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Liberia Teacher Training Program (LTTP)

Follow-up Study of LTTP-Supported C-Certificate Program Graduates Who Were Not in the 2013 EMIS Database

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August 21, 2014

This publication is produced for review by the United States Agency for International Development. It was prepared by FHI 360.

This Report was made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the Liberia Teacher Training Program II and do not necessarily reflect the views of USAID or the United States Government

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Executive Summary

The *Tracer Study of C-Certificate Program Graduates* (Morris et al., 2014) indicated that 70.4% of the LTTP-supported Pre-service Program graduates and 36.9% of LTTP-organized In-service Program graduates could not be found with the 2013 EMIS database. The current study was designed to investigate the extent to which such individuals were in fact employed in the education sector in 2013, had previously been employed but had left the teaching profession, or were able to gain employment in the education sector by May 2014. The LTTP Monitoring, Evaluation, and Research team conducted telephone interviews with 392 graduates of different cohorts of these two C-Certificate programs.

The findings indicate that substantial numbers of graduates who were not found in the 2013 EMIS database were actually working as teachers or school administrators in government and non-government primary and secondary schools. For example, while approximately 47% of the male and female pre-service cohorts 1-3 graduates were not found in the 2013 EMIS database, 78.9% of the females and 44.0% of the males from cohorts 2-3, who participated in this follow-up study, reported that they were employed in the education sector in 2013. Additionally, while none (0%) of the pre-service cohorts 4-5 graduates were found in the 2013 EMIS database, 23.5% of the females and 28.8% of the males from cohorts 4-5, who participated in this study, reported that they were employed in the education sector in 2013. Furthermore, while approximately 35% of the female and male in-service cohorts 4-5 graduates were not found in the 2013 EMIS database, 83.3% of the females and 55.6% of the males from cohorts 4-5, who participated in this study, reported that they were employed in the education sector in 2013.

Combining the findings from the current study with those from the *Tracer Study of C-Certificate Program Graduates* (Morris et al., 2014) allows one to estimate more accurately the employment status of graduates of these LTTP-supported C-Certificate programs. For example, 59.2% of female and 44.4% of male pre-service cohorts-2-3 graduates are estimated to have been working as government primary school teachers in 2013. Additionally, 48.3% of female and 41.3% of male pre-service cohorts-4-5 graduates are estimated to have been working as government primary school teachers in 2013. Finally, 59.1% of female and 33.2% of male in-service cohorts 4-5 graduates are estimated to have been working as government primary school teachers in 2013.

Background to the Study

Starting in 2007, the USAID/Liberia Teacher Training Program (LTTP) provided support to programs for primary school teachers to obtain a C-Certificate, which is the minimum qualification specified in Liberia's Education Reform Act (Republic of Liberia, 2011). Between 2007 and 2013, 2551 males and females graduated from the LTTP-supported Pre-service C-certificate Program and 1607 graduated from the LTTP-organized In-service C-Certificate Program.¹ This capacity-building intervention was a direct response to the Liberian Ministry of Education's effort to replace unqualified individuals who became teachers, especially those working in government primary schools. The idea has been that the Ministry of Education would upgrade such teachers or remove them and employ persons completing the C-Certificate training requirements.

The data collected as part of the Annual School Census and included in the 2013 Education Management Information System (EMIS) database (MoE, 2013) indicate that 31.4% of primary public school teachers do not have the minimum-required qualification (i.e., a C-Certificate). Moreover, there is considerable variation across counties in this regard, with Sinoe having the highest (70%) and MCSS having the lowest (7%) proportion of teachers without this minimum qualification (for details, see Goyee et al., 2014).

According to a recently completed study (Morris et al., 2014), 70.4% of all LTTP-supported Pre-service C-Certificate Program graduates and 36.9% of all LTTP-organized In-service Program graduates could not be found in the EMIS database. This included 100% of the graduates of both Cohort 4 (2011-2012) and Cohort 5 (2012-2013) of the Pre-service Program, who likely were not employed or on the payroll by March-April of 2013 when the Annual School Census was conducted. Nevertheless, as noted above, there are substantial numbers of primary school teachers who do not have the minimum required qualification.

Morris et al. (2014), however, noted some important limitations to the study they conducted. For example, at least 202 primary school principals who participated in the EMIS training for the 2013 Annual School Census did not return the questionnaires, and thus teachers in at least these schools are not included in the 2013 EMIS database. Furthermore, it is likely that some graduates who were not located in the 2013 EMIS database were in fact employed as primary school teachers, either in government or non-government schools, but they were using a different name than the one they used when they participated in the Pre-service or In-service C-Certificate Program.

¹ As reported in Morris et al. (2014), between 2000 and 2013, there were 2575 additional males and females who obtained C-Certificates through other in-service teacher education programs: a) 715 received C-Certificates from the program run by the Christian Foundation of Liberia (2010- 2013); b) 401 received C-Certificates from the program run by European Commission Support for Education in Liberia (2009-2012); c) 89 received C-Certificates from the program run by the National Teacher Association of Liberia (2010-2012); and d) 1370 received C-Certificates from the program run by UNICEF (2000-2004).

Objectives of the Study

The purpose of this study was to investigate the employment status of a sample of LTTP-supported Pre-service C-Certificate Program graduates and LTTP-organized In-service C-Certificate Program graduates who were not found in the 2013 EMIS database. Specifically, the study sought to answer the following research questions:

1. Of the graduates of the USAID/LTTP-supported Pre-service and In-service C-Certificate Programs who were not located in the 2013 EMIS database, what percentages were:
 - a. *Actually employed* in the education sector in 2013?
 - b. Not employed in the education sector at the time of the 2013 Annual School Census, though they had been *employed previously*?
 - c. Not employed in the education sector at the time of the 2013 Annual School Census, though they had *become employed by May 2014*?
 - d. *Never employed* in the education sector (up until April 2013)?
2. Of the graduates of the USAID/LTTP-supported Pre-service and In-service C-Certificate Programs who were not located in the 2013 EMIS database, what percentages were *actually working* as:
 - a. Teachers in preschools?
 - b. School administrators in preschools?
 - c. Teachers in government primary schools?
 - d. School administrators in government primary schools?
 - e. Teachers in government secondary schools?
 - f. School administrators in government secondary schools?
 - g. Teachers in non-government primary schools?
 - h. School administrators in non-government primary schools?
 - i. Teachers in non-government secondary schools?
 - j. School administrators in non-government secondary schools?
3. Of those who were employed in the education sector, what percentage was *working under a different name* than they used when they participated in the C-Certificate program?
4. Of those who were not employed in the education sector in 2013, but had been previously employed, *why did they leave the profession*?
5. Of those who were not employed in the education sector at the time of the 2013 Annual School Census, though they *became employed by May 2014*, what *job categories* did they obtain?
6. Of those who were not employed in the education sector at the time of the 2013 Annual School Census and were *not successful in obtaining employment* in the education sector after April 2013, *what difficulties* did they face?

Methodology

This study employed of a cross-sectional, survey research (non-experimental) design, with data collected via telephone interviews.

