



Liberia Teacher Training Program

Annual Work Plan Project Year 1

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List of Acronyms

AED	Academy for Educational Development
ALU	Association of Liberian Universities
CEO	County Education Officer
CoE	College of Education
DEO	District Education Officer
ECSEL	European Community Support for Education in Liberia
EGR	Early Grade Reading
EGM	Early Grade Math
HCS	Humanitarian Coordination Services
KRTTI	Kakata Rural Teacher Training Institute
LTP	Liberian Teacher Training Program
M&E	Monitoring and Evaluation
MoE	Ministry of Education
NGO	Non-Governmental Organization
PMP	Performance Management Plan
PTA	Parent Teacher Association
RTI	RTI International
RTTI	Rural Teacher Training Institute
TOT	Training of Trainers
UofL	University of Liberia
USAID	United States Agency for International Development
WAEC	West Africa Examination Council
WRTTI	Webbo Rural Teacher Training Institute
ZRTTI	Zorzor Rural Teacher Training Institute

Introduction

Country profile: Liberia is one of Africa's oldest republic and is located on the West Coast of Africa. The land mass of Liberia is 38,000 square miles (111,370) and bounded by Republic of Guinea in the North, Sierra Leone in the West and Cote d' Ivoire on the East. The population of Liberia is approximately 3.5 million composed of 18 indigenous ethnic groups and the Americo-Liberian settler population who founded modern Liberia under the auspices of the American Colonization Society in 1822. The capital city is Monrovia and the country is divided into 15 administrative counties (regions).

The last two decades of the twentieth century was the most turbulent period in Liberia's history, marked by two civil wars (1989-1996) and (1998-2003) decimating the nation's infrastructure and over a quarter of million persons either displaced or killed. The war finally came to an end following the Accra Comprehensive Peace Agreement that was signed on August 30, 2003 and the installation of the National Transitional Government of Liberia (NTGL). In 2005, national elections were held and the winner, Madame Ellen Johnson Sirleaf, was installed in February as the first women President in Africa.

Since 2005, a number of education reforms measures aimed at restoring the educational infrastructure and reconstructing schools to accommodate the increasing population of school age children were championed by the Government. As a result the number of students enrolled in schools has increased significantly, since 2005. 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 and 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) high turnover in leadership and linkage within the various levels of the system from national, county, district, school and classroom levels remain inadequate.

The Liberia Teacher Training Program Phase I: In response to these realities, the United States Agency for International Development (USAID) and the Ministry of Education (MoE) embarked on a joint development program. The program started in 2006 under the Liberia Teacher Training Program Phase I, implemented by Academy for Educational Development (AED) as prime along with two sub-grantees –the Mississippi Consortium for International Development (MCID) and the International Rescue Committee (IRC). The program was planned for three years beginning from November 2006, and then extended to May 31, 2010 to facilitate a smooth transition to an LTTP Phase II program. The key objectives were to support the Ministry of Education in developing a strategy and competency framework to reform the teacher education system; strengthen the overall teacher professional development system at the Teachers College, University of Liberia as well as in the three national Rural Teacher Training Institutes (RTTIs) through staff upgrading, curriculum reform, materials development; training teachers in residential and field-based programs; improve training facilities at the RTTIs, and strengthen

school level management and community support for education through support to the PTAs and school principals.

LTTP Phase I Accomplishments: A framework for establishing National Teacher Education Professional Standards (NTEPS) for Liberia was developed through the combined efforts of all stakeholders in teacher education, approved by the National Commission on Higher Education (NCHE) and used in a pilot self-study at UoL. The University of Liberia was supported, to revise the UoL Bachelor's and Master's Degree curricula based on the newly developed NTEPS.

The project re-established the C-Certificate training at the two RTTIs –Kakata and Zorzor; developed a new curriculum for pre-service and in-service training; developed a set of the RTTIs' policies and guidelines for staff and students and defined criteria for selection, hiring and training of MoE trainers of trainers (TOT) for pre-service and in-service programs. An in-service cluster-based delivery model was used to support teachers and manuals and training-of-trainers guides were developed to train teachers, principals, school administrators, and Parent-Teacher Associations (PTAs). At close of the LTTP I, a total of 2,383 teachers was trained at the C-Certificate level (1,424 through field-based programs and 959 through the two RTTIs' preservice program.

The project experimented with the use of technology in training teacher and performance monitoring. Using video and flip cameras, laptops/notebooks, pico projector, MP3 player, the RTTI trainers were trained and produced sample videos of good teaching practices to show a particular pedagogical behavior; instruction to deepen trainee's comprehension of subject matter; and teaching aids to lesson components.

Finally, A National Payroll Enumeration and Verification Exercise was conducted through a 'pass-through grant' to the Ministry of Finance Project Finance Monitoring Unit (PFMU). The General Auditing Commission used these funds to enumerate MoE employees with a view to establish true identities of teachers and other employees of the MoE and to normalize the MoE payroll system. The exercise resulted in the enumeration of 25,757 persons compared with 12,699 on the original MoE personnel listing. It also identified 3,247 names for potential removal from the current listing due to their absence at their station during the exercise.

Overview of the LTTP Phase II

The LTTP Phase II is a follow on to the LTTP Phase I in Partnership with 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). The overarching goal is to establish a functional teacher professional development system and strengthening the capacity of MoE to manage such a system. A parallel goal is to improve early grade reading and mathematics in Liberia. The interventions proposed in LTTP II targets reforms in three areas: (1) policies, systems and capacity development of the central MoE; (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. The LTTP will establish partnership and collaboration with International Non-Governmental Organizations (INGOs) and Local Non-Governmental Organizations (LNGOs) to strengthen the MoE.

Management and Operations Plan

The LTTP II program will be implemented in partnership with the Ministry of Education, with support and guidance from USAID/Liberia. As the prime contractor for EQUIP2, AED 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 Project. AED will work with RTI International that is currently implementing the *Early Grade Reading Assessment Plus Program (EGRA Plus: Liberia)* and *Core Education Skills for Liberian Youth (CESLY)*. RTI International will take the lead for Component 4: Standards, curriculum, materials and testing for effective language and literacy acquisition and student learning.

Program Emphasis

The LTTP II has two principal areas of emphasis: (1) teacher training, and (2) student learning; both are closely related. The challenges in improving teacher performance and learning outcomes involve all of the inter-related components of an effective teacher development and management system in education. Teacher development is worth emphasizing as teachers make a difference. The classroom interaction between a teacher and a student is one of the important foundations for student learning. As important, teachers must master what to teach or how to teach in order to produce quality student learning. The LTTP II will approach this issue from a systems perspective, seeking to address the key factors that directly influence teacher effectiveness by expanding the curriculum content and pedagogy, developing teacher support materials and introducing the opportunity to learn toolkit to increase use of instructional time in schools. Ultimately, the project interventions should result in:

- Producing a teaching workforce with sufficient skills and knowledge to be effective at each grade level (including Early Grade Reading and Math Skills).
- Developing practical teaching and learning aids made available to teachers and students in the classrooms.
- Setting up a cluster-based in-service support system for upgrading and updating trained teachers including technical supervision, to insure learning is taking place in the classroom.
- Supporting pre-service education that prepares a sufficient number of new teachers to meet growing demand and who are fully capable to begin teaching.
- Developing coherent and practical curriculum and policy framework that can be applied at the school level.
- Developing a system of effective management of teachers and principals to ensure stability, career growth, motivation and incentives, and professionalism.
- Enabling conditions in the schools that maximize the effectiveness of the existing teaching force by improving the effective use of instructional time.
- Developing a scheme to attract and retain more females in the teaching profession.
- Developing a framework for the RTTIs to become increasingly self-sufficient through promotion and support for production of local food and community-based information technology hubs that generate income
- Introducing appropriate technology to use data in making policy and programming decisions and support for instructional processes

Capacity Building and Staffing

The LTTP II is to serve the MoE under the direction of the USAID, therefore, the role of the project is to provide the technical assistance, expertise, operational and managerial support to enable the MoE to carry out activities agreed to in the annual workplan. Since capacity building is at the heart of the technical support, the MoE should take greater responsibility for program implementation. For sustainability, a Policy Advisor, Teacher Education Team Leader, Curriculum Officer, Learning Assessment Expert and EMIS Expert will be placed in the Central Ministry of Education. Likewise, five project staff will be placed at the RTTIs (a teacher trainer/curriculum specialist; finance and operations specialist). The MoE and RTTIs will provide shadow positions for each project position to ensure the sustainability plan will be realized in year 4 and made fully operational by Year 5 (subject to continued MoE commitment).

In addition, for the early-grade reading and mathematics activities, the project will a) place senior, international or international-caliber personnel in the LTTP2 head office, b) reading and math specialists in the RTTIs and c) Master Trainers to directly work as Coaches with the teachers in the target schools where there will be intense reading and mathematics interventions. The senior international-caliber staff in the project head office will take care of coordination with the Ministry and will carry out the needed committee work. They will provide the conceptual leadership of the activities, will evaluate how the activities are proceeding, will design and re-design scope and sequence and lesson plans, will support the contracting of production of materials, and will be the main form of liaison with the rest of the project. In addition, they will support the personnel at the RTTIs who will directly carry out (together with the RTTI specialist advisors) and do occasional supervision of Master Trainers (Coaches). The personnel at the RTTIs will be the intermediate level between the senior head office personnel and the Master Trainers. They will receive skills and suggestions from the senior head office personnel, and will then, in turn, supervise the Master Trainers. Finally, the Master Trainers are the staff who will interact on a daily basis with all the schools in their assigned clusters.

Project Management

The management structure of LTTP II consists of three levels. Senior Management Team (SMT) consists of the COP, DCOP Technical and Operations and the Senior M & E advisor. The second tier management consists of the Extended Management Team (EMT) consists of the SMT plus the In-service and Pre-Service Education Team Leaders. The third tier consists of junior managers that are responsible for both technical activities, like field placement and those responsible for operational and logistical activities, like procurement. These managers are based in the Monrovia Office.

