

**MINISTRY OF EDUCATION
PARTNERSHIP SCHOOLS FOR LIBERIA – HR ROADMAP**

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Background: Partnership Schools for Liberia (PSL) is both a Government of Liberia and a Presidential priority. PSL is a public private partnership (PPP). The GoL side of the partnership is to pay for a teacher in every classroom and to provide school buildings and infrastructure. The contracted school providers are responsible for ensuring learning outcomes through training teachers; providing learning materials and ensuring the school operates for a full day. The Ministry is working to get support on school infrastructure from donors. While the Ministry is tasked with covering teacher payrolls. The pilot was extended this year to test models in counties missed last year, and which represent more realistic Liberian conditions for learners: 93 of the 106 new schools are in the South East or in Gbarpolu, all rural and underserved counties.

Challenges: We will need around 800 teachers for staffing partnership schools. Last year, the payroll vetting exercise created enough spaces to fully staff all PSL Schools. Most of those spaces have now been allocated mostly to PSL schools due to the GoL requirement of immediate replacement of a payroll deletion. This means we will only have around 200 spaces from the remaining SE counties.

We are grateful for the pension allocations to Ministry of Education and this will enable some PSL replacements in the South East, but the schools where pensioned teachers are leaving will need teacher replacements. We cannot starve local schools of teachers in order to staff the Partnership Schools. Therefore, we need 600 more teachers for PSL schools. While there are more than 1000 teacher training graduates seeking work, they expect to be paid. The three year operational plan and GPE project also requires us to make 500 non-PSL schools quality schools. They also have a requirement of a full teaching staff. So by 2018 we expect we will need 500 teachers for these schools. Therefore, while there is a need for quick fix solutions, we are also thinking strategically about longer term and budget neutral options.

Actions to date: School opened on 4 September and as the fall semester is now nearing completion, it is critical to have teachers on payroll as soon as possible. Many with the requisite qualifications have already been trained and are currently being paid by providers, when this is meant to be the responsibility of GoL.

MoE has been pursuing a number of strategies, several of which are budget neutral. These have been submitted to the MFDP Budget Bureau for consideration along with requests for additional payroll funding. There are a limited number of teachers within the system who can be relocated, and we are looking to more efficiently allocate our workforce across the country. Urgent action is needed to meet our side of the public private partnership and not risk future donor funding. Already, the slowness of adding teachers to payroll in 2016 has led some donors to question our commitment to this priority program that is already changing reading outcomes for children. This is why the MoE has specifically prepared a payroll roadmap for teachers and the options are outlined below.

Strategies:

We have two core approaches. Strategies are listed in order of priority and feasibility of roll out as is reflected by anticipated deliverable dates. As may be the case all deadlines are subject to revision especially in circumstances beyond the Ministry's control.

The outlined strategies which are expanded on below are:

- i. Reallocation and more effective use of teachers on payroll;
- ii. Adding new teachers to payroll

Reallocation and more effective use of teachers on payroll

These strategies intend to optimise the distribution and potential effectiveness of teachers who may already have PANs registered in the payroll system.

	Strategy	Estimated no of teachers	Comments	Budget impact	Impact education outcomes	Deliverable Date
1.	Merge proximate primary schools (Many rural schools have small classes. Nearby schools can merge with grade 1-3 on one site and 4-6 on the other)	Tbc <100	We are pursuing this strategy with urgency. We anticipate a maximum of 100 spaces due to terrain in SE and Gbarpolu e.g. rivers and poor roads. DEO visits will confirm the feasibility of anticipated distribution. Classrooms may also be too small to take increased student numbers. Parents may object if travel costs or small children asked to travel. Risks more children leaving school.	LOW – budget neutral	MEDIUM (slightly larger class sizes. But negligible impact)	February 2018
2.	Relocating secondary teachers to primary schools (Secondary teachers often have a partial	150	We are pursuing this strategy with urgency. Focused on secondary schools in the SE and Gbarpolu that are near PSL schools. DEOs are looking at merging science teacher	LOW – budget	MEDIUM (better at primary,	February 2018

