MINISTRY OF EDUCATION

REPUBLIC OF LIBERIA

2019

MINISTRY OF EDUCATION

PERFORMANCE REPORT 2018/19

11/11/2019

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ACRONYMS

AQE	ALTERNATIVE QUALITY EDUCATION
CESA	CONTINENTAL EDUCATION STRATEGY FOR AFRICA
CPD	CENTER FOR PROFESSIONAL DEVELOPMENT
CSP	COUNTY STRATEGIC PLAN
ECE	EARLY CHILDHOOD EDUCATION
ECD	EARLY CHILDHOOD DEVELOPMENT
ELDS	EARLY LEARNING DEVELOPMENT SYSTEM
EPAG	EDUCATION EMPOWERMENT FOR ADOLESCENT GIRLS
ESDC	EDUCATION SECTOR DEVELOPMENT COMMITTEE
EU	EUROPEAN UNION
GIZ	GESELLSCHAFT FUR INTERNATIONALE ZUSAMEMENARBEIT
GOL	GOVERNMENT OF LIBERIA
G2B	GETTING TO BEST
GPE	GLOBAL PARTNERSHIP FOR EDUCATION
ICT	INFORMATION COMMUNICATION TECHNOLOGY
IDA	INTERNATIONAL DEVELOPMENT AGENCY
JESR	JOINT EDUCATION SECTOR REVIEW
LEG	LEGISLATURE
MDG	MILLENNIUM DEVELOPMENT GOAL
MOE	MINISTRY OF EDUCATION
MYS	MINISTRY OF YOUTH & SPORTS
MVTC	MONROVIA VOCATIONAL TRAINING CENTER
NCHE	NATIONAL COMMISSION ON HIGHER EDUCATION
PAPD	PRO POOR AGENDA FOR PROSPERITY AND DEVELOPMENT
RTTI	RURAL TEACHER TRAINING INSTITUTE
SDG	SUSTAINABLE DEVELOPMENT GOAL
STEM	SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS
SMT	SENIOR MANAGEMENT TEAM
TVET	TECHNICAL VOCATIONAL EDUCATION TRAINING
USAID	UNITED STATES AGENCY FOR INTERNATIONAL DEELOPMENT
UNFPA	UNITED NATIONS FUND FOR POPULATION ACTIVITIES
UNESCO	UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
UNICEF	UNITED NATIONS CHILDREN FUND
UNIDO	UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION
UN	UNITED NATIONS
WASSCE	WEST AFRICA SENIOR SECONDARY SCHOOL CERTIFICATE
WB	WORLD BANK
WFP	WORLD FOOD PROGRAMME

FORWARD

The Constitution of Liberia declares education as a right of all citizens and by extension, residents at any given time. That responsibility is sectorized and attributed principally to the Ministry of Education by an act of Legislature. The responsibilities so clearly attributed to the Ministry, encompasses planning, research, development of strategies, resource mobilization and organization, and action plans that are result driven. The Ministry, therefore, has an annual reporting responsibility that accounts for the conduct of its stewardship and action plans for the ensuing period.

Education is purely a human capital development function of a country. Therefore, its role and responsibility in nearly all cases, require intersectoral collaboration, and for all intents and purposes, expenditures made in these regards, are properly an Investment with measurable returns. Creating an inventory of competent human capital is the beginning of the enforcement of the agenda for irreversible National Development. However, the cost of doing so is usually prohibitive, demanding significant sacrifices in the allocation of resources, which in most cases interferes with other pressing priorities of the state. All things being equal, the rate of national development is proportionally a function of the rate of quality Education dispensed to the population.

Education is the independent variable in national development and is unmatched among other social services insofar as sectorial roles are concerned. It is therefore true that the greater the investment in human capital and the quality thereof, the greater the acceleration in national growth and development, defined by the quality of service delivery in other sectors such as healthcare, agriculture, gender, general governance, tolerance, peace building among others.

While the MDGs suffered failings in key deliverables or targets, the SDGs have been structured cognizant of those failings, to ensure that 2030 is a reasonable timeline for results. On that note, there is an increasing global consensus that minimum investment of 20% of annual national expenditures reflects human capital development. While such targets may be a challenge for many nations, the long-term benefits worth the early sacrifice. Amidst fiscal constraints, the Liberian Government average investment in Education for the recent past and current fiscal periods, is staggering 15% with expectation to leverage best efforts in meeting the minimum benchmark of 20% before 2023, seven years to the finish line of the SDGs.

In the above regard, the Ministry of Education is pleased to present the following excerpts of its performance outcomes for 2019 and planned performances in 2020 with pointed targets that must be met, but more so, targets that are meaningful, measurable and achievable, regardless. The President of Liberia, His Excellency Dr. George Manneh Weah, has, both in form and substance, committed the Government to a transformative life changing education and the creation of a reservoir of human capital, capable of responding to the national development needs in all aspects of life. That commitment of the Head of Government has incited us as key lieutenants in the human development arena to adopt our best professional expertise, capable of performing these national imperatives.

This report, therefore, constitutes the performance of the Ministry of Education in 2018/2019 fiscal year, plans and strategies in store for the people of Liberia from the education context.

As Minister of Education, I am pleased to acknowledge the significant contribution of Development Partners' support for education in Liberia during this period under review and as always.

Prof. D. Ansu Sonii, Sr.

MINISTER

ACKNOWLEDGEMENT

The Ministry of Education, Republic of Liberia, is exceedingly thankful and appreciates all its stakeholders and development partners for the support received during the FY 2018/2019, which culminated into some remarkable achievements.

Special commendation goes to USAID, UNICEF, GPE, USAID-Read-Liberia program, and Plan International/Liberia for supporting the processes that led to the development of this performance report. The report provides insight into the performance of various program units of the Sector, and informs policy focus and decision-making.

Furthermore, the Ministry is grateful to Assistant Minister, Dominic D. Kwame and Director of Planning, Mr. Alex K. Mbonlonda for providing leadership to the process; and to the Performance Report Writing Technical Team: Mr. Soudah A. Dolo (Evaluation Specialist) – Team Lead, Mr. Eugene W. Jappah (Planning Officer), Mr. Gabriel L. Nelson (Director/ECE), Mr. Charsley K. Kumbly (Director/Students Personnel Services), Mr. Lewis D. Julue (Program Coordinator/Instruction), Mr. Moses D. Prowd (Supervisor/Planning), Mr. K. Dormu Farwenee (Supervisor/ M & E), and Madam Comfort Summerville (Coordinator/Students Personnel Services); as well as all program leads (All Assistant Ministers), technical staff and partners for their contributions to the process.

The Ministry of Education, under the leadership of Professor D. Ansu Sonii,Sr., strives to engender a transformative and productive education system in the country. Achieving this feat, calls for all hands on deck to co-leverage supports and resources required to move the sector forward. It is only through our collective efforts and resolves that the nation's Education Sector can be reformed.

Lastly, the Ministry acknowledges the enormous funding and technical contributions and support it received from stakeholders and development partners during the reporting period.

Hon. Dominic Kweme

Acting Deputy Minister

Planning, Research & Development

EXECUTIVE SUMMARY

The Joint Education Sector Review is an annual event of the Ministry of Education (MoE) and its partners to take stock of progress made on planned targets so as to set new benchmarks for subsequent years. As such, this review focuses on the 2018/2019 operational plan of the five-year G2B Education Sector Plan aligned with various national and international policy documents, including the PAPD as well as the CESA 2063 and SDG.

In this regard, successes and challenges were experienced during the execution of the sub-sectors' programs comprising Early Childhood Education, Basic and Secondary Education and Student Personnel Services. Other sub-sectors' programs considered were Teacher Education & Management, TVET, STEM and Inclusive Education, Education Management & Governance as well as Higher Education were assessed to determine the extent of investment within the sector and appreciate the magnitude of gaps in funding and other inputs.

Given resource constraints of the Government of Liberia, past and present, vis-a-vis the enormity of the challenges associated with the urgent transformation of education, which is the wheel of national development anywhere, Liberia not without, the Ministry of Education set off being aggressive in pursuing complementary funding to counterpart Government initiatives, and help jump start and guarantee, the human capital development project which has become an emergency in Liberia development life.

The team at the Ministry of Education complemented in part, by the Ministry of Youth and Sports on the Vocational Education front, launched a resource mobilization drive nearly 14 months ago, in collaboration with the Minister of Finance and Development Planning. This initiative has resulted in an unprecedented response from traditional Development Partners and Philanthropies.

As provided in the extract table attached to this report, the total resources mobilized during the fiscal period, 2018/2019, aggregates US$145.6m (One Hundred and Forty-Five Million and Six Hundred Thousand United States Dollars) and Euros 26 (Twenty-Six Million Euros), all of which were 100% Grant with no conditions. However, Ministry was urged to execute the agreed programs with absolute integrity and efficiency, considering the timeliness of three to five years (ending 2023). To the extent practicable, this excerpt from the Ministry's resource mobilization initiatives is by no means exhaustive of all contributions, especially the intermittent, smaller stand-alone support.

All project activities will begin in 2020, except for on-going projects supported by organizations including USAID, Save the Children School Feeding, UNFPA Curriculum Development, UNESCO Teacher Training with ICT emphasis at the RTTIs, UNICEF's Teacher Training Clusters, and the GPE supported Early Childhood Community based approach in several counties, etc. The sum of the UN Group investment was significant, though not specifically aggregated in this report.

 A CATELOG OF THE 2018 / 2019 RESOURCE MOBILIZATION AND PROGRAMS

> The Ministry of Education is pleased to report that during the past 16 months, resources were successfully mobilized by the Ministry of Education through its development partners to address government development agenda. Below is a breakdown of resources mobilized.

1.1   GPE 100% Grant of US$11.1 Million for Early Childhood Education (ECE)

1.1.1   We pay tribute to the recent past leadership of the Ministry of Education, who initiated and pursued to near conclusion the grant of US$11.1m(Eleven Million One Hundred Thousand United States dollars) before the inception of this administration. This amount

(US$11.1) was fully committed by the Global Partnership for Education (GPE) for investment in Early Childhood Education development exclusively targeting six counties: Bomi, Rivercess, Maryland, River Gee, Sinoe and Grand Kru. While the direct beneficiaries are in the counties designated, offshoots from trainings and specific capacity development shall benefit the other counties by extension. We are however pleased to note that the finalization of the grant and its effectiveness were realized by this administration in 2018. The tenure of this grant shall be four years beginning 2018 and ending 2022.

1.1.2 Increased access to Early Childhood Education was made possible through support from partners. The Ministry has rehabilitated several Early Childhood Education level schools in various counties across the country with emphasis on providing better wash facilities.

1.2 IDA / World Bank 100% Grant of US$47.0 (Forty-Seven) Million United States dollars for Secondary School Development in the 15 counties of Liberia.

1.2.1 This grant supports the construction of three (3) Model High Schools to decongest and control class size in three rural cities with huge population of school age children. The grant will also rehabilitate all Public Secondary Schools throughout the country and expand 25 Junior Secondary Schools to Senior High Schools so that all Education Districts shall have at their doorsteps a minimum of one Senior Public Secondary School where there is currently none.

The project, IMPROVE RESULTS IN SECONDARY EDUCATION (IRISE) has a four-year life, structured jointly by the Ministry of Education and the World Bank to be completed in 2023. In addition to construction, the IRISE project has components for increasing opportunities for 3000 girls to transition to, and complete secondary school, support Teacher Training and the provision of textbooks among other efficiency initiatives.

1.2.2 Word Bank Grant of US$2M (Two Million) HR and other Critical System Development in Education. The Project duration is four (4) Years 2020 to 2023)

The US$2 Million Grant is an integral part of a system development in Government specifically dedicated to the Education Sector. The project is aimed at improving Upstream and Downstream Public Financial Management System (PFM), Service Delivery in Education as well strengthening foundations for improved PFM in the Education Sector.

By the end of the project, MoE HR data base would be fully checked and reconciled through verification of HR personnel records at the public schools. MoE HR database would be established with twelve (12) critical fields and be populated using existing database and the personnel management. This will boost teachers' monitoring and enhance the Ministry's financial efficiency.

1.3 TVET DEVELOPMENT GRANTS (Euros 26 Million & US$ 6.2 MILLION)

The above comprises three (3) grants; Euros 20 Million; Euros Six (6) Million, from the European Union, and US$6.2 Million from the Swedish Government.

The deliverables under these grants include the rehabilitation and equipment of Multilateral High Schools and Skills Training Centers in Liberia. Specific institutions to benefit include the William V. S. Tubman High School and Monrovia Vocational Training Center (MVTC) in Monrovia, Booker Washington Institute (BWI) in Kakata, Zwedru Multilateral High School in Zwedru, Sinoe Multilateral High School in Greenville, Cape

Palmas High School in Harper and the Harbel Multilateral High School. Other skills training centers to benefit are Clay in Bomi County and Tumutu in Bong County among others. Each of these facilities shall be fully equipped with 21st Century TVET equipment of outstanding quality and capacity. Specific details of the programs are presented below.

1.3.1   European Union Grant of Euro 20.0 (Twenty) Million

The above grant is approved for the development of Technical & Vocational Education and Training (TVET) in several locations across the country. The Project will cover both formal and informal short-term skills training for out of school youths. The formal programs will be implemented by MOE, While the informal programs are implemented by the Ministry of Youth & Sports.

The grant considers all existing vocational and technical schools built in the 1960s (William V. S. Tubman high and BWI) and Multilateral High Schools built in the 1970s for skills education. In spite of its history, this Grant was applied for by the Ministry in 2018 during the tenure of the current administration. Nevertheless, terms were negotiated, funds committed, and project initiated effectively in 2019. The life of this project is 5 years as of 2019, barely ending the tenure of this Government First term, as negotiated

1.3.2   EU TVET Secondary Grant II Euros 12 (Twelve Million) for Formal & Informal Training

In addition to the 20 Million, the Ministry of Education applied and along with the Ministry of Youth & Sports jointly negotiated for a Euro 12 (Twelve) Million Grant for the Youth Rising Project. The Grant is meant to expand the original TVET project for the rehabilitation and equipping of three other formal and informal TVET facilities not covered by the original 20 Million Euros Grant.

The 12 Million Euros Additional Financing was allocated two ways by the EU Mission in Liberia: Six (6) Million Euros to the GIZ Liberia Program using a private sector strategy, and Six (6) Million Euros to expand the activities of the original program, to include additional TVET institutions, formal and informal. The additional Grant has the same implementation period as the original, and as well considers the same types of skills training schools. This additional Grant while already signed into an agreement, is yet to become effective.

1.3.3   Swedish Government TVET 100% Grant US$6.2 (Six Million Two Hundred Thousand United States dollars) exclusively for the Rehabilitation and Equipping of Voinjama Multilateral High School.

The Swedish Government intervention of US$6.2 Million United States dollars grant came as a result of an application by the Ministry of Education and UNIDO. The intent of this grant is to rehabilitate, reconstruct, and equip the Voinjama Multilateral High School in Voinjama City, Lofa. The Swedish Government's contribution was a response to the Government's concerns that the original Grant for TVET by the EU Million in Liberia was inadequate to cover Voinjama Multilateral due to the extensive destruction of its facilities during the civil war.

1.4   USAID Grant in Kind; A Five (5) Year Program for AQE & Read Liberia Projects, with Component for Primary School Renovation, expiring December 31, 2020.

The United States Agency for International Development (USAID) has been supportive of Liberia's Education development agenda, with significant investment in the programs such as the Accelerated Quality Education (AQE) Program intervening in six (6) counties,

targeting nearly 48,000 out of school and overage children. The project covers basic renovation of nearly 79 Public primary schools in three counties, intended to improve learning environment. Read Liberia also operates a program focused on improving Reading efficiency and Numeracy skills of Primary schoolchildren in the counties.

1.5   SCHOOL FEEDING & NUTRITION GRANTS FROM VARIOUS FUNDING SOURCES (US$90 Million FOR 4 YEARS)

School Feeding interventions, traditionally, have immense benefits for enrolment, retention and health. The Ministry of Education is engaged with four major development partners on this component of education advancement. The World Food Program (WFP), Save the Children (USA), Mary's Meals and ZOA are together intervening in a number of Schools in 13 thirteen counties.

1.5.1   The World Food Program (WFP) Grant (US$50.2 Million for 4 Years)

The grant of US$50.2 Million was approved in 2019 and operationalized with an agreement signed in the same year by the Ministry of Finance & Development Planning and the World Food Program.

WFP interventions cover seven counties (Maryland, Nimba, Grand Kru, Sinoe, Gbarpolu and Grand Bassa), 477 schools with **111,026** beneficiaries.

The Grant was based on a proposal developed jointly by the WFP Liberia Country Office and the Ministry of Education's Division of School Feeding. The project, document "Country Strategic Plan, (CSP) 2019-2023" seeks to guarantee school feeding, improved food security, health and nutrition, in the context of pillars 1,3 and 4 of the Pro-Poor Agenda for Prosperity and Development (PAPD). The grant emphasizes homegrown food supplies as a way of creating incentives for small holders and increase food production.

1.5.2   SAVE THE CHILDREN 5 YEAR GRANT (US$30 Million)

The 5-year grant became operational in 2018 and will end in 2023. SAVE THE CHILDREN interventions cover four counties (River Gee, Grand Gedeh, Rivercess and Grand Bassa), 220 schools with 40,000 beneficiaries.

1.5.3   Mary's Meal Grant of US$7 Million for 2018/2019 and 2019 / 2020

Mary's Meal funding sources are philanthropies, and the amounts committed are not necessarily long term, but regular in varying amounts.

MARY's MEAL interventions cover four counties (Grand Cape Mount, Bomi, Montserrado and Bong), 512 schools with 114,141 Beneficiaries.

1.5.4   ZOA Grant of US$782K enables it to intervene in Margibi County in 21 schools with 3,200 beneficiaries.

1.6   The Dubai Cares School Health Intervention Grant (US$2 Million)

The Dubai Cares Health intervention covers four counties (Bong, Maryland, Sinoe and Grand Kru), in all schools across these counties. This is a three-year grant, which was launched in November 2018, became operational in 2019, and will last till 2021.

The Grant is exclusively dedicated for School Health interventions supporting deworming and vision screening activities. This intervention seeks to support efficiency in learning for

children suffering, and likely to suffer, these deficiencies. The grant was applied for by MOE through the International NGO, Sight-savers Liberia Office.

