Republic of Liberia

Ministry of Education

Global Partnership for Education Grant for

Liberia Getting to Best in Education Project

P162089

Education Sector Plan Implementation Grant Progress Report

Year 2

July 1, 2019 to June 30, 2020

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Acronyms/List of abbreviations

CEO	County Education Officer
DLI	Disbursement Linked Indicator
DEO	District Education Officer
DMA	Deputy Minister for Administration
DP	Development Partner
DMP	Deputy Minister for Planning
ECE	Early Childhood Education
EMIS	Education Management Information System
ESDC	Education Sector Development Committee
EO	Education Officer
GA	Grant Agent
GPE	Global Partnership for Education
GPE-G2B	Global Partnership for Education-Getting to Best
ICT	Information Communication Technology
IVA	Independent Verification Agency
ISR	Implementation Status and Results Report
LEG	Local Education Group
MoE	Ministry of Education
PC	Project Coordinator
PDO	Project Development Objective
PDT	Project Delivery Team
RBF	Results-based financing
REOI	Request for Expression of Interest
RFP	Request for Proposal
RTTI	Rural Teacher Training Institute
SBM	School-Based Management
SQA	School Quality Assessment
SQIP	School Quality Improvement Plan
STEP	Systematic Tracking of Exchanges in Procurement
TA	Technical Assistance
TOR	Terms of Reference
USD	United States Dollars

Summary of Program

Country	Liberia
Name of Program	Getting to Best in Education
Reporting period (from: month, day year, to: month, day, year)	July 1, 2019 to June 30, 2020
GA's Program ID (if any)	P162089
Name of Grant Agent	The World Bank
Program amount (original commitment)	US$11.9 million
Revised Amount (where applicable)	-
Disbursed Amount (during the reporting period)	US$1.45 million (13.3%)
Disbursed Amount (cumulative)	US$2.2 million (20%)
Program approval date	May 17, 2018
Program effectiveness/start date	June 25, 2018
Program closing date	June 30, 2022
Revised program closing date (in case of revision/extension)	-
Grant Agent Contact Details (Staff Names, Positions and Email/Phone addresses)	Oni Lusk-Stover, Task Team Leader World Bank oluskstover@worldbank.org +1 202 640 8008

1. Program Implementation Progress

1-1. Program Overview

The project development objectives (PDOs) are:

1) Improve equitable access to early childhood education (ECE) and teacher quality in ECE and primary education in targeted counties, and

2) Strengthen national school accountability systems.

1-2. Major changes to the Program (if any)

There were no major program changes which triggered a Program Revision Notification as per the GPE Policy on Education Sector Plan Implementation Grants (May 2020).

However, there were significant changes in the implementation schedule and strategy due to the COVID-19 pandemic. Schools were closed from March 16, 2020 through to the end of the reporting period. The service providers for the teacher and principal training (subcomponents 1.2, 2.1, 2.2 and 3.2) had to reschedule their activities and adjust some of the training protocols due to the Government of Liberia restrictions on movement to certain areas and large gatherings of people. Some training moved to virtual facilitation and coaching. As a result of COVID, all training provider contracts are expected to be extended beginning the first quarter of year 3 (fiscal year 2020/2021).

Additionally, the SQA did not commence as scheduled due to various issues with the data collection application and the deployment of data collectors. Under school grant, the MoE prevented 37 schools from withdrawing money from their grant accounts due to COV-19 pandemic. The MoE did not also report the achievement of Year 1 efficiency DLI (removing 250 functionally illiterate teachers from the payroll) for DLI 2.2 due to financial constraints. The MoE is currently using GoL- approved protocol to remove and compensate 386 functionally illiterate teachers found in the 6 GPE intervention counties. The protocol allows functionally illiterate teachers to be removed from the classrooms but remain on payroll until their just compensation is exhausted. The project mid-term review in the fiscal year 2020/2021 will discuss this efficiency DLI implementation modalities and recommend way forward.

1-3. Overall progress

Overall progress in Program implementation

	Previous Rating (World Bank ISR #3, August 2018)	Current Rating (World Bank ISR #4, June 2020)
Progress towards achievement of PDO	●Moderately Satisfactory	●Moderately Satisfactory
Overall Implementation Progress	● Moderately Satisfactory	●Moderately Satisfactory
Improving the Quality and Access to Early Childhood Education in Targeted Counties:(Cost $2.90 M)	● Moderately Satisfactory	●Moderately Satisfactory
Supporting Teacher Training and Certification in Targeted Counties:(Cost $1.60 M)	●Moderately Satisfactory	●Moderately Satisfactory
Improving school management, accountability, and systems monitoring:(Cost $2.00 M)	●Moderately Satisfactory	●Moderately Satisfactory
Achieving Better Learning through Improved Equity, Efficiency, and Accountability:(Cost $3.57 M)	●Moderately Satisfactory	●Moderately Satisfactory
Project Management and Sector Program Support and Coordination:(Cost $1.00 M)	●Moderately Satisfactory	●Moderately Satisfactory

Overall, progress towards the Project Development Objectives was judged Moderately Satisfactory in June 2020 based on the Implementation Status and Results Report (ISR) from the GA. Implementation progress was rated as Moderately Satisfactory.

1-4. Progress per component/sub-component

Component 1 Improving the Quality and Access to Early Childhood Education (ECE) in Targeted Counties

The objective of Component 1 is to improve the quality of - and access to - ECE in targeted disadvantaged counties. The component consists of two sub-components: (1.1) ECE School Improvement Grants; and (1.2) Community-based ECE.

1.1 ECE School Improvement Grants

During Year 2, the project provided 80 percent of the Year 1 grant to 513 eligible schools in all targeted counties. This number of schools constitutes 90 percent of the 572 eligible ECE schools in the targeted six counties[1]. The total enrollment for the beneficiary ECE schools is 41,552 comprising 49% female

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[1] Eligible schools are all public and community schools in the project counties (Bomi, Rivercess, Sinoe, Grand Kru, Maryland and River Gee) who meet set eligibility criteria. Eligibility includes 1) school bank account; 2) establishment of School Grant Utilization Plan signed by the head of

students. The remaining 20 percent of the grant allocation has been approved on the basis of the utilization report for the first tranche. The second tranche will be disbursed by mid-October 2020.

1.2 Community-based ECE

Under subcomponent 1.2, the service provider (WE-CARE) for the community-based ECE activity has been contracted to train 60 caregivers leading to the establishment of at least 20 community-based ECE centers in remote areas in the targeted counties. The firm has developed the training materials and trainees have been identified to participate in the training. Training is expected to begin in early November 2020.

Component 2 Supporting Teacher Training and Certification in Targeted Counties

Component 2 aims to increase the number and proportion of certified primary and ECE teachers in targeted counties through two sub-components: (2.1) In-service ECE C-Certificate teacher training for unqualified ECE teachers in targeted counties; and (2.2) Accelerated in-service C-certificate teacher training for unqualified primary-level teachers in targeted counties.

