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STAFF APPRAISAL REPORT

GUYANA

SECONDARY SCHOOL REFORM PROJECT

May 15, 1996

**Human and Social Capital Development Group
Country Department III
Latin America and the Caribbean Region**

Currency Equivalents

Currency Unit	=	Guyanese Dollar (G\$)
US\$1.00	=	G\$143.00
G\$1.00	=	US\$0.006993

Fiscal Year

January 1 - December 31

School Year

September 1 - June 30

Glossary of Abbreviations and Acronyms

ACEO	Assistant Chief Education Officer
CDIU	Curriculum Development and Implementation Unit
CEO	Chief Education Officer
CHS	Community High School
CIMAT	Curriculum, Instructional Materials and Assessment Team
CPCE	Cyril Potter College of Education
CXC	Caribbean Examinations Council
DEO	District Education Officer
DES	District Education Supervisor
DCEO	Deputy Chief Education Officer
DPS	Deputy Permanent Secretary
EPU	Education Planning Unit
EU	European Union
GSS	General Secondary School
GTU	Guyana Teachers Union
ICB	International Competitive Bidding
IDA	International Development Association
IDB	Inter-American Development Bank
IRC	Incremental Recurrent Cost
LIB	Limited International Competitive Bidding
MEC	Ministry of Education and Cultural Development
MOF	Ministry of Finance
MPWCR	Ministry of Public Works, Communications and Regional Development
NCB	National Competitive Bidding
NCERD	National Centre for Education Resources Development
PAP	Public Administration Project
PEIP	Primary Education Improvement Programme (IDB financed)
PIU	Project Implementation Unit

PS	Permanent Secretary
PSC.....	Public Service Commission
PT	Primary Top (Secondary Department of Primary School)
RA	Regional Administration
RDC.....	Regional Democratic Council
REdO.....	Regional Education Officer
RExO.....	Regional Executive Officer
RMT	Reform Management Team
SAC	Social Awareness Campaign
SIAC.....	School Improvement Advisory Committee
SIMAP.....	Social Impact Amelioration Programme
SIP	School Improvement Plan
SIS	School Information System
SME.....	School Mapping Exercise
SSEE.....	Secondary School Entrance Examinations
SSPE.....	Secondary School Proficiency Examinations
SSRP.....	Secondary School Reform Programme
TSC.....	Teachers Service Commission
TA.....	Technical Assistance
UG	University of Guyana
UNICEF.....	United Nations Children's Fund
UNDP	United Nations Development Programme

GUYANA

Secondary School Reform Support Project

Staff Appraisal Report

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This report is based on the findings of an identification mission which visited Guyana in September/October 1994 consisting of Messrs./Mmes. Hideki Mori (LASHC, Mission Leader), Michael Potashnik (LASHC) and Lola Williams (Consultant); an pre-appraisal mission in March 1995 consisting of Messrs./Mmes. Hideki Mori, Carolyn Winter (HDD), John Anderson (Consultant) and Gus Brest van Kempen (Consultant), a Jamaica study-tour in March 1995 participated by Messrs./Mmes. Kenneth Hunte (Special Advisor to the Minister), Evelyn Hamilton (Chief Planning Officer), Edward Williams (Assistant Chief Education Officer, CHS), Ruth Downer (Curriculum Development Officer) from Guyana's Ministry of Education and Cultural Development (MEC), accompanied by Bank staff Messrs./Mmes. Hideki Mori, Michael Potashnik, Ginger Reich (LASHC) and Carolyn Winter; visit of Guyanese delegation in May 1995 consisting of Dr. Kenneth Hunte and Mrs. Evelyn Hamilton (Chief Planning Officer, MEC); an appraisal mission in June 1995 participated by Messrs./Mmes. Hideki Mori, Michael Potashnik, Carolyn Winter, Doug Adkins (Consultant), Gus Brest van Kempen, Lola Williams and Adelle Brown (Consultant). Peer reviewers were Messrs./Mmes. Vincent Greany (ASTHR), Alfonso de Guzman (EA3PH) and Carolyn Winter (HDD). Managing Director, Project Advisor and Country Sector-Leader were Messrs. Paul Isenman, Robert Crown and Julian Schweitzer. Administrative and secretarial assistance was provided by Mmes. Nelly Vergara and Lucine Juskalian (LASHC).

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BASIC DATA SHEET

	Guyana	Year	Source
A. General Country Data			
1 Population Estimates (Thousand)	806	1992	a
2 Population Projection (Thousand)	900	1992	c
3 GNP per Capita (US\$)	525	1994	e
4 Average Annual GNP Growth Rate (1980-91)	-3.8	1980-1991	c
5 Area (thousand Km ²)	215	1992	a
B. Social Indicators			
1 Crude birth rate (per 1000)	26	1992	c
2 Crude death rate (per 1000)	7	1992	c
3 Average annual rate of population growth (%)	1.1	1960-1992	c
4 Total Fertility Rate (Births per Woman)	2.6	1987-92	b
5 Infant Mortality Rate (per 1000 live births)	48	1987-92	b
6 Life Expectancy at Birth (years)	64.6	1992	c
C. Education Data			
1 Gross Enrollment Rates			
Preschool	71	1988	d
Primary	112	1990	c
Secondary	58	1990	c
Post-Secondary	5.1	1988	d
2 Expenditure Data			
Total Public Education Spending (% of GDP)	3.5	1994	e
Total Public Education Spending (% Total Recurrent Expenditures)	5.9	1994	e
Total Public Education Spending (% Total Recurrent Expenditures Net of Debt Services)	12.8	1994	e
Shares of Public Education Expenditure			
Primary (%)	33	1994	e
Secondary (%)	25	1994	e
Higher (%)	20	1994	e
3 Efficiency Data			
Student/Teacher Ratio			
Primary	34	1990	c
Secondary	35	1980-85	b
Repetition Rates (%)			
Primary	4	1987-1992	b

Sources and Notes: a) World Development Report, 1994; b) Social Indicators of Development, 1994; c) UNDP Human Development Report, 1994; d) UNESCO Statistical Year Book, 1994. e) Guyana Ministry of Finance and World Bank estimates

GUYANA

SECONDARY SCHOOL REFORM PROJECT

CREDIT AND PROJECT SUMMARY

Borrower: Republic of Guyana

Implementing Agency: Ministry of Education and Cultural Development (MEC)

Beneficiary: MEC, Regional and District Education Departments, Students and Teachers of secondary schools including the 12 Pilot Schools.

Poverty: Not applicable.

Amount: Credit of SDR 11.8 million (US\$ 17.3 million equivalent)

Terms: Standard IDA terms with 40 years maturity, including 10 years of grace

Commitment Fee: 0.50% on undisbursed credit balances, beginning 60 days after signing, less any waiver

Financing Plan: See para. 3.5

Map: IBRD 25723

Project ID GY-PA-7269

1. INTRODUCTION

A. Economic and Social Setting

1.1 Guyana embarked on a radical economic reform in mid-1988, fundamentally reversing the thrust of its policies of the preceding twenty years. The change was propelled by a protracted period of economic and social decline, caused by excessive reliance on state-led economic activity and highly interventionist policies. Past mismanagement left the country in dire straits, with widespread poverty and dilapidated economic and social infrastructure. Per capita GNP of US\$525 (1994) is among the lowest in the Western Hemisphere, and despite the forgiveness of much of its bilateral component, public external debt, at US\$2,500 per capita, is one of the world's highest. Guyana needs sustained economic growth to recover lost ground. Recovery from decades of emigration of many of its most skilled citizens will take much longer.

1.2 Guyana's Economic Recovery Program, which was spearheaded by stabilization and adjustment programs with the International Monetary Fund and the World Bank, has been very successful, despite limited amounts of incremental external assistance. Within three years of commencing the program, the economy responded strongly to the improved macroeconomic management and incentive framework. Real GDP rose by an average of 8% during the four years 1991-1994. Except for bauxite, traditional industries have largely recovered, and gold mining and forestry have grown rapidly with large inflows of foreign investment. The government's current account deficit has reached manageable levels, inflation has been reduced from 100% in 1991 to 16% in 1994, and the exchange rate has stabilized.

1.3 In a context of limited budgetary resources, inefficient use of these resources, and public control of all education services, Guyana's education indicators fell from the highest to among the lowest in the Caribbean. Learning, as measured by examination outcomes, fell sharply, student drop-out rates increased, textbooks and other teaching aides disappeared from schools, and teacher quality fell as qualified and trained personnel left a sector in which salaries declined sharply.

1.4 These conditions continued to worsen in the initial phase of the recovery program, but the new democratically elected Government of 1992 placed new priority on the social sectors and increased budget allocations accordingly. Resources for the sector, however, continue to be low in spite of severely dilapidated infrastructure, a depleted teaching force and diminished institutional capacity. In this context, there is a continuing need for major external assistance.

B. Overview of the Education Sector

1.5 **Enrollment.** Guyana's education system consists of: (a) preschool education of 1 to 2 years (for 4- and 5-year olds); (b) primary schooling of 6 years duration; (c) secondary schooling of 3 to 5 years; and (d) higher education (comprising the University of Guyana, several technical institutes, a teacher training college and a small "sixth form" program in seven secondary schools). School attendance is compulsory from ages six to fourteen and a half years.

1.6 Currently, primary and secondary education gross enrollment rates are estimated to be about 95% and 60%, respectively, which compare favorably with other Caribbean countries (91% and 55% on the average, respectively). The secondary education enrollment rate is high for a low-income country and comparable to the average of upper-middle income countries (54%). Data from 1990 show that of the 90 to 95% of primary students who continue on to the seventh grade, 86%, 77%, 64% and 30%

reached grades 8, 9, 10 and 11, respectively. Enrollment in grades 10 and 11 might be even higher but for children streamed out of the system (para. 1.19). A household survey taken in 1992-1993 indicates that the very high demand for places has probably not changed materially since 1988, but with the growth of the informal economy, the labor market benefits of staying in school to receive low-quality schooling are likely to decline drastically in the future for large numbers of young people. An early indicator of possible decline is that only 63% of the enrolled students regularly attend class (1988 data).

Table 1.1: Recurrent Education Expenditures, 1994, By Region, (G\$m)

Center	Regions									Total Guyana		
	2	3	4			5	6	10	1, 7, 8, 9	Amount	%	Real Increase 1992-1994/a
	Central Ministry		President's College	Georgetown	Region 4 Other				Western Border Regions			
Nursery/b	19	29	-	40	32	15	16	16	9	175	9	152%
Primary/b/c	57	65	-	98	93	38	115	49	102	617	33	155%
Secondary/b/c	62 /d	25	51	59	123	38	22	49	26	470	25	133%
Post Secondary	381	-	-	-	-	-	-	-	-	381	20	188%
Other Education	240	-	-	-	-	-	-	-	-	240	13	93%
Total Education	683	101	145	59	261	162	75	179	91	1,883	100	142%
Culture & Other	96	-	-	-	-	-	-	-	-	96	-	58%
Total Ministry	779	101	145	59	261	162	75	179	91	1,980	-	133%

Source: Guyana Estimates of the Public Sector, 1993 and 1995 and World Bank estimates

/a Deflated using changes in the exchange rate and in international prices.

/b The distribution of 1994 expenditures among levels is derived from 1990 data for regions 2,3,5,6,7,10, from the 1993 budget submissions for regions 1,4,8,9, and from 1994 budget data for Georgetown and President's College.

/c Expenditures on secondary departments of primary schools are included under primary.

/d External examinations

1.7 Sector Finance. Guyana's economic problems have had serious consequences for the funding of education. Between 1984 and 1992, government recurrent education expenditure declined from 18% to 4%, partly due to heavier debt service obligations, but mostly due to reallocations to other categories of expenditure. The government that came into power in 1992 has increased fiscal effort for education significantly. Real education expenditures for 1994 were 42% higher than for 1992 (Table 1.1). Nonetheless, education was allocated only 6% of recurrent expenditures in 1994, a level still far below comparator countries in the Caribbean and elsewhere (Annex I, Table 6). Educational expenditures were distributed in 1994 as follows: primary (33%), secondary (25%), post-secondary (20%) and nursery and other (22%).

1.8 The years of neglect have left the sector badly weakened, and substantial injections of resources are needed to revitalize it. Resource constraints have had their greatest impact on teacher salaries, which fell below the estimated poverty level in the late 1980s and early 1990s. Low salaries and poor working conditions led to teacher flight, leaving schools understaffed and staffed by unqualified and untrained teachers. By 1990, approximately 40 percent of teachers at the primary and secondary level were in the untrained or unqualified categories. Recognizing the importance of better teacher compensation, the new government financed a large, real increase in teacher salaries at the beginning of 1994 - approximately 70% increase for most grades and somewhat higher increases in some senior grades.

1.9 Reduced education finances have also meant that less resources have been allocated to the purchase of textbooks and other learning materials. With the exception of those texts recently distributed to students in the upper secondary stream¹ in the first three years, classrooms are typically devoid of these important materials. During the past two decades, capital expenditures have been minimal and the educational plant at all levels is now severely dilapidated. Present efforts will not rapidly reverse this

¹ i.e., in the General Secondary Schools (para. 1.17).

dire situation. Education's share of budgeted capital expenditures for 1994 - 7% - was at about the same low level as recurrent expenditures. More than 90% was donor-financed and virtually none was used for secondary schools.

1.10 Performance. Guyana's education system suffers both from poor quality and efficiency. Just how poor is the performance is difficult to assess in the absence of an objective evaluation program. Despite the strong emphasis on testing in Guyana (there are five main national or international tests between ages 11 and 16), only the international test taken at age 16 (Caribbean Examination Council - CXC) is comparable over time. Taken by less-than-20% of Guyanese sixteen-year-olds who are considered to be best-prepared, this exam shows very poor performance compared to students from other Caribbean countries. In 1992, even with widespread private tutoring, only 10% of those sitting the exam passed the English test and 18% the Math. This compares with the average passing rates for 10 other Caribbean countries in 1989 of 36% in English and 33% in Math (Annex I, Table 7). The scores of Guyanese takers were also on a downward trend of 1-2% per year over the decade prior to 1992. These poor and down-trending results are a crude but clear summary indicator of the deteriorated state of Guyana's primary and secondary schools. If the best students perform at this level, how much worse off must the majority be.

1.11 Internal Efficiency. Data on internal efficiency is sparse, but repetition and dropout rates are reputed to be low in primary school. Low dropout is roughly confirmed by census data. At the secondary level, repetition is also reputed to be low, but a crude estimate for the upper stream for 1990 indicates that repetition may be much higher however - in the 20-25% range. Attendance is also known to be a large problem throughout the primary and secondary years. Incomplete 1988 school survey data indicate that on an average day somewhat less than two-thirds of the secondary students were in attendance (Annex I, Table 9). The secondary attendance problem was generally more severe in the lower streams and the higher grades. One anomaly in this picture, however, was the contrast between the attendance rate for girls in and out of Georgetown. Outside of Georgetown, upper-stream secondary girls had the best attendance rate among all streams and genders (79%); in Georgetown, by contrast, they had the worst rate (50%). This disparity in female attendance rates could indicate the particular influence of gender-specific employment opportunities in the urban labor market.

1.12 Governance of Primary and Secondary Education (Annex II). In 1985, education functions at the primary and secondary levels were decentralized under a broad decentralization program initiated in 1980. The present government has retained this structure, under which, except for Georgetown, school administration and finance are controlled by regional administrations in Guyana's 10 regions. Georgetown's schools are directly administered by the Assistant Chief Education Officer (ACEO), Georgetown but support functions are provided by the central Ministry of Education and Cultural Development (MEC). MEC's chief responsibilities are to set broad sector policy; maintain a national curriculum; develop, procure and distribute textbooks and instructional materials; coordinate national examinations; and monitor education quality nationwide. The regional administrations are appointed bodies consisting of a political council (the Regional Democratic Council) containing representatives from the major political parties in proportion to regional election results and a Regional Executive Officer (RExO) reporting to it. The latter has responsibility for the delivery of various health, agriculture, public works and education services.

1.13 In most regions, deputies in the functional areas - in education, the Regional Education Officers (REdOs) - carry out the day-to-day management of the sector and are charged with carrying out national policies, which are determined by the respective national ministries, as well as regional policies, which

are determined by the regional administrations. In their management of regional school systems, REdOs receive administrative and financial guidance from the RExOs.

1.14 MEC has significant power over appointments, including those of the REdOs. REdOs are civil servants appointed by the Public Service Commission (PSC) after consultation with MEC. MEC then assigns REdOs to the various regions. Similarly, school principals and assistant principals are appointed by the separate Teachers' Service Commission (TSC), instead of the PSC, in consultation with MEC. Except for temporary-teacher appointments, which are made directly by the regional administrations, MEC sets the qualification criteria for teachers at all levels, who are also appointed through the TSC. Teachers are paid according to a national pay scale determined by the government and revised periodically.

1.15 Budget administration in education is weak in Guyana. Although some regional administrations are more systematic than others, as a rule, rational criteria for resource allocation are absent. At the central government level, allocation of budgets to regions for education and other decentralized services has been, until very recently, negotiated directly between MOF and regional administrations with little direct input from MEC and the other line ministries. Under the new practice, MEC is responsible for reviewing and clearing budget submissions from regional administrations before they are sent to MOF. However, MEC lacks appropriate instruments and adequate human resources to carry out its new tasks. As a result, the budgetary influence of the regional administrations is still decisive. MEC has little scope to fund initiatives designed to accomplish national educational priorities, except in Georgetown where budget negotiations with MOF are carried out by the deputy permanent secretary of MEC. This results in widely differing levels of resources provided to individual regions (Annex III, Figure 2). For instance, secondary schools in Region 3, on one side of Georgetown, received about G\$8,900 per student in 1994, while those in Region 4, on the other side, received G\$6,500 per student. MEC has some influence over regional administrations by means of donor or government financial resources for texts, capital expenditure and special projects, as well as technical resources in areas such as training and curriculum.

1.16 Shortcomings in the structure and operation of the decentralized system have severely weakened educational management and contributed to declining education quality and to inequities in educational opportunities. Because the decentralized system still lacks appropriate instruments to hold regional administrations accountable to the MEC and its clients (students, parents and local citizens), regional education planning can be divorced from both national education policies and local concerns. In this setting, budgeting and management capacity at the school level have been greatly weakened. Although vestiges of an orderly system of school management remain, school principals are unable to employ sound planning and budgeting practices in a context where it is unclear what resources the school will receive in a given year and according to what schedule.

C. Main Issues in Secondary Education

1.17 **Introduction.** Secondary schooling is offered in three streams - General Secondary Schools (GSS), Community High Schools (CHS), and secondary departments of primary schools (Primary Tops-PT). Entrance to the different secondary streams is determined by a student's performance on the Secondary School Entrance Examination (SSEE) taken in the final year of primary school. Students scoring in the top 40 percent generally gain entrance to GSSs where the curriculum ostensibly prepares them to take the Caribbean Examination Council (CXC) examinations and possibly the General Certificate of Education (GCE), a British-based examination, in their fifth year. Lower scoring students gain entrance to the less prestigious four-year CHSs, where the last two years' curriculum is more

vocationally oriented. CHS students take the locally administered Secondary School Proficiency Examination (SSPE) in the third and fourth years. Students who do not take the SSEE, often because they exceed the age limit for the test, are only eligible to attend the secondary departments of primary schools- "primary tops", which provide three years of secondary schooling. Other students, whose parents believe it is impractical for them to travel to a more distant CHS, also enroll in the primary tops. Movement among the three streams is minimal; high CHS/PT scorers on the SSPE given at the end of year 3 are eligible to transfer to a GSS school and ultimately take the CXC examinations, but they must repeat the third year in the GSS. Very few students - less than 50 in the 1990 school year - currently make the transfer. Those not transferring are streamed out of the secondary system after three years in the primary tops and after four years in the CHS.

(1) Equity and Access

1.18 The establishment of the CHS system in 1975 was designed to give access to relevant vocational secondary education to children who were not admitted into public secondary schools or who could not afford the fees of non-government schools. The latter were subsequently absorbed into the public school system. Thus, the CHS system was intended to increase access for economically or academically disadvantaged primary graduates and did accomplish this to a certain extent. Ironically, the CHS/PT system is now the main impediment to large numbers of children gaining access to relevant skills and credentials for employment.

1.19 There are several reasons for this. First, because of low mobility to the GSS stream, children who attend CHS and PT schools, with few exceptions, do not have the opportunity to study core academic subjects beyond the 9th grade and thereafter are unable to obtain CXC passes in these subjects, which in Guyana are virtually the only secondary credentials now recognized in the labor market. Nor, in most cases, do they have the opportunity to qualify for admission to the University of Guyana. Because instruction in CHS/PT schools either stops at or does not include significant academic emphasis beyond the 9th grade, they are also poorly positioned to obtain any future locally-administered secondary credential that might gain acceptance in the labor market.

1.20 Second, adequate resources are not available to the CHSs and PTs. Effective pre-vocational secondary education, as traditionally conceived in Guyana and elsewhere, with adequately equipped shops and lower student-teacher ratios, typically requires two-to-three times the resources that effective general secondary education requires. Although available financial analysis has not established how large the financial gaps among the streams are, the CHS/PT streams appear even more starved of resources than the GSS system. Deteriorated or non-existent facilities and lack of experienced vocational teachers allow only a rudimentary implementation of the pre-vocational curriculum.

1.21 Third, even adequately financed pre-vocational education may not prepare students effectively for the labor market. International experience has shown that students in pre-vocational programs typically have poorer labor market prospects, including access to training provided by employers, than general secondary school leavers.

1.22 In theory, the SSEE assigns the less academically-inclined students to prevocational programs more appropriate to their abilities. However, high-stakes tests like the SSEE are poor instruments for student evaluation. Many of the primary school children who are streamed into the CHS and PT schools undoubtedly have the ability to succeed in a general secondary curriculum or could develop it. Some are simply poor test takers or merely had a bad test day. Some are late developers. Others are over-age and

were not allowed to take the test. Finally, a number were displaced by less able children (in SSEE terms) whose families could afford to pay for after-school tutoring.

1.23 While unification of the secondary system would ultimately be the most effective method of reducing the large inequities in Guyana's secondary education system, significant changes in curriculum, student mobility and finance would each help materially in assuring equitable access to education and employment opportunities. Specifically, a fully implemented common curriculum in the three streams, quality improvements in the CHS/PT schools, increased transfers from these schools to GSS schools in all grades, provision for studying academic subjects in CHS/PT schools, and equitably distributed school finance would remove many of the most glaring inequities.

(2) Quality Issues

1.24 Poor student achievement in all secondary streams is a consequence of interrelated deficiencies in school curricula, teacher and school-administrator training, textbook and instructional-material availability, and school equipment and infrastructure. Low performance levels in secondary schools is also a consequence of weak primary-school preparation.

1.25 **Curriculum.** The curriculum for all secondary streams in Guyana is supposed to be based on the CXC syllabus for each subject area. Although National Fourth Form Achievement Test syllabi do exist, in practice, no national curriculum guides have been distributed to teachers, and little attention has been given to the idea of a national curriculum in recent years. Few CHS/PT students receive the fourth and fifth year instruction in the CXC syllabi that is given in the GSSs. In the CHSs and PTs, teachers use eclectic sources for instructional guidance. Only the five-year GSS course attempts to actually prepare students to take the academic CXC examinations. The results cited above indicate a conspicuous lack of success. Instruction for the first three years in the GSSs is now based on texts recently produced by MEC with UNDP financing and, where available, outdated NCERD curriculum guides and CXC syllabi. Teacher curriculum guides corresponding to the texts have not been widely distributed. In most cases, overall achievement levels in the CHS/PT schools are even more inferior to those of the GSS schools than the differing ability levels of students would suggest, particularly in the critical areas of Language Arts and Math. Major variations among schools exist in instructional time allocated for these core subjects. While prevocational subjects are a prominent element in the curriculum of the CHS/PT schools (GSS schools also have compulsory prevocational studies), the results of the SSPE, taken at the end of the third year by CHS/PT students, indicate that few students have significant vocational competencies to compensate for serious basic education deficiencies.

1.26 Prior to the distribution of the GSS texts for grades 7-9, the overall approach of the curriculum in all streams had been based largely on rote learning by drill and copying into exercise books, which were, along with chalk, in short supply in many schools. Developing a common curriculum with a multi-level approach for a student population with varying learning skills, especially in Language Arts and Math, is a challenge now urgently facing Guyana.

1.27 **The Teaching Force.** Approximately 60% of the teachers in both the GSSs and CHSs are either university graduates (16%) or have completed a course of teacher training (44%), with the graduates concentrated in the GSS schools. No information is available about the teachers in PT schools. Massive emigration of skilled Guyanese has hollowed out the teacher corps as well as other institutions in Guyana. Although Guyana does not face inefficiencies in teacher utilization (teacher-student ratios of about 1:35), high teacher turnover rates and the decline in general educational standards have markedly

reduced the average skill level of secondary teachers compared to fifteen years ago. Data on teacher qualifications do not distinguish the level of training and many of the graduates and trained teachers in secondary schools have only primary training. Thus, few have the academic background necessary for the secondary subjects they teach. As a consequence, there is very low productivity in most classrooms, particularly in the CHS and PT schools, in terms of teaching and learning vis-à-vis the content and skills indicated by the formal curriculum.

1.28 The recent large real salary increase for teachers (para. 1.8) has improved teacher morale somewhat, but salaries that are still low compared to private and foreign employment, dilapidated, unsafe, unsuitable school buildings, lack of teaching materials and other supplies, high student and teacher absenteeism, and limited access to in-service training continue to make it very difficult for the government to attract and retain skilled teachers. A TS17 principal, for instance, now typically earns about US\$3,200 per annum, including allowances. This is only about US\$1,200 more than a recently hired, trained, graduate teacher earns and just a few hundred dollars more than a secondary school graduate with three CXC passes earns in the private sector. Consequently, steps need to be taken in the future to improve teachers' working conditions in the schools and to enhance their teaching skills.

1.29 Lacking training in pedagogy and in the subjects they teach, most teachers are unable to engage students in active learning or cover anything approaching the appropriate curriculum. Visits to classrooms indicated a very passive approach to teaching - students sitting at desks copying exercises or problems the teacher had written on the board and the teacher sitting at the desk observing the students or doing other work. Very little lecturing, explaining, demonstrating or discussing subjects with the class or circulating among students to check on student progress was taking place. Further, the time spent learning is significantly less than the actual time period allocated for the class.

1.30 Good supervision and technical support are key elements in curriculum reform. At present, however, teachers and schools receive inadequate support. Technical support should be provided as part of routine supervision by the principal or department head, by education officers in the regional offices, and by trained resource teachers. Generally this is not happening. The lack of supportive supervision contributes to the low observed productivity in the classroom.

1.31 For all the reasons cited, major attention needs to be paid to upgrading the teaching force. Care in recruitment needs to be made to reduce teacher turnover and, thus, to retain the results of costly in-service training.

1.32 **Textbooks and other Teaching Resources.** Except for the new texts used in GSS grades 7-9, teacher and student resources are in very short supply in all schools, particularly in the CHS/PT schools. The scarcity of resources is also acute in prevocational subjects of the curriculum: industrial arts, technical drawing, sheet metal, wood working, etc. The MEC/UNDP text book project produced a complete series of textbooks for grades 7-9 in eight subject areas using course outlines based on CXC syllabi. However, the new textbooks are not being used in CHS and PT schools. Production runs are too small even for effective GSS use, and MEC considers them too advanced for CHS and PT students. For the most part, instruction in the CHS/PT schools is based primarily on the use of exercise books. MEC needs to identify appropriate textbooks for CHS and PT students either by adapting the existing textbooks or identifying others. The lack of texts in CHS/PT schools, together with their availability in GSS schools, is a major educational and equity concern. An emergency supply project, partly funded by the Government of Canada in 1990 for five years in response to the acute shortage in the prior years, has relieved the situation temporarily. However, sustainable budgetary provision of educational supplies of all kinds needs to be provided by the Government.

1.33 **School Facilities and Equipment.** School facilities are generally dilapidated, overcrowded, unsafe and lacking furniture, laboratory equipment, shop and other instructional equipment. A large percentage of school buildings are constructed of wood. A 1992 MEC survey of secondary school facilities, with about three-quarters of the schools responding, indicated that the median age of school buildings was 37 years and that 55% of the GSS buildings and 45% of the CHS buildings were in very poor condition and in need of immediate replacement or rehabilitation due to extensive damage to roofs, foundations, stairs and floors. Eighty-six percent of the schools cited serious roof problems. To assess the full seriousness of the situation, an up-to-date, complete facilities survey by independent consultants is urgently needed.

1.34 Another facilities problem related both to original school design and to overcrowded conditions is that most schools lack single-classroom space, where the teacher and class can engage in vocal, lively learning activities without disrupting other classes. Large open space classroom areas with individual classes divided by chalkboards seriously constrain active, student-centered instruction.

1.35 Finally, school security presents a critical facilities problem with important community relations overtones. Virtually all schools in Guyana have experienced very serious security problems and have lost many of their few movable assets and even structural elements from the school buildings. The worst of these crises occurred in 1990, when failure to negotiate national security contracts led to the withdrawal of virtually the entire security force. Major deficiencies in perimeter fences and other building security devices and the lack of secure storage space need to be corrected if improved learning supplies and equipment are to be retained. Even more important is the development of a supportive community environment to make it difficult for thieves to operate with impunity.

