



Liberia Teacher Training Program

Five-year Work Plan

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List of Acronyms

AED	Academy for Educational Development
ALU	Association of Liberian Universities
CEO	County Education Officer
DEO	District Education Officer
EO	Education Officer
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EMIS	Educational Management and Information System
FHI D 360	Family Health Initiative Development 360
GOL	Government of Liberia
ICT	Information, Communications Technology
KRTTI	Kakata Rural Teacher Training Institute
KSA	Knowledge, Skills and Attitudes
LTP	Liberian Teacher Training Program
M&E	Monitoring and Evaluation
MoE	Ministry of Education
PMP	Performance Management Plan
PTA	Parent Teachers Association
RTTI	Rural Teacher Training Institute
TCPD	Teacher Professional Development
TEPs	Teacher Education Programs
TEPS	Teacher Education Program Standards
TOT	Training of Trainers
UoL	University of Liberia
USAID	United States Agency for International Development

Introduction and Background

The Liberia Teacher Training Program Phase II (LTTPII) is a follow on to the LTTP Phase I in Partnership with the Research Triangle Institute (RTI) 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. Another major 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 and grade 4-6 for math and language arts, including reading.

Purpose of the Five-Year Plan

The Five-Year plan provides an overall vision, expected results, outputs and activities by May 31, 2015, when the project terminates. The vision is derived from the following objectives and sub-results.

Objective 1: Institutional Capacity strengthened to provide educational services

R1: MOE, CEO, DEO and RTTI Capacity strengthened to plan, manage and monitor educational services

SR1.1: Critical MOE systems are strengthened to guarantee the equitable access to quality of education services

SR1.2: Education Quality Monitoring and Instructional supervision strengthened at CEO, DEO and school levels

SR 1.3: Policy and programmatic decisions are based on data from an information management system, policy analyses and research

SR1.4: Improved communication of changes and progress in educational development

Objective 2: Improved teacher effectiveness in the classroom, especially in reading and math

R2: Improved teacher policy and procedures for teacher recruitment, training, deployment and career development

SR 2.1: Teacher qualifications, recruitment, training and deployment guidelines developed and used

SR 2.2: Teacher career structure, growth and incentive policy established

SR2.3: Efficient and transparent accreditation and examination system established

R3: Improved teacher training programs and reading/math delivery systems

SR3:1: A national standards-based model for early grade reading and math developed and implemented.

SR3.2: A national teacher continuous professional development model for primary level developed and piloted with focus on reading and math

SR3.3: Pre-service Teacher preparation program strengthened with emphasis on reading and math

SR3.4: Strengthened National University delivery system to provide high quality courses in teacher education, including reading and math

LTTPII vision by 2015: overall expectations

- Policies defining decentralized roles and responsibilities of County Education Offices (CEOs) and County Education Boards (CEBs) developed and used.
- Accreditation and certification system established to monitor standards of teacher training institutions and teachers.
- Capacity in strategic planning, management, school leadership and instructional supervision from the school to the CEO level developed.
- The Educational Management Information System (EMIS) modified, new features added and data collection tools developed to enhance quality of information generated for decision-making.
- A biometric ID system established to more accurately document true identities of the teaching and administrative staff of the MoE, thus, improving personnel management, especially in determining need for new teachers, training and deployment.
- Teacher management system developed and functional. This includes teacher career ladder, recruitment, deployment, appraisal and continuous professional development to improve school performance, with specific reference to reading and math skills in the early grades.
- The primary and teacher training curriculum revised to more appropriately reflect the education needs of Liberia and the basis for developing teacher training curriculum.
- Early grade reading and math fully incorporated in the primary curriculum and offered in all teacher training institutions as a full course.
- Nearly 5,000 teachers from 1,500 primary schools are trained in teaching early grade reading and math.
- Nearly 300,000 students will be covered through the reading and math program leading to over 60,000 students attaining proficiency in reading.
- RTTIs fully-functional self-governing, as granted by the MoE, with the teaching staff trained in curriculum design, subject pedagogy, recruitment strategies and student assessment and the administrative staff trained in planning management.
- RTTIs strengthened with computer labs and technology to help them manage property, finance and personnel, including educational technology training to enhance lessons through the internet facilities.
- The eGranary portal would be fully functional in all three RTTIs and the University of Liberia. Trainees at the RTTIs and students at the University of Liberia would have download free source materials from the internet and uploaded African literature, the newly developed RTTI curriculum and other materials developed in the project such as the Early Grade Reading and Math syllabi and teaching materials, and the newly revised primary

