

Please note that this application form is only for countries that have previously applied for an ESPIG and would like to access additional Maximum Country Allocation (MCA)

Application Form for Additional Maximum Country Allocation

OVERVIEW	
Country:	Liberia
Grant agent(s):	World Bank Group
Is the grant agent(s) the same as for the current ESPIG?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Coordinating agency(ies):	USAID
Date of submission of Additional MCA application:	8/3/2020
Is the program to be financed by Additional MCA the same as for the current ESPIG?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Program name for <u>current ESPIG</u> :	Getting to Best in Education Project
Program name for <u>this application</u> :	Liberia Learning Foundations Project
Additional MCA amount requested - Fixed Part ¹ :	4,130,000
Additional MCA amount requested - Variable Part ² :	1,770,000
Agency fees (additional to the country allocation):	103,250
Additional MCA estimated starting date ³ :	10/1/2020
Estimated closing date (must be last day of the month, e.g. June <u>30</u> , 2025):	6/30/2023
Is the above date an extension of the closing date for current ESPIG?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Expected submission date of completion report:	12/31/2023
Grant modality - (please enter 'X') ⁴	<input type="checkbox"/> Sector Pooled
	<input type="checkbox"/> Project Pooled/ Co-financed
	<input checked="" type="checkbox"/> Project/ Stand-alone

¹ Including other grant agent costs such as supervision, country offices, etc.

² Including other grant agent costs such as supervision, country offices, etc. Please note that any grant agent costs which is allocated to the variable part can only be disbursed if indicators are reached.

³ In cases where the Additional MCA is used to finance programs supported by the current ESPIG, the Additional MCA starting date refers to the date the additional financing becomes effective.

⁴ See Annex 1 for definitions.



Note to the user

Disclosure of ESPIG Documents:

→ Following the final GPC/Board approval of this application, the final document will be published on GPE website. This is in line with GPE's transparency policy, requiring that all approved ESPIG applications and other related documents including program documents, and Joint Sector Review reports or aide memoirs will be published on GPE website under the country pages of the developing country partner unless objected by the individual country. Please note that sensitive personal information, including phone numbers and email addresses, will be redacted/erased from documents prior to publishing on our website.

Notification to the Secretariat:

→ Prior to any ESPIG application development process, the coordinating agency should always notify the Secretariat of the country's intent to apply. The Secretariat will engage with the government and coordinating agency to agree on a timeline for the preparation and submission of the application, based on the country's own education sector planning and GPE quarterly submission dates.

ESPIG Guidelines:

→ Applicants should read the [Guidelines for Applying for an Additional Maximum Country Allocation](#) as well as the [ESPIG Guidelines](#), which explain the application development process, including timeline, necessary steps and intermediary submissions for the quality assurance process of the application (where applicable). In case additional information is needed, the applicant can contact the country lead at the Secretariat.

Application Package:

→ This application package is considered an integral part of the GPC or Board's approval. Changes to any of these documents after submission to the GPE should follow the [ESPIG Policy](#). This includes any changes to program documents during the internal approval process of the grant agent.

Data Sources:

→ The financial, education sector, and any country information data included in the application should be accompanied by the relevant sources in the corresponding sections of the form.

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I. FULFILLMENT OF FUNDING REQUIREMENTS – FIXED PART

NOTE: Please only complete this section if it has been more than two years since the current ESPIG was approved and if this application is based on a new ESP/TEP, different from the one used for the current ESPIG)

I.1 Requirement 1: An endorsed quality ESP/TEP⁵

If a new ESP has been submitted for this application, please provide the following information:

Date of submission of the endorsed ESP/TEP:	12/1/2016
Period of the ESP/TEP:	July 2017- June 2021

Please explain why the endorsed ESP/TEP can be considered a quality plan by summarizing the main conclusions and recommendations of the Appraisal Report and how these were addressed in the Appraisal Memo, including any adjustments made to the ESP/TEP and/or any medium-long term follow-up actions decided upon, as a result of the independent assessment, as well as any other outstanding issues related to the ESP/TEP.

Getting to Best Education Sector Plan (G2B-ESP) 2017-2021 completed Appraisal in October 2016. Roadmap for next ESA and ESP attached in **Annex 1**.

I.2 Requirement 2: Commitment to finance the endorsed ESP/TEP

NOTE: Please only complete this section if it has been more than one year since the current ESPIG was approved

Attached in **Annex 2 Domestic Financing Matrix**

⁵ Evidence of a credible ESP will primarily be drawn from the ESP documents submitted prior to the application itself. This section should therefore be limited to a brief summary of key issues highlighted in the appraisal process.

II. PROGRAM

II.1 Program description (extracted from program document⁶)

NOTE: If the Additional MCA is used to complement program(s) financed by the current ESPIG, please focus on describing the changes in the pre-existing program(s)

Provide below the location (page numbers) in the program document where a description of the program can be found. This includes information on program objectives, and related expected outcomes, and the components and sub-components with financing amounts.

OR:

In 1,500 words or less (maximum 3 pages), please:

- Provide a narrative of the Program in summary form, describing overall program objectives and related expected outcomes, and the components and sub-components with financing amounts.
- Indicate as relevant GPE's anticipated share by components and sub-components if this is a co-financed project.

NOTE: it is highly encouraged that a summary of the program description is provided. Unlike the program document, this application is translated to give non-bilingual GPC and Board members an understanding of the program during their review of the application package.