2.1 In-service ECE C-Certificate teacher training for unqualified ECE teachers in targeted counties

In Year 2, the project identified and provided training to 198 unqualified ECE (49.5% female) from Bomi, Grand Kru, Maryland, River Cess, River Gee, and Sinoe Counties against targets of 240. The participants attended both residential and cluster trainings. Details of the training materials and content knowledge acquired can be accessed here. This is the first cohort of ECE teachers. Overall, the project targets 560 ECE teachers. Plans are underway to immediately commence training of the next cohort of 250 teachers when this first cohort graduates in the 2nd Quarter of 2020/2021. WE-CARE Foundation provided the ECE C-Certificate teacher training in collaboration with the three RTTIs – the Kakata Rural Teachers Training Institute KRTTI, the Webbo Rural Teachers Training Institute (WRTTI), and the Zorzor Rural Teachers Training Institute (ZRTTI); but with specific focus on WRTTI in terms of capacity building. Specifically, WE-CARE is building the capacity of 10 master trainers (8 male and 2 females) from the RTTIs.

As it was envisaged in the project design, training implementation modalities ensure teachers do not leave the classrooms during school days. The residential training is conducted during semester breaks and cluster training during weekends and holidays. Cluster training reduces the time and resources spent attending centralized training and increases the participation of female teachers. It also ensures the teacher remains in their classroom during the normal school days and can immediately put new learning into practice. The cluster-based training is delivered at a base school or district, and is accompanied by self-study and regular supervisory mentoring visits or calls from master trainers. Training includes demonstration teaching and micro-teaching.

PTA/SMC and approved by DEO; 3) school sign the MoU to pledge not charge more than LD$1500. The original target was 572 schools.

2.2 Accelerated in-service C-certificate teacher training for unqualified primary-level teachers in targeted counties

The in-service C-Certificate teacher training for primary teachers uses the same implementation modality described above for the ECE teacher training program. Capacity technical assistance is being provided by the Diversified Educators Empowerment Project (DEEP) in collaboration with the three RTTIs. The primary location of this training is the Webbo Rural Teacher Training Institute (WRTTI). The project also identified and provided training to 194 unqualified primary teachers (11% females) from Bomi, Grand Kru, Maryland, River Cess, River Gee, and Sinoe Counties against targets of 560. The participants attended both residential and cluster trainings. Details of the training materials and content knowledge acquired can be accessed here. This is the first cohort of primary teachers. The project targets 560 primary school teachers. Plans are underway to immediately commence training of the next cohort of 250 teachers when this first cohort graduates in the 2nd Quarter of 2020/2021

Component 3 Improving School Management, Accountability, and Systems Monitoring

Component 3 is intended to improve school quality through strengthened school-based management (SBM) and more robust school support, monitoring and accountability systems. It consists of two sub-components: (3.1) School quality standards, monitoring, and inspection and (3.2) School management and quality improvement through principal training.

3.1 School quality standards, monitoring and inspection

In Year 2, the MoE commenced data collection for the School Quality Assessment (SQA), which also included the Annual School Census (ASC) and School Grading (SG). However, the data collection exercise was suspended due to some technical difficulties and school closure as a result of COVID-19. The MOE worked with service provider (Tamma Corporation) to solve the technical issues, which were mainly based on the functionality of the application and data dashboard; and data collection is expected to resume September 2020. The SQA assesses the quality of instruction, curriculum delivery, school management and resourcing among other factors that are meant to lead to improvements in access and learning outcomes; while the School Grading primarily assesses infrastructure. These three tools are consolidated into a digital platform and uploaded to tablets for District Education Officers (DEOs) to administer at the school level. The SQA data will be collected on a pilot basis in the six GPE targeted counties for grade 6 given grades below 6 and ECE are not expected to open by the time of the data collection as per MoE's policy on school reopening. The MoE also collaborated with the USAID's Alternative Quality Education (AQE) project on the SQA aspect of the data collection.

3.2 Principal training

The goal of the school leadership or principal "C" Certificate training program is to equip school principals with the necessary knowledge, skills and attitudes to enable them lead and manage schools effectively and efficiently in order to improve learning outcomes. This is the first time a national school

leadership program has been developed and implemented. At the end of this first cohort, the leadership training program will be assessed to make a determination on the adaptation of program design and implementation modality, which follows the ECE and primary teacher training programs.

Overall, the project, through the support of the Liberia Education Action for Development (LEAD), a local Liberian firm, developed a well-detailed principal training program overview, 8 modules, and facilitators' guides all reviewed and endorsed by the MoE Senior Management Team (SMT). The link to these materials is here.

The service provider provided training to 386 principals (12.5% female) from ECE and primary schools in Bomi, Grand Kru, Maryland, River Cess, River Gee, and Sinoe Counties against a Year 2 target of 500. Similar to the teacher training, the participants of the principal training also attended both residential and cluster trainings through virtual and in-person activities. The residential trainings were conducted at the RTTIs and in the counties of operation.

Component 4 Achieving Better Learning through Improved Equity, Efficiency, and Accountability

In line with the GPE Guideline mandating that 30 percent of the grant be used as Variable Part financing, this component addresses essential dimensions of the education system, namely equity, efficiency, and learning outcomes—using a results-based financing (RBF) modality. The Disbursement Linked Indicators (DLIs) used for this are the following: (a) increase the proportion of qualified ECE and primary teachers in the targeted counties (DLI 1); (b) improve teacher payroll management (DLI 2); and (c) establish a national primary student learning assessment system (DLI 3). The DLIs and associated milestones are aligned with the overall project objectives and design and thus are directly linked to the G2B- ESP.

Please see the table below on the component 4 status as at June 30, 2020

Focus	DLI	Status (as of June 30th 2020)
Equity	1.To increase in the proportion of qualified ECE and primary teachers, in the targeted counties	Years 1 and 2 result targets reportedly achieved, pending verification report approval by the Grant Agent.
Efficiency	2.1 To improve system of teacher payroll management	Years 1 & 2 result targets reportedly achieved, pending verification report approval by the Grant Agent.

		Year 0 result target was achieved and disbursement made.
	2.2 Improve the quality of the teaching workforce	Years 1 & 2 result targets not achieved. MoE has proposed a change in the implementation modality. 386 functionally illiterate teachers have been removed from the classrooms and are being compensated until end of the second quarter of fiscal year 2020/2021.
Learning outcomes	3. Establish a national primary student learning assessment system	Year 1 result target was not achieved after the rollover. The project will seek a GPE no objection through a program review notification to extend the timeline for achieving this target. Year 2 result target will roll over to Year 3. The MoE is on track to recruiting a TA by the first quarter of 2020/2021 for the Learning Assessment Policy development and its pilot.

Component 5 Project Management and Sector Program Support and Coordination

Component 5 ensures the effective project management and key sector support, capacity building, and coordination. Specifically, it finances: (5.1) Operational costs and salaries of the PDT; (5.2) TA for Education Management Information System (EMIS) and the design and development of a national learning assessment system; (5.3) Communications, and (5.4) Verification by the Independent Verification Agent (IVA).

The major achievements under this component for Year Two are the conduct of 2018/2019 Joint Education Sector Review (JESR), technical assistance to EMIS to conduct annual school census for the first time since 2017 and School Quality Assessment and Grading (never done in Liberia), hiring of an Independent Verification Agency (IVA) and commencement of IVA activities under the project, conduct of the project's first year audit, developing an innovative implementation strategy from the onset of COVID- 19 to ensure continuation of project activities, hiring an International Procurement

Specialist under the IDA-_financed Improving Results in Secondary Education (IRISE) project to have oversight on G2B procurement activities, and recruitment of TA to support Learning Assessment System development and implementation. The PDT also developed a multiyear implementation plan and budget, revised the Project Implementation Manual and Procurement Plan. All procurement activities are now on track.

