

Republic of Liberia

Appraisal of the 2010-2020 Education Sector Plan

January 2010

CURRENCY EQUIVALENTS

(Exchange Rate Effective August 28, 2009)
Currency Unit = Liberian Dollars (LR\$)

1 US\$ = LD 63

FISCAL YEAR

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ABBREVIATIONS AND ACRONYMS

ALP	Accelerated Learning Program
EDP	Education Development Partner
EMIS	Education Management Information System
GER	Gross Enrollment Ratio
JHS/SHS	Junior High School/Senior High School
FTI	Fast Track Initiative
LPERP	Liberian Primary Education Recovery Program
MOE	Ministry of Education
NER	Net Enrollment Ratio
PRSP	Poverty Reduction and Strategy Paper
TEVT	Technical Education and Vocational Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WB	World Bank
WFP	World Food Program

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SUMMARY

Overall comments

The undersigned Development Partners supporting the education sector in Liberia endorse the Government's Education Sector Plan (ESP) as achievable, credible and financially sustainable. We also fully support the mobilization of an additional US\$16-17 million a year over the next three years (US\$50 million in total), and higher thereafter if progress and resources meet the targets of the ESP. We fully support a proposal in the amount of US\$40 million through the Catalytic Fund. New donors (SIDA, bilateral) are currently discussing with the Government new commitments to the sector, which would likely cover the remaining US\$10 million.

Strengths:

- The Plan provides a sufficiently prioritized program, and framework to mobilize stakeholders around goals.
- It represents an excellent effort by the MOE to develop a sector-wide program through a highly consultative process. As a result, there is a high amount of political interest and support for the Plan across all levels of Government including the highest levels (Legislature, Ministries of Finance and Planning among others).
- The technical quality of the Plan is well-tailored to capacity and resources and incorporates lessons learned.
- The Government has thoughtfully considered and balanced the need for visible results and institution building.
- The technical quality of the Plan is sound and reflects the lessons of international experience and best practice in education planning.
- The drafting process was key. In addition to extensive consultation within the MOE and across sectors, the process also actively engaged donors and NGO partners through daily contact regarding implementation issues.
- Due to the collaborative nature of the process, the Plan is practical and designed to incorporate progressive feedback from the partners.
- The plan sufficiently prioritizes major activities over time in a way that is compatible with implementation capacity and its further strengthening over time.
- Financially, the plan takes into account all main cost parameters, is embedded within the macro-framework, and is credible with respect to projected public resources. The Ministry of Finance through the Budget Bureau has reviewed the macro data and confirmed the education budget commitments in the ESP over the next three years.

Concerns:

- There are some knowledge gaps at the primary school level, the most important being in relation to out-of-school youth and effective teacher development and management issues. To address this, the ESP includes specific studies to determine barriers to school enrolment, attendance and completion as well as to support the development of a more effective teacher education and management system so that all rural schools are staffed with qualified and motivated teachers.

- There is also much greater knowledge of issues in primary and secondary education than in TVET and tertiary. For this reason, the ESP includes a number of studies to be undertaken in the short term to inform policy and development plans for these areas of education. For higher education in particular, the ESP includes a study of higher education financing and of strategies to promote the development of the private higher education institutions.
- There is a need to incorporate a strengthened finance monitoring system, which might consider including civil society and NGOs in budget tracking activities (for instance, PTAs for tracking school spending – allocation of resources).
- Strategies to improve geographic equity and the participation in school of vulnerable children, including girls, should address barriers to regular school attendance as well as the teaching and learning process itself in addition to providing scholarships and incentives.
- Need to prioritize the finalization of the draft policy on textbooks and other instructional materials to ensure that more books and materials reach the children. The ESP rightly points to this urgent need.
- Existing MOE institutional arrangements should be revised and expanded to reflect the current sector wide approach.
- The Plan is weak on emergency preparedness and response. With the help of the cluster leads (UNICEF and Save the Children) the Government is advised to make contingency plans for possible future education in emergencies in view of the unstable history of the region.

Conclusion: Based on our assessment, we conclude that the Government of Liberia’s Education Sector Plan is credible in terms of implementation and feasible in terms of public resource availability.

We therefore, endorse the ESP and support the mobilization of US\$16-17 million a year over the next three years to fill the financing gap.

I. Economic and Social Context and Linkages with Country Strategies

Liberia is working valiantly to pull itself up from the devastation wrought by the 14-year long civil war which ended in 2003. The war itself was fueled by decades of bad governance, and resulted in a break down in the rule of law, and in the infrastructure and economic and social fabric of the country. By the end of the war, production had collapsed in all sectors of the economy, and poverty had worsened considerably. Liberia also suffered a massive loss of skilled, educated and professional human resources, while in parallel a generation of young people had little access to education. In addition, there is a large population of refugees, former internally displaced persons and vulnerable children who struggle to survive as well as a great many youth who are traumatized having been victims of, witnesses to, or participants in human rights violations and property destruction.

The challenges are indeed significant. Today, per capita income is only one-quarter of what it was in 1990, and 68 percent of the population lives below the national poverty line of US\$ 234. Large differentials in economic and social opportunities exist between Monrovia and the rest of the country and between the Americo-Liberians and the indigenous groups. The human capital base is narrow which also affects the speed of recovery. In 2007, a Demographic and Health Survey estimated that fully one-third of the population had no education at all; 32 percent had only some primary education (the majority incomplete), 32 percent had some secondary education (the majority incomplete) and only 4.1 percent had any higher education. HIV/AIDS is also a growing threat and of the estimated 50,000 people living with HIV, few have access to treatment.

Since 2003, progress has been steady on the political, economic and security fronts. Democratic elections in 2005 led to a new government in 2006 which strengthened stability and security. The economy posted a strong recovery with GDP growth averaging 7 percent over the last five years, despite a difficult international environment.¹ In the medium term (2010-2014), GDP is projected to grow at an average of 10.2 percent in real terms. To enable higher growth, new laws, codes and institutions are required to create an enabling environment for private sector development, and all forms of economic infrastructure require reconstruction and extension.

Macro-economic stability has also been maintained with prudent budget management combined with increased revenue, and Liberia is expected to reach the HIPC completion point in 2010. Nevertheless, Liberia will continue to remain highly vulnerable to debt distress thereafter. Over the medium term, borrowing will remain constrained and continued high levels of external grant financing will be needed for reconstruction and building accountable state institutions. As part of its efforts to improve accountability, GoL has taken important steps to improve budgeting and public expenditure management although the continued weaknesses of these systems has prevented EDPs from providing budget support. In addition, the GOL has developed and approved a civil service strategy which seeks to improve the management of its human resources.

¹ The growth was driven by phosphates, rubber and palm oil, the retail trade, communications, transport and construction.

Finally, significant steps have been taken to establish political institutions and security. But the needs remain immense and the social climate stressed. Continued insecurity is also linked with pervasive crime, and violence against women and girls is prevalent.

Building on this progress, GoL prepared a Poverty Reduction Strategy (2009-2011) through extensive community and sector consultations which was approved by the World Bank and IMF boards in June 2008, and is accompanied by a priority action plan. The PRSP has four pillars of focus:

- Enhancing National Security
- Revitalizing the Economy
- Strengthening Governance and the Rule of Law
- Rehabilitating Infrastructure and Delivering Basic Social Services.

Important cross cutting issues are gender equity, HIV and AIDS, peace building, environment and children and youth. A main principle that will guide investment decisions over the PRSP period is that the state will intervene to provide services only where the private sector cannot.

In the appraisal of the PRSP, the staffs of the World Bank and IMF assessed the PRSP goals as achievable but noted that progress will depend importantly on the maintenance of political stability, major improvements in security conditions, sustained progress on economic governance and public resource management, and major reconstruction and development programs supported by strong technical and financial assistance from the donor community.

External Financing. Major EDPs in Liberia are the EU, USAID, WB, UN institutions (UNICEF, UNESCO, WFP), OSI/ Soros Foundations Network, as well as many international NGOs. But ODA levels remain low. Since the resumption of aid in 2006, (on-budget) aid has financed less than 10 percent of total public expenditure. Due to a lack of reliable public financial management systems, aid has been channeled through non-budget support modalities. Only recently have a few partners (World Bank, IMF, EU) provided budget support, and only in modest sums. Partners plan to slowly increase budget support along with the rhythm of improvement in public financial management systems.

II. EDUCATION SECTOR: ACHIEVEMENTS AND CHALLENGES

Policy History. Notwithstanding a high level of instability, an Education Act was passed in 2001 and an Education for All Action Plan had been prepared at that time. Sadly, neither was implemented due to the situation at the time. Since the return of democratic governance in 2006, the priority of the new government was to establish a framework to facilitate implementation of the provisions of the Education Act, focusing in particular on those concerning primary education. Among the Government's first directives was the implementation of free and compulsory primary education.

Towards these ends, the Liberian Primary Education Recovery Program (LPERP) was prepared and 'free' primary education was launched. In 2007, Liberia submitted a request to the EFA-FTI Partnership for acceptance and Catalytic Fund financing. Admission to the Partnership was

granted but financing was denied. However, noting the significant needs of Liberia and the importance of the LPERP, the Partnership agreed to provide some transitional funding for Liberia to implement the program and address the issues identified by the Catalytic Fund Strategic Committee Meeting. It was agreed that UNICEF, using a grant from the government of the Netherlands, would provide the funding (\$12 million) which was pooled with financing from the Soros Foundations Network (\$4.25 million) for a total of US\$16.25 million. The Partnership also approved the use of the Education Program Development Fund (EPDF) to support capacity development and technical assistance to facilitate the preparation of a more comprehensive and longer-term sector plan.

The Poverty Reduction Strategy (PRS) of 2008 solidified GoL's commitments and outlined a plan toward achieving EFA and Millennium Development Goals. The education component of the PRS incorporated the goals of LPERP and built on its achievements. Through these frameworks, the Government of Liberia has made significant progress toward universal primary education and towards the preparation of a comprehensive sector plan.