County Offices. To coordinate and ensure adequate implementation of program workplans, several dozen field officers work from county offices in Lofa (Voinjama); Nimba (Ganta); Grand Gedeh (Zwedru); Maryland and Grand Kru (Harper); Sinoe and River Cess (Greenville) and Montserrado (Monrovia, LTTP Office). The central office team in Monrovia maintains daily contact with the AED home office in Washington, DC and the MoE officials at both Central Office and county, district and school levels. USAID has fiduciary and programmatic

responsibilities for grant management. LTTP II SMT will meet weekly with USAID and an MoE monthly management meeting to discuss project updates and proactively deal with emerging issues that are part of project work.

Workplan Design Process

To insure full participation, and to create a deeper understanding and ownership, a five-day workplan workshop was held from July 19-23, 2010 at the Cape Hotel, Monrovia. Day One was opened by the Minister of Education and the Deputy Minister of Education for Instruction and the Deputy Mission Director of the USAID made short speeches. The purpose of Day One was to raise awareness of the LTTP Phase II program. It was attended by all the Divisions of the Ministry of Education; the RTTIs, all tertiary institutions training teachers and Partners – the National Teachers Association of Liberia, 15 international and local Non-Governmental Organizations and the USAID Education Team. The Partners presented a brief summary of their programs to pave the way for future programmatic collaboration and coordination. From Day Two-Day Four, participation was limited to work groups consisting of the MoE Bureaus and the RTTIs. In Day Five, the project staff refined the key activities selected and presented them to the USAID. Thus, the workplan has been developed through consultations and building consensus in an open and transparent manner.

Component Descriptions

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

The intent is to help the MoE to assess its organization and management structure; review policies and procedures; define roles and responsibilities; identify/strengthen personnel and provide training; build an efficient education management and information and communication system as well as a monitoring system that can effectively measure progress. The expected result and sub-results follow:

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

Sub-result 1.1: *Critical MoE systems are strengthened to guarantee the quality of education services*

Sub-result 1.2: *Capacity of the MoE staff strengthened to assure effectiveness and quality in the delivery of education services*

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

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*

Sub-result 1.5: *A cohesive, coherent, and innovative communication strategy is developed, implemented and evaluated to ensure well-targeted audiences, clear messages and discernable impact on increased access to quality education*

Component 2: Improved teacher professional development: policy management and supervision

The LTTP II will build on the successes of LTTP I to create policies and system of teachers professional development. This requires building capacity at all levels and providing training. Teachers' career ladder is fundamental and will, for sure, become the basis for standardizing the teaching profession, bringing dignity, identity and a sense of hope and belonging to teachers. The expected result and sub-results are indicated below:

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*

Sub-result 2.2: *MOE specialists' capacity strengthened to support improved teacher quality and teacher professional performance*

Sub-result 2.3: *Principals and Department Heads trained*

Sub-result 2.4: *The capacity of the County and District Education Officers is strengthened*

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

Component 3: Enhanced MoE performance in improving teacher training skills and implementing teacher training standards

The overall purpose of Component 3 is to improve teacher education in Liberia by strengthening the MoE to better manage the teacher training process and institutions. It will build upon the achievements in re-establishing the C-Certificate at the RTTIs in Kakata and Zorzor. The LTTP II will evaluate the training curriculum and delivery systems and assist the MoE to develop the capacity to plan, manage and evaluate the teacher education systems and provide effective leadership to assure that teachers trained using residential, field-based and other modes are of high quality. An important contribution of the LTTP II is in helping to reduce the number of the 60% or more untrained teachers in the field as well as producing new ones to replace those who do not meet the academic entry requirements for training. The expected results and sub-results follows:

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

- Sub-result 3.1:** *Operational and academic policies are developed and implemented to support and sustain effective RTTI operations, improved performance & enhanced institutional planning processes*
- Sub-result 3.2:** *Innovative continuous training programs for teacher trainers is developed and implemented*
- Sub-result 3.3:** *RTTIs are better equipped to ensure effective operations and student learning*
- Sub-results 3.4:** *RTTIs promote self sufficiency and sustainability while increasing opportunities for students to gain academic, life and professional skills*
- 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 reforms*
- Sub-result 3.6:** *In-Service C-Certificate Teacher Training continued in the 6 counties currently served (including 3 new counties)*

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

The main focus of the Component 4 of the LTTP II project is to improve student learning outcomes in reading and mathematics in Grades 1-3. The results of EGRA Plus project (Oct 2008-2010), shows that improvements can be made in a short period of time. The EGRA Plus program has increased average reading performance by 51% in less than one year. Thus, the EGRA Plus Liberia program represents an effective model of teacher support that leads to improved learning outcomes; one that pulls and unites all of the levels together – from the national level staff to the strong involvement of parents. As such, it demonstrates how teachers are best supported by Coaches (Master Trainers) and District Education Officers (DEOs), and Coaches and DEOs in turn supported by the Project Management and the MoE.

The current professional development and teacher training implemented by LTTP2 – residential in-service and pre-service through C-Certificate_up-gradating of teachers will be enriched by a reading and math scope and sequence and lesson plan for the early grades (Grades 1-3). In addition to this, the school-based support to teachers will be 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.

The pertaining result and sub-results are presented below:

Result 4: Language, reading and mathematics 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, literacy and math acquisition.

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

Sub-result 4.2 *Mechanism to measure reading fluency and comprehension and math skills in early grades is adopted and utilized by the MoE and incorporated into teacher training programs*

Sustainability

Sustainability is a major priority in this project and the fundamental objective for investing project resources. The rationale is that investing in activities that will be discontinued at the end of the project is counterproductive to the goals of this project. Therefore, all the parties to the project have a role in maintaining sustainability: LTTP II, MoE, RTTIs, UoL and other tertiary education institutions:

a) Responsibilities of the Project

LTTP II: To enhance sustainability LTTP is responsible for jointly developing activities that will enhance the capacity of MoE to plan, prioritize, develop and manage a program of professional teacher education in Liberia. Skills transfer; counter part relationships; short courses; overseas study tours, scholarships; developing policies and guidelines; building an EMIS system; staff development, education technology; distance education; national conferences are key to the strategies designated for building capacity.

b) Responsibilities of the MoE

The MoE will be responsible for articulating a clear vision and stating strategic priorities for professional teacher development in Liberia. MoE will cooperate with LTTP and other partners to establish policies, strategies, and standards, systems and framework needed to sustain a professional teacher education system that is governed by clear guidelines for teacher recruitment, training, deployment, remuneration, continuing education and retention. MoE will identify and make available MoE staff that will be trained within various levels of the system. MoE will dedicate space and staff to develop the guidelines and tools for managing the teacher education system. MoE will be responsible for annual operating budgets, personnel and facilities at the RTTIs. MoE will establish clear accountability procedures. A system for planning and management supported by guiding documents will serve as implementing tools for the education laws or other legal provision. In addition, it seems that with the low level of spending on education traditional in Liberia (less than 3% of GDP and less than 15% of the government budget) few educational innovations will be sustainable. The MoE should improve its advocacy

and evidence-based budgetary demands on the MoF, and LTTP II could assist in the area of budget advocacy.

c) Responsibilities of the RTTIs

The RTTIs will be responsible for the day-to-day management of the teacher education institutions. RTTIs staff will participate in enrollment management, including student recruitment, developing student support services; support services and academic enrichment support to increase the number of female students and establishing agricultural and technology programs to make RTTIs increasingly self-sufficient. The RTTIs will work as a team with project staff in planning, implementing and evaluating performance of the institutions. Both teaching and administrative staff should have a counterpart relationship to facilitate skills transfer. The RTTI should also establish accountability systems necessary to assure that there is understanding of role and responsibilities necessary to sustain the institutions. They should provide accommodation for the project staff and participate in all development activities that will include institutions development plan for short and long term. They should establish relationships with other donor as well as the community for the purpose of mobilizing resources beyond government subventions. For example, fund raising, agricultural production, and computer courses for the community as a way of income recuperation should be instituted at the RTTIs.

d) Responsibilities of the University of Liberia, Teachers College

The UoL, CU and other tertiary teacher education institutions will partner with LTTP to develop course and other capacity development tools for building the teaching profession in Liberia. Fundamental to capacity development is having a strong academic staff well trained in their subject specialization and a deep vision of teacher education and training for Liberia. Thus the universities should select staff for short and long term training to build their capacity in order to have strong on going human resource development program for the nation. The universities will make financial and technical contribution to the development of courses that will benefit the education workforce in the country. The universities will create academic linkages and partner with other tertiary institutions and other universities in the region and beyond. The universities will seek partnerships with donors to establish and sustain academic support resources, like libraries, computers and e-learning resources. All of these resources will contribute to self-sustaining capacity for the universities to conduct research and distribute results to the larger society: community engagement.

Year One Annual Workplan Layout

The Year One workplan is presented by Components and laid out in a uniform format with some variations in sub-headings and details.

The main features include:

1. **Component Description** serving as the overall introduction
2. **Result** ((presented from the Program Description and summarized)

3. **Sub-results** (presented from the Program Description)
4. **Key Activities** (with some variations in details)
5. **Outputs** (presented from the Program Description and others)
6. **Strategies** (for implementation, some implied in the activities are omitted in some sections)
7. **Sustainability**
8. **Resource implications** (as applicable)
9. **Matrix of Activities** (Attached in excel and combined for all components)

COMPONENT DESCRIPTIONS FOLLOW

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

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

The Liberian education system is facing a number of challenges, among which are the lack of institutional and human capacity, system of decision making and the ability to formulate and approve needed education reforms, and develop realistic plans, implement and monitor its educational development. The sector lacks an educational management information and communication system capable of informing planners, decision makers and the general public. The capacity to collect, store, process, analyze and use data is a critical area that requires urgent and extensive support.

Accordingly, Component 1 is designed to help the sector restructure and organize itself; set clear roles and responsibilities; strengthen its human power at all levels; build an efficient education management and information and communication system as well as a monitoring system that can effectively measure progress. The long-term outcomes include: Enhanced capacity of central MoE, CEO, DEO and school personnel; Improved leadership, planning, management system leading to improved use of data for decision-making and accountability;

- A new EMIS and IIM system for faster and more accurate data collection developed and used at all levels;
- EGRA and EGMA integrated into the MoE and RTTI assessment systems; and
- Processes and procedures established for improved donor harmonization.

LTTP will take an integrated approach of working at the technical, institutional and political levels to build systems for planning and policy-making as well as help to develop capacity of the Ministry. By focusing on building the institutional capacity and framework of the MOE, LTTP will help to strengthen the basis for providing good information, address current deficiencies in the existing staff, and support the MOE to develop realistic approaches to programming. LTTP will also help establish a teacher professional development system that will build the quality, efficiency and effectiveness of the teaching work force capable of enhancing children's reading proficiency and math as well as overall student achievement in the long-term.