(3) Secondary School Finance

1.36 The GSS and CHS secondary streams absorbed 25% of total government expenditure on education (Table 1.1). No estimate is available for the expenditure on primary tops, but if unit cost were one-half of that for the other streams, the percentage for secondary education would be 29%. In percentage terms, this is within the desirable range according to international norms, but it should not obscure the central financial fact that Guyana's annual expenditure per secondary student remains at a very low level - an average of US\$65 per student in GSS/CHS - and even less (US\$48 per student) when expenditures on President's College and CXC subsidies are removed (Table 1.2).

1.37 Despite data limitations which preclude a detailed analysis, unit expenditures are significantly less in CHS than in GSS, and substantially less in the PT stream even than in the CHS stream. This is probably true even when the 25% of total combined GSS and CHS expenditures on President's College and CXC subsidies, which primarily benefit some GSS students, are disregarded. There is also considerable variation among schools within all streams. Informal inspection suggests that the ranges of school unit costs in both CHS and GSS overlap considerably, with a number of CHS schools receiving unit allocations above large numbers of GSS schools. Within the GSS stream, seven schools, such as Queens College in Georgetown, offer small higher education courses to a total of only about 150 students. These two-year, "sixth-form" courses are designed to prepare students for the GCE A-Level examination, which is required for entry into the University of the West Indies and UK (but not US) universities. Undoubtedly, these sixth-form programs and the Grade 7-11 programs in the same schools have much higher than average unit costs. GSS schools at the bottom of the financial ladder, conversely, receive unit financial allocations well below the GSS average. Similarly, the least-well-financed CHS

and PT schools receive allocations below the average for their streams and far below the national average. Correcting this inefficient and inequitable situation will require timely school-level financial data, rational budget procedures (para. 1.38), and resistance to special pleading at the regional level.

1.38 As a concomitant of more equitable budgeting among schools, the allocation of educational finance among the regions also needs to be rationalized. At present, there are substantial, hard-to-justify variations in average expenditure per secondary school student among the regions. For instance, Regions 4 (outside of Georgetown) and 6 received only 67% as much per student as Regions 2 and 3 in 1994 (Table 1.2). Budget allocation procedures and budget negotiations should be based primarily on standard unit costs for both equity and efficiency reasons.

Table 1.2: Secondary Expenditures Per Student, GSS and CHS Streams, 1994, By Region

	Region									Total Guyana
	2	3	4		5	6	10	Western Border Regions (1,7,8,9)		
			President's College	George- town	Other Region 4					
Including President's College and Prorated External Exams										
G\$ mil./a	27.2	61.3	59.9	143.1	45.2	27.7	62.1	28.0	16.2	470.3
Unit Cost G\$'000 /b	10.5	8.9	196.9	7.4	6.5	7.9	6.6	11.9	13.3	8.9
Unit Cost US\$	76.4	64.1	1,427.0	53.7	46.7	57.3	47.5	85.9	96.4	64.7
Relative Unit Cost /c	118%	99%	2,206%	83%	72%	89%	74%	133%	149%	100%
Not Including President's College or Prorated External Exams										
G\$ mil.	25.2	50.9	-	123.2	37.6	21.9	48.6	26.2	15.6	349.3
Unit Cost G\$'000 /b	9.8	7.4	-	6.4	5.4	6.3	5.1	11.1	12.8	6.7
Unit Cost US\$	70.8	53.3	-	46.2	38.9	45.4	37.2	80.3	92.5	48.3
Relative Unit Cost	147%	110%	0%	96%	81%	94%	77%	166%	191%	100%

Source: World Bank estimates

Note: For General Secondary and Community High Schools. Does not include expenditures for secondary enrolment in primary schools and administrative expenditure included in the central ministry budget.

/a. Includes cost of external examinations prorated by GSS 5th Form enrollment.

/b. 1990-1991 enrollment used, except for President's College, since later enrollment data unavailable.

/c. Calculation made not including the cost for President's College in the total.

1.39 Budget procedures should also be flexible enough to deal with the special needs of schools serving remote regions. Undoubtedly, the western border regions (1,7,8,9), whose schools service vast, sparsely populated interior regions, require higher unit allocations, especially when residential facilities are involved. There has not been any budget analysis based on differential unit costs to indicate whether unit allocations, which were 71% above the national average in 1994, are appropriate. Appropriate budget formulas for schools serving remote regions would not only systematize allocations to these regions but could also be used to assure equitable finance to schools serving remote populations in several other regions.

(4) Organization and Management

1.40 The organization of secondary education in Guyana is complex. The regional structure dominates line functions in administration and educational-finance (para. 1.12), except in Georgetown, where MEC assumes the line functions of the regional administrations. The regional education officers (REOs) do not usually have deputies for secondary education; instead, they have subordinate district education officers (DEOs) and district education supervisors (DESSs), who, in turn, deal with primary and secondary schools within their districts. However, no regional or even district officers are charged with overseeing secondary education exclusively.

1.41 Despite the dominance of line functions by the regional administrations, MEC does have several significant line roles in personnel selection, curriculum decisions, and investment in the regions. Once staffing needs are determined by the regional administrations and affirmed in the budget process, for instance, MEC through the Chief Education Officer (CEO) and the deputy chief education officer for administration (DCEO/Admin) has de facto control of all permanent appointments, including those of the REOs, DEOs, school principals and non-temporary teachers.² MEC also specifies the curricula to be taught in all secondary schools. Lastly, MEC typically decides where and how donor-funded and other special projects will be administered and provides funds for them through its budget.

1.42 MEC's role in staff functions in the regions is considerably larger than its role in line functions, and it has wide responsibility for the functions listed in para. 1.12. At present, MEC administers secondary education through three officers, with each secondary stream having its own assistant chief education officer (ACEO). There are ACEOs for GSS, CHS and primary (including primary tops), who report to the DCEO/Admin. In light of Guyana's goals of unifying the secondary education system, MEC needs to institute new management arrangements to more effectively deal with such questions as a common curriculum, criteria for rational resource allocation, mobility among the streams, equity in the development of teaching materials, and improvement in MEC lines of authority to secondary schools in the regions. The line administrative structure in secondary education in the regions is also surprisingly paralleled in the administration of Georgetown schools, which are administratively fully under MEC. Here, an ACEO for all levels of Georgetown schools reports directly to the DCEO/Admin, and the three ACEOs handling staff functions for secondary education have no line authority over him or her.

1.43 Equally important to the reform of secondary education at the national and regional levels will be the decentralization of budget authority and accountability to school principals. Once school budgetary allocations are determined on the basis of systematic, rational criteria, principals need to be made responsible for designing and carrying out efficient educational programs that are consistent with national policies, for producing effective student learning outcomes, and for skillfully administering school budgets.

1.44 Public service reform is high on the Government's agenda and is being supported by the IDA under the Public Administration Project. Enhancing the ability to retain key technical and managerial staff is an objective of public management reform generally. In the area of education, MEC has found it extremely difficult to retain key educational resource staff who are essential to the implementation of educational reform in the areas of curriculum, training, assessment, and learning resources. A key issue of educational management is therefore how to recruit and retain skilled personnel in these areas.

D. Government Sector Objectives and Strategy

1.45 The Government has assigned priority to the development of its human resources, noting that the continued expansion of the productive sector and the country's ability to compete in international markets will depend on a well-educated labor force and that rehabilitation of the education sector will be required to achieve this.

1.46 In the education sector, the Government policies aim at: (a) strengthening the institutional capacity and increasing the efficiency of publicly financed education (b) enhancing the quality of

² Dejure appointment power is vested in the Teacher Service Commission.

services delivered in the basic education cycle, which consists of primary education and the first three years of secondary level education; (c) ensuring a more equitable distribution of educational opportunities and resources, and (d) utilizing budgetary resources more efficiently. The Government believes that the highest returns to educational investments can be obtained from investments in the basic education cycle and has sought to focus resources accordingly.

1.47 The MEC has drawn up a Five-Year Education Plan, which identifies these priorities and specifies how these objectives will be addressed. This document provides a basic framework within which the proposed project can support education improvement and reform. The Government has already started a process of education reform at the primary level through the IDB-supported Primary Education Improvement Programme (PEIP). The Government also applied for Project Preparation Facility for the proposed project in 1994.

E. IDA's Role and Strategy

1.48 IDA involvement in the proposed project is fully consistent with the overall Country Assistance Strategy (CAS) for Guyana, which was discussed at the Board on December 15, 1993. The CAS identified, among others, the following objectives: (a) to assist the Government in refocusing and strengthening the public sector to improve delivery of public services, especially human resources development; (b) to play a catalytic role in developing sector strategies and policies as well as in providing framework for mobilizing resources from other donor agencies; and (c) to support the rehabilitation of education facilities; and (d) to complement the PEIP.

1.49 In line with the above mentioned objectives, the SIMAP project (financed by C2358, US\$10.30 million, Project ID: GY-PA-7254 with IDB cofinancing), a social-fund-type project designed to mitigate the effects of macro-economic adjustment, has supported a variety of activities since 1993, including the preparation of a medium-term strategic plan for the education sector (IDA-financed component) and the rehabilitation of primary education facilities (IDB-financed component). The Bank Group also supported, in April, 1994, a national workshop on human resource development. This provided a forum for discussion of MEC's strategy plan for the sector by interested parties, including teachers, principals, representatives of regional administrations, teachers' unions and the general public.

1.50 The project would fully incorporate the objectives identified by the CAS and complement ongoing IDA assistance by: (i) developing measures to improve the quality and efficiency of lower secondary education and testing them at a limited number of schools in order to gain acceptance before expanding to the rest of the system, which is highly complex; (ii) supporting rehabilitation and repair of schools; and (iii) enhancing the Government's ability to design, plan for, and implement sustainable education reforms.

F. Lessons Learned From Past Operations In the Country/Sector

1.51 The proposed project would be the third education project financed by the World Bank Group in Guyana. The First Education Project (C0139:US\$2.9 million + L0583:US\$2.9 million) implemented in the early 1970s engineered the diversification of the secondary school program as well as the strengthening of guidance and testing services. On the other hand, the Second Education Project (C0544: US\$4.0 million + L1106: US\$8.00 million) from the mid-70s to the early-80s was only partially successful. One of the objectives was to establish the CHS system in order to replace PTs. Although the project established 8 model CHSs, they were not in operation by the time of loan closing when over 30%

(US\$2.6 million) of the IBRD loan amount was canceled. The Second Education Project also suffered from the lack of counterpart funds, weak managerial capability, difficulties in procuring architectural services and delays in implementing civil works.

1.52 An IDB-financed PEIP has disbursed only about US\$7 million of the US\$44.6 million loan since the agreement was signed in 1991. This is mainly because: (i) the PEIP's civil works component had to be almost completely redesigned; and (ii) the project implementation unit has been virtually independent--both physically and administratively--from MEC, and the synergy between the two has been severely limited.

1.53 Experience from the past thus suggests that projects in Guyana are likely to experience slow implementation and disbursement, mainly due to weak institutional capacity of public agencies and the Government's strict procurement review procedures (para. 3.35). Also in the past, projects often required comprehensive reformulation, suffering from overly complex design and over-dependence on conditionalities for control. On the other hand, projects which are simple in design, with well focused priorities, and flexible in implementation would have the best chance of success. There would also be a need to integrate project administration closely into the existing organizational structure in order to build institutional capacity and local ownership, thus increasing the chance of sustaining the project's impact.

2. THE PROJECT

A. Project Objectives

2.1 The primary objective of the project is to assist the Government to initiate a long-term, multi-phased education reform program to improve quality, relevance, equity and efficiency to secondary education in Guyana. More specifically, the project would aim to: (i) develop measures to improve the quality and efficiency of lower secondary education and test them at a limited number of schools in order to gain acceptance before extending the reform to the rest of the system; (ii) improve the school environment by supporting rehabilitation and repair of schools; and (iii) enhance the ability of national and regional institutions to design, plan for, and implement sustainable education reforms.

B. Project Description

2.2 The project would have the following three components: (i) Educational Program Quality; (ii) School Environment; and (iii) National and Regional Institutional Strengthening.

(1) Educational Program Quality Component (US\$2.5 million, 15% of baseline cost)

2.3 A key goal of educational reform in Guyana is to provide all children with an effective and relevant basic education, irrespective of the school stream they are attending. However, to achieve this goal, Guyana needs to identify cost-effective improvements which can be implemented on a nation-wide basis. The objectives of this component are to: (i) introduce decentralized, cost-effective, sustainable, integrated, school-based quality improvements; and (ii) develop, test and implement new and more relevant multi-level common curricula in four core subjects for the lower secondary level (Grades 7-9). For these purposes, twelve pilot schools have been selected by the Government from all streams and several geographic regions. At each school, a School Improvement Plan (SIP), incorporating school-based management concepts, would be prepared and implemented in accordance with guidelines and budget advice provided by MEC and the regional administrations (Annex V). The new curricula would be tested in pilot schools, revised accordingly and new curriculum guides would eventually be distributed to all secondary schools in Guyana.

2.4 Pilot schools would receive project inputs in the form of: (i) newly developed multi-level curricula in four core subjects for Grades 7-9; (ii) increased availability of textbooks and other instructional materials and equipment; (iii) in-service training of teachers for delivering the curriculum effectively and efficiently; (iv) training and support of principals in effective school management, including educational leadership and community mobilization. In addition, in light of the severely dilapidated condition of many of the pilot schools, rehabilitation of school facilities and acquisition of furniture are supported under the School Environment component (para. 2.23) in order to adequately support the implementation of the improved educational program.

2.5 **Support of School Management.** Each pilot school principal would prepare a school improvement plan (SIP) and revise it annually on a rolling three-year basis. It would contain, *inter alia*: (i) a description of the school's student population and teaching staff, including quantitative and qualitative information; (ii) objectives for student learning outcomes and the rationale for them, (iii) priority areas to be improved in educational quality and infrastructure with quantitative and qualitative targets; (iv) strategies to take advantage of project inputs in improving identified areas; (v) implementation strategies and sequencing, (vi) strategies to effectively involve and obtain support from

teachers, students, parents and the community, (vii) negotiated arrangements for greatly increased opportunities for students to move the pilot school and accessible schools offering upper-secondary education (if this is not available in the pilot school), and (viii) a detailed budget for the use of discretionary funds following broad MEC guidelines. In formulating their SIPs, pilot schools would be required to seek input from students, parents, community leaders, and employers. School and community participation would be formalized for each school in a small-membership School Improvement Advisory Committee (SIAC), which would participate in preparing the SIP and would approve it before submitting it for further approval by the REdO and the ACEO/Secondary.

2.6 The SIP would be prepared in accordance with MEC's SIP Guidelines, which would be drawn up and kept current by the ACEO for Secondary Education after widespread consultation at national regional, school and community levels. In assuming this responsibility, the ACEO/Secondary would receive policy guidance from the Reform Management Team (RMT; para. 3.20) comprising senior government officials, technical assistance from the Project Secretariat in the form of a school-based management specialist (para. 2.7) and budgetary guidance from the DPS/MEC, the regional administrations and the Ministry of Finance. The SIP Guidelines would describe, *inter alia*: (i) what to be included in a SIP (objectives, strategies, time-based implementation plans, management arrangements, base-line and progress indicators, etc.); (ii) how to establish a SIAC and formulate a SIP; (iii) the SIP cycle (formulation, approval, implementation); (iv) roles and responsibilities of the MEC/Project Secretariat and the Regional Administrations in providing assistance to schools, and how a school can obtain such assistance; (v) reporting requirements and supervision arrangements. The MEC has submitted the first draft SIP Guidelines for IDA's review in late November, 1995. **At negotiations, the Government provided a revised draft for IDA's review, and agreed on further revisions to be made before the guidelines are finalized (para. 3.40 (h)). Furnishing of the SIP Guidelines acceptable to IDA is a condition of effectiveness (para. 3.41 (c)).**

2.7 In order to assist the pilot schools in developing and implementing their SIPs, the project would provide school management and participatory management specialists to: (i) brief the pilot school principals in participatory-planning techniques, (ii) assist them in assembling their SIACs and preparing planning workshops at each school and (iii) help them prepare their SIPs. The school management specialist would also assist the MEC in updating the SIP Guidelines. Besides providing the specialists, the Project Director and his/her staff would give the schools continuous hands-on technical assistance in developing their SIPs and would approve their SIPs for use of project funds prior to submission to higher levels.

2.8 In order to assist school-level initiatives, the project's counterpart funds would set aside a small discretionary fund for each school to be operated and accounted by the school principal. The annual allocation to each school for this fund would be equivalent, at the outset of the project, to no less than US\$3 per student. The fund could be used to purchase goods and services (i.e., library books, un-budgeted maintenance, equipment replacement) in accordance with the SIP Guidelines. The pilot schools would specify in their SIPs what these funds and any other school-controlled funds would be used for and how they would improve learning outcomes. **At negotiations, the Government agreed that it will provide annual budget support, equivalent to at least US\$3.00 per student on the average, to pilot school discretionary funds for uses specified in their approved SIPs as part of the Government's counterpart funds for the project. (para. 3.40 (a)).**

2.9 **Training of Principals, Deputy Principals and Department Heads.** The effectiveness of school managers in designing and justifying financial support for school improvement programs would be one of the key elements in the success of these programs. One important criterion for the selection of

pilot schools has been the quality of leadership of the principal. Further training in school management, including financial and information management, educational leadership, communications skills, and community relations would also be an essential element in the success of the school improvement programs. The project would support training seminars specifically directed at school administrators. School administrators would join regional and MEC administrators in more general management training (para. 2.27), and participate in teacher training as appropriate (para. 2.18). In addition, school administrators would receive direct training in the process of developing their school SIPs and carrying out the project. They would receive direct guidance from the Project Director and his staff, from the specialists in school-based management and participatory management (para. 2.5), educational finance (para. 2.26), and from the curriculum (para. 2.14) and supervision teams (para. 2.20).

2.10 Introduction of a Common Curriculum. To improve efficiency and equitable access to quality basic education, the project would support the development of a common curriculum for Grades 7-9 and its implementation in the pilot schools. The common curriculum would use multi-level and cross-curricular approaches that presuppose that students of varying skill levels can pursue a common core of knowledge in most subject areas (Annex VI). The new curricula would be developed in conjunction with the identification of suitable, off-the-shelf supporting texts and other curricular materials, where possible. The project would provide technical assistance to the MEC's National Centre for Educational Resources Development (NCERD). As the existing NCERD is severely understaffed, the project would assist the NCERD in staffing up for the proposed project work program. Also to assist NCERD in recruiting and retaining qualified education specialists, the project would provide supplemental allowance from the counterpart funds for selected posts, as listed in Annex VIII.

2.11 Formulation of a common curriculum in four core subjects would be carried out in the following sequence: (i) language arts and mathematics; and (ii) science and social studies. Development and implementation of the curriculum guides would be on a two-year cycle, whereby the first year would be devoted to writing the guide, followed in the second year by test piloting in the project schools. Input from students, parents, teachers and employers would be sought at various stages. Although only the pilot schools would receive intensive, continuous curriculum support under the project, the curriculum guides would be finalized following test-piloting and distributed to all secondary schools in Guyana. By the end of Year 5 of the project, all four core subjects would have been written, piloted and distributed.

2.12 The project would not directly finance a new pre-vocational curriculum. Technological subject matter would be included in the science curriculum. In addition, the project would support the exploration of alternatives such as the resource and technology curricula being used elsewhere in the Caribbean through workshops and study tours. The project would be prepared to finance the cost of implementing such curricula at a select number of pilot schools on an experimental basis.

2.13 The structure and content of the common curriculum would be related to the curriculum and achievement objectives developed through the UNICEF-funded Minimum Levels of Attainment project. For each subject, the curriculum review would: (i) examine the scope, sequence and articulation of content and skills from primary level through secondary school; (ii) review appropriate off-the shelf texts and other curricular materials that might form a cost-effective basis for further curriculum development and specification of instructional methodologies; (iii) select instructional methodologies and alternative textbooks and instructional materials for all grades and levels, and (iv) identify appropriate mechanisms of continuous assessment of student learning for each grade.

2.14 The Curriculum Development and Implementation Unit (CDIU) of the NCERD is responsible for developing and implementing curriculum at the primary and secondary levels of the educational

system as well as the preparation of national examinations. For each of the four core subjects, Curriculum, Instructional Materials and Assessment Teams (CIMAT) would be established to produce the new curriculum guides and develop the basic library list (para. 2.16). Each CIMAT would comprise of (i) a senior subject specialist, and a subject specialist from NCERD; and (ii) seven practicing teachers (including one reading specialist) who would work part-time and be paid an honoraria. NCERD's Learning Resources Unit would provide periodic assistance to CIMATs. It is expected that CIMATs would confer the teams in the other core subjects in order to achieve cross-curricular consistency. In addition, the project would fund consultants who would visit Guyana approximately every two to three months to assist in curriculum implementation and field supervision. Reflecting the sequencing strategy of curriculum development (para. 2.11), a CIMAT would be established first for each of Language Arts and Mathematics, and then for Science and Social Studies. **At negotiations, the Government agreed to establish CIMATs for Language Arts and Math no later than December 1, 1996, and for Science and Social Studies, no later than September 1, 1998** (para.3.40 (b)). The project would fund each of the CIMATs for two years, initially. If needed, funding for the teams would be extended for an additional two-year period, beyond which MEC would either take over their funding or terminate them. In order to strengthen the MEC's curriculum development capability, the project would finance professional development activities such as study tours, conferences, etc.

2.15 The project would also provide technical assistance to the NCERD's Test Development Unit in the form of a short-term specialist in educational assessment to (i) assist the unit to design and implement continuous assessment in the classroom and (ii) examine the structure of testing affecting secondary students from the SSEE onward.

2.16 **Provision of Textbooks and Other Instructional Materials.** The project would provide the pilot schools with a basic library of textbooks and teaching and learning materials, as specified for each subject by the CIMAT (para. 2.14), to equip all students in the pilot schools with adequate curricular resources. Books and materials would be procured by the Project Secretariat, and distributed to schools by the Book Distribution Unit of NCERD through the applicable regional education department, until a textbook policy is developed and adopted (para. 2.17). The Procurement/Finance Coordinator of the Project Secretariat would assume management responsibility for the procurement and distribution of books and learning materials. While the texts and learning materials would be provided to students at no charge, the schools would enforce an effective policy on student financial responsibility for lost or damaged books. The project would fund a textbook specialist to help develop the basic library list and other textbook-related functions. Additional assistance would be sought from other Bank-financed projects in the Caribbean. CIMATs, with the assistance of the textbook specialist, would consult extensively with pilot school principals and teachers in developing the basic library list. In most cases, more than one text in a subject area would be selected, allowing schools to choose among alternative texts to promote different program emphases. The review would begin with textbooks produced and distributed under a recently completed UNDP-funded Textbook Program. Textbooks produced and/or widely used in the region would also be considered.

2.17 The project would also support NCERD's Learning Resources Unit in defining an appropriate overall textbook policy framework for Guyana, specifying how texts are to be selected, purchased, distributed, replaced, re-selected and funded. The textbook specialist, funded by the project, would help NCERD define and implement the overall textbook policy. **At negotiations, the Government agreed to adopt and implement such a textbook policy no later than September 1, 1996** (para 3.40 (c)).

2.18 **In-Service Teacher Training.** In spite of the presence of some dedicated and skilled teachers, the prevailing capacity of Guyana's teachers in both subject content and pedagogy is limited. Extensive

in-service training from the outset would therefore be an essential element in pilot school improvement. Pedagogical emphasis would be placed on multi-level and team-teaching methods. The Project Director, in collaboration with the ACEO/Secondary, would have overall responsibility for in-service training activities in the pilot schools. In-service teacher training services provided by the project would be carried out by the University of Guyana (UG) or a training institution acceptable to the IDA under a contract with the project and would be coordinated with relevant secondary training activities conducted by other institutions. The project would finance two consultants to assist the training institute in: (i) the development and implementation of in-service training programs and (ii) the training of field supervisors in effective classroom observation, monitoring and evaluation. In the course of developing and implementing the teacher training programs, the UG itself would be strengthened by the extensive technical assistance provided by said consultants. Consequently, the UG would be able to provide critical long-term sustainability in teacher training after project completion.

2.19 For each pilot school, the project would finance: (i) preparation of detailed teacher-training needs assessments based on the SIP; and (ii) the design and implementation of an in-service training program to address the identified training needs. The in-service training program would focus training resources on teachers who can be expected to remain with the secondary school system. Training would include subject content, use of instructional resources, classroom management, pedagogy, and use of the new curriculum guides as they become available. In-service training would comprise a summer residential program, workshops in the regions throughout the year held either at a central pilot school or a resource center and on-going classroom supervision (Annex VI).

2.20 **Supervision.** Good supervision and technical support of teachers is key to developing and maintaining quality teaching and learning. Throughout the period during which pilot schools receive continuous support, overall supervision of these schools would be carried out by the Project Secretariat. Under the management of the Project Director, the project would fund three full-time supervision teams (Annex VI). The project would finance technical assistance to train the supervision teams in: (i) effective classroom observation; and (ii) providing technical support to teachers and administrators on best pedagogical practices, classroom motivation and discipline techniques, use of new curriculum, use of instructional materials, student assessment methodologies, development of student feedback system, record keeping and collaborative teaching methods. The supervision team leader would provide supervision reports on school visits to the Project Director with copies to ACEO/Secondary and the REdO.

2.21 **Performance Monitoring.** The ultimate success of the reform program (i.e., improved achievement scores, student matriculation rates into upper secondary grades, acquisition of meaningful work, etc.) can only be detected towards the end of the project, and needs to be assessed at the school level. In order to build a basis for impact evaluation, the pilot schools would be required to continuously monitor and update: (i) school indicators, such as student and teacher attendance, the use of textbooks and other learning materials, progress in teacher training and supportive supervision, and other efficiency indicators; and (ii) indicators of student learning outcomes measured through continuous assessment. Initially, these indicators would be supplied as part of the baseline information to be included in the SIP. Initial and updated indicators would be verified by the pilot school supervision teams (para. 2.20). The Project Secretariat would assume overall responsibility to ensure that these indicators are aggregated for all pilot schools by the school information system (para. 2.29). A partial and a comprehensive analyses on changes in student performance and achievements would be carried out prior to the Mid-Term Review (para. 3.31) and upon the completion of implementation, respectively with assistance from a project-financed evaluation specialist (para. 3.29).

(2) School Environment Component (US\$11.2 million, 68% of baseline cost)

2.22 Learning at most schools (both primary and secondary) has been seriously hindered by: (i) severe decay of buildings and facilities, which frequently poses physical dangers and sanitation problems (para. 1.33); and (ii) overcrowding. Comprehensive rehabilitation (including reconstruction and extension) of about 40 primary schools (roughly 10% of all primary schools in the country) is expected to start under the IDB-financed PEIP this year. At the secondary level, limited repair work has been done or is planned at about 10 schools (roughly 10% of GSSs and CHSs; including 5 of the 12 pilot schools) under such programs as CFPF (EU financed) and SIMAP (IDB/IDA financed). Basic furniture such as student desks and chairs, bookcases, blackboards, and desks for teachers and support staff are generally inadequate and in poor repair. Equipment necessary to teach scientific and technological topics is almost entirely absent from schools. The inadequate security structures of most schools have also meant that much instructional material and equipment has been subject to theft.

a) Pilot Schools Subcomponent (US\$5.2 million, 32% of baseline cost)

2.23 In order to adequately support improvement of education at the pilot schools, the project would support: (i) building rehabilitation and renovation; (ii) extension; (iii) construction of multi-purpose laboratories; and (iv) acquisition of furniture. Because pilot schools would receive project inputs in the forms of textbooks and other instructional materials (para. 2.16) as well as furniture and equipment, security structures would be provided as part of the rehabilitation and renovation.

b) Emergency School Repair Subcomponent (US\$6.0 million, 37% of baseline cost)

2.24 The project would reserve funds for emergency repair works at non-pilot secondary schools based on the needs for: (a) structural repairs (structural frame, foundations and walls); (b) roof repairs (including weather proofing, insulation, sound separation); (c) life-safety exiting provisions (including stairs); and (d) essential repairs of utility systems, including electrical system, potable water distribution system, sewerage system and toilet blocks. Schools with the most serious life-safety violations would rate highest for inclusion among the list of schools to be repaired under this component. Such needs would be assessed through the Nationwide Physical Facilities Survey (2.28), which would include the development of criteria, agreeable to IDA, to select secondary schools to be supported. Such criteria should include: (i) repair needs identified through the Survey; (ii) student enrollment; (iii) history of repair work in recent years; (iv) regional equity; and (v) urban-rural equity. The 12 pilot schools would be ineligible under this subcomponent.

(3) National and Regional Institutional Strengthening Component (US\$2.1 million, 13% of baseline cost)

2.25 The project would support a number of interventions designed to improve education sector performance through strengthening of budget planning, organization and management, the school information system, nationwide physical facility survey, social awareness campaigns, and preparation for a follow-up project.

