# Application Form for Multiplier Education Sector Program Implementation Grant – Multiplier ESPIG

<table>
<thead>
<tr>
<th>OVERVIEW</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country:</strong></td>
<td>Timor-Leste</td>
</tr>
<tr>
<td><strong>Grant agent(s):</strong></td>
<td>World Bank</td>
</tr>
<tr>
<td><strong>Coordinating agency(ies):</strong></td>
<td>UNICEF</td>
</tr>
<tr>
<td><strong>Date of submission of the endorsed ESP/TEP:</strong></td>
<td>1/6/2020</td>
</tr>
<tr>
<td><strong>Period of the ESP/TEP:</strong></td>
<td>2020-2024</td>
</tr>
<tr>
<td><strong>Date of submission of the full application package:</strong></td>
<td>1/21/2020</td>
</tr>
<tr>
<td><strong>Program name (optional):</strong></td>
<td>Basic Education Strengthening and Transformation (BEST) Project</td>
</tr>
<tr>
<td><strong>Multiplier ESPIG amount requested:</strong></td>
<td>US$ 5.0 million</td>
</tr>
<tr>
<td><strong>Multiplier ESPIG - Fixed Part²:</strong></td>
<td>US$ 3.5 million</td>
</tr>
<tr>
<td><strong>Multiplier ESPIG - Variable Part³:</strong></td>
<td>US$ 1.5 million</td>
</tr>
<tr>
<td><strong>Co-financing mobilized (list amount and donors):</strong></td>
<td>US$ 15.0 million (World Bank)</td>
</tr>
<tr>
<td><strong>Agency fees (Multiplier) – additional to allocation:</strong></td>
<td>US$ 87500</td>
</tr>
<tr>
<td><strong>Regular ESPIG amount requested:</strong></td>
<td>US$ 4.1 million</td>
</tr>
<tr>
<td><strong>Regular ESPIG - Fixed Part⁴:</strong></td>
<td>US$ 2.87 million</td>
</tr>
<tr>
<td><strong>Regular ESPIG - Variable Part⁵:</strong></td>
<td>US$ 1.23 million</td>
</tr>
<tr>
<td><strong>Agency fees (Regular ESPIG) - additional to the country allocation:</strong></td>
<td>US$ 71750</td>
</tr>
<tr>
<td><strong>Estimated starting date:</strong></td>
<td>7/1/2020</td>
</tr>
<tr>
<td><strong>Estimated closing date (last day of the month, e.g. May 30, 2025):</strong></td>
<td>6/30/2025</td>
</tr>
<tr>
<td><strong>Expected submission date of completion report:</strong></td>
<td>12/31/2025</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Grant currency</strong> - please enter ‘X’ in the box to indicate the currency of the grant amount and fees</th>
<th>X US Dollar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grant modality</strong> - (please enter ‘X’)⁶</td>
<td>X Sector Pooled or Budget Support</td>
</tr>
</tbody>
</table>

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1 This application form was revised in November 2019.
2 Including other grant agent costs such as supervision, country offices, etc. (See “supplemental program cost” section of this application).
3 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.
4 Including other grant agent costs. Grant agent costs allocated to the variable part can only be disbursed if indicators are reached.
5 Including other grant agent costs. Grant agent costs allocated to the variable part can only be disbursed if indicators are reached.
6 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 submission dates.

Application Guidelines:
Applicants should read the Multiplier ESPIG Guidelines and/or the regular ESPIG Guidelines (where relevant), which explain the application development process, including timeline, necessary steps and intermediary submissions for the quality assurance process of the application. Please also review the document “Guidance to the Grants and Performance Committee for Evaluating the Expression of Interest,” available at: https://www.globalpartnership.org/funding/gpe-multiplier. In case additional information is needed, the applicant can contact the country lead at the Secretariat.

Application Package:
The full ESPIG 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 data included in the application should be accompanied by the relevant sources in the corresponding sections of the form.
I. MULTIPLIER ESPIG

II.1 Sources and types of co-financing

The GPE Multiplier mobilizes external funding alongside a contribution from GPE. Please list the funding mobilized from each partner, the name of the partner, and the instrument (for example grant, loan, etc.).

The Amount of funding should equal or exceed the value of co-financing included in the Expression of Interest. If it does not, please provide an explanation.

The Application may not be approved if the total value of all co-financing is lower than the US$ 3 to US$ 1 ratio required to access the Maximum Country Allocation from the Multiplier.

<table>
<thead>
<tr>
<th>#</th>
<th>Partner</th>
<th>Amount (US$)</th>
<th>Instrument (grant, loan, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>World Bank</td>
<td>15 million</td>
<td>loan</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total in US$:</td>
<td>15 million</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. FULFILLMENT OF FUNDING REQUIREMENTS – FIXED PART

II.1 Requirement 1: An endorsed quality ESP/TEP

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.

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.

The Appraisal Report states that “The ESP uses the available data sets to generate a coherent approach to sector development, carefully and realistically staged through the period of the plan.” It concludes with a comment that begins: “As with many sector plans, there is a strong internal logic in the draft Timor Leste ESP, which is appropriate. Also, there is significant investment in human resource capacity – both for those who will lead and manage the implementation of the plan (MEYS) and those who will deliver it – the teachers.”

The Report makes six recommendations:

- R1: Develop an over-arching theory of change for the plan. Follow this by generating a results matrix using the conventional sequence of output to outcome to goal/impact, which can ....
- R2: Be used to work up a comprehensive M&E design, which should ..........
- R3: Be linked to a new risk analysis, and also linked to ..........
- R4: A serious state-of-the-art communications strategy.
- R5: Recognise the complexity of generating a cadre of primary school teachers, particularly those working in Grades 1 – 3, who possess advanced skills in the teaching of initial reading and writing in an appropriate language register. Respond appropriately in initial teacher education and on-going professional development of the existing cadre.
- R6: Revisit the section in the ESP (Section 8) regarding Recurrent Education and Lifelong Learning. The decentralisation of activities to municipalities is commended, but the level-of-effort and resourcing seems unlikely to properly prioritise urgent reduction of high levels of adult illiteracy.”

The first five of these recommendations are addressed through incorporation of the recommended elements into the final draft of the ESP. The last recommendation depends on the implementation of a broader political commitment to a national decentralization process and it cannot be addressed within an individual sector plan. To the degree the government moves forward with its decentralization policy the municipalities will receive the resources necessary to “properly prioritize” reduction of high levels of adult illiteracy.

The concluding comment, that begins with recognition of the significant investment in human resource capacity, ends by asking “Are we sure that the incentives are in place for the key practitioners to follow through? What will be their motivation?” This question is addressed in the risk matrix which identifies “lack of interest of teaching staff in attending training and updating courses due to lack of monetary incentives” as a medium level risk, to be mitigated through “Review of the teaching career regulations to relate salary levels with training received and classroom performance evaluations.”

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7 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.2 Requirement 2: Commitment to finance the endorsed ESP/TEP

Please use the table below to provide information on external resource mobilization. Indicate if you are using fiscal or calendar year, and if the former please state when (the month) the fiscal year begins and ends. Also include, where applicable, the sources of all data.

