

Getting to Best Education Sector Plan

Ministry of Education

Republic of Liberia



Concise Version

July 2017-June 2021

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Table of Contents

President’s Foreword	Error! Bookmark not defined.
Minister’s Foreword.....	6
Chapter 1 Introduction.....	7
1.2 Concise G2B-ESP	7
1.3 Timeframe	8
1.4 National plans.....	8
1.5 Evidence base	8
1.6 Consultations.....	9
Chapter 2 Program overview.....	10
2.1 Persistent challenges.....	10
2.2 Strategic response.....	10
2.3 Theory of change.....	12
2.4 Program design	13
2.5 Program links	13
2.6 Program components	14
Chapter 3 School Quality Program.....	22
3.1 Summary	22
3.2 School Quality Program.....	23
Component 1: Establish school quality standards	23
Component 2: School improvement grants	23
Component 3: Principals’ leadership program	24
Component 4: Increase the proportion of ECE, basic and secondary schools with toilets and safe water	25
Chapter 4 Education Management and Accountability Program.....	26
4.1 Summary	26
4.2 Education Management and Accountability Program.....	27
Component 1: Education Delivery Unit (EDU) and education partnerships	27
Component 2: Workforce reform	28
Component 3: School inspection.....	29
Component 4: Support and accountability at decentralized levels.....	30
Component 5: Sector planning, budgeting, monitoring and financial strengthening.....	31
Chapter 5 Early Childhood Education Program	34
5.1 Summary	34
5.2 Early Childhood Education Program	35
Component 1: ECE public awareness campaign and outreach to families and communities about the value of ECE and good parenting skills	35

Component 2: Roll out ECE certification and training for teachers through Rural Teacher Training Institutes, colleges and universities	35
Component 3: Build additional ECE school infrastructure in areas of greatest need	36
Component 4: Improve the quality of ECE provision for children aged 3- to 5-years-old	36
Chapter 6 Overage and Out-of-School Program	38
6.1 Summary	38
6.2 Overage & Out-of-School Program	39
Component 1: Increase capacity to plan, budget and manage AE	39
Component 2: Professional development for AE teachers, facilitators, principals and administrators	40
Component 3: Overage student program	41
Component 4: Out-of-school children and young people program.....	42
Chapter 7 Teacher Education & Management Program	43
7.1 Summary	43
7.2 Teacher Education & Management Program	44
Component 1: Improve teacher registration, performance management and incentives	44
Component 2: Increase the proportion of qualified and trained teachers	45
Chapter 8 Curriculum & Assessment Program	47
8.1 Summary	47
8.2 Curriculum & Assessment Program	48
Component 1: New English and mathematics syllabuses and teacher guides	48
Component 2: Establish a national assessment system for grades 3 and 6	49
Chapter 9 Student Well-being Program.....	50
9.1 Summary	50
9.2 Student Well-being Program.....	51
Component 1: Implement National Policy on Girls' Education	51
Component 2: Counter school-related gender-based violence	52
Component 3: School health and student well-being.....	53
Chapter 10 Technical and Vocational Education and Training	56
10.1 Summary	56
10.2 Technical and Vocational Education and Training Program.....	57
Component 1: Improve the TVET information base.....	57
Component 2: Improve the quality of TVET delivery	58
Component 3: Lay the foundation for a national qualification framework for agriculture and another area of high demand	59
Chapter 11 Higher Education Program	60
11.1 Summary	60

11.2 Higher Education Program.....	61
Component 1: Higher Education quality and relevance through partnerships and accreditation	61
Component 2: Realign financing of higher education to improve efficiency and equity .	62
Component 3: Update Higher Education Act.....	62
Chapter 12 Results and targets.....	63
Chapter 13 Budget.....	66

President's Foreword

Our children and young people are the future we want for Liberia. Their education is the responsibility of all of us: parents, grandparents, communities and the Government.

We work towards a vision for education in Liberia where every child can go to school, where there is a quality teacher in every classroom, and where children achieve a good standard of learning. We have a vision of education for young people where they can access relevant quality education and training which improves their skills for livelihoods and work. We have this vision because education is the foundation of development.

Despite the many challenges we face, Liberia has made progress in improving education as we work towards the goal of education for all. In 2011, through the Education Reform Act, we enshrined compulsory free basic education (up to Grade 9). The national teacher verification exercise is removing the ghost teachers who have diverted resources from our children's education. We have led the world in innovations in improving early grade literacy and experimenting with partnership schools. Our education system has recovered from the scourge of the Ebola epidemic.

The new Getting to Best Education Sector Plan 2017-2021 continues these reforms, progress and innovation, delivering on the priorities identified by education stakeholders in consultations through the Joint Education Sector Review and Education Round Table. It will help us move towards the goals of the Agenda for Transformation and Sustainable Development Goal 4 to '*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*' With this plan, we take steps to gradually removing fees for early childhood, begin to regularly inspect schools, train thousands of teachers and develop a new national curriculum for the 21st century.

I wish to thank the Ministry of Education, Ministry of Youth and Sport, Ministry of Finance and Development Planning, Civil Service Agency and the many education officers, teachers and educators who contributed to the G2B-ESP. I acknowledge the support of our many development partners and local and international non-government organizations who continue to support education in Liberia. I also thank the many faith-based partners and private schools who provide education for our children. Truly, it takes a country to educate a child.

The Government of Liberia is committed to the funding and delivery of the G2B-ESP and approves the plan for implementation.



Ellen Johnson Sirleaf
President
Republic of Liberia

Minister's Foreword

The Getting to Best Education Sector Plan 2017-21 is the culmination of 14 months of analysis, consultation and planning. It builds on the achievements and lessons of the last decade and the vision of our teachers, principals and education officers.

Since we started work on the Getting to Best agenda we have removed many ghost teachers from the payroll, started the Partnership Schools for Liberia, conducted the most successful annual school census, and provided school improvement grants to over 2,500 schools. In the last few years, with the help of our development partners, we have built new schools and hundreds of toilets and water systems. We have provided 340,000 reading books and over a million textbooks. The B certificate teacher training program has restarted. We have restructured and downsized the Ministry and recruited new District Education Officers. Every day over 400,000 children are fed.

But we face many challenges: limited resources, many schools still without decent water or toilets, many teachers without certificates, principals who need training, a TVET sector which doesn't prepare students for livelihoods and work, and large numbers of children who are too old for their grade or who drop out or never attend school. Despite our efforts, learning outcomes are poor.

The G2B-ESP will drive reforms right down to the school level as we try to tackle these many problems. What changes will you see in schools?

- Gradually, ECE fees will be reduced to ensure all children can attend kindergarten
- More trained teachers: 1,000 new C certificate graduates, 2,500 in-service Accelerated C teachers, 600 new B certificate teachers, 3,000 C ECE teachers and a clean, strong payroll
- Every school receiving at least one inspection visit per year
- New national curriculum syllabi for English and Math and national assessments for Grade 3 and 6
- Construction of hundreds of new toilets and water systems
- Special programs for overage and out-of-school children to get every child in school
- New national certificate for Agriculture and strengthening our TVET institutions and trainers
- Improved quality assurance in higher education with stronger connections to international universities

The Government will invest more in ECE and primary education, cutting inequitable subsidies and redirecting resources to the foundation grades of education. We will invest in teachers and the systems needed to monitor the performance of the education system. We will invest in the most disadvantaged areas first, and the most vulnerable children first.

We cannot make this journey alone. Our development partners have been closely involved in the development of the plan: their resources will be added to ours. I thank them for their commitment and support. I call on every education officer, every teacher, every principal, every parent and every student to do their part in implementing the G2B-ESP.

As per my authority under the Education Reform Act (2011), I approve this plan for implementation in all schools from July 1st 2017.



Hon. George Kronnisanyon Werner, **Minister of Education, Republic of Liberia**

Chapter 1 Introduction

1.2 Concise G2B-ESP

The Getting-to-Best Education Sector Plan (G2B-ESP) is available in full or concise formats (Table 1-1). The concise G2B-ESP contains program components, results framework and indicative budget. For additional background information on program areas and an overview of the education sector in Liberia please refer to the full G2B-ESP. In-depth analysis on the state of education is contained in the Education Sector Analysis (ESA). The MoE will develop Annual Operational Plans based on the G2B-ESP which will include programmatic budgets and detailed timelines.

Table 1-1 Education analysis and planning documents

Document	Publication	Contents
Education Sector Analysis	November 2016	In-depth analysis on the state of education in Liberia including national and international research, references and data
G2B-ESP full version	November 2016	Program-by-program analysis and background Program components, budgets and results framework Education sector background References
G2B-ESP concise version	November 2016	Program components, budgets and results framework
Annual Operational Plans	Annually	Operational plan, timeframe, interim targets and detailed budget for G2B-ESP activities

1.3 Timeframe

The G2B-ESP runs for four years between 1st July 2017 to 30th June 2021.

Table 1-2 G2B-ESP timeframe

Year 1	1 st July 2017 - 30 th June 2018
Year 2	1 st July 2018 - 30 th June 2019
Mid-term review	September-November 2019
Year 3	1 st July 2019 – 30 th June 2020
Year 4	1 st July 2020 – 30 th June 2021

1.4 National plans

National plans for development used in the design of the G2B-ESP include:

- The Constitution of the Republic of Liberia (1986)
- Education Reform Act (2011)
- Agenda for Transformation (2012)
- Getting to Best Priorities and Roadmap (2015)

The G2B-ESP aligns with Sustainable Development Goal 4 (SDG) commitments to ‘*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*’:

1.5 Evidence base

Data and learning from a wide range of national and international sources was included in the development of the G2B-ESP including:

- Joint Education Sector Review (2015)
- Education Sector Analysis (2016)
- MoE Education Sector Plan (2010-2020) and Operational Plan (2014-16)
- MoE Annual Reports
- MoE National School Census Reports (2008-2015)
- Recent, relevant national and international reports and studies

1.6 Consultations

During the development of the G2B-ESP, a wide range of stakeholders were consulted.

Table 1-3 G2B-ESP consultations

Consultation	Dates	Stakeholders
Joint Education Sector Review	13 th -17 th July 2015	Development partners, non-government organizations, county and district officers
G2B-ESP Workshop 1	27 th -28 th January 2016	MoE officers
Education Roundtable	28 th -29 th April 2016	National-level stakeholders, other Ministries
G2B-ESP Workshop 2	2 nd -3 rd May 2016	MoE officers and ESDC members
G2B-ESP Program Work Sessions	29 th July, 3 rd August, 5 th August and 10 th August 2016	MoE officers, development partners, non-government organizations
G2B-ESP Workshop 3	26 th September 2016	MoE officers, development partners, non-government organizations, other Ministries

Chapter 2 Program overview

2.1 Persistent challenges

The MoE and stakeholders highlighted a number of persistent challenges faced by the Liberian education system:

- Meeting the growing demand for education with limited resources
- Large numbers of children and young people who are out-of-school
- Large numbers of children and young people who are enrolled in the incorrect grade
- Poor learning outcomes related to teaching, curriculum, school quality, management and accountability and gender inequality

2.2 Strategic response

Table 2-1 G2B-ESP strategic response

Mission of Ministry of Education	To provide all Liberians with the opportunity to access and complete affordable education of quality and relevance that meets their needs and those of the nation	
Vision¹ of the G2B-ESP	(a) every child can access a nearby school, where there is a quality teacher in every classroom, each school day, who achieves improved learning standards that are linked to an updated curriculum and assessed at each level; and, (b) young people can access relevant quality education and training which improves their livelihood and employability skills; and; (c) robust, accessible and efficient mechanisms are in place to hold school principals, teaching staff, county and district education officers and the boards of education institutions to account for achieving quality standards and improved learning outcomes and relevant skills.	
Goal²	Improve the equity, quality and relevance of teaching and student learning in early childhood education, basic education, secondary, alternative education, TVET and higher education	
Impact	Improved student learning outcomes	
	Young people have the necessary skills for livelihoods and employment	
Strategies	Program	Responsible

