

Assessment of the Accelerated Learning Programme in Liberia Implemented by UNICEF



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Contents

1. Introduction.....	3
2. Background	3
3. How Does UNICEF Implement the ALP?	3
3.1 UNICEF Activities	4
3.2 MoE Activities	4
3.3 CAP and CODHA Activities.....	4
4. Statistics for UNICEF ALP Schools July 2007	7
5. UNICEF ALP Achievements	8
6. Challenges within the ALP Sponsored by UNICEF	9
6.1 Schools	9
6.2 MoE.....	10
6.3 Implementing Partners	11
6.4 UNICEF.....	12
7. Recommendations.....	13
7.1 Schools	13
7.2 MoE.....	13
7.3 Implementing Partners	13
7.4 UNICEF.....	14

1. Introduction

This report forms an annex to the Assessment of the National Accelerated Learning Programme in Liberia and should be read in association with it.

The assessment of UNICEF and its Accelerated Learning Programme (ALP) focuses on the implementation of the programme with the Ministry of Education (MoE) and its two local implementing partners, Children's Assistance Programme (CAP) and Community and Human Development Agency (CODHA).

2. Background

The UNICEF project being assessed is entitled: Access to Accelerated Learning Programme, Project Code: YE 702. The objective of the project is to facilitate the enrollment of more 'older' children and improve the quality of the ALP teaching and learning environment in 300 ALP schools in seven counties. The budget for the project for 2007 was \$,225,900.33. UNICEF collaborates with three partners: the MoE, CAP and CODHA.

UNICEF has planned nine activities to meet the project objectives for 2007:

1. Support the MoE coordinate, manage, assess and report on the national ALP programme
2. Organize an assessment of the National ALP programme and support the organization of a national forum to review the preliminary findings of the ALP assessment
3. Work with the MoE to provide teaching and learning materials to 300 MoE/UNICEF supported ALP Schools.
4. Minor renovation to 10 ALP schools
5. Work with the MoE to identify 60 additional ALP schools
6. Work with MoE to plan and implement ALP Teacher training, for 200 primary school teachers ready for the 2007/2008 school year
7. In collaboration with the National ALP Coordinator, plan and implement refresher trainings for all formally trained ALP teachers in MoE/UNICEF supported schools
8. Work with the MoE to identify, enroll and ensure participation of all Level III students in the National Primary School Certificate Examinations (NPSCE) conducted by the West African Examinations Council (WAEC)
9. Project Monitoring. Though the NGO partners gather information on the students and teachers as well as availability of teaching and learning materials in seven counties.

3. How Does UNICEF Implement the ALP?

UNICEF implements certain activities itself e.g. procurement of the 'School in a Box' kits. It also works to support the MoE in the implementation of the programme providing technical support and providing funds for the MoE to undertake the activities itself e.g. conducting refresher teacher training courses. UNICEF contracts two local implementing partners (IPs), CAP and CODHA to conduct the field activities on its behalf in the seven counties in which ALP is currently implemented.

3.1 UNICEF Activities

- Select implementing partners. Put the project out to tender, examine the proposals and negotiate any changes. Draw up a 'Project Cooperation Agreement' between UNICEF and the IP.
- Manage the IPs, hold regular meetings and mediate on their behalf when problems arise between other agencies implementing ALP.
- Procure teaching and learning items:– tarpaulins, blackboards, dusters, blackboard paint, 'Skills for Life' books, 'School in a Box', 'Replenishment' and hygiene kits, agriculture tools and stationery items for the County Education Officer (CEO)
- Distribute teaching and learning items – tarpaulins, benches, blackboards, dusters, paint, and stationery items for the CEO
- Organise a contract for the renovation of 10 schools after seeking recommendations from IPs.
- Organise contracts for the purchase and distribution of three-seater benches for ALP schools
- Provide technical support via the UNICEF ALP Officer to the National ALP Focal Person.
- Renovation of the National ALP Focal Persons office in the MoE.
- Provide technical support to the MoE to organise teacher training courses and pay NPSCE fees
- Report to the donor

