Liberian Primary Education Recovery Program
Prepared for Fast Track Initiative

Ministry of Education
Republic of Liberia
Monrovia, Liberia

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Acronyms

ALP	Accelerated Learning Program
APR	Annual Performance Review
CEO	County Education Officer
CWIQ	Core Welfare Indicator Questionnaire
DEO	District Education Officer
DPs	Development Partners
EC	European Commission
EFA	Education for All
EMIS	Education Management Information System
EMT	Executive Management Team (of the MOE)
EU	European Union
FTI	Fast Track Initiative
FY	Fiscal Year
GER	Gross Enrollment Ratio
GOL	Government of Liberia
HEI	Higher Education Institution
HRM	Human Resources Management
HRIS	Human Resource Information System
ICB	International Competitive Bidding
IMF	International Monetary Fund
IRC	International Relief Committee
JRS	Jesuit Relief Services
JSS	Junior Secondary School (grades 7-9)
LACE	Liberian Agency for Community Empowerment
LISGIS	Liberian Institute of Statistics and Geo-Information Services
LTTP	Liberian Teacher Training Program
MDGs	Millennium Development Goals
MLA	Monitoring Learning Achievement (UNESCO project)
MOE	Ministry of Education
NAEP	National Assessment of Education Program
NCB	National Competitive Bidding
NCHE	National Commission for Higher Education
NGO	Non-Governmental Organization
NIMAC	National Informatics and Management Center
NRC	Norwegian Refugee Council
O&M	Operations and Maintenance
PETS	Primary Education Tracking Survey
PTA	Parent-Teacher Association
PTR	Pupil-Teacher Ratio
RTTI	Rural Teacher Training Institute
SMC	School Management Committee
SMT	Senior Management Team (of MOE)
SPSS	Statistical Package for Social Sciences
SSS	Senior Secondary School (grades 10-12)

Acronyms con'td.

UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
UNFPA	United Nations Fund for Population Activities
UNESCO	United Nations Education, Scientific and Cultural Organization
UNDP	United Nations Development Program
UOL	University of Liberia
UPE	Universal Primary Education
USAID	United States Agency for International Development
VTE	Vocational and Technical Education
WAEC	West African Examinations Council
WB	World Bank
WFP	World Food Program

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Executive Summary

This document is submitted to the Fast Track Initiative for support of the Liberian Primary Education Recovery Program. The program consists of a 3-year Action Program aimed at putting primary education back on track after years of functioning on an ad-hoc emergency basis following the end of the civil war in 2003. The 3-year Action Program consists of 8 components (see Section III of this report for a description of each) for which the total cost is estimated to be about $70.6 million. These costs are distributed as follows:

FY07/08	$12.4 million
FY08/09	26.7
FY09/10	31.5
TOTAL	$70.6 million.

The first year cost is much lower relative to the final 2 years since the first year is dedicated to many preparatory activities that will be implemented intensively in years 2 and 3.

The financing of the 3-year Action Program is not yet finalized. The support sought from the FTI funding will depend on the MOE budget and Donor Partner (DP) funding, both of which should be clear by the end of April. The MOE budget in 2006 was $10.3 million, and while some increase is anticipated this year (2007), budget discussions are still taking place in the Government of Liberia, whose fiscal year runs from July 1 to June 30. It is difficult to envision that the budget for education will be increased so much that the MOE will have much financing to contribute to the Action Program after paying for teacher salaries, and other recurrent costs as well as some capital spending.

Thus DP financing is essential for getting the Action Program started by September 2007 (the school year runs from September to June). It is also difficult to envision at this point that DP funding will be available fast enough and in sufficient amounts to finance the $12.4 million of the year-1 Action Program. By the end of this April 2007 the gap in funding for year-1 should be known. The planning and budgeting for the Action Program will be done on a rolling basis so that the cost and financing estimates for years 2 and 3 will be revised by April of 2008.

Section I Country and Education Context

Macroeconomic and Social Context

Fourteen years of brutal conflict devastated the country's economy, its physical infrastructure, and its human assets. Liberia today is one of Africa's poorest nations, with a GDP per capita of approximately $160. While accurate data are not available, it is estimated that close to one million people fled from cities, villages, and towns to neighboring countries of Guinea, Sierra Leone, Cote d'Ivoire, Ghana, Nigeria, and other countries (Joint Needs Assessment Report, 2004). Over 350,000 people moved into Internally Displaced Camps (IDC) across the country. The subsequent social and human capital costs have been enormous.

Despite a promising start toward stability, the economic challenges facing the government are monumental. Socio-economic indicators in Liberia are amongst the worst in the world: Real GDP per capita declined by about 80 percent during 1987-2003, unemployment is estimated at about 85 percent, around three-quarters of the population lives on less than US$1 per day, and approximately 90 percent of the population is considered to be food insecure. Liberia's population also suffers from high incidence of diseases such as tuberculosis, cholera, malaria and yellow fever, and high under-5 and maternal mortality rates. Liberia furthermore suffers from significant deficiencies in both physical and human capital; almost two decades of civil war severely damaged infrastructure, including electricity generation, transportation (roads, railways, airports and seaports), telecommunications, water supply and sanitation. It also slowed human capital formation and caused an exodus of skilled workers. Economic activity benefited from the cessation of conflict in 2003 and large-scale external support. Supported by a recovery in rubber production, reconstruction activities, and the contribution of a large donor presence to the services sector, real GDP growth is estimated to have risen gradually from 2.6 percent in 2004 to 7-8 percent in 2006, after having declined by over 30 percent in 2003 (IMF, 2006, 2007).

Table 1.1: Liberia: selected economic indicators

	2003 (est.)	2004 (est.)	2005 (est.)	2006 (proj.)	2007 (proj.)
Real GDP	-31.5	2.6	5.3	7.7	7.7
GDP deflator (in US dollars)	10.0	9.3	9.4	15.8	1.9
Real GDP per capita	115	118	122	129	135
Total revenues (% of GDP)	10.9	14.8	14.5	15.7	17.3
Total expenditure and net lending (% of GDP	11.0	15.2	15.4	16.6	20.9
Of which: recurrent expenditures Capital expenditures	6.0	13.0	13.6	14.4	15.9
	5.0	2.1	1.8	2.3	5.0

Source: IMF (2007)

Education Sector Context

Long years of civil war, combined with constant political instability, have taken a heavy toll on the education sector in Liberia. In terms of infrastructure, an estimated 80 percent of schools were destroyed. During the short window of peace in the late 90s, some reconstruction took place and enrolment almost doubled. However, between 2001 and 2003, the conflict re-emerged and further destruction and damage took place. In 2003-04 a Rapid Assessment of Learning Spaces conducted by MOE/UNICEF found that 20 percent of schools had been completely destroyed, while many of the remaining 80 percent were in urgent need of repair.[1] These findings are supported by the recent Ministry of Education (MOE) School Census Study (June 2006) which found that 20 percent of public primary schools[2] had been destroyed, while a further 12 percent suffered major damage. Regarding essential basic infrastructure the situation is serious with water in 26 percent, and latrines in 35 percent, of the schools surveyed in June 2004.[3] Furthermore, only 24 percent of the children enrolled in public primary schools have access to desks and chairs, and many classrooms do not have chalkboards, or desks and chairs for teachers. The quality of education is clearly in a critical state with the finding that the current pupil textbook ratio in public primary schools is 27:1. In public secondary schools lack of textbooks is also a serious problem with nine pupils having to share one textbook.

Civil war and lack of resources have had a dramatic effect on education managers and teachers, many of whom were displaced or forced to leave the country during the conflict. Those who stayed have not been paid consistently since 1989. In schools which continued to function teachers who left were replaced by teachers without formal qualifications or experience; an estimated 62 percent of the teachers currently in the system are unqualified (i.e. they do not even possess the minimum C level certification of being a secondary school graduate with teacher training). In 2007 teacher salaries remain dismally low, between $20 and $30 a month, which is insufficient to buy the staple food of a bag of rice. This has forced many to undertake multiple jobs, such as in agriculture, in order to eke out a living and / supplement their incomes.

Lack of sufficient income for teachers, combined with no direct government transfers for many years, led to the imposition of numerous user fees by public primary schools across the country. This resulted in large numbers of children dropping out of school due to an inability of their parents to afford primary education. Girls were seriously affected by this practice. Between 2000 and 2002 the gross enrolment ratio for girls declined from 72.5 percent in 2000 to 35.5 percent in 2002, while for boys the decline was from 73 percent in 2000 to 48.5 percent in 2002.[4] This large scale withdrawal of children from primary schools, due to a combination of insecurity, poverty and user fees, occurred despite the passing of the Education Law of 2001 which stated that primary education was free and

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[1] MOE/UNICEF, *Rapid Assessment of Learning Spaces* 2004.
[2] This encompasses public and community schools. Community schools are primary schools where the infrastructure has been provided by the community and the teachers by the government. Therefore, they are included under the definition of public primary schools.
[3] This is defined as having water access through a functioning well or piped scheme. The census was unable to determine the quality of the water accessed.
[4] National Policy on Girls' Education, MOE, Government of Liberia, 2005.

compulsory; the Transitional National Government of Liberia at the time simply lacked the resources and political leadership to enforce this new law.

In contrast, the democratically elected government of Liberia, under the leadership of President Ellen Johnson Sirleaf, has been very active in promoting the free and compulsory primary education policy since it took office in January 2006. As a result the country has experienced a dramatic increase in enrolment, especially among girls.[5] For example, in public primary schools girls' enrolment increased by 24 percent between 2006 and 2007, compared with 18 percent for boys during the same period. Undoubtedly, this growth in enrollment will continue as increasing numbers of school age and older children want to enroll in school.[6]

Clearly the election of the new national government has led to a great deal of euphoria across the country and parents have responded to calls by their President to send their children to school.[7] While this is very positive news for the Government of Liberia (GOL), and the country as a whole (life is beginning to return to "normal" for many Liberian households), the large increases in student enrollment have placed an enormous burden on a critically under-resourced public primary school system. Contributing to serious problems in the primary education sector is the fact that many children and youth (i.e. children aged 14 to 18 years) with very limited primary education have returned to school in large numbers. This has placed further burdens on poorly paid and demoralized public primary school teachers who, in addition to teaching larger classes than normal, are having to cope with teaching children with enormous differences in age. For example, the recent school census found that 85 percent of the students in Grade 1 were 8 to 20 years old, in contrast to the normal age of 6 to 7 years. Furthermore, 50 percent of these children were aged between 11 and 20 years old.

Adding to the stress placed on the public primary education system has been serious resource constraints with the national budget. To date the MOE has been unable to secure the funding it needs from the national government to provide essential educational inputs (desks, textbooks, and pencils and notebooks) to enable public primary schools to deliver quality education to Liberian children. There is serious concern within the MOE, and among Development Partners (DPs) based in Liberia, that this could result in large numbers of children and youth dropping out of school as a result of a general disillusionment with primary education as a "promised" path out of poverty. If this occurs a fragile, but strengthening, national security could be put at risk, especially if children and youth migrate to cities to engage in the informal economy.

In the secondary education sector, the funding crisis is not nearly as serious as schools are able to collect fees to cover the costs of education; however, this has resulted in an equity

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[5] Contributing to increased girls' enrolment was an innovate program implemented by the GOL and the WFP which provided food rations to girls who enrolled and attend school.

[6] Current enrollment is 597,316 students in public primary and community schools, and 70,332 students in public secondary schools.

[7] Since taking office the President has spent a considerable amount of time visiting rural and urban communities across the country to meet with and listen to communities and citizens. Education is one of the most widely discussed issues during these consultations.

problem with children from poor households being unable to access secondary education.[8] Also critical to plan for and resource in the coming years is the anticipated dramatic increase in demand for secondary education from growing numbers of children who will graduate from primary school. However, what is more pressing for the MOE at this time is ensuring that an estimated 30,000 former child soldiers will continue their secondary education. As part of the demobilization program supported by the UN system grants were given to former combatants to pay for places in private secondary schools. At the end of the current school year (July 2007) these grants will end even though many children have yet to complete the secondary education cycle of six years. The MOE needs to ensure that there is sufficient capacity in the public school system for these children to continue their secondary education.

To effectively address the critical problems facing the education sector the MOE realizes it must shift from short-term, emergency-focused education planning and decision-making, which has often involved getting by on a daily basis with what ever resources are available, to strategic long-term planning and resourcing of the education sector.

The Liberian education system
The education system in Liberia is composed of primary, secondary and tertiary levels. Pre-primary education covers three years, which is followed by six years of primary education (Grades 1 to 6). Primary education is available in public, mission-sponsored, concession-sponsored (i.e. by large companies), private-sector, and community-funded self-help schools. Secondary education consists of three years of Junior Secondary High School followed by three years of Senior Secondary High School. Vocational and technical education and training are available in some Secondary High Schools, as well as tertiary type educational institutions. The tertiary levels encompass Junior Colleges (baccalaureate and graduate levels), University Colleges, Universities (Cuttington University College, and the University of Liberia) and polytechnics. Partnership is a very strong aspect of the delivery of education and training services in Liberia with numerous private sector, community-based, Faith-based, and concession-sponsored organizations providing education and training services alongside GOL-funded educational institutions

The Minister of Education, who heads the MOE, is responsible for the overall administration and management of education and training. The administrative structure of the MOE consists of three departments namely, Administration; Instruction; and, Planning Research and Development. Each department, which is headed by a Deputy Minister, has a number of divisions headed by Assistant Ministers and Directors. The MOE has a strong decentralised management structure with education offices based at county and lower level district government administrative structures. There are 15 County Education Offices, each county headed by a County Education Officer (CEO) and staffed with a small team of support staff, and 86 District Education Offices each headed by a District Education Officer (DEO) in the country.

At this time the MOE is currently working on four important management reforms to strengthen the implementation of the Sector Plan. The first, concerns school principals and

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[8] The MOE fees for public secondary schools are approximately US$5 per year per child.

teachers. Over the next three months the MOE, in partnership with the MoF, and with support of DPs based in Monrovia, will undertake an independent audit of all principals and teachers working at all public primary and secondary schools. This initiative which will build on work undertaken to date by the MOE and the MoF[9], aims to rectify irregularities with the payroll database and align more closely with the actual workforce. The proposed audit will: (1) strengthen the existing payroll database by removing absent teachers; (2) develop a supplementary payroll database that identifies and includes teachers who are currently serving the system; (3) collect accurate data on principal and teacher qualifications and experience; (4) add teachers with a minimum of C certificate to the official payroll; (5) prioritize un-qualified principals and teachers in the current workforce for upgrade training through re-activated Rural Teacher Training Institutes (RTTIs); and, (6) identify unqualified teachers for removal from the payroll (after a 5-year grace period).

The second reform involves a comprehensive review of the MOEs financial management systems. A small team of financial management experts will be contracted to work with MOE officers to undertake the review. This will be followed by adoption of international best-practices in financial management and reporting, as well as training of MOE head office staff under the Comptrollers office.

The third reform focuses on strengthening CEOs and DEOs by replacing unqualified officers with candidates with BSc. and M.Ed. degrees, and ideally field monitoring/supervision and teacher training experience. In 2006, the MOE started this exercise by replacing six of the fifteen CEOs. In the coming months it will undertake a second review of CEO and DEO qualifications and experience in order to further professionalize and strengthen these decentralized management structures. This will be followed by drafting of new guidelines on the roles and responsibilities of CEOs and DEOs regarding quality assurance/advisory support/performance monitoring of primary and secondary schools. This will include clear descriptions of their responsibilities regarding collection of quality data during the annual School Census which will be undertaken as a central component of the EMIS.

A fourth reform involves a review of staffing assignments at the head office. The aim is to establish teams of qualified and committed staff, headed by a competent Team Leader, to manage the various programs implemented under the Priorities Program.

Although the MOE believes that the major policy directions of these documents are likely to remain, such as the policy goal of achieving Universal Primary Education (UPE) by year 2015, specific policy areas/strategies need to be updated and related to program budgets. In the coming year the MOE, in consultation with stakeholders from across the education sector, the MOE will develop a new national policy on education and training which will update and expand upon existing policy and legislation (see Section II of this document).