Maximum Country Allocation Additional Financing

The MoE has made significant progress towards the development of the Maximum Country Allocation (MCA) Additional Financing. In July 2020, the MoE and the World Bank Team held the appraisal of the MCA. The MoE received the QAR II and responded to the GPE. The cost of the MCA is $5.6 million, and it will be implemented in the same six GPE-G2B targeted counties –Bomi, Grand Kru, Maryland, Rivercess, River Gee, and Sinoe. The development objective of the MCA is to improve access to ECE in targeted counties with improved teacher deployment. It includes the following three components: The project application is expected to be approved in the second quarter of 2020/2021 and the targeted effectiveness date is January 19, 2021.

Component 1: Improving access to ECE in targeted counties (US$3.0 million): This component aims to strengthen ECE foundations in targeted disadvantaged counties, in alignment with the ESP-ECE objectives. To meet the component objective, three sub-components will be financed: (i) construction of ECE classrooms, latrines and water systems; (ii) accelerated education for overage students; and (iii) provision of ECE teaching and learning materials (TLMs).

Component 2: Improving learning outcomes through increased equity, efficiency and accountability (US$1.77 million): This component focuses on consolidating education system accountability to increase equity, efficiency and accountability in the education system through Performance-Based Condition (PBC). The PBCs build on those under the G2B given the GPE considers this allocation as additional financing to the G2B while World Bank requirements and procedures require that this project be processed as a stand-along IPF with PBCs.

Component 3: Strengthening project management and sector support and coordination (US$0.7 million): This component will provide financing to support the implementation of activities under Components 1 and 2 and help to ensure the activities are sustainable beyond the life of the Project, including M&E, training and management. The component will fund M&E activities conducted by the MOE, county and district levels, as well as operational costs. A school infrastructure audit will be conducted to identify vulnerabilities to environmental risks, in line with the World Bank's safeguards procedures. Allocations will be made for technical assistance (TA), communications, an Independent Verification Agent (IVA), two JESRs and additional activities to ensure the project is effectively implemented- aligned to World Bank and GPE requirements.

1-5 Progress on Results Framework and Corporate Results

The project has two levels of results – the Project Development Objectives (PDOs) and the Project Intermediate Results – which are measured by pre-determined indicators with specific targets. The project is making some progress towards the achievement of its PDOs (see project's results framework in Annex 1). For example, the project has begun providing services to some of its direct beneficiaries through the school grant and teacher and principal training interventions. Regarding the PDO indicator on direct project beneficiaries, the project began the disbursement of school grant to some 513 schools with 41,552 student enrollment and training for 782 teachers and principals. Another PDO indicator (Share of qualified ECE and primary education teachers in the targeted counties) is on tracked as evidenced in the DVR. However, data for two PDO indicators (Net Enrollment Rate (NER) in ECE in targeted counties, and Percentage of public schools receiving feedback from an SQA visit annually in targeted counties) have not been collected due to the delay in the conduct of the school census and SQA.

Regarding the intermediate results, the project has made significant efforts towards the achievement of these results. However, except for the indicator relating to the school grants (Percentage of eligible public schools receiving ECE grants in targeted counties), the project does not have the relevant data for the training indicators (Number of teachers receiving ECE C certificate, Number of primary teachers receiving accelerated C certificate, and Number of school principals awarded certification) as the trainees have not completed yet. The final number of certified teachers and principals will be provided in the Year 3 annual report. Other intermediate results indicators for which data is yet to be collected include 1) Number of trained ECE caregivers placed in community-based ECE centers in the targeted counties, and 2) Percentage of SQA reports completed for public schools in targeted counties. Data has not been collected on these two indicators because the activities needed for generating such data have been significantly delayed. The project will also report data on them in Year 3.

GPE Global Indicators

The project has data for some GPE global indicators.

Please refer to Annex I Results Framework and Annex 3 Global Indicators for more information.

1-6. Program Disbursement

By 30th June, the project had reached a disbursement rate of 20% against a target of 29.97%. This is 12.4% growth from year 1. Below is the Year 2 financial summary of the project as of June 30, 2020. The project projected disbursement for year 3 is 60%. Almost all preceding activities including procurement that will trigger this projected disbursement have been put in place by the PDT.

Activity by componentComponent	Revise PIM Budget	Original PAD Budget	Year 2 (2019/2020) Budgeted	Year 1 Expenditure As at June 30 2019	Year 2 Expenditure As at June 30 2020	Cummulative Expenditure as at june 30, 2020	% spent of the Original Allocation
G2B Project DIUSBURSEMENT FOR THE PERIOD ENDING JUNE 30 2020							
COMPONENT 1: Improving the quality and access to early childhood education in targeted counties							
Subcomponent 1:1 ECE School Improvement Grants	2,225,000	2,660,000	517,316	63,848	457,268	521,116	20%
Subcomponent 1:2 Community-based ECE Contigency	240,000	240,000	-	-			
COMPONENT 2: Supporting teacher training and certification in targeted counties							
Subcomponent 2:1 In-service ECE C certificate	800,000	800,000	314,819	24,445	217,384	241,829	30%
Subcomponent 2:2 In-service C certificate	800,000	800,000	280,276		199,196	199,196	25%
COMPONENT 3: Improving school management, accountability, and systems monitoring							
Subcomponent 3:1 School quality standards, Monitoring and Inspection	1,000,000	1,000,000	146,000	13,600	87,484	101,084	10%
Subcomponent 3:2 School management and quality improvement	1,000,000	1,000,000	368,000	8,840	174,069.96	182,910	18%
COMPONENT 4: Better learning through Equity, Efficiency, and Accountability	3,570,000	3,570,000	1,100,000	220,000		220,000	6%
COMPONENT 5: Project management and sector program support and coordination	1,000,000	1,000,000	591,469	350,577	357,654	708,231	71%
Grand Total	10,635,000	11,070,000	3,317,880	673,220	1,515,495	2,174,365	
Disbursement Percentage/ Year			29.97%	6.08%	14.25%	20%	

1-7. Financial Management, Procurement, Safeguards, and other Fiduciary matters.

Financial Management and other Fiduciary Matters

The Ministry of Finance and Development Planning (MFDP)'s Project Financial Management Unit (PFMU) continues to lead on financial management services under the project. During the period under review, all financial reports were prepared and submitted to the World Bank. These include Interim Financial Reports (IFRs), withdrawal applications and Bank statements. The IFR is done for every quarter. During this reporting period four IFRs were submitted.

Comparatively, as at the writing of this report, the Year 2 cumulative burn rate is about 20% as compared to the burn rate of year 1 which was 7.7 percent. Component 5 burn rate cumulatively for the two years is about 71 percent, thus being the highest. This is due to the unrealistic allocation for the PDT salaries and activities distribution in the original budget for this component. However, actions are being taken to address this issue, and additional actions are expected to be taken during the mid-term review in year 3.

Additionally, there has been increase in component 1 burn rate (19.5%) due to the disbursement made under the school grant during the period. Also, components 2 and 3 proportional increase in percentage was due to payments for various C-certificate trainings for ECE and primary teachers and principal training in six counties during the period.