Achievements in Primary Education. Since the development of these frameworks, coupled with the return to peace, most investment and progress in the education sector has been concentrated at the primary school level and important progress has been achieved. Primary education has recovered rapidly in terms of gross enrolment. Since 2005, primary enrolment grew at over 9 percent a year.² As a result, in 2008, the Gross Enrolment Ratio in primary education reached an estimated 94 percent. An Accelerated Learning Program (ALP) for older students also enrolled over 75,000 students and is now operational in all the 15 counties.

In an effort to keep up with the growing demand for education and to repair infrastructure damaged during the conflict, main achievements include the construction and rehabilitation of 198 schools since 2007 representing less than 10% of the stock of destroyed schools, and the purchase and distribution of over 1.2 million textbooks and teachers' guides which aims to lower the student textbook ratio from 27:1 to 2:1 in four core subjects. Two of the three Rural Teacher Training Institutes (RTTIs) have been rehabilitated, refurbished and re-opened. In 2009, 461 students graduated from the RTTI pre-service training programs:- the first group of certified primary school teachers to graduate from these institutions since 1989. The RTTIs also support in-service training programs that have graduated close to 900 newly certified primary school teachers. The primary completion rate has also improved for all students, increasing from only 21 percent in 2002 to an estimated 62 percent in 2008. In 2006/2007 school year, the grants to schools program was started to replace fee income.

To clean-up and harmonize data associated with the MOE personnel listing and payroll, the MOE is collaborating with the Ministry of Finance (MOF), General Auditing Commission (GAC) and Civil Service Agency (CSA) to complete a payroll verification activity. The MOE will begin addressing results of the activity in 2010 and will use them to establish administrative and financial controls for teacher recruitment and deployment, to identify schools with vacancies or over-postings, and to make data-based management decisions. To address information challenges, the MOE developed an Education Management Information System (EMIS) which now houses data from three annual school censuses (2006-2008) with a baseline school census

² Primary enrolment increased from 260,499 in 2005/2006 to 539,887 in 2007/2008.

report published in 2008. School mapping is also underway which will further improve available data to inform policies, particularly with respect to equity and completing the reconstruction of damaged facilities.

Challenges. Despite these many achievements, the provision of facilities and trained teachers is recovering more slowly than the rising enrolment, resulting in severe overcrowding. Many schools also remain badly damaged. Further, due to a generation of youth who missed out on an education, over 60 percent of primary school students are above primary school age while the majority of 6-12 year olds are enrolled in pre-school. Instructional materials remain in short supply. The system of school grants will also need to be strengthened over the next two years, including its allocation criteria, financial management procedures, roles and responsibilities of each structure, and systems of accountability. Capacity will also need to be strengthened for decentralization and the empowerment of local education authorities and of school management committees. Addressing these challenges form the core of the ESP priorities for the medium term.

Lessons Learned from LPERP. Implementation of LPERP and PRS priorities presented both challenges to the government and its partners, as well as lessons that have informed the development of the sector plan. Although considerable progress has been made, the MOE recognizes the value of and need for extensive consultations with a broad range of partners; sound coordination mechanisms for Government and partners, to ensure synergy, and increased attention to and capacity for monitoring of implementation activities.

The challenges of implementation also sensitized the MOE to the need for increased donor coordination as the MOE moves toward implementation of a more comprehensive sector plan. In this regard, the MOE plans to establish a sector coordination team within its institutional structure to improve EDP collaboration and coordination around the ESP as well as to increase its technical capacity for planning and implementation (see Section on donor coordination).

National infrastructure and local construction capacity are weak with many contractors unable to read the school designs and therefore requiring close supervision. The poor road conditions are a major source of delays particularly during the long rainy season when supplies cannot reach construction sites and there are construction work stoppages due to increased rain. The construction site supervision has been weak with the first external reports indicating that only one school contractor could proceed without having to start all over again in order to construct safe schools. It is possible that even for the two main construction firms (LACE and UNOPS) that were contracted to supervise the work, 20 schools each proved too many projects to supervise considering the number of sites to be covered on a daily basis. Each may therefore need to be allocated fewer schools in the future. This in turn means that without the support of the Ministry of Public Works qualified to supervise such work it will remain a major challenge to build the number of schools required to meet the projection targets indicated in the ESP.

Quarterly implementation plans for the LPERP with adjusted budget estimates and clear priorities have been missing. Due to a lack of predictable funding, the major LPERP activities were funded through the EPF. While the LPERP has been the single policy framework for EDPs and the MOE, much better coordination will be needed for ESP implementation. However, sector

coordination under the leadership of the MOE will not be the only challenge. A capacity gaps analysis, particularly at the decentralized levels, will be needed to strategically address implementation barriers.

III. TECHNICAL APPRAISAL OF STRATEGY AND MEDIUM TERM PLAN, 2010-2012

A. Technical Quality

Overall, the ESP provides a sufficient/good foundation/framework for scaling up rehabilitation efforts, for prioritizing interventions in the medium term and for aligning development partners around a common plan.

1. Linkages with Government-Wide Plans. We are satisfied with the extent to which the education plan incorporates and translates the PRSP priorities into a sequenced reconstruction and development plan for the education sector. For example, the targets adopted by the ESP give direct expression to the broader PRS goals for the sector. The ESP has been developed within the medium-term expenditure framework of the PRS. In terms of linkages with the economy, given the uncertain job outlook at present, ensuring attainment of a quality primary and secondary education, backstopped by functional literacy and numeracy for adults and those out of school are appropriate high priorities in order to ensure a platform for trainability in an evolving economy. The training of technicians and rebuilding tertiary education will also be critical, particularly given the lag time involved. In this regard, the ESP places priority on developing a sustainable strategy while rebuilding opportunity in areas of high demand. The Plan further outlines the incorporation of the MOE in government-wide reforms and capacity building schemes, such as the national civil service reform strategy and decentralization processes led by the Governance Commission and the Ministry of Planning & Economic Affairs.

2. Quality of Sector Analysis and Data. The baseline data and analyses underpinning the plan are reasonably comprehensive and robust (See Annex 7 for documents consulted.). A school census took place in 2006 and has been repeated annually since, providing robust baseline data. The data have been disaggregated and analysed by gender and location. The Plan was also informed by an on-going sector-wide analysis of access, equity, efficiency and public expenditure issues which also draws on relevant data from household surveys that took place in 2007 and of a 2008 Public Expenditure Management and Financial Accountability Review which assessed the incidence of public spending, among other issues. All of these analyses were exploited during the preparation of the ESP to identify main sector issues and inform policies and strategies. Finally, continuing to strengthen data collection and analysis capacities is a key component of the ESP.

However, there are some knowledge gaps at the primary school level, the most important being in relation to out-of-school youth and teacher education, development and management issues. To address this, the ESP includes specific studies to assess barriers to school enrolment, constraints to school attendance and completion and to support the development of a more

effective teacher education, development and management system so that all rural schools are staffed with qualified and motivated teachers.

There is also much greater knowledge of issues in primary and secondary education than in TVET and tertiary. For this reason, the ESP includes a number of studies to be undertaken in the short term to inform policy and development plans for these areas of education. For higher education in particular, the ESP includes a study of higher education financing and of strategies to promote the development of the private higher education institutions.

Public Financial Management is weak. Although systems are expected to improve with the implementation of government-wide financial management reforms, the MOE capacities also need to be strengthened, particularly to enable greater absorption and effective management of more resources. With respect to these issues, the ESP gives priority to strengthening budgeting and financial management capacities and procedures, including establishing internal audit functions at central and local levels and recruiting qualified contractual staff to support these functions.

3. Credibility of Medium and Long-Term Targets. Annex 3 shows the main targets in the medium and long-term and benchmarked against the FTI indicative framework where relevant. Given that, under present circumstances, the margin of error in projecting the future may be quite large, we focus on the medium-term which nevertheless has been planned keeping in mind the longer term objectives/targets.

In the case of Liberia, reliable data on the sector have only been available since 2007. Thus, it is difficult to base projected targets on historical trends in some cases. This is especially the case for the primary completion rate which requires a longer time span of data collection to evaluate how it is trending and what more may need to be done to reach the target set. Further, we have no specific estimate of what the impact of the main strategies (such as fee free education) might have on persistence rates because the policies are new, and there is not yet the experience to evaluate the sensitivity of persistence rates to the interventions. Nevertheless, it is clear that the demand for education is very high and that cost is a significant barrier. Completion trends will be monitored over time to assess program impact as part of the annual school statistics publication and information provided for progress reviews.

Further, there are on-going country-wide civil service policy studies and initiatives that aim to professionalize the civil service, one key aspect of which necessarily entails salary rises because civil service salaries are universally recognized as being low. However, the speed and level at which they might rise depends upon the trend in public revenues. The estimates will be adjusted as the Government makes these decisions.

4. Targets and Results Framework. ESP targets are summarized in Annex 4. We recognize that the results framework of the ESP can be improved so that objectives and outputs are better quantified and outputs are more directly linked with the objectives/outcomes. Nevertheless, we submit that the ESP has a reasonably comprehensive set of key monitorable targets, on an annual basis (such as intake rates, enrolment rates, student:teacher ratios, student: textbook ratios), that will provide information on progress towards the key objectives of the Plan, particularly at the

primary school level. However, there is a need to develop specific targets and monitorable indicators for geographic equity and for the participation of vulnerable children. To address these weaknesses, EDPs will continue to work with the MOE as the plan is being implemented and through joint reviews and dialogue to further strengthen these areas.

The targets for the plan at the primary school level are highly compatible with the “Benchmark” values of the FTI Indicative Framework indicators in that the ESP targets aim for similar goals in access, completion, finance and indicators of quality (i.e. non-salary spending) at the primary school level while at the same time recognizing that Liberia is starting from a position of catch-up in many respects. The values of the indicators differ, however, with respect to public financial effort which, for the ESP, is significantly higher. Whereas the FTI benchmark of public recurrent education expenditure as a share of GDP ranges between 2.8-3.6 percent, for the ESP public recurrent expenditure is planned to rise to 4.9 percent of GDP in 2015. This is because, although education recurrent expenditure as a share of total public spending is lower than the FTI benchmark of 20 percent, public revenue is a much higher share of GDP than that assumed in the FTI Indicative Framework.