curriculum. The University of Liberia portal would be richer with materials specific to teaching of the sciences –biology, chemistry, physics, mathematics and the English language.

- RTTI attached demonstration schools strengthened to serve as a model school and clinical avenue along with catchment schools for applying pedagogical skills.
- All RTTI teachers would acquire basic computer skills to enable them produce teaching and learning materials; they would be able to use PowerPoint presentations to support video episodes of teaching practice experience, some taken at the demonstration schools and others taken at the catchment schools.

Country Profile

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

Liberia experienced a -14 year civil that caused a major setback in development. It began with Sergeant Samuel Kenyon Doe's overthrow of the Tolbert Government in a military coup on April 12, 1980. Since then, the country wax and wane through cycles of: violent conflict, elections, stability and back to violent conflict. These conflicts burgeoned in 1989 leading to Liberia's first civil war (1989-1996) followed by the election of Charles Taylor in 1997. The second civil war (1999-2000) escalated into the third most destructive war (2000-2003) pitted anti-Taylor forces against the regime with extensive destabilizing impact on neighboring countries. One-third of the population was displaced and other third became refugees in neighboring countries of Guinea, Sierra Leone, Ivory Coast and Ghana. By the end of the third war in 2003 and the 2005 elections, the three Rural Teacher Training Institutions had ceased to train teachers for nearly twenty years and the infrastructure was totally destroyed. Under LTTP I the RTTIs (Zorzor and Kakata) were reopened in 2006, followed by Webbo in 2010.

The first Education Sector Plan for Liberia was developed in March 2010 presented issues to be addressed to put Liberia on a development track: (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) the number of untrained and unqualified teachers is over 60% of the teaching workforce; (6) high turnover in leadership and linkage within the various levels of the system from national, county, district, school and classroom levels remain inadequate and weak.

Overview of the LTTP Phase II

The LTTP Phase II is a follow on to the LTTP Phase I in Partnership with the Research Triangle Institute (RTI) 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. Another major 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 and grade 4-6 for math and language arts, including reading.