Population and Sample

The target population for this study includes all graduates of the LTTP-supported Pre-service and In-service C-Certificate Program who were not located in the 2013 EMIS database. There have been five cohorts of each program, including both females and males. The sample of graduates consisted of a disproportionate, stratified random sample. The sample was stratified by program, cohort, and gender.

Given the smaller proportion of females in these programs, we sampled 40% of the female graduates (who were not found in the 2013 EMIS database) and 20% of the male graduates (who were not found in the 2013 EMIS database) from each cohort of each program. The exceptions to these percentages are for cohorts 4 and 5 of the Pre-service Program graduates. For cohorts 4 and 5 of the Pre-service Program, we sampled 20% of the females and 10% of the males, given that all graduates from these cohorts are included in the population of individuals who were not found in the 2013 EMIS database. The *planned* sample thus included a total of 411 graduates as presented in Table 1.

Table 1: PLANNED Sample by Program, Cohort, and Gender (graduates of LTTP-supported Pre-service and In-Service C-Certificate Programs who were not in the 2013 EMIS database)

Cohort	40% of Females per Cohort*	20% of Males per cohort*	Total Sample per Cohort
PRE-SERVICE Teacher Training Program Graduates			
Cohort 1	4	33	37
Cohort 2	10	36	46
Cohort 3	14	47	61
Cohort 4*	15	42	57
Cohort 5*	25	51	76
PRE-SERVICE Subtotal	68	209	277
IN-SERVICE Teacher Training Program Graduates			
Cohort 1	5	20	25
Cohort 2	5	19	24
Cohort 3	4	21	25
Cohort 4	8	18	26
Cohort 5	10	24	34
IN-SERVICE Subtotal	32	102	134
TOTAL	100	311	411
* For graduates of Pre-service Program cohorts 4 and 5, 20% of females and 10% of males were selected for the sample.			

However, the *actual* sample, which is presented in Table 2, differed from the planned sample in several respects:

- First, because of lack of contact information, data collectors were not able to include in the study any of the graduates of either cohort 1 of the Pre-service Program or cohorts 1-3 in the In-service Program.

- Second, data collectors were not able to reach any of the female graduates and only five of the male graduates of cohort 2 of the Pre-service Program, even after replacing those included in the initial (randomly sampled) lists with those in the back-up (randomly sampled) lists.
- Third, because of the difficulty in reaching graduates of cohorts 1 and 2, data collectors attempted to contact all female and male graduates of cohorts 3-5 of the Pre-service Program who were either on the initial (randomly sampled) lists or the secondary (randomly sampled) lists. This meant that data were collected from more of these graduates than was initially planned (compare figures in Tables 1 and 2).
- Fourth, data collectors were not able to reach any of the female graduates and only five of the male graduates of cohort 4 of the In-service Program, even after replacing those included in the initial (randomly sampled) lists with those in the back-up (randomly sampled) lists.
- Fifth, because of the difficulty in reaching graduates of the other cohorts of the In-service Program, data collectors made contact, data collectors attempted to contact all female and male graduates of cohort 5 of the In-service Program who were either on the initial (randomly sampled) lists or the secondary (randomly sampled) lists. This meant that data were collected from more of the cohort 5 graduates than was initially planned (compare figures in Tables 1 and 2).

Thus, the *actual* sample included 392 individuals, 335 graduates from the Pre-service Program and 57 graduates from the In-service Program (see Table 2). The differences between the planned and the actual samples constitute a limitation to generalizations of the findings from this study. We have attempted to work around the majority of these limitations by reporting findings disaggregated program cohort (pre-service cohorts 2-3, pre-service cohorts 4-5, and in-service cohorts 4-5) and by gender (female and male).

Table 2: ACTUAL Sample by Program, Cohort, and Gender (graduates of LTTP-supported Pre-service and In-Service C-Certificate Programs who were not in the 2013 EMIS database)

Cohort	40% of Females per Cohort*	20% of Males per cohort*	Total Sample per Cohort
PRE-SERVICE Teacher Training Program Graduates			
Cohort 1	0	0	0
Cohort 2	0	5	5
Cohort 3	19	45	64
Cohort 4	22	84	106
Cohort 5	42	118	160
PRE-SERVICE Subtotal	83	252	335
IN-SERVICE Teacher Training Program Graduates			
Cohort 1	0	0	0
Cohort 2	0	0	0
Cohort 3	0	0	0
Cohort 4	0	5	5
Cohort 5	12	40	52
IN-SERVICE Subtotal	12	40	52
TOTAL	95	297	392

Data Collection

A member of the LTTP Monitoring, Evaluation and Research (MER) Team contacted the sampled graduates by telephone and conducted individual interviews covering specific issues, using an interview protocol comprised of open-ended and close-ended questions (see interview protocol in Annex A). The tablet-version of the interview protocol was designed so that certain questions were asked only if they were relevant to a given respondent, based on how the respondent answered prior questions.

The interviewer sought to contact each graduate in the sample, seeking updated telephone numbers of other members of the sample from graduates who were successfully contacted and interviewed. When a graduate was successfully contacted, the interviewer explained the purpose and nature of the study and solicited the graduate's *oral agreement* to participate in the interview. For graduates who agreed to participate, the interviewer asked the relevant questions included in the interview protocol and recorded the respondent's answers on an electronic form, which is identifiable only by the ID number assigned to the respondent.²

Data Analysis

Given the questions to be answered through this study, the data were analyzed using descriptive statistics, mainly frequencies and percentages. When conducting analyses for the sample as a whole, weighting was used to adjust the frequencies in accord with the disproportionate sampling procedures employed. That is, weighting was used to correct for the disproportionate under-sampling of males and the disproportionate under-sampling of graduates in cohorts 4 and 5 of the Pre-service Program.

However, the main findings are reported for male or female graduates of specific cohorts or the Pre-service or In-service Program, and thus weighting is not necessary. Thus, percentages for each program cohort-gender strata (as identified in the sampling frame) were calculated and are presented below in the findings section of this report.

² The list of names and ID numbers were kept in a locked, secure location in the LTTP Monitoring, Evaluation and Research office. Only members of the team had access to the list, and they did so only in preparation for conducting an interview (to obtain the name, ID, and contact information). This strategy was designed to protect the confidentiality of responses, despite the fact that the interviewers were aware of the names of the graduates they are contacting.

Findings

In the first section we present findings that address research questions 1 and 2. Also, in footnotes in this section we summarize findings that address research questions 3 and 4. In subsequent sections we present findings that address research questions 5 and 6.

2013 Employment Status of Sampled Pre-service Graduates (Cohorts 2-3)

Table 3 presents the percentages in different employment categories of the graduates of cohorts 2 and 3 of the LTTP-supported Pre-service C-Certificate Program who were not found in the 2013 EMIS database. According to the *Tracer Study of C-Certificate Program Graduates* (Morris et al., 2014, p. 9), 46.7% of the pre-service cohorts 1-3 graduates were not found in EMIS database. However, as can be seen in Table 3, a sizeable proportion of the pre-service cohorts 2 and 3 graduates were in fact employed in 2013. That is, 78.9% and 44.0%, respectively, of female and male pre-service cohorts 2 and 3 graduates, who participated in this follow-up study, were employed in one or another category in the education sector in 2013 (see Figure 1).

