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Liberia Teacher Training Program

October 1, 2013 – September 30, 2014

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

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List of Acronyms

AED	Academy for Educational Development
ASC	Annual School Census
CEO	County Education Officer
CSA	Civil Service Agency
DEO	District Education Officer
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EMIS	Electronic Management and Information System
GIS	Geographic Information System
GOL	Government of Liberia
GPE	Global Partnership for Education
HRMIS	Human Resources Management Information System
ICT	Information Communications Technology
IFMIS	Integrated Financial Management Information System
KRTTI	Kakata Rural Teacher Training Institute
LTP	Liberia Teacher Training Program
M&E	Monitoring and Evaluation
MCSS	Monrovia Consolidated School System
MOE	Ministry of Education
MOF	Ministry of Finance
NGO	Non-Governmental Organization
PMP	Performance Management Plan
PTA	Parent Teachers Association
RMS	Reading and Math Specialist
RST	Reading Support Teacher
RTTI	Rural Teacher Training Institute
TOT	Training of Trainers
UL	University of Liberia
USAID	United States Agency for International Development
WAEC	West African Examination Council
ZRTTI	Zorzor Rural Teacher Training Institute

Part I: Introduction and Background

Introduction

This report presents the achievements in Year IV of the Liberia Teacher Training Program Phase II (LTTP), October 1, 2013 to September 30, 2014. LTTP is an important contributor to USAID's Development Objective 4 - Better Educated Liberians through activities under IR 4.1: Improved basic education opportunities and IR 4.2: Improved higher education opportunities. LTTP activities within Development Objective 4, in turn, contribute to USAID/Liberia's overall goal: Strengthened Liberian Institutions Positioned to Drive Inclusive Economic Growth and Poverty Reduction.

LTTP's activities are organized under three results areas which contribute to IR 4.1 and IR 4.2:

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

This report first outlines some relevant background information about Liberia and then presents the achievements and challenges in LTTP Year IV according to the three result areas.

Background

Liberia is Africa's oldest republic and one of the least developed and poorest countries in the continent. With some of the lowest Human Development Index indicators in the world, about 64% of Liberians live below the poverty line and 48% live in extreme poverty.¹ Life expectancy is low and nearly half of the population does not have sufficient food for a healthy life. Development in Liberia has been undermined by the history of unequal distribution of resources and opportunity among Liberia's varied communities and the dire civil war that destroyed much of the country's physical, economic and social infrastructure between 1989 and 2003. Recovery since 2003 has been uneven and the country exhibits many of the features of post-conflict fragility.

Located on the west coast of Africa, with a landmass of 38,000 square miles, Liberia is bounded by the Republics of Guinea to the Northeast, Sierra Leone to the Northwest, and Cote d'Ivoire to the Southeast. The present population of Liberia is over 3.5 million, composed of 19 ethnic

¹ United Nations Development Report, Human Development Index (HDI), March 2013; Government of Liberia, Poverty Reduction Strategy, 2007.

communities including the “Americo-Liberian” black freed men and women, former slaves from the Americas who settled in Liberia beginning in 1821. This former settler population constitutes about 5% of the present population. Since the landing of the first group of settlers in 1822, the political and economic hegemony of the Americo-Liberians community and the resistance of the indigenous population has been the defining character of Liberia’s history.

Tensions surrounding this hegemony came to a climax when Master Sergeant Samuel K. Doe overthrew the Tolbert Government in a military coup on April 12, 1980 and became the first indigenous Liberian president. Since then, the country has waxed and waned through cycles of violent conflict, elections, relative stability and back to violent conflict.

These conflicts burgeoned in 1989 leading to Liberia’s first civil war (1989-1996) followed by the election of Charles Taylor as president in 1997. The second civil war (1999-2000) escalated into the third most destructive war (2000-2003) and pitted anti-Taylor forces against the regime with extensive destabilizing impact on neighboring countries. One-third of the population of Liberia was displaced and another third became refugees in neighboring countries of Guinea, Sierra Leone, Ivory Coast and Ghana.

Clearly, the last two decades of the twentieth century were the most turbulent period in Liberia’s history. The Accra Comprehensive Peace Agreement was signed on August 30, 2003, bringing an end to the wars, the stationing of 14,000 United Nations Peace Keeping Mission troops (UNMIL) and the installation of the National Transitional Government of Liberia (NTGL). In 2005, national elections were held and the winner and current President, Madame Ellen Johnson Sirleaf, was installed in February as the first women President in Africa.

With the end of the civil war in 2003 and the elections of 2005, Liberia started on the long path to reconstruction. Infrastructure had been destroyed, the population was disbursed, the capital city, Monrovia, lay in ruins, and systems of government, including education, had collapsed. For example, by the end of the war in 2003, the three Rural Teacher Training Institutions had not trained any teachers for nearly twenty years and the institutes lay in ruins, as did most of the country’s schools.²

Since 2005, a number of education reforms aimed at restoring the educational infrastructure and reconstructing schools to accommodate the increasing population of school-age children have been championed by the government. The overarching goal of the education emergency response in 2005 was to get as many children, as quickly as possible, into school and deal with the quality of education issues in the future. As a result the number of students enrolled in schools has increased

² Under the first phase of the Liberia Teacher Training Program (LTTP), two Rural Teacher Training Institutes (RTTIs) at Zorzor and Kakata were reopened in 2006, followed by the RRTI at Webbo in 2010.

significantly. However, the issues of educational quality and efficiency at all levels of the system remain a major challenge.

Liberia is now divided into 15 administrative counties (regions) which are further divided into 106 districts. Within the counties, education is managed by County Education Offices (CEOs) which, in turn, work with the District Education Offices (DEOs).