The Liberia Learning Foundations (LLF) project will build on existing activities under the ongoing G2B project scaling up several activities and supporting new activities which complement and increase its development input. The design is focused on early childhood education interventions in line with priorities of the G2B-ESP 2017-2021, PAPD 2018-2023 GPE Strategic Plan 2020 and current World Bank Country Partnership Framework. The Project Development Objective (PDO) is to improve access to ECE in targeted counties with improved teacher deployment.

LLF-Component/sub-component	Alignment with G2B
1. Improving the quality and access to early childhood education in targeted counties	
1.1: Construction of ECE classrooms, latrines and water system	New activity
1.2: Distribute ECE teaching and learning materials	New activity
1.3: Accelerated education for overage students	New activity
Component 2: Improving learning outcomes through improved equity, efficiency and accountability	

⁶ In case of additional financing of the program financed by an existing ESPIG, this may refer to that document already submitted in combination with a document that explains changes to the program.

2.1: Equity - To increase the proportion of qualified ECE and primary teachers in the targeted counties (PBC)	Scaled up from G2B
2.2: Efficiency - To improve the system of teacher certification (PBC)	New target
2.3: Learning outcomes - To implement a national primary student learning assessment for grade 3 and 6 to monitor students learning outcomes (PBC)	Scaled up from G2B
Component 3: Strengthening Project Management and sector support and coordination	
3.1: Project Delivery Team	In addition to G2B cost
3.2: Communications	In addition to G2B cost
3.3: Project Operational Costs	In addition to G2B cost
3.4: PFMU fee	In addition to G2B cost
3.5: Independent Verification Agency	In addition to G2B cost
3.6: Joint Education Sector Review	In addition to G2B cost
3.7 Annual External Audit	In addition to G2B cost

Under Component 1, three sub-components will be financed. One new sub-component (1.1, US\$1,699,580) will address a priority need identified in the G2B-ESP for additional Early Childhood Education (ECE) classrooms and water, sanitation and hygiene facilities in schools with overcrowding or which lack ECE infrastructure. The construction of 54 new classrooms, 72 latrines and 18 water systems at 18 sites in the six target counties will complement the ECE school grants, community based ECE and ECE teacher training in the G2B project. The sub-component will reduce overcrowding in ECE classrooms and reduce supply-side barriers to quality ECE and contribute to the achievement of national targets in the G2B-ESP.

To complement the project activities to improve learning, a new sub-component (1.2, US\$539,190) will be added which will support the printing and distribution of ECE teaching and learning materials (TLMs). This sub-component will address the widespread lack of curriculum materials for play-based learning and emergent literacy and numeracy, and will further enhance the impact of the ECE school grants under the G2B Project. Teachers' planners, supplementary materials, reading books, student activity books, and math manipulatives will be procured and distributed across the same schools receiving school grants. All teachers' materials have already been developed under the leadership of the MOE through the Open Society Initiative for West Africa (OSIWA) and United States Agency for International Development (USAID)-funded programs. The classroom libraries will include open-source and locally developed reading books which support the implementation of the

ECE curriculum, a priority in the G2B-ESP. ECE teachers being trained through the G2B Project are receiving orientation in the use of the teacher planners and reading materials.

To promote reading at home, digital copies of the reading books will be shared with parents through a free reading app. A new app will not be created as it is easier and more efficient to use one of the existing, proven apps such as Bloom Reader, Worldreader, Let's Read, etc. The selected app will have audio and sign language to support inclusion of children with disabilities. Finally, to support the development of emergent literacy skills and student-centered learning, each classroom will also be provided with a Talking Pen, which has audio triggered by the supplied reading books.

To further address the persistent challenge of overage students in ECE grades, a new sub-component (1.3, US\$910,885) will support the Ministry of Education (MOE) plans to expand its accelerated learning program (ALP) for overage ECE students. This is aligned with the USAID-funded Accelerated Quality Education (AQE) Program which operates in six other counties and builds on the innovative work of a number of other organizations in Liberia as reviewed in a recent World Bank Policy Note. The LLF will enable 5,600 overage ECE students in the five worst-affected districts of the target counties to receive an age-appropriate accelerated education program and transition to the correct primary grade. This new sub-component will strengthen the impact of the ECE school grants, teacher training, material distribution and will contribute to achievement of national targets for overage students.

As per GPE guidelines, one third of the grant (US\$1,770,000) is allocated to the results-based financing of Performance-based Conditions (PBCs) in Component 2. The PBC targets and disbursement amounts are an extension of targets under G2B in line with available additional resources for this component to further incentivize improvements in equity, efficiency and learning outcomes.

PBC 2.1(equity) will receive an additional US\$700,000 in results-based financing to scale-up the G2B yearly targets for the proportion of qualified ECE and primary teachers in the targeted counties. This PBC will address inequalities in teacher deployment and difficulties in adding qualified teachers to the payroll. If the MOE achieves the scalable target, it will increase the proportion of qualified ECE and primary teachers in the six targeted disadvantaged counties from 53.4 percent (2019/20) to 67 percent (2022/23), building on and extending the G2B Project end target of 60 percent (2021/22) to a maximum disbursement of US\$700,000. The proposed PBC constitutes a stretch for the MOE which will require capacity improvements at the central and sub-national levels to implement. Achieving the equity PBC will require annual data on teacher numbers and qualifications, which will strengthen the systems for regular school monitoring and the annual school census. The equity PBC is expected to have a positive impact on teaching and learning and increase the equitable distribution of qualified teachers.