The Medium Term ESP targets for primary school education are credible from several perspectives. First, they have been set taking into account lessons learned from recent experience and feasible implementation capacity. For example, targets for enrolment, completion, teacher supply and school infrastructure are based on recent trends and reasonable assumptions about capacity to scale up. Second, the targets were set considering the projected macro framework, public resources that could realistically be allocated to education and realistic scale up of financial absorption capacity. Third, the targets at each level of education take into account resource priorities at the other levels of education. Finally, the targets adopted are based on assessments of alternative scenarios that varied these parameters and explored the main implications of these.

For example, for access targets, the objective is to increase primary school enrolment by 2% year bringing the GER from 94% up to 104% in 2015. The construction program calls for 453 new classrooms a year at the primary school level. This level of construction is feasible given the rhythm of construction and rehabilitation of more than 500 classrooms a year achieved over the past few years, combined with a priority being given to community-based contracting for construction in rural and hard to reach areas.

With respect to teachers, the plan estimates the recruitment of approximately 900 new primary school teachers a year in the medium-term, to be trained through programs at the Rural Teacher Training Institutes and through other initiatives that may be developed by the MOE with its partners. While graduating this number of new primary teachers each year is deemed necessary and reasonable considering the severe shortage of trained and certified teachers in the country, the capability of the GoL to finance the associated salary costs will remain a critical concern. The MOE must consider ways to expand the scope of teacher certification programs in order to allow more partners to contribute to teacher training and to adequately meet the required support estimated in the ESP.

In junior high school, the Grade 7 access rate is estimated to increase from 52% in 2010 to 72% in 2015. While this output is feasible as more schools are built, the training of teachers for “B” level certification will need to be addressed. More specifically, the intention is to provide classroom construction where none presently existed for students completing primary education.

The ratio of girls is estimated to increase from 82% in 2010 to 89% in 2015. To achieve this output, more girls are persuaded to continue with their education through the provision of scholarships especially for deserving girls.

At the senior high school level, the Access Rate is estimated to increase from 32% in 2010 to 49% in 2015 as more students complete junior high school and more schools are being built and teachers trained. The number of contact hours is estimated to increase from 25 to 26 hours to move closer to the benchmark of international practices and to provide more time on task.

5. Prioritization. Given Liberia’s abundant needs, a significant strength of the ESP is that it achieves a sufficient level of prioritization over time among many competing needs.

Overall, the ESP gives priority to the achievement of the EFA/MDG goal of complete quality primary education for all children, and also the EFA goal concerning Early Childhood Development which includes pre-primary education in the medium term while taking into account the catch-up aspect.

At the primary school level, the main intervention targeted/of focus in the medium term is the transfer of resources to schools for operational expenditure and school supplies because it must go hand-in-hand with the elimination of school fees and with the State’s obligation under law to ensure that all children have access to basic education. Based on the experience of a trial run, experience shows that three complementary conditions also need to be developed, namely mechanisms for transparent information flows on disbursements and receipts, community or parental involvement in school and resource management, and the development of a non-cash transfer based system. Given that this is one of the key policies that has the potential to address access, equity and (partly) quality issues, medium term activities place a heavy focus on developing a functioning and accountable resource transfer system. The MOE is also encouraged to pursue further research on demand side issues such as how to capture the poorest and most vulnerable children who are not yet in school due to costs of schooling being still too high despite free fees and the pressure to fulfill domestic responsibilities (especially for girls) and provide income to the family.

At the secondary level, the ESP gives priority to rehabilitation of infrastructure, progressive expansion to prepare for a rising number of primary school graduates, and putting in place basic learning supports while developing a more comprehensive direction for the longer-term development of secondary education. Given the on-going increases in enrolment and completion rates at the primary level, the MOE has prioritized the junior high school sub-sector to avoid disruptions in transitions from primary to secondary schooling.

In TVET and tertiary education, in the medium-term priorities center on rehabilitation of selected TVET institutions in targeted technical areas and of public universities while policies and plans

are prepared for their development. Developments are moving towards improving Governance of the TVET System: an apex body to be called the National Commission on Technical, Vocational Education and Training (NACTVET) is proposed to be established to regulate, coordinate and promote the development of technical and vocational education and training in Liberia. This will help create a unified national TVET system without moving delivery institutions away from their parent ministries. In addition, the establishment of a TVET Development Fund will provide a demand-driven response to the private sector's need for adequately qualified labor, and the need to provide new entrants in the labor market with gainful and employable skills. The Fund would finance pre-employment and in-service training needs for both the formal and informal sectors.

The MOE will also increase access to and quality of literacy programs for adults who are not able to enroll in vocational programs.

6. Credibility of Strategies

Primary Education

Access and equity. The access objectives are to increase enrolment levels to the equivalent of 100% of the school aged population by 2015, increase of-age entry, and achieve both while improving equity.

The main strategies being brought to bear are the removal of barriers to entry which are principally of three types – regulatory, supply and demand. The regulatory constraint imposes the requirement that a certain level of prior knowledge be attained prior to being allowed admittance to primary school. This explains why the majority of 6-8 year old children attend pre-school. In some rural communities, there is a supply constraint; in many, there is a teacher supply constraint. One of the most important constraints on demand is the direct and indirect cost of education. In light of our understanding of these issues, EDPs fully support the main strategies of the ESP as they concern these constraints. They are, namely (a) adopting and enforcing a new policy that delinks prior learning from access to primary school admission, (b) expanding the physical school network and developing an effective policy for teacher education, development and management in rural schools, and (c) fully implementing the policy to abolish school fees through the provision of grants to schools for operating costs as well as special targeted interventions to reduce costs for poor families.

Equity objectives and strategies to achieve them need to be strengthened since equity is a critically important issue not only because achieving UPC depends almost exclusively on bringing the girls, the poorest and the most vulnerable children into school, but also because inequity in access to jobs and better income has been a significant cause of social instability, and education contributes substantially to access to these opportunities. The MOE has developed criteria to target resources geographically in priority to communities with insufficient access to primary schools. To this end, new funding will support school construction in remote and hard to reach areas using non traditional approaches such as community driven development

Quality. The main objectives are to raise completion rates through improvements in the learning environment namely through interactive teaching approaches, developing a quality curriculum

and monitoring its implementation, improving professional support to teachers, and ensuring that all students have a set of core subject textbooks and supplementary learning materials. In the area of instructional materials, while the Government needs a textbook policy that is formulated around decentralized purchase for the longer term, in the short-term the emphasis will be on central delivery, and development and implementation of an instructional materials policy along with the implementation of school operational grant-fee reduction program. This is an appropriate approach for Liberia that addresses both immediate needs, builds capacity at the school level to manage school grant resources with the participation of communities, and once this is in place, devolves the responsibility for the provision of all instructional materials to the school level with financing provided through school operational grants.

Post-primary education.

Owing to the need to further develop strategies to increase access, equity and quality at the Senior secondary, TVET and tertiary levels, the ESP is realistically modest in its investment proposals for these levels of education in the medium-term while the plans are being developed. Nevertheless, there is a need to expand access to secondary and tertiary education, due not only to demand but also to raise the quality of the labor force in the medium and long-term, and to significantly improve equity in access at these levels of education. Given the needs, the EDPs are committed to supporting the MOE to achieve a rapid development of these plans under the ESP.

Enrolment in secondary education depends importantly on location and ability to pay, particularly in Senior High School. Higher education is much less dependent on ability to pay due to a higher level of subsidies. Due to its history, Liberia has an unusually small public sector at the secondary level. In order to raise equity, resources for the establishment of new public schools will be targeted for districts with insufficient junior high school places and no senior high schools. While the number of public schools increases overtime, it will also be important to provide opportunities (e.g. through scholarships/vouchers/subsidies) for meritorious students who cannot afford the cost of the schools available. In that regard, the development of a targeted scholarship program will be developed in the short-term.

B. Leadership and Ownership

The consultation process underpinning the ESP has been extensive and inclusive (**Annex 1** provides a summary). Based on the successful model rolled out in the development of the PRSP, teams from the MOE met with stakeholders in every county, proposing strategies and programs and harvesting opinions and weighing expectations. The results were used to further develop the plan, and were followed by in-depth discussion with The Senate Sub-Committee on Education. The ESP has the support of the Legislature. The ESP plans to continue consultations and revisions during implementation through regular updates on progress to the legislature.

There is no question that there is broad and strong ownership as well as a high level of commitment in the MOE to implement the ESP and achieve the targets set. In regard to the latter, the MOE will need to continue to strengthen its leadership capacity not only in terms of

human resources but also in terms of management coordination and oversight mechanisms (see below).

C. Monitoring and Evaluation

Most of the ESP targets can be monitored through the existing EMIS data collection and production system and through the on-going school mapping and civil service studies. This is highly appropriate as research capacity develops. In addition, there is an on-going early reading assessment pilot study in 180 schools to provide information on reading outcomes in the early grades of primary education. Finally, linkages will be developed with planned national surveys on the quality of service delivery to build into them school samples, and to obtain feedback on indicators such as teacher and student attendance, the delivery of school grant funds and the presence of instructional materials in classrooms.

D. Institutional and Implementation Capacity and Readiness for Implementation

Table 6 summarizes capacity constraints and measures to mitigate them. Capacity building is a challenge across the board. More fundamentally, the challenge is one of building a pipeline of managers at all levels, particularly at the decentralized and school levels, significantly improving communications, and establishing accountable reporting systems that are not dependent on personal contact only.