As we move on with implementation, we are projecting 60% overall disbursement rate by end of Year 3. All project activities for the fixed component are expected to be on track despite the impact of COVID-19 and procurement activities are being fast-tracked.

Annual Audit Report

The [Year One audit](#) was conducted in time and report was cleared by the World Bank. All [audit recommendations were addressed](#) and all issues resolved during the period under review. Please see annex VI for Year One audit recommendations and implementation status.

The period under review witnessed four interim financial reports (IFRs) being prepared by the project fiduciary agent, the project Financial Management Unit (PFMU) and submitted to the World Bank. Additionally, there were four internal audits conducted by MFDP for year 2. The focus of the audits is to strengthen and improve system and control of the project implementations. The Year Two annual external audit will be conducted by the General Auditing Commission (GAC). The Audit engagement letter has been signed and the fees for the audit agreed upon. It is expected that the duration of the year 2 audit will end December 31, 2020.

Procurement

After the project became effective, an 18-month procurement plan was prepared in STEP and was approved by the World Bank with 25 activities. Subsequently, there have been several revisions to the procurement plan with approved dates. The current procurement plan has 25 activities comprising Goods, Works, Non-consulting and Consulting Services.

In Year 2, 17 contracts for goods and services were signed. Some of the goods and services under these signed contracts have been completed; while others are ongoing or have been delayed due to the COVID-19 pandemic.

The project procurement team has been strengthened with the recruitment of an International Procurement Specialist funded by the IRISE project who is building capacity of the G2B Project National Procurement Specialist and the entire Procurement Division of the Ministry.

Safeguards and Gender

The project continues to implement its safeguarding processes during this reporting period. All training service provider contracts include specific requirements to ensure safe travel and working environments for male and female participants. All project data collection is gender-disaggregated.

The ECE, primary, and principal trainings include specific modules on inclusive education, teachers' code of conduct and child protection. Beneficiaries have been informed of the World Bank complaints mechanism (GRS and World Bank Inspection Panel) and the MoE reporting helpline.

1-8. Status of Progress on Previously Raised Issues

There was nothing noticeable on the Year One report except for concern on implementation delays. Specifically, sub-components 1.2 (Community-Based ECE) and 3.1 (SQA) have been the most delayed components of the project. This Year Two report clearly articulates how the PDT has worked with the Grant Agent to remove bottlenecks and accelerate implementation activities. The major hindrance to anticipated progress was COVID- 19; yet our innovative approaches led to some level of success, which has been narrated in this report.

2. Reporting on the variable part (if applicable)

The Variable Part (Component 4): Achieving Better Learning through Improved Equity, Efficiency and Learning Outcomes has three DLIs. Year 1 targets were to be verified by an IVA hired by the MoE.

Independent Verification Agent

As mentioned earlier, the project hired an IVA (The Muehn Group) during Year 2. The IVA has completed its first verification exercise and submitted the verification report to the Grant Agent, which is under review. A final report is underway.

DLI 1 Equity Years 1 and 2

Under DLI 1 (increase the proportion of qualified ECE and primary teachers [C certificate qualification], in the targeted counties), the Ministry reported on the achievement of the Years 1 and 2 targets. The Year 1 DLI was rolled over to Year 2 in July 2019. The MoE reported achievement of Year 2 targets in March 2020. Despite the challenges of COVID-19, the IVA completed verification of the achievement of the DLI targets for Years 1 and 2. The IVA reported that the MoE achieved the Year 1 target, but failed to meet the Year 2 target. Specifically, the IVA calculated the MoE's DL1 achievements for year one as 51.6 % against a target of 46.5 and year two as 47.1% against a target of 50%. As such, the IVA recommended the payment of 100% (US$300,000.00) of the DLI 1 values for Year 1, and a proportion ($53,703.78) for Year 2. The DLI verification report (DVR) was submitted to the World Bank on June 29, 2020 and feedback was provided. The Year 2 target will be rolled over to Year 3. The IVA is expected to revise the DVR and resubmit in the first quarter of year 3 (July- September 2020).

DLI 2.1 Efficiency Years 1 and 2

Under DLI 2.1 (improve the system of teacher payroll management), the MoE also reported the achievement of Years 1 and 2 targets (publication of a register of teachers on the government payroll) in March 2020. The Year 1 target was rolled over to Year 2. The IVA also verified the reports on DLI 2.1, and concluded that the Ministry achieved both the Years 1 and 2 targets. Specifically, the IVA

verified that the registries were presented and validated by ESDC in official minutes. The MoE published the registries on their website and shared with the NTAL, CSA, and MFDP. The IVA field verification indicated that although the MoE registries were not published at district offices and school bulletins, the IVA, however, received e-mail and WhatsApp transcripts that verified that the MoE's Bureau of Fiscal Affairs sent the registries to County Education Officers (CEOs) for publication at their respective offices. The IVA recommends the payment of 100% of the DLI 2.1 values for Years 1 & 2 in the amount of $200,000.00.

The DLI verification report (DVR) was submitted to the World Bank on June 29, 2020 and feedback was provided. The IVA is expected to revise the DVR and resubmit in the first quarter of year 3 (July-September 2020).

DLI 2.2 Efficiency 1

Under DLI 2.2 (improving the quality of the teaching workforce), Year 0 target was achieved and disbursement made. The Ministry is yet to report the achievement of Year 1 target (removing 250 functionally illiterate teachers from the payroll), though this was rolled over to Year 2. In March 2020, the MoE reported that they have identified only 386 functionally illiterate teachers who have already been removed from the classrooms but remain on payroll to exhaust their just compensation. The MOE also indicated that the Project's target of 750 functionally illiterate teachers cannot be met as a further 364 functionally illiterate teachers do not exist in the sector. The project may need to reset the target for this DLI, which will trigger restructuring. The Ministry has indicated that, based on further analysis of the teacher testing report, approximately 386 teachers meet the criteria of functionally illiterate. However, due to the highly constrained fiscal environment it has not been possible to compensate and remove these teachers, so the Ministry has kept them on payroll (though removed from the classrooms) until they can exhaust their compensation as required by the Civil Service Agency (CSA) or the Labor law. All 386 people are expected to be removed from the payroll by end of December 2020

DLI 3 Learning outcomes Year 1

Under DLI 3 (establish a national primary student learning assessment system), the MoE has not yet reported achievement of the Year 1 target (publication of a National Assessment Policy).This activity (DLI 3) is 2 years behind schedule yet making some progress. The Year 1 target will need to be restructured while the Year 2 target will roll over to Year 3. However, the MOE is on track to contracting a firm to provide technical assistance to the development of the National Learning Assessment Policy by August 2020.From our implementation plan, the policy and framework could be developed in January 2021 and pilot conducted in February or March 2021.The pilot will target 1,000 students in Grades 3 & 6 across the 6 G2B counties or across the country if it is within budget.

Eligible Expenditure Reports

There were no Eligible Expenditure Reports in Year 2 as result targets achieved have not been approved yet by the Grant Agent. The eligible expenditure report will be at the time of disbursement

when the DLI verification report is approved by the Grant Agent. Year 1 eligible expenditure report can be assessed below.