The LTTP staff will work in close collaboration with the MOE staff in all program activities to ensure knowledge and skills transfer. The MOE will fill all positions and set up taskforces and committees within the Ministry. Both internal and external training programs designed to help build capacity of the staff to coordinate and facilitate program implementation.

Sub-result 1.1: Critical MOE and EOs systems are strengthened to guarantee the quality of education services.

Under this sub-result, the LTTP team, using its short- and long-term technical assistance, will work with the MOE and other donors to assess the management capacity of the education

system. The overall purpose will be to identify management areas for restructuring or strengthening and to help design a more streamlined Organization and Management structure that takes the existing reality into consideration. This will be followed with job descriptions for the functionaries in each stratum, from the Central MoE, Counties to the Districts and school levels (they will not be addressed in Component 2 & 3 as in the Program Description). Capacity building to strengthen the roles and responsibilities will be incorporated into the MOE five-year plan that the project will help to develop. The MoE library will be improved to provide reading references from which MoE specialists would have access to modern reference materials and collections of books on different aspects of education, internet access, a computer and printer, and some furniture pieces for the Liberian and readers.

Key Activities (see Component 2, sub-result 2.3 for activities, outputs etc.)

- Create a structure for coordination (A cross donor-NGO and local institutions Taskforce formed to study the education system and recommend a structure for the MoE, develop 18 months operational plan);
- Identify management areas for restructuring or strengthening and recommend changes to the structure and manpower needs, and
- Work with/form a Steering Committee consisting of key MoE decision-makers to lead the development of the five-year plan and provide training to MoE staff.
- Assist with a national consultative conference and identify key policy areas.
- Provide training to the MoE staff in planning and monitoring and evaluation.
- Procure reading references, a computer, printer and office furniture pieces and general reading desks for about 10 readers.

Outputs

- Produce a document of an analysis of educational reform in collaboration with other donors
- Report identifying key areas for management restructuring/ strengthening;
- MoE 5-year Action Plan that includes a section on improved donor coordination; and
- Embedded LTTA and STTA for planning and coordination, and regular LTTP Steering Committee meetings.
- MoE planning staff trained in planning, monitoring and evaluation.
- Reading references, a computer, printer and office furniture pieces and general reading desks for about 10 readers, procured.

Strategies

The key strategic approach to building capacity within MoE is to identify key personnel and if necessary recruit new ones who can benefit from specialized training activities. Coaching, counterpart tutoring, mentorship are among the strategies that will be employed to develop the policy and management capacity of MoE.

The LTTP II team will work from within the MOE to encourage active engagement and management of a strategy for increased quality of education. The strategy will include action

items such as helping the MOE to generate and implement an annual plan through targeted resources; building a regular, professional review of progress through effective monitoring and evaluation; and creating tools that assist the MOE to coordinate with donors. LTTP II will work with the MOE to ensure that the strategy leads to a changed mental map with clear accountability structures and effective decision-making.

Sustainability

During the process of the five-year plan development, LTTP will train planners at different levels using short- and long-term technical assistance. MoE staff will serve as trainers for CEOs and DEOs after completing a training of trainers' workshop. In this way, there will be a pool of trained trainers within the MOE to continue the capacity building in the years to come.

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

This sub-result builds on the sub-result 1.1 above and will help the MoE design and implement a comprehensive leadership capacity building program that includes skills in planning, management, and collection and use of information for decision making for staff at MoE, CEO, DEO and school levels. The LTTP team will focus on both direct training and "on-the-job" support to experienced professionals on the use of educational indicators and other tools to inform planning and decision making. LTTP will establish MOE EMIS/ECSEL working group and commence preparation work for installation of LAN system in the MoE building covering 6 floors, 3rd-8th and provide training to some 26 staff members. LTTP¹ will help the Ministry design a web-based information system that will complement EMIS and serve as a resource for the various capacity building programs, such as vetting committee to manage documents; a wireless network set up and subscription paid for 36 months. A web-based donor and stakeholder accessible information portal will be created to enable staff to access data from research studies and other projects.

Key Activities

- Design a leadership program to build capacity at the MoE, Counties and Districts levels
- Conduct training (26 to be trained at MOE in various EMIS positions, 10 personnel at CEO, and number to TBD for DEO).
- Engage a local firm to develop the MOE website, including training a webmaster and a vetting committee to censure and authenticate materials before release.
- Set up wireless network and Internet access to four floors at the MOE and provide financial support for 36 months operation.

¹ EMIS support is comprehensive and details of the activities and cost are in the appendix.

Outputs

- A leadership program designed to build capacity of staff at the center and local levels to enable them to plan, manage and monitor educational development in Liberia, with at least 25 key MoE personnel to attend the initial training program;
- MoE, CEO, DEO, Principals, teachers trained in collection and use of data in education decision-making.
- Web-based information system developed (MoE Web page functional by January 2011),
- Wireless system set up and functional at the MoE central office and connected to the Counties for communication and information sharing

Strategies

The LTTP will work in partnership with MoE counterparts and other donors supporting MoE. A Needs Assessment will be conducted to identify the information capacity of the MoE for managing education data, personnel and financing. Using existing committees or setting up new ones, the LTTP will develop terms of reference to ensure involvement and to build consensus and sustainability for the activities. The LTTP will also assess the internet service providers to assess the network coverage and costs of services. The information obtained will determine the resources to invest in technology as well as capacity within the country for sustaining them.

Resource Implications

Technology is an expensive investment; therefore LTTP will explore affordable technology within the contexts of the planned activities. LTTP has generated cost profiles of the various technologies required to set up and maintain a functional appropriate technology driven systems for data and information management system that meets the needs Liberia. LTTP will also work with other donors supporting investment in technology to share costs of common activities.

Sustainability

As indicated above, the leadership capacity building program will be designed and implemented in full collaboration with the MOE staff. They will be involved in assessing training needs as well as the actual training of CEO, DEO at school and other levels of the system. On-the-job mentoring and support to MOE staff will ensure that the staff will apply what they learned and this will strengthen the sustainability of what has been learned. LTTP will provide resources for the maintenance of the MOE's website as well as the subscription for the Internet.

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

The LTTP program will assist in the development of a quality monitoring strategy that is focused at the school level and supported at the central, county, and district levels. This will lead to an educational quality assurance system focusing on monitoring continuous performance improvement and standards for administrative processes as well as standards for parent and teacher participation. As part of the quality assurance effort, LTTP will support implementation of colorful, simple, and clear profiles at multiple levels, which would help to compare a school, county, or even a nation with its comparable units in the country. Such profiles can be used for sensitization, highlighting issues, and developing action plans to improve the quality of

education. LTTP will design an identity card system, develop operational guidelines and provide training –the system will be tried out in 5 counties in Year One and roll out to other counties in Year Two.

Key Activities

- Develop indicators for students, teachers, DEO, CEO and MoE performance and various education inputs.
- Design an identity card for the Liberian education system and train staff in the use, operation in 5 counties and maintenance of the system

Outputs

- An Education Quality Assurance System created that uses a series of simple tools to collect and report data for decision-making;
- A system for establishing school, district, and county profiles, and
- Identity card developed and operational in 5 counties.

Strategy

The development of tools for quality assurance will require broad consultation with appropriate stakeholders at various levels of the system. LTTP will establish a consultative process to ensure that the tools are relevant, appropriate, reliable and valid for generating data that provide accurate profiles of various components of the system.

Resource Implications

The national identity card program will be a pilot in Year One. This will establish, for payroll and other purposes, a unique ID of teachers. The pilot would include issuing ID cards with pictures and fingerprint "signatures" as well as government payroll ID to 4,000 teachers. This would be accompanied by battery operated laptops and a simple \$20 fingerprint reader, and a portable printer. IDs would be issued to the Pilot Teachers at the beginning of a school term, or a training session. These cards would then provide "absolute" certification that the particular person noted on the card is qualified to receive payment, training, or other benefits.

Sustainability

Throughout the project years, education planners and decision-makers at all levels will be encouraged to use the quality assurance system as well as the school, district, county and national profiles in their day-to-day operations so that they develop the culture of using these monitoring and communication tools on a continuous basis.

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

This sub-result is aimed at the development of an integrated and functioning information management system that feeds to the planning and management system in a timely and effective manner. In collaboration with ECSE and the Civil Service Agency, LTTP will help the MOE establish a user-friendly EMIS and Integrated Information Management System (IIM). LTTP will draw on AED's vast experience in designing and implementing IIMs worldwide to develop and integrate an EMIS system with the capacity to gather, analyze, use, forecast, plan and develop effective policies. As part of the effort to inform policy and programmatic decisions, LTTP will support various research studies to inform, create consensus, and build an agenda for educational quality. The team will further explore the possibility of engaging university students to support data collection and analysis; host events at the University and MOE to share results and discuss policy implications. Through this process, LTTP will help enhance the dialogue at a lower level and strengthen MOE-University relationships while building stronger research capacity through the process.

Three Early Grade Reading Assessments (EGRA) and Early Grade Mathematics Assessments (EGMA) with simplified SSME (Snapshot of School Management Effectiveness) context questions, (baseline, mid-term and final) will be applied along with the integration of these practices into an ongoing monitoring of education quality.

Key Activities

- Design an EMIS structure, tools, instruments to be piloted in the MoE and five counties.
- Undertake a study on female participation in teacher education.

Outputs

- A user-friendly EMIS IIM system established in collaboration with ECSEL and the Civil Service Agency;
- At least six informal assessments conducted to measure progress on a regular basis
- EGRA and EGMA assessments targeting approximately 3,000 student observations in each assessment undertaken.²
- A Report on female participation

Strategies

The development of national education policies will result from a broad consultation at county, district and school levels leading to a national conference to be held in November, 2010. Several national and international consultants will develop issue papers based on special policy concerns. These papers will form the background documents at the conference. A team of MoE and LTTP staff will develop the EMIS system.

² This output is listed here, however, it will be delivered through Component 4.

Resource Implications

Building a sustainable EMIS system to monitor the performance of the educational system can be done in a cost efficient way by outsourcing specific activities.