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[9] Recently, a major payroll scrutiny exercise was completed by the MOE through special arrangements made with the MoF and the Central Bank. Five special pay teams were established to identify cases where "teachers" were dead, had abandoned their posts, were receiving compensation for the first time in 3-4 years, or were teaching in private schools only to collect their government salary at the end of each month.

Education Finance

The financing of the education sector does not yet reflect a strategic approach to addressing the sector's challenges. This sector plan represents an attempt to partially address this need and to provide a financing framework for primary education. Donor funds are for the most running in parallel as the MOE has yet to develop a mechanism for maintaining effective oversight of all budgets and ensure that external funding is aligned with Government priorities.

Budget execution has fallen short of appropriation. There was a total unutilized balance of approximately $967,944 in 2005/2006. Which category of the budget remains under-spent has yet to be determined although it seems that the new procurement rules delayed some of the spending in the areas of goods and services.

Table 1.2 Total education expenditures [10]

	FY05/06	FY06/07
Total	**8,1717,809**	**10,356,535**
Personnel expenditures	2,447,955	3,240,882
Goods and services	1,553,783	3,222,995
Transfers and subsidies	3,358,860	3,150,644
Capital expenditures	811,211	742,014

Under the first national budget of the democratically elected Government of Liberia, the MOE has been allocated US$10.3 million for FY 2006/07. Even though it represents one of the largest allocations from the national budget (7.4%), it is substantially below the 20% average for high completion countries and the 25% required by the Liberian Education Law.

The table below gives a more detailed breakdown of the FY2007 Budget by recurrent and capital items. The category of instruction in this table would cover primary and secondary education, but it also would include some element of tertiary education broadly to include the four year degree as well as short cycle diplomas, such as in teaching and technical fields. It is difficult to determine how much is spent on each level of education given the way the MOE must formulate its budget submission to the Bureau of the Budget. However, for the upcoming budget year (FY2008), the MOE has attempted to estimate the share of the education budget that would go to primary education, which turns out to be in the range of 30% to 35%. If further budget analysis confirms this, this would be critically low by international standards, especially for countries that are far from achieving universal primary education and are committed to achieving it in the long run. This issue will be taken up again in Section II on long term policy framework.

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[10] The GOL fiscal year begins July 1 and ends June 30. Thus FY05/06 refers to the fiscal year starting July 1, 2005 and ending June 30, 2006.

Table1.3: MOE Budget Summary for FY06/07 (fiscal year ending June 30, 2007)

Program	Recurrent			Capital		
	Salaries	**Goods and services**	**Subsidy, transfers, and scholarships**	**Cars**	**Others**	**Total**
Instruction	2,492,071	1,687,920	593,495	175,000	266,930	5,215,416
Planning	213,623	207,150		45,000		465,773
Sub. & Scholarship			1,129,003			
Univ. of Liberia			1,173,329			
Tubman Tech College			50,000			
Com for Higher Educ.			174,817			
Administration	535,188	1,327,925		30,084	225,000	
Total	**3,240,882**	**3,222,995**	**3,120,644**	**250,084**	**491,930**	**10,326,535**
% share	**31.4**	**31.4**	**30.2**	**2.4**	**4.7**	

In addition to analyzing the budget from the point of view of the different levels, it is also important to look within the primary education budget to see how it is spent relative to the standard input categories. MOE will deconstruct its line item budget and put it back together according to these more strategically relevant categories. The Action Program will include a component of financial management and monitoring which will help the MOE to construct its budget in a way that allows for this type of policy analysis by level of education while at the same time meeting the requirements of the Budget Bureau.

Recent Enrollment and School Facilities Data
The National Census of Schools was undertaken in April 2006 to provide up to date and reliable information that is needed for planning. Prior to that information on enrollment and school facilities was sketchy and incomplete. The following paragraphs in this section describe the highlights of this data set. Ideally, this should be combined with good data from a population census so the various enrollment rates can be estimated. Plans are in progress to conduct the population census in 2008.

According to the most recent data on school enrolment across the four "types" of primary education providers, Government-supported primary schools (public and community schools) cater for 67 percent of the total enrollment of 894,316 students.

Table 1.4: Primary school enrolment by category of provider for School Year 05/06 [11]

	Boys	**Girls**	**Total**	**%**	**Govt.**
Public	264,351	233,827	498,178	56	498,178
Private	79,871	85,779	165,650	18	
Mission	64,169	67,181	131,350	15	
Community	49,621	49,517	99,138	11	99,138
Total	**458,012**	**436,304**	**894,316**	**100**	**597,316**

The geographic distribution of primary education enrollment is very uneven as shown by Table 1.5 below. Two counties (Montserrado, which includes greater Monrovia and Nimba) account for over half of the enrollment. These two counties also have the greater share of the population, but their share of enrollments is greater than their share of population [(check population data)]

Table 1.5
Distribution of enrolment in primary school by county (all schools)

County	# of students	# of national total
Bomi	10,969	1.23%
Bong	84,197	9.41%
Gbapolu	16,850	1.88%
Grand Bassa	51,596	5.77%
Grand Cape Mount	24,516	2.74%
Grand Gedeh	22,641	2.53%
Grand Kru	20,049	2.24%
Lofa	49,892	5.58%
Margibi	51,694	5.78%
Maryland	29,459	3.29%
Montserrado	314,409	35.16%
Nimba	144,844	16.20%
River Cess	21,668	2.42%
River Gee	29,413	3.29%
Sinoe	22,119	2.47%
	894,316	100.00%

An important example of enrollment disparities is that by gender and county. For primary education, the overall national gender ratio, defined as the ratio of girls to boys, is close to one (.96). However, in River Cess County it is only about 70%. Generally speaking, for primary education the gender ratio is not too bad, and the variations by county could likely be dealt with in the context of UPE.

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[11] The school year begins in September and ends in June. School Year 05/06 refers to the school year starting in September 2005 and ending in June 2006.

Table 1.6 Distribution of Enrollment by Gender and County

County	Primary			Secondary		
	Male	Female	# of girls to 100 boys	Male	Female	# of girls to 100 boys
Bomi	6,402	5,979	**93.39**	618	248	**40.1**
Bong	50,218	44,747	**89.11**	5314	2943	**55.4**
Gbapolu	10,510	8,464	**80.53**	118	48	**40.7**
Grand Bassa	31,352	26,804	**85.49**	2281	1382	**60.6**
Grand Cape Mount	14,590	13,063	**89.53**	348	182	**52.3**
Grand Gedeh	13,636	11,890	**87.20**	1503	765	**50.9**
Grand Kru	8,532	6,583	**77.16**	1171	317	**27.1**
Lofa	29,290	27,014	**92.23**	2169	603	**27.8**
Margibi	28,632	28,918	**101.00**	5842	3579	**61.3**
Maryland	17,538	15,690	**89.46**	3074	1451	**47.2**
Montserrado	117,563	130,952	**111.39**	42793	38359	**89.6**
Nimba	82,986	80,610	**97.14**	8415	5842	**69.4**
River Cess	14,372	9,969	**69.36**	185	56	**30.3**
River Gee	18,433	14,682	**79.65**	1021	362	**35.5**
Sinoe	13,958	10,939	**78.37**	889	346	**38.9**
Total	458,012	436,304	**95.26**	75741	56483	**74.6**

However, the gender ratio for secondary education will require much more policy effort to achieve the MDG of equity for boys and girls in secondary education by the year 2015. The nation wide gender ratio is about 75%, while it is lowest in Grand Kru (27.1), Lofa (27.8) and River Cess where it is 30%. The reasons for this need special analysis and policy options to achieve the gender equity or parity goals.

At the secondary education level the GOL caters for just over half the total enrolment at 54 percent (public and community schools), with the remainder being provided by private and mission schools at 24 and 22 percent respectively

Table 1.7: Secondary school enrolment for school year 05/06

	Boys	Girls	Total	%	Govt.
Public	27,196	17,315	44,511	34	44,511
Private	17,814	14,368	32,182	24	
Mission	16,205	13,505	29,710	22	
Community	14,526	11,295	25,821	20	25,821
Total	**75,741**	**56,483**	**150,914**	**100**	**70,332**

The PTR is much higher in public and community schools compared with private and mission schools.

Table 1.8: Number of primary school teachers school year 05/06

School Type	Total Male	Total Female	Total Teachers	Pupil Teacher/Ratio
Public	9,720	3,846	13,566	37:1
Private	4,558	1,826	6,384	26:1
Mission	2,806	1,358	4,164	32:1
Community	1,887	754	2,641	38:1
Total	**18,971**	**7,784**	**26,755**	

While the PTR is similar in public and community primary schools, it is much higher in community secondary schools (at 27:1) compared with public secondary schools (13:1).

Table 1.9: Number of secondary school teachers, school year 05/06

School Type	Total Male	Total Female	Total Teachers	Pupil Teacher/Ratio
Public	2,608	867	3,475	13:1
Private	1,749	737	2,486	13:1
Mission	1,262	578	1,840	16:1
Community	826	129	955	27:1
Total	**6,445**	**2,311**	**8,756**	

Table 1.10: Number of schools in school year 05/06

School type	Number of primary Schools	Number of secondary schools		
		Lower Secondary	Upper Secondary	Total – either Lower or Upper or both
Public	2,012	335	66	345
Private	770	270	69	270
Mission	537	194	87	200
Community	533	60	11	61
Total	**3,852**	**859**	**233**	**876**

Government schools suffered the greatest damage during the recent civil war with 31 percent of public and 22 percent of community schools being completely destroyed. A further 17 percent of public and 24 percent of community schools suffered major damage. Overall, 41 percent of primary schools surveyed suffered major damage or were totally destroyed during the war, with the remaining 59 percent of schools suffering minor damage or remaining intact.

Table 1.11: Condition of Primary Schools

School Type	Intact/ Repaired/ New		Minor Damage		Major Damage		Destroyed		Total	%
	#	%	#	%	#	%	#	%		
Public	337	**19**	576	**33**	297	**17**	557	**31**	339	100
Private	123	**21**	326	**56**	86	**15**	43	**7**	268	100
Mission	90	**23**	189	**49**	71	**18**	39	**10**	196	100
Community	54	**14**	156	**40**	93	**24**	84	**22**	61	100
Total	**604**		**1247**		**547**		**723**		**3121**[12]	

Compared with primary schools the extent of infrastructure loss across secondary schools was lower with only 6 percent of public and 7 percent of community schools being destroyed. This was much higher than private and mission schools at 2 and 5 percent, respectively. Major damage was highest in community schools (18 percent) followed by private schools (10 percent), mission schools (9 percent), and public schools (8 percent). Overall, 14 percent of the secondary schools surveyed suffered major damage or were totally destroyed during the war, with the remaining 86 percent of schools suffering minor damage or remaining in tact.

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[12] This is the total number of schools which reported data on this question.

Table 1.12: Conditions of secondary schools

School Type	Intact/ Repaired/ New		Minor Damage		Major Damage		Destroyed		Total	%
	#	%	#	%	#	%	#	%		
Public	118	**35**	172	**51**	28	**8**	21	**6**	339	100
Private	67	**25**	169	**63**	26	**10**	6	**2**	268	100
Mission	65	**33**	103	**53**	18	**9**	10	**5**	196	100
Community	13	**21**	33	**54**	11	**18**	4	**7**	61	100
Total	**263**		**477**		**83**		**41**		**864**	

Water and sanitation

Private and mission schools have much higher access to a functioning toilet (60 and 50 percent respectively) compared with public schools (public and community) where only 35 percent have access to this facility.

Table 1.13: Access to sanitation

School type	Flush Toilet		Pit Latrine		Total		Total Sch.	% funct.
	Avail.	Funct.	Avail.	Funct.	Avail.	Funct.		
Public	54	40	720	625	774	665	2012	**33**
Private	215	192	314	273	529	465	770	**60**
Mission	108	91	204	175	312	266	537	**50**
Community	32	28	196	175	228	203	533	**38**
Total	**409**	**351**	**1434**	**1248**	**1843**	**1599**	**3852**	

Regarding water access only 26 percent of public schools have access to functioning water points (either pipe or well water), compared with 42 percent for private schools and 32 percent for mission schools.

The pupil textbook ratio in public primary schools is 27:1, compared with 20:1 in private and 15:1 in mission schools. Such limited textbook access across all schools most likely results in a predominance of chalk-board teaching, whereby students spend the majority of classroom time copying content from the chalk-board into their notebooks. The Government shall provide additional resources to meet the demand for teaching and learning materials to secure quality primary education. The MOE has yet to develop comprehensive policies for textbooks and materials provision. New procurement rules have been recently enacted through the Public Procurement and Concession Commission Act, which stress the need for National Competitive Bidding (<$100,000) and International Competitive Bidding (>100,000). These procedures delay prompt access to materials. The MOE needs to develop the capacity to support the purchasing and distribution of materials to the classrooms.

For ease of reference Table 1.14 below collects together the data mentioned above and some additional data to present a picture of the education system and key data.

Sources of Information and Critical Information Gaps

Table 1.14 Summary of Information Sources

Document	Date of draft/Base year data	Authorship/sponsorship	Document length
Education Policy Framework	2000	MOE	
Education Master Plan	2000	MOE	
Education Sector Operations Manual	2000	MOE	
Education for All-National Action Plan, 2004-2015	2004	MOE	
Girls' education policy	[2005]	MOE/UNICEF	
Interim Poverty Reduction Strategy Report (Iprsr)	2006	GOL	
Priorities for Post Conflict Education Sector Recovery	2007	MOE	

Table 1.15 Summary of Information and Information Gaps for Population and Education Indicators

Domain/Indicator	Year	Year	Year	Latest available Year-2006
Selected population characteristics				
Total size (total/females)				3.4 million
% of population below the poverty line (total/females)				75%
HIV prevalence rates among adults (total/females)				[5.2%] (Global Fund, 2006))
% orphans among children ages 7-14 (total/females)				Na
Gross enrollment ratios (%)				
Primary (total/females)				[155%]
Secondary (total/females)				Na
Higher (total females)				Na
Primary education enrollments and				

student flow				
Total enrollments (total/females)				894,316/ 426,304
% in privately financed and managed schools (total/females)				165,750/85,779
Net enrollment ratio (total/females)				[25%] [16%]
Net enrollment ratio of the poorest quintile (total/females)				
Entry rate to grade 1(%) (total/females)				[12%]
Primary education completion rate (%) (total/females)				<30% (Liberia MDG report)
Repeaters as % of enrollments (total/females)				
Girls as % of total enrollments/completions (total/females)				48%
Primary student learning outcomes				
% of students reaching minimum level of achievement (50%)				42% (MLA, 1999)
Percent correct answers on national standardized tests				[?ask Curric Dep]

Govt. primary school service delivery indicators				
Years in cycle				6
Pupil-teacher ratio (overall)				
In rural schools				
Pupil-classroom ratio (overall)				
In rural schools				
Pupil textbook ratio				1:27
Number of teachers (total/females)				26,755
Average annual wage bill per teacher (including benefits) as a % of GDP per capita				2.25
Instructional hours and teaching loads				
Annual instructional hours for pupils				900 required; to be verified.
Average pupils' instructional hours per week				
Average teachers' teaching load per week (hours)				
Public spending on education				
Public expenditure on education as a				7.9%

share of total public expenditure				
Recurrent spending on education as % of GDP				
Primary education's share of total education recurrent spending				30% to 35%
Share of recurrent primary education spending used on inputs other than teachers (%)				na
Share of expenditure received by the poorest quintile				Na
Average recurrent cost per student (as % of GDP) Primary: Secondary Higher				

Table 2B: Education Indicators for disadvantaged groups as relevant

Group	Gross enrollment ratios			Primary education					
	Primary	Secondar	Higher	Total enrollme nts	Net enrollme nt ratio	Entry rate to grade 1	Completi on rate	% of repeaters	Learning achieveme nt scores
Total									
Boys Girls									
Urban (total/females) Rural (total/females)									
Best performing County									
Worst performing county									

Information Gaps to be Addressed in the Action Plan
Section I has revealed a number of critical information gaps. The following areas/topics will be given immediate priority in the development of the Education Management Information System (EMIS) so that these gaps are addressed as quickly as possible and used in the analysis of how to get the education system back on track. As part of the Action Program (see Section III), a special Policy Analysis Team will be funded and

established immediately with whatever donor support that can be found. The Policy Analysis Team, to be located in the Department of Planning in the MOE, will address the priority information gaps below.

