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# **Liberia Teacher Training Program**

## **Annual Report**

### **Project Year One**

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## **List of Acronyms**

AED	Academy for Educational Development
ALU	Association of Liberian Universities
CEO	County Education Officer
DEO	District Education Officer
EO	Education Officer
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EMIS	Electronic Management and Information System
FHI D 360	Family Health Initiative Development 360
GOL	Government of Liberia
ICT	Information, Communications Technology
KRTTI	Kakata Rural Teacher Training Institute
KSA	Knowledge, Skills and Attitudes
LTTP	Liberia Teacher Training Program
M&E	Monitoring and Evaluation
MoE	Ministry of Education
NATAL	National Teachers Association of Liberia
NATE	National Association for Teacher Education
NCHE	National Commission for Higher Education
NGO	Non-Governmental Organization
PMP	Performance Management Plan
PTA	Parent Teachers Association
RTTI	Rural Teacher Training Institute
RTI	RTI International
TEPs	Teacher Education Programs
TEPS	Teacher Education Program Standards
TOT	Training of Trainers
UoL	University of Liberia
UNICEF	United Nations International Children’s Fund
USAID	United States Agency for International Development
WAEC	West African Examination Council
ZRTT	Zorzor Rural Teacher Training Institute

## **Part I: Introduction and Background**

### **Country Profile**

Liberia, one of Africa's oldest Republics, is located on the West Coast of Africa. The land mass of Liberia is 38,000 square miles and bounded by Republic of Guinea in the North, Sierra Leone in the West and Cote d'Ivoire on the East. The capital city is Monrovia and the country is divided into 15 administrative counties (regions). In terms of education management, the counties are further sub-divided into 106 districts that are administered by District Education Officer (DEOs).

The population of Liberia is approximately 3.5 million and is composed of 19 ethnic groups, including the "Americo-Liberian" black freed men and women former slaves from the Americas who settled in Liberia beginning in 1821. This settler population constitutes about 5% of the population. Under the auspices of the American Colonization Society (ACS), a philanthropic organization established in the early 1800s by a combination of religious groups, state governments and southern plantation holders, organized and facilitated the emigration of freed slaves back to Africa. Since the landing of the first group of settlers in 1822, the political and economic hegemony of the Americo-Liberia settler and the resistance of the indigenous population has been the defining character of Liberia's history. This conflict came to climax when the first indigenous Liberian, Master Sergeant Samuel K. Doe overthrow the Tolbert Government in a military coup on April 12, 1980. Since then, the country wax and wane through cycles of: violent conflict, elections, stability and back to violent conflict. These conflicts burgeoned in 1989 leading to Liberia's first civil war (1989-1996) followed by the election of Charles Taylor in 1997. The second civil war (1999-2000) escalated into the third most destructive war (2000-2003) that pitted anti-Taylor forces against the regime with extensive destabilizing impact on neighboring countries. One-third of the population was displaced and other third became refugees in neighboring countries of Guinea, Sierra Leone, Ivory Coast and Ghana. By 2005, the three Rural Teacher Training Institutions had ceased to train teachers for nearly twenty years and the infrastructure was totally destroyed. Under LTTP I the RTTIs (Zorzor and Kakata) reopened in 2006, followed by Webbo in 2010.

Clearly, the last two decades of the twentieth century were the most turbulent period in Liberia's history. The Accra Comprehensive Peace Agreement (CPA) was signed on August 30, 2003; bringing an end to the wars; the stationing of 14,000 troops of the United Nations Peace Keeping Mission (UNMIL) and the installation of the National Transitional Government of Liberia (NTGL). In 2005 the current President, Madame Ellen Johnson Sirleaf, was elected as the first women President in Africa.

Since 2005, a number of education reforms aimed at restoring the educational infrastructure and reconstructing schools to accommodate the increasing population of school age children were championed by Government. The overarching goal of the education emergency response in 2005 was to get as many children, as quickly as possible, in school and deal with quality of education issues in the future. As a result the number of students enrolled in schools has increased significantly. However, the issues of educational quality and efficiency at all levels of the system remain a major challenge.

These key challenges are articulated in the *Education Sector Plan for Liberia* (March 2010): (1) the lack of coherent policies and appropriate education laws tailored to current and future directions of education; (2) limited capacity at all levels of the system; (3) weak structure and systems of educational governance, management and accountability, (4) education data for informed decision is either nonexistent or inaccurate; (5) status of school and teacher education professional development infrastructure are inadequate; (6) the number of untrained and unqualified teachers is over 60% of the teaching workforce; (7) high turnover in leadership and linkage within the various levels of the system from national, county, district, school and classroom levels remain inadequate and weak.

## **The Liberia Teacher Training Program Phase I:**

LTTP I was set up to support the Ministry of Education in developing a strategy and competency framework to re-start and reform the teacher education system after two decades of stagnation in teacher education due to the war. The RTTIs were closed between 1985 and 2005. During this period formal training of teachers ceased to exist. In 2006, The United States Agency for International Development (USAID) and the Ministry of Education (MoE) embarked on a joint development program to rehabilitate the war ravaged physical infrastructure built in the 1960s; develop new curriculum, recruited and deployed trained Liberian refugee in exile to train at the RTTIs, provided food, fuel and operational support for the RTTIs, and set up a management system to run the institutions, develop appropriate policies, procedures, and guidelines, among other activities. The Academy for Educational Development (AED) as prime contractor, along with two sub-grantees– the Mississippi Consortium for International Development (MCID) and the International Rescue Committee (IRC) were contracted to implement the project. . Under the project, teacher professional development system at the Teachers College, (University of Liberia) was strengthened and the three national Rural Teacher Training Institutes (RTTIs) through staff upgrading, curriculum reform, materials development, reform of pre service education and Training teachers through residential and field-based in service programs. By the end of 2009, over two thousand teachers had been trained. RTTIs training facilities had been improved to strengthen school level management and community support for education through support to the PTAs and school principals.

## **Overview of the LTTP Phase II**

The LTTP Phase II is in partnership with the RTI International to provide support at the central Ministry of Education and nine counties (Montserrado, Lofa, Nimba, Grand Gedeh, Grand Kru, River Gee, Maryland, River Cess and Sinoe). Towards the end of year one, USAID decided to reduce and focus project activities in five counties comprising the Development Corridor counties of: Bong, Nimba, Lofa, Margi and Montserrado.

The overarching goal of LTTPII is to establish a functional teacher professional development system while strengthening the capacity of MoE and lower levels to manage such a system. Another major goal is to improve early grade reading and mathematics in Liberia. The interventions proposed in LTTPII targets reforms in three areas: (1) policies, systems and capacity development of the central MoE, County and

District Education Offices; the RTTIs and the Universities; (2) pre- and in-service policies and teacher professional development and (3) curriculum standards, materials and testing for language and literacy and mathematics skills in early grades 1-3 and grade 4-6 for math and language arts, including reading. The LTTP II will establish partnership and collaboration with International Non-Governmental Organizations (INGOs) and Local Non-Governmental Organizations (LNGOs) to strengthen the MoE.

## Implementing Partners

The LTTP II program is implemented in partnership with the Ministry of Education, with support and guidance from USAID/Liberia. As the prime contractor for EQUIP2, AED (now acquired by FHI360) is the legal representative for the cooperative agreement and is responsible for project planning, financial management, and reporting, with ultimate accountability for the success of the LTTP II. FHI will work with RTI International to take the lead for Component 4: Standards, curriculum, materials and testing for effective language and literacy acquisition and student learning.

## Part II: Highlights of Year One Accomplishments

Year I results indicate a sustained effort to solidify the foundation for effective project implementation while at the same time helping the three rural teacher training institutions successfully graduate five hundred and sixteen (532) pre- and five hundred and ninety-six (596) in-service trainees. This was the largest and most diversified cohort of graduates since the RTTIs were reopened in 2006. This achievement involved, among other activities, garnering consensus among key project stakeholders about the institutional arrangements, roles and responsibilities and clear understanding of the key goals, sub-results and activities assigned to individuals and institutions in each quarter.

### Component 1: MOE Institutional Strengthening for Increased Quality of Education, Accountability, and Effective Decision Making

1. **Strengthening Donor-Government Planning, Management and Monitoring of Educational Development:** LTTP II helped the Planning Department of the Ministry of Education develop tools for collecting data on donor support and terms of reference for a donor-government technical working group, which will oversee joint planning and management of educational development. It is expected that the Ministry would convene a meeting of donors to officially form the technical working group in Year II.
2. **MOE Restructuring and Organization:** LTTP worked closely with the Departments of Instruction and Planning to examine organizational possibilities, which resulted in the development of a new organizational structure.

3. **The National Education Consultative Conference:** LTTP sponsored and the MoE organized the first post-war National Consultative Conference attended by 395 registered delegates and participants. The conference was also supported by other partners including, UNICEF, European Commission School Improvement in Liberia (ECSEL) and other partners.
4. **MoE 5-Year Action Plan:** LTTP worked with the sector planning group to draft a five-year national education plan. LTTP also played a key role in finalizing the documents that will serve as a basis for the five-year plan and also the requirements for Liberia to secure the necessary resources from international donors.
5. **Strengthening Decentralization:** LTTPII helped in revising the Educational Law, which has recently been signed off by President Ellen Johnson- Sirleaf in August 2001. The law establishes the legal basis of regulations, policy reform, new strategies and tactics to implement change. An orientation workshop was convened for key MoE staff on the theory and practice of decentralization.
6. **Introductory Workshop on Decentralization:** In support of the planning process and the decentralization efforts by the Ministry of Education, LTTPII conducted the first in a series of training activities on decentralization and capacity building of education officers and school heads on April 9, 2011, for MoE, county and university staff.
7. **Building Capacity for Decentralization:** LTTPII, in preparation for the major capacity building planned for Year II, developed the following materials in cooperation with MoE experts.
  - *Capacity of the Liberian Education System.*
  - *Evaluation Guidelines, Suggestions for Good Evaluation Practices.*
  - *County Monitoring Manual, Recommendations for Monitoring Practices.*
  - *Educational Diagnosis through Monitoring, County Capacity Building in M&E for Decentralization.*
  - *Monitoring Framework, Institutionalization of Monitoring for Effective Management in Education.*
  - *Manual 2: Projection of Educational Development, County Capacity Building in Planning for Decentralization*
8. **Overhauling the Liberian Education Management Information System (EMIS):** The foundation for a fully functional Educational Management System (EMIS) is being established. Preliminary assessment of the needs of the Education Management Information System of the MoE was completed resulting in a framework of a national EMIS system that will be linked to the MoE personnel system for the first time in Liberia.
9. **Memorandum of Understanding (MOU):** The European Union through its project ESCSEL contributed desktops, laptops, printers, materials and other ICT equipment at a cost of \$850000.00 to the MOE and LTTP contribute technical support, management and a state of the art environmentally friendly solar powered power system for the server room that will serve as the center of the EMIS system at MOE..