..\Dropbox\GPE-G2B Project\DLI Payment-GPEG2B\EEP Report-G2B

Variable Part achievements are summarized in Annex IV.

Below are updates on achievement of the DLI result targets:

3. Key Partnerships and Interagency Collaboration

The project continues to coordinate and engage with stakeholders. The PDT attends monthly ESDC and LEG meetings to update development partners and civil society organizations on project implementation status. Additionally, the Project Coordinator provides regularly updates during MoE Senior Management Team meetings. At current, there have been Education in Emergency Technical Working Group meetings which the PDT attends and provides updates on the project as needed.

The project also continues to collaborate in knowledge sharing and lessons learned with other donor-funded projects such as USAID's Read Liberia Program. Oxford Policy Management Early Learning Assessment project and the Liberia Education Advancement Program (LEAP) formerly Partnership Schools for Liberia.

4. Lessons Learned

Describe any particular lessons learned, best practices, innovations, or any other point you may want to include in relation to the implementation of the Program.

In the mist of the COVID-19 pandemic, the project, through its service providers, continued the teachers and principal trainings through social media platforms and other distant learning mechanisms such as WhatsApp and text messages. Where face to face was possible, providers put in place COVID-19 procedures to ensure trainers and trainees were not at risk. This included procurement and distributing COVID- 19 prevention materials and running multiple sessions in order to observe social distancing. Feedback received on these innovative training activities are great. Though these come with increased cost, the project has worked out mechanisms to address the issue of budget overrun to ensure the component's activities are implemented within the allocated budget.

5. Knowledge Product

If knowledge products were produced from the program, briefly describe them and how they will be (or have been) disseminated and used to support program implementation, inform policy dialogue and initiate reform.

During Year 2, the project produced the following knowledge products:

1. School Grants Success Story
2. Databases for School Grants
3. Teacher and Principal Training monitoring and reporting templates
4. Digitalized SQA tool
5. Revised ECE and Primary Teachers Training Modules
6. Revised Principal Training Modules
7. Digitized School Census Platform

6. Future Work Plan

Describe priority actions planned for the following year to overcome constraints, build on achievements and partnerships, and use the lessons learned during the reporting period. This section will inform "Overall Progress" and "Status of Progress on Previously Raised Issues" sections in the next progress report cycle.

The priority actions planned for Year 3 include:

Sub-component 1.1 ECE School Improvement Grants
1. Disburse Year 3 grants in two tranches (at least 90% of eligible schools); and
2. Monitor compliance.

Sub-component 1.2 Community-based ECE
1. Conduct training for 60 select caregivers in 20 communities in the 6 counties;
2. Set up 20 centers and place caregivers into centers;
3. Provide ECE teaching and learning materials
4. Monitor training activities and roll out of community-based ECE program

Sub-component 2.1 In-service ECE C-certificate
1. Complete teacher training and certification for cohort 1 (198 ECE teachers);
2. Conduct teacher training and certification for cohort 2 (250 ECE teachers); and
3. Monitor training quality.
4. Prepare and submit training completion report

Sub-component 2.2 In-service C-certificate
1. Complete teacher training and certification for cohort 1 (196 primary teachers);
2. Conduct teacher training and certification for cohort 2 (250 primary teachers); and
3. Monitor training quality.
4. Prepare and submit training completion report

Sub-component 3.1 School quality standards

1. School monitoring visits by EOs (at least 45% of target schools) and reporting; and
2. Endorse and publish the National School Quality Standards.
3. Support the conduct of the annual school census

Sub-component 3.2 Principal training

1. Complete training and certification of cohort 1 (386 principals); and
2. Train and certify cohort 2 (550 principals); and
3. Conduct monitoring.
4. Prepare and submit training completion report.

Component 4: Achieving better learning through improved equity, efficiency, and accountability
1. Finalize IVA verification report for DLI 1 and 2.1
2. Prepare and submit DLI 2.2 implementation report to LEG for endorsement
3. Identify DLIs whose rollover has expired and seek GPE no objection for restructuring
4. Continue implementation of all DLIs

Component 5
1. In additional to the routine operational activities, the priority actions under this component include conduct the 2019/2020 JESR and maintain support for achievement of the DLIs.
2. Plan and conduct project Mid-Term Review
3. Conduct project's audit

Annex I: Results Framework

Project Development Objectives Indicators

Indicator	Unit	Baseline	Intermediate Targets				End Target
			Year 1	Year 2	Year 3	Year 4	
Improving the quality and access to ECD in targeted disadvantaged counties							
Direct project beneficiaries	Number	0	-	-	-	-	43,000
		Actual	1,142	42,694			
Female beneficiaries	Percentage	0	-	47-	-	-	47
		Actual	14%	48			
Increasing enrollment and improving access to education							
Net Enrollment Rate (NER) in ECE in targeted counties	Percentage	23	24	25	26	27	27
		Actual	-	-			
Supporting teacher training and certification in targeted counties							
Share of qualified ECE and primary education teachers in the targeted counties	Percentage	45.77	46.5	50	55	60	60
		Actual	-	48			
Improving school management, accountability and systems monitoring							
Percentage of public schools receiving feedback from an SQA visit annually in targeted counties	Percentage	0	0	15	30	50	50
		Actual	0	0			

Intermediate Results Indicators

Indicator	Unit	Baseline	Intermediate Targets				End Target
			Year 1	Year 2	Year 3	Year 4	
Access to ECD in targeted counties							
Percentage of eligible public schools receiving ECE grants in targeted counties	Percentage	0	0	90	90	90	90
		Actual	0	90			
Supporting teacher training and certification in targeted counties							

Number of trained ECE caregivers placed in community-based ECE centers in the targeted counties	Number	0	0	20	40	60	60
	Actual	0	0				
Number of teachers receiving ECE C certificate	Number	0	80	240	400	560	560
	Actual	0	0				
Number of primary teachers receiving accelerated C certificate	Number	0	80	240	400	560	560
	Actual	0	0				
Number of school principals awarded certification	Number	0	100	500	900	1,300	1,300
	Actual	0	0				
Improving school management, accountability and systems monitoring							
Percentage of SQA reports completed for public schools in targeted counties	Percentage	0	0	15	45	75	75
	Actual	0	0				
Establishment of national school quality standards	Yes/No	No	-	-	-	-	Y
	Actual	No	Yes				
Project management and sector program support and coordination							
Number of annual project progress reports publicly accessible (see year 1 report here)	Number	0	1	2	3	4	4
	Actual	1	2				

World Bank Corporate Indicators

Indicator Name	Which projects are required to include this indicator?	Type	Baseline	FY19 (June 19)	FY20 (Dec 19)	FY20 (June 20)	FY21 (June 21)	FY22 (June 22)
1. Students benefiting from direct interventions to enhance learning (#)	All	Number	0	0	8,110	46,721[2]		

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2 The data is incomplete as some schools especially from Sinoe have not submitted their updated enrollment data to the School Grant Team. The total enrollment from the previous year that was used to allocate the grant to the 570 schools is 45,965, which