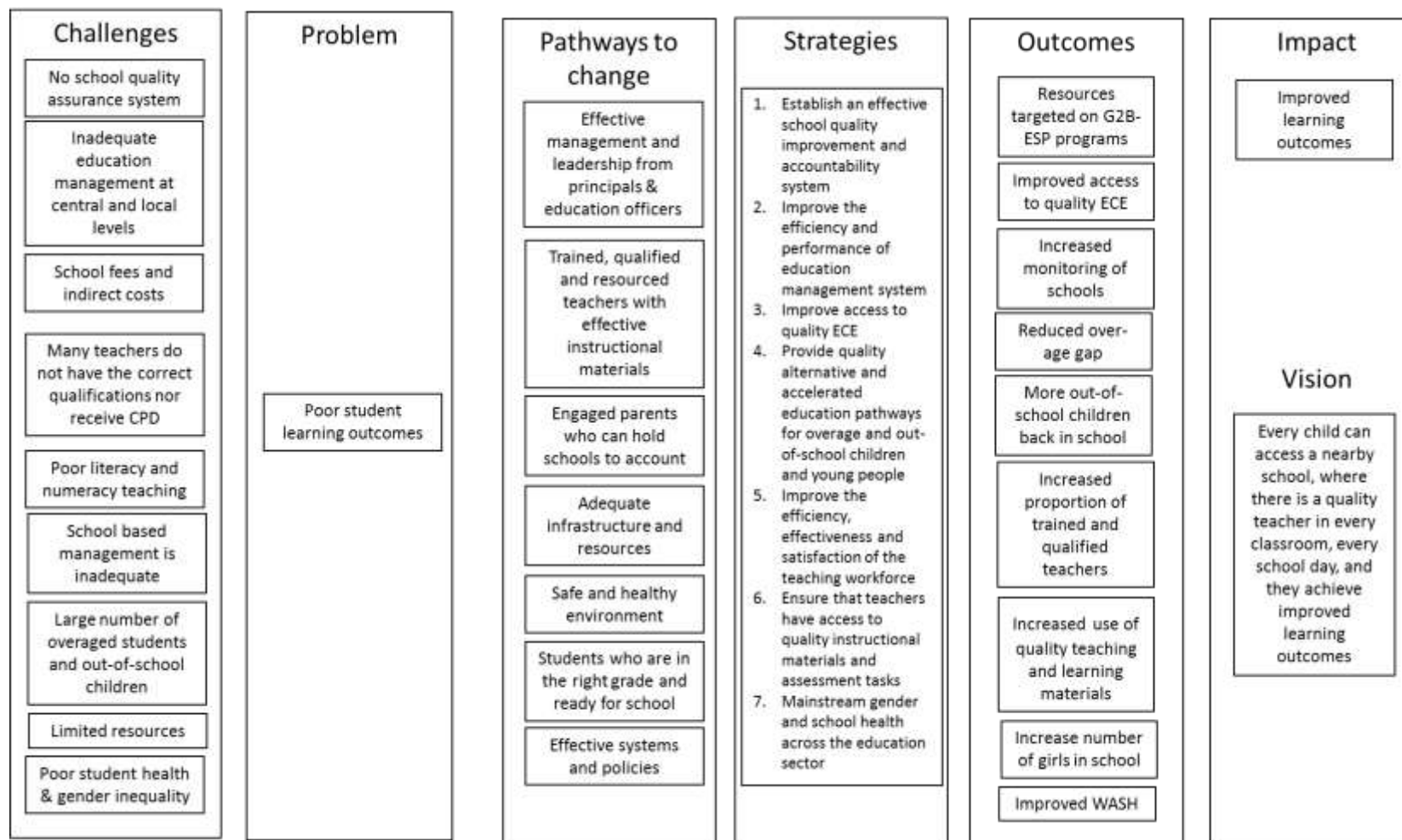
¹ Long term i.e. 10 years

² Medium term i.e. 4 years

Establish an effective school quality improvement and accountability system	School Quality Program	Deputy Minister for Administration
Improve the efficiency and performance of education management systems	Education Management & Accountability Program	Deputy Minister for Planning, Research and Development
Improve access to quality ECE	Early Childhood Education Program	Deputy Minister for Instruction
Provide quality alternative and accelerated education pathways for overage and out-of-school children and young people	Overage and Out-of-School Program	Deputy Minister for Instruction
Improve the efficiency, effectiveness and satisfaction of the teaching workforce	Teacher Education & Management Program	Deputy Minister for Instruction
Ensure that teachers have access to quality instructional materials and assessment tasks	Curriculum & Assessment Program	Deputy Minister for Instruction
Mainstream gender and school health across the education sector	Student Well-being Program	Deputy Minister for Instruction
Improve the quality and relevance of technical and vocational education and training	Technical and Vocational Education and Training Program	Deputy Minister for Instruction
Leverage regional and international partnerships and expertise, target market demand for critical skills and increase the efficiency of education expenditure	Higher Education Program	Director General, National Commission on Higher Education

2.3 Theory of change

Figure 2-1 G2B-ESP theory of change diagram for improving learning outcomes in ECE and basic education



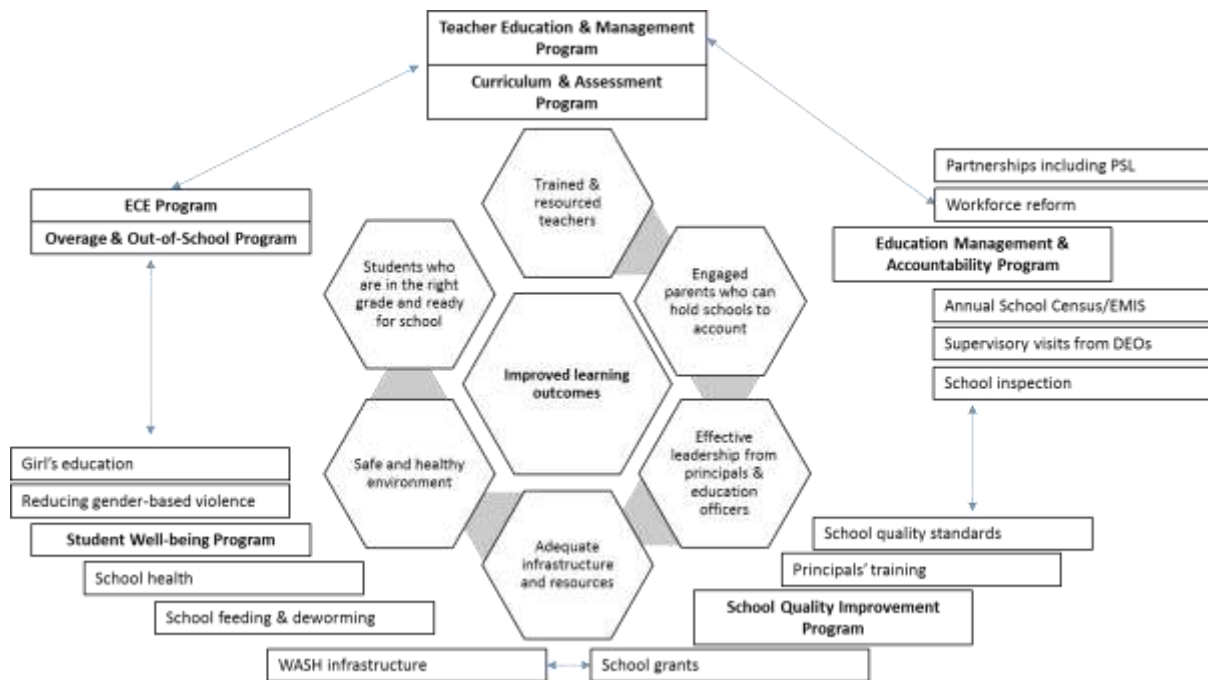
2.4 Program design

A **program** is a comprehensive package of interventions to deliver the G2B-ESP strategies. A Deputy Minister oversees each program. Each program is organized into one or more **components** under the responsibility of one or more Assistant Minister or Director. A component is a set of costed **activities** and targets which MoE and its stakeholders can deliver in the G2B-ESP timeframe.

2.5 Program links

The challenges are complex and persistent so programs and components are interrelated. For example, improving learning outcomes in ECE and primary grades involves inspections, school improvement grants, new curriculum, new infrastructure, better trained and deployed teachers and efforts to deal with overage enrolment (Figure 2-2). Essential connections between activities are highlighted in the program chapters.

Figure 2-2 Example program map for improving learning outcomes in ECE and basic education schools (selected components)



2.6 Program components

Table 2-2 G2B-ESP program components, 2017-21

G2B-ESP	Program and component	Lead officer(s)	Supporting officer(s)
Strategy 1	Establish an effective school quality improvement and accountability system		
Program 1	School Quality Program	Deputy Minister for Administration	
Components	1. Establish School Quality Standards	Deputy Minister for Instruction Deputy Minister for Planning, Research and Development	Assistant Minister for Basic and Secondary Education Assistant Minister for Planning, Research and Development Director, Policy Formulation and Implementation Director, Planning, Monitoring and Evaluation
	2. School Improvement and Grants system	Assistant Minister for General Administration Deputy Minister for Planning, Research and Development	Assistant Minister for Planning, Research and Development Comptroller Budget Officer
	3. Principals' Leadership Program	Deputy Minister for Instruction Deputy Minister for Planning, Research and Development	Assistant Minister for Fiscal Affairs and Human Resource Development Director, Professional Development Director, Human Resources

G2B-ESP	Program and component	Lead officer(s)	Supporting officer(s)
	4. Increase the proportion of ECE, basic and secondary schools with toilets and safe water	Assistant Minister for General Administration	Director, Physical Environment Director, School Health and Physical Education
Strategy 2	Improve the efficiency and performance of education management system		
Program 2	Education Management & Accountability Program	Deputy Minister for Planning, Research and Development	
Components	1. Education Delivery Unit and education partnerships	Deputy Minister for Planning, Research and Development	Assistant Minister for Fiscal Affairs and Human Resource Development Director, Human Resources Donor Coordinator
	2. Workforce reform	Assistant Minister for Fiscal Affairs and Human Resource Development	Assistant Minister for Teacher Education Director, Professional Development Director, Human Resources
	3. School inspection	Deputy Minister for Planning, Research and Development	Assistant Minister, Planning, Research and Development Director, Research, EMIS, Statistics and Demographics
	4. Support and accountability at decentralized levels	Deputy Minister for Instruction	Assistant Minister for Fiscal Affairs and Human Resource Development Comptroller

G2B-ESP	Program and component	Lead officer(s)	Supporting officer(s)
	5. Sector planning, monitoring, budgeting and finance strengthening	Deputy Minister for Planning, Research and Development Deputy Minister for Administration	Assistant Minister for Planning, Research and Development Director, Research, EMIS, Statistics and Demographics Director, Planning, Monitoring and Evaluation Comptroller
Strategy 3	Improve access to quality ECE		
Program 3	Early Childhood Education Program	Deputy Minister for Instruction	
Components	1. ECE public awareness campaign and outreach to families and communities about the value of ECE and good parenting skills	Assistant Minister for Early Childhood Education	ECE Specialists Director, Communications Director, Parent and Community Engagement and National Dropout Prevention
	2. Roll out ECE certification and training for teachers through Rural Teacher Training Institutes, colleges and universities	Assistant Minister for Early Childhood Education Assistant Minister for Teacher Education	Director, Teacher Education Director, Professional Development ECE Specialists
	3. Build additional ECE school infrastructure in areas of greatest need	Assistant Minister for General Administration	Assistant Minister for Early Childhood Education Director, Physical Environment ECE Specialists
	4. Improve the quality of ECE provision for children aged 3- to 5-years-old	Assistant Minister for Early Childhood Education	Assistant Minister for Research, Planning and Development ECE Specialists

G2B-ESP	Program and component	Lead officer(s)	Supporting officer(s)
Strategy 4	Provide quality alternative and accelerated education pathways for overage and out-of-school children and young people		
Program 4	Overage & Out-of-School Program	Deputy Minister for Instruction	
Components	1. Increase capacity to plan, budget and manage alternative education (AE)	Assistant Minister for Basic and Secondary Education	Director, Alternative Basic Education Comptroller Director, Human Resources Director, Planning, Monitoring and Evaluation
	2. Professional development for AE teachers, facilitators, principals and administrators	Assistant Minister for Teacher Education	Director, Alternative Education Director, Professional Development
	3. Overage student program	Assistant Minister for Basic and Secondary Education Assistant Minister for Planning, Research and Development	Director, Alternative Basic Education Director, Policy formulation and implementation
	4. Out-of-school children and young people program	Assistant Minister for Basic and Secondary Education	Director, Alternative Basic Education Assistant Minister for Student Personnel Services Director, Parent and Community Engagement and National Dropout Prevention

G2B-ESP	Program and component	Lead officer(s)	Supporting officer(s)
Strategy 5	Improve the efficiency, effectiveness and satisfaction of the teaching workforce		
Program 5	Teacher Education & Management Program	Deputy Minister for Instruction	
Components	1. Improve teacher registration, performance management and incentives	Assistant Minister for Teacher Education Assistant Minister for Fiscal Affairs and Human Resource Development	Director, Teacher Education Director, Professional Development Director, Human Resources
	2. Increase the proportion of qualified and trained teachers	Assistant Minister for Teacher Education	Director, Teacher Education Director, Professional Development Director, Human Resources
Strategy 6	Ensure that teachers have access to quality instructional materials and assessment tasks		
Program 6	Curriculum & Assessment Program	Deputy Minister for Instruction	
Components	1. New English and mathematics syllabuses and teacher guides	Executive Director, Curriculum Development and Textbooks Research	Assistant Minister for Basic and Secondary
	2. National literacy and numeracy assessment system for grades 3 & 6	Executive Director, Curriculum Development and Textbooks Research	Assistant Minister for Research, Planning and Development Director, Research, EMIS, Statistics and Demographics