10. **Internet System for MoE:** For the first time a fully functioning internet system was installed by LTTPII to facilitate communication with county and districts and other sub sectors of the educational system and most importantly, serves as the vehicle for transmitting EMIS data installed an Internet system for the Ministry of Education that is critical to the success of EMIS.
11. **The MOE-EMIS Policy Committee:** The MoE EMIS Policy Committee has been selected and terms of reference for its members submitted to the MoE for its approval. The members of the committee were selected by the Minister of Education in consultation with the Deputy Minister for Planning. The draft ICT and EMIS policy document was also submitted to MoE for its approval.
12. **Strengthening Accountability:** LTTPII developed a model national biometric system for teachers. This model was adopted by National Taskforce on Personnel and Pay because the LTTPII model was superior, cost-effective and appropriate for conditions in Liberia, compared to previously proposed models. Members of the taskforce are: (1) Director-General of Civil Service Agency (CSA), (2) Deputy Ministers for Finance, Education, LTTPII/USAID, the World Bank, among others. In addition this model is now jointly supported by CSA, World Bank and the Ministry of Finance.
13. **Strengthening informed decision making, planning and management:** Three studies have been concluded to help inform the decision-making, planning and management system.
14. **Teacher effectiveness study:** This study was undertaken to establish a baseline for the effectiveness of graduates of LTTTP's in-service training program. It found that only 5% of the teachers prior to completion of the program and graduation were effective in their classroom.
15. **Female teachers' participation:** This study covered 16 secondary schools in the fifteen counties to identify reasons and determinants of the low number of female teachers. The lower number of female teachers in Liberian classrooms and in leadership position within the system is attributed to various socio-economic, cultural and in-school factors; such as child care responsibilities, poverty, lack of role model, and an environment that discourage women's work outside of the home.
16. **Institutional Capacity Assessment:** Capacity analyses were carried out for the Ministry and the MCSS to address current capabilities and decentralization possibilities. Capacity of key institutions were evaluated in order to determine the capacity level of various institutions, policies, programs and processes in the education sector at the county level in terms of strategic alignment, management, administration and resources. The results of the study will provide baseline measures at the country level to serve as benchmarks for the design, monitoring and evaluation of project interventions.

## **Component 2: Improving Teacher Professional Development: Policy, Management and Supervision**

1. **Curriculum Development:** LTTPII, through the rapid response fund assisted the MoE and the West African Examination Council (WAEC) to align secondary and junior secondary education curriculum with the WAEC standards in mathematics, biology, chemistry, physics, geography, English and social studies.

2. **Doctoral Level Training:** LTTPII negotiated a cost-share agreement with University of Stellenbosch, African Doctoral Academy in South Africa to train a cohort of Liberian educators at doctoral degree levels that will take effect in January, 2012.
3. **Professional Development Scholarship Program:** In 2011, USAID/LTTPII awarded sixty nine (63) UL Teacher College female scholarship program and the nineteen (19) masters and four (4) doctoral scholarship programs established to train Education Development Professionals to support the National Teacher Professional Development Standards (NTPDS).
4. **Webbo Rural Teacher Training Institute Opened after 50 years:.**

The Webbo Rural Teacher Training that was constructed in 1962, nearly 50 years ago, opened on October 30, 2010. The Government of Liberia in partnership with USAID built three rural teachers training institutes in Kakata, Zorzor and Webbo. KRTTI and ZRTTI were opened and the first students were enrolled in 1963; but the Webbo campus was never opened and had remained closed. *“Let knowledge and wisdom flow from these hills to the rest of country.”* With those words, the Minister of Education, Hon. Otello Gongar, declared on behalf of the Government of Liberia and President Ellen Johnson Sirleaf, the RTTI open. LTTPII helped the MoE Bureau of Teacher Education to provide all necessary pedagogical and material support, including food, fuel, and electric generator to WRTTI, resulting in the registration of 125 students for the maiden cohort after fifty years of dormancy.



### Component 3: Enhancing MoE Performance in Improving Teacher Training Skills and Implementing Teacher Training Standards

#### Preservice

1. **Teacher Training:** The Pre Service C Certificate Program graduated 532 student-trainees qualifying them to teach in elementary schools in Liberia. The in-service C-Certificate program graduated 596 trainees (110 females and 486 males) for the Cohort-3 program and in the cohort 4 program for in service 573(487 males and 86 females) trainees were certificated.
2. **Teacher Credentials:** LTTPII assisted the MoE and the RTTIs administration to initiate the credentialing process for the C-Certificates and assignment upon graduation, resulting in about 90% of the trainees being assigned to schools immediately after graduation. The combined programs were the largest and most diversified cohort of C Certificate graduates since the C Certificate Program was resumed 2006.

3. **Policies for Student Assessment Established:** Using the new code established by the Deputy Minister of Instruction, the pre-service team worked closely with the Director of Teacher Accreditation to prepare C-Certificates to establish the procedures below:
  - Certification of graduates
  - Preparation of summary grade sheets
  - Portfolio development during the field experience
  - Validation of test scores for the comprehensive and re-sitters' exams
4. **Peer Lectures:** LTTP facilitated the Inaugural Mary Antoinette Brown Sherman Lecture delivered by Professor Nana, Vice Chancellor of the University of Cape Coast and the signing of a capacity development Memorandum of Understanding (MOU) between the University of Cape Coast, Ghana and the University of Liberia (UL).
5. **Training Plan Developed:** The pre-service team conducted a needs assessment to establish training needs for the short and long-term staff development and to prepare a training plan during the first quarter of Year II.
6. **ICT Educational Technology:** Three full-fledged computer labs have been established and embedded in the overall training program after a thorough survey of the needs of the institutions. The LTTP sponsored a visit by the Director of the WiderNet Project (Cliff Meissen) to support the widespread use of digital learning resource materials known as e-Granary in collaboration RTTIs with the University of Iowa, School of Library and Information Science.

#### Inservice

7. **TOTs for in service Trainers:** A training of Trainers workshop facilitated by a team of In-service trainers was conducted in Gbarnga from October 25-29, 2010 for all In-service trainers including 1 MOE Teacher Education representative. Some of the reasons for conducting the training were to specify the new trainer's role in program delivery in relation to the approach to the C-Certificate materials presentation, and build up their mastery of a range of interactive training techniques and learning experiences. It served as a refresher for the old trainers as well. During November 30 to December 4, 2010, a 5-day Critical Thinking training was conducted in Gbarnga, Bong County, for all In-service field and office staff. The training focused on best practices in Pedagogy, and a diversity of approaches that foster critical thinking. The training was facilitated by a team from Critical Thinking Liberia (CTLib.)
8. **Principals' and PTA Training:** After a county- wide simultaneous Training of Trainers sessions, 28 In-service field trainers conducted a 5-day Capacity-building workshop from the 13<sup>th</sup> to the 17<sup>th</sup> of December, 2011, for 600 Cohort-4 school principals/senior school administrator, and more than 26 local MOE officials in the 26 clusters where the trainings were held in 9 counties, including 3 new counties. TOT and PTA training workshops were successfully undertaken in all the counties for nine hundred and six (906) PTA participants
9. **Field Based Trainings for In service Trainees:** Field based trainings were the hall marks of the intensive in service training which covered a period of eight months on the field in Lofa, Nimba,

Montserrado, Maryland/Grand Kru, Grand Gedeh/River Gee, Sinoe/River Cess. During the year the following were accomplished in favor of cohort 4: **40** mini workshops and **44** model lessons, **1125** teacher observations, **30** mentoring visits, **6** cluster trainings

10. **Advocacy and Support to Female education:** This initiative was paramount on the in service agenda especially when the limited number of female teachers was a stark reality within the current pool of teachers. If gender based violence and sexual harassment were going to be drastically minimized, it followed that deliberate interventions had to be put in place to close this gap. For the LTTP the following support was given to girls and women within the in service unit; 29 female teaching assistants and members of the Girls' Social Club were trained in leadership and empowerment initiatives that would help them develop into responsible and contributing citizens of their country; Financial support of \$20 per month for 10 months was made available to 92 female trainees. By way of advocacy for women and girls' education, a five hours program to celebrate the International Women's Day (IWD) on the 8<sup>th</sup> March 2011, 270 participants in the nine operational counties attended.
  
11. **Quality Assurance Steps:** To investigate whether learning was taking place to make teachers effective for the eventual impact on students outcomes in the classrooms, the in service team successfully administered the weeding test for cohort 4 trainees on the 20<sup>th</sup> February 2011 in twenty six (**26**) clusters in nine (**9**) Counties. Six hundred and two (**602**) in service trainees took the exams. Four (**4**) trainees were absent; ten (**10**) trainees failed making marks below **40%** and five hundred and eighty eight (**588**) trainees passed the test. The highest percentage recorded was 96%.

## Component 4: Standards, Curriculum Materials and Testing for Effective Language and Literacy Acquisition and Student Learning

1. **Reading and math baseline established:** Baseline assessment for Early Grade Reading and math covering a sample of over 4,500 students in grades 1-3 in Bong, Nimba, Lofa, and Montserrado counties was undertaken.
2. **Preparation for early grade reading:** Implementation and supervision plans for 58 clusters and 798 schools have been completed in anticipation of scale-up of early grade reading in Year II.
3. **Curriculum integration:** Reading and math have been integrated into the nine months Pre-service Program.
4. **Increased staff support:** The hiring of 58 coaches and 7 Reading/Math Specialists (RMS) to support the coaches in the field has been completed.
5. **In-service, pre-service and EGR integration:** EGR has successfully trained 600 in-service, pre-service trainees, trainers and other school personnel in early grade reading and mathematics during

two five-day workshops in anticipation of the national scaling-up program in about 798 schools in Year II.

**Critical Challenges** - LTTPII is the largest donor-funded project in the education sub-sector. As a result, the project deals with challenges of coordination from two sources: (1) challenges emanating from within the educational system and (2) the overall impact of post-conflict project environment on the work of LTTPII. LTTPII is expected to work with MoE in key areas of (a) policy development and implementation, (b) teacher professional development and (c) early grade reading. Program implementation in this context assumes a certain level of capacity within the educational system that does not exist at this time; thereby, causing delays in programmatic activities. In the long run, the USAID/LTTPII scholarship and other capacity building programs are expected to mitigate technical gaps and ensure that a critical mass of well trained and highly qualified individuals take over key position at the MoE and in the higher education system.

