



REPUBLIC OF LIBERIA
MINISTRY OF EDUCATION



JOINT EDUCATION SECTOR REVIEW (JESR) REPORT 2020

May 3 – 7, 2021



Forward



The Joint Education Sector Review (JESR) for the period 2019/2020 was held in Gbarnga City, Bong County from May 3 – 7, 2021, under the theme: “Delivering Relevant Quality Education in Emergency,”. The event provided opportunities for appraisal of the Sector’s annual performance, recognition of associated challenges and corresponding ways forward for the period ensuing. Moreover, the event employed the experts of specialists to deliver papers on critical issues challenging the sector. One such paper was presented by the President of the Tubman University, Dr. Elliot

Wreh-Wilson, an experience academic administrator whose statement was inspirational. He delivered a paper on the topic: “Social Service Delivery in Emergency with emphasis on Education”.

The leadership of the Ministry of Education takes cognizance of its responsibility to muster the required resources for increased opportunities to access quality, relevant and inclusive education services for all Liberian children and those within its border. It therefore, in no lesser way, behooves the Senior Management Team (SMT) of the Ministry to take up the challenges that come with the “supply side” in an environment where the demand for social service delivery, especially quality education, is insatiable. By this, the GoL, through the Ministry of Education, recognizes and acknowledges the invaluable contributions from stakeholders and partners toward the ultimate aim of transforming the Education System of the country in advance of the SDG 2030 target date.

In light of the aforementioned, the MoE continues to be guided by the vision of His Excellency, Dr. George M. Weah, President of the Republic of Liberia, that “it is only through collective efforts that the Education System can adequately provide quality and relevant education services responsive to the needs and aspirations of the Liberian children.”

Undeniably, the conduct of the JESR provides the ideal platform for county education systems, development partners, and a cross section of stakeholders to participate in sharing experiences and finding ways to alleviate issues confronting the Sector. The just ended Review was another milestone experience geared towards finding innovative strategies to achieving quality and relevant education service delivery at all levels. The five-day event was designed to nurture the MoE’s desire to ensure equity in the processes of delivering education even in times of emergencies consistent with key development priorities of the government’s Pro-Poor Agenda for Prosperity and Development (PAPD).

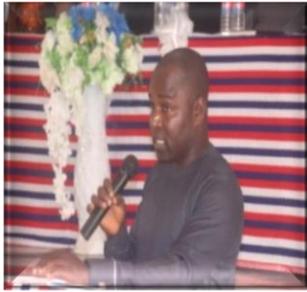
The Ministry of Education is therefore sincerely grateful to all stakeholders and development partners for the sustained and continuous support to the Liberia’s Education Sector reform and transformation initiatives, especially during the peak of the New COVID-19 Pandemic.

Prof. D. Ansu Sonii, Sr.

MINISTER OF EDUCATION

Acknowledgement

The Ministry of Education is appreciative and thankful to the GPE, USAID/READ – Liberia, USAID/AQE, UNICEF, Plan International/Liberia, Save the Children/Liberia, UNIDO, KEEP, OXFAM/Liberia for their financial and technical contributions, and the Government of Liberia and



so many for the overall support to successfully host the 2020 Joint Education Sector Review (JESR). The Ministry would also like to thank all persons of goodwill who are committed to prioritizing quality and relevant education for the overall development of the children of Liberia in a positive way.

Furthermore, the Ministry recognizes the determined efforts of the Planning Team and the JESR Secretariat, under the direction and leadership of Assistant Minister Dominic D. N. Kweme, and Director of Planning & Management, Mr. Alex K. Mbonlonda, for the planning and execution of the 2020 JESR. Equally, thanks and appreciation go to the Senior Management Team of the Ministry headed by Professor Dao Ansu Sonii, Sr., Minister of Education, all Deputy and Assistant Ministers for their collective resolve that culminated into the conduct of a successful event. Also, grateful appreciation goes to all program Thematic Working Groups (TWGs) Chairpersons, Co-Chairpersons, members and staff of the Ministry of Education for their hard work and dedication to the task assigned to them during the planning process of the Review.

Special commendation goes to the Mini-JESR Team: Mr. Eugene W. Jappah (Planning Officer) - Team Lead, Alex K. Mbonlonda (Director Planning, Management, M & E), Mr. Soudah A. Dolo (Policy Evaluation Specialist), Mr. Moses D. Prowd (Supervisor, Division of Planning, Management and Evaluation), Mr. Charsley K. Kumbly (Director, Students Personnel Services), Mr. Gabriel L. Nelson (Director, ECE), K. Dormu Farwenee, (Supervisor, Monitoring & Evaluation), Nathaniel Sikeley (Director, Education Funding & Donors Coordinator), Mr. Martin T. Wesseh (M& E Officer), and Mr. Varney A. Kamara (Planning Officer) for the high level of preparatory work done with the counties.

The Ministry would also like to, in a special, recognize the role of the Report Writing Team comprised of: Mr. Charsley K. Kumbly (Director/Students Personnel Services) - Team Lead, Mr. Alex K. Mbonlonda (Director Planning, Management, M & E), Mr. Gabriel L. Nelson (Director/ECE), Mr. Soudah A. Dolo (Policy Evaluation Specialist), Mr. Eugene W. Jappah (Planning Officer), and Mr. Moses D. Prowd (Supervisor, Division of Planning, Management and Evaluation).

The Ministry of Education is expressly grateful and appreciative to the Superintendent and authorities of Bong County for availing the county's Administrative Building to host this landmark event for education reform and transformation in Liberia; as well as the Catholic Diocese of Gbarnga for availing its facilities to be used for the Mini-JESR and the report writing processes. The continued presence of Hon PRINCE K. Moyer Chairman Senate Committee on Education; and Hon. Mariamu B. Fofana, Chairman of the House standing committee on Education, through the deration of the simply cannot be over emphasized. Finally, The Ministry is grateful to the peace-loving and hospitable people of Gbarnga City for the show of love and generosity, the Ministry says thank to you all.

Honorable Alton V. Kesselly 
DEPUTY MINISTER
Planning, Research and Development

Table of Contents

Forward	1
Acknowledgement	2
Acronyms	5
Executive Summary	7
Chapter One:	9
Introduction	9
Background	9
1.3 Objectives of the Review	10
1.4 Organization of the 2020 JESR Conference	10
Chapter Three:	18
3.0. Presentations	18
3.1 Regional Clusters Presentations	18
3.2 Thematic Groups Presentation	19
3.2.1 Early Childhood Education	19
2.2.7	<i>Student Personnel Services</i>
Services	27
2.2.6 Higher Education	29
2.2.7 Education Governance & Accountability	30
3.3 Special Presentations	31
3.3.1 Education Financing: Domestic & External Expenditures on Education	31
3.3.3 The Psychosocial needs of Primary School-age Children in Liberia during COVID-19: LUMINOS Second Chance Program	32
3.3.4 National Reformed Curriculum	33
3.3.5 Social Service Delivery in Emergency with emphasis on Education Delivery	34

3.3.6 Education Statistics – EMIS	35
3.3.7 Center of Excellence for Education Administration, Certification & Accreditation Presenting for CEEACA was the director, of the center, Dr. Charles Gbollie.....	36
Chapter Five:.....	37
4.1 Roundtable Meeting with Education Partners and Stakeholders.....	37
Background.....	37
Chapter Six:.....	43
6.1 Conclusion	43
6.2 Recommendations	43
6.3 Appendices	45

Acronyms

AE	Alternative Education
ALP	Accelerated Learning Program
BSE	Basic and Secondary Education
BWI	Booker Washington Institute
CBC	Competence Basis Curriculum
CEO	County Education Officer
CES	County Education System
CESA	Continental Education Strategy for Africa
COTAE	Coalition on Transparency and Accountability in Education
CPD	Continuous Professional Development
CSA	Civil Service Agency
CSO	Civil Society Organization
DEO	District Education Officer
ECE	Early Childhood Education
ECDSTEP	Early Childhood Development Skill-Based Training and Education Program
ECECEAP	Early Childhood Education Community Education and Awareness Program
ECESTEP	Early Childhood Education Skill-Based Training and Education Program
EDP	Education Development Partners
EDU	Education Delivery Unit
EMIS	Education Management Information System
EIP	Education Implementation Partners
EOs	Education Officers
ESP	Education Sector Plan
EU	European Union
G2B	Getting to Best
GOL	Government of Liberia
EPAG	Economic Empowerment of Adolescent Girls
GPE	Global Partnership for Education

HEI	Household Expenditure Income
IPA	Independent Project Assurance
JESR	Joint Education Sector Review
KEEP	Kids Education Empowerment Program
LEAP	Liberia Education Advancement Programme
LEG	Liberia Education Group
MFDPP	Ministry of Finance and Development Planning
MOE	Ministry of Education
MVTC	Monrovia Vocational Training Center
NDA	National Development Agency
NCHE	National Commission on Higher Education
NGO	Non-Governmental Organization
OP	Operational Plan
PAPD	Pro-Poor Agenda for Prosperity and Development
PSL	Partnership School of Liberia
PTA	Parent Teacher Association
PSS	Psycho- Social Services
SDG	Sustainable Development Goal
SMC	School Management Committee
SQA	School Quality Assurance
SRGBV	School Related Gender Based Violence
STI	Student Teacher Index
STR	Student Teacher Ratio
TVET-STEM	Technical Vocational Education Training, Science Technology Education and Mathematics
TWGs	Technical Working Groups
UNIDO	United Nation International Development Organization
USAID	United States Agency for International Development
WASH	Water and Sanitation Hygiene
WB	World Bank

Executive Summary

Activities of the Joint Education Sector Review (JESR) for 2019/2020, involving a cross section of partners, stakeholders, civil society organizations, line ministries and agencies of government, and family of the Education Sector, were held in Gbarnga City from May 3 – 7, 2021 at the Gbarnga Administrative Building, Bong County. The five-day exercises; with theme, “*Delivering relevant quality education in emergency*”, provided the platform for frank deliberations amongst participants alongside the customary presentations of program performance from the counties and central level.

Like previous JESRs, the 2019/20 review looked at successes and challenges in the execution of sector primary programs inclusive of Early Childhood Education; Basic and Secondary Education; and Student Personnel Services. Other programs reviewed were Teacher Education and Management; Science Technology Engineering & Mathematics, TVET and Special Inclusive Education; Education Governance & Accountability; and Higher Education. However, the review again used a different approach for counties representation at the 2020 JESR. The 16 county education systems were reduced to 3 regional clusters, with five counties per cluster. In conclusion, the process of developing transitional plans for the seven sub-sectors for the period (July 2021 – February 2022), was followed by presentations from the seven thematic groups.

Next on the conference agenda was a special presentation by Dr. Elliot Wreh-Wilson, President, Tubman University, Maryland County. He served as motivational speaker and spoke on the topic: “*Social Service Delivery in Emergency with emphasis on Education Delivery*”. Dr. Wreh-Wilson stressed two major points – (a) That the job of Ph.Ds. is to create knowledge that benefits society in terms of nation building and economic development; (b) University education is a springboard to getting people trained to improve the economy of a nation.

The 2020 Gbarnga review scheduled clustered presentations on days one and two. The three regional clusters respective reports concentrated on collective targets, achievements, challenges and sources of support as well as ways forward. Even though the reports showed that there were some achievements and challenges unique to counties; and support sources were unanimous across the counties. Thematic presentations of annual activities began on day two and continued through day four. Similar to regional cluster presentations, the sub-sector thematic groups reported on achievements made against targets set for the review period.

Activities preceding the clusters presentation on day one was the opening ceremony with welcome remarks made by the Superintendent of Bong County, Madam Esther Walker and Deputy Education Minister for Administration, Hon. Latim DaThong. Speaking on behalf of the people of Bong County, the Superintendent welcomed the conference delegates and indicated that Bong County is a place where historic and memorable documents of the country have been crafted, as such, the Joint Education Sector Review is another occasion of sort. She further wished the MOE and partners a successful Sector Review. For his part, Deputy Minister Latim DaThong equally welcome participants and indicated that the process of the JESR was to take stock of the sector plan and also anticipated that all participants would give their candid opinions and make the necessary inputs that will enable the sector derive a quality plan.

Key presentations characterizing the JESR were as followed: *Liberia’s current Performance in WASSCE and WAEC; Psychosocial needs of primary school-aged children in Liberia during COVID-19; Social Service Delivery in Emergency with emphasis on Education Delivery; National Reform*

curriculum; Education Financing focusing on domestic and external expenditures; and Overview of Liberia Education performance 2018 – 2020, etc.

The ultimate objectives of the 2020 JESR were to take stock of the Sector’s annual performance for the period 2019/2020, retrospect on the G2B-ESP five years performance, and develop a transitional plan that will inform the completion of a new Education Sector Plan (ESP) 2022 – 2026. To this end, the seven thematic groups, working county school systems and partners gathered to derive activities for inclusion into the seven-month transitional plan for the Sector.

The closing activities for the Review witnessed an important event occasioned by a group of students and youth organizations from Bong County styled “Students Against Drug”. The group staged an anti-drug protest under the banner “Say no to Drug”. They used the 2020 JESR as a platform to petition national government to make drugs abuse a nonbailable offense.

Following the students’ petition, the Minister of Education, Hon. Dao Ansu Sonii, used the occasion to recognize and appreciate different categories of development and implementing partners, local stakeholders, civil society organizations, line ministries and agencies, and the Education Sector family. The 2020 JESR officially concluded with the holding of the traditional Round Table dialogue between authorities of the Ministry of Education and partners.

Chapter One:

Introduction

The Joint Education Sector Review (JESR) is an annual collaborative initiative of the Ministry of Education (MoE) along with its development partners (DPs) and stakeholders to assess progress

The 2020 JESR, a five-day event was held at the Gbarnga Administrative Building, Gbarnga City, Bong County from May 3– 7, 2021. The event had



in attendance over 250 participants (in-person & virtual). It went beyond the usual stock taking of the Sector to rethinking of strategies for implementation, so as to suggest innovative solutions to effectively and efficiently deliver sustained and quality education during emergency and beyond.

The conference brought together a cross section of speakers and presenters to inspire new strategies for thinking on how to improve service

delivery in education during emergency and be able to contribute to national development agenda such that the sector keeps pace with the rest of the world.

Background

The 2020 JESR was an initiative to assess the performance of the 2019/20 annual plan. Results therefrom guided the development of a seven-month transitional plan. The Transitional Plan will guide the Ministry's activities while a new five-year ESP (2022 – 2027) is developed. In addition, the Transitional Plan will also coincide with the advent of the new GoL Fiscal Period (January – December) beginning 2022.

The strategic intent of the 2020 JESR was to present a comprehensive analysis of the G2B-ESP five-year Operational Plan; create the platform for stakeholders' consultations, and identify major G2B-ESP gaps to set the basis for Education Sector Analysis and the development of a new Sector plan. The Review also considered activities under MoE COVID-19 response, education in emergency (EiE). To this end, the MoE developed a COVID-19 response plan which was used along with the G2B-ESP to implement a series of strategic, evidence-based, and innovative programs to improve the quality and relevance of teaching and learning for all students amidst the chaos of the COVID-19 Pandemic. The "Education in Emergency (EiE)" initiative was to address continuity in education with emphasis on school infrastructure readiness, teacher quality improvement and improved learning outcomes.

Finally, a key take way was the **“Declaration of Commitment”** by all education stakeholders and partners to support the reform and transformation of the Education System of Liberia. This landmark commitment was followed by the holding of the Roundtable Dialogue between the Senior Management Team of the Ministry and development partners and stakeholders which outcome is reflected in an Aide Memoire.

1.3 Objectives of the Review

To strengthen the capacity of the Education Sector to ably achieve the national goal/vision of providing access to quality and relevant education and training to all Liberian children in a child-friendly teaching and learning environment in the midst the emergency.

Specific Objectives

- Conduct an abridged 2019/2020 JESR and outline ways forward for new planning year;
- Deliver policy papers on education program areas and funding possibilities to prepare sector effective delivery of quality education service in the midst of the COVID-19 Pandemic;
- Develop Transitional Plan that mirrors findings and policy suggestions from policy paper deliveries; and
- Support the basis for the development of the Liberia Education Sector Plan 2022 – 2026.

1.4 Organization of the 2020 JESR Conference

The organization of the 2020 JESR began with the development of concept, budget, and terms of reference. This process led to leveraging partners’ financial commitment to support the events, the county level mini JESR and the main JESR. The preparatory approach to the JESR is in two-fold: county level preparation and central level consultations and dialogues.

At the county level, a mini JESR was conducted to engage partners and local stakeholders to



discuss the G2B ESP and its implementation against targets aimed at addressing *Access, Quality and Governance* during the past fiscal year. The process was facilitated by staffs from the Department of Planning. The county education officers (CEO and DEOs) and

professional staffs, working along with local partners and stakeholders, develop county performance report against G2B ESP targets for presentation at the main JESR. The EDPs and IPs are encouraged to work with the County Education staff to have regular meeting to discuss these issues.

The 2020 county level mini JESR sessions were held with the sixteen county education systems from April 28 – May 2, 2021 in Gbarnga City, Bong County to prepare the respective county's performance reports. For collective reporting purpose, the sixteen county education systems were clustered into three regional clusters: Regional Cluster – One (Rivercess, Grand Gedeh, Maryland, Sinoe & Grand Kru Counties); Regional Cluster – Two (Bong, Lofa, Nimba, Rivercess & Grand Bassa Counties); and Regional Cluster – Three (Montserrado, Margibi, Bomi, Gbarpolu & Grand Cape Mount Counties).

At the central level, technical Working Groups (TWGs) comprised of MoE and EDP/IP representatives were formed to work across seven thematic areas: Early Childhood Education (ECE); Basic & Secondary Education (BSE); Teachers Education & Management (TEM); Students Personnel Services (SPS); TVET, STEM & SIE; Higher Education (HE); and Education Governance. Each TWG is chaired and co-chaired by one ministerial official and one education development partner or implementing partner (EDP/IP) representative. Membership is voluntary, with interested EDP/IPs selecting TWG affiliation based on identified areas of expertise or interventions. EDP/IP representatives from the same organization can work across multiple TWGs. TWG size do not exceed twelve persons maximum.

Each TWG was expected to assess progress against the G2B-ESP based on implementation progress for each thematic area against the G2B ESP targets aimed to address *Access, Quality and Education Governance*, using data from EMIS and reports on key indicators. Each TWG developed a “three-page” maximum Executive Summary and PowerPoint presentation outlining their achievements, challenges and recommendations.

In conducting their analysis, the TWGs sought to answer three questions:

1. What are the progressions against key indicators?
2. What are the barriers to achievement?
3. What interventions are needed to improve implementation in succeeding years?