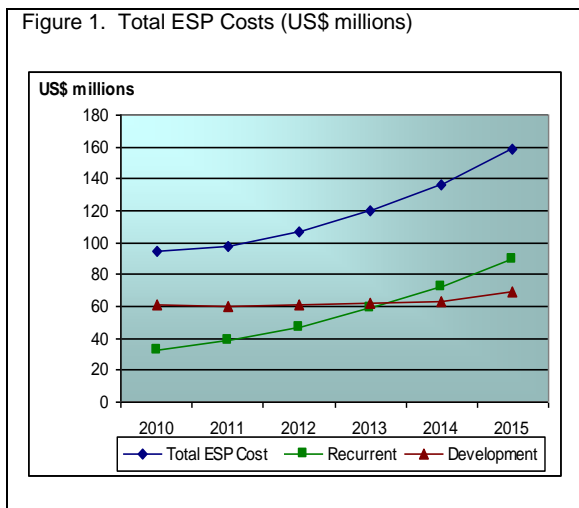
The CB plan incorporated in the ESP addresses these main weaknesses. We are confident that, over the course of the ESP, capacity will be strengthened.

E. Program costs and finance

We assess the cost and financing framework as highly credible in the short-term (2010-2012), with a larger margin of error in the medium-term (2013-2015), and with the caveats explained below.

TOTAL ESP COSTS

Cost Trends. Figure 1 shows the trajectory of the ESP Costs. Annex Table 2 provides the summary details. Over the period 2010-2015, total costs are estimated to rise by annual average of 11 percent in nominal terms, with recurrent expenditure growing at 22 percent a year. The more rapid rise in recurrent expenditure is a result of the targets for increased enrolment as well as an assumption underlying the cost estimates that teacher salaries will grow at the same rate as GDP per capita so that teacher salaries remain at a constant level relative to per capita income. Thus salary expenditure is most likely a higher bound estimate. This does not, however, significantly affect the financing gap in the short term. When the strategy for teacher salaries is developed, the estimates will be adjusted accordingly.



Balance between Recurrent and Development Expenditure. Given the large needs for the rehabilitation of physical infrastructure and for expanding the public school network, development costs average US\$60 million a year in a short-run and US\$65 million in the medium-term. In terms of absorptive capacity, this is a credible level of expenditure. Over the past several years, the sector has been disbursing US\$40 million a year in development expenditure. The balance between investment and recurrent costs is also appropriate and consistent with the program targets. Development costs comprise 60 percent of total program costs over the next 3 years, and fall to 47 percent during the next three-year period as the needs for infrastructure and basic stock of inputs such as textbooks falls at the primary level (although they will remain important at the post-primary levels) and as recurrent expenditure rises proportionately due to the additional costs generated by enrolment expansion.

RECURRENT COSTS

Salary and non-salary recurrent expenditure. ESP recurrent expenditure mainly reflects the cost of teacher salaries and a reasonable level of non-salary expenditure. During 2010, non-salary expenditure at the primary level averaged US\$ 14 per student and comprised 37 percent of total education recurrent expenditure (exceeding the FTI benchmark of 33 percent). The ESP plans to maintain this level of per student expenditure in real terms. Based on recent experience, it is a reasonable estimate relative to what can be effectively spent for two main reasons. First, the amount is itself a minimum, particularly in light of the widespread poverty. However, the ability to spend more resources effectively will depend importantly on improvements in the school transfer system, which is a priority area for capacity strengthening in the short-run. Once the transfer system is more reliable and there is a better estimate of operating costs, non-salary expenditure will be reviewed and adjusted accordingly.

Salaries comprise the other 63 percent of recurrent costs in primary education. The estimates are based on the assumption that GoL will double teacher salaries, which it wishes to do. Teachers salaries, at 2.5 times GDP per capita, were very low in absolute terms (approx \$US 500) and even relative to the FTI indicative framework. All partners agree that raising civil service wages is central to improving the performance of the public sector. However, it has not yet been decided if salaries will double at once or if the increase will be phased in over time. Once the decision has been made, the cost framework will be adjusted accordingly.

Intra-sectoral distribution. The plan gives expenditure priority to primary education and the cost estimates are consistent with ESP targets. In the medium-term, primary education would account for about half of education recurrent expenditure, and basic education (i.e. pre-primary, primary, junior high and literacy programs) would account for 78 percent of recurrent expenditure. In the medium and longer-term, secondary education will also need to be further developed. Once there is a clearer strategy and plan for secondary education, and in conjunction with salary reform, the intra-sectoral allocations will be re-examined at that time.

Per student expenditure proposed by the ESP (see Annex Table 3) is highly appropriate from a comparative perspective. In 2010, recurrent expenditure per primary pupil averages US\$ 38, the equivalent of 16 percent of per capita income which is comparable to other African countries and a 2005 world average of 15 percent. The same is true for secondary education. From this perspective, per student expenditures are reasonable. Further, ESP estimated costs are based on fairly reliable estimates of input costs.

DEVELOPMENT COSTS

Similar to recurrent expenditure, and consistent with ESP priorities, a larger share of development costs is allocated to primary education (41 percent on average) and to basic education as a whole (75 percent). At the primary school level, about 60 percent of development resources are for construction and rehabilitation, about 30 percent is for textbooks, instructional materials, curriculum development and the like, the other 10 percent is for teacher education, capacity building and sector coordination (Refer to Annex Table 4). However, the actual amount spent on the latter is higher if one factors in all Technical Assistance.

RESOURCES

We assess the projected public resource mobilization as feasible. The macro framework (i.e. GDP, GoL revenue and expenditure) underlying estimated resources for education is the most recent established by the IMF in December 2009 (see Annex Table 1). The framework is a moderate scenario.

Table 1 shows the key parameters of the macro framework as well as the FTI Indicative Framework values where relevant. The medium term outlook projected by the IMF is one of positive growth and fiscal performance but continued constrained fiscal space. In terms of GDP growth, the IMF projects a sustained recovery over the period 2010-2014 with real growth projected at 10.2 percent annually (13 percent in nominal terms). Domestic revenue as a share of GDP is projected to remain above

Table 1. Macro and Fiscal Framework for Estimating Public Resources for Education, 2010-2105

	2010	2011	2012	2013	2014	2015	FTI
Total Revenue as % of GDP	34.7	34.4	32.2	32.4	33.2	33.3	na
Domestic Revenue % GDP	31.9	30.9	28.4	28.1	28.4	28.4	14-18
External Grants % of GDP	2.9	3.4	3.8	4.3	4.8	4.9	na
Total Public Expenditure % of GDP	33.8	35.0	33.9	33.8	34.8	34.3	na
Education recurrent expenditure % of total public recurrent expenditure	13.9	14.5	16.2	17.1	17.8	18.7	20.0

30 percent. Liberia has also advanced significantly towards the HIPC completion point which is expected to be reached in 2010. However, despite this positive outlook, Liberia will have a cash based finance system for a while longer and will continue to be under debt distress following HIPC completion. Therefore, fiscal space will continue to be constrained by limited borrowing. Additionally, the IMF's positive fiscal projections for Liberia may be affected by the on-going fluctuations in the global economy.

In addition to the macro assumptions, a second main parameter is the share of public recurrent expenditure that would be allocated to education. This is projected to rise from 14 percent in 2010 to about 19 percent in 2015. This assumption has been confirmed by GoL as feasible.

External Financing. Under current commitments, financing from donors is estimated to average about US\$35 million a year during 2010-2013. This estimate is based on the most complete information that donors were able to provide.

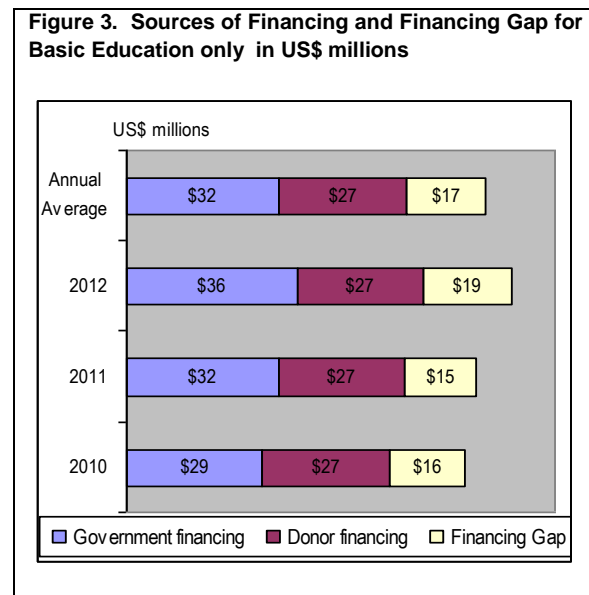
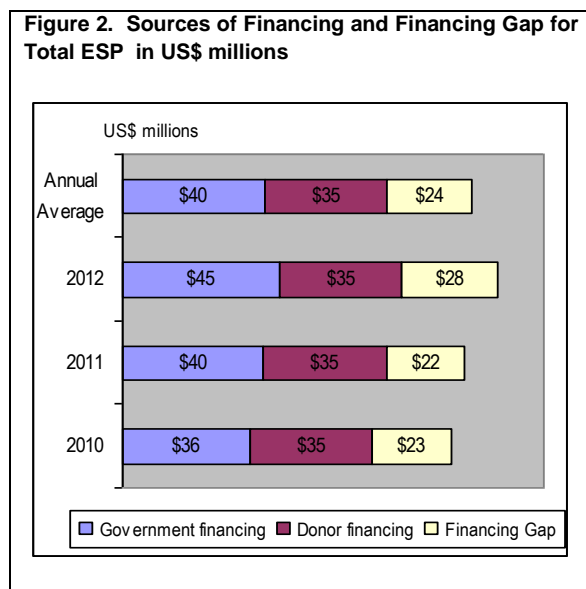
THE FINANCING GAP

Figures 2 and 3 show a summary of resources and estimated financing gap of the ESP and for basic education only. Full details and relevant summary statistics are in Annex Tables 6 and 7.

The total financing gap over the next three years is estimated US\$ 24 million a year, or 24 percent of the total cost. The financing gap for basic education only is estimated at US\$ 17 million a year which represents 22 percent of the cost of the basic education programs. If the financing gap is not filled, donor contributions average 35 percent of total program costs. If the

financing gap is filled, donor financing would represent an average of 57 percent of total costs. The high donor share is strictly due to the development expenditure required which Government resources cannot meet along with fully financing recurrent costs.

We believe that this gap is credible both from the perspective of the reliability of the estimates and also from the perspective of absorptive capacity as explained above.