The key challenges are articulated in the Education Sector Plan for Liberia (March 2010) are the following:

- Lack of coherent policies and appropriate education laws tailored to current and future directions of education
- Limited capacity at all levels of the system
- Weak structure and systems of educational governance and management and accountability
- Nonexistent or inaccurate education data for informed decision
- Inadequate status of school and teacher education professional development infrastructure
- excessive number of untrained and unqualified teachers (over 60% of the teaching workforce)
- High turnover in leadership
- Weak or inadequate linkages within the various levels of the system from national, county, district, school, and classroom levels

The Liberia Teacher Training Program Phase I

In response to the needs for the reconstruction of the education system in Liberia, the United States Agency for International Development (USAID) and the Ministry of Education (MOE) embarked on a joint development program. The program started in 2006 under the Liberia Teacher Training Program Phase I (LTTP Phase I), implemented by the Academy for Educational Development (AED) as prime grantee along with two sub-grantees - the Mississippi Consortium for International Development (MCID) and the International Rescue Committee (IRC). The program was planned for three years beginning from November 2006, and was then extended to May 31, 2010 to facilitate a smooth transition to the LTTP Phase II program.

The key objectives of LTTP Phase I were to:

- Support the Ministry of Education in developing a strategy and competency framework to reform the teacher education system

- Strengthen the overall teacher professional development system at the Teachers’ College, University of Liberia, as well as in the three national Rural Teacher Training Institutes through:
 - Staff upgrading
 - Curriculum reform
 - Materials development
 - Training of teachers in residential and field-based programs.
- Improve training facilities at the RTTIs.
- Strengthen school-level management and community support for education through support to the PTAs and school principals.

The Liberia Teacher Training Program Phase II

The LTTP Phase II (referred to as LTTP from this point on in this report) is a follow-on of LTTP Phase I. The program was implemented by Academy for Educational Development (AED), prior to Family Health International and AED forming FHI 360. The program is presently implemented by FHI 360 in partnership with Research Triangle Institute (RTI) International, to provide support at the central Ministry of Education and originally in nine counties (Montserrado, Lofa, Nimba, Grand Gedeh, Grand Kru, River Gee, Maryland, River Cess and Sinoe). In 2011/2012, due to changes in USAID policies, the number of counties was reduced to the five which USAID identifies as a “development corridor” (Montserrado, Bong, Margibi, Nimba, and Lofa), containing a majority of the Liberian population.

The overarching goal of LTTP is to enhance students’ learning in general and reading proficiency in particular, establish a functional teacher professional development system, and strengthen the capacity of MOE to manage such a system. The interventions target reforms in three areas:

1. Policies, systems and capacity development of the central MOE and at decentralized levels.
2. Teacher policies and pre-service and In-Service teacher education and professional development.
3. Curriculum standards, materials and testing for reading and mathematics skills in early grades 1-3.

Implementing Partners

LTTP is implemented in partnership with the Ministry of Education, with support and guidance from USAID/Liberia. As the prime contractor for EQUIP2, FHI 360, is the legal representative for the cooperative agreement and is responsible for project planning, financial management, and

reporting, with ultimate accountability for the success of LTTP. FHI 360 works in partnership with RTI International, which takes the lead for Result 3.1 focusing on reading and mathematics.

Part II: Major Accomplishments of Year IV

The key results that LTTP is expected to achieve under the revised LTTP Results Framework are the following:

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

The three result areas constitute an integrated design of mutually reinforcing and necessary parts. Success in the activities in Result 1 and Result 2 (management and policy) are critical for the success of activities in Result 3. The activities and accomplishments of LTTP in Year IV are reported below according to these three results areas.

Result 1: MOE, CEO, DEO and RTTI Capacity Strengthening to Plan, Manage, Monitor, and Improve Educational Services

Considerable achievements have been made over the past year, including the official opening of the new Ministry building and several other accomplishments in the last quarter in spite of the recent Ebola outbreak; recent achievements include the rewiring of the Ministry of Education in preparation for the delivery of thin client computers, the safe and secure delivery of the units themselves, the outstanding work that the MOE's Chief Information Technology Officer and his IT department has carried out during this period, which is a testament to the robust research based sustainable model that was used in the selection and training of this department staff, and the work on the Annual School Census (91% complete, despite the current challenges posed by the Ebola Virus Disease (EVD) outbreak). Support has been provided to EMIS staff at the central Ministry to enable the completion of the Annual School Census (ASC) and currently the team is on track to produce this year's Statistical yearbook. All MOE staff members that have been provided with Biometric ID cards have also been given an email address and access to the MOE network. The technological advancements seen in Year IV continue to revolutionize the way in which MOE staff members are performing in their work environment. This new ethos at the MOE, though fledgling, could not have occurred without the tremendous support of USAID.

Significant advancements were made this year in the GIS mapping efforts, with the extensive mapping of schools throughout Liberia and the data used in presentations given to the highest ranking Government officials and the donor community in Liberia.

With the support of USAID LTTP, the Ministry of Education this year created a three year operational plan, following a Presidential directive from the Government of Liberia in late 2013. LTTP sponsored one week of the planning retreat for senior MOE officials outside of the Ministry to facilitate the development and design of the operational plan with minimal distraction. LTTP provided technical assistance, principally in the area of teacher education, and took part in bi-weekly education sector planning meetings to review drafts of the plan. Donors were very active in this process and the exercise resulted in a plan that recognizes current efforts, reflects existing core priorities and is ambitious for the future.

The full MOE operational plan sets one year immediate priority activities and outlines medium-term three year goals. The plan was finalized, printed and launched in June 2013. The plan was well received and attracted widespread favorable press coverage. Implementation is now underway, assisted by donors and projects which have committed to assisting the MOE in carrying out the plan. It is recommended that careful mapping and reporting of activities is maintained to enable greater levels of cohesion and support to ensure that the activities laid out in the plan are realized.