Please provide the latest evidence of domestic resource mobilization using the template for Requirement Matrix Annex on Domestic Financing available on the GPE website via [this link]. Attach the completed template to this application.

### TABLE 1 | Evidence of external resource mobilization

<table>
<thead>
<tr>
<th>Actual value for three years</th>
<th>Target values for the period of the Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data for the past three years (indicate years as relevant)</td>
<td>Data for the relevant duration of the program (indicate years as relevant)</td>
</tr>
<tr>
<td>2017</td>
<td>2018</td>
</tr>
</tbody>
</table>

**Education sector plan**

- Education sector plan cost (local currency US$)
  - 115,000,000
  - 100,000,000
  - 149,000,000
  - 177,370,709
  - 162,761,807
  - 165,260,268
  - 174,055,677
  - 679,448,461

- Government funding (local currency US$)
  - 115,000,000
  - 100,000,000
  - 149,000,000
  - 124,494,000
  - 129,475,000
  - 134,653,000
  - 140,043,000

- External funding – excluding GPE funds (local currency US$)
  - 18,394,000
  - 16,477,000
  - 9,000,000
  - 9,000,000
  - 30,000,000

- Funding gap as recorded in the ESP (local currency US$)
  - 10,482,709
  - 12,984,407
  - 19,870,426
  - 25,574,919
  - 67,912,461

- GPE support (local currency US$)
  - 9,100,000

**TABLE 2 | Major interventions of development partners**

<table>
<thead>
<tr>
<th>Donor name</th>
<th>Major interventions</th>
<th>Financial scale (amount)</th>
<th>Years covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portugal</td>
<td>Portuguese language training</td>
<td>$10,800,000</td>
<td>2020-2023</td>
</tr>
<tr>
<td>New Zealand</td>
<td>Pre-school development</td>
<td>$1,500,000</td>
<td>2021, with renewal likely for 5 more years</td>
</tr>
<tr>
<td>Australia</td>
<td>Basic Education development</td>
<td>$4,500,000</td>
<td>2020, with renewal likely</td>
</tr>
</tbody>
</table>

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8 This Excel template is the same as the domestic financing spreadsheet initially submitted during the Quality Assurance Review (QAR) process. It is also available on the GPE website at: [http://www.globalpartnership.org/content/funding-model-requirement-matrix-domestic-financing-annex](http://www.globalpartnership.org/content/funding-model-requirement-matrix-domestic-financing-annex). Should you have any question about this section of the application form, please send an email to the GPE Secretariat at gpe_grant_submission@globalpartnership.org.
II.3. Requirement 3: Availability of critical data, or a strategy to use and produce data

This requirement concerning the availability of data or alternatively a strategy to produce and use data is divided into three sub-components as indicated below:

II.3.1 A recent education sector analysis

- Provide information and dates on the most recent education sector analysis, including a list of which analytic elements are included (e.g., demographic analysis, analysis of existing policies, costs and financing, system performance and system capacity).
- Indicate how vulnerability and equity, particularly the situation of education for marginalized groups, including girls and children with disabilities, have been addressed.  

An Education Sector Analysis (ESA) was produced in 2017. The ESA was produced according to GPE guidelines and it includes analysis of the Context for Education Development in Timor-Leste (including demographic analysis), Schooling and Internal Efficiency, Quality, System Capacity and Management, External Efficiency, Equity, Higher Education, Analysis of Education Cost and Financing, Analysis of School Infrastructure Supply and Demand, and Policy Implementation Review. The ESA covers Equity including Gender disparities; Children with disabilities (chapter 7).

II.3.2 Basic financial and education data

- Provide date of last submission of data to UIS and highlight any areas where data was not provided;
- Highlight any gaps in national data (such as data quality issues, disaggregation by gender, availability of data on marginalized groups, financial data, etc.); and
- Provide summary of strategies to address these, including how the implementation of a data strategies will be financed and whether they are part of the endorsed ESP.  

The last submission of data to UIS was in 2019 (2018 data). Timor-Leste has a robust EMIS system. It has unique student and teacher identifiers. Nonetheless, given the importance of the EMIS in providing data to education sector policy makers, the education sector aims to further improve its EMIS. A review of the current EMIS was undertaken in April 2019 with the support of UNICEF focusing on policy and data gaps, and utilization of data for decision-making. Recommendations will feed into activities in BEST to strengthen the EMIS.

The modernization of the EMIS will move it from a paper-based system to a web-based one. This would allow the MOEYS to capture information currently unavailable, like high frequency indicators such as student and teacher attendance. The government aims to use part of the BEST financing from the World Bank/GPE for this purpose.

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9 Reference can be made to the assessment made in the GPE Funding Model Requirements Readiness Matrix (Quality Assurance Review Phase I Matrix), with this paragraph limited to an update on progress vis-à-vis identified gaps; alternatively, if the analysis exists in another document, this section can simply reference that document, which should then be attached.

10 If these strategies are included in the endorsed ESP, this paragraph should be limited to a list of the strategies and their financing source and a reference to the relevant section in the ESP.
II.3.3 A system or mechanisms to monitor learning outcomes

- Indicate whether there is a system for measuring learning outcomes and if so, describe briefly;
- Highlight any gaps and provide summary of strategies to address these, including how the implementation of the strategies will be financed.\(^{11}\)

In Timor-Leste, there are national exams at the end of 9th and 12th grade which are compulsory for all students. The government will continue to implement these National Exams. A nationally representative early grade reading assessment (ERGA) and an early grade mathematics assessment (EGMA) are expected to be implemented at the end of 2020/2021. BEST design includes financing to implement the ERGA and strengthen their national exams. The ERGA and EGMA will also be used as diagnostic tools to better inform teacher training related to early grade reading. Analyses of national examination results and content will also be done to inform and guide changes in future test-item design and teacher training.

III. COUNTRY INFORMATION

**NOTE:**
1. Federal State applicants should duplicate this section as needed for States applying.
2. Please include the sources of population and GDP data in footnotes.

<table>
<thead>
<tr>
<th>Total population:</th>
<th>1,183,643 (2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDP Per Capita (USD):</td>
<td>US$4,340 PPP-2015</td>
</tr>
<tr>
<td>School year runs from (month to month):</td>
<td>January to November</td>
</tr>
<tr>
<td>Budget cycle runs from (month to month):</td>
<td>January to December</td>
</tr>
</tbody>
</table>

IV. PROGRAM

IV.1 Program description (extracted from program document)

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 in the case of project modalities, 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 1:** In the case of sector-pooled funds and budget support programs, where the initial earmarking of resources by inputs, activities, components and sub-components (typical of project modalities) may not be relevant, the narrative will summarize the key elements from the Program document.