G2B-ESP	Program and component	Lead officer(s)	Supporting officer(s)
Strategy 7	Mainstream gender and school health across the education sector		
Program 7	Student Well-being Program	Deputy Minister for Instruction	
Components	1. Implement National Policy on Girls' Education	Assistant Minister for Basic & Secondary Education	Director, Girls' Education Director, Policy Formulation and Implementation Director, Research, EMIS, Statistics and Demographics Director, Communications
	2. Counter school-related gender-based violence	Assistant Minister for Basic and Secondary Education	Director, Girls' Education Director, Communications Executive Director, Curriculum Development and Textbooks Research
	3. Strengthen school health and student well-being	Assistant Minister for Student Personnel Services	Director, Special and Inclusive Education Director, School Health and Physical Education Director, Guidance and Counselling Director, Physical Environment Supervisor, School Feeding
Strategy 8	Improve the quality and relevance of technical and vocational education and training		
Program 8	Technical and Vocational Education and Training Program	Deputy Minister for Instruction	

G2B-ESP	Program and component	Lead officer(s)	Supporting officer(s)
Components	1. Improve the TVET information base	Assistant Minister for Science, Technology, Vocational and Special Education	Director, Vocational and Technical Education Director, Research, EMIS, Statistics and Demographics
	2. Improve the quality of TVET delivery	Assistant Minister for Science, Technology, Vocational and Special Education	Director, Vocational and Technical Education Assistant Minister for Teacher Education Director, Alternative Basic Education
	3. Lay the foundation for a national qualification framework for agriculture and another area of high demand	Assistant Minister for Science, Technology, Vocational and Special Education	Assistant Minister for Teacher Education Executive Director, Curriculum Development and Textbooks Research Director, Vocational and Technical Education
Strategy 9	Leverage regional and international partnerships and expertise, target market demand for critical skills and increase the efficiency of education expenditure		
Program 9	Higher Education Program	Director General, National Commission on Higher Education	
Components	1. Increase quality and relevance in Higher Education	Director General, National Commission on Higher Education	

G2B-ESP	Program and component	Lead officer(s)	Supporting officer(s)
	2. Improve equity and efficiency in higher education finance	Director General, National Commission on Higher Education	
	3. Higher Education Act	Director General, National Commission on Higher Education	

Chapter 3 School Quality Program

3.1 Summary

G2B impact	Improved student learning outcomes	
G2B priorities	School infrastructure meets the needs of children, improving enrollment and retention MoE and schools are accountable for children's learning	
Challenges	<ul style="list-style-type: none"> • Lack of a school quality assurance system • Sustainability and utilization of school grants • School leadership and school level teacher management needs strengthening • Many schools lack basic toilets and water supplies 	
SDG targets	<p>4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p> <p>4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>	
Strategy	Establish an effective school quality improvement and accountability system	
Program name	School Quality Program	
Responsible officer	Deputy Minister for Administration	
Components	1. Establish School Quality Standards	Deputy Minister for Instruction Deputy Minister for Planning, Research and Development
	2. School Improvement and Grants system	Assistant Minister for General Administration Deputy Minister for Planning, Research and Development
	3. Principals' Leadership Program	Deputy Minister for Instruction Deputy Minister for Planning, Research and Development

	4. Increase the proportion of ECE, basic and secondary schools with toilets and safe water	Assistant Minister for General Administration
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3.2 School Quality Program

Component 1: Establish school quality standards

Develop national school quality standards and quality assurance and inspection tools

1. Establish a technical working group on school quality standards with a mandate to draw on existing MoE guidance, PSL learning and local and international learning to develop school quality standards.
2. Based on those standards, develop a quality assurance tool for use by DEOs and School Inspectors. The standards will provide a framework for the school improvement planning, school grant process and school inspections and include specific WASH, school health and gender equality standards.
3. Conduct consultation meetings with education stakeholders to review and improve the draft MoE School Quality Assessment (SQA) tool.
4. Test the SQA tool in representative 100 schools.
5. Conduct a workshop to revise the SQA tool following testing. Draft management guidelines.
6. Disseminate the school standards to all education officers and schools via Minister's Circular.
7. Establish school inspectorate, train and resource DEOs and begin to inspect schools (Education Management & Accountability Program).

Component 2: School improvement grants

Update School Grant Guidelines and School Improvement Plan Guidelines

1. Workshop to review previous grant scheme and update the School Improvement Plan Guidelines, implementation plan, costs, compliance and sustainability strategy, SIP templates and School Quality Grant Guidelines. Ensure revised guidelines and templates are reinforce G2B strategic priorities (i.e., improving learning outcomes, special education, age-appropriate enrolment) and priorities highlighted in the School Report Card, the School Quality Standards, and the Teacher Code of Conduct.
2. Print Guidelines for 2,500 schools.

DEO support and school-community engagement

3. Training for county and district officers on revised School Improvement Grants and Plans. The school improvement program will be facilitated by DEO and School Inspectors to school leadership, the PTA and SMC.
4. Training for principals on School Improvement Grant utilization (see Component 3).
5. Conduct public awareness activities using radio and SMS to raise awareness of grants and ensure transparency (so communities know when grants have been distributed to school bank accounts).
6. DEO and school inspectorate spot-checks on schools to check SIP and utilization of school grants.

Provide school grants and research impact of school fees

7. Update school grant distribution lists using 2016 Ministerial Briefing on Equitable Resource Allocation.
8. Provision of school grants, making use of mobile money to the extent possible, using the above policy to ensure the most disadvantaged schools receive additional resourcing.
9. Advocate for increased GoL contribution to school grant pool.
10. Conduct research on the impact of school fees.
11. Provide recommendations, including recommendations on school grants policy, based on research findings.

Component 3: Principals' leadership program

1. Stakeholder consultation to develop draft profiles for school principals and vice principals, identify core competencies, and professional development priorities for school leaders. Build on recent experiences in principals' training and agree on content and a modality for an in-service professional development program for school principals.
2. Develop Principals' Training Program for ECE, basic and secondary school principals. Include:
 - a. Improving English and mathematics learning outcomes and assessment
 - b. School Improvement Plan, inspections and School Improvement Grants
 - c. Teacher Code of Conduct and teacher appraisal, discipline and performance management
 - d. Community engagement for school management and returning out-of-school children and young people to school, including children with disabilities
 - e. Improving girls' education and reducing gender-based violence including referral pathways and responsibilities
 - f. Strategies for improving learning for overage children

- g. Improving WASH, deworming and school feeding
 - h. MoE policies
3. Print materials: Principals' Certification Preparation Manual (PCPM) and the Liberia School Leadership Training Manual (LSLT).
 4. Identify provider to facilitate program implementation.
 5. Conduct training for 2,500 principals. Training will follow a cluster-based and self-study in-service professional development model. Target the most disadvantaged areas first.
 6. Establish partnership with COTAE and the NTAL for the recruitment of principals and administering of certification exams based on the School Leadership Handbook.
 7. Recruit new principals from a list of existing qualified teachers and principals meeting minimum qualification and experience and extend recruitment of graduates from the University where applicable.
 8. Conduct external training evaluations at the end year to strengthen and improve programs.
 9. Link principals' certification to a higher pay grade and benefits as part of the civil service reform and in line with the Educator Management Policy.
 10. Update principal recruitment and deployment processes to ensure transparency and merit-based selection.

Component 4: Increase the proportion of ECE, basic and secondary schools with toilets and safe water

1. Update standard designs and costings for classrooms to include water tanks and rainwater collection.
2. Update standard Ventilated Pit Latrine design and costings for ECE and post-ECE schools and institutions including accessibility and safety measures.
3. Ensure gender sensitive approaches for construction and allocation of WASH facilities. Ensure school grant guidelines encourage self-build.
4. Engage with communities and non-government organizations to fund and construct new toilets, handwashing stations and water supplies. Ensure school grant guidelines encourage self-build and supplies for toilets and handwashing.
5. Target construction at the schools most in need.

Chapter 4 Education Management and Accountability Program

4.1 Summary

G2B impact	Improved student learning outcomes	
G2B priorities	MoE and schools are accountable for children's learning	
Challenges	<ul style="list-style-type: none"> • Difficulty delivering strategic programs to improve education access and quality nationwide • MoE staff at decentralized levels do not ensure critical quality improvement, school support and accountability functions • A large cadre of retirement age and low performing staff who need to be removed from MoE payroll to create space for new workers • Inadequate and unbalanced budget hampers investment in critical sectors such as ECE 	
Strategy	Improve the efficiency and performance of education management system	
Program name	Education Management and Accountability Program	
Responsible officer	Deputy Minister for Planning, Research and Development	
Components	1. Education Delivery Unit and education partnerships	Deputy Minister for Planning, Research and Development
	2. Workforce reform	Assistant Minister for Fiscal Affairs and Human Resource Development
	3. School inspection	Deputy Minister for Planning, Research and Development
	4. Support and accountability at decentralized levels	Deputy Minister for Instruction
	5. Sector planning, monitoring, budgeting and finance strengthening	Deputy Minister for Planning, Research and Development Deputy Minister for Administration

4.2 Education Management and Accountability Program

Component 1: Education Delivery Unit (EDU) and education partnerships

The MoE will establish an Education Delivery Unit (EDU) responsible for driving implementation of G2B-ESP priorities. The EDU will address some of the shortcomings identified regarding implementation of ESP 2010-2020 and Operational Plan 2014-2016. Namely, that these plans sought to address too many priorities, and in so doing, undermined funding of and momentum toward key strategic objectives and failed to empower high-potential staff toward improved performance.

The EDU will be structured to (i) focus on a small number of priority ESP programs, (ii) empower, and hold accountable, high potential staff, and (iii) report directly to the Minister of Education. While identification of priority programs will be finalized during the EDU development process, these may include (i) workforce reform, inclusive of teacher verification, (ii) school management and accountability, (iii) education partnerships and (iv) fundraising and resource mobilization. Given its focus on narrowly-defined priority initiatives, the EDU will not displace the core functions of MoE Departments or budget normally allocated to departmental activities. EDU staff selection will be competitive and may be open to MoE, other civil service and eligible non-civil service applicants. If EDU staff are seconded from existing MoE positions, a transition arrangement will be made to minimize disruption.

Operationalize Education Delivery Unit (EDU)

1. Finalize EDU implementation priorities and performance objectives and design organizational structure, staffing, workplan, performance indicators.
2. *Note: several current activities, including payroll verification, teacher testing, and education partnerships, have secured external funding and have begun to operate in ways envisioned for the EDU.*
3. Communicate EDU role within MoE structures and ensure clear communication, relationships and roles and responsibilities with Departments and Bureaus from whom EDU staff are seconded.
4. Identify and secure EDU lead officers.
5. Design, fund and implement robust evaluation of EDU overseen activities, as exemplified by the randomized control trial of the PSL program.

Strengthen and build education partnerships and coordination

1. Operational review of MoE partnership mechanisms to identify strengths and weaknesses of existing MoE partnership engagement, inclusive of MoE partnership contracting, management and oversight systems.

2. Develop MoE partnership engagement strategy, mechanism(s), and program and evaluation priorities. For example, the MoE may want to widen stakeholder participation in the ESDC, support CEOs in engaging in county-level partnerships, be more aggressive in seeking out international technical and financial resources, seek to better utilize and influence non-government schools, or re-visit existing concession agreements to orient them toward a quality agenda.

Partnership Schools for Liberia

1. Implement, monitor and evaluate the PSL.
2. Share learning and include successful, cost-effective innovations and practices in relevant G2B-ESP programs and future interventions. If successful, expand to 300 schools.

Component 2: Workforce reform

Remove 'ghost' teachers and identify unqualified teachers

1. Continue to identify and remove ghost teachers as part of the payroll verification exercise.
2. Work with the Teacher Education & Management Program to complete testing of all teachers.
3. Offer severance packages to redundant teachers.
4. Work closely with CSA and MFDP to ensure savings from payroll cleanup are used for G2B-ESP priorities (such as pay for supplementary and volunteer teachers or priority activities).

Gradually transition supplementary, voluntary and newly qualified teachers onto the regular MoE payroll

5. Plan and budget for the transition of underpaid supplementary teachers to the regular MoE payroll. Target the most disadvantaged areas first.
6. Plan and budget for the transition of trained volunteer teachers to the regular MoE payroll. Target the most disadvantaged areas first.
7. In coordination with the Teacher Education & Management Program, plan, model and budget for the additional payroll requirements for teachers completing the Accelerated 'C' certificate, pre-service 'C' certificate, in-service 'B' certificate, ECE, degree and associate degree graduates and TVET certificates over the lifetime of the G2B-ESP.

Offer retirement packages for eligible staff

8. Support the Civil Service Agency to mobilize resources to offer retirement pensions to identified 1,100 eligible MoE staff.
9. Secure funding to provide severance packages as a fair compensation to staff who will leave the Civil Service as required by law.