A new PBC 2.2 (efficiency) aims to improve the system of teacher certification by linking teacher certification to teachers' biometric National ID (US\$570,000). The MOE will continue reforms of the teacher certification and payroll systems which are high priorities in the G2B-ESP. Achieving the PBC, will improve the quality of the teaching workforce and reduce inefficiencies associated with having falsely qualified teachers on the public payroll. In 2021/22 (year 2 of LLF implementation), the MOE will be rewarded for establishing a secure teacher certification system (US\$220,000). Activities will include a system for producing (and reprinting) unique biometric certificates. In 2022/23 (year 3 of LLF implementation), the system will be implemented through biometric certification of at least 95 percent of teacher trainees (US\$350,000). These two targets represent a

transformative change for the teacher management system and are appropriate for results-based financing because they require strong local ownership. The process and output targets are considered stretch targets due to constraints in human and organizational capacity identified in the Education Sector Analysis. Achieving the targets would represent an important step to furthering previous gains in workforce reform and would ensure more efficient use of limited payroll and teacher education budgets.

PBC 2.3 (learning outcomes) complements the G2B project to incentivize the establishment and implementation of a national primary student learning assessment system for Grades 3 and 6. The LLF would reward the implementation and publication of a second national Grade 3 and 6 student assessment in English and Mathematics in Year 3 (2022/23). To take into account the state of the economy and projected increase in student population, US\$500,000 has been allocated to achieving the target.

Finally, funding under the LLF is allocated to component 3 to account for the additional Project Delivery Team (PDT) salary (US\$120,000) and operational costs (US\$122,050) of managing new activities, additional IVA (US\$75,000) and Project Financial Management Unit (US\$56,000) costs associated with the LLF, additional school and community communication (US\$30,000), annual external audit covering three years of implementation (US\$60,000), and two further JESRs (US\$150,000). There is a contingency budget of US\$72,295.

Please identify the event or project activity that will mark the start of the program and which will define the program start date:

Development of the Project Implementation Manual (PIM)

II.2 Expected Outputs⁷ (extracted from program document)

NOTE: If the Additional MCA is used to complement program(s) in the current ESPIG, then the figures below should include outputs of the combined program(s)

Please complete the table below, extracting relevant information from the detailed program document. If the program plans to purchase and distribute textbooks, build or rehabilitate classrooms, please use the following indicators⁸ (GPE Strategic Plan 2016-2020):

- Number of textbooks purchased and distributed
- Number of classrooms built

NOTE: These indicators are NOT compulsory. They are therefore applicable only when the program plans to implement these activities. In case of sector-pooled funds, please indicate numbers planned at sector level. Replace Year 1, Year 2, etc., with the actual year (for example, 2022, 2023, etc).

TABLE 1 | Target outputs per year (Year 1 refers to first year of current ESPIG in cases where Additional MCA supports program(s) financed by current ESPIG)

Indicate below if calendar year or implementation year ⁹ : Implementation year	Baseline (Year 0)	Year 1 2018/19	Year 2 2019/20	Year 3 2020/21	Year 4 2021/22	Year 5 2022/23	Total
Number of textbooks purchased and distributed		-	-		92,720		92,720
Number of classrooms built or rehabilitated		-	-	-	27	54	54

⁷ See Annex 1 for definitions of these indicators. For sector-wide financing (through budget support or pooled funds), a reference could be made to the ESP results framework.

⁸ Implementation year begins with grant effectiveness/ signing of grant agreement.

¹⁰ Implementation year begins with grant effectiveness/ signing of grant agreement.

II.3 Financial overview

Please complete the table below, indicating program cost and disbursement by year as applicable, based on information extracted from the program document. If it is a co-financed project, indicate estimates for the expected disbursements of GPE funds by year.

NOTE: If the Additional MCA is used to complement program(s) in the current ESPIG, then the figures below should include costs of the combined program(s)

TABLE 2 | Target outputs per year (Year 1 refers to first year of current ESPIG in cases where Additional MCA supports program(s) financed by current ESPIG)

Implementation year ¹⁰	Year 1: July 2018- June 2019	Year 2: July 2019- June 2020	Year 3: July 2020- June 2021 ¹¹	Year 4: July 2021- June 2022	Year 5: July 2022- June 2023	Total
G2B	2,250,000	4,700,000	3,000,000	1,120,000		11,070,000
LLF	-	-	1,581,972	2,412,047	1,905,981	5,900,000
Total program costs per implementation year ¹²	2,250,000	4,700,000	4,581,972	3,532,047	1,905,981	16,970,000
Calendar year	2019	2020	2021	2022	2023	Total
G2B	673,220	3,767,717	3,461,920	3,167,143	-	11,070,000
LLF	-	77,613	2,437,633	1,847,513	1,537,241	5,900,000
Total program costs per calendar year	673,220	3,845,330	5,899,553	5,014,656	1,537,241	16,970,000

¹⁰ Implementation year runs by 12-month cycle with the exception of year 3 which is October 2020- June 2021 given the project is expected to be effective by October 2020. All other years are 12 months, aligned with the Government of Liberia's fiscal year (July-June).

¹¹ This is year 1 of the LLF project and it starts at October 2020- June 2021

¹² Budget for G2B implementation years 1 & 2 are based on the project Annual Work Plan (AWP) approved by the Grant Agent on April 18, 2019 and June 24, 2019 respectively. Years 3 & 4 budget is based on current unapproved AWP. Note, actual disbursement for years 1 & 2 are less than the budget in AWP.

