Getting to Best

Education Sector Plan
July 2017–June 2021

Concise Version

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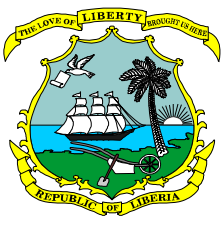
Getting to Best Education Sector Plan July 2017–June 2021

Liberia



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Concise Version
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President's Foreword

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

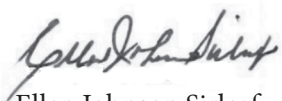
Our vision for education in Liberia is a system in which every child can go to school, where there is a quality teacher in every classroom, and where children achieve a good standard of learning. We have a vision of education for young people where they are able to access relevant quality education and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

Despite our many challenges, Liberia has progressively improved education provision 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 supporting improved early grade literacy and in experimenting with partnership schools. Moreover, through a collective national effort, our education system has recovered from the scourge of the Ebola epidemic.

The new Getting to Best Education Sector Plan 2017–2021 (G2B-ESP) continues these reforms, progress and innovation towards delivering on the priorities identified in consultation with education stakeholders through the Joint Education Sector Review and Education Round Table. Implementation of this plan will build towards the achievement 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 towards gradually removing fees for early childhood, improve systems for the inspection of schools, train thousands of teachers, and develop a new national curriculum for the twenty-first century.

I wish to thank the Ministry of Education, the Ministry of Youth and Sport, the Ministry of Finance and Development Planning, the 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 the 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 this plan for implementation.



Ellen Johnson Sirleaf
President
Republic of Liberia

Minister's Foreword

The Getting to Best Education Sector Plan 2017–2021 (G2B-ESP) is the culmination of fourteen months of analysis, consultation and planning. The plan builds on the achievements and lessons of the last decade, and encapsulates 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, commenced 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 distributed 340,000 reading books and over a million textbooks to schools and pupils. The B certificate teacher training program has been restarted. We have restructured and downsized the Ministry and recruited new District Education Officers. Every day over 400,000 children are fed.

But we continue to face many challenges: limited resources, schools without access to decent water and sanitation, teachers without certificates, principals who require training, a Technical and Vocational Education and Training (TVET) sector incapable of adequately preparing students to pursue sustainable livelihoods and access decent work, and a large population of children who are too old for their grade, and who drop out, or never attend, school. Moreover, despite significant effort and progress, learning outcomes remain poor.

The G2B-ESP will drive reform throughout the education sector, right down to the school level, as we tackle these problems. What changes will you see in schools?

1. Gradually, fees associated with accessing Early Childhood Education (ECE) will be reduced to ensure that all children can attend kindergarten;
2. A clean, strong payroll supporting more qualified teachers with quality training throughout the education system: 1,000 new C certificate graduates, 2,500 in-service graduates from the accelerated C certificate program; 600 new B certificate teachers; 3,000 C ECE teachers;
3. Every school will receive at least one inspection visit per year;
4. A new National Curriculum and syllabi for English and Math, and national assessments to test proficiency in Grades 3 and 6;
5. The construction of hundreds of new toilets and sanitation systems for schools;
6. Special programs targeting overage and out-of-school children towards the objective of getting every child of school-going age into the education system;
7. The introduction of a national certificate for Agriculture and the strengthening of the capacity and quality of TVET institutions and trainers; and

8. Improved quality assurance in higher education with stronger connections to international universities.

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

We cannot make this journey alone. Our development partners have been closely involved in the development of this 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 the authority vested in me under the Education Reform Act (2011), I approve this plan for implementation in all schools commencing July 1st, 2017.

Hon. George Kronnisanyon Werner
Minister of Education
Republic of Liberia

Introduction

Concise G2B-ESP

The Getting-to-Best Education Sector Plan (G2B-ESP) is available in full and concise formats (Table 1). The concise G2B-ESP contains a description of the project's 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 of the state of education in Liberia is contained in the Education Sector Analysis (ESA). The MoE will develop Annual Operational Plans based on the G2B-ESP that 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

Time Frame

The implementation time frame of the G2B-ESP covers the four years spanning 1st July 2017 to 30th June 2021.

TABLE 1.2 G2B-ESP Time Frame

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

National Plans

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

1. The Constitution of the Republic of Liberia (1986)
2. The Education Reform Act (2011)
3. The Agenda for Transformation (2013)
4. Getting to Best Priorities and Roadmap (2015)

The G2B-ESP is aligned with the commitment to achieve Sustainable Development Goal 4 (SDG), specifically to '*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*':

Evidence Base

Data and learning from a wide range of national and international sources was utilized in the development of the G2B-ESP including, *inter alia*:

1. Joint Education Sector Review (2015)
2. Education Sector Analysis (2016)
3. Previous MoE Education Sector Plan (2010–2020) and Operational Plan (2014–16)
4. MoE Annual Reports
5. MoE National School Census Reports (2008–2015)
6. Recent relevant national and international reports and studies

Consultations

A wide range of stakeholders to the Liberian education sector were consulted during the development of the G2B-ESP.

TABLE 1.3 G2B-ESP Consultations

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

Program Overview

Persistent Challenges

Evidence collated by the MoE, and reinforced by consultation with stakeholders to the education sector, highlight a number of persistent challenges faced by the Liberian education system:

1. Limited resources in a context of growing demand for education;
2. Large numbers of out-of-school children and young people;
3. Large numbers of children and young people who over-age for the grade in which they are enrolled; and
4. Poor learning outcomes that in turn point to challenges associated with sub-optimal teaching practices, out of date curriculum, poor school quality and school management, lack of accountability within the education sector, and gender inequality.

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		
Vision[a] of the G2B-ESP	(a) every child can access a nearby school, where there is a quality teacher in every classroom, on 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 the achievement of quality related standards, improved learning outcomes and relevant skills.		
Goal[b]	Improve the equity, quality and relevance of teaching and student learning in ECE, basic education, secondary education, alternative education, TVET and higher education		
Impact	Improved student learning outcomes		
	Young people have the necessary skills for livelihoods and employment		
Strategies		**Program**	**Responsible**
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 and 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

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TABLE 2.1 G2B-ESP Strategic Response *(continued)*