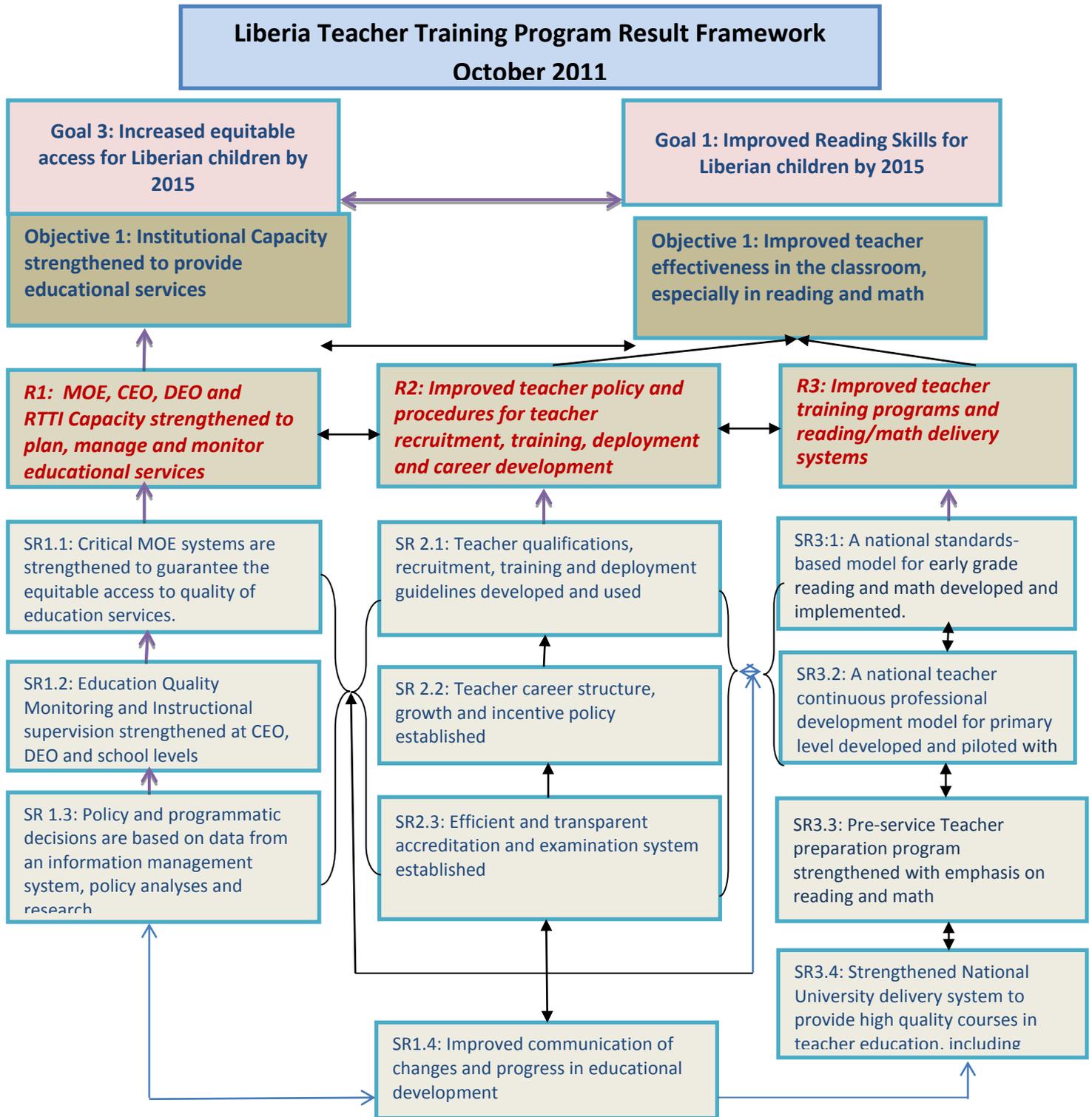
Cost-share, adding value to capacity building

LTTP will establish relationships with book donors such as the International Book Bank (IBB) and the University of Iowa, Faculty of Library Sciences. IBB has already delivered some 9000 books at a value of \$32.00 (thirty-two US dollars) each valued at \$292,000 (two hundred and ninety-two thousand US dollars). These books would be distributed to the RTTIs and primary schools. The books will support reading, literature, math and science teaching. Those with advance topics will be donated to the University of Liberia and William V.S. Tubman University in Harper.

The University of Iowa, eGranary will contribute about 240 refurbished computers at a cost of \$300 each and 4000 books at a cost of \$40,000 to be used in the computer labs at the RTTIs and the University of Liberia; the University will also contribute time and expertise in training teachers at the RTTIs on how to use the system. The total value of this contribution is estimated at \$132,000 (\$112,000 for computers and books and \$20,000 for technical support).

Results Framework

The initial Results Framework (see chart, next page) was based on the Cooperative Agreement and has been revised to address USAID education strategy which lays out three goals: (1) enhancing access to quality basic education; (2) strengthening reading skills of children and (3) workforce development and higher education. As part of the revision, the three teacher training programs: pre-service, teacher continuous professional development (TCDP) and reading and math have been brought under one result, as is seen from the diagram below. Bringing the programs under one result also helps in relating teacher capacity development with student achievement.