Notes:

1. Does not include Parent Project Grant Agent supervision (\$830,000)
2. Includes Parent Project Component 4 (Variable Part) PBC disbursements.
3. Includes Parent Project Component 5 disbursements.

II.4 Aid effectiveness

NOTE: Complete this section only if the Additional MCA will be used to finance Stand Alone program(s), different from program(s) financed by current ESPIG

Please complete the table below to illustrate how the proposed grant financing modality is evolving in comparison to the previous grant (where applicable) vis-à-vis alignment with national systems.

Note: Please provide brief justifications/explanations in your response.

TABLE 3 | Grant financing modality

	Current ESPIG	Additional MCA application
In relation to the ESP/TEP		
Is the GPE-funded Program aligned with the Education Sector Plan?	Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Are the projected expenditures of the Program included in the multi-year forecast of the Minister of Finance (Medium Term Expenditure Framework)?	Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <i>Please provide brief justifications/explanations</i> If No, does the MTEF exist? Yes <input type="checkbox"/> No <input type="checkbox"/>	Please indicate Yes or No Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <i>Please provide brief justifications/explanations</i> If No, does the MTEF exist? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
In relation to the national budget and parliament		
Is the GPE funded program clearly indicated in the national budget?	Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <i>Please provide brief justifications/explanations</i>	Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <i>Please provide brief justifications/explanations</i> <i>The national budget captures all donor funding (grants and loans) on its fiscal table. This includes GPE funding.</i>
Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification)? Is GPE funding reflected in the budget by area of allocation and planned utilization, using the existing national classification?	Please indicate Yes or No Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <i>Please provide brief justifications/explanations</i>	Please indicate Yes or No Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <i>Please provide brief justifications/explanations</i> Donor funding is not disaggregated by economic classification in the national budget

In relation to treasury		
<p>Is the majority of the financing disbursed into:</p> <p>(a) the main revenue account of government, (b) a specific account at treasury or (c) a specific account at a commercial bank?</p>	<p>Please choose a), b), or c) (C) <i>There is a designated project account controlled by the MFDP with operational responsibilities delegated to its PFMU.</i></p>	<p>Please choose a), b), or c) C <i>Designated project account controlled by the MFDP with operational responsibilities delegated to its PFMU.</i></p>
<p>Is the expenditure process (documents and signatures on commitment, payment orders, etc.) for the national budget used for the program expenditures? Are there any specific derogations or safeguards on the national execution procedures for the program expenditures (other documents and/or signatures)?</p>	<p>Please indicate Yes or No Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p><i>If there are any specific derogations or safeguards, please explain briefly</i></p>	<p>Please indicate Yes or No Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p><i>If there are any specific derogations or safeguards, please explain briefly</i></p>
In relation to procurement		
<p>Are government procurement rules used? If so are there any derogations/safeguards on the use of these rules introduced?</p>	<p>Please indicate Yes or No Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p><i>Grant Agent (World bank) procurement process is used.</i></p>	<p>Please indicate Yes or No Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p><i>Grant Agent (World bank) procurement process is used</i></p>
In relation to accounting		
<p>Is the financial accounting directly on government's accounting systems used for the national budget? If not, are the accounting results afterwards integrated in government's accounting systems?</p>	<p>Please indicate Yes or No Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If No, are the accounting results afterwards integrated in government's accounting systems? Please explain briefly</p> <p>The project uses the SUN SYSTEM while the Government uses the Integrated Financial Management Information System . The accounting results</p>	<p>Please indicate Yes or No Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If No, are the accounting results afterwards integrated in government's accounting systems? Please explain briefly</p> <p>The project will use the SUN SYSTEM while the Government uses the Integrated Financial</p>

	<p>afterwards are not integrated in Government's accounting system. However, Government always request for project quarterly information to inform stakeholders and national budget, and this is normally coordinated by the office of the Comptroller and Accountant General (CAG).</p>	<p>Management Information System. The accounting results afterwards are not integrated in Government's accounting system. However, Government always request for project quarterly information to inform stakeholders and national budget, and this is normally coordinated by the office of the Comptroller and Accountant General (CAG).</p>
In relation to audit		
<p>Will the financial accounts be audited by the government's external auditor?</p>	<p>Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> The Government's General Auditing Commission (GAC) <i>Please specify who audits the accounts of the financing modality funded or co-funded with the GPE grant</i></p>	<p>Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> The Government's General Auditing Commission (GAC) <i>Please specify who audits the accounts of the financing modality funded or co-funded with the GPE grant</i></p>
In relation to reporting		
<p>Will the information on project execution be included in the Education Sector Plan Annual Implementation Report prepared by the Ministry of Education?</p>	<p>Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <i>Please provide brief justifications/explanations</i> <i>The project targets key priorities of the ESP, so it is critical that the project execution report be incorporated in the sector implementation report. The JESR is normally the forum to ensure this happens.</i></p>	<p>Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <i>Please provide brief justifications/explanations</i></p>
<p>Will separate / additional reports be required for the Program?</p>	<p>Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Please indicate Yes or No Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>

II.4.1 Evolution of aligned assistance

In 375 words or less, please:

- Describe how the proposed grant financing modality is evolving in comparison with the previous grant (if applicable) based on the table above.
- Explain what mechanisms are in place to mitigate fiduciary risks and why they seem appropriate.
- Detail how the proposed Program lays the foundation for more aligned assistance in the future.

Not applicable.