1.7   Big Win Philanthropy's Education Delivery Unit Grant (US$0.5 Million)

The Big Philanthropy, a long-time partner of the Ministry of Education, has supported the Education Sector in several ways over the last 5 years. Funding from this Partner has been dedicated mainly to the upkeeping of the Education Delivery Unit of the Ministry and teacher's competency testing and validation. Funds are replenished by the Board of this Philanthropy every six (6) months upon application, reviewed and approval.

1.8   Nuffic Curriculum Improvement Grant (Euros 200,000)

The Ministry of Education in collaboration with the Dutch University, Hanze University of Applied Sciences' Schools of Healthcare and Nursing, received euros 200,000 to embark on a two-year project geared towards the development of a national curriculum and policies that incorporate preventive health, personal hygiene and SRHR at the technical and vocational level. The Grant which is provided by the Netherlands Organization for Internationalization in Education (NUFFIC), entails a tailormade training for the incorporation of preventive health, personal hygiene and SRHR into national technical and vocational training curriculum. During the year in review, the project supported the training of 6 Liberians in the Netherlands to equip them with the required skills to develop and monitor the pilot of the curricula in three TVET schools across the country. The final module for the TVET curricula will not only cover socio-cultural aspects related to preventive health and SRHR, but also, will address specific tools and methods that will help teachers communicate sensitive sexual and reproductive health issues to students. The syllabi from this curriculum will be open source that will be placed on the MOE website, and allows interactions and feedback mechanisms between the public and the MOE.

1.9   The United Nations Organization Support to Education in Liberia

The UN Organization's interventions in the Education Sector of Liberia vary based on specific work plans. The UN's support to the education programs of the Government in the last two years (2018 & 2019) has been a continuation of the Group's 5-year plan for the sector, which ended in 2019.

In support of the PAPD, the UN Group in collaborations with several government ministries and agencies has developed and launched a new 5-year plan covering 2020–2024. While we are assured of UNs continuous support, the actual amounts of such commitments, other than the US$50.2 Million from the WFP School Feeding Strategy, is yet to be determined. Past support for Education from the UN Group suggests nearly US$10 Million for the last 5-year Country Program.

All counterpart programs are geared towards satisfying the targets identified by the Government in its five-year development plan, the PAPD, launched in November 2018 and other specific considerations required in education such as sexuality, girls and other inclusive education programs.

1.10   GOVERNMENT OF LIBERIA AVERAGE ANNUAL INVESTMENT IN BASIC & SECONDARY EDUCATION

The Government of Liberia annual support (including 2019/2020 budget year) to Basic and Secondary Education is averaged at US$43 Million.

Other than specific development projects funded by partners, the Government of Liberia's investment in education is the largest per annum, covering critical recurrent expenditures for the sector. The Government's annual investment covers primarily personnel cost representing nearly 85% of indicated appropriation. Part of the annual budget of the Ministry for last two years has been allocated to the payment of WASSCE and WAEC fees for all 12th and 9th grades students nationwide.

In an effort to boost enrollment at the post-secondary level, the Government of Liberia also introduced budgetary allocation for the free tuition program in all public universities and community colleges since first semester 2018/2019 academic year. The Government also fully funded the development of a Digital Registration Platform at the University of Liberia (UL) in 2018 / 2019 thereby creating efficiency, reducing instability and anxiety for timely and orderly completion of registration at the UL.

2.0   MOE Performance Affecting Quality Education in 2018 /2019
2.1   The Teachers Factor
Quality and relevant education remain key concerns for Liberia's forward march from mess to best. While resource constraints and other related challenges are present, teachers' issues and remedies remain an ultimate concern. The lack of commitment to the profession, inadequate field supervision, and attitude towards work - uncontrolled absenteeism, abandonment, and the general lack of ownership in government service across the aisles - are of severe concern. Several field visits at intervals by senior personnel of the Ministry in 16 months, confirmed some of these assertions.

While the issue of teachers' competence, abilities and problems experienced with remuneration processes share some of the blame for poor learning outcomes, the overriding concern is that of commitment to the profession. A committed teacher with just the basic qualification can, in most cases, be developed to scale through couching and continuous professional developments (CPDs) as well as other interventions. The key concern here is the commitment to teach, especially in the case of public schools. The root causes for students' underperformance has been investigated more thoroughly, and one of the known reasons clearly identified is the teacher factor, all other reasons notwithstanding.

Commitment to teach is defined by actual time spent in the classroom with the students, compliance with curriculum, orderly lesson planning, and ability to source and prepare relevant materials, among others. The poor performance of public-school students is a clear reflection of a combination of causes, as were indicated, lack of teachers commitment, school leadership abilities, and parental interventions take the most blame.

2.1.1   TO GUANRANTEE QUALITY IN LEARNING (Significant Deliverables in 2019):

a) ***Developed Program to Account for Teachers Work time and to Control Absenteeism.*** A personnel audit was 80% completed in 2019 with a GPE DLI reimbursable commitment. Strategies to track teachers at places of assignment and action plans to promptly remedy defects in behavior are developed. The professional and political will, are guaranteed under this strategy going into 2020.

b) ***Established a Center of Excellence for Licensing Teachers***

The Center of excellence for teacher licensure was established in 2019 to enable school administrators efficiently tracked and hold teachers accountable for professional conduct, with sanctions criteria for gross breach of professional duty such as abandonment of classes, teaching without results, and other inappropriate behavioral conduct.

c) *Developed and Launched a Three Pathway Curriculum in 2019*
Competency-Based Curriculum for Grades 1 – 12 which was funded by the Government of the Kingdom of Sweden through UNFPA, has been developed and launched by the Ministry of Education. This curriculum is responsive and relevant for teaching life skills and early career definition. The new Curriculum (Grades 1 through 12), has significant deviation from the traditional content-based to career frenzy competency-based, responsive to the needs of all categories of post-secondary education programs, skills development, STEM enthusiast, humanities, etc.

d) *Developed and Launched A Five Level Curriculum for effective management of Childhood Classrooms*
The Ministry of Education with funding from UNICEF has completed, tested through pilot, approved, launched and roll-out in 2019 a new curriculum for ECE schools. The Center of Excellence for Curriculum at the Ministry of Education took the Lead on these related subjects.

e) *Repeated intermittent Teacher Training Programs in 2018 / 2019*
Several organizations supporting the education sector including USAID, UNFPA, UNICEF, UNESCO and local NGOs funded and undertook repeated intermittent teacher training programs in 2018/2019 and expected to continue into 2020. The overall framework covered proficiencies in the use of revised curricular, Early Childhood emphasis, ICT as a tool for teaching and the regular drill in pedagogy and classroom administration, sexuality education, and other specifics relevant for efficiency and enhancing quality in the classroom. Taken together, nearly 10,000 teachers have benefited so far from several short-term programs offered under the sponsorships mentioned supra.

f) *Specific to the USAID Flagship Education Programs*
The Accelerated Quality Education (AQE) Program is a teacher's development initiative aimed at enhancing special skills for teachers encountering over-aged students with new methods.

2.1.2 WASSCE INTERVENTION INITIATIVE FOR 12th GRADERS LAUNCHED 2018/2019: Experiences, Outcomes and Lessons Learnt

a) In consonance with the President's vision to improve WASSCE scores for secondary school students, the MOE for the first time launched a nationwide WASSCE tutorial intervention program and administered a MOCK exam in two subjects for all high schools in Liberia. In support to this initiative, coupled with the desire to alleviate economic hardship on parents, the Government through the MOE paid 2018/2019 WASSCE fees for all 12th grade students across the Country and has planned to also pay for the 2019/2020 academic year. As a result of these three interventions and other personal initiatives, the overall performance from the 2019 West African Senior Secondary Certification Examinations (WASSCE) was the more impressive than 2018.

b) The two key subjects, English and Mathematics, were outstanding in 2019. For example, about 2,300 students obtained credits in English Language in 2019 compared to 508 students in 2018; and about 2,549 students obtained credits in Mathematics in 2019 compared to 197 in 2018. Other subjects registered similar trend. The 2019 result in Mathematics puts Liberia third in Mathematics on the 2019 WASSCE ranking among the five Anglophone countries in the sub-region.

c) The WASSCE Intervention will continue in 2019 / 2020 academic year, but with emphasis on Public Schools only due to resource constraint.

2.1.2 *Looking Forward with Concern for Relevance, Quality & Equity: 2019/<u>2020</u>*

a) Relevance: ***A 21st Century TVET Curriculum under consideration***; Funded by the EU 20 Million Euros five (5) year TVET Education Development project in Liberia. The specialized curricular will be completed year two (2020) of the project life to re-frame the foundation of vocational and skills education in Liberia for students in formal secondary school and out of school youth without skills for employment.

b) ***Revised Curricular for Teachers "C" & "B" Certification Programs*** substantially to be completed in 2020, with the "C" program being expanded to 12 months, beyond the traditional ten (10) months. Justification for extension is informed by the unsatisfactory results of high school graduates, considered unequipped with sufficient content knowledge for Post-secondary Teachers training. Once tested at the RTTIs, the revised curriculum will become mandatory for all private teacher-training institutions in Liberia.

c) ***An Intensive In-service Teacher and School Leadership Training*** **Program**
The MOE with a four-year funding from the GPE, in 2019 launched an in-service teacher training and school leadership development program for teachers and principals in public schools. The program which is implemented through the RTTIs with technical assistance from private sector organizations has mainstreaming inclusive and special education as a key component, and seeks to enhance efficiency at all levels in primary and ECE programs. The project is mainly focused on six counties (Bomi, Grand Kru, Maryland, Rivercess, River Gee & Sinoe) as a way of promoting equity in the distribution of qualified teachers and school administrators across Liberia. For sustainability, the project aims to upgrade the capacity of the RTTIs to address the insatiable demands for qualified teachers in ECE and primary levels nationwide. This intervention targets 3,000 principals and teachers over the period of four years (2019-2022).

d) ***Training of 100 TVET Teachers Abroad***
The Ministry of Education in collaboration with UNIDO, as implementing partner for the EU, has completed screening and selection of 61 out of 100 prospective TVET teachers for sponsorship in two outstanding TVET Universities in Africa. These teachers will be trained and deployed between 2020 and 2021 at the rehabilitated TVET schools covered under the EU project. The Government of Liberia through the Ministry of Education is processing the employment of these would be TVET teachers prior to their departure for training, consistent with the terms and conditions of the

Grant Agreement of 2018 with the EU. In the latter part of 2020, the remaining 39 candidates will be screened, selected and sent to join their counterparts.

d) *Continuous Teachers Development at RTTIs*
Through GOL funding, the curriculum for the "C" and "B" Certificate levels at the RTTIs is being revised, and will become effective in 2020.

e) *The World Bank IRISE Project - Teachers Development for Senior Secondary Schools*

The above project is working on the expansion of ECE teachers training in Liberia to the level of bachelor degree. Led by the University of Liberia and William V.S. Tubman University, the curriculum revision process at the University of Liberia is near completion.

2.2 SPONSORSHIP FOR BILATERAL FOREIGN STUDIES PROGRAMS AND LOCAL SCHOLARSHIPS

2.2.1 *Bilateral Scholarships Program*

The Government of Liberia through the Ministry of Education remains committed to maintaining the path of reforming the education sector and supplying relevant skills and expertise to the economy and work force of Liberia, exploring opportunities for capacity development, external and internal. Sponsorships programs for such initiatives are in place to ensure that they become a reality.

In recent times, current sponsorship programs have been awarded to both tertiary and technical and vocational students to include bilateral study programs with Morocco, China, Botswana, and India among others. The program has also been now expanded to include Hungary offering 10 graduate level scholarships; and France, 20 scholarships for young people in TVET to study in Abidjan.

The original bilateral scholarship partners provided 32 fully funded scholarships in 2019 for Masters and PhDs at English Speaking Chinese Universities; 16 completed graduate studies in various disciplines and returned home during the same period. 32 students selected for study in China have since left while 16 slated for Morocco, are scheduled to depart early 2020. The program for Morocco is partially funded covering tuition, fees and stipend towards living expenses.

2.2.2 *Local Scholarship Program (Government of Liberia Sponsorship)*

The Government of Liberia provided sponsorship for nearly 1,000 students in the undergraduate and graduate programs at various local universities. Significant of the Government of Liberia sponsorship is President Weah's Flagship Program "the free tuition" sponsorship at all public universities and colleges. This program has gained steam, and as a result, enrollment of students increased by 30% in 2019 at the University of Liberia.

II) OPERATIONAL PLANS 2019 / 2020

Following the successful resource mobilization in 2019, the Ministry of Education is assured of going forward on its result based operational plan with measurable indicators.

With support from the EU, the MOE in collaboration with MOYs and UNIDO recruited 61 persons to be trained as TVET teachers. With the intend to professionalized the TVET sector, Universities are been identified in Kenya and Zambia to provide training for these TVET teachers, after which they will be deployed in the five Multilaterals schools across the country. Additional 40 TVET teachers were recruited to be send abroad for TVET teacher training.

3.0   STRENGTHENING GOVERNANCE AT ALL LEVELS.

3.1   Policies, regulations and processes for governance

3.1.1   The Ministry of Education completed several policies to strengthen its administration of the sector. The government developed polices with specific objectives. The policies development initiatives were jointly sponsored by the government and other partners and stakeholders based on request from the MoE.

A catalog of the key policies developed by the Ministry in 2018 / 2019:

a)   School Grant Policy and Guidelines
b)   Policy on Inclusive Education
c)   PTA Policy
d)   School Feeding and Nutrition
e)   Policy on School Health Administration
f)   Girls Education Policy
g)   Policy on Effective National Service Program
h)   School Grading & Quality Assessment Tool
i)   Policy on Licensing of Teachers & School Leadership *(In Progress)*

3.2.1   Grading and Quality Assessment Exercises 2010 / 2020

The Ministry of Education, for the first time in the history of the Republic of Liberia, will conducted school assessment and grading using a consolidated digitized tool that classifies all schools into categories (A to F). The former shows the highest score while the latter shows the lowest score. The exercise will be preceded by policy on school fees determined by the category of the school based on the grading score obtained from the school grading analysis.

Current EMIS statistics at the MoE shows that there are an estimated 1.4 million students, 55,000 teachers and 5,500 schools across the country.

3.3   HUMAN RESOURCE MANAGEMENT ISSUES

3.2.2   HR System Development

The Ministry has completed the digitization of its Human Resource Management System (HRMIS) as well as provided training for all county human resource officers. Completion of the HR system development exercise will be completed upon the provision of equipment and rollout of the system in all 15 counties (16 School Counties). The MoE is setting up a Human Resource Management Information System (HRMIS). The system is intended to improve data management and administration by providing a user-friendly working tool for data sharing from the county level as well as effective ways of coordinating personnel action notices of the entity.

3.3.2 *Closing Supplementary Payroll (Effect of Harmonization)*

The harmonization exercise facilitated the removal of at least 3,000 supplementary teachers and placed them on the regular MoE payroll registry. Salaries are being adjusted over time to commensurate with qualification. Currently, the minimum wage rate for teachers is at least 100$ USD. As a minimum, no teacher on Government of Liberia payroll earns less than US$100 dollars.

3.4 *Improving the Financial Management & Reporting Processes of MOE Through Automation*

As part of the action-steps to reforming the financial processes and improving reporting on both government funds and donor-funded projects, the Ministry of Education has completed the automation of its internal financial management and reporting structure using QuickBooks Enterprise software. The transition to an automated financial system resolves all challenges with transparent and accurate reporting of separate projects by the source of funding. The system has given the Ministry the potential to transact, document smoothly, and at the same time, provide timely financial reports to relevant parties.

3.5   HIGHER EDUCATION

3.5.1 *Developed, Reviewed and Approved A New Policy for Licensing & Accreditation of Institutions of Higher Learning (Colleges & Universities)*

The Minister of Education, as Chair of the Board of Commissioners of the Commission on Higher Education (NCHE) of the Republic, sanctioned a major reform in the Governance process in Higher Education. In this regard, the Secretariat of the Commission as of 2019 developed a policy manual with several variations, disaggregating the process of licensing an institution from the point of establishment and continue throughout the life of the institutions. The Policy manual upon printing and circulation to the office of the President of Liberia shall be officially launched in 2020 at a program befitting the document.

Inclusive Education

In support to Inclusive Education, the World Bank provided funding to the Government of Liberia through the Ministry of Education to assess and fill in key knowledge gaps in disability inclusion in Liberia as a critical step to help the Government implement the Inclusive Education policy and address critical areas of needs; notably, the Ministry has approved the policy on Inclusive Education. Additionally, the Ministry of Education completed the conduct of training on Special & Inclusive Education mainstreaming 40 Teachers as add on to improve teachers' abilities to identify students with special needs.

Civics Education

The Ministry of Education has, with immediate effect, reinstated the teaching of *Civics Education* in the curriculum of schools across Liberia. This measure caters to major fundamental steps toward nation building, citizenship and patriotism. It can be recorded that in the past, civics helped fixed some of those behavioral problems and gravitate our young minds to love country first.

Chapter 1: Program Areas

Introduction

This section catalogues **two hundred sixty-five** activities under thirty-**nine** priority targets for the reporting period (2018/2019). Of the total activities planned, ninety-seven (97) were accomplished which constitute 37%, while fifty-eight (58) constituting 22 % are ongoing and **one hundred ten (110)** pending constituting 41% of the total number of activities earmarked. These achievements were attributed to the commitment and contributions made by stakeholders and development partners within the Sector. Accordingly, data on the various program achievement rates indicate that the best performing program unit during the period under review is Education Management & Accountability with a **62% achievement rating** matched against total planned activities, while the least performing program unit is STEM, TVET & Inclusive Education with a rating of **3%.**

Meanwhile, the recorded achievement ratings of the MoE during the reporting period can be attributed largely to a number of factors, including limited funding from GOL and development partners to support program implementation and inadequate logistics. However, some level of coordination and information sharing between the MoE and development partners were contributing factors that led to the gains made. Concerted and intensive efforts are required to strengthen ongoing processes within the Sector to improve service delivery.

