495
4	pairs	plastic blade scissors	395	1580
KIT COST			G\$	79,966
			US\$	\$400

Annex 6: Guyana Budget for Nursery Education Budget (in US\$)

	2014	2015	2016	2017	2018	Total
01 Teacher Salaries	5,479,608	5,553,363	5,900,010	6,139,928	6,425,606	29,498,514
02 Teacher Training	221,784	219,975	342,148	290,105	303,835	1,377,847
03 Classrooms (infra new maint)	2,225,010	2,249,344	3,010,073	2,547,464	2,573,182	12,605,073
04 Sch. Administrative Staff Salaries	3,045,745	3,235,932	3,437,524	3,651,184	3,877,617	17,248,002
05 Text Books	388,848	409,210	429,571	449,932	470,293	2,147,855
06 Exercise Books	29,797	31,357	32,917	34,477	36,038	164,586
07 School Feeding	2,011,381	1,960,461	1,994,284	1,976,165	1,954,728	9,897,019
08 Cont Prof Devmt (CPD)	20,490	21,563	22,636	23,709	24,782	113,181
09 Hinterland Education Imp.	9,221	9,704	10,186	10,669	11,152	50,932
10 Learning Materials (CDs, ICT, Science Modules)	21,613	22,745	23,877	25,008	26,140	119,383
13 Literacy and Numeracy Prog.	230,517	242,588	254,658	266,729	278,799	1,273,291
Nursery Domestic Funding*	13,684,014	13,956,241	15,457,884	15,415,372	15,982,173	74,495,684
Total Nursery Estimated Cost (ESP Table IX.3)	16,361,739	18,880,188	21,802,691	22,135,700	23,477,807	102,658,126
Total Education Sector Estimated Cost (ESP Table IX.1)	177,544,382	190,939,193	206,919,256	221,145,841	237,538,237	1,034,086,908
Nursery as % of Total Education Sector	9.2%	9.9%	10.5%	10.0%	9.9%	9.9%
GPE for Early Childhood Education (US\$1.7 million)	-	700,000	850,000	150,000	-	1,700,000
Nursery with GPE's US1.7 million		19,580,188	22,652,691	22,285,700	23,477,807	104,358,126
GPE Support as % of total sub-Sector Funding	-	3.7%	3.9%	0.7%	0.0%	1.7%

Note: Detailed domestic budget is from the MOE's Costing Model.