Among Pre-service Program graduates from cohorts 2 and 3 who were employed in 2013, they were mainly working in government primary schools, either as teachers or school administrators. That is, 42.1% and 26.0%, respectively, of all female and male pre-service cohorts 2 and 3 graduates sampled in this study reported that they were employed as government primary school teachers in 2013. Additionally, 15.8% and 12.0%, respectively, of all female and male pre-service cohorts 2 and 3 graduates, who participated in this follow-up study, reported that they were employed as government primary school administrators in 2013. The other noteworthy category of employment was that 15.8% of the female graduates of cohorts 2 and 3, who were sampled in this study, reported that they were working as government preschool teachers in 2013 (see Table 3).



While approximately 47% of the male and female pre-service cohorts 1-3 graduates were not found in the 2013 EMIS database, 78.9% of the females and 44.0% of the males from cohorts 2-3 who participated in this follow-up study reported that they were employed in the education sector in 2013.

Another important finding in Table 3 is that 15.8% and 44.0%, respectively, of the female and male pre-service cohorts 2 and 3 graduates, who participated in this follow-up study, indicated that although they had not been employed in the education sector in 2013, they had gained employment between the time that the Annual School Census was conducted in March-April 2013 and this follow-up study was conducted in May 2014 (see also Figure 1).³

Additionally, note that only a small proportion (0.0% and 8.0%, respectively) of the female and male pre-service cohorts 2 and 3 graduates, who participated in this follow-up study, reported that they were not employed in March-April 2013, when the Annual School Census was conducted, but that they had previously worked in the education sector (see Table 3 and Figure 1). That is, these individuals had left the teaching profession at some point.⁴

Furthermore, one can also see that a relatively small percentage of the pre-service cohorts 2 and 3 graduates reported that they have never been employed in the education sector. That is, 5.3% of and 4.0 %, respectively, of the female and male pre-service cohorts 2 and 3 graduates, who participated in this follow-up study, reported not only that they were not employed in the education sector in 2013, but also that they had not been employed prior to March-April 2013 and that they had not gained employment by the time this tracer study was conducted in May 2014 (see Table 3 and Figure 1).⁵

³ Among the 3 female and 22 male Pre-service Program graduates (cohort 2-3) who gained employment between 2013 and 2014, 1 (33.3%) of the females and 13 (59.1%) of the males became government primary school teachers, while 0 (0%) of the females and 4 (18.2%) of the males became government primary school administrators (see further details in Table B1 in Annex B).

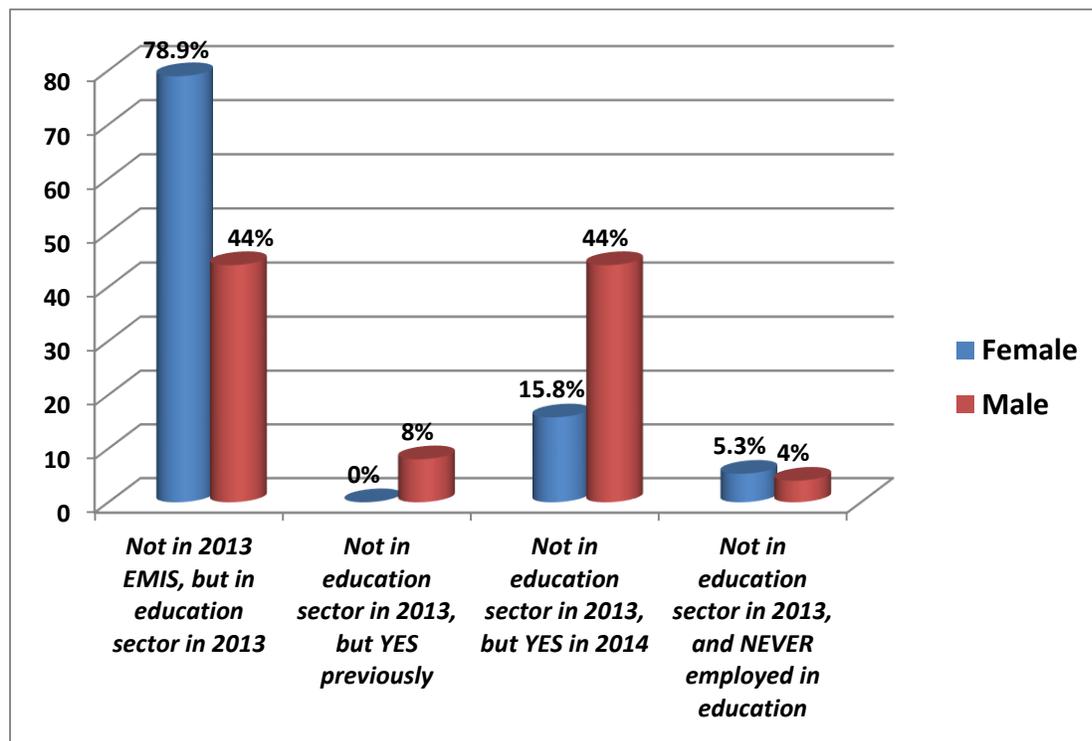
⁴ The four male graduates of the Pre-service Program cohorts 2-3 who reported leaving school teaching, highlighted reasons, such as the following, for that decision: a) salary was too low, b) not able to get officially on the payroll, and c) personal or family health problems.

⁵ The 1 female and 2 male pre-service cohorts 2-3 graduates who had never been employed in the education indicated that they had tried to get a teaching job but they either a) had been unable to find a position to apply for, b) applied for a position but were not selected, or c) were selected for a position but the position was either never formalized or they were not put on the payroll.

Table 3: Employment Status of LTTP-Supported *Pre-service C-Certificate Program* Graduates (*Cohorts 2-3*) (NOT in 2013 EMIS database)

Category of Employment	% Female	% Male
Government Preschool (Nursery or Kindergarten) Teacher in 2013	15.8	0.0
Government Preschool (Nursery or Kindergarten) Administrator in 2013	0.0	2.0
Government Primary School Teacher in 2013	42.1	26.0
Government Primary School Administrator in 2013	15.8	12.0
Government Secondary School Teacher in 2013	0.0	0.0
Government Secondary School Administrator in 2013	0.0	2.0
Non-government Preschool (Nursery or Kindergarten) Teacher in 2013	0.0	0.0
Non-government Preschool (Nursery or Kindergarten) Administrator in 2013	0.0	0.0
Non-government Primary School Teacher in 2013	5.3	0.0
Non-government Primary School Administrator in 2013	0.0	0.0
Non-government Secondary School Teacher in 2013	0.0	0.0
Non-government Secondary School Administrator in 2013	0.0	0.0
Other education sector job in 2013	0.0	2.0
<i>Not employed in education sector in 2013, but YES previously</i>	0.0	8.0
<i>Not employed in education sector in 2013, but YES in 2014</i>	15.8	44.0
<i>Not employed in education sector in 2013, and NEVER employed in education</i>	5.3	4.0
Graduates (Total %)	100%	100%
TOTAL Number of Graduates	19	50

