



Liberia Teacher Training Program

Year IV Work Plan

October 2013

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LIST OF ACRONYMS

AED	Academy for Educational Development
CEACL	Center of Excellence for Educational Accreditation, Certification and Licensing
CEO	County Education Officer
CPD	Continuing Professional Development
CSA	Civil Service Authority
DEO	District Education Officer
EO	Education Officer
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EMIS	Education Management Information System
ESP	Education Sector Plan
FHI 360	Family Health International 360
GOL	Government of Liberia
ICT	Information and Communications Technology
KRTTI	Kakata Rural Teacher Training Institute
KSA	Knowledge, Skills and Attitudes
LTTP	Liberian Teacher Training Program
M&E	Monitoring and Evaluation
MCSS	Monrovia Consolidated School System
MOE	Ministry of Education
MOF	Ministry of Finance
MOU	Memorandum of Understanding
NCHE	National Commission for Higher Education
NGO	Non-Governmental Organization
NPSTL	National Professional Standards for Teachers in Liberia
OTL	Opportunity To Learn
PMP	Performance Management Plan
PTA	Parent Teachers Association
RTTI	Rural Teacher Training Institute
RTI	Research Triangle Institute International
TCPD	Teacher Continuous Professional Development
TEPs	Teacher Education Programs
TEPS	Teacher Education Program Standards
TOC	Theory of Change
TOT	Training of Trainers
UL	University of Liberia
UNICEF	United Nations International Children's Fund
USAID	United States Agency for International Development
WAEC	West African Examination Council
WRTTI	Webbo Rural Teacher Training Institute
ZRTTI	Zorzor Teacher Training Institute

1. INTRODUCTION

The Liberia Teacher Training Program, Phase II (LTTP) Year IV work plan presents activities to be accomplished between October 1, 2013 and September 30, 2014. LTTP, funded by USAID, works in partnership with the Liberian Ministry of Education (MOE) to improve the effectiveness of teachers, with a focus on better teaching and learning in reading and mathematics. To work toward this goal, LTTP works directly to improve teacher education programs at the pre-service and in-service levels, build education management systems that support good quality of teaching and learning at the school level, and develop and implement policies that encourage the recruitment, training and conditions of service that will attract and keep good teachers in the profession.

The work plan first outlines relevant background and previous LTTP accomplishments and then presents the underlying development objectives and the rationale for significant changes and re-directions that LTTP plans in Year IV. This will include: streamlining, focusing, increasing program integration and strengthening documentation of results which will be based on assessments carried out by USAID and FHI 360 and consultations with the Ministry of Education (MOE). This is followed by a detailed description of Year IV activities which are based on previous LTTP experience and success. Moreover, these will be more streamlined, more tightly integrated, and refocused to achieve and more rigorously document results, especially at the school level. Year IV activities are also designed to contribute to building a working systems model upon which sustainability may be built.

2. BACKGROUND

The second phase of the USAID-funded LTTP is implemented by FHI 360 and its collaborating partner, RTI International. Phase II started operation on June 1, 2010, building on a previous three-year phase of LTTP that started in 2006. Despite working in a complex post-conflict environment marked by fragility and under-performance of state institutions, weak or non-existent systems to support teachers and schools, frequent interruption of programs, and constant flux in policies and personnel, LTTP has been able to accomplish key milestones, including:

- ✓ MOE organizational and functional charts and job descriptions were reviewed, finalized, and are now ready for implementation.
- ✓ The necessary conditions for issuing biometric cards used in cleaning the MOE payroll are now in place.
- ✓ The Information Technology (IT) and Education Management Information System (EMIS) departments of MOE were moved to new offices and upgraded.

- ✓ Support for the successful move of MOE to new facilities.
- ✓ The Annual School Census for 2013, including the majority of government and non-government schools, was undertaken and results published on the website.
- ✓ The *Education Statistical Bulletin for 2013* is in an advance stage of preparation and will be printed early in Year IV.
- ✓ Consultancy reports on ‘Teacher Recruitment, Training, Deployment and Retention’ and ‘Teacher Career Ladder’ were edited and distributed.
- ✓ Standards for the Reading curriculum were developed and approved.
- ✓ Increase of the average scores of grades 1 and 2 students on EGRA and EGMA.
- ✓ Reading and Math Cohort 2 schools were identified and principals and teachers were trained in using the revised materials.
- ✓ The National Reading Campaign was successfully launched and age-appropriate books have been widely distributed.
- ✓ The revived In-Service C-certificate program graduated 473 teachers in 2013, and 465 new participants are presently undertaking the course.
- ✓ Contribution toward increasing the proportion of government primary school teachers who possess a (Pre-service or In-service) C-Certificate, which was 40% in 2010 (ALU, 2012) but has risen to 63% in 2013 (MOE, 2013, p. 56).
- ✓ Contribution to the successful graduation of 638 new teachers from the three RTTIs.
- ✓ Leadership of many Pre-Service activities, undertaken by LTTP, has been transferred to the Bureau of Teacher Education.
- ✓ Stipends provided and other support to female RTTI students.
- ✓ Scholarships provided to female university students, 14 of whom graduated in Year III.
- ✓ The scholars abroad are progressing well. The 19 Master’s candidates will graduate early in Year IV and the four Ph.D. candidates will complete early in Year V.

3. LTTP YEAR IV NEW DIRECTIONS

✓ The Role of Integration in LTTP’s Basic Design

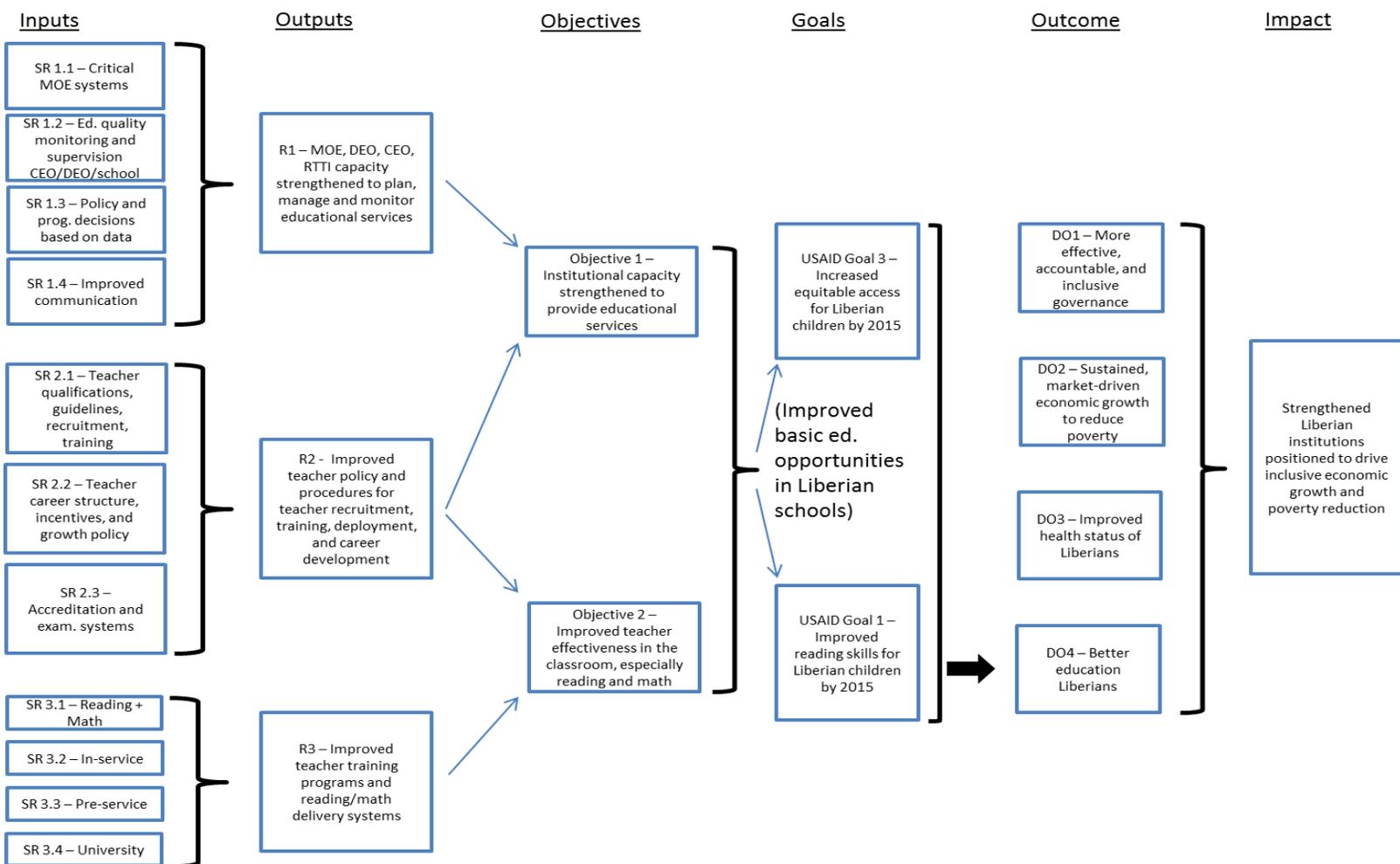
LTTP activities are grouped under three Results that constitute an integrated design of mutually reinforcing parts that, working together, are necessary to achieving the overall goal of more effective teaching and learning:

- Result 1: MOE, CEO, DEO and RTTI capacity strengthened to plan, manage, and monitor educational services.
- Result 2: Improved teacher policy and procedures for teacher recruitment, training, deployment, and career development.
- Result 3: Improved teacher training programs and reading/math delivery systems.

