System Transformation Grant Annual Progress Report Template for Projects

Status: Accepted

Country	Name of project this grant is contributing to	Grant ID	Project ID (if applicable)
Guyana	Guyana - STG	GPE0000826	GY-G1009

Grant Agent	Grant Type	Approval Date	Grant Effectiveness / Start Date
Inter-American Development Bank	STG	10/24/2023	02/23/2024

Expected Closing Date	Grant Amount	Timeframe Examined in this report		Date of Report Submission
		From Date	To Date	
01/16/2028	5,000,000 (USD)	03/31/2025	03/19/2026	03/30/2026

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period [1]
Satisfactory (S)

Previous Rating
Moderately Unsatisfactory (MU)

Detailed Description including factors that lead to an upgrade/downgrade in the rating

After signature of the contract between Ministry of Education (MOE) and the International Institution of Education Planning (IIEP/UNESCO) in May 2025, upon request by MOE, the preparation of the training for the National Education Leadership Academy (NELA) was accelerated to launch the NELA in December 2026 in a three day event and the actual training of the first cohort of 100 participants that began in January 2026. A National NELA Steering Committee was constituted and formally launch on Friday October 17, 2025 to work closely with IIEP on the content of the NELA. IIEP has successfully identified and contracted (with MOE approval) the instructors and tutors for the NELA and prepared courses 1 and blueprints for courses 2,3, and 4. The Project Implementation Unit (PIU) procured the laptops for the participants and distributed the devices to the first cohort during the December NELA launch workshop. All logistical arrangements for NELA participants to participation in the launch workshop were successfully organized. In addition, the institutional strategy for the NELA was prepared and is awaiting feedback form the MOE. Together with the Steering Committee, NELA has a "branding" including a logo and the name. The Community of Practice (CoP) has been prepared including the platform to be used and is awaiting a date for the formal launch in first semester of 2026. A framework document for leadership has been developed and is awaiting validation by the MOE. In addition, the review of manuals, consultations with key stakeholders have been completed. Diagnostic reports have been developed for: the Parent Teacher Association, School Boards, School Improvement Plan, District annual workplans. In addition, a capacity assessment of the regional offices and MOE has been completed. For the resource allocation subcomponent, all diagnostic reports have been completed and recommendations formulated. However, due to the national elections in 2025, the MOE has not made decisions which recommendations to adopt and to implement. The accelerated work of IIEP during 2025 has also resulted in advances in the disbursement of the grant: as of December 2025, 40% (US$2 Million) of grant resources have been disbursed. During 2025, another US$1.5 disbursement is expected (that would result in 70% of grant resources disbursed).

Project Implementation Progress, by Component / Objective

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating

Strengthen school and district leadership: Leadership Academy creation	Highly Satisfactory (HS)	Moderately Unsatisfactory (MU)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

Component 1: Strengthen School and District Leadership – National Education Leadership Academy (NELA)

Significant progress has been achieved in establishing the National Education Leadership Academy (NELA) as the flagship reform under GY-G1009. Following the May 2025 agreement between the Ministry of Education (MoE) and IIEP/UNESCO, foundational governance and operational structures were put in place. A NELA Steering Committee was constituted, institutional Terms of Reference and strategic considerations were developed, and a draft Leadership Development Framework (LDF) was produced to guide leadership standards in Guyana. The first cohort of 100 school and district leaders was selected in collaboration with the MoE, with representation from hinterland regions. The Academy was formally launched in Georgetown in December 2025, with strong endorsement from senior MoE leadership. The event was organised by the MoE's Project Implementation Unit (PIU) and the IIEP. The PIU oversees logistic arrangements, including venue booking, catering, laptop distribution, and the issuance of invitations.

The 18-month flagship training programme (with two phases a common core with four courses and a practice-oriented specialization phase) has transitioned from design to implementation. Intended Learning Outcomes (ILOs) for the common core and specialization phase were validated, and Course 1 content (Education Policy, Governance and Financing) was fully developed and uploaded to the Moodle-based learning platform. 5 ILOs have been developed. Courses 2–4 were blueprint-designed and validated. A structured facilitator model (one facilitator per 25 participants), bi-weekly instructor meetings, WhatsApp communication channels, and a dedicated helpdesk (https://nela.moe.edu.gy/helpdesk/) were established to ensure close monitoring and participant support. Laptop procurement and distribution for the first cohort were completed prior to programme launch, although some connectivity issues remain for follow-up. The final training programme structure, including validated ILOs, can be accessed here: NELA District and School Leaders Training Programme Structure.