## **Part III: Challenges**

### **MoE Challenges**

1. The technical capacity to carry out key priorities of MoE, such as decentralization, teacher accreditation and certification and other functions is lacking. Although there have been notable and significant changes and progress in education since 2005, especially in increasing in enrollment nationwide, the continued pace of LTTPII program implementation is determined by the “degree of readiness” of MoE to collaborate and effectively implement programs and the pace of capacity building.
2. Adequate staffing to support decentralization and MoE head office capacity building is key to sustainability. LTTPII cannot help train and build capacity at county and district levels if the capacity at the MOE in key areas is not yet in place to support the efforts at lower levels.
3. Training and human resource development is a major part of the LTTPII program. MoE capacity gaps must be addressed in order for EMIS and other programs LTTPII is developing with MoE to operate and for operational sustainability after LTTPII.
4. Delays in the implementation of activities that need to be undertaken by the MoE, RTTIs and other actors in order for LTTPII programs to take effect have been serious challenges. Capacity building at RTTIs is a long-term undertaking. Meanwhile, if appropriate RTTI counterparts are not assigned to the LTTPII staff, assigned to the RTTIs, the long term sustainability of these activities will be in jeopardy.
5. Operation costs, including food, fuel, and basic maintenance and salary payments of MoE staff, not on payroll, are associated with considerable risks for the project.

## LTTPII Challenges

1. Scaling up the Early Grade Reading and math will require programmatic integration at several levels: (a) pre-service curriculum, (b) in-service continuous professional development and (c) staff development as well as (d) policy.
2. At the curriculum level, the plan is to develop a module of lessons and pilot with pre-services students and CPD teachers, revise as necessary, and continue to test the result either through practice teaching and field based CPD.

To address these challenges, LTTPII/USAID, in consultation with MoE officials, will work collaboratively with MoE counterparts in accepting responsibility for the implementation and monitoring of programmatic activities that are the responsibilities of specific divisions/directors. Furthermore, LTTPII will work with the new administration of the RTTIs to put in place a system of structured monitoring at the RTTIs to reduce implementation gaps.

## Part IV: Year One Detailed Progress Report by Components

### Component 1: MoE institutional strengthening for increased quality of education, accountability and effective decision-making

#### Component Description

The intent of this component is to help the Ministry build a viable system that will plan, manage and monitor educational development in Liberia through a series of activities such as assessing its organization and management structure; reviewing policies and procedures; defining roles and responsibilities; identify/strengthening personnel by providing training; building an efficient education management and information and communication system as well as a monitoring system that can effectively measure progress.

#### Accomplishments

The Liberian education system was decimated by over 30 years of disruption and a long civil war. Through Component 1, MoE made progress in providing a basis for reform, including assistance to the Universities on sector assessment, consultation as a basis for reform, establishment of legal foundation for the reform, continuing consultation on organizational and capacity issues, materials for the County decentralization process, and some shift of responsibilities to the Ministry in M&E and policy.

The first year of LTTPII has helped the MOE lay down the foundations for a decentralized planning and management system of educational development in Liberia. Following the National Education Consultative Conference held in February 2011, LTTPII helped the Ministry develop the comprehensive Education Act. The Act was signed into law by the President of the Republic, Ellen Johnson-Sirleaf on August 14 at a colorful ceremony sponsored by LTTPII. In order to accelerate the decentralization drive in quarter four, a number of key activities were undertaken to help the sector move forward in re-organizing and building its capacity. This effort strengthened the Ministry of Education by assigning key counterparts who were able to take the

lead in the development of essential capacity building manuals and guidelines in planning, monitoring and evaluation and in conducting training workshops.

One of the milestones of Component 1 has been availing Internet access to all departments of the Ministry of Education.

### **Result 1: Increased institutional capacity of the MoE to prioritize, design, plan, budget, deliver and measure education quality.**

**Sub-result 1.1:** Critical MOE, CEO, DEO, School systems are strengthened to guarantee the quality of education services.

#### ***Output 1: Produce an education reform document***

##### ***Reform Agenda and Decentralization***

LTTPII helped the Ministry of Education and universities prepare the necessary reform documents for the National Education Consultative Conference that took place in February 2011. Proceedings were compiled and written with LTTPII support.

##### ***Legal Foundation for Education***

LTTPII helped the Ministry in reviewing the Education Act to ensure comprehensive coverage of key aspects of education and establish the legal foundation of educational reforms, such as setting up the County School Boards, decentralization, and RTTIs autonomy. **Capacity Building for Decentralization:** Capacity assessment framework was developed and assessment was undertaken for MCSS and later was expanded to include county and district education offices, Rural Teacher Training Institutes and TVETs. The assessment helped in establishing baselines for undertaking key activities at the institutions, such as curriculum innovation.

##### ***Strategic Planning for Decentralization***

A workshop was conducted to create awareness among staff in MOE, Universities and counties. Following the workshop, a number of training materials and procedure manuals in planning, management, administration and monitoring and evaluation have been developed in close cooperation with MOE staff. These included:

1. Liberian Education Administrative Guides: Proposed set of guides for the County Education Systems to ensure their alignment of activities and practices with MOE goals.
2. County Monitoring and Evaluation Manuals: Contains guidelines for M&E, monitoring framework for application to management, and recommendations for monitoring practices.
3. Liberian Education Administrative Regulations: Included the initial set of regulations for the County Education Systems.
4. Liberian Policies for Reform: Comprised of the initial set of policies for the County Education Systems based upon those proposed by the National Education Consultative Conference.

Donor Coordination: Based on the template provided by LTTPII, the Planning Department of Ministry of Education requested donors to provide information on their support to the sector. The information, collected from donors, will be used to build the database on donor contribution to the sector. The next step will be the convening of a government-donor meeting that will officially form the government-donor Technical Working Group

***Output 2: Report for identifying key areas for management restructuring/ strengthening.***

This activity was completed as evidence by the documents indicated above.

***Output 3: An MoE 5-Year Action Plan developed***

***Support for MoE 5-Year Action Plan***

LTTPII provided technical support for the conceptualization of the MoE 5-Year Plan and key staff members worked with the sector planning group to work on different sections. Specifically, LTTPII developed a matrix that lays out the goals, strategic objectives and results for the plan working group. The plan is not completed.

**Sub-result 1.2** (combined with Component 2, sub-result 2.3): Capacity of the MOE, CEOs, DEOs and Schools staff strengthened to assure effectiveness and quality in the delivery of education services

***Output 1: Leadership Program is designed***

1. In these last quarters, the emphasis was on the passage of the Education Reform Act of 2011 before full implementation of decentralization and reorganization actions. In this quarter, the MOE is moving forward in that direction with some delays due to the Presidential election. LTTPII, in preparation for the major capacity building that will be done in Year 2, developed the materials listed in the previous section.

***Output 2: Install LAN at MoE, Develop Website for the MoE Website:***

***Installation of LAN at MoE, Website Development***

The website development RFP has been developed by LTTPII and approved by the MOE.. To-date we have received proposals from eight vendors who have expressed an interest in taking on the assignment specified in the RFP. The vendor selection process should be completed on or before the 30<sup>th</sup> of December 2011 with the website coming on stream and fully operational by January 2012.

**Local Area Network (LAN):** Installation of the Local Area Network (LAN) is ninety-nine percent completed and the solar panel installation is 100% completed and functioning; however, the LAN it is still not fully operational due to the following issues:

1. All departments can access the internet; however individuals do not have MOE email address or allotted space on the server to store files

2. The domain: www.moe.gov.lr, is owned by an individual in the USA. The Minister of Post and Telecommunication is working with the Ministry of Justice to reclaim the domain name. Resolution is expected by January 2012.

**Sub-result 1.3** Education Quality Monitoring Strategy is functioning at the central, county, district, school and classroom level

***Output 3: Develop National Identity Card System***

***National Identity Card System –status report***

The stand-alone, biometrically-based identity system delivery date is on or before the November 15 2011. This pilot will be carried out at the MoE central office and in two counties before rolling out nationwide. Instead of relying on human interface to confirm or deny the employee’s identity, the legitimacy of an employee’s identification will be confirmed electronically by the system. Employee data such as employee’s name, the employee’s unique ID number, address, birth date, etc. as well as image and biometric information in jpeg format will be stored electrically stored on ID cards. Card readers and biometric data scanners will be used to verify the employee’s arrival and departure from work, his/her attendance at training sessions and other work-related meetings.

The data collected, each time the ID card is used, will be linked to the central government’s payroll, personnel system, or operated independently to “take attendance” at teacher training or other education related activities. Information will not be recorded if the electronic system does not confirm the employee’s identity. Data will be used to automatically generate per diem payments, attendance reports, increasing accountability and quality assurance and for identification at banking institutions to disperse teachers’ pay.

The goal of this purchase is to provide the MoE with a functional teacher identification and payroll system and to strengthen the capacity of MoE to manage such a system.

The original cost of \$300,000.00 for the piloting of this system was based on the assumption that 200 verification stations will be purchased, 1,500 cards, two enrollment systems and the software to operate the systems. The system was presented to National Task Force on Personnel and Pay that included the Deputy Minister of Finance, Deputy Minister of Education, Director General of CSA and team, the World Bank technical team and GAO among others for evaluation. The team selected a system conducive to Liberia’s environment given the fact it is battery operated, uses multiple sources of communication (GPRS SMS Wifi etc.), works in both connected and unconnected environments, and has superior software that allowed secure and reliable operations from both remote and built up areas. The next major milestone for this activity is to pilot the system at MOE and five Counties.

**Sub-result 1.4: Policy and programmatic decisions are based on data derived from an information management system, policy analysis and technical/applied research studies**

***Output 1: A user-friendly EMIS IIM system established in collaboration with ECSEL and the Civil Service Agency; establish a user-friendly EMIS and Integration Information System***

### **Education Management Information System –status report**

Output 1: A user-friendly EMIS IIM system in place (In collaboration with ECSEL and the Civil Service Agency, establish a user friendly EMIS and Integrated Information System).The MoE EMIS Policy Committee has been selected and terms of reference for its members submitted to the MoE for approval. The members of the committee were selected by the Minister of Education in consultation with the Deputy Minister for Planning. The draft ICT and EMIS policy document was also submitted to MoE for its approval.