1.1 Program Areas

Program areas for 2018/19 included the following:
1. Early Childhood Education (ECE)
2. Students Personnel Services (SPS)
3. Basic and Secondary Education (BSE)
4. TVET, STEM and Inclusive Education
5. Higher Education
6. Teacher Education & Management (TEM), and
7. Education Management & Accountability (EAM)

Early Childhood Education (ECE)

During the period under review, the MoE planned to increase access to Early Childhood Education through advocacy, awareness and construction of additional twenty ECE schools with WASH infrastructure in underserved communities. In an effort to improve quality, MoE planned to: (a) roll out ECE training and certification for teachers at the three RTTIs and other colleges and universities; and (b) improve ECE service delivery, especially in underserved communities. Finally, to address ECE governance, MoE planned to strengthen inter-sectoral collaboration among line ministries, agencies and partners for integrated ECE/ECD service delivery; provide improvement grants to ECE schools; and develop Early Learning Development Standards (ELDS) to measure learning outcomes. The table below shows performance achievement in access, quality and governance. See appendix 1 for performance status details as obtained from the bureau.

Taking stock of intervention in the Bureau, four key program targets were earmarked by the Bureau of the Early Childhood Education under the core areas of education delivery (Access, Quality and Governance). The four key program targets and accomplishments were: 1. conduct of ECE advocacy awareness and outreach to families and communities (achieved:); 2. Rollout ECE training and certification at all levels (achievement: 350 ECE teachers and 360 caregivers

trained and certificated in ECDSTEP; 90 adolescent girls trained as teacher-assistants for EPAG program; 157 in-service ECE teachers trained at WRTTI; 572 schools qualified for school improvement grant; distributed 1,336 sets of ECE teacher planner and curriculum; established and staffed 40 community-based ECE centers in 6 counties.); 3. Strengthen inter-sectoral collaboration among line ministries and partners for integrated ECE/ECD service delivery (achievement: 4 quarterly inter-sectoral consultative meeting held); and 4. Provide school improvement grants to ECE schools (Achievement: 40 community-based ECE centers established).

Table 1.1A: Early Childhood Education (ECE) Achievements

ACCESS	
PLANNED TARGET	**PERFORMANCE STATUS**
Conduct ECE advocacy, awareness and outreach to families and communities about the value of ECE and good parenting skills	Advocacy and awareness proposal submitted for funding
	Conducted needs assessment and recruitment of 60 caregivers in 20 communities in 6 counties (Bomi, Rivercess, River Gee, Maryland, Grand Kru & Sinoe)
	In collaboration with EPAG-PIU/CAP, 210 adolescent girls were identified and shortlisted.

QUALITY	
PLANNED TARGET	**PERFORMANCE STATUS**
Roll out ECE training and certification at all levels	40 community-based ECD centers provided support in the form of staff incentives, stationery and sanitary materials
	157 in-service ECE teachers trained at WRTTI
	572 schools qualified for the school improvement grant.
	1,336 sets of ECE Teacher Planner and Curriculum sets distributed during several training-distribution linked activities in five counties (Grand Gedeh, Bong, Margibi, Grand Bassa and Montserrado)
	Home-based Adult Literacy Curriculum rolled out in six communities in Montserrado and Margibi Counties
	60 caregivers recruited for community-based ECD center in 20 underserved communities in six counties (River Gee, Maryland, Grand Kru, Sinoe, Rivercess and Bomi).
	90 adolescent girls trained as teacher assistants for EPAG Program in Montserrado County
	300 ECD caregivers trained and certificated in ECDSTEP (second level of the ECE Professional Development Framework).
	350 ECE teachers trained and certificated in ECDSTEP

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PLANNED TARGET	PERFORMANCE STATUS
Strengthen inter-sectoral collaboration among line ministries and partners for an integrated ECE/ECD service delivery	Quarterly inter-sectoral consultations meetings held with key stakeholders
Provide School Improvement grants to ECE schools	With support from UNICEF, 40 community-based centers provided with needed support
	572 School Management Committees (SMCs) trained to manage school improvement grant and opening of qualified schools bank accounts ongoing

Table 1.1B: Early Childhood Education Performance Statistics

Pillar	Activities Completed	Activities Ongoing	Activities Pending	Total Activities
Access	3	2	8	13
Governance	2	1	2	5
Quality	7	9	8	24
Total	12	12	18	42
Performance Rate	**29%**	**29%**	**42%**	**100%**

Table 1.1B above shows that Early Childhood Education planned forty-two activities to address access, quality and governance. Of the forty-two activities planned, thirteen earmarked address access, twenty-four address quality, and five address governance. During the period under review, the thirteen activities planned to address Access, three were accomplished, two ongoing and eight pending. The twenty-four activities planned to address quality issues under Early Childhood Education program, seven were accomplished, nine ongoing and eight pending; while for Governance, two were accomplished, one ongoing and two pending. On the overall, of the forty-two activities planned twelve activities were accomplished, twelve ongoing, and eighteen pending. From the statistics above, performance rate for Early Childhood Education program during the period under review is **29%.**

Students Personnel Services

The MoE planned to improve student's well-being by increasing access to school health services and construction of WASH facilities, as well as train WASH focal persons in schools at all levels. Additional targets set by the MoE were to harmonize IEC/BCC materials, vision screening, deworm school-age children, and scale-up delivery of nutrition services. Moreover, the MoE planned to expand career guidance and psychosocial counseling in order to improve quality performance of students, and engender increased survival rate. In an effort to strengthen governance within the Students Personnel Services, focus was placed on improving partnership and stakeholder's collaboration, as well as develops couple of strategic policy documents during the period under review. The table below shows performance status of Students Personnel Services program aimed to address issues access, quality and governance.

Tracking progress of interventions by Student Personnel Services Bureau, five key program targets with forty-eight operational activities were planned to address Access, Quality and Governance. The five key program targets and accomplishment were:

1. Improve school health and student well-being at all levels (Achievement: 10 school sensitized in environmental safety; established 150 school clubs; trained 466 WASH focal persons; trained 1920 teachers in sexuality education; vision screened 34,021 schoolchildren in two counties; dewormed 63,871 school-age children; produced and printed harmonized sexuality education IEC/BCC materials.);

2. Construct WASH facilities in schools at all levels (Achievement: 150 schools provided full WASH facilities);

3. Scale-up delivery of nutrition services in schools (Achievement: 262,227 school children benefiting from daily hot meals in 1,185 schools; 1,135 schools certified to benefit from daily hot mail in subsequent year; 5000 adolescent girls receiving take home rations across fourteen counties; and trained 39 county school monitors).

4. Expand career guidance and psychosocial counselling in schools (35 National master trainers trained as counsellor; Produced career guidance and psycho-social counselling policy and training manual). 5. Improve community engagement skills for PTA leadership in schools (Finalized national parent, community engagement and dropout prevention policy awaiting SMT approval).

Table 1.2A: Student Personnel Services (Cross-cutting Issues) Achievements

ACCESS		
PLANNED TARGET	**PERFORMANCE STATUS**	**PARTNERS**
Improve School Health and Student Well-being in schools at all levels	Sensitized 10 schools on environmental safety	PLAN-Liberia, GoL
	Established school health clubs in 150 schools	UNICEF, UNFPA, GoL

Construct WASH facilities in schools at all levels	150 schools provided WASH facilities	UNICEF, GoL

QUALITY

PLANNED TARGET	PERFORMANCE STATUS	PARTNERS
Scale-up delivery of nutrition services in schools	262,227 school children provided daily hot meals in 1,185 schools within fourteen counties.	MMI, WFP, SCI, ZOA, GoL
	Conducted needs assessment of 1,135 schools in 14 counties, and shortlisted qualified schools for school feeding	MMI, WFP, GoL
	5000 adolescent girls provided take home ration	WFP, GoL
	39 County School Feeding Monitors trained in school feeding management	WFP, SCI, MMI, GoL
Improve School Health and Student Well-being in schools at all levels	Trained 466 WASH focal persons	UNICEF, GoL
	Trained 1,920 teachers in sexuality education	UNFPA, GoL
	34,021 schoolchildren (ages 5 - 15) vision screened in two counties (Grand Kru and Sinoe)	Sight Saver & EYE-Alliance, GoL
	Dewormed 63,871 school-age children ages 5 - 15 in two counties	Sight Saver & EYE-Alliance, GoL
	Harmonized sexuality education IEC/BCC materials printed	UNFPA, GoL
Expand Career Guidance and Psychosocial Counselling in schools	35 National Master Trainers trained as career guidance and psychosocial counsellors	GIZ, GoL

| Improve Community skills of PTA leadership in school community | 2,094 schools' PTA leaderships trained on roles and responsibilities | WFP, MMI, ZOA, AQE, SCI, NAPTANOL, DCS-UMC/READ-Liberia, GoL |

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PLANNED TARGET	PERFORMANCE STATUS	PARTNERS
Improve School Health and Student Well-being in schools at all levels	Commemorated the African Day of School Feeding, National Decoration, Flag and UN Days	MMI, WFP, SCI, ZOA, UNDP, GoL
	Finalized and printed School Health Policy and Training Manual	UNFPA
	Finalized Classroom Observation Tool for sexuality education	UNFPA
Expand Career Guidance and Psychosocial Counselling in schools	Finalized Career Guidance and Psychosocial Counseling Policy and Training Manual	GIZ
Improve Community skills of PTA leadership in school community	Finalized National Parents, Community Engagement and Dropout Prevention Policy awaiting SMT approval	NATCOM/UNESCO
	Conducted monitoring visits for PTA programming in Montserrado County, and mediated two PTA-School Administrative conflicts.	GoL
Scale-up delivery of nutrition services in schools	Conducted Joint monitoring visits for school feeding program in two counties	MMI/WFP/SCI

Table 1.2B: Students Personnel Services Performance Statistics

Pillars	Completed Activities	Ongoing Activities	Pending Activities	Total Activities
Access	3	3	5	11
Governance	7	5	5	17
Quality	11	5	4	20
Total	**21**	**13**	**14**	**48**
Performance Rate	**44%**	**27%**	**29%**	**100%**

Table 1.2B above shows that Students Personnel Services planned forty-eight activities focused on addressing issues of access, quality and governance. Of the forty-eight activities planned, eleven activities were identified to address access, twenty to address quality issues, while seventeen activities were focused on governance issues. The activities planned to address access, three were accomplished, three on going and five pending. Regarding quality, the twenty activities planned eleven were accomplished, five on going and four pending; while under governance, seven activities were accomplished, five on-going and five pending. On the overall, of the forty-eight activities planned, twenty-one were accomplished**,** thirteen on going, and fourteen pending. From the statistics above, performance rate for Students Personnel Services program during the period under review is **44%.** See appendix 2 for performance status details as obtained from the bureau.

Basic & Secondary Education

Interventions to address access under Basic & Secondary Education were focused on providing learning opportunities for overage learners, out-of-school children and young people, using Alternative Education (AE) program, as well as the creation of safe, conducive and gender-friendly teaching/learning environment as strategies. To address quality issues under Basic & Secondary Education, MoE planned to provide continuous professional development for AE teachers, improve Early Grade Reading (EGR) instructional methodology, and increase girls transition and completion prospects at senior secondary level. Along these lines, the development of National Literacy and Numeracy Assessment Systems for Grades 3 and 6 was planned, as well as to improve 12th Grade students' performance in WASSCE. In addition, emphasis on governance was placed on strengthening school leadership at Basic & Secondary levels, including building the capacity of the AE Division to manage AE programs. The table below shows performance achievement of the Basic & Secondary Education program designed to increase access, and improve quality and governance.

Also, eleven key priority targets and fifty-seven activities were planned under Access, Quality and Governance. The eleven priority targets and accomplishment were: 1. Create safe, conducive and gender friendly teaching/learning environment (achievement:); 2. Provide learning opportunities for overage learners, out-of-school children and young people through Alternative Education (AE) programming (achievement:); 3. Provide continuous professional development for AE teachers, facilitators and school administrators (achievement:); 4. Strengthen the capacity of AE Division to manage AE programs (achievement:); 5. Improve 12th Grade students' performance in

WASSCE (achievement:); 6. Create safe, conducive and gender friendly teaching/learning environment (achievement:); 7. Strengthen School Leadership at Basic and Secondary Levels (achievement:)

Table 1.3A: Basic & Secondary Education Program Performance Status

ACCESS		
PLANNED TARGET	**PERFORMANCE STATUS**	**PARTNERS**
Create safe, conducive and gender friendly teaching/learning environment	(1) With support from Save the Children/USDA, take-home ration was provided for 14,442 girls in 220 schools in four counties (Rivercess, Grand Bassa, River Gee & Grand Gedeh); (2) With support from WFP/Master Card, take-home ration was provided for 4,000 girls in 176 schools in four counties (Maryland, Grand Kru, Gbarpolu & Nimba)	USAID/AQE GPE UNICEF SAVE THE CHILDREN/USDA WFP/MASTER CARD
	With support from SCI/USDA, expended Early Grade Reading (EGR) to 59 schools in two counties (Grand Gedeh and River Gee)	
	Developed and piloted referral mechanism in 27 public schools in six counties (Montserrado, Margibi, Grand Bassa, Nimba, Lofa & Rivercess)	
QUALITY		
Provide learning opportunities for overage learners, out-of-school children and young people through Alternative Education (AE) programming		USAID/AQE GPE UNICEF SAVE THE CHILDREN/USDA WFP/MASTER CARD

Provide continuous professional development for AE teachers, facilitators and school administrators	2,000 teachers, facilitators and school administrators trained to use ALP modules	USAID/AQE SCI USAID/READ Liberia OPM/BRAC
	1,249 teachers, 70 school supervisors, 578 principals and 14 Master Trainers trained in EGR teaching methodology	
	Updated ALP Level One & Two manuals, Learners Workbook and Teacher Guide	
Improve 12th Grade students' performance in WASSCE	With support from GOL, paid WASSCE/WAEC fees for 39,887 12th graders and 43,409 9th graders	
	With support from GOL, developed WASSCE tutorial manuals in nine subject areas	
	With support from GOL, established Tutorial Centers in the fifteen counties	
	With support from GOL, provided free tutorial services for 12th graders nationwide	
Strengthen the capacity of AE Division to manage AE programs	With support from USAID/AQE, capacity needs assessment was conducted for 21 AE Division staff and supervisors	USAID/AQE,
	With support from USAID/AQE, training materials were developed	
	With support from USAID/AQE, 21 AE Division staff and county supervisors were trained	

	Conducted quarterly monitoring visits to AE provider using the one school approach	
	Procured and distributed 106,000 assorted teaching and learning for Grades 1 and 2 to 640 public schools in six counties (Montserrado, Margibi, Grand Bassa, Nimba, Lofa & Rivercess)	USAID/AQE
	20 manuscripts of new titles of supplementary reading materials developed by local writers	
	EGR and EGM expanded to 27 schools in two counties (Bomi and Gbarpolu)	
	Updated ALP Level One & Two manuals, Learners Workbook and Teachers Guide	
Create safe, conducive and gender friendly teaching/learning environment	In collaboration with UNICEF-GEEP, conducted after school tutorial for girls (5400) and boys (3600) in six counties (Montserrado, Margibi, Grand Bassa, Nimba, Lofa & Rivercess)	

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PLANNED TARGET	PERFORMANCE STATUS	PARTNERS
Strengthen School Leadership at Basic and Secondary Levels	Developed ToR for school leadership training Service provider	DEEP
	Procured school leadership training service provider	
	Developed training materials and trained 21 AE Division staff and county supervisors	USAID/AQE

Table 1.3B Basic & Secondary Education Program Achievement Statistics

Pillar	Activities Completed	Activities Ongoing	Activities Pending	Total Activities
Access	4			4
Governance	3	5	10	18
Quality	17	5	13	35
Total	24	10	23	57
Performance Rate	**42%**	**18%**	**40%**	**100%**

Table 1.3B shows that Basic and Secondary Education earmarked fifty-seven activities to address Access, Quality and Governance. Of the fifty-seven activities planned, four addresses Access, thirty-five addresses Quality, and eighteen addresses Governance. The four activities planned to address Access, all four were accomplished; whereas, of the thirty-five activities planned to address Quality, seventeen were achieved, five on going and thirteen pending. While under governance, three of the eighteen activities planned were achieved, five on going and ten pending. On the overall, of the fifty-seven activities planned twenty-four were accomplished, ten on going, and twenty-three pending. From the statistics above, performance rate for Basic & Secondary Education program during the period under review is **42%.** See appendix 3 for performance status details as obtained from the bureau.

STEM, TVET & INCLUSIVE EDUCATION

In an effort to improve access to STEM, TVET and Inclusive Education, the MoE planned to rehabilitate, furnish and equip ten senior secondary schools to upgrade them to the standard of TVET institutions. Relative to quality service delivery, the MoE also planned to develop a competency-based TVET teachers training curriculum with inclusive education mainstreamed. As regards governance strengthening, the MoE planned to develop a national qualification framework for TVET programs, as well as strengthen EMIS capacity to gather real-time data on TVET. Table 4A below shows STEM, TVET & Inclusive Education program performance status during the reporting period aimed at addressing issues of access, quality and governance in STEM, TVET & Inclusive Education programming.

Assessing performance status within STEM, TVET & Inclusive Education Bureau, four targets and thirty-three activities were planned to address Access, Quality and Governance. The four targets and thirty-three activities planned and accomplished were:

Improve the quality delivery of TVET programs

Achievement:

Developed Competency-Based TVET teachers training curriculum; conducted Labor market assessment for high demand areas of employment; 61 TVET instructors identified, tested and recruited for training; and 7 administrators identified and recruited for training.

Improve the quality delivery of STEM program within secondary schools

Achievement:

80 science teachers trained in five counties (Nimba, Grand Bassa, Margibi, Montserrado and Bong); Conducted needs assessment of 45 existing STEM labs in 15 counties.

Mainstream Special and Inclusive Education at all levels of the Education system

Achievement:

Conducted needs assessment in 3 Multilateral High Schools (Voinjama, Sinoe & Zwedru) for mainstreaming Special and Inclusive Education; Special & Inclusive Education issues incorporated within the TTIs C-Certificate Curriculum; Developed a training manual for Special & Inclusive Education; Rolled out ECE component of the Inclusive Education Training Manual

Strengthen EMIS and TVET capacity to gather real-time data on TVET

Achievement:

Conducted capacity needs assessment for TVET and EMIS staff to collect accurate TVET data; Standardized data collection framework developed for TVET programming; Conducted needs assessment in seven institutions (Sinoe Multilateral High, Zwedru Multilateral High, Voinjama Multilateral High, Cape Palmas High School, BWI, MVTC and Tubman High) to upgrade them to standard TVET level; Developed Assessment tools for (IEP) and (IESP) to be utilized by teachers at TTIs.