Figure 1: Employment Status of Graduates of Pre-Service Cohorts 2 & 3



2013 Employment Status of Sampled Pre-service Graduates (Cohorts 4-5)

Table 4 presents the percentages in different employment categories of the graduates of cohorts 4 and 5 of the LTTP-supported Pre-service C-Certificate Program who were not found in the 2013 EMIS database. According to the *Tracer Study of C-Certificate Program Graduates* (Morris et al., 2014, pp. 8 and 9), none (i.e., 0%) of the graduates from these pre-service cohorts were found in 2013 EMIS database. However, one observes in Table 4 that approximately one fourth of these graduates reported that they were actually employed in the education sector in March-April 2013. That is, 23.5% and 28.8%, respectively, of the female and male pre-service cohorts 4 and 5 graduates, who participated in this follow-up study, reported that they were employed at the time that the Annual School Census was conducted in 2013 (see Figure 2).

Among the cohorts 4 and 5 pre-service graduates who were employed in 2013, they were mainly working in government primary schools as teachers. That is, 17.2% and 17.4%, respectively, of all female and male pre-service cohorts 4 and 5 graduates, who participated in this follow-up study, reported that they were employed as government primary school teachers in 2013 (see Table 4).

Another important finding in Table 4 is that 25.0% of the male female and 25.9% of the male pre-service graduates cohorts 4 and 5 graduates, who participated in this follow-up study, indicated that although they had not been employed in the education sector in 2013, they had gained employment between the time that the Annual School Census was conducted in March-April 2013 and this follow-up study was conducted in May 2014 (see also Figure 2).⁶

Additionally, note that only a small proportion (3.1% and 4.0%, respectively) of the female and male pre-service cohorts 4 and 5 graduates, who participated in this follow-up study, reported that they were not employed in March-April 2013, when the Annual School Census was conducted, but that they had previously worked in the education sector (see Table 4 and Figure 2). That is, these individuals had left the teaching profession at some point.⁷

One can also see that approximately one-half of pre-service cohorts 4 and 5 graduates have never been employed in the education sector. That is, 48.3% and 41.3%, respectively, of female and male pre-service cohorts 4 and 5 graduates, who participated in this follow-up study, reported not only that they were not employed in the education sector in 2013, but also that they had not been employed prior to March-April 2013 and that they had not gained employment by the time this tracer study was conducted in May 2014 (see Table 4 and Figure 2).⁸



While none (0%) of the pre-service cohorts 4-5 graduates were found in the 2013 EMIS database, 23.5% of the females and 28.8% of the males from cohorts 4-5, who participated in this study, reported that they were employed in the education sector in 2013.

⁶ Among the 16 female and 52 male Pre-service Program graduates (cohorts 4-5) who gained employment between 2013 and 2014, 13 (81.3%) of the females and 30 (57.7%) of the males became government primary school teachers, 1 (6.3%) of the females and 3 (5.7%) of the males became government primary school administrators, and 1 (6.3%) of the females and 8 (15.4%) of the males became non-government primary school teachers (see further details in Table B2 in Annex B).

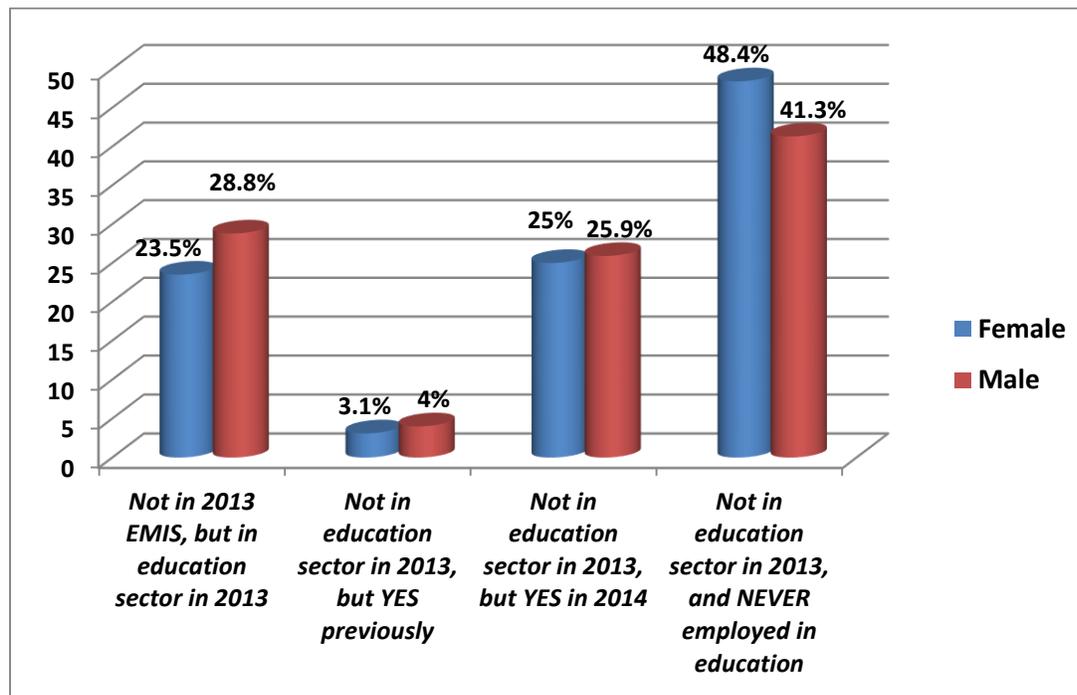
⁷ The 2 female and 8 male graduates of the pre-service cohorts 4-5 who reported leaving school teaching, highlighted the following reasons for that decision: a) salary was too low, b) not able to get officially on the payroll, and c) personal or family health problems.

⁸ The 31 female and 83 male pre-service cohorts 4-5 graduates who had never been employed in the education indicated that they had tried to get a teaching job but they either a) had been unable to find a position to apply for, b) applied for a position but were not selected, or c) were selected for a position but the position was either never formalized or they were not put on the payroll.