At the JESR, day one is usually marked by the opening session, presentation of the Overview of the JESR processes by the Department of Planning, presentation on Education Financing – Domestic & External Expenditure on Education, the Overview of Liberia Education Sector Performance by the Honorable Minister of Education, presentation on Education Statistics by the Department of Planning, Keynote Speech, and county presentations. The county presentations are followed by questions from the plenary and responses from the presenters.

1.6 Conference Proceedings: Opening Ceremony, Special Remarks and Overview

1.6.1 Opening Ceremony

This section of the JESR saw the Superintendent of Bong County, Madam Esther Walker jointly welcoming conference delegates along with the Deputy Minister for Administration, Hon. Latim DaThong. Speaking on behalf of the people of Bong County, the Superintendent welcomed the conference delegates and indicated that Bong County is a place where historic and memorable documents of the country have been crafted, as such, the Joint Education Sector Review is another occasion of sort. She further wished the MoE and partners a successful Sector Review. For his part, Deputy Minister Latim DaThong equally welcomed participants and indicated that the process of the JESR was to take stock of the sector plan and also anticipated that all participants would give their candid opinions and make the necessary inputs that will enable the sector derive a quality plan.



1.6.2 Special Remarks

A. UNICEF STATEMENT

Speaking on behalf of UNICEF/Liberia, Mr. Charles Nabougo pointed out that the Joint Education Sector Review is a critical mass unraveling issues that go by unnoticed within the education sector. For, it creates a platform for partners and government to account for the resources invested in the Education Sector. He further accentuated that amidst the success of the sector review, it is imperative to reflect that the whole education spectrum has changed, because the way people manage education and the way people teach still remain an issue that affect student's performance. Therefore, the sector needs to realize that the service delivery mechanism needs to change to reflect current realities. In concluding, he emphasized that UNICEF-Liberia appreciates the Ministry's efforts aimed at ensuring delivery of quality services within the sector, and the Joint Education Sector Review demonstrates clearer accountability relating to stock-taken of partners investments and how interventions are implemented and monitored.

B. MINISTRY OF YOUTH & SPORTS STATEMENT

Speaking on behalf of the Ministry of Youth & Sports was Honorable Peter Bemah, Deputy Minister for TVET. He began by conveying a commendation from his Minister, Honorable D. Zeogar Wilson, who is the head of the inter-ministerial taskforce on TVET and indicated that the Minister pledged his support to the efforts invested in organizing this year Joint Education Sector

Review. In subsequent remark, he stated that education remains the only refining process through which a society can develop its human capital. And TVET remains a sustainable and viable avenue for jobs creation and socio-economic development of a nation. Hence, all TVET institutions need to be equipped so that they can train the youthful population of Liberia. He further challenged all education partners to leverage supports to TVET institutions, as it is the surest way to reduce poverty and increase societal productivity through self-employment skills.

In concluding, he lamented that the major weakness of the TVET program in Liberia is the lack of legal framework and standards to streamline and formalize roles and responsibilities of participating sectors in TVET delivery. Therefore, it becomes imperative for the Government of Liberia and its partners to setting up systems and institutional frameworks that will ensure quality delivery of TVET services that meet the growing demands of youth employability and improving societal productivity; one of the most powerful tools to fight poverty and bridge the unemployment gap.

C. MINISTER OF EDUCATION STATEMENT

In the special remark of the Minister of Education, Honorable Professor DAO ANSU SONII, Sr., a number of critical issues affecting service delivery within the sector were brought to the fold: – The need for education development in Liberia cannot be over emphasized considering all of the deficits incurred over the years; The International Convention on Human Rights categorized education as a human rights issue, therefore, the education of the children of Liberia should be given high priority to reverse the already high rate of illiteracy; Parents should place high premium on educating the children by making the extra sacrifices, so that their investment yield better returns on investment tomorrow; and the new Education Sector Plan development process will be initiated in July of this year for a period of 5 years. In concluding, he thanked all partners for their invaluable support to education delivery in Liberia and declared the program officially opened.

1.6.3 Overview of 2020 Joint Education Sector Review

Presentation of Overview of the 2020 Joint Education Sector Review (JESR) was done by Hon. Alton V. Kesselly, Deputy Minister, Planning, Research and Development. The minister began by informing participants that the G2B Education Sector Plan is about to phase out and a new five-year sector plan (2022 -2026) development process begins July 2021. He furthered that the *Getting to Best Education Sector Plan (G2B-ESP)* provided the blueprint that guided the Ministry of Education in implementing a series of strategic evidence-based and innovative programs to achieve increased access, improved quality of schools and instruction that ensures relevance and skills for productive livelihoods.

The minister vividly provided a descriptive background of the Getting-to-Best Education Sector Plan (G2B-ESP) to the audience. He said the plan was launched in 2015, supported by the Global Partnership for Education and the World Bank. He on went to say that the plan was developed through 15 months of in-depth consultations with education stakeholders including development and implementing partners, civil society groupings, NGOs, etc. The plan development processes

were largely informed an Education Sector Analysis further guided by previous Education Sector Plans policy documents.

Minister outline some of the key program areas of the G2B Plan to include: a) programs Areas and Components, b) Key indicators, c) and provision of education during emergency. Moreover, he stated three key objectives for the 2020 JESR as followed:

- a) Conduct a backward- and forward-looking Joint Education Sector Review
- b) Identify parities for the transitional period to the completion of the New ESP
- c) Develop a Transition plan to serve as Roadmap until the completion of the New ESP

He asserted that the strategies for the conduct of the review will be Backward looking; i.e., highlights of implementation of targets and activities for one year in the G2B ESP Operational Plan, implementation of education in emergency (EiE) targets and activities in response to COVID-19 Pandemic, and implementation of recommendations by the previous JESR; and Forward looking; i.e., review the Operational plan for fiscal year 2019/2020, assess the financing arrangements, availability, government and partners' commitment and funding gaps for key components of the plan, and review implementation modalities, coordination and harmonization

The minister provided the JESR outputs and iterated that the JESR will present the platform for a comprehensive analysis of G2B-ESP Operational Plan, stakeholder consultations, identification of major G2B ESP activities to avoid duplication and provide recommendations for improved coordination and harmonization of priorities.

Finally, the minister concluded the overview with outline of key activities earmarked for each of the five days

Chapter Two:

G2B-ESP Five-Year Implementation Report

The 2020 JESR is the review that ended the stock taking of the five years Getting-To-Best Education Sector Plan (2016 -2021). It was purported to comprehensively present achievements made under each of the nine sub-sector programs, as well as challenges experienced over the five years of implementation. Narrating further, the Minister of Education, Prof. Dao Ansu Sonii, Sr., asserted that with support from partners and Government, the Sector made significant gains in achieving set targets of the G2B-ESP in the areas of increased access, improved quality, equity and relevance, as well as improved governance and accountability in fulfillment of national, regional and global goals.

The results focus of the G2B-ESP were School Quality Improvement program, Education Management and Accountability, Early Childhood Education, Overaged and Out-of-school program, Curriculum and Assessment program, Teacher Education and Management, Students Wellbeing, Science Technology, Vocational, Special and Inclusive Education, and Higher Education.

Key results of the G2B-ESP five years implementation were as follows:

- Provided school leadership training for over 400 principals and school administrators in 323 schools,
- Disbursed School Grant amount of US\$500,000.00 (Five Hundred Thousand United States Dollars) to 513 ECE schools in six counties.
- 41,552 learners benefitted from the school grant with female students constituting 49%,
- 150 schools were provided WASH facilities,
- 600,000 students were provided daily hot meals within 1,185 schools in 14 counties,
- Trained 466 WASH focal persons
- Trained 1,920 teachers in sexuality education
- 34,021 school children (ages 5 - 15) vision screened in two counties (Grand Kru and Sinoe)
- 1.1 million school-age children across all schools within the 15 counties were dewormed
- 35 National Master Trainers trained as career guidance and psychosocial counselors
- Harmonized and printed sexuality education IEC/BCC materials

Cost and Financing of the G2B-ESP

This section of the progress report of the G2B-ESP presents Projected Budget of ESP Implementation, Total GOL's support to the ESP, and External Resources provided to support the implementation of the plan. And the tables below revealed the cost, finance and expenditure of the G2B – ESP.

Projected Budget for ESP Implementation

Program	Projection	Funding Identified	Gaps	Actual Amount Mobilized
School Quality Program	17,859,357	57,350	17,802,007	
Education Management and Accountability Program	56,730,075	24,000,000	32,730,075	2.5M
Early Childhood Education	16,445,800	1,000,000	15,445,800	17.5M
Overage and Out-of-School	17,264,100	0	17,264,100	33M
Teacher Education and Management	15,402,300	7,200,000	8,202,300	29+
Curriculum and Assessment	2,341,240	0	2,341,240	
Student Well-being	59,811,850	59,000,000	811,850	60.8M

Projected Programmatic Budget for ESP Implementation

Program	Projection	Funding Identified	Gaps	Actual Amount Mobilized
TVET	3,438,475	0	3,438,475	51M
Higher Education	643,600	0	643,600	0
Total	189,937,097	60,057,350	98,679,747	328.4M

Projected Budget

189,937,097

Funding identified

60,057,350

External Resources Provided During (2017/21) (151.4M)

Donor	Amount	Programs
 USAID FROM THE AMERICAN PEOPLE	62M	ALP, Early Grade Reading and M&E support (RTI, EDC, DAI)
 UNITED NATIONS	51.8M	ECD, Improving TVET, Support to Basic Education, Data collection, School Feeding (UNICEF, UNESCO, WFP)
 WFP World Food Programme	2.5M	Support and Accountability at Decentralized programs for quality Education Delivery
 World Food Programme	16M	School Feeding and student well-being
 mary's meals FOR HUNGRY CHILDREN	12.5	School Feeding and student well-being
 ZOAC from relief to recovery	1.6M	School Feeding and student well-being
 JNFPA	5K	Support to curriculum and student well-being

5/28/2021

External Resources Mobilized-Donors Support (2018-2020) (176.9M)

Donor	Amount	Programs
 GLOBAL PARTNERSHIP for EDUCATION Leading education for all children	32.5M	Education in Emergency and ECE Improvement in 6 Counties
 IDA INTERNATIONAL DEVELOPMENT ASSOCIATION	47M	Improving Results in Senior Secondary Education
 EUROPEAN UNION	32M	Improving TVET and Job Readiness for Youths in 7 TVET schools
 USDA	30M	School feeding
 iecd Institut Teknologi dan Industri	10M	Support TVET and Job readiness
 EMBASSY OF SWEDEN MOTIVERA	6M	Support to Improving TVET at Voinjama Multilateral
 unicef	6M	Support to system strengthening and teacher Training
 giz GLOBAL INFRASTRUCTURE PARTNERSHIP	3M	Additional Prepare to Public Sector for TVET Outcome
 دبي كيرز Dubai Cares	1.9M	Support Vision Screening and De-worming in Schools
 MasterCard	700K	School Feeding
 JNFPA	500K	Support to Improving K1-12 Curriculum
 Nuffic Netherlands Organisation for International Co-operation in Education	200K	Support to SRHR Manual for TVET curriculum

5/28/2021

Prospect for the new ESP

Results from negotiation with Global Partnership for Education, Liberia has received a grant of US\$500,000.00 for the development of a new five-year Liberia Education Sector Plan (LESP) (2022 – 2026) with UNESCO serving as a Grant Agent and Technical Assistant.

Chapter Three:

3.0. Presentations

This chapter includes regional clusters and thematic groups presentations. Also, inclusive in this chapter are special presentations on (a) Education Financing: Domestic & External Expenditure on Education; Liberia's current performance of WASSCE & WAEC; the Psychosocial needs of Primary School-age Children in Liberia during COVID-19; National Reformed Curriculum; Social Service Delivery in Emergency with emphasis on Education Delivery; Education Statistics – EMIS; Center of Excellence for Education Administration, Certification & Accreditation; and the petition from students against drug.

3.1 Regional Clusters Presentations

The 2019/2020 county presentations took on a consolidated form, considering interventions by



the three education regions clustered into one, two and three. Unlike previous JESRs when the sixteen education county school systems presented individually, the 2020 JESR selected three CEOs to present on behalf of each cluster. The arrangement provided for five counties to a cluster and the sixteen county school systems were grouped on the basis of common

characteristics.

Like previous JESR, presentations of the regional clusters focused on collective (regional) as well as unique (county) achievements made in increasing Access, improving Quality and strengthening Governance under the program areas; as well as challenges experienced during the reporting fiscal period (2019/20) and recommended next steps.

Reference to achievements linked to increasing access in the ECE, Basic and secondary Education and TVET programs, the clusters unanimously reported construction and renovation of additional ECE schools and provision of WASH facilities; paid fees for vulnerable students; conducted advocacy, awareness and outreach to families and communities about the value of ECE/ECD and good parenting skills; provided opportunities for education to Out-of-school children and young people through the AQE program during the regular program in some counties in some regions; trained teachers newly recruited teachers and care givers as well as provision of health kits to make school environment safe and student-friendly; and facilitated teaching-by-radio initiatives in the regions. TVET was not highly featured in the clusters' presentations because the program is offered in few counties.

Regarding achievements linked to improving quality, the regional clusters reported that volunteered teachers were paid in some regions; teachers recruited to fill the void created by GoL retirement scheme; sets of curriculums were printed and distributed; hot meals and take-home ration for girls provided; and facilitated 12th Grade students' tutorial for WASSCE preparation; and procured armed chairs; and conducted training for master trainers. sets of curriculums printed and distributed

The clusters reported the following as efforts to strengthen governance - strengthened school base leadership and community engagement; Parents Teachers Associations (PTA) activated in some regions; PTAs Trained and strengthened; volunteer Teachers compensated; Personnel record system, the one personnel one file system completed; ECE Schools monitored; and Care givers' salaries Paid;

Reported challenges common to the regions were including inadequate funds; limited radio coverage (Teaching by radio initiative); the COVID-19 Pandemic; inadequate resources; bad road conditions; etc. The regions were unanimous in their outcry for inadequate funding as major hurdle to project consummation. (See

3.2 Thematic Groups Presentation

The thematic groups include Early Childhood Education, Basic & Secondary Education, Teachers Education & Management, Students Personnel Services, STEM, TVET & SIE, Higher Education, and Education Governance & Accountability.

3.2.1 Early Childhood Education

The sub-sector program, Early Childhood Education (ECE), planned fifteen targets under the period 2019-2020. This report presents the performance status of ECE against planned target. Those targets and performance statuses are shown below:

Targets:

- a) Refresher training in the use of the ECE National Curriculum and Teacher Planners provided to ECE teachers and caregivers to improve the quality of ECE service delivery

Target accomplished:

- *1,250 ECE teachers received refresher training in the use of the ECE Curriculum and Teacher Planner*

- b) Age-Appropriate and Gender Responsive Home Study Materials, Parental and Teacher Support Tips for ECE developed

Target accomplished:

- *16 sets of Age-Appropriate and Gender Responsive Home Study Materials, Parental/Teacher Support Tips developed*

- c) Online printable scripted lessons and workbooks for ECE based on the ECE Curriculum developed

Target accomplished:

- 25 sets of online printable lessons and workbooks based on the ECE National curriculum developed

d) Age-Appropriate and Gender-Responsive Child Protection Protocol for Students, Parents and School Communities developed

Target accomplished:

- Age-Appropriate and Gender-Responsive Child Protection Protocol for Students, Parents and School Communities developed.



e) Context-specific BCC materials (messages, posters, flyers) for child protection and well-being produced
Target accomplished:

- Developed BCC materials on child protection and well-being

f) School Capitation Grant disbursed directly to ECE schools in six GPE G2B targeted counties.

Target accomplished:

- School Capitation grant disbursed to 523 schools in six GPE G2B targeted counties, benefitting nearly 53,821 learners of which 28,124 (52.2%) are males and 25,697 (47.8%) are females.

g) Two Hundred unqualified ECE teachers trained in the In-service ECE “C” Certificate Program in six GPE G2B Counties

Target accomplished:

- 174 teachers trained in the In-service “C” Certificate Program, constituting 87% of the project target of 200; representing 81 males’ (41%) and 93 females (46%)

h) 60 ECE caregivers trained to establish and manage 20 community-based centers in rural hard-to-reach communities

Target accomplished:

- 60 ECE caregivers trained to establish and manage 20 community-based centers in rural hard-to-reach communities. 18 community-based ECD centers have been established, while the establishment of the remaining 2 centers outstanding.

i) Liberia context-specific Early Learning and Development Standards (ELDS) developed.

Target accomplished:

- Context-specific BCC materials (messages, posters, flyers) for child protection and well-being developed.

- j) Home-based ECE initiative rolled-out in homes under the Family Literacy Initiatives (FLI) in selected communities in Montserrado County

Target accomplished:

- *Home-based ECE initiatives rolled out with 187 homes reached through the Family Literacy Initiative. 189 children benefited from the program.*

- k) Integrated ECD service delivery piloted with the introduction of The Nurturing Care Framework in Liberia.

Target accomplished:

- *Integrated service delivery piloted with the introduction of The Nurturing Care Framework in Liberia. 35 families participated in the pilot with the establishment of the One Family Club which is in its pilot phase to be scaled up.*

- l) School Based ECD STEP training provided to ECE teachers to improve the quality of instruction

Target accomplished:

- *School Based ECD STEP training completed with 66 ECE teachers.*

- m) Economic Empowerment of Adolescent Girls and Young Women through ECD Life and Business Development Skills



Trainings provided for adolescent girls and young women in Montserrado County

Target accomplished:

- *EPAG Life and Business Development Skills Trainings completed.*
- *90 adolescent girls trained in Business Development Skills (55 girls from Paynesville, while 35 are from Gardnersville);*
- *60% are currently employed with different institutions;*
- *40% are continuing higher education or doing business*

- n) 21 child-friendly age-appropriate reading rooms established in 9 counties (Maryland Montserrado, Rivercess, Gbarpolu, Grand Gedeh. Margibi, Bong, Bomi, Grand Bassa)

Target accomplished:

- *21 child-friendly age-appropriate reading rooms established in 9 counties (Maryland Montserrado, Rivercess, Gbarpolu, Grand Gedeh. Margibi, Bong, Bomi, Grand Bassa)*

- o) KEEP story telling sessions by radio and social media, for early learners implemented– YouTube, Truth FM, Ecowas Radio, etc.