1. Reliable estimates of Gross Enrollment Ratios (GER), Net Enrollment Ratios (NER) and Primary Completion Rates are not available. This is due to the lack of a recent census. The census is planned for March 2008 and the MOE should do everything possible to make sure it takes place and play its role in capturing information about the student age population. Meanwhile, plans to train MOE personnel to use the census data will begin immediately so that MOE will be able to analyze the census data as soon as the data become available.

2. Some household data will become available in 2007 and plans to analyze these data sets to improve information about children who are not in school are included in the Action Program. A recent Nutrition Survey is now available. In June the Core Welfare Indicator Questionnaire Survey will become available. Near the end of the year the Demographic and Health Survey will be available. MOE/EMIS staff will be trained and staffed with the resources needed to analyze these household data sets for the purpose of improving information about children not in school.

3. The enrollment situation is changing rapidly and the school year 2005/06 National School Census is already out of date and must be repeated soon. An activity is included in the Action Plan to repeat the school census near the end of this school year (2006/2007). Analysis of the two school censuses together with the three household data sets should close many of the information gaps. However, even the present school census has not been analyzed sufficiently from a policy point of view and a program of analysis on this will start immediately. This information will be used as the basis of next years' education budget planning process.

4. Enrollment Projection Model: An enrollment projection model is not yet possible due to lack of required data. Although the Priorities Document (2007) made realistic assumptions about the evolution of enrollment, a more precise enrollment model would help to project enrollment grade by grade, starting with intake rates into grade 1 and using trend data about promotion and repetition rates.

5. Education spending by levels of education. MOE is not aware how much it is spending for primary, secondary and tertiary education as a share of its total education budget. To rectify this gap in its policy relevant budget data, within the next 2 months MOE will develop a method for estimating the budget submissions of each administrative unit so that this budgetary analysis by level of education can be performed each year for the purpose of monitoring and policy analysis.

Section II. Long Term Strategic Directions
This section outlines themes from the education policy framework of the MOE over a longer term horizon for the next 10 years, while the next section presents the details of the Action Program for Recovery of Primary Education that covers a 3 year time period. It is appropriate to think about a three year primary education program within the context of a longer term overall education policy framework so that an assessment can be made concerning the overall balance and coherence among various strategic objectives in the development of the education sector. It is essential that the policy framework for the other education sub-sectors does not imply resource needs that ultimately undermine the feasibility and sustainability of Universal Primary Education (UPE). Likewise, it is essential that ambitious targets for achieving UPE do not strain the rest of the education system so much that the overall system becomes distorted and unbalanced, ultimately undermining the long run sustainability of UPE. This section will first review sub-sector issues by levels of education and then describe cross-cutting issues.

However, it must be noted that this is not the comprehensive education and training policy the MOE intends to develop. The consultation and discussion process for this is underway and the MOE plans to complete its comprehensive education and training policy by the end of 2007. The treatment of policy issues here is based upon the Education Master Plan (2000), some policy documents produced thereafter, and discussions with stake holders. On the basis of a the new comprehensive education and training policy, a new Education Master Plan will be produced, the timing of which is still to be determined.

Section IIA. Long Term Policy Framework

Primary Education Priorities and Policies
The ultimate goal of the MOE is to have universal primary education of good quality for all as stipulated in the MDGs (2002) and the EFA Dakar (2000) declaration. As stated in the medium term framework, this does not mean that the MOE will be the sole provider or financer of primary education. The MOE is committed to maintaining and further developing Liberia's diversified system of provision and finance, not only because of budget constraints, but also because this fits Liberian traditions and provides more choice for families. A diversified system can also lead to more efficiency and effectiveness when properly regulated and managed. However, the MOE will concern itself as a matter of priority policy that equity is maintained, not only in access itself, but in quality for all.

The MOE is still firmly committed to the goal of UPE by 2015, even though it might be considered questionable whether, given its status as a post-conflict country, Liberia can realistically entertain the goal of UPE by 2015. The present Government elected following the long civil war has only eight years to catch up with universal enrollment. Consequently, the target of full enrollment by 2015 is only used as a measure for prioritization and mobilization of the public behind this objective, whereas realistically, Liberia will likely need more years beyond 2015 to achieve the UPE goals. The Priorities Document, using information from the school census, estimated the NER to be about 60%, but it acknowledged that this was based upon very uncertain data. UNFPA estimated the NER could be as low as 25%, giving a very wide range of estimates for the NER,

depending upon the source and timing of the samples used. The fundamental problem is that there are no reliable data on the age distribution of the population. Until the population census is conducted in 2008 and analyzed thereafter, it must be admitted that estimates of the NER are highly speculative. For the purpose of educational planning, and for other purposes as well, it is important to conduct the census as planned in March 2008.

For the sake of illustration, if it is assumed that there are 577,000 children of primary school age in the population as the UN estimates, an estimate of 60% for the NER implies that 230,800 children of primary school age are still not enrolled. Since the national primary system (private plus public) can handle now nearly 900,000 students (albeit at very low average quality), which includes a large enrollment of older children, it would seem that there might in principle be sufficient capacity (maybe excess) to handle the 6-11 year old population in the future once the overage bulge works its way through the system. However, important questions remain: In what counties and districts are these out of school children located? Why are they not in school? Is it due to supply side reasons, such as no access? Or is it due to demand side reasons, such as lack of money, tradition or lack of understanding of the benefits of education? Is it due to both? Programs and strategies may need to be formulated to enroll these children based upon understanding the causes of the situation.

The medium term program for primary public education envisions building up capacity to enroll about 820,000 students by 2011/12. Much of that capacity is aimed at catering to older students in primary school, and by that time a large part of this group of student enrollment may be declining. The question then arises whether there would be enough capacity to handle the official primary school age population by that time, when there might be more than 600,000 children in the 6-11 age range due to natural population growth and return of Liberian families from abroad. Good demographic data are essential to answer these important policy questions.

In addition to concerns about increasing enrollment rapidly, the MOE is also equally concerned about ensuring adequate learning is taking place in schools. The MOE will institute a program of assessing learning achievement at all levels of the system and use these results as feedback for planning and teacher training in a regular cycle of quality improvement. With the help of donor partners the MOE will institute a learning assessment of students in grades 3 and 6 that will test only a small representative sample. For grade 6 students this sample based assessment will not be a high stakes examination to determine advancement to junior secondary, but rather will serve to inform MOE management and all stakeholders of progress students are making in their core subjects of reading, mathematics and maybe one or two more. The National Examination (administered as part of the West African Examinations Council (WAEC)) will continue to be given to all students at the end of grade 6. As an interim measure, an item analysis of the grade 6 National Exams could be used to assess student achievement at the end of the primary school level. A rapid reading assessment would also be considered for grade 3 as an interim measure until a more comprehensive learning assessment is put in place. The essential point is to ensure that learning standards are maintained, or improved in some cases, even while rapid expansion is taking place under FTI.

Curriculum reform is an essential part of the primary education reform. While it is important in the short term to get books into the school system, it is also important to consider carefully the reform of curriculum in a consultative process that involves all stakeholders. The MOE distinguishes the core curriculum (reading, mathematics, science and social studies) that will be implemented nation wide and the complementary curriculum that can vary by region. Within the science and social studies curriculum there will be innovations that are critical for Liberia. A peace studies curriculum is being developed to promote social cohesion and national stability. The MOE will work with partners to study the lessons of other countries where this has been implemented and adapt lessons learned to the conditions of Liberia. Likewise, the science curriculum will integrate lessons on health and HIV/AIDS in particular. The National Health Strategy Paper (2006) cites the interim Poverty Reduction Strategy estimate that HIV/AIDs incidence is about 5.2%. But the Health Strategy also points out the large uncertainty in these estimates. Thus it is critical to stress education and prevention to keep this rate from rising.

Improved teacher training programs must go hand in hand with curriculum reform. USAID is already partnering with MOE to develop much needed teacher training programs. As assessment of teacher training has already been sponsored by USAID and the next step is to develop a teacher training program based upon the results of the teacher assessment.

The longer term vision for primary education, after achieving UPE by 2015, is to strive to sustain that achievement with quality in all aspects of primary education (as enunciated in Goal 6 of the EFA Dakar Declaration 2000). Thus 10 to 15 years from now Liberia would have a national primary education system where all children have their learning and social needs met; where measurable results are constantly analyzed and fed back into a process of continuous improvement based upon good education management.

Secondary Education
Beyond the medium term and the achievement of UPE by 2015, secondary education will continue to present long-term challenges. Success in UPE and success in gender policies at the primary education level will increase demand pressure on the secondary education system so that access to and quality of secondary education are major policy issues. MOE is committed to the goal of universal basic education (9 years of education or completion of junior secondary education) as required by the present Education Law (2002). The attainment of this goal is considered to be a basic right of Liberian citizens. Moreover, primary education is often not a sufficient foundation for training in many modern sector jobs in the global economy, whereas completing 3 years beyond primary level gives a stronger achievement of literacy and numeracy that could serve as a solid foundation for training in a much wider spectrum of jobs in the 21st century global economy. Secondary education is even more important for girls as the returns, both individual and social, far outweigh the costs.

Junior Secondary Education (JSS)
As part of its policy on basic education, all Liberian citizens have a right to education up to grade 9. This basic education covers grades 1 to 6 of primary education and grades 7 to 9 of junior secondary education. The definition of basic education, which conforms to the international definition, aims to provide a solid foundation for continuous and life long learning. At this time public secondary education is not yet free of charge, as in the case of primary. However, fees for public junior and senior secondary schools were reduced during the academic year 05/06. The policy objective is to make secondary education at the JSS level accessible and affordable to all citizens.

This policy implies expanded provision of secondary education around the country in order to allow greater opportunity for girls to continue in their education beyond primary, without reducing opportunities for boys.[13] However, this does imply that the rate of girls' secondary enrollment would increase faster than that for boys (if girls survive primary education). This policy will have to start at the JSS level, with an effort to expand places available. Even with a constant transition rate from primary to junior secondary, there will be an increase in the absolute numbers of students completing primary education and seeking to advance to junior secondary.

This expansion would not initially require many new teachers in the medium term since the PTR is envisioned to rise in secondary education, in contrast to that of primary education, due to the fact that the current PTR is low. The most cost-effective way to quickly expand access, while maintaining an adequate PTR for quality, is to increase from the current level of 15 to 25 students per teacher in 2010/11. There would need to be some construction of new secondary schools in areas that are underserved as well. However, training of teachers, science labs, computer labs and libraries are critical issues to consider from the point of view of quality. These have serious cost implications which have not yet been analyzed.

Even before the population census is completed in 2008, the MOE is planning to prepare itself to analyze the population census in conjunction with the school census data and various household surveys to construct a student and financial flow model to explore the possibilities for rapid and quality expansion of secondary education, both junior and senior levels. With such a model, which can be developed with the cooperation of UNESCO and its Institute for Statistics or other donor partners, it would be possible to explore feasible expansion pathways and consider trade-offs that may need to be made.

Senior Secondary Education (SSS)
A similar situation of demand side pressure confronts senior secondary education. Expansion of this more advanced level of academic secondary is limited by adequate facilities and well qualified teachers. At this level, teachers are subject specialists, such as in mathematics or chemistry, and are generally university graduates. Such teachers are in short supply at the moment in the public secondary schools, and many have gone to the private secondary schools for better pay and teaching conditions. The school facilities at this level also have special features not needed for primary schools. Science laboratories

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[13] This is part of the National Policy on Girls Education (2005).

and libraries are essential for quality secondary education. Computer literacy is also becoming increasingly important, and the previous education policy committed to providing computer literacy to all secondary school graduates.

Expansion of senior secondary education is necessary to address gender and geographical inequities. For example, to increase female representation in certain occupations requires finding women who have completed grade 12. There is already a shortage of such qualified women, e.g., to become C-Level teachers, medical doctors, nurses or police women, etc. It is not likely that these equity policy goals will be completely achieved by the year 2015 and continued expansion of secondary education will be required well beyond that time. However, as expansion proceeds the MOE will continue to pay attention to maintaining quality by improving the credentials of secondary school teachers and the facilities and learning materials available. Thus, an analysis will be necessary to see how fast expansion can proceed without sacrificing fundamental quality.

The MOE will continue to monitor learning achievement at secondary level using the exam results at grade 9 and 12 as the basic data for its measures of quality. While this is not ideal as a scientific sample assessment of learning as will be done in primary education, it has the advantage of being much less costly since the WAEC grade 12 exam is already in place and the national grade 9 exam for selection to grade 10 will also continue. The aim is to improve learning achievement at the junior and senior secondary levels of education. Then students would be better prepared for four year university, junior college, or direct entry into the labor market.

Secondary Vocational and Technical Education (VTE)
The MOE also has responsibility for VTE and is currently reassessing, in cooperation with UNESCO and GTZ, the situation of secondary VTE. VTE has suffered the same damage and problems of the other levels and types of education and must be restored. The overall goal will be to establish a diversified system of provision and finance of quality VTE that is responsive to labor market demands. The policy focus will be on revitalizing this important area of education and emphasizing collaboration and partnerships with all stakeholders, such as private and public employers, unions and government.

Little in the way of recent statistics on VTE seems to be available. The 2006 School Census did not distinguish VTE secondary schools from academic ones, something which will be rectified on the next school census. However, discussions with the staff in the VTE department indicate that many of the VTE secondary schools were damaged and are unable to function. Instructors are using methods such as taking students to automotive shops to give them some appreciation of automotive mechanics. While such practical exposure should be part of a VTE curriculum, it is not a substitute for a curriculum.

VTE policy is one of the most difficult areas in which to find the right balance. It involves labor market analysis in a dynamic economy. It is generally expensive in terms of unit costs compared to academic secondary, so the benefits have to be commensurately higher to justify the investment costs. It requires complex coordination with many other private and public sector partners. For this reason, many countries have formed Training Councils

composed of all the stakeholders, private and public, to formulate policy and have oversight of public budgets in this difficult area. As the MOE works on its comprehensive education and training policy and master plan, consideration should be given to such a training council arrangement after studying the experience of other African countries.

A flexible system of VTE in Liberia should also incorporate literacy, accelerated education, and vocational training for the large older student population. A financial analysis of how much is required to serve this population effectively is badly needed and should be done by the Planning Department within the MOE.

Higher Education
The MOE will continue to support reforms and development of the higher education sub-sector. In the Policy Framework (2000) higher education includes junior/community colleges, four year colleges, universities and polytechnics. Responsibility for policy and coordination of the sub-sector rests with the National Commission of Higher Education (NCHE) which was established by law in 1989. The NCHE, which was not able to function properly during the civil war, was reactivated in 1997 and has since developed a National Policy on Higher Education (2002).[14]

It is now recognized world wide that Higher Education (HE) is not just a luxury-consumption good--nice if it can be afforded. HE is an essential part of the economic life of any country, rich or poor, developed or developing. High level management and leadership for the private sector, government, the education system and the cultural identity and life of the nation depend upon HE in many ways. However, HE is very expensive when compared to the lower levels of education. International research has shown that a minimum of $1,000 per student expenditure is needed to maintain a basic quality HE system because HE systems, in contrast to primary education, use many internationally priced goods and services. By way of comparison the University of Liberia budget is currently estimated to be about $200 per student. However, even that is much more than the $10 per student spent in primary education and $28 per student spent in secondary education. Thus, the government must be careful about its public expenditures for HE, especially in the situation of Liberia today when there are so many competing needs and trade-offs for other levels of education, as well as trade-offs to be made within the sub-sectors.

The long term goal is to develop a high quality, relevant and equitable HE system that is an appropriate size for Liberia. As stated in the medium term horizon, before embarking on large expansion programs, the policy of the MOE will be to first improve the quality of the existing system, an essential part of which is reforming its structures and governance. In the medium term, some relatively small expansion of enrollment could be envisioned for special purposes, such as expanding opportunities for women or critically needed professional areas, such as in business, education and health.

