**Guyana Secondary Education Improvement (P147924)**

**Key Dates**

**Key Project Dates**
- Bank Approval Date: 04-Jun-2014
- Effectiveness Date: 25-Nov-2014
- Planned Mid Term Review Date: 24-Apr-2017
- Actual Mid-Term Review Date: 12-Jun-2017
- Original Closing Date: 31-Mar-2020
- Revised Closing Date: 31-Mar-2020

**Project Development Objectives**

Project Development Objective (from Project Appraisal Document)
The objective of the Project is to: (i) strengthen the capacity of secondary school mathematics teachers nationwide, and (ii) increase enrollment in General Secondary Schools in targeted regions.

Has the Project Development Objective been changed since Board Approval of the Project Objective? No

**Components**

<table>
<thead>
<tr>
<th>Name</th>
<th>Previous Rating</th>
<th>Current Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1: Strengthen the Capacity of Secondary School Mathematics Teachers Nationwide: (Cost $1.80 M)</td>
<td>• Moderately Satisfactory</td>
<td>• Moderately Unsatisfactory</td>
</tr>
<tr>
<td>Component 2: Expansion of General Secondary School Facilities: (Cost $7.15 M)</td>
<td>• Moderately Satisfactory</td>
<td>• Moderately Unsatisfactory</td>
</tr>
<tr>
<td>Component 3: Strengthen Institutional Capacity and Project Management: (Cost $1.05 M)</td>
<td>• Moderate</td>
<td>• Moderate</td>
</tr>
</tbody>
</table>

**Overall Ratings**

<table>
<thead>
<tr>
<th>Name</th>
<th>Previous Rating</th>
<th>Current Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress towards achievement of PDO</td>
<td>• Moderately Satisfactory</td>
<td>• Moderately Unsatisfactory</td>
</tr>
<tr>
<td>Overall Implementation Progress (IP)</td>
<td>• Moderately Satisfactory</td>
<td>• Moderately Unsatisfactory</td>
</tr>
<tr>
<td>Overall Risk Rating</td>
<td>• Moderate</td>
<td>• Moderate</td>
</tr>
</tbody>
</table>

**Implementation Status and Key Decisions**
A Mid-Term Review for this project was conducted in June 2017. The MTR assessed the project design, relevance and the overall project performance, and concluded that:

- **Relevance of the PDO:** The Objectives of the Project are to: (i) strengthen the capacity of secondary school mathematics teachers nationwide, and (ii) increase enrollment in General Secondary Schools in targeted regions. It was confirmed that the Project remains highly relevant for Guyana without any changes in its overall development objectives.
- **Adequacy of Project Design:** The current project design remains adequate.
- It is likely that the project will achieve its end-of-project targets.

### Risks

**Systematic Operations Risk-rating Tool**

<table>
<thead>
<tr>
<th>Risk Category</th>
<th>Rating at Approval</th>
<th>Previous Rating</th>
<th>Current Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political and Governance</td>
<td>--</td>
<td>● Low</td>
<td>● Low</td>
</tr>
<tr>
<td>Macroeconomic</td>
<td>--</td>
<td>● Moderate</td>
<td>● Moderate</td>
</tr>
<tr>
<td>Sector Strategies and Policies</td>
<td>--</td>
<td>● Moderate</td>
<td>● Moderate</td>
</tr>
<tr>
<td>Technical Design of Project or Program</td>
<td>--</td>
<td>● Moderate</td>
<td>● Moderate</td>
</tr>
<tr>
<td>Institutional Capacity for Implementation and Sustainability</td>
<td>--</td>
<td>● Moderate</td>
<td>● Moderate</td>
</tr>
<tr>
<td>Fiduciary</td>
<td>--</td>
<td>● Moderate</td>
<td>● Moderate</td>
</tr>
<tr>
<td>Environment and Social</td>
<td>--</td>
<td>● Moderate</td>
<td>● Moderate</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>--</td>
<td>● Moderate</td>
<td>● Moderate</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Overall</td>
<td>--</td>
<td>● Moderate</td>
<td>● Moderate</td>
</tr>
</tbody>
</table>