Target accomplished:

- *KEEP story telling sessions by radio and social media, for early learners implemented– YouTube, Truth FM, Ecowas Radio, etc.*

Challenges faced in the implementation in ECE planned targets were as follow;

1. Difficult rural terrain limit expansion of intervention; Limited community support, inadequate funding
2. Lack of funding to print copies of the ECE Curriculum and Teacher Planners
3. Delays due to lack of consensus on implementation modalities
4. Outbreak of Covid-19 during project implementation resulting in implementation delays; insufficient allocation for transportation and bad road conditions
5. Delay in conducting spot check leading to delay in overall implementation

2.2.2 Basic & Secondary Education

The sub-sector program comprising Basic & Secondary Education had planned twenty-four targets under the period 2019-2020 but nineteen were executed due to available resources. And this report presents a performance status as against every planned target. Those targets and performance statuses are shown below:

- a. Print 18,000 copies of Principal Guide Books

Target accomplished

- *The Guide book was updated to reflect Education service delivery in emergency. The procurement process for printing is ongoing*
- *SMS (MTM/Orange) to 2,436 recipients in Bassa/Grand Gedeh/Rivercess*
- *Two (2) Plastic containers school books bank and One (1) Plastic Container Community book bank. In G/Gedeh, 19 School communities, 450 households, 2, 250 children and 6 MoE Staff benefitted. In River Gee, 39 school communities, 966 households, 4, 830 children and 7 MoE staff benefitted*

- b. Conduct quarterly monitoring visits to AE providers

Target accomplished

- *TBR survey conducted on program learning impact*
- *Development of home-study packages*

- c. Sustain ALP program in selected counties for 95,000 overage learners

Target accomplished

- *264 ALP Conventional School (ALP-CS) established and operational in 6 counties*

- d. Implement ALP for 120,000 out-of-school children and young people

Target accomplished

- *52% of target achieved - 62,352 of out of school children and youth enrolled in 191 of ALP-CS*

- e. Finalize and print policies (Teachers Code of Conduct and Girls' Education)

Target accomplished

- *Policies updated to reflect Education service delivery in emergency. The procurement process for printing is ongoing*

f. Develop National Reading Benchmarks

Target accomplished

- National Reading Benchmarks developed and published in the Academic Calendar-2020/2021

g. Facilitate the training and certification of 1500 Basic and Secondary principals

Target accomplished

- 396 principals trained and certified (Bomi= 69M, 17F; Grand Kru= 65M, 6F; Maryland=56M, 7F; River Cess= 60M, 4F; River Gee= 42M, 9F; Sinoe= 54M, 7F)

h. Reactivate United Nations Girls Education Initiative (UNGEI)

Target accomplished

- UNGEI reactivated and leadership inducted
- 54 less fortunate children identified, profiled and currently enrolled in five (5) secondary schools

i. Facilitate the training of school administrators and PTAs Executives in school safe guarding

Target accomplished

- 150 school administrators and PTAs Executives trained in school safe guarding

j. Conduct assessment to determine causes for low girls' survival at secondary level

Target accomplished

- 15 days working session conducted with script writers and subject Leads
- Period 1 & 2 lessons developed and submitted for all grades level
- Period 1 & 2 lessons developed and submitted for all grades level

k. Develop Scholarship guideline for Girls Education

Target accomplished

- Local consultant hired

l. Expand EGR to additional schools

Target accomplished

- 2500 homebased reading spaces established across 366 school communities in Bong, Lofa, Nimba, Margibi, Margibi and Nimba(Read Liberia)
- EGR G1 & G2 in 20 schools in Grand Gedeh and 39 schools in River Gee by Save the Children

m. Facilitate the training of teachers, master and school administrators in EGR teaching methodology

Target accomplished

- 1,491 Teachers, Principals, Registrars trained in ALP-CS Methodology
- Sensitized 42 private sector organizations on ways to Early Grade Reading activities

- n. Print and make available Teaching and Learning Materials for students and teachers in all lower basic schools

Target accomplished

- 11,298 pieces of assorted EGR) - TLMs) distributed to 57 schools in Grand Gedeh (20 schools) and River Gee (37 s by LEARN's I
- 2,000 (20 new titles) supplementary reading materials written by 8 local writers in Liberia printed and distributed to 59 (Grand Gedeh – 20 and River Gee – 39) community book banks.
- 2,000 (20 new titles) supplementary reading materials written by 8 local writers in Liberia printed and distributed to 59 (Grand Gedeh – 20 and River Gee – 39) community book banks.

- o. Provide Pro-Futuro Digital Education in 10 schools in 3 counties

Target accomplished

- 120 schools providing pro-futuro digital education for 10,555 students in Montserrado(60) Margibi(30 and Bong(30)

- p. Establish tutorial school clusters for WASSCE

Target accomplished

- 114 WASSCE Tutorial Clusters established across the country

- q. Print WASSCE Tutorial Manual per subject

Target accomplished

- WASSCE Tutorial Manual per subject printed and distributed

- r. Implement and monitor WASSCE tutorial

Target accomplished

- WASSCE Tutorial implemented and monitored nationwide

- s. Establish relevant platforms for learning continuity at all levels

Target accomplished

- Aired radio-based County level program for stakeholders of topics on sub- theme covering COVID 19 prevention; Positive Discipline Techniques, Safe School, SGBV, Teachers' Code of Conduct
- Distribution of cell phone radio micro ship with radio lessons
- 750 lessons developed for ECE to Grade 12, and aired on National and Communities radio stations across the country.
- Mobile phone lessons Feedback session with students, parents and general public

Challenges faced in the implementation of Basis & Secondary Education planned targets were:

1. Uncoordinated teachers transfer
2. Most teachers with limited ALP teaching skills
3. No bikes for AE supervisors to monitor
4. Abrupt payment of WAEC fees by level 3 learners which has caused financial stress on parents.
5. No funding for rollout
6. Difficulty in acquiring relevant data from targeted areas
7. Lots of competing priorities caused delays awareness
8. Limited budgetary support for scale up
9. Uncoordinated teachers transfer
10. Deplorable road condition especially during the rainy season made the distribution very challenging

2.2. 3 STEM, TVET & SIE

The sub-sector program comprising TVET, STEM & SIE had planned seventeen targets under the period 2019-2020 but nineteen were executed due to available resources. And this report presents a performance status as against every planned target. Those targets and performance statuses are shown below:

1. Strengthening EMIS and TVET capacity to gather real-time data on TVET
Target accomplished
 - *Five (5) MoE and two (2) MoYS Staff participating in an online certificate course in Monitoring and Evaluation*
 - *On-site Labor market data collection commenced for the development of qualification descriptors for Engine repair Mechanic, Heavy Equipment Operator, Heavy Equipment Repair Mechanic, Heavy Equipment repair Technician, and Heavy Equipment fleet operations manager*
2. To improve the quality of TVET delivery
Target accomplished
 - *76 newly recruited teachers inducted and placed on MoE payroll and are undergoing training*
3. Mainstream School-Based Agricultural Education (SBAE)
Target accomplished
 - *Concept Paper and Business Plan developed and submitted to the Project Steering Committee (PSC)*
4. Strengthening EMIS and TVET capacity to gather real-time data on TVET
Target accomplished
 - *75 TVET teachers trained in Basic ICT skills for e-learning course in an online introductory teacher training course*
5. Mainstream School-Based Agricultural Education (SBAE)
Target accomplished
 - *TVET Management staff training Learning Manuals in progress*

- *157 teachers from 157 schools in Bong, Bomi, Margibi, Lofa, Nimba Gbarpolu and Montserrado trained in improved farming methods*
6. Improving the quality delivery of STEM program within secondary schools
Target accomplished
- *Online TVET Curriculum Developer training commenced on the DACUM Methodology with 20 persons undergoing training through Ohio State University's Center on Education and Training for Employment*
7. Development of Inclusive Education Policy and implementation plan
Target accomplished
- *Produced Inclusive Education Policy and implementation plan*
8. Develop, distribute and implement Inclusive Education Guidance and Training Materials
Target accomplished
- *Printed 861 copies of Inclusive Education Learning Materials*
9. Conduct quarterly Training workshop for Teachers and Caregivers
Target accomplished
- *Assessment conducted in three science Labs: Bopolu, C.H Deweye & Bassa High*
 - *The I-Help Liberia Project team from the USA trained and certificated 22 Science teachers virtually from Montserrado*
 - *50 set of microscience kits were received from UNESCO but has not been distributed for use*
 - *policy developed, printed, launched and distributed 300 copies to all CEOs and some DEOs*
 - *7 schools monitored and evaluated - 4 in Montserrado and 3 in Margibi*
10. School Based Vision Screening (Special and Inclusive Teachers Training)
Target accomplished
- *20 Teachers from 10 special and inclusive schools trained in School Based Vision Screening in Montserrado County*
11. Liberia school of the Blind accelerated Learning Program Refresher Training
Target accomplished
- *Construction and Rehabilitation works in progress at four (4) sites*
 - *Delivery of training equipment commenced at BWI*
12. Train Special and Inclusive Teachers in School Based Vision Screening
Target accomplished
- *41 road technicians trained in road maintenance technology*
 - *41 road technicians trained in road maintenance technology*
 - *20 TVET Bureau staff trained in the TVET Curriculum in Ohio State University*
 - *TVET Curriculum and Qualification Descriptor adopted.*

- *TVET Curriculum and Qualifications Framework developed*
- *Electricity curriculum of the selected schools evaluated*

Bureau of TVET STEM & SIE experience the Following challenges

1. Covid 19 pandemic out break
2. Lack of funding to perform task

2.2.7 Student Personnel Services

The sub-sector program comprising Students Personnel Services had planned seventeen targets under the period 2019-2020 but nineteen were executed due to available resources. And this report presents a performance status as against every planned target. Those targets and performance statuses are shown below:

1. Scale-up delivery of nutrition services in schools for 350,000 school children in 1,035 schools and to construct 150 school kitchens for the safe preparation of school meal for schoolchildren by end of 2020.
Target accomplished
 - 320,000 school children were fed through take-home ration due to COVID-19
 - 92 kitchens were constructed
 - Produced home-grown school feeding operational manual
2. Improve community engagement skills of 3,500 PTAs in school communities through policy design and capacity building; and increase survival rate at all school levels.
Target accomplished
 - 6,000 copies of PTA and Community Engagement policy printed
 - 5,876 copies of Community mobilization protocol being produced
3. Expand career guidance and psychosocial counselling in 200 schools
Target accomplished
 - 3,000 copies of psychosocial support protocol are being printed
 - Psychosocial support services help-desk/referral is being established in 6 schools within two counties
4. Improve school health, physical education and sports in schools at all levels in 644 schools
Target accomplished
 - National School Health Policy Finalized and 200 copies printed
 - Developed School Health Strategic Plan
 - 11,938 Students and 522 teachers screened for vision problem in 49 schools, Montserrado as a pilot
 - 707 school health and well-being kits procured and distributed to 707 Senior high schools for the catchup classes

- Developed and distributed 952 lessons including 26 special Sexuality Education lessons and 10 psychosocial lessons for adolescents in school for the continuity of Sexuality Education
- 7,000 school health and well-being kits procured and being delivered to all public and private schools
- Developed health and well-being messages on safe referral systems, COVID-19 prevention messages and safe operation guidelines/protocol

Challenges Faced in the Bureau of Students Personnel Services

1. Limited collaboration and cooperation from school communities
2. Lack of funding to validate, finalize, print and train for implementation
3. Delay in release of funds to train 2,639 PTAs and Principals
4. Lack of funding to train school counselors
5. Delay in the policy launch
6. Due to COVID-19 vision screening could not be scaled up.

2.2.5 Teacher Education & Management

During the period under review, the Bureau of Teacher Education and Management had the following targets,

1. Improve capacity of Teacher Training Institutes (TTIs) to increase the proportion of trained and qualified teachers
Target accomplished
 - Concept Note and survey tool developed
 - Survey tool developed
 - Nation-wide National Teacher Qualifications Survey conducted.
2. Increase the number of trained and qualified teachers (Primary-700 & ECE-700) by 1400 in the six GPE Counties
Target accomplished
 - *184(125-male & 59-female Primary C and 174 (81-male & 93-female) ECE Teachers trained*
3. Strengthen the capacity of school administrators and teachers
Target accomplished
 - *National Teacher Performance Standards finalized*
 - *National Teacher Management Policy drafted and shared with stakeholders*
4. Increase the number of trained and qualified teachers in Junior & Senior High Schools by 200 at the end of 2021
Target accomplished
 - *National Teacher Management Policy drafted and shared with stakeholders*

5. Establish an In-service Teacher Continuous Professional Development (CPD) System
Target accomplished
 - *Trained 4,128 (3,018 male & 1,110 female) teachers in psycho social, health, learner-centered approach, content and pedagogy in 10 counties*

Some challenges experienced were:

1. Delay in getting inputs from stakeholders
2. Difficulty in recruiting teachers that meet the project requirements
3. COVID 2019.
4. Delay in hiring of TA
5. Delay in disbursement of funds to train the remaining 2,300 teachers in 5 counties

2.2.6 Higher Education

The National Commission on Higher Education Planned Targets

1. Improve quality and relevance in Higher Education Sector
Target accomplished
 - STEM programs (agriculture, engineering, IT, medical sciences, etc.) have been identified as relevant to the nation building process of Liberia
 - Quality assurance cell established in 7 HEIs; and quality assurance tool developed
2. Improve quality and relevance in Higher Education Sector
Target accomplished
 - *Drafted a revised version of the Higher Education Act*
 - *Policy for Licensing Post-Secondary Institutions launched*
3. Provide Access to Higher Education Opportunities
Target accomplished
 - 15 Post-Secondary certificate and diploma granting Institutions are in process of seeking licensure
 - 7 Additional institutions were licensed to offer higher education programs
4. Improve equity and efficiency in higher education financing
Target accomplished
 - 2 elevated from Bachelor to Master's level 3 HEIs elevated from Associate to Bachelor's level
 - Debate work-plan drafted and submitted to donors

Challenges faced by the National Commission on Higher Education

1. Limitation of the 1989 Higher Education Act to meet up contemporary higher education issues
2. Inadequate budgetary support to facilitate the activities and functions of the NCHE

3. The financing of higher education, e.g. scholarships and subsidies outside the NCHE's involvement
4. Absence/limitation of funds for faculty development at the sectorial level
5. Lack of funding for faculty development in higher education

2.2.7 Education Governance & Accountability

Governance and Management Targets for the period under review were;

1. Strengthen the implementation of education workforce reform at central, County and District levels
Target accomplished
 - *Reference GPE-G2B Project DLI 1, 2.1 Narrative. (The annual publication of MOE-CSA Employee Registry)*
 - *Supplementary payroll has since been merged with the regular payroll of Government*
2. Provide support for improved functions and accountability at decentralized levels (County & District)
Target accomplished
 - *Total of 594 Volunteers hired to active payroll replacing retirees & additional 248 volunteers hired to replaced identified abandoned teachers)*
 - *Installed Quick books and trained finance staff*
3. Strengthen Education Sector Planning, Monitoring, Budgeting and Financing adopting the Bottom-Top approach
Target accomplished
 - *Procurement, Internal Audit, Finance, HR implemented*
 - *Conducted School leadership training for 396 school Principals in six GPE selected counties*
 - *Obtain Education expenditure data and submitted to UIS*
 - *Developed and submitted project/funding proposal on inception activities of the Center*
4. Honor the annual development of Education Sector Plan, Reports, Review and updates of Sector plan
Target accomplished
 - *Developed Operational Plan for the last three years of the Getting -To-Best Education Sector Plan*
 - *Completed Data collection for 2019/2020 including School Quality Assessment (SQA), School grading and Annual School Census*
5. Strengthen MOE Infrastructure Management
Target accomplished

- *Developed Data collection platform and deployed the 2019/2020 Annual School census, School Grading and SQA, Data,*
- *Programmatic Budget Template developed and currently being utilized*
- *Developed template to track donors and implementing Partner's expenditures operational*

6. Complete the establishment and make functional 3 Centers of Excellence

Target accomplished

- *1. Funding proposal (Teachers Excellence Professionalization through Certification and Licensing (TEPCEL) is being submitted to potential donors.*
- *LEAP schools scaled-up to 323*
- *18 scholarships provided for Master and PhD candidates in various disciplines*
- *16 Scholarships provided for deserving Liberian students to pursue under graduates' disciplines*

7. Provide scholarship for youth and young people

Target accomplished

- *Create fiscal space to regularize supplementary teachers' status*
- *Roll out HR Management Information System at county and district levels*
- *Train county and district levels system administrators*
- *Train county and district levels system administrators*
- *Train Eos and CPS in School Leadership and SQA*

Challenges faced by Governance and Management Targets

1. Delay in obtaining updated data and organizing into a presentable format for system upload
2. Slow response by some IPs in providing the requested information
3. Securing funding to fund the inception activities and cost/budget of operating the Center.
4. Unavailability of clear commitment by partners/donors to fund the proposal
5. Slow pace in the payment of student allowances by the Government of Liberia
6. COVID-19 pandemic outbreak

3.3 Special Presentations

3.3.1 Education Financing: Domestic & External Expenditures on Education

Presenting on Education Finance, the Assistant Minister for Fiscal Affairs and Human Resource at the Ministry of Education, Honorable James Armah Massaquoi. He noted that during the period under review, expenditures for the Ministry of Education were in two categories, namely Domestic and External expenditures.

He indicated that domestic expenditure stood at US\$82 Million Dollars which cuts across the different sub-sectors and can be broken down by different expenditure items including Compensation, Goods and Public Sector Investment. Of the US\$82 Million, which came into the

Sector, recurrent expenditure amounted to US\$78, 625,756.00, while capital expenditure stood at US\$3.374 Million.

For external expenditure, the Assistant Minister reported that for FY 2019/2020, an amount of US\$28.5 Million was spent on donors/implementing partner's activities. He however noted that there was a challenge in getting expenditure reports from partners which would highlight breakdown by partners' program.

There were several questions/concerns were raised, including whether there was an opportunity to include other private institutions in the GOL subsidy program; whether it was possible to break down the US\$82 Million dollars to reflect actual expenditures; and whether the external expenditures could be broken down by donors. In response, it was noted that private institutions could benefit from GOL subsidy and grants once they met eligibility requirements. The Assistant Minister also noted that the Ministry was working with partners to ensure that their respective inputs into the Sector are captured in the MOE reporting matrix. In response to a concern about the disruption in processing new beneficiaries of the GOL scholarship program, he reported that the Ministry of Education halted the local scholarships program to the various colleges and universities due to the huge backlog of indebtedness to these institutions. As the Ministry fulfills her commitment to clear scholarship arrears, the local scholarship program will be re-initiated.

3.3.2 Liberia's Current Performance on WASSCE & WAEC

Reporting on Liberia's current performance on the WASSCE and WAEC, Mr. Dale G. Gboto, Head of National Office (HNO) for WAEC Liberia presented. He asserted that his presentation was an opportunity to interact with all the relevant partners within the Education Sector, providing insight into where Liberia has come from in its preparation to join WASSCE.