3.2 MoE Activities

- Organise the distribution of the 'School in a Box', 'Replenishment' and hygiene kits to the CEO in each of the seven counties using MoE systems
- Organise refresher teacher training courses in Nimba County
- Organise the registration of all Level III ALP students in UNICEF sponsored schools to take the NPSCE and pay the registration fees to the WAEC.
- Monitor ALP in the field
- Gather and enter ALP data to compile a comprehensive ALP data base that will form part of the national EMIS data base at the MoE.
- Provide the ALP Curriculum, Teacher's Manuals and Report Cards to all ALP schools via the CEO.

3.3 CAP and CODHA Activities

CAP and CODHA have worked with UNICEF implementing the ALP since August 2005. They were both previously contracted on short term Special Services Agreement (SSA) contracts which specified in detail the activities they should undertake. In 2007, UNICEF asked for a Project Cooperation Agreement (PCA) which involved putting the project out to tender and accepting proposals from IPs. CAP submitted two proposals (one of monitoring and one on refresher teacher training) whilst CODHA submitted one. The objectives and activities for CAP and CODHA proposals are as follows:

CAP Objectives and Activities for ALP in Four Counties

ALP Monitoring

Objective 1: To conduct regular monthly monitoring visits to the 85 elementary schools implementing the ALP in *Bomi, Montserrado, Grand Gedeh, and Maryland*, to collect data on student enrolment including girl's, attendance, and other indicative data, within an eight month period.

Activities:

- Monthly monitoring visits to schools
- Periodic classroom supervision to enhance discussions with teachers and students in support of service delivery
- Periodic meetings with teachers, principals and education officers
- Hold review meetings and interviews with teachers, students and community members and document views in support of lessons learnt and best practices

Objective 2: To conduct regular monthly community meetings to enhance community support for ALP implementation in eighty-eight (85) Elementary Schools in *Bomi, Montserrado, Grand Gedeh, and Maryland* as a way of increasing School enrollment and retention rate within eight months period.

Activities:

- Hold community meetings to share information on program services and review the role of Parent Teachers Associations (PTAs) and School Management Committees (SMCs)
- Orientation sessions with PTAs and Child Welfare Committees (CWC) where they exist, and local authorities, with a focus on the importance of education, school enrollment and attendance monitoring.

Objective 3: To effect payment of stipend/ allowances to 499 ALP teachers and 85 principals in four counties (*Maryland, Montserrado, Bomi and Grand Gedeh*) as a way of promoting the delivery of quality education services in 85 ALP Schools.

Activities:

- Collect data on teachers' attendance
- Prepare monthly pay rolls for ALP teachers
- Payment of stipend to ALP teachers on payroll for a 12 month period.

ALP Refresher Training

Objective 1: To conduct a two (2) days Refresher Training for teachers within ALP Schools in *Bomi, Montserrado, Grand Gedeh, and Maryland* counties.

Activity:

To facilitate the holding of Refresher Training Workshop for 324 teachers within 76 ALP schools in *Montserrado, Grand Gedeh, and Maryland* counties.

Objective 2: To conduct a three (3) days Life Skills Training for teachers within ALP Schools in *Montserrado, Grand Gedeh, and Maryland* counties.

Activity:

- To facilitate the holding of Life Skills Training Workshop for 324 teachers within 76 ALP Schools in *Montserrado, Grand Gedeh, and Maryland* counties.

CODHA Objectives and Activities for ALP in Three Counties

ALP Monitoring

Objective 1: To provide accurate and timely information and data for 136 ALP schools on a monthly basis.

Activities:

- Commencement of school data collection per county, district and town level using agreed data collection format
- Increase the involvement and the capacity of the MoE to monitor ALP schools by taking ALP focal persons on monitoring trips twice a month.