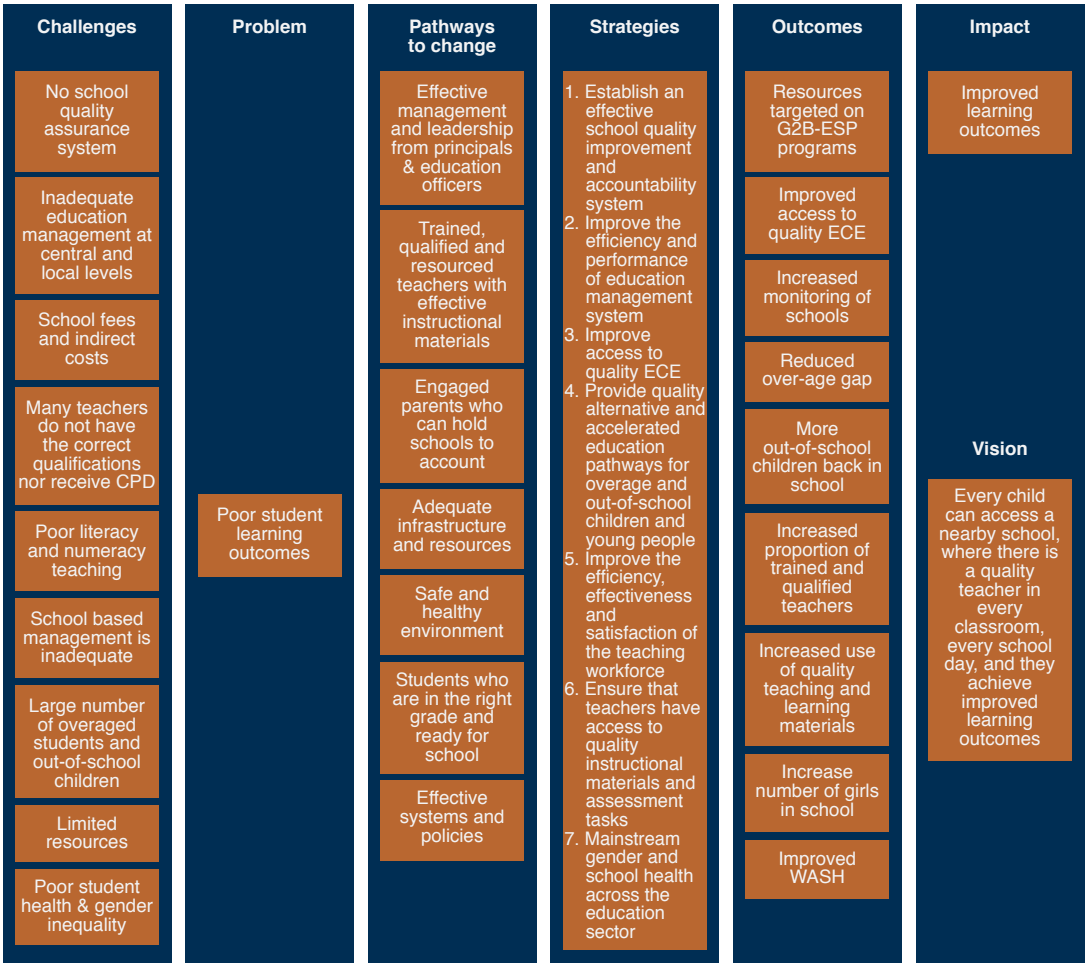
Improve the efficiency, effectiveness and satisfaction of the teaching workforce	Teacher Education and Management Program	Deputy Minister for Instruction
Ensure that teachers have access to quality instructional materials and assessment tasks	Curriculum and Assessment Program	Deputy Minister for Instruction
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

[a].Long term i.e. 10 years.

[b] Medium term i.e. 4 years.

Theory of Change

FIGURE 2.1 G2B-ESP Theory of Change Diagram for Improving Learning Outcomes in ECE and Basic Education



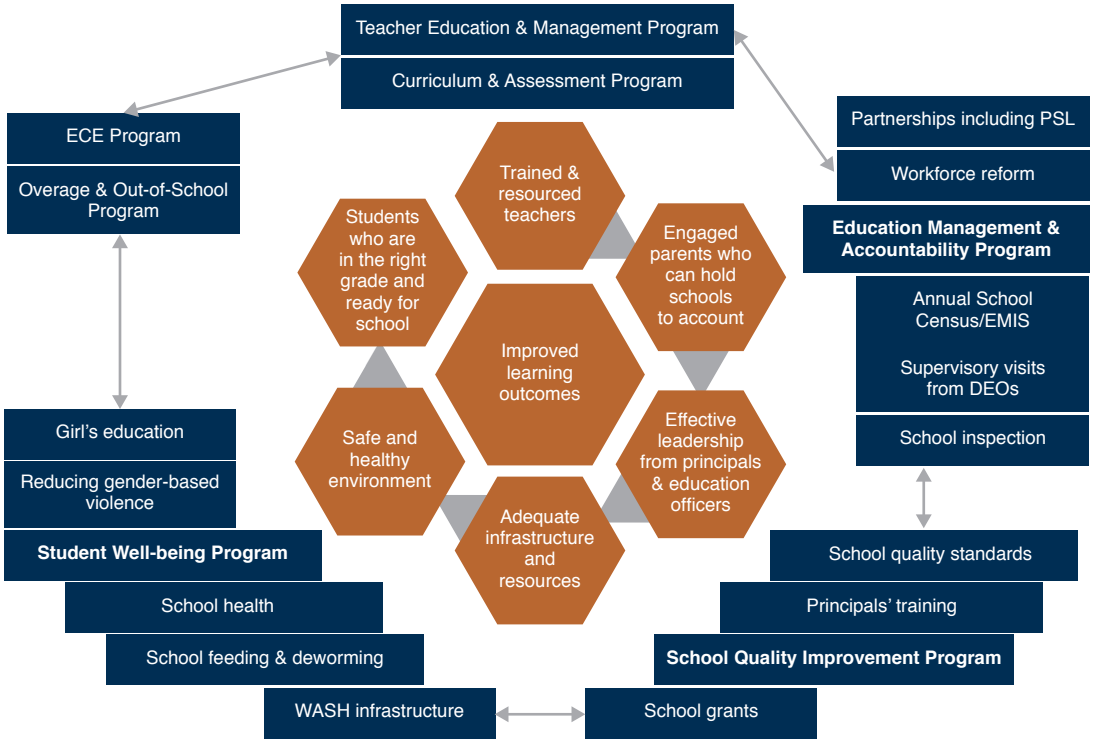
Program Design

A **strategy** is a MoE commitment to the achievement of improving access, quality and relevance. A **program** is a series of coordinated, holistic and strategic actions implemented under the leadership of a Deputy Minister supporting the achievement of a strategy. A **program component** consists of a set of costed activities that contribute towards the achievement of a program. Under the G2B-ESP each program is constituted by a number of program components, under the leadership of an Assistant Minister or Director.

Program Links

Challenges are complex and persistant, and as a consequence programs and components are interrelated and reinforcing. For example, the objective of improving learning outcomes in ECE and the primary grades will involve activities spanning inspections, the delivery of school improvement grants, new curriculum, new infrastructure, improving the training and deployment of teachers, and interventions to tackle overage enrolment (Figure 22). Connections between activities are hightlighted in the program chapters.

FIGURE 2.2 **Example Program Map for Improving Learning Outcomes in ECE and Basic Education Schools (selected Components)**



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
	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 systems		
Program 2	Education Management and 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
	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

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TABLE 2.2 G2B-ESP Program Components, 2017–21 *(continued)*

G2B-ESP	Program and Component	Lead Officer(s)	Supporting Officer(s)
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
Strategy 4	Provide quality alternative and accelerated education pathways for overage and out-of-school children and young people		
Program 4	Overage and 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

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TABLE 2.2 G2B-ESP Program Components, 2017–21 *(continued)*

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 and 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 and 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 and 6	Executive Director, Curriculum Development and Textbooks Research	Assistant Minister for Research, Planning and Development Director, Research, EMIS, Statistics and Demographics
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 and 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

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TABLE 2.2 G2B-ESP Program Components, 2017–21 *(continued)*

G2B-ESP	Program and Component	Lead Officer(s)	Supporting Officer(s)
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	
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	
	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	

School Quality Program

Summary

G2B impact	Improved student learning outcomes	
G2B priorities	School infrastructure meets the needs of children, improving enrolment and retention; and MoE and schools are accountable for children's learning.	
Challenges	• 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 toilets and potable water supply	
SDG targets	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; 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.	
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

School Quality Program

Component 1: Establish National Quality Standards for Schools

Develop National School Quality Standards, and Quality Assurance and Inspection Tools

1. Establish a technical working group to draw on existing MoE practices, lessons derived from PSL, as well as local and international experience to develop national quality standards for schools.
2. Develop a quality assurance tool for DEOs and School Inspectors premised on national school quality standards. The standards inform a framework for school improvement planning, school grant processes and school inspections, including specific WASH, health and gender equality standards.