F. SECTOR COORDINATION

Coordination is difficult, as it is in any post-conflict environment. The MOE faces an array of complex issues which demand urgent attention. “Fire-fighting” vies with steady management. Nevertheless, the MOE has been incrementally strengthening sector and donor coordination. A main feature of this effort is the establishment of a sector coordination team strengthening the leadership of the MOE (i.e. the Minister and Deputy Ministers for administration, instruction and planning) that will provide experienced specialists in key technical areas (e.g. program coordination, planning, M&E, financial management and procurement) to trouble-shoot operational, financial and personnel issues requiring executive decisions, and to channel support to line directorates and divisions. The team will also monitor programs financed and/or implemented by EDPs³.

³ In this section « EDP » refers to both donor and NGO partners

While still a challenge, donor coordination has improved. In June 2009, the first joint education sector review took place which was an important milestone for the sector. We recognize that it is not only the responsibility of the MOE to render EDP coordination effective, but that EDPs also have a role to play. EDPs recognize that they also need to improve their own internal coordination and work towards the targets set out in the Paris *Declaration on Aid Effectiveness*. Key targets include: use and strengthen government structures for implementation, reporting on donor disbursement and commitments, sharing of key documents, and subscribing to the ESP objective and key indicators.

G. FUNDING MODALITY(IES) AND FINANCIAL MANAGEMENT SYSTEM CAPACITY (FM ASSESSMENT TO BE COMPLETED BY MANAGING AGENCY IF CATALYTIC FUND IS INVOLVED)

The lending instrument selected for this project by the Supervising Entity (World Bank) is a Sector Investment Grant (SIG). With the continued high country risk as identified by both the financial and procurement assessment instruments, the team considers the SIL to be the best adapted instrument to the macro-economic realities.

The financial management assessment of MOE established that the financial management system in operation did not meet the minimum standards required by the Bank. The assessment recommended a number of actions, short-term and longer term, to address the shortcomings of the FM system and proposed an interim solution in which an established governmental agency would take FM responsibility for the CF. It has been agreed that the existing Project Financial Management Unit at the Ministry of Finance (MOF) takes up the responsibility to manage funds under the CF for the first eighteen months of the project and thereafter it would transfer this responsibility to the MOE subject to (a) the bureau of General Auditing Commission (GAC) recommendation and b) a favorable World Bank financial management assessment.

Annex 1. The Consultation Process

Stakeholders	Date (s) of consultation	Format/duration of consultation	Quality of consultation and issues raised
Government			
Legislature	19 and 21 May and June 2008 and 15 December 2009 (post public consultations)	Met separately with Education Sub-Committees of Senate and Representatives on 4 occasions (2 each) Short presentation followed by Q+A. Post Public Consultations Workshop - 1 day	Good discussions especially with the Senate Committee
Finance Ministry	Briefs September and October. 15 December 2009 and January 2010	Post Public Consultations Workshop - 1 day	
Ministry of Gender/ Women's Affairs	June 2008 and 11 December 2009	Two hour meeting with Minister and senior staff prior ESP draft. Format - presentation with Q+A. Presentation of ESP draft and results of consultations for full Cabinet briefing 11 December 2009	Very good discussions. Minister showed interest and willingness to collaborate to ensure ESP implemented successfully
Other line ministries	See above	Ministries of Planning, Information, Internal Affairs, Youth and Sports, Justice, Labour, Health and Social Services, Budget Bureau - See above	All positive. Youth and Sports, Health and Social Services and Labor discussions very good
Other Key Govt Agencies	At various times since 2008. (Personnel from LNP at county level - November - December 2009)		All went well. Aligning administrative and educational districts to be pursued by LISGIS and MOE
Regional and local Govt.	November - December 2009, 15 December 2009		Very good inputs and participation during the regional and county consultations. Issues of teachers and schools in remote areas received much attention
Civil Society			
Civic and/or indigenous groups	June to August 2008, November - December 2009, 15 December 2009		All meetings went well. All eager to ensure successful implementation of ESP
NGOs (incl. HIV Girls' edu Network)		Association of Liberian Universities (ALU). Over 2 hours of discussions. Short presentation followed by Q+A. As a preliminary to drafting the ESP. Post Public Consultation - 1 day	Lengthy but worthwhile discussions. Issue of colleges at county level received some attention

Key women's organisations/ networks	July 2008, 15 December 2009	FAWE - Met with Chairperson and representatives for over 1 hour before drafting of ESP. Post Public Consultations Workshop - 1 day	Fruitful meeting. Chair a former Minister of Education so keen to ensure ESP success
Other Stakeholders			
Principals	November - December 2009	Met representatives during county level consultations for 2 days in each of 4 regional centres and in 3 counties for same number of days. Format - presentation of summarised ESP followed by Q+A, then group work and plenary.	Good inputs and participation. Interest in getting teachers for their schools
Teachers	June to August 2008, November - December 2009	As a preliminary to ESP drafting, met National Teachers' Association and MCSS Teacher Association separately. Short presentation followed by Q+A. Met again after draft ESP during regional and county level consultations lasting 2 days each.	Good discussions. Associations not as active or concerned about professionalism of teachers as expected. Mostly concerned with salaries.
Administrators/ Inspectors	Since 2007	CEOs, DEOs and Supervisors of Schools. Occasional meetings and briefings, including targeted briefings and consultations	Constructive discussions. Great variation in knowledge of situation. Main issue of concern - logistics to do job.
Parents/Students/Local Community	Since 2008, November - December 2009 - Regional and County Consultations	Representatives of PTAs, Liberia National Students Union, of school students in the counties, town chiefs, local youth groups, market women. Student Union and PTA hour long briefing + Q and A, prior to drafting of ESP. All groups participated in regional and county level consultations held at end of November and early December 2009	Constructive discussions. Concerns about the delivery and quality of schooling. PTA willing to be more involved in school monitoring.
Bilateral & Multilateral Agencies	Since 2007	Bilateral: USAID - Regular meetings and briefings. Comments and inputs on drafts. Met with officials from Swiss Development Agency and GTZ in 2008 but neither has been actively participating. Multi-lateral: EC, World Bank, UNICEF, UNESCO, WFP - Regular meetings and briefings. Technical and advisory support; comments on drafts.	All want a good ESP in order to plan and better focus their interventions
International NGOs	OSI - Since 2007. Action Aid since 2009. Others since 2008.	Followed by Plan Int., IRC and OSI, IRC, Plan International, Save the Children (UK), NRC, Action Aid, FAWE - Regular meetings and briefings. Comments and inputs on drafts.	Constructive discussions. Eager to provide support. All want a good ESP in order to plan and better focus their interventions

Annex 2. Trends in Education

Enrollment

Comparative data from the 1989 Annual Report of the Ministry of Education and the National School Census Report of the 2007/08 school year show that growth in provisions and enrolment at school level has been phenomenal for Community schools and that public provisions have grown at a much slower rate than those of private and mission providers.

Table 2.1 – Schools, Teachers and Enrolment by Proprietor 1988/89 and 2007/08

Type / Proprietor	1989			2007/08			%Change 1989 to 2007/08		
	No. of Schools	No. of Teachers	Enrolment	No of schools	No of Teachers	Enrolment	No of schools	No of teachers	Enrolment
Public	1,276	7,101	210,958	4,798	17,023	736,957	276%	140%	249%
Private	287	2,006	82,701	1,956	8,715	224,545	582%	334%	172%
Mission	257	2,359	66,378	1,294	6,491	150,517	404%	175%	127%
Community	54	190	5,438	1,370	4,497	153,494	2437%	2267%	2723%
All	1,874	11,656	365,475	9,418	36,726	1,265,513	403%	215%	246%

Data Source: MOE 1989 Annual Report and 2007/08 National School Census Report

Primary

The growth in primary school enrolment in Liberia since the mid-1980s has not been as dramatic as that for pre-primary enrolment but it has been significant as the table below shows.

Table 2.2 - Total Primary Enrolment by Provider – 1981, 1984, 2005/06 and 2007/08

Type / Proprietor	1981	1984	2005/06	2007/08
	Primary	Primary	Primary	Primary
Public	104,229	91,597	260,499	308,748
Mission	26,700	26,902	80,168	62,316
Others	24,237	27,977	147,771	168,823

All	155,166	146,476	488,438	539,887
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Data Source: MOE – 1988 Liberia Education and Human Resources Sector Assessment, 2005/06 School Census and 2007/08 National School Census Report

GER

Table 2.3 – Gross Enrolment Ratios – 1981, 1984, 2005/06 and 2007/08

	1981/82	1984/85	2005/06	2007/08	2007 CWIQ Un-smoothed
Pre-primary	38%	37%	82%	103%	68%
Primary	53%	45%	94%	94%	86%
Primary + ALP			103%	108%	
Junior High School	28%	29%	45%	43%	62%
Senior High School	20%	21%	16%	24%	39%
Secondary	24%	25%	31%	33%	51%

Source: MOE – Final Report of the 1984 National Policy Conference on Education and Training and National School Census Data 2005/06 and 2007/08

NER

Table 2.4. – Net Enrolment Ratios – 2005/06 and 2007/08

NER	2005/06	2007/08	2007 CWIQ Un-smoothed
Pre-Primary	31%	38%	
Primary	36%	35%	37%
Junior High School	5%	5%	
Senior High School	3%	5%	
Secondary School	4%	5%	15%

Source: MOE – National School Census Data 2005/06 and 2007/08

Annex 3. Sector Plan Targets and FTI Benchmarks, 2010-2012

Early Childhood Development and Pre-Primary Education

Main Objective

To ensure that all children achieve their full potential and are ready for primary schooling by providing quality, integrated ECD services and programs for all children from zero to age 5 through an inter-sectoral collaborative approach