Objective 2: To effect monthly payment of incentives to all ALP teachers and principals in Bong, Lofa and Nimba Counties

Activities:

- To effect monthly payment of incentives to all ALP teachers and principals in Bong, Lofa and Nimba Counties.

Comparison of Proposals

The two major differences between the CAP and CODHA proposals are the inclusion by CAP of teacher training courses and collaborating with the PTA of each ALP school. CODHA pointed out that there were no PTA support activities in the final proposal accepted by UNICEF. Both contracts have a date of 15th June 2007 but CODHA signed their contract over a month late.

IP activities

Both IPs do the following in the field:

- Monitoring, data collection, supervision oversight of ALP schools to include one-two visits to each school with the DEO/CEO if possible each month– including classroom observation, collection of specific data, feedback from students, teachers and school administration
- Meet once a month with UNICEF
- Attend ALP coordination meeting
- Submit quarterly reports containing data, progress and constraints, and recommendations
- Assist education officers and give administration support i.e. joint monitoring
- Distribute incentives
- If requested initiate extra schools, select and evaluate the community for baseline data
- If requested recommend ALP schools for renovation
- End of year report.

In addition, for the refresher teacher training courses CAP will conduct the following

- Identify Master Trainers
- Send letter of invitation to CEO/District Education Officer (signed by MoE)
- Awareness raising at schools
- Identify venues and catering organisations
- Orientation meeting with ALP focal point
- Payment of transport and lodging
- Distribution of ALP and life skills materials to principals of ALP schools.

4. Statistics for UNICEF ALP Schools July 2007

This data is a combination of preliminary ALP data base statistics and reports from CAP and CODHA. It is not complete.

Partner	County	No. of schools	Boys total	Girls total	Total students	Female teachers	Male teachers	Total teachers
CAP	Bomi	18	774	624	1398	24	92	116
CAP	Grand Gedeh	22	1,212	1060	2,272	12	92	154
CAP	Maryland	13	298	406	704	11	53	64
CAP	Montserrado	20	1,209	1,135	2,344	19	78	97
COHDA	Nimba, Lofa, Bong	136	7350	6150	13,600	61	891	914
	TOTAL	209	10,843	9,375	19,718	127	1206	1345
			52.46%	47.54%		9.44%	89.6%	
ALL IPs	11 counties	509	23,212	21,104	44,316	227	1708	2,094
% of total implemented by CAP and CODHA		41%	46.7%	44.42%	44.5%	56%	70.6%	64.23%

Although the statistics can only give a rough idea of the UNICEF ALP implemented by CAP and CODHA, it does indicate that UNICEF sponsors 41% of all ALP schools and has 44.4% of all ALP students in the National ALP in Liberia. The enrolment of students by gender is almost the same in terms of percentages as the National ALP (UNICEF 47.54% female: National 47.6%). The ratio of female to male teachers is lower for CAP and CODHA ALP schools at 9.44% as compared to 11.6% for the National ALP.

What is more interesting is to look at the changes in enrolment over the last two years for CAP ALP schools in Bomi, Grand Gedeh, Maryland and Montserrado.

Date	No. of schools	No. of students	No. of boys	No. of girls
December 2005	83	3,211	2,000	1,211
August 2006	82	8,006	4,523	3,483
July 2007	73	7,665	4,072	3,593

CAP believes the large increase in enrolment between 2005 and 2006 is a result of its work in the communities to both enrol students and to follow up on absences. The corresponding drop in enrolment and number of schools in July 2007 is a result of the delay in signing contracts with UNICEF so that monitoring activities were suspended for 6 months.

