



## Liberia Learning Foundations Project (P172705)

WESTERN AND CENTRAL AFRICA | Liberia | Education Global Practice |  
Recipient Executed Activities | Investment Project Financing | FY 2021 | Seq No: 3 | ARCHIVED on 30-Jun-2022 | ISR51218 |

Implementing Agencies: Liberia Ministry of Education, Liberia Ministry of Finance and Development Planning

**Key Dates****Key Project Dates**

Bank Approval Date: 02-Apr-2021

Effectiveness Date: 13-Jul-2021

Planned Mid Term Review Date: 26-Oct-2022

Actual Mid-Term Review Date:

Original Closing Date: 31-Dec-2023

Revised Closing Date: 31-Dec-2023

**Project Development Objectives**

Project Development Objective (from Project Appraisal Document)

To improve access to early childhood education in targeted counties with improved teacher deployment.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

**Components Table**

Name

Improving access to early childhood education (ECE) in targeted counties:(Cost \$3.14 M)  
Improving learning outcomes through increased equity, efficiency and accountability:(Cost \$1.77 M)  
Strengthening project management and sector support and coordination:(Cost \$0.69 M)

**Overall Ratings**

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Risk Rating	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate

**Implementation Status and Key Decisions**

Overall project implementation is rated moderately satisfactory. Implementation has been slow particularly for the construction of the 54 ECE classrooms, 72 latrines and 18 water systems and the provision of early childhood education (ECE) teaching and learning materials for ECE beneficiary schools in six disadvantaged counties. The rate of procurement progress has been slow compared with the 2022 approved procurement plan.

With regards to the performance-based conditions (PBCs), the MoE achieved the targets for the equity PBC related to increasing the proportion of qualified ECE and primary teachers in the targeted counties from 47.2 percent to 67 percent. The MoE surpassed the 67 percent target under the Getting to Best (G2B) in Education Project. It is, therefore, likely that a project restructuring may be needed to modify the existing equity PBC.

The launch of the tenders for civil works for 54 ECE classrooms is expected to begin by June 30, 2022 and contracts are expected to be signed by the end of September 2022 with actual civil works commencing by October 2022. The contracts for the recruitment of the 18 site supervisors are expected to be signed by July 31, 2022.



With regards to the provision of teaching and learning materials, some materials have been procured including the ECE curriculum, teacher planner, student activity books and math work books. The procurement process for the remaining materials including the 50 titles for open source and ECE readers and age-appropriate curriculum based stories has advanced. All teaching and learning materials are expected to be distributed according to an MoE approved distribution plan. Schools are expected to have access to the teaching and learning materials before the start of the 2022-2023 academic year. The Accelerated Learning Program (ALP) is also expected to be implemented during the 2022/2023 academic year for about 5600 overage children to transition to their appropriate grades.

A project restructuring will be discussed at the Mid-Term Review (MTR), planned for October 2022, to modify the equity PBC and address other implementation delays. The World Bank task team and the MoE will further review the implementation status of the project, and discuss other possible areas of project restructuring.

## Risks

### Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	☐ Moderate	☐ Moderate	☐ Moderate
Macroeconomic	☐ Substantial	☐ Substantial	☐ Substantial
Sector Strategies and Policies	☐ Low	☐ Low	☐ Low
Technical Design of Project or Program	☐ Moderate	☐ Moderate	☐ Moderate
Institutional Capacity for Implementation and Sustainability	☐ Moderate	☐ Moderate	☐ Moderate
Fiduciary	☐ Substantial	☐ Substantial	☐ Substantial
Environment and Social	☐ Moderate	☐ Moderate	☐ Substantial
Stakeholders	☐ Low	☐ Low	☐ Low
Other	--	--	--
Overall	☐ Moderate	☐ Moderate	☐ Moderate

## Results

### PDO Indicators by Objectives / Outcomes

Improving access to early childhood education in targeted counties				
▶ Direct project beneficiaries (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	41,400.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	31-Dec-2023