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[14] The Minister of Education serves as chairperson of the NCHE and the membership comprises all stakeholders in higher education, including representatives of higher education institutions, private employers, and government bodies.

Striking the proper longer run balance for HE is not easy, and the MOE/NCHE will be guided by certain principles. Given the needs at primary and secondary levels, HE would not likely absorb more than 15 percent of the public education budget. Also, quality will be maintained by avoiding rapid expansion that could compromise quality. In addition to adequate recurrent spending per student, there are large investment needs both for rehab and modernization of facilities and program and staff development. In that light, there is discussion among stake holders about establishing satellite campuses of the UL which would be located in the counties outside Monrovia, making access more equitable for the population of other counties. This could also contribute to increasing female enrollment in HE, thereby contributing to the national policy goals on gender equity. Again, these objectives all involve high costs and raise the issue of how to finance them.

It is already a principle of financing HE in Liberia that students and their families are expected to contribute a reasonable part of the cost of their education. This is currently part of the HE policy as enunciated by the NCHE (2002) and has been a tradition accepted in Liberia for many years. This is in contrast to many countries where charging tuition fees in public HE is a politically contentious issue. A case for some limited subsidy to HEIs can be justified to help keep tuition fees in an appropriate range for all Liberian families, as is done in virtually all of the state universities of the United States. However, well crafted scholarship schemes would still be needed to help meritorious students from poor families to enrol so that equity does not suffer as a result of charging tuition fees in HE.

The HEIs themselves can also adopt a more entrepreneurial spirit in terms of fund raising and appropriate investment of their assets. Both public and private HEIs sometimes have substantial assets –land, other properties, etc.—that would be labeled as non-performing assets in a business sense. They can also generate services that could be supplied to businesses and government for a fee. HEIs can also be more aggressive in pursuing grants from international foundations that have a mission in international HE. All of the above requires intensive staff development in the NCHE and also within the HEIs so that they will have the capacity to implement these principles.

Finally, quality and relevant research should be restored to the Liberian HE system as integral parts of its mission. Research is not a luxury; it is a necessity for HE to make its proper contribution to the national economy. However, care must be taken to do this in the right way and, initially, at the proper level of expenditures relative to other needs. The long term vision must tackle the issue of the organization, management and finance of research in Liberian HE. For example, agriculture and forestry stand out as priority sectors that need Liberian professionals with local knowledge to collaborate with partners from other African countries and abroad. The social sciences, education in particular, also need such professionals. There is a need to develop some kind of Liberian research council or fund, even if its research budget starts out small, that can institute competitive research grants that are peer-reviewed with transparency in all aspects.

There are many issues to consider and many stakeholders to involve in discussion of these issues. The MOE plans to advance this discussion in April 2007 by holding a Consultative

Conference on Higher Education in Liberia. Among issues to be discussed would be the size, structure and governance of the University of Liberia (UOL). The longer run goal is to establish a University of Liberia System that might have multiple campuses. For example, one proposal is to create some satellite campuses outside of the main campus in Monrovia, but still under the administration of UOL Monrovia. Alternatively, the satellite campuses could be under autonomous administrations, with a flagship campus still being located in Monrovia, as in many state university systems of the United States. Clearly, though it is too early to estimate costs, these proposals will be expensive. Thus they will have to be thought through very clearly with the cooperation of partners.

Adult Education

The Accelerated Learning Program (ALP), which is widely regarded as a success story, is part of the medium term program, targeting young adults and youth. This is a compressed program designed to give the 6 year primary education to older students in a 3 year period. Education Policy Framework (2000) regarded Adult Education as important and this priority will be continued under the new policy framework being developed. Lessons learned from the ALP can be introduced into other parts of the Adult Education policy and programs. There is some discussion in the MOE about transitioning ALP into a full fledge adult educational program that will cater to a broader population. Before this happens, plans are to conduct a comprehensive evaluation of the ALP. Then a decision could be taken about an ALP-type approach to obtaining secondary level education, especially in conjunction with vocational training for youth which can give them a qualification in the labor market, while also ensuring they achieve effective literacy. As with diversified SSC, this combination has not proved to be effective.

Although this discussion is under long term issues, it may well be necessary to consider some of the VTE needs in the category of short term priorities. The reason for this is that a whole generation of Liberians has missed an opportunity to benefit from education and training. Adult and youth education and training programs need to be prepared quickly to provide both a basic foundation of literacy together with some labor market relevant skills development.

Teacher Issues: Training, Deployment and Incentives

Section 3 described the importance of qualified teachers for the delivery of quality education. The long term framework in this section emphasizes the continuation of those polices on a sustained basis. Thus teacher development should be built into the system in the long run as an on-going process. Appropriate salary structures that are initiated in the medium term horizon need to be updated as the education system develops.

Quality of Teachers

The previous Policy Framework (2000) called for the GOL to improve the quality of teachers through professional training, and institute a mechanism for the payment of public school teachers. Given the importance of teachers to quality education, the policy of the MOE is to ensure that all teachers have a minimum Grade C Teaching Certificate, for

which the requirements are graduating from secondary grade 12 and teacher training for . The MOE recognizes that many teachers do not yet meet these standards, and its policy is to achieve this standard in five years.

Teacher Salaries

The MOE recognizes that current teacher salaries are low and need to be revised. This must be undertaken based on an effective and affordable salary policy for teachers that will differentiate the qualifications needed for primary education and secondary education, with the qualifications and remuneration being raised for secondary education. In the formulation of this salary structure, the MOE realizes that it must strike a balance between an adequate salary and what the GDP per capita (GDPpc) of the country can afford. The index of annual salary to GDPpc, which is often used as a benchmark, is around 2.25 (Liberian GDPpc being around $160 and annual teacher salary at $360 annually). Research in Africa for the Fast Track Initiative (FTI) shows that countries that make the fastest progress towards achieving UPE typically maintain this salary index in the range of 3 to 4. While other factors come into play, this level of salary relative to GDPpc seems to strike a reasonable balance. The proposed increase in salary for teachers to $600 per year in 2007/08 (correlated with qualifications, participation in training and performance) would fit within this index[15].

The long term policy for teacher qualifications is to aim for all primary school teachers to have a C level certification, junior secondary teachers to have a B level certification, senior secondary teachers to have a four-year bachelor's degree that includes subject specialization with education credentials, and professors in universities to have master's degree or PhD. This would have ramifications for the salary structure and total salary bill of the MOE. Some detailed projection models of teacher requirements and costing out of the salary implication of this type of long term structure would need to be carried out. The capacity to do this type of policy analysis should be developed in the Planning and Research Department of the MOE and NCHE.

School Facilities and Equipment

The tremendous need for new school construction, the fact that construction costs can be expensive and the budget is very limited lead to the need for careful consideration of school construction standards. Over the years there have been examples of too costly standards and also inadequate standards. Inadequate standards compromise the education enterprise and actually can constitute false economy. Construction standards that are too luxurious, while nice to have them are too expensive to replicate on a nation wide scale.

A bare minimum needs to be set in terms of the learning environment that is necessary for the cognitive and social development of children. It has been suggested in the MOE that for primary schools as a bare minimum there should typically be 6 classrooms, a

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[15] The MOE will explore, in collaboration with MOF and the Civil Service Agency, incentive allowances to attract teachers to serve in remote underserved areas. The allowances could also be in kind as well as cash, e.g., housing could be provided for teachers willing to serve in remote areas. Allowances might also be conditioned upon successfully completing training or performance reviews.

principal's office, a teachers' room for lesson planning and cooperation among teachers, some secure storage area for books and special equipment. But there should be sufficient flexibility in the guidelines to allow for variation according to local or community conditions. For secondary schools, there would be additional needs, particularly some provision for science and computer laboratories.

Striking the right balance for construction standards and costs is a critical issue. Current unit cost estimates in Liberia are about $6,000 as the average construction costs of a classroom using relative low cost materials. Research carried out by the World Bank in Africa indicated an average cost of about $8,000 for a typical size classroom, with considerable variation around that average. With community participation in school construction, some projects have been able to construct classrooms for as low as $5,000, even in parts of Liberia. The MOE has an Education Facilities Department that is conducting studies of alternative standards and costs of school construction in Liberia. A number of issues need to be considered: the size of a standard classroom in terms of area, the construction materials used, the architectural standards of walls and roofing, the cost of labor, cement and other items determined by supply/demand in construction markets. The main consideration has to be how to establish an appropriate learning environment so that any monetary savings do not compromise effective learning and social development. On the other hand, money should not be spent on construction elements that do not produce better learning, since this money could be used otherwise to provide access to more students.

Education Management and Governance
Analyses sponsored by donor partners and the MOE have identified a number of critical management issues that need to be addressed (see section III for more detail in the action plan). Both the EC and USAID have analyzed management aspects of the MOE operations and will provide some support to improve that. If all of those immediate issues are successfully addressed, there will still remain the longer term vision of the role of the MOE and how it should organize itself to best fulfill that role. One particular long term policy goal of the MOE is to achieve a balanced decentralization in which the variety of education functions are carried out at the most appropriate and effective level. There are many examples and models of decentralization in both developed and developing countries. The allocation of various educational tasks and functions must be analyzed in the Liberian context and appropriate long-term policy formulated to suit the goals of Liberian education. For example, Liberian schools are not ready yet for the type of complete decentralization where schools have a great deal of academic, administrative and financial autonomy. However, a good start can be made by building up the capacity of School Management Committees and PTAs to analyze their own needs, sometime with technical support, and decide upon some of their own priorities. A significant component of the Action Program will be devoted to this area.

Other Issues to be Addressed in Full Education Policy
There are other important issues not covered in this section that will be taken up in the comprehensive education and training policy the MOE plans to develop. Early childhood

education, education for children with disabilities or special education, and education in the mother-tongue are examples of such issues. These issues, among others, were raised in the consultation meetings held recently for all of the stakeholders in the education sector, but could not be dealt with in the timeframe for this FTI submission. And priorities must be made to do what is feasible given the limited resources.

Section IIB. Outlook for Education Budget and Expenditure
The above long-term policy framework needs to be considered in the context of public finance constraints in order to assess how feasible it would be. This also sets the public finance constraints for the 3-year Action Plan to be considered in the next section.

Budget and Expenditure Scenarios

Table 2.1 (MOE Budget Scenarios) below presents three budget simulations for the MOE budget over a five year horizon. The GOL budget projection is based upon the IMF Article IV Consultation Report (Nov. 2006). That report projects GDP to grow from 8% in FY2006 (from July 1, 2005 to June 30, 2006) and increase to 10% up to FY2011. The scenario below projects 10% GDP growth out to FY11/12. The ratio of government revenues to GDP is anticipated to be constant, implying that government revenues would grow at the same rate as GDP. The Budget Bureau is using $150 million as the estimate for GOL revenue in FY2008, which forms the basis of the three MOE budget scenarios. The MOE low budget scenario takes 8% of the GOL revenue as its FY07/08 base and a growth rate of 10% is used for each year after. This is a conservative scenario similar to the one presented in the Priorities Document (Feb 2006) for the Donors Conference.

The medium scenario assumes 10% of the GOL budget for MOE in FY07/08 and the MOE budget share is increased by 2% each year to bring it closer to the FTI benchmark (20% of GOL budget for education). The high scenario assumes 15% of the GOL budget for MOE in FY2008 and the MOE budget share is increased by 1% each year. The high scenario moves the MOE toward the FTI benchmark faster due to the larger initial increase in the initial year.

Table 2.1	MOE Budget Scenarios ($million)				
	FY 07/08	FY 08/09	FY 09/10	FY 10/11	FY 11/12
GOL Budget($million) (i)	150.0	162.3	177.6	196.2	216.8
MOE Low Scenario (ii)	12.0	13.2	14.5	16.0	17.6
MOE Medium Scenario	15.0	19.5	24.9	31.4	39.0
MOE High Scenario	22.5	26.0	30.2	35.3	41.2

Notes: FY07/08 is referred to sometimes as FY08.

  (i)　　The Budget Bureau has told the MOE plan on the basis of $150 million for GOL revenue in FY08 (FY07/08).

The IMF website projects GDP growth at 8.2%(FY09),

9.4%(FY10),10.5%(FY11).
This refers to the Article IV Consultation Report (November 2006).
The IMF site also projects the GOL budget share of GDP as close to constant at 19% over the projection period..
Thus the GOL budget would grow at the same rate as GDP.

(ii) The MOE is discussing its budget with MOF at this time.
The low MOE scenario is set at 8% of the GOL budget, which was the MOE budget share last year (2006). Increase is 10% a year over base year.
The medium MOE scenario starts at 10% of the GOL budget, and increases by 2% each year.
The high scenario starts at 15% of the GOL budget, and increases by 1% each year.
The high scenario gets the MOE closer to the FTI benchmark of 20% by FY12 and at the benchmark in FY13.

The budget formulation process is underway among the Budget Bureau, MOF and the various ministries and it is not yet clear which scenario would be closer to the one finally adopted. The budget will be finalized and presented to the Cabinet in early May and then approved by the legislative branch. Thus alternate budget and spending scenarios are presented below.

The low case budget/low expenditure scenario reflects the low case budget scenario above and a low case spending scenario in which the MOE essentially pays salaries and only the most essential recurrent costs to deliver education (similar to the low case scenario in the Priorities Document). Here the low MOE budget starts from $12.0 million and increases by 10% annually. In the low expenditure scenario in Table 2.2 below the most basic salary and recurrent expenditures are shown for primary, secondary and higher education. The MOE management recurrent expenditures are shown below, excluding scholarships and subsidies, but including the rest of the goods and services purchased by MOE for education delivery. The salary figures here come from the Priorities Document and thus incorporate the teacher salary increase to $50 monthly or $600 annually. The outcome of this scenario is that MOE low budget scenario would not be enough to cover its most basic expenditure for primary, secondary and higher education. There would be no room for development expenditures unless donors contributed. The budget gap shown in this table could be reduced by not granting the salary increase of 66% implied in going from $30 monthly to $50 monthly, but this would not allow the MOE to move towards the FTI benchmark indicators for teacher salaries as well as having negative incentive effects (see Section IIA policy discussion on teachers and Section III of Action Plan on Teacher Development).

Table 2.2: Low Expenditure, Low Budget Scenario

	FY 07/08	FY 08/09	FY 09/10	FY 10/11	FY 11/12
MoE Management Recurr. Expend.	3,100,000	3,1000	3,100,000	3,100,000	3,100,000
Primary Teachers Salaries	9,700,000	10,800,000	13,000,000	15,500,000	18,400,000
Secondary Teachers Salaries	2,700,000	2,900,000	3,200,000	3,800,000	4,900,000
Public Higher Ed. (Sal.+Admin.)	1,550,000	1,705,000	1,876,000	2,063,000	2,269,000
Total	17,050,000	18,505,000	21,176,000	24,463,000	28,669,000
Projected MOE Budget	12,000,000.0	13,200,000.0	14,520,000.0	15,972,000.0	17,569,200.0
% MOE Budget of Total Need	70%	71%	69%	65%	61%

Another scenario at the other end of the spectrum to consider is a high budget, high expenditure scenario (see Table 2.3 below). This can be derived from the Priorities Document, which presented an ambitious set of seven programs in four strategic areas. The first line shows the total needed for the budget of the seven programs in the Priorities Program Document (February 2007). This shows in a way the most desirable spending scenario for primary and secondary (we will consider higher education later). The MOE spending scenario in the table below is derived from the high budget growth scenario shown above. After subtracting the MOE budget, USAID, EC and UNICEF support we arrive at the anticipated spending gap for the seven primary and secondary programs. The gap declines from its maximum of $26.6 million in FY2008 to $10.6 million FY2012. It should be noted that this is a much smaller gap in FY2012 than that shown in the Priorities Document, which was $35.2 million in FY2012. The reason for this is the much greater MOE budget in this scenario due to the GOL and MOE moving closer to the FTI benchmark parameter for MOE budget support. The gap could be reduced further if there would be more donor support forthcoming.