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

Liberia is made up of very diverse geographic and social-economic regions that have different histories and needs. Equitable access to quality education requires differential strategic planning as well as local strengthening of schools that have been devastated over the long period of political and social disarray, including many years of conflict that destroyed much of the education system.

Human Resources

The need to strengthen the operations of the central Ministry of Education is unquestionable. Critical to this effort is the recruitment, selection and training of those who are tasked with the responsibility of operationalizing the reform process – the Human Resource Management directorate. The process of Civil Service Reform is driven by the Civil Service Association, however, line Ministries are expected to operationalize the plans and policies that have been developed to ensure effective implementation.

The LTTP, as part of its mandate to strengthen capacity within the MOE, identified capacity building of the Human Resource team in the Ministry to implement the reform process including

the introduction and roll out of the new biometric and HR System as a primary target. Other critical targets included:

1. The development of a new organization structure for the ministry's county offices and the realignment of Ministry staff against key vacancies in the new MOE.
2. Mentoring, training and guidance for the MOE Director of HR and the staff at both institutions in HR practices.
3. The administration, implementation and maintenance of the MOE's incumbent biometric Human Resource Management Information System alongside the Directors of the RTTI and the Director of Human Resource Development.
4. Provision of support to County Education Offices to establish organizational charts, functional charts and job descriptions for each position of the County offices.

Achievements:

The implementation of the HR support in the MOE began in earnest in the fourth quarter. To date the key achievements include:

1. The realignment of staff in the ministry to new positions on the organization structure. To date 71% of the posts have been filled with current staff members who meet the requirement as per the job descriptions.
2. Vacant posts have been identified and advertisements drafted for posting. Unfortunately the onset of the health crisis and the subsequent closure of the MOE has put the recruitment process on hold.
3. 92% of staff members identified for posts has been issued with biometric IDs.

Progress on introducing the Human Resources Management Information System (HRMIS) is now gathering pace. This system links the biometric time and attendance system to payroll and professional development. The MOE and the CSA have been steadfast in insisting that all the necessary steps are taken to ensure the integrity of the process and that USAID's huge investment in this area will yield the anticipated results.

Six county education offices are now connected to green technology

Information Communications Technology (ICT) solar power and battery backup infrastructure have now been installed in the county education offices of Montserrado, Nimba, Bomi, Margibi, Grand Cape Mount and Gbarpolu. This included the set-up of a data center, an overhaul protection unit, and the connection of 10 solar panels. The ICT approach is a scaled version of the system installed at central MOE. The work was completed by Ministry of Education staff with logistical and financial support from LTTP and technical assistance from LTTP's electrical engineer. During Year V the county education offices will be linked to the internet and network at the central Ministry of Education through VSAT and VPN with thin client computers operating solely on the state of the art centrally controlled (for maintenance and monitoring) green power infrastructure installed.

In addition to those counties that have already received their equipment, ICT assessments were undertaken in Grand Bassa, Grand Gedeh, Maryland, Grand Kru, River Gee, River Cess and Sinoe by the MOE IT staff. Only two counties are outstanding (Lofa and Bong); these counties will be completed in Year V. Specific assessment activities included:

1. Locating a network path for computer connections.
2. Identifying space for battery backup system that will connect to the solar panel of the building to provide power for the equipment.
3. Locating appropriate areas for installation of VSAT (Very Small Aperture Terminal) that will be used to connect the county office to the internet at the MOE central office.
4. Assessing areas for security and surveying each of the facilities in order to highlight where an overhaul protection system will be necessary - i.e. metal doors and steel bars and sheets to protect the server, battery bank, and computer rooms.
5. Evaluating computer needs based on the room size.
6. Taking measurements of rooms and drawing floor plans to estimate the amount of materials required.
7. Completing an ICT report of the findings during the assessment.

Thin Client Installation at the Ministry of Education

Despite challenges presented by the Ebola outbreak, 250 thin clients have now been delivered to the central ministry, internal wiring and networking has taken place at the MOE thanks to intensive efforts by the MOE IT team with support from LTTP's electrical engineer. Special dispensation

was given to the IT and EMIS teams from the President's office to enable them to report to work during the partial government shutdown. Their level of effort in light of recent challenges posed by the Ebola outbreak is to be commended. It is anticipated that all thin clients will be installed and in use on or before December 2014.

The MOE IT staff and LTTP's electrical engineer worked closely to assist in the networking required to setup a 48 observation camera system. This Internet Provider (IP) dome camera system has been installed to ensure the safety of staff and equipment at MOE. The system is now fully functional and provides both onsite and off-site observation capabilities.

Other IT related activities

The IT team was also tasked with troubleshooting the central Ministry's network by replacing routers and switches; installing light fixtures and projectors in the USAID funded multi-purpose room; setting up a projector in the USAID supported reference library; working closely with LTTP to design and have constructed shelves for HR, EMIS and ICT; and conducting an inventory on all equipment donated by USAID/LTTP and the GPE project.

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

MOE cannot monitor and supervise all activities at county, district and school levels from Monrovia, in order to provide quality education to all Liberian citizens. The Education Reform Act of 2011 elaborates a decentralized structure that is at a formative stage of development.

New DEOs and CEOs were appointed and deployed to their various regions in late 2013. LTTP has this year engaged many of these officers, in the training of In-service C-Certificate participants and the training of Cohort 2 teachers for the Reading and Math initiative, the Geographic Information System mapping of schools and in training sessions for the 2014 Annual School Census, during which they played a key role.

User-friendly data on school information from the 2013 Annual School Census, designed to be used by Ministry, County and District officers was distributed to all EOs and school principals during this year in the form of the 2013 Statistical yearbook. 98 DEOs and 15 CEOs were also brought to central MOE for a two day workshop from their various posts and presented with detailed district level data specific to their counties and districts to help inform decision making.