Table 4: Employment Status of LTTP-Supported *Pre-service C-Certificate Program* Graduates (*Cohorts 4-5*) (NOT in 2013 EMIS database)

Category of Employment	% Female	% Male
Government Preschool (Nursery or Kindergarten) Teacher in 2013	3.1	0.0
Government Preschool (Nursery or Kindergarten) Administrator in 2013	0.0	0.0
Government Primary School Teacher in 2013	17.2	17.4
Government Primary School Administrator in 2013	0.0	4.5
Government Secondary School Teacher in 2013	0.0	1.5
Government Secondary School Administrator in 2013	0.0	0.0
Non-government Preschool (Nursery or Kindergarten) Teacher in 2013	0.0	0.0
Non-government Preschool (Nursery or Kindergarten) Administrator in 2013	0.0	0.0
Non-government Primary School Teacher in 2013	3.1	3.0
Non-government Primary School Administrator in 2013	0.0	0.0
Non-government Secondary School Teacher in 2013	0.0	2.0
Non-government Secondary School Administrator in 2013	0.0	0.0
Other education sector job in 2013	0.0	0.5
<i>Not employed in education sector in 2013, but YES previously</i>	3.1	4.0
<i>Not employed in education sector in 2013, but YES in 2014</i>	25.0	25.9
<i>Not employed in education sector in 2013, and NEVER employed in education</i>	48.4	41.3
Graduates (Total %)	100%	100%
TOTAL Number of Graduates	64	201

Figure 2: Employment Status of Graduates of Pre-service Cohorts 4 & 5



2013 Employment Status of Sampled In-service Graduates (Cohorts 4-5)

Table 5 presents the percentages in different employment categories of the graduates of cohorts 4-5 of the LTTP-supported In-service C-Certificate Program who were not found in the 2013 EMIS database. According to the *Tracer Study of C-Certificate Program Graduates* (Morris et al., 2014, p. 16), 36.7% and 34.6%, respectively of the in-service cohorts 4-5 female and male graduates were not found in EMIS database. However, as can be seen in Table 5, the majority of the in-service cohorts 4-5 graduates were in fact employed in 2013. This is especially the case for female In-service Program graduates. That is, 83.3% and 55.6%, respectively, of the female and male in-service cohorts 4-5 graduates, who participated in this follow-up study, were employed in one or another category in the education sector in 2013 (see Figure 3).

Among in-service graduates from cohorts 4-5 who were employed in 2013, they were mainly working in government primary schools, either as teachers or school administrators.⁹ That is, 41.7% and 28.9%, respectively, of all female and male in-service

⁹ It is noteworthy that 4 of 10 (40.0%) female and 6 of 25 (24.0%) male In-service Program graduates of cohorts 1-5 who participated in this study reported that at the time of the 2013 Annual School Census they were employed in the education sector, but under a *different name* than what appears on their C-Certificate.

cohorts 4-5 graduates, who participated in this follow-up study, reported that they were employed as government primary school teachers in 2013. Additionally, 33.3% and 17.8%, respectively, of all female and male in-service cohorts 4-5 graduates, who participated in this follow-up study, reported that they were employed as government primary school administrators in 2013 (see Table 5).

Another important finding in Table 5 is that 16.7% and 42.2 %, respectively, of the female and male in-service cohorts 4-5 graduates, who participated in this follow-up study, indicated that although they had not been employed in the education sector in 2013, they had gained (or, more likely, re-gained) employment between the time that the Annual School Census was conducted in March-April 2013 and this follow-up study was conducted in May 2014 (see also Figure 3).¹⁰

Additionally, note that very few (0.0% and 2.2%, respectively) of the female and male in-service cohorts 4-5 graduates, who participated in this follow-up study, reported that they were not employed in March-April 2013, when the Annual School Census was conducted, but that they had previously worked in the education sector (see Table 5 and Figure 3). That is, one male respondent indicated that had left the teaching profession at some point.¹¹

Furthermore, one can also see that none of the in-service cohorts 4-5 graduates reported that they have never been employed in the education sector. That is, as expected, all In-service Program graduates, who participated in this follow-up study, indicated that they either were employed in March-April 2013, that they gained or re-gained employment between March-April 2013 and May 2014, or that they had left the teaching profession before March-April 2013, when the Annual School Census was conducted (see Table 5 and Figure 3).



While approximately 35% of the female and male in-service cohorts 4-5 graduates were not found in the 2013 EMIS database, 83.3% of the females and 55.6% of the males from cohorts 4-5 who participated in this study reported that they were employed in the education sector in 2013.

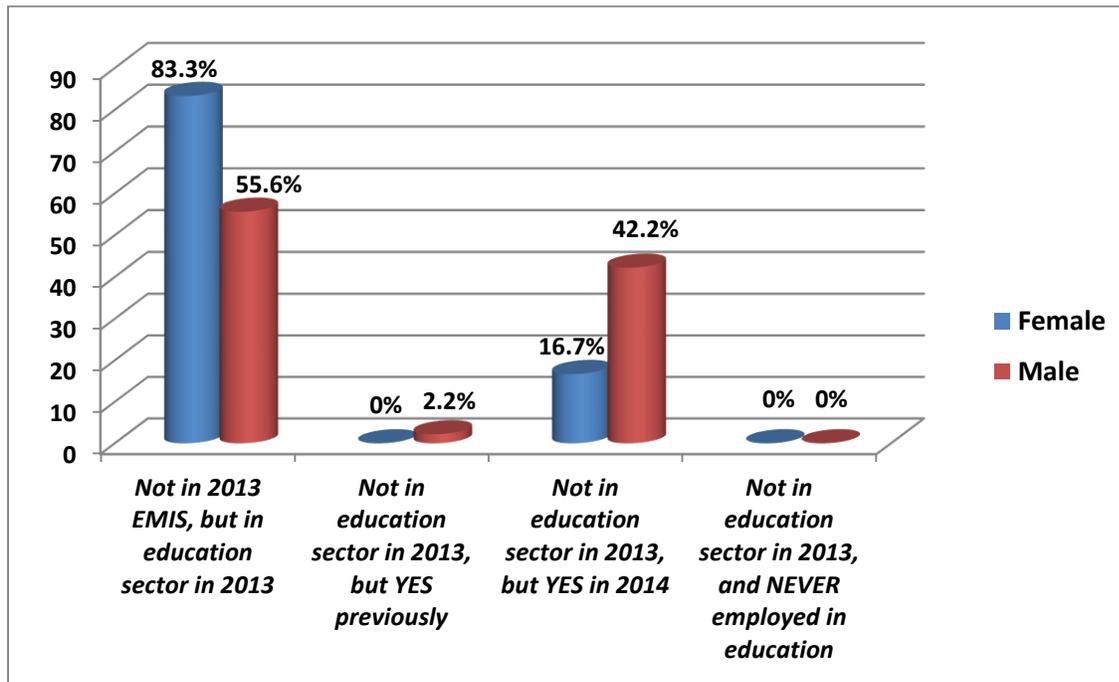
¹⁰ Among the 3 female and 19 male In-service Program graduates who gained employment between 2013 and 2014, 3 (100%) of the females and 9 (47.4%) of the males became government primary school teachers, 0 (0.0%) of the females and 3 (15.8%) of the males became government primary school administrators, and 0 (0.0%) of the females and 3 (15.8%) of the males became government secondary school teachers (see further details in Table B3 in Annex B).

¹¹ The one male graduate of the In-service Program, who reported leaving school teaching, indicated that he did so because the salary was too low.