Table 1.4A: STEM, TVET & Inclusive Education Program Performance Status

QUALITY		
PLANNED TARGET	**PERFORMANCE STATUS**	**PARTNERS**
Improve the quality delivery of TVET programs	Developed Competency-Based TVET teachers training curriculum	
	Labor market assessment conducted for high demand areas of employment.	
	61 TVET instructors identified, tested and recruited for training; and 7 administrators identified and recruited for training	

Improve the quality delivery of STEM program within secondary schools	80 science teachers trained in five counties (Nimba, Grand Bassa, Margibi, Montserrado and Bong)	
	Conducted needs assessment of 45 existing STEM labs in 15 counties	EU/UNIDO
Mainstream Special and Inclusive Education at all levels of the Education system	Conducted needs assessment in 3 Multilateral High Schools (Voinjama, Sinoe & Zwedru) for mainstreaming Special and Inclusive Education	
	Special & Inclusive Education issues incorporated within the TTIs C-Certificate Curriculum	
	Developed a training manual for Special & Inclusive Education	
	Rolled out ECE component of the Inclusive Education Training Manual	

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PLANNED TARGET	PERFORMANCE STATUS	PARTNERS
Strengthen EMIS and TVET capacity to gather real-time data on TVET	Conducted capacity needs assessment for TVET and EMIS staff to collect accurate TVET data	
	Standardized data collection framework developed for TVET programming	
	Conducted needs assessment in seven institutions (Sinoe Multilateral High, Zwedru Multilateral High, Voinjama Multilateral High, Cape Palmas High School, BWI, MVTC and Tubman High) to	

			upgrade them to standard TVET level	

Mainstream Special and Inclusive Education at all levels of the Education system	Developed Assessment tools for (IEP) and (IESP) to be utilized by teachers at TTIs.	

Table 1.4B: STEM, TVET & Inclusive Education Program Achievement Statistics

Pillars	Activities Completed	Activities Ongoing	Activities Pending	Total Activities
Access		1	5	6
Governance	0	4	5	9
Quality	1	7	11	19
Total	**1**	**12**	**21**	**34**
Performance Rate	**3%**	**36%**	**61%**	**100%**

Table 1.4B above shows that STEM, TVET & Inclusive Education program planned thirty-four activities to address issues of access, quality and governance. The thirty-four activities planned, six activities were identified to address access, nineteen address quality, and nine address governance. Of the six activities planned to address access, none was accomplished, none ongoing and all six pending. Whereas, the nineteen planned to address issues of quality, one was accomplished, seven ongoing and eleven pending; while for governance, one was achieved, four on going and five pending. On the overall, the thirty-four activities planned only one was achieved, eleven on going, and twenty-two pending. From the statistics above, performance rate for STEM, TVET & Inclusive Education program during the period under review is **3%.** See appendix 4 for performance status details as obtained from the bureau.

Higher Education

The National Commission on Higher Education (NCHE) planned to improve quality and relevance of Higher Education Institutions through harmonized curriculum with English West African Countries in STEM and other priority programs in line with Liberia's strategic and economic development programs. Also, the NCHE planned strengthening institutional governance by heightening Higher Education relevance, partnerships and accreditation. To improve efficiency and equity, the NCHE planned to realign financing of higher education, improve Higher Education Management Information System (HEMIS), and establish policy on Licensure for higher education institutions. For the period under review, the NCHE focus was directed to improve quality and governance. The table below shows performance status Higher Education program with focus on quality and governance issues.

Lastly, Higher Education planned three key targets to achieve through nine activities to address Access, Quality and Governance. Of the nine activities planned, two were accomplished, while two on going and nine pending.

Improve Higher Education quality and relevance through partnerships and accreditation (Achievement: Identified relevant STEM program areas: 1) Agriculture, 2) Engineering (Civil, Petroleum, Mining & Electrical), 3) Health Sciences (Medicine, Nursing & Midwifery), 4) ICT and 5) Education)

Realign financing of Higher Education to improve efficiency and equity (Achievement: Task Team constituted to develop policy on financing higher education (subsidy, scholarship and research); Policy Guidelines on licensing post-secondary institutions developed and endorsed)

Improved Higher Education Management Information System (HEMIS) (Achievement: NCHE updated HEMIS census framework)

Table1.5A: Higher Education Program Performance Status

QUALITY		
PLANNED TARGET	**PERFORMANCE STATUS**	**PARTNERS**
Improve Higher Education quality and relevance through partnerships and accreditation	Identified relevant STEM program areas: 1) Agriculture, 2) Engineering (Civil, Petroleum, Mining & Electrical), 3) Health Sciences (Medicine, Nursing & Midwifery), 4) ICT and 5) Education	
GOVERNANCE		
PLANNED TARGET	**PERFORMANCE STATUS**	**PARTNERS**
Realign financing of Higher Education to improve efficiency and equity	Task Team constituted to develop policy on financing higher education (subsidy, scholarship and research)	
	Policy Guidelines on licensing post-secondary institutions developed and endorsed	
Improved Higher Education Management Information System (HEMIS)	NCHE updated HEMIS census framework	

Table 1.5B: Higher Education Program Achievement Statistics

Pillars	Activities Completed	Activities Ongoing	Activities Pending	Total Activities
Access				
Governance	1	2	5	8
Quality	1			1

Total	2	2	5	9
Performance Rate	22%	22%	56%	100%

Table 1.5B shows achievement statistics of Higher Education Program for the reporting period. Higher Education Program identified nine activities intended to address quality and governance. The nine activities planned, one that addresses quality was accomplished. Of the eight governance activities, one was accomplished, two on going and five pending. From the statistics above, performance rate for Higher Education Program Education program during the period under review is **22%.** See appendix 5 for performance status details as obtained from the Commission.

Teacher Education & Management

The MoE earmarked under the Teacher Education and Management component to increase access and improve the capacity of the Rural Teachers Training Institutes (RTTIs) in order to increase the proportion of trained and qualified teachers at all levels; and to strengthen the capacity of the Bureau of Teachers Education and Management to increase the proportion of trained and qualified teachers at all levels. The table below shows Teacher Education & Management Program performance achievement in access, quality and governance.

Tracing performance status within Teacher Education and Management, three key targets and twenty-five activities were planned to address Access, Quality and Governance. The three targets and activities planned and accomplished were:

Improve capacity of RTTIs to increase the proportion of trained and qualified teachers at all levels

Achievement:

Renovated and furnished three dormitory units at KRTTI; Constructed and furnished administrative building at KRTTI for B-Certificate program

Increase the proportion of trained and qualified teachers at all levels

Achievement:

Assessed teacher training facilities in Montserrado County; Recruited 200 In-service primary teachers for the C Certificate training program; Recruited 363 Pre-service primary teachers for the C-Certificate training program; Recruited 103 B-Certificate trainees and undergoing training at KRTTI; Conducted revision of Curriculum for Accelerated In-Service program; Developed Training Modules for Accelerated In-Service training; Renovated and furnished three dormitory units at KRTTI; Constructed and furnished administrative building at KRTTI for B-Certificate program

Improve capacity of Teachers Education Bureau to increase the proportion of trained and qualified teachers

Achievement:

Established coordination mechanism to ensure coherence in teacher training activities.

Table 1.6A: Teachers Education & Management Performance Status

ACCESS		
PLANNED TARGET	**PERFORMANCE STATUS**	**PARTNERS**
Improve capacity of RTTIs to increase the proportion of trained and qualified teachers at all levels	Renovated and furnished three dormitory units at KRTTI; Constructed and furnished administrative building at KRTTI for B-Certificate program	**EU**
Quality		
Increase the proportion of trained and qualified teachers at all levels	Recruited 200 In-service primary teachers for the C Certificate training program	
	Recruited 363 Pre-service primary teachers for the C-Certificate training program	
	Recruited 103 B-Certificate trainees and undergoing training at KRTTI	
	Conducted revision of Curriculum for Accelerated In-Service program	
	Developed Training Modules for Accelerated In-Service training	
	Assessed teacher training facilities in Montserrado County. Assessment of teacher training facilities in leeward counties pending	
GOVERNANCE		
Improve capacity of Teachers Education Bureau to increase the proportion of trained and qualified teachers	Established coordination mechanism to ensure coherence in teacher training activities	

Table 1.6B: Teacher Education & Management Program Achievement Statistics

Pillars	Activities Completed	Activities Ongoing	Activities Pending	Total Activities

Access	1	1	2	4
Governance	4		4	8
Quality		2	11	13
Total	5	3	17	25
Performance Rate	**20%**	**12%**	**68%**	**100%**

Table 1.6B shows that Teachers Education and Management Program earmarked twenty-five activities to address access, quality and governance. The twenty-five activities planned, four-address access, thirteen-address quality and eight-address governance. Of the four activities planned to address access, one was accomplished, one on going and two pending. Whereas, the activities identified to address quality issues, none was accomplished, two on going and eleven pending; while under governance four activities were accomplished, none on going and four pending. On the overall, of the twenty-five activities planned, five were accomplished, three on going, and seventeen pending. From the statistics above, performance rate for Teacher Education & Management Program during the period under review is **20%.** See appendix 6 for performance status details as obtained from the bureau.

Education Management and Accountability

The efficacy of system accountability and management holds critical implication for institutional transformation and reform. Towards this end, the MoE planned to increase system access through the establishment and operationalization of three Centres of Excellence, and provision of scholarship to deserving Liberians. Furthermore, the MoE planned to up-scale system accountability and management through improving quality of education service delivery and system control, workforce reform at central, county and district levels; as well as strengthening the education sector capacity for planning, monitoring, budgeting and financing by adopting bottom-top approach. In addition, strengthen MoE Infrastructure Management, and provide support for improved functions and accountability at decentralized levels (County & District).

Moreover, the MoE planned to review and update the Education Sector Plan, and develop sector reports. The table below shows performance status in Access, Quality and Governance.

Whereas performance tracking within **Education Management and Accountability** unearthed eight key targets and forty-seven activities that were planned to address Access, Quality and Governance. The eight key target and forty-seven activities planned and accomplished were:

Provide scholarship for deserving Liberians;

Achievement:

- Provided 883 local scholarships and 103 foreign scholarships to deserving Liberians
- Provide support for improved functions and accountability at decentralized levels (County & District)
- Impact evaluation and scale up of LEAP conducted
- Strengthen implementation of education workforce reform at central, county and district levels

- Created fiscal space through Harmonization Scheme that absorbed all supplementary teachers to the regular payroll.
- Created fiscal space to retire 1,732 potential teachers
- Analysis conducted for 900 functionally illiterate teachers to be removed from the payroll
- HR Management system developed
- Conducted training for relevant staff to roll out HR Management system at the county and district levels
- Improving education service delivery and system control
- 124 DEOs, 5 M&E Officers and 21 Central Office staff trained in School leadership and SQA
- Provided 168 data collection gadgets to EOs and CPS
- Re-constituted, inducted and trained county school board
- Conduct impact evaluation and scale up LEAP
- Developed draft SOP for Procurement, HR, Finance, Internal Audit and Transport
- Developed LEAP New framework and MOU
- Procured and installed Automate Finance and Accounting Processes
- Conducted training on the use of the automated system
- Strengthen MOE Infrastructure Management
- Classroom observation tool digitized for supervision and monitoring
- Completed Consolidated and digitized School Census, SQA, and School Grading instruments
- Digitized tool rolled out to all counties
- 168 data collection gadgets provided to EOs and CPS
- Strengthen Education Sector Planning, Monitoring, Budgeting and Financing adopting the Bottom-Top approach
- *Framework developed for programmatic budget and shared with MFSP*
- *MOE programmatic budget incorporated in the National Budget template of 2019-2020.*
- *Domestic Financing Matrix and UNESCO Information Statistics are employed to track education expenditure*
- *DFM & UIS have both been sent to UNESCO and the GPE*
- *Secured funding from donor for capacity developed of planning staff, and signed MOU with training institutions*
- Complete the establishment and make functional 3 Centers of Excellence
- *Develop ToR for 2 directors and 7 subject specialists*
- *Set-up assessment framework for Curriculum standards*
- *Developed structure and ToR for Center of Excellence for Accreditation*
- *Hired Executive Director to manage the Center of Excellence for Accreditation*

Table 1.7A: Education Management and Accountability Performance Status

ACCESS		
PLANNED TARGET	**PERFORMANCE STATUS**	**PARTNERS**
Provide scholarship for deserving Liberians.	Provided 883 local scholarships and 103 foreign scholarships to deserving Liberians	
QUALITY		
PLANNED TARGET	**PERFORMANCE STATUS**	**PARTNERS**
Provide support for improved functions and accountability at	Impact evaluation and scale up of LEAP conducted	

decentralized levels (County & District)		

GOVERNANCE

PLANNED TARGET	PERFORMANCE STATUS	PARTNERS
Strengthen implementation of education workforce reform at central, county and district levels	Validated, updated and published personnel registry	
	Created fiscal space through Harmonization Scheme that absorbed all supplementary teachers to the regular payroll.	
	Created fiscal space to retire 1,732 potential teachers	CSA NASCORP
	Analysis conducted for 900 functionally illiterate teachers to be removed from the payroll	
	HR Management system developed	
	Conducted training for relevant staff to roll out HR Management system at the county and district levels	
Improving education service delivery and system control	124 DEOs, 5 M&E Officers and 21 Central Office staff trained in School leadership and SQA	
	Provided 168 data collection gadgets to EOs and CPS	
	Re-constituted, inducted and trained county school board.	
	Conduct impact evaluation and scale up LEAP.	
	Developed draft SOP for Procurement, HR, Finance, Internal Audit and Transport	
	Developed LEAP New framework and MOU	
	Procured and installed Automate Finance and Accounting Processes	
	Conducted training on the use of the automated system.	

Strengthen MOE Infrastructure Management	Classroom observation tool digitized for supervision and monitoring	AQE/READ Liberia
	Completed Consolidated and digitized School Census, SQA, and School Grading instruments	
	Digitized tool rolled out to all counties	
	168 data collection gadgets provided to EOs and CPS	
Strengthen Education Sector Planning, Monitoring, Budgeting and Financing adopting the Bottom-Top approach	Framework developed for programmatic budget and shared with MFSP	
	MOE programmatic budget incorporated in the National Budget template of 2019-2020.	
	Domestic Financing Matrix and UNESCO Information Statistics are employed to track education expenditure	
	DFM & UIS have both been sent to UNESCO and the GPE	
	Secured funding from donor for capacity developed of planning staff, and signed MOU with training institutions.	UNICEF
Complete the establishment and make functional 3 Centers of Excellence	Develop ToR for 2 directors and 7 subject specialists	
	Set-up assessment framework for Curriculum standards	
	Developed structure and ToR for Center of Excellence for Accreditation	
	Hired Executive Director to manage the Center of Excellence for Accreditation	

Table 1.7B: Education Management and Accountability Performance Status

Pillars	Activities Completed	Activities Ongoing	Activities Pending	Total Activities
Access	1	1	1	3
Governance	27	5	9	41
Quality	1	1	1	3

Total	29	7	11	47
Performance Rate	**62%**	**15%**	**23%**	**100%**

Table 1.7B above shows that Education Management and Accountability earmarked fifty-seven activities to address Access, Quality and Governance. Of the fifty-seven activities planned, three each address Access and Quality, and forty-one address Governance. Of the forty-one activities planned to address governance issues under Education Management & Accountability program, twenty-seven were accomplished, five ongoing, and nine pending. Of the three activities planned access issues under Education Management and Accountability, one was achieved, one ongoing and one pending; while to address the issue of quality, one activity was achieved, one ongoing and one pending, On the overall, of the forty-seven activities planned, twenty were accomplished, seven ongoing, and eleven pending. From the statistics above, performance rate for Education Management & Accountability program during the period under review is **62%.** See appendix 6 for performance status details as obtained from the bureau.

Summary of Achievements

The MoE planned a total of two hundred sixty-five activities for one Fiscal Year (2018/2019) of the G2B-ESP Operational Plan to address Access, Quality and Governance. As presented in the table below, of the two hundred sixty-five earmarked for implementation during the reporting period, forty-one (16%) address access, one hundred seventeen (44%) activities focused on quality; while one hundred seven (40%) activities were planned to address education governance. Regards to overall performance, of the forty-one access activities, twelve were accomplished, constituting (29%) against plan, seven (17%) ongoing and, and twenty-two (54%) pending. Under quality, forty activities were accomplished, accounting for (34%), twenty-nine (25%%) ongoing, and forty-eight (41%%) pending; while under governance, forty-five (42%%) accomplished, twenty-two (21%%) ongoing, and forty (37%%) pending.

Table 2: Pillars Achievement Statistics Summary

Pillar	Activities Planned	Completed		Ongoing		Pending	
ACCESS	41	12	29%	7	17%	22	54%
QUALITY	117	40	34%	29	25%	48	41%
GOVERNANCE	107	45	42%	22	21%	40	37%
MoE Performance	**265**	**97**	**37%**	**58**	**22%**	**110**	**41%**

According to data obtained from the various program areas with respect to performance, the overall performance rating of the MoE during the period under review (2018/2019) is as follows: Completed Activities **ninety-seven (37%)**; Ongoing Activities **fifty-eight (22%)**; and Pending Activities **one hundred ten (41%).** For the period under review, data obtained on planned

interventions implementation status from the various program units show that, in spite of the MoE overall low performance rate, the best performed program unit during the reporting period is **Education Management & Accountability Program, 62% achievement rate**, while the least preformed program unit is **STEM, TVET & Inclusive Education Program, 3% achievement rate.**

4.0 Conclusion

The 2018/2019 JESR set thirty-nine targets with two hundred sixty-five activities to achieve within a one-year implementation period of the Operational Plan carved from the five-year G2B Education Sector Plan, emphasizing increased access, improved quality and governance.

The targets and activities were planned to address access, quality and governance linked to program areas. Planned under Early Childhood Education were four priority targets along with forty-two linked activities identified to address Access, Quality and Governance; Basic and Secondary Education eleven priority targets, fifty-seven linked activities; Students Personnel Service six priority targets, forty-eight linked activities; Teachers Education and Management two priority targets, twenty-five linked activities; TVET, STEM and Inclusive Education five priority targets, thirty-three linked activities; Higher Education three priority targets, nine linked activities; and Education Management and Governance eight priority targets, forty-seven linked activities.