Comments:	The primary project beneficiaries are ECE students in the six targeted counties (approximately 40,000). A sub-set of these 40,000 will benefit from the accelerated learning program (targeting 5,600 students) and ECE classroom construction (targeting approximately 2,500 students). Additional beneficiaries include the 1,400 teachers targeted to receive TLMs and the 300 public school teachers and principals to be trained as ALP teachers under the project.			
<input type="checkbox"/> Female beneficiaries (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	20,490.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	31-Dec-2023
<input checked="" type="checkbox"/> School sites that meet all conditions (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	90.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
Comments:	Defined as the percentage of school sites that meet all conditions: new construction completed, latrines completed and functional, water systems completed and functional, new materials on site, trained teachers meeting qualification standards in place. Target is 90 percent or 16 sites taking into account circumstances that may be beyond the control of the Project and delay or stop completion. "New materials" is defined as those materials procured and distributed under sub-component 1.2 of the Project. "Trained teachers meeting qualification standards" is defined as holding a C Certification qualification.			
<input checked="" type="checkbox"/> Net Enrollment Rate (NER) in ECE in the targeted counties (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	24.60	24.60	55.00	45.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
Comments:	This indicator is defined as the number of students of official ECE school age (3-5 years old) who are enrolled at the ECE level in the targeted counties as a percentage of the total children of the official school age population in the targeted counties.			
<input type="checkbox"/> Net Enrollment Rate (NER) in ECE in the targeted counties (female) (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	23.00	23.00	53.90	45.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
<input checked="" type="checkbox"/> Overage ECE students passing the ALP Level 1 exam (%) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	50.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023



Comments:	Calculated as the proportion of ECE students enrolled in ALP Level 1 under the project who receive a pass (or equivalent grade) in the final assessment which allows them to progress to Grade 3. "ECE" is defined as any grade below Grade 1. "Enrolled" is defined as completing the placement assessment and being recorded as an ALP student in school records.			
<input type="checkbox"/> Overage ECE students passing the ALP Level 1 exam (% female) (Percentage) (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	48.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
<b>► Students benefiting from direct interventions to enhance learning (Number, Corporate)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	40,000.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
<input type="checkbox"/> Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	20,000.00
<b>► Large-scale primary/secondary learning assessments completed (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
Comments:	The number of Bank-supported completed large-scale assessments at the primary level. Under the LLF Project, this refers to the annual student learning assessment for grades 3 and 6 in English and Math (PBC 3) for which one round will be funded.			
<b>► Teachers recruited or trained (Number, Corporate)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	300.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	31-Dec-2023
Comments:	This CRI reflects the number of teachers trained under the Project. Under the LLF, 300 public school teachers and principals will be trained as Accelerated Learning Program (ALP) teachers.			
<input type="checkbox"/> Number of teachers trained (Number, Corporate Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	300.00



Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	31-Dec-2023
□ Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	120.00

Improving teacher deployment				
▶ Increase the proportion of qualified ECE and primary teachers, in the targeted counties (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	47.20	47.20	69.00	67.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
Comments:	This indicator aims to increase the proportion of qualified ECE and primary teachers in the targeted counties by incentivizing the deployment of additional qualified teachers, teacher certification, and replacement of unqualified or absent teachers. The indicator contributes to achieving the outcome target of Education Sector Plan (ESP) Teacher Education and Management Program. This is a scalable target (allowing disbursement in any year).			

### Intermediate Results Indicators by Components

Improving access to early childhood education in targeted counties				
▶ Number of classrooms constructed (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	54.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
Comments:	Calculated as the cumulative number of newly constructed and appropriately furnished classrooms (desks, chairs, teacher's desk, chalkboard with chalk) which are ready for use. "Constructed" is defined as completion certificate or MOE equivalent.			
▶ Number of toilets constructed (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	72.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
Comments:	Calculated as the cumulative number of newly constructed and ready for use. "Constructed" is defined as completion certificate or MOE equivalent. Eighteen (18) latrines constructed, consisting of four toilets/cubicles per latrine.			



