Financing Agreement

(Ghana Accountability for Learning Outcomes Project)

between

REPUBLIC OF GHANA

and

INTERNATIONAL DEVELOPMENT ASSOCIATION

Dated January 17, 2020
FINANCING AGREEMENT

AGREEMENT dated as of the Signature Date between REPUBLIC OF GHANA ("Recipient") and INTERNATIONAL DEVELOPMENT ASSOCIATION ("Association"). The Recipient and the Association hereby agree as follows:

ARTICLE I — GENERAL CONDITIONS; DEFINITIONS

1.01. The General Conditions (as defined in the Appendix to this Agreement) apply to and form part of this Agreement.

1.02. Unless the context requires otherwise, the capitalized terms used in this Agreement have the meanings ascribed to them in the General Conditions or in the Appendix to this Agreement.

ARTICLE II — FINANCING

2.01. The Association agrees to extend to the Recipient a credit, in an amount equivalent to one hundred and seven million, nine hundred thousand Special Drawing Rights (SDR 107,900,000) (variously, "Credit" and "Financing"), to assist in financing the project described in Schedule 1 to this Agreement ("Project").

2.02. The Recipient may withdraw the proceeds of the Financing in accordance with Section III of Schedule 2 to this Agreement.

2.03. The Maximum Commitment Charge Rate is one-half of one percent (1/2 of 1%) per annum on the Unwithdrawn Financing Balance.

2.04. The Service Charge is three-fourths of one percent (3/4 of 1%) per annum on the Withdrawn Credit Balance.

2.05. The Interest Charge is one and a quarter percent (1.25%) per annum on the Withdrawn Credit Balance.
2.06. The Payment Dates are 15th March and 15th September in each year.

2.07. The principal amount of the Credit shall be repaid in accordance with the repayment schedule set forth in Schedule 3 to this Agreement.

2.08. The Payment Currency is Dollar.

ARTICLE III — PROJECT

3.01. The Recipient declares its commitment to the objectives of the Project. To this end, the Recipient shall carry out the Project through its Ministry of Education in accordance with the provisions of Article V of the General Conditions and, Schedule 2 to this Agreement.

ARTICLE IV — REMEDIES OF THE ASSOCIATION

4.01. The Additional Event of Suspension consists of the following, namely the Co-financing Deadline for the effectiveness of the Co-financing Agreement is June 30, 2020.

ARTICLE V — EFFECTIVENESS; TERMINATION

5.01. The Additional Condition of Effectiveness consists of the following, namely that the Recipient through the MoE has prepared and adopted a Project Implementation Manual in form and substance satisfactory to the Association.

5.02. The Effectiveness Deadline is the date ninety (90) days after the Signature Date.

5.03. For purposes of Section 10.05 (b) of the General Conditions, the date on which the obligations of the Recipient under this Agreement (other than those providing for payment obligations) shall terminate is twenty (20) years after the Signature Date.

ARTICLE VI — REPRESENTATIVE; ADDRESSES

6.01. Except as provided in Section 2.02 of this Agreement, the Recipient’s Representative is the Ministry of Finance.
6.02. For purposes of Section 11.01 of the General Conditions:

(a) the Recipient’s address is:

Ministry of Finance
P.O. Box MB40
Accra, Ghana

Facsimile: 233-30-2667069 Email chiefdirector@mofep.gov.gh

6.03. For purposes of Section 11.01 of the General Conditions:

(a) The Association’s address is:

International Development Association
1818 H Street, N.W.
Washington, D.C. 20433
United States of America; and

(b) the Association’s Electronic Address is:

Telex: Facsimile:
248423 (MCI) 1-202-477-6391
AGREED as of the Signature Date.

REPUBLIC OF GHANA

By

[Signature]

Authorized Representative

Name: Kofi Ofori-Atta

Title: MINISTER

Date: 17 JANUARY 2020

INTERNATIONAL DEVELOPMENT ASSOCIATION

By

[Signature]

Authorized Representative

Name: Pierre Laporte

Title: COUNTRY DIRECTOR

Date: JANUARY 17, 2020
The objectives of the Project are to: (a) improve the quality of education in low performing basic education schools; and (b) strengthen education sector equity and accountability in the Recipient’s territory.

The Project consists of the following parts:

Part 1: **Strengthen Teaching and Learning through Support and Resources for Teachers**

(a) Support the Recipient’s program for strengthening the capacity of teachers on: (i) in-service training (INSET) on the new curriculum to be rolled out in Kindergarten through primary six; (ii) Targeted Instruction and Structured Pedagogy INSET using innovative delivery systems; and (iii) specialized INSET for kindergarten teachers in play-based and active learning pedagogy.

(b) Support the Recipient’s program for strengthening the capacity of selected teams in districts and schools including Curriculum Leads, Circuit Supervisors, District Teacher Support Teams (DTSTs), and School Heads to provide school-based support, coaching and instructional leadership.

(c) Support the Recipient’s program for providing teaching and learning materials to schools including: (i) teachers’ guides for the new curriculum and pupil books for Targeted Instruction; (ii) materials for early childhood education (two years of kindergarten); and (iii) materials for students with disabilities.