5. UNICEF ALP Achievements

UNICEF was just over half way through its programme of activities during the assessment. Despite the delay in contracts, most activities specified in the UNICEF project objectives were underway. The only component that was not evidently underway was (5) *Work with the MoE to identify 60 additional ALP schools.*

Achievements

- Good support to the National ALP Focal Point in the MoE both in relation to the implementation of UNICEF sponsored schools and the National ALP. The technical support to the National ALP Focal Person from his appointment in October 2006 has enabled him to establish regular and productive ALP coordination meetings backed up by comprehensive minutes sent to all ALP implementers. The ALP coordination meetings have standardised many components of the ALP and built up strong working relationships between IPs.
- Provision of the NPSCE registration fee for all Level III ALP students which has encouraged the retention of students in ALP schools. Passing the NPSCE gives ALP students much needed recognition of their educational achievements.
- UNICEF ALP students registered for the NPSCE made up 52% of all NPSCE registered students in the counties of Bomi, Bong, Grand Gedeh, Lofa, Maryland and Nimba.
- The ALP Officer and her education colleagues at UNICEF have resolved many issues arising from the poor liquidation of MoE funds provided by UNICEF. These include registering the WAEC as a partner so NPSCE fees can be paid directly by UNICEF enabling ALP students the opportunity to take the exam.
- The UNICEF ALP Officer has a good working relationship with the National ALP IPs and can call on their assistance if and when required e.g. for the assessment.
- Some UNICEF staff have a long history of involvement in the ALP which provides continuity of the programme when expatriate staff are replaced.
- UNICEF has provided technical assistance to the MoE ALP data base in the form of an IT officer.
- Support to 209 MoE schools which run ALP classes
- Implementation of ALP in seven counties
- The UNICEF sponsored ALP supports the ALP model designed by the MoE, is conducted in MoE schools and uses MoE teachers.
- UNICEF sponsored ALP schools are just as successful in terms of students enrolment, gender equity and NPSCE passes as ALP schools provided with better resources by other IPs e.g. A.T. Day School, Zwedru.
- Provision of innovative 'Skills for Life' materials (part of the Sara Communication Initiative) and teacher training to ALP schools.
- The completion of monthly monitoring forms by CAP and CODHA and submission to UNICEF give a fairly comprehensive overview of the ALP.
- IP staff in the field offices have a good and supportive working relationship with the County Education Officer (CEOs) and District Education Officers (DEOs) in their county of operation.
- IP field staff regularly attend county ALP coordination meetings (in counties that hold them) and have a good working relationship with other IPs in the county.
- UNICEF has piloted other education initiatives in ALP schools and these have greatly added to the enrolment and retention of girls e.g. Girl's Education Mothers' Clubs.

- The IP pay teacher incentives on a regular basis (exception the period from January – May 2007)
- The UNICEF IPs are committed to education and even when not contracted, the IP field staff visited the teachers to reassure them that their incentives would be paid.
- Regular meetings between the IP field staff and PTAs have increased student enrolment and reduced absences in ALP schools.
- The organisation of an evaluation of the National ALP has better informed the MoE and all IPs of the successes and challenges of the programme

6. Challenges within the ALP Sponsored by UNICEF

During the assessment of the ALP in Liberia many stakeholders were interviewed as well as key UNICEF staff. The issues raised are discussed below as they relate to schools, the MoE, IPs and UNICEF itself. Issues that apply to the ALP as a whole are not dealt with here.

6.1 Schools

This section deals in particular with responses from PTA members, principals, teachers and students from UNICEF ALP schools.

- Serious shortage of text books. Often the teacher is the only person to have some of the relevant textbooks for the ALP level.
- Shortage of student exercise books. A 'School in a Box' has been distributed to ALP schools at a ratio of 1 box per 80 students and contains 200 small A5 exercise books each having 48 pages. This means there are only 2 ½ exercise books per student for one level. No other student supplies appear to be distributed during the year. Most ALP IPs recommend the provision of five exercise books of 96-100 pages per semester or 10 to complete the level per year.
- The 'Skills for Life' materials include a set of videos. These have not been used as ALP schools have neither the equipment nor electricity. Some teacher training courses have been able to show the videos by hiring generators or equipment.
- There are problems with the distribution of the Skills for Life materials in one of the three counties visited. They have only been distributed to six ALP schools in Nimba County. The remainder are all stored in the CODHA field office at Saclapea. They have not been distributed as the field staff do not have waybills to present to the Principal of the ALP school for signature.
- Many ALP schools in Nimba had not received ALP report cards from the MoE distributed by the CEO. Level III students need the completed ALP report card to enroll in grade 7
- Some ALP schools do not have sufficient benches and students are forced to bring their own stools.
- Some schools were reported to be in poor repair and do not have tarpaulins to prevent the rain leaking in.
- Distribution of the ALP teacher incentives ceased between January and June 2007.
- ALP teachers, especially volunteer teachers would like an increase in the incentive
- Some ALP classes are very large. In A.T. Day school there are 483 students for the assigned six teachers and one principal. As two teachers are assigned to one ALP level to teach