▶ Number of teachers receiving teaching materials (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1,360.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
Comments:	Calculated as 80 percent of 1,700 teachers targeted under sub-component 1.2 (1400 target) and 1.3 (300 target). Teaching materials include teacher planners and supplementary materials. "Provision" is defined as teachers receiving teacher materials in public schools in the six targeted counties. The package of materials for teachers include: ECD Curriculum Textbook; Introduction to Teacher Planners; Teacher Planner 1 Me & My Family; Teacher Planner 2 Staying Healthy; Teacher Planner 3 My Neighborhood; Teacher Planner 4 Food We Eat; Teacher Planner 5 My Environment; Language & Literacy Supplement for School Readiness; Math Supplement for School Readiness; and Read Liberia Kindergarten Teacher Instruction Guide.			
▶ Number of learning materials provided to students (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	92,720.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
Comments:	Calculated as 80 percent of learning materials provided to students through sub-component 1.2 and 1.3. Learning materials include student activity books and reading books including the Read Liberia Kindergarten Student Activity Book. Materials that will be kept in the classroom include: We-Care ECE Readers (13 titles x 2 copies of each title); Open-source ECE Readers (25 titles x 1 copy of each title); and Talking Pen Books (10 titles x 1 copy per title + Talking Pen device). Under sub-component 1.3, students will receive the AQE Level 1 Student Activity Books. "Distributed" is defined as received by students in public schools in the six targeted counties.			
▶ Number of ECE students enrolled in ALP Level 1 (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	4,480.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
Comments:	Calculated as 80 percent (4,480) of total ECE students (Project is targeting 5,600 students) enrolled in ALP Level 1 under the Project. "ECE" is defined as any grade below Grade 1. "Enrolling" is defined as completing the placement assessment and being recorded as an ALP student in school records.			
▶ Number of ECE students enrolled in ALP Level 1 - Female (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	2,240.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
Comments:	Calculated as 50 percent of the 80 percent (4,480) of total ECE students (Project is targeting 5,600 students) enrolled in ALP Level 1 under the Project. "ECE" is defined as any grade below Grade 1. "Enrolling" is defined as completing the placement assessment and being recorded as an ALP student in school records.			



▶ Number of teachers and principals trained in ALP Level 1 (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	240.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
Comments:	Number of teachers and principals trained in ALP Level 1 under the project. "Trained" defined as completing the training program, passing the pass certification test and approved to teach ALP Level 1. Target is 80% of persons expected to be trained, taking into account not all who train will pass certification test.			
▶ Number of teachers and principals trained in ALP Level 1 – Female (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	120.00
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
Comments:	Number of female teachers and principals trained in ALP Level 1 under the project. "Trained" defined as completing the training program, passing the certification test and approved to teach ALP Level 1. Target is percentage of the total number of female teachers expected expected to be trained, taking into account not all who train will pass certification test.			

Improving learning outcomes through increased equity, efficiency and accountability				
▶ Improve the system of teacher payroll management (Yes/No, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
Comments:	This indicator, also PBC 2, will incentivize continued MOE reforms of the teacher certification system and payroll system which are high priorities in the Getting to Best in Education Education Sector Plan. A secure teacher certification system that links teachers' certification with candidates' unique biometric National ID will be established. This system will prevent the entry of unqualified (or falsely qualified) teachers onto the Government payroll, improving learning outcomes and reducing inefficiencies associated with paying unqualified teachers or training new teachers who cannot get positions because teachers with fake qualifications block payroll positions. In Year 2 of project implementation, the MOE will be rewarded for establishing a teacher certification system that includes a database of all certified teachers (US\$220,000). Activities will include a system for producing (and reprinting) unique biometric certificates. In Year 3 of project implementation, biometric certification of 100 percent of teacher trainees (US\$350,000) will take place.			
▶ Implement a national primary student learning assessment for Grades 3 and 6 (Yes/No, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
Comments:	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. This PBC requires the results of a second national Grade 3 and Grade 6 student assessments in English and mathematics to be published by Year 3.

Strengthening project management and sector support and coordination

► Community engagement and grievance redress guidelines adopted and grievance redress mechanism operational (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	There is no operational community engagement linked to a grievance redress mechanism	There is no operational community engagement linked to a grievance redress mechanism.	There is no operational community engagement linked to a grievance redress mechanism.	80 percent of grievances received before the end of the project addressed within the timeframe specified in the grievance redress guidelines
Date	31-Jul-2020	29-Nov-2021	28-Jun-2022	29-Dec-2023
Comments:	This indicator tracks the development and adoption of a community engagement and grievance redress mechanism plan by the MoE, the establishment of grievance redress mechanism at the MoE and county levels and the operationalization of the grievance redress mechanism by addressing grievances within the timeframe specified in the grievance redressal guidelines.			