Part 2: **Strengthen School Support, Management and Resourcing**

(a) Support the Recipient’s program for providing Learning Grants to Targeted Schools to implement activities focused on improving learning.

(b) Support the Recipient’s program to facilitate district education offices to: (i) provide support to Circuit Supervisors in their role as instructional coaches; (ii) monitor implementation of INSET; (iii) convene annual cluster-level meetings for schools; (iv) provide training on Learning Grant utilization; (v) develop three-year learning-oriented SPIPs (School Performance Improvement Plans); and (vi) consolidate, supervise and monitor Learning Grant utilization in the existing systems.

(c) Support the Recipient’s program for strengthening the capacity of School Management Committees to: (i) ensure accountable and transparent financial management of Learning Grants; (ii) mobilize resources including through leveraging community contributions; and (iii) ensure participatory and decentralized school-based management.

Part 3: **Strengthen Accountability Systems for Learning**

(a) Support the Recipient’s program to develop and implement an Accountability for Learning Framework including: (i) the harmonization of all lesson observation tools aligned to meet the needs of schools, districts, regions and Ministry levels; (ii) digitization of the Education
Management Information System (EMIS) annual school census tool with digitized based collection to improve timely collection and analysis of data, including school mapping and student tracking; (iii) creation of an Accountability Dashboard; (iv) continuous communication with stakeholders; and (v) regular monitoring and reporting on results from inspection findings and updates from the Accountability Dashboard.

(b) Development and rollout of a National Assessment Strategy and implementation of national learning assessments.

(c) Support the development, approval and endorsement of policy reforms to ensure efficient human resource management, administrative and leadership practices in the education sector.

Part 4: Technical Assistance, Institutional Strengthening, Monitoring and Research

(a) Provision of technical advisory services to build Ministry of Education’s (MoE’s) staff capacity for education research and policy analysis, including: (i) development and digitization of INSET modules; (ii) provision of training on school leadership and management; (iii) harmonization and digitization of school inspection and lesson observation tools; (iv) development of an inspection data analysis strategy and operationalization of the inspection framework and policy; (v) establishment of an integrated Accountability Dashboard; (vi) consolidation of the various relevant data systems; (vii) development of the assessment framework and an operationalization plan for the national assessment; (viii) development of the points based on continuous professional development framework; (ix) development of a communications strategy; and (x) providing training to MoE staff and other stakeholders on gender and disability inclusiveness.

(b) Provision of support for project management including Operating Costs, monitoring and evaluation conducted at the headquarters, regional, district and school level, and costs for independent verification of DLIs.
SCHEDULE 2

Project Execution

Section I. Implementation Arrangements

A. Institutional Arrangements

1. Ministry of Education

   The Recipient shall: (i) carry out the Project through the Ministry of Education (MoE); (ii) and ensure throughout the implementation of the Project, the MoE has resources and personnel required to enable the MoE to perform its functions under the Project, such personnel to include a Project Coordinator supported by a Project Technical Team (PTT).

2. Project Oversight Committee ("POC")

   (a) Without limitation upon the provisions of paragraph 1 of this Section I.A, the Recipient shall: (i) no later than three (3) months from the Effectiveness Date establish a Project Oversight Committee ("POC") responsible for overseeing Project implementation; and (ii) ensure that it has a mandate, terms of reference and resources satisfactory to the Association.

   (b) The POC shall meet on a bi-annual basis, be chaired by an official designated by the Minister of Education or an authorized representative, and shall include, inter alia, Deputy Minister of MoE, Chief Director MoE, Director General and Deputy Director General of the GES, and Minister of Finance or an authorized representative.

3. Project Technical Team (PTT)

   (a) The Recipient shall: (i) no later than three (3) months from the Effectiveness Date establish and thereafter maintain throughout the implementation of the Project, the PTT comprising of representatives from MoF, MoE, GES, NaCCA, NTC and NIB; and (ii) ensure that the PTT has resources and personnel required to enable it to perform its functions under the Project.

   (b) The PTT shall meet on a quarterly basis and shall be responsible for, inter alia: (i) providing quality assurance on technical aspects of the Project; (ii) approving the proposed annual work plan and budget for onward transmission to the Association; and (iii) reporting on Project implementation progress.
B. Implementation Arrangements

1. Project Manuals
   
   (a) The Recipient through the MoE shall:

   (i) prepare and carry out the Project in accordance with the Project Implementation Manual; and

   (ii) ensure that the Project Implementation Manual is not amended, suspended, repealed or abrogated without the prior written approval of the Association.

   (b) In the event of any conflict between the provisions of the Project Implementation Manual and this Agreement, the provisions of this Agreement shall prevail.

2. Annual Work Plans and Budget

   (a) The Recipient shall prepare and furnish to the Association not later than November 30 of each Fiscal Year during the implementation of the Project, a work plan and budget containing all activities proposed to be included in the Project under Part 4 during the following Fiscal Year, and a proposed financing plan for expenditures required for such activities, setting forth the proposed amounts and sources of financing.