III. VARIABLE PART INFORMATION

NOTE: Complete this section only if the Additional MCA includes a variable part.¹³ Please include only the variable part strategies and indicators that are linked to the Additional MCA.

III.1 Proposed variable part strategies in equity, efficiency, learning outcomes

For each dimension, please:

- Describe the proposed variable part strategies/actions from the Education Sector Plan for each dimension, including the results' chain (i.e., the link between activities and process, output and outcome indicators).
- For each dimension, explain how proposed strategy is transformational: how will it address a key challenge and lead to system level change over the medium term in basic education?
- For each dimension, provide a justification for how the strategy, inclusive of the proposed indicators and targets, constitutes a 'stretch'.
- Note: An Additional MCA may propose 'new' variable part strategies and indicators. If any of the strategies / indicators proposed are new, please highlight. If a revision to the variable part of the existing ESPIG is proposed, please make a note and include an explanation / justification for proposing this change.

1. Equity strategy

PBC 2.1: To increase the proportion of qualified ECE and primary teachers, in the targeted counties

Under the additional MCA, the indicator will remain the same as G2B and the Year 4 and 5 target will be increased in proportion to the additional financing.

PBC 1	Baseline	Targets					
		Year 0 (2018– effectiveness)	Year 1 (2018/2019)	Year 2 (2019/2020)	Year 3 (2020/2021)	Year 4 (2021/2022)	Year 5 (2022/2023)
Equity	2015/2016						
PBC 1: Increase the proportion of qualified ECE and primary teachers, in the targeted counties							
G2B targets	45.77%	-	46.5%	50%	55%	60%	
PBC value (US\$ 1.2 million)	-	-	0.3	0.3	0.3	0.3	
LLF targets	-	-	-		67% US\$100,000 per 1% over 60% to maximum of US\$700,000 (67%)		
PBC value (US\$0.7 million)	-	-	-	-	-		0.7

¹³ An application for an additional MCA of up to US\$5 million does not have to include an ex-post variable part, even if the total ESPIG amount including the initial MCA would exceed US\$5 million.

Revised PBC value (US\$ 1.9 million)	-	-	0.3	0.3	0.3	0.3	0.7
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1.1 The selected strategy is derived from the Teacher Education & Management Program in the G2B-ESP, the indicator of which is the proportion of qualified pre-primary and primary teachers by sex and location. Various activities in the G2B-ESP aim to drive improvements in this indicator including pre-service training, in-service training and certification, payroll verification and reforms (to free up payroll positions), the Partnership Schools for Liberia (now Liberia Education Advancement Program - LEAP) partnerships and incentives for teachers to work in remote areas.

Component 2 (teacher training) under the G2B parent project also aims to train and certify 1,400 unqualified ECE and primary teachers by Year 4 but this will not achieve the parent project targets without other teacher training and deployment activities. The MoE will need to deploy additional 556 qualified pre-primary and primary teachers to achieve the end target of 67% qualified teachers by 2023 up from a baseline of 53.4 percent in 2019/20.

1.2 The key challenge is an acute lack of qualified teachers. Less than half of ECE and primary teachers in the six targeted counties are qualified. Effective teaching and learning needs teachers who are adequately trained in pedagogy and content. This is especially true in the ECE grades where the vast majority of teachers have yet to receive any early learning training. Increasing the proportion of qualified teachers will be transformative in terms of teacher quality and performance and, in time, lead to improvements in learning outcomes.

1.3 The revised targets represent a substantial stretch. Nationally, the proportion of qualified ECE and primary teachers are 50% and 62% respectively. Achieving the target under the LLF would mean the six most disadvantaged counties have as high a proportion of qualified teachers as the best counties. The equity indicator is challenging but highly relevant: increasing the proportion of qualified teachers involves a number of well-coordinated steps and involves a range of potential inter-agency interventions.

First of all, many of the teachers trained under the project will require salary adjustments. Secondly, even though the provision of training (and correct salary) are incentives for these teachers to remain in rural disadvantaged areas, these locations remain unpopular due to isolation and additional cost of living. Other incentives may be necessary. Thirdly, the number of teachers trained under the G2B project is not enough for the disadvantaged counties to reach the same level as the rest of the country. The equity indicator thus incentivizes the Ministry to deploy new graduate teachers and take other measures to improve equitable distribution of trained teachers in disadvantaged areas.

2. Efficiency strategy

PBC 2.2: To improve the system of teacher certification

Under the additional MCA, MOE aims to link teacher certification to teachers' biometric National ID for more secure teacher certification.

PBC 2: Improve the system of teacher payroll management						
PBC 2.1: Improve the system of teacher payroll management						
G2B targets	No published list of Government teachers	—	Register of teachers on Government payroll updated and published	Register of teachers on Government payroll updated and published	Register of teachers on Government payroll updated and published	Register of teachers on Government payroll updated and published
PBC value (US\$ 0.4 million)			0.1	0.1	0.1	0.1
PBC 2.2 Improve the quality of the teaching workforce						
G2B targets	No functionally illiterate teachers identified.	Nationwide teacher payroll verification and testing report published	Remove 250 functionally illiterate teachers from the payroll and pay compensation	Remove 500 (includes the target achieved in Year 1) functionally illiterate teachers from the payroll and pay compensation.	Remove 750 (includes the target achieved in Year 1 and Year 2) functionally illiterate teachers from the payroll and pay compensation.	—
PBC value (US\$0.97 million)	-	0.22	0.25	0.25	0.25	—
PBC 2.3 (new) Improve the system of teacher certification						
LLF targets	-	-	-	-	Establish secure teacher certification system	100% of graduating pre-service and in-service teachers have certificates linked to their biometric ID
AF (US\$ 0.57 million)	-	-	-	-	0.22	0.35
Revised PBC value (US\$ 1.940 million)	-	0.22	0.35	0.35	0.57	0.45

2.1 The selected strategy is derived from Teacher Education and Management program which includes a secure biometric teacher certification system as a priority action. This is a persistent problem and noted during the payroll verification exercises where many teachers did not have certificates or had suspect qualifications.