The HNO gave a three-year (2018-2020) comparative analysis of Liberia's performance on the WASSCE & WAEC exams, highlighting trends in subjects' results which prove that there has been improvement in students' performance in the last three years. He indicated that much needs to be done to accelerate the trends towards more students passing in subjects with credit. Considering the progressive improvement made in relation to passing with credit in two to seven (2-7) subjects, the report also showed an inverse relation between the number of subjects passed with credit and the percentage of students passing with credit. There was also an inverse relation between the numbers of candidates who passed without credit and the number of subjects sat.

In 2020, there were 37,553 candidates who sat the LSHSCE. The results show that the percentage of candidates who passed decreased progressively as the number of subjects passed increased. The same results are shown for candidates who sat the LPSCE.

The number of schools with all candidates failing in all subjects increased progressively in terms of numbers (2018: 600 schools; 2019:651 schools; and 2020:701), decreased from year to year as a percentage of the total (2018: 23.0%; 2019:7.07%; and 2020: 2.26%).

3.3.3 The Psychosocial needs of Primary School-age Children in Liberia during COVID-19: LUMINOS Second Chance Program

Reporting on Luminos Funds activities was Mr. Abba Karnga, Jr. He outlined the organization's vision for a world where no child is ever denied the chance to learn. He noted that to date, the Luminos Fund has helped over 152,000 children globally to experience joyful learning who were previously denied an education due to poverty, crisis, or discrimination. The organization's 10-month accelerated learning program supports out-of-school children to become literate and numerate, develop broader holistic skills, and return to mainstream school.

In 2020-21, Luminos operated 80 Second Chance classrooms, supporting 2,400 marginalized children across three counties (Montserrado, Bomi, and Grand Cape Mount). The program helps out-of-school children (aged 8-12) become intrinsic learners and takes them from not recognizing letters to reading passages in 10 months and celebrates traditional five senses learning methods, with phonics-based condensed curriculum.

Mr. Karnga, Jr. reported that during the pandemic, Luminos Fund made direct inputs to COVID-19 response activities as follows:

- Direct input to the national COVID-19 education response plan
- Provided Readers, copybooks, numeracy worksheets to students to support home-based learning through the stay-at-home period
- Conducted facilitator-led home visits to support student health, well-being and learning
- Provided bags of rice to Luminos families to support students' nutritional needs
- Established WASH stations and conducted door-to-door COVID-19 and handwashing awareness in 37 communities across four counties.
- Ran 10 weeks of catch-up programming for Luminos Second Chance students and transitioned 2019/20 children as planned for the start of the 2020/21 school year

He reported that Luminos Funds is currently collaborating with the Ministry of Education to scope, design and conduct a needs assessment to understand the psychosocial needs of vulnerable students during COVID-19

3.3.4 National Reformed Curriculum

On the new National Reformed Curriculum, the Executive Director for the Center of Excellence for Curriculum Development & Textbook Research, Mrs. Madia Herring-Mensah reported that during the period under review, the Ministry of Education, with support from the Government of the Kingdom of Sweden and the UNFPA implemented several key activities, realizing the need to continue teaching and learning during the global pandemic, COVID – 19. The Center, working with the Division of School Health of the Ministry of Education and forty (40) subject specialists developed nine hundred and fifty-two lessons, covering the scope and sequence for Semester Two for grades 1 through 12. She indicated that three major activities were carried out, including:

1. LESSON DEVELOPMENT

Lessons developed in various core subjects for Lower Basic, Upper basic and Senior Secondary levels were as follows:

- ❖ Core Subjects for Lower and Upper Basic (Grades 1 to 9):

- English, Math, General Science & Social Studies
- ❖ Core Subjects for Senior Secondary (Grades 10 to 12):
 - English inclusive of Literature in English, Math, Biology, Economics, Physics, Chemistry, History & Geography
- ❖ 26 specialized Sexuality Education lessons
- ❖ 10 specialized psycho-social lessons

2. PRODUCTION OF PRINTED AND ELECTRONIC COPIES

This activity included:

- ❖ Printing of 13,250 copies of the teaching and learning materials (TLMs) developed
- ❖ Instructional packages copied to 2,345 CD's
- ❖ 210 flash drives loaded with instructional packages

3. TEACHER TRAINING

During the period under review, 500 teachers and 250 vice principals for instruction from 250 public and private schools were trained in the utilization of the National Reformed Curriculum in the fifteen counties.

3.3.5 Social Service Delivery in Emergency with emphasis on Education Delivery

Presenting on the topic, Social Service Delivery in Emergency with Emphasis on Education Delivery, was Dr. D. Elliott Wreh-Wilson, President of the Tubman University. He noted that colleges and universities research to create and share knowledge and, in the process, they find alternate ways to construct knowledge. Consequently, colleges and universities are clearing houses where ideas and concepts are nurtured and advanced. These institutions are where young people are groomed for the future in various disciplines.

Dr. Wreh-Wilson reasoned that the purpose of acquiring education is first and foremost to improve the lives of individuals and their communities. Along with that comes the responsibility to others and society. He encouraged educators and other professionals to share their knowledge, meaning, they must consider others and their wellbeing and reputation in the process.

He meanwhile challenged both teachers and students to do their very best. He noted that they will do their best when they make optimum use of the resources available to them. They cannot worry about what they lack when they have not fully utilized what they already have. Part of the Education Sector's role therefore will be to support teachers and students to be innovative in utilizing the little resources available to them. Dr. Wreh-Wilson noted that the first colleges and universities, by comparison had far less resources than there are today. Yet, they produced scholars who were inventors and who wrote some of the classics we still read today.

He cautions the Sector that to produce quality results, reforming our schools is a major and perennial concern of the Liberian people. He noted that firstly, reform must begin with addressing structural issues and not just testing teachers and students. These issues include:

1. Repair of school buildings to create larger learning spaces to maintain a maximum class size of 45 learners.
2. Create Reading Rooms as alternate to libraries;
3. Continually upgrade teacher quality to align with best standards;
4. Focus on a “pre-school” system that prepare our children for the future.

Secondly, reforms must address pedagogy, specifically what is taught and how it is taught. Dr. Wreh-Wilson averred that reform must take place in phases--beginning with our pre-schools and elementary schools. In these schools. Teachers must continually be re-train in new concepts and technologies, making use of breaks and vacations for continuous professional development. He emphasized the need to create an incentive protocol for teaching in rural areas, which include a small relocation package.

Finally, he noted that to succeed in reforming the school system, the National Legislature must support the Ministry’s efforts through budgetary appropriations.

3.3.6 Education Statistics – EMIS

Presenting on the Education Management Information System was the Deputy Minister of Education for Planning, Research and Development, Honorable Alton V. Kesselly. He asserted that the Ministry is reverting to a digital data collection for the first time, thus moving away from the paper-based data collection mechanism which had been in use. The Minister however explained that using digital data collection platforms requires time for adjustment and understanding especially when it is new to an institution. He noted that there have been some challenges while making this transition. School level documentation and record keeping are either poor or non-existent. He then presented current data that revealed the following:

Up to the holding of the 2020 JESR, processed data show a total of 6,050 schools, with a student population of 1.4 million. Of this number, 50.7% of the population are males, while females constitute 49.3%. For the 6,050 schools, 44,774 teachers were listed for the different levels, of which males constitute 32,411 (74%), while females make up for 12,226 or 26% of the data.

School ownership types show a high number of public schools compared to the other types, with a total of 2,690 schools. The total number of schools by other types of ownership include: Private (1,943), faith-based (1,146), and community (271) respectively.

The data show that, of the 1.4 million, there are 567,995 (males: 304,962; females: 262,993) students in public schools, constituting 40.6% of the total student population. Private schools account for 512,356 (males: 247,550; females: 264,806) students or 36.6% of the total. Students in faith-based schools total 261,285 (males: 128,390; females: 132,895) or 18.7%, while community schools account for 3.9% of the total or 55,355 (males: 28,605; females: 26,750). The data also shows that there are 15.7% more girls in private and faith-based schools than public and community schools.

3.3.7 Center of Excellence for Education Administration, Certification & Accreditation Presenting for CEEACA was the director, of the center, Dr. Charles Gbollie.

He noted that the Education system cannot function properly nor succeed without professional and licensed teachers in the system. Hence, the New Education Reform Act of 2011 (Section 3.5.1c) authorizes the creation of the Center of Excellence for Education Administration, Certification and Accreditation. He also indicated that The Center was established to implement and monitor rigorous standards which significantly increase the quality of education institutions in Liberia.

Dr. Gbollie averred that the vision of the center was, to promote **a standardized education system and well-professionalized teaching force** for the provision of quality education. He said that this vision can be realized through assessment, training, certification, and licensing of teachers and accreditation of all Liberian schools.

He indicated that to transform the system, several actions need to be taken including, taking very vital corrective measures for various flaws of the system such as limited qualified teachers and administrators in the system; an under- performing system with poor quality teaching and learning. He emphasized the need to establish minimal requirements for the accreditation of institutions and the licensing of teachers and school administrators to provide quality educational services. Dr. Gbollie outlined a roadmap for fully operationalizing teacher licensing in Liberia which include i) the development of a National Procedures and Policy for Licensing and Accreditation; ii) the setting up of a teachers & administrators profiling system/data collection; iii) the development of a questions bank and system set up; and iv) the conduct of pilot training, testing, certification and licensing.

For the period under review, the director reported that the Center had planned several targets centered on system set-up and strengthening as well as operationalization. Important results were achieved including, i) development of a concept note for the center's activities, ii) development and submission of a funding proposal for the center, iii) preparation and approval of an outline for the development of the National Procedures and Policy for Licensing and Accreditation.

Students Against Drug Petition

Friday, May 7, 2021: On the last day of the JESR, the presentation of plans by the various TWGs was interrupted by an important event which included a non-violent protest by a group of students, youth groups and other stakeholders under the auspices of Students Against Drugs (SAD-Liberia). The protest culminated into the reading and presentation of a Statement by the group to the National Legislature through the Minister of Education. The event under the theme: **"Reclaiming the hope of the future leaders"**, was organized by SAD-Liberia in partnership with DELTA Human Rights Foundation, Foundation for International Dignity (FIND-Liberia), Adolescent Girls Initiative, The National Youth Parliament of Liberia, ECOWAS Youth Assembly, Suacoco

District Students Association, Association of Dream Builders International, Weston Foundation, and War Affected Youth/Zoegoes Cooperative as part of a nationwide anti-drug campaign.

Presenting on behalf of SAD-Liberia, Student Justina Dunbar highlighted the problems faced by young people as a result of drug abuse and addiction and the absence of a strong legal framework to prosecute people peddling in illicit drugs in the Country. Miss Dunbar, on behalf of young people in the Country called on the National Government to strong drug laws and make dealing in illicit drug a non-bailable offense. She also called national and international stakeholders to champion the advocacy for Government to declare illicit as national health emergency.

The group made several recommendations to National Government through the Chairman of the Senate Standing Committee on Education. These included: i. speedily pass strong laws against illicit drug peddling, ii. Make drug a non-bailable crime. They also recommended numbers of years in correctional holdings for security personnel involve (35 years), dealers and transporters (30 years) and consumers (15 years).

Chapter Five:

4.1 Roundtable Meeting with Education Partners and Stakeholders

2020 Joint Education Sector Review Aide-Memoire (Commitment and Call for Action on Education)

Held in Gbarnga, Bong County, May 3-7, 2021

Background

We, the Ministry of Education of the Republic of Liberia, high-level government officials, diplomatic partners, representatives of domestic and international organizations, civil society and youth organizations, and international development partners, gathered in Gbarnga, Bong County, Liberia for the 2019-2020 Joint Education Sector Review, (JESR) to set out a harmonized vision for educational transformation to meet our commitments to the *Getting to Best* Education Sector Plan 2017-2021 and the Global 2030 Agenda for Sustainable Development. The Ministry of Education would like to specifically extend thanks to the Global Partnership for Education (GPE), USAID, OXFAM, UNIDO, UNICEF, KEEP-Liberia for their support to this important event.

We, herein, reaffirm, over the next twelve months as we transition to the development of a new Education Sector Plan, our unwavering commitment, to the *Getting to Best* Education Sector Plan 2017-2021 and to Sustainable Development Goals4-Education 2030, a centerpiece of the global Sustainable Development Agenda aimed at ensuring equitable inclusive quality education and lifelong learning opportunities for all, as well as to the Continental Education Strategy for Africa (CESA 16-25) aimed at reorienting Africa’s education and training systems, Africa’s response to and domestication of SDG4-Education 2030.

Building skilled Liberian citizenry

1. We commit and continue to promote quality learning for all Liberians at all levels, using diverse and relevant modes of learning with flexible pathways between formal and Alternative Education (AE) and training models to cater for all children, youth, and adults in and out of school.
2. Recognizing that access to and quality of education and training at all levels remain critical challenges within Liberia for hundreds of thousands of children, young people and adults lacking foundational skills and relevant competencies needed for life and work in a globalized world, we commit to:

Early Childhood Education (ECE)

- Provide opportunities for overage learners through AE programs during regular school programs.
- Prioritize training for 5,000 ECE teachers and teacher assistants in inclusive child education and gender responsive pathology using the ECE curriculum.
- Conduct Nation-wide awareness on the importance of age appropriateness as per grade/class.
- Provision of Teaching and Learning Materials (TLMs) for ECE teachers and students.
- Pilot ECE program in six counties in ECE schools at targeted location.

Basic & Secondary Education

- Strengthen school leadership and management accountability through training and provision of materials including guidebooks for school administrators.
- Continue to provide Alternative Education/Accelerated Learning Program (AE/ALP) opportunities for overage in- and out-of-school learners as well as extending such opportunities to unreached counties.
- Promote standards on quality learning achievements and performance among basic and secondary students.
- Support the improvement of the Reading proficiency levels of students at the Basic and Secondary levels, as well as create the necessary awareness among stakeholders and the private sector to support an active reading culture.
- Continue to mainstream gender and school health activities across the education sector.
- Continue to support relevant platforms for learning continuity at all levels including Education in Emergency (EiE).
- LEAP operators run 323 primary schools, in 14 of 15 counties, more than 70,000 students enrolled from early childhood education through Grade 6, with fewer classes dedicated for Grades 7-9.

STEM, TVET & SIE

- Support policy development and implementation of Technical, Vocational, Education and Training (TVET).
- Support the development of effective TVET/Science, Technology, Engineering, and Mathematics (STEM) delivery facilities that will include the rehabilitation and establishment of facilities, and the provision of relevant curriculum and TLMS and micro science kits for students and teachers.
- Build the capacity of TVET/STEM facilitators and teachers up to a certificate level.
- Expand TVET opportunities to out-of-school youth including youth with disabilities.
- Support the development of instructional support materials relative to youth with disabilities.
- Encourage the production of school garden activities around TVET facilities.
- Support the development of a National strategy and sustainability plan for Information Communication Technology (ICT) instruction across the country.
- Develop well organized and productive internship programs.

Teacher Education & Management

- Provide a national teacher professional performance standards for teachers in Liberia.
- Continue to increase the number of trained and qualified teachers primarily in all 15 Counties.
- Continue to train school administrators on effective school management skills.
- Align the Continuous Professional Development Package (CPD) to that of the new MOE competence-based curriculum.

Students Personnel Services

- Continue to support the expansion of school feeding programs with the home-grown feeding approach, as a motivation for school enrollment for out of school children and youth and the retention of in-school children.
Support the implementation of school health policy at all levels of the education system.
- Continue to advance a fully integrated approach to school health, inclusive of WASH, eye health, nutrition, deworming, HIV and Sexual reproductive health, Sexuality Education, physical education, and sports to improve learning outcomes and the retention of students.
- Provide psycho-social counselling to schools.
- Improve community and private sector engagement.
- Improve the leadership and school support, capacity of PTAs and school communities by training and community-based forum.

Education Governance & Management

- Support the roll-out of an effective HR management information system to all 15 counties.
- Establish the Center of Excellence – Teacher Accreditation and Licensing- and begin to implement the accreditation and licensing of teachers as of 2022.
- Strengthen Monitoring and Supervision in schools and roll out the Monitoring and Evaluation framework from national to district levels.
- Support the timely conduct of the 2021/22 JESR.
- Develop a well-structured and sustainable Education Information System (EMIS).

- Conduct the Annual School Census.
- Develop Policy on Education Financing.
- Strengthen education communication strategy.
- Continue advocacy with support from the two-legislative committee on education for increment in the National budget for education pursuing the Global 2030 target.
- Reactivate the local scholarship program for students.

Higher Education

- Revise the 1989 Act on Higher Education to conceptualize the context of higher education in Liberia. Hence the need to hold a national stakeholder conference that will develop a comprehensive road map for higher education.
- Address the issue of the physically challenged.
 1. Begin to develop the initiative to offer scholarships and research grants – source of financing will begin with the development of policy for financing higher education in Liberia.
 2. Enhance quality education instructional -work toward setting the stage for offering a harmonized teacher training system - and categorize profession and instruction in higher education ranking of schools.

Curriculum development

- Improve learning outcomes.
- Revise Textbook for Secondary Education in the following subjects – Physics, Chemistry, Biology and English to align with open-source materials, the national reformed curriculum and the WASSCE curriculum.
- Support the printing of more copies of the curriculum and instructional materials for all schools.
- Develop a national textbook development guideline to include printing, distribution, etc.
- Conduct refresher for teachers, school administrators on the use of the reformed National Curriculum.
- Make available and distribute the curriculum and textbooks to all schools.

USAID

- Will continue to support the Government of Liberia’s education sector priorities toward provision of affordable, sustainable, equitable, and quality education services for improved teacher and student performance.

World Bank

- Work with the MOE to continue to provide the technical and financial resources to implement the sector plan.
- Work with the MoE and the Ministry of Public Works to undertake all infrastructure projects for Secondary schools as by the International Development Association arrangement.

GPE Secretariat

- New funding allocation for Liberia announced by GPE Secretariat on May 6, 2021.
- System Transformation Grant (formerly ESPIG) To be Decided (TBD), and to be announced after the GPE Global Education Summit in July 28-29, 2021.
- GPE Multiplier: US \$10 million requires co-financing from new, additional external funding sources (\$1 dollar can be unlocked from the Multiplier for each \$3 dollars of new, additional external financing with some exceptions).
- System Capacity Grant (replacing ESPDG). US \$2.2 million; access to SCG up to US \$ 700,000 is currently available to support development of the ESP/ESA and the next JSR. This support, however, will be expanded after July 2021 to cover other eligible activities for system-wide capacity strengthening up to the higher ceiling.

LEAP

- LEAP has mobilized close to USD \$31.5 Million through joint fundraising effort both by the operators (LEAP Providers) as well as goodwill including (LGT Venture Philanthropy, Mulago, UBS Optimus Foundation, Vitol Foundation, AKO Foundation & King Philanthropy, etc).

Recommendations:

1. The MOE needs to complete the data analysis of the 2019-2020 school census and all stakeholders are looking forward to receiving the final report.
2. The GOL make good its commitments to the agreement of 2017 and the February assurance made in February of 2020 to increase support for financing primary education in the national budget. This commitment of the Government is essential for accessing funding under the GPE.