A. *Gender Disaggregation:* Students benefiting from direct interventions to enhance learning – Female (#)	All	Number	0	0	3,881	22,372		
B1. *Education Sub-Sector Disaggregation:* Students benefiting from direct interventions to enhance learning in Early Childhood Education (ECE) – Total (#) and Female (#)	ECE	Number	0	0	8,110 (3,881 female)	43,003 (20,550 female)		
B2. Primary Education – Total (#), Female (#)	Primary		0	0	0 (0 female)	3,7183 (1,822 female)		
B3. Secondary Education – Total (#), Female (#)	Secondary		-	-	-	-	-	-
B4. Tertiary Education – Total (#), Female (#)	Tertiary		-	-	-	-	-	-
B5. Workforce Development and Vocational Education (TVET) – Total (#), Female (#)	TVET		-	-	-	-	-	-
B6. Adult Basic and Continuing Education – Total (#), Female (#)	Adult Edu		-	-	-	-	-	-
2. Number of large-scale learning assessments completed at the primary or secondary levels	Primary, Secondary	Number	No	0	0	0		
3. Teachers Recruited or Trained	All projects with relevant activities	Number	0	0	198 (ECE)	7354		
A. Teachers Recruited or Trained – Female		Number	0		TBD	156		

was not disaggregated. The School Grant Team started collecting disaggregated enrollment data from the schools before the pandemic, but some schools did not submit their enrollment data before the suspension of classes.

3 The total was calculated based on the instruction provided – PTR (22) X # of primary teachers trained (196) = **3,718.** The sex disaggregation was derived at using the current value (49%) for the proportion of female primary student in Liberia. I agree that this seems the best estimate we can get given the circumstances. However, the problem with this is that teachers usually teach more than one class/grade level in most primary schools in Liberia. PTR is average primary PTR from EMIS Report 2015/16.

4 Includes 368 principals (322 male and 46 female). Anecdotally most principals also have a teaching load in Liberia.

Annex II: Standard Financial Report

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Ministry of Education

P162089: GPE - Getting to Best Education Project {G2B)

Interim Quarterly Financial Report

Quarter Ended June 30, 2020

Sources & Uses of Funds

	This Quarter	Year To Date	Cumulative (Since project Started)
Fund **Receipts:**	$	$	$
Opening Balance	**300,036.58**	207,388.81	0.00
Receipts:			
IDA Grant	0.00	1,398,061.61	2,248,369.86
Direct Payments			
	0.00	0.00	0.00
Sale of Bid Documents/cash deposited	0.00	0.00	0.00
Net Receipts	**300,036.58**	**1,605,450.42**	**2,248,369.86**
Uses for Funds by Component:			
Improving the quality and access to ECE in targeted counties	80,295.30	457,268.48	521,116.48
Supporting teacher training and certification in targeted counties	88,915.00	416,579.29	441,024.07
Improving school management accountability and system monitoring	0.00	283,993.96	283,993.96
Achieving better learning through improved equity efficiency and accountability	0.00	0.00	220,000.00
Project management and sector program support and coordination	56,821.10	373,603.51	708,230.17
	226,031.40	**1,531,445.24**	**2,174,364.68**
Closing Balance	**74,005.18**	**74,005.18**	**74,005.18**
Closing Balance Consists of:			
TFA7093 DA	71,705.18		
Petty Cash	2,300.00		
	74,005.18		

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Uses of Funds By Activity Within Components

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Item No. Activities Within Components	Project Allocation 1 $	Annual Budget 2 $	Current Quarter Exppenditure Budget 3 $	Actual 4 $	Variance 5 $	Year to date Expenditure 6 $	% Budget Utilization 7=(6/2) x 100	(from beginning) Expenditure 8 $	% Project Fund Utilization 9=(8/1) x 100
Improving the quality and access to ECE in targeted counties									
ECE School improvement grants	2,040,000.00	475,000.00	95,000.00	0.00	95,000.00	350,205.08	74%	414,053.08	20.30%
Traning school management committees	114,400.00	109,150.00	26,000.00	0.00	26,000.00	0.00	0%	0.00	0.00%
Verification of activities by independent agents	505,600.00	120,000.00	100,000.00	80,295.30	19,704.70	107,063.40	89%	107,063.40	21.18%
Development of communication strategy	150,000.00	50,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Traninig of Caregivers	67,200.00	67,200.00	67,200.00	0.00	67,200.00	0.00	0%	0.00	0.00%
Annual subsidies for caregivers to start/work in community based ECE	172,800.00	172,800.00	172,800.00	0.00	172,800.00	0.00	0%	0.00	0.00%
Sub-Total	3,050,000.00	994,150.00	461,000.00	80,295.30	380,704.70	457,268.48	46%	521,116.48	17.09%
Supporting teacher training and certification in targeted counties									0.00%
ECE in-service teacher training	560,000.00	305,750.00	149,345.00	88,885.00	60,460.00	240,183.50	79%	241,828.50	43.18%
Service provider	240,000.00	115,000.00	92,226.07	0.00	92,226.07	8,891.09	8%	28,438.37	11.85%
Primary in-service teacher training	560,000.00	205,750.00	51,437.50	0.00	51,437.50	139,027.63	68%	139,147.63	24.85%
Service provider	240,000.00	54,000.00	54,000.00	30.00	53,970.00	28,477.07	53%	31,609.57	13.17%
Sub-Total	1,600,000.00	680,500.00	347,008.57	88,915.00	258,093.57	416,579.29	61%	441,024.07	27.56%
Improving school management accountability and system monitoring									0.00%
Piloting of SQA	150,000.00	238,380.00	8,720.00	0.00	8,720.00	98,320.00	41%	98,320.00	65.55%
Collection and maintenance of SQA tools and database	330,000.00	1,764.00	1,764.00	0.00	1,764.00	1,764.00	100%	1,764.00	0.53%
Development of national school quality standards	57,000.00	0.00	0.00	0.00	0.00	0.00	0%	0.00	0.00%
DEO annual training(two days annual training at regional level)	80,000.00	20,000.00	0.00	0.00	0.00	1,000.00	5%	1,000.00	1.25%
DEO visit operational cost (Year 1)	6,000.00	0.00	0.00	0.00	0.00	0.00	0%	0.00	0.00%
DEO visit operational cost (Year 2)	24,000.00	0.00	0.00	0.00	0.00	0.00	0%	0.00	0.00%
DEO visit operational cost (Year 3)	34,000.00	0.00	0.00	0.00	0.00	0.00	0%	0.00	0.00%
DEO visit operational cost (Year 4)	69,000.00	0.00	0.00	0.00	0.00	0.00	0%	0.00	0.00%
Baseline and end-line survey and impact evaluation	250,000.00	0.00	0.00	0.00	0.00	0.00	0%	0.00	0.00%
Principal training	990,000.00	390,500.00	0.00	0.00	0.00	182,909.96	47%	182,909.96	18.48%
Evaluation after one year of pilot implementation	10,000.00	0.00	0.00	0.00	0.00	0.00	0%	0.00	0.00%
Sub-Total	2,000,000.00	650,644.00	10,484.00	0.00	10,484.00	283,993.96	44%	283,993.96	14.20%

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Uses of Funds By Activity Within Components