A joint LTTTP/ESCEL conference was held at the Cape Hotel during May 6-7. This conference covered topics ranging from explaining the EMIS system, the human resource capacity required to operate the system, and how the system will impact the decision making process. The conference was attended by senior management staff of the Ministry of Education and the presenters were Dr. Walter Phillips Senior Advisor EMIS LTTPII and Henrique Wilson M&E Specialist MoE. The follow-up to the workshop was the piloting of the School Based Record Systems (SBRS) which was completed during May and June 2011 in the following counties Gbapolu, Bomi, Margibi, Grand Bassa, Sinoe and Maryland. After completion of the pilot an evaluation workshop attended by the CEO DEO, selected principals and teachers of the counties, the NGO partners who participated in the pilots as trainers and mentors of the DEOs, MoE Assistant Minister for planning and planning staff, ESCEL and LTTPII staff was conducted September 21-23. The recommendations of this group have been collated and a report is being drafted for MoE to review and approve this system with or without modification to be used at all GOL schools.

### **Output 2: Assessment conducted to set up the system to measure progress on a regular basis.**

1. **Study on female teachers' participation:** The study examined the factors that have affected the participation of females in the teaching profession. Data were collected from female teachers, female students, school principals, and parents across 8 counties and districts, 16 secondary schools, the 3 Rural Teacher Training Institutes (RTTIs), Cuttington University and the Ministry of Education. . Report will be disseminated soon.
2. **Institutional capacity building gap assessment:** The study assessed the capacity of the various institutions in the sector in terms of Strategic Alignment, Management, Administration and Resources. to provide a measure of each institution for use as the baseline.

### **Challenges:**

1. As a result of the slow pace of the decentralization effort and the posting of staff at the CEOs, LTTPII has not been able to start building capacity as quickly as anticipated. It took close to a year to layout the foundation devolving responsibility to the counties, including staffing. The second major challenge has been the absence of a reliable and appropriate counterpart that is in line with the organizational structure of the Ministry. This distorts LTTPII's efforts to strengthen the system that will ultimately function on its own.
2. The organizational structure of county and district offices is not clear. While the district education office is critical for the instructional leadership schools require, it is not clear how it would be

organized to undertake that responsibility. This creates a big gap for the school system and the sustainability of the reading and math interventions LTTPII is undertaking.

### *Lessons Learned:*

Lessons learned include the importance of organization in the reform of a system, the need for consultation for wider cooperation, the divergence of opinions and attitudes about reform that require attention and consideration, the importance of capacity but to continue to set a high bar of performance, and the devastation of corruption in terms of lack of responsibility, effort, and its consequences for the opportunity to learn for students. Unless schooling occurs across the system and it focuses on basic skills that support independent and life-long learning, education will not contribute as it should to the reduction of poverty and the development of future capability.. With dialogue and participation, the many problems of the Liberian system will continue to be addressed in the organization of reform. Although it is accurate to think of organization and capacity as long-term and continuing needs, it is also clear that with perceptive leadership and concern for context, progress is possible even in the short term. Component 1 is not the focus of the evolving LTTTP project, but it is essential for the other components to be relevant and enduring.

## **Component 2: Improved Teachers Professional Development, Policy, Management and Supervision**

### **Component Description**

The purpose of this component was to help the MoE to establish a well-functioning teacher professional development system and be able to manage it effectively. Existing policies will be reviewed and refined to address the career ladder for teachers; professional standards and teaching competencies; roles and responsibilities of education officers at central MoE, county, district and school levels. Training programs will be developed to strengthen management and supervision. This component will also address teacher training at the RTTIs and higher education institutions that prepare teachers and education managers for the basic education system.

## Accomplishments

The focus in Year One was in providing support to the three RTTIs to run the academic year program ensuring that the academic schedule is implemented as planned; providing logistics for the operations support; providing technical support to the teaching staff and help in orienting to the new staff –directors, academic deans and business managers. Numerous meetings were held with the MoE, Department of Instruction and the Bureau of Teacher Education, Accreditation and Certification to discuss the future of the RTTIs in terms of curriculum for the Associate Degree; the idea of converting them to community colleges; the demonstration and use of ICT. Other efforts in the component are described in the details below under each sub-result.

### Result 2: Strengthened MOE capacity to plan and manage teacher training and professional development activities

**Sub-result 2.1:** National Teacher Professional Development System is designed and established in the MOE

#### Output 1: Teacher Professional Development Strategy document produced

##### *Teacher Professional Development Strategy*

The strategy will be developed in Year Two. Work in Year One was basically exploratory; LTTP provided additional training support for the tutors at the RTTIs in keeping with the NPDS. Professional standards were review with the RTTI tutors and administrators to ensure compliance with standards and requirements of MoE. As part of the process to implement a teacher professional development, In Service and Pre Service is being coordinated through the In-service Field Coordinator in the field. Management of Basic Skills Tests will be uniform though joint development of timeline, test administration, scoring and reporting mechanisms.

MoE wants a professional development program that is linked to supportive components such as the Center of Excellence for Curriculum Development and Research, the RTTIs, the Universities, the Counties, Districts and Schools. The role of each supportive component should be defined and linked to teacher recruitment, training, deployment, appraisal, promotion and classroom support. It should be based on maintaining quality of teaching and ways of motivating teachers through updating and upgrading courses. LTTP is expected to develop a strategy document addressing all elements of teachers’ professional development. LTTP has started working on the document starting with a general framework and policies that will define the structure at MoE, County, District and School level. The early grade reading and math will be used as themes to show how teachers can be supported.

**ICT in teacher education.** Field assessment to ascertain the conditions of digital infrastructure and information literacy among RTTIs faculty and students and UL and CU conducted to ascertain the use of

digital technology in teacher education. The national Teacher Professional Development Strategy document will build on similar documents produced under LTTP I and will be finalized in year two.

**Sub-Result 2.5:** National Universities supported to provide high quality courses in education that support the NTPDS

The intent of this activity was to strength the master degree program at UL. However, in 2011, the UL master degree program was suspended until such time UL can institute measures to improve the quality of program offering. LTTP is represented on the task team that was established to review the existing curriculum and address issues such as enrollment management, quality of student supervision, including support for thesis research. The development of new courses and support for those who will teach these new courses is activity is prioritized in the year two workplan.

**Output 8:** Capacity building model expanded to integrate UL faculty into the training of trainers at the RTTIs.

This activity is deferred to year two to allow sufficient time for the RTTIs new leadership to settle down in their new roles and engage the faculty of UL to support the RTTI. To play this role, UL Teacher College will require additional support, given faculty constraints faced by the faculty. In this academic year, student enrollment in Teacher College increased by 30%, without an increase in number of faculty. .

**Sub-Results 2.6:** Scholarship program established to train education development professional to support the NTPDS

### *Scholarship Program for Capacity Development in Teacher Education*

LTTP is responsible for managing two types of scholarship programs: (1) female scholarship and (2) post graduate scholarships. The undergraduate female scholarship program is tenured through the University of Liberia. During this period 63 female students enrolled in Teacher College at UL met all the eligibility criteria for receiving USAID/LTTP scholarships; including GPA of 2.5 and the signing of the bonding agreement which commits the teachers for at least two years of work in public schools. The undergraduate female scholarship program has three components: (1) pay tuition and fees, provide stipend of \$30 a month, retroactive as of November 2010, and pay a lump-sum amount of \$100 for books and supplies for deserving students.

The post graduate scholarships are aimed at developing the capacity of faculty of teacher education programs in Liberia. Pursuant to the USAID/LTTP Cooperative Agreement, these scholarships are to provide academic support for faculty to obtain graduate degrees (master and doctoral degrees) in prioritized areas, such as: educational planning and management, education research and evaluation. The goal is to prepare faculty, first at the University of Liberia followed by faculty at Tubman University. Ultimately, these scholarships are to help Liberia implement the National Teacher Professional Standards.

## Component 3: Enhancing MOE Performance in Improving Teacher Training Skills and Implementing Teacher Training Standards

### Component Description

The overall purpose of component three is to improve teacher education in Liberia by strengthening the public teacher training institutions. During LTTP Phase I, the RTTIs were restructured, new curriculum was developed for both pre- and in-service teacher education, new academic and professional staff was recruited and over a one thousand teachers were trained. LTTP II leverages these successes to strengthen the capacity of MoE to develop the technical expertise, establish institutional arrangements and systems, and gain organizational capacity to plan, manage and evaluate teacher education program activities in keeping with teacher professional standards in Liberia.

### Accomplishments

#### Result 3: Strengthened MoE capacity to plan and manage teacher training and professional development activities

**Sub-result 3.1:** Operational and academic policies were developed and implemented to support and sustain effective RTTI operations, improved performance and enhanced institutional planning processes

#### Output 1: An Advisory Board established.

##### *Strategies for Managing the RTTIs*

Building capacity in institutional planning and management at the RTTIs is crucial to their mission of teacher education. Under sub-result 3.1, LTTP II assisted the RTTIs in strengthening institutional management through establishing an advisory committee, revising guidelines for academic programs, staffing and facilities management and developing a student handbook. The RTTIs were supported in developing strategies focusing on staffing, training curriculum, facilities, student support services etc. to strengthen the training program.

LTTP consulted with the Ministry of Education to develop a TOR for the advisory committee covering policies, quality assurance, standards, improvement plans, evaluation, and self-study, etc.

#### Output 3: Develop institutional (RTTIs) Improvement Plans

This activity supported the RTTIs to assess the operations and academic programs of the institutions and identify gaps to develop improvement plans. The Assessment teams were composed of the Director of Teacher Education, the County Education Officer or the District Education Officer, a University representative, the RTTI Administration (Director, Academic Dean, Business Manager, IFESH, ICT representative, and the Demonstration School Principal. A self-administered assessment instrument was used

by the team to inform the team's report submitted to the Deputy Minister of Instruction. Feedback sessions were held with the Demonstration school faculty and administration.

#### **Output 4: Operational and Academic Policies Strengthened**

##### *Academic Policies for the RTTIs Revised*

To strengthen operational and academic policies several training activities were conducted including two workshops to assist the RTTIs to assess the operations and academic programs of the institutions and identify gaps in the existing operations. LTTPII assisted the Ministry of Education in developing and implementing policies and procedures related to the sustainability of daily operations at the RTTIs. As a result of these efforts, a key document was produced: "Credentialing and Accountability Process- An Issue of Credibility and Validity". The Academic Calendar, Academic Delivery System and Clinical Field Experience were standardized. Academic policies governing the RTTIs and areas of responsibilities (job descriptions) were revised. MoE officials and the Student Councils at KRTTI, WRTTI and ZRTTI held discussions on the issue of shared governance and the positive role that student councils can play in aiding the administration at the RTTIs.