10. Secure approval for the revised MoE organogram including district and county offices.

Component 3: School inspection

Operationalize Ministry Inspectorate of Schools

1. Create a rapid, small-scale 'Inspectorate of Schools' to be overseen by the MoE Planning Department and led by two key personnel (Chief Inspector and Technical Advisor). The program will start small with the expectation that initiation of inspection activities in the field be rapid and that reports and recommendations from the Inspectorate go directly to the Deputy Minister level and to Parliament.
2. Complete terms of reference for the Ministry Inspectorate and for key staff – inclusive of key priorities, responsibilities and reporting lines. Note: the Inspectorate is separate from the DEO structure. This is because the Inspectorate is expected to offer an independent report on key issues at decentralized levels.
3. Digitalize the School Quality Assessment tool designed and tested by the School Quality Program. Tool will draw on PSL quality assurance recommendations, as well as other local, regional and international experiences. Specifically, for each school visit, the Inspector will have key messages to share (from the MoE central office), key stakeholders to meet with, and key pieces of data to collect. It is envisioned that this information and data collection will be inputted through a tablet, regularly uploaded to, and stored in, the cloud and, collated and made available to MoE and the public. Materials will be developed to align with school quality standards. Reporting will be done through a 'School Report Card' model where in school progress toward priority indicators in communicated via an easy to understand report card.
4. Design Inspectorate training course and training materials and identify training provider.
5. Recruitment and induction training for 50 School Inspectors (50% female). Ten-day residential training including assessed school visits.
6. Provision of equipment and transport necessary for completing school inspections.
7. Raise MoE and public awareness of the role of the Inspectorate.
8. In 2016/17, pilot the inspection process, tool and Report Card (50 schools total, in five counties, with 10 schools/county). Finalize and test mobile app and back-up paper-based materials. Target the most disadvantaged areas first.
9. Conduct 'flash visits' (surprise inspections) to 1,250 schools in year 1 (with an equal share in each county) and 2,500 schools annually thereafter. Target the most disadvantaged areas first. Inspectors will be paid per inspection completed. Schools will receive at least one inspection per year.

10. For each inspection, the Inspector will invite the local DEO and instructional supervisor to join. The visit will include a school inspection (based on the school quality standards) and meeting with and listening to, students, teachers, principal, PTA members and SMC members.
11. Within a week of each visit, the write up from individual inspections will be transmitted to Ministry Central Office. Once per quarter the Inspectorate will complete a summary report for distribution the Deputy Ministers and Parliament.
12. Inspection activities could eventually be overseen by a Centre for Education Management once it is established and funded.

Component 4: Support and accountability at decentralized levels

Capacity development for district and county education officers

1. Conduct capacity assessment and training needs assessment of DEO and CEO staff.
2. Evaluate performance of DEO and CEO staff and identify CEO and DEO staff who need to be replaced for performance issues.
3. Develop detailed job description, including key performance indicators, qualifications and appropriate remuneration, for each position, building on the provision in the law of 2011. Include these in Educator Management Policy.
4. Design DEO and CEO certification course and assessment and training materials. The course is envisioned as a two-week 'short course' –implemented regionally.
5. The training course provides professional development on educational leadership and management and cover school quality improvement, G2B-ESP priorities, school grants implementation and monitoring, data collection and reporting (e.g. school census), effective teacher performance management, including absenteeism, gender-based violence and Code of Conduct issues, financial management, and County/District School Boards. These materials will be organized in a District Education and Supervisors Certification Preparation Manual (DESCPM) and a Supervision Framework and Training Modules.
6. Identify training implementer with a focus on rapid implementation, capacity to integrate experiential learning (field work) and sustainability. For this reason, a local college or university could be considered.
7. Identify and select candidates (based on minimum qualifications, experience, and interviews) to participate in the certification course: 40 DEO candidates and 15 CEO candidates. Repeat in year 2 to ensure all positions are filled with certified candidates. Aim for at least 50% female officers. Target the most disadvantaged areas first.
8. Deploy candidates who successfully pass the certification exam and selection process to the districts.

9. Conduct once-yearly refresher trainings for all DEOs.

Resourcing of DEO and CEO monitoring and school support activities

10. Provide sufficient material and financial resources for DEOs to visit all government schools in their district at least once per year. Visits should ensure oversight of school improvement and school grant monitoring, as well as addressing issues identified by the school community.

Component 5: Sector planning, budgeting, monitoring and financial strengthening

Sector planning, budgeting and monitoring

1. Work with relevant program teams to create annual operational plans and program based budgets tied to MoE G2B-ESP priorities.
2. Conduct annual Joint Education Sector Reviews which monitor and analyze sector performance against G2B-ESP targets, SDG4 targets and annual operational plans.
3. Conduct annual Joint Education Sector Reviews to bring stakeholders together to discuss and review past-year performance and progress towards G2B-ESP targets and international agendas and targets.
4. Annually review sector emergency preparedness plans.
5. Ensure all plans, EMIS data and reports are made available publicly under the Freedom of Information Act (for example, on the MoE website).

Sector monitoring, evaluation and research

1. Validate finalize and endorse the National Education Sector Monitoring and Evaluation Policy and Strategy in light of G2B-ESP and SDG4, complete with a implementation responsibilities at the central, county, district and school levels and detailed descriptors of all indicators. The framework will integrate M&E data collection priorities, identify data sources and collection schedules, identify roles and responsibilities and have a training manual.
2. Complete G2B-ESP Intermediate Results Framework and update quarterly.
3. Strategic review of priority monitoring and data collection needs, including human resource needs and data collection costs. The focus should be on data which originates from the school or district levels and is required central level actions and reporting nationally and internationally.
4. Develop a policy-relevant Research Program on an annual basis. The program should include 3-5 targeted studies from the G2B-ESP. The agenda should include cost-effectiveness analysis to strengthen the link between sector planning and budgeting activities.

Education Management Information System

1. Conduct a strategic review of the existing MoE EMIS and school census function, including (i) Review system in terms of value for money, accuracy and user-friendliness, (ii) identify new data collection needs from G2B-ESP indicators (e.g. children and young people with disabilities; school grants; learning), (iii) Identify opportunities to increase public access to data, (iv) Integration with national assessment system (Curriculum & Assessment Program), WAEC results and School Quality Assessment tool data (Education Management & Accountability Program), and, (v) international agendas and targets including SDG4-Education 2030
2. Revise the EMIS and school census system based on review. Explore electronic school census data collection.
3. Include all higher education and alternative education providers in the annual school census.
4. Establish ESDC sub-committee to improve independent verification of school census data.
5. Continuous professional development of MoE EMIS staff with relevant training (e.g., Microsoft Excel). No further training at the district or school levels (included in principal, DEO and CEO training packages).
6. Implement school census each year.

Develop and implement a communications strategy

1. With relevant programs, develop and implement annual and quarterly plans for communications, aligned with G2B-ESP priorities and programs (e.g. benefits of the G2B-ESP for children and teachers, awareness campaigns on school fees, alternative education and enrollment policies, workforce reform and subsidy reform). Identify objectives, target audiences, and messages, to aid planning.
2. Produce a simple information booklet for parents and teachers about the G2B-ESP.
3. Launch the G2B-ESP.
4. Using analysis done under the Liberia Teacher Training Program, evaluate communications needs for the G2B-ESP and current Ministry capacity. Take account of new partnerships with the Carter Center (on access to information) and Hampton Creek (on a user-friendly website).
5. Use multiple, accessible channels to communicate information. Make sure that radio, especially local radio, is used, and that simple English and local languages are used where appropriate.
6. Establish channels for public feedback and reporting, such as free SMS and anonymous channels. Ask the public to report misuse of resources or unprofessional

behavior. Publicize information about how MoE responds. (See Student Well-being and Teacher Education and Management Programs.)

7. Undertake regular evaluations of communications.

Financing

1. Finalize and implement Subsidy Policy covering all sub-sectors to free up resources for public schools. Reduce subsidy to non-government schools by USD 2m.
2. Reform higher education transfers to improve efficiency and resourcing of foundational education sectors (Higher Education Program, Chapter 13).
3. New chart of accounts which reflects MoE program areas.
4. Establish task force on education financing to identify new and innovative sources of education finance and engage with Ministries and stakeholders to target resources to the G2B-ESP priority sectors.

Chapter 5 Early Childhood Education Program

5.1 Summary

G2B impact	Improved student learning outcomes	
G2B priority	Lay the foundations for children's learning with ECE	
Challenges	<ul style="list-style-type: none"> • Geographical and social disparities in access to quality ECE (e.g. school fees) • Lack of awareness among parents and communities on the importance of ECE and school readiness programs • Limited training for ECE teachers and early childhood professionals • Massive number of over-age pupils • Inadequate ECE facilities across the country to accommodate the growing number of ECE pupils. • Lack of resources to effectively implement quality ECE programs- 	
SDG target	4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	
Strategy	Improve access to quality ECE	
Program name	Early Childhood Education Program	
Responsible officer	Deputy Minister for Instruction	
Components	1. ECE public awareness campaign and outreach to families and communities about the value of ECE and good parenting skills	Assistant Minister for Early Childhood Education
	2. Roll out ECE certification and training for teachers through Rural Teacher Training Institutes, colleges and universities	Assistant Minister for Early Childhood Education Assistant Minister for Teacher Education
	3. Build additional ECE school infrastructure in areas of greatest need	Assistant Minister for General Administration

	4. Improve the quality of ECE provision for children aged 3- to 5-years-old	Assistant Minister for Early Childhood Education
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5.2 Early Childhood Education Program

Component 1: ECE public awareness campaign and outreach to families and communities about the value of ECE and good parenting skills

Public awareness campaigns to promote ECE

1. Disseminate information on the benefits of at-age enrollment, in partnership with other early childhood development programs on nutrition, health, and birth registration.
2. Develop programs to promote good parenting skills and introduce age-appropriate activities and stimulation suitable for the home setting.
3. Conduct and report a parental perception study.

Component 2: Roll out ECE certification and training for teachers through Rural Teacher Training Institutes, colleges and universities

ECE certification for teachers through Rural Teacher Training Institutes, colleges and universities

1. Work with institutions offering or planning ECE courses (such as WRTTI) and the Bureau of Teacher Education to ensure that there is a strong certificate program, and that teacher training course content on ECE meet the needs of the education sector (for example, including strategies for overage children, children with disabilities, pre-literacy and pre-numeracy). Train 300 pre-service ECE teachers with user-pay model and use targeted scholarships to ensure participation women and students from disadvantaged areas. Update Educator Management Policy.
2. Work along with the Bureau of Fiscal Affairs and Human Resource Development to ensure that ECE teachers are included in payroll verification which is checking teachers' qualifications (Education Management and Accountability Program) and ensure that teachers who have qualifications in ECE are placed in ECE schools.
3. Review user-pay model regularly to ensure it is not reducing numbers of female teachers or those from remote areas.

Training (CPD) for existing teachers

4. In coordination with the Teacher Education & Management Program, use CPD material developed by the Bureau for ECE to train 3,000 unqualified ECE teachers.

CPD to be delivered as part of school cluster CPD by Instructional Supervisors supported by ECE Master Trainers. Include early intervention module for special education. Target training at most disadvantaged schools first.

5. Establish and resource 15 Model ECE Centers (one per county, starting with the most disadvantaged areas first) to be used as demonstration schools for the CPD in-service teacher training activities.
6. Develop the capacity of CEOs, DEOs and School Inspectors to monitor the quality of ECE at schools and ensure ECE improvements are included in the School Improvement Plan (Education Management & Accountability Program).
7. Include strategies to improve the quality of ECE in school principal training (Education Management & Accountability Program).
8. Conduct and report a cost analysis for future ECE training (in-service and pre-service).
9. Coordinate with NGOs to expand care-giver training for areas where there is no ECE provision.

Component 3: Build additional ECE school infrastructure in areas of greatest need

ECE infrastructure construction

1. Work with EMIS and Department of Administration to identify communities without basic quality ECE school infrastructure, complete needs assessment and update low-cost child-friendly ECE classroom standard designs.
2. Build child-friendly school infrastructure: 30 ECE classrooms, 100 ECE-specific ventilated pit latrines and 100 water systems in targeted locations. Use low-cost approaches to construction such as community mobilization, partnerships and grants. Coordinate with School Quality Improvement Program on toilet and water system construction. Target construction at most disadvantaged areas first.

Component 4: Improve the quality of ECE provision for children aged 3- to 5-years-old

Research to understand demand and supply of ECE programs and the potential impact of tuition fee removal

1. Based on demographic projections, assess demand for ECE in all districts.
2. Assess the potential costs and impact of abolishing school fees, including increased enrolment, resources available to ECE schools, and possible community responses.
3. Assess supply of ECE programs, including school-based and community-based ECE institutions, teachers, trainers, ECE providers and financial resources, including unit-costs, payroll, central and local grants and transfers and fee payments.