Item No. Activities Within Components	Project Allocation	Annual Budget	Current Quarter Exppenditure			Year to date Expenditure	% Budget Utilization	(from beginning) Expenditure	% Project Fund Utilization
			Budget	Actual	Variance				
	1 $	2 $	3 $	4 $	5 $	6 $	7=(6/2) x 100	8 $	9=(8/1) x 100
Achieving better learning through improved equity efficiency and accountability									
DLI 1 To increase in the proportion of qualified ECE and primary teachers, in the targeted counties	1,200,000.00	0.00	0.00	0.00	0.00	0.00	0%	0.00	0.00%
DLI 2.1 To improve system of teacher payroll management	400,000.00	200,000.00	0.00	0.00	0.00	0.00	0%	220,000.00	55.00%
DLI 2.2 Improve the quality of the teaching workforce	970,000.00	386,000.00	0.00	0.00	0.00	0.00	0%	0.00	0.00%
DLI 3. Establish a national primary student learning assessment system	1,000,000.00	600,000.00	0.00	0.00	0.00	0.00	0%	0.00	0.00%
Sub-Total	3,570,000.00	1,186,000.00	0.00	0.00	0.00	0.00	0%	220,000.00	6.16%
Project management and sector program support and coordination									
Project Delivery Team	500,000.00	367,904.00	51,954.19	56,821.10	(4,866.91)	306,752.51	83%	553,678.12	110.74%
Technical assistance for national learning assesment	300,000.00	75,750.00	9,840.00	0.00	9,840.00	66,851.00	88%	123,577.05	41.19%
Technical assistance for national learning assesment	50,000.00	0.00	0.00	0.00	0.00	0.00	0%	30,975.00	61.95%
Independent verification agent	0.00	0.00	0.00	0.00	0.00	0.00	0%	0.00	0.00%
Sub-Total	850,000.00	443,654.00	61,794.19	56,821.10	4,973.09	373,603.51	84%	708,230.17	83.32%
Grand Total	11,070,000.00	3,954,948.00	880,286.76	226,031.40	654,255.36	1,531,445.24	39%	2,174,364.68	19.64%

Variance Explanation

1. The service providers were operating within the advance payments given under the component. Reports needed to be verified and certified before making additional payments using the agreed upon guidelines. Second trench payments are likely to be made, which will be covered in the next quarter report.

2. For Component 1, the disbursement of the remaining 20% school grants could not happen due to the health crisis and subsequent closure of schools.

3. Other payments such as IVA activities and subsequent DLI value disbursement will be made and reflected in the next report.

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Fund Disbursement Status

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Item I Category		Allocation $	Disbursed $	Undisbursed Balance $	Outstanding Commitments $	Projected Commitments	Available Balance $
1	GD,NCS,CS,OC&TR Except PT A2 & D	4,840,000.00	1,485,052.18	3,354,947.82	1,308,346.67	2,421,052.37	(374,451.22)
2	School Improvement Grants Part 2A	2,660,000.00	469,312.50	2,190,687.50	0.00	0.00	2,190,687.50
3	Eligible Expenditure Program Part D	3,570,000.00	220,000.00	3,350,000.00	0.00	0.00	3,350,000.00
	Total Category	11,070,000.00	2,174,364.68	8,895,635.32	1,308,346.67	2,421,052.37	5,166,236.28

GLOBAL PARTNERSHIP
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Schedule of Fixed Assets

Date of Receeipt	Asset Type	Asset Description	Asset Value/Cost	Asset Identification Number	Asset Location	Assignee
			$			
02-Jul-19	IT Equip	Lenovo Idea Pad	850.00	MOE/GPE/EQ/001		Nat'l Pro. Specialist
02-Jul-19	IT Equip	Lenovo Idea Pad	850.00	MOE/GPE/EQ/002		Adm. Asst.
02-Jul-19	IT Equip	Lenovo Idea Pad	850.00	MOE/GPE/EQ/003		Planning
02-Jul-19	IT Equip	Lenovo Idea Pad	850.00	MOE/GPE/EQ/004		Sch. Grants
02-Jul-19	IT Equip	Lenovo Idea Pad	850.00	MOE/GPE/EQ/005		Reserved
02-Jul-19	IT Equip	Lenovo Idea Pad	850.00	MOE/GPE/EQ/006		M&E
02-Jul-19	IT Equip	HP Laptop Pavilion	850.00	MOE/GPE/EQ/007		Tech. Pro. Asst.
02-Jul-19	IT Equip	HP Laptop Pavilion	850.00	MOE/GPE/EQ/008		Fin. Mgt. Officer
02-Jul-19	IT Equip	ThinkPad Laptop Lenova Yoga	900.00	M OE/GPE/ EQ/ 009		Project Coordinator .
02-Jul-19	IT Equip	HP Laserjet pro M181fw color printer	465.00	MOE/GPE/EQ/006		Nat'l Pro. Specialist
02-Jul-19	IT Equip	HP Laserjet pro M181fw color printer	465.00	MOE/GPE/EQ/007		Fin. Mang. Officer
02-Jul-19	IT Equip	HP Laserjet pro M130a color printer	205.00	MOE/GPE/E0/008		PDT

Date of Receipt	Asset Type	Asset Description	Asset Value/Cost	Asset Identification Number	Asset Location	Assignee
02-Jul-19	IT Equip	KSA office fireproof-Safe	425.00	MOE/GPE/E0/013		Nat'l Pro.Spec.
02-Jul-19	IT Equip	KSA office fireproof-Safe	425.00	MOE/GPE/E0/014		Fin. Mang. Officer
02-Jul-19	IT Equip	DLP Projector	425.00	MOE/GPE/E0/015		PDT
28-Jun-19	IT Equip	Sony Cyber shot - Camara	275.00	MOE/GPE/E0/016		Sch. Grants
28-Jun-19	IT Equip	Sony Cyber shot - Camara	275.00	MOE/GPE/E0/017		Sch. Grants
28-Jun-19	IT Equip	Sony Cyber shot - Camara	275.00	MOE/GPE/E0/018		Sch. Grants
28-Jun-19	IT Equip	Sony Cyber shot - Camara	275.00	MOE/GPE/E0/019		Sch. Grants

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Schedule of Fixed Assets

Date of Receeipt	Asset Type	Asset Description	Asset Value/Cost	Asset Identification Number	Asset Location	Assignee
			$			
28-Jun-19	IT Equip	Sony Cyber shot - Camara	275.00	MOE/GPE/EQ/020		Sch . Grants
28-Jun-19	IT Equip	Sony Cyber shot - Camara	275.00	MOE/GPE/EQ/021		Sch. Grants

Date	Type	Description	Amount	Code		Assigned To
27-Jun-19	Office Equip	Midea	150.00	MOE/GPE/EQ/022		Project Coordinator.
12-Jun-19	IT Equip	HP Laptop 15-Da0073mstouch screen	1,300.00	MOE/GPE/EQ/023		EMIS
12-Jun-19	IT Equip	HP Laptop 15-Da0073mstouch screen	1,300.00	MOE/GPE/EQ/024		EMIS
12-Jul-19	IT Equip	External Hard Drive - Seagate	125.00	MOE/GPE/EQ/025		Planning
12-Jul-19	IT Equip	External Hard Drive - Seagate	125.00	MOE/GPE/EQ/026		Planning
25-Jun-19	IT Equip	BIS - Safe	125.00	MOE/GPE/EQ/027		Adm . Asst.
10-Jun:.19	Vehicle	Toyota Prado TX-LSUV 4 X 4	49,500.00	LB-2363		Project Coordinator.
10-Jun-19	Vehicle	Toyota Hilux D/C Pickup 4 X 4-STD	30,500.00	LB-2363		PDT
		Total	**94,885.00**			