**NOTE 2:** 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.

BEST will finance the government’s efforts to improve educational outcomes in Timor-Leste through transformational changes covering physical infrastructure, teaching-learning material, learning assessments,

\(^{11}\) If the system or strategy to develop one are included in the endorsed ESP, this section should be limited to a brief statement and a reference to the relevant section in the ESP.
teacher preparation and management, and information systems to support management efficiency of the education sector. The Project Development Objective (PDO) is:

To improve the learning environment of basic education schools and increase the efficiency and equity of basic education programs.

The PDO indicators are as follows:

- Number of students accessing classrooms meeting newly developed 21st Century School Standards (learning environment) (disaggregated by gender)
- Share of basic education mathematics and language teachers in rural areas who utilize effective teaching approaches in the classroom (equity and learning environment)
- Share of students in Cycles 1 and 2 who use individual textbooks in the classroom (learning environment)
- Verified EMIS data utilized for the preparation of annual budgets and making infrastructure investment decisions (efficiency)
- Total number of project beneficiaries (disaggregated by gender)
- Students benefiting from direct interventions to enhance learning (disaggregated by gender)

**Component 1: Developing 21st Century Learning Spaces (IDA US$15 million; GPE US$0 million)** This component will enhance the efficiency of project investments in infrastructure development by focusing investments on schools and classrooms that have the greatest needs, and by using standards-based designs. In addition, it will promote equity in the provision of improved learning spaces based on prioritization criteria that will focus on the adequacy of the learning environment, including, but not limited to, overcrowding, physical condition, and health hazard; and the most disadvantaged or worst performing schools/classrooms in terms of these criteria will automatically receive more investments.

**Sub-component 1.1: Standards for 21st Century Schools.** This will finance (i) capacity building to systematically plan and budget the expansion of academic and non-academic school infrastructure, recognizing that rehabilitation and expansion of infrastructure will need to be a multi-year effort planned in phases; (ii) development of 21st Century school standards; (iii) development of infrastructure planning guidelines for prioritizing infrastructure investments and an infrastructure prioritization plan; (iv) the development of an online school infrastructure management system or module (linked to the EMIS); (v) the implementation of a school infrastructure census; and (v) the development of standardized school designs.

**Sub-component 1.2: 21st Century Classrooms and Schools.** Based on sub-component 1.1, this sub-component will finance the construction and rehabilitation of classrooms, schools, and all the associated non-academic infrastructure. Under this sub-component, the Ministry of Education, Youth and Sports (MOEYS) will focus on systematically reaching prescribed standards in school infrastructure. The project will also incorporate key engineering and architectural design elements into the construction of the schools to strengthen resilience to disasters and climate change and maximize energy efficiency.

**Component 2: Improving Teacher Effectiveness (IDA US$0 million; GPE US$2.58 million)**

Teacher training combined with effective classroom observation of the teaching-learning process by school directors, peers and other officials for monitoring and feedback purposes, can potentially have a positive effect on the quality of teaching, and ultimately on student learning outcomes. This is particularly true for lagging areas. Hence, to incentivize the improvement in teaching quality and reduction in spatial disparities in the learning environment, US$1.0 million of the total financing for this component (US$ 3.1 million) will be tied to the achievement of targets for the following DLI:
• Increase in share of basic education mathematics and language teachers in rural areas who utilize effective teaching approaches in the classroom (equity and learning outcome/environment).

Sub-component 2.1: Classroom and School Diagnostics. This will support the upgrading of a classroom observation tool, its deployment in schools across the country, and its use by directors, assistant directors, coordinators and other school officials to monitor classroom processes. MoEYS has developed an electronic tablet-based classroom observation tool which is being used on a small scale. It is proposed that the existing tool be revised to incorporate relevant elements from other tools that have been designed for use in primary classrooms of low- to middle-income countries.

Sub-component 2.2: Supporting School Leaders Training. This will support the strengthening of school instructional leadership with an emphasis on improving student learning. It supports five key areas: (i) defining roles for school directors and other school leaders; (ii) training on knowledge and skills to be an effective leader; (iii) supporting and developing distributed leadership models\(^\text{12}\) in school clusters; (iv) mentoring and coaching programs for new directors and other school leaders; and (v) providing support on ways to improve retention and transition of boys and girls.

Sub-component 2.3: Supporting Teacher Quality Improvements. This will finance the following teacher focused interventions: (i) strengthening the MOEYS’s capacity to plan, deliver, monitor and evaluate in-service teacher training and professional development; and (ii) the delivery of continuous professional development focused on improving classroom techniques for improved teaching.

Component 3: Improving TLM and Student Assessment (IDA US$ 0 million; GPE US$2.27 million)

Sub-component 3.1: Teaching-Learning Material (TLM). This will finance the following: (i) development of the systems and mechanisms to support the acquisition, packaging, and distribution of TLM, including textbooks to students in the 1st and 2nd Cycles\(^\text{13}\) and monitoring of this process; (ii) revision of the curriculum, and development of TLM standards and materials for the 3rd Cycle; (iii) development of MOEYS capacity to estimate and plan for the number of books to be printed each year, and the establishment of a feedback system to provide schools with updates on the status on their TLM needs; (iv) development of digital versions of the 1st, 2nd, and 3rd Cycle books; and (v) provision of a book corner/library with age and grade appropriate children’s books in each classroom in Cycles 1 and 2 in the poorest four municipalities.

Subcomponent 3.2: Strengthening Learning Assessments. The project will finance periodic national student learning assessments for early grades on a sample basis during the project period and strengthen the capacity of MOEYS to manage them.

The effectiveness of TLM in improving learning depends on whether the textbooks received by schools have been distributed to the students and whether the students use them regularly in the classroom. To incentivize the distribution of textbooks to students and their regular use in the classroom, US$0.73 million of the total financing (US$1.25 million) for Component 3 is tied to the following DLI:

• Increase in share of students in Cycle 1 and 2 who use individual textbooks in the classroom (learning outcome/environment).

Component 4: Data Driven Planning, Budgeting, Financing and Implementation (IDA US$ 0 million; GPE US$ 2.3 million) This component supports the MOEYS with more effective use of data in decision making and

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\(^{12}\) These are models that mobilize leadership expertise at all levels of the school to generate opportunities for change and build capacity.

\(^{13}\) Basic education covers the first nine years of schooling and is divided into three cycles. Cycle 1 covers 4 years or the equivalent of Grades 1-4; Cycle 2 covers 2 years or the equivalent of Grades 5-6, and Cycle 3 covers 3 years or the equivalent of Grades 7-9. Secondary school lasts for 3 years or the equivalent of Grades 10-12.
program implementation by supporting the enhancement of the EMIS system and EMIS data quality. It also incentivizes the use of these data in budget planning by linking $0.73 million of the total financing of US$2.05 million to the following DLI:

- Verified EMIS data utilized for the preparation of annual budgets and infrastructure investment decisions (efficiency).

