

TC Document

I. Basic Information for TC

▪ Country/Region:	GUYANA
▪ TC Name:	Support for Education Sector and its Transformation
▪ TC Number:	GY-T1189
▪ Team Leader/Members:	Rieble-Aubourg, Sabine (SCL/EDU) Team Leader; Bos, Maria Soledad (SCL/EDU) Alternate Team Leader; Agustina Thailinger (SCL/EDU); Alejandra Forero Perez (SCL/EDU); Centeno Lappas, Monica Clara Angelica (LEG/SGO); Devindranauth Bissoon (INE/CGY); Gabriela Gambi (SCL/EDU); Hoepel, Lucas A (VPC/FMP); Nalini Kulpa (VPC/FMP); Payen, Patricia Yamilee (VPC/FMP); Ramjag, Leticia A (CCB/CGY) Lappas, Monica Clara Angelica (LEG/SGO); Devindranauth Bissoon (INE/CGY); Gabriela Gambi (SCL/EDU); Hoepel, Lucas A (VPC/FMP); Nalini Kulpa (VPC/FMP); Payen, Patricia Yamilee (VPC/FMP); Ramjag, Leticia A (CCB/CGY)
▪ Taxonomy:	Operational Support
▪ Operation Supported by the TC:	GY-L1079.
▪ Date of TC Abstract authorization:	09 Feb 2023.
▪ Beneficiary:	Ministry of Education (MOE) in Guyana
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding:	OC SDP Window 2 - Social Development(W2E)
▪ IDB Funding Requested:	US\$150,000.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period (which includes Execution period):	24 months
▪ Required start date:	September 1, 2023
▪ Types of consultants:	Individuals
▪ Prepared by Unit:	SCL/EDU-Education
▪ Unit of Disbursement Responsibility:	CCB/CGY-Country Office Guyana
▪ TC included in Country Strategy (y/n):	Yes
▪ TC included in CPD (y/n):	Yes
▪ Alignment to the Update to the Institutional Strategy 2020-2023:	Social inclusion and equality; Institutional capacity and rule of law

II. Description of the Associated Loan

- 2.1 The loan operation “Support for Educational Recovery and Transformation” (GY-L1079), currently under preparation and expected to be approved in September 2023, aims at supporting the transformation of the education sector in Guyana to meet the requirements of the 21st century. The loan GY-L1079 is part of a Conditional Credit Line (CCLIP; GY-O0009) “Transforming Guyana’s Education Sector” for US\$160 million with two independent operations. The operation GY-L1079 is the first loan under the CCLIP for US\$90 million. The CCLIP’s objective is to contribute to the development of the human capital needed to manage and drive economic growth and diversification as outlined in Guyana’s National Development Plan. The specific objectives of the first operation are: (i) improve and expand access to safe and improved learning environments in selected schools; and (ii) expand and improve educational services for vulnerable students. The executing agency for this loan

operation is the Ministry of Education (MOE) and its existing Project Implementation Unit (PIU).

- 2.2 To achieve these specific objectives, the first operation has the following two components: **Component 1 Creation of improved physical and digital learning spaces**, in which loan resources will finance the construction of 6 new primary schools and the rehabilitation of at least 19 primary schools located in the Hinterland regions (1, 7, 8, and 9). The MOE is revising the design guidelines for primary schools to ensure that they meet the requirements of the renewed curriculum, the standards outlined in the Information and Communication Technology (ICT) strategy in terms of connectivity and access to digital devices, and the Education Management Information System (EMIS); and **Component 2 Improving the quality of services for vulnerable students and students with disabilities and special needs (SEND)**, in which students in select schools will receive tutoring services, and an adaptive learning platform for Mathematics and Language Arts (English) will be piloted in primary schools with existing connectivity. In addition, the Regional Special Needs Education Diagnostic and Treatment Center (RSNEC) will receive more support to expand its services throughout the country to screen, assess and diagnose students with special needs and disabilities, and provide better and more services to students who have been diagnosed. The loan will also support a project management team and all expenses related to the implementation and evaluation of the project.