Success in the activities in Result 1 and Result 2 (management and policy) are critical for the success of activities in Result 3. In turn, there is no reason for a good management system or

enabling policies to exist other than to support better teaching and learning in the schools. In telescoped terms, this states the development strategy or theory of change that drives LTTP, i.e. the combined effect of activities to: i) strengthen MOE management capacity (including CEOs, DEOs and RTTIs) ii) improve policies and procedures that relate to teachers and iii) improve teacher training (with an emphasis on reading and math) which will lead to improved overall institutional capacity and improved teacher effectiveness. This, in turn, supports USAID’s Goal: Improved equitable access by 2015 and Goal 1: Improved reading skills by 2015, as well as USAID/Liberia’s Development Objective 4: better educated Liberians.

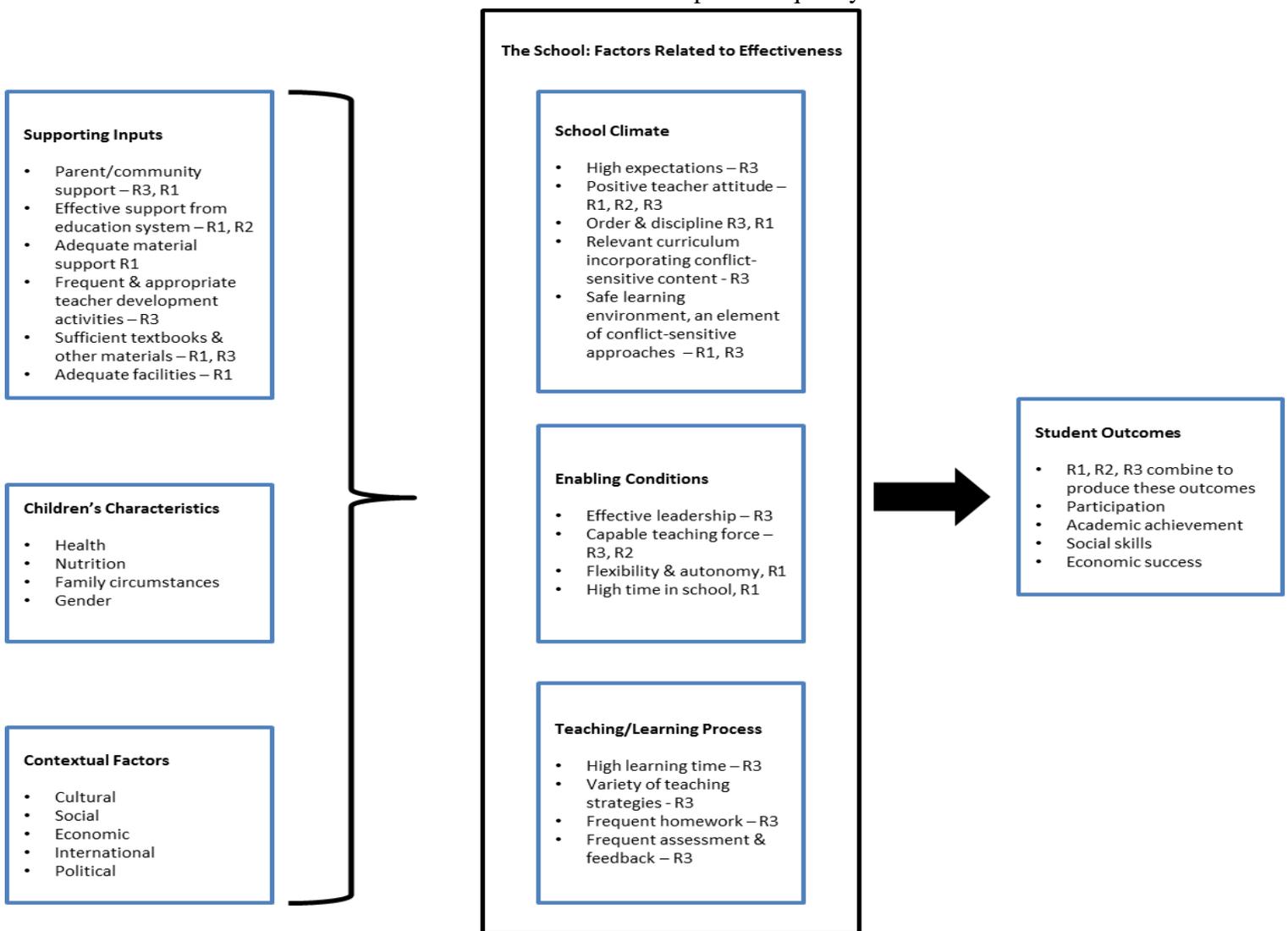
In terms of the logical flow of inputs to outputs, outcomes and impact – the relationships described above are portrayed in the following graphic:



A new emphasis in Year IV will be increased focus on LTTP activities combining to make an impact at the school where better management, more encouraging teacher policies, and more systematic and continuous teacher development will lead to more effective teaching and thus

better student learning. This will rely upon support by the MOE and will be successfully implemented by the MOE-LTTP partnership.

The conceptual integration of multiple necessary inputs *at the school level* to improve school effectiveness is portrayed in the framework below.¹ Although it represents an ideal, LTTP will use this simple framework as a planning and reflection device with the LTTP staff and in the work with the MOE, CEOs, DEOs, RTTIs and teachers to emphasize how management, policy, and teacher quality can combine to impact the schools. In the framework below, we have inserted the Result area we think is most closely associated with each item. The framework (minus the Result areas) could be used as an exercise with any of the above groups and institutions to stimulate thought and discussion about how individual items impact quality and how the various factors combine at the school level to produce quality education.



¹ Adapted from Heneveld, Ward and Craig, Helen (1996). Schools Count: World Bank Project Designs and the Quality of Primary Education in Sub-Saharan Africa. Washington DC, The World Bank and Leu, Elizabeth (2006). Quality of Education: A Review of the Literature. Washington DC: USAID/Equip 1.

Two of the important assumptions embedded in the integrated LTTP design the goals which are improved access and improved teaching/learning and reading/math skills:

- Equitable access is promoted by the combined effect of improved capacity and efficiency of the education system together with better quality of education (teaching and learning), since access and quality are two sides of the same coin. That is, parents are more likely to send their children to school and keep them there if they see a well-managed and orderly school environment and know that their children are learning.
- As Liberia is a country recovering from years of severe conflict, the integration of conflict-sensitive programming is integrated into LTTP activities with curriculum revision, RTTIs, CPD, and in the enhanced school/community connection. This is expected to encourage more access and persistence of children as learning becomes more conflict-sensitive and relevant.

✓ *New Directions in Year IV – Emphasis on the School*

While the basic design of LTTP is strong and logical, in previous years a critical dimension has been missing from the program – the direct connection with and support for teachers in the schools. The Pre-service C-certification program is brief (usually much briefer than its prescribed nine months) and, of necessity, works with students who have weak academic backgrounds. The In-service C-certification program is also brief and works with teachers who have minimal academic preparation. In the Pre-service program, there is limited supervised guidance and support during the practice teaching phase of the program and no organized follow-up support for these teachers once they are employed in the schools, almost guaranteeing that this certification program will show minimal results. In the In-service program, LTTP staff members provide infrequent and relatively limited supervisory guidance in the schools only during the C-certification program year, again leading to limited impact of the program on teachers' classroom practices. The reading + math program, which includes somewhat more frequent school observation, guidance, and support by "coaches," has demonstrated stronger results. In Year IV, LTTP will create a new dimension of connecting all training programs (teacher development as well as MOE, RTTI, CEO, and DEO staff capacity building) with support in the work place.

✓ *Investigate the Adequacy of the C-certification Programs*

LTTP will also support the MOE to review the nature and structure of all C-certificate programs. It is now time to take stock of the programs developed near the beginning of LTTP Phase I in 2007 and 2008 and determine whether they are relevant to present-day Liberia. Therefore, in Year IV, LTTP and the MOE will organize policy and planning discussions on the need to revise the present teacher certification programs – the curriculum, the length of time for pre-service teacher preparation, and appropriate strategies for upgrading the large number of presently uncertified teachers. In addition, LTTP will support an initiative to design and pilot an accompanying Continuing Professional Development (CPD) program, which will reach all

teachers with ongoing professional updating in their schools whether they are certified or not, linked to an initiative to facilitate school communities in developing and implementing school improvement plans.