3. Conduct consultation meetings with stakeholders to the education system to review and improve the draft MoE School Quality Assessment (SQA) tool.
4. Test the SQA tool in a representative sample of 100 schools.
5. Convene a workshop to revise the SQA tool following testing. Draft management guidelines for the quality assurance system.
6. Disseminate the new school quality standards to all education officers and schools via the Minister's Circular.
7. Establish and train a school inspectorate, train and resource DEOs, and commence school inspection (Education Management & Accountability Program).

Component 2: School Improvement Grants

Update School Grant Guidelines and School Improvement Plan Guidelines

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

DEO Support and School-Community Engagement

1. Training for CEOs and DEOs with regard to the revised School Improvement Grants and Plans.
2. Training for principals on the utilization of School Improvement Grants (see Component 3).
3. Raise awareness of grants and promote transparency (communities must know when grants are distributed to school bank accounts) using radio and SMS.
4. DEO and school inspectorate will conduct spot-checks in schools to check on SIP and the utilization of school grants.

Provide School Grants and Research Impact of School Fees

1. Update school grant distribution lists using the 2016 Ministerial Briefing on Equitable Resource Allocation.

2. Disburse school grants, making use of mobile money to the extent possible, in line with the 2016 Ministerial Briefing on Equitable Resource Allocation to ensure that the most disadvantaged schools receive additional resourcing.
3. Advocate for an increase in the contribution of the GoL to school grant funds.
4. Conduct research on the impact of school fees.
5. Based on the findings of research on the impact of school fees, make recommendations on school grants policy.

Component 3: Principals' Leadership Program

1. Conduct consultation with stakeholders to the education sector to develop draft profiles for school principals and vice principals, identify core competencies, and professional development priorities for school leaders. Build on recent experience accrued in training principals and agree on the content of training 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. Training programs should include a focus on:
    a. Improving English and mathematics learning outcomes and assessment tools;
    b. School Improvement Plans, inspections and School Improvement Grants;
    c. The Code of Conduct for teachers, teacher appraisal, discipline and performance management;
    d. Community engagement in support of school management and outreach to out-of-school populations, including children with disabilities;
    e. Improving girls' education and reducing gender-based violence, including principal's responsibilities and referral pathways;
    f. Strategies for improving learning for overage children;
    g. Improving WASH, and interventions for deworming and school feeding; and
    h. MoE policies.
3. Print materials: Principals' Certification Preparation Manual (PCPM) and the Liberia School Leadership Training Manual (LSLT).
4. Identify a service provider to facilitate program implementation.
5. Targeting the most disadvantaged areas first, conduct training for 2,500 principals, utilizing cluster-based and self-study in-service professional development models.
6. Establish partnerships with Coalition for Transparency and Accountability in Education (COTAE) and the National Teachers' Association of Liberia (NTAL) to more effectively recruit principals and administer of certification exams premised on the School Leadership Handbook.

7. Recruit new principals from a list of existing qualified teachers and principals who demonstrate the requisite qualifications and experience; extend recruitment to graduates from the University where applicable.
8. Evaluate external training programs at year-end towards strengthening and improving programs.
9. Link certification of principals to higher pay and benefits in line with civil service reform and the Educator Management Policy.
10. Update principal recruitment and deployment processes to ensure transparency and merit-based selection.

Component 4: Increase Access to Potable Water and Sanitation in Schools

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

Education Management and Accountability Program

Summary

G2B impact	Improved student learning outcomes	
G2B priorities	MoE and schools are accountable for children's learning	
Challenges	• Difficulty delivering strategic programs to improve access to education and quality nationwide; • MoE staff at decentralized levels do not ensure critical quality improvement, school support and accountability functions; • A large cadre of retirement-aged and low-performing staff who need to be removed from MoE payroll to create space for new workers; and • An inadequate and unbalanced budget that hampers investment in critical sectors such as ECE.	
Strategy	Improve the efficiency and performance of education management systems	
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

Education Management and Accountability Program

Component 1: Education Delivery Unit (EDU) and 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 through implementation of the ESP 2010–2020 and Operational Plan 2014–2016, specifically that these plans sought to address too many priorities, and in so doing, failed to empower high-potential staff, and undermined funding and momentum toward key strategic objectives.

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, *inter alia*: (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 departmental budget allocations. The selection of EDU staff 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, transition arrangements will be made to minimize disruption.

Operationalization of the Education Delivery Unit (EDU)

1. Finalize EDU implementation priorities, performance objectives; organizational design and structure, staffing, workplan, and performance indicators.[1]
2. Communicate the role of the EDU within MoE structures and ensure clear lines of communication; communicate relationships, roles and responsibilities with Departments and Bureaus from whom EDU staff will be seconded.
3. Identify and secure the services of EDU lead officers.
4. Design, fund and implement a system for the robust evaluation of EDU supervised activities, as exemplified by the randomized control trial of the PSL program.

Strengthen and Build Education Partnerships

1. Commence an operational review of MoE partnership mechanisms to identify existing strengths and weaknesses in current partnerships, inclusive of MoE partnership contracting, management and oversight systems.
2. Develop MoE partnership engagement strategy, mechanism(s), as well as program and evaluation priorities. For example, the MoE may want to expand stakeholder participation in the ESDC, support CEOs for engagement in county-level partnerships, be more proactive in seeking international technical and financial resources, improve the utilization and influence of non-government schools, or re-visit existing concession agreements to more effectively align them with the imperative to improve quality.

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 the PSL to 300 schools.

[1] As of September 2016, several activities, including payroll verification, teacher testing, and education partnerships, have secured external funding and have commenced operations in ways envisioned for the EDU.

Component 2: Workforce Reform

Remove 'ghost' Teachers and Identify Unqualified Teachers

1. Continue to identify and remove ghost teachers through payroll verification.
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 that savings from payroll verification are used for G2B-ESP priorities (such as pay for supplementary and volunteer teachers or priority activities).

Progressively Transition Supplementary, Voluntary and Newly Qualified Teachers Onto the Regular MoE Payroll

1. Plan and budget for the transition of underpaid supplementary teachers to the regular MoE payroll. Target the most disadvantaged areas first.
2. Plan and budget for the transition of trained volunteer teachers to the regular MoE payroll. Target the most disadvantaged areas first.
3. In coordination with the Teacher Education & Management Program, plan, model and budget for additional payroll obligations accruing as a consequence of teachers completing the Accelerated 'C' certificate, pre-service 'C' certificate, in-service 'B' certificate, ECE, and the hiring of TVET, degree and associate degree graduates over the lifetime of the G2B-ESP.

Offer Retirement Packages to Eligible Staff

1. Support the CSA to mobilize resources to offer retirement pensions to identified 1,100 eligible MoE staff.
2. Secure funding to provide severance packages as required by law to staff exiting the Civil Service.
3. 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-response, small-scale Inspectorate of Schools to be led by a Chief Inspector and Technical Advisor and overseen by the MoE Planning Department. The program will commence on a small scale with the expectation that activities in the field will be rapid, and that reports

and recommendations from the Inspectorate will be forwarded directly to the Deputy Minister and Parliament.