Specific Objectives and Key Strategies

Specific Policy Objective	Indicators		
	2010	2011	2012
To increase access to early childhood development services for children aged 0 – 5years targeting the poor, orphaned, those from indigenous language communities and the most vulnerable	<p>NER = 28.3%</p> <p>New Learning Spaces in deprived areas = 4</p> <p>Rehabilitated/Repaired Rooms = 191</p> <p>Pre-primary using community language = 20%</p>	<p>NER = 32.0%</p> <p>New Learning Spaces in deprived areas = 4</p> <p>Rehabilitated/Repaired Rooms = 191</p> <p>Pre-primary using community language = 24%</p>	<p>NER = 35.7%</p> <p>New Learning Spaces in deprived areas = 4</p> <p>Rehabilitated/Repaired Rooms = 191</p> <p>Pre-primary using community language = 27%</p>
To improve the quality of all early childhood care and education services and programs in the country.	<p>3,500 copies of ECD Policy printed and distributed</p> <p>1 Monitoring and Supervision visit and report per school per year</p> <p>3,500 copies of draft pre-primary curriculum printed and distributed</p> <p>2 RTTIs ready for Pre-primary teacher training program</p> <p>200 copies of in-service upgrading program details issued</p>	<p>100% entities working in area adhering to ECD Policy</p> <p>1 Monitoring and Supervision visit and report per school per semester</p> <p>60% pre-primary schools using curriculum printed and distributed</p> <p>25 - New intake - Pre-primary teacher training program</p> <p>381 participants in in-service upgrading program</p>	<p>100% entities working in area adhering to ECD Policy</p> <p>1 Monitoring and Supervision visit and report per school per semester</p> <p>80% pre-primary schools using curriculum printed and distributed</p> <p>25 - New Intake - Pre-primary teacher training program</p> <p>381 participants in in-service upgrading program</p>
1. To support greater community and family involvement in provisions and programs for those aged 0 to 5 years	3,500 copies of SMC policy distributed	25% of pre-primary with SMCs	40% of pre-primary with SMCs
4. To establish mechanisms for greater collaboration	3,500 copies of ECD Policy	100% entities working in	100% entities working in

Specific Policy Objective	Indicators		
	2010	2011	2012
and co-ordination between relevant ministries, agencies and communities, in order to maximize the impact and effectiveness of ECD programs.	and Action Plan printed and distributed 2 meetings of inter-ministerial committee on ECD 4 GOL – Partners meetings on ECD	area adhering to ECD Policy 2 meetings of inter-ministerial committee on ECD 4 GOL – Partners meetings on ECD	area adhering to ECD Policy 2 meetings of inter-ministerial committee on ECD 4 GOL – Partners meetings on ECD

Primary Education

Main Objective

To provide the resources necessary for all school age children, and others so desiring, to receive and complete primary education of a quality that adequately prepares them for the next stage/phase of living and learning. The ‘all’ is inclusive of all vulnerable children such as those with ‘special needs’ and those having ‘manageable’ emotional behavioural disorders and learning disabilities

Specific Objectives and Key Strategies

Specific Policy Objective	Indicators		
	2010	2011	2012
To make the provisions necessary for all children (especially girls, individuals with special needs, street children, children with ‘manageable’ emotional behavioural disorders and learning disabilities) start at the right age and complete primary level education of a minimum stipulated quality	NIR = 23% NER = 46% PCR = 68% GPI = 0.93	NIR = 30% NER = 51% PCR = 71% GPI = 0.93	NIR = 38% NER = 57% PCR = 75% GPI = 0.94

Specific Policy Objective	Indicators		
	2010	2011	2012
To put in place provisions and structures such that no individual is denied the possibility of primary education because of age, language and/or circumstances	4,000 copies of SFA, ALP and entrance age policies distributed	100% adherence to SFA, ALP and entrance age policies distributed	100% adherence to SFA, ALP and entrance age policies distributed
To put into operation a strategy and framework for greater efficiency and cost effectiveness in primary schooling	4,000 copies of grade repetition policy distributed	100% adherence to grade repetition policy distributed	100% adherence to grade repetition policy distributed
To make those provisions and arrangements that result in the school environment being clean, sanitary, violence-free and sufficiently conducive for all students, especially girls, to feel safe and at ease	Ratio of WATSAN/WASH facilities – Females = 50:1 , Males = 50:1 in 100 schools	Ratio of WATSAN/WASH facilities – Females = 50:1, Males = 50:1 in 100 additional schools	Ratio of WATSAN/WASH facilities – Females = 50:1, Males = 50:1 in 100 additional schools
To reduce the possibility of staff and students at the primary level contracting and/or spreading HIV/AIDS	200 copies of HIV-AIDS Action Plan distributed	75% of 2011 HIV-AIDS Action Plan implemented	75% of 2012 HIV-AIDS Action Plan implemented

Secondary Education

Main Objective

To provide the resources that would allow all school age children, and others so desiring, to receive and complete a junior high school program of quality. Further, that as many as can benefit and so wish, move on to and complete a diversified broad base high quality senior high school program or its equivalent in readiness for the next stage/phase of living and learning

Specific Objectives and Key Strategies

Specific Policy Objective	Indicators		
	2010	2011	2012
To increase access and the transition rate from primary to junior high school and from junior high to senior high school	Transition Rate = 72% JHS, 76% SHS Access Rate = 49% (G7), 30% (G10)	Transition Rate = 72.3% (JHS), 76.4% SHS Access Rate = 51.7% (G7), 32.5% (G10)	Transition Rate = 72.6% JHS, 76.8% SHS Access Rate = 54.2% (G7), = 34.6% (G10)

Specific Policy Objective	Indicators		
	2010	2011	2012
To increase the retention and completion rates of both levels of secondary education	Survival Rate = 81% JHS, 82% SHS PCR = 40% JHS, 25% SHS	Survival Rate = 82% JHS, 82.6% SHS PCR = 42.5% JHS, 27% SHS	Survival Rate = 83% JHS, 83.4% SHS PCR = 45% JHS, 29% SHS
To increase the number of girls accessing and completing secondary schooling	Girls G7 GIR = 46%, G9 PCR = 39%, G10 GIR = 27%, G12 PCR = 22.5%	Girls G7 GIR = 51%, G9 PCR = 41%, G10 GIR = 31%, G12 PCR = 27%	Girls G7 GIR = 56%, G9 PCR = 45%, G10 GIR = 34.5%, G12 PCR = 29%
To improve the quality of secondary education and the conditions of teaching and learning	1 Monitoring and Supervision visit and report per school per year 1,250 JHS and 350 SHS copies of revised curriculum and minimum standards guidelines printed and distributed 2 RTTIs ready for JHS teacher training program 200 copies of in-service upgrading program details issued	1 Monitoring and Supervision visit and report per school per semester 75% JHS and 75% SHS using the revised curriculum and minimum standards guidelines printed and distributed 30 – new intake for JHS teacher training program (1/2 Fem) 39 teacher participants in in-service upgrading program	1 Monitoring and Supervision visit and report per school per semester 85% JHS and 85% SHS using the revised curriculum and minimum standards guidelines printed and distributed 30 – new intake for JHS teacher training program (1/2 Fem) 39 teacher participants in in-service upgrading program
To ensure that the school environment is clean, sanitary, violence-free and sufficiently conducive for all students, especially girls, to feel safe and at ease	Ratio of WATSAN/WASH facilities – Females = 50:1, Males = 50:1 in 100 schools	Ratio of WATSAN/WASH facilities – Females = 50:1, Males = 50:1 in 100 additional schools	Ratio of WATSAN/WASH facilities – Females = 50:1, Males = 50:1 in 100 additional schools
To reduce the possibility of staff and students at the secondary level contracting and/or spreading HIV/AIDS	200 copies of HIV-AIDS Action Plan distributed	75% of 2011 HIV-AIDS Action Plan implemented	75% of 2012 HIV-AIDS Action Plan implemented

Literacy

Main Objective

Literacy

To increase the opportunities and chances of adults and youths becoming literate and making a greater contribution to the development of Liberia

TVET

To provide increased opportunities for the acquisition of relevant and appropriate technical and vocational education and skills training of quality ensuring that the TVET system not only meets present private sector demand but anticipates and responds to change

Specific Objectives and Key Strategies

Literacy

Specific Policy Objective	Indicators		
	2010	2011	2012
To increase enrolment in literacy programs	35,000 registered in literacy programs nationally	35,700 (2% increase) registered in literacy program nationally	36,414 (2% increase) registered in literacy program nationally
To improve the quality of literacy programs	1 Monitoring and Supervision visit and report per centre per year 200 copies of a national literacy policy printed and distributed 200 copies of literacy facilitator/tutor program details distributed	1 Monitoring and Supervision visit and report per centre per year 75% adherence to national literacy policy printed and distributed 1,000 participating in regional literacy facilitator/tutor training program nationwide	1 Monitoring and Supervision visit and report per centre per year 75% adherence to national literacy policy printed and distributed 1,000 participating in regional literacy facilitator/tutor training program nationwide

Annex 4. Sector Plan Costs and Financing (Separate cover)

TABLE 4.1 GOVERNMENT REVENUE AND EXPENDITURE, 2000-2010 in US\$ millions

	2008	2009	2010	2011	2012	2013	Average	
	2009	2010	2011	2012	2013	2014	2008-2010	2011-2014
	Proj	Proj	Proj	Proj	Proj	Proj		
TOTAL REVENUE & GRANTS (US\$ millions)								
Total Revenue	235	309	331	355	422	511	250	405
Domestic Revenue	211	284	298	313	366	437	232	354
External Grants	24	26	33	42	56	74	18	51
Revenue Sources (%)								
Domestic	90	92	90	88	87	86	93	88
External Grants	10	8	10	12	13	14	7	12
Revenue Growth Rate (real)								
Domestic	3.5	36.8	4.8	2.0	11.9	14.4	20	8
External grants	280.6	10.0	28.8	23.6	28.0	26.3	145	27
Revenue as % of GDP								
Domestic	27.3	34.7	34.4	32.2	32.4	33.2	29	33
ExternalGrants	24.6	31.9	30.9	28.4	28.1	28.4	27	29
ExternalGrants	2.7	2.9	3.4	3.8	4.3	4.8	2	4.1
TOTAL EXPENDITURE + NET LENDING (US million)								
Total Expenditure & Net Lending	249	301	337	374	441	536	249	422
Recurrent	215	237	264	289	342	408	209	326
Less Interest payments	208	237	255	289	342	408	203	323
Capital + Net Lending	34	64	73	85	99	128	40	96
Expenditure Shares								
Recurrent	86	79	78	77	78	76	84	77
Interest payments	83	79	76	77	78	76	82	77
Capital+Net Lending	14	21	22	23	22	24	16	23

Expenditure Growth Rates									
Total	24	23	12	8	13	16	24	12	
Recurrent	22	12	11	6	13	14	17	11	
Capital + Net Lending	39	92	15	12	12	24	65	16	
Expenditure as % of GDP									
Total	29.0	33.8	35.0	33.9	33.8	34.8	29	34	
Recurrent	25.0	26.6	27.4	26.2	26.2	26.5	24	27	
Recurrent minus interest payments	24.2	26.6	26.4	26.2	26.2	26.5	24	26	
Capital	3.9	7.1	7.6	7.7	7.6	8.3	5	8	
<u>Memo items:</u>									
Exchange rate (LD: 1US\$)	64	65	67	69	71	73			
GDP current LD billions	54,741	57,692	64,145	76,135	92,649	112,491			
GDP per capita Current US\$	213	211	219	243	278	319			
GDP per capita in PPP (Int'l \$)	376	386	406	443	495	555			

Sources: IMF 2009 a; On line data excluding exchange rate.