✓ *Increased Emphasis on Integration and Focus*

In Year IV, in order to achieve better program focus and documented results, LTTP will be guided more explicitly by the integrated nature of its basic design and the theory of change that undergirds it. Increased integration will take place at selected focus areas of activity such as the following:

- LTTP staff – combining all teacher development staff into one unit
- MOE – further embedding staff, more explicitly linking policy to program implementation and management, and instilling models of learning-by-doing
- CEO and DEO level - embedding staff and combining functions to gain efficiency especially in work with schools such as data collection, school supervision and management, and involvement in CPD
- RTTIs – focusing on strengthening teacher educators and expanding their role to other critical functions such as facilitation of In-service C-certification and support for CPD
- Schools and communities – developing a CPD program that provides professional support to teachers, encourages strengthened school leadership, and includes community members in school improvement planning
- Conflict-sensitive programming – integrating INEE Minimum Standards into the revised C-Certification curriculum and in the new CPD to increase teachers’ (and RTTIs/CEOs/DEOs’) awareness of and ability to use and support conflict-sensitive teaching and learning approaches in Liberia’s still-fragile stage of reconstruction after conflict

✓ *Strengthened Response to a Complex Environment*

Given the complexities of post-conflict Liberia, the program cannot be expected to follow a logical sequence of “if this, then that” as neatly as portrayed in the design. It is important, therefore, for LTTP to plan according to context and according to accumulated experience in Liberia. This is not to impose low expectations on the program, nor to abandon the vision of an efficient system, but to plan realistically for results, using the framing ideas as explicit guideposts.

The main strategy for this to be incorporated into all aspects of LTTP is to keep activities *simple and doable, focused on results*, and in some cases experimental. Discover what works, demonstrate success, find and *use leverage points* within the system, and build up and out (sometimes in small incremental steps) from success achieved. This demands more *program flexibility* than is usual in less fragile contexts, but we know from past experience that it is not

productive to build overly complex programs that a weak system cannot support, absorb, or make sustainable.

- An example of *simple and doable* and *flexible programming* in Year IV will be the approach to the new CPD which will be designed and piloted on a small, experimental basis to see what works, and build up and out from what is successful.
- As for building on *leverage points*, we will build the new CPD program around elements of teachers' expressed enthusiasm for school-based activities, periodic coaching, and (in this case, simple) support materials used successfully by the reading + math program.
- In response to increased *focus on results*, LTTP will scale back (or eliminate) activities in some areas in Year IV in order to concentrate efforts and demonstrate results. An example of this is the selected focus on activities at two of the RTTIs in order to improve quality of teacher educators and expand the scope of their involvement into In-service and CPD, eliminating much of the previous support to the RTTIs.
- LTTP will explicitly strengthen the conflict-sensitive approaches of the program, using the INEE Minimum Standards as guideposts particularly in revision of the C-certification curriculum.

✓ *Strengthened Monitoring, Evaluation, Research, Communication*

LTTP will focus more effort in Year IV on monitoring, evaluation, and research. This will involve conducting critical studies to inform policy and planning as well as studying the impact of LTTP-supported activities undertaken to promote individual and institutional capacity development in the MOE, RTTIs, CEOs, DEOs, and schools. The theory of change outlined above also informs LTTP's M&E approach. The indicators that LTTP uses in monitoring the program represent key elements included in the theory of change.² That is, LTTP will monitor project inputs, outputs, outcomes, and longer-term results, while also monitoring contextual factors that enable or constrain the program's implementation. In addition, evaluation and research studies will be conducted to examine the relationship among indicators that are identified in the theory of change.

4. LTTP YEAR IV CORE STRATEGIES

The core strategies of Year IV, based on the approaches outlined above, are the following:

- Strengthen program integration and coordination
- Focus more intensely on fewer activities
- Work in fewer schools and RTTIs

² Nan, Susan Allen, Mulvihil, Mary and Salinas, Anne (2010). Theories of Change and Indicator Development in Conflict Management and Mitigation. Washington DC: USAID/DCHA and CMM, part 2, p. 11.

- Keep program simple, doable, flexible
- Find and use leverage points, points of likely success, within the system
- Renew emphasis on results and outputs
- Document and communicate relentlessly
- Focus activity and impact on schools and communities
- Include conflict-sensitive programming
- Co-locate or embed staff in MOE and CEOs to increase on-the-job training
- Focus on sustainability and transfer of responsibility
- Increase organizational partnerships with USAID-funded and other programs
- Build learning – an influx of new ideas - in LTTP and MOE staff

5. CHALLENGES AND RISKS

The strategies outlined above and the activities described below will be fully successful only if LTTP is able to work in true partnership with the MOE, with each side fulfilling its obligations and being accountable for the improvements in system management, policy implementation, and teacher development which will lead to better teaching and learning for Liberian children. Now that LTTP is entering its last two years, in order to reduce the number of challenges that have put program accomplishment at risk in the past, it would be beneficial if discussions were held at the highest levels, assurances sought, and milestones set and monitored in order to promote the best possible performance and accountability of all parties.

6. RESULT 1: MOE, CEO, DEO AND RTTI CAPACITY STRENGTHENED TO PLAN, MANAGE AND MONITOR EDUCATIONAL SERVICES

Result 1 is essential to the success of the Ministry of Education, the realization of the decentralized structure envisaged in the Education Reform Act of 2011, the successful implementation of LTTP, and ultimately the improvement of teaching and learning in Liberian schools. Reorganization has now taken place within the MOE, which will enable it to function more effectively and resolve long-standing issues such as the faulty payroll, potentially leading to the unleashing of resources that can be used to develop the educational sector as a whole. The full implementation by the MOE of the agreed-upon changes will require determined leadership, stability in office and staffing, and courage on the part of the MOE Senior Management Team – comprising the Minister, Deputy Ministers, and Assistant Ministers.

In Year IV, LTTP will work closely with the MOE Senior Management Team to ensure that the changes that began last year are more embedded in the work culture of the MOE. The IT and EMIS sections of MOE are staffed by government employees who, with continuing assistance

and direction, can maintain the new electronic systems. More work, over the last two years of LTTP, will have to be done with the Administrative, Planning, Human Resources, Monitoring and Evaluation, and Communications sections to ensure that gains achieved do not slip away, and that the MOE has the necessary staffing to continue to develop and improve in the future.

LTTP Result 1 focuses on capacity building to plan, manage and monitor educational services in the MOE at the central level and in CEOs, DEOs and RTTIs, thus improving and developing the management environment. This relates closely to the focus of Result 2 on creating the necessary enabling and supporting policy that will provide the direction and context for improved management. Activities within these two areas will, in turn, create the conditions for success in Result 3 - improved teacher training programs and reading/math delivery systems.

Two LTTP staff members are already largely embedded in the MOE. In Year IV, LTTP will employ another senior specialist to be embedded in the MOE to work primarily on mobilizing activities in Results 1 and 2, with a focus on how work in policy links with program design, implementation, and management.

Intensive efforts will be made to document organizational changes within the MOE, provide written guidelines and procedures, and monitor and research the implementation of the changes. Too often, decision-making and learning are lost because they are not properly documented or stored in such a manner that they can be kept secure and retrieved easily. For this reason, institutional memory is weak in general, but critically missing when staff transitions take place. Efforts will be made to improve record keeping procedures and mechanisms. Beyond the documentation of changes, and their preservation in a safe place, there is a need to bring fresh emphasis on communicating important changes and events to those who work within the education system and to the general public of Liberia. The radio programs, ‘Conversations with the Ministry’ are a useful attempt at outreach but they will now be complemented with written materials and other materials which will reach a wide audience and be accessible, particularly to those who work in the field of education.

Sub-Result 1.1: Critical MOE Systems Strengthened to Guarantee Equitable Access to Quality Education Services

The development and approval of the MOE organogram, functional charts and job descriptions, linked to the HRIS and the IFMIS, has been a long process. There have been significant delays in placing existing staff members in the posts. This means that, as a number of innovations are now in place to be modeled, demonstrated and used, they require further internalization and familiarization within the new MOE structures. In the last eight months we have seen increased momentum, mainly because the first 148 Action Memos are now being processed by CSA. This is one of the last steps in the process. More infrastructure and organizational units to meet this sub-result are now in place, but firm resolve and commitment from Ministry Senior Management will be essential in making sure that the structures are maintained and used routinely.

Key activities, or series of activities, in which MOE and LTTP jointly engage, will take place in the context of a Memorandum of Understanding that will lay out the purposes of each activity and the expectations and commitments of the parties, to ensure congruency of aims, expectations, and efforts. The use of an effective Memorandum of Understanding has been illustrated in other USAID projects in Liberia. In such documents, steps are presented which must be taken before further activities can be achieved.

The strengthening of systems in this sub-result creates steps towards “enabling conditions” for school effectiveness and ultimately for increased equitable access. For example, resources made available by regularizing pay rolls and strengthening other management accountability structures, if properly redirected, will provide more budget for inputs that directly impact education quality. This will include more and better teaching/learning materials, textbooks, teachers and supervisors being paid regularly, and development of a teacher career ladder that rewards good performance with higher salaries, etc. Improving education quality, in turn, leads to increased equitable access since parents are more likely to send their children to well-managed, well-resourced schools with better quality teaching and learning.