2.2 The key challenge is scarce resources are allocated to paying existing teachers who may not be correctly certified. Newly qualified teachers are reliant on paper certificates which are easily copied or lost and MOE (and schools) have no way of verifying or reprinting qualifications. Teacher certificate numbers are not stored in a secure environment and certificates do not include unique biometric information.

2.3 The efficiency indicator is a stretch because teacher certification is a persistent problem for the Government of Liberia (GoL) and it requires collaboration between agencies, teacher training institutions and MOE staff. This is a foundational step which will further improve the quality of the teaching workforce and reduce inefficiencies associated with having falsely qualified teachers on the public payroll. The process and output targets are considered to be stretch targets due to constraints in human and organizational capacity identified in the Education Sector Analysis. Achieving the targets would represent important steps to securing previous gains in workforce reform and ensure more efficient use of limited payroll and teacher education budgets.

3. Learning outcomes strategy

PBC 2.3: Establish a national primary student learning assessment system

Under the additional MCA, the learning outcomes indicator will remain the same with the addition of a new Year 5 target to further strengthen the new national assessment system.

PBC 3	Baseline	Targets				
Learning outcomes	2015/2016	Year 0 (2018–effectiveness)	Year 1 (2018/2019)	Year 2 (2019/2020)	Year 3 (2020/2021)	Year 4 (2021/2022)
PBC 3: Establish a national primary student learning assessment system						
G2B targets	—	—	National Assessment Policy, developed, adopted by the MOE and disseminated to the public	Report evaluation of pilot of Grades 3 and 6 student assessments in English and mathematics	Publish results of national Grades 3 and 6 student assessments in English and mathematics	—
PBC value (US\$ 1 million)	—	—	0.3	0.3	0.4	—
LLF targets		—				Publish results of second national Grades 3 and 6 student

						assessments in English and mathematics
AF	-	-	-	-	-	0.5
Revised PBC value (US\$ 1.5 million)	-	-	0.3	0.3	0.4	0.5

3.1 Development of a national primary student assessment is a priority in the G2B-ESP, with a target to develop, trial and administer a nationally-representative learning assessment for Grades 3 and 6 by June 2021. This aligns with Sustainable Development Goal 4.1.2. In the G2B project, there was no activity or target for Year 4 (2021/2022) so the MOE proposes to use the additional financing to conduct an annual student assessment in the first year of the new ESP.

3.2 The MOE lacks information on how students are performing against the national curriculum. Schools, districts and counties do not have data on trends or key indicators on areas of weakness, which limits evidence-based decision-making. Further, teacher educators do not know where to focus training and support. Thus, currently, at the national level, it is not possible to measure the impact of G2B-ESP activities on learning outcomes. This indicator remains a high priority for the GOL. Achieving the targets would have a transformative impact on local capacity, accountability and evidence-based policy making.

3.3 The revised learning outcome target is a stretch as MOE has never conducted a high quality, sample-based national student assessment and existing secondary grade examinations do not produce the necessary data for effective decision-making or sector monitoring. Previous early grade assessments have been project-specific. Attaining the target would indicate the MOE has built sufficient local knowledge and capacity in preparing, implementing and analyzing annual student assessments.

III.2 Variable Part indicators, targets and means of verification

Please complete the boxes below to state indicators, targets and means of verification. Please add additional boxes as needed.

NOTE: According to ESPIG policy, if the grant agent in consultation with the LEG concludes that indicators have been reached, the grant agent will disburse the variable part in accordance with the terms of the application package as approved by the Board. Therefore, it is important that the following information be completed accurately.

Dimension:

Use the drop down below to select a dimension

Equity

Indicator Name / Definition:

To increase in the proportion of qualified ECE and primary teachers, in the targeted disadvantaged counties

Definition of targets:

Provide definition of target, baseline if applicable, exact target(s) with deadline(s) to achieve and amount(s) to be disbursed. For example, if the target for learning outcomes indicator is to increase nationwide the proportion of students in grade 2 who are achieving proficiency in reading as measured by ability to read 40 words per minute; provide baseline if applicable (e.g., 50% of students in grade 2 can read an average of 40 words per minutes in November 2020), exact targets (e.g., increase to 70% the number of students in grade 2 that can read an average of 40 words per minute in grade 2 in November 2021 which triggers a disbursement of US\$XY million and 90% of students in grade 2 reading an average of 40 words per minute in November 2022 which triggers a disbursement of US\$XYZ million). Where applicable, indicate if there is a "grace" period for target attainment.

- All targets are cumulative and above the baseline. Disbursement will be on PBC values as presented in the formula identified below.
- The proportion of qualified ECE and primary teachers in the targeted counties is calculated by dividing the number of ECE and primary teachers who have the required qualification by the total number of ECE and primary teachers in the targeted counties.
- Qualified teachers are defined as individuals possessing minimum C certificate to teach at ECE or primary level.