   (b) The Recipient shall afford the Association a reasonable opportunity to exchange views with the Recipient on each such proposed work plan and budget and thereafter ensure that the Project is implemented with due diligence during the said following Fiscal Year in accordance with such work plan and budget as shall have been approved by the Association (“Annual Work Plan and Budget”).

   (c) The Recipient shall not make or allow to be made any material change to the approved Annual Work Plan and Budget without prior approval in writing by the Association.

C. Environmental and Social Standards

1. The Recipient shall ensure that the Project is carried out in accordance with the Environmental and Social Standards, in a manner acceptable to the Association.

2. Without limitation upon paragraph 1 above, the Recipient shall ensure that the Project is implemented in accordance with the Environmental and Social Commitment Plan (“ESCP”), in a manner acceptable to the Association. To this end, the Recipient shall ensure that:

   (a) the measures and actions specified in the ESCP are implemented with due diligence and efficiency, and as further specified in the ESCP;

   (b) sufficient funds are available to cover the costs of implementing the ESCP;

   (c) policies, procedures and qualified staff are maintained to enable it to implement the ESCP, as further specified in the ESCP; and
(d) the ESCP or any provision thereof, is not amended, revised or waived, except as the Association shall otherwise agree in writing and the Recipient has, thereafter, disclosed the revised ESCP.

In case of any inconsistencies between the ESCP and the provisions of this Agreement, the provisions of this Agreement shall prevail.

3. The Recipient shall:

(a) take all measures necessary on its part to collect, compile, and furnish to the Association through regular reports, with the frequency specified in the ESCP, and promptly in a separate report or reports, if so requested by the Association, information on the status of compliance with the ESCP and the management tools and instruments referred to therein, all such reports in form and substance acceptable to the Association, setting out, inter alia: (i) the status of implementation of the ESCP; (ii) conditions, if any, which interfere or threaten to interfere with the implementation of the ESCP; and (iii) corrective and preventive measures taken or required to be taken to address such conditions; and

(b) promptly notify the Association of any incident or accident related to or having an impact on the Project which has, or is likely to have, a significant adverse effect on the environment, the affected communities, the public or workers in accordance with the ESCP, the instruments referenced therein and the Environmental and Social Standards.

4. The Recipient shall maintain and publicize the availability of a grievance mechanism, in form and substance satisfactory to the Association, to hear and determine fairly and in good faith all complaints raised in relation to the Project and take all measures necessary to implement the determinations made by such mechanism in a manner satisfactory to the Association.

D. DLI Monitoring and Reporting

1. Without limitation on the provisions of Section II to this Schedule 2 to the Agreement, the Recipient shall: (a) assign and recruit Independent Verification Agents (IVA) with qualification and skills satisfactory to the Association; and (b) ensure that prior to each payment under the Project, the IVA:

(a) carries out in accordance with the Verification Protocol, an assessment to determine the extent to which the Disbursement Linked Indicators ("DLI") in respect of which payment is requested has been achieved; and

(b) furnish said assessment to the Association for review.

E. Mid-Term Review

1. The Recipient shall:

(a) carry out not later than thirty-six (36) months from Effectiveness Date, a midterm review to assess the overall progress in implementation of the Project;
(b) prepare and furnish to the Association, at least two (2) months prior to such review, a progress report on the implementation of the Project, of such scope and in such detail as shall be acceptable to the Association; and

(c) review, jointly with the Association, the report referred to in paragraph 1 above and thereafter take all measures required to ensure the efficient completion of the Project and the achievement of the objectives thereof, based on the conclusions and recommendations of the said report and the Association's views on the matter.

Section II. Project Monitoring, Reporting and Evaluation

The Recipient shall furnish to the Association each Project Report not later than forty-five (45) days after the end of each six (6) months covering the calendar year.

Section III. Withdrawal of the Proceeds of the Financing

A. General

Without limitation upon the provisions of Article II of the General Conditions and in accordance with the Disbursement and Financial Information Letter, the Recipient may withdraw the proceeds of the Financing to finance Eligible Expenditures in the amount allocated and, if applicable up to the percentage set forth against each Category of the following table:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount of the Credit Allocated (expressed in SDR)</th>
<th>Percentage of Expenditures to be Financed (inclusive of Taxes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Eligible Expenditure Program under Parts 1, 2 and 3 of the Project</td>
<td>102,150,000</td>
<td>100% of each DLI Amount set out in the Annex to Schedule 2 (or such lesser percentage as represents the total Eligible Expenditures incurred by the Recipient under the Eligible Expenditure Program as of the date of withdrawal).</td>
</tr>
<tr>
<td>(2) Goods, non-consulting services, consulting services, Operating Costs, Training under Part 4 of the Project</td>
<td>5,750,000</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL AMOUNT</td>
<td>107,900,000</td>
<td></td>
</tr>
</tbody>
</table>
B. Withdrawal Conditions; Withdrawal Period

1. Notwithstanding the provisions of Part A above, no withdrawal shall be made for payments:

   (a) made prior to the Signature Date, except that withdrawals up to an aggregate amount not to exceed SDR 25,000,000 may be made for payments made prior to this date but on or after January 1, 2019, for EEPs with respect to the following DLRs, namely, 1.0 (a) and (b), 2.0 (a) and (b), 3.0, 4.0, and 5.0.