In Year IV, LTTP will work with the MOE and other government organizations to:

- Resolve issues relating to the employment of “qualified individuals” to vacant posts—this is perhaps the second most important outcome of the last three years of organizational work.
- Assist in the production and distribution of biometric cards to those teachers and staff who meet all the established criteria—this outcome is critical to both improving and demonstrating the integrity of the education system.
- Facilitate the use of the biometric cards to record work time and gradually expand the range of personnel information to improve the integrity of the personnel system, and allocate resources more in line with need. This will facilitate the analysis and use of EMIS data in management and planning.
- Improve the security and maintenance of the Ministry IT infrastructure to better ensure a safe, integrated, and sustainable model.
- Facilitate the improvement of systems of record creation, storage, and retrieval.

Sub-Result 1.2: Education Quality Monitoring and Instructional Supervision Strengthened at CEO, DEO, and School Levels

Newly selected CEOs and DEOs have recently been appointed and are now being deployed to the 15 counties. The former uncertainty as to the status of these officers has significantly handicapped efforts in the last three years to strengthen their capacity. A major challenge is the status of CEO support staff, a group of 75 officers who have undergone training with LTTP, but who are currently not funded. In addition, through the training of school principals and registrars,

and their participation in two annual censuses, reliable information now exists on the numbers of schools, teachers, and students, which is a necessary prerequisite to quality improvement and instructional supervision.

In Year IV, LTTP will work with the MOE, CEOs, School Board Chairs, DEOs, and Schools to:

- Develop county education organograms, functional charts, and job descriptions that are consistent with HRIS and IFMIS.
- Roll out IT systems (internet and biometric) that will link the counties to the MOE and facilitate their operations.
- Facilitate the training of selected officers in IT skills and collecting, interpreting, and using data necessary for their posts.
- Develop County Education Development Plans—this will be a two-year process.
- CEO and DEO involvement in supporting the pilot of the Continuing Professional Development program, the whole school approach, and school self-assessment (outlined in Sub Result 3.2.). Specific training will be included under SR3.2 for effective quality monitoring and instructional supervision of these programs at the school and community level.
- Increase the frequency and quality of CEO and DEO school monitoring and instructional leadership support visits.
- Explore embedding some LTTP staff in selected CEOs and possibly in DEOs.

Sub-Result 1.3: Policy and Programmatic Decisions Based on Information Management System Data, Policy, Analysis, and Research

The 2012 and 2013 School Censuses have provided more reliable data (particularly on the actual number and characteristics of existing government and non-government schools), for the first time, which can be used in policy and programmatic development. This is a major achievement but much remains to be accomplished in terms of familiarizing appropriate officers with the data and ensuring that it is used in devising policy and making decisions as a matter of routine.

In Year IV, LTTP will work with the MOE, CEOs, School Board Chairs, DEOs, and Schools to:

- Continue to implement the GIS school mapping and verification exercises.
- Continue with the enrollment of teachers and other staff via biometric ID cards to counties, districts and schools.
- Conduct outreach to schools that to date have not yet participated in any School Census exercise and are therefore not included on the EMIS database.
- Extend training in data gathering, particularly for underrepresented private schools, ahead of the 2014 School Census.
- Assist in the 2014 School Census and analysis of data.
- Facilitate the training of selected officers in IT skills and collecting data.

- Work together with MOE staff at all levels on how to interpret data and use it to improve the nature and quality of support for schools.
- Conduct a study on teacher supply and demand and tracer studies on In-Service and Pre-Service graduates.

Sub-Result 1.4: Improved Communication of Changes and Progress in Educational Development

A communications strategy and action plan were developed in Year II, but the absence of MOE personnel, and limited technical capacity within the relevant section of the MOE mean that little has been achieved beyond the production and broadcasting of a very popular ‘Conversations with the Ministry’ weekly radio program on two radio channels that broadcast throughout the country. Key MOE activities, such as the Spelling Bee and the National Reading Campaign, have been widely advertised and reported in newspapers with a wide circulation. During Year IV, LTTP will increase efforts to strengthen the MOE’s ability to communicate about its policies and programs more widely within the education sector and to the general public.

In Year IV, LTTP will work with the MOE to:

- Revisit the Communications Strategy and Action Plan and assess whether MOE desires, and has the financial and human capacity, to implement activities beyond the radio programs and publicity around certain activities. LTTP will introduce new ideas about effective communication, including examples from other similar countries that may encourage the MOE to move forward in this area.
- Support the broadcasting of ‘Conversations with the Ministry.’
- Publicize selected MOE activities—including major changes to infrastructure, expanded authority of the Counties, and assist with routine communication of operational changes.
- Identify and train MOE officers who can update and extend the MOE website.
- Better communicate the activities of LTTP and the findings of studies conducted in support of MOE development, to inform and explain to various audiences why particular things are being done, what the achieved outcomes are, and why they are important. Communication on changes in LTTP directions in Year IV, including increased connection with the schools, will be an important part of this.

7. RESULT 2: IMPROVED TEACHER POLICY AND PROCEDURES FOR TEACHER RECRUITMENT, TRAINING, DEPLOYMENT AND CAREER DEVELOPMENT

A competent and motivated teaching force is a fundamental requirement for an improving education system such as Liberia's. Result 2 is concerned with developing and improving the policy and procedures of the Ministry of Education that govern the recruitment of teachers, their pre-service preparation, their deployment, their ongoing in-service education, and their career development. The objective of this Result is to ensure that Liberia is working towards a transparent and robust set of policies that guide procedures for the management of teachers so that the nation has a well-qualified, well-motivated, and suitably rewarded teaching cadre. The Ministry of Education is fortunate in having recent enabling legislation, the Education Reform Act of 2011. The Act provides a strong foundation for developing policy that will realize the vision of improving quantity and quality of education embodied in the legislation. In Year IV, LTTP will focus on mobilizing policies and practices based on the Reform Act.

Over the last two years LTTP has worked with Ministry to commission major consultancies that produced reports pertinent to this Result. The documents 'Liberia Teacher Career Ladder' and 'Development of Teacher Recruitment, Training, Deployment and Retention Policy and Procedures' contain a wealth of information for consideration by policy makers. Respected Liberian education experts accomplished the work that led to these reports. A number of discussion papers have also been written, including a summary of strategic education planning in Liberia and outlines on two of the Centers of Excellence, demonstrated in the Education Act, by an international expert with the MOE. In Year IV, further studies, including a teacher supply and demand study and a tracer study of the In-service and Pre-service C-certificate program graduates will be completed that will inform decision-making in this Result area. All of the activities in Result 2 contribute critically to the success of the teacher development program in Result 3 by providing structure and encouraging motivation and accountability in the teaching profession.

Intensity of effort in Result 2 will be greatly increased in Year IV focusing on the following:

- Review and implement recommendations from policy documents (not just LTTP) created by the MOE over the past few years.
- Generate policy reviews and recommendations in new areas as indicated.
- Emphasize an increase in action in areas that are well known to be essential in improving teacher quality and quality of learning.
- Ensure that all policies translate into practices that improve teaching and learning.
- Introduce new ideas from throughout the world, particularly from within the continent, on best practices in creating an effective teaching force.

- Mobilize various inputs into action under the guidance of the Senior Management Team of MOE, including vigorous steps to develop, practice, and implement policy and procedures for the future.
- LTTP will promote greater action on policy recommendations by employing and embedding a senior expert who will work in the MOE closely with the Senior Management Team to accomplish this task.
- It will be essential that new policies, procedures, and structures are widely communicated, discussed, and that input is received from teachers as well as from education officers at all levels and staff of RTTIs. This will create the relevance, understanding, and ownership of new policies. This will be part of the Communication Strategy, developed in Result 1.

Sub-Result 2.1: Teacher Qualifications, Recruitment, Training and Deployment Guidelines Developed and Used

Currently many teachers join the teaching service through informal means. This creates an unsatisfactory situation where they initially may not receive pay, appear on one or more payrolls, teach under a name which is not their own, or lack credentials and letters of appointment. The verification of teachers and their qualifications, leading to the issuing of biometric cards (Result 1.3) will bring this issue to attention over the next year. Increasingly accurate information from the Annual School Census of 2012 and 2013 (Result 1.3) can be used to determine the need for teachers in specific schools, districts, and counties.

In Year IV, LTTP will work with the MOE to:

- Consider the consultancy reports on teacher recruitment and training and the career ladder.
- Create a clear policy document that states the level of qualifications for teachers, how they are recruited, trained, and deployed.
- Develop a manual that will be easily understood and used by all levels of education supervisors who encounter teacher management issues, so that policy can be readily consulted.
- Work with the appropriate entities of the MOE to mobilize these policies into action.
- Conducting additional studies on teacher demand and supply and tracking of graduates from teacher training institutions will also inform the development of the policy and the manual.

Sub-Result 2.2: Teacher Career Structure, Growth and Incentive Policy Established

Entering the teaching profession in Liberia, as in many parts of the world, is not considered a particularly attractive career choice. Salaries are low, conditions are poor, and there is no clearly articulated career structure or mechanism for professional growth or career advancement. Working within a system of structured expectations, accountability, and rewards and incentives

is essential for good results in any profession and teaching is no exception. Liberian teachers need such structure and incentives in order to counter-balance the negative image of their profession. While career structures imply budget to reward quality performance, the present cleaning of the Ministry of Education payroll will result in savings that, if used wisely, will in part be used to improve teacher pay and incentives.