2020 JOINT EDUCATION SECTOR REVIEW

MAY 3-7, 2021

GBARNGA, BONG COUNTY

ROUNDTABLE DISCUSSION

JESR 1-1 Minister opening statement-

The Minister began the meeting by stating that all that needed to have been said have been made already during the presentations and discussion by everyone during these 5 days of the JESR and there is no need for further discussion. Next the Minister thanked all partners and asked that we set dates for the completion of all reports and activities on time since those are critical elements in the formulation of the next 5 years ESP and ESA; Hence the following actions/agreements.

JESR 1 -2 Timeline for completion of the Aide Memoire and JESR comprehension reports

Aide Memoire

- ✓ May 14, 2021 - first of the Aide Memoire to be ready and circulated to all partners.
- ✓ May 24, 2021 – Partner inputs, feedback expected.
- ✓ May 27, 2021 - Submission of 2nd draft to partners for final review
- ✓ May 31, 2021 - Signing of Aide Memoire.

JESR comprehension reports

- ✓ May 14, 2021 - first draft of the JESR Report to be ready and submitted to all partners.
- ✓ May 24, 2021 – Partner inputs, feedback expected.
- ✓ May 27, 2021 - Submission of 2nd draft to partners for final review
- ✓ May 31, 2021 - Signing of final JESR Report.

JESR 1 -3 ESP/ESA development and completion

1. Announced that the
 - a. That ESP/ESA development will be launched on May 18 at the Corina. The MOE would send invitations.
 - b. The completion roadmap will be announced on the day of the launch.
 - c. A budget gap detail will be submitted to the Minister on or before the 18th of May.
2. shared information that there will be a lot of stakeholder conferences and validations during the ESP/ESA development.
3. Recommended that target be tangible and measurable
4. Stated that the final ESP/ESA document will be commission by the President of the Republic of Liberia

JESR 1 – 4 Consideration for Higher Education

That the Commission for Higher Education should consider hosting a stakeholder’s conference to deliberate and develop a higher education road map

JESR 1- 4 Adjourned by the Minister

Chapter Six:

6.1 Conclusion

Informed by the Pro-Poor Agenda for Prosperity and Development (PAPD), CESA 2056, the Sustainable Development Goals (SDGs) and other national and international protocols on delivering quality education in emergency, the 2020 JESR challenged GoL and all stakeholders to raise and efficiently renew their commitments to the task of providing affordable quality education.

The 2020 JESR provided the space for final stock taking of the 2017 – 2021 G2B-ESP. As such, the focus of the deliberations was on highlighting the right issues access, quality and governance for inclusion in the new 2022 – 2026 ESP. Already, the GPE, a lead donor for the education sector is asking GoL to make good its commitment by increasing GoL's expenditure for education to at least twenty percent of government total expenditure.

The review also provided the opportunity for the SMT to seek refined opinion on new approaches in a changing world that tend to shift the balance of things as we know them. The conference delegates, mixed with specialists and education experts, discussed and provided advisements to the Ministry on the task at hand and the ways forward.

This report delineated the wide range of discussions and presentations directed at solely remedying the outlined challenges associated with the seven core program areas of the Ministry of Education. In conclusion, the conference brought together the Ministry of Education family and stakeholders to dialogue and find innovative solutions to funding the Transition Plan (July 2021 – January 2022).

6.2 Recommendations

The 2020 JESR deliberations were climaxed by proffering of recommendations for consideration and action in the proposed 2022 – 2026 Education Sector Plan (ESP) by MoE and stakeholders as follows:

- That Education expenditures be disaggregated by programs to show clear delineation of expenditure categories;
- That budgetary allocation to education be increased to at least twenty-five percent;
- That the MoE champions the fight against drugs abuse by improving its anti-drug campaigns through policies and actions;

- That future JESRs involve all sub-sectors in the education sector in the planning and execution processes of the JESR;
- That the MoE permanently improve on the Regional Cluster of county participation in the JESR hereafter;
- That the employ of IT services be raised to another level at JESRs to cater for efficient virtual participation of stakeholders and other areas of communication needs
- That the MoE place high premium on inclusive education for all learners considering gender and the impaired at all level of the education system
- That MoE employs result from the JESR as a working document for the development of the 2022 – 2026 Education Sector Plan (ESP) in alignment with the PAPD priorities;
- That 2022 -2026 ESP set the premise for showcasing baselines associated with achievements at JESRs to make plan status realistic

6.3 Appendices

6.3.1 Regional Clusters Presentations

6.3.1.1 Regional Cluster – One: River Gee, Grand Gedeh, Maryland, Sinoe, and Grand Kru Counties

6.3.1.2 Regional Cluster – Two: Lofa, Bong, Nimba, Rivercess, and grand Bassa Counties

6.3.1.3 Regional Cluster – Three: Montserrado, Bomi, Gbarpolu, Margibi, and Grand Cape Mount Counties

6.3.2 Thematic Groups Presentations

6.3.2.1 Thematic Group – Early Childhood Education

6.3.2.2 Thematic Group – Basic & Secondary Education

6.3.2.3 Thematic Group – STEM, TVET & SIE

6.3.2.4 Thematic Group – Students Personnel Services

6.3.2.5 Thematic Group – Teachers Education & Management

6.3.2.6 Thematic Group – Higher Education



Republic of Liberia
National Commission on Higher Education (NCHE)



2020/2021 JESR JOINT EDUCATION SECTOR REVIEW

**Gbarnga Administrative Building
Gbarnga City, Bong County
Date: May 3 – 7, 2021**

Table 2: Number of HEIs by County and Ownership

County	Faith-Based	Private	Private	Public	Grand Total
Bomi	1			1	2
Bong	2		1	1	4
Grand Bassa				1	1
Grand Gedeh				1	1
Lofa	1			1	2
Margibi	2			2	4
Maryland				1	1
Montserrado	16	11	2	1	30
Nimba	2			1	3
Sinoe				1	1
Grand Total	24	11	3	11	49

Table 3: Enrolment of HEIs by Gender and Type

Type	Female	Male	Total
Faith Based	7,502	11,968	19,470
Private	1,882	1,869	3,751
Public	10,217	19,967	30,184
Total	19,601	33,804	53,405

Table 3: Number of Faculty per Gender and Ownership

Ownership	Female	Male	Total
Faith Based	392	2,359	2,751
Private	68	451	519
Public	349	1,287	1,636
Total	809	4,097	4,906

PROGRAM AREA: HIGH EDUCATION				
PILLAR: Governance				
Planned Targets	Unplanned Activities	Implementation status	Challenges	Way forward
Improve quality and relevance in Higher Education Sector	Develop Policy for Licensing Post Secondary Institutions	Policy developed and launched		Increase awareness among HEIs
	Develop E-Learning Standards in Higher Education	Standard developed and adopted		Increase awareness among HEIs
	Develop Standards for Physical Facilities of Higher Education institutions	Standards drafted	Lack of resources	Policy to be launched and roll out after Board's approval
	Strengthen collaboration with professional bodies	An MoU to be signed shortly, joint monitoring tool drafted	Fear for face-to-face meetings due to COVID-19	Develop and finalize MoU and setting up joint monitoring mechanism
	Consolidate regulatory authority in higher education sector	15 Post-Secondary certificate and diploma granting Institutions are in process of seeking licensure	Most institutions claim to be TVET under MoE authority	Reach out to get all Post-Secondary certificate and diploma granting Institutions licensed

PROGRAM AREA: HIGH EDUCATION				
PILLAR: Governance				
Planned Targets	Planned Activities	Implementation status	Challenges	Way forward
Improve quality and relevance in Higher Education Sector	Identify programs offered at HEIs in fields which align with Liberia's strategic and economic development priorities to include STEM	STEM programs (agriculture, engineering, IT, medical sciences, etc.) have been identified as relevant to the nation building process of Liberia	Lack of funding, deplorable road condition and failure of some HEIs to abide by offering code courses that are aligned with economic development	Ensure that All HEIs offer STEM assigned them
	Synchronize and diversify HEIs curriculum for market relevance in STEM	A committee is reviewing curricula from HEIs	Difficulties in getting responses from HEIs	Update and synchronize HEIs curriculum in STEM with English Speaking West African countries
	Facilitate the establishment of quality assurance mechanism in HEIs	Quality assurance cell established in 7HEIs; and quality assurance tool developed	Lack of funding	Train HEIs staff in quality assurance
	Upgrade / revise 1989 Higher education Act	Drafted a revised version of the Act	Prolong closure of office due to COVID-19	Finalize the draft revised Act and submit to Legislature for enactment

PROGRAM AREA: HIGH EDUCATION				
PILLAR: ACCESS				
Planned Targets	Planned Activities	Implementation status	Challenges	Next step
Provide Access to Higher Education Opportunities	Grant licensure to institutions that qualify to offer higher education programs	7 Additional institutions were licensed to offer higher education programs	Lack of logistics for the conduct of assessments	Continue working with licensed HEIs and assess new ones
	Elevate institutions that meet the standards set forth in Policies	2 elevated from Bachelor to Master's level 3 HEIs elevated from Associate to Bachelor's level	Logistics constraint	Continued monitoring
	Conduct Inter University Debate with Bachelor degree granting higher education institutions	MoU signed Debate work-plan drafted and submitted to donors Concerned higher institutions contacted for their participation	Preparing fixture The difficulty to get responses from HEIs	Conduct debate for Bachelor degree granting higher education institutions

Major Challenges

- Limitation of the 1989 Higher Education Act to meet up contemporary higher education issues
- Inadequate budgetary support to facilitate the activities and functions of the NCHE
- The financing of higher education, e.g. scholarships and subsidies outside the NCHE's involvement
- Absence/limitation of funds for faculty development at the sectorial level

The Way Forward Continued

- **Support the NCHE and leading HEIs to participate** in crucial international conferences, such as the UNESCO General Assembly, Association of African Universities, etc.
- **GOL should reconsider the harmonization of faculty members' salaries** as a means to motivate lecturers and stimulate outputs
- **Create a budget line under NCHE** for Faculty Development in Higher Education

Recommendations: The Way Forward

- **Revision of the 1989 NCHE Act** with a defined structure and mandates to drive contemporary higher education programs
- **Improve budgetary support to the NCHE** to enable the Commission adequately and effectively regulate and supervise the Sector
- **Include the NCHE on the Planning or Steering Committee of subsequent JESR** since we are a major stakeholder in the Education Sector
- **Involve the NCHE in the provision of scholarships and subsidies** in higher education since the entity has regulatory authority over the sector

Members of TWG on Higher Education

	Name	Position	Institution
1.	Rev. James Andrew Lablah	Acting Director General	NCHE
2.	S. Reginald Zunleh Mehpaine	Deputy Director/Planning	NCHE
3.	Moses Kesselly	Act. Director for Administration	NCHE
4.	Dr. Julius S. Nelson, Jr.	President	University of Liberia
5.	Dr. Mulbah Gray	President	Bomi County Community College
6.	Dr. Elliot Wreh-Wilson	President	W.V.S. Tubman University
7.	Dr. Roland Massaquoi	President	Bong County Technical College
8.	Dr. Mogana Flomo	Founder/Proprietor	Cepres International University
9.			

THANK YOU!!!

6.3.2.7 Thematic Group – Education Governance & Accountability

6.3.2.8 National Reform Curriculum

6.3.2.9

6.3.3 Special Presentation

6.3.3.1 Social Service Delivery in Emergency with emphasis on Education Delivery

Joint Education Sector Review 2021

Address to the Joint Committee

D. Elliott Wreh-Wilson, Ph.D.

President, Tubman University

May 4, 2021

Part of what we do in our colleges and universities is to create and share knowledge. In the process, we find alternate ways to improve on past knowledge. This then facilitates the sharing of knowledge, including knowledge we did not create. Consequently, the university becomes the springboard for advancing all that we possess and all that we inherit as an intellectually grounded community.

For this reason, we pay very close attention to grooming young people for the future. Be it in science, business, agriculture, religion, philosophy, music, dance, rhetoric or law we nurture a distinct desire for excellence. Any student earning a degree from the college or university would have earned good marks, but more importantly, he or she will be in the position to be able to create, as best as possible, new knowledge as it relates not just to their chosen fields of concentration but to social life as well. Simply put, our graduates must be able to make life simpler and better for themselves and others.

At Tubman University where I serve, what I want to see is a very clear commitment to the pursuit of excellence in whatever field our students shall choose. The students must become true lovers of wisdom. In the tradition of Socrates, they must also be willing and able to reason and defend their ideas, their beliefs and practices. They must have a fact based reason for everything they do. This requires that they place little faith in groundless and baseless opinions.

So, if they believe they are educated, then they must be able to show the world and their communities what they have learned through word and deed not only because they have acquired wisdom through learning, but because they are true masters of their chosen fields.

The purpose of an education, you will agree, is first and foremost to improve our individual lives as persons and as members of our communities. Along with that comes responsibility to others and society. So, we are encouraged to share our knowledge, meaning, we must consider others and their wellbeing and reputation whenever and where ever we attempt to live out our lives. For here lies the substance of the education we receive: being our brothers' keeper; looking out for the less fortunate and those left behind; lifting the poor and the weak, and speaking for the voiceless and those left behind. These are challenges that face those who earn the degrees we grant in our colleges and universities.

Until we can make our knowledge relevant to the lives of those we see and meet every day, until we can share our knowledge and its benefits with those we see and meet every day, we are in no position to claim that we are truly and genuinely educated.

At our colleges and universities, I will want to challenge both teachers and students to do their very best. We do our best when we make optimum use of the resources available to us. We cannot worry about what we lack when we have not fully utilized what we already have. Part of our role therefore will be to support teachers and students to be innovative in utilizing the little resources available to us.

Imagine the first colleges and universities. We have far more resources than they ever had. Yet, they produced scholars who were inventors and who wrote some of the classics we still read today.

We can do the same. And, I will urge our administrators including our teachers and students to be true to their calling as administrators, teachers or students.

But there is more.

Reforming Our Schools is a major and perennial concern of the Liberian people.

Primarily, reform must concentrate not on testing teachers and students only; it must begin with addressing structural issues too.

5. **School buildings are in disrepair:** let's do something about them. Larger classroom space for children must be cultivated. Also, we must move to limit class size. Nothing above 45 students to a class – be in a public school or private school must become the norm.
6. **Reading rooms:** if we don't have libraries, we can try to provide reading rooms. Let's make sure every child will see a book and hold a book or a tablet in her hand at some point in her life. A child with a book in her hands is a student. Without a book, she is only a child. So, let's talk about books.
7. **In-service training for teachers:** this is crucial even for advanced education. Teachers need to be brought up-to-date regularly on teaching methods, teaching styles, testing methods, and testing styles, including classroom management.
8. We must pilot a "pre-school" system that brings all three to four-year-old children to school. They ought to spend two years in pre-school before matriculating to grade school. The old kindergarten school system that placed emphasis on rote learning has not served our children well. It does not prepare them for what is ahead in grade school and beyond. We need to fix that.

Secondly, reforms must address pedagogy, specifically what is taught and how it is taught. Teacher training can address this concern. And, it can be accomplished via teacher education at the college level. There are up-to-date teaching methods, styles, formats, etc. We need not re-invent the wheel. Students learn better when we expose them to classroom and out-of-class experiences. For example, biology must not be in the classroom only; it can be done on the village farm where there are plenty of plants, insects and animals. English is found not only in English

textbooks; it can also be found in the local newspapers...children can learn to detect and edit poor grammar and bad spelling relying on what they read in newspapers.

Third: Government can turn to the private schools, especially the more advanced parochial schools, to offer room to some children and thereby address the problem of the scarcity of space in government schools. Where there is a parochial school with room to spare, we can send students whose tuition will then be defrayed by government. There is no need for overcrowded government schools when parochial schools could accommodate them. A grant/subsidy to the parochial schools could accomplish this.

Let me re-state this point:

Frequently, I hear of experts calling for testing for teachers to determine their readiness to remain or enter the classroom. Though necessary, no amount of teacher testing will reform our schools, let alone undo the mess we have inherited over the years. Testing is good for the individual teacher. And I do not object to testing. But, we have been digging holes all these years, and no amount of teacher testing will fix those holes.

And, what will happen to those teachers who fail the test? Fire them? Do we have ready replacements for them? Of course not. So, let's cut to the chase. Let's moderate the teacher testing side show, which will only prove what we already know; that they need to be trained for the challenges that lie ahead.

To test someone, you must have first trained that person. So, I hope the purpose of the testing exercise will be to identify those teachers who need further training...and that will be a good start. And their lack of specialized skills can be remedied by workshops, seminars, conferences, further studies and so forth. Below, I make a few provisional suggestions that we might want to consider in our drive to reform our schools.

First and foremost, reform must take place in phases--beginning with our pre-schools and elementary schools. This is where children are first introduced to the system. The lucky ones might begin at pre-school; but pre-schools are scarce and are found mainly in urban areas. We could expand them. As for elementary schools, the focus ought to be on reading, writing, and demonstration/speaking (show-and-tell).

At the elementary level, we could limit the number of subjects they take to what some refer to as conversational English, focusing on proper English—not Liberian English. We could add reasoning; namely, basic mathematics and basic logic as in allowing students not only to explain but also to provide reasons for their answers. The child with the ability to explain her answers also understands the process by which she arrives at the answer.

Other subjects could be introduced, but the focus ought to be on teaching English, reasoning and demonstration. The former focus on grammar and related matters. The latter involve exercises children rely on to show and explain their work to their teachers and classmates. Teachers use demonstration to invite/encourage slow and shy students to learn from their peers. Yes, there are always some quick children in our classrooms. They are not yet geniuses, but they could become geniuses.

Both English and demonstration classes must take place each weekday—even twice a day; covering 5 to 10 contact hours per week. This will leave time for other subjects; e.g. music, dance, painting, drawing, spelling, hygiene, civics, current events, and so forth.

Students must be introduced to the sciences by grade three—not before grade three. Teachers may use demonstration classes to introduce science concepts/terminology. During the day, each child must have an ALONE-TIME, this is when she works on her own—at her own pace—under the teacher’s guidance of course—and is encouraged to show/share her work with her classmates.

Rather than ridicule a child for lackluster effort, teachers must be careful never to leave a disparaging word. We must strive always to use words of encouragement. ‘Good’, ‘Very Good’, ‘Great’ and ‘Excellent’ are decent examples of encouragement. Teachers must learn to reward children using the right words and phrases to describe their work.

Sometimes too, rather than make statements about their work, it can be helpful when we ask students to describe or evaluate their own work.