   (b) under Category (1) for Eligible Expenditures Program unless and until the Recipient has furnished evidence satisfactory to the Association that: (i) an IVA with qualifications and experience and under terms of reference satisfactory to the Association has been assigned or recruited; (ii) payments for Eligible Expenditures Program have been made as verified by the Auditor General, and in compliance, with the procedures set forth in the Verification Protocol and the Recipient’s applicable laws and regulations; and (iii) the DLIs set forth in the Annex for which payment is requested have been met and verified in accordance with the Verification Protocol.

2. Notwithstanding the provisions of paragraphs 1(a) and 1(b) of this Part B, if the Association shall determine based on the evidence provided by the Recipient under paragraph 1(b) of this Part B, that any DLRs have not been achieved or have been partially achieved by the end of the year during which such DLRs were scheduled to be met in accordance with Schedule 4, the Association may in its sole discretion, by notice to the Recipient:

   (a) for DLRs 1.0 (a) and (b), 2.0 (a) and (b), 3.0, 4.0, and 5.0. authorize the withdrawal of such lesser amount of the unwithdrawn proceeds of the Credit then allocated to the respective Categories which, in the opinion of the Association, corresponds to the extent of achievement of said DLR(s), said lesser amount to be calculated in accordance with the respective formulae set out in the PIM; and/or

      (i) withhold in whole or in part the amount of the Credit allocated to such DLRs;

      (ii) disburse in whole or in part the amount of the Credit allocated to such DLRs at any later time when such DLIs are met; and/or

      (iii) reallocate in whole or in part any amount of the Credit allocated to such DLRs to other Categories; or

      (iv) cancel all or a portion of the proceeds of the Credit corresponding to the Allocated Amounts then allocated to unmet DLR(s).

3. Notwithstanding the foregoing, if the Association determines, at any time, that any portion of the amounts disbursed by the Recipient under Category (1) was made for reimbursement of expenditures that are not eligible under the Eligible Expenditures Program or not in compliance with the provisions of paragraphs 1(b) and 2 of this Part B, the Recipient shall promptly refund any such amount to the Association as the Association shall specify by notice to the Recipient.

The Closing Date is December 31, 2024.
# SCHEDULE 3
Repayment Schedule

<table>
<thead>
<tr>
<th>Date Payment Due</th>
<th>Principal Amount of the Credit repayable (expressed as a percentage)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>On each March 15 and September 15:</td>
<td></td>
</tr>
<tr>
<td>commencing March 15, 2025, to and including September 15, 2044.</td>
<td>1.65%</td>
</tr>
<tr>
<td>commencing March 15, 2045, to and including September 15, 2049.</td>
<td>3.40%</td>
</tr>
</tbody>
</table>

* The percentages represent the percentage of the principal amount of the Credit to be repaid, except as the Association may otherwise specify pursuant to Section 3.05(b) of the General Conditions.
### ANNEX
Disbursement Linked Indicators (DLIs)