III. Objectives and Justification of the TC

- 3.1 **Objective.** The objective of this Technical Cooperation (TC) is to support the MOE in the start-up and implementation of loan operation Support for Educational Recovery and Transformation (GY-L1079), providing assistance to the executing agency in technical and operational aspects, with a particular focus on the physical and digital infrastructure component (Component 1) and the inclusive education component (Component 2) of the loan operation, and the design of evaluations required for the loan.¹
- 3.2 **Learning environments in Guyana are inadequate and conditions are unequal.** Guyana's school infrastructure is dated and lacks access to key basic services and connectivity. Results of a 2022 school mapping exercise show that 44% of primary schools require rehabilitation, extensions due to overcrowding, and provision of basic services. Furthermore, schools are dated and do not correspond to the designs and characteristics of the 21st century. Non-academic standards for school design fail to meet curriculum requirements, provide proper conditions for better learning or accessibility to persons with disabilities, and ensure resilience to climate challenges. In addition, there is a wide gap in the quality of school infrastructure and access to services between coastal and Hinterland areas. Loan operation GY-L1079 will finance the construction of 6 new primary schools and the rehabilitation of at least 19 primary schools located in the Hinterland regions. Support is needed for the review and update of MOE's non-academic standards for school design, the design of development and construction documents for a prototype primary school, the evaluation of local available building materials and design options for construction and rehabilitation work, and the design of an assessment instrument to evaluate schools' needs in terms

¹ This TC has been requested by the Government of Guyana and as such it is included in the Guyana 2023 Country Program Document (IDB's 2023 Operational Program Report).

of digital infrastructure, digital skills training of teachers, and needs of the larger community.

- 3.3 Guyana has advanced key policies towards inclusive education for students with disabilities and learning difficulties, but services are unequal and not sufficient.** Guyana passed the Persons with Disabilities Act (2010), drafted an Inclusion Policy (IncP), and included working towards an inclusive education system in the current Education Sector Plan. However, there are still students with disabilities and learning difficulties who have not been properly evaluated and are not receiving appropriate services, materials and technologies to support their inclusion in regular schools; and data on these students exist only for some regions. Loan operation GY-L1079 will finance tutoring services, an adaptive learning platform, and the expansion of the RSNEC's services. Support is needed for updating the format and content of the Individual Education Plans (IEPs).
- 3.4 Strategic alignment.** This TC is consistent with the Second Update to the Institutional Strategy (UIS) 2020-2023 (AB-3190-2) and it is strategically aligned with the development challenges of (i) social inclusion and equality, by targeting vulnerable regions and expanding students' access to quality basic education; and (ii) institutional capacity and rule of law, by providing support for the improvement of the MOE's capabilities to provide quality services (Component 1) and for the update of Individual Education Plans (IEPs) (Component 2). The TC is also consistent with the Sector Framework Document for Skills Development (GN-3012-3), by ensuring access to high-quality and relevant learning opportunities throughout life. Finally, it is aligned with the current IDB Guyana Country Strategy 2017-2021 (GN-2905), which prioritizes delivering critical infrastructure to facilitate human capital development. In addition, this TC is also aligned with the Strategic Program for Development Financed with Ordinary Capital (OC SDP) Window 2 - Social Development (W2E) (GN-2819-14).

IV. Description of activities/components and budget

- 4.1** To achieve its objective, the TC has the following components:
- 4.2 Component 1. Support for the physical and digital infrastructure component (US\$80,000).** This component seeks to support the MOE/ Project Implementation Unit (PIU) in the design, execution and supervision of the infrastructure component of loan operation GY-L1079. In particular, a consultant will be hired to support the MOE in: (i) the review of MOE's guidelines (non-academic standards) for school design; (ii) site visits to a select group of targeted schools for rehabilitation to explore local available building materials and design options to be used for the construction and rehabilitation work planned under the loan operation; and (iii) preparation of Terms of Reference and bidding documents required for the civil works. In addition, TC resources will finance an individual consultancy to design the assessment instrument required to evaluate the specific needs of each school targeted under the loan in terms of digital infrastructure, digital skills training of teachers, and needs of the larger community. The outputs of this component will be: (i) updated MOE guidelines in terms of school design; (ii) assessment of local available building materials and design options and report with findings from the school site visits; (iii) TORs and bidding documents for civil works; and (iv) assessment tool that can be used and applied in all schools to assess school specific needs related to digital infrastructure and skills training.
- 4.3 Component 2. Support for the inclusive education component (US\$20,000).** This component will finance an individual consultancy that will support the MOE in the

updating of the format and content of the Individual Education Plans (IEPs) envisioned under loan GY-L1079 once the new assessment and diagnostic tools are acquired by the MOE. The output of this component will be a revised format for the IEPs.