Sustainability

The development of a computerized education management information system needs to take into consideration the existing capacity at each level in order to sustain it. Accordingly, both the traditional and the computerized systems will be used, with the computerized system taking over gradually. For EMIS system to be sustainable, the involvement of the beneficiary by availing the necessary manpower and limited recurrent cost is critical. A memorandum of understanding will be reached between the LTTP and the MoE as well as other donors interested on sharing resources that will be needed for the system to gradually evolve.

Sub-result 1.5: A cohesive, coherent, and innovative communication strategy is developed, implemented and evaluated to ensure well-targeted audiences, clear messages and discernable impact on increased access to quality education

Communication of results and issues is critical to the establishment and sustainability of development strategies. Strong communications strategies can be the linchpin to help build credibility, show progress, highlight and reward excellence, tell powerful stories and show improvements in targeted technical interventions. It serves both as a policy dialogue and institution building tool. LTTP will support the MOE to develop a strong communications strategy that (among its strategies) by engaging a local firm to conduct a needs assessment, design and carryout a series of messages in print (brochures, pamphlets, newsletters, radio and television. These messages will highlight the status of the education system –successes, challenges and future directions.

Key Activities

- Engage a local firm as a subcontractor to conduct communication need assessment, develop communication strategy for the Ministry of Education, and conduct validation and dissemination workshops.

Output

- Innovative Communication Strategy developed, messages designed to highlight the status of the education system –successes, challenges and future directions.

Strategy

A consultant(s), along with the LTTP communication specialist will form a team to work with various Divisions within MoE to develop the communication strategy for MoE.

Resource Implication

LTTP has developed the costs profiles for the EMIS and communication strategy. The cost-share MOU with ESCEL results in significant saving to the LTTP.

Sustainability

LTTP will assist MOE to train a resource person that will direct the communication strategy and program of MOE. Collaborative training, providing infrastructure support and assisting to set up systems are among the strategies LTTP II will use to help sustain interventions initiated under LTTP II.

Component 2: Improved teacher professional development: policy management and supervision

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

In response to the dearth of appropriate policies, management systems and functional institutional arrangements to govern the recruitment, training, deployment, remuneration, retention and continuing education of teachers, LTTP II is designed to build on the successes of LTTP I to create a system of professional teacher development in Liberia. Building such a system requires team efforts of key institutions, including Universities, NGOs, professional associations, and donor organizations concerned with the teaching profession. The overarching objective of the proposed system and related interventions in component two is to enhance the capacity of the MOE to prioritize, design, plan, develop, implement, monitor and evaluate a functioning teacher professional development system. Underpinning this proposed system is a set of new and appropriate organizational arrangements and strategies to recruit, select, train, deploy and retain a cadre of well qualified and professionally competent teachers. The framework of a functioning system consisting of authorized roles and responsibilities at central MOE, county, district, school and classroom levels are outlined in this document.

The Professional Standards for Liberian Teachers developed in LTTP I form part of the building blocks for alignment of pre and in service training curriculum content with the competencies required to become a professional teacher. These teacher competency standards are the benchmarks for MoE accreditation and certification. In order for MoE to play this regulatory and standardization role, policies must be developed and a system of supervision put in place. Supervision at the classroom, school, district and county levels must be aligned the policies and systems at central MOE. Communication strategies to ensure that the standards are clearly understood and implemented to uphold the teaching profession will help to realize the goal of education for Liberia.

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

The purpose of this sub-result is to provide technical assistance to the MoE and the various departments and units involved in teacher education to better plan and manage professional development activities for teachers and administrators. LTTP will form partnerships with the MOE and other stakeholders that are involved in teacher education to examine and define professional development needs at central, county, district, school and classroom levels and how best to respond to those needs. Mainstreaming the process of Teacher Professional Development has a training component. The training approach advocated by LTTP and dovetailed by practical experience in Liberia is to modularize the curriculum based on standards defined by the NPTDS in terms of domains of professional competencies.

Key Activities

- Develop an overall NTPDS that involves a coordinating committee consisting of MoE, Universities, Teachers Union, the RTTIs, NGOs, etc., to serve as an advisory body
- Initiate the process of developing a career ladder that builds the foundation needed to create a framework for teachers' professional development including undertaking a study tour to neighboring countries of similar educational system.
- Refine the process of upgrading teachers to a C-Certificate through a well developed in and pre service program.
- Plan and support a national conference on education policy

Outputs

The following key outputs will be completed under sub-result 2.1:

- A Teacher Professional Development Strategy document incorporating a strategy for expanding teacher education in the Southeast of Liberia is developed
- A policy framework for teacher education that regulates both pre and in-service teacher education is developed
- A teacher education management document that defines roles and responsibilities at the national, county, district, school and classroom levels
- A teacher education and policy document is produced after a national conference on teacher professional development and policy

To accomplish these outputs, a combination of service delivery, policy advice, training, mentoring and coaching, learning by doing through co-design and tutorial will be employed across the system. Partnership with universities that train teachers will be crucial for leadership development to manage the system. This can be done through the development and delivery of short modularized courses in areas, such as school supervision and management, educational policy and leadership, school financial management, student enrollment management, among others will be vital.

Strategies

To develop a national system of professional teacher education system of pre and in service will be streamlined. The standards for teacher education will be upgraded and the curriculum content for in and pre service will be strengthened to meet the requirements of the new curriculum.

Resource Implications

The cost for training a new cadre of professional teachers is significant. To optimize the use of resources, RTTIs will be encouraged to become increasingly self-reliant by engaging in activities that will generate additional income for the institutions.

Sustainability

The policy framework developed through this activity will be integrated in the overall functioning of MoE. Mainstreaming the activities outlined in the new policy framework will facilitate the process of sustainability. However, there must be incentives for adhering to the new standards and sanctions for violating them. Defining clear and predictable guidelines and criteria for promotion will form part of the incentive system for teacher professional development.

Sub-result 2.2: MOE specialists capacity strengthened to support improved teacher quality and teacher professional development

Specialized skills and competencies are required to manage a NTPDS. LTTP will work with the MoE to develop such skills as determined by a needs assessment. As part of the in-service model to improve teacher quality and professional development, LTTP will engage MOE personnel in a series of demand-driven short courses identified through a rapid needs assessment. These courses will be designed with the local universities and technical consultants to build the technical skills of MoE personnel. These short courses will include EGRA and EGMA assessments; active learning; and continuous assessment. As part of the professional development process, AED will organize at least one study tour to an African country, such as Namibia, Kenya or Uganda, to expose the MOE to both the technical designs of an effective teacher professional development strategy, and the processes, especially those related to the political dimension, that need to be adopted to get the buy-in of all the stakeholders, including the teacher unions. Two participants will be selected to join the MoE study team to review career ladder in neighboring African countries.

Key Activities

- Develop short term courses to develop technical competency of MoE personnel
- Conduct professional development workshops/seminars in specialized areas, such as teacher assessment and accreditation
- Revise student assessment guidelines to match standards for certification (see National Standards)
- Select two participants for the career ladder study.

Outputs

- At least 5 short courses for professional development offered to MOE staff, principals, and teachers.
- Teachers trained on how to conduct reading and math assessments and issue student report cards for math and reading to parents
- Teachers and principals trained on how to issue a school report card for reading and math to PTAs
- MOE/RTTI and University staff participates in a study tour and are able to implement at least one new intervention learned as a result of the trip (see sub-result 2.1)

Strategies

Faculty at RTTIs and Universities with specialized skills in particular disciplines will be brought together to develop modularized short courses. These demand driven courses will be customized to address particular skills shortage areas in the education profession.

Resource Implication

The collaborative structure of the course development process will shorten the time it take and the costs of developing the modularized courses.

Sustainability

The knowledge and competencies gain as a result of the short courses will have a sustainable impact on the system. This is because the personnel trained will be deployed within the system after their training. Likewise, the experiences gained through the short courses and study tours to other African countries provide an opportunity for participant to integrate new ideas and “best practices” in the workplace. As it is always the case, should there be a high staff turnover of those who received training, the impact may be a bit weaker than expected.

Sub-result 2.3: Principals and Department Heads trained (see Component 1, sub-result 1.2 Component 4)

Key Activities

- Develop, implement and evaluate professional development standards and programs for principals and department heads.
- Develop/revise job descriptions for CEO, DEO, and School Principals
- Develop training modules for principals and department heads

Outputs

- Job descriptions that clearly define the roles and responsibilities of principals and department heads
- Defined professional standards for principals and department heads
- Modules prepared to guide the professional development of principals and department heads

- DEOs, principals and department heads from target districts trained to support teachers in the implementation of reading and math intervention (see Component 4)
- Reading and math intervention rolled out to all target schools in January 2011 (see Component 4)

Strategies

LTTP will support a consultative group to develop the professional standards and submit for approval to the MoE. Involvement of principals and department head is key to gaining support and legitimacy of the standards for principal and department heads.

Resource Implication

LTTP investment in the process of developing professional standards will be matched by the kind contribution of the MoE and principals, themselves.

Sustainability

Investments in school leadership development can have a positive effect on the opportunities to learn (OTL) for children. Principals and department heads are instructional leaders in their schools and play a crucial leadership role in schools. The training and capacity building initiatives envisaged under sub result 3.3 will enable principals to provide leadership long after LTTP II project has come to an end.

Sub-result 2.4: The capacity of the County and District Education Officers is strengthened

The overall goal of this sub-result is to strengthen the system of supervision and administration to enable the County and District Education Officers to provide leadership at this key middle management level. The NTPDS addressed in Component 1 includes counties, districts and schools and training needed in each position, therefore, not addressed under this sub-result. The opportunity to learn will be addressed in Year Two.

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

Higher education institutions play a vital role in rejuvenating human resource capacity. Competing priorities, limited resources, and weak institutional arrangements in the education sector in post-conflict Liberia has made it imperative for the tertiary teacher training institutions to contribute to the national professional teacher pool of quality teachers and education managers. The LTTP will support UoL, Teachers College to play a major role in accreditation of courses and graduation criteria to mediate the quality of teachers produced by the RTTIs.

Accreditation of courses

LTTP will work with the UoL/MoE to develop a model of accreditation of the RTTIs leading to capacity building of the RTTIs. The model will integrate UoL faculty into the training of trainers of the RTTIs.