Integrating LTTPII Results for Improved Outcomes

Input Integration to Achieve Multiple Results: To achieve the results indicated in the cooperative agreement and the LTTPII five-year plan, project resources are allocated to bridge gaps in inputs at various levels, location and contexts, such as the RTTIs. Within the contexts of LTTPII inputs are defined as resources provided through the project to address gaps in results: *where we are and where we want to be*. The project budget allocates resources for identified activities that are directly linked to these results that are immediate or projected into future.

However, operationally in the field these activities can be structured to overlap to achieve greater impact and synergy. These unique opportunities for integration can be practically determined in the field in the day-to-day operations. For instance, pre-service training can benefit from Reading + Math team training programs. The same applies with curriculum integration and development of teaching and learning materials.

Using the example above, Result 1 pertains to strengthening capacity of CEOs and DEOs to plan, manage and monitor educational services. This increased capacity of EOs, especially in the leadership of instruction, is directly related to Result 2 pertaining to improved teacher education policy and procedures for teacher recruitment, training, deployment and career development. In summary, results integration at input levels is about use of budgeted resources to achieve multiple results by integrating activities at the level of field implementation and operations.

Process Integration: The organization of human and material resources to achieve results is organized under several results and sub-results. Again, each of these sub-results is dovetailed with concrete output and activities that are budgeted. For instance, Result 3 is about *Improved teacher training programs and reading/math delivery systems*. This result is directly related to Result 1 and related sub-result 1.3: Policy and programmatic decisions are based on data from an information management system, policy analyses and research. The Education Management Information System (EMIS) process, for instance, is directly related to the measuring the effectiveness of reading and math interventions. The information that will be produced through EMIS should assist CEO and DEOs, Principals to make better decision about how to improve the design and organization of reading and math interventions at the classroom levels. Another example is the policy and procedural changes on teacher recruitment, deployment and incentive system under Result 2 which is closely related to the teacher development programs under Result 3.

Expectations by 2015 by Result Areas

The purpose of LTTPII is to assist the MoE in the reviving the education system through policy reforms and capacity building of officers and teacher training institutions. LTTPII already has helped to develop the Education Reform Act. The Act is now law that lays the foundation and sets the tone

for education in Liberia. However, significant resources will be needed to impellent the Act. As presented in the overall vision, MoE expects LTTP II to play a major role.

Decentralization is a priority and work already begun with setting up of County School Boards and board members have been trained but this is only the beginning; there is much work ahead. LTTP will continue to play a major role in policy reforms and institutional capacity building. The major outcomes results of the project are illustrated component by component.

Result 1: MOE, CEO, DEO and RTTI Capacity strengthened to plan, manage and monitor educational services.

There are five areas of system strengthening: the school, the CEO, DEO, and MOE as well as the RTTIs. The system strengthening would include:

- Policies related to teacher education;
- Laying out procedure, guidelines and standards for the various teacher education functions of the sector;
- Assessment of capacity gaps in counties and training institutions for teachers;
- Development of national capacity building strategic plan for teacher education;
- Building capacity in strategic planning, management, monitoring and evaluation in the counties to support teacher development; and
- Building a functioning education management information system to improve information about schools and teaching.

These interventions will be linked to specific results to be achieved in terms of enhancing teacher effectiveness and student learning, with focus on reading and math.

- 1. Policy:** In cooperation with the pre-service, TCPD and Reading + Math teams, LTTPII will push the policy dialogue to ensure that different policies governing the management and operations of teacher professional development models are in place. Possible policy areas include:

- Integration of reading and math to national curriculum;
- Adoption of TCPD operating structure from school-based support to DEO, CEO and MOE;
- Revision of structure of DEO and CEO in relation to the new TCPD model that will evolve;
- Teacher career structure and incentive system, and
- Female participation.

- 2. Strategic Planning, Management, M&E and Instructional Supervision:**

- Educational planning, management, monitoring and evaluation guidelines, standards and procedures will be in place and used at all levels.
- There will be a mass of trained staff at CEO and DEO in strategic planning, monitoring and evaluation as well instructional supervision that is focused on reading and math.
- Schools will develop their own School Improvement Plans (SIP).