- 4.4 **Component 3. Support for the design of evaluations under loan GY-L1079 (US\$40,000).** TC resources will finance an individual consultancy that will support to the MOE/ PIU and the Bank in the design and setting up of mechanisms and procedures required for the evaluation and monitoring activities outlined in the Monitoring and Evaluation Plan of the loan. The output of this component will be semi-annual supervision reports, including updates on relevant data collection and analyses, reports, and/or presentations as required by the MOE and the Bank.
- 4.5 **Expected Results.** Expected products of this TC include updated MOE guidelines for school design, assessment of local available building materials and design options and report with findings from the school site visits, assessment tool to evaluate schools' needs in terms of digital infrastructure and skills training, updated Individual Education Plans (IEPs), and semi-annual supervision reports. The main expected result of this TC is that it will provide inputs to support the physical and digital infrastructure and inclusive education components in loan operation GY-L1079, and the design of evaluations required for the loan.
- 4.6 **Budget.** The total cost of the TC is US\$150,000 financed by the OC SDP Window 2-Social Development (W2E). A counterpart funding is not expected. The indicative budget is presented below:

Indicative Budget (US\$)

Activity/Component	IDB/W2E	Total Funding
Component 1: Support for Physical and Digital Infrastructure	80,000	80,000
Component 2: Support for Inclusive Education	20,000	20,000
Component 3: Support for the design of evaluations	40,000	40,000
Contingency	10,000	10,000
TOTAL	150,000	150,000

- 4.7 **Monitoring.** The development of all products will be closely coordinated by SCL/EDU who will provide guidance to ensure that the products meet the needs and standards of the Bank. The Team Leader will be responsible for monitoring activities in the field, and continuous progress meetings with the counterparts and consultants.

V. Executing agency and execution structure

- 5.1 By the Government of Guyana's request, this TC will be executed by the IDB. The Education Division of the IDB's Social Sector (SCL/EDU) will have technical and disbursement responsibility. All activities financed with TC resources will be carried out in close relationship with Guyana's Ministry of Education (MOE). According to Annex ii of the OP-619-4, execution by the Bank is justified when there is a need for strong technical, operational or institutional capacity to duly and timely execute the activities provided in the respective project. Given its technical, operational and institutional capacities, SCL/EDU is in the best condition to fulfill the aforementioned functions.
- 5.2 **Procurement.** The activities to be executed are included in the Procurement Plan (Annex IV) and the Bank will contract individual consultants, consulting firms and other services in accordance with current Bank procurement policies and procedures. The Bank will contract the services of individual consultants in accordance with Section

AM-650 of the Administrative Manual “Complementary Workforce”; logistics and other related services in accordance with the IDB Corporate Procurement Policy (GN-2303-28); and consulting firms for services of intellectual nature in accordance with the Policy for the Selection and Contracting of Consulting Firms for Bank-Executed Operational Work (GN-2765-4) and its Operational Guidelines (OP-1155-4).

- 5.3 **Intellectual Property.** All deliverables and any other material prepared under this TC are the sole and exclusive property of the Bank, and as such, the Bank has title, rights (including copyrights) and exclusive interests in the ownership of said products.

VI. Major issues

- 6.1 As this TC exclusively produces reports and study documents, which will be carried out through individual consultancies and firms contracted by the Bank, no substantial fiduciary, macroeconomic, or accountability risks have been identified.

VII. Exceptions to Bank policy

- 7.1 There are no exceptions to Bank Policy.

VIII. Environmental and Social Strategy

- 8.1 This TC is not intended to finance pre-feasibility or feasibility studies of specific investment projects or environmental and social studies associated with them; therefore, this TC does not have applicable requirements of the Bank's Environmental and Social Policy Framework (ESPF).

Required Annexes:

[Request from the Client - GY-T1189](#)

[Results Matrix - GY-T1189](#)

[Terms of Reference - GY-T1189](#)

[Procurement Plan - GY-T1189](#)