Disbursement Rule:

State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable.

The disbursement will be scalable: \$100,000 for each percentage point increase in proportion of qualified teachers above 60% to a maximum 67%. It is applicable to G2B Years 3, 4 and 5 (LLF Years 1-3). Rollover is allowed for one year.

Verification Process:

Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.

Report including detailed information on the numbers and proportion of qualified teachers in the targeted counties is prepared by the MoE, based on payroll and school census data provided by EMIS unit, HR and CSA. The report should be presented, discussed, and validated by the LEG (previously ESDC) in official minutes. The achievement of targets is verified by an IVA.

Month and year of target attainment verification

- LLF Year 1 targets 30 June 2021 (scalable target)
- LLF Year 2- targets 30 June 2022 (scalable target)
- LLF Year 3- targets 30 June 2023 (scalable target)

Dimension:

Use the drop down below to select a dimension

Efficiency

Indicator Name / Definition:

Improve the system of teacher certification

Definition of targets:

Provide definition of target, baseline if applicable, exact target(s) with deadline(s) to achieve and amount(s) to be disbursed. For example, if the target for learning outcomes indicator is to increase nationwide the proportion of students in grade 2 who are achieving proficiency in reading as measured by ability to read 40 words per minute; provide baseline if applicable (e.g., 50% of students in grade 2 can read an average of 40 words per minutes in November 2020), exact targets (e.g., increase to 70% the number of students in grade 2 that can read an average of 40 words per minute in grade 2 in November 2021 which triggers a disbursement of US\$XY million and 90% of students in grade 2 reading an average of 40 words per minute in November 2022 which triggers a disbursement of US\$XYZ million). Where applicable, indicate if there is a "grace" period for target attainment.

Year 4:

- Yes/No
- A teacher certification system includes a secure database of teacher qualifications and certificates, biometric certificate template and printing protocols, secure location, online portal, information for teachers, instructions for use and necessary systems and materials for operation.
- System development and implementation should include teacher training institutions, teachers' union and development partners.

Year 5:

- 100%
- Pre-service teachers who have graduated (become qualified/certified) that year will have biometric certificates and be recorded in the secure database.
- In-service teachers who have graduated (become qualified/certified) that year receiving training will be biometric ID and be recorded in the secure database.

Disbursement Rule:

State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable.

Year 4:

- Yes/No.
- Rollover is allowed for one year.

Year 5:

- Proportion of graduates receiving biometric certificates
- Proportional disbursement is allowed.
- Rollover is allowed for one year.

Verification Process:

Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.

MOE submits achievement report and supporting documentation to World Bank and LEG each year. Reviewed by World Bank. Verified by IVA. Draft IVR reviewed by WB and LEG. IVA submits final IVR. Disbursement contingent on achievement of targets as per IVR

Month and year of target attainment verification

LLF Year 2 targets 30 June, 2022

LLF Year 3 targets 30 June 2023

Dimension:

Use the drop down below to select a dimension

Learning Outcomes

Indicator Name / Definition:

National primary student learning assessment should be carried out on at least 5,000 students in a broadly representative sample of schools. National Assessment Policy includes the purpose, specifications (psychometric details, test-bank, data security, sampling), schedule, operational plan, responsibility, costs and diagnostics to be used for national assessments. Reports analyzing the assessment results should be published online, and disseminated to education officers, all schools, media and legislature.

Definition of targets:

Provide definition of target, baseline if applicable, exact target(s) with deadline(s) to achieve and amount(s) to be disbursed. For example, if the target for learning outcomes indicator is to increase nationwide the proportion of students in grade 2 who are achieving proficiency in reading as measured by ability to read 40 words per minute; provide baseline if applicable (e.g., 50% of students in grade 2 can read an average of 40 words per minutes in November 2020), exact targets (e.g., increase to 70% the number of students in grade 2 that can read an average of 40 words per minute in grade 2 in November 2021 which triggers a disbursement of US\$XY million and 90% of students in grade 2 reading an average of 40 words per minute in November 2022 which triggers a disbursement of US\$XYZ million). Where applicable, indicate if there is a "grace" period for target attainment.

- National Assessment Policy includes the purpose, specifications (psychometric details, test bank, data security, and sampling), schedule, operational plan, responsibility, costs, and diagnostics to be used for national assessments.
- Approval of the National Assessment Policy specifically refers to approval by the Cabinet.
- Dissemination of policy is defined as presentation of the policy to ESDC, NTAL, uploaded to the MoE Facebook page and website, and one copy sent to all public schools and DEOs.
- Pilot is defined as testing at least 1,000 students in a broadly representative sample of schools in targeted counties. Reporting evaluation of pilot to ESDC and relevant stakeholder.
- Full implementation of national student learning assessment is defined as an assessment of at least 5,000 students in a broadly representative sample of schools.
- Publication of results defined as report published online and disseminated to education officers, all schools, media, and legislature.

Disbursement Rule:

State the conditions which must be met for funding to be disbursed against this target. Include whether the target is scalable.

- **Policy:** Presentation of policy to stakeholders. Validated by LEG.
- **Evaluation and national results:** Reports prepared by the MoE, based on pilot and national assessment. Publication of results defined as report published online and disseminated to education officers, all schools, media, and legislature. Presented, discussed, and validated by the LEG (formally ESDC) in official minutes.
- Rollover of targets limited to one year.

Verification Process:

Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.