Table 2.3 High Budget, High Spending Scenario

		FY07/08	FY08/09	FY09/10	FY10/11	FY11/12
Priorities Total Budget		65,103,005	61,592,704	45,762,859	46,128,593	51,783,126
Less projected GOL/MOE budget (i)		22,500,000	26,000,000	30,200,000	35,300,000	41,200,000
Less USAID support		10,000,000	10,000,000			
Less EU support		5,000,000	5,000,000	5,000,000		
Less UNICEF support		1,000,000	1,000,000			
Total funding gap		26,603,005	19,592,704	10,562,859	10,828,593	10,583,126

A third medium scenario, in between the high low cases shown here, will be shown in Section III after the 3-Year Action Plan is developed. The total cost of the action plan will be less than the ambitious intentions of the Priorities Document and the MOE budget scenario will be the medium one shown here. In short, it is intended to do some trade-offs that would be necessary to accommodate budget constraints.

Section III: Action Program for Primary Education Recovery

Introduction to the Program

The 3-year Action Program described in the eight components below is intended to take the primary education sector from an emergency status to a recovery status, after which the MOE can begin to concentrate on long-term development of the primary education sub-sector in a stable environment. After the completion of this Action Program Liberia's primary education challenges would be more like that of its neighboring African countries that have not suffered the consequences of civil conflict. No doubt the challenges would still be enormous, requiring sustained donor support, but not of the pressing emergency type of the past few years.

This section will describe the activities to be undertaken in each component, along with the issues and rationale. The cost and financing requirements of the Action Program is discussed in detail in the next Section IV.

Component 1: Infrastructure Expansion and Improvement

Targets[16]

- % of school aged children who have access to a primary school by 2010[17]
- 130:1 learner-classroom ratio by 2010
- 65% of learners have seats/desks by 2010
- 60% of schools have access to clean water by 2010
- 60% of schools have low cost latrines by 2010

These targets are based on a gradual scaling up of capacity in planning, procurement, contract management and construction supervision over the plan period. Actions to strengthen capacity are specified in the "Description" section below. These targets do not currently take account of infrastructure planned by the NGO sector because complete information is not currently available They represent substantial improvements on the

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[16] These targets are for public and community schools only, which presently account for two-thirds of student enrolments. The targets for the PCR and % of learners with desks are based on two-thirds of the estimated number of 6-11 year old children in the population. The Ministry is currently considering the introduction of double shifts in primary schools so that younger learners can be taught in the morning and older learners in the afternoon. This policy reform would reduce significantly the requirements for classrooms and desks, hence increasing the targets that could be achieved.

[17] A firm target will be established after the population census has been carried out, which is scheduled for 2008 under the Constitution.

current indicators of 344:1[18], 22%, 34% and 26% respectively, which have been estimated from the latest school census for the school year 05/06.[19]   More details are provided on the status of primary school infrastructure in the following section.

Current situation

Liberia's primary schools experienced massive destruction during the recent civil war. Public and community schools were worst affected, with 31% of public and 24% of community schools totally destroyed, as shown in the table below. A further 16% of public and community schools experienced major damage.   Only 45% of classrooms in the public sector are in good condition or in need of minor repairs. This accounts for the extremely high learner-classroom ratio in public and community schools, more than 300:1. Furthermore, one-third of public primary schools have temporary classrooms made from local materials, such as woven thatch and sticks. Even where classrooms exist, large numbers of leaners have to sit on the floor. The situation is far worse in public and community schools where only 22% have seats compared with 58% in private and mission schools, as shown in Table 3.1 be

Table 3.1 Condition of primary schools in 2006

School Type	Good condition		Minor Damage		Major Damage		Destroyed		Total
	#	%	#	%	#	%	#	%	
Public	337	**19**	576	**33**	297	**17**	557	**31**	2104
Private	123	**21**	326	**56**	86	**15**	43	**7**	578
Mission	90	**23**	189	**49**	71	**18**	39	**10**	389
Community	54	**14**	156	**40**	93	**24**	84	**22**	384
Total	**604**		**1247**		**547**		**723**		**3455[20]**

Source: Annual School Census, Ministry of Education, 2006

Only one-third of public and community schools have functioning pit latrines or flush toilets.   And only 26 per cent of public schools have access to a functioning water point (either pipe or well water), compared with 42 per cent for private schools and 32 per cent for mission schools.[21]

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[18] This ratio counts only classrooms which are in good condition or requiring minor repairs.

[19] The Ministry plans to repeat the annual school census before the end of the 06/07 school year.

[20] This is the total number of schools which reported data on this question. 98% of the 2545 public and community schools responded.

[21] Estimates are based on the School Census, 2006.

Table 3.2 Number of primary pupils with furniture in 2006

School type	Chair/bench	Desk	Total	% of pupils
Public/Community	124,205	8,708	132,913	22.2%
Private/Mission	160,711	11,839	172,550	58.1%
Total	284,916	20,547	305,463	34.2%

Source: Annual School Census, Ministry of Education, 2006

Development partner support
European Union (EU) – US$ 2.60 million
World Bank – LACE plans to build 10 low cost community schools in 07/08
International Rescue Committee (IRC)
Jesuit Relief Services (JRS)

Key issues
- Developing a low cost classroom design adequate for learning, with acceptable maintenance costs;
- Lack of financial resources to rebuild schools and cater for the projected growth in enrolments;
- Ensuring school age children, especially girls, are able to access schools which are close to their homes;
- Building MoE's capacity for procurement, contract management, and construction supervision;
- Enabling communities to carry out minor repair works;
- Better coordination with NGOs on their future plans for primary school infrastructure;
- How to accommodate the very large numbers of older school children, estimated at 73 per cent of total enrolments in 2006 prior to the abolition of school fees.

Description
This component aims to: (a) construct classrooms to cater for current and future enrolments; (b) build new schools in under-served areas; (c) rehabilitate classrooms requiring major repairs; (d) provide adequate water and sanitation in schools. The requirements for public and community schools in all of these areas are substantial as indicated in the table below, especially for new classrooms. The requirements for new classrooms are based on the estimated number of children currently aged 6-11 in the

population of 577,000[22] (UNDP estimates) and assumes that 67% of these children will enroll in public and community schools as of 2006. This represents a net enrolment ratio (NER) of 41%. If the classroom requirements were based on the number of learners currently enrolled - which includes older learners, youth and even adults – the requirements would be far greater. However, since the phenomenon of over-age learners is a transitional problem, there is little justification for major investments based on current enrolments.

It is not feasible to eliminate the infrastructure deficit over a 3 year period, not only because the costs are prohibitive but also because there are capacity constraints. More realistic targets have been established based on an incremental scaling up of capacity from the present levels. The following outputs for public and community schools are envisaged over the 3 year plan period:-

-       1500 new classrooms constructed
-       390 classrooms rehabilitated

Table 3.3 .Infrastructure Requirements in Public and Community Schools (2010)

Category	Current (No.)	Requirement (No.)	Deficit (No.)
Classrooms	1123[23]	8,200[24]	7,077
Classroom rehabilitation	390	390[25]	390
Furniture (pupils seated)	132,913	386,590[26]	253,590
Latrines (per school)	868	2545[27]	1677
Water supply (per school)	662	2545[28]	1883

-       120,000 learners provided with furniture[29]
-       800 schools provided with latrines
-       900 provided with clean water supplies

A new low cost classroom design will be developed which employs soil stabilized bricks similar to the design tested by LACE. The estimated cost is US$ 6540 which falls at the

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[22] UNDP estimates. More accurate estimates and projections will be made after the Population Census planned in 2008.

[23] This figure includes classrooms in good condition or requiring minor repairs

[24] The requirement for new classrooms based on a PCR of 45:1 has been adjusted for the classrooms to be rehabilitated and incorporates the assumptions regarding double shifting and accelerated learning set out in footnote 1.

[25] This figure represents those schools with major damage. Minor repairs will be carried out by the local community.

[26] This estimate assumes double shifting and accelerated learning as described in footnote 1.

[27] This figure represents the number of existing schools, and does not include the unknown number of schools to be constructed.

[28] Ditto.

[29] This figure assumes some furniture will need to be replaced.

low end of the FTI benchmark.   Private contractors will be hired to build new classrooms, rehabilitate existing classrooms, and install water and sanitation.   Modular furniture will be designed to accommodate more child-centred teaching methods.   These will be produced, and delivered by local furniture manufacturers.   Contractors and manufacturers will be engaged using Government's new procurement procedures and in accordance with the appropriate thresholds.   This is likely to require national competitive bidding for most contracts.

The component will develop capacity in the Ministry's School Facilities Unit (SFU) and the procurement unit.   Six additional professional staff will be engaged at the SFU headquarters and three regional offices of the SFU established each with a complement of 5 staff to supervise construction work.   Resources will be provided to engage construction supervisors on a short-term basis to cope with peaks in the workload. Appropriate training will be provided for the SFU staff, as well as for the Ministry's tender committee.   The additional number of staff and the skills required for the procurement unit will be determined in the next few months based on the best professional advice available.   Long-term and short-term technical assistance in civil engineering, architecture, contract management and procurement will be engaged on a contract basis to ensure this component is implemented efficiently and effectively.   TA personnel will also have the responsibility to develop the skills of Ministry personnel.

More in-depth planning for this component will be carried out over the next three months based on school mapping data, information provided by CEOs and DEOs, and the plans of NGOs.   The Ministry will develop transparent criteria both for selecting schools to be assisted and for deciding where new schools should be located.   In addition to enrolments, equity and gender considerations will be key factors in decision-making. Parent teacher associations (PTAs), and School Management Committees (SMC) will be consulted on infrastructure priorities, and they will be encouraged to assist in monitoring the performance of the contractor.

Table 3.4 Infrastructure Expansion and Improvement 3 year action program

Output	Activities	07/08	08/09	09/10
MoE capacity	Contract technical assistance	X	X	
	Hire extra staff for SFU & procurement unit	X		
	Train staff in SFU & procurement unit	X	X	
Planning	Identify the needs of districts and schools	X		
	Obtain information on NGO infrastructure plans	X		
	Determine school selection criteria & select schools	X		
	Develop detailed implementation plan	X		
School infrastructure	Develop standard designs	X		
	Prepare tender documents and advertise	X	X	X
	Evaluate tenders and select contractors	X	X	X
	Execute and supervise contracts		X	X
Pupil furniture	Develop modular desk design	X		
	Prepare tender documents and advertise	X	X	X
	Evaluate tenders and select manufacturer	X	X	X
	Deliver furniture to schools	X	X	X

Component 2: Instructional materials and curriculum development

Targets

- 2:1 learner/textbook ratio in the four core subjects by 2010[30]
- Revised primary curriculum implemented in at least 2 grades by 2010
- System of school grants for instructional materials developed by 2010

Current situation

The current learner-textbook ratio in public primary schools is 27:1, compared with 20:1 and 15:1 in private and mission schools respectively.[31]   Most of these textbooks are several years out of date. Last year (2006) the Office of the President attempted to make an inroad into this problem by distributing photocopies of textbooks that had been produced locally in 1989.   Formerly the Ministry used to have its own bookstores. But now there are only a few private booksellers operating in the country, who are selling outdated books.   The Ministry also had storage facilities at the county level but these were looted during the civil war. These books are now being sold on the streets and this trade has become one of the main sources of textbooks.   There is one printing house in Liberia, but no book publishers currently operate in the country.

The limited availability of textbooks results in "chalk and talk" teaching, where learners copy content from the board into their notebooks.   If textbooks were more widely available, it would enable the more learner-centred teaching methods proposed in the revised curriculum to be introduced.   The revised primary curriculum is not radically different from the present curriculum in terms of subject content.   The four core subjects of mathematics, science, language arts and social studies will remain, but with HIV/AIDS and girls' education integrated with these subjects. Human rights will be introduced as a separate subject, with a particular emphasis on the rights of the child.   The revised curriculum is now in the final stages of development, with only final editing required.

The Bureau of Curriculum and Textbook Research is responsible for: (a) evaluating textbooks and deciding upon an approved list of pupil texts; and (b) developing and implementing curricula.   This mandate presently covers both primary and secondary education.

Development partners
EU – instructional materials; curriculum development
(US$ 5.4 million)

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[30] This ratio can be achieved if alternative learning programmes outside the school system are developed for over-age children currently enrolled in primary schools
[31] School Census data, 2006

Key issues
- Building capacity in the MoE to select, procure, store & distribute textbooks and other instructional materials;
- Providing suitable security in schools to safeguard instructional materials;
- Providing suitable training for teachers in using the new textbooks;
- Developing an appropriate and cost effective strategy for testing and rolling -out the revised curriculum, and orienting teachers;
- More effective coordination of teacher development, instructional materials provision & curriculum implementation;
- Ensuring that the textbooks procured end up in the hands of primary school learners.

Description

This component aims to: (a) provide a basic instructional materials package for all public primary schools from grades 1-6, together with lockable storage; (b) test, review and roll-out the revised primary curriculum in a phased manner in accordance with a strategy which the Ministry will decide during 2007; and (c) design a decentralized system for textbook selection and purchasing which will replace the centralized approach in the medium-term. Primary school teachers will be trained in the use of textbooks through the Teacher Development component of this plan.

The instructional materials package will comprise textbooks in the four core subjects, supplementary readers, teachers' guides, dictionaries, maps, science kits and other essential materials. A minimum package will be developed by the Bureau of Curriculum and Textbook Research, and approved by the senior management of the Ministry.   With external assistance the Ministry will develop objective criteria and procedures for evaluating and selecting relevant textbooks from those used widely in other African countries. A list of approved texts for each grade will be prepared.   Since there are no significant changes proposed in curriculum content, it is anticipated that these same approved texts would be used when the revised curriculum is implemented.

Procurement will follow international competitive bidding (ICB) procedures which were recently adopted by the GoL.   The instructional materials package and book storage will be delivered directly to primary schools to minimize losses that may occur in the supply chain.   Transportation will be contracted out to a private firm(s), again based on competitive bidding procedures.   Pupil teacher associations (PTAs) and, where established, School Management Committees, will be present with the School Principal to receive and sign for the instructional materials when they are delivered to the school. CEOs and DEOs will be responsible for briefing Principals, PTAs and SMCs in advance on the plans and procedures for providing instructional materials. Primary school teachers will be provided with appropriate training in the use of the new textbooks, which will be a significant challenge since the majority of teachers lack the basic foundation in pedagogy.

A primary school tracking survey will be carried out at the end of 2008/09 to track the flow of instructional materials through the supply chain from procurement to school learners.

This survey is budgeted under the Education Sector Governance component. In the final year of the plan the Ministry will develop a decentralized grant system to enable schools to select, purchase and account for textbooks. This system will be piloted in a limited number of schools in 2010/11.

The Ministry will decide on a feasible strategy for rolling out the revised curriculum in line with the development of capacity within the Bureau. Technical assistance and training will be provided through the EU project which is expected to start later in 2007. A plan will be developed to ensure all primary school teachers are oriented in the curriculum.

Table 3.5 Instructional Materials and Curriculum Development 3Year Action plan

Output	Activities	07/08	08/09	09/10
MoE capacity	Contract technical assistance	X	X	
	Train Bureau staff	X	X	
	Develop procurement, supply chain & accounting procedures down to school level	X		
Preparation & planning	Determine instructional materials package	X		
	Prepare list of approved textbooks	X		
	Identify needs of individual schools[32]	X		
	Provide orientation for Principals & PTAs	X		
Instructional materials	Procure instructional materials	X	X	
	Hire transportation contractor		X	X
	Distribute instructional materials to schools		X	X
Curriculum development	Decide implementation strategy	X		
	Review and test revised curriculum	X		
	Implement revised curriculum in phases		X	X
	Provide orientation for teachers		X	X

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[32] These will be based on student enrolments

Component 3: Teacher development

> *Targets*
> - 50%[33] of primary teachers trained to at least certificate "C" level by 2010
> - 90% of teachers trained in the use of textbooks and instructional materials by 2010

Current situation

The overall PTR in public and community schools is currently 33:1, which is favourable compared with the FTI benchmark of 40:1. However, 76% of primary teachers in the public school system do not possess the minimum primary school teaching certificate as shown in the table below. At 72% the proportion is comparable in mission and private schools. Further, only 28% of teachers in the public sector are female. This situation is a reflection of the high levels of attrition of qualified teachers during the civil war, the absence of any teacher training courses and the consequent appointment of untrained teachers to replace them. The RTTIs are presently unable to conduct any training to address the problem because they suffered serious damage during the internal conflict.