<table>
<thead>
<tr>
<th>DLI Description, Targets and Amounts</th>
<th>DLI Baseline</th>
<th>Disbursement Linked Results</th>
<th>Total DLI Amount in SDR</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLI 1: Improved Teaching Practices in Targeted Schools</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.0 (a)</strong> Lesson Observation Tools, harmonized by NIB and approved by MoE.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Baseline on Teaching Practices in Targeted Schools established.</td>
<td>1.2 Number of Targeted Schools trained in Targeted Instruction. [For each Targeted School trained in Targeted Instruction, disburse SDR 720 up to 10,000 schools]</td>
<td></td>
<td>1.4 Percentage point increase from baseline in percent of Targeted Schools with Teaching Practices meeting Inspection Standards of Teaching Practices.</td>
</tr>
<tr>
<td><strong>1.0 (b)</strong> National INSET Framework developed by NTC and GES and approved by MoE.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.1 Number of Targeted Schools with Continuous Coaching and Mentoring Support. (For each Targeted School receiving a minimum of</td>
<td>1.3.2 Number of Targeted Schools with Continuous Coaching and Mentoring Support. (For each Targeted School receiving a minimum of three</td>
<td>1.3.3 Number of Targeted Schools with Continuous Coaching and Mentoring Support. For each Targeted School receiving a</td>
<td>1.3.4 Number of Targeted Schools with Continuous Coaching and Mentoring Support. (For each Targeted School receiving a</td>
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<td></td>
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<tr>
<td>Year 0 (FY19)</td>
<td>Year 1 (FY20)</td>
<td>Year 2 (FY21)</td>
<td>Year 3 (FY22)</td>
</tr>
<tr>
<td>5,700,000</td>
<td>3,600,000</td>
<td>7,200,000</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>DLI Description, Targets and Amounts</th>
<th>DLI Baseline</th>
<th>Disbursement Linked Results</th>
<th>Total DLI Amount in SDR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Year 0 (FY19)</strong></td>
<td><strong>Year 1 (FY20)</strong></td>
</tr>
<tr>
<td>DLI 2: Strengthened School Support for Learning in Targeted Schools</td>
<td>0</td>
<td>2.0 (a) Agreed Targeting Criteria applied to list of public schools to identify Targeted Schools</td>
<td>2.1 Number of Targeted Schools receiving First Allocation of Learning Grants. For each Targeted School utilizing at least 80% of the Learning Grant, disburse SDR 720</td>
</tr>
<tr>
<td>DLI Amount expressed in SDR</td>
<td></td>
<td>32,300,000</td>
<td></td>
</tr>
<tr>
<td>DLI Description, Targets and Amounts</td>
<td>DLI Baseline</td>
<td>Disbursement Linked Results</td>
<td>Total DLI Amount in SDR</td>
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<tr>
<td></td>
<td></td>
<td>Year 0 (FY19)</td>
<td>Year 1 (FY20)</td>
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<tr>
<td></td>
<td></td>
<td>2.0 (b) Guidelines for Learning Grants developed by GES and approved by MoE</td>
<td>4,650,000</td>
</tr>
<tr>
<td>DLI 3: Improved Accountability for Learning in Public Basic Schools</td>
<td>0</td>
<td>3.0 Accountability for Learning Framework Developed by the Participating Agencies and Approved by MoE</td>
<td>2,900,000</td>
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<tr>
<td></td>
<td></td>
<td>3.1 Accountability Dashboard Developed by MoE and is Functional</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>3.2.1 Number of Schools using Accountability Dashboard data during Cluster Level Meetings</td>
<td></td>
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<td></td>
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<td>For each school participating in annual cluster level meetings, disburse SDR 108.</td>
<td></td>
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<td>3.2.2. Number of Schools using Accountability Dashboard data during Cluster Level Meetings</td>
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<td>For each school participating in an annual Cluster Level Meeting, disburse SDR 108.</td>
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<td>3.2.3 Number of Schools using Accountability Dashboard data during Cluster Level Meetings</td>
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<td></td>
<td></td>
<td>For each school participating in an annual Cluster Level Meetings, disburse SDR 108.</td>
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<td></td>
<td>3.2.4 Number of Schools using Accountability Dashboard data during Cluster Level Meetings</td>
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<td></td>
<td>For each school participating in an annual Cluster Level Meetings, disburse SDR 108.</td>
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<td></td>
<td></td>
<td>41,750,000</td>
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<tr>
<td>DLI Description, Targets and Amounts</td>
<td>DLI Baseline</td>
<td>Disbursement Linked Results</td>
<td>Total DLI Amount in SDR</td>
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<tr>
<td>DLI Amount expressed in SDR</td>
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<tr>
<td>DLI 4: Improved Proficiency in P4 Math and English in Targeted Schools</td>
<td>0</td>
<td>4.0 National Assessment Strategy Developed by NaCCA and Approved by MoE</td>
<td>13,700,000</td>
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<tr>
<td></td>
<td></td>
<td>4.1 Operational Plan for roll-out of P4 Math and English Assessment developed by NaCCA</td>
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<tr>
<td></td>
<td></td>
<td>4.2 Baseline on P4 Math and English proficiency in Targeted Schools established</td>
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<tr>
<td></td>
<td></td>
<td>4.3 Increase from Baseline established in DLR 4.2 in percent of P4 pupils in Targeted Schools with proficiency in Math and English</td>
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<td></td>
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<tr>
<td>DLI Amount expressed in SDR</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>DLI 5: Improved Equity in the distribution of Kindergarten (KG) and Primary trained Teachers in Targeted Schools</td>
<td>Baseline set forth in the PIM</td>
<td>5.0 Review of Teacher Deployment and Transfer Strategy Completed by GES and Approved by MoE</td>
<td>9,400,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.1.1 Percentage of Targeted KG Schools with pupil trained teacher ratio below 50:1</td>
<td></td>
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<tr>
<td></td>
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<td>5.1.2 Percentage of Targeted KG Schools with pupil trained teacher ratio below 50:1</td>
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<td></td>
<td></td>
<td>5.2 Percentage of Targeted KG Schools with pupil trained teacher ratio below 50:1</td>
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<td>5.3 Percentage of Targeted KG Schools with pupil trained teacher ratio below 50:1</td>
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<td></td>
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<td>5.4 Percentage of Targeted KG Schools with pupil trained teacher ratio below 50:1</td>
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<td></td>
<td></td>
<td>5.5 Percentage of Targeted KG Schools with pupil trained teacher ratio below 50:1</td>
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<tr>
<td>DLI Description, Targets and Amounts</td>
<td>DLI Baseline</td>
<td>Disbursement Linked Results</td>
<td>Total DLI Amount in SDR</td>
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<tr>
<td></td>
<td></td>
<td>Year 0 (FY19)</td>
<td>Year 1 (FY20)</td>
</tr>
<tr>
<td>from Baseline in percentage of targeted KG schools with PTTR below 50:1, disburse SDR 180,000</td>
<td>percentage of targeted KG schools with PTTR below 50:1, disburse SDR 180,000</td>
<td>targeted KG schools with PTTR below 50:1, disburse SDR 180,000</td>
<td>increase from Year 3 in percentage of targeted KG schools with PTTR below 50:1, disburse SDR 180,000</td>
</tr>
<tr>
<td>2,200,000</td>
<td>1,400,000</td>
<td>3,600,000</td>
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</tr>
</tbody>
</table>