During the period under review, of the forty-two activities planned under **Early Childhood Education Program**, thirteen address Access, twenty-four address Quality, and five address Governance. Of the thirteen activities earmarked to address Access, three were achieved, two ongoing, and eight pending; under Quality, two were achieved, one ongoing, and two pending; while under Governance, two were achieved, one ongoing, and two pending. The overall achievement rate for Early Childhood Education is **44%.**

Under Basic and Secondary Education Program, the fifty-seven activities planned, four address Access, thirty-five address Quality and eighteen address Governance. Of the four activities planned to address Access, all four were accomplished; under Quality, seventeen activities were accomplished, five ongoing and thirteen pending; while under Governance, three activities were achieved, five ongoing and ten pending. The overall achievement rate for Basic and Secondary Education is **42%.**

 Student Personnel Services, of the forty-eight activities planned eleven address Access, twenty address Quality and seventeen address Governance. Of the eleven activities planned to address Access, three were accomplished, three ongoing and five pending; Under Quality, eleven were achieved, five ongoing and four pending; while for Governance, seven were achieved, five ongoing and five pending. The overall achievement rate for Students Personnel is **44%.**

Teachers Education & Management, of the twenty-five activities planned four address Access, thirteen address Quality, and eight Governance. The four activities planned to address Access, one was accomplished, one ongoing and two pending; whereas under Quality, none was accomplished, two ongoing and eleven pending; and regarding Governance, four activities were accomplished, none ongoing and four pending. The twenty-five activities planned or five were achieved, while three are ongoing and seventeen pending. The overall achievement rate of Teachers Education and Management for the period under review is **20%.**

STEM, Special & Inclusive Education and TVET, of the thirty-three activities earmarked, five address Access, nineteen address Quality and five were linked to Governance. The activities planned to address Access, none was fully achieved, one ongoing and four pending; under Quality, one activity was accomplished, seven ongoing and eleven pending; while under Governance, none was accomplished, four ongoing and five pending. The thirty-three activities earmarked, one was accomplished, twelve ongoing and twenty pending. The overall achievement rate of STEM, TVET & Special & Inclusive Education for the reporting period is **3%.**

Development focus of the **Higher Education Program** for the reporting period**,** emphasized improved quality and governance. Towards this end, three priority targets along with nine linked activities were planned. Of the nine activities identified, one addresses Quality and eight address Governance. The eight governance related activities, one was achieved, two ongoing and five pending; while the one activity identified to address quality was to achieved. The overall achievement rating of Higher Education for the reporting period is **22%.**

Finally**, Education Management and Accountability Program** identified forty-seven linked to eight key targets. Of the forty-seven activities earmarked, three address Access, three Quality and forty-one linked to Governance. The activities planned to address Access, one was achieved, one ongoing and one pending; under Quality, one activity was achieved, one ongoing and one pending; while under Governance remarked achievement realized with twenty-seven activities recorded as accomplished, five activities ongoing and nine pending. The overall achievement rate of **Education Management and Accountability Program** for the reporting period is **62%.**

Appendices

Appendix 1: Early Childhood Education Program

PLANNED TARGET	PLANNED ACTIVITY	2018-2019				PERFORMANCE STATUS	CHALLENGES	COMMENT
		Q1	Q2	Q3	Q4			
3.1: ECE awareness campaign and outreach to families and communities about the value of ECE and good parenting skills	**Activity 3.1.1.1:** Coordinate to increase public awareness					(a) Proposal and budget development completed; (b) proposal and budget submitted to Department of Planning for submission to donor	Administrative bottlenecks	Activity Ongoing
	Activity 3.1.2.1: Develop and pilot home-based Adult Literacy curriculum in 2 communities					In collaboration with WE-CARE Foundation: (a) Developed home-based Adult Literacy Curriculum; (b) Piloted curriculum in 2 communities in Montserrado County; (c) Evaluation pending		Main actions accomplished
	Activity 3.1.2.2: Roll out curriculum in 7 communities targeting 120 parents Monitor					In collaboration with WE-CARE Foundation, Home-based Adult Literacy Curriculum rolled out in 6 communities in Montserrado and Margibi Counties		Planned activity accomplished

roll out activities					(Montserrado-5 and Margibi-1) with 180 parents and 181 children (84 males and 97 females); (b) Curriculum roll-out monitored		
Activity 3.1.3.1: Hold consultations with line-ministries and partners					Held Quarterly Inter-Sectoral consultations with stakeholders	Limited support from line ministries and agencies	This is strengthening intersectoral collaboration among line ministries and agencies, and will lead to the holding of a National ECD Conference on Integrated Nurturing Care in April 2020.
Activity 3.1.4.1: Conduct needs assessment to establish ECE centers in 20 underserved communities					(a) Completed recruitment of 60 caregivers in 20 communities in 6 counties (Bomi, Rivercess, River Gee, Maryland, Grand Kru & Sinoe)	Delay in GPE support	Planned activity completed
Activity 3.1.4.2: Monitor established centers					Pending	Delay in GPE support	Contingent upon Activity 3.1.4.1 commencement; recalibrate

	Activity					Status	Issue	Action
								implementation modalities
	Activity 3.1.5.1: Identify and shortlist homes for community-based centers					(a) Communities identified; (b) Shortlisting of homes for community-based centers pending. Activity ongoing	Delay in GPE support	Shortlisting of homes for community-based centers pending; recalibrate implementation modalities
	Activity 3.1.5.2: Provide needed support to processes					Ongoing	Information sharing is poor	Improve information sharing through regular briefing
	Activity 3.1.5.3: Monitor support processes					Ongoing	Information sharing is poor	Improve information sharing through regular briefing
	Activity 3.1.6.1: Provide continue needed support to processes					With support from UNICEF, 40 community-based centers provided with needed support	Administrative bottlenecks	Interventions in the form of incentives for staff, stationery and sanitary supplies
	Activity 3.1.6.2: Monitor support processes					Ongoing	Lack of logistics and administrative bottlenecks are impediments	Periodic inter-agency monitoring (MOE & UNICEF)
	Activity 3.1.7.1: Identify and					In collaboration with EPAG-PIU/CAP, 210 adolescent girls		Planned activity accomplished

	shortlist adolescent girls					were identified and shortlisted.		
	Activity 3.1.7.2: Facilitate training activities					In collaboration with EPAG-PIU/CAP, facilitated training of 210 adolescent girls as ECE teacher-aids at two satellite locations in Montserrado County (Duport Road and Bardnesville)		Planned activity accomplished
	Activity 3.1.7.3: Monitor training activities					In collaboration with EPAG-PIU/CAP, monitoring of training conducted; monitoring of internship activities ongoing		Periodic inter-agency (MOE, WB, CAP) monitoring of internship activities ongoing
3.2: Roll out ECE certification of, and training for, teachers through Rural Teacher Training	**Activity 3.2.1.1:** Identify locations and candidates for CPD					With support from GPE/WB, (a) location for CPD was identified (WRTTI), and (b) candidates identified and shortlisted for CPD	Delay from CEOs to submit names from their counties	Planned activity accomplished

Institutes, colleges and universities	Activity							
	Activity 3.2.1.2: Conduct CPD in-service training for shortlisted ECE teachers					With support from GPE, in collaboration with WE-CARE Foundation, ToT for training at WRTTI completed; CPD pending	Bad road condition Impeded movement	CPD pending; recalibrate implementation modalities. Main activity pending
	Activity 3.2.1.3: Monitor CPD training					Pending		Contingent upon Activity 3.2.1.2 commencement; Recalibrate implementation modalities
	Activity 3.2.2.1: Identify and shortlist 300 ECD caregivers for training in ECDSTEP					In collaboration with WE-CARE Foundation, 300 ECD caregivers identified and shortlisted for ECDSTEP training		Planned target was accomplished
	Activity 3.2.2.2: Conduct training for shortlisted ECD caregivers					In collaboration with WE-CARE Foundation, training ongoing		Training ongoing
	Activity 3.2.2.3: Monitor ECDSTEP training					In collaboration with WE-CARE Foundation, monitoring of training ongoing		Monitoring of training ongoing

Activity 3.2.3.1: Identify and shortlist 350 ECE teachers for C-certificate training at RTTIs					Identified and shortlisted 157 in-service ECE teachers for training		The target of 350 teachers was not fully achieved. Activity ongoing.
Activity 3.2.3.2: Conduct C-certificate training for 350 ECE teachers at RTTIs					With support from GPE/WB, in collaboration with WE-CARE Foundation, 157 in-service ECE teachers trained at WRTTI		The target of 350 teachers was not fully achieved. Activity ongoing.
Activity 3.2.3.3: Monitor training for 350 ECE teachers at RTTIs					Monitoring of training was conducted		Accomplished
Activity 3.2.4.1: Identify and shortlist 210 adolescent girls from the EPAG					In collaboration with EPAG-PIU/CAP, 210 adolescent girls were identified and shortlisted.		Accomplished

Activity 3.2.4.2: Upgrade capacity of 210 adolescent girls from the EPAG to ECE C-certificate					Pending		Capacity upgrading will form part of EPAG 2020 portfolio
Activity 3.2.4.3: Monitor training					Pending		This will form part of the EPAG 2020 portfolio
Activity 3.2.5.1: Facilitate harmonization of ECE Degree program across Colleges and Universities					Pending	Information sharing and coordination lacking	Encourage coordination between and information sharing among NCHE, Bureaus of Teacher Education and Early Childhood Education
Activity 3.2.5.2: Develop common curriculum and resource materials for ECE Degree program					Pending	Information sharing and coordination lacking	Encourage coordination between and information sharing among NCHE, Bureaus of Teacher Education and Early Childhood Education

3.3: Build additional ECE school infrastructure with WASH facilities in areas where the need is greatest	Activity 3.3.1.1: Develop ToR for the update of low-cost child-friendly ECE classroom standard designs.	▮	▮			Pending	Delay in GPE support	Recalibrate implementation modalities
	Activity 3.3.1.2: Update of low-cost child-friendly ECE classroom standard designs.			▮	▮	Pending	Delay in GPE support	Recalibrate implementation modalities
	Activity 3.3.1.3: Identify locations for constructions	▮	▮			Pending	Delay in GPE support	Recalibrate implementation modalities
	Activity 3.3.1.4: Construct 60 ECE low-cost child friendly classrooms with WASH facilities			▮	▮	Pending	Delay in GPE support	Recalibrate implementation modalities

Activity					Status	Risk	Mitigation
Activity 3.3.1.5: Monitor construction processes					Pending	Delay in GPE support	Recalibrate implementation modalities
Activity 3.3.1.6: Develop TOR for updating ECE WASH facilitate standard design					Pending	Delay in GPE support	Recalibrate implementation modalities
Activity 3.3.1.7: Update ECE WASH facilitate standard design					Pending	Delay in GPE support	Recalibrate implementation modalities
Activity 3.3.1.8: Construct 20 latrines and 20 water system					Pending	Delay in GPE support	Recalibrate implementation modalities
Activity 3.3.2.1: Develop ToR for the design of Model ECD Centers, Establish and resource 25					Pending	Delay in GPE support	Recalibrate implementation modalities

	Centers (at least one per county) to be used as demonstration schools, Monitor establishment processes							
3.4: Improve the quality of ECE provision for children aged three to five years of age	**Activity 3.4.1.1:** Shortlist qualified schools for grants, orientate school management teams to manage grant, monitor grant implementation processes					With support from GPE, (a) 572 schools shortlisted; (b) Conducted orientation for School Management Committees (SMCs); Opening of bank accounts for qualified schools ongoing.	Delay in GPE support	Monitoring of grants implementation pending; Recalibrate implementation modalities. Activity ongoing
	Activity 3.4.1.2: Distribute grants to schools through banks,					Ongoing - (a) Shortlisted schools are being profiled; (b) Communication with banks commenced	Delay in GPE support	Recalibrate implementation modalities. Activity ongoing
	Activity 3.4.1.3: Facilitate summative					Pending	Delay in GPE support	Contingent upon completion of Activity 3.4.1.2; Recalibrate

	Evaluation of ECE Grants							implementation modalities
	Activity 3.4.2.1: Develop ToR, hire TA, develop standards, roll out standards and M&E Framework Early Learning Development, monitor roll out processes					Pending		UNICEF in collaboration with MoE to implement
	Activity 3.5.2.1: Work with Center of Curriculum and Textbook Development to develop ECE Curriculum, pilot, print and distribute					With support from UNICEF, (a) 1,500 sets of Teacher Planner and Curriculum sets printed; (b) 1,336 sets distributed during several training-distribution linked activities.	Inadequate funding to print the remaining 3,500 sets	To meet the target distribution of 5,000 sets, there is the need to print additional 3,500 sets. Activity ongoing

Appendix 2: Students Personnel Services Program

COMMENT/ PLANNED TARGET	PLANNED ACTIVITY	2018-2019				PERFORMANCE STATUS	CHALLENGES	COMMENT
		Q1	Q2	Q3	Q4			
7.1: Improve School Health and Student Well-being in schools at all levels	Activity 7.1.1.1: Print and Disseminate national school health policy					Negotiation is underway with local printing house to mass produce school health policy for dissemination	Delay due to proof-reading and corrections	Printing has commenced already and dissemination is expected in December 2019. Activity ongoing
	Activity 7.1.1.2: Develop School Health strategic and operational plans					Pending for October 2019	Delay in approving funds from partner	Funds have been approved and implementation expected to commence in October 2019. Activity pending
	Activity 7.1.2.1: Construct or rehabilitate 466 WASH facilities					150 schools were provided WASH facilities		Work is in progress; by the end of 2019, the remaining schools will be provided the full package of WASH. Activity ongoing
	Activity 7.1.2.2: Establish and train 466 school health clubs					150 school health clubs established and trained		Activity not fully achieved. Activity ongoing
	Activity 7.1.2.3: Create massive awareness and sensitization on environmental safety among school staff and					10 schools were reached with massive awareness and sensitization on	Lack of logistical support	High level engagement is being held with Plan-Liberia authority to

	students in 466 schools				environmental safety		scale-up. Activity ongoing
	Activity 7.1.2.4: Train 466 focal persons in the operation and maintenance of WASH facilities				Pending	Delay in receiving funding assistance from donor	Negotiation is underway with UNICEF to initiate training of focal persons
	Activity 7.1.2.5: Organize and celebrate World Toilet Day, Global Hand Washing Day, and Menstrual Hygiene Day				Pending		Slated for October 2019
	Activity 7.1.3.1: Conduct annual Deworming activities in all schools	`			MDA was carried out in two counties with 29,850 school-age children dewormed (ages 5 - 15)	lack of major funding and logistics to cover all schools	Funding was only available for 4 counties inclusive of Maryland, Sinoe, Grand Kru and Bong; however, Sinoe and Grand Kru Counties were completed. Activity ongoing
	Activity 7.1.3.2: Harmonize and print IEC/BCC materials on nutrition education				IEC/BCC materials were harmonized		Final IEC/BCC materials will be available for dissemination in December 2019. Activity ongoing
	Activity: 7.1.3.3: Create awareness among school staff, students, parents on nutrition education				Pending		

	Activity 7.1.3.4: Conduct annual screening for vision and other impairments					School based vision screening was carried out in two counties with 34,021 school-age children dewormed (ages 5 - 15)	lack of major funding and logistics to cover all schools	Funding was only available for 4 counties (Maryland, Sinoe, Grand Kru & Bong); however, Sinoe and Grand Kru counties were completed. Activity ongoing
	Activity 7.1.4.1: Review, print and distribute SE instructional materials (teacher guide and student hand book)					Sexuality education materials were reviewed and printed	Delay due to proof-reading and corrections	Dissemination is expected in October 2019. Activity ongoing
	Activity 7.1.4.2: Develop, print and distribute IEC/BCC Materials					Materials developed, validated but not printed	Delay due to proof-reading and corrections	Printing has commenced already and dissemination is expected in October 2019. Activity ongoing
	Activity 7.1.4.3: Establish and train health club members in 480 schools					Pending		
	Activity 7.1.4.4: Set up adolescence corners in 480 schools					Pending	Time constraint and delay in release of funding from donor	Activity is expected to take place in October 2019
	Activity 7.1.4.5: Conduct sexuality education training for 1920 teachers					Pending		

Activity					Status		Remarks
Activity 7.1.4.6: Conduct advocacy for 500 participants in sexuality education at county and district levels				■	Pending		
Activity 7.1.5.1: Validate, finalize and print physical education training manual			■		On going		
Activity 7.1.5.2: Conduct training for 10,000 physical education and Sport teachers			■		Pending		
Activity 7.1.5.3: Establish sports clubs in 500 schools in 15 counties				■	Pending		
Activity 7.1.5.4: Procure and distribute sporting materials to 500 schools in 15 counties			■		Pending		
Activity 7.1.5.5: Organize sports competition in 500 schools in 15 counties				■	Pending		
Activity: 7.1.5.6: Participate in the Intra-GoL Tournament	■				MoE participated in Intra-GoL Tournament		Planned activity accomplished
Activity 7.1.5.7: Organize and celebrate national events	■		■	■	National decoration, Flag Day and UN		Accomplished

	(Decoration, Flag and UN Days)					days were celebrated		
	Activity 7.1.6.1: Organize 32 coordination meetings					Pending		
	Activity: 7.1.6.2: Carry out 4 programmed level monitoring visits					One programmed level monitoring visit conducted for Grand Kru and Sinoe counties	Lack of logistical support to reach the other counties	There is plan to conduct monitoring visits in the last quarter of 2019. Activity ongoing
7.2: Scale-up quality delivery of nutrition services in schools by 100,000 beneficiaries	Activity 7.2.1.1: Provide daily hot meal for students					262,227 school children were provided with daily hot meals from 1185 schools within 14 counties	inadequate funding to reach target of 350,000 beneficiaries	Need additional funding support from government and partners to scale-up program to meet target of 350,000 students. Activity ongoing
	Activity 7.2.1.2: Provide take home ration for 11,000 female students					5000 adolescent girls were provided take home ration	inadequate funding to reach target of 11,000 beneficiaries with take home ration	Need additional funding support from government and partners to scale-up program to meet target of 11,000 adolescent girls. Activity ongoing
	Activity 7.2.1.3: Develop training materials, conduct annual training for County School Feeding Coordinators					With support from WFP, SCI & MMI, 39 County School Feeding Monitors were trained		Planned activity accomplished