Post-Census Distribution – Data Inflow

As of Sept 30, 2014, 4073 questionnaires have been collected for the Annual School Census. 4017 of the questionnaires have been tracked using the Questionnaire Tracking System (QTS) and

subsequently entered into the database using the Integrated Data Entry Application (IDEA). The Ministry of Education is managing the data entry process. Two data analysts from the MOE supervised a team of 16 data entry clerks employed by LTTP to enter all questionnaires. While data entry was ongoing, two MOE statisticians conducted data quality control checks using a database Error Checking Module (ECM). The research officer controlled the return of questionnaires, while three MOE data entry clerks supported data entry and other ad hoc requests to enable the functionality of the overall EMIS department. LTTP EMIS Program Officer II is providing technical advice during this ongoing process.

LTTP EMIS team this year invested time and effort in forming meaningful working relationships with senior management at the MOE, this involved informing them of all developments, consulting senior staff during activity plans and streamlining collaborative efforts to ensure that instruction for questionnaire returns and communication of penalties come directly from the Ministry of Education and their County and District representatives. The latter point is particularly crucial to ensuring a positive collaboration to guarantee success during the final year of the project, it is recommended that such cohesion is nurtured and encouraged to foster positive change within the MOE.

Development of Additional Questionnaires

Work was undertaken this year to design a questionnaire which will allow detailed data collection on Liberian Higher Education Institutes. Thanks to efforts by the EMIS team, working with the National Commission for Higher Education, a census was developed specifically designed to meet the requirements of data collection at a higher education level. Questionnaires have now been finalized and printed. Approval was received from the Commission in June for the printing of the questionnaires for the 32 Higher Education Institutes.

A questionnaire for Teacher Training Institutes and Programs has been developed this year and has received final approval from the Ministry of Education. This will involve collecting information on Pre-Service training, In-Service training and Continuous Teacher Professional Development programs for primary and secondary education throughout the country.

Both questionnaires will contribute further towards gathering information on the demand and supply of teacher education. Data collection dates have yet to be finalized due to reduction of out of town activities as a result of the ongoing Ebola crisis. Data collection should resume in early 2015, when circumstances allow.

Fact-finding Trips to Webbo and Zorzor Rural Teacher Training Institutes

Plans to install ICT systems and HR frameworks to improve the RTTIs were put in place this year. Initial work was due to commence in October however, prior to the reduction of field activities, assessments were carried out at Webbo and Zorzor TTIs by the Senior HR specialist and the

Associate Director. The purpose of these trips was to ensure that a needs assessment was carried out in order to make necessary preparations ahead of the onboarding of IT and HR specialists at each location. These posts are currently at the recruitment stage and it is anticipated that work will recommence on this activity in 2015 if the situation improves on the ground.

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

Liberia's history with regards to making data driven decisions was at its infancy at the start of this project. In order to accomplish the stated goal of data driven decision making several systems needed to be built and the capacity of the MOE staff developed. These systems are the Biometric ID Card System for teacher payroll and care, the Geographic Information System (GIS) for locating schools and logistics management, the Annual School Census (ASC) and a website for providing the collected information to all MOE stakeholders. Fundamental to the process data driven decision making is the collecting of accurate data, storage, processing, analysis and reporting. LTTP EMIS staff over the past year trained, coached and mentored MOE EMIS staff DEOs, CEOs, Principals and Registrars in the accurate collecting of data, processing and reporting. The next step in this process is to train the MOE staff in the analysis and use of the data.

Key achievements:

The Ministry of Education website has been vastly improved by the inclusion of up to date statistical information this year, both from a policy and decision making perspective right down to prospective donors looking to access information at the school level.

One of our successes to report this year is that the information that LTTP facilitated was used by the planning team at the MOE to help them complete their three-year plan, this attracted press interest and received a rapturous response when a team led by the Minister of Education demonstrated the use of the EMIS and the GIS information to the President of Liberia, the cabinet and the Liberia Development Alliance Steering Committee. This event was widely praised and demonstrates the increasing knowledge and familiarity of MOE officials with the data that is now available to them as a result of LTTP efforts.

Biometric Human Resource Information System: As reported in Sub-result 1.1 (above), significant progress has been made and the majority of employees at the MOE are now in possession of their ID card. However, the Civil Service Agency and MOE are still working closely to finalize the central payroll. Once the central MOE payroll is complete and it is safe to do so, work will commence in 2015 to roll out this system first to the county offices and then to schools.

Geographic Information System (GIS) mapping: A huge effort was made by LTTP teams and the MOE counterparts to reach all schools in the country during the last year. Over 85% of schools identified in the 2013 Annual School Census were visited, positioned, photographed, and during these visits census information was verified. This challenging task involved 12 consultants over a period of two month traversing difficult terrain and barely passable roads. The exercise involved river crossing and mountain hikes to some of the more rural schools. The map has been uploaded and can now be accessed worldwide on the MOE EMIS website.



Figure 1. All schools covered during the 2013 GIS mapping exercise are available via the MOE website. Through the click of a button, a school profile is available displaying the county, district and name of the school, and key figures on enrollment (male & female), classrooms, teachers and textbooks. In addition pictures of the school and its facilities (classrooms, toilet, water pump) are available.

Annual School Census: The 2013 Education Statistical Yearbook has been published and hard copies have been distributed to key stakeholders. The 2014 Census began in March 2014.

Particular attention was this year given to capturing schools that did not return census information in 2012 and 2013. Montserrado is the county that had the poorest coverage rate and so multiple meetings were held with Deputy Ministers and the CEO and DEOs to address this in the 2014 census. Over a six month period, a full school listing was obtained from Montserrado County and DEOs began to engage schools, particularly private schools, to ensure full participation in the Annual School Census.