2. Complete terms of reference for the Ministry Inspectorate and staff—inclusive of key priorities, responsibilities and lines for reporting. It is important to note that the Inspectorate is separate from the DEO structure to protect the independence of the inspectorate, and its ability to independently report on the functioning of decentralized levels.
3. Digitalize the School Quality Assessment tool designed and tested by the School Quality Program. During each school visit, the Inspector will be required to, *inter alia*, deliver key messages (from the MoE central office), meet with stakeholders, and collect specific pieces of data. It is envisioned that information and data collection will be inputted through a tablet, with the capacity to regularly upload, and store information in the cloud. This information, when it is collated will be made available to MoE and the public. Information will be reported using a 'School Report Card' model in which a school's progress toward priority indicators is communicated in the form of an easily understood report card.
4. Design an Inspectorate training course and training materials, and identify a service provider to conduct training.
5. Recruitment and conduct induction training for fifty School Inspectors (half of whom must be female) in the form of a ten-day residential training program including assessed school visits.
6. The provision of equipment, resources and transportation to enable school inspections.
7. Conduct a public awareness campaign on school inspections, and communicate the role of the Inspectorate within the MoE.
8. In 2016/17, pilot the inspection process, tool and Report Card in 50 schools (10 schools in each of five counties. Finalize and test the mobile app for inspector reporting, and back-up paper-based materials. Target the most disadvantaged areas first.
9. Conduct 'flash visits' (surprise inspections) in 1,250 schools in the first year (an equal share in each county), and 2,500 schools per year thereafter, targeting the most disadvantaged areas first. Schools will receive at least one inspection per year and Inspectors will be paid per inspection completed.
10. The Inspector will invite the local DEO and instructional supervisor to join each site visit. The visit will include a school inspection (based on the school quality standards) and meetings and consultation with students, teachers, the principal, PTA members and SMC members.
11. Within a week of each visit, reports from individual inspections will be transmitted to the Central Office. Once per quarter the Inspectorate will complete a summary report for distribution the Deputy Ministers and Parliament.
12. Once it is established and funded, inspection activities could be overseen by a Centre for Education Management.

Component 4: Support and Accountability at Decentralized Levels

Capacity Development for District and County Education Officers

1. Assess the capacity and training needs of DEO and CEO staff via an assessment.
2. Evaluate the performance of DEO and CEO staff, and identify staff to be replaced due to poor performance.
3. Develop detailed job descriptions, including key performance indicators, minimum qualifications, and appropriate remuneration, for each position, building on the provisions of the 2011Education Act. Include job descriptions in the Educator Management Policy.
4. Design DEO and CEO certification courses, and assessment and training materials. The certification course is envisioned as a regionally implemented two-week 'short course'.
5. The training course will provide professional development with a focus on educational leadership and management, provide training on school quality improvement, G2B-ESP priorities, the implementation of school grants, monitoring, data collection and reporting (e.g. school census), effective teacher performance management, including absenteeism, gender-based violence, the Code of Conduct, financial management, and the role of County/District School Boards. These materials will be organized in a District Education and Supervisors Certification Preparation Manual (DESCPM), a Supervision Framework and Training Modules.
6. Identify a service provider to undertake training, with a focus on rapid implementation, the integration of experiential learning (field work) and sustainability. For these reasons, a local college or university could be considered.
7. Identify and select candidates to participate in the certification course based on minimum qualifications, experience, and interviews: forty DEO candidates, and fifteen CEO candidates. Repeat this process in the second year of implementation to ensure that all positions are filled with certified candidates. At least 50 percent of recruits should be 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 annual refresher training for all DEOs.

Resourcing of DEO and CEO Monitoring and School Support Activities

1. Provide materials and financial resources to DEOs to visit all government schools in their district at least once per year. Visits should ensure oversight of school improvement and the monitoring of school grants, 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 formalize annual operational plans and program budgets tied to MoE G2B-ESP priorities.
2. Conduct annual Joint Education Sector Reviews to monitor and analyze sector performance against G2B-ESP targets, SDG4 targets and annual operational plans.
3. Conduct annual Joint Education Sector Reviews to convene stakeholders to discuss and review performance and progress towards G2B-ESP targets and SDGs.
4. Review sector emergency preparedness plans annually.
5. Ensure all plans, EMIS data and reports are made available to the public in alignment with 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, inclusive of a clear disaggregation of implementation responsibilities across the central, county, district and school levels, and a detailed description of all indicators. The framework will integrate M&E data collection priorities, identify data sources and collection schedules, identify roles and responsibilities, and a training manual.
2. Complete the G2B-ESP Intermediate Results Framework and update this quarterly.
3. Conduct a strategic review of monitoring and data collection needs, including human resource needs and costs associated with data collection. The focus should be on data which originates from the school and district levels for the effective execution of central level actions and national and international reporting.
4. Develop a Research Program to inform policy. The program should include three to five targeted studies from the G2B-ESP. The research agenda should include an analysis of cost-effectiveness to strengthen the link between sector planning and budgeting activities.

Education Management Information System

1. Conduct a strategic review of the existing EMIS and school census, including: (i) a review of the system considering its value for money, accuracy and user-friendliness, (ii) the identification of new data collection needs arising from G2B-ESP indicators (e.g. children and young people with disabilities; school grants; learning, higher education), (iii) identify opportunities to

increase public access of data, (iv) identify the extent to which systems can be integrated with the national assessment system (Curriculum & Assessment Program), WAEC results and School Quality Assessment tool data (Education Management & Accountability Program), and, (v) alignment with international agendas and targets including SDG4-Education 2030.
2. Revise the EMIS and school census system based on the review detailed above. Explore the viability of electronic school census data collection.
3. Include all higher education and alternative education providers in the annual school census.
4. Establish a ESDC sub-committee to improve independent verification of school census data.
5. Introduce continuous professional development for MoE EMIS staff through relevant training (e.g., Microsoft Excel). Include school census information in principal, DEO and inspector training.
6. Carry out the school census each year.

Develop and Implement a Communications Strategy

1. Develop and implement annual and quarterly communications plans 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 enrolment policies, workforce reform and subsidy reform). Identify objectives, target audiences, and messages, to aid planning.
2. Produce a simple information booklet for distribution to parents and teachers about the G2B-ESP.
3. Launch the G2B-ESP.
4. Using analysis arising from the Liberia Teacher Training Program, evaluate the communications needs for the G2B-ESP and the current capacity of the Ministry for communications, taking into account 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. Ensure the use of radio, especially local radio, and that simple English and local languages are used where appropriate.
6. Establish channels for public, anonymous feedback and reporting, such as free SMS. Ask the public to report the misuse of resources or unprofessional behavior. Publicize information about how MoE responds to feedback and complaints. (See Student Well-being and Teacher Education and Management Programs.)
7. Undertake regular evaluations of communications activities and needs.

Financing

1. Finalize and implement a Subsidy Policy for all sub-sectors to free up resources for public schools. Reduce subsidies to non-government schools by USD 2m.

2. Reform higher education transfers to improve efficiency and the resourcing of foundational education sectors (Higher Education Program, Chapter 13).
3. With the MFDP, develop and implement a new chart of accounts which reflects G2B-ESP program areas.
4. Establish a task force on education financing to identify new and innovative sources of education finance, and engage with Ministries and stakeholders to target resources towards G2B-ESP priority sectors.