2.26 **Budget Planning.** During the appraisal, GOG confirmed that MEC is now responsible for the review and clearance of regional education budget submissions prior to the MOF approval, and **this was reconfirmed at negotiations** (para. 3.40 (d)). However, MEC lacks rational allocation criteria as well as

staff to facilitate the allocation of scarce resources in the education sector. The project would support the development and implementation of new budgeting guidelines, which would treat individual schools as a basic planning unit and establish rational and clear resource allocation criteria (i.e., formula based on number of students, availability of instructional materials, remoteness of location, etc.). The project would fund an education finance specialist to assist with the preparation of the guidelines. The specialist would train and work closely with the staff of the DPS/Finance, liaise closely with all the main actors in school finance including MOF, RExOs, REdOs and in MEC, the DCEO/Admin., and help the principals of pilot schools develop school-based budget systems to complement strengthened school management. The purchase or development of a user-friendly computer application, which would facilitate budgeting exercises would be supported as part of the school information system (para. 2.29).

2.27 Organization and Management. The project would support the development and implementation of strategies to improve overall effectiveness of education administration. Such strategies would be built on pertinent work carried out in the past and at present, including: (i) the draft Desk Manual for Education Managers developed by MEC with technical assistance from UNICEF; and (ii) relevant activities undertaken by the ongoing IDA-financed Public Administration Project. More specifically, the project would finance consultants for: (a) increasing scope and depth of analyses carried out by said work; (b) developing a long-term strategy and a detailed short-medium-term plan to improve management effectiveness; and (c) training of MEC and regional education department staff in general management skills (e.g., communication skills, priority management, information/file management, use of office technology, and effective leadership) and educational administration subjects (such as budget practice and school-based management systems). These activities would be closely coordinated with Budget Planning Strengthening (para. 2.26) and the upgrading of the School Information System (para. 2.29). Office equipment including PC workstations, photocopying machines, fax machines and additional telephone lines would also be provided by the project.

2.28 Nationwide Physical Facilities Survey. Dilapidation of school buildings and facilities as well as overcrowding (paras. 1.33, 2.22) would continue to be serious problems. In order to assist the Government in identifying capital investment priorities and carrying out resource planning, the project would support a detailed nation-wide survey of secondary school infrastructure to be completed during the first year of project implementation. The survey would select, based on criteria and methods agreeable to IDA, representative samples of schools offering secondary education to be examined. **Such criteria and methods to select samples will be made as a part of the Project's Operational Manual (para. 3.41 (a)).** Physical examinations of the sample schools would be preceded by the development of school design guidelines, including prototype design standards. The guidelines and standards would be used by physical examination teams as an objective point of reference. Information generated through the survey would become part of the School Information System (para. 2.29). It would also be used to develop objective criteria to determine the eligibility and priorities of secondary schools to be supported under the School Environment subcomponent of the project (para. 2.24). **As a condition of disbursement against the Emergency School Repair subcategory, the Government will complete the Nationwide Physical Facility Survey in the following sequence: (a) development of school design guidelines and standards satisfactory to IDA; (b) completion of the physical examinations of the selected samples and publication of survey reports; and (c) development and adoption of criteria, satisfactory to IDA, to be used to select schools for emergency repair (para. 3.43).**

2.29 School Information System. Lack of information on individual schools has been a major obstacle in sector management. In order to improve quality and availability of information on schools, a school mapping exercise (SME) was initiated in 1993 with the assistance of SIMAP. The SME has

completed initial data collection in all regions except Regions 1, 8 and 9. For data processing, the IDB-supported PEIP has provided MEC with several personal computers.

2.30 The project would support the continuation of SME, and data collection in the remaining regions. Furthermore, the project would finance the establishment of the School Information System (SIS), which would be a permanent mechanism to compile, process and store information on: (a) individual students, (b) student learning outcomes assessed on a sample or census basis; (c) teachers and staff; (d) teaching methods and curricula, (e) textbooks, other instructional materials, equipment, and furniture; (f) school sites and buildings; and (g) communities and school catchment areas. At present there are three major data collection points in MEC (in the Education Planning Unit [EPU], the Finance Division, and the Personnel Division). The upgraded SIS would be located in the EPU and headed by a School Information Officer, who would be hired under the project and financed by the proposed IDA credit on a declining basis (para. 3.15). S/he would report to the Chief Planning Officer. **At negotiations, the Government agreed to hire the Schools Information Officer under terms of reference acceptable to IDA no later than September 1, 1996** (para. 3.40 (e)). REdO Offices would assume the function of regional focal points for the SIS. The project would also finance a short-term management information systems specialist who would: (i) analyze in detail the flow of information to and from schools, regional administrations, and national agencies; (ii) develop a medium-long term computerization strategy; (iii) in conjunction with said strategy, develop detailed design specifications of SIS enhancement, including data structure and flow, hardware and software, application programs, prototype screen & report formats, communications and networking structure, and training. Based on the specifications developed, a firm would be contracted to implement the SIS package, which would include computer hardware & software, additional application programs (if any to be developed), operational manuals, communication devices and security devices. Computerization would be carried out by the project in MEC and all REdO offices as well as the 12 pilot schools in order to test school level feasibility. SIS design and implementation would be closely coordinated with relevant activities under Budget Planning (para. 2.26), Organization and Management Strengthening (para. 2.27) and Nationwide Physical Facility Survey (para. 2.28).

2.31 **Social Awareness Campaign.** Given the wide-spread impact of the reform program on students, parents, educators, employers and the general public, a social awareness campaign (SAC) would be financed under the project to: (i) properly assess and reflect the views and concerns of stakeholders in the reform process; and (ii) inform the public about reform objectives, benefits, implementation strategies and progress made. The SAC would be carried out by a consulting firm specialized in social marketing on contract to the Project Secretariat. The SAC would employ press releases, discussions on TV and radio, newsletters, other media, community workshops, national conferences, retreats for decision makers, etc., and closely collaborate with the school-based-management specialist (para. 2.7) in order to assure stake-holder participation. Furthermore, as part of its assignment, the firm would advise the Project Director on the views of various segments of the public and how these views should affect the reform process.

2.32 **Preparation of Phase II Project.** As the initial phase of a long-term secondary education reform, the present proposed project would support the preparation of a second-phase project. A Phase II project would: (i) provide direct assistance to a larger number of schools in implementing the curricula of 4 core subjects and supporting school-based management; (ii) develop and support the implementation of curricula for subjects not covered by the proposed project (Phase I project), including Resource and Technology; and (iii) introduce reform measures at the upper-secondary level (grades 10 and 11). Preparation of the Phase II project would be carried out by the Project Secretariat and MEC staff under the guidance of the RMT with project financed technical assistance. The preparation could commence as soon as the Phase I project has maintained performance highly satisfactory to IDA for over 12 months.

Semi-annual IDA supervision missions (Annex VII, Table 3) would assess project performance based on the agreed performance indicators (para. 3.29) and discuss with GOG the timing to start the preparation.

3. IMPLEMENTATION

A. Project Cost and Financing

3.1 **Project costs.** The total cost of the project, including physical and price contingencies, is estimated at US\$19.3 million or G\$2,755 million. Baseline costs and contingencies are calculated at US\$16.3 million and US\$3.0 million equivalent, respectively. The foreign exchange component is expected to be 49% of total project costs. The breakdown of costs by project component is shown in Table 3.1. A detailed breakdown of project expenditures by component is provided in Annex X, Table 1.

Table 3.1: Project Cost Summary by Component

Components Project Cost Summary	(US\$ Million)			%	%
	Local	Foreign	Total	Foreign Exchange	Base Costs
A. Education Program Quality	0.6	1.8	2.5	74	15
B. School Environment					
Pilot Schools	2.9	2.2	5.2	43	32
Emergency School Repair	3.4	2.6	6.0	43	37
Subtotal School Environment	6.3	4.8	11.2	43	68
C. National and Regional Institutional Strengthening					
Institutional Strengthening	0.2	1.1	1.3	85	8
Project Management	0.5	0.2	0.8	32	5
Subtotal National and Regional Institutional Strengthening	0.7	1.4	2.1	65	13
D. PPF Refinancing	-	0.6	0.6	100	3
Total BASELINE COSTS	7.7	8.6	16.3	53	100
Physical Contingencies	0.3	0.3	0.6	49	4
Price Contingencies	1.8	0.6	2.4	24	14
Total PROJECT COSTS	9.8	9.5	19.3	49	118

3.2 **Basis of Cost Estimates.** Project costs are estimated at 1995 prices. Estimated school rehabilitation costs for the project are based on unit prices derived from cost analyses for the rehabilitation of similar facilities from a sample of current contracts. Costs of equipment, furniture, and materials are based on the prices of similar items procured in Guyana by the MEC. Cost of training, local and international consultants, and other services reflect local or international rates, as applicable. Cost estimates for textbooks are based on current costs and costing standards used by the MEC.

3.3 **Contingency Allowances.** Physical contingencies (averaging 4% baseline costs) are estimated at 10% for pilot school related civil works and goods. No physical contingencies are assumed for services, emergency school repair component, and administrative expenditures. Price contingencies (averaging 14% of baseline costs) are estimated on the basis of expected annual international and local price increases of 2.6% and 9.0%, respectively, throughout the life of the project. Total contingencies represent 18% of baseline costs.

3.4 **Foreign Exchange Component.** Direct and indirect foreign exchange costs are estimated at about G\$1,353 million (US\$9.5 million equivalent), including contingencies. Based on an analysis of expenditures of similar projects in Guyana, the foreign exchange component for the major categories was estimated as follows: civil works and furniture 50%; office technology equipment and vehicles, 100%; other goods 95%; internationally-recruited consultants 100%.

3.5 **Financing Plan.** An IDA credit of US\$17.3 million equivalent would finance 90% of total project costs, excluding taxes (Table 3.2). The relatively high share of IDA support is deemed necessary due to the substantial deterioration of Guyana's capacity to mobilize domestic resources, given high debt

servicing requirements. Because all contracts through MEC are tax and duty exempt, the project cost estimates exclude local taxes. At negotiations, the Government gave assurance that it would provide annual project counterpart funds (para. 3.40 (f)).

Table 3.2: Project Financing by Component

Components by Financiers	(US\$ Million)							
	Government of Guyana		International Development Association		Total		For. Exch.	Local (Excl. Taxes)
	Amount	%	Amount	%	Amount	%		
A. Education Program Quality	0.4	13.8	2.6	86.2	3.0	15.6	2.1	0.9
B. School Environment								
Pilot Schools	0.8	10.5	6.4	89.5	7.2	37.4	2.7	4.5
Emergency School Repair	0.7	11.5	5.3	88.5	6.0	31.2	2.6	3.4
Subtotal School Environment	1.4	10.9	11.8	89.1	13.2	68.6	5.3	7.9
C. National and Regional Institutional Strengthening								
Institutional Strengthening	0.1	4.5	1.4	95.5	1.5	7.7	1.3	0.2
Project Management	0.0	0.0	1.0	100.0	1.0	5.3	0.3	0.7
Subtotal National and Regional Institutional Strengthening	0.1	2.7	2.4	97.3	2.5	13.0	1.5	1.0
D. PPF Refinancing	-	0.0	0.6	100.0	0.6	2.9	0.6	-
Total Disbursement	1.9	10.0	17.3	90.0	19.3	100.0	9.5	9.8

3.6 **Incremental Recurrent Costs.** Because the project aims for qualitative improvements rather than the expansion of coverage, incremental recurrent costs (IRC) generated by the project are expected to be small (Table 3.3). IRC would be generated mainly by increases in building maintenance, maintenance and operation of equipment, SIP support funds, replacement of books and instructional materials, miscellaneous supplies, and MEC staff. These costs are projected to grow from US\$0.05 million in 1997 to US\$0.17 million in 2003 (final project year). In IDA's judgment, the government would be in a position to absorb these costs, estimated at 0.7% of its education budget after the project is completed, assuming the government increases its education expenditures by some 5% annually during the duration of the project³.

Table 3.3: Project Generated Incremental Recurrent Cost (IRC)

Incremental Recurrent Cost	IDA Fiscal Year	Totals Including Contingencies (US\$ Million)							Total
		1997	1998	1999	2000	2001	2002	2003	
1. Pilot Schools									
SIP Support Funds		0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.15
Building and Furniture Maintenance		-	-	-	0.03	0.04	0.05	0.04	0.16
Replacement of Books and Instructional Materials		0.00	0.00	0.01	0.01	0.01	0.01	0.01	0.06
Subtotal Pilot Schools		0.02	0.03	0.03	0.06	0.08	0.08	0.07	0.36
2. Aftercare of Emergency School Repair		-	-	-	0.03	0.05	0.06	0.05	0.19
3. Administrative and Miscellaneous Expenditures									
Maintenance and Operation		0.00	0.01	0.02	0.02	0.03	0.03	0.02	0.13
MEC Supplemental Staff /e		0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.16
Subtotal Administrative and Miscellaneous Expenditures		0.03	0.03	0.04	0.05	0.05	0.05	0.04	0.30
Subtotal Incremental Recurrent Cost		0.05	0.06	0.07	0.14	0.18	0.19	0.17	0.85
As % of Annual Recurrent Expenditures in Education		0.3%	0.3%	0.3%	0.6%	0.8%	0.8%	0.7%	0.7%
Amount to be Financed by IDA		0.02	0.03	0.03	0.04	0.04	0.04	0.04	0.25
Average IDA Financing % of Incremental Rec. Cost		45.5%	48.2%	50.2%	29.0%	24.3%	22.7%	22.7%	29.4%

3.7 **Direct Input to Pilot Schools.** Total baseline investment in the 12 pilot schools are estimated to be US\$6.3 million (38% of total project baseline costs) supporting rehabilitation, furniture, textbooks, other learning materials and equipment, teacher and administrator training, and SIS related equipment.

³ In 1994, GOG increased its recurrent education budget by 23% and by 33% in 1995. Since real annual GDP growth has been over 8% during the past three years, the projected annual increase in the recurrent education budget is rather conservatively estimated at 5%.

Assuming that the investment is amortized in 15 years, some 25,000 students would spend approximately 4 years at the 12 pilot schools. In this scenario, the average investment cost would be US\$251 per student for a 4-year education, or US\$63 for each year spent by a student at a pilot school. Average annual incremental recurrent costs per student are estimated to be less than US\$12 for supporting building maintenance, maintenance and operation of SIS and learning equipment, SIP, replenishment of damaged or lost furniture, textbooks and other instructional materials, and miscellaneous supplies.

B. Procurement

3.8 **Procurement Assistance.** The Project Secretariat in MEC would be responsible for the procurement of project-funded inputs for both the MEC and the pilot schools as set-forth in the procurement summary in Table 3.4. **As a condition of effectiveness, a Procurement/Finance coordinator with qualifications satisfactory to IDA would be hired within the Project Secretariat to facilitate procurement** (para. 3.41 (d)). The project would also finance the hiring of civil works supervision firms and procurement agents (Annex IX).

Table 3.4: Summary of Proposed Procurement Arrangements

Procurement Arrangements	US\$ million			Total
	I.C.B. ^{1a}	N.C.B. ^{1b}	Other	
A. Civil Works	1.0 (1.0)	5.9 (5.6)	3.0 ^{1c} (2.9)	9.9 (9.4)
B. Goods	-	0.2 ^{1d} (0.2)	1.7 ^{1e} (1.7)	1.9 (1.9)
C. Consultants' Services	-	-	6.9 (5.5)	6.9 (5.5)
D. Training and Operating Expenditures	-	-	0.6 (0.6)	0.6 (0.6)
Total	1.0 (1.0)	6.1 (5.8)	12.2 (10.6)	19.3 (17.3)

Note: Figures in parenthesis are the respective amounts financed by International Development Association

^{1a} International Competitive Bidding

^{1b} National Competitive Bidding

^{1c} Three quotations up to an aggregate contract value of US\$3.0 million

^{1d} School and office furniture

^{1e} LIB for the School Information Systems, Computer Equipment, Books (textbooks and reading books) as well as other instructional materials and equipment. International Shopping up to an aggregate amount of US\$150,000, and National Shopping up to an aggregate amount of US\$50,000.

3.9 **Civil Works** contracts for the rehabilitation of schools are expected to cost US\$100,000 or more and less than US\$1.0 million will be awarded in accordance with National Competitive Bidding Procedures (NCB), which must not discriminate against overseas bidders and are acceptable to IDA, up to an aggregate contract value of US\$5.9 million. GOG is already using standard bidding documents for works under on-going projects financed by the IDA and IDB. These would be employed under the proposed project and adapted as necessary. Contracts estimated to cost US\$1.0 million or more would be awarded in accordance with International Competitive Bidding (ICB) procedures. Only one pilot school is expected to fall under the ICB category. Smaller works, which cannot be grouped into packages of US\$100,000 or more, would be procured under lump-sum, fixed price contracts awarded on the basis of quotations obtained from three qualified contractors in response to a written invitation up to an aggregate contract value of US\$3.0 million.

3.10 **Goods** to be procured under the project would include office technology equipment, the school information system, furniture, books (textbooks and library books), other instructional materials and equipment, and vehicles. The School Information Systems (para. 2.30) and any other office technology equipment would be procured using Limited International Bidding (LIB) among manufacturers with established service facilities in Guyana or neighboring countries. Books (textbooks and reading books) as well as instructional materials and equipment would also be procured using LIB procedures. Furniture would be procured in accordance with NCB procedures, and grouped whenever possible in packages of US\$50,000 or more but less than US\$100,000. For smaller purchases, International Shopping procedures may be used up to an aggregate amount of US\$150,000 for contracts valued at less than US\$50,000, and National Shopping procedures up to an aggregate amount of US\$50,000 for contracts valued at less than US\$10,000.

3.11 **Consultants' Services** will be contracted in accordance with the provisions of the *Guideline for the Use of Consultants by World Bank Borrowers and by the World Bank as Executing Agency*, dated August 1981. The Guideline also apply to the hiring of MEC supplemental staff, including the School Information Officer (para. 2.30). Consultant services to be procured under the project are listed in Annex VIII.

3.12 **Prior Review.** Prior IDA review would be required before bids are invited, and before final decisions on contract awards are made for the following procurement actions: (a) all ICB and LIB procurement; (b) all civil works contracts estimated to cost US\$500,000 or more; (c) the first NCB procurement in each of civil works and goods every year; (d) all consultants' services estimated to cost US\$50,000 or more if provided by a firm, and US\$10,000 or more if provided by an individual; (e) all consultants' services contracted using the direct contracting (single-source) procedure; (f) any amendment of contracts resulting in the increase of the contract value beyond the review limits set in (a) through (d) above; and (g) assignment of a critical nature as reasonably determined by IDA. The review described here would provide for prior review by IDA of approximately 60% of the total value of IDA-financed contracts. Random ex-post review of all other contracts will be carried out by IDA supervision missions. Table 3.6 summarizes applicable procurement procedures and review requirements.

C. Disbursement

3.13 **Disbursement Profile.** The proceeds of the credit are projected to be disbursed over a seven-and-a-half-year period, based on the standard disbursement profile for education projects in the region. Accordingly, the project is expected to be completed by June 30, 2003, and the Closing Date would be December 31, 2003. The Government has expressed its intention, however, to implement the project over a five year period. A forecast of disbursements is shown in Table 3.5.

Table 3.5: Disbursement Forecast

IDA Fiscal Year	US\$ million equivalent						
	FY97	FY98	FY99	FY00	FY01	FY02	FY03
Annual Disbursement	1.6	3.9	4.0	3.7	2.2	1.1	0.8
Accumulated Disbursement	1.6	5.5	9.5	13.2	15.4	16.5	17.3

3.14 **Required Documentation.** Disbursement against the following expenditures would require the submission of complete documentation: (a) all expenditures requiring ICB and LIB procurement; (b) all civil works contracts valued at US\$500,000 or more; (c) the first expenditure requiring NCB

procurement in each of civil works and goods every year; (d) all consultants' services contracts valued at US\$50,000 or more if performed by a firm, and at US\$10,000 or more if performed by an individual. Disbursement against expenditures other than those specified in (a) through (d) in the above, and those against activities not undertaken by contracts will be made on the basis of Statement of Expenditures (SOE). Documentation would be retained by the MEC and would be made available for IDA staff review and the auditors. Applicable documentation requirements by contract value are summarized in Table 3.6.

Table 3.6: Summary of Requirements for Procurement and Disbursement

Contract Value / a	Applicable Procurement Procedure / b	Review of Procurement by IDA	Required Documentation for IDA Disbursement / c
Civil Works			
US\$1,000,000 or more	ICB	Prior Review	Complete Documentation
Less than US\$1,000,000 but US\$500,000 or more	NCB	Prior Review	Complete Documentation
Less than US\$500,000 but US\$100,000 or more			
First contract each year	NCB	Prior Review	Complete Documentation
Second and subsequent contracts each year	NCB	Random Ex-post Review	SOE
Less than US\$100,000	Three quotations	Random Ex-post Review	SOE
Goods			
US\$100,000 or more	ICB	Prior Review	Complete Documentation
Less than US\$100,000 but US\$50,000 or more			
For School / Office Furniture			
First contract each year	NCB	Prior Review	Complete Documentation
Second and subsequent contracts each year	NCB	Random Ex-post Review	SOE
For Goods other than School / Office Furniture	LIB	Prior Review	Complete Documentation
Less than US\$50,000 but US\$10,000 or more	International Shopping	Random Ex-post Review	SOE
Less than US\$10,000	National Shopping	Random Ex-post Review	SOE
Consultants' Services / d			
For Consulting Firms			
All single-source contracts regardless of contract value	Consultants' Service	Prior Review	Complete Documentation
US\$50,000 or more	Consultants' Service	Prior Review	Complete Documentation
Less than US\$50,000 (not single-source contract)	Consultants' Service	Random Ex-post Review	SOE
For Individual Consultants			
US\$10,000 or more	Consultants' Service	Prior Review	Complete Documentation
Less than US\$10,000	Consultants' Service	Random Ex-post Review	SOE
All critical assignments as determined by IDA	Consultants' Service	Prior Review	Complete Documentation
Training and Operating Expenditures			
	N/A	Random Ex-post Review	SOE

^a Applicable to both estimated value and any amendment

^b ICB-International Competitive Bidding; LIB-Limited International Competitive Bidding; NCB-National Competitive Bidding

^c SOE-Statement of Expenditure

^d Prior Review of Terms of Reference is required regardless of contract value

3.15 Disbursement Percentages. Disbursement percentages of IDA credit against eligible expenditures would be: (a) for civil works, 85%; (b) for goods, 100% of foreign expenditures, 100% of local expenditures (ex-factory cost) and 85% of local expenditures; (c) for consultants' services, 100%; (d) for training, 100%; (e) for operating expenditures, 85%. Consultants' Service includes, inter alia, Project Secretariat staff and practicing teachers contracted for CIMATs on a part-time basis. MEC supplemental staff includes Schools Information Officer (para. 2.30). Project allowance for existing government posts (salary top-ups) would be fully provided from GOG counterpart funds, and ineligible for IDA disbursement. The proposed allocation of credit proceeds by disbursement category are presented in Table 3.7.

3.16 Special Account. To facilitate project implementation, the Special Account (SA) opened in the Bank of Guyana or in a commercial bank acceptable to IDA would be maintained and managed by MEC. The authorized allocation would be US\$1.2 million corresponding to about four months of estimated

project expenditures. The initial deposit would be limited to US\$500,000, with the full amount of the authorized allocation to be released when disbursements have reached SDR 2 million. Applications for replenishment of the special account would be submitted on a monthly basis or when one-third of the amount deposited has been withdrawn, whichever occurs earlier. Documentation requirements would follow the same procedures described in para. 3.14. In addition, monthly bank statements of the SA would be submitted with each replenishment application.

Table 3.7: Disbursement Category and Suggested Allocation of Credit Proceeds

Disbursement Category	Credit Amount (US\$ million equivalent)	Percentage of IDA Financing
A. Civil Works		
1. Pilot Schools	4.64	85%
2. Emergency School Repair	4.45	85%
B. Goods		
1. Pilot Schools /a	0.81	100% of foreign expenditures, 100% of local expenditures (ex-factory costs) and 85% of local expenditures
2. Other /b	0.62	100% of foreign expenditures, 100% of local expenditures (ex-factory costs) and 85% of local expenditures
C. Consultants Services		
1. Assistance in the Development of School Improvement Plans	0.10	100%
2. School Design Guideline/Standard and Nationwide Physical Facility Survey	0.07	100%
3. Other /c	3.51	100%
D. Training		
	0.41	100%
E. Operating Expenditures		
1. MEC Supplemental Staff /d	0.15	85%
2. Project Secretariat /e	0.15	85%
F. PPF Refinancing		
	0.55	
Unallocated	1.87	
Total	17.34	

/a Textbooks, reading books, other instructional material and equipment, and furniture

/b Including the SIS package (hardware, software, application development and training)

/c Including architectural/engineering design and supervision of works for Pilot Schools and Emergency School Repair

/d School Information Officer

/e Utilities, Communications, Equipment Maintenance and Operation, and Supplies

D. Accounting and Auditing

3.17 The MEC would keep project expenditure accounts, in accordance with internationally accepted accounting practices. The Project Secretariat would employ a Procurement/Finance Coordinator to maintain the project accounts under the supervision of the MEC's Deputy Permanent Secretary (Finance).

3.18 Project accounts would be audited by an independent auditor acceptable to the IDA. GOG would provide copies of audited statements to the IDA within six months of the end of each fiscal year. The auditor's report would include opinions and comments, as necessary, on the project accounts and on methods employed in compiling the statements of expenditure, their accuracy, the relevance of supporting documents, their eligibility for financing in terms of the project's credit agreement, and the standards of record-keeping and internal controls related to the foregoing. **As a condition of credit effectiveness, the Government would contract audit services with an independent auditor whose qualifications and terms of reference are satisfactory to IDA for the first year of the project (para. 3.41 (b)).**

E. Project Management and Implementation

3.19 Project Preparation and Readiness for Implementation. The proposed project was identified by IDA staff who visited Guyana in September, 1994. It has been prepared by the Government, with the assistance of the Project Preparation Facility and IDA staff. Preparation has been supported by PPF P858-0.

3.20 The Secondary School Reform Program. The Project would be the first phase of a fifteen-year Secondary School Reform Program (SSRP), which would require the long-term involvement of MEC, its specialized units NCERD and CPCE, the University of Guyana, regional administrations, MOF, and MPWCD. During project preparation, MEC assembled a reform management team (RMT), composed of a number of senior MEC officials, including the Permanent Secretary, the Chief Education Officer and other relevant MEC officers as well as a representative from MOF. The RMT has been and would be the policy-setting group for the project. The management of secondary education was unified under the ACEO/Secondary since September, 1995 when the post of ACEO/CHS was vacated. **At negotiations, GOG agreed to: (i) prepare, no later than December 31, 1996, an action plan satisfactory to IDA to maintain the unity and cohesion of the management of secondary education, and (ii) commence, no later than December 31, 1997, the implementation of the plan under the project.** (para. 3.40 (g)).

3.21 Borrower Ownership. Throughout project preparation, careful measures have been taken to establish borrower-ownership of the project and to ensure stakeholder participation. Immediately following the preappraisal mission in March, 1995, the IDA financed a one-week study tour participated by four senior MEC officials to Jamaica, where Bank-financed Education IV (L2899-JM) and Reform of Secondary Education (ROSE; L3580-JM) projects have been implemented. Besides learning from the Jamaican experience in secondary education reform, MEC staff and IDA staff engaged in intensive discussions on detailed project design and strategies to complete project preparation. Overall criteria for the selection of pilot schools were agreed on during this visit (para. 3.41 (a); Annex V). In addition, two key MEC officials visited IDA headquarters in Washington for a period of two weeks and worked with IDA staff to finalize the white-cover SAR as well as to learn about relevant Bank-funded educational reforms in other countries.

3.22 Stakeholder Participation. Based on the agreed-on strategies, MEC has carried out extensive consultations with stakeholders, including principals, teachers, parents, regional administrations, local employers, Guyana Teacher's Union, Teachers Service Commission, etc. through formal and informal meetings. Pilot schools were revisited and some of them were replaced. This consultative process has begun to tear down the strong sense of despair, which has been perpetuated by the prolonged neglect of education and widespread in Guyana's education community, and is building momentum towards sound education reform. The project, designed to promote decentralization of decision making and resource management to the school and community level, would further encourage stakeholder participation.

3.23 Project Management. The project itself would be managed by a project director, who would report to the Permanent Secretary of Education and would be a member of the RMT. He or she would be responsible for the implementation of project activities and would manage the project through a small Project Secretariat, which would be staffed with an Administrator, a Procurement/Finance Coordinator, a Civil Works Coordinator, two administrative assistants, a secretary and a driver. The project director would consult closely with the ACEO/Secondary and would manage individual project activities through the individual MEC managers responsible, such as the Assistant Directors for Curriculum Development, Learning Resources, and Test Development in NCERD for curriculum matters, the Chief Planning Officer, for the School Information System, and the pilot school principals for School Improvement

Plans. The project would finance the salaries, office technology equipment, furniture and operational costs of the Project Secretariat. **As a condition of credit effectiveness, the Government would have established the Project Secretariat, and appointed and posted the Project Director and the two Coordinators of the Project Secretariat, with skills and experience satisfactory to IDA (para. 3.41 (d))**

3.24 **Education Program Quality.** Developing and implementing pilot School Improvement Plans under the project would be the responsibility of the pilot school principals and the School Improvement Advisory Committees, under the SIP Guidelines developed and kept current by the ACEO/Secondary (para. 2.6). The Project Director, other Secretariat staff, and consultants would provide the schools with hands-on technical assistance in preparing SIPs.