#### **Output 6: Female Student Support System Established**

##### *Support for female students at the RTTIs*

A female academic and financial support services was established to increase the participation of females in the teacher training programs at the RTTIs and University of Liberia Teacher's College. Each female received a monthly stipend, fees for books and tuition. Tutorial classes were organized for females to enhance their academic performance. In consultation with the Dean of Education of W.V.S. Tubman Teachers' College and USAID, a screening process was instituted to determine eligibility for scholarship of which 63 scholarships were awarded. Other measures identified for inclusion in year II interventions include, support for student counseling and skills development sessions and help to organize self-help study skills sessions (study groups).

On September 30, 2011, an awards ceremony held on University of Liberia main campus and hosted by the Vice Provost was held for sixty-six (66) awardees. The USAID Mission Director was the featured speaker with The Dean of the W.V.S. Tubman was the moderator. The event was attended by key LTTPII staff such as the Chief of Party, the Deputy Chief of Party, Technical, the Pre-service team and representation from LTTPII Operations.

#### **Output 7: Policies for student assessment established**

##### *Policies for the RTTIs Student Assessment Revised*

Policies for student assessment and guidelines for clinical field experience established in LTTP1 were used as the basis for revisions during the 2010-2011 academic year. An initial review of the Guide to Observation and Clinical Field Experiences was conducted in July 12-15, 2010. Project staff facilitated the process for reviewing and establishing guidelines for Conference Scoring of the Comprehensive Exam.

## **Output 8: RTTIs In-service Linkage Introduced**

### *Pre- and In-service programs linkage*

Pre- and In-service programs linkage is critical for developing a program for continuous professional development of teachers in order to more efficaciously implement teacher training in Liberia. On November 25, 2010, a joint meeting of the pre-service and in-service teams on “Examining and Creating Linkages between In-service and Pre-service Teacher Training Programs” was conducted. The session was attended by MoE officers, County Officers, In-service Field Manager, RTTI administrators, NGO partners and University representatives.

The Pre-service team and the Country Director for IFESH facilitated a two-day meeting in March to strengthen the co-ordination efforts of the MoE, NGOs, volunteer organizations and the universities in delivering the “C” Certificate curriculum. The Pre-service Team Leader, Senior Program Manager and Dr. Johnson Odharo, Chief of Party, The Deputy Chief of Party, Technical, LTTP, the entire In-service Team, LTTP, along with the Assistant Minister of Teacher Education, Certification and Accreditation and all Bureau Directors participated in the workshop. Other agencies/institutions represented were CESLY, Creative, Cuttington University, the University of Liberia, A.M.E.U. University, the RTTI administrators, and one parochial school. The meeting:

- Reviewed all components of the C-certificate framework and delivery system;
- Completed the framework for a “MoE and NGO “ coordination plan, and
- Completed the framework for a unified calendar (March, April, May, June)

These activities will enhance curriculum assessment, standardizing classroom routines, lesson plan format, consolidation of training events, clarifying roles and responsibilities of MoE staff, CEOs, DEOs, and Partners.

**Sub-result 3.2:** Innovative and continuous training programs for teacher trainers is developed and implemented

The purpose of this sub-result is to strengthen knowledge and skills of the instructional staff and addressed under Outputs 1-3 and 6 on capacity building of the academic and administration staff.

### *Staff Capacity Development at the RTTIs*

- Three training sessions were conducted to enhance staff knowledge and skills on academic process and procedures to stimulate academic and field supervision of student teaching.
- The Academic program and testing committee was established on each campus to develop training plans, with long and short terms activities and outputs. Needs assessment and a training plan for short and longer-term staff development training plan developed and implement
- Six staff and two from each RTTI were selected for third country training at the master’s level. The former director and academic deans of the KRTTI and ZRTTI were awarded scholarships to study at the masters level at the University of Cape Coast for a period of two years. The former director of KRTTI will study educational management and leadership at the Ph.D. level at the University of Botswana. Three additional RTTI staffs have been identified for masters level training at Makerere University in Uganda.

**Sub-result 3.3:** RTTIs are better equipped to ensure effective operations and student learning.

**Output 1: A plan developed for establishing an educational technology units/learning resource centers**  
(see sub-result 3.5)

**Output 2: RTTIs Operations supported in food, fuel and maintenance and operational**

### *Operations Support*

LTTPII supplied food and fuel oil bimonthly throughout the program year. The pre-service team facilitated the requests for procurement of food, fuel, and supplies, to include some emergency request throughout the program year.

**Output 3: Webbo RTTI supported and operational**

In October 2010, WRTTI became operational and admitted students for the first time in 50 years. Over one hundred students are currently enrolled at WRTTI.

**Sub-results 3.4:** RTTIs promote self-sufficiency and sustainability while increasing opportunities for students to gain academic, life and professional competencies

This activity will be prioritized and fully undertaken in year 2 when the conditions on each campus under the new administrations are conducive. Agriculture is the dominant economic activity in Liberia. To achieve self-sufficiency, the vision of food self-sufficiency must focus on exposing future teachers to agricultural

skills and technique they can use in. The long term goal is to help the children develop a basic understanding and appreciation for agriculture. The recruitment of a consultant to develop the curriculum and plan the practical agricultural activity is been postponed to year II.

**Sub-result 3.5:** Pre-service and in-service teacher preparation programs are implemented to enhance training strategies that meet requirements for quality education and facilitate school and classroom level reform

LTTPII consulted with the Deputy Minister for Instruction regarding his plan to undertake an assessment of the C-Certificate curriculum/ materials and his strategies to determine revisions necessary to be made. Student performance appraisals over the past three years suggest that there is a need to improve curriculum contents, especially in language literacy and mathematics. The MoE was advised to review the curriculum with the view preparing teaches for improved literacy and reading education levels at the early primary grades as well as overall quality of teaching.

**An evaluation of the C-certificate Curriculum was undertaken** as a complement to output 4.

LTTPII worked with MoE to conduct assessment of the C-Certificate. This activity will be completed when the Commission on higher education presents a new framework for post-secondary education.

### **Output 1.: A report on ICT use in training**

#### *Progress on ICT use in the RTTIs*

- Internet services installed and operational with subscription paid by the LTTPII.
- As part of the process of improving the academic support systems for the RTTIs, the libraries, computer center and internet services are now operational. Staff and students have participated in training to enhance computer skills and promote the widespread use of computers in teaching and learning. Additional procurement of appropriate reading and reference materials will be done in year II.

#### *Early grade reading training for Inservice Officers*

- **In-service trainers receive early grade reading training in Zorzor and In-Service trainees trained in both Zorzor and Kakata campuses.**
  - As part of the process of integrating LTTPII interventions, In-service personnel participated in a 5-day training conducted by the LTTPII/EGR team. The purpose of the training was to build the capacity of the participants (In-service trainers, pre-service trainers and the pre-service trainees) to be able to teach reading in grades 1-3. The training focused on the skills for improving reading of children in Liberian schools. These skills were: Phonemic Awareness; Phonics Instruction; Fluency Instruction; Vocabulary Instruction; text comprehension and the skill for assessing the learner after a period of instruction. Supplementary materials were reproduced to be used in teacher development activities.

### *Preservice Cohort 3 graduates 516 New Teachers*

#### **Output 6: Pre-service Cohort 3 C-certificate teachers trained**

In June-July, **2011 516 students** were graduated (436 males and 80 females) pre-service teachers graduated with the “C”-certificate in teacher education. Details are presented in the Table next page.

LTTP co-facilitated the planning and implementation of graduation ceremony at the three RTTIs. The RTTI Directors submitted graduation lists validated by the Registrar, the Academic Dean and the Director. The Pre-service Team Leader worked closely with the MoE Director of Certification to outline the procedures for certifying graduates. For the first time in years, the Deputy Minister for Instruction authorized the Assistant Minister of Primary Education to secure letters of appointment for each graduate to ensure that these newly trained teachers were placed on the GoL payroll.

### *eGranary –Instructional Resources for Teacher Education*

**Output 7:** eGranary proposal was completed and the digital libraries have been installed in all RTTIs in collaboration with University of Iowa..

#### **Output 8: Guide manuals reviewed and revised**

LTTP assisted MoE and RTTI trainers to review and distribute the Student Handbook, The Staff Policy Manual and the Guide to Observation and Clinical Field Experiences. Recommendations included the restructuring of the RTTIs organogram in keeping with the Staff Policy Manual, especially the position of the Director for Teacher Education at the Ministry of Education and Clinical Field Experience Supervisor at the RTTI

<b>KRTTI GRADUATES BY COUNTY AND GENDER-2010/2011</b>			
<b>COUNTY</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
MARGIBI	63	10	73
MONTERRADO	26	7	33
GRAND BASSA	4	3	7
BOMI	12	7	19
GRAND CAPEMOUNT	8	0	8
RIVERCESS	7	1	8
GBARPOLU	21	0	21
<b>GRAND TOTALS</b>	<b>141</b>	<b>28</b>	<b>169*</b>
<b>WRTTI GRADUATES BY COUNTY-2010/2011</b>			
<b>COUNTY</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
RIVER GEE	20	6	26
MARYLAND	39	10	49
GRAND KRU	20	1	21
GRAND GEDEH	3	3	6
SINOE	9	1	10
<b>TOTAL</b>	<b>91</b>	<b>21</b>	<b>112</b>

ZRTTI GRADUATES BY COUNTY-2010/2011			
COUNTY	MALE	FEMALE	TOTAL
LOFA	97	3	100
NIMBA	82	23	105
BONG	25	5	28
<b>TOTAL</b>	<b>204</b>	<b>31</b>	<b>235</b>
<b>GRAND TOTAL</b>	<b>436</b>	<b>80</b>	<b>516</b>

**Sub-result 3.6:** In-service C-certificate teacher training continued in the six counties currently served (including three new counties)

### *In-service Cohort 4 graduates 596 New Teachers*

#### **Output 2: Graduation of 596 Cohort 3 In-Service Trainees Graduation**

**Conduct 3 TOTs for the close out of the final three-week residential training for cohort 4; mentoring and for the start-up of cohort 5 in-service trainees.**

The above activity was successfully completed close to the close out of LTTP I in July 2010 and the graduation covered 596 (486 males and 110 females) cohort three graduates held on both KRTTI and ZRTTI campuses

**Conduct 3-week residential training at the RTTIs for 573 cohort 4 trainees and hold graduation ceremonies at both KRTTI and ZRTTI.**

The In-service team planned and implemented a 3-weeks Residential training at the RTTIs, for Cohort-4 trainees, and completed the following: 14 Training sessions, and 9 Review sessions in 3 In-service components of Teachings Content, Pedagogy, and Child Development; 3 Tests (the field-base Posttest, Practice test, and the Final Comprehensive); Distribution of T-shirts to trainees, trainers, and campus staff; 5-days training for Cohort-4 trainees conducted by the EGRA team, on strategies for teaching Reading to students in grades 1-3; Planned, facilitated and successfully held graduation ceremonies for 576 In-service trainees from Montserrado, Nimba, Lofa, Grand Gedeh, Grand Kru, Maryland, River Gee, River Cess and Sinoe at both the ZRTTI and KRTTI campuses.

