

TC Document

I. Basic Information for TC

▪ Country/Region:	GUYANA
▪ TC Name:	Support for Strengthening Instructional Leadership at District and School Levels
▪ TC Number:	GY-T1193
▪ Team Leader/Members:	Rieble-Aubourg, Sabine (SCL/EDU) Team Leader; Agustina Thailinger (SCL/EDU); Alejandra Forero Perez (SCL/EDU); Blasco, Ivana (SCL/EDU); Elacqua, Gregory Michael (SCL/EDU); Gabriela Gambi (SCL/EDU); Juan Margitic (SCL/EDU); Nalini Kulpa (VPC/FMP); Payen, Patricia Yamilee (VPC/FMP); Ramjag, Leticia A (CCB/CGY); Sara Vila Saintetienne (LEG/SGO); Tamagnan, Marie Evane (SCL/EDU), Sabine (SCL/EDU) Team Leader; Agustina Thailinger (SCL/EDU); Alejandra Forero Perez (SCL/EDU); Blasco, Ivana (SCL/EDU); Elacqua, Gregory Michael (SCL/EDU); Gabriela Gambi (SCL/EDU); Juan Margitic (SCL/EDU); Nalini Kulpa (VPC/FMP); Payen, Patricia Yamilee (VPC/FMP); Ramjag, Leticia A (CCB/CGY); Sara Vila Saintetienne (LEG/SGO); Tamagnan, Marie Evane (SCL/EDU)
▪ Taxonomy:	Operational Support
▪ Operation Supported by the TC:	GY-G1009.
▪ Date of TC Abstract authorization:	March 2023
▪ Beneficiary:	Guyana
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding:	Global Partnership for Education Fund(GPE)
▪ IDB Funding Requested:	US\$200,000.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period (which includes Execution period):	12 months
▪ Required start date:	May 15th, 2023
▪ Types of consultants:	Firm and individual; international organization
▪ Prepared by Unit:	SCL/EDU-Education
▪ Unit of Disbursement Responsibility:	SCL/EDU-Education
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2020-2023:	Social inclusion and equality

II. Description of the Associated investment grant

- 2.1 The objective of this Technical Cooperation (TC) is to support the design and implementation of the Global Partnership for Education (GPE) System Transformation Grant (STG) “Strengthening Instructional Leadership at District and School Levels” (GY-G1009) in Guyana. The TC funds will support the preparation of project documents required for the STG based on the findings of the Partnership Compact (PC). The PC, which aims at supporting the transformation of Guyana’s education system, identified the following priority reform: ***Strengthening Instructional Leadership at District and School Levels: Promote equitable learning by***

strengthening culturally responsive and effective instructional leadership and improved accountability at the district and school levels.