3.25 The ACEO/Secondary would have overall responsibility for policy, planning and implementation of training activities in the secondary schools in consultation with the REdOs and school principals. All secondary training activities under the project would be managed by the Project Director in close coordination with the ACEO/Secondary. The Learning Systems Committee under the DCEO/Development would provide coordination among all pre- and in-service training activities. The Project Director, with assistance from the Project Secretariat, would oversee both the project's training activities for pilot school managers and its in-service training activities for pilot school teachers. Training activities under the project for pilot school principals and senior managers, REdOs, DEOs and DESs would be designed and carried out by MEC, MOF and other government personnel and a school management specialist. **Residential in-service teacher training would be contracted out to a training institution under a Training Agreement with the project acceptable to IDA (para. 3.41 (a)).** The Project Director would supervise this contract.

3.26 Curriculum and textbook activities would be coordinated by the Assistant Directors for Curriculum Development and Learning Resources, NCERD. Individual core-subject Curriculum, Instructional Materials and Assessment Teams (CIMATs), composed of relevant NCERD curriculum and textbook specialists, would carry out project activities in curriculum and instructional materials. Three full-time supervision teams would be created to provide continuing curriculum support and training to the pilot schools. The teams would consist of members from UG's training operation (teacher trainers and subject specialists) and the regional education office (typically the DEO or DES). Designated personnel from the Inspectorate would visit schools periodically. The Procurement/Finance Coordinator would assume the overall responsibility to oversee the delivery of goods to pilot schools or any other applicable recipient (para 2.16).

3.27 **Civil Works.** The Project Director and Civil Works Coordinator would be involved in assisting the pilot schools develop the civil works components of their SIPs. Once MEC, the regional administration, and the Project Secretariat have approved a SIP, including the civil works component, the Civil Works Coordinator, with assistance from a consulting engineering/architectural firm, would prepare and drawings and bidding documents for the pilot schools and assist the Project Secretariat in supervising the civil works carried out under the project. **Appointment and posting of a Civil Works Coordinator whose qualification is acceptable to IDA is a condition of effectiveness (para. 3.41 (d)). As a condition of disbursement against the civil works component, the Government would contract an engineering/architectural firm for assistance in the preparation of drawing and bidding documents and supervising construction (para. 3.42).**

3.28 **Project Launch Workshop.** To initiate project implementation, a project launch workshop to review the project and provide specific types of training for the project participants, would be held

following Board approval. Participants would be persons with significant responsibility under the project, including Project Secretariat and other MEC personnel, regional officers, pilot school principals and deputy principals, and selected officials from other ministries and agencies. Project personnel, IDA staff and selected specialists would lead workshop sessions. The topics to be covered would include: (i) a detailed review of project design; (ii) a description of how all parts of the project fit together and contribute to overall project goals; (iii) project management (i.e., Bank procurement and disbursement procedures, financial management, a team approach to project management, auditing, reporting requirements, monitoring and evaluation, and computer topics); (iv) a review of the major conceptual elements underpinning project interventions (e.g., school-based management concepts, educational finance, curriculum theory, international availability of appropriate teaching materials, training methods and objectives, and school supervision practice), and (v) clarification of the tasks and responsibilities of all project participants.

F. Reporting, Monitoring and Evaluation

3.29 Monitoring and Evaluation (M&E). Draft project monitoring indicators prepared by MEC were reviewed during appraisal. **At negotiations, GOG submitted a revised list of the project's monitoring/performance indicators (para. 3.40 (h)). The adoption of the project's monitoring indicators acceptable to IDA as part of the operating manual is a condition of effectiveness (para. 3.41 (a))** To assist the Project Secretariat and MEC, the project would fund an education project monitoring and evaluation specialist, under terms of reference acceptable to IDA, to carry out independent: (i) Mid-Term Evaluation; and (ii) Implementation Completion Evaluation.

3.30 Required Reports and Update of Implementation Plan and Budget. In addition to financial and audit reports specified in 3.18, **GOG at negotiations agreed on the following reporting schedules.** The Project Director, on behalf of GOG, will submit for IDA's review: (i) no later than March 31 and September 30 each year, a semi-annual reports detailing project activities during the preceding July-December and January-June, respectively, with up-to-date monitoring indicators of the project and the education system as agreed with IDA, starting September 30, 1996; and (ii) no later than October 31 each year starting in 1996, the implementation plan--detailing, inter alia, physical implementation schedule, procurement plan, and the budget request to be submitted for MOF--for the following GOG fiscal year, based on the evaluation of monitoring indicators and in consultation with stakeholders (para. 3.40 (i)). An implementation plan for the first year of the project as well as a five year indicative plan (Annex XI) were reviewed during the appraisal. **Updating the implementation plan for the first calendar year to IDA's satisfaction is a condition of effectiveness (Para. 3.41 (e)).** The reports and plans mentioned in this paragraph would constitute bases for IDA supervision missions, which are tentatively scheduled for November and May each year. Planned reporting (except audit reports) and supervision schedules are presented as Annex VII, Table 3.

3.31 Mid-Term Review. The project mid-term review is planned for December, 1999, which is 3 years after effectiveness. It would assess the experience gained and lessons learned with the first group of pilot schools and recommend adjustments in project planning and implementation.

G. Benefits and Risks

3.32 Benefits. Immediate beneficiaries of the project would be (i) approximately 6,500 students who are currently enrolled in the pilot schools and new entrants; (ii) about 300 teachers and administrators directly involved in the reform program; (iii) some 15,000 students and 700 teachers of other secondary

schools, which would receive emergency repair services; and (iv) the MEC and regional administrations. A greater number of students and teachers would benefit from an updated and more relevant curriculum, greater availability and quality of textbooks and other instructional materials, and more effective teacher training. The MEC would also benefit from its enhanced capacity for formulating sound sector policies and implementing effective educational programs. This would build a foundation to ensure the sustainability of follow-up activities. Lessons learned and institutions strengthened under the project would be fully utilized in the Phase II project (para. 2.32 and 3.31). In the long run, the economy would benefit from a larger pool of more skilled labor capable of adapting for rapidly changing economic and business scenes and supporting the recent turnabout and growth of the economy.

3.33 Risks and Safeguards. Risks to the project include: (a) weak institutional capacity; (b) slow procurement; (c) continuing high emigration rates among educated population; (d) the uncertainty of public support; and (e) limited availability of counterpart financing.

3.34 *Weak Institutional Capacity.* This is a public sector wide problem caused primarily by low wage levels, which is being addressed in the on-going IDA funded Public Administration Program as well as other programs supported by various bilateral donors. National and regional administrations suffer from serious shortages of qualified personnel. High staff turnover rates, hindering institutional memory, could seriously disrupt or delay critical project activities. The project would attempt to mitigate such risks by: (i) setting a limited number of attainable objectives, including key elements for institutional strengthening and follow-up operations; and (ii) placing qualified consultants in key sections of the MEC to supplement the ministry's capacity and provide it with institutional continuity throughout the duration of the project.

3.35 *Slow Procurement.* As a rule, GOG employs strict competitive bidding procedures. Nearly all contracts are required to be advertised, and any contracts over G\$6 million (US\$42,000) and G\$9 million (US\$63,000) must be reviewed by the Central Tender Board and the Cabinet, respectively. Although GOG procedures are compatible with IDA guidelines, the low thresholds and slow review processes resulting from weak institutional capacity would hinder project implementation. GOG is currently attempting to streamline procurement procedures with assistance from IDB and UNDP. The project would employ a Procurement/Finance Coordinator in the Project Secretariat and finance the use of procurement agents to minimize the risk (para. 3.8).

3.36 *Continuing High Migration Rates Among Educated Population.* There is a possibility that some teachers, government staff and better educated secondary graduates trained under the project may simply leave the country. This risk, however, will be mitigated if Guyana sustains high rates of economic growth and improved conditions for teachers.

3.37 *Uncertainty in Public Support.* Although the Guyanese are, in general, supportive of education, drastic changes may not be well received. Vested interests of certain groups, particularly of those who have benefited most from the present system need to be considered. To generate broad-based support for a long term reform, the project would fund social awareness campaigns and disseminate examples of school level success through the pilot schools program. This would hopefully create a more favorable ground for tackling more challenging and controversial issues at later stages of the reform process. At the school level, SIACs (para. 2.5) are expected to evolve into an institution that would assure sustainability of school improvement by mobilizing parent and community participation.

3.38 *Budgetary Constraints Caused by Severe Debt-Service Obligations Could Limit the Availability of Counterpart funds.* This risk has been reduced by designing a project with less counterpart funding

needs. Incremental recurrent costs generated by the project are estimated to be about 5% of annual recurrent education expenditure (para. 3.6), which is within a reasonable and sustainable range considering that economic growth is projected at about 7% a year and that tax revenue is also expected to grow. Strengthening of budget planning (para. 2.26) would contribute directly to sustainability by providing instruments to allocate scarce resources more rationally and efficiently.

H. Environment

3.39 Since the project would finance technical assistance and a limited-scale school rehabilitation, it would produce no significant negative environmental impact. No resettlement is expected. An environmental rating of "C" has been given to the Project.

I. Agreements Reached and Recommendation

3.40 **At negotiations, the Government agreed to the following:**

- (a) To provide annual budget support, equivalent to at least US\$3.00 per student on the average, to pilot school discretionary funds for uses specified in their approved SIPs (para. 2.8);
- (b) To establish a CIMAT for each of Language Arts and Math no later than December 1, 1996, and for each of Science and Social Studies, no later than September 1, 1998 (para. 2.14).
- (c) To adopt and implement a textbook policy no later than September 1, 1996 (para. 2.17);
- (d) To maintain MEC's responsibility for the clearance of annual regional education budget submissions prior to MOF approval (para. 2.26).
- (e) To hire a Schools Information Officer (para. 2.30) under terms of reference acceptable to IDA no later than September 1, 1996;
- (f) To allocate yearly project counterpart funds as agreed with IDA (para. 3.5);
- (g) (i) To prepare, no later than December 31, 1996, an action plan satisfactory to IDA to maintain the unity and cohesion of the management of secondary education, and (ii) to commence, no later than December 31, 1997, the implementation of the plan under the project (para. 3.20);
- (h) To revise the submitted drafts of: (i) the SIP Guidelines (para. 2.6); and (ii) the list of project monitoring indicators (para. 3.29); and,
- (i) To submit reports in accordance with the agreed schedules (para.3.30).

3.41 **As conditions of credit effectiveness, the Government will:**

- (a) Adopt a set of Operational Manuals for the project, satisfactory to IDA, consisting of: (i) pilot school eligibility criteria (para. 3.21; Annex V-para.10); (ii) the model of a

Training Agreement (para. 3.25); (iii) criteria and methods to select sample schools for the Nationwide Physical Facility Survey (para.2.28); and (iv) monitoring indicators for the Project (para. 3.40 (h));

- (b) Contract for audit services with an independent auditor whose qualifications and terms of reference are satisfactory to IDA for the first year of the project (para. 3.18);
- (c) Submit the SIP Guidelines satisfactory to IDA (para. 2.6);
- (d) Establish the Project Secretariat and complete the appointment and posting of the Project Director and the two Coordinators, with qualifications and terms of reference satisfactory to IDA, of the Project Secretariat (paras. 3.23 and 3.27); and,
- (e) Submit the updated implementation plan for the first calendar year of the project satisfactory to IDA (para. 3.30).

3.42 As a condition of disbursement against Civil Works (applicable to both the Pilot School and Emergency School Repair subcategories), the Government would contract with an engineering/architectural firm for assistance in preparing drawings and bidding documents and supervising construction (para. 3.27);

3.43 As a condition of disbursement against the Emergency School Repair sub-category, the Government would complete the Nationwide Physical Facility Survey in the agreed sequence (para. 2.28).

3.44 Recommendation: Subject to the above assurances and conditions, the proposed project would constitute a suitable basis for an IDA credit of US\$17.3 million equivalent to the Republic of Guyana for a period of 40 years, including a grace period of 10 years, on standard IDA terms.

GUYANA
SECONDARY SCHOOL REFORM PROJECT
ANNEX I: STATISTICAL TABLES

Table 1: Secondary School Enrollment, By System, 1990-1991

SCHOOL SYSTEM	NO. OF SCHOOLS	ENROLLMENT			PERCENT OF TOTAL			BY SEX		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
General Secondary	61	14949	20407	35356	44	56	50	42	58	100%
Community High	38	9012	8014	17026	26	22	24	53	47	100%
Secondary Depts. of primary	200#	10201	8334	18535	30	23	26	55	45	100%
Total	1	34162	36755	70917	100	100	100	48	52	100%

Source: MEC. Enrollment data for the years 1991-1992 and 1992-1993 were not processed or available at the time of the consultant's mission.
 @ incl. President's College. # Figure not available during mission, this is an order of magnitude guess

Table 2: Secondary Enrollment, By Grade, 1990-1991

	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
FORM I	9,666	9,576	19,242	50%	50%	100%	96%	94%	95%
FORM II	8,515	8,606	17,121	50%	50%	100%	86%	86%	86%
FORM III	7,449	7,942	15,391	48%	52%	100%	75%	80%	77%
FORM IV	5,929	6,789	12,718	47%	53%	100%	60%	68%	64%
FORM V	2,492	3,699	6,191	40%	60%	100%	25%	36%	30%
FORM VI	111	143	254	44%	56%	100%	1%	1%	1%
TOTAL	34,162	36,755	70,917	48%	52%	100%			

Source: World Bank estimates based on 1986 Census single-year sample-survey data and the assumption that Form I enrollment systems is 95% of the 12-year-old group. These enrollment ratios can be scaled for alternative assumptions.

Table 3: Secondary Enrollment, By Region, 1990-1991

	REGION								
	2	3	4	4 GEOR GETO WN	5	6	10	WESTERN BORDER REGIONS (1,7,8,9)	GUYANA
TOTAL ENROLLMENT	3,602	9,512	10,783	20,351	5,854	13,055	3,965	3,795	70,917
Regional %	5%	13%	15%	29%	8%	18%	6%	5%	100%
	(PERCENT)								
GENERAL SECONDARY	35	45	36	61	51	61	52	11	50
COMMUNITY HIGH SCHOOLS	37	28	29	34	9	11	7	21	24
PRIMARY TOPS	28	27	35	5	40	28	40	68	26
TOTAL	100	100	100	100	100	100	100	100	100

Source: MEC

Table 4: Recurrent Educational Expenditures, By Program And By Region, Revised 1992 Budget (\$G Million)

PROGRAM	CENTRAL MINISTRY	REGION									TOTAL GUYANA	
		2	3	4		5	6	10	WESTERN BORDER REGIONS (1,7,8,9)	AMT	%	
			PRESIDENT'S COLLEGE	GEORG ETOWN	OTHER REGIONS 4							
SECONDARY	60*	12	30	37	79	26	12	30	10	6	301	27
PRIMARY		26	38		61	63	22	71	18	41	340	30
NURSERY		9	17		23	22	9	10	6	4	98	9
POST SECONDARY	173										173	15
OTHER EDUCATION	220										220	19
TOTAL EDUCATION	453	46	85	37	163	111	42	111	34	51	1133	100
CULTURE AND OTHER	142										142	
TOTAL MINISTRY @	595	46	85	37	163	111	42	111	34	51	1275	

Source: Ministry of Finance and World Bank's estimates.

@ University of Guyana budget channeled through the Ministry of Finance in 1992. Total Ministry includes these funds.

* External examination. Approximation based on budget submission for 1993.

Table 5: Secondary Recurrent Expenditures And Per-Student Unit Cost, By Region#

	REGION									TOTAL GUYANA
	2	3	4			5	6	10	WESTERN BORDER REGIONS (1,7,8,9)	
	PRESIDENT'S COLLEGE	GEORG ETOWN	OTHER REGIONS	4						
INCLUDING PRESIDENT'S COLLEGE AND PRORATED EXTERNAL EXAMS										
G\$ MIL.**	13	40	37	98	33	18	43	11	7	301
UNIT COST G\$'000@	5.2	5.8	123.2	5.1	4.7	5.1	4.6	4.9	5.7	5.7
UNIT COST US\$	42	46	986	41	38	41	36	39	46	46
RELATIVE UNIT COST*	104%	115%	2154%	101%	94%	103%	91%	97%	114%	100%
NOT INCLUDING PRESIDENT'S COLLEGE OR PRORATED EXTERNAL EXAMS										
G\$ MIL.	12	30		79	26	12	30	10	6	204
UNIT COST G\$'000@	4.5	4.3		4.1	3.7	3.5	3.2	4.1	5.2	3.9
UNIT COST US\$	36	34		33	29	28	25	33	42	31
RELATIVE UNIT COST	114%	110%		105%	94%	91%	81%	105%	134%	100%

Source: World Bank

For General Secondary and Community High Schools. Does not include expenditures for secondary enrollment in primary schools and administrative expenditure included in the central ministry budget.

** Includes the cost of external examinations prorated by GSS fifth Form enrollment

@ Unit cost calculated using 1992 budget figures and 1990-1991 enrollment data (except for President's College, which uses 1992-1993 budget enrollment), since later enrollment data was unavailable.

* Relative unit costs are calculated using a unit cost for the country that is calculated not including President's College cost.

Table 6: International Comparisons In Enrollment And Educational Expenditure

	GNP Per capita (US\$)	Enrollment		Central Government Educational Expenditure As % of Central Government Recurrent Expenditures		
		% Age Group in Primary	% Age Group in Secondary	Per capita Education Expenditure (US\$)	As % of GNP	
English-Speaking Caribbean Average	3,410	97 @	68 @	211 #	5.0 #	18.5
Middle Income Latin America and the Caribbean Average (1990)	1,338	102	37	232	2.8	15.8
Low Income Countries Average (1990)	303	74	25	67	2.6	13.7
Guyana 1992*	330	98	70	9	2.6	4.5
Guyana 1994*	580	98	70	14	2.4	5.8

Sources: World Bank, World Development Report 1992 and other World Bank Documents

* World Bank estimates, based on GNP estimates of International Monetary Fund and Guyana Estimates of the Public Sector, 1993 and 1995.

Not including Jamaica.

Table 7: CXC Pass Rates In Core Subjects*, International Comparison, 1989

ENGLISH		MATH		ENGLISH		MATH		ENGLISH		MATH	
(Percent)											
ANTIGUA	51	36	JAMAICA	27	22	GUYANA	12	13			
BARBADOS	41	42	ST. KITTS	42	35						
BELIZE	30	40	ST. LUCIA	45	32						
DOMINICA	29	27	ST. VINCENT	38	32	AVERAGE OF OTHER LISTED CARIBBEAN COUNTRIES					
GRENADA	22	31	TRINIDAD & TOBAGO	38	29		36			33	

Source: World Bank

* Percentage of candidates achieving Grades I and II.

Table 8: Secondary Progression Rates, 1990-1991

		(Percent - Grade 7 Enrollment = 100)				
		Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
BOYS	General Secondary Schools	100	92	89	71	66
	Community High Schools	100	104	88	70	6
	Primary Tops	100	74	58	46	0
	ALL SECONDARY SYSTEMS	100	88	77	61	26
GIRLS	General Secondary Schools	100	99	99	86	82
	Community High Schools	100	101	89	77	6
	Primary Tops	100	69	56	45	0
	ALL SECONDARY SYSTEMS	100	90	83	71	39
BOTH SEXES	General Secondary Schools	100	96	95	80	75
	Community High Schools	100	102	88	73	6
	Primary Tops	100	72	57	45	0
	ALL SECONDARY SYSTEMS	100	89	80	66	32

Source: MEC

Table 9: Secondary Attendance Rates, By Secondary Track, October 1988

		BOYS					GIRLS				
FORM		I	II	III	IV	ALL	I	II	III	IV	ALL
GUYANA	All Secondary	68	64	63	57	63	69	64	67	62	65
GSS	Country Outside	80	75	74	74	76	83	77	80	76	79
	Georgetown	61	52	54	56	56	56	35	53	54	50
CHS	Country Outside	77	70	65	61	70	76	72	67	66	71
	Georgetown	83	64	67	60	69	74	72	67	60	69
TOPS	Country Outside	57	57	54	37	53	58	59	59	44	56
	Georgetown	40	53	57	40	49	41	66	70	40	58

Source: Ministry of Education and Cultural Development, schools survey October 1988.

Note: Form V and VI data are not presented or used in the analysis.

Weighted average of usable data using 1990-1991 enrollment data as weights: GSS - Regions 2,3,4, (not incl. Georgetown), 5, 6, 10; CHS - the same except excluding Region 3; primary tops - all 10 regions.

Table 10: General Secondary School Students, 1990, Repetition Indicators

		12-YEAR OLDS PERCENT LOWER THAN FORM I	13-YEAR OLDS PERCENT LOWER THAN FORM II	14 YEAR OLDS PERCENT LOWR THAN FORM III	15-YEAR OLDS PERCENT LOWER THAN FORM IV	ROUGH REPETITION RATE 15-YEAR- OLDS @
	BOTH SEXES	0	20	27	35	22
GUYANA	BOYS	0	22	30	40	26
	GIRLS	0	19	24	31	19

Source: MEC

@ This rate is constructed on the rough assumptions that one-third of the 13-year-olds in Form I are repeaters and that the increase from age 15 in those lower forms (15%) also comprises repeaters.

GUYANA

SECONDARY SCHOOL REFORM PROJECT

ANNEX II: THE EDUCATION SECTOR - ADMINISTRATIVE STRUCTURE AND FUNCTIONAL RESPONSIBILITIES

1. In 1985 the Government of Guyana decentralized responsibility for the provision and administration of several services to ten newly established Regional Administrations. Education was among these functions. The functions and responsibilities of the different administrative levels are as follows:

THE CENTRAL LEVEL

The Ministry of Education and Cultural Development

2. Organizational Structure: The MEC is headed by a politically appointed Minister. All positions below the Minister are career civil service positions, including the Permanent Secretary.

3. Responsibilities: The MEC sets national education policy and establishes a national curriculum which all Regional education bodies are meant to adhere to. The MEC is also responsible for monitoring education indicators in the Regions to ensure that serious inequities in education services and quality do not arise. The MEC also selects, funds, procures, and distributes textbooks to all schools.

4. In addition, the MEC is responsible for the administration of all schools in the metropolitan Georgetown area. An Assistant Chief Education Officer (Georgetown) supervises these functions and works within the same terms of reference as a R.Ed.O.

5. Staffing: The MEC cannot directly hire its staff. It prepares advertisements and submits these to the Public Service Commission (PSC) which runs the advertisements and reviews candidates. The PSC short lists candidates for the MEC and recommends which candidate should be selected. In most cases MEC input is, however, obtained during the preparation of the short lists.

6. The MEC currently suffers severe shortages of trained, technically competent staff. This is very largely a consequence of low civil service salaries.

The Teacher's Service Commission

7. The TSC is a para-statal body over which the MEC has no direct authority. The functions of the TSC were reduced under the decentralized system when certain functions became the responsibility of the Regional Education Officers (REdOs). Presently, the TSC's responsibilities are to hire and discipline tenured teachers. When a vacancy for a tenured teacher arises in a school, the REdO advises the TSC which places a national advertisement, selects and appoints the candidate. Similarly, if a school experiences problems with a tenured teacher it sends a formal complaint to the REdO who communicates this to the TSC which then reviews the case and decides on appropriate action.

THE REGIONAL LEVEL

8. In each Region, a Regional Administration is responsible for budgeting and oversight functions of four services, one of which is education. The Regional Administration is headed by a Regional Executive Officer (RExO) who is supported by a staff which varies with the population size of the Region. Political representation in each Region is achieved through a Regional Democratic Council (RDC). Council members of the RDC are politically appointed, reflecting the proportion of votes cast for the different national political parties in that Region during the national elections. The RExO is a civil servant who acts in the capacity of clerk to the RDC. In practice, RDCs in many Regions are weak and uninvolved in the Regional Administration. As a result, RExOs often wield considerable powers.

9. Some combination of councilors in each RDC are meant to participate in an Education Subcommittee whose function is to establish education policy for the Region. These Subcommittees are rarely found in practice, however. In Regions where Education Subcommittees function, the REdO, despite his technical expertise, cannot participate actively to influence the Subcommittees decisions. The REdO is only a silent observer to the Subcommittee meetings. Education administration in each Region is the responsibility of an Education Department which is attached to each Regional Administration.

Regional Education Departments

10. Organization Structure: Regional Education Departments are staffed by:

- A REdO who is appointed by the MEC (through the Ministry of Public Works), but who reports both to the MEC and the RExO. The REdO is the key education official in the Regions.
- One or two District Education Officers who assist the REdO with his duties
- One or more Education Supervisors, who inspect schools and monitor performance
- In one Region the Education Department employs a Personnel Officer.

11. Responsibilities: REdOs have enormous responsibilities. They are responsible for: implementing national education policy in the Region; preparing the regional education budget; deciding on moneys to be allocated to each school in the Region; paying teacher salaries; negotiating with RExOs for education moneys on a monthly basis; purchasing all supplies and equipment for each school in the Region; supervising all infrastructure rehabilitation programs; monitoring education quality in the region; performing all personnel functions related to school staff, including the appointment of temporary and acting teachers; and, supervising Education Department employees.

12. The REdO's work is made more difficult by the fact that they are accountable to two different bodies -- the MEC (on curriculum and education policy issues) and the RExO. (on finance and infrastructure issues). This bifurcated line of responsibility causes problems and, in practice, most REdOs report almost exclusively to the RExO. This is because of the RExOs' physical proximity and because of their control over the education purse. The MEC cannot directly censure REdOs for poor performance; the Public Service Commission does this at the request of the MEC. It is widely acknowledged that this system works poorly.

13. REdOs prepare the Region's education budget. Although they should liaise with the MEC on the budget preparation there is no requirement that they do so. In practice they do not. In most Regions, REdOs prepare the budget without input from the schools. Budgets are not based on objective criteria such as student enrollment. The REdO's estimated budget is adjusted by the RExO who then submits it, as part of the entire Regional Administration budget, to the MOF. Each Region then negotiate adjustments to the

proposed budget with the MOF. The agreed-on budget is then transferred by the MOF to the Regional Administration on a monthly basis. The RExO then releases funds to the R.Ed.O. Any moneys un-spent each month are forfeited.

14. Staffing: REdOs are recruited from a pool of senior teachers and headmasters/mistresses and receive no formal training to prepare them for the additional administrative responsibilities. They are recruited by the MEC (through the Ministry of Public Works which has responsibility for advertising and identifying candidates).

THE LOCAL LEVEL

15. Schools cannot effectively influence education policy or management decisions. No system is in place whereby principals or teachers can inform or influence REdO or Regional Administration decisions; they must exert influence purely through informal channels.

16. Community participation in the administration and management of schools varies widely across regions and schools. It tends to be weak in all but the best performing schools. Although all schools are meant to have PTAs or school boards they are found principally in better performing secondary schools. PTAs do not seem to work to influence the curriculum or core education issues. Rather, they raise funds for the school. There are no restrictions on the way these funds may be used; they may even be used to supplement teacher salaries.