Develop an ECE Policy

4. Develop and disseminate ECE Policy which covers the introduction of age-appropriate services, fair and transparent registration and admission system, roll-out of new curriculum, incentives for community-based services, training, and monitoring.
5. Clarify enforcement on policy for age-appropriate enrollment, to stipulate that, from the 2017-18 school year, children 6 years and older should not be enrolled in ECE schools but rather enroll at an accelerated learning program or into correct grade (Overage & Out-of-School Program). Train district education officers to monitor and enforce this (refer to School Quality Program).

Develop an ECE funding plan

6. The funding projection shall include various options depending on the availability of domestic and external funding availability and also options for different scope of ECE services (daily duration of ECE programs, number of days ECE programs provide, class sizes, etc.).

Develop plan to accommodate the transition of overage students

7. Work with the Bureaus of Basic and Secondary Education and Alternative Education to implement plans to reduce overage enrolment in ECE and ensure that over-age students receive the appropriate level of teaching (refer to the Overage & Out-of-School Program).

ECE program implementation

8. Pilot new school-based and community-based programs in the most at need areas which improve ECE quality (for example, school grants, resource procurement, community-based ECE, additional teachers to speed transition of overage children, early intervention for children with disabilities etc.) and draw the lessons based on thorough evaluation.
9. Roll-out successful ECE quality improvement programs such as procuring and distributing locally-produced, locally-relevant materials to public ECE schools or school grants to reduce fees.
10. Quality and learning outcomes study to examine quality of teaching and learning in ECE schools.
11. Conduct a process evaluation of ECE provision in PSL schools.

Chapter 6 Overage and Out-of-School Program

6.1 Summary

G2B impact	Improved student learning outcomes	
G2B priority	Reduce overage enrollment and increase access to education for out-of-school children and young people	
Challenges	<ul style="list-style-type: none"> • Many children are not in the correct grade and over-age children in ECE block correct aged children from attending school • Large numbers of children and young people are out-of-school • Alternative education programs need to be better coordinated and harmonized • Donor dependent sub-sector with impending gaps in program funding 	
SDG targets	<p>4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p> <p>4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education</p>	
Strategy	Provide quality alternative and accelerated education pathways for overage and out-of-school children and young people	
Program name	Overage & Out-of-School Program	
Responsible officer	Deputy Minister for Instruction	
Components	1. Increase capacity to plan, budget and manage AE	Assistant Minister for Basic and Secondary Education
	2. Professional development for AE teachers, facilitators, principals and administrators	Assistant Minister for Teacher Education
	3. Overage student program	Assistant Minister for Basic and Secondary Education Assistant Minister for Planning, Research and Development

	4. Out-of-school children and young people program	Assistant Minister for Basic and Secondary Education
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6.2 Overage & Out-of-School Program

Component 1: Increase capacity to plan, budget and manage AE

Finalize, approve and implement harmonized AE Policy and Guidelines

1. Update, approve and implement the draft harmonized AE Policy and Guidelines in consultation with stakeholders. Include latest data, situational analysis, AE program quality standards and corresponding license/permit system procedures and secure, nationally recognized AE Student Report Card³. Coordinate with School Quality, Education Management and Curriculum & Assessment Programs to ensure harmonization.
2. Produce and disseminate copies of harmonized AE Policy and Guidelines. Make freely available on MoE website.
3. Develop and implement communication plan in partnership with Public Relations and Communication officers to change public and education personnel perceptions about AE.

Improve human capacity and systems to better manage AE

1. Re-establish monthly coordination and networking meeting for partners (for example AE Technical Team) working in AE to share information, collaborate and plan. Expand invitation to new partners.
2. Establish quarterly high-level Inter-Ministerial Group on overage and out-of-school children and young people to address cross-sectorial issues and harmonized strategies to address the root causes of overage enrolment and out-of-school children. Include Ministry of Youth and Sports, Ministry of Labor, Ministry of Justice, development partners working in this area, and key MoE staff from TVET, Planning and Gender.
3. Conduct training needs analysis. Increase human capacity at MoE head office through Component 3 and 4 projects and professional development. For example, technical advice, targeted recruitment, international expert volunteers or study.
4. Expand registration, inspection visits and licensing/permit system for non-government AE providers. Coordinate with and utilize school inspectorate and DEOs.

³ Alternative Education also provides education for adults and it is anticipated these activities will continue while the MoE focus on the priorities of out-of-school children and overage enrolment.

5. Work with EMIS team to ensure integration of AE provider database with EMIS and inclusion of non-government providers in annual school census.
6. Refine the role, qualifications and skill set of AE Supervisors.
7. Recruit, induct and deploy five new AE Supervisors to be based at county education offices. Coordinate with Education Management Program.
8. Conduct quarterly coordination and refresher meetings for county-based AE Supervisors (for example, in updated AE curriculum and instructional materials). Ensure AE Supervisors attend School Inspector training in coordination with School Quality Program. Explore the possibility of using adapted School Quality Assessment tool adapted for AE provision.

Update AE national curricula for over-age children and out-of-school children and young people

1. In partnership with AE providers, review existing ALP and ABE curricula and instructional materials (including those currently offered by partners) in light of new primary English and mathematics syllabuses and teacher guides, and in close collaboration with the Curriculum & Assessment Program. Harmonize learning outcomes for three levels with regular school curriculum to ensure children and young people can re-enter successfully. Where necessary, update curricula and instructional materials for learners.
2. Upload to MoE website and share with partners.

Component 2: Professional development for AE teachers, facilitators, principals and administrators

CPD for district-based officers

1. Support AE Supervisors to visit districts at least once per year to conduct training with district-based officers (such as DEOs, Instructional Supervisors and inspectors) on AE quality standards, licensing, public messaging, new teacher training modules etc. Target training at most disadvantaged areas first.

CPD for teachers, facilitators, principals and administrators

2. Review, approve and disseminate in-service short courses for AE teachers, facilitators, principals and administrators in partnership with the Teacher Education & Management Program and AE providers. Ensure these are aligned with pre-service short courses (below).
3. Target training at most disadvantaged areas first.
4. Deliver in-service short courses as part of projects in component 3 and 4 and the Principals' Leadership Program (School Quality Program, Chapter 5).

Establish pre-service short course on AE

5. In coordination with the Teacher Education & Management Program, select 1-2 reputable institutions to develop, trial and implement a low-cost elective or stand-alone short course in AE for qualified teachers. This should be aligned with any MoE in-service modules and contain content on AE teaching, learning and management strategies, AE Policy, quality standards, curriculum and learning from programs.
6. Work with Teacher Education & Management Program and RTTIs to include AE module in pre-service 'C', 'B' and 'ECE' certificates and in the planned Accelerated 'C' certificate.
7. Conduct an analysis of the costs, salary implications and demand for a longer pre-service AE specialism 'C' certificate (12-18 months) for future AE teachers and facilitators.

Component 3: Overage student program

1. Conduct an analysis of the root causes of overage enrolment in collaboration with the Education Management and ECE Programs. Review available EMIS data and trends (for example, to enable prioritization of projects and target areas).
2. Conduct a rapid assessment of evidence and learning from ALP and other interventions locally and internationally on how to reduce overage enrolment.
3. Working with partners, design, fund, trial, evaluate and implement targeted and staged interventions to reduce the proportion of overage children and improve learning outcomes for overage students by targeting at least 100,000 overage students in the most disadvantaged areas. For example,
 - a. Measures to address root causes of overage enrolment such as policy enforcement, parental mobilization, incentives and sanctions to encourage at-age enrollment
 - b. School readiness booster classes for overage students in ECE
 - c. Accelerated Learning Programs
 - d. Policy changes such as reducing ECE fees
4. Ensure clear messaging to schools, parents and communities on need for overage children to stay in school and receive appropriate accelerated education. Information campaign for correct age ECE and G1 enrollment needs to be launched at least two months prior to start of school year. Accelerated learning option needs to be available for start of academic year.
5. Continue to encourage, coordinate and share learning with non-government partners running over-age student programs.

Component 4: Out-of-school children and young people program

1. Conduct a rapid assessment of evidence and learning from ABE, AYP and other interventions locally and internationally which reduced the proportion of out-of-school children and young people (8-15 years).
2. Review available household and research data to define geographical areas and populations most at need. Coordinate with the Student Wellbeing and TVET Programs to ensure deep understanding of the root causes.
3. Working with stakeholders, design, fund, trial, evaluate and implement targeted projects to reduce the number of out-of-school children and young people and improve their learning and employment outcomes targeting 120,000 out-of-school children and young people in the most disadvantaged areas. For example,
 - a. Alternative Basic Education with pathways back into school or employment
 - b. Interventions to prevent children and young people dropping out of school
 - c. Measures to reduce the root causes of dropping out or never attending school
4. Continue to encourage, coordinate and share learning with non-government partners running over-age student programs.

Chapter 7 Teacher Education & Management Program

7.1 Summary

G2B impact	Improved student learning outcomes	
G2B priority	Qualified, motivated and supported teachers with the skills to improve learning outcomes	
Challenges	<ul style="list-style-type: none"> • Many teachers do not have the correct qualifications or foundation skills • Most teachers do not receive regular Continuous Professional Development • Teacher performance management systems are inadequate • Few teachers in remote or rural areas • Not enough female teachers 	
SDG target	4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.	
Strategy	Improve the efficiency, effectiveness and satisfaction of the teaching workforce	
Program name	Teacher Education & Management Program	
Responsible officer	Deputy Minister for Instruction	
Components	1. Improve teacher registration, performance management and incentives	Assistant Minister for Teacher Education Assistant Minister for Fiscal Affairs and Human Resource Development
	2. Increase the proportion of qualified and trained teachers	Assistant Minister for Teacher Education

7.2 Teacher Education & Management Program

Component 1: Improve teacher registration, performance management and incentives

Teacher appointment, suspension and dismissal policy

1. Approve and implement the Educator Management Policy for the training, appointment, certification, licensing, suspension, and dismissal of teachers. Consult with TVET, alternative education, ECE and school principal training programs to ensure planned teacher and principal training and certification changes have been included in the Policy.
2. Implement biometric teacher registration and unique codes for all new pre-service teachers. Ensure secure integration with EMIS.
3. Conduct a teacher deployment, efficiency and utilization study to inform design of pilot activities.
4. In coordination with the Student Well-being program, strengthen referral pathways for teacher offences and establish a list of teachers dismissed from position due to breaching Code of Conduct or criminal offences such as sexual abuse of students.
5. In coordination with the Education Management & Accountability Program, ECE Program and TVET Program, regularly review and model teacher workforce data and projections.

Training and tools for principals and DEOs in teacher performance management

6. Train DEOs in teacher performance management (Education Management & Accountability Program, Chapter 6).
7. Train principals in teacher performance management (School Quality Program, Chapter 5).

Pilot strategies to improve teacher attendance

8. Expand mobile money to 50% of the teaching workforce and 90% of new teachers to reduce time away from school collecting salary checks.
9. In partnership with the Education Management & Accountability Program, develop, and pilot one intervention to improve teacher attendance (for example, free phone lines for reporting absenteeism, public reporting of absent teachers etc.). Base development of pilots on learning from PSL trial and interventions in similar contexts.

Pilot and policy for attracting teachers to work in rural areas

10. Develop and pilot one teacher incentive strategy for remote rural areas (for example, remote location allowances).

11. Review and update newly qualified teacher deployment policy in Educator Management Policy (for example, to include mandatory service for teachers whose pre-service training is paid for by GoL).

Incentives to attract more women into teaching

12. Conduct one pilot to increase the number of young women to join the workforce (for example, financial incentives, scholarships, additional training and mentoring). Prioritize female teacher enrollment in science and mathematics 'B' grade certificate courses.

National dissemination of the teacher Code of Conduct to teachers, parents and students

13. Publish and widely disseminate the Code of Conduct through pre- and in-service teacher training.
14. Produce and disseminate a child-friendly version of the teacher Code of Conduct for parents and students.

Component 2: Increase the proportion of qualified and trained teachers

Sustain and expand 'C' and 'B' certificate teacher training for unqualified teachers

1. Expand 'B' certificate in-service (600 graduates over four years) and sustain 'C' pre-service (1,000 graduates) program at RTTIs. Ensure that newly qualified teachers are bonded with a written agreement and conditions (for example, to serve in remote areas for a certain number of years) if MoE is funding their training. Conduct regular tracer studies of newly qualified teachers to inform policy. Explore recruitment of recent graduates and National Volunteer Service volunteers to address gaps.
2. Explore options for gradually introducing user-pay for residential pre-service programs being mindful of risks of excluding women and teachers from remote areas.
3. Develop an Accelerated 'C' certificate in-service program for counties too remote from RTTIs. Ensure both 'C' programs include substantial instructional modules on literacy, numeracy, health (including comprehensive sexuality education), AE and special education and are based on the new English and mathematics syllabuses and instructional materials.
4. Pilot the Accelerated 'C' certificate in-service program (up to six weeks residential plus CPD and self-study).
5. Scale up program to disadvantaged counties first. Target teachers identified in previous teacher testing.
6. Ensure sufficient budget for additional payroll costs from certifying supplementary or unqualified teachers. Refer to Education Management & Accountability Program.