- 2.2 The PC was developed between September 2022 and February 2023 by the Ministry of Education of Guyana (MOE), in collaboration with the Local Education Group (LocalLEG), following GPE guidelines, and under the technical guidance of the International Institute for Educational Planning (IIEP/UNESCO), the grant agent for the first phase of the System Capacity Grant that financed the development of the Compact. The PC focuses on the strengths and challenges of the Guyanese education system in relation to the identified priority reform.
- 2.3 In January 2023, the Inter-American Development Bank (IDB) was selected by the Guyanese MOE and the LocalLEG as the Grant Agent for the STG, with the IIEP/UNESCO as the lead technical partner. The focus of the STG program is to realize the above-mentioned priority and contribute to the achievement of Guyana's overall education and development goals and United Nations Sustainable Development Goals (SDG4), both of which call for equitable quality education for all.
- 2.4 Based on the results of the Education Sector Analysis conducted by the MOE and Guyana [Education Sector Plan 2021-2025](#), as well as the [Enabling Factor Analysis \(EFA\)](#), the Compact confirmed that access to education in Guyana is unequal at primary and secondary, and low in secondary education. MOE data from 2017 shows that children in hinterland regions 1, 8, and 9 have some of the highest out-of school rates, with 2.8%, 5.8%, and 1.3% respectively. At the secondary level, is equal to 63%, low compared to Latin America and the Caribbean's (LAC) average of 77.5%.¹ In 2019, completion rate for secondary school was 41.4% for males and 57.3% for females.² Likewise, while 94% of Afro Guyanese complete lower secondary education only 69% of Indigenous individuals do.³ Moreover, student achievement is low and unequal. National assessment data (2018) shows that among 4th-graders, only 42% and 37% meet MOE's standards for English and Mathematics respectively (defined as achievement of at least 30 points out of 60). As in other Caribbean countries, girls outperform boys in literacy and numeracy.⁴ While overall student performance is low, important regional differences exist: students in the Hinterlands perform significantly below the national average. In 2019 only 48% and 36% of 6th-grade students in riverine and hinterlands areas respectively achieved MOE's standards in English, compared to 61% in coastal areas.⁵
- 2.5 To address these inequities, the [ESP 2021-2025](#) concluded that strengthened district and school leadership was urgently needed to achieve its policy priority of "Improving governance and accountability", and ultimately contribute to equitable learning outcomes. This was reaffirmed during the Partnership Compact development process. Given Guyana's rich diversity, district and school leaders must be able to create relevant and culturally responsive learning environments that respond to unique needs, challenges, and opportunities of the different localities of Guyana. However, the [EFA](#) confirmed that district and school leaders have poor resources and capacities

¹ CIMA (2019) and World Bank's World Development Indicators – WDI (2018).

² CIMA (2019).

³ See: <https://publications.iadb.org/publications/english/document/Latin-America-and-the-Caribbean-in-PISA-2015-How-Do-Boys-and-Girls-Perform.pdf/>.

⁴ See: <https://publications.iadb.org/publications/english/document/Latin-America-and-the-Caribbean-in-PISA-2015-How-Do-Boys-and-Girls-Perform.pdf/>.

⁵ See: <https://education.gov.gy/en/index.php/policies/sector-plan>

to lead educational transformation. Regional Education District Officer (REDO) can be under-sourced in terms of human resources, materials, and equipment⁶, which can be attributable to remoteness and difficult terrain, high cost of living and limited technology in some regions, but also to bureaucratic processes and inefficiencies and inconsistencies in resource allocation and distribution mechanisms⁷. nor do they receive professional development to build that knowledge and skills. Furthermore, neither district nor school leaders in Guyana receive clear orientations and guidance on their roles and responsibilities nor do they benefit from the professional development and training needed to build that knowledge and skills. They are not equipped with the right tools and guidance to be culturally responsive and effective instructional leaders in their schools and districts. Inadequate selection and promotion policies, insufficient monitoring, limited access to data, especially on vulnerable groups, and poor engagement of parent and community stakeholders further contribute to the problem.

- 2.6 The objective of the Global Partnership for Education (GPE) System Transformation Grant (STG) in Guyana is to achieve “Improved quality, equitable participation and achievement in basic education for the sustainable development of Guyana”. The specific objectives of the grant are: (i) strengthening school and district leadership; and (ii) improving sector management. It has the following components: (a) capacity building and leadership training; (b) improving sector management; and (c) improved collaboration. The STG is expected to be presented to the Board of Directors at the IDB on October 5, 2023. The STG has the following components (see Project Profile for details).
- 2.7 **Component 1: Capacity Building and Leadership Training.** The aim is to equip district and school leaders for leading transformation in schools and districts, with specific attention to inclusion and culturally responsive leadership by (a) conducting a capacity needs assessment, and (b) establishing a leadership academy.
- 2.8 **Component 2: Improving Sector Management.** The aim is to strengthen the accountability and resource allocation system, and the Education Management Information System (EMIS).
- 2.9 **Component 3: Improved Collaboration.** The aim is to improve coordination among schools, regional departments, and central units of the MOE through the establishment of more effective communication mechanisms at the central, regional, district and school levels.