	Activity 7.2.1.4: Montor training activities						Conducted two monitoring visits at training exercise		Planned activity accomplished
	Activity 7.2.1.5: Develop checklist and tools for monitoring, select and orientate monitors, conduct monitoring visits (150 schools per year), Publish monitoring reports						Pending		
	Activity 7.2.1.6: Conduct needs assessments, Shortlist schools to be fed, distribute daily feeding ration for 350,000 children, Monitor distribution exercises						With support from WFP, SCI, MMI & ZOA, (a) needs assessment was conducted in 1,135 schools in 14 counties and shortlist qualified school for school feeding; (b) 262,227 students were fed with daily hot meal; and (c) conducted monitoring of food delivery and distribution	Inadequate funding to reach target of 350,000 beneficiaries	Need additional funding support from government and partners to scale-up program to meet target of 350,000 students. Activity ongoing
7.3: Strengthen national school	Activity 7.3.1.1: Revise, print and disseminate the school feeding policy						Pending	No Funding	Need funding support from government and partners. Recalibrate

feeding program								implementation schedule
	Activity 7.3.1.2: Organize and celebrate the African Day of school feeding						With support from WFP, SCI MMI & ZOA, the Division organized and celebrated the African Day of School Feeding on June 30, 2019		Planned activity accomplished
7.4: Expand career guidance and Psychosocial counselling in schools	Activity 7.4.1.1: Validate, finalize, print and launch Career Guidance and Psychosocial Counselling Policy						With support from GIZ, CGPC Policy and training manual were drafted, validated and finalized	SMT endorsement and approval for printing and distribution	SMT timely action is needed. Activity ongoing
	Activity 7.4.1.2: Conduct awareness and roll out Career Guidance and Psychosocial Counselling Policy in schools and communities						Pending	Lack of funding to conduct awareness and rollout CGPC Policy in schools and communities	Contingent upon the completion of Activity 7.4.1.1; Need funding support from government and partners; Recalibrate implementation modalities
	Activity 7.4.2.1: Create and equip spaces for Counselling at 400 school						Pending	Lack of funding to create and equip space for counselling in schools	Need funding support from government and partners; Recalibrate implementation modalities

	Activity 7.4.3.1: Conduct career guidance and psychosocial counselling training for 800 counsellors employing cascade model					35 National Master Trainers were trained in career guidance and psychosocial counseling to cascade training to 800 school-counsellors across the country	Lack of funding to conduct training for 800 school counsellors	Need funding support from government and partners; Recalibrate implementation modalities. Main activity pending
7.5: Improve community engagement skills of PTA in school communities	Activity 7.5.1.1: Develop, print, disseminate and distribute 11,000 copies of the National PTA and Community Engagement Policy					National PTA Policy developed, awaiting SMT endorsement and approval for printing and distribution	Sourcing funding support from Partners to print and disseminate 11,000 copies	Need funding support from government and partners; Recalibrate implementation modalities. Activity ongoing
	Activity 7.5.2.1: Identify and setup PTA leadership					Approximately 35% of District Education Officers are arranging PTA training modality to properly setup functional PTA Leaderships within schools		Activity ongoing
	Activity 7.5.3.1: Conduct training for 2000 school PTA leadership on community engagement in the 15 counties					Pending		

	Activity					Status		Remarks
	Activity 7.5.3.2: Conduct training for 16 counties and 126 district focal persons on community engagement in the 15 counties					Pending		
	Activity 7.5.3.3: Conduct periodic monitoring to ensure quality assurance of PTA activities					Pending		
	Activity 7.5.3.4: Roll out National PTA and Community Engagement Policy in 100 school communities in the 15 counties					Pending		
7.6: Increase survival rate at all school levels	Activity 7.6.1.1: Develop TOR and setup task team					Pending		
	Activity 7.6.1.2: Develop and print Implementation Plan for PTA and Community Engagement Policy					Pending		Policy has not been printed to allow its implementation
	Activity 7.6.1.3: Facilitate implementation of the PTA and Community Engagement Policy					Pending		Policy has not been printed to allow its implementation
	Activity 7.6.1.4: Link 200 dropouts with TVET institutions for livelihood skills					Pending		

	Activity 7.6.2.1: Conduct 4 routine monitoring visits to each of the 15 counties to ensure effective implementation					One monitoring visit was made in Montserrado County and mediated two PTA-School Administration conflicts.		Activity ongoing

Appendix 3: Basic & Secondary Education

PLANNED TARGET	PLANNED ACTIVITY	2018-2019				PERFORMANCE STATUS	CHALLENGES	COMMENT
		Q1	Q2	Q3	Q4			
2.1: Strengthen School Leadership at Basic and Secondary Levels	**2.1.1.1**: Develop ToR for Service Provider	■	■			In collaboration with DEEP, ToR for Service provider was developed		Planned activity accomplished
	2.1.1.2: Procure service provider			■		Procured services of service provider		Planned activity accomplished
	2.1.1.3: Identify and shortlist principals for training			■		400 school principals were identified and shortlisted for training	Working with EOs and HR to gather principal data	The remaining for Year Two. Activity ongoing
	2.1.1.4: Facilitate training and certification of principals				■	Activity ongoing; Service provider (LEAD) is being supported technically by the Bureau.		Certification will be at the end of the 9 months training. Activity ongoing
	2.1.2.1: Validate and finalize draft principal guide book			■		Activity ongoing; one validation meeting with stakeholders was held	Inadequate funding to complete validations and finalize draft principal guide book	Two validation meetings and finalization pending; need additional funding support from government and partners; Recalibrate implementati on modalities

	2.1.2.2: print 18,000 copies of principal guide books					pending	Lack of funding to complete preceding activities	Contingent upon the completion of Activity 2.1.2.1; need additional funding support from government and partners; Recalibrate implementation modalities
	2.1.2.3: Rollout and distribute principal guide books					pending	Lack of funding to complete preceding activities	Contingent upon the completion of Activity 2.1.2.2; need additional funding support from government and partners; Recalibrate implementation modalities
2.2: Strengthen the capacity of AE Division to manage AE programs	**2.2.1.1**: Print and distribute 1,000 copies of the harmonized AE Policy				With support from USAID/AQE, 700 copies of the harmonized AE Policy were printed and distributed in six counties (Montserrado, Margibi, Grand Bassa, Bong, Nimba & Lofa)	Support from USAID/AQE limited to partner intervention counties	Need funding support to include other counties. Activity ongoing
	2.2.2.1: Print and distribute 1000 copies of AE guidelines				With support from USAID/AQE, 700 copies of AE learners' eligibility guideline were printed and distributed in ten counties (Montserrado,	Support from USAID/AQE limited to partner intervention counties	Need funding support to include other counties. Activity ongoing

						Margibi, Grand Bassa, Bong, Nimba, Lofa, Bomi, Cape Mount, Gbarpolu & Rivercess)		
	2.2.2.2: Orientate 124 AE school administrators, principals and facilitators in the use of guidelines					Pending		
	2.2.3.1: Conduct capacity needs assessment for 21 AE Division staff and county supervisors					With support from USAID/AQE, capacity needs assessment was conducted for 21 AE Division staff and supervisors		Planned activity accomplished
	2.2.3.2: Develop training materials					With support from USAID/AQE, training materials were developed		Planned activity accomplished
	2.2.3.3: Conduct training for 21 AE Division staff and county supervisors					With support from USAID/AQE, 21 AE Division staff and county supervisors were trained		Planned activity accomplished
	2.2.3.4: Conduct quarterly monitoring visits to AE providers					Quarterly monitoring visits to AE provider conducted using the one school approach		Planned activity accomplished
2.3: Provide continuous professional development for AE teachers, facilitators, principals and school administrators	**2.3.1.1**: Conduct training needs assessment for 2,000 AE teachers, facilitators and school administrators in the use of ALP modules					With support from USAID/AQE, training needs assessment was conducted for 776 AE teachers/facilitators and 264 principals in the use of AE modules	Support focused only six counties	Need funding support to include other counties. Activity ongoing
	2.3.1.2: Update training materials					Updated ALP Level One & Two manuals, Leaners Workbook and Teachers Guide		Planned activity completed

	2.3.1.3: Conduct training for 2,000 AE teachers, facilitators and school administrators in the use of ALP modules					With support from USAID/AQE, 2000 teachers, facilitators and school administrators were trained in the use of ALP modules		Planned activity accomplished
2.4: Provide opportunities for overage learners through AE program during regular program	**2.4.1.1**: Sustain ALP program in selected counties for 95,000 overage learners					(1) With support from Save the Children/USDA, take-home ration was provided for 14,442 girls in 220 schools in four counties (Rivercess, Grand Bassa, River Gee & Grand Gedeh); (2) With support from WFP/Master Card, take-home ration was provided for 4,000 girls in 176 schools in four counties (Maryland, Grand Kru, Gbarpolu & Nimba)		Activity on ongoing
	2.4.1.2: Implement ALP Level 1 program in six counties for 5,000 ECE students					ALP/AE program implementation ongoing in six counties (Montserrado, Margibi, Grand Bassa, Bong, Nimba, Lofa);		Planned activity accomplished

2.5: Provide access to education for Out-of-school children and young people	2.5.1.1: Implement ALP for 120,000 out-of-school children and young people					With support from USAID/AQE, ALP is being implemented in six counties (Montserrado, Margibi, Grand Bassa, Bong, Nimba, Lofa); planned for extension to Bomi, Gbarpolu & Grand Cape Mount Counties; await GPE support to extend program to Sinoe and Rivercess Counties.	Delay in GPE support	Activity ongoing
	2.5.1.2: Establish Book bank for Grades 1&2 in 59 communities in River Gee and Grand Gedeh Counties					With support from SCI, expended Early Grade Reading (EGR) to 59 schools in two counties (Grand Gedeh and River Gee)		Planned activity accomplished
2.6: Facilitate the development of Reform National Curriculum	2.6.1.1: Validate and finalize National reform Curriculum syllabuses					pending		
	2.6.1.2: Print, distribute and upload on MoE website					pending		
	2							
2.7: Facilitate the development of National Literacy and Numeracy Assessment System for Grades 3 and 6	2.7.1.1: Develop National Assessment Policy and instruments for Grades 3 and 6					Pending		
	2.7.1.2: Print 5,000 copies of National Assessment Policy					Pending		

	2.7.1.3: Pilot assessment tools for Grades 3 & 6 in English and Math					Pending		
	3							
2.8: Create safe, conducive and gender-friendly learning environment	2.8.1.1: Develop training materials					Pending	Lack of funding	Need funding support from government and partners. Recalibrate implementation schedule
	2.8.1.2: Train 175 education staff on National Policy on Girls' education					Pending		Contingent upon Activity 2.8.1.1 completion
	2.8.2.1: Conduct after school tutorial for girls					In collaboration with UNICEF-GEEP, conducted after school tutorial for girls (5400) and boys (3600) in six counties (Montserrado, Margibi, Grand Bassa, Nimba, Lofa & Rivercess)		Planned activity accomplished

	2.8.2.2: Provide take-home ration and seed money to support girls retention and completion				(1)With support from Save the Children/USDA, take-home ration was provided for 14,442 girls in 220 schools in four counties (Rivercess, Grand Bassa, River Gee & Grand Gedeh) to support girls retention and completion; (2) With support from WFP/Master Card, take-home ration was provided for 4,000 girls in 176 schools in four counties (Maryland, Grand Kru, Gbarpolu & Nimba); (3) With support from UNICEF, seed-money was provided for 45 girls clubs in 45 schools in 6 counties (Montserrado, Margibi, Nimba, Lofa, Grand Bassa, & Rivercess		Planned activity accomplished

	Activity					Status		Remarks
	2.8.3.1: Facilitate the procurement and distribution of educational materials and supplies for public basic and secondary schools					Activity ongoing		
	2.8.4.1: Train 3,725 principals, teachers, PTAs, local leaders and community volunteers on school-related gender-based violence					Pending		
	2.8.4.2: Setup a referral mechanism for victim of violence and sexual exploitation					In collaboration with AQE/EDC (USAID), referral mechanism was developed and piloted in 27 public schools in six counties (Lofa, Nimba, Bong, Margibi Grand Bassa & Montserrado)		To be rolled out in AQE/EDC (USAID) intervention schools in six counties (Lofa, Nimba, Bong, Margibi Grand Bassa & Montserrado). Activity ongoing
	2.8.4.3: Publicize and resource hot-lines to report school-related gender base violence					Pending		
	2.8.5.1: Develop standardized national framework for mainstreaming of school-related gender-based violence into education programs					Pending	Lack of funding	Need funding support from government and partners. Recalibrate implementation schedule
	2.8.5.2: Facilitate mainstreaming of school-related gender-based violence into education programs					Pending	Lack of funding	Need funding support from government

							and partners. Recalibrate implementation schedule
	2.8.5.3: Monitor mainstreaming of school-related gender-based violence in education programs				Pending	Lack of funding	Need funding support from government and partners. Recalibrate implementation schedule
	2.8.6.1: Validate, finalize and print 75,000 copies of the reviewed Teachers Code of Conduct (including illustrations)				In progress - (a) first reviewed draft produced and circulated for further comments and inputs;	Inadequate Funding	Activity ongoing
	2.8.6.2: Disseminate the revised Teachers Code of Conduct				Pending	Inadequate Funding	Contingent upon completion of Activity 2.8.6.1. Need funding support from government and partners. Recalibrate implementation schedule
	2.8.6.3: Implement revised Teachers Code of Conduct in all schools				Pending	Lack of funding	Contingent upon completion of Activity 2.8.6.2. Need funding support from government and partners. Recalibrate

							Status		
									implementation schedule
2.9: Increase girls transition and completion prospects at senior secondary level by 3,000	**2.9.1.1**: Conduct assessment to determine causes for low girls survival at secondary level						Pending	Lack of funding	Need funding support from government and partners. Recalibrate implementation schedule
	2.9.1.2: Provide financial and materials support for 3,000 secondary female students						Pending	Lack of funding	Need funding support from government and partners. Recalibrate implementation schedule
	2.9.1.3: Facilitate the development and establishment of guidance counselling program in Basic and Secondary schools						Pending	Lack of funding	Need funding support from government and partners. Recalibrate implementation schedule
	2.9.1.4: Monitor secondary female students transition, retention and completion						Pending	Lack of funding	Need funding support from government and partners. Recalibrate implementation schedule

	2.9.2.1: Pay WASSCE/LJSSCE fees for all students in Grades 9 and 12					With support from GoL, WASSCE fees paid for 39,887 (12th graders) and LJSSCE fees for 43,409 (9th graders)		Planned activity accomplished
	2.9.3.1: Provide uniforms and learning materials package (copybooks, pencils, book bags, etc.) for Basic Education students in public schools					Pending	No funding	Need funding support from government and partners. Recalibrate implementation schedule
2.10: Improve Early Grade Reading (EGR) classroom instruction methodology	**2.10.1.1**: Expend EGR to additional schools					With support from SCI, EGR was expended to 59 schools in two counties (20 in Grand Gedeh & 39 in River Gee) through the LEARN Program; and with support from OPM/BRAC, EGR and EGM were expended to 27 schools in two counties (15 in Bomi; 12 in Gbarpolu).	Hard to reach schools and bad roads	Need additional funding support to extend program to other counties. Activity ongoing

	2.10.1.2: Print and make available Teaching and Learning Materials for students and teachers in all lower Basic Education schools				(a) With support from READ Liberia, 106,000 teaching and learning materials for Grades 1 and 2 teachers and students/learners were procured and distributed in 640 public schools in six counties (------); (b) with support from SCI, (-----) teaching and learning materials for Grades 1 and 2 teachers and students/learners were procured and distributed in 59 public schools in two counties (---); (c) 20 manuscripts of new titles of supplementary reading materials were developed by local writers recommended by MoE Center of Excellence for Curriculum Development & Textbooks Research	1. Joint international procurement with Read Liberia/USAID delayed activity delivery. 2. Bad road condition (Ganta - Zwedru) is impeding timely delivery of reading materials to the classroom. 3. The procedural rigors of MoE/Center of Excellence and limited local capacity for illustrations, editing and publication is time consuming	Activity ongoing

2.11: Improve 12th Grade students' performance in WASSCE	Activity					Progress	Challenges	Status
	2.10.1.3: Train teachers, master trainers and school administrators in EGR teaching methodology					With support from USAID/READ Liberia, 1,249 teachers (386 females & 863 males), 70 school supervisors (CEOs & DEOs), 578 principals and 14 Master Trainers were trained in EGR teaching methodology.		Training for EOs, principals and teachers through the ELP by OPM/BRAC is scheduled for October ending. Activity ongoing
	2.10.1.4: Establish a national reading strategy					Pending	Getting the National Reading Technical Group (RTWG) to meet	Work will begin by October of 2019. Activity pending
2.11: Improve 12th Grade students' performance in WASSCE	**2.11.1.1**: Establish tutorial school clusters for WASSCE					142 WASSCE Tutorial Centers were established in the 15 counties	Inadequate school space, limited logistics	Planned activity accomplished
	2.11.1.2: Develop WASSCE tutorial manual per subject					WASSCE Tutorial manuals were developed for 9 subjects		Planned activity accomplished
	2.11.1.3: Conduct vetting of teachers for core subjects					2,007 subject specialists were vetted for core subjects	Scarcity of qualified subject specialist for	Planned activity accomplished

						secondary schools	
	2.11.1.4: Implement and monitor WASSCE tutorial					WASSCE tutorial implemented and monitored by EOs	Limited logistics, delays in payment of teachers,	Planned activity accomplished

Appendix 4: STEM, TVET & Inclusive Education

PLANNED TARGET	PLANNED ACTIVITY	2018-2019				PERFORMANCE STATUS	CHALLENGES	COMMENT
		Q1	Q2	Q3	Q4			
8.1: Strengthen EMIS and TVET capacity to gather real-time data on TVET	Activity 8.1.1.1: Conduct capacity needs assessment for EMIS and TVET staff					Conducted capacity needs assessment for TVET and EMIS staff		Accomplished
	Activity 8.1.1.2: Provide training based on capacity gap of EMIS and TVET staff					Pending		
	Activity 8.1.1.3: Provide logistical support for EMIS and TVET facilities to collect relevant data on TVET					Pending		
	Activity 8.1.1.4: Develop, validate and finalize a standardized TVET data collection framework					Ongoing- (a) identified service provider, and (b)developed ToR for Service provider		Year Two Intervention. Need funding support from government and partners