**Sub-component 4.1: Integrated Sistema de Gestão Escolar.** This sub-component will finance (i) the development of the system core for an integrated education monitoring and data management system (i.e., the *Gestão Escolar* system) that builds upon the existing systems at the MOE – the EMIS and the web-based school management platform; (ii) the installation of the associated hardware, including servers, at MOEYS and the installation of relevant hardware and internet connectivity in all municipal offices and central schools; (iii) updating/development of individual applications that will be included in the integrated *Gestão Escolar* system; and (iv) training of teachers/staff at the central, municipality, and school levels on the use of the system and the individual applications. The *Gestão Escolar* system will enable users to access the various applications, as well as the EMIS, through a single, user-friendly integrated dashboard. It is expected that all schools will be able to access and use the integrated system by the end of the project period. The following applications will initially be considered for development (or upgrading):

- Teacher attendance
- Communications
- Content sharing
- School report card
- E-library

**Sub-component 4.2: Strengthened EMIS.** This will finance (i) updating of the EMIS software to bring it to current industry standards; (ii) relevant training needed at the central, district, and school levels to operate the EMIS; and (iii) implementation of an independent school census for EMIS data verification in year 1 and a follow-up independent verification survey in year 4 to enhance the reliability of EMIS data.

**Component 5: Project Implementation and Management (IDA US$0 million; GPE US$1.4 million)** This component will finance the overall management of the project and put in place mechanisms for monitoring and evaluating the program. A Project Implementation and Management Unit (PIMU) will be created within the MOEYS to manage and coordinate the implementation of all activities financed under the project. This component will also support the capacity building of key MOEYS staff in planning, budgeting and fiduciary management though relevant workshops and training. In addition to these five component costs, a grant agent supervision fee of US$500,000 is also included in the total GPE grant.

Please define the event or activity that will mark the start of the program and which will take place by the expected start date:

The program will become effective once MOEYS has prepared the project operations manual and formally shared with the World Bank.
IV.2 Expected Outputs (extracted from program document)

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

- Number of textbooks purchased and distributed
- Number of teachers trained
- Number of classrooms built or rehabilitated

**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 and budget support programs, indicate numbers planned at sector level. Replace Year 1, Year 2, etc., with the actual year (for example, 2022, 2023, etc). Annual targets are non-cumulative.

<table>
<thead>
<tr>
<th>TABLE 3</th>
<th>Target outputs per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate if calendar year or implementation year: Click here to enter text.</td>
<td>Baseline (Year 0)</td>
</tr>
<tr>
<td>Number of textbooks purchased and distributed</td>
<td></td>
</tr>
<tr>
<td>Number of teachers trained</td>
<td>0</td>
</tr>
<tr>
<td>Number of classrooms built or rehabilitated</td>
<td>0</td>
</tr>
</tbody>
</table>

IV.3 Financial overview

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

| TABLE 4 | Program costs and expected disbursements by year (US$ mil) |
|-----------------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Indicate years (e.g., 2023): | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | Total |
| Total program disbursements per implementation year | 1.82 | 2.71 | 1.68 | 1.21 | 1.12 | 0.00 | 8.55 |
| Total program disbursements per calendar year | 0.28 | 3.08 | 2.35 | 1.02 | 1.40 | 0.43 | 8.55 |

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14 For sector-wide financing (through budget support or pooled funds), a reference could be made to the ESP results framework.
15 See Annex 1 for definitions of these indicators.
16 Implementation year begins with grant effectiveness/ signing of grant agreement.
17 Implementation year runs by 12-month cycle beginning with grant effectiveness/ signing of grant agreement. For example, if the grant start date or grant signing is expected to occur in July 2020 then the implementation year is July 2020 to June 2021, and July 2020 should be entered as Year 1. The program costs per calendar year for 2020 should reflect the estimated costs for the July – December 2020 period.
Please complete the table below, listing the proposed interventions/components, and indicating the expected disbursement by year (e.g., 2024) and total cost for each component, as well as their respective percentage of the total grant.

If it is a co-financed program indicate estimates for the expected disbursements of GPE funds by year.

Extend and adapt the table to the number of components that fits the program, by copying/pasting or erasing rows as relevant.

### TABLE 5 | Program costs and expected disbursement by component\(^{18}\) – in US$ mil

<table>
<thead>
<tr>
<th>Components</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.0</td>
</tr>
<tr>
<td>2</td>
<td>0.03</td>
<td>0.46</td>
<td>0.78</td>
<td>0.57</td>
<td>0.53</td>
<td>0.21</td>
<td>2.58</td>
<td>30.2</td>
</tr>
<tr>
<td>3</td>
<td>0.05</td>
<td>1.21</td>
<td>0.66</td>
<td>-</td>
<td>0.35</td>
<td>-</td>
<td>2.27</td>
<td>26.5</td>
</tr>
<tr>
<td>4</td>
<td>0.05</td>
<td>1.08</td>
<td>0.63</td>
<td>0.19</td>
<td>0.26</td>
<td>0.09</td>
<td>2.30</td>
<td>26.9</td>
</tr>
<tr>
<td>5</td>
<td>0.16</td>
<td>0.33</td>
<td>0.27</td>
<td>0.26</td>
<td>0.26</td>
<td>0.12</td>
<td>1.40</td>
<td>16.4</td>
</tr>
</tbody>
</table>

### IV.4 Grant Agent role and cost

Please describe below the specific roles the grant agent will perform in the implementation and/or oversight of the grant.

The grant agent will provide supervision and implementation support from project start date to completion date. In addition, the it will also prepare the Implementation Completion and Results Report (ICR). More specifically, the agent will provide technical assistance (TA) to the Government in the implementation of project activities, including those related to DLIs. TA support will include regular implementation support to the implementing agency through on-going dialogue, support and guidance to troubleshoot emerging issues during program implementation, and specific support in areas that require technical expertise/skills that the grant agent has comparative advantage in either providing direct assistance or mobilizing global/regional expertise. The grant agent will also provide compliance/oversight of the implementation of the FM, procurement, safeguards (environmental and social) arrangements as well as other grant agreement covenants including the review of DLI achievement and verification reports.

### TABLE 6 | Supplemental program cost (Other grant agent costs & general agency fees, US$)\(^{19}\)

<table>
<thead>
<tr>
<th>Indicate years (e.g., 2024):</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>General agency fees (in addition to MCA):</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>159,250</td>
</tr>
<tr>
<td>Other grant agent costs (part of MCA), including for supervision, country office, etc.:</td>
<td>50,000</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td>550,000</td>
</tr>
</tbody>
</table>

### IV.5 Use of other grant agent costs, including for supervision, country office, etc.

In 300 words, please indicate how other grant agent costs, including for supervision, country office, etc. will be utilized.

---

\(^{18}\) If not using budget support as grant modality.

\(^{19}\) See ESPIG Guidelines for the explanations of other grant agent costs and general agency fees.
The costs for these activities associated with the supervision will be: (i) costs for Bank staff time (team leader and local staff) to conduct review of all documents required for compliance with legal agreements as well as related to approval of terms of reference (TORs), procurement, financial management and participation in semi-annual supervision missions; (ii) staff costs (team leader and local staff) associated with logistical arrangements and travel for the semi-annual supervision missions and in-country Bank staff that support implementation; and (iii) time and travel costs for technical experts/consultants to support implementation as well as participate in any project workshops.
## IV.6 Aid effectiveness

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 explanations in your response.