III. Objectives and Justification of the TC

- 3.1 The objective of this TC is to support the design of the investment grant “Strengthening Instructional Leadership at District and School Levels” (GY-G1009) (STG by the GPE) in Guyana to achieve “Improved quality, equitable participation and achievement in basic education for the sustainable development of Guyana”. The TC will support the preparation of the investment grant through the financing of technical assistance (TA) for both technical and operational work required for its design and approval.
- 3.2 During 2022, the GPE, the MOE and the Development Partners (DPs) participating in the LocalLEG developed first the [EFA \(2022\)](#) and the Guyana Partnership Compact

⁶ See [EFA Review](#).

⁷ Partnership Compact (2022).

(PC) under the technical leadership of the International Institute for Educational Planning (IIEP)/UNESCO. The EFA analyzed the following four areas: data and evidence; gender-responsive planning, policy, and monitoring; sector coordination; and volume, efficiency, and equity of domestic financing. The PC defines a comprehensive roadmap to achieve the transformation of education in Guyana through sound sustainable reform of district and school leadership. To confirm the EFA findings and the PC proposal, the IIEP and MOE organized various stakeholder consultations with all DPs, REDOs, MOE officials, and other key stakeholders during 2022 and developed the concept of theory of change for the proposed operation.

- 3.3 **Strategic Alignment.** The TC is consistent with the Second Update to the Institutional Strategy (UIS) (AB-3190-2) and is strategically aligned with the development challenge of Social Inclusion and Equality, by targeting vulnerable regions and expanding students' access to quality basic education. The TC is consistent with the Sector Framework Document for Skills Development (GN-3012-3) by ensuring access to high-quality and relevant learning opportunities throughout life. It is aligned with the current IDB Guyana Country Strategy 2017-2021 (GN-2905), which prioritizes delivering critical infrastructure to facilitate human capital development. It is aligned with the objective of the GPE STG of unlocking systemic bottlenecks and achieving system transformation.⁸

IV. Description of activities/components and budget

- 4.1 To achieve its objectives, the TC has the following two components:
- 4.2 **Component 1. Action Plan for EMIS and Leadership Training (US\$118,150).** This component seeks to support the Grant Agent in the preparation of the System Transformation Grant by providing the required TA for the preparation of the technical work required for project preparation. In particular, TA will be financed to: i) design a leadership academy that will train school leaders and leaders at the 11 educational regional offices in Guyana (including Georgetown) as well as a continuous professional development program for these target groups; (ii) conduct studies on resource allocation systems in the education sector (i.e. financial, human resources); (iii) prepare additional sector studies (gender, diversity); and (iv) prepare an action plan to expand the use of the EMIS in schools and regional offices. The output of this component is a detailed description of each component, including budget estimates, timelines for implementation of activities, procurement requirements, indicators for the results matrix, selection criteria, theory of change, a literature review, and monitoring and evaluation proposals for each component. The expected output for this component is the development of an implementation and management plan for the leadership academy and EMIS.
- 4.3 **Component 2. Preparation of technical documents and inputs for project documents (US\$75,850).** The TC resources will finance TA to provide technical input and documents required for the project team to prepare and finalize the Proposal of Operation Development (POD), including the cost-benefit analysis, the procurement plan, the Annual Operation Plan (AOP), the Pluri-Annual Plan (PEP), budget and disbursement schedule, and evaluation plan. The TA will also be contracted to develop a Project Operation Manual (POM). The expected output from this component is the

⁸ See: [Guidelines for System Transformation Grants \(2022\)](#).

development of the monitoring and evaluation plan, cost-benefit analysis, budget and procurement plan, and POM for GY-G1009.

- 4.4 **Other (US\$6,000)** budget line is included to cover unforeseen expenses.
- 4.5 **Budget.** The total cost of the TC is US\$200,000 and will be financed through a grant from the Program Development Grant (PDG) of the Global Partnership of Education (GPE)⁹. A counter-part funding is not expected.