8.2: Improve the quality delivery of TVET programs	Activity 8.2.1.1: Develop a competency based TVET teachers training curriculum					Pending		
	Activity 8.2.1.2: Facilitate the upgrading of BWI to a model institution for TVET teacher training					Pending		
	Activity 8.2.1.3: Train and certify 60 TVET instructors and 20 administrators					61 TVET instructors identified, tested and recruited for training; and 7 administrators identified and recruited for training		Activity ongoing
	Activity 8.2.1.4: Monitor training and certification of TVET teachers					Pending		Contingent upon the commencement of Activity 8.2.1.3
	Activity 8.2.2.1: conduct capacity needs assessment for 10 TVET institutions					Conducted capacity needs assessment of 7 institutions (Sinoe Multilateral, Zwedru Multilateral,		Additional funding expected to complete the remaining 3. Activity ongoing

					Voinjama Multilateral, Cape Palmas High School, BWI, MVTC and Tubman High), and 3 Pending.		
	Activity 8.2.2.2: Rehabilitate, furnish and equip 10 TVET institutions					Pending	
	Activity 8.2.2.3: Develop a competency-based curriculum based on market needs assessment					Competency-Based TVET teachers training curriculum was developed	Accomplished
	Activity 8.2.2.4: Establish quality management system in 10 TVET institutions					Pending	
	Activity 8.2.2.5: Establish public private partnership in the TVET sub- Sector					Pending	
	Activity 8.2.3.1: Conduct Bureau staff capacity needs assessments					completed	
	Activity 8.2.3.2: Provide training for Bureau technical staff					Pending	

8.3: Develop a national qualification framework for TVET programs	Activity 8.3.1.1: Conduct baseline study on TVET Qualification framework					Ongoing/ conducted 1st technical meeting, areas of concerns identified, had 1st technical meeting with consultant		Activity ongoing
	Activity 8.3.1.2: Develop TVET qualification framework					Pending		
	Activity 8.3.1.3: Roll-out TVET qualification framework					Pending		
8.4: Improve the quality delivery of STEM program within secondary schools	Activity 8.4.1.1: Conduct needs assessment to determine the feasibility of constructing 40 Labs					Pending		
	Activity 8.4.1.2: Construct and equip 40 STEM laboratories					Pending		
	Activity 8.4.2.1: renovate, expand and furnish 30 existing STEM labs in 15 counties					Proposal and budget submitted and approved	Budgetary appropriation not yet made available	Activity pending

Activity					Status		Remarks
Activity 8.4.2.2: Monitor construction and renovation activities of STEM laboratories					Pending		
Activity 8.4.3.1: Develop standardized science lab manual					Pending		
Activity 8.4.3.2: train 120 science lab demonstrators in the use of the lab manual					Pending		
Activity 8.4.4.1: procure and distribute micro science kits to 240 public schools					Proposal was developed and submitted to donor		Activity pending
Activity 8.4.4.2: conduct training for 720 science teachers in the use of micro science kits.					Trained 80 science teachers from different schools and institutions from Nimba, Grand Bassa, Margibi, Montserrado and Bong Counties		Target of 720 was not achieved. Activity ongoing
Activity 8.4.4.3: Follow-up the implementation of the Micro-science kit program in 240					Pending		

	Activity					Achievement	Challenges	Remarks
	public high schools							
	Activity 8.4.5.1: Conduct training for 10 public school teachers on how to introduce practical scientific research					Engaged PEACE Corps to conduct training. 7 PEACE Corps names were provided for online training. 2 out of the 7 completed the training. US Embassy provided all logistical resources for the 10 schools	PEACE Corps not cooperating	Activity ongoing
	Activity 8.4.5.2: Facilitate student research and data collection					Pending		
8.5: Mainstream Special and Inclusive Education at all levels of the Education system	Activity 8.5.1.1: Conduct baseline survey to determine the magnitude of the condition of learners disabilities					Concept note developed and submitted to donor		Need funding support from government and partners; Recalibrate implementation modalities. Activity pending
	Activity 8.5.1.3: Develop policy					Pending		

						Status		Remarks
	strategic implementation plan							
	Activity 8.5.2.1: Conduct institutional capacity needs assessment for 12 institutions					Ongoing: Conducted first stakeholder's meeting on strategic implementation plan		Activity ongoing
	Activity 8.5.2.3: Collaborate and upstream special and inclusive education issues within curricula of teacher training institutions					Worked with Carter Center and developed Assessment tools (IEP) and (IESP) to be utilized by teachers for capacity needs assessment at TTIs		Activity ongoing
	Activity 8.5.3.2: Rehabilitate existing structures to include Special needs features					Pending		
	Activity 8.5.3.3 Monitor the delivery of Special and Inclusive Education methodology in 12 institutions					Pending		

Appendix 5: Higher Education

PLANNED TARGET	PLANNED ACTIVITY	2018-2019				PERFORMANCE STATUS	CHALLENGES	COMMENT
		Q1	Q2	Q3	Q4			
9.1: Improve Higher Education quality and relevance through partnerships and accreditation	Activity: 9.1.1.1: Identify programs offered at HEIs in fields which align with Liberia's strategic and economic development priorities to include science, technology, engineering and mathematics (STEM)					Relevant STEM program areas identified in line with Liberia's strategic and economic development programs: (1) Agriculture; (2) Engineering (Civil, Petroleum, Mining & Electrical); (3) Health Sciences (Medicine, Nursing & Midwifery); (4) ICT; and (5) Education	HEIs in-depth verification and analysis pending due to lack of funding	Need funding support from government and partners; Recalibrate implementation modalities. Main planned activity accomplished
	Activity 9.1.1.2: Establish a program accreditation task team for each of the five program areas to design and implement					Pending		Contingent upon completion of Activity 9.1.1.1; Recalibrate implementation modalities

	accreditation processes.								
	Activity 9.1.2.1: Facilitate the establishment of Quality Assurance mechanism in HEIs.					Pending	Lack of funding to facilitate the establishment of QAM in HEIs	Need funding support from government and partners; Recalibrate implementation modalities	
	Activity 9.1.2.2: Develop a framework for grading HEIs					Pending	Lack of funding to develop a framework for grading HEIs	Need funding support from government and partners; Recalibrate implementation modalities	
9.2: Realign financing of Higher Education to improve efficiency and equity	**Activity 9.2.1.2:** Develop policy on financing Higher Education					Activity is on-going; (a) Developed ToR for Task Team; (b) constituted Task Team, (c) Task Team conducting desk review	Lack of funding to complete the remaining action steps	**Year Two intervention**. Need funding support from government and partners.	
	Activity 9.2.1.5: Develop policy framework for registration and licensing of HEIs					Activity ongoing: (a)Draft of Policy Guidelines developed; (b)Board of Commissioners endorsed and approved policy	Lack of funding for printing and publication	**Year Two Intervention**. Need funding support from government and partners	

		Q1	Q2	Q3	Q4			
						Guidelines; (c) Printing and publication pending		
9.5: Improved Higher Education Management Information System (HEMIS)	Activity 9.5.1.1: Update the HEMIS census framework	■				NCHE updated HEMIS census framework		Planned activity was accomplished
	Activity 9.5.1.2: Conduct annual HEMIS census		■			Data collection exercise pending	Lack of funding for data collection exercise	Need funding support from government and partners; Recalibrate implementation modalities
	Activity 9.5.1.1.3: Print and publish census reports			■		Pending	Lack of funding for printing and publication of census reports	Contingent upon the completion of Activity 9.5.1.2; Need funding support from government and partners; Recalibrate implementation modalities

Appendix 6: Teacher Education & Management

PLANNED TARGET	PLANNED ACTIVITY	2018-2019				PERFORMANCE STATUS	CHALLENGES	COMMENT
		Q1	Q2	Q3	Q4			
5.1: Improve capacity of Teacher Education Bureau to increase the proportion of trained and qualified teachers	Activity 5.1.1.1: Develop TOR for service provider	■	■			TOR for service providers was developed		Planned activity accomplished
	Activity 5.1.1.2: Procure service provider			■		Service provider (LEAD) was procured		Planned activity accomplished
	Activity 5.1.1.3: Conduct and Monitor training	■		■		Pending	Delay in securing funding	Funding has now been secured; activity to

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Activity						
						commence in October 2019
Activity 5.1.2.1: Develop TOR for policy development and constitute Task Team					Pending	No funding	Need funding support from government and partners; Recalibrate implementation modalities
Activity 5.1.2.2: Develop national Comprehensive Teacher Education Policy					Pending	No funding	Need funding support from government and partners; Recalibrate implementation modalities
Activity 5.1.3.1: Conduct institutional Quality assessment of all existing teacher training facilities					Activity on-going; Local teacher training facilities in Montserrado assessed. Teacher training facilities in leeward counties pending.	No funding support to implement activity in leeward counties.	Need funding support from government and partners; Recalibrate implementation modalities
Activity 5.1.3.2: Publish assessment report					Pending	Lack of resources to complete assessment	Contingent upon completion of Activity 5.1.3.1; Recalibrate implementation modalities
Activity 5.1.4.1: Conduct capacity needs assessment for specific certificate-level training					Pending	No funding	Need funding support from government and partners; Recalibrate implementation modalities

	Activity 5.1.4.2: Provide specific capacity needs					Pending	No funding	Need funding support from government and partners; Recalibrate implementation modalities
	Activity 5.1.4.3: Renovate, furnish and equip the RTTIs					Pending	No funding	Need funding support from government and partners; Recalibrate implementation modalities
	Activity 5.1.4.4: Facilitate the recruitment of 22 additional Teacher Trainers					Pending	No funding	Need funding support from government and partners; Recalibrate implementation modalities
	Activity 5.1.4.5: Conduct CPDs (In-Service/C-&B-Certificate) for 52 teacher trainers					Pending	No funding	Need funding support from government and partners; Recalibrate implementation modalities
5.2: Increase the proportion of trained and qualified teachers at all levels	**Activity 5.2.1.1:** Facilitate the recruitment of 1436 trainees for Pre-& In-Service through ECE and Basic Education					Activity ongoing - 563 In-service & Pre-service primary teachers recruited for the C Certificate training program	Some teachers do not have the required documents, some are not on the payroll	
	Activity 5.2.1.2: Conduct training for 736 pre-service "C"Certificate trainees					Activity ongoing: Service Provider identified; awaiting	Delay in funding allotment from GoL to the RTTIs.	Need funding support from government and partners; Recalibrate

Activity					Status	Issue	Recommendation
					release of fund for implementatio n		implementation modalities
Activity 5.2.1.3: Conduct training for 700 In-service "C-Certificate trainees					Activity ongoing: Service Provider identified; awaiting release of fund for implementatio n	Delay in funding allotment from GoL to the RTTIs.	Need funding support from government and partners; Recalibrate implementation modalities
Activity 5.2.1.4: Monitor training activities					Pending		Contingent upon the commencement of Activity 5.2.1.3; Recalibrate implementation modalities
Activity 5.2.2.1: Facilitate the recruitment of 509 trainees for In-Service through Basic Education					Pending	No funding	Need funding support from government and partners; Recalibrate implementation modalities
Activity 5.2.2.2: Conduct training for 509 In-service "B" Certificate trainees					Pending	No funding	Need funding support from government and partners; Recalibrate implementation modalities
Activity 5.2.2.3: Monitor training activities					Pending	No funding	Contingent upon the commencement of Activity 5.2.2.2; Recalibrate implementation modalities

Activity							
Activity 5.2.3.1: Develop standardized national framework for pedagogical certification for non-teacher training degree holders					Pending	No funding	Need funding support from government and partners; Recalibrate implementation modalities
Activity 5.2.3.2: Validate, finalize and rollout the standardized national framework					Pending	No funding	Need funding support from government and partners; Recalibrate implementation modalities
Activity 5.2.4.1: Revise In-Service CPD teacher training program with modules that focus on teaching English, Mathematics, School Health and Special Education for primary teachers.					Pending	No funding	Need funding support from government and partners; Recalibrate implementation modalities
Activity 5.2.4.2: Coordinate with ECE, TVET and AE programs to ensure coherence with their planned teacher training activities.					Coordination mechanism has been established to ensure coherence in teacher training activities	Program areas are not adhering to established coordination mechanism	Need for program areas to adhere to the established coordination mechanism. Activity accomplished.
Activity 5.2.4.3: Conduct one week of cluster in-service training for 12,200 lower basic teachers annually on English and mathematics.					Pending	No funding	Need funding support from government and partners; Recalibrate implementation modalities

	Activity 5.2.4.4: Conduct **m**onitoring visits to cluster workshops					Pending	No funding	Contingent upon the commencement of Activity 5.2.4.3; Recalibrate implementation modalities

Appendix 7: Education Management & Accountability

COMMENT/PLANNED TARGET	PLANNED ACTIVITY	2018-2019				PERFORMANCE STATUS	CHALLENGES	COMMENT
		Q1	Q2	Q3	Q4			
1.1: Strengthen the implementation of education workforce reform at central, County and District levels	Activity 1.1.1.1: Validate and update existing data					Completed		Funding not yet made available
	Activity 1.1.1.2: Publish validated and updated personnel registry					Completed		
	Activity 1.1.2.1: Create fiscal space to regularize supplementary teachers' status					Completed		
	Activity 1.1.3.1: Create fiscal space to retire teachers meeting retirement requirements					Ongoing		Pending the passage of the 2019-2020 fiscal budget
	Activity 1.1.4.1: Create fiscal space to remove functionally illiterate teachers					Ongoing		

							Status		
	Activity 1.1.5.1: Roll out HR Management Information System at county and district levels		▓	▓			Ongoing		
	Activity 1.1.5.2: Train county and district levels system administrators			▓	▓		Ongoing		
1.2: Provide support for improved functions and accountability at decentralized levels (County & District)	Activity 1.2.1.1: Train EOs and CPS in School Leadership and SQA		▓	▓			Completed	Number of days for training was insufficient	124 DEOs, 5 M&E officers and 21 Central Office staff were provided the training
	Activity 1.2.1.2: Provide data collection gadgets for EOs and CPS	▓	▓				Completed Provided 168 gadgets	Misplacement of schools in their respective districts.	The app needs to be updated to conform to recent changes made
	Activity 1.2.2.1: Re-constitute and train county school board members			▓			Reconstituted and inducted all counties School Boards. School Boards functionally active		Training of County School Board members pending pending
1.3: Strengthen Education Sector Planning,	Activity 1.3.1.1: Develop TOR to produce		▓	▓			Pending		This activity awaits UNICEF's support

Monitoring, Budgeting and Financing adopting the Bottom-Top approach	educational planning strategy							
	Activity 1.3.1.3: Upgrade the capacity of Planning, Monitoring and Evaluation Staff to the use of the strategy					Ongoing - With support from UNICEF, (a) Planning staff's capacity upgrading needs assessed, (b) 13 Planning staffs identified for training in various Education Sector Planning Courses; (c) Identified training institutions; (d) developed and signed MOU with training institutions		
1.4: Honor the annual development of Education Sector Plan, Reports, Review and updates of Sector plan	Activity 1.4.1.1: Write, print and distribute Annual Report 2019/20 and 2020/21					Pending		
	Activity 1.4.2.1: Conduct annual Sector Review (Joint Education Sector Review)					Pending		
	Activity 1.4.3.1: Update the G2B					Pending		

1.5: Strengthen MOE Infrastructure Management	Education Sector Plan		■	■	■			
1.5: Strengthen MOE Infrastructure Management	Activity 1.5.1.1: Develop TOR for service provider		■			ToR developed		
	Activity 1.5.1.2: Procure service provider			■		Pending		
	Activity 1.4.1.2: Develop Policy					Pending		
	Activity 1.5.2.1: Validate, print and disseminate M&E framework				■			
	Activity 1.5.3.1: Digitize Integrated School Data Collection tool	■	■			Pending		
	Activity 1.5.3.2: Roll out digitize Integrated School Data Collection tool to county and district levels			■	■	Completed		School Census, SQA, and School Grading instruments have been consolidated and digitized
	Activity 1.5.4.1: Conduct data collection			■	■	Ongoing		DEOs are currently in the field collecting data
	Activity 1.5.5.1: Provide Continuous professional development for MoE EMIS staff with relevant training (e.g.,			■	■	Ongoing - with support from UNICEF, arrangements are being finalized for all EMIS staff capacity building in Microsoft		Recalibrate implementation schedule

	Microsoft Access and Excel).			▓	▓	Access and Excel.		
	Activity 1.5.5.2: Roll out digitize data platform to county and District levels					Completed		Year Two Intervention
	Activity 1.5.5.3: Conduct 2019-2021 school data collection			▓	▓	Pending		
	Activity 1.5.5.4: Print and publish 2019-2021 school data collection				▓	Pending		
	Activity 1.5.5.5: Conduct data collection on all infrastructure			▓		Ongoing		
	Activity 1.5.6.1: Develop TOR to produce policy and strategy on Education financing	▓	▓			Pending		
	Activity 1.5.6.2: Hire TA to produce policy and strategy on Education financing					Pending		
	Activity 1.5.6.3: Produce Policy and strategy on Education financing			▓	▓	Pending		

	Activity 1.5.7.2: Develop a framework for Ministry of Education programmatic budget					Programmatic Budget Framework for MoE was developed	Accomplished
	Activity 1.5.7.1: Collaborate with MFDP and other stakeholders to develop Ministry of Education programmatic budget					Completed	Some budget lines were not captured in the budget template
	Activity 1.5.8.1: Develop framework to track education expenditure data					Completed	Domestic Financing Matrix and UNESCO Information Statistics are employed to track education expenditure
	Activity 1.5.8.2: Roll out framework to track education expenditure data					Completed	DFM & UIS have both been sent to UNESCO and the World Bank
	Activity 1.5.8.3: Collaborate with LISGIS and MFDP to obtain education expenditure data					Completed	Data on education expenditure obtained and shared with UNESCO & GPE
1.6: Complete the establishment and make	Activity 1.6.1.1: Develop ToR for 2 directors and 7 subject specialists					Completed	**Accomplished**

	Activity					Status	Challenge	Remarks
functional 3 Centers of Excellence	Activity 1.6.2.1: Set-up assessment framework for Curriculum standards			▓	▓	Completed		Had to source donor funding instead national government funding
	Activity 1.6.3.1: Develop structure and ToR for Center of Excellence for Education Management		▓	▓		Pending		
	Activity 1.6.4.1: Develop structure and ToR for Center for Excellence of Accreditation		▓	▓		Pending		
	Activity 1.6.5.1: Develop a national licensure framework			▓	▓	Pending		
1.7: Improve education service delivery and system control	Activity 1.7.1.1: Conduct impact evaluation and scale up PSL			▓	▓	Completed	Inadequate Logistics to conduct on time spot check field visit	Accomplished
	Activity 1.7.1.2: Source additional funding for PSL schools	▓	▓			Not accomplished	Lack of funding support	Donor unreadiness to continue supporting LEAP beyond pilot
	Activity 1.7.2.1: Update SOP for Procurement, HR, Finance, Internal Audit, Transport		▓	▓		Draft SOP Developed and submitted to SMT for review,		Awaiting SMT's approval

						endorsement and approval		
	Activity 1.7.2.2: Automate Finance and Accounting Processes					Ongoing		
	Activity 1.7.2.3: Automate Procurement and Auditing Processes					Ongoing		
	Activity 1.7.2.4: Ensure the implementation of updated SOP for Procurement, HR, Finance, Internal Audit, Transport					Pending		
1.8: Provide scholarship for youth and young people	Activity 1.8.1.1: Provide scholarship for 5000 students					Scholarships were provided to 986 beneficiaries (local scholarship - 883), and (foreign scholarship - 103)	Untimely payment of recurrent tuition and international student allowances	Budget shortfall has limited the number of students benefiting from the scholarship scheme.