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ANNEX III: STRUCTURE OF EDUCATION SECTOR AND PROJECT MANAGEMENT

Figure 1: Ministry of Education and Cultural Development: Management Structure for Basic Education

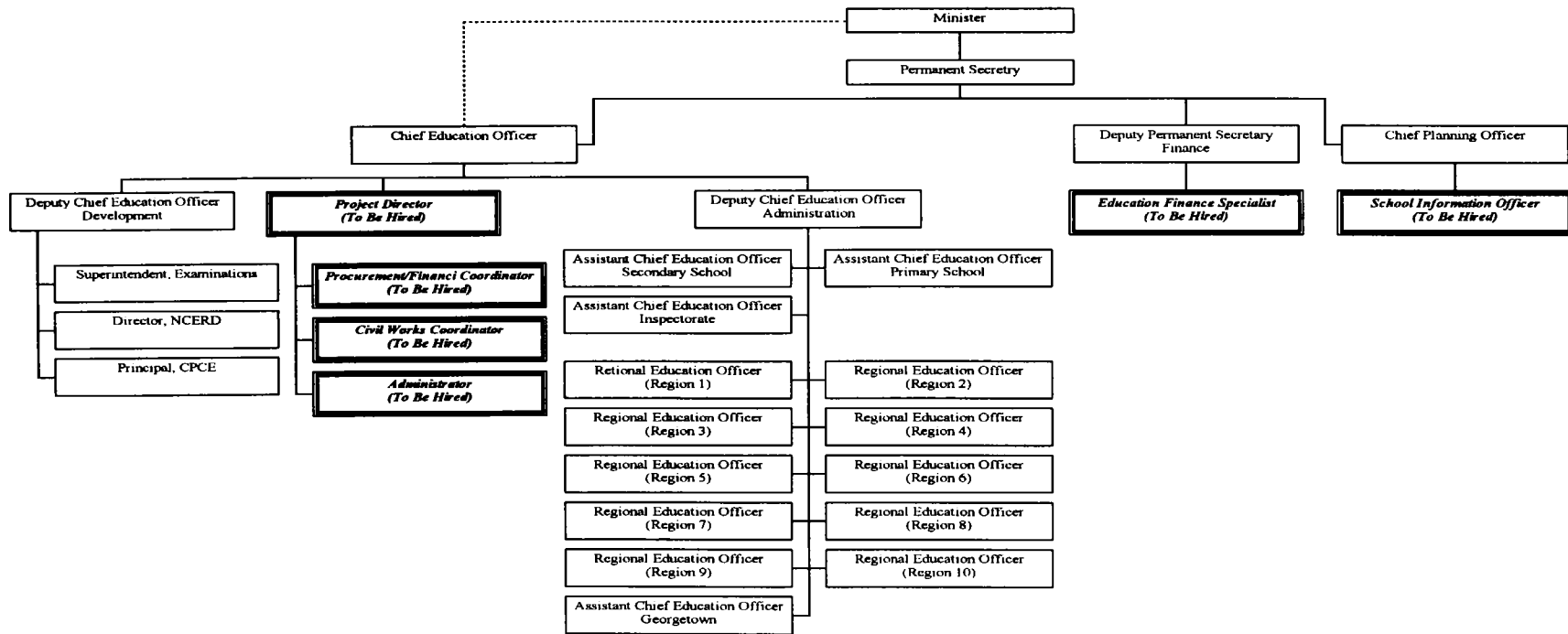


Figure 2: Financial Structure of Secondary Education System

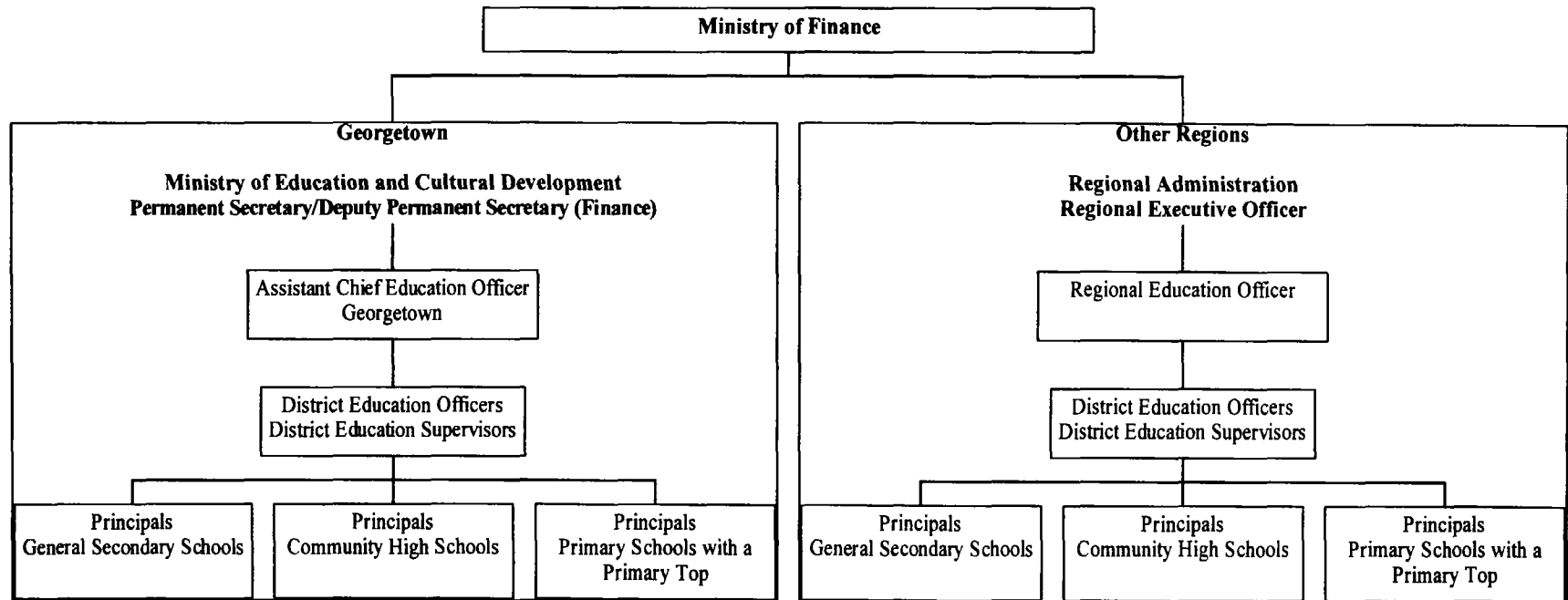
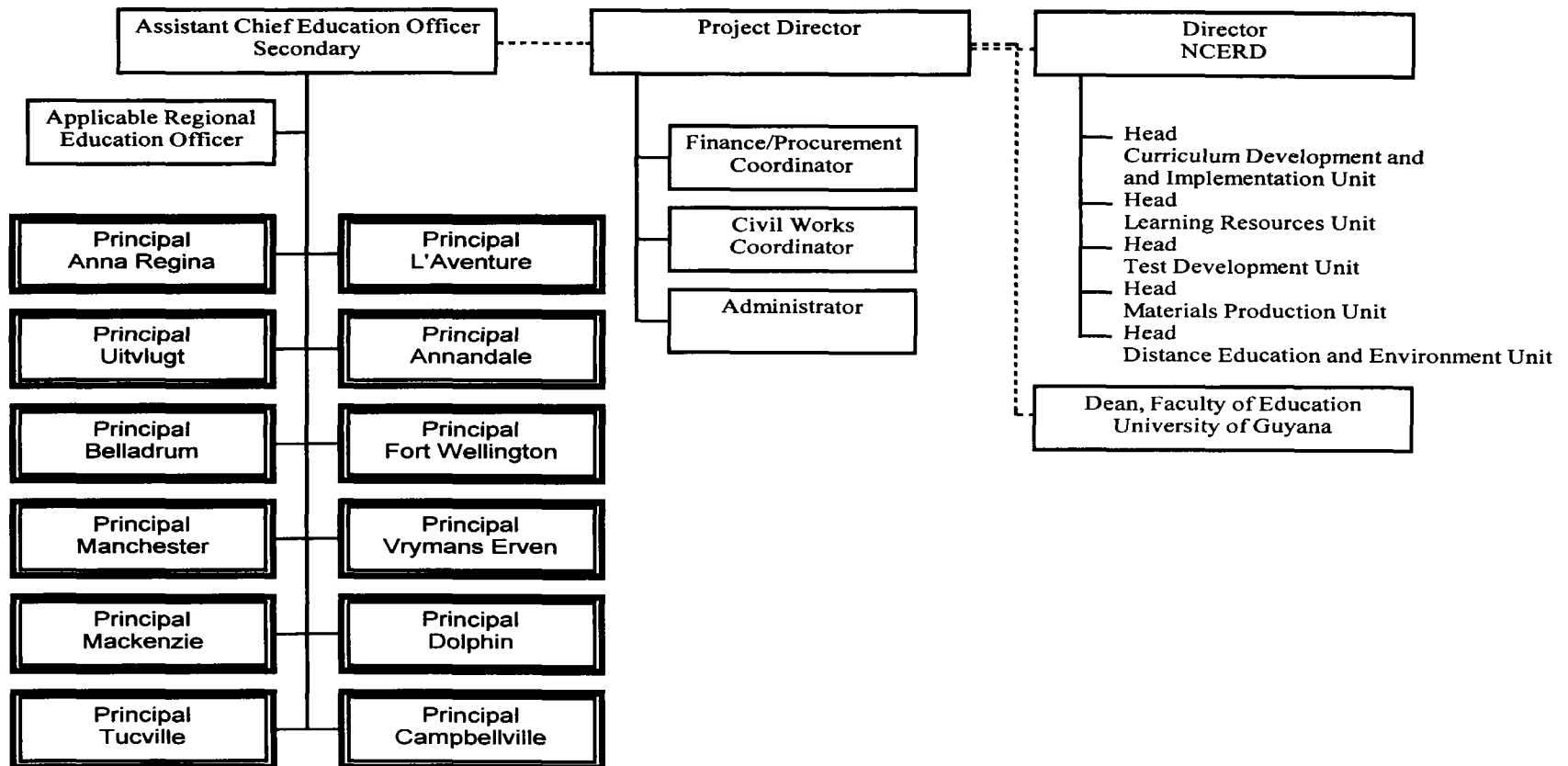


Figure 3: Project Secretariat and Coordination Mechanism





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ANNEX IV: SALARY SCALE COMPARISON - CIVIL SERVICE VS. TEACHING SERVICE

Civil Service Scale		Monthly Salary Midpoint (G\$)	Teaching Service Scale	
CS 1		5,500	TS 1(A)	Junior Teacher / Teacher Aide
		5,888		
CS 2		6,000	TS 1(B)	Acting Teacher
		6,477		
CS 3		6,500	TS 1(C)	Pupil Teacher I
		7,000	TS 1(D)	Pupil Teacher II
		7,000	TS 2(A)	Temporary unqualified Assistant
		7,360		
CS 4		8,000	TS 2(B)	Temporary Qualified III
		8,243		
CS 5		9,000	TS 2(C)	Temporary Qualified II
		9,715		
CS 6		11,187		
CS 7		14,131		
CS 8	Education Supervisor / CPCE: Lecturer I / NCERD: Curriculum Subject Specialist; Education Methodology Tutor; Deputy Co-ordinator, Distance Education & Information Unit / REGIONS: Education Supervisor	14,500	TS 3	Temporary Qualified I / Third Teacher
		16,500	TS 4	Non-Graduate Senior Assistant
CS 9	Work-Study Officer / CPCE: Lecturer II / NCERD: Test Development Officer II	17,370		
		18,500	TS 5(A)	Non-Graduate Senior Master / Non-Graduate Head Master Grade 'D' / Nursery Head of Department
		19,000	TS 5(B)	Non-Graduate Head Master Grade 'E' / Nursery Non-Graduate Head Master Grade 'C'
		19,500	TS 6	Untrained Graduate
		19,500	TS 7(A)	Non-Graduate Deputy Head Master Grade 'B'
		20,500	TS 7(B)	Non-Graduate Head Master Grade 'D' / Nursery Non-Graduate Head Master Grade 'B'
		21,500	TS 8(A)	Trained Graduate
		21,500	TS 8(B)	Non-Graduate Deputy Head Master Grade 'A'
		21,609		
		CS 10	Education Officer I / CPCE: Senior Lecturer / NCERD: Materials Development Officer, Senior Subject Specialist	22,500
23,500	TS 10			Graduate Senior Assistant
24,500	TS 11			Non-Graduate Head Master Grade 'B'
25,000	TS 12			Graduate Senior Master-Head of Department / Nursery Graduate Head Master Grade 'C'
26,500	TS 13			Graduate Deputy Head Master Grade 'B' / Non-Graduate Head Master Grade 'A'
27,500	TS 14			Graduate Head Master Grade 'D' / Nursery Graduate Head Master Grade 'B'
27,556				
28,500	TS 15			Graduate Deputy Head Master Grade 'A'
CS 11	Superintendent of Examinations; Senior Education Officer; Schools Inspector / CPCE: Vice Principal / REGIONS: Regional Education Officer	29,750	TS 16	Graduate Head Master Grade 'C' / Nursery Graduate Head Master Grade 'A'
		31,750	TS 17	Graduate Head Master Grade 'B'
		33,750	TS 18	Graduate Head Master Grade 'A'
		35,151		
CS 12	Assistant Chief Education Officer; Chief Planning Officer / CPCE: Principal / NCERD: Co-ordinator, Distance Education & Information Unit; Learning Resource Development Officer; Chief Test Development Officer; Curriculum Development Officer.	35,750	TS 19	Graduate Sixth Form Head
CS 13	Deputy Permanent Secretary; Deputy Chief Education Officer / NCERD: Director	44,867		
CS 14	Permanent Secretary / Chief Education Officer	57,290		
		72,128		

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ANNEX V: PILOT SCHOOL IMPROVEMENT PLANS

Objectives

1. The proposed project would fund about 12 pilot school improvement plans (SIP) in selected secondary and primary top schools. The SIPs, which would be prepared by the schools themselves, would be expected to have among their objectives to improve school performance in areas such as: (i) increasing student achievement; (ii) reducing repetition and drop-out rates; (iii) dealing with student behavioral problems; (iv) enhancing teacher performance; (v) improving school facilities and, if necessary, reducing overcrowding and, (vii) increasing parent and community participation and support in schools.
2. The 12 pilot SIPs constitute the first stage of a long-term nation-wide program to improve the quality of Guyana's secondary schools. Consequently, they are intended to be both cost-effective and replicable on a large scale given Guyana's limited financial and human resources. In financial terms, each pilot plan would include funding over a three-year period for inputs for: (i) teacher training, (ii) textbooks and learning resources, and (iii) physical improvements. These inputs would be provided by the MEC directly to the school on the basis of the SIP. In addition, each pilot school would be provided a small amount of discretionary funding, equivalent to US\$3.00 per student per year, for three years, for direct investment by the school administration for school improvement initiatives not provided by the MEC directly.

Financial Arrangements

3. Each pilot school would be expected to mobilize supplementary financial and other support for their SIPs from their respective Regional Executive Officers (RExO) and their local communities. Accordingly, community representatives and parents would be invited to serve on a School Improvement Advisory Committee (SIAC) with the principal, teachers and students, which each school would be required to establish for preparing their plans. The RExOs in turn, would be asked to commit funds in support of the plan and to sustain the investments in school improvements following the first three years of project funding. The amounts of recurrent funding required by each school following the pilot project will be calculated during preparation of the SIPs.

Management

4. The management arrangements for the SIPs are as follows. The Project Director would have overall responsibilities within MEC for the implementation of SIPs as for all other aspects of the project. Developing and implementing SIPs under the project would be the responsibility of the pilot school principals and the SIAC assisted by the DEO and REdO. MEC support for different aspects of SIPs would be the direct responsibility of the Assistant Chief Education Officer (ACEO) Secondary and the respective MEC regular line managers of departments and/or contractors.

SIP Approval and Funding

5. The SIP would be submitted by school principals to the Regional Education Officer who, in consultation with the Project Director and the ACEO (Secondary), would be responsible for the final approval of the SIPs in accordance with evaluation guidelines which would be developed by the Project Director and the ACEO (Secondary).

Monitoring and Support

6. The SIPs would be monitored by a team comprised of the ACEO (Secondary), the Project Director and other persons called upon for specific assignments, i.e. teacher training. Civil works would be monitored by the Project Engineer and an independent firm hired by the project.

Guidelines

7. The ACEO (Secondary) would prepare guidelines with the assistance of the Project Director, for school administrators and others on the formulation, implementation and monitoring of SIPs. The guidelines would be prepared with the help of principals, teachers, community leaders and MEC staff. The SIP guidelines would provide guidance on matters such as: (i) the role of principals, teachers, students and the community in the SIP planning and implementation process; (ii) role and functions of a School Improvement Advisory Committee (SIAC); (iii) how to define basic problems and objectives of the School Improvement Plan; (iv) how to prepare a budget; (v) support to be provided by MEC and (vi) scheduling for preparing and implementing a SIP.

8. The MEC would issue guidelines and indicative budget figures to guide pilot schools in preparing their SIPs. The SIPs are to be kept simple, but would be expected to include, inter alia: (i) a description of the school's student population and teaching staff, including quantitative and qualitative information; (ii) objectives for student learning outcomes and the rationale for them, (iii) priority areas to be improved in educational quality and infrastructure with quantitative and qualitative targets; (iv) strategies to take advantage of project inputs in improving identified areas; (v) implementation strategies and sequencing, (vi) strategies to effectively involve and obtain support from teachers, students, parents and the community, (vii) negotiated arrangements for greatly increased mobility between the pilot school and geographically accessible schools offering upper-secondary education, and (viii) a detailed budget for the school, within MEC guidelines and RA requirements, to finance the planned school improvements.

9. The MEC would organize orientation and training in the SIP guidelines for principals, teachers, the SIAC and District Education officers.

10. Twelve pilot schools were chosen by the MEC during project preparation, following visits and interviews with school officials and based on the following criteria: (i) strong leadership of the principal; (ii) willingness of the teachers; (iii) geographic diversity and easy accessibility from Georgetown to facilitate management and monitoring; and (iv) participation of the three main types of secondary schools.

11. The following schools have been identified as initial 12 pilot school improvement projects:

Table 1: Profile of Pilot Schools

Name	Type of School \a	Region \b	Number of Students	Number of Teachers (Full Time Equivalent)
Anna Regina	CHS	2	739	43.0
L'Aventure	PT	3	149	12.0
UitMugt	PT	3	524	18.0
Annandale	GSS	4	580	32.3
Belladrum	CHS	5	614	34.0
Fort Wellington	CHS	5	160	11.2
Manchester	CHS	6	361	18.0
Vrymans Erven	CHS	6	406	16.3
Mackenzie	GSS	10	657	31.0
Dolphin	CHS	GT	721	23.4
Tucville	PT	GT	919	38.0
Campbellville	CHS	GT	560	21.0

\a CHS - Community High School; GSS - General Secondary School;

PT - Primary Top (Secondary Department of a Primary School)

\b GT - Georgetown

12. The mid-term review would assess the experience and lessons learned with the first group of pilot schools and recommend needed adjustments in the planning and implementation of the project in subsequent years. The mid-term review would also decide whether funding for additional pilot schools would be provided from the unallocated portion of the project.

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ANNEX VI: SCHOOL QUALITY IMPROVEMENT

1. Guyana critically needs to upgrade the knowledge and skills of secondary school students' through a reform of curriculum, teacher training and increased availability of textbooks and instructional materials. The three-tier secondary school structure is both inefficient and inequitable. While the overall quality of education is sub-optimal, General Secondary Schools (GSS) have higher quality teachers, buildings and teaching materials while the Community High Schools/Primary Tops (CHS/PT), particularly the PTs, have deficiencies in all educational inputs.. The primary factors contributing to poor quality include (i) passive approach to teaching,; (ii) focus on compartmentalized content-driven curriculum; (iii) lack of adequate support resources and (iv) absence of a whole school approach to teaching.

2. The overall purpose of the curriculum reform is to update the content and approaches to teaching and learning to modify the existing program in light of changes in the demand on education. Specifically, the curriculum reform would (i) develop and implement a common curriculum; (ii) provide appropriate teacher training to support the curriculum and (iii) provide supporting instructional materials and textbooks.

CURRICULUM

3. The foundation of the curriculum reform is a curriculum using multi-level and cross-curricular approaches to teaching and learning. The multilevel approach presupposes that students of varying skills' level can pursue a common core in most subject areas. The curriculum would respond to the variety of students because many students categorized as "slow-learners" may have no other disability but the inability to read. The cross curricular approach would assist in strengthening language skills, which are very weak, by incorporating reading, writing and oral expression into other core subjects. At the same time, problem solving, interpretation of data and use of quantitative information would be reinforced in the language component of the curriculum. Common concepts and/or areas of content are consolidated so they are not taught in isolation. An integrated approach to the curriculum would result in school learning more relevant to learners' needs. While this project would not finance pre-vocational education, the MEC would begin to review the pre-vocational curriculum with respect to the development of the common curriculum for the four core areas. Support for students' eventual transition to the work place would be addressed by career education concepts integrated throughout the curriculum. School guidance counselors would provide leadership in this aspect of the curriculum.

4. Currently, all schools have similar core curriculum however implementation and instructional practices differ significantly. The main difference in the GSS and the CHS/PT schools lies in the quality of education with respect to teacher qualifications and resources available to students and teachers. The GSS follows the CXC syllabi however test results are extremely low. Of those students taking the CXC examination, only 12% and 13% received Grade I and II in English and Math respectively. This compares with an average of 35 and 40% in other Caribbean countries. The CHS/PT schools have a less academic approach to the curriculum, however students do not receive the necessary minimum basic and pre-vocational skills needed required for further training /apprenticeships. CHS/PT student achievement levels are very low with serious deficiencies, particularly in Language and Math.

5. The academic core is composed of English/Language Arts, Mathematics, Science and Social Studies. Differences between the GSS and CHS/PT include; (i) GSS require a foreign language; (ii) English in GSS is divided in two classes - English and Literature and in the CHS/PT divided between English and Reading and (iii) CHS/PT teach integrated science while the GSS Grade 9 teach separate subjects, i.e. biology, chemistry. Differences in the pre-vocational curricula lie primarily in the time-tabling and duration of classes .

6. Language Arts: Students enter Grade 7 with varying levels of skills and competencies in language. While students have some measure of proficiency in English enabling them to pass the SSEE, the majority of youth are underachieving in the skills required for reading, writing and learning as they move through lower secondary school. As a result, critical English language deficiencies exist at the end of all secondary schools, particularly the CHS/PT. The new curriculum would be designed to integrate the existing GSS and the CHS/PT English course structures with emphasis placed on content and instructional approaches that would improve learning. Incorporating new trends in teaching English, such as the whole language approach, would increase achievement levels. The key concept in the design of the Language Arts curriculum would be not only the development of English language proficiency but the providing opportunities for students to apply them in meaningful and realistic context in and out of the school environment.

7. Mathematics: Student performance in math is somewhat stronger than in English language. Nevertheless, the math curriculum in both the GSS and CHS/PT for Grades 7-9 is ambiguous in terms of content. The new math curriculum would adopt a more active approach to learning math concepts through experimenting and constructing real-life problems solving scenarios. The variety, level and sequencing of topics would be developed in close coordination with the primary school math and the patterns of student achievement levels up through Grade 6. In addition, linkages would be developed between math and other areas of study, including science, social studies and pre-vocational subjects.

8. Science: The existing science curriculum is limited by a lack of appropriate space and equipment and a very theoretical approach to content. The new curriculum would focus on hands-on, process-oriented experiences emphasizing the use of science process skills to solve practical problems. Activities are designed using a group approach so that students work cooperatively and all students can benefit from the experiences.

9. Social Studies: Changes in the social studies curriculum would include (i) more history and geography instruction in regions beyond the Caribbean and (ii) development of more problem-solving and critical thinking activities rather than the existing memorizing of information approach.

10 For each subject, Curriculum, Instructional Materials and Assessment Teams (CIMAT), responsible for producing the new curricula, would be established in NCERD under the Assistant Director of the Curriculum Development and Implementation Unit (CDIU). Each CIMAT would produce guides for Grades 7-9 during the two year preparation and piloting cycle. Extensive school technical support and supervision would be provided to the pilot schools. Guides would be produced in the following sequence: (i) Language Arts and Mathematics and (ii) Social Studies and Science. Developing the curriculum on a subject basis, rather than a grade level basis, allows for more integration of the curriculum between grades.

11 The CIMAT would comprise of (i) a senior subject specialist (team leader) and subject specialists from CDIU; (ii) seven practicing teachers, including a reading specialist, representing all

school types, and (iii) when needed, a methodology tutor from NCERD's Learning Resources Unit and staff from the Test Development Unit. The CIMAT would: (i) finalize broad curriculum statements and develop detailed curriculum based on the review of existing curriculum and instructional materials available both domestically and internationally; (ii) develop and update a list of books and instructional materials; (iii) if necessary, develop additional instructional materials where no existing materials were considered to be appropriate; and (iv) assist the field supervision teams. Each CIMAT would be expected to confer with curriculum specialists in the other core subjects, particularly the members of other CIMATs as they are formed, in order to develop consistent cross-curricular elements. The project would fund external curriculum and subject specialists who would (i) organize workshops on curriculum design and development; (ii) visit Guyana approximately every two to three months to supervise preparation of curriculum guides and (iii) provide assistance to supervision teams.. Professional development opportunities, i.e. study tours, conferences for curriculum specialists would be financed by the project in order to develop the capacity of NCERD.

12. The final guides and instructional materials would be distributed to all schools, however only the pilot schools would receive technical and supervisory support from the project. Other schools would depend on principals and teachers to assist in the proper delivery of the new curriculum.

IN SERVICE TEACHER TRAINING

13. The effectiveness of the common curriculum, or any other curriculum, is clearly dependent upon the teachers' knowledge of the subject matter and appropriate pedagogical skills. A large percentage of the current teaching force of Guyana lacks appropriate training. The reasons for the low productivity in the classroom appear to be related to (i) poor teacher subject knowledge; (ii) insufficient pedagogical skills; (iii) lack of instructional materials; (iv) low salaries despite recent increases; and (v) absence of a school team approach to teaching. Qualified teachers and administrators have either moved to the private sector where salaries are better or left the country.

14. Classroom observations in the CHS/PT schools indicate that teachers, irrespective of subject matter or grade, have a very passive approach to teaching. Students were seated at their desks copying passages, exercises or problems the teachers had written on the board. Teachers remained seated either observing students or doing other work. Very little lecturing, explaining, demonstrating or discussing the subject or circulating among students to check on student progress takes place. Group work, role playing, experimentation, discussions or project work is not common. As a result, the time students spent actually involved in learning appears to be significantly less than the actual class period. Review of teachers' weekly Scheme Books reveal limited content coverage indicating that less than the formal curriculum is being followed.

15. Although curriculum development would take several years, teacher improvement programs would be initiated as soon as possible. The project would contract the in-service teacher training to a training institute acceptable to IDA, where, under the direction of the Project Director, a training program would be developed in collaboration with other education institutions. External consultants would assist in the development, preparation and implementation of in-service training programs and the training of field supervisors. The technical assistance would also strengthen the training institute, NCERD and supervision teams. The Project Director, in collaboration with the ACEO/Secondary, would coordinate teacher training activities with other project components.

16 All pilot school head-teachers and teachers would participate in the in-service training activities which would focus on subject content, use of learning resources, classroom and administrative

management and pedagogical skills. Other training instruments would include study tours, fellowships and conferences to familiarize curriculum specialists with current education trends and philosophies. The teachers would also participate in workshops on time management, administration and teams leaderships along with principals and other administrators.

17. In-service training would include: (i) a twelve (12) day summer residential workshop for teachers; (ii) a 10-day summer residential program for head teachers and deputy head teachers; (iii) monthly content and methodology workshops, servicing a cluster of pilot schools at a time, for teachers throughout the academic year; (iv) school-based training activities convened by the supervision teams; and (v) regular school and classroom supervision and technical support.

SUPERVISION TEAM

18 The success of any curriculum reform rests on the ability of each school to absorb change and adopt new approaches to teaching and learning. However, this includes not only pedagogical skills but also planning and management at school/teacher level. Along these lines, strong supervision and technical support is key to developing and maintaining quality teaching and learning. At present, this does not exist in Guyana. Teachers and schools receive very little technical support which contributes further to very low productivity in the classroom given the high proportion of untrained teachers.

19 The project would finance three supervision teams to provide continuing curriculum support and training to the pilot schools. Supervision methodologies and strategies would be designed and developed collaboratively by supervision teams, NCERD, the Project Director, the ACEO/Secondary and the training institute. Internationally recruited consultants (in teacher training, curriculum development, subject specialists, and performance assessment) would assist in developing, and implementing training programs in effective classroom observation and supervision techniques as well as monitoring supervision teams in the field approximately every 3 to 4 months.

20 The project, under the management of the Project Director, would finance three supervision teams per subject, comprised of a teaching training specialist (team leader), subject specialists (Reading and Language Arts, Mathematics, Science, and Social Studies), a DEO or DES from the district of the pilot school, and periodically, a member of the Inspectorate. Supervision would include hands-on assistance to teachers and administrators in classroom observation, motivation and discipline techniques, new curriculum emphases, use of appropriate materials, student assessment methodologies, development of student feedback mechanisms, record keeping, collaborative teaching methods etc. Supervision teams would: (i) visit schools every six weeks for 2 days (totaling 32 days per pilot school per year); (ii) prepare 2 supervision reports each semester for the review of the Project Director, ACEO/Secondary and REOs; (iii) collaborate with other supervision teams and the CDIU to identify training needs and prepare training materials.

21. Student learning outcomes would be measured through continuous assessment techniques. Initially monitoring indicators would include results from a set of diagnostic tests and supplemented by other baseline information included in School Improvement Plans. Those indicators would be verified by the supervision teams. In addition, the TDU would: (i) develop diagnostic tests; (ii) collaborate with supervision teams in assisting pilot school teachers in continuous assessment; and (iii) develop a Form III assessment test. The project secretariat would assume overall responsibility for monitoring these activities.

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ANNEX VII: MONITORING AND EVALUATION

1. Monitoring and evaluation mechanisms are needed to ensure effective use of project inputs in developing revitalized, more efficient pilot schools and to provide continuous feedback for the schools, concerned government agencies and IDA. These mechanisms would assess changes in the quality of educational processes and environments and the resulting changes in student performance.
2. Evaluation of the project would be done periodically as part of the semi-annual reporting to IDA by the Project Secretariat. The project would also have a mid-term review conducted by the Project Secretariat after three years and six months. This review would be an input into IDA's Mid-Term Review. Preparatory work and documentation, which would include the design of the review, would be contracted out to an independent organization acceptable to IDA. The review would evaluate the performance of the pilot schools, of project management and of the curriculum, training, textbook, civil works, public awareness and institutional strengthening activities of the project. Independent input into the Mid-Term Review would be essential in order to assess Guyana's capacity to implement and sustain an effective country-wide secondary school reform program, design subsequent phases of the reform program and provide a rationale for or against continued IDA assistance. Additional monitoring of the project would be conducted by IDA supervision missions. Report due dates and a tentative schedule of IDA supervision missions are presented in Table 3.
3. Evaluation of pilot school performance would make use of baseline information developed by the specialist in school-based management, who would be working with individual schools in developing their SIPs. This information would be in the form of an analytical report presenting quantitative and qualitative information about the pilot schools as of the beginning of the project. Evaluation of pilot school performance would be based on assessment of changes in classroom, school and community indicators in the pilot schools) by the project's pilot-school supervision teams, which would visit pilot schools approximately every six weeks to monitor progress at the school level (see below). Student performance, based on a set of desired learning outcomes developed in the ongoing UNICEF-funded Minimum Levels of Attainment project, would be assessed through continuous assessment mechanisms built into the curriculum and the teacher training components of the project. Supervision team reports would be submitted to the Project Director, the ACEO Secondary and the school's REdO.