- DEOs will develop their district strategic education plans based on planning indicators and guidelines from the MOE.
- CEOs will develop their district strategic education plans based on planning indicators and guidelines from the MOE.
- DEOs will undertake instructional supervision at least in the LTTPII supported schools
- RTTIs will be able to develop their strategic plans based on empirical data fed by EMIS.
- Each level will use EMIS-generated data for planning, management and M&E.
- MOE will be able to coordinate donor activities and resources better into its sector strategic planning and management system.

3. EMIS

- All schools will have data recording system.
- A comprehensive annual data collection questionnaire will be used by schools to enter data from the school-based recording system to provide feedback to the DEO.
- DEO will be able to aggregate the data received from schools to feed to the CEOs.
- CEOs will be able to aggregate the data received from DEOs at county level and feed to MOE
- MOE will be able to process national level data and come up with a comprehensive national statistical abstract.

Result 2: Improved teacher policy and procedures for teacher recruitment, training, deployment and career development.

Result 2 and associated sub-results below are closely interlinked to system strengthening and the effectiveness of the teaching force beyond the teacher professional capacity building provided by LTTPII under Result 3.

Sub-result 2.1: Teacher qualifications, recruitment, training and deployment guidelines developed and used

Sub-result 2.2: Teacher career structure, growth and incentive policy established.

Sub-result 2.3: Efficient and transparent accreditation and examination system established.

The effectiveness of teachers is affected by lack of knowledge and skills of teaching. However, various researches in this area showed that the teacher's motivation and commitment as well as the policy and operational environment under which the teacher functions have even more impact on teacher effectiveness. In the Liberian situation it is abundantly clear that these factors have long been neglected. As a result, the teacher professional development efforts have not produced the desired results. It is, therefore, expected that Result 2 will help produce the following:

1. By 2015, Liberia will have a revised teacher recruitment, training, deployment and career growth policies and procedures in place.
2. Efficient and transparent accreditation and examination system will be established.
3. Policies and procedures will be used to plan, manage and monitor teacher development.

Result 3: Improved teacher training programs and reading/math delivery systems

The overall purpose of Result 3 is to improve teacher training in Liberia by strengthening the MoE and its teacher training institution to better manage the teacher training process, delivery systems and teacher training institutions at the end of the project cycle. Building upon achievements in year one, and subsequent years, focus will be on the integration of reading and math skills into primary school curriculum and learning-teaching at the classroom, the teacher preparation programs and curricula at the Rural Teacher Training Institutions and Universities.

Enhancing Reading and Math Proficiency

1. Reading will be approved by the Ministry of Education as a part of the national primary level curriculum.
2. LTTPII will support efforts by MoE to develop a procedure for ensuring that materials for teachers and students are replenished annually. That includes both printing and distribution of appropriate, targeted reading and math materials for students in grades 1-6.
3. Pre-service teacher training curriculum and staff development at the RTTIs will include reading and math courses to increase capacity, and will also build capacity in the demonstration schools. LTTPII will work with instructors to develop and expand focused systems of classroom observations during practicum and student teaching.
4. LTTPII will work closely with the MoE to ensure that the reading and math report cards are included in the new national report card, including the school report card data in reading and math.
5. LTTPII will develop a Liberian children's dictionary using local writers and illustrators and distribute them to the intervention schools and the RTTI demonstration schools.
6. A nationally validated TCPD program will be in place with skilled trainers, coaches and a coordinated assessment system with the reading/math model as an integral part of the TCDP model.

7. There will be a critical mass of qualified reading/math experts at the Ministry, CEO and DEO levels.
8. Pre-service graduates leave school (RTTIs, universities) with demonstrated competence in key areas (reading, writing and math) and demonstrated competence in teaching reading and math.