different subjects this would mean a student teacher ratio of 163:1. To resolve the problem the school had divided each level into two classes and had six volunteer teachers (who do not get paid the ALP incentive). It still had classes with over 65 students in them.

- The registration of ALP students for the NPSCE in 2006 was chaotic. It is unclear whose responsibility it was to inform the ALP schools, collect the registration information and submit the students' names – the MoE or UNICEF via its IPs. The lack of clear communications resulted in some students paying the registration fee themselves and losing out on the benefit of UNICEF sponsorship. The last minute nature of the NPSCE registration resulted in the duplication of 693 student names and the unnecessary payment of \$6930 by ALP students which could not be refunded. As the NPSCE process was not clearly communicated, some ALP students in Nimba have not received their NPSCE results.

In 2007, the process for NPSCE registration was significantly better but occurred when CAP and CODHA were not under contract and their field staff not employed. The monitors for CAP and CODHA were asked to register the students and submit the school lists to UNICEF yet they received no compensation for this.

6.2 MoE

UNICEF channels some of its funding through the MoE for ALP related activities e.g. printing the ALP Curriculum, Teacher's Manuals and ALP Record Cards, refresher training, NPSCE registration. The 'School in a Box', 'Replenishment' and hygiene kits are procured by UNICEF and handed over the MoE to distribute to the counties. The MoE at a county level is also responsible for monitoring the ALP and has received basic office supplies and a motorbike for the use of each county ALP Focal Person.

Challenges

- The MoE is unable to liquidate its UNICEF funding in a timely manner. The result is that it cannot receive new disbursements in order to fund specific ALP activities within the deadlines for that activity. For example, UNICEF gave the MoE the funds to pay WAEC the NPSCE fee. The MoE paid WAEC immediately. They submitted their financial report to UNICEF but it was not sufficiently complete for liquidation of funds. This problem continued and had not been resolved in April 2007, 11 months later.
- The MoE is not able to organize the distribution of schools supplies in a timely fashion. Textbooks have remained in warehouses and the UNICEF supplies have been delayed.
- The MoE procedures for undertaking any activity are laborious and time-consuming. For example, UNICEF has funded the MoE to conduct refresher teacher training courses in Nimba scheduled for early August. Even with the National ALP Focal person following up the procedures, the process has been delayed such that the courses started six weeks late. The process from the beginning in March, involved the following steps:
 1. Minister of Education requests UNICEF for funding for teacher training workshop
 2. UNICEF sends funds
 3. ALP Focal Person submits a proposal/request for the funds
 4. Deputy Minister Instruction approves the proposal
 5. Proposal is sent to the Minister of Education for approval
 6. Once approved Deputy Minister Administration activates the funding and disburses the funds

7. Funds are sent to Bureau of Primary Education (Assistant Minister) to arrange the workshop
 8. Assistant Minister Bureau of Primary Education confirms workshop and arranges dates with National ALP Focal Person
 9. National ALP Focal Person visits CEO and organises workshop
- The MoE is unable to communicate clearly with its partners in a timely manner. The receipt of documents is frequently not acknowledged requiring resubmission by the partners.
 - At a county level, the CEOs/DEOs and ALP Focal Person complained that they did not have any vehicle support to help them monitor schools yet UNICEF had supplied motorbikes to the ALP Focal Person in each of the seven counties in which it operates. The ALP Focal Person from Grand Gedeh (who was the only CEO to acknowledge that UNICEF has supplied motorbikes) had problems fueling and maintaining his motorbike.