Classroom, School And Community Performance Indicators

Classroom (Table 1 and Table 2)

- Introduction of new teaching practices.
- Introduction of continuous assessment for measuring student achievement.
- Links between continuous assessment and instruction
- Improvement in language development, numeracy and reading as measured against Minimum Levels of Attainment.
- Motivation of students.
- Promotion to upper secondary grades.
- Establishment and maintenance of records for monitoring student achievement.
- Reduction in drop-out rates for Grades 7,8,9.
- Improved staying-on rates after Grade 9.

Table 1: Input/Process Indicators - In-Service Teacher Training

1996	1997	1998	1999
Contract for 1996 U.G Annual Training Plan 100 Teachers Trained Curriculum Content 12 Principals Trained in Management SIP Reports 12 Deputy Heads Trained	Contract for 1997 - 2001 Annual Training Plan 200 Teachers trained in Curriculum Content Minimum of 32 days per year schoolbased in methodology Minimum of 10 days residential training for core subjects -teachers of pilot schools	Annual Training Plan for 300 teachers Trained in Curriculum Content Effective implementation of SIP	Comprehensive Training Programme 400 Teachers and Heads of Department Trained Reading levels of students improved.

Table 2: Input/Process Indicators - Improvement of Student Assessment

1996	1997	1998	1999
- Finalize lists of students indicators - identification of continuous assessment procedures Draft lists of Students indicators Modified Jamaican Reading Test	Pre-test and parallel tests in Language Arts - Reading and Mathematics Students research Continuous assessment test scores Teachers trained in continuous Assessment -Reading etc	Draft form Three test ready for piloting Final Drafts of Pre and Post test in Reading - Language Arts - Mathematics Teachers trained in test construction	Form 3 Test Continuous assessment procedures for Science and Social Studies Pre and Post test for Social Studies and Science. Teachers trained in assessment of Social Studies and Science.

School

- Documentation and implementation of SIP.
- Staff development linked to SIP.
- Improved staff and student attendance rates.
- Quality of budget submissions to REo.
- Use of school-controlled funds
- Maintenance of infrastructure.
- School security indicators.

Community

- Formation of SIAC.
- Involvement of parents and community in preparation of SIP.
- Community involvement in implementation of SIP.

Improved support from parents and school community.
Employment and employability of school leavers.

Table 3: Report Due Dates and Tentative Plan for IDA Supervision Missions

Year	Document Due Dates	Tentative Dates of IDA Supervision Mission	Notes
1996		August	Project Launch Workshop (TM, Procurement Advisor, Disbursement Officer/Analyst, Architect, Finance Specialist, Education Reform Specialist, Evaluation Specialist)
	September 30		<i>Semi Annual Progress Report Due</i>
	October 31		<i>Implementation Plan for the Following Year Due</i>
		November	Supervision Mission (TM, Country Economist/Education Finance Specialist, Architect, Education Reform Specialist)
1997	March 31		<i>Semi Annual Progress Report Due</i>
	September 30	May	Supervision Mission (TM, Teacher Training Specialist, Curriculum/Teacher Training Specialist)
	October 31		<i>Semi Annual Progress Report Due</i>
		November	<i>Implementation Plan for the Following Year Due</i> Supervision Mission (TM, Country Economist/Education Finance Specialist, Architect, Education Reform Specialist)
1998	March 31		<i>Semi Annual Progress Report Due</i>
	September 30	May	Supervision Mission (TM, Teacher Training Specialist, Curriculum/Teacher Training Specialist)
	October 31		<i>Semi Annual Progress Report Due</i>
		November	<i>Implementation Plan for the Following Year Due</i> Supervision Mission (TM, Country Economist/Education Finance Specialist, Architect, Education Reform Specialist)
1999	March 31		<i>Semi Annual Progress Report Due</i>
	September 30	May	Supervision Mission (TM, Teacher Training Specialist, Curriculum/Teacher Training Specialist)
	October 31		<i>Semi Annual Progress Report Due</i>
		November	<i>Implementation Plan for the Following Year Due</i> Supervision Mission (TM, Country Economist/Education Finance Specialist, Architect, Education Reform Specialist)
2000	March 31		<i>Semi Annual Progress Report Due</i>
	September 30	May	Supervision Mission (TM, Teacher Training Specialist, Curriculum/Teacher Training Specialist)
	October 31		<i>Semi Annual Progress Report Due</i>
		November	<i>Implementation Plan for the Following Year Due</i> Supervision Mission (TM, Country Economist/Education Finance Specialist, Architect, Education Reform Specialist)
2001	March 31		<i>Semi Annual Progress Report Due</i>
	September 30	May	Supervision Mission (TM, Teacher Training Specialist, Curriculum/Teacher Training Specialist)
	October 31		<i>Semi Annual Progress Report Due</i>
		November	<i>Implementation Plan for the Following Year Due</i> Supervision Mission (TM, Country Economist/Education Finance Specialist, Architect, Education Reform Specialist)
2002	March 31		<i>Semi Annual Progress Report Due</i>
	September 30	May	Supervision Mission (TM, Teacher Training Specialist, Curriculum/Teacher Training Specialist)
	October 31		<i>Semi Annual Progress Report Due</i>
		November	<i>Implementation Plan for the Following Year Due</i> Supervision Mission (TM, Country Economist/Education Finance Specialist, Architect, Education Reform Specialist)
2003	March 31		<i>Semi Annual Progress Report Due</i>
	September 30	May	Supervision Mission (TM, Teacher Training Specialist, Curriculum/Teacher Training Specialist)
	December 31		<i>Semi Annual Progress Report Due</i>
			<i>Implementation Completion Report Due</i>

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ANNEX VIII: PLANNED CONSULTANTS' SERVICES

Position / Type of Work	Suggested Type of Contract	Type of Cost to the Project	Financed by	Recruitment Pool	Number of Contracts	Estimated Total Staff Weeks	Cost to Project (US\$)
School Management Support							
Participatory/School-Based Management Specialist	ST-I	Consultant Fee	IDA (100%)	International	1	72	180,000
Total School Management Support					1	72	180,000
Curriculum Development and Implementation, Teacher Training, Field Support							
- Learning Resources officer lc	N/A - GOG	Proj. Allowance	GOG (100%)	NCERD/MEC	1	156	2,607
- Assist Director, CDIU lc	N/A - GOG	Proj. Allowance	GOG (100%)	NCERD/MEC	1	260	4,345
- Chief Test Development Officer lc	N/A - GOG	Proj. Allowance	GOG (100%)	NCERD/MEC	1	156	2,607
- Senior subject specialists lc	N/A - GOG	Proj. Allowance	GOG (100%)	NCERD/MEC	3	780	26,303
- Subject specialists lc	N/A - GOG	Proj. Allowance	GOG (100%)	NCERD/MEC	4	832	17,686
- Test development officer lc	N/A - GOG	Proj. Allowance	GOG (100%)	NCERD/MEC	1	156	4,486
- Methodology tutor lc	N/A - GOG	Proj. Allowance	GOG (100%)	NCERD/MEC	1	156	2,653
Teachers (for writing curricula)	PT-I	Honoraria	IDA (100%)	Teachers	28	2,912	32,455
Textbook Specialist	ST-I	Consultant Fee	IDA (100%)	International	1	28	70,000
Curriculum Specialist	ST-I	Consultant Fee	IDA (100%)	International	1	24	60,000
Subject Specialists	ST-I	Consultant Fee	IDA (100%)	International	4	96	240,000
Test/Assessment Specialist	ST-I	Consultant Fee	IDA (100%)	International	1	32	80,000
University of Guyana (Teacher Training)	LT-F	Consultant Fee	IDA (100%)	Local	1	10	200,000
Teacher Training Specialist	ST-I	Consultant Fee	IDA (100%)	International	2	64	160,000
Field supervision team members	LT-I	Consultant Fee	IDA (100%)	Local	7	1,820	107,386
Total NCERD					67	7,482	1,010,528
Project Secretariat							
Project Director	LT-I	Consultant Fee	IDA (100%)	Local	1	260	123,500
Administrator	LT-I	Consultant Fee	IDA (100%)	Local	1	260	104,000
Finance/Procurement Coordinator	LT-I	Consultant Fee	IDA (100%)	Local	1	260	104,000
Civil Works Coordinator	LT-I	Consultant Fee	IDA (100%)	Local	1	260	104,000
Total Project Secretariat					4	1,040	435,500
M EC Operations Support							
Schools Information Officer lc	LT-I	Consultant Fee	IDA (67%)	Local	1	260	130,000
Education Finance Specialist	LT-I	Consultant Fee	IDA (100%)	International	1	104	260,000
Total M EC Operations Support					2	364	390,000
Institutional Strengthening and Project Management							
Management Strengthening	ST-F/I	Consultant Fee	IDA (100%)	International	1	27	67,500
SIS Design	ST-F	Consultant Fee	IDA (100%)	International	1	16	40,000
School Mapping/Physical Facility Survey	ST-F/I	Consultant Fee	IDA (100%)	International	1	4	10,000
School Mapping/Physical Facility Survey	ST-F/I	Consultant Fee	IDA (100%)	Local	1	16	8,000
Engineering Design Firm	ST-F	Consultant Fee	IDA (100%)	Local	1	18	27,000
Public Awareness Campaign	LT-F	Consultant Fee	IDA (100%)	International	1		150,000
Project Monitoring and Evaluation	ST-F/I	Consultant Fee	IDA (100%)	International	1	20	50,000
Preparation of Phase II Support - 1	ST-I	Consultant Fee	IDA (100%)	International	1	13	32,500
Preparation of Phase II Support - 2	ST-I	Consultant Fee	IDA (100%)	Local	1	13	6,500
External Auditor	ST-F	Consultant Fee	IDA (100%)	International	1	15	37,500
Total Institutional Strengthening and Project Management					10	142	429,000
TOTAL					74	9,100	2,445,028

la ST-I (Short Term Individual); LT-I (Long Term Individual); ST-F (Short Term Firm); LT-F (Long Term Firm); NA-GOG (Not Applicable; GOG Staff)

PT-I (Part-Time Individual). Firm includes non-profit or public organizations and academic institutions

lb "International" includes Guyanese nationals with qualifications that meet applicable international standards.

lc Special Project Allowance would be paid from GOG counterpart funds during their assignment to the Project.

ld In addition, Project Secretariat would employ 2 local support staff.

le Supported by IDA on a declining basis.

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ANNEX IX: DRAFT TERMS OF REFERENCE OF PROCUREMENT SERVICES FOR THE MINISTRY OF EDUCATION AND CULTURAL DEVELOPMENT

A. BACKGROUND

1. The Government of Guyana (GOG) has requested the International Development Association (IDA) to provide a credit equivalent to US\$17.3 million in order to finance the proposed Secondary School Reform Project (SSRP, or the Project). The Project would be implemented by the Ministry of Education and Cultural Development (MEC), and would have three major components: (i) Educational Program Quality, (ii) School Environment; (iii) National and Regional Institutional Strengthening.
2. The Educational Program Quality component would: (a) introduce curriculum unification for the first three years of secondary education; (b) improve the quality and availability of relevant textbooks and instructional materials; (c) enhance knowledge and skills of secondary school teachers; (d) promote school-based initiatives and community participation; (e) assist the preparation of a School Improvement Plan (SIP); and (f) provide direct financial assistance in a small amount to individual schools, based on the evaluation of SIPs on competitive bases.
3. The School Environment component would carry out comprehensive rehabilitation of 12 pilot schools and emergency repair of other secondary schools.
4. The National and Regional Institutional Strengthening would: (a) assist the MEC in further developing and adopting the SSRP; (b) strengthen the managerial capacities of sector institutions through training activities, i.e., seminars, work-shops, on-the-job training, and the provision of domestic and international scholarships; (c) fill the capacity gaps through technical assistance and consulting services; (d) provide relevant goods, facilities and equipment.

B. SCOPE OF WORK

5. For procurement of goods as well as works and related incidental services, the consultant will: (i) prepare bidding documentation, including technical specifications, bid evaluation criteria, qualifying requirements, contract conditions related to security, warranties, liquidated damages, payment terms, preparation of purchase orders etc.; (ii) based on procedural requirements of the GOG and financiers, notify/advertise procedures, identify potential suppliers, and prepare short lists of potential contractors; and (iii) assist the MEC in the receipt, opening and evaluation of bids, carry out post qualification of bidders, and prepare bid evaluation reports to be submitted to the relevant Government authorities and financiers for concurrence.
6. For the selection of and contracting with consultants, the consultant will: (i) prepare terms of reference, proposed short lists, letters of invitation for proposals, questionnaires, draft contracts etc.; (ii) based on procedural requirements of the GOG and financiers, notify/advertise procedures, identify

candidates, and prepare short lists of potential contractors; (ii) assist the MEC in the receipt and evaluation proposals, prepare evaluation reports, and negotiate with selected firms/consultants.

7. For monitoring and administration of contract performance, the consultant will: (i) set up efficient payment procedures, (ii) resolve claims and disputes; (iii) evaluate suppliers' performance; (iv) enforce liquidated damages and remedies for non-performance.

8. The consultant should be an experienced professional, preferable with a technical background and with extensive experience in all facets of large and complex international procurement, consultant evaluation and selection and contract administration in multilaterally funded operations. The consultant should also have a good knowledge of banking procedures linked to trade financing and of shipment and insurance practices. Experience in training would be desirable. The consultant should have excellent command of English. Access to an overseas home office to provide specific expert advice, if required, would also be desirable. To ensure the impartiality of his/her advice, the consultant (including his or her home office, if any) must not in any way be affiliated with business entities that are currently providing, or are seeking to provide, other goods or services to Guyana.

C. TIMING AND EXPECTED TA OUTCOMES.

9. Procurement activities are already in progress in the MEC, and the consultancy is therefore required immediately.

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ANNEX X: PROJECT COSTS AND EXPENDITURES

Table 1: Components Cost Summary

Guyana Secondary School Reform Project Components Project Cost Summary									
	(G\$ Million)			(US\$ Million)			% Foreign Exchange	% Total Base Costs	
	Local	Foreign	Total	Local	Foreign	Total			
A. Education Program Quality	92	264	356	0.64	1.85	2.49	74	15	
B. School Environment									
Pilot Schools	418	321	738	2.92	2.24	5.16	43	32	
Emergency School Repair	490	369	859	3.42	2.58	6.01	43	37	
Subtotal School Environment	907	690	1,597	6.35	4.82	11.17	43	68	
C. National and Regional Institutional Strengthening									
Institutional Strengthening	29	161	190	0.20	1.13	1.33	85	8	
Project Management	75	35	111	0.53	0.25	0.77	32	5	
Subtotal National and Regional Institutional	104	196	300	0.73	1.37	2.10	65	13	
D. PPF Refinancing	-	79	79	-	0.55	0.55	100	3	
Total BASELINE COSTS	1,104	1,229	2,333	7.72	8.59	16.31	53	100	
Physical Contingencies	44	41	85	0.31	0.29	0.60	49	4	
Price Contingencies	254	82	337	1.78	0.58	2.35	24	14	
Total PROJECT COSTS	1,402	1,353	2,755	9.80	9.46	19.26	49	118	

Table 2: Components by Financiers

Guyana Secondary School Reform Project Components by Financiers										
	(G\$ Million)									
	Government of Guyana		International Development Association		Total		For. Exch.	Local (Excl. Taxes)	Duties & Taxes	
Amount	%	Amount	%	Amount	%					
A. Education Program Quality	59.6	13.8	370.7	86.2	430.3	15.6	298.7	131.6	-	
B. School Environment										
Pilot Schools	107.7	10.5	922.3	89.5	1,030.0	37.4	386.8	643.2	-	
Emergency School Repair	98.8	11.5	759.9	88.5	858.8	31.2	369.0	489.8	-	
Subtotal School Environment	206.5	10.9	1,682.3	89.1	1,888.8	68.6	755.8	1,133.0	-	
C. National and Regional Institutional Strengthening										
Institutional Strengthening	9.5	4.5	202.2	95.5	211.7	7.7	180.7	31.0	-	
Project Management	0.0	-	145.1	100.0	145.1	5.3	39.1	106.1	-	
Subtotal National and Regional Institutional Strengthening	9.5	2.7	347.3	97.3	356.8	13.0	219.7	137.0	-	
D. PPF Refinancing	-	-	78.7	100.0	78.7	2.9	78.7	-	-	
Total Disbursement	275.6	10.0	2,479.0	90.0	2,754.6	100.0	1,353.0	1,401.6	-	
Guyana Secondary School Reform Project Components by Financiers										
	(US\$ Million)									
	Government of Guyana		International Development Association		Total		For. Exch.	Local (Excl. Taxes)	Duties & Taxes	
Amount	%	Amount	%	Amount	%					
A. Education Program Quality	0.42	13.8	2.59	86.2	3.01	15.6	2.09	0.92	-	
B. School Environment										
Pilot Schools	0.75	10.5	6.45	89.5	7.20	37.4	2.70	4.50	-	
Emergency School Repair	0.69	11.5	5.31	88.5	6.01	31.2	2.58	3.42	-	
Subtotal School Environment	1.44	10.9	11.76	89.1	13.21	68.6	5.29	7.92	-	
C. National and Regional Institutional Strengthening										
Institutional Strengthening	0.07	4.5	1.41	95.5	1.48	7.7	1.26	0.22	-	
Project Management	0.00	-	1.01	100.0	1.01	5.3	0.27	0.74	-	
Subtotal National and Regional Institutional Strengthening	0.07	2.7	2.43	97.3	2.49	13.0	1.54	0.96	-	
D. PPF Refinancing	-	-	0.55	100.0	0.55	2.9	0.55	-	-	
Total Disbursement	1.93	10.0	17.34	90.0	19.26	100.0	9.46	9.80	-	

Table 3: Disbursements by Semesters and Government Cash Flow

IDA Fiscal Year Semester Ending	(US\$ Million)				(G\$ Million)			
	Financing Available International Development Association Amount	Costs to be Financed Project Costs	Government of Guyana		Financing Available International Development Association Amount	Costs to be Financed Project Costs	Government of Guyana	
			Cash Flow	Cumulative Cash Flow			Cash Flow	Cumulative Cash Flow
FY97								
Dec. 31, '96	0.81	0.86	(0.04)	(0.04)	116.2	122.9	(5.4)	(5.4)
Jun. 30, '97	0.81	0.86	(0.08)	(0.12)	116.2	122.9	(11.2)	(16.6)
FY98								
Dec. 31, '97	1.94	2.10	(0.08)	(0.19)	277.4	300.8	(11.2)	(27.7)
Jun. 30, '98	1.94	2.10	(0.13)	(0.32)	277.4	300.8	(18.3)	(46.0)
FY99								
Dec. 31, '98	2.01	2.18	(0.13)	(0.45)	287.4	312.2	(18.3)	(64.4)
Jun. 30, '99	2.01	2.18	(0.16)	(0.61)	287.4	312.2	(22.9)	(87.2)
FY00								
Dec. 31, '99	1.85	2.04	(0.16)	(0.77)	264.1	292.1	(22.9)	(110.1)
Jun. 30, '00	1.85	2.04	(0.18)	(0.95)	264.1	292.1	(25.7)	(135.9)
FY01								
Dec. 31, '00	1.10	1.25	(0.18)	(1.13)	156.6	179.0	(25.7)	(161.6)
Jun. 30, '01	1.10	1.25	(0.17)	(1.30)	156.6	179.0	(24.7)	(186.3)
FY02								
Dec. 31, '01	0.56	0.69	(0.17)	(1.48)	80.0	98.0	(24.7)	(211.1)
Jun. 30, '02	0.56	0.69	(0.16)	(1.63)	80.0	98.0	(22.2)	(233.3)
FY03								
Dec. 31, '02	0.40	0.51	(0.16)	(1.79)	57.8	72.2	(22.2)	(255.5)
Jun. 30, '03	0.40	0.51	(0.14)	(1.93)	57.8	72.2	(20.4)	(276.0)
Total	17.34	19.26	(1.93)	(1.93)	2,479.0	2,754.6	(276.0)	(276.0)

Table 4: Project Components by Year - Total Including Contingencies

Guyana Secondary School Reform Project Project Components by Year -- Totals Including Contingencies										
	Totals Including Contingencies				Totals Including Contingencies (G\$ Million)					
	IDA Fiscal Year	1997	1998	1999	2000	2001	2002	2003	Total	
A. Education Program Quality		24.5	96.2	101.1	94.3	57.0	33.0	24.2	430.3	
B. School Environment										
Pilot Schools		51.5	228.3	243.3	232.3	139.4	78.4	56.9	1,030.0	
Emergency School Repair		49.9	207.7	207.7	187.5	107.1	58.3	40.5	858.8	
Subtotal School Environment		101.4	436.1	451.0	419.8	246.5	136.7	97.3	1,888.8	
C. National and Regional Institutional Strengthening										
Institutional Strengthening		13.8	47.5	48.9	45.0	27.5	16.5	12.5	211.7	
Project Management		27.5	21.9	23.3	25.1	27.0	9.8	10.5	145.1	
Subtotal National and Regional Institutional Strengthening		41.2	69.3	72.2	70.1	54.5	26.3	23.0	356.8	
D. PPF Refinancing		78.7	-	-	-	-	-	-	78.7	
Total PROJECT COSTS		245.8	601.6	624.4	584.3	358.0	196.0	144.5	2,754.6	
Guyana Secondary School Reform Project Project Components by Year -- Totals Including Contingencies										
	Totals Including Contingencies				Totals Including Contingencies (US\$ Million)					
	IDA Fiscal Year	1997	1998	1999	2000	2001	2002	2003	Total	
A. Education Program Quality		0.17	0.67	0.71	0.66	0.40	0.23	0.17	3.01	
B. School Environment										
Pilot Schools		0.36	1.60	1.70	1.62	0.97	0.55	0.40	7.20	
Emergency School Repair		0.35	1.45	1.45	1.31	0.75	0.41	0.28	6.01	
Subtotal School Environment		0.71	3.05	3.15	2.94	1.72	0.96	0.68	13.21	
C. National and Regional Institutional Strengthening										
Institutional Strengthening		0.10	0.33	0.34	0.32	0.19	0.12	0.09	1.48	
Project Management		0.19	0.15	0.16	0.18	0.19	0.07	0.07	1.01	
Subtotal National and Regional Institutional Strengthening		0.29	0.48	0.51	0.49	0.38	0.18	0.16	2.49	
D. PPF Refinancing		0.55	-	-	-	-	-	-	0.55	
Total PROJECT COSTS		1.72	4.21	4.37	4.09	2.50	1.37	1.01	19.26	

Table 5: Expenditure Accounts by Components - Total Including Contingencies (US\$ million)

Guyana Secondary School Reform Project Expenditure Accounts by Components - Totals Including Contingencies (US\$ Million)	Education Program Quality	School Environment		National and Regional Institutional Strengthening		PPF Refinancing	Total
		Pilot Schools	Emergency School Repair	Institutional Strengthenin	Project Management		
I. Investment Costs							
A. Educational Program Improvement and Institutional Strengthening							
1. School Information System							
SIS Design and Implementation Supervision	-	-	-	0.05	-	-	0.05
SIS Equipment, Installation, Support and Training	-	-	-	0.44	-	-	0.44
Subtotal School Information System	-	-	-	0.50	-	-	0.50
2. Goods							
Office Technology Equipment (except under SIS) /a	0.03	-	-	0.02	0.04	0.03	0.12
Vehicles	0.08	-	-	-	-	-	0.08
Furniture	0.00	-	-	0.00	0.00	-	0.00
Subtotal Goods	0.09	-	-	0.02	0.04	0.03	0.18
3. Services							
Senior Level Consultant	0.72	-	-	0.70	0.12	-	1.54
Middle Level Consultant	0.44	-	-	0.05	0.69	0.47	1.66
Subtotal Services	1.16	-	-	0.75	0.82	0.47	3.20
Subtotal Educational Program Improvement and Institutional Strengt	1.28	-	-	1.27	0.86	0.50	3.86
B. Pilot Schools: Physical Plant and Goods							
1. Physical Plant Improvement							
Civil Works	-	5.70	-	-	-	-	5.70
Engineering Design, Management and Supervision	-	1.09	-	-	-	-	1.09
Subtotal Physical Plant Improvement	-	6.79	-	-	-	-	6.79
2. Goods /b							
Books, Other Instructional Materials and Equipment /c	1.04	-	-	-	-	-	1.04
Furniture	-	0.23	-	-	-	-	0.23
Subtotal Goods	1.04	0.23	-	-	-	-	1.27
Subtotal Pilot Schools: Physical Plant and Goods	1.04	7.02	-	-	-	-	8.06
C. Emergency School Repair							
Civil Works	-	-	4.97	-	-	-	4.97
Engineering Design, Management and Supervision	-	-	0.84	-	-	-	0.84
Subtotal Emergency School Repair	-	-	5.81	-	-	-	5.81
D. Seminars, Workshops and Training /d	0.45	-	-	-	0.00	0.05	0.50
Total Investment Costs	2.74	7.02	5.81	1.27	0.86	0.55	18.25
II. Recurrent Costs							
A. Incremental Recurrent Expenditures							
1. Pilot Schools							
SP Support Funds	0.15	-	-	-	-	-	0.15
Building and Furniture Maintenance	-	0.16	-	-	-	-	0.16
Replacement of Books and Instructional Materials	0.08	-	-	-	-	-	0.08
Subtotal Pilot Schools	0.20	0.16	-	-	-	-	0.36
2. Aftercare of Emergency School Repair	-	-	0.19	-	-	-	0.19
3. Administrative and Miscellaneous Expenditures							
Maintenance and Operation	0.06	0.02	-	0.05	-	-	0.13
MEC Supplemental Staff /e	-	-	-	0.16	-	-	0.16
Subtotal Administrative and Miscellaneous Expenditures	0.06	0.02	-	0.21	-	-	0.30
Subtotal Incremental Recurrent Expenditures	0.26	0.18	0.19	0.21	-	-	0.65
B. Project Secretariat							
Maintenance and Operation	0.01	-	-	-	0.01	-	0.01
Supplies, Communications, Transportation	-	-	-	-	0.15	-	0.15
Subtotal Project Secretariat	0.01	-	-	-	0.15	-	0.16
Total Recurrent Costs	0.27	0.18	0.19	0.21	0.15	-	1.01
TOTAL PROJECT COSTS	3.01	7.20	6.01	1.48	1.01	0.55	19.26
Taxes	-	-	-	-	-	-	-
Foreign Exchange	2.09	2.70	2.58	1.28	0.27	0.55	9.46
/a Except Office Technology Equipment procured under the School Information System package /b Except Office Technology Equipment procured under the School Information System package /c Textbooks, library books, and other instructional materials and equipment /d Workshops, Seminars, etc. /e School Information Officer							

Table 6: Expenditure Accounts by Components - Total Including Contingencies (G\$ million)

Guyana Secondary School Reform Project Expenditure Accounts by Components - Totals Including Contingencies (G\$ Million)	Education Program Quality	School Environment		National and Regional Institutional Strengthening		PPF Refinancing	Total
		Pilot Schools	Emergency School Repair	Institutional strengthenin	Project Management		
I. Investment Costs							
A. Educational Program Improvement and Institutional Strengthening							
1. School Information System							
SIS Design and Implementation Supervision	-	-	-	7.6	-	-	7.6
SIS Equipment, Installation, Support and Training	-	-	-	63.3	-	-	63.3
Subtotal School Information System	-	-	-	70.9	-	-	70.9
2. Goods							
Office Technology Equipment (except under SIS) /a	4.8	-	-	2.8	5.3	4.3	17.3
Vehicles	6.3	-	-	-	-	-	6.3
Furniture	0.2	-	-	0.1	0.2	-	0.5
Subtotal Goods	13.3	-	-	3.0	5.5	4.3	26.1
3. Services							
Senior Level Consultant	102.6	-	-	99.7	17.7	-	220.1
Middle Level Consultant	63.6	-	-	7.5	99.1	67.3	237.5
Subtotal Services	166.2	-	-	107.2	116.8	67.3	457.5
Subtotal Educational Program Improvement and Institutional Strengt	179.5	-	-	181.1	122.4	71.6	554.5
B. Pilot Schools: Physical Plant and Goods							
1. Physical Plant Improvement							
Civil Works	-	815.6	-	-	-	-	815.6
Engineering Design, Management and Supervision	-	155.6	-	-	-	-	155.6
Subtotal Physical Plant Improvement	-	971.2	-	-	-	-	971.2
2. Goods /b							
Books, Other Instructional Materials and Equipment /c	148.3	-	-	-	-	-	148.3
Furniture	-	32.7	-	-	-	-	32.7
Subtotal Goods	148.3	32.7	-	-	-	-	181.0
Subtotal Pilot Schools: Physical Plant and Goods	148.3	1,003.9	-	-	-	-	1,152.2
C. Emergency School Repair							
Civil Works	-	-	710.2	-	-	-	710.2
Engineering Design, Management and Supervision	-	-	120.7	-	-	-	120.7
Subtotal Emergency School Repair	-	-	831.0	-	-	-	831.0
D. Seminars, Workshops and Training /d	64.1	-	-	-	0.7	7.2	72.0
Total Investment Costs	392.0	1,003.8	831.0	181.1	123.1	78.7	2,609.7
II. Recurrent Costs							
A. Incremental Recurrent Expenditures							
1. Pilot Schools							
SIP Support Funds	21.1	-	-	-	-	-	21.1
Building and Furniture Maintenance	-	23.0	-	-	-	-	23.0
Replacement of Books and Instructional Materials	7.9	-	-	-	-	-	7.9
Subtotal Pilot Schools	29.0	23.0	-	-	-	-	52.0
2. Aftercare of Emergency School Repair	-	-	27.8	-	-	-	27.8
3. Administrative and Miscellaneous Expenditures							
Maintenance and Operation	8.5	3.1	-	7.2	-	-	18.8
MEC Supplemental Staff /e	-	-	-	23.4	-	-	23.4
Subtotal Administrative and Miscellaneous Expenditures	8.5	3.1	-	30.6	-	-	42.2
Subtotal Incremental Recurrent Expenditures	37.5	26.1	27.8	30.6	-	-	122.0
B. Project Secretariat							
Maintenance and Operation	0.9	-	-	-	0.8	-	1.7
Supplies, Communications, Transportation	-	-	-	-	21.3	-	21.3
Subtotal Project Secretariat	0.9	-	-	-	22.0	-	22.9
Total Recurrent Costs	38.4	26.1	27.8	30.6	22.0	-	144.9
Total PROJECT COSTS	430.3	1,030.0	858.8	211.7	145.1	78.7	2,754.6
Taxes	-	-	-	-	-	-	-
Foreign Exchange	208.7	388.8	389.0	180.7	39.1	78.7	1,353.0