<table>
<thead>
<tr>
<th>TABLE 7</th>
<th>Evolvement of grant financing modality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Previous GPE grant</td>
</tr>
<tr>
<td>In relation to the ESP/TEP</td>
<td></td>
</tr>
<tr>
<td>Is the GPE-funded program aligned with the Education Sector Plan?</td>
<td>Please provide brief explanations</td>
</tr>
<tr>
<td></td>
<td>Yes. The previous Management Strengthening Project (MSP) TF012495 US$2.8 million that became effective in 2012 supported improving overall capacity within the MOEYS which was a focus of the last ESP.</td>
</tr>
<tr>
<td></td>
<td>Yes. The ESP was completed in 2019. The project is based completely on the findings of the ESP especially as they relate to the ongoing need to increase/improve access, improve quality of teaching and learning outcomes, access to learning materials and improved data collection.</td>
</tr>
<tr>
<td>Are the projected expenditures of the Program included in the multi-year forecast of the Minister of Finance (Medium Term Expenditure Framework)?</td>
<td>Please provide brief explanations</td>
</tr>
<tr>
<td></td>
<td>No. The last GPE was prepared in 2011 and became effective in 2012. There was not a medium-term expenditure framework at that time.</td>
</tr>
<tr>
<td></td>
<td>No. A Medium-Term Expenditure Framework is not available. The government prepares the program on yearly basis, though, as it publishes the budget, it provides indicative numbers for the near future.</td>
</tr>
<tr>
<td>In relation to the national budget and parliament</td>
<td></td>
</tr>
<tr>
<td>Is the GPE funded program clearly indicated in the national budget?</td>
<td>Please provide brief explanations</td>
</tr>
<tr>
<td></td>
<td>No. There is no data available from the MSP project prepared 9 years ago related to GPE funding being indicated in the national budget.</td>
</tr>
<tr>
<td></td>
<td>The project includes a loan and a grant component. The loan component has been included in the envelope for external financing. The grant component has not been included as it has to be formally approved.</td>
</tr>
<tr>
<td>Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification)? Is the program</td>
<td>Please provide brief explanations</td>
</tr>
<tr>
<td></td>
<td>There is no data available from 9 years ago related to the MSP project.</td>
</tr>
<tr>
<td></td>
<td>The budget shows economic classification, but not functional classification yet.</td>
</tr>
<tr>
<td>In relation to treasury</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>funding reflected in the budget by area of allocation and planned utilization, using the existing national classification?</strong></td>
<td></td>
</tr>
<tr>
<td>Please choose a), b), or c) c</td>
<td></td>
</tr>
<tr>
<td><strong>Please provide brief explanations</strong></td>
<td></td>
</tr>
<tr>
<td>The project financing was advance to a Designated Account (DA) in a commercial bank. The account was in the project’s name with payment check signed by the Project Management and Implementation Unit (PIMU) and countersigned by DG Treasury that match the recorded signatures.</td>
<td></td>
</tr>
</tbody>
</table>

| Is the majority of the financing disbursed into: |
| (a) the main revenue account of government, |
| (b) a specific account at treasury or |
| (c) a specific account at a commercial bank? |
| Please provide brief explanations |
| The majority of financing, including initial deposit as an advance, goes to a Designated Account (DA) in a commercial bank. The account is in the project’s name with payment check signed by the Project Management and Implementation Unit (PIMU) and countersigned by DG Treasury that match the recorded signatures. It is applied for both loans and grants. |

| **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)?** |
| Please provide brief explanations |
| Yes. |
| As indicated, the previous grant was US$2.8 million. It was used primarily for technical assistance to support capacity development and costs were largely reimbursed through the DA. |

| A PIMU will be established to perform support functions including: coordination, procurement, disbursement, financial management, monitoring and evaluation, and reporting of project implementation. The expenditures process for the national budget is also applied to the program. In addition, for infrastructures and foreign financed project, PIMU is also required to get an approval from ADN and MPS. |

| Yes. |
| **Please provide brief explanations** |
...
### In relation to procurement

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are government procurement rules used?</td>
<td>If so, are there any derogations/safeguards on the use of these rules introduced?</td>
</tr>
<tr>
<td>No. Procurement for the previous project were implemented in accordance with the WB Procurement Regulations for Investment Project Financing (IPF) Borrowers.</td>
<td>If there are any specific derogations or safeguards, please explain briefly</td>
</tr>
<tr>
<td>Please provide brief explanations</td>
<td>No. Procurement for the BEST project will be implemented in accordance with the WB Procurement Regulations for Investment Project Financing (IPF) Borrowers.</td>
</tr>
<tr>
<td>Please provide brief explanations</td>
<td>If there are any specific derogations or safeguards, please explain briefly</td>
</tr>
<tr>
<td>No.Procurement for the BEST project will be implemented in accordance with the WB Procurement Regulations for Investment Project Financing (IPF) Borrowers.</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

### In relation to accounting

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td>Please provide brief explanations</td>
</tr>
<tr>
<td>Yes. The funds were integrated onto Freebalance (the GoTL Accounting Software).</td>
<td>Please provide brief explanations</td>
</tr>
<tr>
<td>Yes. The government uses the government accounting system through Free Balance. FB records loan/grants' expenditures when PIMU requests DG Treasury approval for the payment voucher. PIMU maintains its records in spread sheets as well for project management purposes.</td>
<td>Please provide brief explanations</td>
</tr>
</tbody>
</table>

### In relation to audit

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will the financial accounts be audited by the government’s external auditor?*</td>
<td>Please provide brief explanations</td>
</tr>
<tr>
<td>Yes. The PIMU was responsible for preparing the project financial statements. The audit of these statements was carried out by a private auditor and presented to the Bank as required by the legal agreements. The audits for the</td>
<td>Please provide brief explanations</td>
</tr>
<tr>
<td>Yes. The PIMU is responsible for preparing the project financial statements. The audit of these statements will be carried out by a private (external) auditor. The annual audit report will be furnished to the World Bank no later than six months after the</td>
<td>Please provide brief explanations</td>
</tr>
</tbody>
</table>

*The government’s external auditor means court of auditors / national audit office that is external to the government’s general finance inspectorate of the ministry of finance
### IV.6.1 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.