The fewer subjects we offer in elementary school can translate into fewer teachers, and this can leave room for us to provide instructional supplies children need to develop the skills they will require when they enter junior high school. This formula must persist throughout elementary school. The child who reads, speaks, and understands English will excel at other subjects because those subjects require a foundation in English. It does not hurt to add on a foreign or local language during elementary school. Two hours per week will suffice.

Second, teachers must be reintroduced to pedagogy, which is the science/art of teaching. Teaching methods, teaching styles, classroom management, and the proper assessment of student work must form part of a teacher’s summer work. Teachers must participate in seminars, workshops, and so forth between breaks to hone their skills.

Did you know that some teachers find it difficult to ask or draw clear questions? Students will answer questions only when the questions are clear and easy to understand. We therefore cannot presume that teachers have the skills to perform certain basic tasks like asking students to explain or provide examples that correlate adequately with what they learn. They must be taught, just like farmers need to be taught new and different ways to cultivate their crops. To implement these suggestions, it helps when a teacher has a manageable class of between 24 to 32 students at the elementary level...not more.

Third, there must be an incentive protocol for teaching in rural areas. This will encourage young men and women to leave urban areas, like Monrovia, for rural areas. And, we know how challenging it can be to live in our rural areas. A small relocation packet and access to a semblance of city life can do the trick. Over time, we must make a concerted effort to give special preferences to graduates of our teacher training schools and education colleges. It is here that future teachers are exposed to new and current classroom practices. That requires that we strengthen/equip our teacher colleges.

I believe our society can do these things. And, the National Legislature must support these efforts through budgetary appropriations.

We have a problem, when after twelve years of schooling, some of our children cannot pass basic high school competency exams.

The past few years have been particularly disturbing.

The failure rate (in some regions of the country) at the West African Examination Council (WAEC) or West African Senior School Certificate Examination (WASSCE) has been especially embarrassing.

This needs to change.

The National Legislature and the Ministry of Education must assign some urgency to this issue.

We must develop a working relationship between the Legislature and our public schools and universities. This will ensure that funding is channeled properly and adequately between the Law Makers and our schools, colleges and universities.

We need to improve standards. It is in the interest of our people and our economy.

More importantly, we need to do those things which will enable our colleges universities to provide quality and excellence in everything they do.

The Ministry of Education and the National Commission on Higher Education must team up to support our colleges and universities.

I am talking about advocacy and not just about creating laws and rules to govern our behavior and practices in the classroom.

We must support our professional colleges, including our teacher colleges, nursing colleges, agriculture colleges, engineering colleges, business colleges as well as our medical schools and law schools. These are the institutions that prepare our youth for a bright future.

Please permit me at this time to thank the organizers of this conference. I also want to thank those who provided the funding and resources to make it possible.

Thank you.

6.3.3.2 Statement by Deputy Minister Peter Bemah – Ministry of Youth & Sports

Prof. Dr. Dao Ansu Sonii – Minister of Education, R. L.

Hon. Mariamu Fofana – House Committee Chair on Education

Rev. Dr. Julius Sawolo Nelson – President of the University of Liberia

My esteemed colleagues, partners

Ladies and gentlemen

Good morning!

I bring you warm greetings from the head of the Intern-Ministerial Task Force on Technical and Vocational Education and Training (TVET) and Minister of Youth and Sports, Hon. D. Zeogar Wilson.

As we have gathered here in the historic city of Gbarnga, Bong County to review the education sector of our dear mama Liberia, it is important that we are all reminded that our 2020 JESR theme is “Delivering Relevant and quality Education in Emergency”! It is important to take due note of this theme because despite the prevalence of the Coronavirus disease and the attending damaging consequences on students, parents and the entire country; the Ministry of Education still ensured that the children of Liberia received relevant education via the technological innovations created by you Minister Sonii and your amazing team. Thank you there, Prof! Thanks to the partners too for making all these good things happen in education despite the existing emergency!

It is my understanding that day three (today’s) objective is to assess progress made in the 2020 operational plan, identify challenges and make recommendations to ensure implementation. On this note, kindly lend me your ears as I make a few remarks.

Colleagues, we know that Education the world over remains that only refined process through which a nation can develop its human capital. In our Liberian context and despite the many years of the various forms of decadence, our country continues to thrive in the area of education to extent that that some of us have come to the realization that we shall someday be called a literate society. Although the level of progress on this end may be slow, but we can clearly see that it is steady. While we seem to be on the right path to a successful future, we must never lose sight of the fact that we still have mountains to climb on this sojourn. But as the song writers say “no mountain too high”. With this, we can then console ourselves believing that we will climb those mountains ahead and arrive in the not-too-distant future!

Mr. Minister and colleagues, as I went home on Monday evening following our day 1 deliberations here, I found myself discussing with a few family members about why I was in Gbarnga at this time. Just then, my 13-year-old niece, Leela, queried me further by asking “uncle Peter, so what will we benefit from there na”. I got dumbfounded immediately but later told her that we are here to brainstorm on how to make the education system better for all, including yourself... Leela smiled and responded “okay”. After that brief conversation with my niece and family, I sat in awe but later asked myself ‘what message are we really taking home from this 2020 JESR’? Will this conference find lasting solution to the apparent lack of a single trained science teacher in Rivercess County and other counties that may be faced with similar problem? Will we leave from here with a commitment from us partners that we would support WASSCE tutorials in the Sciences (especially Biology, Chemistry and Physics) since indeed WAEC is guestimating that tutorials in English and mathematics have improved students’ performance in these subjects? Will we leave this sector review conference with a mandate to the responsible department at MOE to begin looking at reviewing or creating school safety policies that would ensure that no other child is ever shot with a riffle gun or gun of any kind; stabbed with a knife or abused with drugs or other harmful substances by their peers while in school? We have come here as a team to soul search. So, what will we leave this JESR with???? There are many other questions on our minds and it is our collective responsibility to find lasting solutions to these questions.

As the thematic group on STEM, TVET and SIE of the Ministry of Education presents later this morning, I wanted to chime in a little bit on some pressing issues in the TVET space, particularly informal TVET which is the responsibility of the Ministry of Youth and Sports.

As a Government, we recognize that TVET remains an avenue for providing sustainable jobs to the increasing population of young people seeking jobs all over the country. This requires setting up systems and institutional frameworks for the effective operations and management of this sub-sector. The goal is to ensure that we align our interventions in such a way that we achieve the truest objective of the Pro-Poor Agenda for Prosperity and Development -- to reduce poverty, create Jobs, wealth and reduce unemployment, especially amongst the Liberian youths.

As you may know, the Ministry of Youth and Sports through the department of Technical and Vocational Education and Training (TVET) is charged with the responsibilities to develop, design, implement, supervise and monitor programs and activities designed to transform young people lives across the country. The results are astonishing with thousands of young people acquiring basic livelihood skills and getting involved in productive activities that transform lives. Although the data doesn't suggest that we have arrived anywhere, but it sends a signal that we are on progressive and irreversible path of building a nation on the backs of skilled citizens.

Amongst several challenges facing our population and the economy in general is the problem of unemployment and **lack of capacity**. With the growing youthful population, we know that the need for vibrant vocational and technical skills training cannot be over emphasized. Quality technical education provides the space that enables immediate employment and economic empowerment of young people. Let me challenge our partners here this morning to continue to work with us as we encourage young people across the country to take TVET not as an alternative but as an actual career path. There is a slander that says "TVET is an alternative for dropouts from academia". Working together cohesively, we can eradicate this slander and enlighten our growing population of young Liberians that TVET is a career path that you can choose and be economically empowered throughout your life time. That the surest way to improve the employability of Liberians and increase productivity is through TVET. It's one of the most powerful tools in fighting poverty and bridging the unemployment gap, the world over. This makes it even more important for us at this JESR to continue to encourage young Liberians, especially those who are Not in Education Employment or Training, to make that choice!

As part of governments' partnership efforts to ensure a vibrant TVET sector, the European Union, the Swedish government and the French government have provided separate grant totaling 48 million Euros to strengthen the Liberian TVET sector in its effort to deliver equitable and gender-balanced access to high-quality and demand-driven TVET. These projects are currently being implemented by UNIDO and European Institute of Cooperation and Development (IECD) in collaboration with the Ministries of Youth and Sports and Education. These interventions will support capacity development at central and TVET provider level, and will strengthen links with the private sector. These interventions will attempt to address equity issues in the delivery of TVET across the country with emphasis on remote South East areas and vulnerable youth, including people with disabilities.

Mercy Corps on the other hand, is supporting governments' effort aimed at recruiting and placing apprentices at various trade shops in Montserrado, Margibi and Bassa Counties through the

Youth-On-The-Job-Training Program (YOJT). This is a project that is also funded by the French government – all thru the engagement of His Excellency President George Manneh Weah with his counterpart President Emmanuel Macron of France.

As part of our mandate to create empowerment and employment opportunities for young people across the country, the Ministry of Youth and Sports initiated a tracer study to record TVET graduates who are employed, unemployed and underemployed. To this end, a database is currently under development and a roadmap (“Linking TVET graduates to Job”) was developed to help mitigate the unemployment gap. Consequently, we have provided short term employment for TVET graduates through the Presidential housing units and street lights projects, Liberia Electricity Corporation project, road maintenance project, mini stadia construction and renovation projects and market construction projects amongst others. To create a more sustainable, empowerment and employment culture, the Ministry has embarked on a Soliciting funding to establish a little or no interest loan scheme for TVET graduates across public and private institutions. The intent of this endeavor is to **“empower TVET graduates for entrepreneurial development”**, which will have a long-term effect in solving the unemployment situation with graduate in TVET. I therefore charge our development partners at this event to support this worthy venture and fund it as we engender to create an entrepreneurial culture in the sector.

The success of any TVET system the world over is the establishment of a single governing body that regulates and coordinates TVET through registration, licensing of institutions and trainers, development of standards and guidelines. The Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) of Zambia, Rwanda’s National TVET Authority, and the Council for Technical and Vocational Education and Training (COTVET) of Ghana just to name a few, has helped to positively shape the delivery of TVET in their respective countries

Contrastingly, the major weakness of Liberia’s TVET system has been the absence of a comprehensive legal framework and coordinating agency to guide, direct and oversee TVET for the country. As a result, the TVET delivery system remains fragmented among several government ministries and agencies, notably, Youth and Sports, Education, Gender, Health, Justice and Agriculture – each with different governance and management practices. However, the government through the Inter-Ministerial Task Force on TVET (IMTF) has exerted significant efforts toward governance, qualification and certification frameworks to curtail the age-old fragmentation problems in Liberia’s TVET delivery as well as the problem of skills mismatch. With support from UNESCO, the Inter-Ministerial Task Force on TVET started the process of drafting a comprehensive TVET governance legislation to the Legislature for the establishment of the Liberia TVET Commission (LiTCOM) as a sole TVET Management Agency in Liberia to oversee all activities of TVET.

Ahead of this long but achievable process, the government and partners working in the TVET space have begun having conversations to begin the process of unifying our collective approach as we deliver quality and demand driven TVET to our people.

We must achieve this, Mr. Minister, because we can build all of the modern structures, bring all of the modern tools and equipment; if we do not ensure standards, we will continue to dance in circles....

When we all agree together, we can achieve these objectives together.

Again, Mr. Minister and colleagues; we must not lose sight for a second on the actual reasons why we are here! I thank you...

6.3.3.3 Statement by Rev. Ft. P. Sumo-Varfee Molubah

MINISTRY OF EDUCATION

2019-2020 JOINT EDUCATION SECTOR REVIEW (JESR)

HELD IN GBARNGA 3RD-7TH MAY 2021

OBSERVATIONS FOR COMMENT DURING THE JESR

1. In as much as time is always not on our side when we are holding the JESR, it is crucial to provide key details that can give us a fair feeling and idea of the extent to which the Education Sector is reaching out to every child in Liberia. For example, it will interest us to know how many of the principals given the 9 months of training by the MOE came from which specific institution/segment of the Education Sector. I can tell you for sure that every child in our Country will be very delighted to know that his/her Government and the Partners in Education have been directly, even if it is to some limited extent, involved in his/her education. Let us remember that the JESR is about every child's education in our Dear Country.

2. Clear indicators of what has actually been done in the Education Sector will surely rest on the completion of the analysis that is made of the data collected from the activities carried out. So may we suggest that reporting on activities carried out or work done be made when analysis has been completed. The JESR will achieve its objective(s) for being held, if we can get reports that are presented to us with final indicators that we can see and, if possible, touch. In my mind, we come to the JESR to review educational activities of our Sector planned for the previous year, carried out, and the impact made. Could the JESR be conducted after the full completion of the analysis of all data from implemented educational activities have been done.

3. Delivery of school materials from donors to our private institutions should never be of much difficulty. An arrangement can always be made for us to take delivery of whatever MOE or the Partners in Education have for our institutions and ensure that they are timely and safely delivered for use in our schools. On one occasion I even made this commitment to the MOE for the Health Kits for Schools to help us prevent the further spread of COVID-19. We look forward to such approach for the timely delivery of school supply support whenever it is available.

4. Could the representation of the Private Segment of the Education Sector be considerably increased at the next conduct of the JESR – two persons were invited for this one, could it be increased to five for the next JESR. As we have been constantly reminded during several presentations at this Review, the Private Segment of the Education Sector is currently catering to about 75% of the schools operating in our Country.

5. Regular School Supervision is key for the efficiency and better performance of our schools in Liberia. How can a school personnel assigned in the morning at one institution take a job in another institution, being assigned as well in the morning? We are encouraging the MOE and all its related institutions to place strong focus on this aspect of the management of our schools. I am sure many of us here have notice in our local communities how Friday is increasingly becoming “noninstructional day”. Just drive pass the seaside end of the Ministry of National Defense, and you will see what I am talking about. I have on several occasions phone senior personnel of the MOE to take a closer look at this situation. My Sisters Mardia and Felicia can attest to my phoning them on this issue. Our dear CEOs, DEOs and school administrators, please keep eyes opened and disallow all Fridays turning into noninstructional days.

6. The Academic Calendar of activities for any given learning space is crucial for facilitating and gaining standard and appreciable learning outcomes. Let us work hard at maintaining constancy in our academic calendar of every year. FOR THE SAKE OF PEACE AND HARMONY IN THE IMPLEMENTATION OF OUR LEARNING ACTIVITIES IN OUR DEAR COUNTRY, LET THIS OBSERVATION BE TAKEN SERIOUSLY.

Thanks to all MOE personnel and the local and international Partner institutions who have worked so hard to organize, conduct and Finance the 2020 JESR which comes to an end shortly. My personal special thanks to the catering and secretariat staffers who, in my opinion, did the hardest work to navigate us through this week of our review of the 2020 JESR. God’s blessings upon you all. Amen!

Prepared and presented on behalf of Association of Christian Mission School Systems in Liberia (ACMSSL) and the Faith Based Educational Institutions in Liberia: Rev. Fr. P. Sumo-Varfee Molubah, Catholic Archdiocese of Monrovia Education Secretariat

6.3.4 Overview of the JESR and Setting the Perspective



CONTENT

- Background
- PROGRAM AREAS & COMPONENTS
- KEY INDICATORS
- Objectives
- Key activities
- Expected Output
- Conclusion

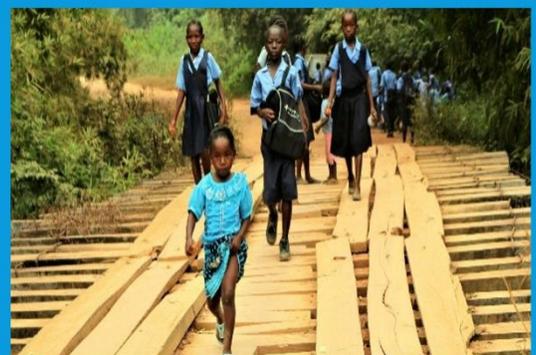
BACKGROUND

The "*Getting to Best Education Sector Plan*" (G2B-ESP) is the blueprint that will guide the Ministry of Education in implementing a series of strategic, evidence-based, and innovative programs to:

- ✓ Increase access to education
- ✓ Improve the quality of schools and instruction
- ✓ Ensure children are learning relevant knowledge and skills to prepare them for productive livelihoods and
- ✓ Education In Emergency



- Developed through 15 months of in-depth consultations with stakeholders including MoE, GoL, educators, civil society, NGOs and donors
- Derived out of an Education Sector Analysis, and previous Education Sector Plans



PROGRAM AREAS & COMPONENTS

PROGRAM AREA	COMPONENTS
SCHOOL QUALITY	<ul style="list-style-type: none"> • Establish school quality standards • Principal leadership program • School improvements grants • Increase in proportion of schools with safe water & toilets
EDUCATION MANAGEMENT & ACCOUNTABILITY	<ul style="list-style-type: none"> • Workforce reform • School inspections • Decentralized support & accountability
EARLY CHILDHOOD EDUCATION	<ul style="list-style-type: none"> • ECE certification and training • Build new ECE schools • Improve quality of ECE education
OVERAGE & OUT-OF-SCHOOL CHILDREN	<ul style="list-style-type: none"> • Improve provision of Alternative Education • Professional development for AE teachers • Offer quality programs for overage & OOS students

PROGRAM AREAS & COMPONENTS

PROGRAM AREA	COMPONENTS
TEACHER EDUCATION & MANAGEMENT	<ul style="list-style-type: none"> • Improve teacher certification, performance management & incentives • Increase the proportion of trained & qualified teachers
CURRICULUM & ASSESSMENT	<ul style="list-style-type: none"> • New English & math syllabi & teacher guides • Roll out national literacy & numeracy assessment for grades 3 & 6
STUDENT WELL-BEING	<ul style="list-style-type: none"> • Implement national policy on girls education • Counter gender-based violence in schools • Strengthen student health & well-being services
TECHNICAL & VOCATIONAL EDUCATION & TRAINING	<ul style="list-style-type: none"> • Improve TVET information base • Improve quality of TVET delivery • Develop national qualification framework for high-demand skills/training
HIGHER EDUCATION	<ul style="list-style-type: none"> • Ensure quality & relevance in higher education • Improve equity & efficiency of higher ed finance • Implement Higher Education Act

KEY INDICATORS

PROGRAM AREA	PROGRESS INDICATORS
SCHOOL QUALITY	<ul style="list-style-type: none"> • Number/proportion of principals receiving leadership training • Proportion of schools with safe water & toilets
EDUCATION MANAGEMENT & ACCOUNTABILITY	<ul style="list-style-type: none"> • Frequency of school inspections/DEO visits • Maintenance of a clean, vetted teacher payroll disaggregated by county, district, school
EARLY CHILDHOOD EDUCATION	<ul style="list-style-type: none"> • Number/proportion of trained ECE teachers • Number of new ECE schools/centers
OVERAGE & OUT-OF-SCHOOL CHILDREN	<ul style="list-style-type: none"> • Reduction in number of out-of-school children • Increase in number of students who are the correct age for their grade

KEY INDICATORS

PROGRAM AREA	PROGRESS INDICATORS
TEACHER EDUCATION & MANAGEMENT	<ul style="list-style-type: none"> • Reduction in teacher absenteeism • Number/proportion of trained & qualified teachers
CURRICULUM & ASSESSMENT	<ul style="list-style-type: none"> • Increase in number/proportion of schools using standard learning assessments at grades 3 & 6 • Distribution of new syllabi & teacher guides
STUDENT WELL-BEING	<ul style="list-style-type: none"> • Improve gender parity (50:50) at all levels of education ECE – Tertiary • Increase access to school health services
TECHNICAL & VOCATIONAL EDUCATION & TRAINING	<ul style="list-style-type: none"> • Increase employment rate for students graduating TVET programs • Increase number/share of trained TVET teachers & certified TVET programs
HIGHER EDUCATION	<ul style="list-style-type: none"> • Increase enrollment in higher ed institutions across all income levels • Implement Higher Education Act

PROVISION OF EDUCATION DURING EMERGENCY

Strategic policies



How Government tool Leadership

Coordination Mechanism	EmergencyPhase	RecoveryPhase
Government has coordination capacity	Government provides leadership. International partners can reinforce the Government's coordination capacity.	Government leadership continues. Humanitarian coordination structures may transition to recovery and to development structures. International actors withdraw or support recovery, and help to prepare for future crises.
Government Has limited coordination capacity	Clusters are activated where needed. Where possible, co-leadership with Government bodies and NGO partners is strongly encouraged.	Clusters are de-activated or devolve to national emergency or recovery and development coordination structures, where possible. Government coordination is strengthened, where possible.
Formally Activated Clusters are in place	Activated clusters continue. New clusters may be formed (after review of coordination and response needs) and their capacity augmented.	Clusters are de-activated, or transition to pre-crisis cluster structure. Government coordination is strengthened where needed.