Table 5: Employment Status of LTTP-Supported *In-service* C-Certificate Program Graduates (Cohorts 4-5) (NOT in 2013 EMIS database)

Category of Employment	% Female	% Male
Government Preschool (Nursery or Kindergarten) Teacher in 2013	8.3	0.0
Government Preschool (Nursery or Kindergarten) Administrator in 2013	0.0	4.4
Government Primary School Teacher in 2013	41.7	28.9
Government Primary School Administrator in 2013	33.3	17.8
Government Secondary School Teacher in 2013	0.0	2.2
Government Secondary School Administrator in 2013	0.0	0.0
Non-government Preschool (Nursery or Kindergarten) Teacher in 2013	0.0	0.0
Non-government Preschool (Nursery or Kindergarten) Administrator in 2013	0.0	0.0
Non-government Primary School Teacher in 2013	0.0	0.0
Non-government Primary School Administrator in 2013	0.0	0.0
Non-government Secondary School Teacher in 2013	0.0	2.2
Non-government Secondary School Administrator in 2013	0.0	0.0
Other education sector job in 2013	0.0	0.0
<i>Not employed in education sector in 2013, but YES previously</i>	0.0	2.2
<i>Not employed in education sector in 2013, but YES in 2014</i>	16.7	42.2
<i>Not employed in education sector in 2013, and NEVER employed in education</i>	0.0	0.0
Graduates (Total %)	100%	100%
TOTAL Number of Graduates	12	45

Figure 3: Employment Status of Graduates of In-service Cohorts 4-5



Conclusion

The main purpose of this study was to follow-up with graduates of LTTP-supported Pre-service and In-service C-Certificate Programs who were not located in the 2013 EMIS database. This study was motivated because a recently completed *Tracer Study of C-Certificate Graduates* (Morris et al., 2014) found that 46.7% of the first three cohorts of pre-service graduates, 100% of the pre-service graduates of cohorts 4 and 5, and 36.9% of all LTTP-organized In-service Program graduates could not be found in the 2013 EMIS database.

Based on responses from samples of graduates of LTTP-supported pre-service programs (cohorts 2-3 and cohorts 4-5) as well as graduates of LTTP-organized In-service programs (cohorts 4-5), we found that many of these individuals were indeed working in the education sector in 2013. However, they were either working in schools that were not included in the 2013 EMIS database or, in very few cases, were employed under a different name than what appeared on the C-Certificate.

In fact, 78.9% of the male and 44.0% of the female pre-service cohorts 2-3 pre-service graduates, 23.5% of the female and 28.8% of the male pre-service cohorts 4-5 graduates, and 83.3% of the female and 55.6% of the male cohorts 1-5 graduates surveyed, who had not be located in the 2013 EMIS database, reported that they had indeed been employed in the education sector in 2013. Moreover, only 5.3% of the female and 4.0% of the male pre-service cohorts 2-3 graduates, 48.4% of the female and 41.3% of the male pre-service cohorts 4-5 graduates, and none (0.0%) of the male or female cohorts 4-5 in-service graduates, who had not be located in the 2013 EMIS database, reported that they had never been employed in the education sector.

In concluding this study we take these findings – as well as the percentages of graduates who had been employed but left the profession before 2013 or who (re-)gained employment between March-April 2013 and May 2014 – and combine them with the findings from the *Tracer Study* (Morris et al., 2014) to create an estimated portrait of the employment status of graduates of the LTTP-supported C-Certificate programs. That is, we add to the percentages in various categories of employment reported in the *Tracer Study* (Morris et al., 2014) the percentages obtained from the current study. That is, we use the current study estimates to redistribute the graduates who were not found in the 2013 EMIS database into the categories of employment that we discovered when we surveyed a sample of these graduates.¹²

Estimated Employment Status for Pre-service (Cohorts 2-3) Graduates

Table 6 presents the information combining the results from the current study with those from the *Tracer Study* (Morris et al., 2014) for the LTTP-supported pre-service program (cohorts 2-3) graduates. As can be seen in this table, we estimate that the largest group of these graduates (59.2% of females and 44.0% of males) were working as government primary school teachers in 2013. Among female graduates of the Pre-service Program (cohorts 2-3), the other sizeable groups are those who in 2013 were government primary school administrators (13.0%) or government preschool teachers (8.0%) and those who were not employed in the



We estimate that 59.2% of female and 44.0% of male pre-service cohorts-2-3 graduates were working as government primary school teachers in 2013.

¹² For example, we multiplied the percent of the graduates were surveyed in 2014 who reported that they were in fact employed in as government primary school teachers times the percentage of a particular group of in-service graduates who were not found in the 2013 database to identify the percentage to be added to the figures reported in the *Tracer Study* (Morris et al., 2014). The product of that multiplication was then added to the percentage of in-service graduates who were previously identified as working as government primary school teachers.

education sector in 2013 but had obtained such employment by May 2014 (8.0%). Among male graduates of the Pre-service Program (cohorts 2-3), the other sizeable groups are those who in 2013 were government primary school administrators (17.4%) and those who were not employed in the education sector in 2013 but had obtained such employment by May 2014 (21.5%).

Table 6: (Estimated) Employment Status of Graduates of Cohorts 2-3 of LTTP-Supported Pre-service C-Certificate Program

Category of Employment	% Female	% Male
Government Preschool (Nursery or Kindergarten) Teacher in 2013	8.0	0.0
Government Preschool (Nursery or Kindergarten) Administrator in 2013	0.0	1.0
Government Primary School Teacher in 2013	59.2	44.0
Government Primary School Administrator in 2013	13.0	17.4
Government Secondary School Teacher in 2013	1.7	5.8
Government Secondary School Administrator in 2013	0.0	1.1
Non-government Preschool (Nursery or Kindergarten) Teacher in 2013	0.0	0.0
Non-government Preschool (Nursery or Kindergarten) Administrator in 2013	0.0	0.0
Non-government Primary School Teacher in 2013	2.7	1.4
Non-government Primary School Administrator in 2013	0.8	0.4
Non-government Secondary School Teacher in 2013	2.5	0.6
Non-government Secondary School Administrator in 2013	1.7	0.1
Other education sector job in 2013	0.0	1.0
<i>Not employed in education sector in 2013, but YES previously employed in education sector</i>	0.0	3.9
<i>Not employed in education sector in 2013, but YES employed in education sector in 2014</i>	8.0	21.5
<i>Not employed in education sector in 2013, and NEVER previously employed in education</i>	2.7	2.0
Graduates (Total %)	100%	100%
TOTAL Number of Graduates	121	860

Estimated Employment Status for Pre-service (Cohorts 4-5) Graduates

Table 7 presents the information combining the results from the current study with those from the *Tracer Study* (Morris et al., 2014) for the LTTP-supported Pre-service Program (cohorts 4-5) graduates. As can be seen in this table, we estimate that more than four out of ten (48.4% of females and 41.3% of males) of these graduates have never been employed in the education sector. However, note that these percentages are reduced by more than

one half compared to the finding reported in the *Tracer Study* (Morris et al., 2014), that 100% of graduates of the Pre-service Program (cohorts 4-5) were not located in the 2013 EMIS database.



We estimate that 17.2% of female and 17.4% of male pre-service cohorts 4-5 graduates were working as government primary school teachers in 2013.