Certificates were hand delivered to out-going graduates during the ceremony in which the valedictorian at ZRTTI earned herself a scholarship grant from the Deputy Minister of Education Dr. Mator Kpangbai, to attend the University of Liberia. The valedictorian – a female at KRTTI also did very well. The occasion from both campuses were well attended under the leadership of the newly appointed Directors of the RTTIs mentioned. The In-service field staff completed collection of data on student enrollment in schools that the program worked with during the Cohort-4 training. This exercise



commenced during the third week of July 2011. Below is the breakdown for the in service cohort 4 graduates

SUMMARY OF KRTTI IN SERVICE GRADUATES- 2010/2011 COHORT 4			
COUNTY	MALE	FEMALE	TOTAL
Grand Gedeh	96	20	116
Grand Kru	22	2	24
Maryland	15	1	16
River Cess	25	1	26
River Gee	27	2	29
Sinoe	36	4	40
GRAND TOTAL	<b>220</b>	<b>31</b>	<b>251</b>

SUMMARY OF ZRTTI IN SERVICE GRADUATES-2010/2011 COHORT 4			
COUNTY	MALE	FEMALE	TOTAL
Lofa	77	7	84
Montserrado	63	13	76
Nimba	128	34	162
GRAND TOTAL	<b>269</b>	<b>55</b>	<b>322</b>

**Output 3: Training and related activities for cohort 4 completed**

In-service trainers ensured the participation of the in service trainees in the early grade reading training at both ZRTTI and KRTTI campuses. As part of the process of integrating LTTPII interventions, In-service personnel participated in a 5-day training conducted by the LTTTP/EGR team. The purpose of the training was to build the capacity of the participants (In-service trainers, pre-service trainers and the pre-service trainees) to be able to teach reading in grades 1-3. The training focused on the skills for improving reading of children in Liberian schools. These skills were: Phonemic Awareness; Phonics Instruction; Fluency Instruction; Vocabulary Instruction; text comprehension and the skill for assessing the learner after a period of instruction. Supplementary materials were reproduced to be used in teacher development activities.

**Output 4: Conduct Principals TOT for 28 trainers in all nine (9) counties**

Principal training is integral part of school development. To ensure that the contents taught and methodologies used by the entire in-service were uniform, TOTs were conducted.

### *School Principals*

In December, a five-day training for 600 principals, vice principals and registrars of targeted LTTPII schools in 9 counties took place to develop skills and competencies in school administration, record keeping, teacher support and managerial skills, such as planning, delegation and decision-making.

### *Parents Teachers Association (PTA) Training*

TOTs were carried out in nine (9) counties by the education field managers and field officers using materials validated by LTTPII. These MoE approved materials have been used in LTTP.

The purpose of the training was to help the PTAs to develop organizational and management skills so that they can play a more active role in strengthening developmental activities in their in school.

Field Officers conducted training for PTA members selected from 302 schools in nine counties in January 2011. Five hundred and seventy six (**576**) community participants attended, including one hundred and thirty seven (**137**) women, (Montserrado cluster: 33 females; Sinoe/River Cess: 23 females; Maryland/ Grand Kru: 12 females; Grand Gedeh/River Gee: 22 females and; Nimba: 22 females; Lofa: 25 females). Some of the topics presented were: *School/community relations, PTA Leadership, Planning and conducting PTA meetings; Gender-based violence; Conflict management; Promoting and facilitating education for girls; Resource mobilization and income generation among others.*

### **Training of Trainers on active learning, lesson planning delivery using locally available materials and designing of screening test for Cohort 4.**

A five-day training activities were conducted by the Critical Thinking Liberia (CT-L) team for In-Service and MoE field officers took place in Gbarnga from November 30 to December 4 2010. The overall goal of the training was to improve participatory learning, reading and critical thinking skills in diverse situations and various subject areas. The objectives of the training were to provide participants with examples of good training strategies that specifically attend to and demonstrate student centered and adult oriented and engaging training practices in a variety of ways to promote critical thinking. The learning activities involved risk taking and promoted equity among learners, healthy emotional growth, positive social relationships, self-confidence, respect for others, in short, a child friendly school environment; a strong and flexible repertoire of child centered teaching methods that promoted active and cooperative learning, collaboration, problem solving and critical thinking were treated. Participants were involved in fifteen demonstration lessons and community engagement activities using Bloom's Taxonomy and other tools.

### *Inservice Cohort 5 Training Suspended*

The inservice Cohort 5 was dropped on the order of the MoE following a recruitment drive. Admission for the inservice training is based on passing the National Basic Skills Test. Some 2000 teachers took the test and

majority failed to reach the cut-off score. As a result the poor performance and the concern that the LTTP model of implementation does not provide sufficient contact hours for the teachers led the MoE to suspend the program.

**Work with the test committee of all the RTTIs and the pre-service to review and assess past entrance tests and draw up new questions in math and English.**

At the Assistant Minister of teacher education, accreditation and certification's behest, MoE instituted a fourteen person test committee to administer exams rubrics for both the pre and post basic skills test for both the pre-service and in-service programs. Sample test questions in math and English were drawn for the attention of the Assistant Minister who vetted and accepted the tests and then gave instructions for the printing of those tests in readiness for the dissemination to the various test centers country wide in June 2011.

**Output 9: ICT delivery methods are incorporated into the training systems**

**Provide refresher and training to in service trainers in Montserrado**

The ICT Educational Advisor, worked with pre-service and in-service to develop and advise on educational technology activities during the year under review. Equipment was redistributed to the Monrovia in-service staff for use in their cluster trainings. Ideas, software and videos to be used in the March cluster training were presented to the staff. The staff learned how to incorporate technology to enhance their training in several topics.

**Challenges**

The project is facing a major challenge of integrating project component activities into MoE institutional arrangement to ensure sustainability.

Providing operational and general maintenance of generators and water pumps, dormitories and classrooms in keeping with USAID regulations is a major challenge. The decision to turn over these responsibilities over to MoE will reduce the level of distraction in implementing core project mandate.

The late start of WRTTI on November 8, 2010, combined with the difficulty of the MoE in finding trainers to be assigned to this distant location caused delays in starting TOT sessions at WRTTI. This is still a problem in that the trainers are frequently absent from the workplace, which makes scheduling difficult.

The difficulties in being able to communicate with the WRTTI administration present many communication gaps between the MoE, the project and the WRTTI campus. Often crucial information does not get to the WRTTI administration in a timely manner from the MoE or the project.

Problems with inconsistencies in the Academic Modular Delivery System still persist. The rippling effect was that graduation was delayed, which caused a problem for scheduling the in-service residential training at that institution, as previously scheduled. To-date, the Office of Teacher Education has not established a monitoring system that holds RTTI administration accountable for uniformity in implementation of the training program.

### **Personnel**

1. Shortages of office staff throughout the program year caused undue stress, slight delays in meeting timelines and deliverables
2. Worked with the Office of Human Resources to follow-up on the hiring processes for position of the Education Specialist
3. Negotiated terms re: bridging the period between official hiring and the immediate needs of having the Education Specialists and the ICT Coordinator in training ( August 29-September 16) positions

### **Lessons Learned**

Concerted action is required for better coordination of components activities both in terms of sequence and scope and duration.

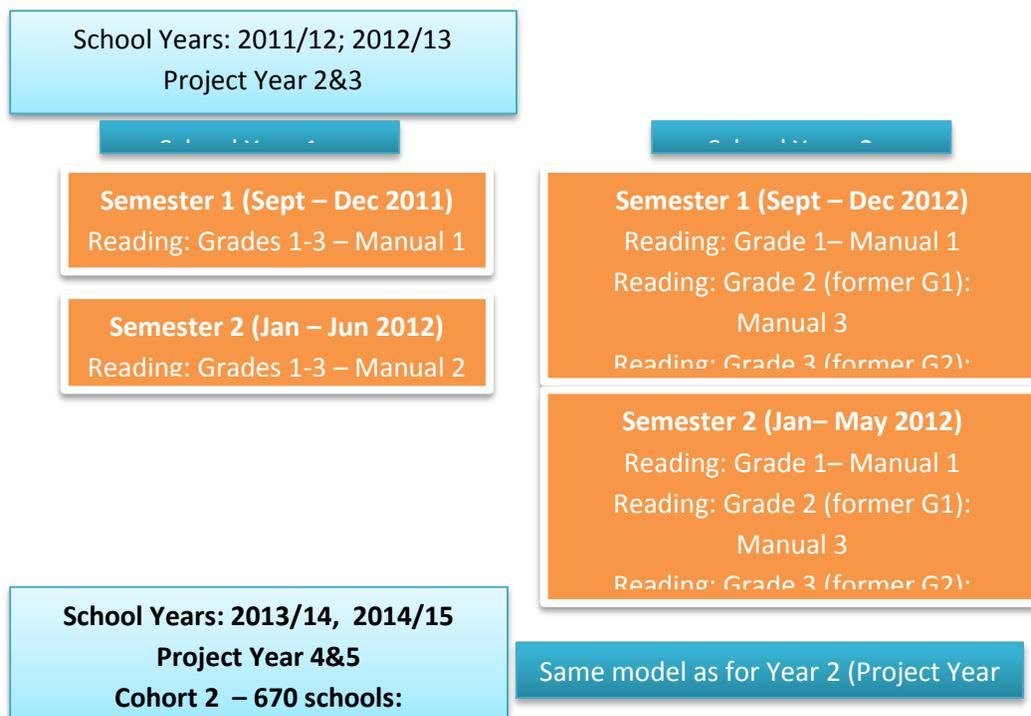
### **Suggestions for Improvement**

Better coordination of efforts within the project and with the MoE staff and colleagues to ensure the effective operations of pre service activities.