OBJECTIVES FOR THIS YEAR JESR

- The Joint Education Sector Review will be both backward and forward looking



- Identify parities for the transitional period to the completion of the New ESP
- Develop a Mini ESP to serve as Roadmap until the completion of the New ESP

Backward looking

- **Backward looking, it will assess progress in the on-going fiscal year by looking at**

- Implementation of planned targets and activities of one year in the G2B ESP Operational Plan;
- Implementation of education in emergency (EiE) planned targets and activities in response to COVID-19 Pandemic;
- Implementation of recommendations by the previous JESR;

Forward looking

- **Forward looking, it will**

- Review the operational plan for fiscal year 2019/2020
- Assess the financing arrangements, availability, government and partners commitment and funding gaps for key components of the plan
- Review implementation modalities, coordination and harmonization

EXPECTED OUTPUT

The JESR will present the platform for

- A comprehensive analysis of G2B-ESP Operational Plan
- Stakeholder consultations
- Identification of major G2B ESP activities to avoid duplication and
- Provide recommendations for improved coordination and harmonization of priorities.



KEY ACTIVITIES

- Day One:
 - will set the stage for JESR 2020, focus on county education perspectives, solicit recommendations and solidify actions to strengthen County Education Systems, Education Finance, Overview of Liberia Education Sector Performance 2019/2020 and Panel discussions
- Day Two:
 - Will focus on county education perspectives, solicit recommendations and solidify actions to strengthen County Education Systems, Liberia's performance on WASSCE and WAEC Psychological need of children during COVID 19, Panel discussions, etc.
- Day Three:
 - Will assess progress of the Operational Plan 2020, identify challenges and make recommendations to ensure full implementation of ESP 2016 -2021, and Thematic Group Presentations
- Day Four:
 - Will review and reprioritize activities in Operational Plan 2019 -2020 for inclusion in the Revised Education Sector Plan and the Operational Plan (2020 -2021)

KEY ACTIVITIES

- Day Five: May 3 - 7, 2021
- Will collectively address key issues emerging as a result of COVID 19 and adopt key priorities for the Education Sector
- (Presentation of plans by Thematic Groups and Roundtable meeting with education partners and stakeholders)



CONCLUSION

All of these will be achieved through presentations from various speakers on the state of affairs in our School System including

- Learning Outcomes
- Funding Education
- Curriculum Reform,
- Research Report

CONCLUSION

- Motivational presentation on Education In Emergency and Innovation
- County Education Officers, and
- Technical Working Groups on various levels of education programmes
- Followed by breakout sessions and group presentations amongst others over the next 5 days.

THANKS



6.3.5 Statistics on Education (2019/2020)



EMIS Timeline



PREPARATION (February – April 2017)

- Soliciting Funding to conduct Annual School Census (ASC)
- Update of School List - DEOs, CEOs and EMIS
- Printing of ASC forms
- Distribution of school census forms

Total schools on updated school list- 5,929

Total forms received- 5,423 – 91%

Outstanding-506 – 9%

EMIS Timeline



DATA COLLECTION (April-)

- Collection of returned school census forms by DEOs
- Vetting of forms by DEOs & CEOs
- Vetting of forms by HQ

DATA ENTRY (May 2017 to January 2018)

- Technical support from the World Bank (Data entry screen)
- Manual entry of all submitted forms

EMIS Timeline



DATA COLLECTION (April-)

- Collection of returned school census forms by DEOs
- Vetting of forms by DEOs & CEOs
- Vetting of forms by HQ

DATA ENTRY (May 2017 to January 2018)

- Technical support from the World Bank (Data entry screen)
- Manual entry of all submitted forms

Outline



1. EMIS Timeline
2. Latest Statistics on Education
3. Trend Analysis
4. Next Steps



EMIS Timeline



PREPARATION (February – April 2017)

- Soliciting Funding to conduct Annual School Census (ASC)
- Update of School List - DEOs, CEOs and EMIS
- Printing of ASC forms
- Distribution of school census forms

Total schools on updated school list- 5,929

Total forms received- 5,423 – 91%

Outstanding-506 – 9%

EMIS Timeline



DATA COLLECTION (April-)

- Collection of returned school census forms by DEOs
- Vetting of forms by DEOs & CEOs
- Vetting of forms by HQ

DATA ENTRY (May 2017 to January 2018)

- Technical support from the World Bank (Data entry screen)
- Manual entry of all submitted forms

EMIS Timeline



ADDITIONAL DATA ENTRY AND DATA CLEANING (April to October 2018)

- Additional data entry of forms
- Cleaning of dataset & data verification

REPORT (November 2018)

- Shared Excel sheets with SMT
- Presenting summary at the Joint Education Sector Review
- Upload report on the Ministry's website (to be done upon approval)

Challenges



- Delay in getting funding for the 2016/17 Annual School Census
- Primary challenges were identified at the data collection and data entry level
- Forms collected from schools came with several errors
- Data entry personnel were not hired
- Data entry was very slow and shows a high level of inaccuracy



KEY STATISTICS

Number of Schools: 5,423

Number of Students: 1.42 million

Male- 726,096 -51% Female - 689,010 - 49%

Number of Teachers: 53,363

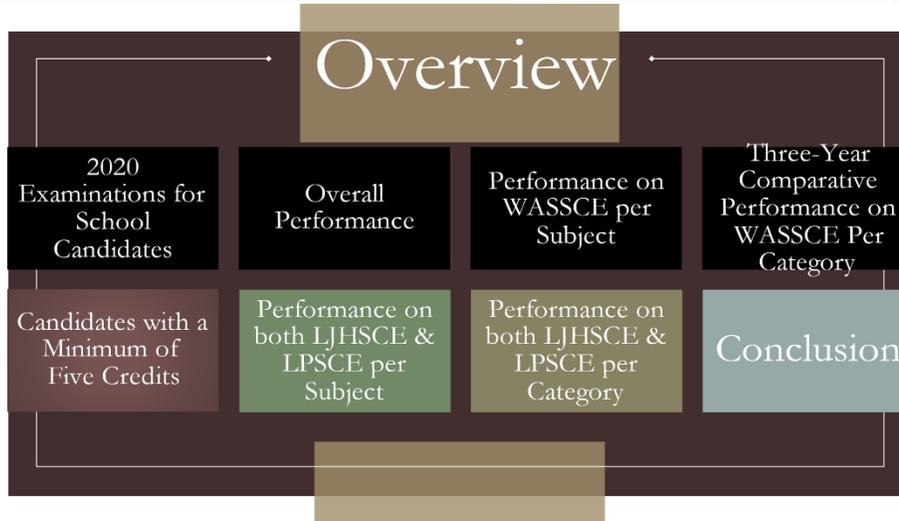
Male - 39,325- 74% Female- 14,038 – 26%



6.3.6 Liberia's Current Performance of WAEC Examinations

**Liberia's
Current
Performance on
WAEC
Examinations**

Tuesday, May 4, 2021

The logo of the West African Examinations Council (WAEC) is a circular emblem with a blue center containing the letters 'waec' in white. The center is surrounded by a yellow sunburst pattern. The outer ring of the emblem contains the text 'THE WEST AFRICAN EXAMINATIONS COUNCIL' in blue.

The West African Examinations Council (WAEC) conducted **three** examinations for School Candidates in 2020 in Liberia as follows:

- (1) The West African Senior School Certificate Examination (WASSCE);
- (2) The Liberia Junior High School Certificate Examination (LJHSCE); and
- (3) The Liberia Primary School Certificate Examination (LPSCE).

The Examinations were administered as follows:

WASSCE
August 17 to
September 2, 2020
(3 Weeks)

LPSCE
October 12 – 14, 2020
(2 Days)

LJHSCE
October 14 – 15, 2020
(2 Days)

OVERALL PERFORMANCE

S/N	EXAMINATION	STATISTICS OF PERFORMANCE												
		ENTRY			SAT			PASSED			FAILED			
		# of Schools	CANDIDATURE		CANDIDATURE			CANDIDATURE			CANDIDATURE			
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total		
1	WASSCE	707	21,363	20,175	41,538	20,091	19,172	39,263	12,746	12,133	24,879	7,345	7,039	14,384
2	LJHSCE	1,529	20,339	20,056	40,395	18,855	18,698	37,553	14,637	14,403	29,040	4,218	4,295	8,513
3	LPSCE	1,905	16,980	17,075	34,055	14,626	14,664	29,290	11,450	11,210	22,660	3,176	3,454	6,630

Performance on WASSCE, 2020 per Subject

S/N	SUBJECT	WASSCE (SC), 2020						
		Sat	Passes			Percentage		
			Credit (A1 - C6)	PASSES (D7 - E8)	Total (A1 - E8)	Credit (A1 - C6)	PASSES (D7 - E8)	Total (A1 - E8)
1	Economics	39,177	2,391	9,147	11,538	6.10%	23.35%	29.45%
2	Geography	38,681	577	9,405	9,982	1.49%	24.31%	25.81%
3	History	37,440	4,961	11,996	16,957	13.25%	32.04%	45.29%
4	Literature-in-English	29,368	280	3,864	4,144	0.95%	13.16%	14.11%
5	English Language	39,367	2,924	18,668	21,592	7.43%	47.42%	54.85%
6	Mathematics	39,327	1,084	19,769	20,853	2.76%	50.27%	53.02%
7	Biology	39,350	42	4,402	4,444	0.11%	11.19%	11.29%
8	Chemistry	20,586	180	2,602	2,782	0.87%	12.64%	13.51%
9	Physics	20,612	299	2,777	3,076	1.45%	13.47%	14.92%

Three-Year Comparative Performance of WASSCE per Subject

S/N	SUBJECT	WASSCE (SC), 2018				WASSCE (SC), 2019				WASSCE (SC), 2020			
		Sat	Percentage			Sat	Percentage			Sat	Percentage		
			Credit (A1 - C6)	PASSES (D7 - E8)	Total (A1 - E8)		Credit (A1 - C6)	PASSES (D7 - E8)	Total (A1 - E8)		Credit (A1 - C6)	PASSES (D7 - E8)	Total (A1 - E8)
1	Economics	33,230	3.51%	10.56%	14.08%	38,162	7.22%	26.74%	33.95%	39,177	6.10%	23.35%	29.45%
2	Geography	33,340	0.08%	4.62%	4.70%	38,284	0.98%	26.16%	27.14%	38,681	1.49%	24.31%	25.81%
3	History	33,247	1.69%	18.05%	19.73%	37,887	6.91%	20.57%	27.48%	37,440	13.25%	32.04%	45.29%
4	Literature-in-English	33,388	0.02%	1.21%	1.23%	37,883	0.26%	1.34%	1.60%	29,368	0.95%	13.16%	14.11%
5	English Language	33,611	1.51%	16.50%	18.01%	38,983	5.90%	39.19%	45.09%	39,367	7.43%	47.42%	54.85%
6	Mathematics	33,241	0.59%	7.41%	8.00%	38,511	12.90%	37.93%	50.84%	39,327	2.76%	50.27%	53.02%
7	Biology	33,326	0.21%	8.78%	8.99%	38,344	1.03%	13.92%	14.95%	39,350	0.11%	11.19%	11.29%
8	Chemistry	33,382	0.00%	0.02%	0.02%	33,406	0.00%	8.85%	8.85%	20,586	0.87%	12.64%	13.51%
9	Physics	33,287	0.03%	0.68%	0.71%	35,672	0.02%	2.69%	2.70%	20,612	1.45%	13.47%	14.92%

Three-Year Comparative Performance in WASSCE

S/N	CATEGORY	WASSCE (SC), 2018			WASSCE (SC), 2019			WASSCE (SC), 2020		
		Sat	Total	%	Sat	Total	%	Sat	Total	%
1	Passed with Credits in both Mathematics & English	33,272	2	0.01%	38,353	423	1.10%	39,263	167	0.43%
2	Passed with Credits in 5 subjects including Mathematics & English	33,272	0	0.00%	38,353	13	0.03%	39,263	25	0.06%
3	Passed with Credits in at least any 7 subjects	33,272	0	0.00%	38,353	1	0.00%	39,263	2	0.01%

Three-Year Comparative Performance in WASSCE

S/N	CATEGORY	WASSCE (SC), 2018			WASSCE (SC), 2019			WASSCE (SC), 2020		
		Sat	Total	%	Sat	Total	%	Sat	Total	%
4	Passed with Credits in at least any 6 subjects	33,272	1	0.00%	38,353	5	0.01%	39,263	12	0.03%
5	Passed with Credits in at least any 5 subjects	33,272	29	0.09%	38,353	1,379	3.60%	39,263	51	0.13%
6	Passed with Credits in at least any 3 subjects	33,272	154	0.46%	38,353	1,749	4.56%	39,263	852	2.17%

Three-Year Comparative Performance in WASSCE

S/N	CATEGORY	WASSCE (SC), 2018			WASSCE (SC), 2019			WASSCE (SC), 2020		
		Sat	Total	%	Sat	Total	%	Sat	Total	%
7	Passed in all 9 subjects	33,272	1	0.00%	38,353	2	0.01%	39,263	42	0.11%
8	Passed in at least 7 subjects	33,272	23	0.07%	38,353	278	0.72%	39,263	1,049	2.67%
9	Passed in at least 5 subjects	33,272	273	0.82%	38,353	2,986	7.79%	39,263	6,145	15.65%
10	Passed in at least 3 subjects	33,272	274	0.82%	38,353	11,898	31.02%	39,263	18,222	46.41%

Three-Year Comparative Performance in WASSCE

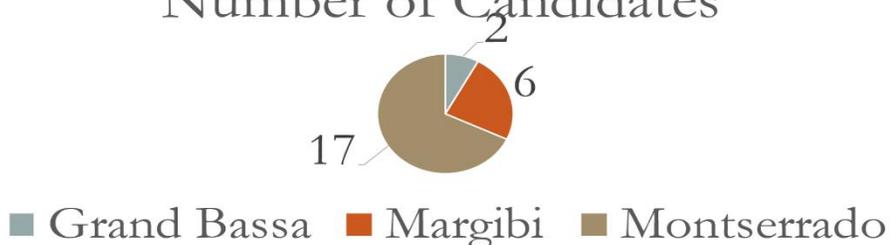
S/N	CATEGORY	WASSCE (SC), 2018			WASSCE (SC), 2019			WASSCE (SC), 2020		
		Sat	Total	%	Sat	Total	%	Sat	Total	%
11	Passed in at least 2 subjects	33,272	5,349	16.08%	38,353	27,248	71.05%	39,263	25,439	64.79%
12	Passed in at least 1 subject	33,272	12,929	38.86%	38,353	27,248	71.05%	39,263	32,178	81.96%
13	Failed in all subjects	33,272	20,343	61.14%	38,353	10,771	28.08%	39,263	9,360	23.84%
14	Number of Schools with all candidates passing in at least one Subject	600	45	7.50%	651	184	28.26%	707	231	32.67%

Three-Year Comparative Performance in WASSCE

S/N	CATEGORY	WASSCE (SC), 2018			WASSCE (SC), 2019			WASSCE (SC), 2020		
		Sat	Total	%	Sat	Total	%	Sat	Total	%
15	Number of Schools with all candidates failing in all Subjects	600	138	23.00%	651	46	7.07%	707	16	2.26%

CANDIDATES WHO PASSED WITH CREDITS IN FIVE SUBJECTS INCLUDING ENGLISH & MATHEMATICS

Number of Candidates



2020 PERFORMANCE FOR LJHSCE & LPSCE ON SUBJECT BASIS

S/N	SUBJECT	Performance Statistics Per Subject for LJHSCE								
		ENTRY			SAT			PASSED		
		CANDIDATURE			CANDIDATURE			CANDIDATURE		
		Males	Females	Total	Males	Females	Total	Males	Females	Total
1	MATHEMATICS	20,342	20,053	40,395	18,347	18,194	36,541	14,666	14,519	29,185
2	GEN. SCIENCE	20,342	20,053	40,395	18,335	18,190	36,525	14,936	14,632	29,568
3	LANGUAGE ARTS	20,342	20,053	40,395	18,023	17,909	35,932	14,691	14,553	29,244
4	SOCIAL STUDIES	20,342	20,053	40,395	18,322	18,156	36,478	15,441	15,025	30,466

2020 PERFORMANCE FOR LJHSCE & LPSCE ON SUBJECT BASIS

S/N	SUBJECT	Performance Statistics Per Subject for LJHSCE								
		ENTRY			% SAT			% PASSED		
		CANDIDATURE			CANDIDATURE			CANDIDATURE		
		Males	Females	Total	Males	Females	Total	Males	Females	Total
1	MATHEMATICS	20,342	20,053	40,395	90.19%	90.73%	90.46%	79.94%	79.80%	79.87%
2	GEN. SCIENCE	20,342	20,053	40,395	90.13%	90.71%	90.42%	81.46%	80.44%	80.95%
3	LANGUAGE ARTS	20,342	20,053	40,395	88.60%	89.31%	88.95%	81.51%	81.26%	81.39%
4	SOCIAL STUDIES	20,342	20,053	40,395	90.07%	90.54%	90.30%	84.28%	82.76%	83.52%