Table 4.2 Total ESP COST in US \$ millions

	2010	2011	2012	2013	2014	2015
TOTAL COST	94	98	107	120	136	160
Pre-Primary	13	13	14	15	16	18
Primary	40	43	49	56	65	76
JHS	15	13	14	16	17	24
SSH	14	15	16	17	18	20
TVET	3	3	3	3	4	4
Higher Education	6	6	8	9	11	14
Literacy	4	4	4	4	4	5
TOTAL RECURRENT	33	38	47	59	73	90
Pre-Primary	5.8	6.3	7.2	8.4	9.8	11.2
Primary	15.6	18.7	23.3	29.8	37.6	47.2
JHS	3.9	4.4	5.3	6.5	8.1	9.9
SSH	2.4	2.8	3.4	4.3	5.5	6.9
TVET	0.5	0.6	0.8	1.0	1.3	1.7
Higher Education	4.8	5.5	6.7	8.4	10.5	13.0
Literacy	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL DEVELOPMENT	61	59	60	62	63	70
Pre-Primary	7	7	7	7	7	6
Primary	24	25	25	26	27	28
JHS	11	9	9	9	9	14
SSH	12	12	12	13	13	13
TVET	2	2	2	2	2	2
Higher Education	1	1	1	1	1	1
Literacy	4	4	4	4	4	5

Table 4.3. Total ESP Costs: Summary Statistics

	2010	2011	2012	2013	2014	2015	Average 2010-12	Average 2013-15
Total ESP Cost	<u>94</u>	<u>98</u>	<u>107</u>	<u>120</u>	<u>136</u>	<u>160</u>	<u>99</u>	<u>139</u>
Recurrent	33	38	47	59	73	90	39	74
Development	61	59	60	62	63	70	60	65
Percent of GDP	10.5	10.1	9.7	9.2	8.8	8.8	10.1	9.0
Recurrent	3.7	4.0	4.2	4.5	4.7	4.9	4.0	4.7
Development	6.8	6.1	5.5	4.7	4.1	3.8	6.1	4.2
Recurrent Expenditure % of total	35	39	44	49	53	56	39	53
Development Expenditure % total	65	61	56	51	47	44	61	47
Recurrent by level of education (%)	100	100	100	100	100	100	100	100
Pre-Primary	18	17	15	14	13	12	17	13
Primary	47	49	50	51	52	53	49	52
JHS	12	12	11	11	11	11	12	11
SSH	7	7	7	7	8	8	7	8
TVET	1	2	2	2	2	2	2	2
Higher Education	14	14	14	14	14	14	14	14
Literacy	0	0	0	0	0	0	0	0
Recurrent Expenditure Per Student (\$ US)								
Pre-Primary	17	20	24	30	37	45	20	37
Primary	38	44	53	65	78	94	45	79
JHS	68	70	76	86	97	110	71	98
SSH	93	94	102	113	127	141	96	127
Recurrent expenditure per student as a % of per capita income								
Pre-Primary	7	8	9	10	10	11	8	10
Primary	16	18	20	21	22	23	18	22

JHS	29	29	28	28	28	27	29	28
SHS	40	39	38	37	36	35	39	36
Development by level of education (%)	100	100	100	100	100	100	100	100
Pre-Primary	12	12	11	11	10	9	12	10
Primary	39	41	42	42	43	41	41	42
JHS	18	15	15	15	15	20	16	17
SSH	20	20	20	20	20	19	20	20
TVET	4	3	3	3	3	3	3	3
Higher Education	2	2	2	2	1	1	2	2
Literacy	6	6	6	7	7	6	6	7
Development Expenditure - Primary	100	100	100	100	100	100	100	100
Construction & Rehabilitation	60	59	58	57	56	54	59	56
Textbooks & Learning aids	28	29	29	29	29	29	29	29
Capacity building	9	10	10	11	12	14		
Other (teacher education, nutrition)	2	2	3	3	3	3	2	3

Table 4.4. Distribution of Primary Development Expenditure (%)

	2010	2011	2012	2013	2014	2015	Average 2010-12	Average 2013-15
PRIMARY	100	100	100	100	100	100	100	100
RECURRENT	39	43	48	53	58	62	43	57
Personnel Emoluments	25	27	31	34	38	41	27	38
Operating expenditure	11	13	14	16	17	18	13	17
Teacher Education	3	3	3	3	3	3	3	3
DEVELOPMENT	61	57	52	47	42	38	57	43
School Construction & Rehab	25	23	21	19	16	14	23	17
Teacher Housing	4	4	4	3	3	2	4	3
Other construction	7	7	6	5	5	4	6	5

Textbooks & learning aids	17	16	15	14	12	11	16	12
Teacher Education	1	1	1	1	1	1	1	1
Nutrition	1	0	0	0	0	0	0	0
Capacity Building	6	5	5	5	5	5	6	5

Table 4.5 ESP Cost Breakdown

	2010	2011	2012	2013	2014	2015
TOTAL ESP COST	<u>93.9</u>	<u>97.6</u>	<u>106.9</u>	<u>120.2</u>	<u>135.9</u>	<u>159.4</u>
<i>RECURRENT</i>	<u>32.8</u>	<u>38.2</u>	<u>46.6</u>	<u>58.3</u>	<u>72.4</u>	<u>89.4</u>
<i>DEVELOPMENT</i>	<u>61.1</u>	<u>59.4</u>	<u>60.4</u>	<u>62.0</u>	<u>63.5</u>	<u>69.9</u>
PRE PRIMARY	<u>13.2</u>	<u>13.5</u>	<u>14.1</u>	<u>15.1</u>	<u>16.3</u>	<u>17.5</u>
<i>RECURRENT</i>	<u>5.8</u>	<u>6.3</u>	<u>7.2</u>	<u>8.4</u>	<u>9.8</u>	<u>11.2</u>
<i>DEVELOPMENT</i>	<u>7.4</u>	<u>7.1</u>	<u>6.9</u>	<u>6.7</u>	<u>6.5</u>	<u>6.3</u>
School Construction & Rehab	0.8	0.8	0.8	0.8	0.9	0.9
Teacher Housing	1.0	1.0	1.0	1.0	1.0	1.0
Textbooks & learning aids	5.2	4.9	4.6	4.3	4.0	3.7
Teacher Education	0.5	0.5	0.5	0.6	0.7	0.8
PRIMARY	<u>40</u>	<u>43</u>	<u>49</u>	<u>56</u>	<u>65</u>	<u>75</u>
<i>RECURRENT</i>	<u>15</u>	<u>19</u>	<u>23</u>	<u>30</u>	<u>37</u>	<u>47</u>
Personnel Emoluments	9.7	11.8	14.9	19.1	24.4	30.7
Operating expenditure	4.5	5.4	6.8	8.7	11.0	13.8
Teacher Education	1.3	1.3	1.5	1.7	1.9	2.2
<i>DEVELOPMENT</i>	<u>24.1</u>	<u>24.7</u>	<u>25.4</u>	<u>26.4</u>	<u>27.5</u>	<u>28.6</u>
School Construction & Rehab	10	10	10	10	11	11
Teacher Housing	2	2	2	2	2	2
Other construction	3	3	3	3	3	3
Textbooks & learning aids	6.8	7.1	7.4	7.6	7.9	8.3
Teacher Education	0.4	0.4	0.4	0.5	0.6	0.6
Nutrition	0.2	0.2	0.2	0.2	0.2	0.2
Capacity building	2	2	3	3	3	4
JHS	<u>14.8</u>	<u>13.2</u>	<u>14.2</u>	<u>15.7</u>	<u>17.4</u>	<u>24.1</u>
<i>RECURRENT</i>	<u>3.9</u>	<u>4.4</u>	<u>5.3</u>	<u>6.5</u>	<u>8.1</u>	<u>9.9</u>
Personnel Emoluments	1.9	2.2	2.7	3.4	4.4	5.5
Operating expenditure	1.4	1.6	1.9	2.3	2.7	3.3
Teacher Education	0.6	0.7	0.7	0.8	1.0	1.1