Continuous Professional Development (TCPD)

A Standards-based TCPD model is being used for the Early Grade Reading and Math (EGR/M) program that will enable most of the pupils in grades 1-3 to attain reading and math proficiency in LTTPII selected counties. The inservice component of LTTPII will team up with the Reading First +Math team to use the same model in the RTTIs' catchment schools including Nimba. The number of schools will be about 84 schools selected within the vicinity of the RTTIs in Year Two and increased in Year Three to about 168 schools.

The inservice officers will implement the EGR/Math in the same schools using the same materials. Each officer would be assigned 6 schools whereas the coaches would be assigned to a cluster of 12 schools. The inservice officers are assigned 6 schools each in order to have time to undertake other tasks reminiscent of a normal TCPD and the activities will be in catchment schools. The counties represented at Montserrado, Margibi, Lofa, River Gee and Nimba; if resources permit other counties such as Grand Bassa and Bong would be added later.

The focus will be on:

- 1) reading in grades 1-3;
- 2) reading in grades 4-6 (in year three following the baseline done in year two)
- 3) math in grades 1-3,
- 4) work with MoE to develop a national TPD model
- 5) develop management manuals and guides
- 6) train CEOs, DEOs and School Heads about the TPD model (working with MoE's national committee established for this purpose),
- 7) work with PTAs and other activities that the EGR/Math is implementing
- 8) undertake other activities needed about schools –teaching facilities, teachers qualifications and need for skills update/upgrade, pupils enrolled in each grade, dropout/retention, performance, school organization and management etc., as deemed necessary by MoE to have a baseline for school improvement.

The management of the model will be a joint responsibility of the Reading and Math Specialists (RMS) assigned to each of the 4 counties of intervention (Montserrado, Lofa, Nimba and Bong) and Margibi added because of KRTTI catchment schools and River Gee because of Webbo RTTI (the number of catchment schools may be increased in year three). The RMS, Inservice Officers, Education Officers would form the TCPD management team. They will have offices in each county education office and operate from there to support the district schools. When a national TCPD is determined, it should be necessary to have offices in the districts. A reason for establishing offices in the counties is that the number of districts and schools in each county vary significantly.

Direct support at school level is shown to be the most effective way to improve teacher performance. Therefore, while the TCPD teams operate from the county education offices, they would work

directly with district education officers to visit schools, support the coaches and teachers in early grades 1-3 in the reading and math program. Reading in grades 4-6 would be added in year three.

As part of the decentralization of education management, the counties and districts will be responsible for managing teachers. Preservice training will remain the functions of the national teacher training institutions located in various counties. Following the initial training at the national institutions, ongoing support and training will be the responsibility of the counties and districts. This has implications for teacher professional development system with a management structure and staff performing various roles. Currently, there is no structure for teacher management; the County Education Officer (CEO) and District Education Officers (DEOs) manage teachers from recruitment, deployment and school supervision. Instructional supervision does not exist for many reasons, for example, there is one DEO per district and the schools are either too many and/or too far apart and the difficult terrains make it difficult to visit schools. Also, most of the DEOs are appointed as education managers and not able to provide instructional supervision. Ongoing trainings for teachers are carried out by Non-Governmental Organizations (NGOs); they are not coordinated and the trainings provided are not nationally recognized.

The LTTP teacher professional development model for the Early Grade Reading and Math serves the purpose of teaching reading and math and will also provide the basis for a refined model that the counties can adopt for teacher management and supervision. LTTPII will work the MoE to develop a national model with MoE leading the process. Such a model will have a national, county and district structure. At the national level the roles will be broad-based such as setting national standards for teacher education, developing certificate training programs and providing training to the counties. At the county level, the structure will have more defined roles separating education management from subject training and instructional supervision. They will also conduct periodical training to teachers and school heads. Staff at the district level will be instructional supervisors. When the educational system is fully decentralized, the districts will have the ultimate responsibility for ongoing teacher support. The LTTP model has subject specialists at the MoE central office, the RTTIs and counties. There will be some 70 coaches working at the district level to support teachers in reading and math. The MoE plans to absorb the coaches as school supervisors to continue to support reading and math scale up.