6.3 Implementing Partners

- The type of contract issued to the IPs has changed from a Special Services Agreement (SSA) to a Project Cooperation Agreement (PCA) requiring the IP to submit a proposal.
- The contracts have been for short durations e.g. 3 months or 6 months and do not coincide with the academic year.
- The IPs were not contracted from January to mid-June 2007 so ceased their activities for UNICEF. This gap between contracts meant ALP schools were not monitored and the ALP teaching staff did not receive their incentive payments. Teacher absences due to non-payment of incentives were higher and consequently student absence and drop out increased.
- IP field staff reported that teachers and principals 'hounded' them even visiting their home regarding the non-payment of incentives. Some teachers believed that the monitors had stolen the money. The security of IP field staff was compromised and the bond of trust developed over two years of monitoring broken.
- During the gap between contracts, the IPs lost schools to other organizations who were implementing ALP. In Maryland CAP lost one school to CAII whilst in Grand Gedeh, CAP lost three schools to Save the Children UK.
- IP field staff were not paid for the six months between contracts yet UNICEF requested them to organize the NPSCE registrations.
- UNICEF coordination with IPs is conducted on a monthly basis by the ALP Officer and representatives from IP head office. The coordination with IPs for implementation, distribution and finance is not systematic or followed through
- UNICEF has not given clear guidance to IPs on the procedures for e.g. NPSCE registration and the retroactive payment of teachers' incentives in 2007 leading to confusion at a field level.
- The IPs are not raising pertinent issues at the ALP coordination meetings e.g. schools in Nimba that have not received their NPSCE results.
- CODHA is experiencing communication problems between the head office in Monrovia and their field office. The field staff are not fully aware of the activities they should undertake or the messages they should communicate to the ALP schools. In the field the staff hold UNICEF responsible for the retroactive payment of only three months incentives to teachers rather than the six months they are owed. Although the contract was late, there was sufficient funds in the first disbursement to cover the incentives for six months. This is an internal CODHA issue.

- CODHA works in three counties outside Montserrado yet for coordination with UNICEF needs to have an office in Monrovia. The contract has no provision for these costs or for the payment of an education coordinator. CAP who are responsible for ALP schools in Montserrado have their office costs covered.
- The monthly monitoring forms that the IPs use are different in format and content.

6.4 UNICEF

- The procedure for contracting an implementing partner should take 21 days as outlined in the UNICEF flow chart for PCAs. In 2007 the PCA for CAP was not signed until 15th June, five and a half months into the year and in the last month of the academic year for ALP schools.
- The time taken to issue contracts to IPs resulting in the loss of schools, teachers and students
- The delay in issuing contracts has also delayed all other aspects of UNICEF implementation from distribution of supplies, to payment of incentives.
- The delay in issuing contracts reduces the time for activities in the field. Some of the budget planned for a full year will remain unspent.
- There is little monitoring by UNICEF of the situation in the field so UNICEF staff not involved in education are unaware of the consequences of the delay in issuing contracts, cheques and other paper work for the ALP schools and IP staff.
- The issuing of yearly contracts to the IPs entail more work for UNICEF education staff at the start and end of each calendar year which are already periods of heavy workloads, resulting in delays to the proposal process with IPs.
- Turnover of senior staff in a post-conflict environment has resulted in several ALP Officers over the last two years. There has been no apparent handover between officers or documentation exchanged.
- There is a lack of documentation and statistics on the ALP both nationally and for UNICEF supported schools. With such good continuity of support staff it is surprising there is no central resource bank for new staff to draw on.
- Poor central planning within UNICEF of the activities it expects its departmental staff to undertake. Workshop and meeting attendance is expected at short notice and can take up many valuable hours or days. Budget forecasts, reports and proposals are delegated to be completed the same day. Staff can only respond using crisis management techniques.
- Too little and too infrequent monitoring of the ALP in the field. Only three to four staff members visit the field and they may make only two to three trips per year involving only a few provinces.
- UNICEF education unit has only two vehicles assigned for its use. This is inadequate during times of heavy demand by the ALP.
- Insufficient supplies – e.g. tarpaulins. The logistics officer has to plan distribution according to the supplies available but this can appear unfair in the eyes of the ALP schools. For example the tarpaulin supply for the year was distributed in Lofa and Bong as the first counties to receive distributions leaving nothing for the other four counties.
- The distribution of teaching and learning supplies is beset by delays caused by contracts being issued late, overseas procurement taking longer, the logistics and bureaucracy involved with large consignments, the challenging road condition to reach school made worse in the rainy season. However careful UNICEF is at ensuring the materials arrive intact, there were reports that a few materials were tampered with and later found sold on the street.