Previous grant supported projects were based on the ESPs and focused on capacity development across the MOEYS through the GPE-supported Management Strengthening Project (P125443) and the out-of-school youth through the Bank-supported Second Chance Education Project (P116520). These projects were financed through Bank’s Investment Project Lending (IPF) which financed inputs with expected outputs and outcomes. The current grant will be a hybrid IPF with a portion of the financing being results based with specific results-based indicators. Overall, the fiduciary risks associated with the project are limited financial management (FM) and procurement staff capacity; unreliability of the accounting and reporting system; and potential inadequacy of government budget allocation, especially for DLI related activities. The mitigation measures will be: (i) provision of FM and procurement technical assistance to assist the PIMU to manage fiduciary related issues; (ii) maintaining subsidiary records in excel for accounting and reporting purposes; and (iii) stating in the legal agreement the government’s commitment on budget...
allocation to ensure DLI achievement. The fiduciary assessment of the Bank (supervising entity) has indicated that the proposed FM arrangements meet the Bank’s requirements. The BEST, which is based on the ESP, will support project activities that are based on internationally recognized research which identify a number of key ingredients to address learning including: (i) prepared learners, (ii) effective teaching, (iii) learning-focused inputs at the school level and (iv) skilled management and governance. The BEST project supports elements for effective teaching, learning-focused inputs at the school level, and skilled management and governance. Going forward the any additional support for the ESP will be able to build on the BEST interventions using the newly established standards that will be used to create 21st century schools with improved learning spaces, teacher training techniques for improved pedagogy particularly related to early grade reading and math, improved teacher assessment through observation with an established feedback loop, and better data collection methods with a user friendly system that can be used throughout the system for making better policy decisions.

V. VARIABLE PART INFORMATION

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

For each specific 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.”

1. Equity

Almost all children in Timor Leste have access to basic education and enter the first of three cycles, but many repeat one or more grades and then drop out without completing the nine grades that compose the three cycles. In a key paragraph, the ESP identifies the low quality provided by the school system as the primary cause of the system’s inefficiency and inequities: “Clearly, there is a major challenge in the quality of education in the school system. Low quality affects the efficiency of the school system, since students who repeat a grade cost twice as much at the same level. Low quality also affects the achievement of universal access to basic education, since students who are not learning are more likely to dropout. The high repetition and dropout rates identified above appear to be primarily a symptom of the low quality of the education provided.”

The ESP identifies a widespread failure to acquire good reading skills in the early grades as the most important causal factor in the problem, citing the 2017 EGRA sample in which three quarters of the children at the end of grade one scored zero in reading comprehension. The ESP also cites the 2016 experimental pilot project Mother Tongue Based Multilingual Education, known as EMBLI, in which 432 student participant t “scored dramatically better (2 to 300 times higher on all categories of reading Tetum, reading Portuguese, and performing mathematical operations) than the students in two control groups.”

This evidence suggests a) that the 66 percent of Timorese children whose first language is neither Tetum nor Portuguese face a major inequity: they are not to taught read in their mother tongue, while the other third of the children in the country who speak one of the two official languages are, and b) that the greater likelihood that the children who speak other languages will not learn to read in the early grades translates into a high probability of grade repetition and eventual dropping out of school prior to completing basic education.

To address this issue, the most focused strategy in the ESP is “4.1.6 Pre-School and early grade programs ensure that children are taught in their first languages and transition to Tetum and Portuguese.” The activities identified in the Action Plan for this strategy include:

4.1.6.1 Do a final evaluation of EMBLI program to decide if and how to expand.
4.1.6.2 Provide classroom libraries with early grade reading materials in a variety of local languages.

4.1.6.3 Develop a program of recreational and entertainment activities to help young children learn the two official languages.

4.1.6.4 Provide early grade literacy and bridging training for teachers with large numbers of children with a different mother tongue.

These activities are complemented by the broad set of training and management activities, discussed below (see section IV.1.3 on Learning Outcomes, and section IV.1.2 on Efficiency), aimed at improving teaching quality and linking training practices to effective improvement in learning results. Among the corresponding activities, the following focus on support for the teachers who work with students in rural schools where first languages other than Tetum are most prevalent and the inequities are greatest:

6.6.8 Formalize and incentivize participation in teacher working and learning groups in all municipalities.

6.6.12 Ensure that teachers from rural schools have equal opportunity and access to training programs without the need to abandon classes.

6.7.3 Provide targeted training on foundational literacy and numeracy for first cycle basic education teachers, including bridging from first language to Tetum, and the use of extra support to at-risk students.

6.7.4 Give special support and training to rural teachers teaching multi-grade classes, including the provision of special curriculum guides, training and mentoring.

6.7.6 Provide training to ensure child-centred pedagogy enables differentiation, includes all learners, tracks individual student learning, and leaves no child behind.

From the different initiatives included in the ESP, the project will focus on supporting the use of effective teaching approaches in the classroom by teachers in rural areas. This is a stretch indicator as translating teachers’ pedagogical and content knowledge to the classroom is a major challenge in Timor-Leste, especially in rural areas. While several initiatives have been taken in the past to train teachers, schools in rural areas have traditionally received less scrutiny and support than the more accessible schools in urban areas. Furthermore, in rural areas, there are many cases where a large number of students do not speak Tetun and/or are studying in multi-grade classrooms, adding to the challenge of improving teaching practices. Achievement of the targets for this indicator will likely require different sets of interventions and a continuous monitoring by the Ministry including new strategies from MoEYS on the treatment of mother tongue and multi-grade teaching.

2. Efficiency

As indicated in the ESP, the efficiency of the education sector in Timor Leste is low, with higher levels of repetition, especially in the early grades in primary education, and large drop out as students enter in third cycle and secondary education. A number of factors affect the low efficiency, including low learning by students (addressed under Learning Outcomes) and challenges faced by certain groups (addressed under Equity), but also, the lack of adequate data that would allow the Ministry of Education to prioritize the interventions to areas of greater need. For example, as explained in detail in the ESA, large number of schools in rural areas only have the first cycle, making it difficult for students transition into second cycle, and beyond. Additionally, the Ministry currently does not use its data capabilities to prioritize their actions, for example, to identify schools with high repetition rates or dropout rates that may require special and targeted interventions.

The MOEYS has an EMIS but is not using it for many of its planning tasks. Furthermore, there are major concerns about the validity and reliability of the EMIS data. The ESP identifies appropriate use of data as a critical issue for improving School System Management, stating “Results-based management requires information management coordination with communication among data systems: Census, EMIS, INFORDEPE, Human Resources, municipal directorates, schools, finance and planning.” It goes on to identify the following strategies and activities for addressing this issue of developing management by results systems to allow the Ministry to correctly monitor the implementation of the Strategic Plan and making appropriate use of information technologies and integrated management information systems at the national, municipal and school management levels.
Specific policies described in ESP with regards to EMIS include:

5.2.2.1 Develop quality-controlled data gathering and input services to ensure that EMIS data is appropriately digitalised and available for the decision-making process.

5.2.5.4 Carry out a participatory review of the EMIS using a verification census with sample surveys to ensure the reliability and quality of the data provided

5.2.5.5. Revise all human resource, financial, infrastructural, and other data bases in the MEYS to ensure effective coordination of data with the EMIS and the availability of all pertinent data for decision-makers.

6.12.1 Establish a joint EMIS-INFORDEPE-HR task force to consolidate an integrated public school teacher registry.

6.12.2 Revise instruments used by HR, national and municipal directorates, EMIS, INFORDEPE and all pertinent development partner programs (HANDS, ALMA, Peace Corps, World Bank, UNICEF) to register teachers as well as their qualifications, work assignments, and supervisors; their participation in training, monitoring, and coaching activities; and their performance evaluations.