Apart from the main theme of reading and math, there will be some activities (carried out by the inservice officers) on school leadership management, school supervision, and general pedagogy to build capacity of the teachers to improve quality of instruction. It is expected that if the counties are managed and administered well, the schools are properly planned and supervised; the overall quality of education would be improved.

By the end of the project,

1. A national TCPD model for primary level will emerge from the Early Grade Reading and Math model.
2. TCPD offices would be fully established in the counties and districts and functional.

3. Some 85,000 students would be reading and all primary school teachers will be able to teach reading in their classes from early grade through upper grades resulting in a reading culture in Liberia schools.
4. MOE will organize schools into school clusters where resources are placed and teachers from satellite schools come together to develop teaching materials, exchange experience and support one another.
5. The coaches would have been absorbed into the MoE payroll as instructional supervisors and will continue to support reading and math.
6. MOE will ensure that the issue of giving teachers “credit” for attending teaching improvement workshops and trainings. Such credits will be meaningful and contribute towards promotion or count towards an award of certificate or future professional upgrading training.

Pre-service Teacher Training Program

The goal of the project is improved student learning. A contiguous and immediate purpose is more effective teachers, as measured by both student reading outcomes and other teacher management and performance measures. At the end of the five-year of LTTPII, the milestones of the pre-service program are the following:

1. Demonstrated proficiency in reading skills of all teacher graduates.
2. Reading instruction and materials incorporated, via a structured and validated format, in pre-service teacher training.
3. Effective use of school instructional time (OTL), time-on-task, teacher attendance, and student attendance.
4. C-certificate curriculum reviewed, revised and implemented with a focus on integrating early grade reading and math and reading across the content areas.
5. Reading clubs, labs and resource center operational guidelines and procedures established and operationalized.
6. Mechanisms for measuring and tracking student (pre-service trainees) performance in reading, writing and math established.
7. MoE defines a specific requirement for teachers to meet a standard literacy level (reading, English, math) as part of any certification or career ladder structure.

- 8 Demonstrating competence in teaching reading and teaching mathematics in the early grades would be added to the comprehensive exam, as a MoE policy requirement for certification.
- 9 Teacher training institutes will use EMIS data to inform their the planning, management and monitoring of their
- 10 training programs.

Part III: Challenges and Opportunities

Working with CEO and DEO

The frequency and intensity of interaction between the DEO/CEO (i.e., MoE Education Officers) on one hand and the field trainers (i.e., coaches, RTTI teachers, TCPD trainers, etc.) will change to ensure better coordination of school-based activities. As a result the project deals with challenges from two sources: (1) challenges emanating from within the educational system and (2) the overall impact of post conflict project environment on the work of LTTPII. LTTPII is expected to work with MoE in key areas of policy development and implementation, (b) teacher professional development and (c) early grade reading. Program implementation in this context assumes a certain level of capacity within the educational system that does not exist at this time. Consequently, there are delays in programmatic activities due to significant gaps in technical capacity. LTTPII works with MoE to mitigate these gaps through posting of staff at the RTTIs. Each staff must have a counterpart that can be mentored to assume responsibility for program implementation in the future. In the long run, the USAID/LTTPII scholarship program will mitigate technical gaps and ensure that a critical mass of well trained and highly qualified individuals take over key position at the MoE and in the higher education system.

MoE Challenges

Since 2005 there have been notable and significant changes and progress in education, especially in increase in enrollment, nationwide. At this time, the technical capacity to carry out key priorities of MoE, like decentralization or teacher accreditation and certification process is lacking. Therefore, the pace of LTTPII program implementation is determined by the “degree of readiness” of MoE to collaborate and effectively implement programs.

Adequate staffing to support decentralization and MoE head office capacity building is key to sustainability. LTTPII cannot train and build capacity at county and district levels, if the staff in key areas, like planning, and curriculum development are not yet in place.

Operation costs, including food, fuel, basic maintenance and salary payments of MoE staff not on payroll are associated with considerable risks for the project.

LTTP Challenges

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

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