Early Childhood Education Program

Summary

G2B impact	Improved student learning outcomes	
G2B priority	Lay the foundations for children's learning with ECE	
Challenges	• Geographical and social disparities in access to quality ECE (e.g. school fees). • Lack of awareness among parents and communities with regard to the importance of ECE and school readiness programs. • Limited training for ECE teachers and early childhood professionals. • A large population of overage pupils. • Inadequate ECE facilities, incapable of accommodating growing numbers of ECE pupils. • A 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

Early Childhood Education Program

Component 1: Public Awareness Campaigns and Outreach to Promote the Value of ECE and Good Parenting Skills

Public Awareness Campaigns to Promote ECE

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

Component 2: Roll out ECE Certification of, 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 RTTIs) and the Bureau of Teacher Education to ensure the design of a strong ECE certificate program, and that ECE teacher training course content meets the needs of the sector (for example, including strategies for overage children, children with disabilities, pre-literacy and pre-numeracy). Train 300 pre-service ECE teachers through a user-pay model, and use targeted scholarships to ensure participation of women and students from disadvantaged areas. Update the Educator Management Policy.
2. Work with the Bureau of Fiscal Affairs and Human Resource Development to ensure that ECE teachers are included in payroll verification, that their qualifications are assessed (Education Management and Accountability Program), and ensure that teachers with ECE qualifications are placed in ECE schools.
3. Review user-pay model regularly to ensure that it is not undermining the recruitment of female candidates, and those from remote areas.

Training (CPD) for Existing Teachers

1. In coordination with the Teacher Education and Management Program, use ECE CPD materials developed by the Bureau to train 3,000 unqualified ECE teachers. CPD to be delivered through cluster training by Instructional Supervisors supported by ECE Master Trainers. Training should include an early intervention module for special education. Target training towards the most disadvantaged schools first.
2. Establish and resource fifteen Model ECE Centers (one per county, starting with the most disadvantaged areas first) to be used as demonstration schools for CPD in-service teacher training.
3. Develop the capacity of CEOs, DEOs and School Inspectors to monitor the quality of ECE at schools and ensure that ECE improvements are included in the School Improvement Plan (Education Management & Accountability Program).
4. Include strategies to improve the quality of ECE in school principal training (Education Management & Accountability Program).
5. Conduct a cost analysis to inform future ECE training (in-service and pre-service).
6. 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 Where the Need is Greatest

ECE Infrastructure Construction

1. Work with EMIS and the Department of Administration to identify communities without basic quality ECE school infrastructure, complete a needs assessment and update low-cost child-friendly ECE classroom according to 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 the School Quality Improvement Program with regard to toilet and water systems construction. Target construction towards the most disadvantaged areas first.

Component 4: Improve the Quality of ECE Provision for Children Aged Three to Five Years of Age

Impact of Tuition Free ECE Education

1. Based on demographic projections, assess demand for ECE in all districts.
2. Assess the potential costs and impact of abolishing school fees for ECE, including the impact on enrolment, resourcing for ECE schools, and possible community responses.
3. Assess the 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, transfers and fee payments.

Develop an ECE Policy

1. Develop and disseminate an ECE Policy, including the introduction of age-appropriate services, fair and transparent registration and admission systems, the roll-out of a new curriculum, incentives for community-based services, training, and monitoring.
2. Clarify enforcement on policy for age-appropriate enrolment, to stipulate that, commencing in the 2017/18 school year, children six-years and older should not be enrolled in ECE schools, but should be enrolled in an accelerated learning program or into correct grade (Overage & Out-of-School Program). Train DEOs to monitor and enforce this policy (refer to School Quality Program).

Develop an ECE Funding Plan

1. The funding projection shall include various options depending on the availability of domestic and external funding and options for different types of ECE services (hours open, number of calendar days operational, class size, etc.).

Develop Plan to Accommodate the Transition of Overage Students

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

ECE Program Implementation

1. Pilot new school and community-based programs in the areas demonstrating the most need (for example through the provision of school grants, resource procurement, community-based ECE, additional teachers to speed transition of overage children, early intervention for children with disabilities etc.) and report the lessons learned based on thorough evaluation.
2. 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.
3. Initiate a study to examine the quality of teaching and learning in ECE schools.
4. Conduct an evaluation of ECE provision in PSL schools.

Overage and Out-of-School Program

Summary

G2B impact	Improved student learning outcomes	
G2B priority	Reduce overage enrolment and increase access to education for out-of-school children and young people	
Challenges	• Many children are not in the correct grade and overage children in ECE inhibit correctly 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. • A donor dependent sub-sector with impending gaps in program funding.	
SDG targets	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. 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	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

Overage and 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 AE Policy and Guidelines in consultation with stakeholders. Include the latest data, a situational analysis, AE program quality standards and corresponding license/permit system procedures and secure, nationally recognized AE Student Report Card.[2] Coordinate with School Quality, Education Management and Curriculum and Assessment Programs to ensure harmonization.

[2] 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.

2. Produce and disseminate copies of harmonized AE Policy and Guidelines and make these freely available on the MoE website.
3. Develop and implement a communications plan in partnership with Public Relations and Communication officers to change perceptions of AE within the public at large and education personnel more specifically.

Improve Human Capacity and Systems to Better Manage AE

1. Re-establish monthly coordination and networking meetings with partners (for example AE Technical Team) active in AE to share information, collaborate and plan.
2. Establish quarterly meetings of a high-level Inter-Ministerial Group on overage and out-of-school children and young people to address cross-sectoral issues and harmonized strategies to address the root causes of these challenges. Include Ministry of Youth and Sports, Ministry of Labor, Ministry of Justice, and development partners working in this area, as well as key MoE staff from TVET, Planning and Gender.
3. Conduct an analysis of training needs. Increase human capacity at the MoE central office through project components 3 and 4 and professional development. For example, through technical advice, targeted recruitment, international expert volunteers or study.
4. Expand registration, inspection visits and the licensing/permit system for non-government AE providers in coordination with the Education Management and Accountability Program.
5. Work with the EMIS team to ensure the integration of AE provider database with EMIS and the inclusion of non-government providers in the 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 in CEOs. 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 the School Quality Program. Explore the possibility of using an adapted School Quality Assessment tool for assessment of AE provision.

Update AE National Curricula for Overage Children and out-of-School Children and Young People

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

2. Upload materials to the 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 that these courses are aligned with pre-service short courses (below).
3. Target training at most disadvantaged areas first.
4. Deliver in-service short courses under components 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 and Management Program, select one or two reputable institutions to develop, trial and implement 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, curricula and learning from programs.
6. Work with the Teacher Education and Management Program and RTTIs to include AE modules in pre-service 'C', 'B' and 'ECE' certification programs and in the delivery of the planned Accelerated 'C' certificate.
7. Conduct an analysis of the costs, salary implications and demand for the longer pre-service AE specialism or '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 enrolment
    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 the need for overage children to stay in school and receive appropriate accelerated education. Conduct an information campaign for correct age ECE and G1 enrolment to be launched at least two months prior to start of the school year. Accelerated learning option needs to be available from the start of the academic year.
5. Continue to encourage, coordinate and share learning with non-government partners running overage 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 that have been demonstrated to reduce the proportion of out-of-school children and young people (eight to fifteen years).
2. Review available household and other data to define geographical areas and populations groups most at need. Coordinate with the Student Wellbeing and TVET Programs to ensure their understanding of the root causes of out-of-school and overage populations.
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; and
    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 involved in running or supporting overage student programs.