The 2014 census included information on the Accelerated Learning Program (ALP), Alternative Basic Education (ABE), Technical and Vocational Education and Training (TVET) for the first time.

Website: The MOE website is available to access and initial talks have begun to outline a content management process. Once the organizational chart needs have been met and the staffing structures are in place a working group will meet on a regular basis to approve and manage the

website. This will be a collaborative effort between senior management, communications and the ICT team at the MOE, and LTTP will be providing technical support.

Biometric Human Resource Management Information System Underway

Ministry of Education employees were orientated and enrolled on the new Biometric HRMIS system during the quarter. Each of these employees received a card which contains their unique biometric information as well as a new employee code, which was developed by LTTP for the Ministry of Education and the Government of Liberia.

2013 Annual School Census Errors Reduced by a Third

This year it was identified that the rate of error per questionnaire on the Annual School Census reduced from 3.3 in 2012 to 2.3 in 2013. Errors are identified using an Error Checking Module on a copy of the census database prior to data scrubbing. This program is a key component of Global EdAssist package and assists in tracking missing essential data, summation miscalculations or illogical errors such as more repeaters than students enrolled. This tool allowed for improvement in the training sessions and questionnaire design during the 2014 Annual School Census (ASC).

2014 Annual School Census Standardized Tools Developed by the Ministry of Education

Using feedback from the 2013 ASC effort, the 2014 ASC standardized tools were developed by the EMIS staff at the Ministry of Education. Under the technical guidance of the EMIS Program Officer II, the MOE EMIS staff undertook training on the development of key tools for the Annual School Census. Key techniques include questionnaire design, MS Word formatting, and PowerPoint creation. The tools developed include:

No.	Standardized Tool	Description
1.	Annual School Census Questionnaire	The questionnaire forms the means of the census data collection. Printed in carbon copy quadrants- one copy for each level of the MOE: School → District Education Office → County Education Office → MOE.
2.	EMIS Toolkit	Provides detailed instructions for the school on how to complete the ASC Questionnaire as well as an overview of EMIS.
3.	ASC Flipchart	Provides a slide by slide overview of each component of the questionnaire. Tool is used during the ASC training workshops with each principal.
4.	ASC Principals Exercise Sheet	Provides a platform for demonstrating knowledge of the ASC questionnaire during training at the ASC principal's workshops.
5.	ASC Assessment	Tests each participant on their knowledge of completing the ASC

Sheet	questionnaire. To be completed during the ASC principals workshop.
6. ASC Evaluation Sheet	Evaluates the training at the ASC principal's workshop.
7. ASC Training Guide	Provides the selected National Instructors with a teaching guide for the ASC principal's workshop.
8. ASC CEOs and DEOs Exercise Sheet	Provides a platform for the CEOs and DEOs to demonstrate their understanding of their role in the ASC effort: data collection and error checking.
9. ASC CEOs and DEOs Assessment Sheet	Tests each CEO and DEO on their knowledge of the ASC questionnaire and error checking methods. The results determine who will be selected as a national trainer for 2014.

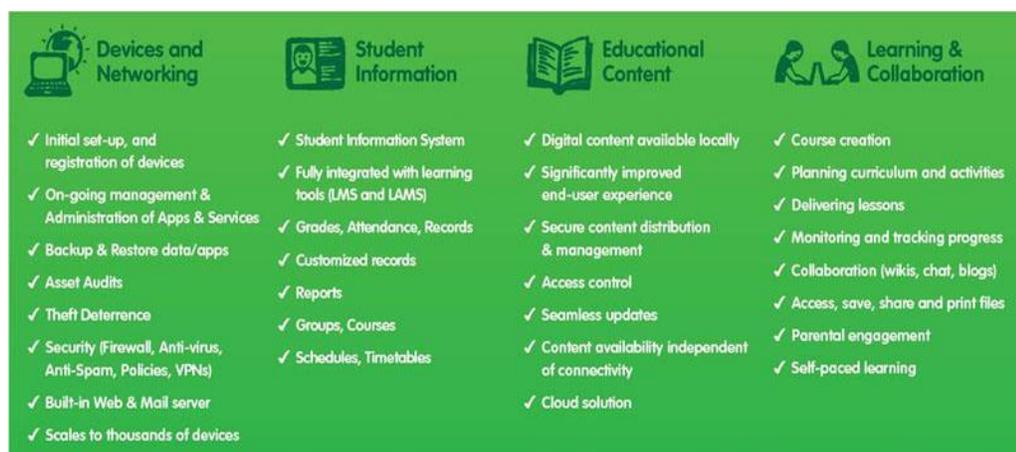
2013 Education Statistics on Tablet

Education statistics for Liberia are now available for download on tablets that operate using an Android system. This innovative offline platform provides statistical information normally available only in online or print form. This is a highly useful tool for key decision makers at the Ministry of Education, including when they need to access key statistics on demand, such as during budget planning or in response to donor information requests.

MOE IT Team Trained on Critical Links Education Appliances

The Ministry of Education IT Team received training on Critical Links Education Appliances between January and March 2014. This will bring a simple university-like management system to each Rural Teacher Training Institute (RTTI) in Liberia. It is a complete (hardware and software) solution that essentially allows the MOE to:

- Manage specific hardware (e.g. laptops etc.) and provide the networking required within a teacher training institute.
- Manage and distribute/deploy software and content in each teacher training institute.
- Simplify the management of student-related data through a Student Information System (SIS).
- Integrate with Learning Management Systems (LMS) and Learning Activity Management Systems (LAMS) to enable learning and collaborative activities.