5.2.1 Percentage of Targeted Primary Schools with pupil trained teacher ratio below 50:1

For every additional percentage point increase from Baseline in percentage of Targeted Primary Schools with PTTR below 50:1, disburse SDR 144,000

5.2.2 Percentage of Targeted Primary Schools with pupil trained teacher ratio below 50:1

For every additional percentage point increase from Year 1 in percentage of Targeted Primary Schools with PTTR below 50:1, disburse SDR 144,000

5.2.3 Percentage of Targeted Primary Schools with pupil trained teacher ratio below 50:1

For every additional percentage point increase from Year 2 in percentage of Targeted Primary Schools with PTTR below 50:1, disburse SDR 144,000

5.2.4 Percentage of Targeted Primary Schools with pupil trained teacher ratio below 50:1

For every additional percentage point increase from Year 3 in percentage of Targeted Primary Schools with PTTR below 50:1, disburse SDR 144,000

5.2.5 Percentage of Targeted Primary Schools with pupil trained teacher ratio below 50:1

For every additional percentage point increase from Year 4 in percentage of Targeted Primary Schools with PTTR below 50:1, disburse SDR 144,000
<table>
<thead>
<tr>
<th>DLI Description, Targets and Amounts</th>
<th>DLI Baseline</th>
<th>Disbursement Linked Results</th>
<th>Total DLI Amount in SDR</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Year 0 (FY19)</td>
<td>Year 1 (FY20)</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
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</tr>
<tr>
<td>DLI Amount expressed in SDR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL DLI AMOUNT</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Agency – Budgetary Institutions</td>
<td>Line ministry / Institution code</td>
<td>Object Code &amp; Description</td>
<td>Sub-Program Code</td>
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</tr>
<tr>
<td>Ministry of Education</td>
<td>2111001</td>
<td>Compensation of Employees KG Education</td>
<td>02302001</td>
</tr>
<tr>
<td>Ministry of Education</td>
<td>2111001</td>
<td>Compensation of Employees -Primary Education</td>
<td>02302002</td>
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<tr>
<td>Ministry of Education</td>
<td>2111001</td>
<td>Compensation of Employees -Junior High School Education</td>
<td>02302003</td>
</tr>
</tbody>
</table>
APPENDIX
Definitions

1. "Accountability Dashboard" means a portal that integrates key accountability data (as identified by MOE and its implementing agencies) such as teacher absenteeism, student attendance, capitation grant amount, coaching visits etc.) from different data sources in a user-friendly interface that allows for data-driven decision making and is accessible to stakeholders at all levels.

2. "Accountability Dashboard Developed and Functional" means the completion of the following features on said dashboard, namely: (a) Digitization of EMIS and mSRC; (b) dashboard app is developed and linked to EMIS and mSRC; and (c) electronic devices for all circuit supervisors and public basic schools are uploaded and configured.

3. "Accountability for Learning Framework" means an overarching plan which provides an overview of basic education accountability systems including levels of monitoring and reporting, roles and responsibilities of key stakeholders, key performance indicators, purposes of assessments, processes for compliance with teacher code of conduct, targeted support measures for low performing schools and policy frameworks that guide system responsiveness as said framework may be amended from time to time.

4. "Anti-Corruption Guidelines" means, for purposes of paragraph 5 of the Appendix to the General Conditions, the “Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants”, dated October 15, 2006, and revised in January 2011, and as of July 1, 2016.

5. "Base Grant" means the Recipient’s expenditure allocation per school regardless of student enrollment.

6. "Capitation Grant" means the Recipient’s expenditure allocation per student for basic education.

7. "Category" means a category set forth in the table in Section III.A of Schedule 2 to this Agreement.

8. "Circuit Supervisors" means the district level representative of the Ghana Education Service who oversees school inspection and supervision for a subset of the schools in the district.

9. "Cluster Level Meeting" means a meeting held by a cluster of schools to discuss data on key dashboard indicators using the Accountability Dashboard.

10. "Coaching Visit" means a visit to a school that includes classroom observation of teacher instruction followed by feedback to the observed teacher; and "Coaching Visits" means more than one visit.


12. "Co-financing" means, for purposes of paragraph 14 of the Appendix to the General Conditions, an amount of twenty-three million, nine hundred thousand Dollars ($23,900,000), to be provided by the Co-financier to assist in financing the Project.
13. Co-financing Agreement" means the agreement to be entered into between the Recipient and the International Development Association acting as a Grant agent for the Global Partnership for Education Fund providing for the Co-financing.