DEVELOPMENT	<u>10.9</u>	<u>8.8</u>	<u>8.9</u>	<u>9.1</u>	<u>9.4</u>	<u>14.2</u>
School Construction & Rehab	5.0	5.1	5.2	5.3	5.4	5.5
Teacher Housing	0.4	0.4	0.4	0.4	0.4	0.4
Other construction	2.9	3.0	3.0	3.1	3.1	3.2
Textbooks & learning aids	2.6	0.3	0.3	0.4	0.4	5.1
Teacher Education	0.0	0.0	0.1	0.1	0.1	0.1
SHS	<u>14.3</u>	<u>15.0</u>	<u>15.7</u>	<u>16.9</u>	<u>18.2</u>	<u>19.9</u>
RECURRENT	<u>2.4</u>	<u>2.8</u>	<u>3.4</u>	<u>4.3</u>	<u>5.5</u>	<u>6.9</u>
Personnel Emoluments	1.2	1.5	1.9	2.5	3.2	4.1
Operating expenditure	1.2	1.3	1.6	1.9	2.3	2.7
DEVELOPMENT	<u>11.9</u>	<u>12.1</u>	<u>12.3</u>	<u>12.5</u>	<u>12.8</u>	<u>13.0</u>
School Construction & Rehab	7.1	7.2	7.3	7.5	7.6	7.8
Teacher Housing	0.4	0.4	0.4	0.4	0.4	0.4
Other construction	4.5	4.6	4.6	4.7	4.8	4.9
TVET	<u>2.7</u>	<u>2.6</u>	<u>2.8</u>	<u>3.1</u>	<u>3.5</u>	<u>4.0</u>
RECURRENT	0.5	0.6	0.8	1.0	1.3	1.7
DEVELOPMENT	2.2	2.0	2.0	2.1	2.2	2.3
HIGHER EDUCATION	<u>5.8</u>	<u>6.4</u>	<u>7.6</u>	<u>9.4</u>	<u>11.4</u>	<u>14.0</u>
RECURRENT	4.8	5.5	6.7	8.4	10.5	13.0
DEVELOPMENT	1.0	0.9	0.9	1.1	1.0	1.0
LITERACY AND NFE	<u>3.6</u>	<u>3.7</u>	<u>3.9</u>	<u>4.1</u>	<u>4.3</u>	<u>4.5</u>
RECURRENT	0.01	0.01	0.01	0.01	0.01	0.01
DEVELOPMENT	3.6	3.7	3.9	4.1	4.3	4.5

Table 4.6. ESP Cost and Financing: Total in US \$ millions

	2010	2011	2012	Annual Average
TOTAL COST	<u>93.9</u>	<u>97.5</u>	<u>107.0</u>	<u>99.5</u>
investment	60.9	59.2	60.2	60.1
recurrent	33.0	38.3	46.8	39.4
TOTAL RESOURCES	<u>71.2</u>	<u>75.1</u>	<u>79.4</u>	<u>75.2</u>
investment	40.8	40.9	41.5	41.1
recurrent	30.3	34.2	37.9	34.1
Government	<u>36.3</u>	<u>40.3</u>	<u>44.6</u>	<u>40.4</u>
investment	6.0	6.0	6.7	6.2
recurrent	30.3	34.2	37.9	34.1
Donors	<u>34.8</u>	<u>34.8</u>	<u>34.8</u>	<u>34.8</u>
investment	32.8	31.8	29.8	31.5
recurrent	2.0	3.0	5.0	3.3
FINANCING GAP	<u>22.8</u>	<u>22.4</u>	<u>27.5</u>	<u>24.3</u>
investment	22.1	21.3	23.7	22.4
recurrent	0.7	1.1	3.9	1.9
Financing gap % of total cost	24%	23%	26%	24%
Recurrent gap % of total gap	3%	5%	14%	8%
Donor financing % of total cost (committed)	37%	36%	33%	35%
Donor financing % of total cost if gap is filled	61%	59%	58%	59%
As % of GDP				
Total Cost	10.5%	10.1%	9.7%	10.1%
Government Resources	4.1%	4.2%	4.0%	4.1%
Donor resources (committed)	3.9%	3.6%	3.2%	3.6%
Donor resources if gap is filled	6.5%	5.9%	5.7%	6.0%
Recurrent As % of Public Recurrent Expenditure	13.9%	14.5%	16.2%	14.9%

Table 4.7. ESP Cost and Financing: Basic Education only in US\$ millions

	2010	2011	2012	Annual Average
TOTAL COST BASIC EDUCATION	<u>71.2</u>	<u>73.6</u>	<u>80.8</u>	<u>75.2</u>
investment	45.8	44.2	45.0	45.0
recurrent	25.4	29.4	35.9	30.2
TOTAL RESOURCES BASIC EDUCATION	<u>55.1</u>	<u>58.5</u>	<u>62.3</u>	<u>58.7</u>
investment	29.7	29.1	27.9	28.9
recurrent	25.4	29.4	34.4	29.7
Government	28.6	32.0	35.8	<u>32.1</u>
investment	5.2	5.6	5.4	5.4
recurrent	23.4	26.4	30.4	26.7
Donors	26.5	26.5	26.5	<u>26.5</u>
investment	24.5	23.5	22.6	23.5
recurrent	2.0	3.0	4.0	3.0
FINANCING GAP BASIC EDUCATION	<u>16.0</u>	<u>15.1</u>	<u>18.5</u>	<u>16.5</u>
investment	16.1	15.0	17.0	16.0
recurrent	0.0	0.0	1.5	0.5
Financing gap % of total cost	23%	20%	23%	22%
Recurent gap % of total gap	0%	0%	8%	3%
Donor financing % of total cost (committed)	37%	36%	33%	35%
Donor financing % of total cost if gap is filled	60%	57%	56%	57%
As % of GDP				
Total Cost	8.9%	8.5%	8.1%	8.5%
Government Resources	3.2%	3.3%	3.2%	3.3%
Donor resources (committed)	3.9%	2.8%	2.4%	3.0%
Donor resources if gap is filled	5.7%	5.2%	4.8%	5.2%
Recurrent As % of Public Recurrent Expenditure	10.7%	11.2%	12.4%	8.9%

Annex 5 . External Financing for the Education Sector 2010-2012

Development Partner (Donors)	Areas of Support	Amount (estimations and projections)	Duration
European Union	capacity building, support to primary education	US\$18.8 million	2010-2012
OSI	capacity building, technical assistance, teacher development, civil society support	US\$1.75 million	2010
UNESCO	reconstruction support to the Education System	US\$2.1 million	2010-2012
UNICEF	basic education, gender equality	US\$8.4 million	2010
USAID	ALP, skills building and work-readiness for youth, teacher training, participant training and institutional capacity development, EGRA, textbooks, adult literacy, higher education	US\$60 million	2010-2012
WB	basic education, vocational training	US\$7million	2010-2012
WFP	school feeding	US\$30 million	2010-2011
Total		US\$128.05 million	

*these figures include TA costs.

Table 6. Capacity Constraints and Measures to Address Them

Domain	Capacity constraint	Plan to strengthen capacity
Teacher recruitment, support and development		
Pre-service training	Newly certified primary teachers have not yet been placed on the MOE regular payroll. This puts their retention at risk and presents a challenge to recruitment of new candidates for training.	The MOE is currently working with other GOL agencies to conduct a payroll verification activity that will assist the Ministry in better planning for the recruitment and deployment of new teachers, as well as for their placement on to the MOE payroll.
In-service training	Currently, in-service training is only being implemented in 6 counties in Liberia, under LTTP. This is not sufficient to meet the needs of the large numbers of untrained teachers in the country.	Support to in-service training must be expanded to be provided nation-wide; and must be accompanied by more opportunities and support for on-going professional development for teachers.
Recruitment	To date, there have been great challenges in recruiting female teachers, as well as, in general, identifying candidates who have the requisite levels of education to begin pre-service training	The recruitment process must be assessed and activities introduced that can better support female candidates, as well as those candidates who may require some remedial education before beginning teacher training.
School level training and support	There has been a lack of adequate support and training for both local Education Officers and those responsible for school management at the community level. Also, more coordination and communication between the Central Ministry and these local –level actors is needed.	Education Officer skills are being upgraded and logistical support provided to fulfill their roles. Efforts are underway to strengthen decentralization and to provide District and County Education Officers, school principals and administrators, and PTAs and SMCs with the skills and authority necessary to effectively support teachers and schools.
Data for better management Education Management Information System	One of the key constraints in 2007 was the lack of education data. Since then school censuses are being collected regularly.	The capacity for data management has improved. An EMIS has been developed and tested and is being refined.
Procurement/Contracting Systems		
MOE procurement capacity	Was rated weak and a source of risk by the 2008 PEMFAR. Procurement unit is understaffed and inexperienced for large volumes.	Palliative measures include recruitment of more experienced staff
Distribution of instructional materials	In the last two years, difficulties were experienced in the distribution of books outside the capital area.	A full review was conducted. Oversight by PTAs is in place and will be strengthened; supervision and accountability mechanisms for CEOs and DEOs are being strengthened..
School construction	Recent construction of primary schools has been delayed. While LACE has proven far more reliable and efficient than UNOPS, there are general accountability and supervisory challenges. The problem is compounded by a scarcity of building technicians.	Standard plans and bills of quantities have been developed. To resolve the site supervision difficulties an international firm will be recruited to train site supervisors and communities.
Administration and Management		
Budgeting and financial management	Inadequate reporting by PFMU.	Public Financial Management is being strengthened and budget management is being improved.

Annex 7. Catalogue of Main Documents for the Technical Appraisal

1. Government of Liberia. Poverty Reduction Strategy Paper. 2008
2. Poverty Reduction and Growth Review. IMF. December 2009.
3. Joint IDA-IMF Staff Advisory Note on the Poverty Reduction Strategy Paper.
4. World Bank. Public Expenditure Management and Financial Accountability Review, 2009
5. World Bank. Draft Country Status Report, 2009
6. Ministry of Education. Draft Education Sector Plan, 2010-2010
7. Ministry of Education. Education Sector Review Report 2009
8. Civil Service Reform Program – Revised Year 1 Priority Action Plan
9. Government of Liberia. Draft National Policy on Decentralization and Local Governance
10. Ministry of Education. National School Census Report 2007/8
11. Ministry of Education. Professional Standards for Teachers in Liberia
12. Ministry of Education. Priorities for Education Sector Recovery in Post-Conflict Liberia, FY 2007/08 – FY 2011/12,
13. Ministry of Education. Liberia Primary Education Recovery Program (LPERP) – Prepared for the Fast Track Initiative, MOE, 2007
14. Teacher Issues in Liberia – Draft Report, Government of Liberia/World Bank, January 2008
15. Assessment of the ALP in Liberia implemented by UNICEF. Sue Nicholson, 2007