(Source: Critical Links, Education Appliances: <http://education.critical-links.com/en/products/ea-series-60-100>)

Phase One of GIS Mapping Completed

The GIS mapping exercise that commenced during the last quarter of 2013 covered 2,439 of the 2,849 schools that participated in the Annual School Census (ASC) 2013. External consultants visited all accessible schools and accomplished the following:

- Recorded the school's coordinates;
- Took a photograph of the school, the water and latrine facilities, and classroom(s) condition;
- Recorded teacher numbers, student enrollment, textbooks and other school particulars.

Data was collected on Android tablets, and all data collected at the accessible schools is now available through the EMIS section of the Ministry of Education's website at www.MOE.gov.lr. However, the rainy season made some schools completely inaccessible particularly in three districts in Gbarpolu Belle, Bokumu and Gou Nwala. An additional 45 schools were reached in mid-March. In total 87% of schools that participated in the 2013 ASC were accessed during the course of this exercise.

Personnel On-boarding

A dedicated EMIS Procurement Officer and a second EMIS team Program Officer were hired during this year to assist with handling the increasing workload in FY2014-2015. Job descriptions were developed for HR and ICT specialists to assist with the HRMIS roll-out to the counties. These specialists will be embedded within the 3 RTTIs at Kakata, Zorzor and Webbo. Two

positions have been advertised for the roles of Biometric ID Card Specialists, recruitment for these along with the HR and ICT specialists is ongoing.

2014 Annual School Census

Training

During April-May 2014 all 98 District Education Officers (DEOs), 15 County Education Officers (CEOs), and 50 key Ministry of Education (MOE) administrators were trained in data collection. Initially a two day workshop was held to review data collected from last year's census and the GIS mapping effort. In addition, all in attendance were orientated on changes to this year's questionnaire and the importance of data based planning through the distribution of district level data profiles. At the end of the initial two day workshop everyone in attendance was assessed and 58 National Instructors and 11 MOE support staff were selected to represent the Ministry in conducting National Census Workshops for all school principals at satellite locations for the 15 counties of Liberia. All 69 persons attended a further Training of Trainers two day workshop prior to departure which focused on key indicators, definitions and presentation techniques.

Teams were then dispatched to Maryland, Bomi, Lofa and Nimba to commence the initial census workshops for Principals from those counties and over the course of three weeks teams invited Principals (and vice-principals in their absence) from every public, private, community and mission school across the country. This included early childhood education schools, primary, secondary, alternative education and technical and vocational institutions and schools. Of those invited there was an overall average turnout of 80% in 14 counties and 50-70% turnout in Montserrado³. Moves have been taken to work closely with senior personnel at the Ministry of Education in order to support DEOs to communicate⁴ the importance of participation in the Annual School Census trainings and prompt questionnaire return. Both of these elements proved challenging this quarter.



Evelyn Twum, 'National Instructor' teaching a class of principals on how to complete the enrolled student calculation in the questionnaire.

³ The main reason cited for the reduced turnout in Montserrado is the weak relationship that CEOs and DEOs have with private schools.

⁴ Communication took the form of radio announcements and consistent follow up with each DEO and CEO on the status of returning questionnaires.

A total of number 3,363 schools were trained on the census questionnaire: 315 female principals and 3,048 male.

During the training 2,849 statistical yearbooks were distributed to those who participated in the school census last year.

Communications strategy developed for 2014 Annual School Census

In an effort to increase coverage during the 2014 ASC and ensure all schools are registered with their district authorities, a communications strategy was also developed in Q2 of this year by EMIS Program Officer I, the strategy initially targeted Montserrado, where District Education Officers do not know how many schools are operating within their own jurisdiction. Radio announcements and newspaper insertions were created to inform all schools within the 10 districts of Montserrado County to register with their district authorities ahead of a deadline that was set, in order to increase registration prior to the 2014 ASC and thus ensure that a greater number of schools were included. In addition, radio dramas and announcements were developed to ensure that all schools in the 15 counties of Liberia were aware of the workshops and impressed upon principals that attendance was compulsory. Public Service Announcements were additionally developed in close collaboration with the Ministry of Education Communications Department, enabling greater coverage to outlying areas where cell network coverage is weak so that Principals were notified about the workshop well ahead of time. The EMIS team has also been working to build synergy within the Ministry of Education by encouraging cross-departmental collaboration between communications and the Ministry's own EMIS department, with the goal of meeting the growing need for a more intensive communication strategy reached all of the principals required to assist with this year's ASC.

Partnerships

USAID/LTTP staff worked with other implementing partners to establish a reference library room at the Ministry of Education. Key USAID-funded projects who have donated are: GOAL, a meeting was held with the Advancing Youth Project where a commitment was made to deliver the most recent textbooks produced, and LTTP.

Meetings were also held with the Higher Commission for Higher Education, Accountability Lab and IBIS.

Presentations

This year Kurt Moses, Director, Systems Services, Global Learning Group at FHI 360/Washington, visited and made a presentation to the senior management at the Ministry of Education on the importance of Program Based Budgeting and Projections. Highlighting statistics gathered from the last two years of EMIS data collected, an international comparative analysis on

the Liberian Educational System was carried out to alert those in senior management at the Ministry to the importance of data collection and information management.

Planning of Ministry of Education Launch

On the 9th July the MOE was opened in its new location. In a public display of a renewed sense of hope for education in Liberia the Vice President Joseph Boakai dedicated the building. LTTP assisted the MOE with planning, invitations, program design and printing of various items connected with the event and also facilitated and invited the press to attend. The event was deemed successful and received positive press coverage.

Library at the Ministry of Education

The Ministry of Education now has a functioning reading room facility, this reference library features a range of texts from educational reference books to fiction and Liberia specific research papers. LTTP donated 15 cases of books and assisted in the coordination from other health and education partners in Liberia. IBIS, UNICEF, USAID/GOAL and the USAID Mission all made donations. A library filing and coding system was designed by EMIS Program Officer II and eventually it is hoped that this library will become a public resource.