14. "Continuous Coaching and Mentoring Support" means a process by which Circuit Supervisors or a GES approved coach visits Targeted Schools to coach and mentor head teachers and teachers and includes classroom observation and feedback on teacher instruction.

15. "Curriculum Leads" means teachers who are trained and versed in the new curriculum to provide guidance and support to other teachers on the curriculum.

16. "Deployment and Transfer Strategy" means the GES strategy for managing the deployment of teachers in schools in the Recipient’s territory.

17. "District Training Support Teams" or "DTSTs" means subject specialists who support teacher training and coaching at the district level covering at least science, mathematics, English, and a local language.

18. "District Transfers" means additional resources provided by the Recipient to the districts to cover the incremental costs associated with supporting implementation of the proposed Project activities.

19. "DLI Amount" means the amount of the Credit proceeds set forth in the rows entitled “DLI Amount” in the table in Annex 2 to Schedule 2 to this Agreement for the corresponding calendar year.

20. "Education Management Information System" or "EMIS" means a system for the collection, integration, processing, maintenance and dissemination of education data and information.

21. "Eligible Expenditure Program" or "EEPs" means a set of defined expenditures consisting of Salaries incurred by the Recipient in connection with the MoE as indicated under the Recipient’s sector budget lines set forth in Schedule 4 to this Agreement, in respect of Parts 1, 2 and 3 of the Project.

22. "EMIS" means education management information system.

23. "Environmental and Social Commitment Plan" or the acronym "ESCP" means the Recipient’s environmental and social commitment plan, acceptable to the Association, dated July 9, 2019, which sets out a summary of the material measures and actions to address the potential environmental and social risks and impacts of the Project, including the timing of the actions and measures, institutional, staffing, training, monitoring and reporting arrangements, and any instruments to be prepared thereunder; as the ESCP may be revised from time to time, with prior written agreement of the Association, and such term includes any annexes or schedules to such plan.

24. "Environmental and Social Standards" means, collectively: (i) "Environmental and Social Standard Assessment and Management of Environmental and Social Risks and Impacts"; (ii) "Environmental and Social Standard 2: Labor and Working Conditions"; (iii) "Environmental and Social Standard 3: Resource Efficiency and Pollution Prevention and Management"; (iv) "Environmental and Social Standard 4: Community Health and Safety"; (v) "Environmental and Social Standard 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement";

25. “Establish Baseline” means using the relevant instrument to take an initial measure of the relevant indicator of interest.

26. “First Allocation of Learning Grant” means a Base Grant and Per Student Allocation under the Project.

27. “Fiscal Year” or “FY” means the fiscal year of Recipient commencing on January 1, and ending on December 31, of each year.


29. “Ghana Education Service” or “GES” means the Recipient’s institution established and operating pursuant to the Ghana Education Service Act, 1995 (Act 506) or its successor.


32. “Independent Verification Agency” means either the Recipient’s agency assigned to carry out the verification as specified in the PIM or a consultant or consultants hired to carry out the functions indicated in Section I.D of Schedule 2 of this Agreement.

33. “In-Service Teacher Training” or “INSET” means organized short-term activity imparting information or instruction to teachers who are currently employed by the MoE and teach at basic schools.

34. “Inspection Standards of Teaching Practices” means aggregated rating of 3 (= Good) based on the standards and scale utilized by the National Inspectorate Board to assess the teacher’s teaching methods in the classroom, where 4 is rated as outstanding, 3 as Good, 2 as satisfactory and 1 as unsatisfactory.

35. “Learning Grants” means financial transfers to Targeted Schools for improving student learning outcomes in schools based on School Performance Improvement Plans and may comprise a Base Grant and a Per Student Allocation to be determined and described in the PIM.

36. “Lesson Observation Tools” means the instruments used by NIB, GES and other education entities to observe lessons in a classroom setting.
37. "Mobile School Report Card" means an instrument collecting a range of school level data on teachers and students that has been piloted in 20 districts in the Recipient's territory to date.

38. "MoE" means the Recipient's Ministry of Education or its successor.

39. "mSRC" means mobile school report card.

40. "National Assessment Strategy" means the strategy to be prepared by the Recipient which includes national and international assessments (both census and sample-based) on education and provides the purposes, grade levels, time frames, implementation mandates and costs and a costed plan on communication implementation and dissemination of said strategy, as said strategy may be amended from time to time.

41. "National Council for Curriculum and Assessment" or "NaCCA" means an agency of the Ministry of Education that has the mandate to develop and review national curriculums and assessments, or its successor.

42. "National INSET Framework" means the In-Service Teacher Training framework developed by GES and comprising instructions, guidelines for training and coaching, roadmap for developing e-learning modules, processes for gathering feedback from teachers to inform training modules review and delivery and other materials in connection with improving teaching.

43. "National Inspectorate Board" or "NIB" means an agency of the Ministry of Education that has the mandate to conduct inspection and supervision of schools and provide feedback to schools to improve their learning conditions or its successor.