In Year IV, LTTP will work with the MOE to:

- Facilitate wide discussion of an appropriate, initially simple, teacher career structure. The discussion will include teachers, education officials at all levels, experts, and teacher organizations in order to build relevance and ownership.
- Since career ladders are notoriously controversial and difficult to create and implement, Year IV will aim to produce a simple career-ladder blueprint by the end of the year that links to the organizational structure at the MOE, CEO, and DEO levels (Result 1) and teacher training and professional development programs (Result 3).

Sub-Result 2.3: Efficient and Transparent Accreditation and Examination System Established

In the post-conflict era, NGOs and other bodies working in Liberia to meet the emergency need to rebuild the education system developed a plethora of different teacher training programs; varying in length, depth, and quality. The MOE sought to regulate this in 2007-2008 by adopting the C-certificate Pre-service and In-service programs, developed with LTTP in 2007-2008. Along with this came tighter control on the awarding of certificates, through oversight of standardized examinations for teachers. This has been central to the work undertaken by LTTP in Result 3. Building on the programs implemented for preparing and certifying teachers, the Education Reform Act of 2011 imagined an agency that would accredit teacher training institutions. LTTP has worked closely with the Bureau of Teacher Education in this regard.

In Year IV, LTTP will work with the MOE to:

- Examine and revise, where necessary, the large body of policies and procedures that have been developed to govern recruitment to RTTIs and requirements to satisfy the conditions for successful graduation.
- Fold this process into dialogue in Year IV about the possible revision and strengthening of the C-certificate Pre-service and In-service programs.
- Work with the MOE to transfer responsibility in this area from the existing department in the Bureau of Teacher Education to the planned Center of Excellence for Accreditation, Certification and Licensing, once it is established.

8. RESULT 3: IMPROVED TEACHER TRAINING PROGRAMS AND READING/MATH DELIVERY SYSTEMS

The redirection of activities in LTTP will be seen most clearly in the Result 3 area relating to improved teacher preparation with the objective of enhanced teacher effectiveness and better student learning in schools, especially in reading and math. Significant changes are planned for Year IV in response to the need to examine and work towards the revision of some elements of the teacher development program, to streamline activities to show results, and to reduce the number of activities to demonstrate more clearly what can be accomplished with more concentrated support at the school level. Below are brief summaries of the major changes planned under Result 3: Improved teacher training programs and reading/math delivery systems.

Pre-service and In-service C-certification Programs

In Year IV, LTTP and the MOE will initiate discussions about the adequacy and possible revision of the two programs in terms of structure and content. This may lead to planning for the expansion of the Pre-service program to two years in order to give time to better prepare teachers; a new approach to upgrading presently uncertified teachers through a new In-service structure; and planning for the role of the new continuing professional development program in future re-structuring. The curriculum for the C-certification program will also be examined and adjusted to be more relevant for the present certification programs or more thoroughly revised for new expanded programs.

We will administer pre- and post-tests of knowledge and skills in Pre-service students and In-service students. These will be used to better guide participants in their individual learning, and as a method for LTTP and MOE staff that delivers the trainings to continually reflect on and adjust the training as needed. The results of these tests will also be incorporated into LTTP's M&E system. Classroom observation tools used at all levels will be analyzed for cultural relevance and revised to identify factors not presently included (such as class climate, the quality of teacher-student interaction, the use of a variety of teaching/learning approaches, specifically encouraging teachers to avoid the overuse of group work, etc.).

Strengthened conflict-sensitive content will be included across the curriculum, in the three programs for teacher development (Pre-service, In-service and CPD), using approaches and materials already developed by other organizations such as NRC, IRC, AVSI, War Child Holland, etc.

All programs will be reviewed and adopted to be more cost-effective and sustainable, with particular attention to reading + math sustainability. We recommend that LTTP not become engaged in Early Childhood Education, but focus teacher trainees on the challenges of working with large primary school classrooms in which many students are substantially overage.

Integration of Activities and Focus at the School Level

There will be stronger integration of all R3 sub –result programs, and a particular focus on integration of activities at the school level. Rather than having R3 technical staff divided into separate Reading + Math, In-service, Pre-service and Higher Education teams, one Teacher Development Team within LTTP will be created. Staff restructuring and the creation of new job descriptions will take place to facilitate the creation of this new holistic team.

The focus and supervision of activities at the school level will be team-based, with coordinated visits to schools. For example, coaches for Reading + Math and mentors for In-service will be combined and teamed. Part of the new integrated R3 approach will include facilitating CEO and DEO visits to schools as part of school-visit teams (e.g. every time an LTTP team goes to a school, the DEO should also come to the extent that scheduling allows). LTTP staff will facilitate this process by carrying CEOs and DEOs to schools in program vehicles. There will be increased training for CEOs and DEOs to support LTTP’s increased R3 focus on schools.

Whole School Program, CPD and Increased Community Involvement

An integrated “Whole School Program” at the school level will be developed to increase the involvement of communities and PTAs in schools. This will include capacity building in school self-assessment as part of unfunded School Improvement Planning - to be carried out by school-based teams that include teachers, principals, communities, and learners.

A cluster and school-based CPD program will be designed and piloted in a limited number of schools. The CPD program, which will target all teachers in a given school, is closely linked to the Whole School Program. Once designed, the CPD program will begin in Year IV as a small-scale pilot to be studied, improved, and expanded to a larger group of schools in Year V in preparation for subsequent expansion and eventual full scale-up by the MOE.

The capacity of principals will be strengthened so that they can assume their critical role in leading Whole School and CPD programs. Since CPD is an in-service program, and is almost universally categorized as such, it will be included in the Year IV plan within the In-service sub-result 3.2. The National Reading Campaign will be extended to the community level where, for example, story-telling groups will be formed, after which primary students’ reading materials can be developed (this will be linked to the CPD, Whole School, and the SIP program).

LTTP Staff and Administrative Issues

LTTP will train its own staff in better adult teaching and learning approaches for application across all R3 activities, while at times including MOE, CEO, DEO, and RTTI staff in such capacity building activities. LTTP will also conduct in-house capacity training for relevant staff in facets of education program planning, management, and reporting. Materials procurement and

distribution will be made significantly more efficient. Unfinished activities from Year III will not be automatically rolled over into Year IV unless they fit into the new Year IV design of LTTP Result 3.

Sub-result 3.1: A national standards-based model for early grade reading and math development developed and implemented

In Years IV and V, Reading First + Math Cohort 2 will begin and complete support to 280 schools in Bong, Lofa, Nimba, and Montserrado counties. Support to 46 catchment schools in Margibi and Lofa in support of the RTTI trainees will continue.

Cohort 1 and Cohort 2

Basic support to schools will be continued that includes monthly visits by coaches and reading math specialists, radio talk show, face-to-face trainings, reading competitions, and the newly developed and produced reading and math instructional and student materials. Support to PTAs will continue. RMSs will work closely with DEOs in districts in which they are assigned. This will require that RMSs plan working visits at the offices of DEOs where plans and strategies will be developed to support the reading and math instruction. They will plan with support from the senior program officers' quarterly experience-sharing meetings with Cohort I principals and teachers. The planning for school support visits will be coordinated with other LTTP programs such as the CPD. Sub-result 3.1 activities include the following:

- Provide face-to-face training for teachers, school principals, and DEOs -two rounds a year - 2,400 X 2 participants' years 3 and 1,800 (including Reading Support Teachers, principals and education officers). Provide training for Cohorts 1 and 2 Reading Support Teachers (RSTs).
- Train school-based teachers as coaches of the 60 legacy schools (integrate with CPD activity in sub-result 3.2).
- Track student performance at school level by teachers and school principals; midterm results will be presented to school. School periodic assessment results will also be discussed at the school and district levels. Informal classroom assessments will be conducted from time to time to measure, at the early stage, the effectiveness of support to these schools (i.e. effective coaching support, teacher training, and student's performance). The result of these assessments will be shared with all stakeholders for planning purposes and program implementation. More efforts will be placed in getting the MOE to reinstitute the positions of instructional supervisions.
- Work with the MOE to ensure that student grades are tracked on the national report card.
- Work with Pre-service, In-service, and MOE to provide support to RTTI staff and trainees by assigning a reading and math specialist at the RTTIs to implement the newly developed and produced reading and math lessons.

- Produce audio and video reading instruction lessons that will be used by coaches and training officers to sharpen their coaching and training skills. These lessons will also be used during training sessions.

Working towards Sustainability

In Year IV, LTTP will work toward the sustainability of all programs, with special emphasis on strengthening the aspects of the successful reading + math program that will work toward its sustainability.