/a Except Office Technology Equipment procured under the School Information System package
 /b Except Office Technology Equipment procured under the School Information System package
 /c Textbooks, library books, and other instructional materials and equipment
 /d Workshops, Seminars, etc.
 /e School Information Officer

Table 7: Expenditure Accounts Project Cost Summary

Guyana Secondary School Reform Project Expenditure Accounts Project Cost Summary								
	(G\$ Million)			(US\$ Million)			% Foreign xchang	% Total Base Costs
	Local	Foreign	Total	Local	Foreign	Total		
I. Investment Costs								
A. Educational Program Improvement and Institutional Strengthening								
1. School Information System								
SIS Design and Implementation Supervision	-	6.9	6.9	-	0.05	0.05	100	-
SIS Equipment, Installation, Support and Training	-	54.4	54.4	-	0.38	0.38	100	2
Subtotal School Information System	-	61.3	61.3	-	0.43	0.43	100	3
2. Goods								
Office Technology Equipment (except under SIS) /a	-	15.8	15.8	-	0.11	0.11	100	1
Vehicles	-	7.2	7.2	-	0.05	0.05	100	-
Furniture	0.2	0.2	0.4	0.00	0.00	0.00	50	-
Subtotal Goods	0.2	23.1	23.3	0.00	0.16	0.16	99	1
3. Services								
Senior Level Consultant	-	198.6	198.6	-	1.39	1.39	100	9
Middle Level Consultant	120.5	67.3	187.8	0.84	0.47	1.31	36	8
Subtotal Services	120.5	265.9	386.4	0.84	1.86	2.70	69	17
Subtotal Educational Program Improvement and Institutional Strengt	120.7	350.3	471.0	0.84	2.45	3.29	74	20
B. Pilot Schools: Physical Plant and Goods								
1. Physical Plant Improvement								
Civil Works	293.9	293.9	587.7	2.05	2.05	4.11	50	25
Engineering Design, Management and Supervision	99.9	-	99.9	0.70	-	0.70	-	4
Subtotal Physical Plant Improvement	393.8	293.9	687.6	2.75	2.05	4.81	43	29
2. Goods /b								
Books, Other Instructional Materials and Equipment /c	6.3	119.6	125.9	0.04	0.84	0.88	95	5
Furniture	12.3	12.3	24.7	0.09	0.09	0.17	50	1
Subtotal Goods	18.6	131.9	150.5	0.13	0.92	1.05	88	6
Subtotal Pilot Schools: Physical Plant and Goods	412.4	425.8	838.1	2.88	2.98	5.86	51	36
C. Emergency School Repair								
Civil Works	355.1	355.1	710.2	2.48	2.48	4.97	50	30
Engineering Design, Management and Supervision	120.7	-	120.7	0.84	-	0.84	-	5
Subtotal Emergency School Repair	475.9	355.1	831.0	3.33	2.48	5.81	43	36
D. Seminars, Workshops and Training /d	31.2	20.5	51.8	0.22	0.14	0.36	40	2
Total Investment Costs	1,040.2	1,151.7	2,191.9	7.27	8.05	15.33	53	94
II. Recurrent Costs								
A. Incremental Recurrent Expenditures								
1. Pilot Schools								
SIP Support Funds	10.0	10.0	20.1	0.07	0.07	0.14	50	1
Building and Furniture Maintenance	11.5	11.5	23.0	0.08	0.08	0.16	50	1
Replacement of Books and Instructional Materials	-	7.9	7.9	-	0.06	0.06	100	-
Subtotal Pilot Schools	21.5	29.4	51.0	0.15	0.21	0.36	58	2
2. Aftercare of Emergency School Repair								
	13.9	13.9	27.8	0.10	0.10	0.19	50	1
3. Administrative and Miscellaneous Expenditures								
Maintenance and Operation	-	18.8	18.8	-	0.13	0.13	100	1
MEC Supplemental Staff /e	23.4	-	23.4	0.16	-	0.16	-	1
Subtotal Administrative and Miscellaneous Expenditures	23.4	18.8	42.2	0.16	0.13	0.30	44	2
Subtotal Incremental Recurrent Expenditures	58.9	62.1	121.0	0.41	0.43	0.85	51	5
B. Project Secretariat								
Maintenance and Operation	-	1.7	1.7	-	0.01	0.01	100	-
Supplies, Communications, Transportation	4.5	13.5	18.0	0.03	0.09	0.13	75	1
Subtotal Project Secretariat	4.5	15.2	19.7	0.03	0.11	0.14	77	1
Total Recurrent Costs	63.4	77.3	140.6	0.44	0.54	0.98	55	6
Total BASELINE COSTS	1,103.5	1,229.0	2,332.5	7.72	8.59	16.31	53	100
Physical Contingencies	43.9	41.5	85.4	0.31	0.29	0.60	49	4
Price Contingencies	254.2	82.5	336.6	1.78	0.58	2.35	24	14
Total PROJECT COSTS	1,401.8	1,353.0	2,754.6	9.80	9.48	19.28	49	118
/a Except Office Technology Equipment procured under the School Information System package								
/b Except Office Technology Equipment procured under the School Information System package								
/c Textbooks, library books, and other instructional materials and equipment								
/d Workshops, Seminars, etc.								
/e School Information Officer								

Table 8: GOG Counterpart Fund Expenditure Account by GOG Fiscal Year

Guyana: Secondary School Reform Project GOG Counterpart Funds		Totals Including Contingencies (US\$ Million)								
Expenditure Accounts by Years -- Totals Including Contingencies		GOG Fiscal Year								
		1996	1997	1998	1999	2000	2001	2002	2003	Total
I. Investment Costs										
A. Educational Program Improvement and Institutional Strengthening										
1. School Information System										
SIS Design and Implementation Supervision		-	-	-	-	-	-	-	-	-
SIS Equipment, Installation, Support and Training		-	-	-	-	-	-	-	-	-
Subtotal School Information System		-	-	-	-	-	-	-	-	-
2. Goods										
Office Technology Equipment (except under SIS) /a		-	-	-	-	-	-	-	-	-
Vehicles		-	-	-	-	-	-	-	-	-
Furniture		-	-	-	-	-	-	-	-	-
Subtotal Goods		-	-	-	-	-	-	-	-	-
3. Services										
Senior Level Consultant		-	-	-	-	-	-	-	-	-
Middle Level Consultant (incl. salary top-up of NCERD staff)		0.004	0.012	0.016	0.020	0.022	0.016	0.010	0.005	0.105
Subtotal Services		0.004	0.012	0.016	0.020	0.022	0.016	0.010	0.005	0.105
Subtotal Educational Program Improvement and Institutional Strengthening		0.004	0.012	0.016	0.020	0.022	0.016	0.010	0.005	0.105
B. Pilot Schools: Physical Plant and Goods										
1. Physical Plant Improvement										
Civil Works		0.011	0.061	0.107	0.121	0.108	0.074	0.049	0.020	0.552
Engineering Design, Management and Supervision		-	-	-	-	-	-	-	-	-
Subtotal Physical Plant Improvement		0.011	0.061	0.107	0.121	0.108	0.074	0.049	0.020	0.552
2. Goods /b										
Books, Other Instructional Materials and Equipment /c		-	-	-	-	-	-	-	-	-
Furniture		-	-	-	-	-	-	-	-	-
Subtotal Goods		-	-	-	-	-	-	-	-	-
Subtotal Pilot Schools: Physical Plant and Goods		0.011	0.061	0.107	0.121	0.108	0.074	0.049	0.020	0.552
C. Emergency School Repair										
Civil Works		0.012	0.059	0.099	0.106	0.090	0.059	0.037	0.014	0.475
Engineering Design, Management and Supervision		-	-	-	-	-	-	-	-	-
Subtotal Emergency School Repair		0.012	0.059	0.099	0.106	0.090	0.059	0.037	0.014	0.475
D. Seminars, Workshops and Training /d										
		-	-	-	-	-	-	-	-	-
Total Investment Costs		0.027	0.132	0.223	0.247	0.220	0.149	0.095	0.039	1.132
II. Recurrent Costs										
A. Incremental Recurrent Expenditures										
1. Pilot Schools										
SIP Support Funds		0.009	0.016	0.017	0.018	0.021	0.025	0.028	0.015	0.148
Building and Furniture Maintenance		-	-	-	0.012	0.036	0.055	0.062	0.030	0.194
Replacement of Books and Instructional Materials		0.000	0.002	0.004	0.008	0.011	0.014	0.014	0.006	0.061
Subtotal Pilot Schools		0.009	0.018	0.021	0.038	0.068	0.094	0.104	0.051	0.403
2. Aftercare of Emergency School Repair										
		-	-	-	0.015	0.043	0.067	0.075	0.036	0.235
3. Administrative and Miscellaneous Expenditures										
Maintenance and Operation		0.001	0.004	0.011	0.018	0.027	0.034	0.034	0.015	0.144
MEC Supplemental Staff /e		0.001	0.002	0.002	0.002	0.002	0.003	0.003	0.002	0.016
Subtotal Administrative and Miscellaneous Expenditures		0.002	0.006	0.012	0.020	0.029	0.037	0.037	0.017	0.160
Subtotal Incremental Recurrent Expenditures		0.011	0.024	0.033	0.073	0.140	0.197	0.216	0.104	0.798
B. Project Secretariat										
Maintenance and Operation		-	-	-	-	-	-	-	-	-
Supplies, Communications, Transportation		-	-	-	-	-	-	-	-	-
Subtotal Project Secretariat		-	-	-	-	-	-	-	-	-
Total Recurrent Costs		0.011	0.024	0.033	0.073	0.140	0.197	0.216	0.104	0.798
Total PROJECT COSTS		0.038	0.156	0.256	0.320	0.360	0.346	0.311	0.143	1.930

/a Except Office Technology Equipment procured under the School Information System package

/b Except Office Technology Equipment procured under the School Information System package

/c Textbooks, library books, and other instructional materials and equipment

/d Workshops, Seminars, etc.

/e School Information Officer

Table 9: Expenditure Account by Financiers

Guyana Secondary School Reform Project Expenditure Accounts by Financiers		(G\$ Million)								(US\$ Million)							
		Government of Guyana		International Development Association		Total		Local (Excl. Taxes)	Government of Guyana		International Development Association		Total		For. Exch.	Local (Excl. Taxes)	
		Amount	%	Amount	%	Amount	%	or. Exch	Amount	%	Amount	%	Amount	%	Exch.	Taxes	
I. Investment Costs																	
A. Educational Program Improvement and Institutional Strengthening																	
1. School Information System																	
SIS Design and Implementation Supervision																	
-	-	7.6	100.0	7.6	0.3	7.6	-	-	-	0.05	100.0	0.05	0.3	0.05	-		
SIS Equipment, Installation, Support and Training																	
-	-	63.3	100.0	63.3	2.3	63.3	-	-	-	0.44	100.0	0.44	2.3	0.44	-		
Subtotal School Information System																	
-	-	70.9	100.0	70.9	2.6	70.9	-	-	-	0.50	100.0	0.50	2.6	0.50	-		
2. Goods																	
Office Technology Equipment (except under SIS) /a																	
-	-	17.3	100.0	17.3	0.6	17.3	-	-	-	0.12	100.0	0.12	0.6	0.12	-		
Vehicles																	
-	-	8.3	100.0	8.3	0.3	8.3	-	-	-	0.06	100.0	0.06	0.3	0.06	-		
Furniture																	
0.0	-	0.5	100.0	0.5	-	0.2	0.3	0.00	-	0.00	100.0	0.00	-	0.00	0.00		
Subtotal Goods																	
0.0	-	26.1	100.0	26.1	0.9	25.8	0.3	0.00	-	0.18	100.0	0.18	0.9	0.18	0.00		
3. Services																	
Senior Level Consultant																	
-	-	220.1	100.0	220.1	8.0	220.1	-	-	-	1.54	100.0	1.54	8.0	1.54	-		
Middle Level Consultant																	
22.1	9.3	215.4	90.7	237.5	8.6	67.3	170.2	0.15	9.3	1.51	90.7	1.66	8.6	0.47	1.19		
Subtotal Services																	
22.1	4.8	435.4	95.2	457.5	16.6	287.3	170.2	0.15	4.8	3.04	95.2	3.20	16.6	2.01	1.19		
Subtotal Educational Program Improvement and Institutional Strength																	
22.1	4.0	532.4	96.0	554.5	20.1	384.0	170.5	0.15	4.0	3.72	96.0	3.88	20.1	2.69	1.19		
B. Pilot Schools: Physical Plant and Goods																	
1. Physical Plant Improvement																	
Civil Works																	
81.6	10.0	734.0	90.0	815.6	29.6	357.8	457.7	0.57	10.0	5.13	90.0	5.70	29.6	2.50	3.20		
Engineering Design, Management and Supervision																	
-	-	155.6	100.0	155.6	5.6	-	155.6	-	-	1.09	100.0	1.09	5.6	-	1.09		
Subtotal Physical Plant Improvement																	
81.6	8.4	889.6	91.6	971.2	35.3	357.8	613.4	0.57	8.4	6.22	91.6	6.79	35.3	2.50	4.29		
2. Goods /b																	
Books, Other Instructional Materials and Equipment /c																	
0.0	-	148.3	100.0	148.3	5.4	139.0	9.4	0.00	-	1.04	100.0	1.04	5.4	0.97	0.07		
Furniture																	
0.0	-	32.7	100.0	32.7	1.2	14.3	18.3	0.00	-	0.23	100.0	0.23	1.2	0.10	0.13		
Subtotal Goods																	
0.0	-	181.0	100.0	181.0	6.6	153.3	27.7	0.00	-	1.27	100.0	1.27	6.6	1.07	0.19		
Subtotal Pilot Schools: Physical Plant and Goods																	
81.6	7.1	1,070.7	92.9	1,152.2	41.8	511.2	641.1	0.57	7.1	7.49	92.9	8.06	41.8	3.57	4.48		
C. Emergency School Repair																	
Civil Works																	
71.0	10.0	639.2	90.0	710.2	25.8	355.1	355.1	0.50	10.0	4.47	90.0	4.97	25.8	2.48	2.48		
Engineering Design, Management and Supervision																	
-	-	120.7	100.0	120.7	4.4	-	120.7	-	-	0.84	100.0	0.84	4.4	-	0.84		
Subtotal Emergency School Repair																	
71.0	8.5	759.9	91.5	831.0	30.2	355.1	475.9	0.50	8.5	5.31	91.5	5.81	30.2	2.48	3.33		
D. Seminars, Workshops and Training /d																	
0.0	-	72.0	100.0	72.0	2.6	23.4	48.5	0.00	-	0.50	100.0	0.50	2.6	0.16	0.34		
Total Investment Costs																	
174.7	6.7	2,435.0	93.3	2,609.7	94.7	1,273.8	1,335.9	1.22	6.7	17.03	93.3	18.25	94.7	8.91	9.34		
II. Recurrent Costs																	
A. Incremental Recurrent Expenditures																	
1. Pilot Schools																	
SIP Support Funds																	
21.1	100.0	-	-	21.1	0.8	10.5	10.5	0.15	100.0	-	-	0.15	0.8	0.07	0.07		
Building and Furniture Maintenance																	
23.0	100.0	-	-	23.0	0.8	11.5	11.5	0.16	100.0	-	-	0.16	0.8	0.08	0.08		
Replacement of Books and Instructional Materials																	
7.9	100.0	-	-	7.9	0.3	7.9	-	0.06	100.0	-	-	0.06	0.3	0.06	-		
Subtotal Pilot Schools																	
52.0	100.0	-	-	52.0	1.9	29.9	22.0	0.36	100.0	-	-	0.36	1.9	0.21	0.15		
2. Aftercare of Emergency School Repair																	
27.8	100.0	-	-	27.8	1.0	13.9	13.9	0.19	100.0	-	-	0.19	1.0	0.10	0.10		
3. Administrative and Miscellaneous Expenditures																	
Maintenance and Operation																	
18.8	100.0	-	-	18.8	0.7	18.8	-	0.13	100.0	-	-	0.13	0.7	0.13	-		
MEC Supplemental Staff /e																	
2.3	10.0	21.1	90.0	23.4	0.9	-	23.4	0.02	10.0	0.15	90.0	0.16	0.9	-	0.16		
Subtotal Administrative and Miscellaneous Expenditures																	
21.1	50.0	21.1	50.0	42.2	1.5	18.8	23.4	0.15	50.0	0.15	50.0	0.30	1.5	0.13	0.16		
Subtotal Incremental Recurrent Expenditures																	
100.9	82.7	21.1	17.3	122.0	4.4	62.6	59.4	0.71	82.7	0.15	17.3	0.65	4.4	0.44	0.42		
B. Project Secretariat																	
Maintenance and Operation																	
-	-	1.7	100.0	1.7	0.1	1.7	-	-	-	0.01	100.0	0.01	0.1	0.01	-		
Supplies, Communications, Transportation																	
0.0	-	21.3	100.0	21.3	0.8	14.9	6.4	0.00	-	0.15	100.0	0.15	0.8	0.10	0.04		
Subtotal Project Secretariat																	
0.0	-	22.9	100.0	22.9	0.8	16.6	6.4	0.00	-	0.16	100.0	0.16	0.8	0.12	0.04		
Total Recurrent Costs																	
100.9	69.6	44.0	30.4	144.9	5.3	79.2	65.7	0.71	69.6	0.31	30.4	1.01	5.3	0.55	0.46		
Total Disbursement																	
275.6	10.0	2,479.0	90.0	2,754.6	100.0	1,353.0	1,401.6	1.93	10.0	17.34	90.0	19.26	100.0	9.46	9.80		
/a Except Office Technology Equipment procured under the School Information System package																	
/b Except Office Technology Equipment procured under the School Information System package																	
/c Textbooks, library books, and other instructional materials and equipment																	
/d Workshops, Seminars, etc.																	
/e School Information Officer																	

Table 10: Expenditure Accounts by Year - Total Including Contingencies

Guyana Secondary School Reform Project		Totals Including Contingencies (G\$ Million)								Totals Including Contingencies (US\$ Million)								
Expenditure Accounts by Years -- Totals Including Contingencies		IDA Fiscal Year	1997	1998	1999	2000	2001	2002	2003	Total	1997	1998	1999	2000	2001	2002	2003	Total
I. Investment Costs																		
A. Educational Program Improvement and Institutional Strengthening																		
1. School Information System																		
SIS Design and Implementation Supervision		0.4	1.8	1.9	1.7	0.9	0.5	0.3	7.6	0.00	0.01	0.01	0.01	0.01	0.00	0.00	0.00	0.05
SIS Equipment, Installation, Support and Training		3.6	15.2	15.6	14.1	7.9	4.1	2.8	63.3	0.02	0.11	0.11	0.10	0.06	0.03	0.02	0.02	0.44
Subtotal School Information System		4.0	17.1	17.5	15.8	8.8	4.5	3.1	70.9	0.03	0.12	0.12	0.11	0.06	0.03	0.02	0.02	0.50
2. Goods																		
Office Technology Equipment (except under SIS) /a		10.1	1.8	1.9	1.7	1.0	0.5	0.3	17.3	0.07	0.01	0.01	0.01	0.01	0.00	0.00	0.00	0.12
Vehicles		0.5	2.0	2.1	1.9	1.0	0.5	0.4	8.3	0.00	0.01	0.01	0.01	0.01	0.00	0.00	0.00	0.06
Furniture		0.2	0.1	0.1	0.1	0.0	0.0	0.0	0.5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Goods		10.7	3.9	4.0	3.6	2.0	1.0	0.7	26.1	0.08	0.03	0.03	0.03	0.01	0.01	0.00	0.00	0.18
3. Services																		
Senior Level Consultant		14.6	51.1	52.3	47.5	27.7	15.4	11.4	220.1	0.10	0.36	0.37	0.33	0.19	0.11	0.08	0.08	1.54
Middle Level Consultant		85.1	31.3	34.1	35.0	30.0	11.4	10.5	237.5	0.60	0.22	0.24	0.24	0.21	0.08	0.07	0.07	1.66
Subtotal Services		99.7	82.4	86.4	82.4	57.7	26.9	22.0	457.5	0.70	0.58	0.60	0.58	0.40	0.19	0.15	0.15	3.20
Subtotal Educational Program Improvement and Institutional Strengt		114.5	103.4	107.9	101.9	68.6	32.5	25.8	554.5	0.80	0.72	0.75	0.71	0.48	0.23	0.18	0.18	3.88
B. Pilot Schools: Physical Plant and Goods																		
1. Physical Plant Improvement																		
Civil Works		42.2	186.5	197.8	184.7	107.0	56.9	40.4	815.6	0.30	1.30	1.38	1.29	0.75	0.40	0.28	0.28	5.70
Engineering Design, Management and Supervision		7.5	34.1	37.2	35.7	21.2	11.6	8.4	155.6	0.05	0.24	0.26	0.25	0.15	0.08	0.06	0.06	1.09
Subtotal Physical Plant Improvement		49.8	220.6	235.0	220.4	128.2	68.5	48.8	971.2	0.35	1.54	1.64	1.54	0.90	0.48	0.34	0.34	6.79
2. Goods /b																		
Books, Other Instructional Materials and Equipment /c		8.3	35.5	36.6	33.1	18.6	9.6	6.6	148.3	0.06	0.25	0.26	0.23	0.13	0.07	0.05	0.05	1.04
Furniture		1.7	7.5	7.9	7.4	4.3	2.3	1.6	32.7	0.01	0.05	0.06	0.05	0.03	0.02	0.01	0.01	0.23
Subtotal Goods		10.0	43.0	44.5	40.5	22.9	11.9	8.2	181.0	0.07	0.30	0.31	0.28	0.16	0.08	0.06	0.06	1.27
Subtotal Pilot Schools: Physical Plant and Goods		59.7	263.6	279.5	260.9	151.2	80.3	57.0	1,152.2	0.42	1.84	1.95	1.82	1.06	0.56	0.40	0.40	8.06
C. Emergency School Repair																		
Civil Works		42.6	177.6	177.6	156.3	85.2	42.6	28.4	710.2	0.30	1.24	1.24	1.09	0.60	0.30	0.20	0.20	4.97
Engineering Design, Management and Supervision		7.2	30.2	30.2	28.6	14.5	7.2	4.8	120.7	0.05	0.21	0.21	0.19	0.10	0.05	0.03	0.03	0.84
Subtotal Emergency School Repair		49.9	207.7	207.7	182.8	99.7	49.9	33.2	831.0	0.35	1.45	1.45	1.28	0.70	0.35	0.23	0.23	5.81
D. Seminars, Workshops and Training /d		11.1	14.4	15.4	14.6	8.6	4.6	3.3	72.0	0.08	0.10	0.11	0.10	0.06	0.03	0.02	0.02	0.50
Total Investment Costs		235.1	589.1	610.6	560.2	328.0	167.3	119.3	2,609.7	1.64	4.12	4.27	3.92	2.29	1.17	0.83	0.83	18.25
II. Recurrent Costs																		
A. Incremental Recurrent Expenditures																		
1. Pilot Schools																		
SIP Support Funds		3.2	3.2	3.0	3.0	3.0	3.0	3.0	21.1	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.15
Building and Furniture Maintenance		-	-	-	3.9	6.1	7.0	6.0	23.0	-	-	-	0.03	0.04	0.05	0.04	0.04	0.16
Replacement of Books and Instructional Materials		0.1	0.6	1.1	1.5	1.7	1.7	1.3	7.9	0.00	0.00	0.01	0.01	0.01	0.01	0.01	0.01	0.08
Subtotal Pilot Schools		3.3	3.7	4.0	8.3	10.8	11.6	10.2	52.0	0.02	0.03	0.03	0.06	0.08	0.08	0.07	0.07	0.36
2. Aftercare of Emergency School Repair																		
		-	-	-	4.7	7.4	8.4	7.2	27.8	-	-	-	0.03	0.05	0.06	0.05	0.05	0.19
3. Administrative and Miscellaneous Expenditures																		
Maintenance and Operation		0.3	1.4	2.5	3.5	4.0	4.0	3.1	18.8	0.00	0.01	0.02	0.02	0.03	0.03	0.02	0.02	0.13
MEC Supplemental Staff /e		3.5	3.5	3.3	3.3	3.3	3.3	3.3	23.4	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.16
Subtotal Administrative and Miscellaneous Expenditures		3.8	4.9	5.8	6.8	7.3	7.3	6.4	42.2	0.03	0.03	0.04	0.05	0.05	0.05	0.04	0.04	0.30
Subtotal Incremental Recurrent Expenditures		7.1	8.6	9.8	19.8	25.5	27.3	23.8	122.0	0.05	0.06	0.07	0.14	0.18	0.19	0.17	0.17	0.85
B. Project Secretariat																		
Maintenance and Operation		0.2	0.2	0.3	0.3	0.3	0.2	0.1	1.7	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.01
Supplies, Communications, Transportation		3.5	3.6	3.8	3.9	4.1	1.2	1.2	21.3	0.02	0.03	0.03	0.03	0.03	0.01	0.01	0.01	0.15
Subtotal Project Secretariat		3.6	3.8	4.0	4.2	4.5	1.4	1.4	22.9	0.03	0.03	0.03	0.03	0.03	0.01	0.01	0.01	0.16
Total Recurrent Costs		10.7	12.5	13.8	24.1	30.0	28.7	25.2	144.9	0.07	0.09	0.10	0.17	0.21	0.20	0.18	0.18	1.01
Total PROJECT COSTS		245.8	601.6	624.4	584.3	358.0	196.0	144.5	2,754.6	1.72	4.21	4.37	4.09	2.50	1.37	1.01	1.01	19.28
/a Except Office Technology Equipment procured under the School Information System package																		
/b Except Office Technology Equipment procured under the School Information System package																		
/c Textbooks, library books, and other instructional materials and equipment																		
/d Workshops, Seminars, etc.																		
/e School Information Officer																		

Table 11: Disbursement Accounts by Financiers

Guyana Secondary School Reform Project Disbursement Accounts by Financiers	(G\$ Million)								(US\$ Million)							
	Government of Guyana		International Development Association		Total		Local (Excl. Taxes)	For. Exch.	Government of Guyana		International Development Association		Total		For. Exch.	Local (Excl. Taxes)
	Amount	%	Amount	%	Amount	%			Amount	%	Amount	%	Amount	%		
A. Civil Works																
1. Pilot Schools	81.6	10.0	734.0	90.0	815.6	29.6	357.8	457.7	0.57	10.0	5.13	90.0	5.70	29.6	2.50	3.20
2. Emergency School Repair	71.0	10.0	639.2	90.0	710.2	25.8	355.1	355.1	0.50	10.0	4.47	90.0	4.97	25.8	2.48	2.48
Subtotal Civil Works	152.6	10.0	1,373.2	90.0	1,525.8	55.4	713.0	812.8	1.07	10.0	9.60	90.0	10.67	55.4	4.99	5.68
B. Goods																
1. Pilot Schools /a	0.0	-	173.4	100.0	173.4	6.3	146.2	27.2	0.00	-	1.21	100.0	1.21	6.3	1.02	0.19
2. Other /b	0.0	-	92.7	100.0	92.7	3.4	91.9	0.8	0.00	-	0.65	100.0	0.65	3.4	0.64	0.01
Subtotal Goods	0.0	-	266.1	100.0	266.1	9.7	238.1	28.0	0.00	-	1.86	100.0	1.86	9.7	1.67	0.20
C. Consultants Services																
1. Assistance in the Development of School Improvement Plans	-	-	17.1	100.0	17.1	0.6	17.1	-	-	-	0.12	100.0	0.12	0.6	0.12	-
2. School Design Guideline/Standard and Nationwide Physical Facility Survey	-	-	13.9	100.0	13.9	0.5	7.6	6.3	-	-	0.10	100.0	0.10	0.5	0.05	0.04
3. Other /c	-	-	621.1	100.0	621.1	22.5	203.0	418.1	-	-	4.34	100.0	4.34	22.5	1.42	2.92
Subtotal Consultants Services	-	-	652.1	100.0	652.1	23.7	227.7	424.5	-	-	4.56	100.0	4.56	23.7	1.59	2.97
D. Training	0.0	-	64.8	100.0	64.8	2.4	16.3	48.5	0.00	-	0.45	100.0	0.45	2.4	0.11	0.34
E. Operating Expenditures																
1. MEC Supplemental Staff /d	123.0	84.8	22.0	15.2	145.0	5.3	63.5	81.5	0.86	84.8	0.15	15.2	1.01	5.3	0.44	0.57
2. Project Secretariat /e	0.0	-	22.0	100.0	22.0	0.8	15.7	6.4	0.00	-	0.15	100.0	0.15	0.8	0.11	0.04
Subtotal Operating Expenditures	123.0	73.8	44.0	28.4	167.0	6.1	79.2	87.8	0.86	73.8	0.31	28.4	1.17	6.1	0.55	0.61
F. PPF Refinancing	-	-	78.7	100.0	78.7	2.9	78.7	-	-	-	0.55	100.0	0.55	2.9	0.55	-
Total	275.6	10.0	2,479.0	90.0	2,754.6	100.0	1,353.0	1,401.6	1.93	10.0	17.34	90.0	19.26	100.0	9.46	9.80