Staff Development: The project will conduct a needs assessment in Year One to determine the nature of short courses and trainings needed to help the (UoL) faculty to upgrade knowledge and skills in research, student assessment, course development, setting up distance learning unit etc. This support is linked to the scholarship program (longer-term investment).

UoL curriculum review: Working with the re-constituted NTPDS and refined standards, LTTP will support the UoL to align their curriculum with the standards.

Instructional Support Resources: Quality training involves quality teaching and support facilities such as the library references, access to internet free domain, open source resources and, most importantly, materials in the hands of students to study. Due to budget limitations, students receive oral lectures and copy down notes. To change and enrich course delivery, LTTP will help limited commodity support and install the e-Granary (later in Year Two). In addition, limited commodity will be provided to the three main higher education institutions training teachers: UoL Teachers College, Cuttington and Stella Maries University

Key Activities

- Develop capacity building model to integrate UL faculty into the training of trainers held at the RTTIs. This involves establishing accreditation model of relationship between UoL and the RTTIs
- Conduct a needs assessment to determine short courses to be offered to UoL to upgrade knowledge and skills in research, student assessment, course development, setting up distance learning unit;
- Work with the re-constituted NTPDS and UoL, realign the Teachers College curriculum with standards
- Support Library resources—procure reading reference materials;
- Develop a proposal for e-Granary in collaboration with the University of Iowa, School of Library and Information Science. E-Granary is a Digital Library (“internet in a box”) that offers reading/research references in all disciplines through the WiderNet Project
- Provide commodity support to UoL Teachers College at UoL, Cuttington and Stella Maries University (Procurement of 5 computers and printers ; printing and duplication equipment such as copy-printers (Risoh Graph) to each University. The equipment will enable the staff to convert lectures into learning packages for student use.

Outputs

- Capacity building model expanded to integrate UL faculty into the training of trainers held at the RTTIs (accreditation model proposed adopted)
- A needs assessment report on the nature of short courses to be offered to the faculty of Teachers College to build their capacity.
- UoL Teachers College curriculum re-aligned with the NTPDS standards
- Commodities provided

Key Strategies

A needs assessment will be the initial activity to establish the needs and determine the scope and sequence of course revisions. The Commission on Higher Education will be consulted to help define and accelerate the diffusion and adaptation of technologies that will be made available through this project.

Resource Implication

The activity is resource driven –the procurement. University of Iowa and LTTP would work out partnership contribution to the project.

Sustainability

Sustainability is related to staff development and helping the universities to establish internal ongoing program to keep the staff updated in their disciplines. The e-Granary is easy to sustain as experience has shown from other countries because the operating cost is very low and the project will train the staff on how to maintain the system.

Sub-result 2.6: Scholarship program established to train Education Development Professionals to support the NTPDS

The project will offer a number of scholarships for upgrading staffs of the Teachers College selected from the Teacher Assistants cadre who have bachelor degrees and a few doctoral degrees as requested by the universities. The scholarships will be extended to Liberians in the teaching service to study education administration, school supervision, student assessment, educational psychology, science, mathematics and other disciplines in demand. Opportunities should be extended to second and third year students already studying in the universities provided they sign agreement to serve in educational institutions for agreed period. The bachelor degrees should commence as soon as possible so that they graduate and deployed in the life of the project; the masters and the few doctoral degrees should be planned to commence in Year Two. Mode of offering should also be explored to include Distance Learning and, if so, the UoL, Teachers College should be developed to use this channel.

Key Activities

- Set up a scholarship committee comprising of the universities and the MoE.
- Work with the Association of Liberia Universities (ALU) and MoE to develop an MOU or Letter of Agreement for the scholarship programs;
- Prepare and sign agreement between MOE and the awardees for services to be rendered upon graduation.
- Recruitment, selection, and assessment of scholarship recipients for placement

Outputs

- A MoU developed and signed between UoL, MoE and USAID for the scholarship program
- Students selected and in training
- Support system established to insure success of scholarship beneficiaries

Strategies

To accommodate the diverse background (i.e., high school graduates, EOs, university and RTTI faculty, etc) of the scholarship recipients and the special needs of the universities for highly qualified academic staff and the MOE for competent administrators, a mix model will be employed in the scholarship program. E-learning, short courses, distance learning, and residential bachelor, masters and doctoral program will be accommodated in this program. The precise combination of program-types will be based on an assessment of the needs of each institution and the country's professional development profile. Scholarships will be awarded on the basis of merit. Clear standards of performance and qualification will be required for all scholarship recipients to make sure that the best scholars are selected.

Resource Implication

The scholarship recipients, tertiary institutions, MOE and society will make significant investments to ensure the success of this scholarship program. The investment is essential for building the institutions ensure that human talent is available to management and maintain the significant investments that are being made in infrastructure, policies and program development at all levels of the system.

Sustainability

Human capacity is the driving force of educational systems. Teacher and staff salary account for over 60% of total school expenditures. Thus, enhancing human capacity has the net effort of improving the entire system. Moreover, by increasing the pool of skill and competent personnel in the education sector, the overall capacity of the sector will be strengthened. The sustainability of the scholarship program is assured through the development of human capacity. Recipients of the scholarships will be in a better position to contribute to the growth of institutions that will employ them.

Component 3: Enhance MOE Performance to improve teacher training skills and standards

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

The overall purpose of component three is to improve teacher education in Liberia by strengthening the MOE capacity to better manage the teacher training process and institutions. LTTP II is a systematic and institutional response to the dearth of expertise to plan and manage professional teacher education in Liberia. LTTP II builds on these successes to launch a systematic process to strengthen the capacity of MoE to develop the technical expertise, establish institutional arrangements and systems, and organizational capacity to prioritize, plan, manage and evaluate teacher education and related program activities in keeping with well defined

professional standards in Liberia. The activities in component three are designed to build on the gains of LTTP I in terms of re-establishing the foundations of teacher education at the RTTIs in Kakata, Zorzor and Webbo. During LTTP I, the RTTIs were re-opened, new curriculum was developed for both pre and in-service teacher education, new academic and professional staff was recruited and over a thousand teachers were trained.

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

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 will assist the RTTIs to strengthen institutional management through establishing an advisory committee, revising guidelines for academic programs, staffing and facilities management. The RTTIs will be supported to develop institutional improvement plan that will include staffing, training curriculum, facilities, student support services etc. to strengthen the training program.

Key Activities

- Establish an advisory committee to enhance institutional accountability and operations
- Develop institutional improvement plan
- Review and revise academic policies

Outputs

- An Advisory Committee for the RTTIs established
- Institutional plans developed through participatory processes to enhance management systems at RTTIs
- Operational and academic policies strengthened at RTTIs

Strategies

Effective institutional management is often the result of collaboration among the various stakeholders. The setting up of the Advisory Committee at RTTIs is a key element of decentralizing work activities at the RTTIs. This process involves the creation of teams to revise the job descriptions, develop guidelines to streamline academic and operational activities. These documents will be forwarded to MOE for review and approval.

Sustainability

Sustainability at the RTTIs is assured by setting up enduring programs, replicable activities, demand driven activities; affordable budgets; and effective structures and policies to carry out these activities. LTTP in partnership with the RTTIs will institute a combination of direct service provision, operational support, partnerships with other donor organizations, community leaders and actors in education and related sectors. Through this partnership guidelines will be

developed and assessment tools will be integrated into operational practices to make these practices sustainable.

Resource Implication

Although the revision of RTTI operations, and setting up systems for institutional planning and management will be expensive initially, in the long run it is bound to save time and money by reducing the wastage and strengthening the institutions ability to plan and manage their resources.

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

Staff development and instructional support units are the main purpose of this sub-result. With regards to staff development, the purpose is to strengthen knowledge and skills of the staff, therefore, in Year One, the project will conduct a needs assessment to determine gaps in performance and plan training interventions. From current experience, some of the training staffs do not have the A-Certificate that is required to teach at the RTTIs; others need to learn new and innovative ways of training teachers and others on strategic planning. The academic and administration will be trained in workshops on the basis of needs and some to be upgraded through scholarships. Workshop topics may be based on the following; strategic planning, management of institutional operations, like supply chain management, procurement, management of facilities etc. For longer-term training, in Year Two, the project will explore the possibility of establishing staff development and inservice units.

Key Activities

- Conduct a needs assessment to establish training needs for the short and longer-term staff development and prepare a training plan.
- Conduct 3 training sessions from among those arising from the needs assessment including training on operations of the RTTI.
- Identify and select about 6 staff for masters degree and 1 doctorate for scholarships to upgrade from bachelor to master degrees (included in the list of see sub-result 2.6)

Outputs

- Needs assessment and a training plan for short and longer-term staff development.
- Training sessions conducted (3) that are most needed.

Strategies

Form a team to conduct the needs assessment on staff development. Develop a TOR for the team to include the process (interviews and survey) to list and prioritize the type of training needed, followed with a training plan. For the scholarship ensure that the process is transparent and MoE should approve the selected candidates. Training may be provided by project staff or use a local training firm/organization as applicable

Sustainability

Setting up appropriate structures and procedures are important for establishing a culture of innovation in the RTTIs. Technology will be used to promote innovation in teacher education in areas such as: staff development and in service education.

Resource Implication

Many video recording devices were bought during LTTP I and there is no need to immediately procure new ones. The RTTI must train staff on how to produce videos and make them available in the library for student use. Based on needs, additional procurement may be necessary may be bought, especially in Year Two.

Sub-result 3.3: RTTIs are better equipped to ensure effective operations

Operations of the RTTIs. The organization and management of the RTTIs was designed by the MoE and operational manuals for staff and students developed in LTTP1. In LTTP2, the focus will be review and improve the organization and management starting with job revisions based on the restructuring of the MoE. Training will be provided on *staff and student* management; resource utilization and management (focus on facilities, food and nutrition, student welfare and crisis management; training of business staff etc.) based on the gaps identified. Food procurement and general maintenance will continue until the MoE is able to takeover this responsibility before the end the LTTP II Project. Transportation procurement is already approved to provide a tuck to each RTTI for food procurement and materials transportation.

Educational Technology Unit and Learning Resource Center will be studied and plan developed for implementation in Year Two. Reading and math content for teacher trainers are addressed in Component 4.