- As a means of ensuring support and sustainability to Cohort I schools, the LTTP team will hold quarterly meetings with Reading Support Teachers and principals. These meetings will be facilitated by the key satellites office staff (senior program office staff and RMSs) with the focus on sharing lessons learned and experience, challenges on issues of training and lesson implementation, etc. Notes from these experience sharing meetings will result into information that will guide Cohort 2 implementation.
- Another sustainable strategy would be to have a reading specialist assigned at the MOE to work with the Directors of Basic Education and Curriculum in developing the program within the MOE delivery system. One of the key roles to be added to that of the RMS would be to work with the senior program office in building the MOE training team at the county level.
- Support the MOE Basic Education section to develop a National Reading Strategic Plan.
- Negotiate the establishment of a MOE county-based training, monitoring, and supervision team that supports the implementation of Early Grade Reading and math. As a means of strengthening the capacity of these training teams, training will be organized and supported by the LTTP team with key content on early grade reading and math, strategic planning, management and instructional leadership. This team will be trained to make use of EMIS data to organize and implement training programs at the county level. On the issues of supervision, LTTP will seek to develop a standardized supervisory tool that will be used by supervision at the primary level.

Sub-result 3.2: In-service teacher education program strengthened with emphasis on reading and math

LTTP will work to leverage the success of the Reading + Math program by placing reading and math at the center of the CPD professional development program (see below) and by building on the school and community-based aspects currently in place in the Reading + Math Cohort 1 schools (see below for suggested selection of schools for the CPD pilot).

In-service C-certification

Cohort 6, which is the last cohort of teachers in the In-service C-certification program to be supported by LTTP, completed their first residential summer five-week training at Zorzor and

Kakata RTTIs in July and August 2013. LTTP will continue support of this program until Cohort 6 graduates in summer 2014 at which point the MOE will take over support for future In-service programs.

- As part of the Year IV plan, LTTP and MOE staff will carry out monthly In-service training cluster meetings throughout the academic year.
- Cohort 6 participants will complete their C-certification during their second residential three-week summer training period in 2014.
- LTTP will concentrate in Year IV on preparing the MOE to lead and manager the program in the future, and carry out discussions with the MOE on the transfer of the program to MOE responsibility.
- LTTP will work with the MOE to initiate the greater RTTI teacher-educator involvement in the overall In-service C-certification program, including participating in teaching/facilitating the summer residential program.
- LTTP will also work with the MOE to increase the participation of the MOE staff members that are presently assisting with the In-service program to co-teach along with RTTI instructors in the future, and do the majority of cluster mentoring during the school year.
- To facilitate success in this area, LTTP in Year IV will provide extra training to RTTI instructors and MOE staff involved in the C-certificate In-service program to increase the quality of both teaching and learning in the program.

Revision of C-certification Structure, Curriculum and Materials

LTTP will work with the MOE and RTTIs to initiate a process to review the C-certification programs, both Pre-service and In-service, and start to plan future directions to improve the quality and appropriateness of the programs for present-day Liberia, including possible expanded time for Pre-service and revision of the present In-service program to upgrade the large number of uncertified teachers.

- As part of this process, LTTP will start a revision and improvement of the present curriculum and materials for the Pre-service and In-service C-certification training, assuring that approaches are sufficiently practical, culturally appropriate, and include strengthened content knowledge, pedagogical, and pedagogical content knowledge (PCK), as well as reflective practice.
- This process will also address the issue of earlier student exposure to primary schools and classes by carrying out structured classroom observations in catchment primary schools early in the academic year, since early practical exposure to schools provides the context and reference point for all subsequent pre-service teaching and is widely accepted as essential to a good-quality teacher education program.

Dialogue on the Primary School Curriculum

- LTTP will initiate a reflective dialogue with the MOE and RTTIs to raise awareness of issues in the basic primary curriculum, with the prospect of including it in Year V activities or possibly encouraging another organization to assume this task.

School Principal Training

- The In-service team has carried out school principal training in the past, but in Year IV, the whole LTTP Teacher Development Team will share responsibility for this. Principal training constitutes an important component of LTTP's Year IV Whole School Development approach. There will be increased outreach to and involvement of PTAs and local school communities. There will be piloting of a Continuing Professional Development program in a small number of schools (see below).

Teacher Continuing Professional Development (CPD)

CPD is usually a program of ongoing, systematic, professional studies in which all teachers in a school participate, with CPD sessions held mainly in the schools and sometimes in local clusters of schools, supported with materials to guide sessions that occur among teachers and with occasional sessions run by outside facilitators.³ A CPD program that provides ongoing professional support to all teachers at the school and cluster level, when well developed, can serve many critical purposes at once:

- It provides critical training for uncertified teachers who have had no, or very little, training.
- It provides an important follow-up for teachers who have earned the C-cert, either through pre-service or in-service, so that they can continue learning and practicing their new knowledge and skills as they teach.
- Since about 40% of teachers in Liberia are not certified, it will improve the knowledge and skills of the teachers of approximately 40% of students in Liberian primary schools, which should lead to better student learning.
- CPD enables a flow of new ideas into schools, thus as policies and practices change, it is a mechanism for keeping teachers updated on new practices.
- CPD also enables a flow of important information from schools to the DEOs, CEOs and MOE, providing a solid link to the school level.
- It builds a culture of knowledge sharing, solidarity, and professionalism in teachers and principals, which will lead to changes in attitudes that are central to improved education quality.
- It serves as the key element in developing an efficient system; a more systematic and holistic approach to supporting schools.
- It can be the foundation program around which a Whole School Approach and a School Improvement Program can be built, including greatly increased school-community interaction with teachers and principals.

³ Leu, Elizabeth and Ginsburg, Mark (2011). *Designing Effective Education Programs for In-service Teacher Professional Development (Digest and Compendium)*. Washington DC: USAID/EQUIP 1.

As has been demonstrated by the school-based part of the Reading + Math program in LTTP, teachers who have participated are very enthusiastic about school-based professional development and participate with energy in well-organized programs. In Year IV, we will leverage what has been learned from this positive example and expand CPD to cover, on a pilot basis in a small number of schools, a few topics of high priority to teachers in addition to reading and math.

In Year IV, LTTP will work with the MOE to lead a consultation activity to determine the structure and content of CPD and develop a small-scale pilot. Specific activities include:

- Consulting first with USAID and then with MOE to raise awareness of options and define the vision and purpose of CPD in general, and of a modest pilot CPD program in particular.
- Securing MOE approval of and participation in a stakeholder consultation/needs assessment process (primarily with teachers and principals) in order to gain information about the specific kinds of professional support teachers need, and which structure would be most applicable and feasible for them (e.g. content, timing, location, etc.).
- Stakeholder consultations will help to promote buy-in and ownership of teachers and school administrators when the program is designed and implemented.
- CEOs, DEOs, and RTTI staff will be included in these consultations, and may in fact assist with the consultative/needs assessment process.
- Discussing the results of consultation with MOE and seek approval for the implementation of a CPD structure and content designed and piloted by LTTP.
- The pilot program may include, for example, five clusters of six schools each. They will be selected to be Cohort 1 reading + math schools, some of them catchment schools near Kakata or Zorzor RTTI, and with at least some teachers with C-cert – either from the Pre-service or In-service program.
- As a result of consultations, the topics selected by teachers – in addition to reading and math – may be, for example, related to effective lesson planning, encouraging the success of girls in school, or approaches to teaching a challenging subject such as science.
- Timing of CPD sessions may be all teachers meeting in a cluster of four to six nearby schools once or twice a semester, with short weekly “bridging” activities at the school level (or longer monthly meetings), guided by facilitation materials provided by the CPD program. Alternately timing may involve a (revolving) selection of teachers participating in cluster activities – led by LTTP mentors or coaches – more frequently, with similar “bridging” activities that take place at the school level.
- Materials will be simple and easy to use, produced in a cost-effective manner. Mentors or coaches will carry out training on how to use the materials to facilitate school-based teacher study “bridging” activities. These activities often consist of practicing new ideas

in the classroom introduced at the cluster sessions and discussed and analyzed during weekly school-based sessions.

Whole School Development

As part of the CPD design and pilot, LTTP will work with the MOE to introduce a “whole school” approach that will bring the community and/or PTA more closely into the activities of the school. LTTP will introduce a few elements in Year IV of School-self Assessment, through which communities initially identify a few goals for the school over a period of time with which they, along with teachers, students and the principal, can work together – for example, better attendance, better class discipline, better home study opportunities for students – and then track progress toward the goals. What this may look like will depend, in part, on the ongoing PTA activities already taking place in the CPD schools. If there are active PTAs, LTTP will work with them to increase their activity and effectiveness.

Sub-result 3.3: Pre-service teacher preparation program strengthened with emphasis on reading and math

The RTTIs are important anchor institutions in the education system and should be strengthened to give an institutional base for preparing new teachers (Pre-service C-certificate), providing upgrading courses for existing teachers (In-service C-certificate), and playing a role in developing and monitoring the new CPD program in catchment schools. Determining whether the present Pre-service C-certificate program carried out at the RTTIs and the related In-service C-cert are serving this purpose adequately for present-day Liberian educational needs is a matter to be taken up as a policy dialogue in Year IV. In order to strengthen the institutions to provide better quality teacher education, extensive revision, and possible extension of the program are most likely in order. This cannot be done in a year, but the policy dialogue and planning can be started and decisions can be made.

Activities will be carried out in the following areas in Year IV:

- After consulting with both USAID and MOE, LTTP plans to work in Kakata and Zorzor RTTIs, but not at Webbo RTTI. LTTP will concentrate on improving the quality of the teacher educators at the RTTIs and preparing them to participate in wider programs such as the In-service, reading + math, and CPD.
- As part of the teacher-educator quality improvement program, LTTP will strengthen the continuing professional development available to teacher educators. The present periodic centralized workshops for teacher educators (like the one held on Zorzor in August 2013) will be augmented by more RTTI-based CPD activities run by the teacher educators themselves, drawing on the excellent materials developed under USAID/EQUIP1.⁴

⁴ duPlessis, Joy and Muzaffar, Irfan (2010). Professional Learning Communities in the Teachers’ College: A Resource for Teacher Educators. Washington DC: USAID/EQUIP1.

- RTTIs are also important as institutions that have close contact with schools, carry out an improved practicum in the catchment schools (an essential part of quality pre-service teacher education that would be built into an expanded and improved pre-service program), and eventually carry out simple school-based studies and action- research along with teachers and their students in catchment schools to generate and disseminate new ideas based on the reality of the school setting.
- LTTP will introduce a systematic, yearly system of tracking students who have completed the C-Certificate program to ascertain if they are employed, where they are employed, and whether they are officially hired and paid, etc. (an activity shared with R1).
- LTTP will introduce a system of performing follow-up studies with a limited number of recent graduates of the C-certificate program, to be carried out by RTTI staff, to get feedback on the relevance of the program to teaching, to identify the strong and weak points of the program, determine what should be included that is not present, and to get general suggestions for improvement. LTTP's M&E team will be heavily involved in these undertakings, with strong support from field-based Senior Program Manager.
- Work with Peace Corps Volunteers at the RTTI level and integrate PCV work into LTTP work to the extent possible.
- Involve teacher educators in monthly In-service cluster training particularly at catchment schools.
- Introduce a six-week remedial course in academic basics for all pre-service students at the beginning of the course. Self-study materials developed previously by LTTP will likely be used for the course.
- Cease support for tutorials for females in favor of the remedial six-week session, but keep a limited number of tutorials for all students in the evening at RTTIs.
- Conduct a study, in response to criticism that RTTIs are under-enrolled and over-staffed, of why there are so few students in the present year, and conduct an audit of the teaching loads of teacher educators to ascertain whether they are under-worked, over-worked, etc. (Work with Result 1 activities to conduct audit of administrative and other staff to see why there are so many employees at the RTTIs.)
- Provide teacher educators with extra professional development in the reading and math part of the RTTI curriculum since this needs strengthening.

Sub-result 3.4: Strengthened national university delivery system to provide high quality courses in teacher education including reading and math

For the most part, SR 3.4 will be closed and LTTP will not support degree programs at the higher education level either within Liberia or abroad. Remaining activities in SR3.4 concern reintegration of returning graduates with Master's degrees and Doctorates into the education system to ensure that their new professional knowledge and skills are in maximum use in Liberia's education system.

Remaining activities to be carried out in Year IV are:

- Where returnees are committed to return to their previous posts, LTTP will ensure that this occurs and follow up to confirm that they are appropriately employed.
- Where returnees are not committed to previous posts, or are not rehired for previous positions, LTTP will advocate for their employment in the MOE or in other appropriate entities of the MOE.
- LTTP will review the qualifications, professional specializations, and backgrounds of returning candidates who are not hired by the MOE and will seek to employ them in embedded positions within the MOE (particularly in the R2 area), possibly within RTTIs, or within other institutions that work directly with LTTP programs.
- LTTP will convene returning Master's and Doctoral graduates, along with new B.Ed. graduates, in a symposium at a RTTI to reflect on their experiences and develop strategies for using and disseminating their new knowledge and skills.

9. MONITORING, EVALUATION AND RESEARCH

Beginning in Year IV LTTP will extend and deepen efforts to document the impact of activities undertaken with project support while continuing to monitor key indicators. The revised Performance Monitoring Plan (see annex 1) outlines much of the data that will be collected and analyzed for these purposes. Whenever possible, data collection and analysis will be done with MOE staff in the M&E and EMIS units, in order to draw on their expertise and to provide opportunities for their capacity development.

Result 1

For the sub-results under Result 1, in addition to making use of the EMIS database, the M&E Team will oversee data collection from samples of staff in the MOE as well as the participating CEOs and DEOs. Critical information will be collected using adapted versions of a) the “Institutional Development Framework” (IDF), developed initially by Management Systems International⁵ and utilized in various international education projects, including USAID’s South Sudan Technical Assistance Program, led by FHI 360,⁶ and b) the “Stages of Systemic Change”

⁵ Mark Renzi (1996), An Integrated Toolkit for Institutional Development, *Public Administration and Development*, 16: 469-483.

⁶ Felix Alvarado, Mark Ginsburg, & Peter Muyingo (2011), *Report on an Internal Review of Capacity Building Efforts of the Southern Sudan Technical Assistance Program*. Washington, DC: FHI 360.

technique, developed initially at the Northwest Education Research Laboratory in the US⁷ and refined for use in developing countries under USAID’s EQUIP2 mechanism.⁸ In addition, the M&E team will organize a survey of samples of teachers to collect their perceptions of the quantity and quality of the pre-service program at the RTTIs as well as the supervisory guidance and support provided by CEO and DEO staff (see sub-results 1.2b and 3.3).⁹

Result 2

Data will also be collected from samples of staff in the MOE as well as the participating CEOs and DEOs to measure indicators for the sub-results under Result 2. This will be accomplished by adding some additional measures of the “Stages of Systemic Change” tool, to focus on adoption and implementation of policies.

Result 3

The Performance Monitoring Plan includes a larger set of sub-results, including those most relevant to the Reading + math, In-service, Continuous Professional Development, and Pre-service components. Reflecting the effort to integrate activities under this result, the M&E team will be coordinating similar types of data collection across the components.

For example, data collected during the mid-term and end-line administrations of EGRA and EGMA (Year III and Year V) will be used not only to assess learning outcomes of the students of teachers participating in the Reading + Math program (sub-result 3.1b), but also to assess the added value associated with a teacher having an In-service C-certificate (sub-result 3.2c) and the added value associated with a teacher having a Pre-service C-certificate (sub-result 3.3c).

Furthermore, the effectiveness of teachers in lesson planning, class management, and classroom instruction will be studied focusing on participants in the In-service C-certificate program (sub-result 3.2b), participants in the Continuous Professional Development program (sub-result 3.2e), and participants in the Pre-service C-certificate program (sub-result 3.3b).

Finally, the teacher survey referenced above, in relation to Result 1, will also be used to collect data on the quantity and quality of supervisory guidance and support provided by principals and deputy principals (sub-result 3.2f). The questionnaire administered to staff in DEOs, also discussed in relation to Result 1, will be used to collect data on their perceptions of schools’ development and implementation of school improvement plans (sub-result 3.2g), and schools’ use of data to monitor quality and improve management and governance (sub-result 3.2h).

⁷ Beverly Anderson (1983), Stages of Systemic Change, *Educational Leadership*, 51 (1): 14-17

⁸ For example, see Nagwa Megahed & Mark Ginsburg (2010), Documentation for Diffusion of Reform: ERP Support in the Area of Professional Development. In M.T. Tatto & M. Mincu (eds.), *Teacher Education and Development and Teaching and Learning*, pp. 57-74. Rotterdam, Netherlands: Sense Publishers.

⁹ Note the number of sub-results (e.g., 3.1b) in this section refers to the elaboration of indicators in the revised Performance Monitoring Plan, which is located in the annex,

The M&E Team will also collaborate with other LTTP staff as well as MOE personnel to conduct the following studies designed to inform policy and practice in the education sector:

1. *Study of Primary School Teacher Supply and Demand* that will use EMIS data to determine the number and percentages of primary school teachers who possess the minimum qualifications (i.e. C-certificate) nationally, within specific counties, and within specific districts; the number and percentage of female primary school teachers in various locations; and the number and percentage of primary school teachers in various locations who are nearing retirement age.
2. *A Pre-service and In-service Program Tracer Study* that will use EMIS data to assess the extent to which graduates of LTTP/USAID-supported pre-service and in-service C-certificate programs are employed as teachers in government (or non-government) primary schools; and
3. *A Tracer Study of 2012 and 2013 Female (Scholarship Recipient) Bachelor of Education Graduates* that will find out how many of the female (scholarship recipient) graduates have become employed as teachers in government (and non-government) primary or secondary schools, examine opportunities and challenges graduates faced in gaining employment, and identify areas in which they feel more and less prepared for their work roles.

Given the expanded nature of the monitoring, evaluation, research, and communications dimensions of LTTP in Years IV and V, the program will add a senior technical advisor to the staff to work with the LTTP M&E team and to build capacity in monitoring and evaluation within the MOE.

ANNEX:

CONTINUING PROFESSIONAL DEVELOPMENT AND WHOLE SCHOOL DEVELOPMENT (PURPOSES AND PLANS)

Continuing Professional Development (CPD)

Assuming that a cluster- and school-based CPD program is selected as the result of a consultation process, three critical issues need to be addressed in designing the pilot: Structure, Timing and Content.