Indicative Budget (US\$)

Activity/Component	Description	IDB/Fund Funding	Total Funding
Component 1: Action Plan for EMIS and Leadership Training	Technical assistance for detailed design of components	US\$118,150	US\$118,150
Component 2: Preparation of technical documents and inputs for Project Documents	Technical assistance for the preparation of budget, procurement plan, cost-benefit analysis, operations manual, coordination	US\$75,850	US\$75,850
Other		US\$6,000	US\$6,000
Total		US\$200,000	US\$200,000

V. Executing agency and execution structure

- 5.1 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. However, the activities financed with TC resources will be carried out in close collaboration with Guyana's MOE. According to Appendix 10 of the Operational Guidelines for Technical Cooperation Products (GN-2629-1), execution by the Bank is justified when there is a need for strong institutional, operational, and technical capacity to execute the activities contemplated within a technical cooperation. In this case, execution by the Bank is justified because the Institutional Capacity of the MOE is limited to collaborating with four agencies (IEP-UNESCO, GPE, MOE, IADB). Given its technical and operational knowledge and experience, SCL/EDU is in the best condition to fulfill the aforementioned functions. The Ministry of Finance (MOF) has submitted a letter of non-objection, requesting that the Bank will be responsible for project execution.
- 5.2 In January 2023, the IDB was selected by the Guyanese MOE and the LocalLEG as the Grant Agent for the STG, with the IIEP/UNESCO as the lead technical partner (see ¶5.3).

⁹ The PDG to be executed by the IDB was approved by the GPE Secretariat on March 14th, 2023, and a letter of commitment was received in April 2023.

- 5.3 As the executing agency of the TC, the Bank will be responsible for: (i) identifying the studies and technical work required for the execution of the TC; (ii) selecting and hiring consultants to provide the necessary services; (iii) supervise the consulting services that the beneficiary provides technical inputs to; and (iv) manage the execution and delivery of consulting services. The MOF has submitted a letter of non-objection, requesting that the Bank will be responsible for project execution. This will include all aspects of project management, including the administration of resources, and the contracting of specialized consulting services in accordance with Bank policies and procedures.
- 5.4 **Procurement.** All activities to be executed under this TC have been included in the Procurement Plan (see Annex IV) and will be contracted in accordance with Bank policies as follows: (a) AM-650 of the Administrative Manual “Complementary Workforce”; (b) 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); and (iii) for logistic services and other related services, the Corporate Procurement Policy (GN-2303-28) will apply.
- 5.5 **Single-Source Selection.** In July 2022 the IDB became accredited with the GPE. In January 2023, the IDB was selected as Grant Agent for the GPE’s STG together with the IIEP/UNESCO as lead technical partner. In accordance with GN-2765-4 4.1.3 (d), IIEP/UNESCO will be directly contracted as technical partner for the execution of the Grant for approximately US\$118,150 for the design of the components 1-3. IIEP/UNESCO has developed the Partnership Compact (PC) document which provides the basis for this TC and the STG (see ¶12.2). IIEP/UNESCO is qualified and considered an agency with exceptional worth for the assignment in accordance with 4.1.3(d) of the Policy for the Selection and Contracting of Consulting Firms for Bank-executed Operational Work (GN-2765-4). The IIEP is a specialized agency within the United Nations (UN) to support educational policy, planning and management (<https://www.iiep.unesco.org/en/institute>) and has long worked with the MOE in Guyana.
- 5.6 **Monitoring.** The project team will be responsible for the review of all technical and financial reporting. The Team Leader will be responsible for annual monitoring of activities in the field, and continuous progress meetings with the counterparts and consultants. The project team will be responsible for the preparation and submission to the donor of the project reporting, in compliance with the stipulations of the Financial Procedures Agreement between GPA and IDB following section 10.2.
- 5.7 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 There are no major issues associated with this TC.

VII. Exceptions to Bank policy

- 7.1 No exceptions to the Bank’s policies are expected from the execution of this TC.

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-T1193](#)

[Results Matrix - GY-T1193](#)

[Terms of Reference - GY-T1193](#)

[Procurement Plan - GY-T1193](#)