A communication plan for NELA was developed including NELA logo and visual identity validated by the Steering Committee, the landing page on the MoE website, and several communication pieces. Complementary ecosystem elements are also advancing. The Community of Practice (CoP) platform has been designed and configured, with a 2026 annual strategy under preparation and launch targeted for March 2026. Diagnostic reviews of guidelines for School Improvement Plans (SIPs), District Education Plans (DEPs), Parent-Teacher Associations (PTAs), and School Boards have been completed, with consultations ongoing. Monitoring and evaluation instruments were launched in January 2026 to track early programme outcomes. The institutional strategy to design and set up the NELA as a permanent agency has also advanced. IIEP has developed the two key documents: (i)NELA TORs and (ii) NELA strategic considerations for decision-making and a meeting was held in December 2025. Both documents were shared with senior management of MOE and the Steering Committee. Overall, Component 1 has successfully moved from design to operational delivery, with training underway and sustainability mechanisms progressing toward validation.

Component / Objective	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Improve sector management: System Improvements	Satisfactory (S)	Satisfactory (S)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

Component 2: Improve Sector Management – System-Level Strengthening

Component 2 has focused on strengthening institutional and systemic foundations that enable effective instructional leadership. Two major technical products—the Leadership Development Framework (LDF) and the Leadership System Overview (LSO)—were developed through extensive desk reviews, stakeholder interviews, and data collection processes. These frameworks are intended to inform the revision and upgrading of desk manuals and clarify role expectations, competencies, and system supports across leadership tiers. Draft versions have been prepared and are undergoing quality assurance and pre-validation consultations, with finalization expected in early 2026.

A comprehensive capacity assessment of district and school leaders was conducted between June and November 2025, analyzing bottlenecks related to clarity of roles, staff competency and motivation, learning culture, and school improvement support systems. The assessment combined qualitative interviews and quantitative surveys. Findings will inform the design of improved communication and coordination mechanisms across central, regional, and school levels. The final report is currently being drafted.

In parallel, technical discussions on resource allocation reform have advanced (IDB team). Recommendations addressing school financing, regional financing, and teacher allocation systems were developed and shared with the Ministry of Education. However, elections and subsequent personnel changes delayed formal decision-making on implementation pathways. Follow-up engagement with senior

management is planned to advance these reforms. Overall, Component 2 has produced substantial analytical groundwork that positions the Ministry to implement structural improvements in accountability, coordination, and equitable resource distribution during the next phase of the project.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Administration and management of the project	Satisfactory (S)	Moderately Unsatisfactory (MU)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
The Project Implementation Unit (PIU) of the Ministry of Education is fully staffed and has contracted an officer under the grant for event management given the logistical arrangements required for in person workshops and also the monitoring and coordination of NELA participants. The consultant/ officer was initially hired using IDB grant funding but has not been transferred to the grant. The PIU successfully procured the laptops for the NELA participants and distributed the devices during the December 2026 NELA launch workshop; and also organized the logistical arrangements for NELA participants coming from the Hinterland regions.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Contingency	No Rating Available	No Rating Available

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
The contingency funds have not been used yet.

Lessons, innovative/promising practices

Considering the time commitment of NELA participants (on average 6 hours/ week), it is important that the Ministry of Education (MOE) recognizes the program for career advancement / development of teachers and school leaders. During the launch workshop, the Chief Education Officer (CEO) emphasized the importance of the program for the MOE and confirmed that the completion of the course will be a factor when career decisions are made. To date, the MOE has issued a MEMO / circular confirming the importance, however, the MOE is working with other agencies, such as the University of Guyana and the Guyana accreditation Council, to have the program accredited. It is hoped that accreditation could be granted for Cohort 2.

Impact stories

https://www.iiep.unesco.org/en/articles/empowering-education-leaders-across-guyana
https://nela.moe.edu.gy/

Tangible Outputs, Knowledge Products, Results Framework and other Supporting Documentation

#	File Name	Document Type	Description

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
5,000,000	2,000,000	40	Off Track

Since the financial absorption is not rated as 'on track', please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.