As a result the Government was forced to launch a crash 12-week residential programme which has the capacity to upgrade around 500 untrained teachers each year. In parallel UNESCO has been providing advice to the Ministry on the development of a distance education programme for teachers based on the approach adopted in Sierra Leone. In late 2006, the USAID funded Liberia Teacher Training Programme (LTTP) was initiated with an assessment of the critical needs in both the primary and the secondary sub-sectors. The development work for the primary education component will start shortly.

Table 3.6 Trained and untrained teachers in the public and private sectors (2006)

Sector	Primary enrolment	Untrained Teachers	Trained teachers	Total
Public	597,316	12,328 (76%)	3,879	16,207
Private	297,000	7,592 (72%)	2,956	10,548
Total	894,316	19,920 (74%)	6,835	26,755

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[33] This represents a significant improvement compared with the current level of 24% based on the School Census conducted in 2006.

Development partner support
-        UNICEF: crash residential training
-        UNESCO: distance education
-        UNHCR: rehabilitation of one RTTI
-        USAID: in-service teacher development; rehabilitation of 2 RTTIs
-        EU: in-service teacher development
-        IRC: training of mentors
-        JRS: in-service teacher development

Key issues
-        Developing appropriate modes of delivery to address the very large numbers of untrained teachers, whilst ensuring as far as possible they are not removed from schools during training;
-        Developing an appropriate strategy for training all teachers in the use of textbooks and other instructional materials, given the large number of teachers who have no foundation in pedagogy;
-        Rehabilitating and re-building staff capacity in the rural teacher training institutes (RTTIs);
-        Retaining trained teachers in the public school system because of the very low salaries, currently at around US$ 30 per month.

Description
The component aims to: (a) provide current and prospective teachers in public and community schools with basic skills in pedagogy with particular emphasis on female teachers, leading to a certificate "C" qualification; (b) build capacity in the RTTIs to deliver both pre-service and in-service teacher training according to requirements; (c) ensure that classroom teachers are able to use textbooks and other instructional materials effectively, and to deal with the emerging challenges of free primary education, such as teaching older children and large classes; (d) develop the quality assistance or assurance role of school Principals; (e) train selected key resource teachers to act as mentors in the four core subjects; (e) encourage communities to get involved in improving teacher performance through their PTAs.

These aims represent enormous challenges facing the Liberian public school system. Based on 2006 data from the School Census, the public school system requires an additional 4,700 trained teachers to cater for the estimated 386,590 children aged 6-11 at a PTR of 45:1.[34]   At present there are only 3,879 working in the system. The severe shortage of classroom teachers having a basic foundation in pedagogy will present a significant challenge to ensuring they are able to use new textbooks effectively. In the short-run, the Ministry will therefore need to make the best use possible of those teachers, especially women, who have undergone some basic training with the assistance of NGOs.

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[34] This estimate assumes there is no attrition of trained teachers on which there is currently no date available.

Field based and residential programmes
The Ministry wishes to develop a single model for in-service teacher training which is both cost effective and replicable in all counties. This model should replace the residential crash programme as soon as possible. Two key teacher development programmes are currently planned: (a) a one-year field based programme; and (b) a new one-year residential programme to be conducted in two Rural Teacher Training Institutes once they have been rehabilitated. The residential programme will provide a mix of pre-service and some in-service training depending on requirements, and the ability of schools to provide cover for the teachers enrolled. Both programmes will be based on a new teacher competency framework that will be developed.

At this stage, it is envisaged that the field based programme will combine short residential courses, classroom and school based learning supported by on site mentors, and possibly interactive radio programmes. Distance education will also be considered as an alternative to the residential component, especially for those female teachers who are unable to spend long periods of time away from their homes. It is also anticipated that peer group meetings of teachers undergoing training will be initiated at cluster level. School Principals will provide a front-line quality assurance role and key resource teachers will mentor teachers undergoing training. And CEOs and DEOs will provide periodic supervision and advisory support to teachers.

The field based programme will be designed during 2007 and then pilot tested in three counties in the school year 2007/08. It is anticipated that the programme will subsequently be rolled out in nine counties in 2008/09 and all 15 counties in 2009/10. Scaling up will depend upon the success of the pilot phase and the availability of technical assistance and financial resources for the second and third years of the plan. A new residential programme will be developed in 2007/08 and conducted in the two largest RTTIs (Kakata and Zorza) in 2008/09 and 2009/10.

It is anticipated that an expanded field based programme would be capable of training an estimated 3000 teachers to "C" certificate level. Kakata and Zorzor RTTIs will have a capacity to train a further 1200 teachers through the new residential programme. By 2010, this would leave around 500 teachers to be trained.

Training teachers in the use of textbooks
All trainers will need to be given some basic training in using textbooks when these are provided to schools during 2008/09 and 2009/10. At the same time, training will also be provided to assist teachers to deal with FPE challenges, such as teaching older children and large class sizes. Such training will need to take account of the lack of skills in pedagogy among the majority of classroom teachers. The Ministry will develop an appropriate strategy and design the programme during the first year of the plan. This will require additional technical assistance above that available through ongoing donor supported programmes. Since training all teachers directly will involve a substantial cost, one option that will be examined is training select key resource teachers in each of the four main subject areas who would be responsible for training classroom teachers. The training will be conducted during the second and third years of the plan.

Table 3.7 Teacher Development 3 year Action plan

Output	Activities	07/08	08/09	09/10
MoE capacity	Rehabilitate RTTIs	X		
	Select and develop staff	X	X	X
	Contract technical assistance	X	X	X
Field based teacher development	Design program	X		
	Pilot test in 3 counties	X		
	Roll-out in 9 counties		X	
	Roll-out in 15 counties			X
Residential programme	Develop program	X		
	Implement program		X	X
Training in textbook use	Identify needs	X		
	Develop strategy & program	X		
	Conduct training		X	X

Component 4: Accelerated Learning Programs for Older Students
Targets
- **300, 000 students aged 15 and over enrolled in ALPs by 2010**

Current situation
The current Accelerated Learning Programme (ALP) was established in 1999 to give children displaced during the civil war an opportunity to complete their primary education. The ALP is based on a teaching curriculum which accelerates learning so that the primary cycle can be completed in three years, compared with the normal six years. This is accomplished by emphasizing student-centred learning and shifting the responsibility from the teacher to the student for keeping up to date in lessons. Primary school teachers receive special training in the accelerated methodology and they are given a pay incentive of US$ 15/month to teach in ALP in addition to their normal classes.

In 2006 / 7 there are approximately 60,000 students enrolled in ALP in 11 out of 15 counties of Liberia. The Ministry had intended to discontinue the programme once the present cohort had completed the programme. However, it is now apparent that there are a very large number of older children in the primary school system. The evidence from the 2006 School Census is that 73% of children enrolled are over the age of 11. In fact, almost a half – 436,156 - are 15 years or older. And of these, many have reached adulthood. This situation has resulted in large class sizes where older children sit together with very young children. If not tackled, this situation is likely to lead to high drop-out rates and increased repetition. This school environment is a recipe for poor learning, inefficiency and high costs.

The Ministry has therefore decided to move towards a double shift system in primary schools where younger children in a particular grade can be taught in the morning shift and older children in the afternoon. Double shifting is considered a viable option for accommodating children up to age of 14. However, the Ministry now believes that a revamped ALP is the most suitable option for students who are 15 years or older. A key factor to consider for the success of such programs is the flexibility of the school time table – learners need to be consulted as to the most appropriate time to attend classes.

Development partner support
UNICEF
USAID
NRC
SCF
IBIS

Key issues
- Establishing a common standard for ALP in view of the large number of diverse service providers;
- Designing a revised ALP which is cost effective;
- Scaling up the provision of ALP to cater for the very large numbers of older children currently enrolled in the formal primary school system

Description
Jointly with Development Partners, the Ministry will conduct a comprehensive evaluation of the present ALP program later in 2007. Based on the findings a new ALP will be designed which can be scaled up at low cost to cater for the very large numbers of potential students. It is envisaged that this program will be delivered by a range of service providers as at present. However, at the same time, the Ministry will develop a clear policy for its delivery and play a more active role in regulating the providers.

Table 3.8 Accelerated Learning for Overage Students 3 year Action Program

Outputs	Activities	07/08	08/09	09/10
Expanded ALP	Conduct evaluation	X		
	Re-design program	X		
	Implement in phases		X	X

Component 5: Advisory, Supervision and Assessment Services
Targets
- 100% of public primary schools visited by the DEO or a Supervising Principal at least once per year by 2009;
- Improved advisory, supervision and inspection system designed and implemented by 2010;
- Improvements in learning for reading and mathematics at grades 3 and 6 measured by 2010

Current situation

Advisory and supervision services

Monitoring and supervising the quality of teaching and learning in primary schools is carried out by 15 County Education Offices and, below them, 86 District Education Offices.   There are an estimated 400 Supervising Principals dispersed throughout the country who assist the respective DEOs in conducting school visits and classroom observation.   The legal mandates of CEOs and DEOs are defined in the Education Act of 2002.   In the context of this component, DEOs are required to: "supervise the implementation of all relevant national policies, regulations, decisions, programs and development projects through public and private school presidents, principals, and their facilities….." Thus they also have the responsibility for regulating provision by the private and mission sector.

The Ministry recognises that the traditional supervision function is not carried out effectively.   This has been attributed to the lack of transport, inadequate O&M budgets and poor skills in modern methods of school supervision.   At the same time, the roles of CEOs and DEOs in Liberia are anticipated to change as a result of the planned field-based program for in-service teacher development.   This program aims to strengthen the instructional leadership role of School Principals and to develop a cadre of school-based "mentors" who would assist their peers to become better classroom teachers.   It is envisaged that education officers will have an important role in supporting School Principals to strengthen the quality of teaching and learning in schools.   This may result in a shift towards a stronger advisory role for education officers, in contrast to the present supervision role.   At a minimum, it will necessitate a change in the style of supervision.

The key issue for the Ministry is what kind of monitoring and supervision system is most suitable to enable Liberia to meet the challenges of free primary education.   A related issue is whether there should be a separate school monitoring system, independent from the county and district education offices, which would permit more objective whole school assessments. There are no easy answers to such questions. The most effective approaches have used site based management approaches which require a large measure of decentralization.

Student assessment
 Standardized assessment of learning at the primary level has thus far involved only the National Examinations given at the end of the primary grade 6. The National Examination is intended as an instrument for selection of students to go on to junior secondary school in grade 7 and for awarding the certificate of primary school completion. This standardized examination is administered in cooperation with the West African Examination Council (WAEC) to which MOE belongs.   Schools and teachers also administer their own tests, used to determine promotion, but these are not standardized and cannot be used to assess

or evaluate the system as a whole. All of the above has been standard practice for many countries in Africa for a long time.

However, it is becoming more common to introduce modern instruments of standardized assessment to supplement the traditional ones. These modern instruments of that are administered only to a scientifically selected sample of students in selected grade levels of the school system. For example, the National Assessment of Education Progress (NAEP) has been administered to grades 4, 8 and 12 in the U.S. since the 1970s to evaluate nation wide how students are performing in core subjects against an agreed standard of achievement. World Bank projects and those supported by other donors increasingly incorporate the development of such sample based assessment of achievement. In Africa there is the Measurement Monitoring of Learning Achievement project supported by UNESCO involving many countries, which included Liberia for the year 1999.

Description

Advisory and supervision services
This component will enable CEOs, DEOs and, in particular Supervising Principals, to become more effective in monitoring and supporting the quality of teaching and learning in public primary schools. This will include support to the emerging model of in-service teacher development. Suitable transport will be provided and adequate provision in the budget made for fuel and maintenance. Education officers will also be trained in modern approaches and techniques for providing advisory and supervision services. In addition, the component will lay the foundation for the introduction of an improved system of advice, supervision and inspection which is appropriate and cost effective in the Liberian context. Consultancy advice will be sought to assist the MoE to design the improved system and to pilot test it in a few districts. The chosen model will be reflected in a revised legal and regulatory framework which will be introduced after 2010 in the next PEP.

Student assessment
This activity in Component 5 would involve development of sample based assessments in reading and mathematics for grades 3 and 6. Thus the progress of students from grade 3 to grade 6 can be evaluated. The test ideally would be given each year, but that decision would depend upon recurrent cost considerations. The grade 6 test is not intended to replace the WAEC National Exams because the new standardized assessment would only test a small sample of students. The National Exams and the Standardized Assessment would serve different purposes.

The cost of preparing a system of Standardized Assessment in Liberia cannot be specified in detail at the moment because of lack of detailed data. However, the budget allowance for this activity sets aside $150,000 each year, to be revised after engagement of appropriate TA during the first year. It is anticipated that this allowance, which includes provision for TA in the first year, will be adequate, at least for the first year. Thereafter, the budget can be assessed again in the light of experience and the second and third year budgets revised.

While the standardized assessment is being developed and piloted, which would take 2 to 3 years, some interim measures could be used for understanding learning achievement in primary schools and where specific weaknesses lie. Rapid reading assessments at grade 3 level could be implemented in about one year with some TA and a relatively low cost. Although not as comprehensive as standardized assessment, they give partial diagnosis of problems in reading and language, the foundation of the curriculum in the early grades. Item analysis of the grade 6 National Exam in language arts and mathematics can also be used to see which topics in the curriculum may need special attention and improvement. These activities could be undertaken in year 1.

It is important to include provision for dissemination and use of the information gathered so that stakeholders and professional educators understand and make proper use of the results. The results of the assessments, together with other information on student performance, would be used to improve curriculum and teaching in primary education. The public would also have some credible information on how the primary education system as a whole is performing.

Table 3.9 Action program for Advisory Services, Supervision and Assessment

Outputs	Activities	07/08	08/09	09/10
Advisory & supervisory services	Identify transportation & O&M needs	X		
	Provide vehicles & O&M budgets	X		
	DEOs and SPs support & supervise schools		X	X
	Design new advisory, supervision & inspection (ASI) system		X	
	Pilot test ASI system			X
Student assessment	Conduct rapid reading assessments	X		
	Design student assessment tests	X		
	Administer pilot student assessment tests		X	
	Administer full sample tests.			X
	Disseminate results year following (year 4 after Action Program)			

Component 6: Education Sector Governance

Targets
- Authority delegated within the Ministry of Education to county, district and school level subject to competence by 2010;
- 50% of School Management Committees approve school plans and oversee school performance by 2010;
- 100% of communities are aware of the size of their per capita school grants;
- 75% of schools where parents provide feedback on school performance annually;
- Ministry acts on recommendations of independent audits.

Current situation

Education sector governance can be defined by reference to a number of commonly accepted principles, in particular:-

- *participation:* providing opportunities for communities, parents and other stakeholders to engage with the Ministry in setting policy, formulating plans, deciding on priorities and reviewing performance;
- *accountability:* where the responsible parties are required to answer for results and services delivered, and to face consequences in the event of a failure to deliver;
- *transparency:* providing information, and being open and accessible

A key step in making participation work is to ensure responsibility and authority is devolved to appropriate levels within the Ministry. The Ministry has a de-concentrated management structure with a CEO located in each of the 15 counties and, below that, DEOs in each of the 86 districts. However, it is unclear precisely what authority CEOs and DEOs possess over plans, budgets and staff, other than the selection of teachers for appointment. The Ministry is in the process of introducing a system of school grants to cover operational and maintenance costs in public primary schools to compensate for the lost income caused by the abolition of school fees.

Pupil-teacher associations are generally well established in Liberia and they have played a major role in raising funds and supervising school projects. At least 72% of PTAs in public schools and 62% in community schools are functioning according to the School Census of 2006. In contrast, primary schools have yet to establish governing bodies which are required under the Education Act of 2002, section 2.13. There is some confusion over the precise roles which the PTAs and school governing bodies are expected to play, with some seeing the PTA as performing a governance function.