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

Effectively communicating the many positive developments and activities in the education sector is essential. MOE needs to inform the country what it is doing and why it is doing it. This sub-result is concerned with assisting MOE to spread its news and publicizing USAID efforts to assist in this process. Beyond providing information, this sub-result encourages debate and reflection on education issues.

To support the efforts of the Ministry of Education Communication Department, the project supplied one video camera and one digital camera for use in capturing the field activities of the Ministry of Education. Providing this equipment will result in the public receiving more information about the Ministry of Education and its progress in improving education.

The website was updated to include links to the EMIS Statistical booklet, GIS school mapping, and documents from various departments were uploaded detailing the school academic calendar, schedules of fees, holidays, and policies. Information placed on the website demonstrates the Ministry's commitment to providing access to information and makes them accountable for releasing accurate and timely information. LTTP has this year continued to work closely with IT and communication staff at the MOE to further increase the capabilities of these departments by enabling them greater content management abilities.

The successes of LTTP Result 1 have also now been documented by Ministry of Education officials. Key personnel from the Ministry of Education took part in a short video documentary that outlined the impact of LTTP efforts strengthen critical information systems within the MOE. The documentary is available via: <http://vimeo.com/88534406>. A second video that details achievements under LTTP Result 3 has also now been finalized.

A widescreen television has been provided by LTTP to broadcast essential internal communications to staff at the MOE. Notices will be displayed daily on this screen and will be clearly visible as staff and visitors enter the building.

In addition, LTTP provided technical assistance to implement the communication and publicity for multiple projects in the Ministry of Education, including: the National Spelling Bee, the National Reading Campaign, the MOE Website, and Radio Shows. Technical and financial assistance for the production of MOE national outreach radio programs and periodic radio programs was also given.

Result 2: Improved Teacher Policies and Procedures for Teacher Recruitment, Training, Deployment, and Career Development

The Education Reform Act of 2011 outlined some structures and procedures but detailed policy documents are required to carry out many of the measures envisioned in the Act. Result 2 aims to assist MOE develop detailed and necessary standardized policies and procedures to support the improvement in education by establishing rules for the recruitment, training and deployment of teachers and further establishing a realistic and developmental career structure. These will encourage and reward good teacher effort. Currently teachers enter the payroll at a certain grade and never progress beyond that, while avenues to promotion remain ill-defined and subject to abuse. As a result, teachers are poorly motivated and seek alternative avenues to supplement their income, such as engagement in farming and trading activities.

In consultation with MOE, LTTP commissioned consultancy reports and discussion papers to address these complex issues. Some of these reports are several years old and other studies have been undertaken over the last year. The Human Resource work conducted at MOE in Year IV and to be rolled out to counties in Year V, the EMIS data from the Annual School Census (both Result 1 achievements), and the appointment of a high level consultant all place LTTP well to achieve the deliverables of Result 2 in Year V. Progress in this area has been much slower than anticipated due to a variety of factors such as changes in the Senior Management Team of MOE, a series of urgent issues such as the need to establish an MOE Operational Plan, which has diverted attention away from the need to establish sound policy, and the present Ebola emergency.

The Education Reform Act also envisages a system by which teacher certification and licensing is established and regulated, through the establishment of a Center of Excellence for Accreditation, Certification and Licensing. Unfortunately, in the last two budgets, funds for the establishment of this Center have not been forthcoming. LTTP will provide recommendations for the establishment of the Center in the future.

In Year IV LTTP planned to:

- Review and implement recommendations from policy documents (not just LTTP) created by the MOE over the past few years.
- Generate policy reviews and recommendations in new areas as indicated.
- Emphasize an increase in action in areas that are well known to be essential in improving teacher quality and quality of learning.
- Ensure that all policies translate into practices that improve teaching and learning.
- Introduce new ideas from throughout the world, particularly from within the continent, on best practices in creating an effective teaching force.
- Mobilize various inputs into action under the guidance of the Senior Management Team of MOE, including vigorous steps to develop, practice, and implement policy and procedures for the future.
- LTTP will promote greater action on policy recommendations by employing and embedding a senior expert who will work in the MOE closely with the Senior Management Team to accomplish this task.
- It will be essential that new policies, procedures, and structures are widely communicated, discussed, and that input is received from teachers as well as from education officers at all levels and staff of RTTIs. This will create the relevance, understanding, and ownership of new policies. This will be part of the Communication Strategy, developed in Result 1.

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

This sub-result is designed to insure that policies are developed to govern the basic academic requirements for entry to the teaching profession, the rigor of the basic teaching qualification, and the placement of teachers in school, once they are trained.

Key achievements:

- ✓ New copies of the consultancy report *Development of teacher recruitment, training, deployment and retention policy and procedures in Liberia*, 2013, were circulated to key members of the MOE Senior Management Team.

- ✓ LTTP Monitoring, Evaluation and Research team conducted three new studies on *Primary School Teacher Supply and Demand*; a *Tracer study of Pre-service and In-service C-Certificate program graduates* and a *Follow-up Tracer study on Pre-Service and In-Service C-Certificate program graduates that were not found in the EMIS database*. Key findings reports from these studies were shared with MOE and USAID.
- ✓ Protocol on a study on Education Policy and System Reform was developed and reviewed and approved by the FHI 360 and the University of Liberia Institutional Review Boards.
- ✓ LTTP responded to the growing acknowledgement that the nine-month C-Certificate program is not a sufficient preparation for teachers by commissioning a consultant, Ruth Okubo, to review the C-Certificate course and make recommendations on its content and length. This report *Comprehensive Review of the Pre-Service C-Certificate Program*, June 2014, has been shared with MOE.
- ✓ A high level education policy consultant, Prof. Gita Steiner-Khamsi was identified, with MOE, and made a first visit to Liberia to work with the MOE Senior Management Team on the development and implementation of policy in this area.