### Results

**Project Development Objective Indicators**

- 1. Percent of secondary school mathematics teachers that pass the examinations of the targeted training courses designed under the Project (Percentage, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>60.00</td>
</tr>
</tbody>
</table>

**Comments**

There has been a delay for this activity. But the work to design the training modules is now ready to commence. The training will be taken place by November 2017 and the result will be available in 2018. While awaiting the work of the consultancy, the Ministry of Education has taken steps to conduct targeted trainings, based on the results of the diagnostic assessment of mathematic teachers, to 300...
mathematics teachers. As part of the activities of this sub-component, a mathematics resource person for each education district has been appointed. To ensure sustainability, this will be a permanent appointment for each of the more than 12 educational districts. The mathematic resource person will provide support, guidance and mentoring for math teachers.

### 2. Percent of secondary students enrolled in General Secondary Schools (GSS) increased in Regions 3 and 4 (Number, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>87.00</td>
<td>87.00</td>
<td>88.00</td>
<td>92.00</td>
</tr>
</tbody>
</table>

Comments
The baseline is 87%. The end target (92%) was established conservatively based on the secondary school enrollment data in Regions 3 and 4 from year 2003 to 2012. Although the scope of the GSS Construction has been reduced from 3 schools (2,600 seats) to 2 schools (1,800 seats), the end target is still achievable by the end of the Project. A forecast, based the 2011-2016 Enrollment data provided by the MOE Planning Unit, indicates that the percent of secondary students enrolled in GSS in regions 3 and 4 will be at 89% in 2019 by natural growth. With 2 new GSS Constructed (1,800 seats), the figure is expected to be at 93% by the end of the Project.

Overall Comments

### Intermediate Results Indicators

#### Subcomponent 1.1.a: Number of teachers that complete at least one training course designed under the Project (Number, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>300.00</td>
<td>300.00</td>
<td>600.00</td>
</tr>
</tbody>
</table>
Comments
A plan to train additional 300 mathematics teachers from September 2017 to December 2017 based on the diagnostic assessment results is in place. The end target of this IRI is expected to be achieved based on what has been implemented and MOE’s planning.

<table>
<thead>
<tr>
<th>Subcomponent 1.1.b: Number of secondary mathematics teachers observed in the classroom and receiving expert feedback at least once during the Project’s lifetime - Cumulative (Number, Custom)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
</tr>
<tr>
<td>Value</td>
</tr>
</tbody>
</table>

Comments
The end target (600) is achievable. Fifty (50) more math teachers will be observed between September and December in 2017. The rest will training in 2018 and 2019.

<table>
<thead>
<tr>
<th>Subcomponent 1.1.c: Number of secondary mathematics teachers who have registered in the Guyanese mathematics teacher website/ community of practice - Cumulative (Number, Custom)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
</tr>
<tr>
<td>Value</td>
</tr>
</tbody>
</table>

Comments
Several WhatsApp groups with more than 280 mathematics teachers were formed to share experience and exchange lesson plans since November 2016 and have been growing rapidly.
### Subcomponent 1.1.d: Number of secondary schools having received Mathematics Teaching Kits (includes SDs) - Cumulative (Number, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value</strong></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>250.00</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td>31-Mar-2014</td>
<td>15-Nov-2016</td>
<td>15-Sep-2017</td>
<td>31-Mar-2020</td>
</tr>
</tbody>
</table>

**Comments**
250 Math Kits will be distributed to secondary schools by either the end of 2017 or the beginning of 2018.

### Subcomponent 1.2.a: Mathematics standards for secondary school teachers developed (Text, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value</strong></td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td>31-Mar-2014</td>
<td>15-Nov-2016</td>
<td>15-Sep-2017</td>
<td>31-Mar-2020</td>
</tr>
</tbody>
</table>