Development partner support

UNDP: Governance reform program

Key issues

- Deciding how much delegation of authority within the Ministry is appropriate in view of the weak capacity at lower levels;
- Ensuring that school Principals are held accountable for the uses to which their O&M grants have been put;
- Establishing effective School Management Committees in every public and community primary school to prepare for the future decentralization of textbook selection and purchasing;
- Giving parents an oversight role over the performance of schools, including school Principals and teachers;
- Introducing suitable independent audit and tracking tools, in particular to monitor the Instructional Materials and School Infrastructure components.

Description

This component aims to: (a) delegate appropriate authority to lower levels of the Ministry in a phased manner in line with the development of capacity, and the establishment of appropriate vertical accountability mechanisms; (b) establish effective SMCs to prepare the ground for school-based decentralization beyond 2009/10; (c) enhance the accountability of schools to parents using the PTA as a vehicle, and by publicizing information on the Ministry's plans, programs and budgets; (d) introduce relevant external audit and tracking instruments to ensure that resources are used for the purposes intended, and provide good value for money.

The Governance Reform Commission is leading a series of reviews of the mandates and functions of all Government ministries. The review team is expected to carry out a diagnosis of the Ministry of Education later in 2007. The MoE will take this opportunity to align decision-making over plans, budgets, expenditure and staff with the proposed allocation of responsibility at different levels of the management hierarchy. New vertical accountability mechanisms based on results will be established. The new authority levels will be delegated in phases as management capacity is developed. Consideration will be given to a "hurdle" system under which managers at lower levels earn enhanced delegation based on their performance.

In the first year of the plan, the Ministry will develop a policy and procedure for School Management Committees which establishes their roles and authority, makes provision for an independent Chairman, and sets out the rules for ensuring that the members are representative of the communities from which they are drawn. As appropriate, the SMC may be given a mandate to oversee all aspects of school operations, including financial management, school development planning, teacher performance, infrastructure development, student affairs, and school/parent/community relations. An operational manual for SMCs will be developed and appropriate training provided to committee members once appointed. The Ministry will design a grant system for the selection and purchase of instructional materials at the school level once SMCs are fully operational. The system will be piloted in a limited number of schools in 2010/11.

The MoE will actively sponsor the establishment of PTAs in all primary schools, and provide training and support where necessary where they are not performing well. From 2008/09 onwards, PTAs will be encouraged to introduce a simple school report card system which allows parents and pupils to express their views about key features of the school's performance on an annual basis. Findings from the report card will be used by the Principal and the SMC to address the problems identified by parents. In addition, the Ministry will publicise information about its plans, programs and budgets on a regular basis using appropriate media to make citizens aware of the benefits that can be expected.

The Auditor-General will carry out an independent financial audit at the end of each year to examine whether expenditure has been incurred in accordance with established policies, guidelines and procedures. An independent Primary Education Tracking Survey (PETS) will be carried out at the end of 2008/09 to determine whether the budgetary allocations at the centre for major components of the Primary Education Plan (PEP) are translated into

actual goods and services received by the intended beneficiaries. The survey will focus on the School Infrastructure and Instructional Materials components. The survey will be repeated in 2009/10 if losses are found to have occurred in the supply chain. Finally, a performance audit will be conducted at the end of the 3 year plan to ascertain whether value for money has been obtained from the resources provided by both Development Partners and the FTI Catalytic Fund.

Table 3.10 Educational Governance 3 year Action program

Output	Activities	07/08	08/09	09/10
Ministry re-organization	Conduct organization review	X		
	Develop accountability mechanisms	X		
	Delegate authority gradually		X	X
	Build management capacity		X	X
School-based decentralization	Develop policy & procedures for SMCs	X		
	Establish & train SMCs		X	X
	Design school grant system for instructional materials			X
Community accountability & transparency	Provide training for PTAs	X		
	Introduce school report cards		X	X
	Publicise ministry plans, programs and budgets	X	X	X
Audit and tracking	Conduct external financial audit	X	X	X
	Carry out tracking survey		X	
	Carry out performance audit			X

Component 7: Organizational capacity
This component aims to address cross-cutting issues of capacity in terms of the structures, skills, systems and processes required to implement the PEP. Functional capacity building is integrated within the first six components. This component aims to strengthen the Ministry's capacity in the following areas: (a) managerial capability; (b) human resource management (teacher management); (c) education management information system; (d) financial management, procurement and supply chain management.

Managerial Capability
Targets
- All senior and middle managers[35] are performing their roles and responsibilities effectively by 2010

Description
The Minister of Education has authority under the Education Act of 2002 to: (a) supervise all public schools and institutions of higher learning; (b) require information on the

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[35] Senior managers include Deputy-Ministers, Assistant Ministers, Directors, CEOs, DEOs.

condition of all public and private schools, and other educational institutions; (c) develop policies and regulations which govern the conduct and operation of all schools; and (d) serve as chairperson ex-officio on relevant national advisory bodies. The organization structure of the Ministry is defined by the same law. Three Deputy-Ministers report directly to the Minister directly with responsibility for Administration, Instruction, and Planning, Research and Development respectively. The mandate and functions of the Ministry will be reviewed in 2007 under the Governance Reform Program. This is likely to result in some realignment of responsibilities both for departments and individual managers.

These revised responsibilities will provide the framework for the design of a management training program for Deputy-Ministers, Assistant Directors, Directors, CEOs and DEOs. The program will be planned over a 3-year period. The training will be provided as close to the place of work as possible, employing appropriate and cost effective methods.

Human Resource Management
Targets
- All teachers are paid promptly and accurately based on a "clean" payroll by 2008;
- 30% of teachers meet the standards set out in the teacher competency framework by 2010;
- Teachers' salaries adequately compensate for skill and competencies by 2010;
- Reduced attrition of qualified public school teachers to the private sector by 2010;
- 50% of public primary schools in disadvantaged areas achieve a PTR of 45:1 by 2010.

Description

The most pressing HRM concern for the Ministry is that the payroll is inaccurate. This problem was inherited from the recent civil war when the basic processes for employing teachers ceased to function. Many teachers whose names appear on the current payroll are no longer teaching. So-called "replacees" have in many instances taken over their jobs, and are able to cash the salary cheques drawn in their names. In addition there are many "volunteer" teachers not on the Government payroll who are compensated by local NGOs and communities. These anomalies are compounded by the absence of banking facilities in rural areas which enables those entrusted with salary payments to cash cheques for their own benefit.

The Ministry has made strenuous efforts to clean the payroll. In June 2006, five special pay teams visited all areas of the country to pay teachers. This exercise resulted in a number of unclaimed cheques and the identification of some "replacees." However, the pay teams were unable to gauge the full extent of the problem, partly because they were unable to reach remote rural schools. Now the Ministry has requested CEOs and DEOs to provide information on those teachers who are working in the schools, whether or not they are on the payroll. The Ministry is obliged to rely on education officers for

personnel information, some of whom may be involved in the payroll fraud, because it lacks its own central database. The exercise is still continuing.

Cleaning the payroll is the top priority, but there are a number of other HRM issues that will need to be addressed over the plan period, as follows:-

- Teachers' salaries are very low, amongst the lowest in Africa, and they do not adequately compensate the teacher for qualifications or experience. A teacher trained to "C" certificate level earns a mere 4% more than grade a 12 graduate;

- There is no competitive merit-based appointments process in place. When a vacancy arises, a replacement teacher is simply nominated by the DEO, leaving massive scope for nepotism and patronage;

    - Future teacher requirements are virtually impossible to estimate because of the lack of knowledge about the school age population and the lack of a formal policy on educating over-age children;

    - There is no functioning teacher appraisal process;

    - There is not enough robust information as yet on teacher utilization and deployment, instructional hours, attrition and most important, absenteeism.

Early in 07/08, the Ministry will start work on developing its human resource database.[36] The data base will contain the personal record for every teacher and member of staff employed, which will then be used to update and clean the payroll. The construction of the individual personal records will be contracted out to a private company, which will employ enumerators to visit every school in Liberia in order to complete a questionnaire for each teacher identified by CEOs/DEOs. As far as practical, photographs and fingerprints will be taken at the same time to prepare for the eventual introduction of a biometric system. Once this exercise has been completed, the Ministry will take a decision on which teachers should be engaged on the payroll. The Ministry will request consultancy advice on the operation and maintenance of its HR database. Finally, in consultation with the Ministry of Finance and the Central Bank, the Ministry will seek alternative ways to pay its teachers in view of the restricted coverage of the banking system.

It is anticipated that all civil servants, including teachers, will receive a substantial increase in base salaries in 07/08, which will be announced when the Government presents its budget to Parliament. In addition, the Civil Service Agency plans to introduce a new job evaluated salary structure for the civil service as part of the GoL's Civil Service Reform Program. This will take time. But it will provide an opportunity for the Ministry to establish more meaningful salary differentials between teachers possessing different

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[36] The Ministry's data base will be converted to the civil service-wide HRIS once this is implemented.

qualifications and skills. The Ministry will also design suitable hardship compensation schemes to attract and retain teachers in remote and underserved areas of the country.[37]

Prior to the development of such incentive schemes, the Ministry will need to obtain a better understanding of the supply, distribution and utilisation of teachers throughout the country and how this relates to current and future patterns of enrolments. Future teacher requirements will be estimated once the new human resource database is established and the results of the next School Census are available.[38] The estimated teacher requirements will form the basis for identifying the number of teachers to be recruited, redeployed and trained in order for Liberia to achieve UPE. New redeployment and recruitment policies and procedures will be developed before the human resources plan is implemented. Recruitment will be based on a merit-based and competitive process.

Educational Management Information System
Targets
- A computerized and networked Educational Management Information System is providing timely and relevant information to planners and decision-makers by 2010

Current Situation
Lack of timely information flow and its appropriate analysis is a serious constraint on effective and efficient management in the MOE. For example, administrative information about students who enrolled at the beginning or end of a school year is not available or reliable. Such information should be collected and entered into an EMIS for quick dissemination to the appropriate managers in the MOE, government and the broader public. Lack of such information, or incorrect information, can lead to inefficient resource allocation and wastage. Teachers may not be effectively deployed around the country, or textbooks and other materials could be distributed ineffectively.

Description
This component will support the conduct of another round of school census to be conducted in the last quarter of 2007. Planning for this should begin immediately. The MOE, and its partners in the 2006 National School Census, now have enough experience to know their resource requirements and the budget for this program allocates sufficient resources to carry it out this year. Based upon previous experience, certain aspects of this activity will be modified. The questionnaire will be revised to gather some information not on the previous one, and plans will be made to do the data entry and analysis faster than before so that the information can be quickly used in the planning process of this Action Program. Additional hardware and software, e.g., statistical packages like SPSS, will be required as well the possibility of leasing vehicles that were loaned by other agencies in the last census. TA could be provided, but there is likely enough in-country support capacity from agencies like LISGIS or NIMAC, which provided technical support in the last census.

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[37] At this stage, a provision for teacher housing in difficult locations has been made in the School Infrastructure component, should the Ministry decide that this is the most appropriate incentive.
[38] The current census conduced in 05/06 does not capture the growth in enrolments as a result of the abolition of school fees.

A small data analysis activity should also be started up immediately and continued into the end of this year. The purpose would be to do more complete analysis of the National School Census 2006. There are other household surveys that are now available or will be available soon and these should be analyzed in terms of education policy objectives. A Nutrition Household Survey has just been completed by WFP (with some support from UNICEF) and there is relevant education information available. There is a Core Welfare Indicator Questionnaire (CWIQ) survey currently in the field and the data are expected to be available by June due to the rapid processing approach adopted. Later in the year the Demographic and Health Survey will be available. The budget for EMIS includes sufficient funding to find the resources to analyze these household surveys as a supplement to the school census, especially since the household survey has some information about the children not enrolled in school.

Financial management, *procurement and supply chain management*

Targets
- MoE's financial management, and procurement and supplies functions are performing effectively without the need for external technical assistance by 2010

Description
Implementing the PEP will place enormous demands on the Ministry's financial management and procurement functions for which they are presently poorly equipped, in terms of the number of professional staff and the skills they possess. Procurement under the PEP will follow GoL's new procurement regulations which are modeled on those of the World Bank, and decisions will be made by the MoE's tender committee. However, in view of Development Partners' likely concerns about fiduciary risk, it is anticipated that the financing and disbursement mechanism for the FTI resources will be managed outside GoL's Exchequer system, by employing a special account with a commercial bank. A suitable financial management system will need to be installed, supported by a financial procedures manual, which is able to meet the reporting requirements of both GoL and DPs. A professionally qualified Finance Manager will be appointed who will sit alongside the MoE's Head of Finance. The role will be operational, as well as advisory. Similarly, a professionally qualified procurement specialist will be engaged to advise and support the Ministry's procurement officer.

Early in 07/08, or preferably earlier should funds be available, a combined financial management and procurement review will be undertaken for the PEP, to identify the systems and procedures that will need to be put in place to enable FTI resources to be disbursed in line with plans, accounted for properly, and expenditure reported to GoL and DPs. The financial management system will be designed following the review, and recommendations made on the choice of accounting software. The review will also examine in detail staff capacity within the Ministry in both financial management and procurement, and make proposals on how it can be enhanced.

Table 3.11 Organization Capacity 3 year Action plan

Output	Activities	07/08	08/09	09/10
Management Capability	Identify training needs	X		
	Design training programs	X	X	
	Conduct training programs	X	X	X
Human resource Management	Develop HR database	X		
	Prepare new payroll	X		
	Maintain HR database		X	X
	Estimate teacher requirements	X		
	Design redeployment policy & procedures	X		
	Redeploy teachers		X	
	Design recruitment policy & procedures		X	
	Recruit trained teachers			X
	Design teacher appraisal system		X	
	Pilot teacher appraisal system			X
EMIS	Carry out comprehensive analysis of 2006 School Census	X		
	Conduct annual School Census	X	X	X
Financial management & procurement	Conduct FM & procurement review	X		
	Design FM system for PEP	X		
	Contract technical assistance	X	X	X
	Develop MoE FM & procurement capacity		X	X

Section IV. Cost and Finance

This section is presents the cost estimates for the total program over 3 years ($71 million) and the breakdown by component for each year. The summary budget table below shows this for each of the 8 components of the Action Program. A more detailed breakdown for each of the components is presented in the Annex Table 1. That table also has detailed cost estimate notes about assumptions concerning unit costs and scale of program activities, e.g., numbers of classrooms to be built or program participants. In this section comments will be presented on the very large items of the cost estimates. Maintaining the distinction between costs and finance, this section will also discuss possibilities for financing sources.

Section IV.A Cost Estimates of Action Program

The estimated cost for each component of the Action Program is shown below in Table 4.1. It should be noted that there will be some revision to these cost estimates based upon further discussions with the technical departments in MOE. Broadly speaking these are the magnitudes of costs expected. The main revision will come in the Infrastructure component that will include a lower unit cost construction design for classrooms and schools and for latrine facilities associated with schools.

Table 4.1 Summary Cost Estimate by Component and Year
(see Annex 1 for detailed cost estimates with budget notes)

	2007/2008	2008/2009	2009/2010	3-yr Program
Primary Education Program	**11,303,148**	**24,285,258**	**28,636,521**	**64,224,927**
Infrastructure	604,330	9,780,450	12,738,460	23,123,240
Instructional Material	123,900	4,364,928	2,877,928	7,366,756
Teacher development	4,519,600	2,002,600	2,428,600	8,950,800
Accelerated learning program	1,315,600	3,125,600	6,125,600	10,566,800
Advisory, supervision, assessment	1,064,615	298,600	298,600	1,661,815
Education sector governance	1,708,403	1,781,380	1,700,633	5,190,416
Organizational capacity	1,202,800	2,162,800	1,657,800	5,023,400
Implementation arrangements	763,900	768,900	808,900	2,341,700
10% contingency	1,130,315	2,428,526	2,863,652	6,422,493
TOTAL	**12,433,463**	**26,713,784**	**31,500,173**	**70,647,420**

Not surprisingly, infrastructure comes in as the largest cost item. It is envisioned that 1,500 classrooms will be built over the 3-year action plan. Many schools will have 6 classrooms and other rooms, such as office or reading room, but there will be some schools

with less than 6 classrooms and others with more than 6 classrooms. That would depend very much upon the population density and the results of the school mapping exercise to be done as part of the preparation for school construction in year 2. The Accelerate Learning Program has a large cost because of the large population of older students to be served by the program over the 3-years.