	work load as subject specialists. More efficient to move to full load at primary. 1		posts at secondary to free up staff. Secondary teachers may perceive this as loss of status. Likely to affect WAEC results which went up to over 60% this year.	neutral	worse at secondary)	
3.	Relocating 'excess' primary teachers in Margibi and Montserrado(have the lowest pupil teacher ratios in the country)	600	Intended to be budget neutral. But unlikely teachers will move without housing or \$\$\$. The Ministry is looking at ways to practically implement this initiative, which High risk of creating new ghosts either way, as staff can leave South East and come back to Montserrado/ Margibi. May require funding for teacher resettlements	MEDIUM– May require some additional funding	LOW (likely more ghosts)	September 2018

Adding new teachers to payroll

	Strategy	Estimated no of teachers	Comments	Budget impact	Impact education outcomes	Deliverable Date
1.	Making teachers who tested as functionally illiterate redundant	600 per year	The teacher test found very low pass rates. MoE decided below 40% is failing. But 4,487 teachers scored below 40%, 827 below 20%, and 370 below 15%. Consider below 20% as functionally illiterate and prioritize removal of teachers in the SE2. The Ministry is in the process of securing funding for redundancy pay outs which will be paid out as funding is secured and will enable the Ministry to replace 600 inadequate teachers with graduates or trained teachers	LOW – but \$300,000 advance needed	HIGH – trained teachers get paid	May 2018

¹Secondary teachers often complain that children reach them unable to read as the primary system is 'failing'.

² The President has supported redundancies for failing teachers at the Education Cabinet, 5 September 2016 and requested prioritization of poor teachers in the SE at the 2017 Cabinet Retreat.

			waiting for space on payroll.			
2	Implementing the National Service Program from the 2011 Education Act	300 (dependent on percentage of savings used)	See annex on the National Service Program, in the 2011 Education Act which has not been implemented due to budget. It could now be implemented in a budget neutral way, using a percentage of savings from pensions and redundancies to offer 2 year teacher contracts. This would enable us to add more graduate teachers to payroll and make sure they stay in rural areas rather than defecting and becoming new 'ghosts' (a major risk when adding teachers to counties in the SE). The most successful graduates would be added to payroll over time (using the remaining savings e.g. redundancies funded by GPE in 2019 and 2020), ensuring there is progression for those who perform. This would be a useful policy to implement before the election as it addresses youth unemployment.	LOW – budget neutral	HIGH – teachers likely to stay in rural areas. Graduate teachers perform best on test	September 2018
3.	Recruiting recent graduate teachers from relevant institutions to take up posts in underserved counties	100	This intervention requires strategic and targeted allocation of PANs by HR. This approach will engage potentially the best recent teacher training graduates (considering the difficulty of receiving a PAN the recruitment will most likely be competitive)to fill posts in remote counties in Liberia, ideally in counties from which trainees originate and originally reside. This intervention will target especially those who have received government scholarships to fund their education. This approach may easily place graduates in their counties of origin to reduce the likelihood of funding teacher relocation.	LOW – Budget Neutral	HIGH – Trained teachers	September 2018
4.	Implementing the MoE Subsidy Policy	600	See annex on the subsidy policy. The MoE developed a policy in Autumn 2016 and this has been shared and discussed with MFDP. This would enable up to \$1.6m to be shifted to Education payroll.The roll out of this initiative is heavily dependent on MFDP as well as legislative support and approval in order to be successful.	LOW – budget neutral	HIGH – trained teachers	–

Next Steps

In an effort to maximize teachers' presence on the payroll and increase access to quality education, the Ministry has set up a technical working group with the Ministry of Finance & Development Planning and the CSA. The key expectation of this working group is to advance outlined strategies in ensuring that more teachers are in classrooms, and also as importantly on the payroll. The focus is on optimized payroll management and commitments to a better coordination effort in getting identified issues addressed.

All supporting policies and strategies are being leveraged to support HRs anticipated strategic outputs, and to ensure that they are rolled out as closely as possible in keeping with scheduled deliverable dates.