## **Component 4: Standards, Curriculum Materials and Testing for Effective Language and Literacy Acquisition and Student Learning**

### **Component Description**

LTTP2 draws on the *EGRA Plus* success and uses its reading intervention that includes a fully scripted scope and sequence for teaching reading while relying on locally-developed stories. The full package also includes daily lessons, formative mastery checks, a manual for assessment of reading performance (student report cards), as well as other tools to track implementation. In each target school small libraries will be created for grades 1-3. Each student will also receive a set of decodable reading books that they can also take home. A similar approach will be developed for mathematics, including specification of the full scope and sequence for instruction and accompanying materials, with an eye to drawing on local resources and international best practices (e.g. Centers of Excellence for Teacher Training [CETT]). Apart from teacher resources, students will be provided with resource materials, including content area trade books (e.g. mathematics, science) that are tightly linked to the scope and sequence for reading interventions.



In all this, reading and math curricula for Grades 1-3 to be further developed through LTTP2 has been carefully designed so that in early stages (e.g. Grade 1), children learn how to read and learn how to perform basic mathematics functions along with their conceptual underpinnings. Once this task has been accomplished, for later grades (Grade 2 and 3) these frameworks will be adjusted to reflect the grade appropriate objectives in both reading and literacy and mathematics. The curriculum package for reading and literacy and math, standards and benchmarking of student performance is being discussed and agreed upon with the Ministry. The new Teacher/Continuing Professional Development Component of LTTPII will have a working committee that is part of the MoE overall project management committee. Further, in Years 2-5 of LTTP2, LTTPII will implement the reading program in grades 1-6 in selected schools. Experienced in service mentors/ field officers will provide coaching 1-6 in both reading and math in these schools.

The current TPD/CPD model, including both pre-service and in-service components, implemented by LTTPII is enriched by a reading and math scope and sequence and lesson plans for the early grades (Grades 1-3). In addition to this, the school-based support to teachers is ensured through monthly visits by Master Trainers coupled with cluster-based training. The school-based support will also entail working with PTAs and parents to revive the culture of reading and mathematics in early grades.

## Accomplishments

### Result 4: Standards, curriculum, materials, and testing for effective language and literacy acquisition and student learning

*(Language and reading standards, curriculum, textbooks, instructional and learning materials, tests and formative continuous assessments are aligned with teacher training standards and training programs and proved effective for language and literacy acquisition.)*

**Sub-result 4.1;** A national standards-based model for early grade reading (Grade 1 - Grade 3) developed, negotiated, validated and implemented.

### *Validation of Early Grade Reading Materials*

The Early Grade Reading Program was validated by MoE and documented in the 3<sup>rd</sup> Quarterly Report. Volumes 1 and 2 were revised in Year 1. Volume 3 is under development.

Indication of collaboration and linkages with partners supporting the MoE

- The MoE Technical committee was established and met twice during Year One to validate the implementation activities and the development of the math program.
- The Reading First Plus Math team provided activity updates to Rosaline Sherman/Minister Siebu during Year One to continue the process of maintaining ongoing communication with MoE.

### *Expansion of the Early Grade Reading curriculum and Materials*

The expansion of the Early Grade Reading curriculum is partially completed with the completion of the revision of Volumes 1 and 2 of the intervention manuals. Revisions are based upon feedback from teachers implementing the intervention. This modified design experiment approach will continue as it will require several iterations as new content is added to the program.

The Early Grade team developed a series of 35 decodable stories to be included in the revised program and a local artist provided the illustrations for all stories. These new decodable stories are integrated in Volumes I and II of the reading program. Volume III will include more complex reading material, including more informational text rather than decodable passages.

**Output 3. Teachers, school supervisors and teachers without certification (pre-service and in-service) are trained on how to conduct student assessment in reading and math and also trained in the content of the Reading Program.** Coaches receive training on how to support/coach teachers so that they are prepared to assist teachers in grades 1-3 in implementing the reading intervention.

### *Expansion of the Early Grade Reading Training at KRTTI and ZRTTI and WRTTI*

**Activity 3. Training of RTTI and Faculty Teacher Trainers** In February, LTTPII trained RTTI instructors and invited participants (Peace Corps, IFESH, NGO teacher trainers) for 10 days, 5 days at KRTTI and 5 days at ZRTTI. A total of 600 + participants attended the training on how to teach reading using the EGRA Plus materials.

- A second set of 5-day trainings was completed from July 4-8 at ZRTTI and KRTTI with a total of 600 + participants.
- LTTPII completed a 5-day Early Grade Reading Training at WRTTI (60 participants) for instructors and teacher trainers from the IBIS teacher training program during the week of July 11-15.
- The training component of Early Grade Reading/Math includes a new and substantive video component. LTTPII have and continue to develop a series of video clips of pivotal teaching behaviors that will be used during the EGRA Plus trainings with In-service and Pre-service. EGRA Plus has modified the training to include the use of these videos and will work with the new coaches to create additional video clips during the coming years.
- LTTPII completed a new 5-day training for all RTTI instructors (55 participants) on how to teach the new reading course to be included in the “C” Certificate curriculum. The Reading/Math Specialists will work with the instructors at KRTTI and ZRTTI to support the instruction in this course.

Early Grade Reading and Math 2010-2011			
Category	Sex		Total
	Male	Female	
Administrators and officials trained at the RTTIs	27	5	32
teachers/educators Trained at the RTTIs	1583	345	1928
Students at the 180 legacy schools	7200	6030	13230
Number of textbooks and other teaching and learning materials provided during the period under review	44333		44333
Coaches and Reading and Math Specialist trained in monitoring students’ progress	47	22	69

***Roll-out of reading intervention to 789 new schools in 4 counties***

***Activity 4. Roll-out of reading intervention to 789 new schools in 4 counties: Bong, Lofa, Nimba, and Montserrado (includes training of coaches, teachers, provision of materials, school-based support)***

- In February, a team was organized by T. Wayne to conduct a verification visit to schools that are included in the new scale-up for the fall of 2011. During this visit, the team verified locations and existence of schools identified in the cohort. There were a number of errors in the information provided by LISGIS and the verification was necessary so that schools could be correctly clustered for coach assignment and deployment.

- LTTPII completed comprehensive 5-day training for 55 new coaches and 8 new Reading/Math Specialists in August. A total of 43 coach candidates were hired with an additional 27 to hire in the next round. Eight Reading/Math Specialists were trained and hired. The experienced coaches and Reading/Math Specialists continued to work with the new coaches daily. They are waiting to deploy.

### *Support for 180 Legacy Schools*

#### **Activity 5. Ongoing coaching and supervision model tested and documented and pipelined to MoE, RTTIs**

Coaches supervised 180 Legacy schools in 15 clusters. A total of 120 schools were in their first year of intervention of the reading program. Coaches visited each of 12 schools in their cluster monthly and provided documentation of these visits. They prepared 1-3 radio shows and 1 reading competitions for sub-cluster samples of schools. They provided support to teachers for conducting continuous assessment in the classroom and for completing report cards for parents and community stakeholders. They also conducted informal assessments of students during their visits. NOTE: a success story from one new coach assigned to Gbarpolu is currently being written.

#### **Output 4. A total of four student and school report card for math and reading issues to parent and PTAS in a given academic year**

#### **Activity 6. Teachers, school supervisors trained on how to conduct student assessment in reading and math**

The 15 coaches in the Legacy schools assisted teachers in the collection of continuous assessment data for the report cards from January through May. A total of 3 reporting periods were documented from January through May.

#### **Output 5. A mechanism for continuous updating of reading and math packages designed**

#### **Activity 7. Continuous improvement of interventions: feedback from the field discussed and integrated with MOE/Project Technical team**

Coaches completed the January-June period of support to the legacy schools. They returned from the field at the end of June and submitted detailed reports on the experience. LTTPII conducted a half-day meeting to review findings and made recommendations for the fall deployment/scale up to 798 schools. Coaches identified teachers in each cluster capable of assuming a coach role in their schools.

#### **Output 6: One Reading and math competition organized in Year One**

#### **Activity 8. Reading competitions and radio shows at the cluster level**

Each reading coach organized and conducted a reading competition among their schools during the months of March-May.

#### **Output 7. 3 Radio shows aired per semester (same 3 radio shows repeated each semester)**

**Activity 10. Radio shows - three radio shows aired in support of reading efforts in the second semester of 2010/11 academic year**

Coaches participated in radio shows designed to promote reading and to provide information on how to improve reading skills in children. Each coach participated on air by providing tips on the importance of reading to parents and/or teachers.

*Sub-result 4.2: A mechanism to measure reading fluency and comprehension and math skills in early grades is adopted.*

**Output 1. National level staff and RTTIs fully trained on how to conduct EGRA and EGMA**

**Activity 1. Baseline EGRA and EGMA assessments conducted**

*Baseline assessment for Early Grade Reading and math was conducted*

The baseline assessment for Early Grade Reading and math was conducted between April 29 and May 31, 2011. A training workshop for assessors was held from April 4-8. Over 50 candidates attended, including staff from MOE. The 24 individuals who scored the highest on an inter-rater test, were selected to deploy for the baseline assessment.

Over 3000 students in grades 1-3 were assessed. The assessment was designed as follows:

1. 4 counties: Bong, Nimba, Lofa, Montserrado
2. 2 cohorts for implementation: Cohort 1 includes 650 schools and Cohort 2 includes (approximately) 650 schools.
3. For purposes of sampling, the counties were randomly split into 2 by district (district saturation approach).
4. There were 50 randomly selected schools from cohort 1, 50 from cohort 2, and 50 schools randomly selected from the remaining (non-LTTP) counties to assess national impact.
5. There is a subset of approximately 500 individual students for whom parent consent was obtained for a longitudinal study that allows us to follow specific students each year for the remaining 4 years of the project.

Data entry began in late August when the modified software program was completed and the MOE staff was prepared. A consultant was hired to oversee data entry and to check daily on the quality of the data being entered by 12 data entry clerks.

Through the EGRA Plus project, key stakeholders at the MoE have been trained on how to perform simple statistical analyses using Excel (use of SPSS was originally planned but the skills assessment indicated that

Excel was more appropriate at that moment), but the next step is to work with a core group at the MoE to build their capacity in using SPSS. SPSS software has been provided to the MoE through EGRA Plus. This can be coordinated with other EMIS or indicators work in the project.