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Contract Status

Item No.	Contract Description	Contractor's Name	Contract Amt (USD)	Expiration Date	State of Completion(%)	Payments to Date Amount	Outstanding Commitment Amount
1	Project Coordinator 1	David W. Baysah	175,888.00	Resigned	40	70,532.00	105,356.00
2	Admin Assistant	Youngor Bimba	**33,300.00**	30-0 ct-20	77	25,630.00	7,670.00
3	Project Coordinator 2	Joe K. Gbasakollie	258,300.00	30-Jun- 22	35	90,720.00	167,580.00
4	Technical Program Assistant	Yarvo J. Boakai	59,352.00	30-Sep-20	65	38,457.10	20,894.90
5	M&E Specialist	Barward Johnson	156,024.00	31-Mar-22	37	58,507.50	97,516.50
6	Project Accountant	Sudacious M. Varney	81,000.00	06-May-21	**48**	39,018.50	41,981.50
7	Procurement Officer	Comfort F.Tumbay	53,064.00	06-May-21	45	23,681.71	29,382.29
8	School Quality Assement	Tam.ma Corporation	120,000.00	31-Aug-19	**80**	96,000.00	24,000.00
9	Independent Verification Agency	The Muehn Group	297,390.00	24-Nov-22	36	107,063.40	190,326.60
10	In-service accelerated Techer train	DEEP	280,275.66	07-Sep-20	50	139,027.63	141,248.03
11	In-service certificate trainning	WE-Care Fundation	298,690.00	30-Jun-20	80	240,183.50	58,506.50
12	ECE Caregivers trainning	WE- Care Fundation	240,000.00	31-Mar-22	0		240,000.00
13	Princ i pal Trainning	LEAD	367,768.71	31-Jul-20	50	183,884.36	183,884.35
	Total		**2,421,052.37**			**1,112,705.70**	**1,308,346.67**

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Withdrawal Application Schedule

WA Reference Number	Payment Period	Amount$	Mode of Disbursement	Fund Source
MFDP/GTBE/001	04-Oct-18	700,000.00	Advance to DA	Trust Fund
MFDP/GTBE/003	22-Jan-19	150,308.25	Reimbursement	Trust Fund
MFDP/GTBE/008	28-Jun-19	309,027 .44	Reimbursement	Trust Fund
MFDP/GTBE/009	24-Sep-19	369, 568.17	Reimbursement	Trust Fund
MFDP/GTBE/010	19-Dec-19	356,203.52	Reimbursement	Trust Fund
MFDP/GTBE/011	05-Feb-20	363,262.48	Reimbursement	Trust Fund
Total		**2,248,369.86**		

GLOBAL PARTNERSHIP for EDUCATION

Annex III Global Numbers Template

Country Name: Liberia	Project P#: P162089		Targets			
GPE Indicators	**Indicator (s) as reported in ISR/Progress Report**	**ACTUAL: ISR/Progress Report non-cumulative (Unit = numbers)**	**Target for reporting period (non-cumulative**	**Target for next reporting period (non-cumulative)**	**Determination of Target**	**Overachievement/ Underachievement**
		Current Reporting period: July 1, 2019- June 30, 2020				
Proportion of **textbooks purchased and distributed** through GPE grants, out of the total planned by GPE grants	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Proportion of **teachers trained** through GPE grants, out of the total planned by GPE grants	2.1 Number of teachers receiving ECE C certificate	198	160 (YR2 target in PAD page. 27)	160	Target assumes 80% graduation rate by 30 June 2020.	Training schedule was disrupted due to the COVID-19 pandemic. 198 ECE teachers are currently in training and graduation is expected February 2021.
	2.2 Number of primary teachers receiving accelerated C certificate	196	160 (YR2 target in PAD page. 27)	160	Target assumes 80% graduation rate by 30 June 2020.	Training schedule was disrupted due to the COVID-19 pandemic. 196 primary teachers are currently in training and graduation is expected December 2020

| Proportion of principals trained through GPE grants Proportion of **classrooms built or rehabilitated** through GPE grants, out of the total planned by GPE grants | 2.3 Number of principals receiving certification Not applicable | 486 Not applicable | 400 (YR2 Target) Not applicable | 400 Not applicable | 80% graduation rate by June 30 Not applicable | 386 principals currently in training and graduation is expected end of December 2020 or January 2021 Not applicable |

Annex IV Variable Part Reporting Template

Country name: Liberia								
		Reporting period: from July 2019 to June 2020						
Indicator	**Baseline**	**Target for reporting period**	**Achievement for reporting period**	**Please provide justification in case of underachievement or overachievement**	**Data Source(s)/Means of Verifications for results** * please note the data source(s)/MoV in this table and attach relevant documents	**Disbursement for reporting period (in $)5**	**Cumulative disbursement amount (in $)**	**Evidence of actual disbursement/ authorization to disburse** * please note such evidence in this table and attach relevant documents authorizing disbursement
Equity								
DLI 1: Increase the proportion of qualified ECE and primary teachers, in	45.77%	Year 1 46.5% Year 2 50%	Achieved Year 1 target, but failed to achieve the Year 2 target	Certificates of 44 teachers included in the verification sample could not be verified due to teachers' displacement as a	MoE's updated teachers' registry/IVR	0	0	DLI verification report pending World Bank's final clearance

5 Even though the IVA has submitted its final DVR with payment recommendations, the report has not been approved yet by the World Bank.

the targeted counties				result of COVID- 19 protocols.			
Efficiency							
DLI 2.1 To improve system of teacher payroll, management	No published list of government teachers	Register of teachers on government payroll updated and published	Achieved both Years 1 & 2 targets		Published report/IVR	0	0	DLI verification report pending World Bank's final clearance
DLI 2.2 Improve the quality of the teaching workforce	No functionally illiterate teachers identified	Nationwide teacher payroll verification and testing report published	Published and presented to the LEG for verification.	Achieved	Published LEG minutes

Published report: | | US$220,000 | Disbursement letter |
| | | Remove 250 functionally illiterate teachers from the payroll and pay compensation | MoE reported 386 functionally illiterate teachers as opposed to 750 as per the overall target for this DLI; and proposed modality for compensation. | MoE has removed all 386 teachers from the classrooms and paying their compensation through Government's system. The compensation for all 386 teachers will be exhausted by the end of the second quarter of fiscal year 2020/ 2021. | MoE report and payroll data | 0 | 0 | Disbursement can be expected in the next fiscal year if MoE's proposed compensation modality is acceptable to the World Bank and or the GPE. |
| **Learning outcomes** | | | | | | | |

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DLI 3 Establish a national primary student learning assessment system	No	National Assessment Policy, developed, adopted by MOE and disseminated to the public	Not reported	Delays in hiring of Technical Assistant for this DLI. However, this activity is now on track and the first DLI result target is expected to be achieved before end of the second quarter of Year 3 or fiscal year 2020/2021.	Learning Assessment Policy.	0	0	No disbursement.

Annex V Year 2 Workplan and Budget can be accessed from the link below:

https://drive.google.com/file/d/1cUus_w1YF6qLjY9oJAVHLcSvQi32PdAq/view?usp=sharing