Key Activities

- Conduct four workshops on resource management, crisis management, student management and negotiation skills for staff and students
- Procure food supply
- Procure fuel for electric generators
- Provide support for general maintenance of generators and water pumps, dormitories and classrooms

Outputs

- Four workshops conducted on resource management, crisis management, student management and negotiation skills for staff and students
- Food supplied to the RTTIs
- Fuel supplied for electric generators
- Facilities maintained and operational

Strategies

Within this component, LTTP will locate 5 officers in each RTTI –learning assessment (2), preservice officer (1), operations assistant (1); finance/admin (1) to effect LTTP activities and help in the management of the RTTIs with specific reference to the operations support. The technical officers will work with the RTTI to implement project activities and to insure there is frequent communication. Most of the training provided will be campus based and conducted by either the project team or local consultants. One of the major responsibilities of the project team is to help the RTTIs to take charge and manage the institution in the most efficient manner. Regarding the use of technology, a team consisting of LTTP and RTTI staff will work with a consultant to determine the technology needs of the training programs. The first step in this process is to review how effective was the use of technology in LTTP I. The results of this effort will be compiled into a strategy document to guide the use of technology in the training programs.

Sustainability

Continuous improvement of the quality of education at the RTTIs requires maintenance of the equipment and other learning resources purchased under LTTP II. During the project period, LTTP II will make provision for equipment maintenance. At the end of the project, it is expected that MoE will assume responsibility for continued support for equipping the RTTIs with the technology required to effectively run the programs.

Resource Implication

Technology and the cost of labor to procure, install and maintain it is costly. Therefore, LTTP will ensure that the RTTIs are adequately equipped to become hub of teacher professional development in Liberia.

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

The overall purpose of this sub result is to provide catalytic support for the RTTIs to move toward self-sufficiency, especially in food production. A related goal is the expanded use of information technology at the RTTIs. In practice, the amount of time the RTTIs can devote to food production or production of resource materials is very limited due to the limited amount of time that can be devoted to this activity in the curriculum. However, agricultural demonstration sites can be created on the campus to enable the student to learn about food cultivation since most of their students will be engaged in agricultural activities for the foreseeable future.

Key Activities

- Develop curriculum for practical agriculture
- Develop crop production modules

Outputs

- Curriculum developed for practical agriculture
- Crop production modules developed

Sustainability

The drive toward food self-sufficiency at the RTTIs can be sustained through a focus on the educational intent and purpose of this sub-result. 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 schools and communities to promote food self-sufficiency. The long term goal is to help the children develop a basic understanding and appreciation for agriculture since it remains the main occupation of vast majority of the population, especially in the rural areas.

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 reforms

Under this sub-result, LTTP will undertake an assessment of the C-Certificate curriculum and materials to determine revisions necessary to be made. The curriculum was developed at a very basic literacy level because of quality of the students recruited, for an example; only 40% of the applicants are able to pass the entrance exam which is designed at the 6th grade English and Math level (based on the primary curriculum of 2000). In the past three years, data have emerged that there is a need to improve some aspects of the curriculum contents, especially in language literacy and mathematics. This is in line with the MOE's drive to increase literacy levels at the early primary grades as well as overall quality of teaching.

Assessment Criteria: A committee constituted by MoE will work with the LTTP to conduct the assessment. In Year One, the curriculum and delivery mode will be assessed based on the TEPS and NTPDS; student needs and the primary curriculum. Focus will be on the five component course areas (Foundations, Child Study, Pedagogy, Psychology and Content) and a decision made to retain them or develop new ones course areas.

Supplementary materials: In conjunction with revision of the curriculum, the team will create supplementary readers/booklets, similar to the self-access, in English, Math and Science to be distributed to teachers with WAEC (High School) qualifications and wishing to be upgraded to the C-certificate. The intent is to help the teachers to pass the entrance examination to the RTTIs. These materials should be made available to other NGOs to use in preparing teachers in the remaining counties that LTTP is not supporting.

Use of ICT for Staff and Student Learning. The lack of proper training equipment and training resources remain a major obstacle facing the RTTIs. It prevents the RTTIs from taking advantage of innovations in teacher education, advances in teacher education technology and impedes creativity. In resolving this hurdle, in LTTP phase one, application of small technologies such as using videos to capture lesson presentations for students to review proved useful; this should be continued and the staff trained on how to produce demonstration lessons.

Specific training in using technology in EGRA and EMGA techniques is addressed in Component 4.

The LTTP will set up a technology committee to study use of technology and recommend technologies that is affordable and has the potential of enhancing the teaching and learning in the RTTIs.

Key activities

- Conduct assessment of the C-Certificate
- Computer labs: Review the operations of the labs and install the 10 computers purchased at the end of LTTP1. Provide training to staff and form computer club for students to learn the basics. The LTTP will explore the use of local computer companies to provide training and maintenance services for each of the campuses
- Library resources: provide additional reading reference materials to support courses
- Internet services: Install Internet facilities in all three campuses and provide user training to the ICT staff employed by the RTTIs
- GATHER Pilot continued: Under LTTP I, AED involved the MOE in piloting the use of mobile devices in gathering and using data. However, the pilot though successful did not fully engage the DEOs and teachers, therefore, LTTP will continue with piloting the GATHER method of monitoring teacher performance in lesson observations to document application and progress in using active learning methods, developing lesson plans, delivering lessons in Year Two, following the EMIS project that includes a module on schools statistics such as attendance, count of pupils, teachers and school resources.
- Produce video episodes of lesson presentations by students and a series on lesson presentation. Application of technology in teaching and learning has proved useful in special demonstrations; however, the production should be done by a professional. Videos produced must be used to support lessons interactively.
- E-Granary –this is a Digital Library (“internet in a box”) that offers reading/research references in all disciplines through the WiderNet Project (The University of Iowa, School of Library and Information Science). WiderNet will collaborate with the project to provide low cost ICT technology implementation; and the delivery of off-line educational materials.

Outputs

- Conduct assessment on the use of technology and recommend strengthening current facilities and training needed
- Computer labs established and functional in all three RTTIs
- Staff trained in computer skills
- RTTI ICT staff trained in computer management and maintenance
- Procurement of reading reference materials
- Internet services installed and operational with subscription paid by the LTTP
- Video episodes of lessons produced.
- E-Granary proposal completed and possible installation in 3 RTTIs

Resource Implication

The C-Certificate revision process will be labor intensive. The process will involve various stakeholders at classroom, school, district and county levels. Although there are differences in emphasis and focus, it would be prudent to integrate the activities budgeted for in sub-result 3.6, with 3.5 as a cost saving measure. The C-Certificate is the common unifying factor of the both sub-results.

Sustainability

To promote sustainability, LTTP will further develop an easy-to-use toolkit for classroom early grade reading instruction and assessment. The team will also elaborate a module on effective classroom management that draws from classroom management tools such as the “Snapshot of School Effective Management” or the “Opportunity to Learn” toolkit. These learning resources will be reproduced and used in the schools and classrooms in Liberia.

Sub-result 3.6: Field-based [in-Service] C-Certificate Teacher Training continued in the 6 counties currently served (including 3 new counties)

At present it is estimated that about 60% of the primary school teachers are untrained and unqualified. This, therefore, is a hindrance to improving quality education in Liberia. This is especially true for the three newly added counties where the percentage of untrained teachers is very high --Grand Kru (79%), Sinoe (80%) and River Cess (72%). The C-Certificate is an entry point (initial training) into the teaching profession and that had been the purpose of the training provided in LTTP1. Between 2008 and 2010 the LTTP project graduated an average of 558 teachers per year through the field-based training. Based on field evaluation reports showing that LTTP trained teachers performed better in classroom observation scales than non-LTTP trained teachers imply that the training was effective, hence the need to continue. .

Recruitment pool. In the first cohort, the MoE and LTTP recruited the teachers from the classroom following announcements in newspapers and radio stations. In the second third cohort recruitment, the MoE and the District Education Officers worked with the project to recruit. Most of the teachers recruited were not on payroll, a fact that emerged in the third cohort recruitment. The main reason was that recruitment guideline that the MoE provided did not specify whether or not the teachers should be on payroll, instead it was based on the WAEC qualification, having being officially assigned to teach and not older than 45 years.

Proportion of female teachers. Female teachers averaged between 15-19% of the total number of teachers recruited. Major reasons include the fact that the females are lower in number, did not meet the academic requirements and only a small number of those meeting the requirements passed the entrance exam, others, as we learned were reluctant to relocate for the 4-week residential phase because of family commitments. In order to increase the proportion of female teachers LTTP would have to make provision for females with children during the residential phase at all the RTTIs, especially the Webbo campus. Additionally, cut-off scores for female teachers should be lowered and academic support program mounted to ensure their success.

Profile of the training: The in service training will be conducted in three phases: (1) a four-week residential workshop from August 2010 to September 2010 will be held at both Zorzor and Kakata campuses for 671 for the unqualified teachers in the classrooms; (2) an eight-month field-based program involving 6 cluster trainings/workshops held monthly and (3) a two-week residential training during which the teachers take the comprehensive examination and graduate.

During the field-based period, the teachers will study the modules and the self-access (basic English and Math literacy skills to help the teachers acquire the appropriate Grade 1-6 English and Math teaching skills), perform exercises and meet once a month with the field-based trainers to review and clarify contents and perform the exercises. Trainers will monitor teachers' performance, evaluate lesson plans, observe teacher performance, conduct mini-workshops where additional mentoring takes place, and the teachers occasionally deliver a model/demonstration lesson. In May of the academic year, all teachers retake a Basic Skills test (similar to the one administered initially as a pre-test) to demonstrate satisfactory competence. At the close of the school year, the teachers will return to their original RTTI training sites for final two-weeks of residential training. This final period is necessary for completion of the remaining sessions, completion of review sessions, trainee practice teaching/preparation for exhibition, and administration of the final test. This final test will measure competency in four curriculum components: (1) Pedagogy, (2) Child Development, (3) Teaching Contents, and (4) Foundations.

Use of technology in enhancing learning. In LTTP I, face to face was the major mode of delivery as described earlier. During the face-to-face period, basic education technology devices were piloted, such as the use of hand-held devices; camera, video recorders and cell phones to capture classroom teachings. The lessons were used as a training tool to enable the teachers to reflect on their lesson delivery, noting what went right and what went wrong and corrections to be made in subsequent lessons..The LTTP will continue with using this relatively low-cost technology in training. Although selected RTTI trainers were trained on how to use the devices, additional training will be provided as well as purchase of equipment given the added three counties.