Teacher Education and Management Program

Summary

G2B impact	Improved student learning outcomes	
G2B priority	Qualified, motivated and supported teachers equipped with the skills they require to improve learning outcomes	
Challenges	• 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. • Insufficient numbers of 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

Teacher Education and 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 that the envisioned changes to teacher and principal training and certification programs are included in the Policy.
2. Implement biometric teacher registration and unique codes for all new pre-service teachers and ensure secure integration with EMIS.
3. Conduct a teacher deployment, efficiency and utilization study to inform the 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 positions due to breaches of the Code of Conduct or criminal offences such as sexual abuse of students.

5. In coordination with the Education Management and 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

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

Pilot Strategies to Improve Teacher Attendance

1. Expand the use of mobile money to pay the salaries of 50 percent of the teaching workforce, and 90 percent of newly recruited teachers to reduce absenteeism associated with the collection of salary checks.
2. In partnership with the Education Management and 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 trials and interventions in similar contexts.

Pilot and Policy for Attracting Teachers to Work in Rural Areas

1. Develop and pilot one teacher incentive strategy for recruiting teachers to remote and rural areas (for example, remote location allowances).
2. Review and update the newly qualified teacher deployment policy in the 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

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

National Dissemination of the Teacher Code of Conduct to Teachers, Parents and Students

1. Publish and widely disseminate the Code of Conduct through pre- and in-service teacher training.

2. 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 training (600 graduates over four years) and sustain 'C' pre-service (1,000 graduates) programs at RTTIs. Ensure that newly qualified teachers who received financial support from the MoE are bonded with a written agreement and conditions (for example, to serve in remote areas for a certain number of years). 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, while being mindful of risks associated with excluding female candidates and teachers from remote areas.
3. Develop an Accelerated 'C' certificate in-service program for counties far from RTTIs. Ensure both 'C' training 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 programs in disadvantaged counties first targeting teachers identified in previous teacher testing.
6. Work with the Education Management and Accountability Program to ensure sufficient budget for the additional payroll costs from certifying supplementary or unqualified teachers.
7. Coordinate with ECE, TVET and AE with regard to 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 and ECE Programs to design an in-service CPD teacher training program with modules focused on teaching English, mathematics, school health and special education aimed at 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 the school calendar.
4. Arrange schools into CPD clusters (six to seven schools per cluster) based on geography.
5. Train twenty Instructional Supervisors for one week annually at the county and district level (total of 300 Instructional Supervisors).
6. Conduct annual one week of cluster-based in-service training for 12,000 lower basic education teachers with a focus on English and mathematics. Target training in the most disadvantaged schools first.
7. Ensure that the CPD teacher training programs includes a government approved CPD Certificate for teachers that successfully complete their CPD course. Ideally this would be equivalent to credits accrued through training 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 targeting districts with the greatest need.

Curriculum and Assessment Program

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	• Student learning outcomes are low, especially in literacy. • Curriculum documents do not provide sufficient 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 and 6	Executive Director, Curriculum Development and Textbooks Research

Curriculum and 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 practice international examples.
2. Develop and approve a National Curriculum Policy which articulates an education philosophy and curriculum development processes. Coordinate with TVET to ensure coherence and linkages with the proposed TVET National Qualification Framework. Coordinate with AE to ensure harmonization with AE curriculum development. Coordinate with special education to ensure inclusive approaches.
3. Extend the time for student instruction with at least five hours a week dedicated to 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 the inclusion of learning with regard to sustainability, peace-building, human rights and citizenship. Draft and consult on a new curriculum framework with clear learning standards for

each grade from ECE to Grade 12 (taking into consideration the existing curriculum).
5. Utilize frameworks and learning from LTTP EGRA Plus and EGMA to write new syllabuses for English and mathematics, prioritizing Grades 1 through 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 to 4 with daily lesson plans based on EGRA Plus and EGMA materials.[3] Include literacy and numeracy assessment tools in the teacher guides. Utilize evaluation data from the PSL trial to inform the development of guides and support materials.
2. Produce low-cost materials to support activities and practices outlined in the teacher guides (e.g. flash cards).
3. Pilot syllabuses and teacher guides, monitor and evaluate teacher practices, student learning outcomes and comprehension of materials on the part of teachers.
4. In partnership with the Teacher Education and Management Program's CPD and pre-service activities, develop additional teacher training modules for new syllabi 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 materials on student learning and teacher practice using 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, syllabi and teacher guides. Update Textbook Policy—Textbook Development and Distribution Policy for ECE, Primary, Junior and Senior Secondary Education produced in 2008.
2. Agree on an arrangement for the development of textbooks for Grades 1 to 4 based on the new Curriculum Framework, focusing on mathematics and English. Inform commercial publishers of new requirements. Inform schools of approved textbooks meeting these requirements.

[3] Commercial teacher guides for Grade 5 and 6 textbooks were distributed as part of the GPE project in 2016.

3. Develop costing models for textbook and reading book procurement, prioritizing 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 in 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 utilizing the benchmarks established in Component 1.

Reintroduce the WAEC Grade 6 Examination

1. Coordinate with WAEC to explore the possibility of reintroducing the Grade 6 examination. Evaluate the purpose, risks, costs and benefits of reintroducing the Grade 6 examination with stakeholders.
2. Pilot WAEC Grade 6 examinations for English and mathematics.

Student Well-being Program

Summary

G2B impact	Improved student learning outcomes	
G2B priority	Improve female student learning outcomes	
Challenges	• 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. A high incidence of teenage pregnancy, disrupts female schooling, and is among the leading causes of students dropping out of school. • 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	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 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	
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

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 a parent-friendly version of the policy. Print 500 full copies of the Policy for distribution to MoE staff at county and district level.
3. Raise awareness of the Policy's provisions regarding non-discrimination against pregnant adolescents and young mothers through Ministerial press statements, the Ministerial Circular, websites and media.
4. Using evidence from the 2016 rapid assessment and learning from partners, identify vulnerabilities and barriers to girls' enrolment and

attainment. Prioritize implementation of policy components that address identified challenges.

Improve Data Collection on Gender Issues

1. 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.
2. Develop and publish an annual Girls' Education Report Card, as provided by the Policy. Include reporting on WASH, CSE, alternative education and other related issues.
3. Incorporate indicators on female-friendly and gender-sensitive environments into the monitoring of school quality (under the School Quality Program).
4. Build on partnerships with international and local partners to share data and the evaluation of programs.

Build Ministry Capacity to Address Gender Equality Issues

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

Implement Priority Gender Equity Interventions through other Programs

1. Build support for gender equity among teachers and principals, as part of pre-service teacher training and CPD. Incorporate gender-sensitive approaches to teaching, pedagogy and planning into CPD in coordination with Teacher Education and Management, Curriculum and Assessment, Overage and Out-of-School, ECE and TVET Programs.
2. Support the recruitment and advancement of women in the teaching profession (see Teacher Education & Management Program component 1).
3. In coordination with partners, design, pilot, evaluate and scale-up interventions to improve access to education, and learning outcomes, for girls and young women. This could include, 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); and
   - 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 this information in the parent-friendly National Policy of Girls' Education booklet. Work in partnership with relevant Ministries, the police, National Taskforce and school principal training programs to develop the process.
2. Build on the Teacher Code of Conduct to develop procedures for responding to anonymous complaints fairly, and with maximum weight given the MoE's obligations to protect students. Include county-based meetings with police and other stakeholders. Collect and report relevant data in the Girl's Education Gender Report Card.
3. Publicize the MoE telephone hotline, and develop anonymous (SMS and web-based) reporting channels to complement improved monitoring under the Education Management and Accountability Program. Establish a blacklist of teachers convicted of abuse.