Performance-Based Conditions

► PBC 1 Increase the proportion of qualified ECE and primary teachers, in the targeted counties (equity) (Percentage, Intermediate Outcome, 700,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	Year 3: January 1, 2023 to December 31, 2023
Value	47.20	47.20	69.00	67.00
Date	--	29-Nov-2021	28-Jun-2022	--

► PBC 2 Improve the system of teacher payroll management (Yes/No, Process, 570,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	Year 3: January 1, 2023 to December 31, 2023
Value	No	No	No	--
Date	--	29-Nov-2021	28-Jun-2022	--





► PBC 3 Implement a national primary student learning assessment for Grades 3 and 6 (Yes/No, Output, 500,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 3: January 1, 2023 to December 31, 2023
Value	No	No	No	--
Date	--	29-Nov-2021	28-Jun-2022	--

**Data on Financial Performance**

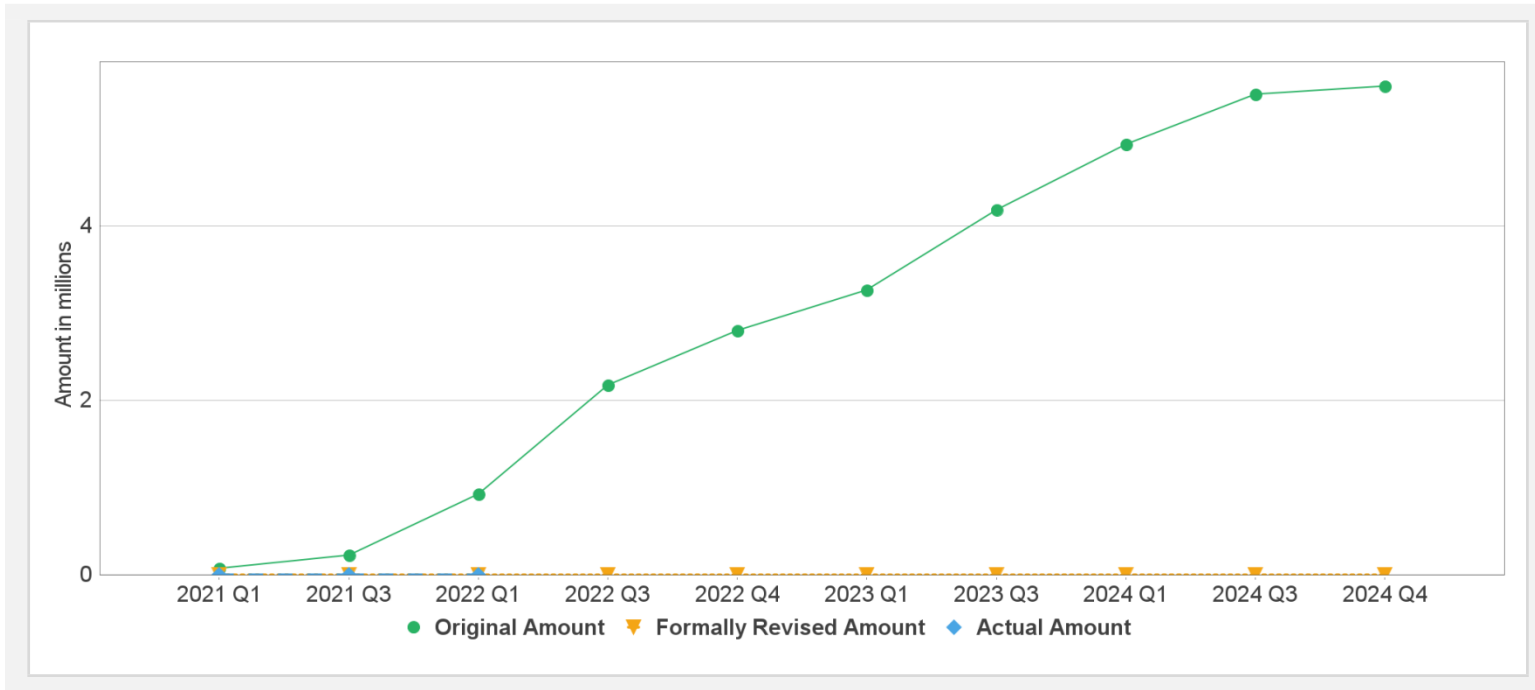
**Disbursements (by loan)**

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P172705	TF-B5369	Effective	USD	5.61	5.61	0.00	0.85	4.75	15%

**Key Dates (by loan)**

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P172705	TF-B5369	Effective	02-Apr-2021	29-Apr-2021	13-Jul-2021	31-Dec-2023	31-Dec-2023

**Cumulative Disbursements**



### Restructuring History

There has been no restructuring to date.

### Related Project(s)

There are no related projects.