Key Activities

- Support MOE to recruit teachers from the field (preferably those on the MOE payroll). This should be done in collaboration with DEOs.
- Identify poorly performing females and provide academic support at the cluster center schools
- Conduct a study to determine how best to improve the curriculum and increase the number of teachers trained in the schools clusters (for the long run).
- Review C-Certificate curriculum to identify changes to be made to improve teachers skills in English language literacy and mathematics (for the short run).
- Review and refine training guidelines that detail entrance requirements, duration of training, suggested delivery and assessment criteria
- Develop accreditation criteria to qualify NGOs to train at C-Certificate level
- Produce videos of teaching in the classrooms to use during cluster sessions; the videos should include model lessons taught by experienced teachers in the cluster.

Outputs

- Number of teachers recruited increased
- Academic support program developed and number of female teachers completing training increased
- Training guidelines refined to address entrance requirements, duration of training, suggested delivery and assessment criteria
- Videos on teaching in the classrooms to use during cluster sessions; the videos should include model lessons taught by experienced teachers in the cluster.
- Survey, needs assessment and report on recruited teachers produced in collaboration with RTI to inform C-Certificate curriculum changes
- Number of female teachers trainees increased to at least 25% in future cohorts
- Guidelines for accreditation of NGOs developed

Strategies

A task force including RTTIs representative, UOL, CU and other stakeholders will review the current C-Certificate program with a view of making it more relevant and appropriate to the needs of Liberia. To facilitate the work of the task force a consultant will be recruited to gather field based evidence on the performance of the graduates of current C-Certificate program. To increase the number of female teacher trainees, a concerted effort involving the EOs will be made to inform, motivate, and encourage potential female teachers to become teacher assistants as a pathway of getting into the pool of candidates for teacher trainees. In collaboration with the MoE a study will be conducted to explore opportunities and models of field-based training that result in increasing the number of teachers produced, Videos should be produced by professionals and should be interactive representing a model of good teaching.

Apart from the teacher training, other complimentary teaching and advocacy will be carried out in year one. These will include principals, PTA and female teaching assistant trainings. Women and girls education advocacy and awareness raising campaigns will also be mounted in the nine counties. Female Teaching Assistants will be placed in classrooms to ensure a supportive and protective environment for girls' enrolment, learning achievement and retention. These FTA will be encouraged to pursue "C" Certificates and become fully fledged teachers. This initiative will help address the lack of female teachers. In year 1, LTTP II will train 100 FTAs. The FTA numbers will progressively increase in years 2, 3, 4 and 5. Deliberate advocacy for women and girls education will be embarked upon to ensure that the number of women teachers is increased through this project. The community, especially the men, will be encouraged to become partners in this drive for female education.

Sustainability

Inservice training can be very expensive, therefore, using the inservice mode to train teachers at the C-Certificate level is not sustainable, rather, it is a temporal, short-track method to training many teachers within a given timeframe. However, inservice for teacher continuous professional development should be at the cluster and school level. In Year Two and subsequent years of the

project, a system will be established for teacher support and the cost should be a factor in the model to be designed.

Resource Implication

Community mobilization is a major resource for achieving the outputs of this sub-result. The social capital of PTAs, school principals, and teachers will be mobilized through local government community structures to increase the number of female teachers. Community radio stations will be a key media for reaching out to remote communities in the nine counties. Also the community of educators, including school principals, department heads and teacher will be involved in recruiting new teachers, providing feedback on the performance of the C-Certificate graduates. This information will be used to inform the revision process of the C-Certificate Program.

To support teachers in the C-Certificate program, the project will have field officers working from the project County offices. Each office will have an average of 5-8 officers assigned to 12-20 schools to support. They will have one 4-wheel drive and about 4 motorcycles. School principals and senior teachers (given some incentives) will be assigned as mentors. As far as possible, LTTP previous graduates will be selected as mentors since they have already gone through the training and used the materials and processes. .

Component 4: Standards, curriculum, materials, and testing for effective mathematics, language and literacy acquisition and student learning

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

LTTP2 will draw on the *EGRA Plus* success and will use 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 we will create small libraries 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, we will also provide student 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 will be 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) we will adjust these frameworks to reflect the grade appropriate objectives in both reading and literacy and mathematics. Part of the curriculum package for reading and literacy and math, standards and

benchmarking of student performance will be discussed and agreed upon with the Ministry. EGRA Plus has a working committee should be part of the MoE overall project management committee. The experience from EGRA Plus use of student report cards will be shared.

Key Activities

Activity 1. MOE Technical Implementation Committee

As noted, the MOE has established a team tasked with overseeing the development and implementation of early reading efforts. For LTTP, it is recommended that this team becomes a sub-committee under the overall umbrella LTTP2 committee tasked with overseeing and supporting the implementation of the project overall.

The members will refine, negotiate and validate the reading and mathematics models and coordinate their implementation. The first step will be to organize a planning retreat during which the model, materials and the overall implementation will be discussed with target RTTIs, CEOs, DEOs, and national MOE offices, as well as other relevant stakeholders. The end result of this planning retreat will be a draft framework for development of a standards-based approach to implement reading and math interventions in target Districts.³ A schedule for the team to meeting Year 1 to review and refine the interventions will be developed. It is likely that faster agreement (or one requiring less work) can be reached on reading, as in a sense this agreement already exists. Math may take more work.

Other tasks to be undertaken by the committee: the MoE technical team will feed and support the work of the Component 1 task to reaffirm MoE's vision and mission to include the focus on reading and literacy and mathematics (Sub-result 1.2).

Activity 2. Training of RTTI and Teacher Trainers

The training will be organized and facilitated by LTTP2 Senior staff and program specialists in July, 2011 in support of the continuation of support to EGRA Plus schools and the initial full implementation of early grade reading and math in 1050 LTTP2 schools to begin in the fall of 2011. The training will take place at RTTIs and will be organized for both RTTI staff and Master Trainers (otherwise known as Coaches). It will cover teaching reading and math as well as training in how to conduct student reading and math assessment using mastery checks and EGRA/EGMA-like assessments. In July 2011, the refresher training for reading will be conducted, followed by the math training in support of intervention rollout. These training efforts will be supported by the videos whenever possible (links to Sub-result 3.3 when ready in Year Two).

We suggest that DEOs from target districts are invited for an orientation about reading and math interventions for one day in August, 2011. The MoE has requested that DEOs not participate in full scale training on pedagogical issues so as not to over-burden their time, and since it is

³ It needs to be noted that based on our previous EGRA/EGMA assessment that children in Liberia are not reading well. In order to catch them up, the current reading curriculum will be used in all 3 grades. Once the project determines that teachers and students have learned to read, the reading curriculum will be enhanced for Grades 2 and 3 to include language arts.

unrealistic to expect that they would support teachers in minute detail. The main venue of support and supervision of Master Trainers will be the reading and math specialist staff placed in the RTTIs (the Master Trainers will also receive some, but limited, direct support from the most senior staff at the project head office). However, this is not expected to be a full time job. Therefore, when not supporting the Master Trainers (or coaches), RTTIs and reading and math specialists placed there will work along with LTTP2 staff to infuse reading and math interventions into other pre-service and in-service residential training (links with See Sub-Result 3.3, output 2) programs as may exist or as will be developed (such as the C-Certificate training), aside from the intensive early reading and mathematics interventions that will be run through the Master Trainers. This will link to Sub-Result 3.6.

Activity 3. Roll-out of reading and mathematics intervention to LTTP2 and EGRA+ schools (includes training of RTTIs, coaches, teachers and provision of materials, school-based support)
For reading, in Year 1 the EGRA Plus scope and sequence and lesson plans will be used for all 3 Grades during the continued implementation in the Legacy Schools. The assessment in June 2011 will show if children have learned to read and can transition to more advanced lessons that will be developed for Grades 2 and 3 (also in Year 1). In Year 1, the math scope and sequence and lesson plans will be developed and rolled out in September 2011.

The project staff will analyze the current overlap between EGRA Plus schools and counties in which LTTP2 is working. The Senior Assessment Coordinator will identify the appropriate clusters for the 2100 or 2400 schools during the life of the project. Once this is determined, additional schools for LTTP2 will be selected for reading and math intervention. These schools will be supported for the life of the project. They will be put into clusters of approximately 12 schools. The number of schools will be driven by the number of clusters (12 times the number of clusters), and this latter number will depend on the available funding. In the fall of 2010, the existing EGRA Plus reading intervention will be implemented in the EGRA Plus schools through the EGRA Plus project. As of January 2011, these schools will continue receiving reading support. As of September 2011, an additional 820 schools will be identified and these schools plus the EGRA Plus Legacy schools will start implementing both reading and math interventions.

It will be explored whether it makes sense to conform a certain number of clusters so as to cover all the schools in a district. This could test the effects of a district-wide approach to implementation, with important and useful implications for the eventual sustainability of the project, and for sustainable supervision and coaching models that the GoL could adopt.

EGRA Plus has developed a reading intervention that will be used in all 3 grades in Year 1, and possibly in year 2 depending on the student performance on EGRA and EGMA assessments. In the teacher toolkit, the following will be included:

- Manual on how to teach and assess (through mastery checks) reading coupled with teaching aides
- Manual on how to assess student reading performance and issue student reading report card to parents
- Tips on how to engage and work with communities to foment the culture of reading.

Children will receive books to take home, and there will also be a number of books used to create small libraries for Grades 1-3.

The teacher toolkit for mathematics will be developed in a similar fashion to that of the reading toolkit.

Activity 4. Teachers, school supervisors trained on how to conduct student assessment in reading and math

The reading report card has been developed and used through the EGRA Plus using the locally acceptable means of communicating results back to the parents (writing student performance in red ink indicates not reaching the goal, while blue ink indicates that a student or school reached the desired goal). At the moment, this student reading report card is not part of the formal assessment framework. Through LTTP2, we will work to see if this report card can be integrated into the formal assessment framework. A similar approach will be developed for mathematics. A total of four student and school report card for math and reading issued to parent and PTAs in a given academic year.