44. "National Teaching Council" or "NTC" means the Recipient's institution established and operating pursuant to Education Act, 2008 (Act 778) or its successor.

45. "New Curriculum" means a revised curriculum that is being rolled out in the Recipient's territory that amends the existing curriculum to be more competency-based.

46. "Operating Costs" means the incremental operating expenditures incurred by the Recipient on account of the Project implementation, management, monitoring and evaluation, including salaries of contractual staff, office maintenance and office repairs, as well as expenditures for materials and supplies, communication costs, support for information systems, translation costs, bank charges and travel and per diem costs of the Project staff and other reasonable expenditures directly associated with implementation of the Project activities, all based on an annual budget acceptable to the Association, but excluding salaries of officials of the Recipient's civil service and such other expenditures as may be agreed by the Association.

47. "Operational Plan" means the Recipient's plan comprising P4 Math and English assessment tool, a repository of tests items and digitized assessment protocols.

48. "Participating Agencies" means GES, NIB, NTC, NaCCA and any other agencies which may be recommended by the Recipient.

49. "Per Student Allocation" means the Recipient's allocation of funds to schools based on the number of students enrolled and attending.
50. "Project Implementation Manual" or "PIM" means the manual referred to in Section I.B.1 of Schedule 2 of this Agreement, to be prepared by the Recipient satisfactory to the Association, describing and setting forth procedures for implementation of the Project and institutional arrangements, consistent with the provisions of this Agreement and with applicable laws and regulations and including, *inter alia*, timetables of actions required to be carried out under the Project, the respective roles and responsibilities of the agencies involved in the implementation of the Project, staffing, the fiduciary, technical and operational aspects and procedures for implementation of the Project, including the financial management procedures (budgeting, accounting and internal control, disbursement and flow of funds, financial reporting, annual reports, internal and external audit arrangements procedures and including the Project specific chart of accounts), procurement procedures, monitoring and evaluation arrangements including DLIs and the verification protocols, other fiduciary and administrative arrangements and necessary terms of reference, as the same may be amended from time to time by agreement with the Association.

51. "Project Technical Team" or "PTT" means the team referred to in Section I.A (1) of Schedule 2 of the Agreement.

52. "PTTR" means pupil trained teacher ratio.

53. "Salaries" means the financial compensation paid by the Recipient to MOE employees at stipulated intervals for rendered services.

54. "School Head" means the administratively highest-ranking teacher in the school;

55. "School Management Committee" means a committee that consists of members of the community the school is in, including parents of students at the school;

56. "School Performance Improvement Plan" means a plan drafted at the school level by the school management committee (SMC) that addresses the challenges faced by the school; documents the school’s results and performance and provides information on the school’s needs to the district for its support and action.

57. "School Term" means a duration of three months.

58. "Signature Date" means the later of the two dates on which the Recipient and the Association signed this Agreement and such definition applies to all references to "the date of the Financing Agreement" in the General Conditions.

59. "Structured Pedagogy" means an approach to teaching that relies on utilization of evidence-based content and scripted lesson plans to improve learning.

60. "Targeted Instruction" means an approach of teaching students at their level of knowledge, and not their grade level.

61. "Targeted Primary Schools’ are primary schools selected to receive support under Parts 1 and 2 of the Project.

62. "Targeted Schools" means the schools selected under this Project to receive support under Parts 1 and 2 of the Project including KG, Primary and junior high schools.
63. “Teaching and Learning Materials” or “TLM” means a range of materials that complement teaching and learning, such as teacher guides and pupil books and workbooks.

64. “Teaching Practices” means the various strategies and approaches employed by teachers in the classrooms for the delivery of the curricula to achieve desired learning outcomes.

65. “Timely Disbursement of Capitation Grants” means disbursement of capitation grants is delayed by no more than one School Term for all public basic schools.

66. Training” means the training provided under the Project, including seminars, workshops, knowledge sharing activities and study tours, and covers the following costs associated with such activity: travel and subsistence expenditures and other travel-related allowances for training participants such as per diems and reasonable accommodation costs, costs associated with securing the services of trainers, rental of training facilities, preparation and reproduction of training materials, and other costs directly related to training preparation and implementation, all based on periodic budgets acceptable to the Association (but excluding costs of consulting services).

67. “Underperforming Schools” means the schools which persistently fail to meet the minimum standards set by NIB.

68. “Verification Protocol” means an official system of definitions, rules and procedures governing the verification of results under the project and described in the PIM satisfactory to the Association.

69. “Year” or “Years” means any or all of Year 0, Year 1, Year 2, Year 3, Year 4 or Year 5, as the context may require.

70. "Year 0" means the period starting from January 1, 2019, to the Effectiveness Date.

71. “Year 1” means the period starting on the Effective Date and ending on December 31, 2020.

72. “Year 2” means the period starting on January 1, 2021, and ending on December 31, 2021.

73. “Year 3” means the period starting on January 1, 2022, and ending on December 31, 2022.

74. “Year 4” means period starting on January 1, 2023, and ending on December 31, 2023.

75. “Year 5” means the period starting on January 1, 2024, to December 31, 2024.