Given the importance of the information system, but more importantly of its use, the program is proposing an indicator to guarantee the use of the information in the decision-making process of the Ministry of Education. The targets for this indicator represent a stretch as utilization of EMIS data for planning and budgeting will require a change in the current practice of budgeting and planning where systematic use and documentation of verified data is not the norm. Furthermore, to achieve these targets, substantial additional work will be required on the part of MOEYS to ensure reliability in the planning system and EMIS by the different actors in the education system.

### 3. Learning outcomes

With regards to learning outcomes, the ESP presents a wide variety of strategies to improve the learning outcome of Timorese students. The ESP starts by presenting strategies to improve the capacity to assess student learning and generate internationally comparable data:

- **2.2.2.4 Establish and train a national learning assessment team,**

- **2.2.2.5 Conduct large sample learning assessments in language and mathematics in grades 2, 3 and 6 every third year using international comparative test instruments (EGRA, EGMA or others), and**

- **2.2.4.1 Use public and private schools with successful learning results as a resource for extension of quality practices to other schools.**

Given the importance of teachers, the ESP presents a wide set of actions to ensure that teachers are ready to teach. A key strategy is the preparation of “6.6 A detailed multi-year plan for optimizing the impact of in-service training on teaching quality.” This strategy includes the following activities:

- **6.6.1 Develop and use a teacher training evaluation tool to document the design and implementation of in-service professional development programs in place, including those supported by INFORDEPE, by national and municipal directorates, by development partners, by the CAFÉ schools, by national and international NGOs, and by independent service providers.**

- **6.6.2 Organize an annual workshop with focal points in charge of all identified in-service training opportunities to share reports and analysis of the inputs, activities and results of each experience.**

- **6.6.3 Obtain comprehensive and systematic information on the effectiveness of teacher training programs, identifying, as possible, correlations between participation in in-service training and classroom performance monitoring reports as well as national and international evaluations of student learning.**

- **6.6.4 Compare available information about the results of professional development initiatives underway in the country with information about international good practice.**
V.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.

The definition of targets under each dimension should also include the baseline if applicable, exact target(s) with deadline(s) to achieve the target, 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).
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.

**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

**Learning Outcomes**

**Indicator Name / Definition:**
Increase in share of students in cycle 1 and 2 who use individual textbooks in the classroom

**Definition of targets:**

*Baseline:* Not available

*Note:* The target for any year is also referred to as the Disbursement Linked Result (DLR) for that year.

*Target for Year 1:* A survey has been conducted to estimate the share of students who use individuals textbooks in the classroom ([Rollover: Yes (for 6 months)])

*Target for Year 4:* Share of students who use individuals textbooks in the classroom has increased by 15% compared to year 1 ([Rollover: Yes (for 12 months)])

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

*Total amount to be disbursed:* US$ 0.73 M

*Year 1:* US$ 0.3M if result is achieved; and US$ 0M otherwise

*Year 4:* US$ 0.3M if achievement is over 10% but less than 15%; and US$ 0.43M if achievement is at least 15%

**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.

*Target for Year 1*

*Data source/agency:* School survey report and dataset from entity commissioned by the PIMU to do the survey

*Verification entity:* Independent verification entity (IVE) commissioned by MOEYS

*Definitions:* This survey of a nationally representative sample of students will be conducted during school hours as part of the school census for independent verification of EMIS data in year 1. It will involve, inter alia, asking each surveyed student whether s/he has a textbook with him/her for the class and physically checking whether the textbook s/he is using is the correct one for that class. The survey report can be part of the larger school verification census report or a standalone short report. The dataset can also be part of the larger census dataset.

*Achievement description:* This DLR is considered achieved when the survey has been completed as documented in the survey report and the survey dataset is ready. The IVE reviews the survey report and the dataset to verify the soundness of the survey methodology, and reviews the survey dataset to verify its existence and completeness.

*Target for Year 4*
**Data source/agency:** School survey report and dataset from the nationally representative school survey conducted in year 4 by an entity commissioned by the PIMU

**Verification entity:** IVE commissioned by MOEYS

**Definitions:** This DLR is defined as the number of students in Cycles 1 and 2 who have a textbook and are using the right one for the given lesson divided by the number of students in Cycles 1 and 2 (expressed in percentage terms present at the time of the survey). The data required to estimate the achievement of this result will be collected by surveying a sample of students in class during the nationally representative school survey for independent verification of EMIS data planned to be conducted in the fourth year of the project. It will involve, inter alia, asking each surveyed student whether s/he has a textbook with him/her for the class and physically checking whether the textbook s/he is using is the correct one for that class.

**Achievement description:** This DLR is considered achieved when the data from the survey of students show that, compared to year 1, there has been a 15% increase in the share of students who have a textbook and are using the correct textbook in class. The IVE analyzes the survey data to independently estimate the share of students who have and use textbooks in class, and verify that the reported achievement is consistent with this estimate.

<table>
<thead>
<tr>
<th>Dimension:</th>
<th>Use the drop down below to select a dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity</td>
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</tr>
</tbody>
</table>

**Indicator Name / Definition:**
Increase in share of basic education mathematics and language teachers in rural areas who utilize effective teaching approaches in the classroom

**Definition of targets:**

- **Baseline:** Share of teachers who utilized effective teaching approaches in 2019 is 45%

- **Target for Year 3:** 10% increase (compared to 2019) has been achieved in the share of basic education mathematics and language teachers in rural areas who utilize effective teaching approaches in the classroom [Rollover: Yes (by 12 months)]

- **Target for Year 5:** 20% increase (compared to 2019) has been achieved in the share of basic education mathematics and language teachers in rural areas who utilize effective teaching approaches in the classroom [Rollover: No]

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

- **Total amount to be disbursed:** US$1 M

Year 3: US$0.2M if achievement is at least 5% but less than 10%; and US$ 0.5M if achievement is at least 10%
Year 5: US$0.2M if achievement is over 10% but less than 20%; and US$ 0.5M if achievement is at least 20%

**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.

**Target for Year 3**

**Data source/agency:** Data automatically recorded centrally by MoEY’s electronic tablet-based teacher monitoring system during classroom observation.

**Verification entity:** IVE commissioned by MOEYS
**Definitions:** The share of basic education mathematics and language teachers in rural areas who utilize effective teaching approaches in the classroom is defined as the number of basic education mathematics and language teachers in rural areas who use effective teaching approaches in the classroom divided by the number of basic education mathematics and language teachers in these areas as observed by directors/vice directors/coordinators or other officials with the aid of MoEY’s electronic tablet based classroom observation tool (expressed in percentage terms). The teaching approach of a teacher is considered effective if the teacher achieves a "good" or better grade in 75% of the teaching characteristics included in the tool. The classroom observation data are automatically recorded centrally by the tool.

**Achievement description:** This DLR is considered achieved when the analysis of the centrally recorded data from the classroom observations defined above show that, compared to 2019, there has been a 10% increase in the share of basic education mathematics and language teachers in rural areas who utilize effective teaching approaches in the classroom. The IVE analyzes the centrally recorded data to independently estimate the share of basic education mathematics and language teachers in rural areas who utilize effective teaching approaches, and verify that the target has been achieved as reported.