- **External.** IVA is contracted to verify the PBCs on annual basis with IVR published.

Month and year of target attainment verification

LLF Year 3 targets 30 June 2023

III.3 Disbursement Mechanism: Briefly state the disbursement mechanism.

Into what mechanism will variable part financing be disbursed?

The annual verification process will not change from the G2B project. It follows a series of steps, including reporting by the GoL on achievement of targets to the LEG and World Bank, and provision of relevant documents and data. An Interim Eligible Expenditures Program (EEP) report by the PDT is submitted to the World Bank Steps leading to disbursement against PBCs will be sequenced as follows:

- 1) MOE submits a report on its achievements to LEG and Grant Agent
- 2) Verification by IVA
- 3) IVA writes to MOE cc World Bank and LEG with any requests for clarification
- 4) IVR submitted to MOE and World Bank
- 5) Clarifications and revisions, if necessary
- 6) Certification based on IVR by World Bank
- 7) Disbursement as per PBC rules (e.g. scalability and proportionality)

The revised Variable Part would be disbursed against an EEP (up to a capped amount and against achievement of agreed PBCs). The EEP will include programs in the GoL's Consolidated Budget chart of accounts, salaries and compensation, and grants. According to the GPE Guidelines, due to the ex-post approach of component 2,¹⁴ the Government can make an investment in any activities that contribute to the achievement and verification of PBCs and subsequently receive payment.

Disbursement schedule

LLF Year 1 July 2021
LLF Year 2 July 2022
LLF Year 3 July 2023

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¹⁴ *Ex post approach means that payments on the variable part are made after results are verified.*

IV. INCLUSIVE APPROACH

IV.1 Development Partners

List of development partners consulted in **Annex 3**.

IV.2 Sign-off

Signature of applicant ministry representative

The below signatory endorses this application on behalf of the government.

(Please scan this page after signature and include it as an attached file to the submission.)

Name of signatory:	
Job title/ ministry:	
Email:	
Phone:	
Date:	
Signature:	

Signature of the grant agent representative (Country Director of agency)

The below signatory endorses this application on behalf of the grant agent agency or organization.

(Please scan this page after signature and include it as an attached file to the submission.)

Name of signatory:	
Job title/ agency:	
Email:	
Phone:	
Date:	
Signature:	

Signature of the coordinating agency representative

The below signatory endorses this application on behalf of the development partner group.

(Please scan this page after signature and include it as an attached file to the submission.)

Name of signatory:	
Job title/ agency:	
Email:	
Phone:	
Date:	
Signature:	

- ➔ **Submission:** The coordinating agency submits the full ESPIG application package (see ESPIG Guidelines for details) on behalf of the government and the local education group via email at gpe_grant_submission@globalpartnership.org, with copy to the grant agent, the ministry focal point and the country lead within the Secretariat.
- ➔ See page 2 for information on disclosure of ESPIG documents.

DEFINITIONS

The definitions below explain how certain terms used in the template should be understood within the context of the ESPIG:

Relating to funding modalities

Sector Pooled	This refers to a scenario of diverse group of grant or credit modalities with varying instruments and mechanisms. The specificity for sector pooled funds is that multiple contributing partners deliver funds in a coordinated fashion to support implementation of the national education plan, or specific parts thereof. Under this modality, country systems are normally used for procurement, financial management, M&E and reporting.
Project pooled / Co-financed	This refers to a scenario where the funding mechanism is made up of different source agency funds to support a common project.
Project/ Stand-alone	This refers to a scenario where the funding mechanism is unilateral, or in other words, not pooled with any other sources of financing.

Relating to key indicators

Number of textbooks purchased and distributed	This indicator tracks the number of school textbooks that were purchased and distributed through the Program during the reporting period. Textbooks are books designed for instructing pupils in specific subject areas. The requested data should include textbooks that have been distributed to schools and have either been distributed to pupils on loan or kept in schools for use in the classroom. The data on textbooks should exclude books in school libraries as well as novels and books for use by teachers (such as curriculum guides, syllabi and teacher guides). The data of textbooks can include textbooks in stock but not currently in use by pupils and should include all languages of instruction.
Number of teachers trained	This indicator tracks the number of teachers who received and completed formal training, according to national standards, through the Program during the reporting period. The requested data refers to formal teacher training (pre- or in-service) designed to equip teachers with the knowledge, attitude, behavior, and skills required for teaching at the relevant level and perform their tasks effectively. Teachers are comprised of professional teaching/instructional personnel who are directly involved in teaching students. They include classroom teachers; special education teachers; and other teachers who work with students as a class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a regular classroom. Teaching/ instructional staff excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel.
Number of classrooms built or rehabilitated	This indicator tracks the number of classrooms that were built and/or rehabilitated through the Program during this reporting period. Data on classrooms should be reported upon completion of the building or rehabilitation during the reporting period. Classrooms comprise rooms in which teaching or learning activities can take place. They are semi-permanent or permanent physical structures and may be located in a school.

Annex 1 [Roadmap for ESP Development](#)**Annex 2 [Domestic Financing Matrix](#) and its [Narrative](#)****Annex 3 List of LEG members consulted**

- Bilateral donors with a presence in Liberia:
 - USAID
 - European Union
- Multilateral donors
 - UNICEF
 - World Bank
- The Education NGO Forum
- The National Teachers' Association of Liberia (NTAL)
- The Liberia Technical Committee on Education for All (LETCOM)
- Coalition for Transparency and Accountability in Education (COTAE)