Long-Term Strategies to Reduce Gender-Based Violence

1. Support a gender focal point person or persons (such as the school counsellor or school health adviser) at the school level to support gender programs and local referral pathways. Include SGBV in the training of principals, school counsellors and school health advisers.
2. 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 with impunity.
3. Incorporate preventative measures and messages into the curriculum, including life skills and content related to gender equality supported by 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 the School Quality Program for construction and Education Management and Accountability Program for inspection of WASH quality.
2. Continue WASH toilet construction training programs that include community mobilization, training and monitoring, targeting the most disadvantaged schools first.

3. Ensure facilities for menstrual hygiene and that infrastructure for students with disabilities is taken into account in the design of WASH programs, school based training and school improvement planning.

Rollout 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 the provision of school health kits. Work in close collaboration with the MoH. Include school-based counsellors in Educator Management Policy.
2. Finalise the full integration and national rollout of syllabi and teacher guides for gender-sensitive, culturally-appropriate and age specific comprehensive sexuality and health education for Grades 3 to 9. Working with the Curriculum and Assessment and the Overage and Out-of-School Programs, ensure that sexuality and health education are included in the 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 to curricula for identified grades as part of the Teacher Education and Management Program.
5. Work with the Teacher Education and Management Program and RTTIs to include comprehensive sexuality and health education as a component of new (pre-service) teacher training courses. Share this information 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 and Management Program).
2. Include deworming, nutrition and school feeding in training for principals (Education Management and Accountability Program) and new CSE and Health curriculum (above).

Deworming and School Feeding

1. Procure and distribute deworming medication biannually for all four to fifteen year old students, prioritizing schools in low-income communities and communities without sanitation.

2. Provide one nutritious meal a day to 350,000 children in areas demonstrating poor food security. Include school feeding in school quality inspection (Education Management and Accountability Program). Train focal point teachers in nutrition and food safety.
3. Continue coordination with partners providing school feeding.
4. Conduct annual training for County School Feeding Coordinators.
5. Conduct monitoring visits to district focal points and schools.
6. Work with the TVET Program and Ministry of Agriculture to ensure food security and home grown food security is included in the proposed Certificate 1 and 2 for Agriculture (TVET Program).
7. Develop long-term sustainability plans to gradually increase the use of local suppliers and school gardens to supplement and replace food procured from abroad.

Support for Children with Disabilities

1. Develop an Inclusive Education Policy and Guidelines for children and young people with disabilities.
2. Ensure new syllabi and instructional materials that take into account the needs of children and young people with disabilities (Curriculum and Assessment Program).
3. Improve teacher preparation and CPD with a compulsory module on teaching children with disabilities (Teacher Education and 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 and Accountability Program).
6. Improve data collection on children and young people with disabilities by updating the school census form and improving the auditing of special education schools (Education Management and Accountability Program).
7. Include children and young people with disabilities in interventions to improve school attendance (Overage and Out-of-School Program).
8. Train school-based counsellors and school health advisers in special education socio-emotional support.

Technical and Vocational Education and Training

Summary

G2B impact	Young people have the necessary skills for livelihoods and employment	
G2B priorities	Young people have the necessary skills for livelihoods and employment	
Challenges	• Fragmented data on TVET supply and ad-hoc labor collection of market information limits 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 productive sectors of the economy limit the relevance of program offerings. • 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 institutions.[a]	
SDG target	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university education. 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	
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	
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

[a] Financing will be addressed in the Education Management & Accountability Program.

Technical and Vocational Education and Training Program

Component 1: Improve the TVET Information Base

Improve Demand-Side Information and Data

1. Annually collate and review studies of labor market demand produced by ministries, development partners, and NGOs.
2. Review and highlight areas of high demand for skills in an annual report by the National Technical Committee to be presented to the IMTTF and donor partners. To this end:

- Establish a National Technical Committee to act as the secretariat for the IMTTF.
- Outline the structure and key components of the report.

3. Convene a forum of national stakeholders, including the relevant ministries, TVET providers, the private sector and other stakeholders to share best practices and discuss issues affecting TVET based on the annual reports.
4. Identify methodologies for monitoring labor demand and the identification of information gaps to serve as the foundation for the elaboration of a Labor Market Information System.
5. Work closely with the Higher Education Program with regard to research on demand and supply of skills in the labor market.

Improve Information on the Supply of Skills to the Labor Market

6. Map existing TVET suppliers in terms of location, courses provided, measures of effectiveness, graduation numbers, tracer studies and job placement.
7. Review and update the EMIS questionnaires for the TVET sector to:
   - Improve the TVET section of the school census questionnaire;
   - Capture a wider range of TVET providers; and
   - Informed by a desk review of EMIS questionnaires from other countries, make recommendations for other improvements, notably with regard to the ability to disaggregate data on the basis of gender.
8. Train CEOs 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 a TVET teacher training certification course in an existing training institution, with four intakes of 60 teachers across different trades. The course should focus on pedagogy and improving the management of TVET training (for example, through improved management of student placement in industry). The course could be delivered in either residential pre-service or in-service form.
   - Coordinate with the Teacher Education and Management Program to ensure consistency and quality;
   - Conduct a desk-based review of TVET instructor training modules in ECOWAS countries;
   - Trial new training modules paying careful attention to practical knowledge and comprehension of materials;
   - Design pre-assessment and pre-requisites to enter training;
   - Update the Educator Management Policy with new TVET teacher qualification;
   - Coordinate with the CSA to ensure that salary increases for certified TVET teachers are accurately budgeted.

2. Promote the training program and support the recruitment of female TVET teachers in male-dominated occupations and fields;
3. Gradually move to a user-pay funding model; and
4. Evaluate the impact of training, and monitor graduates following training and certification in collaboration with the Monitoring and Evaluation Department.

Build the Capacity of TVET Training Providers

5. Support and strengthen administration and management in three TVET institutions;
6. Procure equipment, technical training and infrastructure for three TVET institutions; and
7. Hold a consultative forum to lay the foundation for reform of governance structures, 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 TVET Curricula for Agriculture for Certificate Levels 1 and 2 of the Liberian National Qualifications Framework (LNQF)

1. Map and review existing Liberian TVET curricula for agriculture. Review examples of best practice and curricula in ECOWAS and other applicable countries.
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 and Assessment and Overage and Out-of-School Programs.
3. Draft specialized agricultural training modules, including the development of entrepreneurship and small business skills.
4. Trial modules in a mixture of TVET institutions.
5. Consult, edit, approve, print and distribute modules that can be made 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 certificates 1 and 2 in Agriculture in partnership with relevant Ministries and agriculture businesses.

Establish pre-Requisites for Entry to Each Qualification in the LNQF for Agriculture

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

Identify Another Area of High Demand and Replicate the Steps and Activities above

10. As above.

Higher Education Program

Summary

G2B impact	Young people have the necessary skills for livelihoods and employment	
G2B priority	Young people have the necessary skills for livelihoods and employment	
Challenges	• The demand for higher skills and degrees are not appropriately linked with the supply of higher education study programs. • Quality of higher education programs is 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	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university 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	
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

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 that align with Liberia's strategic and economic development priorities, including science, technology, engineering and mathematics (STEM), to initiate program accreditation activities.
2. Create a program accreditation task team for each of the three selected programs to design and implement accreditation processes.
3. Integrate accreditation with regional/international partnership activities.