7. Coordinate with ECE, TVET and AE on certification and teacher training.

In-service CPD teacher training program for qualified basic education teachers

1. Review existing in-service training modules from Liberia and overseas. Work in conjunction with the Curriculum and Assessment Program and ECE Program to design an in-service CPD teacher training program with modules that focus on teaching English, mathematics, school health and special education for primary teachers.
2. Coordinate with ECE, TVET and AE programs to ensure coherence with their planned teacher training activities.
3. Add mandatory CPD days to school calendar.
4. Arrange schools into CPD clusters (6-7 schools per cluster) based on geography.
5. Train 20 Instructional Supervisors at the county and district level for one week annually (total of 300 Instructional Supervisors).
6. Conduct one week of cluster-based in-service training for 12,000 lower basic teachers annually on English and mathematics. Target training at most disadvantaged schools first.
7. Ensure that the CPD teacher training program includes a government approved CPD Certificate for teachers that successfully complete their CPD course. Ideally this should be worth credit points at respected institutions.
8. Pilot CPD program, including learning from the PSL trial and other evaluations and studies in the region, review and scale up CPD teacher training, initially targeting districts with the greatest need.

Chapter 8 Curriculum & Assessment Program

8.1 Summary

G2B impact	Improved student learning outcomes	
G2B priority	Schools and teachers have the resources to improve learning Early grade assessment national roll-out	
Challenges	<ul style="list-style-type: none"> • Student learning outcomes are low, especially in literacy • Curriculum documents do not provide enough support and guidance for teachers • MoE and teachers do not have strong systems for assessing primary student progress 	
SDG target	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	
Strategy	Ensure that teachers have access to quality instructional materials and assessment tasks	
Program name	Curriculum & Assessment Program	
Responsible officer	Deputy Minister for Instruction	
Components	1. New English and mathematics syllabuses and teacher guides	Executive Director, Curriculum Development and Textbooks Research
	2. National literacy and numeracy assessment system for grades 3 & 6	Executive Director, Curriculum Development and Textbooks Research

8.2 Curriculum & Assessment Program

Component 1: New English and mathematics syllabuses and teacher guides

Develop curriculum policy, curriculum framework, and new syllabuses

1. Review existing curriculum and best international examples.
2. Develop and approve a National Curriculum Policy which lays out the education philosophy and curriculum development process. Coordinate with TVET to ensure coherence and linkages with proposed TVET National Qualification Framework. Coordinate with AE to ensure harmonization with AE curriculum. Coordinate with special education to ensure inclusive approaches.
3. Extend the time for student instruction with at least five hours a week for English and mathematics.
4. Establish expert groups for English, mathematics, science and social science including ECE, special education, school health (including comprehensive sexuality education and infectious diseases), alternative education and gender experts. Ensure inclusion of sustainability, peace-building, human rights and citizenship. Draft and consult on new curriculum framework which show learning standards for each grade from ECE to grade 12 (taking into consideration the existing curriculum).
5. Use framework and learning from LTTP EGRA Plus and EGMA to write new syllabuses for English and mathematics, prioritizing grades 1-6 and including benchmarks for literacy and numeracy.
6. Consult, edit, approve, print and disseminate the policy, framework, and syllabuses in coordination with the Teacher Education and Management Program.

Develop, trial and approve teacher guides with lesson plans for English and mathematics

1. Write teacher guides for grades 1-4⁴ with daily lesson plans based on EGRA Plus and EGMA materials. Include literacy and numeracy assessment tools in the teacher guides. Utilize evaluation data from PSL trial to inform development of guides and support materials.
2. Produce low-cost materials to support teacher guides (e.g. flash cards).
3. Trial syllabuses and teacher guides, monitoring and evaluating teacher practice, student learning outcomes and teachers' comprehension of the materials.

⁴ Commercial teacher guides for grade 5-6 textbooks were distributed as part of the GPE project in 2016.

4. In partnership with the Teacher Education and Management Program CPD and pre-service activities, develop additional teacher training modules for the new syllabus and teacher guides including videos demonstrating effective teaching strategies.
5. Approve and procure sufficient copies of new materials for pre- and in-service teachers.
6. Evaluate the impact of the materials on student learning and teacher practice using the national assessments (Curriculum & Assessment Program) and inspections (Education Management Program).

Develop primary textbooks and reading book criteria

1. Develop student textbook and reading book criteria in line with framework, syllabuses and teacher guides. Update Textbook Policy – Textbook Development and Distribution Policy for Kindergarten, Primary, Junior and Senior Secondary Education produced in 2008.
2. Agree on arrangement for developing Grade 1-4 Textbooks based on the new Curriculum Framework, focusing on mathematics and English. Inform commercial publishers of new requirements. Inform schools of approved textbooks which meet these requirements.
3. Develop costing models for textbook and reading book procurement and prioritize early grade English and mathematics.

Component 2: Establish a national assessment system for grades 3 and 6

Develop, trial and implement a national literacy assessment

1. Examine national literacy and numeracy assessment systems from similar countries.
2. Improve technical expertise to develop, implement and analyze national literacy assessments. Coordinate with the PSL trial.
3. Develop and approve a National Assessment Policy.
4. Develop, trial and implement a national literacy and numeracy assessment for grades 3 and 6 which use the benchmarks established in Component 1.

Reintroduce the WAEC grade 6 examination

5. Coordinate with WAEC to explore the possibility of reintroducing the grade 6 examination. Examine purpose, risks, costs and benefits with stakeholders.
6. Pilot WAEC grade 6 examinations for English and mathematics.

Chapter 9 Student Well-being Program

9.1 Summary

G2B impact	Improved student learning outcomes	
G2B priority	Improve girls' learning outcomes	
Challenges	<ul style="list-style-type: none"> • Poverty, gender norms and other social, cultural and economic factors hinder girls' access to education. Girls' retention and completion rates are significantly lower for high school. High teenage pregnancies disrupt school continuation and is among the leading causes of school drop-out. • High levels of sexual and gender-based violence in schools affect both girls and boys. • Though the National Policy on Girls' Education is very strong, it is not being disseminated, fully implemented, or monitored. • School health activities need to be strengthened and sustained. • Children and young people with disabilities need more support in school. 	
SDG targets	<p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p> <p>4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>	
Strategy	Mainstream gender and school health across the education sector	
Program	Student Well-being Program	
Responsible officer	Deputy Minister for Instruction	
Components	1. Implement National Policy on Girls' Education	Assistant Minister for Basic & Secondary Education

	2. Counter school-related gender-based violence	Assistant Minister for Basic & Secondary Education
	3. Strengthen school health and student well-being	Assistant Minister for Student Personnel Services

9.2 Student Well-being Program

Component 1: Implement National Policy on Girls' Education

Implement core components of National Policy on Girls' Education

1. Develop a simplified version of the National Policy of Girls' Education (2013) for schools including referral pathways for gender-based violence, access to reproductive health services and non-discrimination against pregnant students.
2. Print and distribute 6,000 copies of parent-friendly policy. Print 500 copies of full Policy for MoE staff at county and district level.
3. Raise awareness of the Policy's provisions on non-discrimination against pregnant adolescents and young mothers using Ministerial press statements, Ministerial Circular, website and media.
4. Using 2016 rapid assessment evidence and learning from partners, identify vulnerabilities and barriers to girls' enrollment and attainment. Prioritize implementation of Policy components addressing those issues.

Improve data collection on gender issues

5. Collect, review and report data on girl's education (as set out in the National Policy). Disaggregate data by region and remoteness, household income, and other forms of disadvantage, and use it to plan and target programs.
6. Develop and publish annually a Girls' Education Report Card, as provided by the Policy. Include WASH, CSE, alternative education and other related issues.
7. Incorporate indicators of a girl-friendly and gender-sensitive environment into monitoring of school quality (under the School Quality Program).
8. Build on partnerships with international and local partners to share data and program evaluations.

Build Ministry capacity to address gender equality issues

9. Train 120 staff in Central Office and counties on girl's education issues. Train staff to use gender mainstreaming tools such as gender audits, making use of the expertise of the Ministry of Gender, Children and Social Protection and partners.

Implement priority gender equity interventions through other Programs

10. Build support for gender equity among teachers and principals, as part of pre-service teacher training and continuous professional development. Incorporate gender-sensitive approaches to teaching, pedagogy and planning into continuous professional development in coordination with Teacher Education & Management, Curriculum & Assessment, Over-age & Out-of-School, ECE and TVET Programs.
11. Support recruitment and advancement of women in the teaching profession (see Teacher Education & Management Program component 1).
12. In coordination with partners, design, pilot, evaluate and scale-up interventions to improve access and learning outcomes for girls and young women. For example,
 - Targeted school-fee support and scholarships
 - Mentoring programs
 - Tutorial or booster classes and extra support
 - Conditional cash transfers
 - Employability programs
 - Psychosocial support (such as training and supporting school-based counsellors)
 - Projects to reduce gender-based violence and abuse in schools

Component 2: Counter school-related gender-based violence

Strengthen processes for reporting and responding to gender-based violence

1. Develop a clear referral process for victims of violence and sexual exploitation and include in parent-friendly National Policy of Girls' Education booklet. Work in partnership with relevant Ministries, Police, National Taskforce and school principal training program.
2. Build on the Teacher Code of Conduct to develop procedures for responding to anonymous complaints fairly, and with maximum weight given to MoE's obligations to protect students. Include county-based meetings with Police and other stakeholders. Collect and report data in Girl's Education Gender Report Card.
3. Publicize MoE telephone hotline, and develop anonymous (SMS and web-based) reporting channels, to complement improved monitoring under the Education Management & Accountability Program. Establish teacher blacklist of convicted teachers.

Long-term strategies to reduce gender-based violence

4. Support a gender focal point person or people (such as the school counsellor or school health adviser) at the school level to support gender programs and local referral

pathways. Include GBV in training for principals, school counsellors and school health advisers.

5. Develop and implement long-term programs to raise awareness of SGBV, including SGBV affecting boys, and to challenge attitudes that make it easier for perpetrators to commit SGBV.
6. Incorporate preventative measures and messages into the curriculum, including life skills and content on gender equality; support this with guidance counselling and psychosocial support.

Component 3: School health and student well-being

Improve water, sanitation and hygiene (WASH) facilities at schools

1. Refer to School Quality Program for construction and Education Management & Accountability Program for inspection of WASH quality.
2. Continue WASH training programs for new toilet construction, targeting the most disadvantaged schools. Include community mobilization, training and monitoring.
3. Ensure menstruation hygiene and disabilities are considered in design of WASH programs, school based training and school improvement planning.

Roll out comprehensive sexuality and health education and psychosocial training for school-based counsellors

1. Continue to expand and support school health clubs and school counselling services, with training for Instructional Supervisors, school-based counsellors and school health advisers and provision of school health kits. Work in close collaboration with MoH. Include school-based counsellors in Educator Management Policy.
2. Finalise full integration and undertake national roll out of syllabus and teacher guides for gender-sensitive, culturally-appropriate and age specific Comprehensive Sexuality and health education for grade 3-9. Working with Curriculum & Assessment Program and Overage & Out-of-School Program, include in national curriculum framework and alternative education modules at relevant levels.
3. Develop and nationally distribute instructional materials to support delivery of comprehensive sexuality and health education in schools.
4. Conduct training of in-service teachers to deliver quality comprehensive sexuality education integrated in the curriculum for the identified grades as part of the Teacher Education & Management Program.
5. Work with Teacher Education & Management Program and RTTIs to include Comprehensive Sexuality Education as a component of in new (pre-service) teacher training courses. Share with partners and on MoE website.

6. Continue to expand and support school health programs through clubs and school counselling services

Training in health, nutrition and deworming

1. Include training in nutrition and health in both pre-service teacher training and CPD at the school level (in Teacher Education & Management Program).
2. Include deworming, nutrition and school feeding in principals' training (Education Management & Accountability Program) and new CSE and Health curriculum (above).

Deworming and school feeding

1. Procure and distribute deworming medication twice annually for all 4-15 year olds, prioritizing schools in low-income communities and communities without sanitation.
2. Provide one nutritious meal a day to 350,000 children in areas of poor food security. Include school feeding in school quality inspection (Education Management & Accountability Program). Train focal point teachers in nutrition and food safety.
3. Continue coordination with partners providing meals.
4. Conduct annual training for County School Feeding Coordinators.
5. Conduct monitoring visits to district focal points and schools.
6. Work with TVET Program and Ministry of Agriculture to ensure food security and home grown food security are included in proposed Certificate 1 and 2 for Agriculture.
7. Develop long-term sustainability plan to gradually increase use of local suppliers and school gardens to supplement/replace external food provision.