**Target for Year 5**

**Data source/agency:** Data automatically recorded centrally by MoEY’s electronic tablet-based teacher monitoring system during classroom observation.

**Verification entity:** IVE commissioned by MOEYS

**Definitions:** The share of basic education mathematics and language teachers in rural areas who utilize effective teaching approaches in the classroom is defined as the number of basic education mathematics and language teachers in rural areas who use effective teaching approaches in the classroom divided by the number of basic education mathematics and language teachers in these areas as observed by directors/vice directors/coordinators or other officials with the aid of MoEY’s electronic tablet based classroom observation tool (expressed in percentage terms). The teaching approach of a teacher is considered effective if the teacher achieves a "good" or better grade in 75% of the teaching characteristics included in the tool. The classroom observation data are automatically recorded centrally by the tool.

**Achievement description:** This DLR is considered achieved when: analysis of the centrally recorded data from the classroom observations defined above show that, compared to 2019, there has been a 20% increase in the share of basic education mathematics and language teachers in rural areas who utilize effective teaching approaches in the classroom. The IVE analyzes the centrally recorded data to independently estimate the share of basic education mathematics and language teachers in rural areas who utilize effective teaching approaches, and verify that the target has been achieved as reported.
<table>
<thead>
<tr>
<th>Dimension: Use the drop down below to select a dimension</th>
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</thead>
</table>

**Efficiency**

**Indicator Name / Definition:**

Verified EMIS data utilized for the preparation of annual budgets and infrastructure investment decisions.

**Definition of targets:**

*Baseline:* Verified EMIS data not available

*Target for Year 2:* School statistics report based on verified EMIS data from the census published [Rollover: No]

*Target for Year 3:* Verified EMIS data has been utilized for the preparation of annual budget for year 4 and for making infrastructure investment decisions [Rollover: No]

*Target for Year 4:* Verified EMIS data have been utilized for the preparation of annual budget for year 5 and for making infrastructure investment decisions [Rollover: No]

**Disbursement Rule:**

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

*Total amount to be disbursed:* US$ 1 M

- **Year 2:** US$ 0.25 M if result is achieved, and US$ 0M otherwise
- **Year 3:** US$ 0.375 M if result is achieved, and US$ 0M otherwise
- **Year 4:** US$ 0.375 M if result is achieved, and US$ 0M otherwise

**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.

**Target for Year 2**

*Data source/agency:* (a) MOEYS school statistics report; (b) updated EMIS dataset

*Verification entity:* IVE commissioned by MOEYS

*Definitions:* Verified EMIS data refers to the EMIS data that has been updated incorporating findings from the EMIS verification census conducted in year 1. The school statistics report is a summary statistics report based on the MOEYS EMIS data.

*Achievement description:* This DLR is considered achieved when the school statistics report based on verified EMIS data from the census has been prepared and published on the MOEYS website. The IVE physically verifies that the verifies that the EMIS data exist and the school statistics report has been published in the MOEYS website.

**Target for Year 3**

*Data source/agency:* (a) MOEYS annual workplan and budget documents; (b) Infrastructure planning documents

*Verification entity:* Independent verification entity commissioned by MOEYS

*Definitions:* The utilization of the EMIS data for annual budgets refers to using relevant figures (e.g., student population, teacher numbers, etc.) from the EMIS when preparing the annual budget. Utilization of EMIS data for infrastructure investment decisions refers to making these decisions taking into account EMIS data to verify student population and trends in student population in the schools selected for infrastructure investments (to ensure adequate student populations in these schools).
**Achievement description:** This DLR is considered achieved when the verified EMIS data have been used as inputs in the preparation of annual workplan and budget documents for MoYES and in the decisions regarding infrastructure investments, and there is documentation that clearly refers to their use. The IVE reviews the relevant documentation to verify that the annual workplan and budget and decisions on infrastructure investments make explicit reference to the EMIS data, and that the figures presented are consistent with the EMIS reports.

**Target for Year 4**

**Data source/agency:** (a) MOEYS annual workplan and budget documents; (b) Infrastructure planning documents

**Verification entity:** Independent verification entity commissioned by MOEYS

**Definitions:** The utilization of the EMIS data for annual budgets refers to using relevant figures (e.g., student population, teacher numbers, etc.) from the EMIS when preparing the annual budget. Utilization of EMIS data for infrastructure investment decisions refers to making these decisions taking into account EMIS data to verify student population and trends in student population in the schools selected for infrastructure investments (to ensure adequate student populations in these schools).

**Achievement description:** This DLR is considered achieved when the verified EMIS data have been used as inputs in the preparation of annual workplan and budget documents for MoYES and in the decisions regarding infrastructure investments, and there is documentation that clearly refers to their use. The IVE reviews the relevant documentation to verify that the annual workplan and budget and decisions on infrastructure investments make explicit reference to the EMIS data, and that the figures presented are consistent with the EMIS reports.

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**V.3 Disbursement Mechanism:** Briefly state the disbursement mechanism.

**Into what mechanism will variable part financing be disbursed?**

The funds associated with the stretch indicators will be disbursed by the Bank directly to the government’s treasury. The disbursements can be made only after (i) the DLRs have been achieved, (ii) the reported achievements have been verified, (iii) the results are acceptable to the Bank, and (iv) expenditures exceeding the price of the DLRs have been incurred under the project’s Eligible Expenditure Programs (EEPs). The EEPs for the project are being defined as the salaries paid to government staff and to teachers in Basic education. The request for funds will be made through Withdrawal Applications duly signed by authorized signatories and supported by documentary evidence of DLR achievement and verification, EEP spending reports, and interim financial reports (IFRs). While the DLRs must be achieved by the dates specified in the project design (except where rollover is allowed), the withdrawal applications can be submitted at any point after a DLR has been achieved and the above mentioned documentary evidence is available.

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**VI. INCLUSIVE APPROACH**

**VI.1 Development Partners**

Please include as an annex to this application a list of the development partners in the local education group (LEG) that were consulted in the development of this application.

See Annex.
Annex I:

### 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

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget support</td>
<td>This modality is fully aligned with country Public Financial Management Systems and the funding is indistinguishable from the domestic resources in the National Budget.</td>
</tr>
<tr>
<td>Sector Pooled</td>
<td>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&amp;E and reporting.</td>
</tr>
<tr>
<td>Project pooled / Co-financed</td>
<td>This refers to a scenario where the funding mechanism is made up of different source agency funds to support a common project.</td>
</tr>
<tr>
<td>Project/ Stand-alone</td>
<td>This refers to a scenario where the funding mechanism is unilateral, or in other words, not pooled with any other sources of financing.</td>
</tr>
</tbody>
</table>

#### Relating to key indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of textbooks purchased and distributed</td>
<td>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.</td>
</tr>
<tr>
<td>Number of teachers trained</td>
<td>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.</td>
</tr>
<tr>
<td>Number of classrooms built or rehabilitated</td>
<td>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.</td>
</tr>
</tbody>
</table>