A much more detailed breakdown of the component cost is given in Annex 1. The detailed worksheet with assumptions used about unit cost and scale of activity is presented there, along with explanatory notes correlated with line item costs. The worksheet in Annex 1 was discussed with the technical departments in the MOE and other stakeholders. The details are presented in Annex so that interested readers can see how costs were estimated and provide feedback on the assumptions made.

Section IV.B Finance for the Action Program
The MOE contribution to the financing of the Action Program is likely to be very minimal. In year 1, the MOE budget, though not yet known in detail, will cover its salary and recurrent costs and a small amount of capital costs. It is not likely, unless it receives the high budget scenario in Section II, that MOE contribution will be significant. In years 2 and 3 of the Action Program, when implementation is proceeding at full pace, the program cost rises correspondingly to be much greater than the MOE budget. Thus, the Action Program must depend upon donor funding and any FTI Catalytic Funding that may be necessary.

It is not possible at this moment to calculate the finance gap because donor contributions are not yet clearly formulated, especially for year 1. For example, it was expected that the EU and USAID, the 2 major donors in terms of funding amounts, would contribute $5 million and $10 million in year 1. However, that has not been officially confirmed and there are some delays anticipated. UNICEF is also expected to contribute about $1 million to the Action Program as well. Among critical activities, UNICEF stated its intention to finance the upcoming 2006/07 School Census. However, with respect to all of the donors, their contributions may not materialize fully in September 2007 when the Action Program should really start up. In which case, FTI funding could serve to ensure an early start up to the Action Program. When the other donors come on line, their funding can be added to end of the first year and the remaining years 2 and 3.

Section V. Institutional and Implementation Arrangements

Management structures

The Minister will appoint a responsible manager – at Assistant Minister or Director level - for each of the seven components in the PEP who will be drawn from the permanent management structures of the Ministry. Since the PEP will need to be managed as an integral part of a sector-wide approach, the establishment of a separate Steering Committee will be avoided. Instead, the PEP will be directed by the Minister's Executive Management Team (EMT) which comprises the Minister as the Chairperson and the three Deputy Ministers as members. The EMT will provide the necessary policy and strategic direction for the PEP. It will also approve the annual plan at the beginning of each year; assess the progress towards agreed targets at the end of each year; and review progress against plans on a quarterly basis. The EMT will meet on a monthly basis during the first year of the PEP, but transition towards quarterly meetings once the program becomes well established.

In addition to the EMT, an operational committee will be established to manage and coordinate the seven components of the PEP. The committee will be chaired by one of the Deputy Ministers and the members will comprise all the component managers. Since many aspects of implementation will be devolved to CEOs and DEOs, they will also be represented on the operational committee. The committee will meet on a monthly basis to review progress, to address blockages to implementation, and to promote cross-departmental cooperation.

Stakeholder Management

The existing Education Development Partners Coordination Committee will continue to meet on a monthly basis to enable the Ministry and its development partners to share information and discuss service delivery issues. Every quarter the MoE's will present and discuss PEP progress reports with DPs. The meeting will be usually chaired by the Deputy Minister of Planning, but the Minister may choose to chair occasional meetings depending on the issues on the agenda. Bilateral and multi-lateral donors, non-governmental, faith-based, and private sector organizations who are supporting the education sector will be represented on the committee. In addition, the Ministry will convene an Annual Education Conference for interested stakeholders to obtain feedback from civil society on the impact of the PEP and emerging priorities in the education sector. Participants will include the private and mission sectors, SMC and PTA representatives, community based organizations, academia, professional associations and trade unions.

The Ministry will prepare a communications strategy to provide information to the staff of the ministry and external stakeholders, and to build commitment to and participation in the implementation of the PEP. The services of a communications specialist will be engaged to advise on the strategy, to assist with the development of key messages, and to recommend appropriate media to address the information needs of different stakeholder groups.

Monitoring and Evaluation

Over the plan period the EMIS will be a primary source for monitoring the performance of the primary education sub-sector. In time, educational data will be combined with financial data (from the financial management information system) and human resource data (derived from the HRIS) as these systems are developed. Together these data will enable the Ministry to examine resource allocation and value for money.

A joint performance review (APR) will be convened at the end of each financial year between the Ministry, Development Partners and other key education stakeholders. This review, which will be led by the Ministry, will have a sector-wider brief. Accordingly, it will review progress towards agreed sub-sector targets and FTI benchmarks, explore the reasons for success and failure, and provide a forum for consultation on major policy issues. During the year, both the EMT and the operational committee will review progress periodically at the strategic and operational levels respectively.

At the end of the plan period a joint Government-donor evaluation of the PEP will be carried out. The evaluation will be supported by a team of independent experts.

Annex 1: Details of Cost Estimates

	YR1: 2007/2008	YR2: 2008/2009	YR3: 2009/2010	TOTAL
Infrastructure				
New classrooms (i)	-	3,924,000	5,886,000	9,810,000
Rehabilitation of classrooms (ii)	-	450,000	720,000	1,170,000
Furniture (iii)	400,000	1,000,000	1,000,000	2,400,000
Latrines (iv)	-	930,000	1,550,000	2,480,000
Water Supply (v)	-	600,000	750,000	1,350,000
Teacher housing (vi)	-	2,430,000	2,430,000	4,860,000
Supervision (vii)	-	177,120	267,180	444,300
Vehicles (viii)	74,050	74,050	-	148,100
Incremental Salaries (ix)	20,280	20,280	20,280	60,840
Training (x)		5,000	5,000	10,000
TA	110,000	170,000	110,000	390,000
Sub-Total: Infrastructure	604,330	9,780,450	12,738,460	23,123,240
Instructional Material				
Instructional Material (i)	-	1,449,713	1,449,713	2,899,425
Storage (ii)	-	1,272,500	-	1,272,500
Transportation (iii)	-	544,443	289,943	834,385
Curriculum orientation (iv)	-	864,373	864,373	1,728,747
Curriculum printing	-	100,000	100,000	200,000
Incremental Salaries (v)	3,900	3,900	3,900	11,700
Training		10,000	10,000	20,000
TA (vi)	120,000	120,000	160,000	400,000
Sub-Total: Instructional Material	123,900	4,364,928	2,877,928	7,366,757
Teacher Development				
Field-based program (i)	324,000	810,000	1,296,000	2,430,000
Residential program (ii)	-	972,000	972,000	1,944,000
RTTI rehabilitation (iii)			-	-

	4,000,000					4,000,000
Incremental Salaries (iv)		15,600	15,600		15,600	46,800
Training (v)		-	25,000		25,000	50,000
TA	180,000		180,000		120,000	480,000
Sub-Total: Teacher Development	4,519,600		2,002,600		2,428,600	8,950,800
Accelerated Learning Program						
Accelerated Learning Program (i)	1,200,000		3,000,000		6,000,000	10,200,000
Incremental Salaries (ii)		15,600	15,600		15,600	46,800
Training (iii)			10,000		10,000	20,000
TA	100,000		100,000		100,000	300,000
Sub-Total: Accelerated Learning Program	1,315,600		3,125,600		6,125,600	10,566,800
Advisory, supervision, assessment services (i)						
Student assessment	150,000		150,000		150,000	450,000
Vehicles (i)	240,015			-	-	240,015
CEO/DEO offices (ii)	580,000			-	-	580,000
O+M costs (iii)		60,600	60,600		60,600	181,800
Incremental Salaries (iv)		-		-	-	
Training (v)				5,000	5,000	10,000
TA		34,000	83,000		83,000	200,000
Sub-Total: Advisory, supervision, assessment services	1,064,615		298,600		298,600	1,661,815
Education Sector Governance						
O+M grant (i)	1,084,128		1,192,542		1,311,795	3,588,465
School report card (ii)		-	127,250		127,250	254,500
SMC and PTA Training (iii)	445,375		222,688		222,688	890,750
Incremental Salaries (iv)		3,900	3,900		3,900	11,700
Training (v)			10,000		10,000	20,000
TA	175,000		225,000		25,000	425,000
Sub-Total: Education Sector Governance	1,708,403		1,781,380		1,700,633	5,190,415

Organization Capacity

Management training (i)	150,000	150,000	150,000	450,000
Human resource database (ii)	500,000		-	-	500,000
EMIS system (iii)		-	1,500,000	1,000,000	2,500,000
School census (iv)	300,000	300,000	300,000	900,000
Incremental Salaries (v)	7,800	7,800	7,800	23,400
Training (vi)		-	25,000	25,000	50,000
TA	395,000	330,000	325,000	1,050,000
Sub-Total: Organization capacity	1,202,800	2,162,800	1,657,800	5,023,400

Institutional and implementation arrangements

Education conference	50,000	50,000	50,000	150,000
Communciations (i)	500,000	500,000	500,000	1,500,000
Annual performance review	100,000	100,000	100,000	300,000
Incremental Salaries (ii)	3,900	3,900	3,900	11,700
Training (iii)		-	5,000	5,000	10,000
TA	110,000	110,000	150,000	370,000
Sub-Total: Institution and Implementation Arrangements	763,900	768,900	808,900	2,341,700
Sub-Total: All Components	11,303,148	24,285,258	28,636,521	64,224,927
10% contingency	1,130,315	2,428,526	2,863,652	6,422,493
TOTAL	12,433,463	26,713,784	31,500,173	70,647,419

Annex 1 (continued): Explanatory Notes for Cost Estimates[39]

School infrastructure
- (i)   Unit cost of $6540/classroom based on low cost design adapted from LACE. 600 classrooms constructed in 08/08; 900 in 09/10
- (ii)   Average cost of $3000/classroom for those requiring major repair. 150 rehabilitated in 08/09; 240 in 09/10.
- (iii)   Unit cost of $20 per desk per child.   20,000 desk units provided in 07/08; 50,000 in 08/09; 50,000 in 09/10.
- (iv)   Unit cost of $3100/school for girls and boys. 300 constructed in 08/09; 500 in 09/10.
- (v)   Unit cost of $1500/school. 400 water supplies installed in 08/09; 500 in 09/10.
- (vi)   Unit cost of $3000/house.   800 houses constructed in 08/09; 800 in 09/10, representing an estimated 10% of teacher requirements in hardship locations
- (vii)   An estimated 3% of construction costs, excluding furniture
- (viii) An estimated 1% of construction costs, excluding furniture
- (ix)   26 additional staff at $65/month/person for 3 years
- (x)   100 trainee days at $100/day for local and regional off-job training

Instructional materials and curriculum development
- (i)   Unit cost of $15/pupil for an instructional materials comprising 4 textbooks, supplementary readers, teachers' guides and other essential materials.   Requirements are based on two-thirds of estimated 6-11 children in the population who are assumed to enroll in public schools, with each textbook shared among 2 pupils.
- (ii)   Unit cost of $500/storage unit, with one unit provided for each school.
- (iii)   Transportation costs estimated at 20% of the cost of instructional materials and storage.
- (iv)   Residential training estimated at $8/trainee day including the cost of subject specialist facilitators. A total of 20 days training per teacher (5 days per subject) provided for two-thirds of the teaching force based on the assumption that the curriculum is implemented in 4 out of 6 grades by the end of the plan period.
- (v)   5 additional staff at $65/month/person for 3 years
- (vi)   200 trainee days at $100/day for local and regional off-job training

Teacher development
- (i)   Unit cost of $810/teacher enrolled at 50% of the unit cost of the residential program.   400 teachers trained in 07/08, 1000 in 08/09, 1600 in 09/10
- (ii)   Unit cost of $1620/teacher enrolled for a 30 week program based on the unit cost of the current crash program. 600 teachers trained in 08/09, 600 in 09/10.
- (iii)   Based upon rehabilitation costs estimated in the Priorities document
- (iv)   20 additional staff at $65/month/person for 3 years
- (v)   500 trainee days at $100/day for local and regional off-job training

Accelerated learning program
- (i)   Unit cost of $20/pupil enrolled which is slightly less than the unit cost of primary education at $26/pupil enrolled. Pupil enrolments of 60,000 in 07/08; 150,000 in 08/09; 300,000 in 09/10
- (ii)   20 additional staff at $65/month/person for 3 years
- (iii)   200 trainee days at $100/day for local and regional off-job training

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[39] Notes for the technical assistance budget are provided separately in the table which follows these notes.

Advisory, supervision and assessment services
- (i) 15 cars for CEOs @ $25,000/car; 86 motorcycles for DEOs @ $2,500/cycle.
- (ii) 15 CEO offices rehabilitated @ $10,000/office; 86 DEO offices rehabilitated @ $5,000/office.
- (iii) $50/month for each CEO and DEO to travel to schools.
- (iv) No additional staff required
- (v) 100 trainee days at $100/day for local and regional off-job training

Education Sector Governance
- (i) $1.50 per pupil p.a. Enrolments projected at 10% growth p.a. based on 05/06 School Census figures.
- (ii) $50 per school for printing costs for the school report card.
- (iii) Unit cost of $7/ trainee day. 5 days training for 5 members of PTA in all public primary schools in 07/08. 5 days training for 5 members of SMC in all public primary schools over 08/09 and 09/10.
- (iv) 5 additional staff at $65/month/person for 3 years.
- (v) 200 trainee days at $100/day for local and regional off-job training.

Organizational capacity
- (i) 150 senior managers (Deputy-Ministers, Assistant Ministers, Directors, CEOs, DEOs) each receive 10 days off-job training each year at $100/trainee day
- (ii) The estimated costs of collecting the personal data for the HR information system using independent enumerators to visit all schools.
- (iii) Estimate includes hardware, software, ICT, user training and implementation support.
- (iv) Estimate provided by Deputy-Minister, Planning
- (v) 10 additional staff at $65/month/person for 3 years
- (vi) 500 trainee days at $100/day for local and regional off-job training

Institutional and implementation arrangements
- (i) Estimate to include costs of media, printing, workshops etc.
- (ii) 5 additional staff at $65/month/person
- (iii) 100 trainee days at $100/day for local and regional off-job training.

Component	Long-term TA			Short-term Consultancies			Training days (off-job)		
	Specialism	**Total Qty**	**Years**	**Specialism**	**Total Qty**	**Years**	**Specialism**	**Total Qty**	**Years**
School infrastructure	*Contract management* Construction supervision	24 p/m 24 p/m	1,2 2,3	Architecture	150 p/days	1,2,3	Contract management	100	2,3
Instructional materials	*Textbook management* Curriculum development	24 p/m 36 p/m	1,2 1,2,3	School grant system (IM)	100 p/days	3	Textbooks Curriculum	200	2,3
Teacher development	*Teacher training* Distance education	72p/m 24 p/m	1,2,3 1,2				TT	500	2,3
Accelerated learning programs				*Non-formal/adult education*	300 p/days	1,2,3	NFE	200	2,3
Advisory, supervision & assessment services				Advisory/supervision services *Student assessment*	100 p/days 100 p/days	2,3 1,2,3	Supervision Testing	100	2,3
Education sector governance				*Organization design O&M grant School governance* Financial audit *PETS* Performance audit	50 p/days 50 p/days 150 p/days 150 p/days 200 p/days 50 p/days	1,2 1 2,3 1,2,3 2,3 3	Governance	200	2,3
Organizational capacity building	*Finance manager Procurement specialist EMIS - Project manager - Network administrator - Systems analyst*	36 p/m 36 p/m 24 p/m 12 p/m 12 p/m	1,2,3 1,2,3 2,3 3 3	*Management training HR information system* Teacher appraisal & incentives *HR policy & planning FM/procurement review*	50 p/days 150 p/days 50 p/days 100 p/days 100 p/days	1 1,2 2,3 1,2 1	HRM EMIS FM Procurement	500	2,3

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[40] High priority TA is indicated in italics.

Institutional & implementation arrangements	M&E specialist	24 p/m	1,2	*Communications* *Program evaluation*	150 p/days 100 p/days	1,2,3 3	M&E	100	2,3