Support for children with disabilities

1. Develop an Inclusive Education Policy and Guidelines for children and young people with disabilities.
2. Ensure new syllabuses and instructional materials take into account children and young people with disabilities (Curriculum & Assessment Program).
3. Improve teacher preparation and CPD with a compulsory module on teaching children with disabilities (Teacher Education & Management Program).
4. Train principals in effective management strategies to include children with disabilities in school (School Quality Program).
5. Include special education in school quality assessments and reporting, including regular inspections of schools for the physically disabled (Education Management & Accountability Program).
6. Improve data collection on children and young people with disabilities by updating the school census form and auditing special education schools (Education Management & Accountability Program).

7. Include children and young people with disabilities in interventions to improve school attendance (Overage & Out-of-School Program).
8. Train school-based counsellors and school health advisers in special education socio-emotional support.

Chapter 10 Technical and Vocational Education and Training

10.1 Summary

G2B impact	Young people have the necessary skills for livelihoods and employment
G2B priorities	As above
Challenges	<ul style="list-style-type: none"> • Fragmented data on TVET supply and ad-hoc labor market information collection limits the government capacity to monitor the TVET sector across ministries • Lack of adequately trained TVET teachers limit quality • Absence of a (i) National TVET qualifications framework, (ii) Demand-driven curriculum and (iii) Coordination across ministries, which reduce employability. • Weak linkages between TVET curricula and the productive sectors of the economy limit relevance • Lack of adequate gender-sensitive activities to address the obstacles girls and young women face in TVET • Inadequate financing modalities fail to incentivize improved efficiency by training institutions⁵.
SDG target	<p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>
Strategy	Improve the quality and relevance of technical and vocational education and training
Program	Technical and Vocational Education and Training Program
Responsible officer	Deputy Minister for Instruction

⁵ Financing will be addressed in the Education Management & Accountability Program.

Components	1. Improve the TVET information base	Assistant Minister for Science, Technology, Vocational and Special Education
	2. Improve the quality of TVET delivery	Assistant Minister for Science, Technology, Vocational and Special Education
	3. Lay the foundation for a national qualification framework for agriculture and another area of high demand	Assistant Minister for Science, Technology, Vocational and Special Education

10.2 Technical and Vocational Education and Training Program

Component 1: Improve the TVET information base

Improve demand-side information base

1. Collate and review existing labor market demand studies on a yearly basis from Ministries, Development Partners and NGOs.
2. Consolidate reviews and highlight areas of high demand areas in an annual report with the National Technical Committee to be presented to the IMTTF and shared with donor partners:
 - Establish a National Technical Committee to act as a secretariat for the IMTTF.
 - Outline the structure and key components of the report.
3. Hold a national stakeholder forum bringing together Ministries, TVET providers and other stakeholders to share best practices and discuss important issues in TVET based on the annual reports.
4. Identify labor market monitoring methodology and information gaps based on the report to serve as the foundation for the elaboration of a Labor Market Information System.
5. Work closely with Higher Education Program on demand and supply research and reports.

Improve supply-side information base

6. Mapping existing TVET suppliers in terms of location, courses provided, measures of effectiveness, graduation numbers, tracer studies and job placements.
7. Review and update the EMIS TVET capture form:
 - Improve and customize the school census questionnaire to TVET.
 - Capture a wider range of TVET providers.

- Provide recommendations for other improvements, notably in the area of gender-disaggregated data, based on a desk review of EMIS TVET capture forms in other countries.
8. Train CEOs specifically on TVET to improve the accuracy of TVET data capture.

Component 2: Improve the quality of TVET delivery

Build the capacity of TVET teachers

1. Introduce TVET certificate teacher training course in an existing training institution aiming for four intakes of 60 teachers across different trades. The focus will be on pedagogy and management of TVET training (for example, managing student placements in industry). The course could be delivered in either residential pre-service or in-service mode.
 - Coordinate with the Teacher Education & Management Program to ensure consistency and quality.
 - Conduct a desk-based review of training modules in ECOWAS countries.
 - Build on alternative education teacher training modules for adults and young people from Overage & Out-of-School Program.
 - Trial training modules paying careful attention to teacher practice and teachers' and students' comprehension of the materials.
 - Include assessment tools for completion of training.
 - Design the pre-assessment and pre-requisites to enter training.
 - Update the Educator Management Policy accordingly
 - Plan with CSA to ensure salary increases once certified are budgeted adequately.
2. Promote the training program and support female TVET teachers in male-dominated occupations or fields to apply.
3. Gradually move to a user-pay funding model.
4. Evaluate of the impact of the training and monitor graduates after training and certification in collaboration with the Monitoring and Evaluation Department.

Build the capacity of TVET training providers

5. Support and strengthen the administration and management in three TVET institutions.
6. Provision of equipment, technical training and infrastructure to three TVET institutions.

7. Hold a forum to lay the foundation for a reform of the governance structure at the level of provider including the consideration of decentralization measures and the inclusion of the private sector.

Component 3: Lay the foundation for a national qualification framework for agriculture and another area of high demand

Develop a TVET curriculum for agriculture for certificate levels 1 and 2 of the Liberian National Qualifications Framework (LNQF)

1. Map and review existing Liberian TVET curricula in agriculture. Review best examples and curriculum standards from ECOWAS and internationally.
2. Establish an expert group including experts from industry, training institutions and relevant Ministries, for the design of a competency-based curriculum framework for Agriculture including Certificate 1 and 2 levels. Coordinate with Curriculum & Assessment and Overage & Out-of-School Programs.
3. Draft specialized agricultural training modules, including entrepreneurship and small business skills.
4. Trial modules in a mixture of TVET institutions.
5. Consult, edit, approve, print and distribute modules which can be made publicly available online for TVET institutions to download.

Lay the foundation for an independent testing agency to approve certificates in agriculture

6. Develop, pilot and implement a competency assessment for Certificate 1 and 2 in Agriculture in partnership with the relevant Ministries and agriculture businesses.

Establish pre-requisites for entering each qualification level in the LNQF for agriculture

7. Map and review existing qualifications and standards.
8. Review best examples and qualification standards from ECOWAS and internationally.
9. Draft, consult and approve qualification standards.

Identify another area of high demand and replicate above steps activities

10. As above.

Chapter 11 Higher Education Program

11.1 Summary

G2B impact	Young people have the necessary skills for livelihoods and employment	
G2B priority	As above	
Challenges	<ul style="list-style-type: none"> • The demand for higher skills and degrees are not appropriately linked with the supply of higher education study programs. • Quality of higher education programs are not internationally validated. • Resources are not distributed based on performance, public priorities (e.g. AfT) or equity considerations and are not used efficiently or cost-effectively. • Higher education courses are not affordable for most of the population. 	
SDG targets	<p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>	
Strategy	Leverage regional and international partnerships and expertise, target market demand for critical skills and increase the efficiency of education expenditure to drive quality improvement and increase equitable access in Liberian higher education.	
Program name	Higher Education Program	
Responsible officer	Director General, National Commission on Higher Education	
Components	1. Increase quality and relevance in Higher Education	Director General, National Commission on Higher Education
	2. Improve equity and efficiency in higher education finance	Director General, National Commission on Higher Education

	3. Higher Education Act	Director General, National Commission on Higher Education
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11.2 Higher Education Program

Component 1: Higher Education quality and relevance through partnerships and accreditation

Program accreditation

1. Identify three diploma or degree programs at three universities in fields which align with Liberia's strategic and economic development priorities, including science, technology, engineering and mathematics (STEM), to initiate program accreditation activities.
2. Create program accreditation task team for each of the three selected programs to design and begin implementation of accreditation process.
3. Integrate this activity with regional/international partnership activities.

Curriculum strengthening and diversification for market relevance

1. Conduct labor market survey, including study fields and gaps in skills, among major formal employers and informal industries proximate to three community colleges to identify mismatches between community college programs and labor market skills needs/employment projections.
2. Establish industry partnerships between employers and higher education study programs or institutions.
3. Convene Community College Labor Market Relevance Task Force (CC-LMRTF) to review survey findings and recommend development of new programs, with an emphasis on short cycle and non-degree programs which could respond to survey findings.

Regional and international partnerships for quality strengthening

1. Build on existing University partnership experiences arrangements to 'pair' universities with regional and international higher education institutions (e.g., ALU relationship with University of Ibadan).
2. Partnership arrangements to be designed to focus on priority quality improvement activities including (i) peer review of selected STEM and AfT priority programs and (ii) support academic and student exchange.

3. Partnership arrangements will be designed so as to provide institutional foundation and policy framework for development of an institutional accreditation system. Partnership arrangements will allow for the exchange common standards and practice for accreditation.
4. Universities and colleges will develop strategic plans and institute annual reporting exercises (i.e., Tubman University model).

Component 2: Realign financing of higher education to improve efficiency and equity

Driving efficiency in higher education finance

1. Implement comparative unit costs and cost-effectiveness study for three-five priority diploma and degree programs each of which are offered at no less than three universities.
2. Introduce monitoring indicators for programs and for performance monitoring (including enrollment, admission, graduation, equity, quality and efficiency of services as well as job placement and earnings upon graduation.) by including all higher education institutions in the annual school census.
3. Realign higher education subsidy policy to improve the equity in the distribution of public financing across higher education institutions – with a focus on increasing value for money and the alignment of financing with GoL developmental priorities with the aim to reduce high education transfers by at least USD 1m annually.
4. Gradually introduce performance financing of higher education institutions starting by introducing demand driven grant financing of innovation in teaching and learning.

Improving equity in higher education finance

1. Continue to reform international and national scholarship programs to increase share of enrolment of students from low income households. Reduce total expenditure on scholarships to USD1.5m annually.
2. Explore options for supporting the increased generation of second and third stream income and pilot programs designed to generate new revenue streams, including pro-poor user fee policies. Good practices could be identified from leading regional universities and elsewhere.

Component 3: Update Higher Education Act

1. Revise of the 1989 Act on Higher Education Act through support and engagement of key stakeholders and in alignment with relevant national, regional and international agendas.

Chapter 12 Results and targets

Table 12-1 G2B-ESP high level results framework

High-level impact	Outcome/s	Indicator
G2B-ESP	Improved student learning outcomes	Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex, grade and location (SDG 4.1.1)
	Young people have the necessary skills for livelihoods and employment	Youth/adult educational attainment rates by age group, economic activity status, level of education and program orientation (SDG 4.4.3)
Program-level impact	Outcome/s	Indicators
School Quality Program	Improved water, sanitation and hygiene at ECE, basic and secondary schools (WASH)	Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions), by location and type of school (SDG 4.a.1)
Education Management & Accountability Program	Resourcing targeted on G2B-ESP programs	<p>% and \$ share of national budget and GDP</p> <p>% and \$ budget allocation to G2B-ESP programs and education levels</p> <p>Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations (SDG 4.5.3)</p> <p>Education expenditure per student by level of education and source of funding (SDG 4.5.4)</p>

	Increased monitoring of schools	# and % of schools monitored disaggregated by frequency, level and location
Early Childhood Education Program	Improved access to quality ECE	Net Enrolment Rate Participation rate in organized learning (one year before the official primary entry age), by sex and location (SDG 4.2.2)
	Reduced proportion of overage children in ECE	Percentage of children over-age for grade (pre-primary, primary education, lower secondary education), by sex and location (SDG 4.1.6)
	Increased proportion of trained and qualified teachers	Pupil-Qualified Teacher Ratio, by sex and location
Overage and Out-of-School Program	Reduced average over-age gap in targeted schools	Average overage gap per grade by sex and location Percentage of children over-age for grade (pre-primary, primary education, lower secondary education), by sex and location (SDG 4.1.6)
	Increased number of out-of-school children and young people returning to formal education	# and % of out-of-school children and young people in programs returning to formal education
Teacher Education & Management Program	Increased proportion of trained and qualified teachers	Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex, by sex and location (SDG 4.c.1)

		<p>Pupil-trained teacher ratio by education level, by sex, type of school and location (SDG 4.c.2)</p> <p>Pupil-qualified teacher ratio by education level, by sex, type of school and location (SDG 4.c.3)</p>
Curriculum & Assessment Program	Increased use of quality teaching and learning materials	% of primary teachers using new English and mathematics materials, by location and type of school
Student Well-being Program	Increased number of girls in school	Gender Parity Index disaggregated by level and location
	Improved female student survival rate	<p>Female student transition rates to secondary education, by location</p> <p>Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse, by sex and location (SDG 4.a.2)</p>
Technical and Vocational Education and Training Program	Increased proportion of trained TVET teachers	<p>Pupil-Qualified Teacher Ratio (TVET sub-sector)</p> <p>Participation rate in technical and vocational programmes (15- to 24-year-olds), by sex and location (SDG 4.3.3)</p> <p>Gross enrolment ratio for tertiary education by location and type of education (SDG 4.3.2)</p>
Higher Education Program	Increased share of enrolment of students from low income households and for women	<p>Share of higher education enrollment from the poorest 40% of the 25 to 35 year-old population by sex</p> <p>Gross enrolment ratio for tertiary education by location and type of education (SDG 4.3.2)</p>