Activity 5. Continuous improvement of interventions: feedback from the field discussed and integrated with MoE/Project Technical team

While the reading intervention is being implemented in Year 1, improvements will be made to this current curriculum for continued applications in Grades 1, and enhanced for Grades 2 and 3 to include language arts. This work is to be done by MoE technical committee and LTTP2 project staff. The feedback used to generate continuous improvement will be provided by the Master Trainers themselves, as well as via supervision visits by the specialist staff in the RTTIs and the senior-most staff that will be placed in the LTTP2 national head office.

Activity 6. Reading and math competitions at the cluster level

Each cluster will organize a reading and math competition per semester (at the end of the semester). In year 1, there will be only one competition since the interventions will occur in the EGRA Plus Legacy schools in the second semester of the 2010/11 academic year. Master Trainers with the support from DEOs will be tasked with organizing cluster-based reading competitions. (Since each Master Trainer covers one cluster and one cluster only, the logistics of this process will be very simple.) Beginning in the Fall of 2011, the competition will be announced in Semester 1 at the time of the first cluster-based training, and the stories will be heard at the end of the semester. The best readers will be chosen and their performance and success shared with their communities.

Activity 7. Reading/math cluster reading and math competitions at RTTIs

Each RTTI will serve a number of clusters whose Master Trainers are going to be trained annually. The master trainers and their DEOs will be invited to bring forward their best success stories (e.g. school that organized a reading club, etc) from their schools to their respective RTTI for competing with other clusters. For example, if one RTTI serves 5-6 clusters, then these clusters will be competing during the annual refresher training. This will further the school level competitions by allowing each individual school to compete outside their cluster. These competitions will provide plenty of material for RTTIs to develop case studies about reading and

math efforts in the schools they are serving. It will also serve as an excellent venue for RTTIs to recognize the efforts of their schools.

Activity 8. Radio shows

LTTP will build on work completed under EGRA Plus to further several radio shows that have been aired at the district community level radios. This practice will be continued for both reading and math. These radio shows are facilitated by DEOs. They can be also aired at the county and national radio stations. We will seek free air time from the United Nations Mission in Liberia (UNMIL) radio and other radio stations such as Talking Drum. In year 1 (the last semester of the academic year), we will air 3 radio shows for reading.

Activity 9. Ongoing coaching and supervision model tested and documented and pipelined to MoE, RTTIs

In sum, schools will be clustered in clusters of maximum 12 schools. Each cluster will be supported by one Master Trainer (Coach) at least once per month in support of reading and mathematics efforts. They will also mobilize and engage PTAs and communities in support of these efforts. Teachers' and principals' training in reading and math will be conducted at the cluster level. Master Trainers will be trained at RTTIs by the project staff and RTTI staff. The project will "house" 4 reading and math specialists at each RTTI in support of this effort. The lessons learned through the implementation of the above described model will feed into the work done for the LTTP2 Sub-Result 1.3 that focuses on improvements of Education Quality Assurance System. Also, under sub-result 2.1. aimed at development of the National Professional Development Strategy, it will be important to encapsulate reading and math efforts. Under Sub-result 3.8, the efforts to strengthen PTAs should include sensitization about importance of reading and math in early grades. Under the same result, efforts related to gender should also encompass talking about reading and math importance in early grades.

Outputs

- Output 1. A standards-based framework/model for reading and math developed, validated and rolled out in Year 1 of LTTP2 (reading will be rolled out in January 2011; mathematics in September 2011).
- Output 2. Curriculum, textbooks, instructional and learning materials, tests and formative continuous assessment developed and deployed for both reading and mathematics by Year 2 of LTTP2.
- Output 3. Teachers, school supervisors trained on how to conduct student assessment in reading and math, and trained on how to communicate results to parents and PTAs.
- 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.
- Output 5. A mechanism for continuous updating of reading and math packages designed
- Output 6. One Reading and math competitions organized in Y1.
- Output 7. 3 radio shows aired per semester (same 3 radio shows repeated each semester).

Key Strategies:

Commitment and support from the MoE Technical Team is going to be crucial for the development of the draft curricula framework and its integration into the national curriculum framework. Given that this process of enriching current reading (and future math) curriculum will take time (as it will call for a lot of policy dialogue), it is important to not hold back children's learning. To this end, LTTP2, through the schools that are currently in EGRA Plus, will roll out the reading intervention in EGRA Plus schools in September 2010 (that will become LTTP2 schools as of January 2011). And in September 2011, it will roll out the math intervention. In addition, the EGRA Plus schools will receive additional support prior to their entrance into LTTP2 through a no-cost extension of EGRA Plus. All this will allow the project to inherit and pipeline schools that are poised to deliver results quickly.

For the development and validation of the reading and math curriculum, the project staff will work with the MoE technical team to gather lessons learned as the intervention is being implemented in Year 1 of the project. It is possible that the validation and final adjustments of the reading and math curriculum might take 2 years each given how important it is to integrate these curricula into the formal curriculum framework. Since it is the end goal of the project that reading and math curricula are part of the formal curriculum, we will make sure that both MoE Technical team and LTTP2 specialists have ample time for this process.

The reading and math interventions will be fairly scripted so that the teachers can easily absorb and implement the new knowledge. The interventions will utilize an easy-to-learn instructional model that will be consistent (thus providing plenty of time for teachers to master the pedagogy) allowing teachers to replace old knowledge with the new as time goes by (teachers learning content as they go). Coupled with this, teachers will learn how to assess and communicate student performance (in the form of the report card) in reading and math.

In collaboration with the MoE, and the community PTA focal persons, we will ensure that PTAs are fully mobilized to support early grade reading and math efforts. DEOs and PTA community focal persons will be crucial in this regard. Means such as school report cards and reading (and math) competitions will be used to mobilize PTAs. At least 3 times per semester Master Trainers and DEOs will air radio shows aimed at mobilizing communities and parents to embrace and encourage reading and math culture. Through this means, accountability and expectations for performance will be created. With respect to fomenting reading (and math) culture, such efforts will be infused into other efforts by LTTP2 project (such as training for PTAs as well as other gender initiatives).

Resource Implications:

The project has developed a cluster cost profile that encompasses all of the activities that pertain to the support of schools from the Coach level down. Using this profile, the project staff together with MOE and USAID can easily determine how many clusters (and thus schools) the project can support based on the available budget. A cluster consists of 12 schools maximum (sometimes less) and this cost profile includes the following costs provided: teacher reading and math kits for teachers in all schools belonging to one cluster; face-to-face training of teachers at a cluster level; school-based support to teachers; training of Master Trainers; salaries of Master

Trainers; supervision of Master Trainers (done by project staff and RTTIs); cell-phone airtime for Master Trainers, and community outreach cost (reading competitions and radio shows).

The costs that are not included into the cluster cost profile, but will be needed to ensure that the reading and math intervention are implemented without interruptions are: use of RTTIs conference and boarding facilities for training efforts of Master Trainers; use of the project vehicles and trucks to distribute teacher and student resources; and providing storage for libraries.

Sub-result 4.2 Mechanism to measure reading fluency and comprehension and math skills in early grades is adopted and utilized by the MoE and incorporated into teacher training programs

To date, four EGRA surveys and two EGMA surveys have been conducted in Liberia. Depending on the level and need, EGRA and EGMA will include anywhere between 6-7 tasks each. For reading, the following skills will be assessed: letter naming, knowledge of non-sense words, reading and comprehension, and listening comprehension. For mathematics, the following skills will be assessed: addition and subtraction, patterns, number naming, missing values, multiplication and divisions, and shape recognition. Other skills will be included if agreed by stakeholders and experts. At all times, stakeholders will be trained on how to assess reading and math while comparing their student performance to the standards established for each grade and skill. LTTP will continue building the capacity of MoE staff at the national and regional level (through RTTIs), and district (DEOs), and school level (teachers, principals and department heads).

Key Activities

Activity 1. Baseline EGRA and EGMA assessments conducted

Baseline assessment will be conducted in May – June 2011. For assessments of reading and math, we will randomly select 60 schools from three groups each: 60 from the 1050 Cohort 1 group, 60 from the Cohort 2 group, and 60 from the counties not included in LTTP2 (for each assessment) for a total of 180 schools. In each school, we will assess 10 students per target grade (Grades 1-3), resulting in sample of 5400 students.

Activity 2. Continuous improvement and M&E (informal EGRA like assessment, and assessment by Coaches only)

Currently, it is planned that an informal assessment will be conducted in a sub-sample of schools in years 2 and 4 of the project. This data will not be as statistically significant as EGRA/EGMA data but will most definitely serve as a good indication of any improvements being made. In addition to this assessment, the Master Trainers will be allowed to conduct their own assessments in order to determine how teachers are performing. This is to be done once in the second semester of 2010/11 academic year.

(Feeds into Sub-Result 1.2 for improvement of education officers in monitoring and supervision of education service delivery.)

Outputs:

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

Output 2. Baseline assessment conducted

Key Strategies:

LTTP will include the MoE and RTTIs in the implementation of the baseline assessment to ensure that the MoE staff is fully trained to conduct such assessments independently of LTTP. By the end of the project, MoE officers will learn how to draw a sample, adjust instruments, collect and analyze data. EGRA Plus has already trained a number of MoE officers in data collection and entry. The steps remaining to be learned through LTTP are calibration of instruments and analysis. At this moment, the EGRA assessment toolkit exists, and it can be transferred to the Liberian MoE. Developing a similar toolkit for mathematics will be explored.

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.

Resource Implications:

We have developed a cost profile for a typical EGRA/EGMA assessment that calls for the following resources: conference facility for two weeks, trainers (either STTA/LTTA), piloting of instruments, data collection clerks (number depends on a sample), vehicles for data collection, instruments, stationery, data entry software, data entry clerks, supervision of data entry, and STTA for analysis of data. Capacity building for SPSS will require time from a Statistician.

Sustainability

The main focus of the Component 4 of the LTTP2 project is to improve student learning outcomes in reading and mathematics in Grades 1-3. Through EGRA Plus project (Oct 2008-2010), we have learned that such improvements can be made in a short period of time. The EGRA Plus program has increased average reading performance by 51% in less than one year. Today, the EGRA Plus: Liberia program represents an effective model of teacher support that leads to improved learning outcomes; one that pulls and unites all of the levels together – from the national level staff to the strong involvement of parents. As such, it demonstrates how teachers are best supported by Coaches (Master Trainers) and District Education Officers (DEOs), and how are Coaches and DEOs in turn supported by the Project Management and the MOE.

A Matrix of Activities follows: