

USAID's Advancing Youth Project

Quarterly Report 3



Figure 1 Learner solving fraction problem at Kpakio Site in Foya, Lofa County

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Acronyms

ABE – Alternative Basic Education
ALP – Accelerated Learning Program
BBF – Brother’s Brother Foundation
CEO – County Education Officer
CESLY – Core Education Skills for Liberia Youth Program
DEO – District Education Officer
EO – Education Officer
GoL – Government of Liberia
KRTTI – Kakata Regional Teacher Training Institute
LRC – Learning Resource Center
LTEP – Literacy and Training for Employment Program
LTTP – Liberia Teacher Training Project
M&E – Monitoring and Evaluation
MoE – Ministry of Education
MoGD – Ministry of Gender and Development
MoHSW – Ministry of Health and Social Welfare
MoU – Memorandum of Understanding
MoYS – Ministry of Youth and Sports
MT – Master Trainer
NFE – Nonformal Education
YYVS - National Youth Volunteer Service
OSF – Open Society Foundation
TA – Technical Assistance
TWG – Technical Working Group
UNICEF – United Nations Children Fund
YMCA – Young Men’s Christian Association
ZRTTI – Zorzor Regional Teacher Training Institute

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1. Executive Summary

During the reporting period, Advancing Youth operated both Level 1 and Level 2 lessons in 47 schools across the four counties in which it is currently operating (Bong, Lofa, Montserrado and Nimba). A total of 2140 students were enrolled in the initial placement testing. A second round of enrollment and placement testing of students took place in April. An additional 460 students were recruited, resulting in a total enrollment of 2600 (784 male; 1816 female).

Sites for new classes were selected during the period. The selection process included staff from the central as well as the county and district MoE, together with county Ministry of Youth and Sports (MoYS) staff. (See Annex 1 for the list of current and new sites).

The training of Master Trainers (MTs) took place in Kakata during the week of June 18 2012, when 59 MTs were trained in both pedagogical and content areas. MTs will facilitate training of new facilitators and administrators during the forthcoming training sessions in July and August 2012.

In order to leverage USAID funds, the partnership with the Brother's Brother Foundation (BBF) continued to evolve with meetings with the BBF President and additional book orders were placed. In addition, the partnership with World ORT, which provides additional learning and livelihood opportunities for youth, was initiated in 43 schools throughout the project area.

To increase the reach of the Alternative Basic Education program, an agreement was reached with Liberty and Justice, a clothing manufacturer in Monrovia, that would provide ABE courses for employees. The company will cover the costs for teachers while Advancing Youth Project will provide materials and training. Assessment of their staff was carried out and teachers from a nearby school were recruited to act as facilitators. Classes will begin following the next round of facilitator training in July and August.

2. Administration, Partnerships, Outreach and Monitoring & Evaluation

2.1. Administration

2.1.1. Staffing

During the quarter, Advancing Youth continued to recruit staff for both Monrovia and the field.

Additional staff members were recruited in a number of positions. Musa Sanoe joined the program as M&E Specialist. Previously he was with the Norwegian Refugee Council where he was Database Officer. Jessi Hanson was recruited as Education and Capacity Development Specialist with a scope of working on the identification of capacity development requirements within both the Division of ABE in the MoE and also within potential partner NGOs.

An additional Youth Development and Livelihoods Coordinator (YDLC) was recruited in each of the four counties, making a total of three in each county. The YDLCs were recruited to provide increased support

and to increase momentum in implementation of project activities at county level. To ensure effective implementation, coordination and close monitoring of activities, YDLCs have been allocated to operate within cluster areas. This process has been guided by a joint quarterly plan developed by YDLCs with support from the livelihoods and outreach team in the June planning workshop in coordination with the World ORT Literacy and Training for Employment Program (LTEP). The joint planning, implementation and review has been useful to the project team and has yielded progress towards targets for each county.

For the Communications and ICT Team, scriptwriters were recruited to develop the Interactive Radio Instruction (IRI) materials. The recruitment process consisted of a training of 13 people who had expressed interest followed by a test, followed by selection and recruitment of the top five candidates.

In addition to the new staff joining, several staff left the project. M&E Specialists Oscar Goyee and Geanjay Roberts left the project to join the USAID/Liberian Teacher Training Project (LTTP) (FHI360 and RTI respectively). Konkun Wleh, Finance Officer, left to join the USAID/Food and Enterprise Development program. Moses Kwalula, the Deputy Program Manager, also left the program.

Marcus Blamoh, the Communication and Technology Team Leader, had family health problems. He was given unpaid leave for several weeks but was unable to confirm whether he would be able to return from Sinoe. Subsequently Solomon Kerkula, the ICT Specialist, was promoted to the Team Leader position given his excellent work over the previous period.

Recruitment for remaining positions continues and will be concluded in the next quarter. The Montserrado Alternative Basic Education (ABE) Coordinator position has been filled by the ABE Coordinator who will be deployed to Grand Bassa. Recruitment for the Nimba M&E Officer position continues to be problematic. A number of interviews have been held but applicants either lack the necessary skills when tested in Microsoft Excel and Word, or subsequently decided that they did not want to work in Nimba. The job description to encompass duties covered by Moses Kwalula will be developed and advertised. In addition, the position of Communications Specialist has proved difficult to fill. A Communications Intern has been recruited and it is hoped that part time international technical assistance can be identified to develop the necessary communications strategy, procedures and templates as well as training packages for all staff.

In order to address concerns staff have raised regarding contract security, Advancing Youth is investigating options surrounding contract durations. Currently all contracts run until the end of the fiscal year in September 2012 and would be renewed annually. However, staff have mentioned job insecurity as a prime concern. As such, Advancing Youth will, at a minimum, ensure that one year contracts are signed, whilst at the same time examining the pros and cons of indefinite duration contracts¹, which are used by some other projects.

Advancing Youth also held the first Experience Sharing meeting at the Catholic Compound, Monrovia, in April 2012. This was aimed at bringing all Monrovia and LRC staff together to discuss project progress, address any emerging issues and learn from each other. Project staff had the opportunity to raise any questions or concerns both in public meetings and in private conversations with management. In

¹ After this reporting period, in July, EDC determined that it will convert staff to indefinite contracts.

addition to a diverse range of briefings, staff learned how to take better photos and write success stories, as well as how to improve performance through team building activities. The next Experience Sharing meeting is scheduled to be held in Gbarnga in August and will focus on completing the Year 2 Annual Work plans.

2.1.2. Office space

During the reporting period, Advancing Youth moved from the YMCA office on Broad Street to the new office location on Tubman Boulevard. The new office offers sufficient space for all staff, as well as a co-location for World ORT, the partner organization that is delivering livelihood activities for learners. In addition to space constraints, the lease on the City Hall building which had previously housed the Montserrado Learning Resource Center (LRC) expired. The LRC was moved into the same building as the central project office on Tubman Boulevard, offering opportunities for better coordination between the field office and the central office, and reduced costs.

2.2. Partnerships

During the reporting period, the Advancing Youth/World ORT Memorandum of Understanding (MoU) was signed and the project began operations. Through the LTEP project, short in-schools livelihood skills trainings were offered for students (see Section 5.3.2 below and Annex 3 for the LTEP Quarterly Report).

In addition, an agreement to work with the PROSPECTS project, funded by Chevron and implemented by Mercy Corps, was drafted during this quarter and is under review. It is planned that the agreement will be finalized during the forthcoming quarter.

Advancing Youth continued to work with Brother's Brother Foundation (BBF). Following a meeting with the President of BBF in Monrovia on 27 April 2012, Advancing Youth submitted a request for additional books. The initial request was for primary level books and in June BBF forwarded details for a shipment of approximately 19,700 books worth over \$729,000. This shipment is expected in the next quarter. Another consignment of secondary books, which will be utilized in LRCs as well as in RTTIs, universities and other libraries, is expected shortly.

2.3. Outreach

2.3.1. Regional Youth Consultative Conference and National Youth Summit

On May 21, six Advancing Youth Project learners (three females, three males) from Bong, Lofa & Nimba counties participated in the Regional Youth Consultative Conference held in Nimba County. The two-day event was organized by the Federation of Liberian Youth (FLY) in conjunction with the MoYS, Mano River Youth Parliament (MRUP) and the Liberia National Students Union (LINSU). The event was intended to gather views and aspirations pertaining to the Government of Liberia's (GOL) National Visioning Process or LIBERIA RISING 2030, together with the Youth Action Plan and the National Youth Policy. Four Advancing Youth staff also attended the consultation conference. The staff facilitated a working session on issues and concerns surrounding out-of-school youth.

Advancing Youth learners who attended the event shared their experiences with their fellow learners upon their return to their communities. The YDLCs followed up with the learners and reported that the experience of attending the conference had been beneficial both for the youth who had attended and their peers.

The various regional consultations culminated into the National Youth Summit held in Gbarnga from June 22-23 2012. Advancing Youth staff attended the National Summit and led small group sessions on the expectations of out-of-school youth. In addition, one Advancing Youth learner, Felicia Flomo from Bong County, was also selected to participate in the National Youth Summit.

2.3.2. World Environment Day

In collaboration with the Environmental Protection Agency (EPA), Advancing Youth provided planning and financial support towards the World Environment Day held in June in Saniqueille and Gbanga cities. A total of 75 Advancing Youth learners participated in the event, under the theme “Green Economy - does it include you?” Key activities of the event included mobilizing and creating awareness among the general public on environment management issues through use of placards and messages on banners and t-shirts, tree planting and in-house activities. Learners were able to transfer skills acquired from life skills lessons in school through community service activities, while guest speakers gave information on waste management and how to manage the ecosystem.

This event provided an opportunity for Advancing Youth learners to participate in a public education activity, interact with government officials and other students from regular schools and organizations, and was a clear boost to their self esteem. Upon return to their communities, learners had a chance to share information with their peers and community members. Future youth club activities on environment management will build upon experiences and lessons learned from this event.

2.4. Monitoring & Evaluation

Following feedback from USAID, the Performance Management Plan (PMP) was revised, resubmitted and subsequently approved. The PMP was shared with staff in Monrovia and the LRCs as well as appropriate partners such as the USAID/Liberia Monitoring and Evaluation Program (LMEP).

Advancing Youth continued to coordinate training of staff with LMEP. LRC M&E Officers in Bong and Lofa attended training on Managing for Results, a week-long course, together with USAID staff. The training covered the following topics: Project Design, Setting Targets and Conducting Baseline Assessments, Building Results Framework and Conducting Data Quality Assessments. Advancing Youth also continued to work with LMEP on mapping issues.

During the reporting period, Brenda Bell, curriculum Technical Assistance expert, together with the M&E team provided training on the electronic version of Out-of-school Literacy Assessment (eOLA) to 23 administrators and M&E Officers at the Catholic Compound in Monrovia. OLA measures learners reading levels and the eOLA version allows data to be uploaded to the server automatically, providing an efficient and fast way to collate data, removing data entry problems such as errors, time-taken and cost. eOLA utilized Lenovo tablet computers running Survey to Go software.

Following the eOLA training, the baseline of learners was conducted in April. Teams of administrators together with the respective LRC M&E Officers tested 69 randomly selected learners from across all four counties. A comparative analysis of eOLA and EGRA data was made in the areas of letter recognition, word reading, and reading comprehension to ensure that the assessments were comparable.

Evaluation activities have continued to follow the approved Evaluation Plan. The pilot administration of the eOLA was successful and data was collected and collated efficiently and quickly. Despite electricity problems, the use of tablet computers proved to be a successful method of collecting data in the field. The final comparative analysis report on OLA/EGRA will be available during the next quarter. The baseline will be completed in October 2012 with an assessment of an additional 550 Level 1 and 2 learners, utilizing lessons learned during this initial eOLA pilot and incorporating other piloted tests for Work Readiness and Numeracy. In addition to the eOLA pilot, an initial pilot of the Work Readiness tool commenced at the end of this quarter with development support by Reggie Sites, Brenda Bell, and Emily Morris. The pilot will be complete early next quarter and results will be reported in the following report. Post-tests in all of these areas, literacy, numeracy and work readiness, will be conducted in June 2013.

LMEP conducted a Data Quality Assessment in Nimba and Bong. Outcomes and recommendations will be discussed with LMEP during the next Quarter.

See Annex 2 for a most recent M&E Indicator Table.

3. Result 1: Increased institutional capacity to plan, budget, deliver and measure Alternative Basic Education for youth

3.1. Sub result 1.1. MoE is able to set national ABE policies, prepare annual implementation plans and budgets, and train, support and monitor ABE teachers, based on evidence of best practices

3.1.1. MoE/ Advancing Youth coordination

Advancing Youth continued to maintain good relationships with MoE officials in different bureaus. During the reporting period, Advancing Youth engaged in a number of coordination meetings with various MoE staff, civil society organizations and partner organizations, including:

- Project briefing for the Minister of Education, Hon. Etmonia Tarpeh and Senior Advisor Dr. Albert Coleman;
- Monthly MoE meeting;
- INGO Education Sector meeting;
- Networking with Partners; and
- County meetings on the selection of master trainers and ABE facilitators.

Advancing Youth staff also contributed to the technical working groups convened around the Education Sector Review. Staff participated in the Teacher Training, Basic and Secondary Education and ICT working groups. Advancing Youth staff organized an assessment of high school and education offices in Lofa County to feed into the overall plan.

3.1.2. Project Briefed Minister of Education

On April 25, staff of USAID and Advancing Youth briefed the Minister of Education, Hon. Minister Etmonia D. Tarpeh and her Senior Advisor, Dr. Albert Coleman on the project's activities. USAID introduced staff from Advancing Youth and reassured the Minister of the US Government's commitment to providing access to quality education and basic livelihood opportunity for Liberians.

3.1.3. Monthly MoE Meetings

During the reporting period, Advancing Youth and the MoE held one monthly meeting to discuss programmatic issues and advance possible solutions for the smooth implementation of the project. At the May 3rd meeting with Assistant Minister Felicia Doe-Sumah and staff the following issues were discussed:

- Office space allocation for Advancing Youth Project within MoE;
- Pilot testing a new model of ABE with NGO for Penh-Pehn Associations in Bong and Nimba Counties;
- ABE curriculum integration into RTTI Curriculum by LTTP, MoE and Advancing Youth; and

- Piloting of the ABE curriculum at the Demonstration School at KRTTI and ZRTTI.

The Assistant Minister welcomed the ideas of pilot testing a new model of ABE with partner NGOs and the private sectors. She concluded that integrating the ABE Curriculum into RTTIs and piloting the curriculum in the Demonstration Schools at the RTTIs would be an effective way of ensuring longer term sustainability within MoE schools.

3.1.4. Office space at MoE

The Assistant Minister for Basic and Secondary Education identified two rooms on the seventh floor (right wing) as office space for Advancing Youth. The rooms have been refurbished and are now in use by project staff on a rotating basis.

3.1.5. Assistance in Mozambique Ministry of Education Visit

During the quarter, there was an official delegation visit by staff from the Ministry of Education of Mozambique. Advancing Youth staff briefed the visitors on issues relating to ABE in Liberia and escorted them to two schools in Monrovia.

3.2. Sub-result 1.2. Selected local institutions will have the capacity to partner with the MoE to deliver quality ABE instruction, and/or promote entrance and persistence in ABE

3.2.1. Youth Sector Coordination Committee and Technical Working Group

Advancing Youth is serving as a member of the Youth Sector Coordination Working Group, a MoYS-convened body, to provide technical support to the government, INGO partners and other stakeholders. Meetings have been chaired by Deputy Minister Sam Hare and have been focused on the development of the MoYS's plan for the first 150 days under the new administration.

During the meetings at the MoYS and the Liberian Institute of Statistics & Geo-Information Services (LISGIS), Advancing Youth provided briefings and advice on the development and conducting of labor market assessments (LMA), focusing on both the technical and logistical aspects of the studies. The questionnaires utilized during the Advancing Youth LMA were shared with MoYS and LISGIS, who used the same format for their own survey. Results from the LMA will be shared with MoYS and LISGIS as soon as they are finalized.

3.2.2. National Youth Service Programme for Peace and Development Programme (NYSP) Induction Training May – June 2012.

The Liberia Peace Building Program (LPP) Youth component, jointly managed by the MoYS and UNICEF, is working to empower young people through the establishment of a National Youth Service Program

(NYSP) that builds on previous peace building and development interventions, including the National Youth Volunteer Service (NYVS).

The NYSP conducted four weeks of training for National Volunteers (NVs) in Peace Building and Leadership, as well as in sector specific areas for deployment throughout the country; sectors included education, health and social welfare, agriculture, and youth center management. The NYSP will have both public sector service delivery and private sector development outputs depending on the sector area - with the objective of linking youth leadership and national service to an overarching peace building and development strategy. The NYSP intends to assign trained NVs in Bong, Lofa, Grand Gedeh, Grand Bassa, Sinoe and Maryland counties as well as at Youth Centers in Bomi, Grand Cape Mount, Nimba, and Montserrado.

The education component of the program focused on filling the serious gap of qualified human resources in the education sector by providing teaching services in Junior Secondary and Senior Secondary Schools, adult literacy programs, and teacher training programs – with a particular emphasis on the sciences, economics and sociology.

The Advancing Youth Project in collaboration with MoYS conducted the one week intensive training in teaching methodology for 73 National Volunteers from June 4–8, 2012. The following topics were covered: teaching methodology in the classroom, teaching and professional ethics, classroom management, curriculum evaluation, school-community relationships through service learning, review and discussions.

3.2.3. NGO Collaboration

Advancing Youth met with the National Adult Education Association of Liberia (NAEAL) together with the Finnish Refugee Commission (FRC), which helps fund NAEAL, to discuss the possibility of collaboration. Collaboration could consist of working in communities where NAEAL currently have their basic literacy program that could prepare learners for Advancing Youth's Level 1 and possibly Level 2 classes. Collaboration may also involve working with their learners to provide a control group for M&E testing and – potentially – contracting NAEAL to provide ABE services in non-MoE schools.

In addition, in order to increase the visibility of youth education issues and knowledge about the project, Advancing Youth staff attended various coordination meetings with several NGOs to discuss youth issues in Liberia and suggest ways forward.

- On May 7 Advancing Youth participated in a one day consultative meeting on Age Appropriate Enrolment organized by MoE and Girl's Opportunities to Access Learning (GOAL) at the Corina Hotel, Sinkor, Monrovia. Discussion centered on over-age enrolment and barriers surrounding this.
- On May 10 Advancing Youth attended a Roundtable Stakeholders Discussion organized by the Women NGOs Secretariat of Liberia (WONGOSOL). Strategies were discussed to strengthen the roles of women's organizations, to enhance the effectiveness of women through proper coordination at all levels to promote peace and security, and to improve the input of women to

complement Government of Liberia (GoL) activities. A follow up meeting was held with WONGOSOL Executive Director on May 16 to discuss a possible partnership.

3.2.4. Liberia International NGO Education Sector Coordination Meeting

The Liberia International NGO (LINGO) coordination meeting is a monthly event where education organizations meet to share information and network. Three of these meetings were held during this reporting period.

At the April 25 meeting, Advancing Youth presented an overview of the Core Educational Skills for Liberian Youth project's (CESLY) experience in developing literacy, numeracy, life skills and work readiness instructional materials for youth learners and explained the process of printing and distribution of those materials.

The second presentation was given by LIBTRALO. They shared their experience on developing mother tongue materials and children's materials.

The May 25 meeting focused on literacy. Representatives from various INGOs spoke about their experiences with literacy, including lessons learned on what works and what can be done differently.

During the June 15 meeting participants discussed the Accelerated Learning Program (ALP) and Alternative Basic Education programs. Discussions also included issues such as how to get over-aged children and youth into the formal education system and how to create a viable exit strategy that will enable the MoE to take over. IBIS shared their experiences with ALP and their planned exit strategy.

3.2.5. Peace Corps Collaboration

Advancing Youth and Peace Corps have held several meetings to discuss possible collaboration. Currently two Peace Corps volunteers in Lofa are assisting the LRC by setting up the library. In addition, Advancing Youth staff attended the Peace Corps ribbon-cutting ceremony of the newly-opened Peace Corps Training Center in Kakata, Margibi County, on April 17.

Other areas that have been identified with Peace Corps for future collaboration include:

- BBF books. Some of the upcoming shipments are appropriate for JSS or secondary students and will be relevant to help Peace Corps volunteers teach in their schools.
- Peace Corps volunteers, especially those in math and science, can provide input on Level 3 curriculum development to ensure that the curriculum is correctly leveled for Liberian students moving into JSS. This will be an ongoing activity for the next year, so decisions will be taken as to at what points volunteers can best contribute.
- Peace Corps is interested in the Work Readiness audio programs which are currently being developed — this could be a resource for PC volunteers who want to help students prepare for work.

- In the longer term, volunteers could co-teach the Level 3 summer intensive course for learners going to JSS. This will not be needed until the summer of 2014, but can be discussed and developed over the coming years.

3.3. Sub-result 1.3. Comprehensive ABE curriculum is developed and implemented

3.3.1. Level 2 Materials - Literacy for Work

Modules A-C of the Literacy for Work curriculum have been completed and are in print. Modules D, E and F have been fully drafted and will be completed by first week of July to be sent for review to the Technical Working Group (TWG) by the end of July.

3.3.2. Level 2 Materials - Numeracy

The numeracy Level 2 Semester 2 curriculum has been completed and reviewed by the Technical Working Group (TWG).

For the TWG meeting on May 30, additional stakeholders from the Ministries of Health, Gender, and the EPA, with specific expertise in different content areas, were invited to the meeting.

During the TWG revision process participants were divided in groups of five and each group was assigned a module to review using the rubric below. The invitees from the various ministries and agencies with specialization in specific content headed the discussion of the module in which they had expertise. For example, representatives of the Ministry of Gender led the review of the gender-based violence module, while the EPA led the review of the environment module and the Ministry of Health led the review of the module on Nutrition in My Family.

Revision rubric:

- Clarity of lesson objectives
- Alignment of objectives to content of lesson
- Clarity of instructions to facilitators
- Accuracy of content
- Adequacy of content
- Ease of use of material
- Other creative ideas and suggestions to be added

The suggestions and recommendations of the TWG are currently being incorporated. The chart below outlines the detailed comments received from the TWG working groups.

Comments on the Numeracy Level 2 Semester 2 curriculum from the TWG

Module	Lesson	Comments and suggestions
Module B	55-65	<ul style="list-style-type: none"> • End of module assessment: no lesson 65 in workbook (need to include) • Include fraction and multiplication exercises in workbook for lesson 55 • Explain that system of measuring weight is pound; distance or length is feet or miles (lesson 63) • Other metric system of measurement can be introduced with brief explanatory note and showing examples of conversion from one system to another
	81	<ul style="list-style-type: none"> • Include the understanding of analog clocks in the lesson objectives • Rephrase objective to 'to be able to tell time on a digital and analog clock' • Include song <i>30 days has September</i> (see page 97 of reviewer's copy) • Time repeats itself every 12 hours instead of 24 hours as mentioned in the learning points
	82	<ul style="list-style-type: none"> • Rephrase objective to read 'to explain the relationship and or difference among the months of the year
	83	<ul style="list-style-type: none"> • Under preparation of materials add multiplication • Use word <i>use</i> instead of <i>know</i> in lesson objective
	90	<ul style="list-style-type: none"> • Include maps in the materials listing
	97	<ul style="list-style-type: none"> • Modify Learning points to calculate average, add all the number of things given and divide by how many different numbers you see • Change pounds to cups in question 31 under main activity
Module D	98	<ul style="list-style-type: none"> • Page 143 – under materials include calculator and amount • Add 'or guessing' to learning points • Step 2 – rewrite the sentence for clarity
	99	<ul style="list-style-type: none"> • Remove the term 'benchmark' from the objective, find a word to replace. • Step 2 – Re-write the sentence for clarity • Modify objective 2 to 'to draw simple circle graphs'
	100	<ul style="list-style-type: none"> • Define relative percent: • 100% = all of a whole or the whole thing • 75% == more than half, or mostly 3 out of 4 • 50%= half • 25%= less than half or 1 out of 4 • 10% = much less than half or 1 out of 10
	101	<ul style="list-style-type: none"> • Modify objective 2 to 'to draw a simple circle graph'
	103	<ul style="list-style-type: none"> • Draw a picture of a bar graph • Discuss data with students/*use pictures (graphs) to present information
	106	<ul style="list-style-type: none"> • Break objective into two: <ol style="list-style-type: none"> 1. To tell what a line graph is 2. Interpret information from a line graph
	108	<ul style="list-style-type: none"> • To be able to do 85% of the assessment

3.3.3. Level 2 Materials - Life Skills

As with the Numeracy, Level 2 Semester 2 materials of the Life Skills curriculum were completed and reviewed by the TWG, which included new content specialists from USAID Rebuilding Basic Health Services (RBHS) Project, the Ministry of Gender, Family Planning Association, and the Division of Health and Nutrition of the Ministry of Health and Social Welfare. The inputs of these technical specialists helped to clarify and simplify the content of the Life Skills curriculum. We are grateful for their participation.

Comments on the Life Skills level 2 semester 2 curriculum for the TWG

Module	Lesson	Comments/ Observations
Reproductive Health	Lesson 88 - step 1	<ul style="list-style-type: none"> • Rephrase instruction for better clarity - The sentences in the bullet are very long and may give the facilitator difficulty in understanding. • Break up the sentences so that the ideas are clear and free flowing. • The lesson does not say in its summary what the young girl needs to do to stop getting pregnant so that she does not go the way of having an illegal abortion (avoiding early sex, using condom, seeking the advice of parents or older people, seeking the advice of a health worker before getting involved in sex-related activities). • The summary should reinforce the ideas /concepts of the topic in the lesson. • Revisit homework – should consider another aspect of abortion since the term has already been identified in the lesson (for example learners should think about abortion being legal or not)
	Lesson 89 - step 2	<ul style="list-style-type: none"> • Heading does not match the content of the step. Rephrase the heading so that it matches content in the step.
	90	<ul style="list-style-type: none"> • Add medical, surgical and unsafe abortion to the list of key words and explain their meaning • Objectives of lesson not met • First objectives need to be addressed in the lesson
	91	<ul style="list-style-type: none"> • Add sterile, risk, infection, uterus to the list of key words and explain their meaning • Step 2 – needs more clarity for the facilitator
	93	<ul style="list-style-type: none"> • Rephrase the content in the background information for clarity and easy understanding • Research the information concerning abortion being legal for 16 years in Liberia • Simplify information on Fistula • Check info on meaning of abortion
Food and	65	<ul style="list-style-type: none"> • Teaches malnutrition, but states only one kind of nutrition

Nutrition		<p>(dry nutrition) without defining it until lesson 69</p> <ul style="list-style-type: none"> • Counter check information on food groups-lesson states that there are four groups of food; there are actually three groups of food (body building, growth and energy) • Reconsider statement ‘sicknesses to get well’ to Human being get well, not the sickness
		<ul style="list-style-type: none"> • Obesity is described as a sickness- obesity is not a sickness, but is a condition that can lead to sicknesses like high blood pressure and diabetes • Diabetes is said to be based on the amount of certain foods; however it is mainly hereditary and this must be emphasized. It can of course be made worse by the intake of excessive sugar.
	68	<ul style="list-style-type: none"> • In learning points state a specific age to stop breast feeding a baby • In the illustration box delete the word <i>around</i>
	72	<ul style="list-style-type: none"> • Good activity, but make sure that it matches what learners are doing or have done in numeracy
Environment		<ul style="list-style-type: none"> • Lesson to a very large extent addresses environmental issues: farming practices, pollution, different ways of recycling etc. The content provided is accurate and adequate. However, there is a need to include other topics such as climate change. • Content accuracy and adequacy • Module dealt with pollution, but causes not sufficiently elaborated (town found fish dead, but the cause of fish dying is not elaborated; fish could die because of strangulation, poison, or fishing method-blasting) • Other forms of pollution (air pollution and solid waste pollution) not highlighted • Not enough information on waste management and recycling. Talk about making and using compost as fertilizer, but does not mention other things (animal dungs and chicken droppings) that also can be used in making fertilizers • Nutrition: mention effects on crop (butterball) yield as a result of using commercial fertilizer; need also to consider other factors such as quality of soil, irrigation which could affect yield. • Natural Resources: need to mention other activities/ factors (mining, rubber industry) that affect forest and communal land • Ease of use • Check for spelling inconsistency-color/colour • Provide equivalent terminology for land measurement:

		<p>Manual uses hectare in land measurement; in Liberia we use plot, lot, acres</p> <ul style="list-style-type: none"> • Learning points for lesson 62 are wrongly placed, learning points here could be for previous lesson • Provide information on the steps for preparing compost • Instruction for lesson preparation on lesson dealing with making compost is inadequate, A lesson that deals with direct nature could be practical; it is not sufficient to explain theory; suggestions (take learners out to see something practical; class work together to make a sample so that they see something concrete) • Work book pages not numbered
Inputs from Ministry of Gender	98, 100	<ul style="list-style-type: none"> • Change objective from <i>describe</i> to <i>discuss</i> • Need to redefine GBV to refresh learners memory
	103	<ul style="list-style-type: none"> • Content does not support objective of lesson • *more of the lesson title not matching content/title could be changed to suit lesson content

3.3.4. Preparing for Level 3 curriculum writing

The process of recruiting local writers for the Level 3 Science and Social Studies is in progress. The selected writers will write approximately 85 lessons each in science and social studies. It is planned that the Advancing Youth Technical Assistants will write the math and English lessons.

Curriculum Writers are being recruited who have the following qualities and expertise:

- Strong content knowledge and expertise in one or more of the Level 3 content areas: English, math, science and social studies
- Minimum of five years of teaching experience in public or private schools, and/or curriculum development experience with educational institutions or non-governmental organizations
- Familiarity with or openness to learning about integrated (cross-discipline) curriculum development
- Ability to work closely with other subject specialists on developing an integrated curriculum.
- Experience with interactive, learner-centered teaching methodologies
- Desirable: experience working with older youth/adult learners with little or no formal education
- Computer proficiency; comfortable with Microsoft Word and basic formatting

Selected writers will participate in a 2 week Level 3 curriculum writing workshop to be held in or close to Monrovia on weekdays from August 27 to September 7.

Hiring local writers is an important step in the ongoing transfer of skills to Liberian staff. However, it is imperative to ensure that the quality of work is of a sufficiently high standard to avoid additional costs due to the possibility of having to significantly edit or rewrite material produced. It may prove challenging to find staff with skills of a sufficient level to be effective curriculum writers in Liberia. The task of researching, reviewing and finalizing a lesson is daunting even for the most experienced writers,

so writers will need significant mentoring and technical assistance in these skills as well as more general formatting and computer skills.

3.3.5. Designing of Level 2 (Modules C) Workbooks and Manuals

During the reporting period, the Teaching and Learning Team, in coordination with the Communication and Technology Team, has been developing, designing and publishing the learner's workbooks and facilitators manuals for Level 2 content areas. The design of the facilitator's manual was improved by inserting the contents of the learner's workbook into it to make it easier for the facilitator to manage the tasks required of the students. In June 2012 a total of 1,700 workbooks and 150 facilitator's manuals were printed and distributed to various counties.

4. Result 2: Increased access to relevant basic education and skills training for out-of-school and over-age youth

4.1. Sub result 2.1. Strategies for recruiting and retaining youth, especially young women, are planned and implemented

4.1.1. Community Meetings Held

Forty-nine major community meetings were held with representatives of various stakeholder groups in attendance including chiefs, women's group leaders, youth leaders, Education Officers, learners and community members. The thrust of each meeting was to fully explain to communities the aims and objectives of the project, project activities and the role of communities in the implementation of the project. More importantly, information was provided to community leaders on their role and responsibilities in the recruitment and retention of learners. These meetings were conducted in all ABE communities in Montserrat, Bong, Lofa and Nimba Counties.

A second round of recruitment and placement exercises followed these meetings. A total of 460 additional students were recruited during this exercise.

4.1.2. Establish school-based youth clubs with youth leadership roles:

Youth Clubs have been established in 47 sites within the four counties. Youth Clubs are established by and for learners for the purpose of activities centering on youth development or youth livelihoods, hence boosting individuals' skills as well as helping in the processes of enrollment and retention. All learners of the ABE classes are members of the Youth Clubs. Women made up 67% of the presidents of the youth clubs with other posts being Vice Presidents, Secretary, Treasurer and Chaplain. Each club also elected one or two mentors to guide club activities. Youth club mentors are generally facilitators from the schools. Youth club leaders training will take place early next quarter and club by-laws will be completed after the club leaders training.

To assist in the organization of Youth Club activities a second manual on youth development and livelihoods has been developed. Following final review, the manual will be launched during the new academic year.

In order to support learners in Youth Clubs, external speakers will be brought in when possible to provide learners with a variety of experiences that they would not get in regular classes. During the week of June 11, a tutor and three students from George Mason University visited two schools in Montserrado and facilitated sessions on conflict mitigation, for example.

4.1.3. Update on School Lighting

In order to provide a suitable learning environment for learners, classes must be adequately lit. In April, installation of the various models of trial solar lights continued in Harrisburg with C. H. Henry, Goba Town Public and Euphemia Barclay Schools, in Lofa at Telemu and Gbanway, in Nimba at Kailay and in Bong at Pentecostal. After the installation of the light, three security boxes were designed and installed at selected sites as a pilot for the protection of the batteries and panels.

Providing sufficient lighting continues to be a challenge. During the reporting period, it became apparent that lights in some of the communities were not being charged appropriately. This was due to a variety of factors, including the threat of theft from some schools which resulted in batteries being removed during the night and then not replaced in the morning to gain sufficient daylight to fully recharge.

In an effort to combat this issue technical staff conducted training of Administrators, Facilitators and community members and elders on the management and repair of the lighting systems in late May and early June. In addition metal security boxes will be installed, initially in high-theft risk areas, then in all schools. It is hoped that this will prevent lights from being removed after the end of class and hence allow longer charging the following day.

Advancing Youth will also work with the schools where learners are required to contribute to the cost of fueling generators.

4.2. Sub-result 2.2. ABE facilitators (both government and non-government) have the capacity to effectively teach all levels of the ABE curriculum.

4.2.1. Master Trainers selected in coordination with MoE

As part of the ongoing efforts to create a sustainable ABE system, Advancing Youth technical and LRC staff, in close collaboration with the CEOs, DEOs and ABE County Focal Persons and School Boards, recruited 60 Master Trainers (17 females, 43 males) to conduct county and cluster based trainings and carry on classroom observation and monitoring support for teachers.

Master Trainers were selected by a formal process:

- Advancing Youth Project Team Leaders discussed and explained application forms to CEOs/DEOs
- Team Leaders posted Master Trainer’s application notices at the LRC and in public places such as Atayee centers, bus stations, school buildings, NGO Offices, Market buildings, etc.

- Applications were collected and compiled by Team Leaders and CEOs/DEOs
- Team Leaders and CEO/DEO made a short list of applicants
- Team Leader, ABE Coordinator and CEO/CEO interviewed and ranked applicants on a scale of 1-5
- Short-listed candidates were interviewed by a panel comprising of the Team Leader, CEO/DEO, ABE Focal Person or County School Board (CSB) Member
- Successful applicants were selected by the panel and were notified to participate in a Master Trainers TOT in Kakata from June 18-22.

Educators selected to be Master Trainers for ABE teachers are expected to:

- Participate in required training of Master Trainers
- Work with other county Master Trainers and Advancing Youth Staff to plan and facilitate annual training for ABE facilitators/teachers
- Support ABE teachers in a designated cluster of sites by:
 - Conducting a minimum of four 1-day workshops for the cluster annually
 - Coaching or co-teaching classes as needed
- Conduct a monitoring visit in each school in their assigned cluster at least once a month, completing the Monitoring and Classroom Observation Form
- Work with the County Advancing Youth ABE Coordinator to create a monthly work plan and schedule
- Collaborate with the County Advancing Youth ABE Coordinator and the designated Ministry of Education contact, ABE County Focal Person and District Education Officer to ensure continuity and consistency in ABE program implementation

Master Trainer Qualifications:

- Five or more years of classroom teaching experience
- University degree and/or an A certificate preferred
- Knowledge of and experience with participatory teaching methodologies
- Strong content knowledge in one or more subject areas (Math, Science, Social Studies, Language Arts)
- Previous experience as a master trainer with MoE or NGO
- Available to conduct ABE cluster training for facilitators/teachers
- Adhere to the Ministry of Education code of conduct and professional standards
- Perform other duties as may be requested by Advancing Youth Project

Master Trainer Benefits and Support:

- Daily training fee of \$25 when facilitating both the county and cluster-level trainings
- \$10 for each accepted Monitoring and Classroom Observation activity
- Transportation, lodging and food during county level trainings
- Transportation to cluster events and school visits
- Payment for all completed activities is done monthly following receipt of appropriately completed activity reports

4.2.2. Master Trainers' Training of Trainers 18-22 June 2012

The sixty Master Trainers were trained in Kakata from June 18-22 in core content knowledge and adult-based pedagogical skills in Literacy, Numeracy, Life Skills and Work Readiness. The agenda of the training and topics covered are mapped below:

Schedule for Training of Master Trainers

	June 17	June 18	June 19	June 20	June 21	June 22	June 23
8 am–12 noon	Arrival	Opening Session Orientation to Project Overview of the ABE curriculum Introduction to Literacy Key curriculum messages	Concurrent Sessions Group 1: Literacy Content Group 2: Numeracy	Concurrent Sessions Group 1: Numeracy Content Group 2: Literacy content	Group 1 Life Skills content Group 2 Work Readiness content	Joint session in main hall or breakout groups: Micro teaching Literacy and Numeracy	Depart
1pm-5 pm	Arrive	1-2:15 Concurrent Sessions on Facilitation Skills/Principles of Adult Learning Roles and Responsibilities of Master Trainers Feedback and lessons learned, suggestions and recommendations in improving future training	Concurrent Sessions con't Group 1: Literacy Content Group 2: Numeracy	Concurrent Sessions cont'd Group 1: Numeracy content Group 2: Literacy content	Group 1 Work Readiness Group 2: Life Skills	Joint session: Micro teaching Life Skills and Work Readiness	

The 60 participants were broken up into two sections of 30 trainers each, and later subdivided into groups of 15. This increased the level of interaction and participation of the Master Trainers during the training. Twelve experienced Master Trainers were carefully selected based on their strong content knowledge and training skills to co-facilitate the training along with the Teaching and Learning Team.

This strategy was successful as it allowed the more experienced trainers to mentor new trainers, especially the nine newly selected trainers from Grand Bassa.



Figure 2 Facilitator Training in June, 2012

Key elements of the Advancing Youth project were covered in the training, specifically literacy, numeracy, life skills and work readiness.

Literacy

The following topics were covered during the literacy session:

- Review and orientation to the literacy curriculum
- Phonemic Awareness
- Decoding Skills
- The 3 step Reading Approach
- Reading Strategies
- Writing in the Literacy curriculum

For the new Master Trainers, phonemic awareness and decoding proved challenging as almost all of them had little or no phonemic background. As a strategy, experienced trainers were paired with new trainers into smaller groups and peer supported and mentored each other. The “pattern approach” to phonics (cat- bat-mat- sat, dry-try-fry-) was used and seemed easier for older learners with weak

phonetic background to understand. The trainers requested and were provided an extra evening session to acquire further help and practice.

Numeracy

In previous trainings numeracy posed a challenge for both Master Trainers and facilitators alike. However, during this training the concepts of place value and fractions were simplified through practical demonstrations by both old and new master trainers and finally it “clicked.” During the session, a new female numeracy “star” was born. Sarah Harris, a new master trainer from Grand Bassa, quickly understood and grasped even the most complex and complicated numeracy concepts and solved all the problems faster than the other trainers. This is refreshing as it is inspiring given the stereotype that engulfs numeracy/math, especially among females in Liberia, that Math is “*Difficult*”. Sarah’s skills and talent will be utilized and maximized in supporting facilitators and other master trainers in Grand Bassa during county and cluster based training events. However, it was observed that numeracy story problems that required reading comprehension were difficult for trainers to solve due to their low reading skills.

Life Skills

The Life Skills session was highly interactive and participatory based on the use of practical scenario-based activities. For example, risky sexual practices were demonstrated by participants crossing a make believe bridge over a river infested with crocodiles, snakes, etc. The use of a traditional rallying cry during local town hall meetings “yor yor” was used to allow participants to actively and freely express their views and opinions during the session. However, trainers were confused as to the difference between HIV and AIDs (the virus and the full blown sickness.) This concept was clarified during the training. The topic on Gender Roles was also a challenge for trainers. Most of the participants hold the perception that men and women have separate roles and responsibilities in the society and that women and men are not equal. This and other ingrained and deep-seeded traditional and cultural misconceptions were discussed during the training. However, changes in mindset, attitudes and behavior, both of facilitators and learners will require time and patience as they progress further in the Life Skills curriculum.

Work Readiness

Work Readiness was generally new for the new trainers. However, the overall concept of acquiring skills and attitudes that prepare a person for the world of work was clearly understood. The topic on Wage and Self Employment was difficult to understand because of the concept that one is not employed unless an individual works for a company or institution and receives a wage. Also challenging was the topic on Skills and Qualities in the workplace. Some trainers found it difficult to distinguish skills from qualities. Experienced trainers helped to explain and clarify these concepts to their colleagues.

Content Area	Where Trainers have Improved	Where Trainers need to Improve
Literacy	<ul style="list-style-type: none"> • Reading Strategies • 3 step Reading Approach 	<ul style="list-style-type: none"> • Phonics • Decoding • Authentic Writing
Numeracy	<ul style="list-style-type: none"> • Fractions • Place Value 	<ul style="list-style-type: none"> • Story Problems that require critical thinking • Measurement
Life Skills	<ul style="list-style-type: none"> • Conflict Resolution 	<ul style="list-style-type: none"> • Gender Roles

		<ul style="list-style-type: none"> • HIV/AIDs
Work Readiness	<ul style="list-style-type: none"> • General concept of Work Readiness 	<ul style="list-style-type: none"> • Wage and Self Employment • Personal Qualities and Skills

Conclusion/Recommendation

It was observed that some of the new master trainers have strong content knowledge and advanced training skills in all four content areas, i.e. Sarah Harris has mentioned above. These trainers will work with other experienced Master Trainers to lead the teacher training sessions in July and August.

There are, however, other master trainers that still need to be strengthened to confidently facilitate bigger teacher training sessions. Pairing stronger and weaker trainers will help ensure that the right and correct concepts and messages are given to the facilitators.

The Teaching and Learning Team will work with the Master Trainers on the following issues:

- Plan and conduct cluster training on a regular basis to strengthen all schools;
- Set clear guidelines and criteria for a reporting system for Master Trainers;
- Plan and conduct county-based training for master trainers to help them confidently train, mentor and coach facilitators;
- Identify the strongest Master Trainers who have demonstrated interest, content knowledge and training skill during the recent TOT and provide more training to improve their skills further;
- Identify the weakest Master Trainers and provide additional support. If these trainers cannot work at the required level, identify other trainers to replace them;
- Develop a medium and long range capacity building plan for both old and new Master Trainers;
- Create a forum where Master Trainers can share experiences, strengths, weaknesses, challenges with Advancing Youth staff such as TLs, ABECs, Teaching and Learning Team, etc., for example a master trainers’ day;
- Work with the MoE to recognize and certify dedicated and committed Master Trainers for encouragement and motivation; and
- Involve Master Trainers and facilitators in learners’ recruitment and retention campaigns as well as in the future site selection process.

Other issues could be examined, including changing the title to that of mentors or coaches to minimize the high financial expectations and encourage the spirit of work and contribution.

4.2.3. Establishment of IRI Infrastructure and Training of Scriptwriters for the IRI Program for Level 1 lessons for all content areas

Interactive Radio Instruction will be utilized to support the teaching of curriculum across all subject areas. Facilitators will be able to access materials that explain difficult topics and reinforce other areas

of the lesson. There will be a total number of 216 audio lessons, each 15 minutes long, to be produced which correspond with Level 1 lessons.

Life Skills - 36 Lessons.

These lessons will help the learners learn how to take care of themselves and their families, form healthy relationships with others in the community and learn how to take care of the environment.

Literacy - 108 Lessons.

These lessons will help the learners read and write English, improving their communication abilities and allowing them to apply for jobs that require some literacy.

Numeracy - 36 Lessons.

Learners will be able to read and count numbers and how to use numbers in their daily lives, for example, how to count money when paying their children's tuition or using the cell phone to place a call.

Work Readiness - 36 Lessons

Lessons will assist learners in understanding requirements of different jobs and employers, help them to identify types of jobs available and learn what they need to do to be effective in a job.

The literacy audio lessons will be used every day in the classrooms since they form the foundation for the rest of the lessons.

A small studio facility is being constructed within the Monrovia office. This will allow the project to produce materials in-house, which will develop the skills of staff, ensure that the project retains control over the production process and reduce overall costs. The first audio lessons are expected to be piloted in September 2012.

In May Scott Frick, EDC's Technical Assistant for IRI, visited Liberia. During his visit, Scott conducted scriptwriter training for two weeks in collaboration with the Communication and Technology Team. Training was conducted for 13 participants who had expressed interest in working as scriptwriters. After the training, five of the trainees were selected for the position. All five are currently working on the development of scripts.

4.2.4. Development and testing of IRI programs to Support Level 1 Lessons

During the reporting period all 36 scripts for Level 1 Lifeskills IRI programs were drafted to support and reinforce teaching and learning components for facilitators and learners. The team is working on the production of nine songs for the Lifeskills programs and is currently recruiting voice actors. A pre-test of the scripts in the classrooms is being conducted prior to recording.



Figure 3 Scriptwriters training session in Monrovia with Scott Frick, IRI Education Advisor



Figure 4 Pre-testing of scripts at the CDB King School on Warren Street., Monrovia

4.3. Sub-result 2.3. ABE students improve literacy, numeracy, work readiness, health and life skills

4.3.1. Establish and institute procedures, protocols, and assessment tools for tracking learner progress

Tools for tracking teaching and learning in the classroom were developed with the technical input of the M&E team. The use of the forms will be explained to facilitators during the July and August teacher training.

- The Learner's Attendance Form tracks the daily attendance of learners. The main components are the day on which class was held, name of the learner, total male and female and it is reviewed by site administrator.
- The Teaching and Learning Form tracks the content area, lesson, date, and number of learners, what was easy or helpful and what was not clear or challenging during the lesson.
- The Module Documentation tracks the name of the learner, the title of the module, the score and the tabulated average.

These forms are compiled as a booklet instead of loose sheets and serve as evidence of learner's progress and academic achievement as they move from one level to another.

Honesty and sincerity in providing accurate information is important. In some schools, facilitators may be tempted to provide fake and misleading information because they think that they will be transferred, suspended or dismissed if they report challenges (i.e. low enrolment, not completing a lesson or module). During the training it was clarified that information provided will not be used to punish a teacher but to help build their skills.

The data from the forms will be collated and analyzed by the M&E team and used to simplify and clarify curriculum content that is difficult or not clear and also for planning future teacher training either on the county or cluster level.

5. Result 3: Increased access to sustainable livelihood pathways for targeted youth

5.1. Sub result 3.1. National and county-level public-private alliances for youth education and employment are established to provide increased work-based learning, skills training and entrepreneurship opportunities for targeted youth

5.1.1. Labor Market Assessment

During the reporting period, the Livelihoods team prepared and implemented a youth-led Labor Market Assessment (LMA) in the five targeted counties.

As part of preparation for the LMA a two-day design workshop was held on April 5 and 6 at Advancing Youth's office in Monrovia. The aim of the design workshop was to gather input from youth in order to inform development and pre-testing of data collection tools with youth perspectives and gender considerations in mind. The design workshop was attended by 19 youth (eight female and 11 male) from different backgrounds including schooled and unschooled youth. The outcome of the design workshop included the following: a business survey questionnaire; youth focus discussion guide and value chain guide; and two key informant questionnaires.

Prior to the LMA field work, Advancing Youth recruited a total of 32 youth assessors (11 female and 21 male) to participate in data collection. A three day training workshop was organized during April 25 to 27. By the end of the workshop, participants were familiar with the data collection tools, how to administer the tools and had basic knowledge on how to be good assessors.

Five LMA teams, led by international TA as well as Liberia-based staff embarked on ten days of data collection. A total of 656 businesses were interviewed across the five counties. In addition, eight value chain focus group discussions (FGDs) were conducted, focusing on both existing and potential opportunities for youth within the value chains. These traditional value chains included cassava, palm oil-water oil, Tobogi oil, vegetables (pepper and bitter ball) and fruits (watermelon), fish, beans/cowpeas and livestock (mainly sheep and goats). A total of ten youth focus group discussions (five for male and five female) were conducted in each county. In addition, 45 key informants, including the Minister of Youth and Sports, together with representatives of youth-based institutions, NGOs and businesses were also interviewed to gather a broader view from relevant key stakeholders.

Some of the Youth Assessors who were IT literate were subsequently employed in the data entry process and the first draft of key LMA findings was produced for internal review. Advancing Youth has started to use some of these informal findings to inform criteria for selection of new sites and forging partnerships based on livelihoods opportunities identified with private sector, INGOs and CSOs. The finalized draft of the LMA will be ready for external review early in the next quarter. The LMA will be an important step for Advancing Youth as it sets a foundation and provides relevant information to inform the ongoing livelihoods strategy.

5.1.2. County Alliances

The establishment of county alliances is beginning as a loose grouping of partners from among the private sector, NGOs and government institutions based on their role in supporting the project beneficiaries. LRC staff members are establishing relationships with various stakeholders and will bring these partners into informal relationships. As the number of partners increases, more formalized structures will be investigated. It will be imperative to work closely with formal structures, including the Superintendent's offices and the Ministry of Youth and Sports. The Grand Bassa Superintendent has already expressed a willingness to establish a coordination mechanism and Advancing Youth will aim to support the GoL in this activity.

5.1.3. Public-Private Partnerships

Based on initial contacts made during the mapping exercise, during the LMA and through other contacts, Advancing Youth has started follow up meetings with private businesses. Areas of convergence and mutual interest for public–private partnership have been identified with Liberty and Justice (L&J), a clothing manufacturer in Monrovia. Initially collaboration will be around provision of ABE classes to L&J staff, at first in a nearby school and then in a newly renovated office space. L&J staff will also provide mentoring to other Advancing Youth learners through youth club activities. A MoU has been developed and will be signed shortly.

A partnership with Rayder Construction Company in Monrovia is also being investigated, which may result in training opportunities for Advancing Youth learners in the construction industry.

Other partnership opportunities have been discussed including possibilities with large companies such as ArcelorMittal and BHP Billiton, which operate in Nimba, Bong and Grand Bassa. Following discussions with these organizations, Advancing Youth will establish ABE classes in MoE schools based in communities where they have staff. Many of the staff of these organizations have relevant technical skills but low levels of literacy and numeracy. Strategies to leverage opportunities for collaboration around internships as well as mentoring of learners will be developed based on what each company can offer.

Below is a list of organizations which have been approached to initiate private partnerships during the quarter following the county assessment, mapping exercise and LMA.

County	Entities and Status
Montserrado	2: Liberty and Justice, Rayder Construction Co.; (MoUs in discussion)
Nimba	12: Waterworks, Mama Liberia, Lake Teleh, Standard Garage, Total Gas station, KarnPlay Frozen Food Center, Jungle Water, COCOPA Rubber Plantation, Hotel Alvino, Amani Liberia, BHP Billiton & ArcelorMittal
Lofa	3: Calvin’s Water Inc, Liberia Cocoa Corporation (LCC), Eco wood
Bong	3 private companies identified; Initial contact meeting held
Grand Bassa	2: Odebrecht, ArcelorMittal
Total	22 private partnerships initiated

To strengthen internal capacity for relationship building with external organizations, a training workshop was conducted targeting eight Youth Development Livelihoods Coordinators and Monrovia based technical staff. In addition, staff including LRC Team Leaders have been familiarized with the private

sector engagement steps and will continue to identify and develop partnership with the private sector with support from the Monrovia office. Compilation of a partners database and next steps in developing simple private partnership guidelines and toolkits will be ongoing through Quarter 4.

5.1.4. Strategic Program Links

During the quarter, Advancing Youth entered into an agreement with World ORT's Learning and Training for Employment Program (LTEP) for implementation of skills training and linkage of CESLY graduates with trainers for internships in Bong, Lofa, Nimba and rural Montserrado.

Follow up discussions with Mercy Corps on the Chevron PROSPECTS project have been ongoing. The PROSPECTS program, which will provide a complementary strategic partnership with Advancing Youth in urban Montserrado and Grand Bassa, is expected to commence implementation during the next quarter.

Advancing Youth staff also met with the USAID's People, Rules and Organizations Supporting the Protection of Ecosystem Resources (PROSPER) project. There are two communities in Nimba which overlap between the programs and following an agreement in principal to work together in these areas, additional discussions are required to link the programs.

In addition, further discussions with the USAID Food and Enterprise Development (FED) have been initiated. FED is engaged with supporting farmer groups through the establishment of agricultural demonstration farms and provision of extension services around cassava, rice and vegetables. The program also includes a component of entrepreneurship training. Geographic areas of overlap between the two programs have been identified and contact information shared. Further discussions on partnership modalities with Advancing Youth will be completed in Quarter 4.

Advancing Youth is also aiming to link with other non-USAID funded programs. On April 27, staff attended an agricultural fair hosted by International Relief and Development (IRD) at the Demonstration Elementary school on Clay Street. The program exhibited the activities elementary schools are involved in such as back yard gardening, competition on livelihoods activities amongst schools and drama on life skills activities such as HIV & AIDs. Advancing Youth is looking at ways to partner with IRD on its US Department of Agriculture funded programs.

Advancing Youth met with the new leadership of the Liberia Business Association (LIBA) on June 8. The meeting was held to inform LIBA about Advancing Youth and to explore possibilities of working with LIBA to develop entrepreneurship mentoring and any available business development support for Advancing Youth learners. LIBA is in the process of reactivating its chapters in each county and currently has a network of 754 members countrywide. Advancing Youth has provided information on the communities in which it is working and is waiting on information from LIBA as to potential contacts.

5.2. Sub-result 3.2. Selected NGOs have the capacity to deliver livelihood training programs, based on locally assessed labor market needs

The Advancing Youth team started follow-up meetings with NGOs and CBOs identified during the county assessment. Further follow up meetings will be held in Quarter 4.

In addition the Organizational Capacity Assessment Tool is being developed to identify which organizations may be suitable to partner with around livelihood training.

5.3. Sub-result 3.3. Youth (especially women) are linked to relevant and realistic livelihoods skills opportunities

5.3.1. Link youth with mentors and conduct mentoring activities

The Advancing Youth team started identifying progressive business entrepreneurs to serve as mentors, guest speakers and potentially provide internship opportunities to learners. Discussions with partner organizations such as Liberty and Justice, Odebrecht and ArcelorMittal have included the possibility of bringing staff either to classes or to youth club events to give advice to learners. Other lead firms and entrepreneurs identified includes Karnplay Frozen Foods, Jungle Water and Lake Teleh Security Guards in Nimba County.

5.3.2. Providing skills training opportunities to youth

Linking Advancing Youth learners to skills training opportunities was an important step in Quarter 3. In partnership with LTEP a pilot short term, in-school skills training program in 43 sites was delivered to Advancing Youth learners. The purpose of the training was to introduce learners to simple and easy-to-adopt skills that can improve their livelihoods, diets or income in a small way. A total of 1,533 youth learners (1,035 (68%) female and 498 (32%) male) were trained on skills such as food preservation in Nimba County, basketry in Lofa County, weaving in Montserrado County and snail raising and candle making in Bong County. Some of the learners have started to employ these skills in their day to day lives while a few are starting micro enterprises with the skills acquired. See Annex 3 for the LTEP Quarterly Report for more details.

The next round of training will be conducted via a network of community based “Peer Trainer Innovators” (PTIs) who will carry out the next phase of in-school trainings for current Advancing Youth learners. The training of trainers of the PTIs will take place at centers managed by World ORT to be called Centers for Skill Innovation (CSI) starting July 23.

In partnership with World ORT/LTEP, the Livelihoods Team started a follow up process to locate and screen CESLY graduates for internship placement. By the end of Quarter 3, a total of 299 CESLY graduates (60% female 40% male) had been identified. The screening process and the identification of businesses willing to offer internship placement opportunities is ongoing through Quarter 4. In addition, the YDLCs have identified a total of 56 potential businesses who have expressed interest in providing internship placement opportunities. Identification of CESLY graduates for Montserrado has not commenced pending kick off of the Chevron/Mercy Corps’ PROSPECTS project, which is planned to complement Advancing Youth with internship and community service projects.

6. Challenges Faced and Lessons Learned

There were multiple challenges and lessons learned during the period.

- MoE coordination: Advancing Youth continues to work well with the MoE at various levels. CEOs and DEOs have been actively involved in selection of new sites as well as the identification of administrators and principals. However, due to the workload of partner staff at the central MoE, together with some positions not being confirmed yet, meetings have not been held on a sufficiently regular basis. Meetings need to be re-established in the forthcoming quarter.
- Coordinating activities and reporting mechanisms with the LTEP program (which is partially funded via USAID/Advancing Youth and partially by the Open Society Foundation) has required a lot of work by all parties. Tasking of the YDLCs at LRC level has proved difficult at times due to the high workload and resource constraints. Also, coordination at the central level needed to be improved. Both regular formal and frequent informal coordination meetings between Advancing Youth and LTEP staff in Monrovia are now held to improve the coordination and tasking instructions to the field staff. Field staff will also be required to plan more specifically as to their activities for the month and week, allowing better coordination of resources.
- The placement of CESLY graduates has proceeded more slowly than planned due to a number of reasons, such as difficulty in contacting the graduates. This has therefore required the YDLCs to spend more time than was planned screening the list.
- Identifying progressive entrepreneurs to serve as guest speakers and mentors to the Youth Clubs has been a challenge. This is both due to expectations from the businesses for compensation or incentives and also due to the lack of suitable and willing models especially in rural communities.

7. Operational Issues

Internet and Computer Access

Slow internet access at the LRCs makes it difficult to send reports. Operations is researching options, including changing providers. In addition, there is a requirement for additional computers to be used by the YDLCs. These are currently being procured via the YMCA.

LRC Cash Flow

There were concerns about issues relating to cash flow and cash transfer to the LRCs. Due to security concerns, a relatively small amount of funds are kept in LRCs at any one time. In order to address this, training has been conducted with LRC staff, more detailed planning and budgeting for weekly and monthly activities is being conducted, and internal budgeting forms are being redesigned on a weekly rather than monthly basis.

Vehicles

The vehicles were transferred from the CESLY project and some are in need of frequent servicing in order to ensure they are suitable for Liberia's roads. Procurement for new vehicles is in process and they

will arrive in Monrovia in July. Some existing vehicles will be recommended for write-off whilst additional vehicles will be provided to increase transportation options for LRC and Monrovia staff.

Lighting Issues

As indicated, lighting continues to be an issue. Advancing Youth will address this through additional security measures at schools, piloting different models of lights and providing training to and building a sense of ownership of the lights among school staff and Youth Club members.

Bong LRC Theft

During the reporting period there was the theft of a motorcycle from outside Bong LRC. The motorcycle had been provided by the World Food Program for use by the MoE. Advancing Youth is coordinating with the police investigation and with the security company.

8. Major Forthcoming Activities

During the next quarter, there will be a variety of activities carried out in addition to the regular supervisory, monitoring, coaching and administrative duties.

Main activities include:

- Finish layout of Level 2 Module D, E & F lessons and print for new academic year
- Conduct Level 1 and Level 2 Facilitator Training for all new sites
- Manage the establishment and initial classes in new sites
- Conduct recruitment and placement testing for students in all new sites
- Form youth clubs and initiation of club activities in new sites, and continue with activities in existing sites
- Institute telephone/SMS support for classes, including negotiations with telecoms, training of facilitators, learners and youth club leaders
- Development, testing and implementation of audio support materials for Level 1
- Procure and install solar lights in all new ABE sites
- Start development of Level 3 materials
- Finalize system strengthening activities for MoE and potential NGO partners
- Disseminate draft LMA to key partners and stakeholders and finalize document

- Disseminate LMA findings to key partners and stakeholders at Monrovia and County level
- Examine Labor Market Assessment data and initiate appropriate livelihood activities
- Finalize information sharing including holding follow up discussions with potential partners such as PROSPER, FED and ACDI/VOCA etc for possible strategic partnership
- Train YDLCs and Team leaders on next steps/guidelines for Developing and Maintaining Partnerships
- Update partnership matrix- Identification and engagement of partners
- Recommence LTEP In school training in September
- Organize exhibition for trained learners to demonstrate and market their products -scheduled during Advancing Youth's Experience Sharing workshop
- Continue identification and placement of CESLY graduates
- Complete MoU with identified private partnerships, and initiate MoUs with NGOs and government institutions.
- Hold county level youth summits
- Continue baseline assessment for OLA and conduct EGMA and Work Readiness baseline assessment
- Finalize data into LMEP PIDS system
- Recruit Institutional Capacity Development Team Leader
- Finalize Year 2 Work Plan

9. Success Stories

9.1. Advancing Youth learners participate in FLY/MoYS Regional Youth Conference

Learners from USAID’s Advancing Youth Project participated in a Regional Youth Conference from May 21-22 hosted by the Federation of Liberian Youth (FLY) and the Ministry of Youth and Sports (MoYS) in Nimba County. Attendees from Lofa, Bong and Nimba counties were Lurpu Gleh, Moses Yarkpawolo, Felecial Flomo, Hes James Mulbah, Felecia Whean and Elijah Larmie.

Prior to the learners’ entry into the program they had low self esteem and lacked the opportunity to interact with peers who had other schooling opportunities. The group was surprised to learn that Liberia’s youth had the opportunity to discuss issues affecting them and to suggest solutions that would develop their country.

The Advancing Youth Project has created opportunities through its Alternative Basic Education (ABE) program and established youth clubs in all ABE sites. In addition to providing Literacy, Numeracy, Life Skills and Work Readiness Skills to learners, they are taught basic leadership skills, livelihood skills, self-esteem and confidence building through these youth clubs. These interventions have helped youth to be more visible within their communities and are able to speak out on issues affecting them.

One of the Advancing Youth learners, Felecial Flomo from Suakoko, Bong County, exclaimed, “I wish I had this opportunity earlier, my life would have been different. Now at least we can talk to people we never thought we were ever going to meet, and talk about things that is stopping us from going in front”.

“I am happy to be amongst my friends who are in regular school and we all were given the time to talk in our small groups. They respected us and I hope they will put in that document those things we said especially our trade business,” Ms. Flomo concluded.

The learners were excited about the opportunity and were happy to be a part of such a program which was a new experience for them. They were delighted that, despite some initial fears, their new friends were supportive and encouraged them to continue to take the program seriously. What they were all happy about was to be able to meet other people, talk about things that are affecting them, and how they were respected by their friends. It is the learners’ desire to participate in such programs that will give them more confidence in life.

9.2. Baskets mean business for young people in Luyema

Prior to this year James Forpah, Garnar Mulbah and Kebbah Zawoo had never thought of using locally available cane reed to make finely finished baskets. Now the three learners in the Advancing Youth

Project's Alternative Basic Education (ABE) project in Luyema community have developed a valuable life skill after attending a training workshop in basket making.



Figure 5 In-school training on basket weaving in Lofa County

The workshop, supported by Advancing Youth and facilitated by ORT/LTEP in the Luyema community of Zorzor district, Lofa County, taught the young people how to make simple baskets from locally sourced materials. The baskets can be used at home or sold for income in local markets

“We the young people have always believed basket making is an activity for elderly people,” says Garnar, “but through this training we have learnt that we the young people can make even better baskets, and sell them at a higher value.”

Garnar was encouraged by the opportunity that her new-found skill presented and was keen to put the training into action.

“The materials are all over the forest in our community. I will make more baskets and start selling them along the road in my community,” Garnar said.

Garnar and her colleagues have started to make the local baskets and are selling them in Luyema town. They hope to make more money from this easy-to-learn skill utilizing locally available resources.



Figure 6 Advancing Youth Project learners display baskets made from local reeds

9.3. I want to read standing before my husband and in the church

During the month of June the Advancing Youth project carried out community outreach activities to select additional communities/sites to benefit from Alternative Basic Education (ABE) classes in the five counties.

During the community outreach activity the outreach team met with a wide variety of stakeholders including potential learners, youth, elders, women groups, government officials and representatives of Liberian and international businesses. The reception was extremely positive in all communities and there were many enthusiastic youth across the five counties. The story of Rebecca Bee exemplifies the determination of learners.

Mrs Bee, a resident of Tomato Camp in Bong County, was among the many towns people that turned out to listen to the outreach team of the Advancing Youth Project on the plans of the project. After the message had been delivered to the community, Mrs. Bee spoke on behalf of the community and extended her heart-felt thanks to the Advancing Youth Project for considering Tomato Camp for this worthy Education Program and explained with passion her desire to enroll in the Advancing Youth Project.



Figure 7 Rebecca Lee speaking with passion at Tomato Camp

Mrs. Bee, who is married to a driver and has five children, is a daughter of a former paramount chief in Forquelleh. She has 74 other siblings born by 15 wives of her father. Due to tradition and custom Rebecca never had the opportunity to go to school and it was believed that sending a girl child to school was a waste of resources that could benefit another family member.

Despite her lack of formal education, Mrs. Bee has represented her community, women's group and church in a variety of meetings, workshops/trainings and development work. However, she has always been embarrassed when she was asked to read or write. On many occasions she has pretended to be writing to give the impression that she was literate during such occasions. She said, "I have pretended in many meetings like I'm signing papers, but only to shamefully use my finger print at last to sign."

Currently she serves as Women's President for her church and has been ashamed when other women read in the church or meetings. She also feels that the lack of literacy has limited her role as president. She also feels that her husband does not respect her due to her lack of formal schooling or literacy.

“With the coming in of the USAID/ Advancing Youth project I feel this is a great opportunity for me to learn how to read and write and make my husband have value for me. I will go through this program to the end and will stand in the church to read the bible. I will also go to meetings and workshops and write my name,” Rebecca said with tears in her eyes.

10. Annexes

1. List of Advancing Youth ABE Sites
2. M&E Indicator Table
3. World ORT LTEP Quarterly Report

County	District	Community	Cluster center/MTs	School name
Bong				
1	Fuamah	Handii	Bong Mines Cluster	Dobli Island Community School
2	Fuamah	New Varney's Town/Bong Mine	Andrew Massah	Lawana Public School
3	Fuamah	Zawea Camp	Musa Dowley	Pentecostal Public School
4	Kokoyah	Folobia	Dolobia Cluster	Cammue Donkpoh Public School
5	Kokoyah	Gbecon	Osaleph Sumo	Dolobia Public School
6	Kokoyah	Botota	Jesse Katakpah	Weseh Gardea
7	Kokoyah	Gbenequelleh		Gbenequelleh
8	Panta-Kpaai	Belemu	Belemu Cluster	Corporal G. Woah Elem./ Jr. High Sch
9	Panta-Kpaai	Garmu	Peter Nyahquee	Garmu Public school
10	Panta-Kpaai	Foequelleh	Andrew Dolokenlen	Dolokelen Paye Elem. School
11	Panta-Kpaai	Shankpoway		Shankpoway Public School
12	Panta Kpaai	Kpanyah	Palala Cluster	Kpanyah
13	Panta Kpaai	Baila	Esther Dunn	Samuel B. Cooper
14	Panta Kpaai	Tomato Camp	Rudolph Barsee	Tomato Camp
15	Panta Kpaai	Palala		Nyanquoi Bee
16	Suakoko	Suakoko	Gbarnga Cluster	Flomo Wenneh Elem. School
17	Zota	Weansue	Joe Benson	K. Diabolo
18	Gbarnga	Jinniepeleta	Alice Garmo	Jinniepeleta
19	Gbarnga	Gbaota		Jawoemanalah
20	Suakoko	Zeansue	Totota Cluster	Gbelemah
21	Totota	Totota	Korlu Johnson	E. J. Yancy
22	Totota	Maimu	Mary Jorgbor	Quelimin Toto
23	Panta-Kpaai	Zoweinta	Zoweinta Cluster	Nyanforkollie
24	Panta-Kpaai	Green Hill Quarry	Franklin Goto	Warmah
25	Panta-Kpaai	Gbarta	Sam S. Salawon	Gbarta

County	District	Community	Cluster center/MTs	School name
Lofa				
1	Foya	Foya	Foya Cluster	KpaKio Public
2	Foya	Kpalloe Ndama	David Sollie	<i>Kpalloe Ndama Public</i>
3	Foya	Kpangbenin	Thomas T. Vayomba	<i>Kpangbenin Public School</i>
4	Foya	Kpandonin		<i>Kpandonin Public School</i>
5	Kolahun	Massabolahun	Kolahun Cluster	Massabolahun
6	Kolahun	Savalahun	Augustine Kollie	Savalahun
7	Kolahun	Sosomoilahun	Thomas Farhuwu	<i>Sosomoilahun Public</i>
8	Kolahun	Porlowu		<i>Porlowu Public School</i>
9	Kolahun	Mbabahun		<i>Mbabahun Public School</i>
10	Salayea	Fissebu	Zorzor Cluster	<i>ZRTTI</i>
11	Salayea	Sucromu	Joseph Ford	Sucromu
12	Salayea	Zorzor	A. Yuku Forkpa	<i>Antoinette Tubman School</i>
13	Salayea	Zuluwor		<i>Zuluwor Public</i>
14	Zorzor	Yeala		Flomo Vorgbowolo
15	Voinjama	<i>Tennebu</i>	<i>Voinjama I Cluster</i>	<i>Tennebu Public School</i>
16	Voinjama	Lawalazu	Michael Senesie	Lawalazu
17	Voinjama	Krukan	Edwin Zayzay	<i>Krukan Public School</i>
18	Voinjama	John's Town		<i>John's Town Public School</i>
19	Voinjama	Luyeama	Voinjama II Cluster	Luyeama
20	Voinjama	Dayzabah	John F. K. Mulbah	<i>Dayzabah Public School</i>
21	Voinjama	Balakpalasu	Massah Kabgwollie	Balakpalasu
22	Voinjama	Voinjama		<i>David Selma Town Community School</i>
23	Zorzor	Zolowo	Gbanway Cluster	<i>Guzeh Public School (Zolowo)</i>
24	Salayea	Telemai	Morris Kollie	<i>Telemai Public School</i>
25	Salayea	Gbanway	Anthony Kollie	Gbanway
26	Salayea	Telemu		Telemu
27	Salayea	Yarpuah		Yarpuah

County	District	Community	Cluster center/MTs	School name
Montserrado				
1	Careysburg	White Plains	Euphemia Barclay Cluster	C. H. Henry Public
2	Left Bank	Bensonville	Joseph Klayjue N. Tukon	Euphemia Barclay Elem
3	Left Bank	Harrisburg	Paule Brown	Harrisburg Public sch.
4	Careysburg	Careysburg		Careysburg Elem. School
5	Greater Monrovia I	Gaye Town	Gaye Town Cluster	Gaye Town Elem.
6	GMD #1	Kendeja, Paynesville	Peter M. Collins	Kendaja Public School
7	GMD #1	12 Houses Community	Kareen H. Gonkenoon	Dyufarter Public School
8	Greater Monrovia II	Warren Street	CDB King Cluster	C. D. B. King Elem.
9	GMD #2	Old Matadi community	Augustine Nyeepan	Matadi Community School
10	GMD #2	UN Drive , Buzzi Quarter		Gray D. Allison
11	GMD #2	West Point		N.V. Massaquoi
12	GMD #3	West Point		Liberty and Justice Factory/ Johansen Building
13	Greater Monrovia II	Logan Town	Logan Town Cluster	Logan Town Public sch
14	Greater Monrovia II	New Kru Town	Winifred Tobie	Point Four Elem.
15	GMD #2	Clara Town	Betty Johnson	Marvi Sonnie
16	Paynesville district	Soul Clinic	Barnesville Cluster	Soul Clinic Public school
17	Left Bank	New Georgia	Lassanah B. Kamara	William G. Kpollah
18	Left Bank #1	Stephen Tolbert Estate	Ellen Weh-Dorliae	Special Project Public School
19	Left Bank #1	Barnesville		E.J Goodridge School
20	Right Bank	Kpollah Town	Kpollah Elem Cluster	Kpollah Elem.
21	Right Bank	Arthington	Abdulrahman F. Sesay	Arthington Public sch
			Emmanuel S. Koroma	
22	Todee	Goba Town	Goba Town Cluster	Goba Town Elem.
23	Todee	Kakata	Antonio K. Jallah	KRTTI Demonstration School
24	Todee	Carto Town		June L. Moore
25	Todee	Nyehn		Nyehn Public School

County	District	Community	Cluster center/MTs	School name
Grand Bassa				
1	District #1 (Owensgroves	Little Bassa	Compound 1 Cluster	<i>Little Bassa Public School</i>
2	District #1	Owensgrove	Paul Passie	<i>Owensgrove Elem & Jr High</i>
3	District #1	Boique Town	Christian G. Guah	<i>Compound #1 Elem & Jr High School</i>
4	District #1	Edina City		<i>J. J. Chessman Elem/Jr. High School</i>
5	District #3 (Wee Statutory)	Boeglay	LAC Cluster	<i>Boeglay Town Public School</i>
6	District #3	Barseegiah Town	J. Amos Teelo	<i>Barseegiah Public School</i>
7	District #3	Compound #3	Benjamin M. Davis	<i>Gorblee Public School</i>
8	District #4 (Kporgbahn District)	Zondo Community		<i>Gianda Elem & Jr High School</i>
9	District #5 (Buchanan District)	Watco Camp	Buchanan I Cluster	<i>Benson River Public School</i>
10	District #5	Neekreen Pipeline Junction	Angeline Reeves	<i>Rev. Gardiner Public school</i>
11	District #5	Before Town Community	Amos Davis	<i>Lower Haylandsville Public School</i>
12	District #5	Buchanan City	Buchanan II Cluster	<i>Bassa Elementary Demonstration School</i>
13	District #5	Gunnigar Community	Sara C. Adams	<i>William V. S. Tubman</i>
14	District #5	Four Houses	Secunda M. Reeves	<i>Four Houses Public school</i>
15	District #5	Harris memorial Community		<i>Harris Memorial Public School</i>
Nimba				
1	Bain-Garr	Ganta	Ganta Cluster	J. W. Pearson
2	Bain-Garr	Tondin	Lucaster Myers	Tondin Public School
3	Saclepea II	Gbahn	Stanley Bembo	Dahn-Gborwin Public School
4	Saclepea I	Saclepea		<i>Johnny Voker Elementary</i>
5	Tappita I	Tappita	Graie Cluster	D. Gborboe Dwanyen Elementary
6	Tappita I	Garie	Robert Boan	Varmie Elementary School
7	Tappita II	Toweh Town	Aaron Zolegluo	Toweh memorial Schoo,l
8	Gbelay-Geh	Karnplay	Karnplay Cluster	Karn elementary school
9	Gbelay-Geh	Kialay	Jonathan Yealue	Kialay public school
10	Gbelay-Geh	Younlay	Moore Tuah	Younlay Public School
11	Gbelay-Geh	Sarkolay		Sarkolay public school

County	District	Community	Cluster center/MTs	School name
12	Yarpea-Mah	Mao Town	Mao Cluster	<i>Mao Public School</i>
13	Yarpea-Mah	Flowin	Austin Paye	<i>Flowin Public school</i>
14	Sanniquellie-Mah	Gbobayee	Samuel Lan	Gbobayee public School
15	Yarpea-Mah	Borsonnor	Borsonnor Cluster	Borsonnor Elementary School
16	Yarpea-Mah	Duo-Taiyee	Abraham Zeigeay	<i>Duo Taiyee Elementary</i>
17	Sanniquellie-Mah	Sopea		Sopea Elementary
18	Sanniquellie-Mah	Yekepa YMCA	Yekepa Cluster	<i>YMCA Yekepa</i>
19	Sanniquellie-Mah	New Yekepa	Fatu Talmon	<i>New Yekepa Elementary School</i>
20	Sanniquellie-Mah	Gbeleyee	Ida Jensen	<i>Gbeleyee Public School</i>
21	Sanniquellie-Mah	Gbapa		Gbapa public School
22	Sanniquellie-Mah	Sanniquellie	Mankito Cluster	<i>Sanniquellie Elementary</i>
23	Sanniquellie-Mah	Gehwee	Wanda Joe	<i>Gehwee</i>
24	Sanniquellie-Mah	Makinto		<i>Makinto</i>
25	Sanniquellie-Mah	Sehyi-Geh		<i>Sehyi-Geh</i>
26	Sanniquellie-Mah	Zolowee		<i>Zolowee</i>
27	Twah River	Garplay	Behplay Cluster	Garplay Elementary school
28	Twah River	Behplay	Peterson Tougbay	Behplay Public school
29	Twah River	Kpairplay	Cooper Bennuah	Kpairplay public school
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Goal: Improved capacity of government institutions and NGOs to provide quality alternative basic education services and social and leadership development and livelihood programs for out-of-school young adults, ages 13-35 who are un-schooled or out of school and have no or marginal literacy.				
Indicator Description				
Indicator Type	LoP	FY12 Target*	Quarter 3 Apr 1-June 30 2012	
STRATEGIC OBJECTIVE 1: Capacity and Sustainability: MoE and CBOs have the capacity to support and manage alternative basic education programs in Liberia with efficiency, effectiveness, and equity				
Intermediate Result 1: Increased institutional capacity to plan, budget, deliver and measure Alternative Basic Education for youth				
Sub-Intermediate Result 1.1: MoE is able to set national ABE policies, prepare annual implementation plans and budgets, and train, support and monitor ABE teachers based on evidence of best practices				
Advancing Youth Custom Indicator (Type: Outcome)	1.1 Increased institutional capacity of collaborating MoE units	80% of units		Institutional capacity assessment and criteria to be developed. Baseline (2012) is capacity level based on first assessment.
F-Indicator IIP 3.2.1 38: Number of laws, policies or guidelines developed or modified to improve primary grade reading programs or increase equitable access (Type: Output)	1.2 Revised and updated ABE policy		1	
F-Indicator IIP 3.2.1-3: Number of administrators and officials successfully trained with USG support (Type: Output)	1.3 Number of administrators and officials successfully trained through Advancing Youth activities	233	144 new	24
F-Indicator IIP 3.2.1-43: Total number of person hours of administrators and officials successfully trained (Type: Output)	1.3.1 Total number of person hours of administrators and officials successfully trained through Advancing Youth activities	67,264	9,216	720
F-Indicator IIP 3.2.1-18: Number of Parent Teacher Association or similar "school" governance structures supported (Type: Output)	1.4 Number of school governance structures supported by Advancing Youth	150	100	

Indicator Description				
Indicator Type	LoP	FY12 Target*	Quarter 3 Apr 1-June 30 2012	
Sub-Intermediate Result 1.2: Selected local institutions will have the capacity to partner with MoE to deliver quality ABE instruction, and/or promote entrance and persistence in ABE				
Advancing Youth Custom Indicator (Type: Outcome)	1.5 Increased organizational capacity of collaborating CBOs/NGOS	80% of orgs		0 Institutional capacity assessment and criteria to be developed. Baseline (2012) is capacity level based on first assessment.
Sub-Intermediate Result 1.3: A comprehensive ABE curriculum is developed and implemented				
Advancing Youth Custom Indicator (Type: Output)	1.6 ABE curriculum for all levels is drafted and/or refined in coordination with MoE	3 (levels 2 and 3, revised 1)		0 ABE curriculum for Level 2, Semester 1 has been drafted, printed and is currently being field tested. Level 2, Semester 2 is being drafted currently; field testing is scheduled to start at the end of quarter 4.
F-Indicator IIP 3.2.1-33: Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Type: Output)	1.7 Number of Advancing Youth TLM developed (or procured) and distributed	155,005	24,350	1,850 manual developed and procured (1700 for learners and 150 for facilitators)
F-Indicator IIP 3.2.1-34: Number of standardized learning assessments supported by USG (Type: Output)	1.8 Number of standardized learning assessment tools supported by Advancing Youth	2		0 1 (eOLA piloted)
Intermediate Result 2: Increased access to relevant basic education and life, work, and technical skills training for out-of-school youth				
Sub-Intermediate Result 2.1: Strategies for recruiting and retaining youth, especially young women, are planned and implemented				
F-Indicator IIP 3.2.1-14: Number of learners enrolled in primary schools or equivalent non-school based settings with USG support (Type: output)	2.1 Number of youth enrolled in the ABE program	16,000	a) 4000 (cohorts 1-3)	a) Total Enrollment, 2600 (F1,816 M 784); Level 1, 1,385 (F1,109, M 276); Level 2, 1,215 (F 707, M 508)

Indicator Description				
Indicator Type		LoP	FY12 Target*	Quarter 3 Apr 1-June 30 2012
Advancing Youth Custom Indicator (Type: Output)	2.1.1 Number of youth who have completed an ABE level	10,400	0	
F-Indicator IIP 3.2.1-35: Number of learners receiving reading interventions at the primary level (Type: output)	2.1.2 Number of Advancing Youth learners receiving reading interventions at the primary level (levels 1-3)	16,000	a) 4000 (cohorts 1-3)	a) Total Enrollment, 2600 (F1,816 M 784); Level 1, 1,385 (F1,109, M 276); Level 2, 1,215 (F 707, M 508)
EQUIP 3 Indicator: Number of youth enrolled in work readiness training (Type: output)	2.1.3 Number of Advancing Youth learners enrolled in work readiness training	16,000	a) 4000 (cohorts 1-3)	a) Total Enrollment, 2600 (F1,816 M 784); Level 1, 1,385 (F1,109, M 276); Level 2, 1,215 (F 707, M 508)
EQUIP 3 Indicator: Number of youth completing work readiness training (Type: output)	2.1.4 Number of Advancing Youth learners who have completed work readiness training	10,400	0	
EQUIP 3 Indicator: Number of youth enrolled in NFE training (Type: output)	2.1.5 Number of Advancing Youth learners enrolled in NFE training	16,000	a) 4000 (cohorts 1-3)	a) Total Enrollment, 2600 (F1,816 M 784); Level 1, 1,385 (F1,109, M 276); Level 2, 1,215 (F 707, M 508)
EQUIP 3 Indicator: Number of youth completing NFE training (Type: output)	2.1.6 Number of Advancing Youth learners who have completed NFE training	10,400	0	

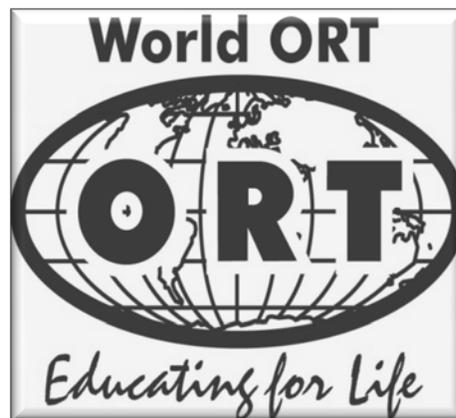
Indicator Description				Quarter 3 Apr 1-June 30 2012
Indicator Type	Indicator Description	LoP	FY12 Target*	
F-Indicator IIP3.1.1-66: Number of targeted population reached with individual and/or small group HIV prevention interventions that are based on evidence and/or meet minimum standards (Type: direct/output)	2.1.7 Number of youth reached through ABE's life skills (HIV) curriculum and materials	16,000	a) 4000 (cohorts 1-3)	
F-Indicator IIP 3.2.1-36: Number of schools using Information and Communication Technology due to USG support (Type: Output)	2.2 Number of Advancing Youth sites using ICT due to the intervention	TBD	TBD	
Sub-Intermediate Result 2.2: ABE facilitators (both government and non-government) have the capacity to effectively teach all levels of the ABE curriculum				
F-Indicator IIP 3.2.1-31: Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support (Type: Output)	2.3 Number of Advancing Youth facilitators who successfully completed training	600	300 new (300 trained)	27
F-Indicator IIP 3.2.1-41: Total number of person hours teachers/ educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support (Type: Output)	2.3.1 Number of person hours of facilitators who successfully trained through Advancing Youth activities	169,600	19,200	840
F-Indicator IIP 3.2.1-44: Number of teachers in USG supported programs trained in how to support learners psychological well-being (Type: output)	2.3.2 Number of Advancing Youth facilitators trained in how to support learners psychological well-being (Type: output)	600	300 new (300 trained)	27
Sub-Intermediate Result 2.3: ABE students have improved literacy, numeracy, work readiness, health and life skills				

Indicator Description				
Indicator Type	LoP	FY12 Target*	Quarter 3 Apr 1-June 30 2012	
F-Indicator IIP 3.2.1-28: The proportion of students who, by the end of the primary cycle, are able to read and demonstrate understanding as defined by a country curriculum, standards, or national experts (Type: outcome)	2.4 Proportion of Advancing Youth students, who by the end of ABE level 3 (primary school equivalent) are able to read and demonstrate understanding as defined by MoE standards	TBD based on action research and baseline	0	
F-Indicator IIP 3.2.1-27: The proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (Type: Outcome)	2.5 Proportion of Advancing Youth students, who by the end of two levels are able to read and demonstrate that they can read and understand the meaning of grade level text	TBD based on action research and baseline	0	
Advancing Youth Custom Indicator (Type: Outcome)	2.6 Proportion of youth who score at least 70% on work readiness assessment	TBD based on action research and baseline	n/a	
	See indicator 2.1.4 for indicator on health			
Intermediate Result 3: Increased access to sustainable livelihood pathways for targeted youth				
Sub-Intermediate Result 3.1: National and county-level alliances for youth employment are established to provide work-based learning, skills training, and entrepreneurship opportunities for targeted youth				
	Will be measured through action research as well as indicators 1.1 and 1.5	Results will be a narrative that incorporates 1.1, 1.5 and action research.		
Sub-Intermediate Result 3.3: Young (especially women) are linked to relevant and realistic livelihoods skills opportunities				
F-Indicator EG 4.6.3-2: Number of people gaining employment or better employment as a result of participation in USG-funded workforce development project (Type: outcome)	3.1 Number of youth gaining employment or better employment	20% of sampled youth or TBD though action research		

Indicator Description				
Indicator Type		LoP	FY12 Target*	Quarter 3 Apr 1-June 30 2012
F-Indicator EG 4.6.3-9: Person hours of training completed in workforce development supported by USG assistance (Type: output)	3.2 Number of person hours completed in Advancing Youth workforce development activities	1,296,000	324,000	
F-Indicator EG 4.5.2-7: Number of individuals who have received USG supported short-term agricultural sector productivity or food security training (Type: output)	3.3 Number of Advancing Youth participants who have received short-term agricultural sector productivity training	6400	1600	

Republic of Liberia

Literacy and Training for Employment Project (LTEP)



First Quarterly Report*

May 1 – June 30, 2012

Monrovia, July 2, 2012

www.ortliberia.org

** This report covers only two months in order to synchronize future periodic reports with the calendar and with quarterly reports of the **USAID Advancing Youth Project**, LTEP's partner.*

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List of Acronyms and Abbreviations	
ABE	Alternative Basic Education
CESLY	Core Education Skills for Liberian Youth
COP	Chief of Party
CSI	Center for Skills Innovation
EDC	Education Development Center
LTEP	Literacy and Training for Employment Project
MOE	Ministry of Education
MOU	Memorandum of Understanding
MOYS	Ministry of Youth and Sports
ORT	Organization for Educational Resources and Technological Training
OSF	Open Society Foundations
TEP	Training and Employment Program
TIP	Trainer Incentive Program
YDLC	Youth Development and Livelihoods Coordinator
YMCA	Young Men’s Christian Association

I. Introduction

The Organization for Educational Resources and Technological Training (ORT) is one of the largest non-governmental training organizations in the world with operations in more than 50 countries. World ORT's headquarters are based in London with offices in Geneva, Washington, DC and New York City. ORT's mission is to deliver high quality education and training to provide graduates with a competitive advantage when seeking opportunities for employment. Created in 1960 to assist newly emerging and developing countries, ORT International Cooperation has implemented more than 350 development assistance projects in 99 countries at the request of international agencies, local communities, host governments, and private enterprises. As a result of its recent work in Liberia, Albania, Haiti and elsewhere, ORT was invited in February 2012 by a donor partner to make a reconnaissance trip to Burma to determine the feasibility of providing training to Burmese youth in that rapidly changing country.

The ORT Liberia Training and Employment Program (TEP) was funded for 18 months from September 2010-February 2012 by the Open Society Foundations (OSF) with co-financing for tools and stipends from USAID through the Core Education Skills for Liberian Youth (CESLY) project. The TEP had a two-month no-cost extension through April 30, 2012. The CESLY project ended in August 2011. CESLY was implemented by The Education Development Center (EDC), an international NGO based in Boston, USA, in cooperation with the Liberia YMCA. Building on the success of CESLY, in late 2011 the EDC began implementation of the five-year US\$35 million USAID-funded Advancing Youth Project together with its sub-contractors, the YMCA and Mercy Corps.

The TEP goal was to ensure that sustainable livelihoods were created for war-affected Liberian youths who participated in the CESLY project. The means to that goal was on-the-job training. The TEP accepted those CESLY graduates who completed a sixth grade education but who had neither continued to junior secondary school nor found employment. The TEP placed these eligible youths in skills training in five target counties at training sites that offered an opportunity to learn an income-generating skill.

The LTEP builds on the success of the TEP. It is also funded by the OSF. A new MOU between ORT and EDC is designed to align LTEP and Advancing Youth Project activities in order to build synergies between the two projects, harmonize outcomes and increase the impact of both projects. This will accelerate income-generation for sustainable livelihoods while also building incentives and demand for literacy.

The MOU enables ORT to leverage OSF funds, gaining access to USAID funds through the Advancing Youth Project. USAID funds pay for tool kits, field-based staff, a portion of the time of those Advancing Youth headquarters' staff that collaborate with LTEP, office space and utilities, and shared internet service. OSF funds also pay for tool kits, local and international staff, project equipment and materials, other local costs and the Centers for Skills Innovation. In this way, LTEP and the Advancing Youth Project both benefit the ORT-EDC partnership.

II. Summary of Key Achievements in the Reporting Period

During the current two-month reporting period, the LTEP achieved the following:

1. Vacancies were advertized for four positions, the curriculum vitae of applicants were reviewed, candidates were interviewed and new staff were hired. Contracts were also renewed for some TEP staff that continue to work at LTEP.
2. Equipment was procured for LTEP, including two vehicles, and the project moved its offices to new premises in order to share office space with the Advancing Youth Project and improve efficiency.
3. The project Operations Manual was revised and updated; a project Quick Guide was prepared, a website was created (www.ortliberia.org) and workshops were held with staff to ensure that policies and procedures are understood and can be implemented effectively.
4. Field visits by LTEP headquarters staff were undertaken to help field staff identify master trainers and local trainers; to improve communications within LTEP and between LTEP and the Advancing Youth Project, and to interact with local communities and their leaders.
5. A field visit in early June by the COP and two Field Implementation Officers to the target counties resulted in the identification of sites where Centers for Skills Innovation can be established. MOUs were negotiated and signed with women’s organizations in each target county and preparations began to make the CSI sites ready for training.
6. CESLY graduates were identified for skills training placement in the three counties and most have already been matched tentatively with trainers. The LTEP staff is now reviewing the Sustainable Livelihood Certification Forms completed for each group of trainees to ensure that the training is likely to lead to incomes over the long term. Once this process is finished, placements will be made. Details are provided in the annexes.
7. Thirty-five Peer Training Innovator candidates (CESLY graduates interested in being trained as trainers) have been identified for training at the CSIs to begin in mid-July. Half of them are female. About 200 PTIs should be identified by the end of the next quarter.
8. Functional Literacy Guides were developed for in-school trainers to use with Advancing Youth learners in snail raising, candle making, basketry and weaving. A food preservation guide was adapted from a local NGO for use in training in food canning and drying.

9. A field trip by the Administrative and Finance Officer to the CSI sites facilitated the preparation of these sites for the training activities expected to start by mid-July. Equipment and furniture were purchased and minor repairs made to the facilities.
10. A pilot training program to deliver in-school vocational skills in 44 schools in four counties was completed in June. Skills were offered in six areas using a mix of trainers from the counties and from Monrovia. The experience gained from this exercise will be used to develop the in-school training program using Peer Training Innovators that will start in mid-September 2012.

III. LTEP Achievements by Component

3.1 Component 1: In-School Vocational Skills for Livelihoods

Advancing Youth students attend classes evenings three times a week for 3.5 hours per session. The complementary vocational skills-training is delivered on the other two week days and sometimes on Saturdays to students who sign up for specific skills training. Training is delivered at or very near the schools either by Master Trainers engaged by LTEP or mostly by Peer Training Innovators (PTIs) who are recent CESLY graduates trained as trainers. Later, some Advancing Youth students may also become PTIs if it does not interfere with their classroom instruction.

For each skill area LTEP designs Functional Literacy Guides for use by teachers prior to the arrival of the trainers at the training sites. The Guides are at the beginning and intermediate reader levels so that vocabulary taught in the Alternative Basic Education (ABE) curriculum is reinforced by the content of the illustrated Guides. LTEP is also experimenting with the use of Amazon Kindles so that LTEP can download reference materials on a wider range of skill and craft areas for the use of Master Trainers and Peer Training Innovators. Kindle downloads are controlled from a single account to prevent abuse and facilitate the diffusion of technical reference materials and pedagogical materials.

During the reporting period the LTEP delivered training to Advancing Youth learners in 44 schools in four counties in snail raising, candle making, weaving, food drying, food canning and basket making. The trainers for basket making were all from Lofa County where the training was conducted. For the other skill areas, trainers from Monrovia were used.

In June 15,456 hours of skills training were delivered to 1,533 learners among whom 1,035 (67.5%) were female. Training was delivered on school premises with some training materials supplied by LTEP and some by the learners. The goal is to minimize the provision of free materials and instead persuade the learners to bring items to school that can be transformed into value-added products. For example, youth can cut rattan and bamboo in the forest and bring it to school to make baskets and chairs; youths can make snail cages from local wood and sticks; a box of candles costing about UD\$1 can be melted down and made into candles with scents and smells and resold at a profit. This approach makes the use of what is learned more sustainable since it does not lead to dependency on imported materials or materials supplied by a finite

project. This activity will be scaled up in September for the new academic year and after local youths have been trained as peer training innovators (PTIs).

The preliminary feedback from the pilot in-school training revealed enthusiasm and high demand for such skills training. The major complaint was that not enough training days were provided. Some youth also expected the project to give them materials that they could then sell which, as noted above, can be counter-productive. LTEP staff and trainers explained to the participating youth that this pilot effort was limited in scope and was carried out to enable us to develop the capacity to reach more schools and more learners more effectively and at a lower per capita cost starting in September. LTEP is now assessing this training experience to draw lessons for the next phase, especially with regards to the logistics involved in coordinating the provision of training at multiple sites in four counties simultaneously.

3.2 Component 2: Out-of-School CESLY graduates non-formal vocational training

Similar to the successful model of LTEP's predecessor project in 2010-2011, LTEP is identifying youths for placements in micro and small businesses in communities where CESLY graduates live so they can learn a skill and often be absorbed into the business where they were trained. In 2011 about 44% of trainees were successfully absorbed into the businesses where they received training and 56% chose to start their own micro-businesses. A list of trainees identified in June 2012 is attached as Annex 1.

To support the vocational training and business startup or expansion model, LTEP also provided Grassroots Business Management Training (GBMT) using an approach recommended by the ILO. Many of the GBMT modules used by ORT in 2011 have been integrated into the ABE Work Readiness curriculum developed by the Advancing Youth Project. This is a positive step since it means that basic business skills training can be delivered before young people are placed in practical vocational training venues.

LTEP is also continuing its successful Trainer Incentive Program (TIP) that offers small grants (up to \$250) for training site improvements. For example, a mud-block tailor shop with a thatched roof might be given a grant for a new roof so trainees do not get wet during the intense rainy season or a small bakery might be given materials and funds for a skilled builder to make an earthen bread oven (kiln). The bakery staff can learn how to maintain it indefinitely. Earthen ovens are more sustainable, they are environmentally friendly and they produce better bread!

There has been some delay in identifying and placing CESLY graduates due to a) the use of YDLCs for more than two weeks in May to assist with the Advancing Youth Labor Market Survey, b) the time used to train new field staff in the use of the LTEP Operations Manual, c) disruption caused by moving offices and setting up systems thereafter, and d) logistics constraints affecting the new Advancing Youth Project as they resolved issues related to transport, access to computers and the internet, per diem policy, etc. It is expected that placements will accelerate in the next quarter.

3.3 Component 3: Centers for Skills Innovation (CSI)

To ensure the success of the first two components, the CSI will expand the vocational skills menu beyond such traditional areas as carpentry, soap making, tailoring and hair styling to offer dozens of new or rare options, including: food preservation, solar cooking, new types of metalwork, recycling, improved pottery, jute production, and developing alternative protein sources for improved income and nutrition (e.g., raising giant land snails and ground hogs).

In this quarter, the LTEP has:

- *Identified sites and signed MOU's for access to training facilities*

In Lofa County, during the reporting period the LTEP signed an MOU with the Voinjama Women's Organization for Peace and Development (VOWOORPEDE). It is located in the center of Voinjama, the county seat. The organization has a building constructed with financial support from UNHCR. The International Rescue Committee provided capacity building support but this ended around 2008. Since then they have had almost no external assistance. The only exception seems to be a few small grants from the "New Field Foundation" which is a small Sierra Leonean group.

VOWOORPEDE has a large piece of land and is in the process of raising money from their all-female membership to complete a large building on their land. The walls and roof are completed but there are no doors or windows, no ceiling or water or electricity, the floor is still earthen and the entire building needs to be plastered. It consists of large rooms that were designed, they said, to accommodate "local clans where each clan will have its own training and work space." The building is not progressing due to a lack of funds for this, perhaps, overly-ambitious structure. Under the MOU with this group LTEP is planning to complete two rooms of this structure to be used as lodging facilities for trainees. Preliminary work began during this reporting period and most work should be completed within 6-8 weeks.

The building that was constructed by the UNHCR is where they now carry out training. It has a large central training room and four rooms along one side of the main hall. One of these is their office, one is a bathroom (but no water) and two are used for storage. The interior of the building is in a parlous state and much of their equipment seems to be broken and was in storage. They sometimes get electricity from the nearby government administrative building that allows them to run a few lights off the Administration's generator but they have no generator of their own. They have an excellent hand-pump well with cement skirting but no piped water and they do not collect rainwater. The facility has two latrines. The better one cannot be used because the cesspool was installed very near the water well. LTEP will be rehabilitate this structure and will then use it for training over the next two years. The cost of rehabilitation is far less than the cost of paying lodging at local sub-standard guest houses and this approach also builds the capacity of a women's group that has a demonstrated capacity for skills training.

At present VOWOORPEDE provides training in the following areas:

Chicken raising	Baking (they need an earthen oven)
Tie and dye	Weaving
Soap making	Tailoring
Vegetable production/gardening	

In Nimba County, during the reporting period the LTEP signed an MOU with the Sanniquellie Mah Women’s Association (SMWA). The SMWA has a building that is not in use. It is centrally located and has three large rooms. The MOU ensures that LTEP has priority access to the building for training. LTEP will encourage SMWA members to attend LTEP training whenever space is available. LTEP is providing a water barrel and gutter to collect rain water, installing security bars and reinforcing the doors, buying bunk beds, mattresses, sheets etc. for trainees; making a small store room in the main building; providing chairs and tables; building an open air training workshop adjacent to the building; providing a generator and wiring for the building (there is no provision for electricity – no sockets etc.) and fixing the toilet area. The building has a good roof, solid cement walls, a cement floor in very good condition and a good ceiling. The outside does not need paint. The inside is clean. This work was started in June and will be completed in the beginning of the next quarter.

The SMWA is has fifty paid members but has not been carrying out any training activities due to a lack of furniture, equipment and training materials. The involvement of LTEP with this women’s group will, therefore, have a beneficial effect on their ability to assist their membership and others in the community while providing a venue for the CSI to lodge and train its trainees.

In Bong County, during the reporting period the LTEP signed an MOU with the Tonhlo Women and Youth Development Center (TWYDC). The TWYDC has a building constructed by the UNHCR, a sealed water pump, a second building with 5 bedrooms and a large sitting area that can be used for meetings, an earthen oven provided by the ORT TEP project and a vehicle on loan from UNHCR. The Director lives on the premises. The TWYDC is now training people in bread making, soap making, making of hair gel, tailoring and vegetable gardening. The TWYDC needs bunk beds, a water tank and roof gutter, a generator, sheets and towels, mattresses, clothes racks and minor electrical and plumbing repair. With the provision of these items, the TWYDC could then accommodate up to 24 trainees at a time plus up to three trainers (in one large room with three double beds). Under the MOU the LTEP will have priority access to the training and lodging facilities for two years. The LTEP TOT in new skill areas will also be open to the TWYDC staff and their own trainees. This will increase the impact of the training by benefiting more people, reduce costs and build the institutional capacity of the TWYDC. This represents a substantial budgetary savings over the placement of trainees in guest houses. The upgrading of this facility began in June and will be completed during the next quarter.

- ***Identified new skill areas and arranged for training in them***

In June LTEP secured a Master Trainer from Morocco to spend three weeks in Liberia in August to teach learners how to use recycled inner tubes and automobile tires to make buckets,

handbags, rubber jewelry, pans, bowls and other items. The trainer will conduct a session in Nimba County and another in Bong County to which Lofa trainees will be invited.

In June LTEP identified a site near Sanniquellie (Sopea) with good quality clay and confirmed a second site in Bong County. In July arrangements will be completed so that training in pottery can begin at these sites. Pottery is also an area that LTEP is examining for franchising potential similar to that described below for tailoring.

In June LTEP carried out pilot training in candle making for in-school learners. Plans were also developed to provide training in July-August in this area to PTIs at the CSI sites. LTEP now has a good range of candle samples from abroad, books on candle making and has trained three Master Trainers who are ready to work with the PTIs.

Work was also undertaken in May-June to structure an initiative to train youths in how to raise ground hogs. These animals are prized for their meat in Liberia but have been hunted rather than raised. As with snails, ground hogs offer a good source of protein and are less expensive and easier to raise than cattle.

- *Begun to structure a pilot franchising arrangement in one skill area*

For some skill areas, the CSI is promoting franchising in order to address the problem of limited local market demand. For example, tailoring is very popular in Liberia but some areas have a glut of trained tailors and weak demand. By linking a larger and higher-quality tailor operator in Monrovia with small upcountry shops, CSI will help to build a relationship where the Monrovia tailoring business uses small rural producers of semi-finished products to build its own export volume capacity. CSI then examines the tailoring value chain to look for complementary income-earning opportunities, e.g., local production of tie and dye cloth for designers seeking to export, local production of buttons, making wood sewing machine stands locally (most are now imported from China with the machines). A field trip to Bong and Nimba counties to advance this initiative is planned for July 10-11, 2012.

IV. Key Objectives for the Next Quarter (July-September 2012)

The key objectives can be summarized as follows:

1. Work closely with the Advancing Youth Project to improve coordination, strengthen management and administrative procedures and ensure field staff compliance with the requirements of the joint Operations Guide.
2. Ensure that an adequate number of trainers are identified to allow the LTEP to place trainees in the three target counties at the required pace. The exact number will depend upon the size of each group of trainees with an estimate for the quarter of 90 trainers.
3. Identify and place 720 trainees at an average of 240 per county.
4. Procure and deliver tool kits for trainers/trainees.

5. Complete the identification of Peer Training Innovator candidates and review them by school cluster and likely skills training areas.
6. Complete preparation of CSI sites for training. MOUs have been signed with three women's associations. Rehabilitation work will be completed in July.
7. Begin training PTIs at the CSI sites. Training will be in such new areas as pottery, recycling of tires and inner tubes, candle making, snail raising and making roofing tiles. Some traditional skills will also be transferred to the PTIs since they will become community-based trainers and can share a variety of skills in their communities.
8. Facilitate the first LTEP franchise arrangement in the tailoring sector to boost markets, improve quality of tailoring and test the franchise approach before attempting to apply it to other skill areas. A field trip for this purpose is scheduled for the second week of July.
9. Plant a second, larger test plot of jute and identify technical assistance for jute harvesting and processing.
10. Develop Functional Literacy Guides for eight more skill areas.
11. Participate in the Advancing Youth Project "Youth Summits" scheduled for July 12-25 to solicit feedback on the pilot in-school training held in June 2012. This will provide important input for planning in-school training for September 2012 and beyond.
12. Participate in a joint experience sharing workshop from August 15-19, 2012 organized by the Advancing Youth Project to enable staff to assess progress and identify issues that may need to be addressed related, for example, to priority-setting, planning, coordination, management, finance, logistics, etc.
13. In-school training using trained Peer Training Innovators is expected to begin by 15 September 2012. The PTIs will initially be backstopped by their trainers and by LTEP field implementation officers as may be required.
14. During the next quarter, LTEP will also continue to identify Master Trainers from abroad and Liberians that are able to travel abroad for skills training not available in Liberia. This is critical to ensure that more new skill areas can be introduced during the 4th quarter.

ANNEXES

Annex 1: Table 1: LTEP Trainees Identified for Placement during May-June 2012					
Bong County		Gender		Skill Area	Duration*
Name	Location	Male	Female		# weeks
Garmai Harris	Gbarnga		F	Tailoring	36
Apu D. Sumo	Gbarnga		F	Tailoring	36
Carol Diggs	Gbarnga		F	Tailoring	36
Hawa Korboi	Gbarnga		F	Tailoring	36
Kemah Kollie	Gbarnga		F	Tailoring	36
Doris Tokpah	Gbarnga		F	Tailoring	36
Sarah Mallobe	Gbarnga		F	Tailoring	36
Victoria Penelon	Gbarnga		F	Tailoring	36
Victoria Morris	Gbarnga		F	Tailoring	36
Dekontee zaway	Gbarnga		F	Tailoring	36
Ellen Selleh	Gbarnga		F	Tailoring	36
Annie N. Tokpah	Gbarnga		F	Tailoring	36
Yassah Bernard	Gbarnga		F	Tailoring	36
Harris Paye	Baila	M		Soap Making	16
Nyamah Kpanah	Baila		F	Soap Making	16
Gormah Sapolucia	Baila		F	Soap Making	16
Joseph Gortor	Baila	M		Soap Making	16
Hawa Bangalie	Baila		F	Soap Making	16
Anita Flomo	Baila		F	Soap Making	16
Joseph Wamah	Baila	M		Soap Making	16
Victoria Gbassakollie	Baila		F	Soap Making	16
Joseph Paye	Baila	M		Soap Making	16
Ellen Kpongdua	Baila		F	Pastry	24
Betty Tokpah	Baila		F	Pastry	24
Helena D. Kollie	Baila		F	Pastry	24
Oretha Togbah	Baila		F	Pastry	24
Linda Quennapaye	Baila		F	Pastry	24
Sarah Paye	Baila		F	Pastry	24
Anne Kollleh	Palala		F	Pastry	24
Martha Quitilon	Palala		F	Pastry	24
Rebecca Mulbah	Palala		F	Pastry	24
Victoria Kerkulah	Palala		F	Pastry	24
Bendu Mulbah	Palala		F	Pastry	24
Annie Sumo	Palala		F	Pastry	24
Garme Sumo	Palala		F	Pastry	24
Annie Armah	Palala		F	Pastry	24
Kermah Kollie	Palala		F	Pastry	24
Annie Jimmie	Palala		F	Pastry	24

Hawa Tommy	Palala		F	Soap Making	16
Bendu Kollie	Palala		F	Soap Making	16
Annie kollie	Palala		F	Soap Making	16
Ether Barsee	Palala		F	Soap Making	16
Martha Barsee	Palala		F	Soap Making	16
Mamie Mulbah	Palala		F	Soap Making	16
James Soto	Palala	M		Auto Mechanics	36
Kollie koflu	Palala	M		Auto Mechanics	36
Alfred Nawtuah	Palala	M		Auto Mechanics	36
Jerome Gbanjah	Palala	M		Auto Mechanics	36
Amos Flomo	Palala	M		Auto Mechanics	36
William Sumo	Palala	M		Auto Mechanics	36
Mary Quemilin	Palala		F	Cosmetology	24
Nowai Bomah	Palala		F	Cosmetology	24
Janet Allen	Palala		F	Cosmetology	24
Felecia Zarwolo	Palala		F	Cosmetology	24
Bee Sumo	Gbandela		F	Tailoring	36
Doris Dunn	Gbandela		F	Tailoring	36
Helen Manna	Gbandela		F	Tailoring	36
Evelyn Benda	Gbandela		F	Tailoring	36
Nancy Mulbah	Gbandela		F	Tailoring	36
Marie Mulbah	Gbandela		F	Tailoring	36
Mabee Sumo	Gbandela		F	Tailoring	36
Hawa Gbelemah	Gbandela		F	Tailoring	36
Baby-girl Kollie	Gbandela		F	Tailoring	36
Baby-girl Barclay	Gbandela		F	Tailoring	36
Akernuyeai Gbelemah	Gbandela	M		Tailoring	36
Vivian Kerkulah	Gbandela		F	Tailoring	36
Mama Cooper	Gbandela		F	Tailoring	36
McDonald Kolleh	Gbandela	M		Tailoring	36
Augustine Mulbah	Gbandela	M		Tailoring	36
Fatu Vuku	Gbonkonimah		F	Soap Making	16
Hawa Brown	Gbonkonimah		F	Soap Making	16
Jenkins Kerkulah	Gbonkonimah	M		Soap Making	16
Bernice G. Flomo	Gbonkonimah		F	Soap Making	16
Jenneh Selah	Gbonkonimah		F	Soap Making	16
Solomon Sackie	Gbonkonimah	M		Soap Making	16
Philip Sackie	Gbonkonimah	M		Soap Making	16
Mercy Zinnah	Bong Mines		F	Tailoring	36
Cecelia Morris	Bong Mines		F	Tailoring	36
Karfay Vannie	Bong Mines	M		Tailoring	36
Fallah Tengbeh	Bong Mines	M		Tailoring	36
Rebecca Cooper	Bong Mines		F	Tailoring	36

Helen Yankey	Bong Mines		F	Tailoring	36
Florence Mallobe	Bong Mines		F	Pastry	24
Sarah Hallie	Bong Mines		F	Pastry	24
Rebecca Hallie	Bong Mines		F	Pastry	24
Satta Tamba	Bong Mines		F	Pastry	24
Helena Pewee	Bong Mines		F	Pastry	24
Toe Allison	Bong Mines	M		Carpentry	36
Chinnaba Dangon	Bong Mines	M		Carpentry	36
Abraham Nyumah	Bong Mines	M		Carpentry	36
Saa Benjamin	Bong Mines	M		Carpentry	36
Alfred Mulbah	Bong Mines	M		Carpentry	36
Isaac Massah	Bong Mines	M		Carpentry	36
Jefferson Kollie	Bong Mines	M		Carpentry	36
John Kolleh	Bong Mines	M		Carpentry	36
Alieu Konneh	Bong Mines	M		Carpentry	36
Rufus Varney	Bong Mines	M		Carpentry	36
Prince Bundor	Bong Mines	M		Carpentry	36
Keiah Willie	Bong Mines	M		Carpentry	36
William Togbah	Bong Mines	M		Carpentry	36
Pewee Johnson	Bong Mines	M		Carpentry	36
Emmanuel Johnson	Bong Mines	M		Carpentry	36
Hawa Sonnah	Bong Mines		F	Tailoring	36
Kuku Kollie	Bong Mines		F	Tailoring	36
Rebecca Johnson	Bong Mines		F	Tailoring	36
Gladice Lammie	Bong Mines		F	Tailoring	36
Marie Dahn	Bong Mines		F	Tailoring	36
Lofa County		Gender		Skill Area	
Name	Location	Male	Female		# weeks
tbd					
Nimba County		Gender		Skill Area	
Name	Location	Male	Female		# weeks
Abel Wuo	Tondin	M		Carpentry	36
Abrahan Sippi	Tondin	M		Carpentry	36
Nya Dolopei	Tondin	M		Carpentry	36
Junior Nyononmie	Tondin	M		Carpentry	36
Princess Sippi	Tondin		F	Auto Mechanics	36
Stephen Sippi	Tondin	M		Auto mechanics	36
Orando Zawolo	Tondin	M		Auto Mechanics	36
Joanna Totoe	Tondin		F	Tailoring	36
Helena Sayemehn	Tondin		F	Tailoring	36
Loree Dolo	Tondin		F	Tailoring	36
Chally Gbonblee	Tondin		F	Tailoring	36
Joanna Bendah	Tondin		F	Tailoring	36

Princess Guah	Gbedin		F	Tailoring	36
Ophelia Dolo	Gbedin		F	Tailoring	36
Harry P. Dolo	Gbedin	M		Tailoring	36
Pauline Tuoker	Gbedin		F	Tailoring	36
Tutu Mealor	Gbedin		F	Tailoring	36
Sonnie Kollie	Gbedin		F	Tailoring	36
Emmanuel Wilson	Gbedin	M		Rice Mill	2
Melvina Meniboon	Gbedin		F	Rice Mill	2
Nora Kehdon	Gbedin		F	Rice Mill	2
Wilbetta Flomo	Gbedin		F	Rice Mill	2
Daniel Saye	Gbedin	M		Rice Mill	2
Prince Queiah	Gbedin	M		Rice Mill	2
Jeffereson Monpleh	Gbedin	M		Rice Mill	2
Victoria Dologbaye	Gbedin		F	Rice Mill	2
Melvin Dolo	Gbedin	M		Pastry	24
Victor Dologbaye	Gbedin	M		Pastry	24
Melvin Mantor	Gbedin	M		Pastry	24
Junior Saye	Gbedin	M		Pastry	24
Comfort Flomo	Gbedin		F	Pastry	24
Kawina Tuaquoi	GWR	M		Freedom Mill	2
Cyrus Kwaipaye	GWR	M		Freedom Mill	2
Nya Suah	GWR	M		Freedom Mill	2
Prince Zewhen	GWR	M		Freedom Mill	2
George Brown	GWR	M		Freedom Mill	2
Aaron Clanyor	GWR	M		Freedom Mill	2
Yefen Nyakpoah	GWR		F	Freedom Mill	2
Josephine Sumo	GWR		F	Freedom Mill	2
Olinkea Lekpah	GWR		F	Freedom Mill	2
Irene Laytan	GWR		F	Freedom Mill	2
Bridget Briman	GWR		F	Freedom Mill	2
Cyrus Nyanoun	GWR	M		Freedom Mill	2
Matory Wuo	GWR		F	Freedom Mill	2
Allen Youn	W.V.S Tubman	M		Freedom Mill	2
Stephen Paye	W.V.S Tubman	M		Freedom Mill	2
Felecia Towah	W.V.S Tubman		F	Freedom Mill	2
Nya Kpayele	W.V.S Tubman	M		Freedom Mill	2
Matthew Saye	W.V.S Tubman	M		Freedom Mill	2
Grace Valley	W.V.S Tubman		F	Freedom Mill	2
Ammett Paye	W.V.S Tubman	M		Freedom Mill	2
Martheline Saye	W.V.S Tubman		F	Freedom Mill	2
Arthurson Garteh	W.V.S Tubman	M		Freedom Mill	2
Amelia Neagor	W.V.S Tubman		F	Freedom Mill	2
Robert Quimey	W.V.S Tubman	M		Freedom Mill	2

Naonie Jonny	W.V.S Tubman		F	Freedom Mill	2
Andrew Saye	W.V.S Tubman	M		Freedom Mill	2
Marfred Gbusseh	W.V.S Tubman	M		Freedom Mill	2
Anthony Garteh	W.V.S Tubman	M		Freedom Mill	2
Jacob Lormah	W.V.S Tubman	M		Rice Mill	2
Eric Tokpah	W.V.S Tubman	M		Rice Mill	2
Lewis Vaewolo	W.V.S Tubman	M		Rice Mill	2
Luchuster Sennie	W.V.S Tubman		F	Rice Mill	2
Mawon Zuko	W.V.S Tubman	M		Rice Mill	2
Rachel tarr	W.V.S Tubman		F	Rice Mill	2
Garason Johnny	W.V.S Tubman	M		Rice Mill	2
Otis Garteh	W.V.S Tubman	M		Rice Mill	2
James Boayou	W.V.S Tubman	M		Rice Mill	2
Ezekie Biayou	W.V.S Tubman	M		Rice Mill	2
Larry Larkeh	W.V.S Tubman	M		Rice Mill	2
Elijah Cooper	Nengbehn	M		Freedom Mill	2
Lydia Flomo	Nengbehn		F	Freedom Mill	2
Roland Gbor	Nengbehn	M		Freedom Mill	2
Kou Nyaquoi	Nengbehn		F	Freedom Mill	2
Aloysius Saye	Nengbehn	M		Freedom Mill	2
Fohn Topia	Nengbehn	M		Freedom Mill	2
Enoch Yelekor	Nengbehn	M		Freedom Mill	2
Nay Youn	Nengbehn	M		Freedom Mill	2
Ruth Gaye	Nengbehn		F	Freedom Mill	2
Shalet Dolo	Community		F	Freedom Mill	2
Adolphus Queniah	Gbuyee	M		Freedom Mill	2
Ben Kollie	Gbuyee	M		Freedom Mill	2
Otis Luogon	Gbuyee	M		Freedom Mill	2
Yah Vukum	Gbuyee		F	Freedom Mill	2
Jennet Dolo	Gbuyee		F	Freedom Mill	2
Joseph Samuel	Gbuyee	M		Palm Kernel Cracker	2
Rose Y. Dolo	Gbuyee		F	Palm Kernel Cracker	2
Saye Abel	Gbuyee	M		Palm Kernel Cracker	2
Zawolo Gbeimehn	Gbuyee	M		Palm kernel Cracker	2
Lawrence N. Dolo	Gbuyee	M		Palm Kernel Cracker	2
Ophelia Saye	Gbuyee		F	Palm Kernel Cracker	2
Lydia Gonwabunu	Gbuyee		F	Palm Kernel Cracker	2
Matthew Suah	Community	M		Palm Kernel Cracker	2
Heretta Gblah	Gbuyee		F	Palm Kernel Cracker	2
Bill Gbantor	Bannikpala	M		Tailoring	36
Jefferson wuo	Bannikpala	M		Tailoring	36
Bob Quoigbain	Bannikpala	M		Tailoring	36
Rhoda Konnah	Bannikpala		F	Tailoring	36

Felecia Guandro	Bannikpala		F	Tailoring	36
Chris Guandro	Bannikpala	M		Tailoring	36
Cynthia Gbainwon	Bannikpala		F	Tailoring	36
Catharine saye	Flumpa		F	Freedom Mill	2
Veronica Dolo	Flumpa		F	Freedom Mill	2
Ruth Gbaintor	Flumpa		F	Freedom Mill	2
Evelyn Vekeh	Flumpa		F	Freedom Mill	2
Lewis Leeleh	Flumpa		F	Freedom Mill	2
Shirley Paye	Flumpa		F	Freedom Mill	2
Emment Yarkar	Flumpa	M		Carpentry	36
Nelson Paye	Flumpa	M		Carpentry	36
Oscar Gorkor	Flumpa	M		Carpentry	36
Janet Wonpea	Flumpa		F	Carpentry	36
Austin Kempheh	Flumpa	M		Carpentry	36
Phelicial Dahn	Flumpa		F	Tailoring	36
Betty Wonpen	Flumpa		F	Tailoring	36
Marthaline Yarzue	Flumpa		F	Tailoring	36
Shelly Gbaintor	Flumpa		F	Tailoring	36
Princess Kargai	Flumpa		F	Tailoring	36
Lucy Mehn	Flumpa		F	Tailoring	36
Roseline Kidlay	Flumpa		F	Pastry	24
Felecia Dahn	Flumpa		F	Pastry	24
Eleanor Parwon	Flumpa		F	Pastry	24
Dorothy Tee	Flumpa		F	Pastry	24
Precious Nyahquoi	Flumpa		F	Pastry	24
Rachel Dahn	Gbayblin		F	Cosmetology	24
Number Domah	Gbayblin		F	Cosmetology	24
Linda Paye	Gbayblin		F	Cosmetology	24
Angeline Kinzeh	Gbayblin		F	Cosmetology	24
Angeline Larpayee	Gbayblin		F	Cosmetology	24
Vera K. Dahn	Gbayblin		F	Cosmetology	24
Cyrus Flomo	Gbayblin	M		Carpentry	24
Samuel Glay	Gbayblin	M		Carpentry	24
Augustine Lakpayee	Gbayblin	M		Carpentry	24
Marshall Flomo	Gbayblin	M		Carpentry	24
Wuo Zerkibah	Gbayblin	M		Carpentry	24
Finnie Geleleh	Gbayblin		F	Pastry	24
Oretha Flomo	Gbayblin		F	Pastry	24
Regina Larpayee	Gbayblin		F	Pastry	24
Edwina Tokpah	Gbayblin		F	Pastry	24
Chris Wuo	Lehgain	M		Tailoring	36
Spencer Quee	Lehgain	M		Tailoring	36
Cyrus Beagbay	Lehgain	M		Tailoring	36

Evath Sein	Lehgain		F	Tailoring	36
Ramphel palain	Lehgain	M		Tailoring	36
Princess Yardolo	Lehgain		F	Masonry	48
Ramphal Guanuo	Lehgain	M		Masonry	48
Randall Beagbay	Lehgain	M		Masonry	48
Patience newah	Lehgain		F	Masonry	48
Musu Gergeh	Lehgain		F	Masonry	48
Jefferson Yini	Lehgain	M		Vegetable Production	9
Jeff Quiqui	Lehgain	M		Vegetable Production	9
Abraham Dolo	Lehgain	M		Vegetable Production	9
Ellen Quiqui	Lehgain		F	Vegetable Production	9
Rita Plain	Lehgain		F	Vegetable Production	9
TOTAL					

* Duration shows total number of weeks in each training course by type, not the number of weeks delivered in the reporting period.

Table 2: LTEP Trainers Identified during May-June 2012 to train CESLY Graduates				
Bong County		Gender		Skill Area
Name	Location	Male	Female	
Chris W. Korkolie	Palala	M		Tailoring
Sama Kamara	Palala	M		Tailoring
AugustineD. Korkolie	Palala	M		Tailoring
Reuben B.DKermue	Palala	M		Graphic Atrs
Moses Queminee	Palala	M		Barbing
Anthony Gbarja	Palala	M		Shoe Repair
John Queminee	Palala	M		Blacksmithing
Dawoda Sheriff	Palala	M		Carpentry
Manjo Kromah	Palala	M		Carpentry
Laso Konneh	Palala	M		Auto Mechanic
Dawoda Kamara	Palala	M		Motor Bike Repair
Joe Sinyah	Palala	M		Tyer Repair
James Z. More	Palala	M		Generator Repair
Amos Labala	Palala	M		Tailoring
Fanta Sumawolo	Palala		F	Cosmetology
Gibson Sannoh	Totota	M		Tyer Repair
Fallah Sorie	Totota	M		Auto Mechanic
Mohammed Donzo	Totota	M		Tailoring
Gorpu Kiakpo	Totota		F	Cosmetology
Mary Jorgbor	Totota		F	Soap Making
Mercy Kollie	Totota		F	Pastry
Kona Sackie	Totota		F	Basketry
Kebeh Togbah	Totota		F	Soap Making
Rebecca Davis	Maimu		F	Tailoring

Richard O. Binda	Maimu	M		Tailoring
Ester Keller	Maimu		F	Soap Making
Danielson S.Quayee	Laworta	M		Vegetable production
Tee Boy Bill	Baila	M		Tailoring
Justine Flomo	Baila	M		Carpentry
Nyeipu Sirmanlee	Baila		F	Pastry
David Beyeah	Gayetayeah	M		Vegetable Production
Stephen Johnson	Duta	M		Vegetable Production
Henry Ganidolo	Zebay	M		Vegetable Production
Siatta G. Barclay	Grandala		F	Soap Making
David Sackie	Grandala	M		Vegetable production/Animal Husbandry
Fatu Varfley	Kpakolokoyata		F	Pastry
David Binda	Kpakolokoyata	M		Soap Making
Kathy Fofana	Kpakolokoyata		F	Cosmetology
Mark Mason	Felela	M		Pastry
Oretha Rennie	Felela		F	Cosmetology
Emmanuel George	Salala	M		Carpentry
Solomon Benson	Salala	M		Masonry
Yah R. Sengbeh	Salala		F	Masonry
Oretha M. Kpardeh	Salala		F	Pastry
Mohamed V. Swary	Gbarnga	M		Barbing
Joshua M. Blackie	Gbarnga	M		Graphic Arts
Diamond Boakai	Gbarnga		F	Cosmetology
Esther Sackie	Gbarnga		F	Pastry
Amos Johnson	Gbarnga	M		Soap Making
James S. Nyorkor	Gbarnga	M		Carpentry
Joseph Kamara	Gbarnga	M		Tailoring
Annie Woheel	Gbarnga		F	Pastry
Benedict Simpson	Gbarnga	M		Welding
Lofa County		Gender		Skill Area
Name	Location	Male	Female	
Flomo Kpanayan	Borkeza	M		Carpentry
G Forkpa.Moneigai	Borkeza	M		Soap Making
Massaquoi Fatorma	Borkeza	M		Tailoring
Forkpa Williams	Borkeza	M		Masonry
Mulbah kaingee	Zolowo	M		Masonry
Larwaba Zamawa	Zolowo	M		Carpentry
Beyan Zayzay	Fissebu	M		Tailoring
Yekeh Forkpa	Fissebu	M		Tie and dye
Haile Wanikoe	Massabolahun	M		Carpentry
Momo Halay	Massabolahun	M		Carpentry
Nimba County		Gender		Skill Area
Name	Location	Male	Female	
Moses Sein	Lehgain	M		Agriculture

Arthur Moses	Lehgain	M		Masonry
Cyrus Kulah	Lehgain	M		Tailoring
Onikeh Dahn	Gbayblin		F	Pastry
Wallace	Gbayblin	M		Carpentry
Justin Konah	Gbayblin	M		Hair Styling
Yar Kidlay	Flumpa		F	Pastry
Patrick Flomo	Flumpa	M		Tailoring
Jefferson Kpayelee	Flumpa	M		Carpentry
S. Thomas Kargai	Flumpa	M		Freedom Mill
Omesico Gbusseh	Bannikpala	M		Tailoring
Victor Gbukiah	Gbuyee	M		Palm Cracker
Amos Dolo	Gbuyee	M		Freedom Mill
Stanley Bendo	Nengbehn	M		Freedom Mill
Augustus Markor	W.V.S Tubman	M		Rice Mill
Edward Kunukee	W.V.S Tubman	M		Freedom Mill
Jennet Zeaduah	Gbedin		F	Pastry
Irving Tuoker	Gbedin	M		Rice Mill
Alex Tokpah	Gbedin	M		Tailoring
Jerry Kulah	Tondin	M		Tailoring
Gipson Mobolu	Tondin	M		Auto Mechanics
Peter Quewon	Tondin	M		Carpentry
TOTAL		174	170	

Annex 3: LTEP Quarterly Report

Annex 3: Table 3: Advancing Youth Learners Trained at In-School Locations in Pilot Initiative									
County	Cluster	Name of School	Skill Area	# of Training Days	# of Training Hours Per Day	Training Hours per capita	Total # of Learners	Total Female	Total Male
Bong	1	Lawana Public	Candle Making	3	3	9	56	44	12
		Pentecostal Public	Candle Making	3	4	12	56	44	12
		Dobli Island Community	Candle Making	3	4	12	49	31	18
	2	Cammue Donkpoh Public	Snail Raising	3	3	9	32	10	22
		Dolobia Public	Snail Raising	3	3	9	48	23	25
		Gbarta Public	Snail Raising	3	3	9	37	16	21
	3	C. G. Woah Elem.	Snail Raising	3	3	9	23	14	9
		Garmu Public	Snail Raising	3	3	9	51	32	19
		Dolokelen Paye	Snail Raising	3	3	9	20	18	2
		Shankpowai Public	Snail Raising	3	3	9	15	9	6
	4	Flomo Wenneh	Candle Making	3	3	9	33	18	15
		K.Diabolo	Candle Making	3	3	9	18	16	2
		Kpanyah Public	Candle Making	3	3	9	47	16	31
Sub-Total	4	13				123	485	291	194
Lofa	1	KpaKio Public	Basketry	3	3	9	72	56	16
		Massabolahun	Basketry	3	3	9	67	37	30
		Savalahun	Basketry	3	3	9	53	49	4
	2	Gbanway	Basketry	3	3	9	41	29	12
		Sucromu	Basketry	3	3	9	53	43	10
		Telemu	Basketry	3	3	9	40	7	33
		Flomo Respect	Basketry	3	3	9	42	37	5
		Flomo Vorgbowolo	Basketry	3	3	9	44	20	24
	3	Balakpalasu	Basketry	3	3	9	58	48	10
		Lawalazu	Basketry	3	3	9	31	24	7
		Luyeama	Basketry	3	3	9	27	17	10
	Sub-Total	3	11				99	528	367

Mont-serrado	1	C H Henry	Weaving	3	3	9	22	19	3
		Euphemia Barclay	Weaving	3	3	9	15	15	0
		Harrisburg	Weaving	3	3	9	23	19	4
	2	Kpallah	Weaving	3	6	18	24	24	0
		Arthington	Weaving	3	6	18	25	22	3
	3	Goba Town	Weaving	3	4	12	35	22	13
		William G Kpolleh		3	4	12	32	21	11
Sub-Total	3	7				87	176	142	34
Nimba	1	J.W. Pearson	Food Preservation	3	3	9	28	23	5
		Tondin	Food Preservation	3	3	9	28	15	13
		Dahn Gborwin	Food Preservation	3	3	9	24	18	6
	2	Karnplay	Food Preservation	3	3	9	22	17	5
		Kailay	Food Preservation	3	4	12	25	18	7
	3	Gbapa	Food Preservation	3	3	9	24	11	13
		Gbobayee	Food Preservation	3	4	12	51	40	11
		Sopea	Food Preservation	3	4	12	13	6	7
		Borsonnor	Food Preservation	3	3	9	25	20	5
	4	Behplay	Food Preservation	3	4	12	37	24	13
		Garplay	Food Preservation	3	4	12	26	22	4
		Kpairplay	Food Preservation	3	5	15	41	21	20
Sub-Total	4	12				129	344	235	109
Grand Total						438	1533	1035	498

Annex 3: LTEP Quarterly Report

Annex 4: Table 4: Trainers used for In-School Pilot Training Initiative			
County	Skill Area	Trainers' Names	Training Hours Delivered
Bong	Snail Raising	Dillon G. Songa	36
	Snail Raising	Sianneh Johnson	27
	Candle Making	Philip Murana	27
	Candle Making	Kou Legay	27
Lofa	Basketry	Kezelee Bazzie	45
	Basketry	Moniba Kpadeh	27
	Basketry	James Golo	27
Montserratado	Weaving	Manuna Kromah	18
	Weaving	John W. Lansana	18
	Weaving	Mohammed Toure	27
Nimba	Food Preservation (Canning)	Olivia Gbamo	27
	Food Preservation (Canning)	Naomi Sayegbaye	18
	Food Preservation (Drying)	Ada H. Daniels	27
	Food Preservation (Drying)	Fata Wonta	36
TOTAL			387

Annex 5: Table 5: Centers for Skills Innovation (CSI)			
County	CSI Locations	CSI Focal Point	Current Skill Areas*
Bong	Tonhlo Women and Youth Training Empowerment Center	Ms. Annie Woheel Director	Baking, tailoring, soap making, shampoo making, day care center
Lofa	Voinjama District Women's Organization for Peace and Development	Mrs. Sonie Deddeh	Soap Making, weaving, tailoring, tie and dye; and vegetable production
Nimba	Sanniquellie Mah Women's Association in Sanniquellie	Ms. Yah Tokpah (President)	None (The SMWA was not operating a program of activities prior to LTEP's intervention)
Montserratado	To be determined		
* These skills are offered by the women's associations. The CSI will have access to their trainers and offer training in new areas to LTEP trainees and members of these women's groups.			

Annex 6: Table 6: LTEP Functional Literacy Guides Developed	
Functional Literacy Guide Title	Status
Snail Raising for Nutrition and Incomes	Completed (version 1.0)
Candle making for Income	Completed (version 1.0)
Food Preservation (Canning and Drying)	Adapted a Guide used by a local NGO
Weaving	Completed (version 1.0)
Basketry	Completed (version 1.0)
Building Earthen Ovens	First draft under revision
Solar Cookers	Planned for next quarter
Pottery	
Toy Making	
Ground Hogs	
Clay Roofing Tiles	
Graphic Arts	
Number of Guides to be Completed by September 30, 2012	12

Table 7: Peer Training Innovator Candidates Identified for Training			
Bong County		Gender	
Name	Location	Male	Female
tbd			
Lofa County		Gender	
Name	Location	Male	Female
tbd			
Nimba County		Gender	
Name	Location	Male	Female
Annie Worker	Gbapa		F
Baindu Domah	Gbapa		F
Samuel Tartuo	Gbapa	M	
Harris Wantoe	Gbapa	M	
Junior Walker	Gbapa	M	
Helena Bontor	Gbapa		F
Edwin S. Gono	Gbobayee	M	
Washington Gogbar	Gbobayee	M	
Esther Lablah	Gbobayee		F
Felecia Lablah	Gbobayee		F
Winifred Dahn	Gbobayee		F
Johnson Togbayee	Gbobayee	M	
Mary Kesselly	Sopea		F
Marthaline Yesesh	Sopea		F
Helen Moore	Sopea		F

Shardech Tokpah	Sopea	M	
Sabastin Gono	Sopea	M	
Nyan Zaingbay	Sopea	M	
Irene Gono	Borsonnon		F
Martha Bolo	Borsonnon		F
Rebecca Dolo	Borsonnon		F
Alphanso Yeiwolo	Borsonnon	M	
Perry Flomo	Borsonnon	M	
Paye G. Tokpah	Borsonnon	M	
Orando Zarwolo	Tondin	M	
Matthew Saye	Tondin	M	
Thompson Gbonblee	Tondin	M	
Winifred Paye	Tondin		F
Ophelia Sippi	Tondin		F
Gloria Gonpue	J.W. Pearson		F
Marian Mahn	J.W. Pearson		F
Vivian George	J.W. Pearson		F
Sylvester Wotoe	J.W. Pearson	M	
Saye Bryant	J.W. Pearson	M	
Nathan Gonpue	J.W. Pearson	M	
TOTAL	35	18	17

Annex 8: Table 8: LTEP by the Numbers – Output Targets	
Target	Explanation
	CESLY graduates
4,300	CESLY graduates/participants placed over 2 years in three counties
1,433	CESLY graduates per county over two years
80	Average of placements per month per county over 18 months (June 1 2012- Nov 30, 2013)
40	Average number of those placed per month engaged in new skill areas (50%)*
40	Average balance number of placements in traditional skills
675	Approximate number of new trainers needed over two years in three counties**
113	Approximate number of new trainers to be identified per year per county
9.5	Approximate number of new trainers needed per county per month over 12 months***
1,344	Estimated number of tool kits for 4,300 trainees (ave. 3.2 trainees per kit)
\$144	Estimated per capita tool kit cost (tools \$130 and delivery \$14)
	Advancing Youth Learners
10,000	Advancing Youth intake target 1-3 in 2012-2013 (2,000 now plus 4,000/yr x 2 years)
6,500	LTEP target number for in-school skills training (excludes urban Monrovia schools and assumes some percentage of learners will not be interested in vocational skills)
1,300	LTEP target number for intake #1 (February 2012) for Level 1*+
2,600	LTEP target intake number for intake #2 in 2012-13 and for intake #3 in 2013-14
44	Number of schools targeted by LTEP as of May 2012 (excludes urban Monrovia)
30	Average number of learners per school for intake #1 (1,300/44 schools)
60	Average number of learners per school for intake #2 and #3
360	Number of Peer Training Innovators (PTIs) to be trained over two years
75	Estimated number of Master Trainers required over 2 years (25 new/rare skills x average of three Master Trainers able to do TOT per skill area)
	Skills Innovation
3	Number of Centers for Skills Innovation to be established (1 each in Bong, Lofa and Nimba)
20	Target number of new or rare skills to be introduced/scaled up in Liberia
\$17,712	Estimated funds available per skill to launch 20 new skills (TOT/training materials/fees to Master Trainers/transport/per diem etc. Costs vary significantly according to skill type.

* Note: this does not suggest “either/or” in terms of new vs. traditional skill areas. Many trainees doing new skills will also engage in traditional skills and some will even learn 3 or more skills over the project life. The 50/50 division is a target to measure LTEP outputs so that by the end of two years not more than 50% of trainees will have learned only a traditional skill. It is possible that most or all trainees will learn both traditional and new skills – this depends in part on trainee preferences and in part on what options can be offered in each community.

** Under LTEP’s predecessor project, TEP, 2,400 youths were placed with 376 trainers for an average of 6.4 trainees per trainer. Using this ratio as an estimate for LTEP, this yields the number 675.

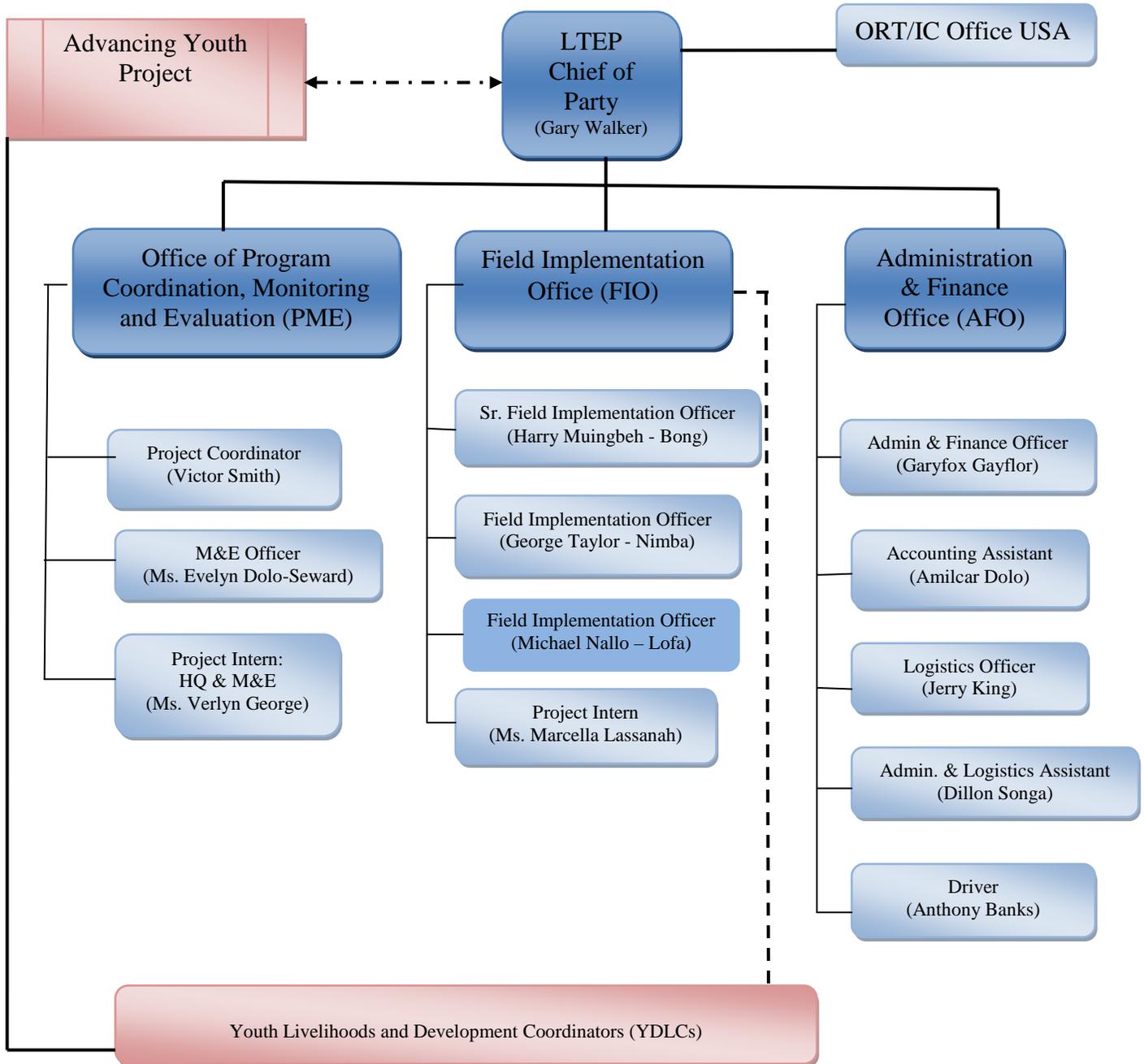
*** The goal is to have identified all trainers by the end of the first year; i.e., May 1, 2013.

*+ In-school skills training will be delivered to Level 1, Term 1 and then LTEP trainers will return for Level 1, Term 2 with a combination of other new skills and additional training in the same skills (refresher and more advanced). Thus, 1,300 learners are exposed at least twice to vocational skills. Depending on the subject area and resources, some schools will be visited more than once per term to continue to deliver vocational skills according to the Skills Training Schedule developed with each school. Most trainers will be Peer Training Innovators (PTIs) based in a cluster of schools to reduce per capita training costs and to root the skills in the communities.

Annex 9: Table 9: Project Output Indicators		
Outcome Indicators	Target Numbers	Actual Number
Direct Project Beneficiaries (CESLY Graduates)	4,300	0
Female	50%	0
Male	50%	0
Number of training hours delivered (<i>average of 120 training days per capita x average of 7 hours/day x 4,300 trainees</i>)	3,612,000	0
Female	50%	0
Male	50%	0
Counties participating	3	3
Number of tool kits delivered (<i>average of 5 trainees per kit</i>)	860	0
Direct Project Beneficiaries (In-School Training)	6,500	1,533
Female	50%	1,035 (67.5%)
Male	50%	498
Number of in-school training hours delivered (<i>6,500 learners x 160 hours per trainee on average</i>)	1,040,000	15,456
Female	50%	
Male	50%	
Counties participating (<i>in-school</i>)	4	4
Communities participating (<i>in-school and CESLY only sites</i>)	44	44
All Indirect Beneficiaries (<i>based on est. household size of 5.0 per 2008 census x # of trainees and trainers</i>)	56,000	7,665+70=7,735
Trainers/Businesses engaged	400	0
Female trainers/businesses engaged	35%	0
Peer Training Innovators trained	360	0
Number of PTI training hours delivered	57,600	0
Trainees' satisfaction with trainers' training delivered	90%	tbd
Employers satisfied with trainees	90%	tbd
New or rare skill areas with training provided	20	2
Increase in incomes of beneficiaries 6 months after project completion (end 2014)	85%	tbd
Beneficiaries who retain tools supplied to them 6 months after project completion (end 2014)	85%	tbd
New cooperatives and businesses launched and sustained by end of project (April 30, 2014)	400	tbd

Annex 10: Chart 1 – LTEP Organization Chart

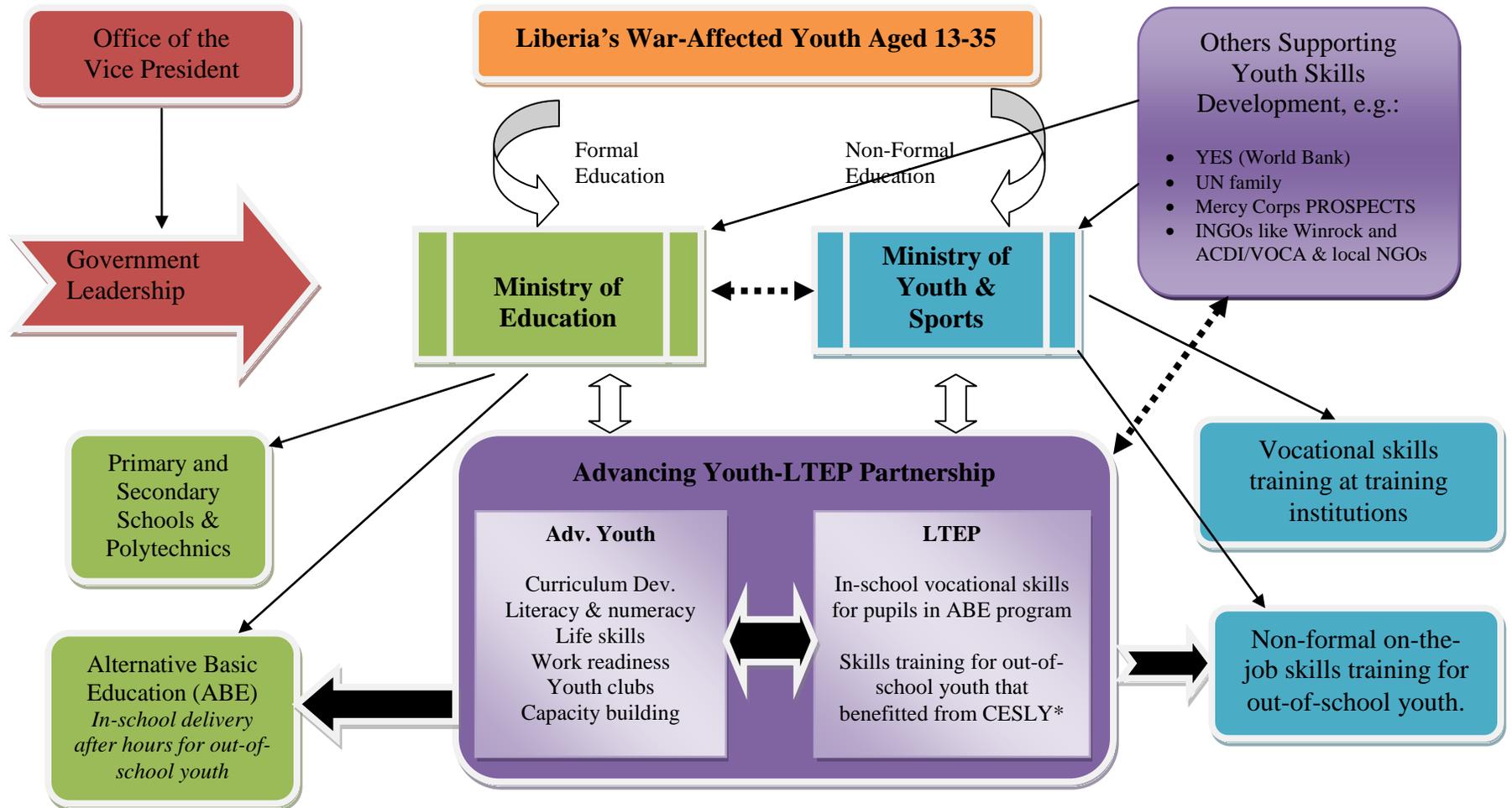
**Literacy and Training for Employment Project (LTEP)
Organization Chart**



Annex 11: Chart 2: LTEP-Advancing Youth Institutional Relationship

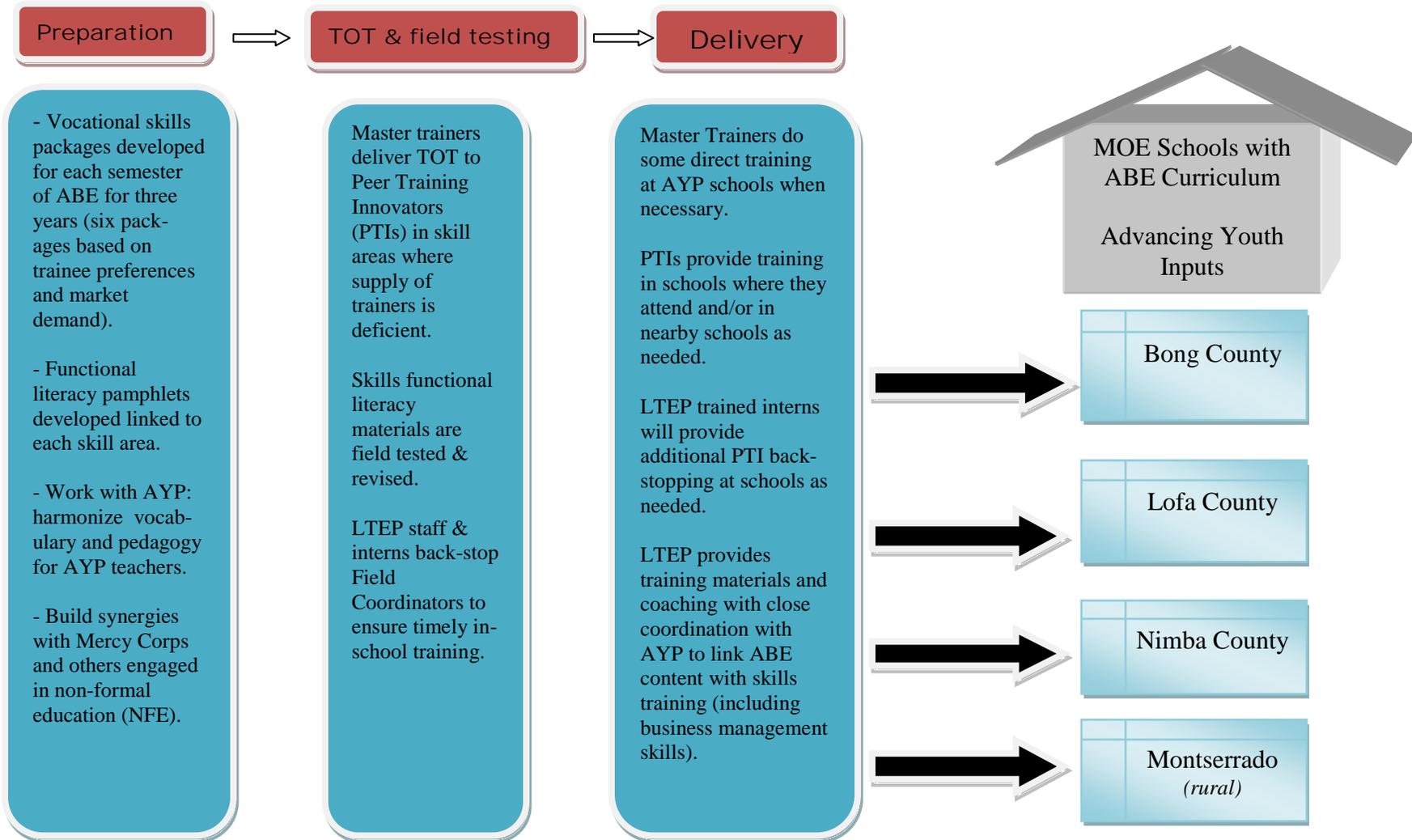
Advancing Youth Project (EDC/USAID) – Literacy and Training for Employment Project (ORT/OSF)

A Partnership for Youth in Liberia

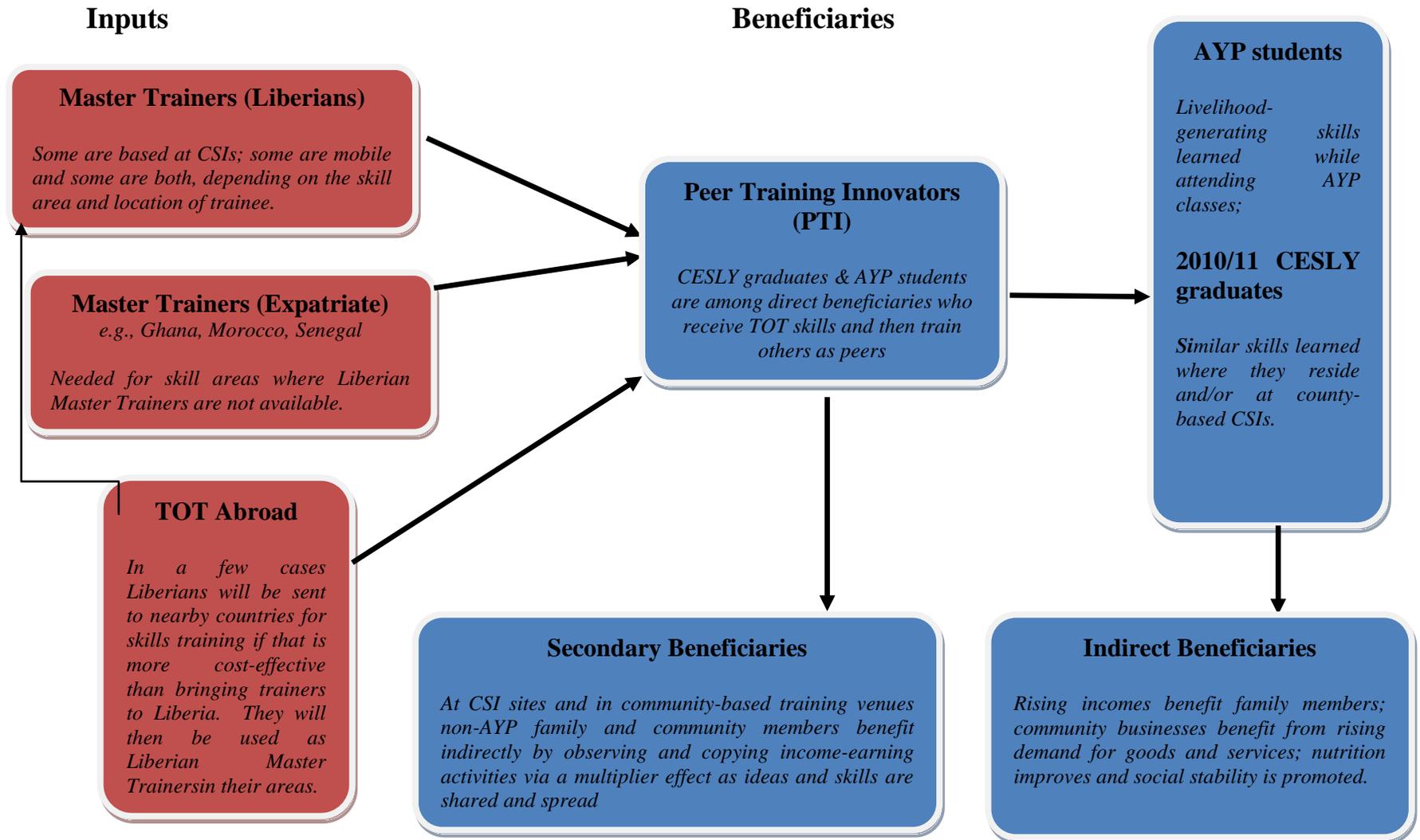


*Core Education Skills for Liberian Youth (CESLY) was the predecessor to AYP

Annex 12: Chart 3: Literacy and Training for Employment Project (LTEP)
 In-School Vocational Training for Sustainable Livelihoods



**Annex 13: Chart 4: Literacy and Training for Employment Project (LTEP)
Training Matrix**



Annex 14: Chart 5: ORT Literacy and Training for Employment Project

An Advancing Youth Partner

LTEP Activity Pyramid

Key tasks for the LTEP Centers for Skills Innovation