Table 7 also indicates that 17.2% of the female and 17.4% of the male graduates of the Pre-service Program (cohorts 4-5) reported that they were employed as government primary school teachers in 2013. Furthermore, approximately one fourth (25.0% of females and 25.9% of males) of the graduates of the Pre-service Program (cohorts 4-5) were employed in the education sector by May 2014, although they were not so employed in March-April 2013 when the annual school census was undertaken.

Table 7: (Estimated) Employment Status of Graduates of Cohorts 4-5 of LTTP-Supported Pre-service C-Certificate Program

Category of Employment	% Female	% Male
Government Preschool (Nursery or Kindergarten) Teacher in 2013	3.1	0.0
Government Preschool (Nursery or Kindergarten) Administrator in 2013	0.0	0.0
Government Primary School Teacher in 2013	17.2	17.4
Government Primary School Administrator in 2013	0.0	4.5
Government Secondary School Teacher in 2013	0.0	1.5
Government Secondary School Administrator in 2013	0.0	0.0
Non-government Preschool (Nursery or Kindergarten) Teacher in 2013	0.0	0.0
Non-government Preschool (Nursery or Kindergarten) Administrator in 2013	0.0	0.0
Non-government Primary School Teacher in 2013	3.1	3.0
Non-government Primary School Administrator in 2013	0.0	0.0
Non-government Secondary School Teacher in 2013	0.0	2.0
Non-government Secondary School Administrator in 2013	0.0	0.0
Other education sector job in 2013	0.0	0.5
<i>Not employed in education sector in 2013, but YES previously employed in education sector</i>	3.1	4.0
<i>Not employed in education sector in 2013, but YES employed in education sector in 2014</i>	25.0	25.9
<i>Not employed in education sector in 2013, and NEVER previously employed in education</i>	48.4	41.3
Graduates (Total %)	100%	100%
TOTAL Number of Graduates	123	514

Estimated Employment Status for In-service (Cohorts 4-5) Graduates

Table 8 presents the information combining the results from the current study with those from the *Tracer Study* (Morris et al., 2014) for the LTTP-organized In-service Program (cohorts 4-5) graduates. As can be seen in this table, we estimate that the largest group of these graduates (59.1% of females and 33.2% of males) were working as government primary school teachers in 2013.

Table 8 also shows that relatively large groups of graduates of cohorts 4-5 of the In-service Program were working in 2013 as government primary school administrators (18.5% of females and 24.0% of males) and working as government secondary school teachers (7.0% of females and 12.9% of males). We also note that 6.1% of female and 14.6% of male in-service (cohorts 4-5) graduates reported that although they were not employed in the education sector in 2013, they had obtained such employment by May 2014.



We estimate that 59.1% of female and 33.2% of male in-service cohorts 4-5 graduates were working as government primary school teachers in 2013.

Table 8: (Estimated) Employment Status of Graduates of Cohorts 4-5 of LTTP-Organized In-service C-Certificate Program

Category of Employment	% Female	% Male
Government Preschool (Nursery or Kindergarten) Teacher in 2013	3.0	0.0
Government Preschool (Nursery or Kindergarten) Administrator in 2013	0.0	1.5
Government Primary School Teacher in 2013	59.1	33.2
Government Primary School Administrator in 2013	18.5	24.0
Government Secondary School Teacher in 2013	7.0	12.9
Government Secondary School Administrator in 2013	3.9	7.4
Non-government Preschool (Nursery or Kindergarten) Teacher in 2013	0.0	0.0
Non-government Preschool (Nursery or Kindergarten) Administrator in 2013	0.0	0.0
Non-government Primary School Teacher in 2013	1.6	3.0
Non-government Primary School Administrator in 2013	0.0	0.8
Non-government Secondary School Teacher in 2013	0.8	1.6
Non-government Secondary School Administrator in 2013	0.0	0.2
Other education sector job in 2013	0.0	0.0
<i>Not employed in education sector in 2013, but YES previously employed in education sector</i>	0.0	0.8
<i>Not employed in education sector in 2013, but YES employed in education sector in 2014</i>	6.1	14.6
<i>Not employed in education sector in 2013, and NEVER previously employed in education</i>	0.0	0.0
Graduates (Total %)	100%	100%
TOTAL Number of Graduates	248	1359

References

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Annex A: Interview Protocol



Liberia Teacher Training Program



Follow-up Study of C-Certificate Graduates Not in 2013 EMIS

Interview Protocol

Basic information: (to be filled by the interviewer from the available record)

- a. ID Number of the respondent: _____
- b. Gender of respondent: Female Male
- c. Training program: In-service Pre-service
- d. Year the training program completed: _____
- e. Interviewer's Name: _____
- f. Interview conducted on (date): _____

Hello [MENTION NAME OF INTERVIEWEE FROM LIST]!

My name is _____. I work for the Liberia Teacher Training Program (LTTP), within the Monitoring, Evaluation and Research Department. LTTP is conducting a follow-up study of C-Certificate program graduates whose names were not captured in the 2013 EMIS School Census. This telephone interview will only take a few minutes of your time. We want to know if you are employed in the education sector or working at another job. The information you provide will greatly assist LTTP and the Ministry of Education in planning future teacher training needs. Please note that results of this study will only be presented in *summary form*, and individual responses will be kept *strictly confidential*. Your participation is voluntary, but we would very much appreciate your responses to the few questions. If for any reason you do not want to answer any question, just let me know. Do you agree to participate

in this interview? YES (Okay, let's begin.) NO (Okay, thank you for your time.)

1. Were you employed in the education sector in March-April of 2013? (Circle one):
 - a. Yes (continue with questions #2 - #6)
 - b. No (skip to question #7).

2. (If YES to question #1), what was your position in March-April of 2013? (Circle one):
- government preschool (nursery or kindergarten) teacher
 - non-government preschool (nursery or kindergarten) teacher
 - government primary school teacher
 - non-government primary school teacher
 - government secondary school teacher
 - non-government secondary school teacher
 - government preschool administrator (principal, vice-principal, registrar)
 - non-government preschool administrator (principal, vice-principal, registrar)
 - government primary school administrator (principal, vice-principal, registrar)
 - non-government primary school administrator (principal, vice-principal, registrar)
 - government secondary school administrator (principal, vice-principal, registrar)
 - non-government secondary school administrator (principal, vice-principal, registrar)
 - other job? Please specify: _____
3. Please tell me about the school in which you were working in March-April of 2013 (Write in the information):
- Name of the school: _____
 - District: _____
 - County: _____
4. Is it possible that when your principal filled out the annual school census questionnaire in March-April of 2013 that he or she listed you under a different name than the one [MENTION NAME OF INTERVIEWEE FROM LIST] that you used when you participated in the LTTP-supported C-Certificate training program? (Circle one):
- Yes, (under what name might your principal have listed you: _____)
 - No
5. Are you *currently* employed in the same position as you were in March-April of 2013? (Circle one):
- Yes (skip to #15)
 - No (ask question #6, and then skip to question #15)
6. What is your *current* position? (Circle one, using “n” if the category is the same but the interviewee moved to a different school)
- government preschool (nursery or kindergarten) teacher
 - non-government preschool (nursery or kindergarten) teacher
 - government primary school teacher
 - non-government primary school teacher
 - government secondary school teacher
 - non-government secondary school teacher
 - government preschool administrator (principal, vice-principal, registrar)
 - non-government preschool administrator (principal, vice-principal, registrar)
 - government primary school administrator (principal, vice-principal, registrar)
 - non-government primary school administrator (principal, vice-principal, registrar)
 - government secondary school administrator (principal, vice-principal, registrar)
 - non-government secondary school administrator (principal, vice-principal, registrar)
 - other job? Please specify: _____
 - SAME POSITION, but different school