2020 PERFORMANCE FOR LJHSCE & LPSCE ON SUBJECT BASIS

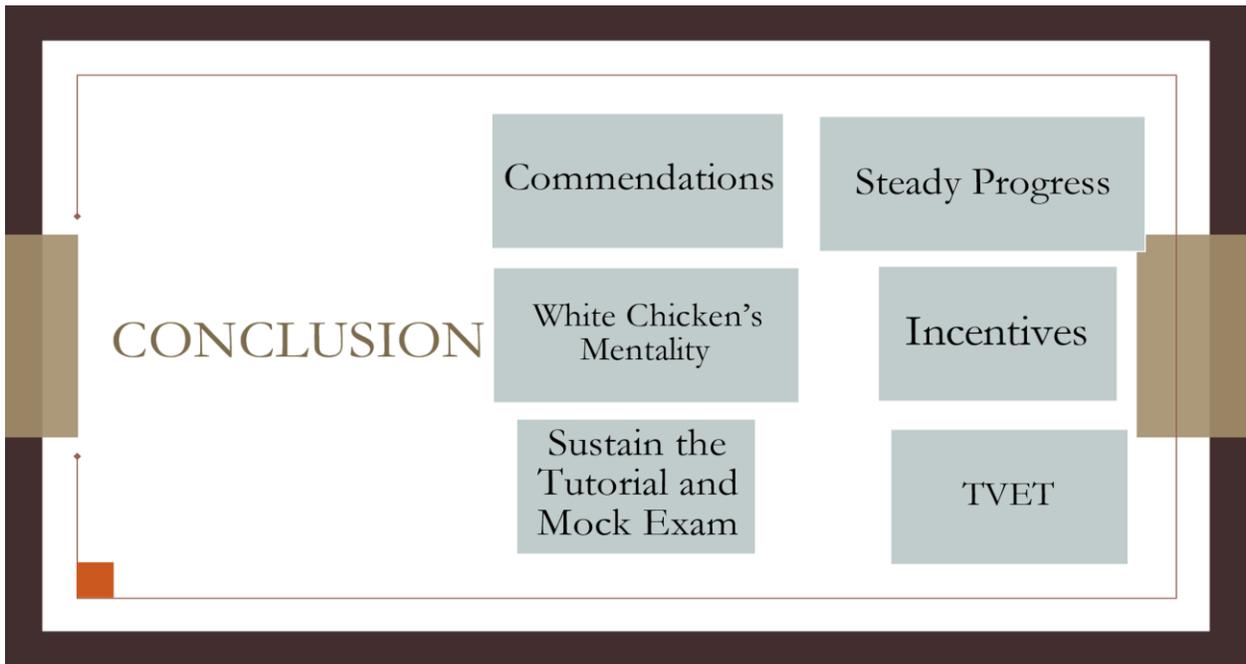
S/N	SUBJECT	Performance Statistics Per Subject for LPSCE								
		ENTRY			SAT			PASSED		
		CANDIDATURE			CANDIDATURE			CANDIDATURE		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	
1	MATHEMATICS	16,980	17,075	34,055	14,197	14,332	28,529	11,862	11,310	23,172
2	GEN. SCIENCE	16,980	17,075	34,055	14,381	14,457	28,838	11,946	11,684	23,630
3	LANGUAGE ARTS	16,980	17,075	34,055	14,465	14,516	28,981	11,754	11,846	23,600
4	SOCIAL STUDIES	16,980	17,075	34,055	14,246	14,378	28,624	11,712	11,462	23,174

2020 PERFORMANCE FOR LJHSCE & LPSCE ON SUBJECT BASIS

S/N	SUBJECT	Performance Statistics Per Subject for LPSCE								
		ENTRY			% SAT			% PASSED		
		CANDIDATURE			CANDIDATURE			CANDIDATURE		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	
1	MATHEMATICS	16,980	17,075	34,055	83.61%	83.94%	83.77%	83.55%	78.91%	81.22%
2	GEN. SCIENCE	16,980	17,075	34,055	84.69%	84.67%	84.68%	83.07%	80.82%	81.94%
3	LANGUAGE ARTS	16,980	17,075	34,055	85.19%	85.01%	85.10%	81.26%	81.61%	81.43%
4	SOCIAL STUDIES	16,980	17,075	34,055	83.90%	84.20%	84.05%	82.21%	79.72%	80.96%

2020 PERFORMANCE FOR LJHSCE & LPSCE ON SUBJECT BASIS

S/N	EXAMINATION	NUMBER OF CANDIDATES WHO SAT			NUMBER OF CANDIDATES WHO PASSED EITHER 3 OR 4 SUBJECTS								
		Males	Females	Total	PASSED @ least 3			PASSED ONLY 3			PASSED ALL 4		
					CANDIDATURE			CANDIDATURE			CANDIDATURE		
					Males	Females	Total	Males	Females	Total	Males	Females	Total
1	LJHSCE	18,855	18,698	37,553	14,637	14,403	29,040	9,785	8,774	18,559	4,852	5,629	10,481
					77.63%	77.03%	77.33%	51.90%	46.92%	49.42%	25.73%	30.10%	27.91%
2	LPSCE	14,626	14,664	29,290	11,450	11,210	22,660	7,895	6,521	14,416	3,555	4,689	8,244
					78.29%	76.45%	77.36%	53.98%	44.47%	49.22%	24.31%	31.98%	28.15%



Thank You

 Twitter
@dgbotoe1

 Email
hno@liberiawaec.org
dgbotoe@waecintl.org
dgbotoe@yahoo.com

 Phone
+231777093933

6.3.4 Participants Attendance Roll (Alex)

PARTNERS



Ministry of Education



2020 Joint Education Sector Review Attendance

Gbarnga City, Bong County

Day 2: May 4, 2021

No	Name	Institution	Contact #	Email Address	Signature
1	Nyanteel Dweh	MCS	0777043469	nyantedweh@gmail.com	[Signature]
2	M. Woryonwon Roberts	WE-CARE	0775323146	wcarelib@yahoo.com	[Signature]
3	Eric A. Mitchell	Read Liberia	0886536486	emitchell@readliberia.org	[Signature]
4	Nunneh S. Browne	WIAEC	0886678098	nunneh-b@yahoo.com	[Signature]
5	Mannis H. Barclay	Letcom	0886547821	letcom150@gmail.com	[Signature]
6	William B. Whitfield	LUMOS	0777001876	wi'bowhie@yahoo.com	[Signature]
7	Belleh G. Tarr	SEWASA/OXFAM	0776563941	bellehgotarr@gmail.com	[Signature]
8	Wayne Wayne	Read Liberia	0816527740	fwayne@readliberia.org	[Signature]
9	Franklin B. Massagun	National Legal	0886526768	massagunfranklin@yahoo.com	[Signature]
10	Siaka Tucker	PLAN	077609104	Siaka.Tucker@plan-international.org	[Signature]
11	Kaitlynn Saldanha	Luminos Fund		Kaitlynn@luminosfund.org	[Signature]
12	Mary W. M. Nyumch	NTAL	0886883334	maryw.mullah@yahoo.com	[Signature]
13	J. Mason Sawler	National PTA	0777005957	kapland2016@gmail.com	[Signature]
14	Heade Sheriff	Pillar Specialist	0886680174	wsheriff@liffiberia.gov.lr	[Signature]
15	Erica K. Knack	UNIDO	0776453122	e.knack@unido.org	[Signature]
16	Anthony A. Nimby	UNIDO	0770957510	an.nimby@unido.org	[Signature]
17	DAVID CHAKONTA	UNIDO	0770957517	D.CHAKONTA@unido.org	[Signature]
18	Charles Nabongo	UNICEF		cnabongo@unicef.org	[Signature]
19	Rosary Nwanony	UNICEF	077026755	rnwanony@unicef.org	[Signature]
20	DAVID W. BENSEL	ADARA	0777550224	benseldavid@gmail.com	[Signature]



PARTNERS

Ministry of Education



2020 Joint Education Sector Review Attendance

Gbarnga City, Bong County

Day 2: May 4, 2021

No	Name	Institution	Contact #	Email Address	Signature
1	Wynna George-Soper	WAEC	0886353624	wynndee2011@yahoo.com	Wynna
2	Mabel T. Lusei	Mary's Men's	0778612311	Mabel.lusei@MarysMens.org	Mabel
3	Habadu Mohammed	USAID - AQE	0726650975	hmdhmd@edc.org	Habu
4	Zwannah Kimber	Oxfam	0790178685	zkimber@oxfam.org.uk	Zwannah
5	Marcia C. Edwards	Firestone	0770208031	MarciaEdwards@Firestone.com	Marcia
6	Peter S. Bemah	MYS	0777900058	pbemah.1985@yahoo.com	Peter
7	Julius S. Nelson	UL	0777552300	jsnelson2414@gmail.com	Nelson
8	Barclay Ballah	UL	0770430378	barclayballah79@gmail.com	Barclay
9	ANDREW K. DEAN	UL	0770196070	glomasaffa2@gmail.com	Andrew
10	Prisca O. Kesselly	UL	0775342789	kessellyprisca@outlook.com	Prisca
11	S. Reginald Melhorne	NCHS	0886549562	payzopa2016@gmail.com	Reginald
12	Samuel W. Jones	Firestone	0776168686	j.samw2002@gmail.com	Samuel
13	Alieu L. Kemokai	MYS	0777024449	kemokai79@gmail.com	Alieu
14	Reardon B. Beanus	NCD	0886284710	reardonliberia@gmail.com	Reardon
15	Nomuzi Harris	NUOD	0886331485	nuodliberia@gmail.com	Nomuzi
16	Charles E. Chroplis	UL	0770201597	charleschroplis@gmail.com	Charles
17	Jonathan Y. Clinton	Peace Corps	0776013335	Clinton@peacecorps.gov	Jonathan
18	Archibald Massaly	NCD	0886572026	Archibaldmassaly@gmail.com	Archibald
19	Emmanuel Phillips	WAEC	0777007723	emmanuel@life	Emmanuel
20	Obadiah T. Momo	LUMAS	0886638775	obadiah5286@gmail.com	Obadiah
21	DALE G. GBOE	WAEC	0777093933	dggboe@wae-intl.org	Dale
22	A.B. Doukoko	UNESCO	0775555424	p.toukoko@unesco.org	A.B.
23	George Edem-Sam	Read Liberia	0880546095	gidensam@rti.org	George

PARTNERS



Ministry of Education



2020 Joint Education Sector Review Attendance

Gbarnga City, Bong County

Day 2: May 4, 2021

No	Name	Institution	Contact #	Email Address	Signature
1	Njemeha O. Dunbar	USAID	0778642390	ndunbar@usaid.gov	
2	Brenda Mende	KEPP/EMF	077752073		
3	Miriam D. White	USAID	0777910845	mwhite@usaid.gov	
4	PATRICK G. SAGBEN	WAFEC	0770747129	pgsag62@yahoo.com	
5	James M. Graham	U. U	0770171272	grahamj@univ.edu	
6	Yasah F. Davis-Lerbecoe	Oxfam	0776705012	ydavis@oxfam.org	
7	Isaac T. Tol	WAFEC	088068682	isaactol@yahoo.com	
8	J. N. Dimp	WAFEC	72318891039	jdimp204@gmail.com	
9	Lebal Binyo	USAID/Reedlib	0775540929	lbinyo@reedlib.org	
10	Rev. Dr. Mulbah & Gray	BCC	0770129544	Mulbahhenri@bccc.org	
11	Robert S. Bestman II	Edu. Semaha	0775598128	robertbestman@gmail.com	
12	Moses M. Kessely	ALCITE	0770175917	moseskessely@yahoo.com	
13	P. Sumo-Varfee Molubah	Catholic Edu	0777009188	sumovarfee@gmail.com	
14	Sage-Maye Cole	MFPD	0771223333	scole@mfpd.org	
15	TERESIAT WAMBUI GATTENYI	USAID	0775916032	tgattenyi@usaid.gov	
16	Murdera Myrool	WAFEC	077292698	myrool@wafec.org	
17	Nina Tobay	UNICEF	0770267553	ntobay@unicef.org	
18	Jacob K. Jallah	Reed Liberia	0770039620	jjallah@reedlib.org	
19	CHRISTOPHER D. SANKOLO	WAFEC	0886449724	cdsankolo7@gmail.com	
20	Emmanuel Golko	Saxethechubky	0886512540	emmanuel.golko@saxethechubky.org	
21	Abba Karnga Jr	Luminos Fund	0777777043	abba@luminosfund.org	
22	Larnue Karbar	Plan International	077009059	larnue.karbar@plan-international.org	
23	RACHA ISMAIL	IECD	0778049204	racha.ismail@iecd.org	



PARTNERS

Ministry of Education



2020 Joint Education Sector Review Attendance

Gbarnga City, Bong County

Day 2: May 4, 2021

No	Name	Institution	Contact #	Email Address	Signature
1	Andrew G. Tehmech	street child	077566004	atehmech@street-child.org	
2	Daowomah Bono	LECPNET	0886408176	daowomah@gmail.com	
3	Dr. Magary S. Pomeroy	NCTE	0886608892	MagaryS@gmail.com	
4	Mary D. Cummy	USAID/HAE	0886558022	marycummy1@edei.org	
5	Korbalagoe Kwawegai	LECPNET	0710588088659	Korbalagoe@gmail.com	
6	Christopher Saah	UNICEF	0886963391	christopher.saah@unicef.org	
7	Gbavdeh Gbida	Bridge Liberia	0777786339	mgbilias@gmail.com	
8	Isaac R. Holder	Senator	0886495346	isaacholder@simon.com	
9	Barton Payne	USAID	0776937509	bpayne@usaid.gov	
10	Rev. James Andrew Lablah	NCTE		lablah@nche.gov.lr	
11	Otis S. Bundor	CSI	0886964818	otis@childstepinternational.org	
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					

PLANNING OF OFFICERS (RTTIF) INSTRUCTION (Sch Board)



Ministry of Education

2020 Joint Education Sector Review Attendance

Gbarnga City, Bong County

Day 2: May 4, 2021

No	Name	Institution	Contact #	Email Address	Signature
1	Patrick P Davies	ZRTT	0776808344	patrickdavies2013@gmail	
2	Abraham Sainway	MOE	0886520445	Sainway@jdec.com	
3	Frank M. Garpue	MOE	0886560065	frankgarpue@gmail.com	
4	Otis C. Zartan	CSB	0880170578	Zartan@gmail.com	
5	Elijah C. Kaysayne	MOE	0886592601	meimalkaysayne@gmail.com	
6	Ishmael Washington	MOE	0886668457	ishmaelk1829@gmail.com	
7	Arthur Weedor	CSB	0886389008	Arthurweedor1981@gmail.com	
8	Grapha S. Roberts	Board Member	0886647293	-	
9	HASSAKI M. BANOURA	BOARD CHAIR	0886569630	hassambongua55@gmail.com	
10	Peter J. Cole	MOE	0886715052	pjamenkoed7@gmail	
11	J. Amos Teloe	School Board	6850820242	amasteloe@gmail.com	
12	Kandiah A. Kajahmie	MOE	0886939048	Kandiahkajahmie@gmail.com	
13	Nyonkpao J. Collins	MOE	0886877706	nyonkpaojcollins@gmail.com	
14	Kremiah Jimmy Cooper	MOE	0886817714	jcooper501@gmail.com	
15	Paul K. Suel	School Board	0886643194	paulsuel2002@yahoo.com	
16	Martin L. Fogue	WRTT I	0886569016	martin.fogue@yahoo.com	
17	Mulbah K Roberts	MOE	077351623	robertsmulbah8@gmail	
18	Edith A. Wilson	MOE	0886-541927	edithwilson20032003@yahoo.com	
19	Peter M. Walker	Maryland	088648117	petergradwalker@gmail	
20	Dr. Writ-Wildon	Maryland	088657764	drwritwildon@gmail	
21	Harrison Jellen	Singer-CSB	0886949777	-	
22	Isaac B. Morris	Mont Board	6880280440	ilinedmorris@gmail	
23	Henry S. Korkoyal	CSB	0886698353	0886698353	

Instruction



Ministry of Education

2020 Joint Education Sector Review Attendance

Gbarnga City, Bong County

Day 2

Day 2: May 4, 2021

No	Name	Institution	Contact #	Email Address	Signature
1	Madia Herring Mensah	MOE/Curriculum	0772591582	madiaherring@ptee.com	[Signature]
2	Christopher Nyema Hombati	MOE/CFU	0777574040	hombati@cfu.gov.lr	[Signature]
3	Vivian Logan	MOE/AE	0886476881	loganvlogan@moe.gov.lr	[Signature]
4	James F. Sed	MOE	688467234	sedjamesfo@gmail.com	[Signature]
5	AGNES G. CHIE	MOE	0886110101	agchie@outlook.com	[Signature]
6	Lorri G. Mannah	MOE	0886533980	girlseducation@ptee.com	[Signature]
7	Theresa K. Garwo	STE/MDZ	0886582886	garwo81@marilia.com	[Signature]
8	Felecia C. Nyam	MOE/GIC	0886394880	felecianyam@yahoo.com	[Signature]
9	Ruben Duo	XAOE	088644447	rd@codr.liberia	[Signature]
10	Charley Kumbly	MOE	0886574678	klearchie03@gmail.com	[Signature]
11	George B. Kpeneh	KRTTI	0886-554279	gkpenneh51@gmail.com	[Signature]
12	PATRICK A. ANDERSON Sr.	MOE	0770878598	carolsliberia@gmail.com	[Signature]
13	Jestina T. Sartee	MOE/ECE	0776776344	Jtsartee1984@gmail.com	[Signature]
14	Hannah S. Fawenee	MOE/ECE	0770734127	hfawenee@yahoo.com	[Signature]
15	Josephus M. Meafay	MOE/SPS	0886571501	jmeafay81@gmail.com	[Signature]
16	Shirley Z. Can	MOE/AE	077722206	clark@moe.gov.lr	[Signature]
17	Frederic J. S. S. S.	MOE/ISTE	0886541204	brerbel@outlook.com	[Signature]
18	Elyne K. S. S.	MOE/ISTE	077797671	kadofair@outlook.com	[Signature]
19	Thomas R. Clarke	MOE/AE	0886577576	tclarke@moe.gov.lr	[Signature]
20	Sangay M. Freecom	MOE/STEM	0886397595	sangayfreecom@gmail.com	[Signature]
21	Brenda G. Greaves	MOE	077649791	Brendasgreaves@gmail.com	[Signature]
22	Emmanuel Korne Waydon	MOE	077953459	enwaydon@moe.gov.lr	[Signature]
23	Jackson S. Ideah	MOE	088660080	ideahjackson@gmail.com	[Signature]

Meet our Partners