Appendix 8: Funding/development partners contribution to the Education Sector, Republic of Liberia, for the year (2018/2018) of the G2B-ESP Operational Plan

Name of Project/Program	Project/Program Budget	Reference Component of ESP/PAPD being Executed	Funding/Donor Organization	Project/Program Implementing Organization	Current Year Activities	Current Year (2019) Budget	Current Year (2019) Expenditure incurred thus far	Activity Location/Site	Activity Implementation Status
Liberia Getting to Best in Education Project	11.9m USD	ECE /Basic/ Teacher Ed/Governance & Accountability & M&E Human Capacity and the Knowledge Economy (PAPD)	GPE	MoE-PiU	1. Train school Grant Administrators 2. Hire Technical Assistant for Community Based ECE 3. Hire Technical Assistant for ECE/Primary In-Service C-certificate teacher training 4. Hire Technical for School Leadership training 5. Conduct consolidated school assessment across the fifteen (15) counties (school census, school grading &	1m	850,000	Bomi, Grand Kru, Maryland, Rivercess, Rivergee, Sinoe	1.Completed training of Master Trainers 2.EOI submitted 3.EOI evaluated 4. EOI EVALUATED 5. Technical Assistant Hired and preparation for fieldwork ongoing 6. Teachers registry prepared pending validation by stakeholders

					school quality assessment) 6. Validate and publish MoE Teachers registry				
Maximum Country Allocation (MCA) G2B	5.9m	ECE /Basic/ Teacher Ed/Governance & Accountability & M&E Human Capacity and the Knowledge Economy (PAPD)	GPE	MoE-PIU				Bomi, Grand Kru, Maryland, Rivercess, Rivergee, Sinoe	
Secondary Education Teaching for Result Project	47m USD	Teacher Ed./Governance, & M&E. Human Capacity and the Knowledge Economy (PAPD)	WB	MoE-PIU				15 Counties	• The World Bank in the last week of May 2019 completed negotiations with the Govt. of Liberia on the 47m Improving Results in Education project • The project is now being prepared for the World Bank Board Review and consideration between June 26 and July 2, 2019.

World Bank - Integrated Public Financial Management Reform Project-II	2m USD	Governance, Supervision and M&E/ Human Capacity and the Knowledge Economy (PAPD)	World Bank	MoE				15 Counties	
Economic Empowerment of Adolescent Girls' ECD Program	311,504.42 USD	ECE Teacher ed/Human Capacity and the Knowledge Economy (PAPD)	World Bank	MoE				Montserrado County	
Early Grade Reading (EGR)	28m USD	ECE/Lower Basic/ (PAPD) Human Capacity and the Knowledge	USAID	RTI	1. Train and mentor teachers in early grade reading and assessment 2.Develop and distribute teaching and learning materials	28m	15,558.170 m	Nimba, Lofa, Montserrado, Margibi, Grand Bass	1,677 out of 1,280 (131%) Teachers trained 1,184 out of 792 (149%) Administrators trained 38,164 out of 57,600 (66%) students reached 48,873 out of 58,880 (83%) TLMs provided IR 1: Government Commitment

		Econo my			(including scripted reading lessons) 3. Engage communitie s, private sector, and parents to support reading 4. strengthen local capacity for sustainabilit y (focus on KG, and primary G1 and 2)			a, Bong	§ The MOE incorporated evidence from Read Liberia EGR approach in ongoing curriculum reforms such as:
									Ø Adoption of five days of reading as stand alone subject
									Ø Adoption of the EGR materials in public schools and TTIs
									Ø Collaboration in the development, review, validation and approvals of materials and plans
									Ø Trained MOE master trainers conducted EGR training
									Ø CEO/DEOS and their staff conducted group-administered literacy assessment (GALA) pilot in Margibi (May 2018)
									Ø Scale up of GALA pilot to all 72 participating districts (June 2019)
									§ MOE provided copies of LTTP materials, free warehouses and distribution logistic staff for these and new materials
									§ MOE signed the Memorandum of Cooperation and took lead in the Activity launch
									§ MOE facilitated and chaired the relevant technical working groups (TWGs) and

										monitored EGR training at their own cost
										IR 2: EGR Classroom Instruction Improved
										§ RL materials developed, validated, printed, distributed and in use
										§ MOE and other local capacities enhanced (material development, review and revision)
										§ Teachers and principals trained and are applying skills acquired (e.g., instruction, assessment, time on task)
										§ Improved coach support to teachers (new approach for many schools); DEOs and CEOs working collaboratively with over 80 coaches
										§ RL and MOE developed a non-monetary incentive plan for teachers and schools; seeking private partners to support the package
										IR 3: Service Delivery systems in EGR improved
										§ Received 120 tablets (IT support) from Google for use by the coaches and supervisors
										§ Conducted a study on the demographic profile of over 1, 400 grade 1 and 2 teachers and 609

									principals and vice principals; findings shared with the MOE
									§ Conducted KG impact evaluation baseline to assess emergent literacy skills of students entering grade 1 for the first time after attending KG
									IR 4: Parent, community and private sector support for EGR improved
									§ Engaged local community mobilization officers under a subcontracted firm
									§ Team already reaching out to school communities and PTAs to support reading
									§ Children take books home to read to parents or guardians and siblings
									§ Expectation is that the parents and communities will assist in getting children to enroll and stay in school
Accelerated Quality Assessment	33.9 m USD	Accelerated Learning/Human Capacity and the Knowledge Econo	USAID	EDC	1. Provide accelerated instruction to learners 2. train teachers in pedagogy and methodology 3. distribute	33.9 m	23,370.466 m	Nimba, Bong, Bassa, Lofa, Montserrado and	100 sites identified and selected in Margibi, Nimba and Lofa Counties

		my (PAPD)			teaching and learning materials.			Mar gibi	
									- **Year 2 facilitators and administrators identified, assessed and recruited**
									- **749 ALP teachers and site administrators selected across 6 counties**
									Alternative Education/ Harmonized Policy Launched - **ALP instructional activities ongoing in 197 sites**
									- **Enrolled 28,281 learners in all six counties**
									- **193,901 Teaching and learning materials produced and distributed**
									- **423 administrators/officials trained and completed professional activities**
									- **School furniture produced and distributed to 97 sites in Montserrado, Bong and Grand Bassa**
									- **MoE School Quality Assessment (SQA) tool piloted**
									- **Safe Learning Environment (SLE) including SRGBV tool piloted in 25 sites - MOE TWG and sub-committees established**

									- Policy Implementation Guidelines for Learner's Eligibility, Assessment, Certification and Transition Review completed
									- ALP curriculum framework modified, awaiting approval
									- Placement tests administered in the three new counties (Lofa, Margibi and Nimba)
USAID Learning Links	3.7m	Accelerated Learning/Girls Education/Human Capacity and the Knowledge Economy (PAPD)	USAID	Kaizen Company	Provide incentivized instruction, Teaching and learning materials, telephones for learners and training for tutor mentors.	3.7m	3,576.958m	Bong	Enrolled 1,739 Learners and recruited 286 Tutor Mentors, - 225 active learning groups rolled out to 38 communities, -1739 mobile phones and 9,956 ABE teaching and learning materials distributed to 225 learning groups in eighteen communities, -6 Child Welfare Committees established, and 7 Parent Teachers Associations reactivated, -1,532 psychosocial and learning plans for Learners developed, -Sub-recipient Girls For Change (GFC)'s Organizational Capacity Assessment (OCA) report finalized, -Organizational Capacity Assessment Action Plan for (GFC) sub-recipient developed, -176 tutor mentors trained on how to

									provide psycho-social support and -286 tutor mentors trained on how to provide alternative basic education instructions.
Liberia's Education Reform Act (ERA) of 2011 through School Supervision focusing on Students and Teachers' attendance	100.750 USD	Governance and M&E/ Human Capacity & the Knowledge Economy (PAPD)	USAID	DAI/MoE	1. Procure Tablets 2. Procure Motorbikes 3. Conduct training for EOs 4. Carryout data collection 5. Conduct School Supervision and Monitoring 6. Raise Awareness 7. Advertise MoE Hotline	100.750 USD		Bong, Grand Bassa and Margibi	

| Liberia Empowerment Through Attendance, Reading and Nutrition (LEARN) | 29m USD | School Health /HCKE (PAPD) | USDA | SAVE THE CHILDREN | 1. Teacher Recognition: improve teacher attendance by improving community support and recognition of quality teaching. 2. Establish Libraries: Establish community Book Banks in school-communities to ensure that children residing in those communities have access to reading materials in and out of school. 3. Production of Books and Supplementary Reading Materials: Books and supplementary materials available to children through Book Banks and to level | 4.21 1,507 m | | Rivercess, Grand Bassa, Grand Gedeh & River Gee | |

					the available texts so they are appropriate for over-age students who are beginning readers. 4. Training: Teachers: Improve the knowledge and skills of teachers in order to improve student literacy outcomes. 5. Promotion of Code of Conduct including SGBV Awareness: Decreased the disincentive to attend school by reducing school and community tolerance for school-based sexual and gender-based violence (SGBV). 6. Provide school Meals:				

					Provision of school meals is to reduce student's short-term hunger and to improve their daily attendance at school. 7. Take Home Rations: Provide take-home rations to incentivize consistent attendance for girls and boys in grades 4 - 6, as recommended by the National School Feeding Policy (NSFP). 8. Establish School Gardens: Explored the viability of school gardens as part of the NSFP's Home Grown School Feeding (HGSF) initiative, which				

					supports the MOA's goal of engaging the next generation to be more interested in farming. 9. Distribute Deworming Medication, Vitamins, and Minerals: ensure that all school children in LEARN program schools receive deworming treatment each year, per the MOE School Health Division's Policy. 10. Provide Energy Saving Stoves: ensure that schools are responsive to the policy and have energy saving stoves before the start of school feeding. 11.				

					Building/Rehab Kitchens: ensure that all schools with school feeding activities have appropriate kitchen facilities before commodities are delivered. **12.Building/Rehab Warehouses and Storerooms:** Ensured that schools have appropriate storage space to securely store commodities for school meals. **13.Establish Activities to Promote Literacy:** Improved children's reading skills and increase community understanding of the benefits of education in TBD			

					program communities. 14. Establish Parent Teacher Associations: Established PTAs in schools where they do not exist in order to ensure community ownership of all program activities. 15. Training: Parent Teacher Associations: Strengthened the capacity of existing PTAs and to build capacity for new PTAs. 16. Training: Commodity Management: Build commodity management capacity within the MOE School Feeding Division to promote sustainability.				

Liberia Disability & Inclusive Education Trust Fund Project	250,000k	Inclusived/Human Capacity & Knowledge Economy	WB	MoE (Disability & Inclusive Ed. Division)	1. Conduct a diagnostic study 2. System Strengthening 3. Conduct Analysis on Education & Social Inclusion 4. Conduct Teacher Training and instructional resources	250,000k			1. Inclusive Education Policy Adopted 2. No objection sent to WB for TA hiring
GoL-UNICEF Programme of Cooperation	2.489,551m	School Quality /Early childhood ed./overage & out-of-school /curriculum & assessment/teacher ed. Management / Human Capacity & Knowledge Economy (PAPD)	UN	UNICEF/MoE/ MGCSP/MPW/ UMOVEMENT? ADWANGAK/E EP	1. Coordinate to increase public awareness on the importance of ECD and appropriate enrolment through information dissemination on ECD advocacy and communication strategy 2. Strengthen strategic engagement with policy makers on the National Intersectoral Policy on ECD and Community	1.805,190m	Pending	Central Office/15 Counties	Pending

					outreach and Social mobilization during the-week-of-the Young Child				
					3.Increase the capacity of 2000 ECD Care-givers/professionals to deliver ECD services				
					4. Develop Early standards for measuring learning outcomes				
					5. Improve the capacity of 75 County-based ECE facilitators to interpret ECD Policy and Curriculum				
					6. Orientate new county and district EOs in the 15 Counties on National ECD Intersectoral Policy and Curriculum				
					7. Increase access to quality and equitable education				

					for 5000 girls and 3000 boys				
					8.Improvement learning achievement for 5000 girls and 3000 boys at 42 public jr high schools				
					9. Improve the enrolment for the realization of girls' rights (MHM, SRGBV & Separate toilets) in schools and surrounding communities				
					10. Vaccinate girls aged 9 with HPV in schools				
					11. Improve the capacity of relevant MoE staff in planning, monitoring, and evaluation programs, including support to EMIS/Edutrack				
					12. Conduct a study on teacher's				

					absenteeism in collaboration with UNICEF Research Office				
					13. Enhance the leadership and management skills of 500 upper basic education teachers and 1000 school administrators on gender responsive pedagogy, including teachers code of conduct and DDR and gender responsive and safe school environment				
					14. Validate and print Girl's education policy, Teacher Code of Conduct (including Principal's Guide Book)				
					15. Provide				

				children in Emergency with timely education services					
China-Funds-In-Trust (CFIT)	76,762 USD	Teacher Education/HC&KE (PAPD)	China Aid	UNESCO					Monsterrodo-UL, Margibi-KRTTI, River Gee-WRTTI & Lofa-ZRTTI	
Strengthen student Well-Being	1.7m	School Feeding/Human Capacity & Knowledge Economy	Chinese Research Development Foundation	Office of First Lady (Madam Clair Weah)					Margibi	

Liberia Getting to Best in Education Project	300,000	Capacity Building/Human Capacity & the Knowledge Economy (PAPD)	BIG-WIN	EDU	1. Provide technical support to the MoE for the application IDA 47m 2. Provide technical support to MoE for the application of MCA 5.5m 3. Support MoE in evaluating the end of year LEAP intervention (Pilot Phase)				Central Office
Curricula and policies development on preventive health and SRHR for TVET Schools	224,372.00	TVET/HCKE-(PAPD)	NUFFIC	HUAS/MOE					Lofa, Margibi and Montserrado
Family Literacy	1.875 m	ECE/Human Capacity & the	OSF	OSIWA/We Care Foundation					Montserrado

Initiative		knowledge Economy (PAPD)						County	
Youth Rising: Technical and Vocational Education and Training (TVET)	19.5 m Euro	TVET/ Human Capacity & the Knowledge Economy (PAPD)	EU	UNIDO	1. Conduct Market needs assessment (including informal) in Montserrado, Margibi, Sinoe, Grand Gedeh and Maryland) 2. Conduct Desk review of existing qualifications and standards of two (2) key trades and best examples and qualifications from SADC/ECOWAS/EAC countries 3. Engage World Skills to benchmark technical competency for priority trade areas identified by the project 4. Conduct	1. Conducted market needs assessment 2. ongoing 3. Ongoing 4. Pending 5. On-going 6. On-going 7. Pending 8. On-going 9. Pending 10. Pending 11. Pending		Montserrado, Margibi, Maryland, Sinoe and Grand Gedeh	

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					study on TVET financing and the possibility of a TVET fund 5. Conduct an assessment in coordination with MoE Bureau for Special Education to define education need and course delivery for persons with disabilities 6. Develop and produce a number of project technical and project management related documents at various stages of the project 7. Conduct a systematic multi-stakeholder policy dialogue workshop on TVET 8. TA to key Ministerial entities to	12. Pending			

					develop staff's key competencies 8. Key staff from the Ministries (MoE & MoY) participate in Developing A Curriculum (DACUM) and Systematic Curriculum and Instructional (SCID) training and other in-house training 9. Key staff from the Ministries are awarded scholarships for study overseas in SADC/ECOWAS/MENA country with a successful TVET system to exchange good practice 10. Technical Assistance (TA) to strengthen				

					the capacity of MoE/MoYS-staff working in the departments dealing with planning, administration, monitoring, and curriculum development 11. Technical Assistance (TA) to set qualification standards including assessing opportunity to establish Skills Council 12. Disseminate best practices and experiences gained from the project amongst key ministerial staff at annual event				

								Lofa, Voinjama Multilateral	
Promoting Youth Employment through Technical and Vocational Education in Liberia	6,213,870 m Euro	TVET/Human Capacity & the Knowledge Economy (PAPD)	Swedish Government	UNIDO					
National Policy on Career Guidance	50.000k	Career Guidance/Human Capacity & the Knowledge Economy (PAPD)	GIZ	MoE (Guidance & Counseling Division)	1. Hire Consultant 2. Conduct SWAT Analysis 3. Hold Stakeholder Consultation to devise strategic policy issues 4. Produce draft policy 5. Validate Policy 6. Develop Training Manual 7. Conduct training for MT 8. Conduct training of Counselors in Schools 9. Monitor counselors	35.000k	22,000k	15 Counties	1. Consultant Hired 2. SWAT Analysis developed 3. Working document on policy developed 4. 1st Draft Policy Developed

Liberia Sexuality Education School Project	169.000k	School Health /Human Capacity & Knowledge Economy (PAPD)	UNFPA	MoE (Division of School Health)	1. Review the Teacher Toolkit for Sexuality Ed. 2. Conduct School Quality Assessment including SE pilot 3. Conduct School Health Club Training 4. Conduct Teacher Training for 200 teachers in 100 schools 5. Roll out the SE Curriculum	169.000k	55.000k	Teacher Training (15 Counties) 2. School health club training- spotlight counties (G. Cape Mount, Montserrado, Nimba & Grand Gedeh)	1. Conducted review of the Teacher Toolkit for SE 2. Pending 3. Pending 4. Pending 5. Pending
				UNICEF/MoE/ MGCSP/MPW/ UMOVEMENT ADWANGAKEEP				MoE Central/ 15 Counties	Pending