### **Challenges**

1. Completing the revised reading lessons with new decodable stories prior to scaling up in August, 2011. This revision will include the first part of the extended reading program, Volume III.
2. Printing all early grade reading materials for the new 650 schools began in June. Plans for delivering a substantial number of materials for teachers and students have been developed as trucks will be required for these deliveries. Materials include current EGRA Plus materials and the expanded reading materials. The new math program has been delayed and the first set of math materials is scheduled to be ready by December, 2011. The materials required for deployment were delayed 1-2 months. These materials were submitted and approved by the project Finance/Operations department in July, but required further consideration from the home office.
3. Coach payments for salary and monthly transportation to 12 schools per coach provide a logistics challenge and payments have been delayed to coaches numerous times.
4. Decision is yet to be made about the provision of relocation fees for coaches to deploy. In the past, salary advances were provided, but is no longer possible to do so.
5. Cluster training requires significant funding for each of the coaches. Planning on how to deliver and to provide security for the necessary funds is underway. There may be a requirement for a terrorist check on all teacher participants in each of the 43 cluster trainings. If that is the case, training will be delayed considerably.
6. The new Reading/Math Specialist positions (7) will be assigned to offices in the field and 2 will be placed at the MOE. They will be working directly with coaches. Each Specialist will support 12 coaches. They will need offices, furniture, a computer and phone, and daily transportation to schools.

### **Lessons Learned**

1. Our team learned the importance of distributing responsibilities and relying on one another.
2. We learned that when a project is defined as separate components, it may unintentionally contribute to isolation and lack of collaboration among teams.
3. It is important to be at the table with the MOE with one vision that represents LTTP2.
4. We learned that the time it takes in revising program interventions, writing new stories, creating new course syllabi, developing manuals for training, etc. is far greater than anticipated.
5. The cost of providing adequate materials to children and teachers in the school is extraordinarily high and we need to find partnerships and ways to build a sustainable system for maintaining availability of these print resources.
6. We learned that there are many projects and efforts to support reading in Liberia and we need to work harder to collaborate and partner with others to ensure that there is a culture of reading for all Liberians.

## **Part V: Emergent Issues and Approaches in Year One**

### **Focused on Development Corridor Counties:**

The new USAID country strategy is focused on activities in five Development Corridor countries. Pursuant to this strategy, LTTP will concentrate programmatic activities in Bong, Nimba, Lofa, Margi, and Montserrado counties; the RTTIs and Demonstration schools.

LTTPII original mandate was to work in nine counties for in service activities and the entire country (15 counties) for pre service. However, the current USAID strategy is to reduce the number of counties from nine to five counties in the development corridor: (1) Lofa, (2) Nimba, (3) Bong, (4) Margi, and (5) Montserrado. Continuous Professional Development (CPD) activities and early grade programs will continue in River Gee because of the need to consolidate teacher professional development at the WRTTI and to strengthen the early grade reading and math interventions.

### **Teacher Professional Development Model**

Key among the emergent issues in Year I was a redesign of the In Service Program by LTTPII to enhance the subject matter content of the teacher training activities. The MoE wants a cost-effective and sustainable model of in-service education that will enrich the pedagogical skills of teachers and lead to mastery of subject matter content. In pursuit of this goal, LTTPII is developing a model for continuous teacher professional development that will be responsive to the needs and realities of Liberia.

This redesign is a major shift in program content and operations from the previous Year I of LTTP I learning activities to provide teacher training leading to a ‘C’ Certificate qualifying teachers to teach in elementary schools to a program of continuous professional development for already trained teachers. The goal is to strengthen teacher content knowledge mastery; improve pedagogical skills and enhance classroom and school management skills. Within this context, improving reading and math proficiency will be prioritized and mainstreamed into the proposed teacher professional development model that will be MOE owned, cost effective and sustainable.

The In service model of LTTP I and year one of LTTP II consisting of a combination of residential and field based training ceased to exist. LTTPII is developing a new approach to continuing professional development (CPD). This approach is designed to: (a) increase contact hours between teacher trainers and teachers for content and pedagogy; (b) move teachers with minimum classroom disruptions; (c) cluster schools efficiently and nurture contact among schools to stimulate peer learning; (d) optimize the use of learning resources; (e) minimize travel distances for both teacher trainers and trainees; and (f) support the optimal development of children with community support.

### **Development of Functional Systems**

The Education Reform Act was widely debated across the country and adopted by the National Legislature and signed into Law by the President of Liberia, Ellen Johnson-Sirleaf on August 16, 2011. The Act provides unique opportunities for implementing policy reform, teacher career ladder, and other measures central to LTTP’s mandate. For instance, The Act stipulates that a County School Boards (CSB) be established to facilitate, monitor and oversee operations of all local county schools in keeping with regulations, guidelines and policies promulgated by MoE. The implication for teacher professional development is important because, MoE has expressed the need for building capacity of the new CSB to have oversight responsibility for the professional development activities

at the county level and as part of the decentralization initiative. The roles of DEOs will change from general administration to instructional leadership and school supervision. To fulfill this role, DEO and CEOs will require training to enable them to exercise oversight of these new roles and devolve activities related to previous roles in educational management.

### **EMIS and Biometrics**

In year one, the development of the EMIS and biometrics system focused on building capacity at the central MoE and setting up the national infrastructure that will be linked to the county offices. In Year II and as part of the decentralization process, EMIS activities will focus on building infrastructure at county level and training of county level staff to operate and manage the EMIS system. In future, this work will progress to the district level by establishing a portal and services for the collection and use of data to make decisions closest to where the problems are encountered.

### **Teacher Training and Early Grade Reading Integration**

Beginning this academic year (October 1) early grade reading will be introduced as a course in the pre service nine months curriculum. This is to be followed by math in the next semester. The introduction of math and reading courses is part of an overall effort to scale-up the early grade reading and mathematics through pre-service didactic and practice teaching settings. The In-service CPD, coaching and provision of basic materials, equipment and supplies to cluster center schools participating in early grade reading and math programs will be quite extensive, covering at least 500 schools. The pre-service trainees are expected to apply reading and math skills during the practice teaching assignment in the cluster schools and the demonstration schools located on each RTTI campus.

### **Staffing Implications and Placement at RTTIs and Capacity Development**

The introduction and sustainability of these new strategies hinges on the capacity at the RTTIs. To help build capacity, beginning in year II, (a) one reading math specialists and (b) educational specialists will be stationed at the RTTIs. These two specialists will, as part of their responsibilities, mentor his/her colleagues. The education technology coordinator, although will be based in Monrovia, will periodically visit the RTTIs to coordinate training, participate in practice-teaching activities and mentor trainers to use educational technology in teaching and learning.

### **Working with CEO and DEO**

The frequency and intensity of interaction between the DEO/CEO (i.e., MoE Education Officers) on one hand and the field trainers (i.e., coaches, RTTI teachers, CPD trainers, etc.) will change to ensure better coordination of school-based activities. The LTTPII staff and education officers (EOs) will co-facilitate change and guide how training takes place in the field.

## **Part VI: Finance and Administration (Operations)**

### **Background**

LTTP operation team, organized into four sub teams namely finance, human resource, procurement and logistics, and information system administration, is organized in such a way to support implementation of program activities through procurement of goods and services while ensuring utmost financial monitoring and control that promotes integrity and transparent financial utilization and reporting. The team staffed by experts with financial, operations, Information Technology and logistic and procurement background, has been engaged in setting up system, hiring technical and administrative staff, providing food and fuel and other administrative support to the RTTIs, and providing financial and administrative support to the implementation of program activities.

Cognizant of the USAID Rules and Regulations and the terms and conditions in the cooperative agreement, the team has the responsibility of balancing between implementation of program activities and control and strives to enhance use of accounting information to measure performance and monitor progresses in implementing program activities.

### **Accomplishment**

**System Set Up:** The team so far has introduced several management tools, two standard operating procedures, and better mechanism for soliciting quotes, delivery, and reporting of the supply of grocery food to the RTTIs. The Activity Coding Structure is one of the management tools developed to help track budget and actual costs at an activity level. The system enables the finance and accounting team to capture cost information for each component, sub-result, output and activity in the implementation plan. It also enables to separately record and report administrative costs from program costs. The other management tool developed by the team is Accountability and Responsibility Matrix that shows the roles, responsibilities, and accountabilities of each member of the operation team in relation to major administrative and program deliverables. To streamline the purchase, delivery, and consumption reporting of the food and fuel supply to the RTTIs, the team has developed formats, projection modules, and consumption reporting mechanisms.

To help manage project vehicles in terms of vehicle maintenance, fuel consumption, and personal use; the operation team has developed Vehicle Administration Standard Operating Procedures. The team has also developed County Office Financial Management Standard Operating Procedures that help manage the financial flow from Monrovia to the county office to support implementation of the C-Certificate Training Program.

**Personnel:** In the reporting year, most of technical and support, host country nationals and expats positions have been filled in and the total number of employees has reached 101 by September 2011.

Move to a New Office: With the expanded program activities and growing number of employees the old office was nowhere close to be adequate for the growing number of employees and has been decided to rent new office building. The hunt for office building took quite an amount of time and energy of the operation and the senior management team and the LTTP office has been moved to a building at Sekou Ture Avenue, Mamba Point by the end of November 2010.

Major Procurement: LTTP has made several procurements in relation to office setup, RTTI operational support, and other administrative and program activities. Some of the procurement that have been completed or being completed by the end of the year were: procurement of 4 field vehicles and 36 motorbikes for LTTP use, Internet services for the Monrovia and county offices, purchase of office furniture and equipment, and most importantly purchase of food and fuel supply for the three RTTIs.

## LTTP Publications

The list of appendices is a compilation of key indicators and publications produced in Year One. They in many ways address system development, organization and management, capacity building, policy directions, operational manuals, and teacher and learning conditions pertaining to the status of the education system and teachers. Due to volume, these documents are not attached. However, the documents can be obtained from LTTP offices in Liberia (Clay Building, UN Drive, Monrovia) and FHI360 Headquarters, Global Learning Group, Washington, DC.

Title
1. Pre Service Activities Completed in year one: October, 2010-September, 2011
2. In Service Activities Completed in year one: October, 2010-September, 2011
3. LTTP II Year One Performance Target and Actual for 2010-2011
4. Female Teachers In Liberia
5. Institutional Capacity Index
6. Teachers Effectiveness Study
7. Monitoring Framework
8. County Monitoring Manual
9. Evaluation Guidelines
10. Capacity of the Liberian Education System
11. Educational Diagnosis through Monitoring
12. Decentralization
13. MCSS as a Model
14. Instruction Department reorganization
15. Five-Year (2012-2016) Medium Term Plan for Education Reform and Development in Liberia (DRAFT)

\*The list does not include Early Grade Reading Materials as they were already developed by RTI International in another project. All quarterly plans and reports are not included.