The following suggests an approach to designing the structure, timing and content of a CPD pilot. Since each country that has a form of CPD¹⁰ structures it somewhat differently, based on a variety of local factors, it is important to start slowly, determine what will and what will not work in Liberia, understand the level of Liberian teachers' willingness to participate in professional development programs, and structure a program that is supported by Liberian teachers as well as by education officials at higher levels. The most successful programs build up from a small base of pilot of experimental programs that are studied and modified (in itself an important capacity-building process when it includes central ministry and other stakeholders) and grow into national programs only after a number of years.¹¹

Starting with information from the consultation process in Liberia, especially information from teachers, LTTP will work with the MOE to determine the design of the pilot in terms of structure/timing and content. Possibilities are the following:

Structure & Timing

- Identify or develop approximately six clusters of five or six schools each (30 – 36 schools)
- Select schools that have all or most of the following attributes: i) are part of reading + math Cohort 1; ii) have teachers presently participating in the In-service C-Cert; and iii) are catchment schools close to RTTIs.
- Develop a program structured around periodic cluster-level meetings for: i) all teachers every third month or once a semester or ii) a selection of teachers, for example, two from each school (rotating), every second or third month.
- Develop “bridging” activities to take place at the school level, perhaps for an hour once a week or on a Saturday once a month, during which teachers discuss how they have been implementing what they have learned in the cluster meetings. This will be facilitated by one of the senior teachers or the principal with the use of study guides provided to the teachers.

Content

- Consultation with teachers should include focus group discussions and a needs assessment to determine the general areas or the topics they identify as most needed.
- Reading and math will be primary topics for the CPD, building on the activities of support teachers and principals from Cohort 1 schools who are trained and carrying out professional development activities in the Cohort 1 schools.

¹⁰ That includes almost all countries on the continent and elsewhere.

¹¹ Examples of this are Ethiopia, Kenya and Namibia – references and materials relating to CPD programs in nine African countries are on a CD that LTTP has developed. The material has been used by the staff to learn about programs elsewhere.

- In addition to reading and math, select initially two other topics for the pilot phase in Year IV based on needs assessments with teachers (for example, lesson planning, using active learning effectively in large classes, promoting the success of female students, etc.).
- Consider using material modified from the C-Cert in-service that corresponds to the topics teachers identify.
- Consider including knowledge-dissemination facilitated by present In-service C-Cert teachers/students who bring back to the school what they are learning in the cluster C-Cert meetings.
- Guides will be produced that will help facilitate teacher learning sessions both at the cluster and at the school level, based on the topics selected.
- Link what is included in the CPD to teachers' practical, every-day concerns and practice. This would include what is needed to interpret and use the primary curriculum, the only material found in many primary schools. Include a strong element of pedagogical content knowledge (PCK) – the combination of subject knowledge and knowledge of how to teach the subject matter appropriately at different grade levels (since very little PCK is found in the C-Cert materials).
- Include a strong element of reflection on practice, introducing some cross-classroom observation and discussion of practice.
- Build over several years towards a more structured program with rewards and incentives for teachers' participation and link a more structured program with career structures.

Incentives and Rewards for Participation

- Many countries have found that teachers who have been neglected and have received little support in their schools in the past are enthusiastic about participation in CPD without payment and direct rewards in career advancement. It will have to be determined in Liberia the extent to which this will be the case. Very limited discussions with teachers suggest that there would be enthusiasm for participation, but that needs testing through the wider consultation and a pilot.
- At least some acknowledgement of participation as the program builds on the part of the MOE would provide some incentive. This could take the form of certificates of participation, radio programs that described the program and gave thanks and recognition to teachers participating, CEOs, DEOs or School Boards giving recognition to schools (and communities) that have participated especially well, etc.
- The question of linking CPD formally with a career structure is a very thorny one – just as the career structure overall is thorny. A system of credits for participation in CPD requires a more structured program, but would also be tied to teacher standards that are applied and formally

evaluated, increased opportunities for teachers at all levels (certified and uncertified) to gain advanced qualifications through formal programs – probably run through the RTTIs.¹²

- As Liberia develops a career structure for teachers over the next few years, ideally the CPD will grow apace and formal ways of recognizing participation (and more importantly ways of recognizing improving quality of teaching and learning of teachers who participate in CPD as well as all other programs) will be built into the structure.

Whole School Development (WSD), School Improvement Planning (SIP), School Self-Assessment (SSA)¹³

Building Community Involvement

LTPP proposes starting very small by introducing some elements of whole-school development, school-improvement planning and school self-assessment in Year IV. These three program titles include a variety of approaches used in many countries to bring the community more actively into the lives of schools. The most successful programs start with limited elements of community involvement, determine what communities are willing and able to do, how communities can be most effective in improving their schools, given local circumstances, and build community pride and ownership of the success of their schools. Given the relatively limited involvement of communities in schools in Liberia, this will be a multi-year process but a one that is critically needed. LTPP does not propose introducing full-scale programs that fall under any of the three rubrics, but will support elements of community involvement, building on what already exists (the activities of PTAs and local school boards, for example, and what the MOE plans through a School Improvement Planning (SIP) process that includes community grants through another funder).

LTPP sees this as being part of an integrated program at the school/community level that combines a cluster and school-based continuing professional development program with increased community involvement in the school, coordinated by principals who have training to take a leadership role in facilitating this process in their schools and communities.

¹² In Ethiopia, for example, thirteen years after a school- and cluster-based CPD program became national policy, the MOE is just now grappling formally with how to relate the (very popular) program to a career structure for teachers.

¹³ LeCzel, Donna Kay, Liman, Mohammed and Gillies, John (2005). *School Self-Assessment Systems in Namibia*. Washington DC: Academy for Educational Development; LeCzel, Donna Kay and Liman, Mohammed (2004). *Towards Effective Decentralized Classroom Reform*. Washington DC: USAID/EQUIP2; LeCzel, Donna Kay and Gillies, John (2008). *Policy Brief: Strengthening Accountability and Participation: School Self-Assessment (SSA) in Namibia*. Washington DC: USAID/EQUIP2.

Common Elements of WSD, SIP and SSA

The three programs (WSD, SIP and SSA) have the following goals:

- Increased community involvement in schools – not just in contributing labor or raising funds, but in the quality of teaching and learning in the schools (such as being concerned about attendance of both teachers and students; tracking students’ progress, setting goals for the school and monitoring progress over a semester or a school year, monitoring homework; encouraging parents to send their children to school, especially girls, etc.).
- Strengthened role of the PTA (LTTP must find out how active or ubiquitous PTAs are, exactly what they do, etc.).
- Strengthened leadership role of the principal and training for principals so that they can carry out this role – both in instructional leadership and in forming more solid connections with the local community.
- Increased role of teachers in working with the community in school planning, accountability for students’ time-on-task, students’ success, etc.
- Development of yearly or half-yearly goals for the school through teachers and principals consulting together with communities and then monitoring and evaluating progress.
- School self-assessment folded into yearly planning, monitoring progress and evaluation of whether goals were reached or not.

Keep it very simple. The LTTP program will not involve school grants (grants will be part of the GPE-funded SIP) and many communities may be doing this kind of thing for the first time. Therefore, define (with communities) a few inputs that they can provide (help with tracking students’ attendance or homework time, for example) and then discuss how they, together with principals and teachers, can monitor progress. In some communities, there may even be the possibility of community members providing classroom help, for example, with small reading groups of children or with co-curricular activities with students

Suggested activities and the intersection of WSC and CPD:

- Discuss the patterns and purposes of Whole School Development (using this – or another name – to describe the combination of elements of WSD, SIP, SSA – emphasizing its intersection and close relationship with CPD) and the other programs with the MOE. Discussion on their plans with GPE funding will be critical in order to clarify the plans they have made for the GPE-funded school grants SIP program to be launched in the coming year.
- Initiate discussions on Whole School Development in combination with CPD with the CEOs and DEOs in the selected pilot schools (initially the schools in which the CPD will be piloted).

- Work together with the DEOs in discussing with the selected schools the combination of WSD and CPD.
- Make sure that community members understand the CPD process, the professional development in which teachers are participating and organizing for themselves, and find ways in which community members might be able to participate in this – for example, come to some of the school-based teacher discussion sessions, give their suggestions at these sessions on what would help their children to learn better, etc.
- In the schools selected for the pilot, start by discussing with the principal and the PTA their existing roles in the school – if they are active, what they do, when they do it, how often, etc.
- Select, for example, two elements of school improvement on which the school and community will initially work together over a specified period of time – for example, improving attendance, making sure textbooks in the school are used (taken out of the closet), or developing a community story circle at the school (emphasizing story-telling, writing down stories, reading stories).

The process for designing and piloting the combination of the WSC and CPD will be the “actionable learning cycle.” That is, underlying all activities will be the following process: i) assess and design; ii) implement and test; iii) reflect and synthesize; and iv) utilize and disseminate. This can be used as a design principle, guiding the planning of the program by MOE officers and LTTP, it can also be used explicitly at a more local level. Although the cycle sounds (and is) complex, teachers and communities in other settings have stepped up and shown a great deal of interest in the theories, structures and processes underlying programs in which they are engaged.