/a Textbooks, reading books, other instructional material and equipment, and furniture
 /b Including the SIS package (hardware, software, application development and training)
 /c Including architectural/engineering design and supervision of works for Pilot Schools and Emergency School Repair
 /d School Information Officer
 /e Utilities, Communications, Equipment Maintenance and Operation, and Supplies

Table 12: Procurement Accounts by Year

Guyana Secondary School Reform Project Procurement Accounts by Years																
Totals Including Contingencies (G\$ Million)									Totals Including Contingencies (US\$ Million)							
	1997	1998	1999	2000	2001	2002	2003	Total	1997	1998	1999	2000	2001	2002	2003	Total
1. Civil Works	80.4	344.8	355.5	322.8	182.1	94.3	65.2	1,445.1	0.56	2.41	2.49	2.26	1.27	0.66	0.46	10.11
2. Goods	20.1	62.1	64.2	58.3	32.8	17.0	11.7	266.2	0.14	0.43	0.45	0.41	0.23	0.12	0.08	1.86
3. Consultants Services	77.6	176.2	186.1	191.4	144.1	96.2	77.4	949.0	0.54	1.23	1.30	1.34	1.01	0.67	0.54	6.64
4. Training and Operating Expe	14.8	18.3	19.5	18.8	13.0	5.8	4.5	94.7	0.10	0.13	0.14	0.13	0.09	0.04	0.03	0.66
Total	192.9	601.4	625.3	591.3	372.0	213.3	158.8	2,755.0	1.35	4.21	4.37	4.13	2.60	1.49	1.11	19.27

Table 13: Procurement Accounts by Financiers

Guyana Secondary School Reform Project Procurement Accounts by Financiers																
(G\$ Million)									(US\$ Million)							
	Government of Guyana		International Development Association		Total		Local (Excl. Taxes)		Government of Guyana		International Development Association		Total		For. Exch.	Local (Excl. Taxes)
	Amount	%	Amount	%	Amount	%	For. Exch.		Amount	%	Amount	%	Amount	%	Exch.	Taxes)
1. Civil Works	72.2	5.0	1,372.8	95.0	1,445.0	52.5	675.2	769.8	0.50	5.0	9.60	95.0	10.10	52.5	4.72	5.38
2. Goods	-	-	266.2	100.0	266.2	9.7	238.2	28.0	-	-	1.86	100.0	1.86	9.7	1.67	0.20
3. Consultants Services	203.2	21.4	745.7	78.6	948.9	34.4	414.7	534.2	1.42	21.4	5.21	78.6	6.64	34.4	2.90	3.74
4. Training and Operating Expen	0.0	0.0	94.8	100.0	94.8	3.4	39.9	54.9	0.00	0.0	0.66	100.0	0.66	3.4	0.28	0.38
Total	275.4	10.0	2,479.5	90.0	2,754.9	100.0	1,368.0	1,386.9	1.93	10.0	17.34	90.0	19.27	100.0	9.57	9.70

GUYANA

SECONDARY SCHOOL REFORM PROJECT

ANNEX XI: DRAFT PROJECT IMPLEMENTATION PLAN

Annex XI (1): Draft: First Year Work Plan

Start	Task Name	Dur	Finish	Year 1					
				Jul	Aug	Sep	Oct	Nov	Dec
Jul 6	Project Secretariat	25.4w	Dec 29	[Gantt bar from Jul 6 to Dec 29]					
Jul 6	Designation of the Civil Works Coordinator	25.4w	Dec 29	[Gantt bar from Jul 6 to Dec 29]					
Jul 6	Prepare TOR	7d	Jul 14	[Task bar from Jul 6 to Jul 14]					
Jul 6	Search and identify a candidate	5.8w	Aug 15	[Task bar from Jul 6 to Aug 15]					
Jul 14	Send TOR for IDA's no objection	0d	Jul 14	[Milestone diamond at Jul 14]					
Jul 17	If Satisfactory, IDA sends no objection	1w	Jul 21	[Task bar from Jul 17 to Jul 21]					
Jul 17	Draft a contract	1w	Jul 21	[Task bar from Jul 17 to Jul 21]					
Aug 15	Send a draft contract and the candidate's CV to IDA for no objection	0d	Aug 15	[Milestone diamond at Aug 15]					
Aug 16	If satisfactory, IDA sends no objection	1w	Aug 22	[Task bar from Aug 16 to Aug 22]					
Aug 23	Negotiate and sign the contract with the candidate	1w	Aug 29	[Task bar from Aug 23 to Aug 29]					
Aug 29	Send a copy of the signed contract to IDA	0d	Aug 29	[Milestone diamond at Aug 29]					
Sep 1	Civil Works Officer in place	17.2w	Dec 29	[Task bar from Sep 1 to Dec 29]					
Jul 6	Designation of the Procurement/Finance Officer	25.4w	Dec 29	[Gantt bar from Jul 6 to Dec 29]					
Jul 6	Prepare TOR	3.6w	Jul 31	[Task bar from Jul 6 to Jul 31]					
Jul 6	Search and identify a candidate	8.2w	Aug 31	[Task bar from Jul 6 to Aug 31]					
Jul 31	Send TOR for IDA's no objection	0d	Jul 31	[Milestone diamond at Jul 31]					
Aug 1	If Satisfactory, IDA sends no objection	1w	Aug 7	[Task bar from Aug 1 to Aug 7]					
Aug 1	Draft a contract	1w	Aug 7	[Task bar from Aug 1 to Aug 7]					
Aug 31	Send a draft contract and the candidate's CV to IDA for no objection	0d	Aug 31	[Milestone diamond at Aug 31]					
Sep 1	If satisfactory, IDA sends no objection	1w	Sep 7	[Task bar from Sep 1 to Sep 7]					
Sep 8	Negotiate and sign the contract with the candidate	1w	Sep 14	[Task bar from Sep 8 to Sep 14]					

Annex XI (1): Draft: First Year Work Plan

Start	Task Name	Dur	Finish	Year 1						
				Jul	Aug	Sep	Oct	Nov	Dec	
Sep 14	Send a copy of the signed contract to IDA	0d	Sep 14			◆				
Oct 2	Procurement/Finance Officer in place	13w	Dec 29				▨	▨	▨	▨
Jul 7	Procurement of OT Equipment for the Secretariat	12w	Sep 28	▨	▨	▨	▨	▨		
Jul 7	MEC prepares a list and specifications for the equipment	8w	Aug 31	▨	▨	▨	▨	▨		
Aug 31	Send the list for IDA's no objection	0d	Aug 31			◆				
Sep 1	Procure the equipment	4w	Sep 28			▨	▨	▨	▨	
Jul 17	Designation of the Project Director	24w	Dec 29	▨	▨	▨	▨	▨	▨	▨
Jul 17	Send the candidate's CV to IDA for no objection	0d	Jul 17	◆						
Jul 17	If satisfactory, IDA sends no objection	1w	Jul 21	▨						
Jul 24	MOF sends a letter to IDA indicating the Project Director designate is	2w	Aug 4	▨						
Aug 15	Formal appointment	0d	Aug 15			◆				
Aug 15	Project Director in place	19.8w	Dec 29			▨	▨	▨	▨	▨
Jul 6	In-Service Teacher Training by UG	22.2w	Dec 7	▨	▨	▨	▨	▨	▨	▨
Jul 6	Training of Teachers	7.8w	Aug 29	▨	▨	▨	▨	▨		
Jul 6	UG ascertain training needs of teachers from the pilot schools	1d	Jul 6	▨						
Jul 7	UG develops and submits a detailed proposal of the planned summer	2w	Jul 20	▨						
Jul 21	MEC reviews the plan and prepare a contract	2w	Aug 3		▨	▨				
Aug 3	MEC sends a draft contract and the CVs of key instructors for IDA's no	0w	Aug 3			◆				
Aug 4	If satisfactory, IDA gives no objection	1w	Aug 10			▨				
Aug 16	UG Training Workshop of teachers and department heads, being	2w	Aug 29			▨	▨			
Sep 1	Training Program for the First Project Year	8.6w	Oct 31			▨	▨	▨	▨	▨

Annex XI (1): Draft: First Year Work Plan

Start	Task Name	Dur	Finish	Year 1						
				Jul	Aug	Sep	Oct	Nov	Dec	
Sep 1	MEC prepares a proposal invitation	2.2w	Sep 15			██████████				
Sep 15	MEC submits an invitation of proposal for IDA's no objection	0d	Sep 15			◆				
Sep 18	If satisfactory, IDA gives no objection	1w	Sep 22			██████████				
Sep 25	MEC distributes the invitation to UG and any other interested entity / MEC	5.4w	Oct 31			██████████				
Oct 31	Submit the final proposal to IDA	0d	Oct 31				◆			
Oct 16	Training of Head Masters and Deputies	7.8w	Dec 7				▾			
Oct 16	UG develops and submits a detailed proposal of the planned Head	2w	Oct 27				██████████			
Oct 30	MEC reviews the plan and prepare a contract	2w	Nov 10				██████████			
Nov 10	MEC sends a draft contract and the CVs of key instructors for IDA's no	0w	Nov 10				◆			
Nov 13	If satisfactory, IDA gives no objection	1w	Nov 17				██████████			
Dec 1	UG Training Workshop of Head Masters and Deputy	1w	Dec 7							██████████
Jul 6	Establishment of Supervision Teams	25.4w	Dec 29							
Jul 6	Develop TORs for Supervision Team Members	2w	Jul 19	██████████						
Jul 6	Identify candidates and prepare draft contracts	4w	Aug 2	██████████						
Jul 19	Send TORs for IDA's no objection	0w	Jul 19	◆						
Jul 20	If satisfactory, IDA sends no objection	1w	Jul 26	██████████						
Aug 2	Send draft contracts and CVs of candidates for IDA's no objection	0d	Aug 2		◆					
Aug 3	If satisfactory, IDA sends no objection	1w	Aug 9		██████████					
Aug 10	Sign contracts with supervision members	4d	Aug 15		██████████					
Aug 15	Supervision Teams fully established	0w	Aug 15		◆					
Aug 30	Supervision Team in place	17.6w	Dec 29							██████████

Annex XI (1): Draft: First Year Work Plan

Start	Task Name	Dur	Finish	Year 1							
				Jul	Aug	Sep	Oct	Nov	Dec		
Dec 1	Recruitment of an International Teacher Training Specialist	4.2w	Dec 29								
Dec 1	Prepare TOR	2w	Dec 14								
Dec 1	Search and identify a candidate	4.2w	Dec 29								
Dec 14	Send TOR for IDA's no objection	0d	Dec 14								
Dec 15	If Satisfactory, IDA sends no objection	1w	Dec 21								
Jul 6	Student Performance Assessment	13.4w	Oct 6								
Jul 6	Recruitment of an International Student Performance Assessment Specialist	3.6w	Jul 31								
Jul 6	Prepare TOR	1w	Jul 12								
Jul 6	Search and identify a candidate	2w	Jul 19								
Jul 12	Send TOR for IDA's no objection	0d	Jul 12								
Jul 13	If Satisfactory, IDA sends no objection	1w	Jul 19								
Jul 13	Draft a contract	1w	Jul 19								
Jul 19	Send a draft contract and the candidate's CV to IDA for no objection	0d	Jul 19								
Jul 20	If satisfactory, IDA sends no objection	3d	Jul 24								
Jul 25	Negotiate and sign the contract with the candidate	1w	Jul 31								
Jul 31	Send a copy of the signed contract to IDA	0d	Jul 31								
Jul 6	Establish a mechanism of collaboration between TDU and CDIU	3d	Jul 10								
Jul 6	Write to MEC/Jamaica to seek permission to use Milner/Erwin reading test (by July modify Jamaican reading test	18d	Jul 31								
Aug 1	Administer the reading test (1st&2nd week Sep.)	23d	Aug 31								
Sep 1	Administer the reading test (1st&2nd week Sep.)	2w	Sep 14								
Sep 25	Workshop	2w	Oct 6								

Annex XI (1): Draft: First Year Work Plan

Start	Task Name	Dur	Finish	Year 1						
				Jul	Aug	Sep	Oct	Nov	Dec	
Sep 25	Pre-workshop discussion with the consultant	1w	Sep 29							
Oct 2	Workshop assisted by the consultant	1w	Oct 6							
Jul 6	Emergency School Repair and Pilot School Rehabilitation	25.4w	Dec 29	[Gantt bar from Jul 6 to Dec 29]						
Jul 6	Nation-wide survey of school facilities	25.4w	Dec 29	[Gantt bar from Jul 6 to Dec 29]						
Jul 6	Hiring of the architectural/engineering	10.2w	Sep 14	[Gantt bar from Jul 6 to Sep 14]						
Jul 6	Prepare TOR	3.6w	Jul 31	[Task bar from Jul 6 to Jul 31]						
Jul 6	Search and identify a candidate	8.2w	Aug 31	[Task bar from Jul 6 to Aug 31]						
Jul 31	Send TOR for IDA's no objection	0d	Jul 31	[Milestone diamond at Jul 31]						
Aug 1	If Satisfactory, IDA sends no objection	1w	Aug 7	[Task bar from Jul 31 to Aug 7]						
Aug 1	Draft a contract	1w	Aug 7	[Task bar from Jul 31 to Aug 7]						
Aug 31	Send a draft contract and the candidate's CV to IDA for no objection	0d	Aug 31	[Milestone diamond at Aug 31]						
Sep 1	If satisfactory, IDA sends no objection	1w	Sep 7	[Task bar from Aug 31 to Sep 7]						
Sep 8	Negotiate and sign the contract with the candidate	1w	Sep 14	[Task bar from Aug 31 to Sep 14]						
Sep 14	Send a copy of the signed contract to IDA	0d	Sep 14	[Milestone diamond at Sep 14]						
Sep 15	Survey work	15.2w	Dec 29	[Task bar from Sep 15 to Dec 29]						
Jul 6	Development of proto-type design standards	18.2w	Nov 9	[Gantt bar from Jul 6 to Nov 9]						
Jul 6	Hiring of consultant	10.2w	Sep 14	[Gantt bar from Jul 6 to Sep 14]						
Jul 6	Prepare TOR	3.6w	Jul 31	[Task bar from Jul 6 to Jul 31]						
Jul 6	Search and identify a candidate	8.2w	Aug 31	[Task bar from Jul 6 to Aug 31]						
Jul 31	Send TOR for IDA's no objection	0d	Jul 31	[Milestone diamond at Jul 31]						
Aug 1	If Satisfactory, IDA sends no objection	1w	Aug 7	[Task bar from Jul 31 to Aug 7]						

Annex XI (1): Draft: First Year Work Plan

Start	Task Name	Dur	Finish	Year 1						
				Jul	Aug	Sep	Oct	Nov	Dec	
Aug 1	Draft a contract	1w	Aug 7							
Aug 31	Send a draft contract and the candidate's CV to IDA for no objection	0d	Aug 31							
Sep 1	If satisfactory, IDA sends no objection	1w	Sep 7							
Sep 8	Negotiate and sign the contract with the candidate	1w	Sep 14							
Sep 14	Send a copy of the signed contract to IDA	0d	Sep 14							
Sep 15	Design Work	8w	Nov 9							
Jul 14	Award of contract to the design consultants for pilot school civil works	0d	Jul 14							
Jul 6	Finalization of SIP Guidelines and Assistance to schools in preparing SIAC	15.4w	Oct 20							
Jul 6	Finalization of SIP Guidelines	13.4w	Oct 6							
Jul 6	Recruitment of an International School-based-management (SBM)	7.8w	Aug 29							
Jul 6	Prepare TOR	3w	Jul 26							
Jul 6	Search and identify a candidate	5.8w	Aug 15							
Jul 27	Send TOR for IDA's no objection	1d	Jul 27							
Jul 27	If Satisfactory, IDA sends no objection	0.8w	Aug 1							
Jul 28	Draft a contract	1w	Aug 3							
Aug 15	Send a draft contract and the candidate's CV to IDA for no objection	0d	Aug 15							
Aug 16	If satisfactory, IDA sends no objection	1w	Aug 22							
Aug 23	Negotiate and sign the contract with the candidate	1w	Aug 29							
Aug 29	Send a copy of the signed contract to IDA	0d	Aug 29							
Aug 30	SBM specialist's work / finalize SIP Guidelines satisfactory to MEC	5.4w	Oct 5							
Oct 6	MEC submits the final draft SIP Guidelines to IDA;	0.2w	Oct 6							

Annex XI (1): Draft: First Year Work Plan

Start	Task Name	Dur	Finish	Year 1					
				Jul	Aug	Sep	Oct	Nov	Dec
Jul 6	Support of Participatory School Management	15.4w	Oct 20	[Gantt bar from Jul 6 to Oct 20]					
Jul 6	Recruitment of an Participatory School Management Facilitator	7.2w	Aug 24	[Gantt bar from Jul 6 to Aug 24]					
Jul 6	Prepare TOR	3w	Jul 26	[Gantt bar from Jul 6 to Jul 26]					
Jul 6	Search and identify a candidate	5.2w	Aug 10	[Gantt bar from Jul 6 to Aug 10]					
Jul 27	Send TOR for IDA's no objection	1d	Jul 27	[Gantt bar from Jul 27 to Jul 27]					
Jul 27	If Satisfactory, IDA sends no objection	0.8w	Aug 1	[Gantt bar from Jul 27 to Aug 1]					
Jul 28	Draft a contract	1w	Aug 3	[Gantt bar from Jul 28 to Aug 3]					
Aug 10	Send a draft contract and the candidate's CV to IDA for no objection	0d	Aug 10	[Gantt bar from Aug 10 to Aug 10]					
Aug 11	If satisfactory, IDA sends no objection	1w	Aug 17	[Gantt bar from Aug 11 to Aug 17]					
Aug 18	Negotiate and sign the contract with the candidate	1w	Aug 24	[Gantt bar from Aug 18 to Aug 24]					
Aug 24	Send a copy of the signed contract to IDA	0d	Aug 24	[Gantt bar from Aug 24 to Aug 24]					
Aug 30	Facilitator's service	7.6w	Oct 20	[Gantt bar from Aug 30 to Oct 20]					
Jul 6	Curriculum Development	25.4w	Dec 29	[Gantt bar from Jul 6 to Dec 29]					
Jul 6	Identify a candidate	8w	Aug 30	[Gantt bar from Jul 6 to Aug 30]					
Jul 6	Establish Curriculum Instructional Materials Teams (CIMTs)	52d	Sep 15	[Gantt bar from Jul 6 to Sep 15]					
Jul 15	Formally designate Curriculum Development Officer as Curriculum	0d	Jul 15	[Gantt bar from Jul 15 to Jul 15]					
Jul 17	Draft TOR for Conference (Nov. 16/17) Facilitator	22d	Aug 15	[Gantt bar from Jul 17 to Aug 15]					
Aug 30	Send the TOR for IDA's no objection	0d	Aug 30	[Gantt bar from Aug 30 to Aug 30]					
Aug 31	IDA gives no objection, if satisfactory	1w	Sep 6	[Gantt bar from Aug 31 to Sep 6]					
Aug 30	Send a draft contract and the CV of the candidate for IDA's no objection	0w	Aug 30	[Gantt bar from Aug 30 to Aug 30]					
Sep 7	if satisfactory, IDA gives no objection	1w	Sep 13	[Gantt bar from Sep 7 to Sep 13]					

Annex XI (1): Draft: First Year Work Plan

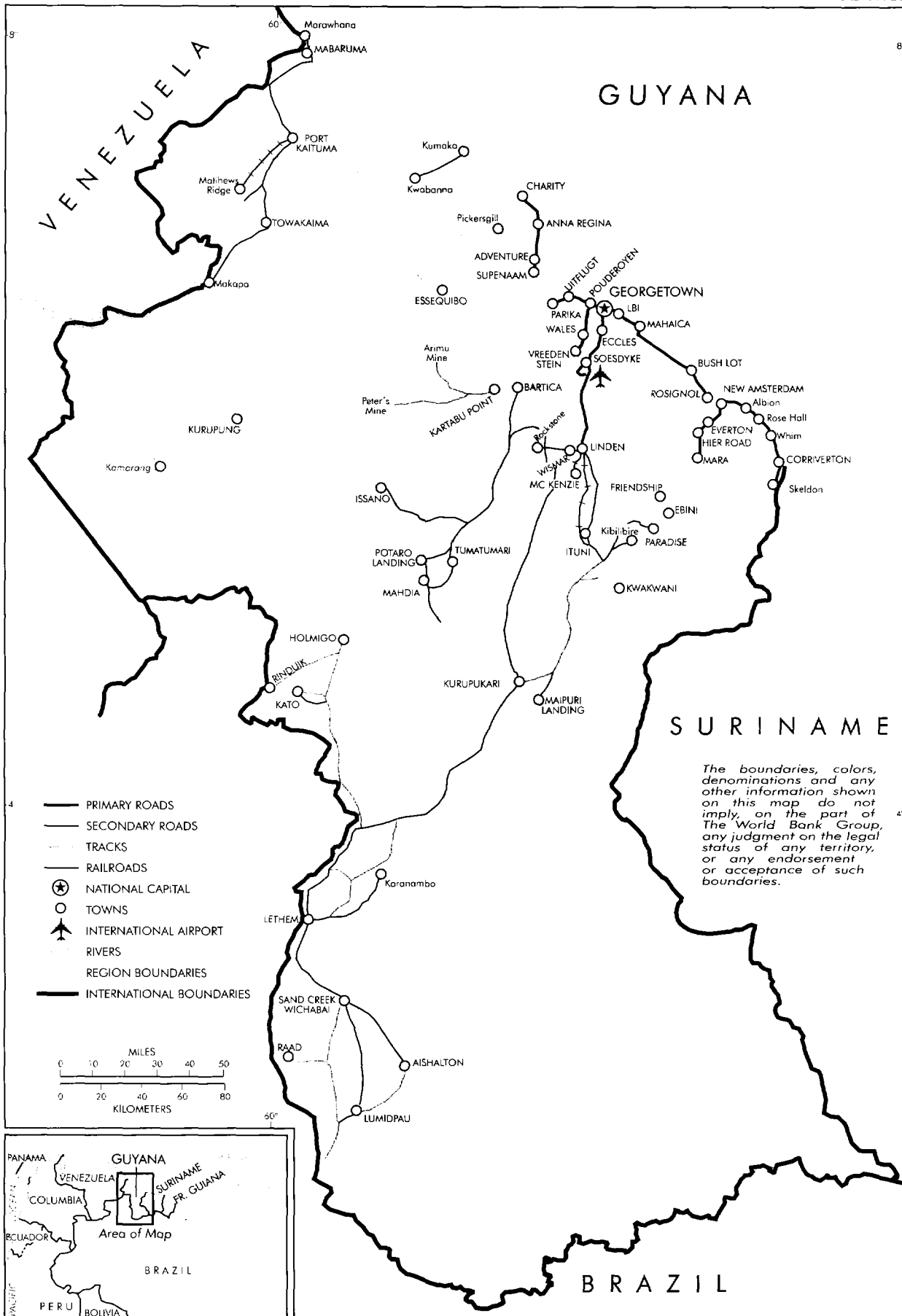
Start	Task Name	Dur	Finish	Year 1						
				Jul	Aug	Sep	Oct	Nov	Dec	
Sep 18	CIMTs in place	15w	Dec 29				[Task bar with cross-hatch pattern]			
Sep 18	Preparation of a document discussing the over-arching principle of curriculum	2w	Sep 29			[Task bar with cross-hatch pattern]				
Oct 24	In-house discussions of document	3d	Oct 26				[Task bar with cross-hatch pattern]			
Nov 16	Conference on the document	2d	Nov 17					[Task bar with cross-hatch pattern]		
Dec 8	Start identification of 3 international subject consultants (General, Math,	0d	Dec 8							[Task bar with cross-hatch pattern]
Jul 6	Textbooks	25.4w	Dec 29	[Summary bar with arrowheads at both ends]						
Jul 6	Invite publishers and booksellers to send/display complimentary books	18d	Jul 31	[Task bar with cross-hatch pattern]						
Jul 6	Finalize local textbook refinement	25.4w	Dec 29	[Task bar with cross-hatch pattern]						
Jul 6	Prepare TOR for International Textbook consultant	2w	Jul 19	[Task bar with cross-hatch pattern]						
Jul 6	Identify a candidate	13.5w	Oct 9	[Task bar with cross-hatch pattern]						
Jul 19	Submit the TOR for IDA's no objection	0d	Jul 19			[Task bar with cross-hatch pattern]				
Jul 20	If satisfactory, IDA gives no objection	1w	Jul 26				[Task bar with cross-hatch pattern]			
Oct 9	Send a draft contract and the CV for IDA's no objection	0d	Oct 9					[Task bar with cross-hatch pattern]		
Oct 9	If satisfactory, IDA gives no objection	1w	Oct 16						[Task bar with cross-hatch pattern]	
Oct 16	Sign the contract with the consultant	1w	Oct 23							[Task bar with cross-hatch pattern]
Oct 23	Consultant's assistant to the Workshop Preparation	1w	Oct 30							[Task bar with cross-hatch pattern]
Oct 30	Workshop for LRU & other NCERD staff with consultant	1w	Nov 6							[Task bar with cross-hatch pattern]
Jul 7	School Information Systems	25.2w	Dec 29	[Summary bar with arrowheads at both ends]						
Jul 7	Continue School Mapping Exercise	25.2w	Dec 29	[Task bar with cross-hatch pattern]						
Jul 24	Management Training by MEC	14w	Oct 27	[Summary bar with arrowheads at both ends]						
Jul 24	Management Workshop for Head Masters and Deputy Head Masters	1w	Jul 28			[Task bar with cross-hatch pattern]				

Annex XI (1): Draft: First Year Work Plan

Start	Task Name	Dur	Finish	Year 1						
				Jul	Aug	Sep	Oct	Nov	Dec	
Sep 11	MEC Training Director determines the training needs of DEOs and DESs	1w	Sep 15			☒				
Sep 25	Initial Training of Supervision Team	1w	Sep 29			☒				
Oct 23	Training Workshop for DEOs and DESs by MEC	1w	Oct 27				☒			

**Guyana Secondary School Reform Support Project
Annex XI (2): Draft Five Year Indicative Plan**

WBS	Task Name	96	1997				1998				1999				2000				2001			
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1		
1	School Quality Improvement	[Timeline bar from Q3 96 to Q4 01]																				
1.1	Education Programs	[Timeline bar from Q3 96 to Q4 01]																				
1.1.1	Support of Education Improvement Plans	[Timeline bar from Q3 96 to Q2 00]																				
1.1.2	Introduction of a Common Curriculum	[Timeline bar from Q3 96 to Q4 01]																				
1.1.2.1	Equipment	[Timeline bar from Q3 96 to Q4 01]																				
1.1.2.2	Language Arts	[Timeline bar from Q3 96 to Q4 01]																				
1.1.2.3	Mathematics	[Timeline bar from Q2 97 to Q4 01]																				
1.1.2.4	Science	[Timeline bar from Q3 98 to Q4 01]																				
1.1.2.5	Social Studies	[Timeline bar from Q3 99 to Q4 01]																				
1.1.3	Textbooks and Instructional Materials	[Timeline bar from Q3 96 to Q4 01]																				
1.1.4	In-Service Teacher Training	[Redacted]																				
1.2	Infrastructure Support	[Timeline bar from Q3 96 to Q4 01]																				
1.2.1	School Rehabilitation and Expansion (4 schools each in three phases)	[Timeline bar from Q3 96 to Q4 01]																				
2	Institutional Strengthening and Project Management	[Timeline bar from Q3 96 to Q4 01]																				
2.1	School Information Systems	[Timeline bar from Q3 96 to Q4 01]																				
2.2	Budget Planning Strengthening	[Timeline bar from Q3 96 to Q4 01]																				
2.3	Management Strengthening	[Timeline bar from Q3 96 to Q3 01]																				
2.4	Public Awareness Campaign	[Redacted]																				
2.5	Project Evaluation and Preparation of Phase II project	[Redacted]																				
2.6	Project Management, Procurement Support and Auditing	[Timeline bar from Q3 96 to Q4 01]																				



IMAGING

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Type: SAR