**Comments**
The end target of this indicator has been achieved.

### Subcomponent 1.2.b: Revised Appraisal of secondary school teachers and principals (Text, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value</strong></td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td>31-Mar-2014</td>
<td>15-Nov-2016</td>
<td>15-Sep-2017</td>
<td>31-Mar-2020</td>
</tr>
</tbody>
</table>

**Comments**
The end target of this indicator has been achieved.
### Subcomponent 1.3: Number of secondary school mathematics teachers trained in using technology in the 8 pilot schools - Cumulative (Number, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>100.00</td>
<td>100.00</td>
<td>24.00</td>
</tr>
</tbody>
</table>

**Comments**

The end target (24) of this IRI has been achieved. Originally, 24 teachers from 8 pilot schools were planned to be trained. When conducting training, the MOE realized that it is beneficial and cost efficient to include all the math teachers and related school officials from 8 pilot schools to the training. Thus, 100 secondary mathematics teachers have been trained in integrating technology-assisted learning into their everyday teaching.

### Subcomponent 2.1: Number of additional student places created in general secondary schools in Regions 3 and 4 - Cumulative (Number, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2,600.00</td>
</tr>
</tbody>
</table>

**Comments**

The construction will start by either the end of 2017 or the beginning of 2018. The construction can be finished by the end of 2019.

### Subcomponent 2.2: Number of new GSS constructed and furnished- Cumulative (Number, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Comments**

The construction will start by either the end of 2017 or the beginning of 2018. The construction can be finished by the end of 2019.
## Direct project beneficiaries (Number, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>1,120.00</td>
<td>1,984.00</td>
<td>2,600.00</td>
</tr>
</tbody>
</table>

Comments
Component 1 Math learning tablets for students: 1,500;
Component 1 Teacher Appraisal Instruments: 84;
Component 1 Technology assisted teacher training: 100;
Component 3 EMIS: 300.

## Female beneficiaries (Percentage, Custom Supplement)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>50.00</td>
<td>50.00</td>
<td>50.00</td>
</tr>
</tbody>
</table>

## Subcomponent 3.1: Secondary EMIS designed, developed, piloted, revised and rolled out (Text, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The historical data of 12 schools from regions 3, 4 and Georgetown have been captured electronically by the server. The data entry for the remaining 8 pilot schools will be completed by August 11, 2017.

EMIS scaled up to at least 100 secondary schools with tele-connectivity (wireless or fixed); EMIS used to provide in time analysis for policy makers and produce MOE Statistical Digest for 2019.
EMIS is expected to scale up to all the General Secondary Schools by the end of 2019.

Overall Comments

### Data on Financial Performance

#### Disbursements (by loan)

<table>
<thead>
<tr>
<th>Project</th>
<th>Loan/Credit/TF</th>
<th>Status</th>
<th>Currency</th>
<th>Original</th>
<th>Revised</th>
<th>Cancelled</th>
<th>Disbursed</th>
<th>Undisbursed</th>
<th>Disbursed</th>
</tr>
</thead>
<tbody>
<tr>
<td>P147924</td>
<td>IDA-54730</td>
<td>Effective</td>
<td>USD</td>
<td>10.00</td>
<td>10.00</td>
<td>0.00</td>
<td>1.77</td>
<td>7.19</td>
<td>18%</td>
</tr>
</tbody>
</table>

#### Key Dates (by loan)

<table>
<thead>
<tr>
<th>Project</th>
<th>Loan/Credit/TF</th>
<th>Status</th>
<th>Approval Date</th>
<th>Signing Date</th>
<th>Effectiveness Date</th>
<th>Orig. Closing Date</th>
<th>Rev. Closing Date</th>
</tr>
</thead>
</table>

#### Cumulative Disbursements
Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.