Chapter 13 Budget

Table 13-1 G2B-ESP program budget, 2017-21, USD

Program	Cost	2017/18	2018/19	2019/20	2020/21	Total Cost
School Quality	Total cost	3,567,950	4,002,585	5,079,593	5,209,229	17,859,357
	MoE commitment	-	-	-	-	-
	Funding identified	57,350	-	-	-	57,350
	Funding gap	3,510,600	4,002,585	5,079,593	5,209,229	17,802,007
Education Management & Accountability	Total cost	15,223,175	11,848,800	13,243,800	16,414,300	56,730,075
	MoE commitment	6,000,000	6,000,000	6,000,000	6,000,000	24,000,000
	Funding identified	-	-	-	-	-
	Funding gap	9,223,175	5,848,800	7,243,800	10,414,300	32,730,075
Early Childhood Education	Total cost	4,296,450	4,241,450	4,141,450	3,891,450	16,445,800
	MoE commitment	-	-	-	-	-
	Funding identified	400,000	350,000	250,000	-	1,000,000
	Funding gap	3,896,450	3,891,450	3,891,450	3,891,450	15,445,800
Overage & Out-of-School	Total cost	1,360,900	5,319,800	5,310,700	5,272,700	17,264,100
	MoE commitment	-	-	-	-	-

Program	Cost	2017/18	2018/19	2019/20	2020/21	Total Cost
	Funding identified	-	-	-	-	-
	Funding gap	1,360,900	5,319,800	5,310,700	5,272,700	17,264,100
Teacher Education & Management	Total cost	1,947,650	4,533,550	4,500,550	4,420,550	15,402,300
	MoE commitment	1,800,000	1,800,000	1,800,000	1,800,000	7,200,000
	Funding identified	-	-	-	-	-
	Funding gap	147,650	2,733,550	2,700,550	2,620,550	8,202,300
Curriculum & Assessment	Total cost	238,413	1,078,497	919,497	104,833	2,341,240
	MoE commitment	-	-	-	-	-
	Funding identified	-	-	-	-	-
	Funding gap	238,413	1,078,497	919,497	104,833	2,341,240
Student Well-being	Total cost	14,995,050	15,042,700	15,045,050	14,729,050	59,811,850
	MoE commitment	-	-	-	-	-
	Funding identified	14,800,000	14,800,000	14,800,000	14,600,000	59,000,000
	Funding gap	195,050	242,700	245,050	129,050	811,850
TVET	Total cost	84,100	1,102,875	1,109,500	1,142,300	3,438,775
	MoE commitment	-	-	-	-	-
	Funding identified	-	-	-	-	-

Program	Cost	2017/18	2018/19	2019/20	2020/21	Total Cost
	Funding gap	84,100	1,102,875	1,109,500	1,142,300	3,438,775
Higher Education	Total cost	114,900	87,900	232,900	207,900	643,600
	MoE commitment	-	-	-	-	-
	Funding identified	-	-	-	-	-
	Funding gap	114,900	87,900	232,900	207,900	643,600
Grand Total	Total cost	41,828,588	47,258,156	49,583,040	51,392,313	189,937,097
	MoE commitment	7,800,000	7,800,000	7,800,000	7,800,000	31,200,000
	Funding identified	15,257,350	15,150,000	15,050,000	14,600,000	60,057,350
	Funding gap	18,771,238	24,308,156	26,733,040	28,992,313	98,679,747

Table 13-2 G2B-ESP funding gap after MoE and partner commitments, USD

	2017/18	2018/19	2019/20	2020/21	Total
Total cost	41,828,588	47,258,156	49,583,040	51,392,313	189,937,097
Funding gap	18,771,238	24,308,156	26,733,040	28,992,313	98,679,747
MoE development envelope (Table 14-7)	8,525,607	8,671,495	8,951,785	9,248,892	39,873,410
Additional fundraising, GoL resources or development partner support required	10,245,631	15,636,661	17,781,255	19,743,421	58,806,337

Table 13-3 G2B-ESP component budget, USD

School Quality Program	2017/18	2018/19	2019/20	2020/21	Total Cost	Notes
1. Establish school quality standards	57,350	-	-	-	57,350	
<i>Funding identified</i>	57,350	-	-	-	57,350	PSL activity
2. School improvement grants	3,110,600	3,235,918	4,287,926	4,417,563	15,052,006.94	
3. Principals' leadership program	50,000	416,667	441,667	441,667	1,350,000.00	
4. Increase the proportion of ECE, basic and secondary schools with toilets and safe water	350,000	350,000	350,000	350,000	1,400,000	
Total cost of program	3,567,950	4,002,585	5,079,593	5,209,229	17,859,357	
Funding identified	57,350	-	-	-	57,350	PSL
Funding gap	3,510,600	4,002,585	5,079,593	5,209,229	17,802,007	

Education Management & Accountability Program	2017/18	2018/19	2019/20	2020/21	Total Cost	
1. Education Delivery Unit and education partnerships	3,384,600	3,234,600	4,009,600	4,734,600	15,363,400	
<i>Of which is PSL</i>	3,220,000	3,070,000	3,820,000	4,570,000	14,680,000	
2. Workforce reform	11,196,000	8,028,000	8,550,000	11,142,000	38,916,000	
<i>Funding identified</i>	6,000,000	6,000,000	6,000,000	6,000,000	24,000,000	Payroll clean up savings
<i>Funding gap</i>	5,196,000	2,028,000	2,550,000	5,142,000	14,916,000	Recurrent and one-off costs ⁶
3. School inspection	237,000	343,500	351,500	300,000	1,232,000	

⁶ Payroll and retirement reforms will require CSA and MFDP agreement and are reflected in the G2B-ESP budget to indicate the estimated cost of improving the quality of teacher and education officer workforce (for example, by certifying teachers). Includes recurrent costs of new B and C certificate graduates. Note that the estimate does not include the costs of ECE and TVET certification which are yet to be modelled.

4. Support and accountability at decentralized levels	301,875	169,000	259,000	164,000	893,875	
5. Sector planning, monitoring, budgeting and finance strengthening	103,700	73,700	73,700	73,700	324,800	
Total cost of program	15,223,175	11,848,800	13,243,800	16,414,300	56,730,075	
Funding identified	6,000,000	6,000,000	6,000,000	6,000,000	24,000,000	
Funding gap	9,223,175	5,848,800	7,243,800	10,414,300	32,730,075	
Early Childhood Education	2017/18	2018/19	2019/20	2020/21	Total Cost	
1. ECE public awareness campaign and outreach to families and communities about the value of ECE and good parenting skills	150,000	50,000	50,000	50,000	300,000	
<i>Funding identified</i>	100,000	-	-	-	100,000	ELP ⁷

⁷ The Early Learning Partnership will commission one service provider to deliver a series of interrelated studies into the ECE sector (Annex 4) in partnership with MoE.

2. Roll out ECE certification and training for teachers through Rural Teacher Training Institutes, colleges and universities ⁸	636,450	661,450	661,450	611,450	2,445,800	
<i>Funding identified</i>	25,000	50,000	50,000	-	125,000	ELP
3. Build additional ECE school infrastructure in areas of greatest need	450,000	450,000	450,000	450,000	1,800,000	
4. Improve the quality of ECE provision for children aged 3- to 5-years-old	3,060,000	3,080,000	2,980,000	2,780,000	11,900,000	
<i>Funding identified</i>	275,000	300,000	200,000	-	775,000	ELP
Total cost of program	4,296,450	4,241,450	4,141,450	3,891,450	16,445,800	
Funding identified	400,000	350,000	250,000	-	1,000,000	ELP
Funding gap	3,896,450	3,891,450	3,891,450	3,891,450	15,445,800	

⁸ OSF has previously supported ECE reforms.

Overage & Out-of-School	2017/18	2018/19	2019/20	2020/21	Total Cost	
1. Increase capacity to plan, budget and manage alternative education (AE)	53,900	49,800	10,700	10,700	125,100	
2. Professional development for AE teachers, facilitators, principals and administrators	12,000	20,000	50,000	12,000	94,000	
3. Overage student program	1,285,000	1,250,000	1,250,000	1,250,000	5,035,000	
4. Out-of-school children and young people program ⁹	10,000	4,000,000	4,000,000	4,000,000	12,010,000	
Total cost of program	1,360,900	5,319,800	5,310,700	5,272,700	17,264,100	
Funding identified	0	0	0	0	0	
Funding gap	1,360,900	5,319,800	5,310,700	5,272,700	17,264,100	

⁹ USAID and EU have proposed large-scale programs for this G2B-ESP component.

Teacher Education & Management	2017/18	2018/19	2019/20	2020/21	Total Cost	
1. Improve teacher registration, performance management and incentives	128,100	207,500	150,500	90,500	576,600	
2. Increase the proportion of qualified and trained teachers ¹⁰	1,819,550	4,326,050	4,350,050	4,330,050	14,825,700	
<i>Funding identified</i>	1,800,000	1,800,000	1,800,000	1,800,000	7,200,000	MoE RTTI funding
Total cost of program	1,947,650	4,533,550	4,500,550	4,420,550	15,402,300	
Funding identified	1,800,000	1,800,000	1,800,000	1,800,000	7,200,000	
Funding gap	147,650	2,733,550	2,700,550	2,620,550	8,202,300	
Curriculum & Assessment	2017/18	2018/19	2019/20	2020/21	Total Cost	

¹⁰ USAID is in the design phase for a large-scale reading program which could deliver some core CPD activities.

1. New English and mathematics syllabuses and teacher guides ¹¹	216,913	960,663	833,663	-	2,011,240	
2. National literacy and numeracy assessment system for grades 3 & 6 ¹²	21,500	117,833	85,833	104,833	330,000	
Total cost of program	238,413	1,078,497	919,497	104,833	2,341,240	
Funding identified	-	-	-	-	0	
Funding gap	238,413	1,078,497	919,497	104,833	2,341,240	
Student Well-being	2017/18	2018/19	2019/20	2020/21	Total Cost	
1. Implement National Policy on Girls' Education	225,500	209,500	209,500	9,500	654,000	
<i>Funding identified</i>	200,000	200,000	200,000	-	600,000	Let Girls Learn ¹³ (estimate)

¹¹ USAID reading program may have synergy with the English syllabus and teacher guides (which would be based on EGRA+ instructional materials)

¹² PSL will be developing literacy and numeracy assessments for operator schools. In addition, the USAID reading intervention may include assessment activities.

¹³ USAID's Let Girls Learn will fund a number of NGOs to deliver interventions but the scale and scope was not confirmed at the time of writing.

2. Counter school-related gender-based violence	22,000	15,000	25,000	15,000	77,000	
3. Strengthen school health and student well-being ¹⁴	14,747,550	14,818,200	14,810,550	14,704,550	59,080,850	School feeding ¹⁵
<i>Funding identified</i>	14,600,000	14,600,000	14,600,000	14,600,000	58,400,000	WFP & Mary's Meals ¹⁶
Total cost of program	14,995,050	15,042,700	15,045,050	14,729,050	59,811,850	
Funding identified	14,800,000	14,800,000	14,800,000	14,600,000	59,000,000	
Funding gap	195,050	242,700	245,050	129,050	811,850	
TVET	2017/18	2018/19	2019/20	2020/21	Total Cost	
1. Improve the TVET information base	22,400	17,400	2,400	2,400	44,600	

¹⁴ Donations of deworming medication and continued support for school feeding have been assumed and would need additional costing and discussion with development partners. UNFPA may support the roll out of the health curriculum. UNICEF have previously supported school-based counsellors and WASH. World Food Programme and Mary's Meals provide school feeding.

¹⁵ Assumes USD 40 per year per child.

¹⁶ WFP aims to apply for McGovern-Dole support for school feeding for 2017/18 onwards. Mary's Meals aims to expand provision using philanthropic donations and fundraising. MoE considers school feeding funding at current levels to be likely.

2. Improve the quality of TVET delivery ¹⁷	-	54,300	1,070,300	1,057,900	3,235,100	
3. Lay the foundation for a national qualification framework for agriculture	12,400	27,575	36,800	82,000	158,775	
Total cost of program	34,800	99,275	1,109,500	1,142,300	3,438,475	
Funding identified	-	-	-	-	0	
Funding gap	34,800	99,275	1,109,500	1,142,300	3,438,475	
Higher Education	2017/18	2018/19	2019/20	2020/21	Total Cost	
1. Increase quality and relevance in Higher Education	104,900	104,900	54,900	54,900	269,600	
2. Improve equity and efficiency in higher education finance	10,000	18,000	163,000	153,000	344,000	
3. Higher Education Act	-	15,000	15,000	-	30,000	
Total cost of program	114,900	137,900	232,900	207,900	643,600	

¹⁷ Both EU and UNESCO have proposed support for TVET quality, teacher training and resourcing.

Funding identified	-	-	-	-	0	
Funding gap	114,900	137,900	232,900	207,900	643,600	