7. **(If NO to question #1)**, are you currently employed in the education sector? (Circle one):
- Yes (ask question #8, and then skip to question #15)
 - No (skip to question #9)
8. **(If NO to question #1 and YES to question #8)**, what is current position? (Circle one):
- government* preschool (nursery or kindergarten) teacher
 - non-government* preschool (nursery or kindergarten) teacher
 - government* primary school teacher
 - non-government* primary school teacher
 - government* secondary school teacher
 - non-government* secondary school teacher
 - government* preschool administrator (principal, vice-principal, registrar)
 - non-government* preschool administrator (principal, vice-principal, registrar)
 - government* primary school administrator (principal, vice-principal, registrar)
 - non-government* primary school administrator (principal, vice-principal, registrar)
 - government* secondary school administrator (principal, vice-principal, registrar)
 - non-government* secondary school administrator (principal, vice-principal, registrar)
 - other job? Please specify: _____
9. **(If NO to question #7)**, have you ever been employed in the education sector? (Circle one):
- Yes (ask questions #10 - #12)
 - No (skip to question #13)
10. What position(s) did you have in the education sector? (Circle one):
- government* preschool (nursery or kindergarten) teacher
 - non-government* preschool (nursery or kindergarten) teacher
 - government* primary school teacher
 - non-government* primary school teacher
 - government* secondary school teacher
 - non-government* secondary school teacher
 - government* preschool administrator (principal, vice-principal, registrar)
 - non-government* preschool administrator (principal, vice-principal, registrar)
 - government* primary school administrator (principal, vice-principal, registrar)
 - non-government* primary school administrator (principal, vice-principal, registrar)
 - government* secondary school administrator (principal, vice-principal, registrar)
 - non-government* secondary school administrator (principal, vice-principal, registrar)
 - other job? Please specify: _____
11. WHEN did you stop working in the education sector? (Specify year): _____

12. WHY did you stop working in the education sector? (Circle all that apply):
- a. My post was never put on the payroll
 - b. The pay wasn't high enough
 - c. I wasn't receiving my salary regularly
 - d. It was too far to commute to school everyday
 - e. I didn't like the physical working conditions in my school
 - f. I found it too difficult to teach my students
 - g. I found it too difficult to work with parents
 - h. I found it too difficult to work with other teachers
 - i. I wasn't receiving adequate support from my principal (or other school administrators)
 - j. I wasn't receiving adequate support from the district education office staff
 - k. I wanted to pursue advance studies
 - l. Other (please specify): _____

13. (IF NO to QUESTION #9), did you try to get a job in the education sector? (Circle one):
- a. Yes (ask question #14)
 - b. No (skip to question #15)

14. What challenges did you experience in seeking employment in the education sector? (Circle all that apply):
- a. I couldn't find any positions to apply for at all
 - b. I couldn't find any positions to apply for in schools and locations that I wanted to work
 - c. I applied for one or more positions but wasn't offered a job
 - d. I was told that I was hired but the position was never formalized
 - e. Other (please specify): _____

15. BEFORE CONCLUDING THE INTERVIEW, I want to know if I can contact you to get mobile telephone numbers for other people who were in your C-Certificate training program, in the event that the contact information that we have is not current? (Circle one):
- a. Yes
 - b. No

Thank you for your cooperation!

Annex B: Employment Status of Graduates (Re-)Gaining Employment After 2013 Annual School Census

Table B1: Employment Status in 2014 of LTTP-Supported *Pre-service* C-Certificate Program Graduates (*cohorts 2-3*) (Re-)Gaining Employment after 2013 Annual School Census

Category of Employment	# Female	# Male
Government Preschool (Nursery or Kindergarten) Teacher in 2014	0	0
Government Preschool (Nursery or Kindergarten) Administrator in 2014	0	0
Government Primary School Teacher in 2014	1	13
Government Primary School Administrator in 2014	0	4
Government Secondary School Teacher in 2014	1	1
Government Secondary School Administrator in 2014	0	2
Non-government Preschool (Nursery or Kindergarten) Teacher in 2014	0	0
Non-government Preschool (Nursery or Kindergarten) Administrator in 2014	0	0
Non-government Primary School Teacher in 2014	1	2
Non-government Primary School Administrator in 2014	0	0
Non-government Secondary School Teacher in 2014	0	0
Non-government Secondary School Administrator in 2014	0	0
Other education sector job in 2014	0	0
Total # Graduates (Re-)Gained Employment in 2014	3	22

Table B2: Employment Status in 2014 of LTTP-Supported *Pre-service* C-Certificate Program Graduates (*cohorts 4-5*) (Re-)Gaining Employment after 2013 Annual School Census

Category of Employment	# Female	# Male
Government Preschool (Nursery or Kindergarten) Teacher in 2014	1	0
Government Preschool (Nursery or Kindergarten) Administrator in 2014	0	0
Government Primary School Teacher in 2014	13	30
Government Primary School Administrator in 2014	1	3
Government Secondary School Teacher in 2014	0	2
Government Secondary School Administrator in 2014	0	1
Non-government Preschool (Nursery or Kindergarten) Teacher in 2014	0	1
Non-government Preschool (Nursery or Kindergarten) Administrator in 2014	0	0
Non-government Primary School Teacher in 2014	1	8
Non-government Primary School Administrator in 2014	0	3
Non-government Secondary School Teacher in 2014	0	0
Non-government Secondary School Administrator in 2014	0	0
Other education sector job in 2014	0	4
Total # Graduates (Re-)Gained Employment in 2014	16	52

Table B3: Employment Status in 2014 of LTTP-Supported *In-service* C-Certificate Program Graduates (*cohorts 4-5*) (Re-)Gaining Employment after 2013 Annual School Census

Category of Employment	# Female	# Male
Government Preschool (Nursery or Kindergarten) Teacher in 2014	0	0
Government Preschool (Nursery or Kindergarten) Administrator in 2014	0	0
Government Primary School Teacher in 2014	2	9
Government Primary School Administrator in 2014	0	3
Government Secondary School Teacher in 2014	0	3
Government Secondary School Administrator in 2014	0	0
Non-government Preschool (Nursery or Kindergarten) Teacher in 2014	0	0
Non-government Preschool (Nursery or Kindergarten) Administrator in 2014	0	1
Non-government Primary School Teacher in 2014	0	0
Non-government Primary School Administrator in 2014	0	1
Non-government Secondary School Teacher in 2014	0	0
Non-government Secondary School Administrator in 2014	0	0
Other education sector job in 2014	0	2
Total # Graduates (Re-)Gained Employment in 2014	2	19