A one-year delay was experienced during 2024 until May 2025 for the contract between MOE and IIEP to be signed. The delay was due to the fact that the Inter-American Development Bank (IDB) was in the process of developing and completing a framework agreement with United Nations Agencies. Being aware of the agreement with the GPE, the IDB prioritized the framework agreement with UNESCO. However, once the framework agreement was negotiated, it was necessary to develop a contract template. Once available, the MOE had some points of concern that required negotiation with IIEP/ UNESCO. By May 2025, agreements were reached and the contract was signed. As mentioned before, since signature of the contract, activities have been accelerated and the initial timelines have been modified resulting in the start of the NELA in 2026.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period

2,000,000

Total Expenditure for the Current Reporting Period

2,000,000

Management Performance

Level of Management Performance

Satisfactory (S)

Previous Rating

Moderately Satisfactory (MS)

Detailed Description

The PIU of the MOE is fully engaged and is working closely with IIEP. In addition, the MOE has established in a very timely manner the NELA Steering Committee in October 2025. The Steering Committee has been responsive to all requests by IIEP. In addition, the MOE and Steering Committee have identified the 100 first participants in a timely manner. Guyana had national elections in 2025. A new government came into power in September 2025; the list of participants was then finalized.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the GPE Board or Secretariat for their approval?

No

How likely is that the grant agent will submit a request for revision to the GPE Board or Secretariat in the next 12 months for their approval?

Unlikely

Annexes

Annex 1: List of Acronyms

Acronym	Description
MOE	Ministry of Education
IDB	Inter-American Development Bank
UNESCO/IIEP	United Nations Educational, Scientific and Cultural Organization/ International Institute for Educational Planning
PIU	Project Implementation Unit

Annex 2: Global Numbers Reporting Template

Provide the data related to GPE's three global numbers for this reporting period below

- Textbooks purchased and distributed through GPE grants
- Teachers trained through GPE grants
- Classrooms built or rehabilitated through GPE grants

Note: For cofinanced grants, please provide the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 50 percent of a teacher training activity, the proportion that can be attributed to GPE grant for the number of teachers trained through that activity would be 50%. If the unit of analysis in the indicator is the number of schools and not classrooms, please enter an estimated number of classrooms and provide an explanation in the comments box.

GPE Indicators

Textbooks purchased and distributed

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1		0	0	

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning	Comments

			oriented and seeks to:	
1	# of teachers trained as part of the NELA	44	100	Row Labels Count of Q04_S1.Q2. 1 : Central Level Officer 12 2 : Regional Education Officer (REdO) 3 3 : Senior Education Officer (SEO) 4 4 : District Education Officer (DEO) 24 5 : Supervisory Officer 2 6 : Headteacher 11 7 : Deputy Headteacher 6 8 : Head of Department (HoD) 13 9 : Senior/Assistant Senior Master/Mistress 12 10 : Lead Teacher or Level Head 1 12 : Subject Specialist 1 14 : Other 1 Grand Total 90 According to MOE, categories 6-12 are teachers. They are part of the first cohort of 100 participants to be trained as part of NELA (starting January 2026).

GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1		0	0	

Annex 3: Cumulative Beneficiary Children Reporting Template

Provide the **cumulative** number of children of pre-primary, primary and secondary school age (both in school and out of school) and other students (adolescents beyond secondary school age and adult learners participating in basic education programs), who **directly participated in project activities, received project-supported incentives or services, or benefited from project interventions so far. Also provide relevant disaggregated values by sex (applicable to all grants)**. If appropriate and available, provide disaggregated values by varied subgroups and by education level. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children/other students.[i] Please provide the number or proportion of girls of varied subgroups in the comment section below, if available.

NOTE: For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 40 percent of the program that is cofinanced by GPE and oher donors, enter 40% in "% atributed to this grant".

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Others (optional)	Total	% attributed to this grant (for cofinanced grants)
Number of children who directly benefited from the project						
Of which, girls						
Of which, children with a disability (optional)						
Of which, refugee children (optional)						
Of which, internally displaced children (optional)						
Of which, out-of-school children, in school-age (optional)						
Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional)						

Provide any comments on beneficiary children, if needed. This could include, for example, the definition employed by the grant for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation and reasons why data on beneficiary children are unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

The beneficiaries of this grant are school and district educational leaders.

Annex 4: GEA Indicators Reporting Template

GEA Core indicators	Baseline	Results for this reporting period		GPE contribution (optional for cofinanced grants)	Comments
		Target	Actual		
Indicator name					
Date					

[1] Highly Unsatisfactory - The project has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The project has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The project has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory - The project is expected to achieve most of its major outputs efficiently with moderaten shortcomings or delays. Satisfactory - The project is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory -The project is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

[2] Highly Unsatisfactory - The component/objective has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory -The component/objective has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory -The component/objective has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory- The component/objective is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory- The component/objective is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory-The component/objective is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

[3] Highly Unsatisfactory – The GEA has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory – The GEA has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory – The GEA has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory – The GEA is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory – The GEA is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory – The GEA is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.