Curriculum Strengthening and Diversification for Market Relevance

1. Conduct a labor market survey, with a focus on existing fields of study and skills gaps. Draw on the experience of major formal employers and informal industries to identify mismatches between community college programs and labor market needs/employment projections.
2. Establish partnerships between employers and higher education programs or institutions.
3. Convene a Community College Labor Market Relevance Task Force (CC-LMRTF) to review survey findings and recommend the development of new programs, with an emphasis on short-cycle and non-degree programs focused on responding to survey findings.

Regional and International Partnerships for Quality Strengthening

1. Build on existing university partnership arrangements to 'pair' universities with regional and international HEIs (for example the relationship between ALU and the University of Ibadan).
2. Partnership arrangements should be designed to focus on quality improvement activities, including (i) the peer review of selected STEM and Agenda for Transformation (AfT) priority programs and (ii) support for academic and student exchange.
3. Partnership arrangements should be designed to provide an institutional foundation and policy framework for the further development of an institutional accreditation system. Partnership arrangements will allow for the exchange of common standards and practices for accreditation.
4. Universities and colleges will develop strategic plans and institute annual reporting exercises.

Component 2: Realign Financing of Higher Education to Improve Efficiency and Equity

Driving Efficiency in Higher Education Finance

1. Compare unit costs and the cost-effectiveness of study for three to five priority diploma and degree programs, each of which must be offered at no less than three HEIs.
2. Introduce monitoring indicators for programs and performance monitoring (including indicators for enrolment, admission, graduation, equity, the quality and efficiency of services, job placement and earnings upon graduation) and include all HEIs in the annual school census.
3. Realign the higher education subsidy policy to improve equity in the distribution of public funds across HEIs with a focus on increasing value for money, and the alignment of financing with GoL developmental priorities. Reduce transfers to HEIs by at least USD 1m annually.

4. Gradually introduce performance financing to HEIs, commencing with the introduction of demand driven grant financing for innovation in teaching and learning.

Improving Equity in Higher Education Finance

1. Continue the reform of international and national scholarship programs to increase the share of enrolment of students from low income households. Reduce total expenditure on scholarships to USD 1.5m annually.
2. Explore options to support the increased generation of second and third income streams for HEIs and pilot programs designed to generate new revenue, including the levying of pro-poor user fees. Best practices could be identified from leading regional and international universities.

Component 3: Update the Higher Education Act

1. Revise the 1989 Higher Education Act with support and engagement from key stakeholders, and in alignment with relevant national, regional and international priorities.

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 access to water, sanitation and hygiene (WASH) 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	Percentage and USD share of national budget and GDP Percentage and USD budget allocation to G2B-ESP programs and education levels Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations (SDG 4.5.3) Education expenditure per student by level of education and source of funding (SDG 4.5.4)
	Increased monitoring of schools	Number and percentage 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 overage 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 overage gap in targeted schools	Average overage gap per grade by sex and location Percentage of overage children 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	Number and percentage of out-of-school children and young people in programs returning to formal education

(continued on next page)

TABLE 12.1 G2B-ESP High Level Results Framework *(continued)*

High-level impact	Outcome/s	Indicator
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)
		Pupil-trained teacher ratio by education level, by sex, type of school and location (SDG 4.c.2)
		Pupil-qualified teacher ratio by education level, by sex, type of school and location (SDG 4.c.3)
Curriculum & Assessment Program	Increased use of quality teaching and learning materials	Percentage 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	Female student transition rates to secondary education, by location
		Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse, by sex and location (SDG 4.a.2)
Technical and Vocational Education and Training Program	Increased proportion of trained TVET teachers	Pupil-Qualified Teacher Ratio (TVET sub-sector)
		Participation rate in technical and vocational programmes (15- to 24-year-olds), by sex and location (SDG 4.3.3)
		Gross enrolment ratio for tertiary education by location and type of education (SDG 4.3.2)
Higher Education Program	Increased share of enrolment of students from low income households and for women	Share of higher education enrolment from the poorest 40 percent of the 25 to 35 year-old population by sex Gross enrolment ratio for tertiary education by location and type of education (SDG 4.3.2)

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 and 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 and Out-of-School	Total cost	1,360,900	5,319,800	5,310,700	5,272,700	17,264,100
	MoE commitment	—	—	—	—	—
	Funding identified	—	—	—	—	—
	Funding gap	1,360,900	5,319,800	5,310,700	5,272,700	17,264,100
Teacher Education and 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 and 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	—	—	—	—	—
	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 (non-recurrent) budget (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	
Funding identified	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 and 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	
Of which is PSL	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	
Funding identified	6,000,000	6,000,000	6,000,000	6,000,000	24,000,000	Payroll clean up savings
Funding gap	5,196,000	2,028,000	2,550,000	5,142,000	14,916,000	Recurrent and one—off costs[a]
3. School inspection	237,000	343,500	351,500	300,000	1,232,000	
4. Support and accountability at decentralized levels	301,875	169,000	259,000	164,000	893,875	

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TABLE 13.3 G2B-ESP Component Budget, USD *(continued)*

Education Management and Accountability Program	2017/18	2018/19	2019/20	2020/21	Total Cost	
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	
Funding identified	100,000	—	—	—	100,000	ELP[b]
2. Roll out ECE certification and training for teachers through Rural Teacher Training Institutes, colleges and universities[c]	636,450	661,450	661,450	611,450	2,445,800	
Funding identified	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	
Funding identified	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**	
Overage and 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	

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TABLE 13.3 G2B-ESP Component Budget, USD *(continued)*

Overage and Out-of-School	2017/18	2018/19	2019/20	2020/21	Total Cost	
4. Out-of-school children and young people program[d]	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**	
Teacher Education and 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[e]	1,819,550	4,326,050	4,350,050	4,330,050	14,825,700	
Funding identified	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 and Assessment	**2017/18**	**2018/19**	**2019/20**	**2020/21**	**Total Cost**	
1. New English and mathematics syllabuses and teacher guides[f]	216,913	960,663	833,663	—	2,011,240	
2. National literacy and numeracy assessment system for grades 3 and 6[g]	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	
Funding identified	200,000	200,000	200,000	—	600,000	Let Girls Learn[h] (estimate)
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[i]	14,747,550	14,818,200	14,810,550	14,704,550	59,080,850	School feeding[j]
Funding identified	14,600,000	14,600,000	14,600,000	14,600,000	58,400,000	WFP and Mary's Meals[k]

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TABLE 13.3 G2B-ESP Component Budget, USD *(continued)*

Student Well-being	2017/18	2018/19	2019/20	2020/21	Total Cost
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
2. Improve the quality of TVET delivery[j]	—	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**
Funding identified	**—**	**—**	**—**	**—**	**0**
Funding gap	**114,900**	**137,900**	**232,900**	**207,900**	**643,600**

[a] 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.

[b] 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.

[c] OSF has previously supported ECE reforms.

[d] USAID and EU have proposed large-scale programs for this G2B-ESP component.

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

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

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

[h] 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.

i 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.

[j] Assumes USD 40 per year per child.

[k] 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.

[l] Both EU and UNESCO have proposed support for TVET quality, teacher training and resourcing.