- UNICEF underwent an audit from the regional office prior to the assessment which highlighted many concerns in coordination and operational procedure between departments.
- Communication to the CEOs about supply distribution does not follow the correct channels and can lead to confusion and incorrect distribution at school level.
- The decision taken at the ALP coordination meeting for all IPs to print and distribute their own report cards has not been acted on by UNICEF.

7. Recommendations

7.1 Schools

- Develop a Teacher's Manual for the 'Skills for Life' series that matches the reality of resource poor schools and ensure the ALP school timetable includes one to two periods a week to teach life skills.
- Provide textbooks to teachers.
- Provide either sufficient replenishment kits for student supplies or purchase 10 copy books and 2 pens and pencils for students from the local market as other IPs do.
- In successful ALP schools with a large enrolment, divide the students in the level to a more manageable class size. Select additional teachers and pay them the incentive.

7.2 MoE

- Until the MoE is able to liquidate its funds in a timely manner, continue to contract implementing partners to conduct refresher teacher training courses and pay WAEC directly for registration fees.
- Support the MoE to take on the responsibility of distribution, teacher training and more importantly finance. UNICEF to its credit is in the process of finding a finance consultant to work in the MoE.
- Provide support the county ALP Focal Persons in the form of a fuel budget either via the MoE or IPs and monitor the number of visits to schools they make.

7.3 Implementing Partners

- Better and more transparent communication with IPs on a regular basis i.e. weekly
- UNICEF staff working on ALP should meet with IP field staff on a regular basis and invite field office education officers to attend monthly or bi-monthly meetings
- Develop and use clear lines of communications with the MoE and IPs for e.g. way bills, WAEC registrations, which are followed up in the field.
- County field staff for IPs should attend an orientation on new contracts to ensure they are aware of UNICEF's, MoE's and their own organization's responsibilities.
- Ensure that when the IPs make retroactive incentive payments for the whole period missed.

7.4 UNICEF

- Act on the recommendations of the recent audit to improve cooperation and planning between UNICEF departments.
- Plan ALP activities before the calendar year starts and have contracts in place so that there is no gap in service provision. CAP and CODHA have worked with UNICEF for three years conducting the same activities so the process should be straightforward. Supplies can be pre-positioned before the rainy season begins and academic year starts.
- Issue contracts for academic years not calendar years so that school time is not lost when the contract process is underway.
- All aspects of the UNICEF accelerated learning programme need to be recorded and stored in both electronic format and in hard copies in a central resource bank so that new ALP Officers can access relevant documents.
- UNICEF should establish a database of pertinent data from the monthly monitoring forms e.g. enrolment and spot attendance, to track changes in its ALP schools.
- Important ALP documents e.g. The ALP, Academic 2000/2001 Achievement Exams results report should be scanned and a copy kept electronically in the resource bank.
- All important ALP reports should be available in hard and electronic copy from the MoE and UNICEF. Ideally a web-based library should be established.