Unfortunately discussion on many of these documents was delayed by the need for MOE to concentrate on the development of its Operational Plan. It was hoped that a number of discussion fora would be held in July and August 2014 but the outbreak of Ebola forestalled this.

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

This sub-result is designed to establish mechanisms to attract and retain good quality teachers so that reliance on unqualified teachers is substantially reduced. Teachers need to plan their careers in an established and transparent system that rewards hard work, ensures advancement and promotion for the most able and those who take on difficult responsibilities, such as leadership positions and working in difficult areas.

Key achievements:

- ✓ New copies of the consultancy report on the *Liberia Teacher Career Ladder* were circulated to the MOE Senior Management Team.
- ✓ Prof. Gita Steiner-Khamsi was appointed to work with MOE on this issue. An outcome of her first truncated visit was a decision, made in conjunction with MOE, that she would work to produce a policy document and practical manual, for use by all levels of managers within the education system, which would cover both 2.1 and 2.2. It was originally envisaged that two separate policies and manuals would be needed.
- ✓ LTTP appointed a Research Associate to conduct interviews with key stakeholders to gather information in preparation for Dr. Steiner-Khamsi's next visit, in January 2015.

- ✓ Shared with key stakeholders in MOE and USAID the electronic copies of three studies: *Primary School Teacher Supply and Demand*; a *Tracer study of Pre-service and In-service C-Certificate program graduates*; and a *Follow-up Tracer study on Pre-Service and In-Service C-Certificate program graduates*.

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

This sub-result addresses the need to guarantee certain minimum standards for the operation of schools and RTTIs, and the integrity of the RTTI examination system which leads to the certification, and, in the future, licensing, of teachers. These are critical issues in the provision of good quality education for the students of Liberia. LTTP has been instrumental in developing standards, policies and procedures for the RTTIs which are being used by the Bureau of Teacher Education.

Key achievements:

- ✓ LTTP has brought together the large body of policies, rules and regulations which have been developed with the Bureau of Teacher Education and the RTTIs over the last five years and placed them on CDs. These will also be available on the MOE server.
- ✓ MOE, and particularly the Bureau of Teacher Education, led efforts in the setting and administration of RTTI examinations while LTTP maintained a technical assistance role and facilitated the development and printing of some examinations.
- ✓ Dr. Steiner-Khamsi will be making recommendations to assist the MOE in establishing the Center of Excellence for Accreditation, Certification and Licensing, in the future.

Result 3: Improved Teacher Training Programs and Reading/Math Delivery Systems

LTTP is designed to improve basic education which will lead to better educated Liberians. Improved or good quality basic education, defined as good teaching and successful student learning as stipulated by national policies, depends on many factors that come together in the school and classroom in the teaching/learning process. Well prepared teachers are one of the key factors, but teacher quality is critically dependent not just on good teacher preparation programs but also on an environment of capable management and enabling policies. This represents the basic design logic of LTTP – growing capacity of the education management system (Result 1) and a positive and enabling policy environment (Result 2) that provide the context for achievement in Result 3 which contains the actual teacher education and professional development activities.



A pupil in Lofa receives her books



Student display their newly received books

The C-Certification Pre-Service and In-Service programs which the MOE and LTTP implement in partnership are built on the MOE policies and priorities which emphasize learner-centered and active-learning approaches and relate to the MOE's teacher standards and the MOE's 2011 primary curriculum. It is increasingly recognized that reading is essential to all further learning and therefore the MOE and LTTP emphasize developing reading skills in the early grades. Mathematics is also recognized as one of the bases for developing young students reasoning skills and therefore is another essential element of LTTP Result 3.

Key Year IV achievements in Result 3 to strengthen teacher training programs with an emphasis on reading and math are presented below.

Sub-Result 3.1: A National Standards-Based Model for Early Grade Reading and Math (Grade 1 - Grade 3) Developed, Negotiated, Validated, and Implemented

Strengthening of reading and mathematics learning in primary school, particularly in the early grades, is essential for all further student learning and for the development of critical thinking abilities. LTTP therefore emphasizes the development of strengthened early grade reading and math programs in Liberian schools, particularly in grades 1-3.

Key achievements:

- ✓ Distributed 172,717 reading and math books and assessment materials to 326 Early Grade Reading and Math (EGRA/M) Cohort 2 schools and 699 Cohort 1 schools. Direct impacts include improvements in the quality of teaching and learning and student learning outcomes due to enhanced teacher- student engagement via the delivery of more interactive and learner-centered reading and math lessons and increases in actual instructional time.

**Ministry of Education Workshop
Results in Recommended National
Reading Benchmarks for Liberian
Primary School Children**

A highly successful 2-day Reading Benchmark Setting Workshop held in Monrovia for the MoE and education-sector NGOs resulted in recommendations for short- and long-term National Reading Benchmarks for Liberian primary schools that were submitted to the MoE review, with the anticipated goal of MoE validation, formal approval and dissemination as Liberia's official National Reading Benchmark standards.

Two senior RTI staff traveled to Liberia to conduct this highly successful workshop, which was attended by 60 participants (30 women and 30 men) including the Minister of Education, Central and District-level MoE representatives, representative from the USAID Education Unit, MCSS, UNICEF, AYP, and the National Teacher Association, and the USAID/LTTP COP and Teacher Training Department staff.

- ✓ Provided reading and math support to grade 1-3 teachers in a total of 326 (Cohort 2) schools, including 48 catchment schools - representing an average of 7 visits per school – to support teachers in the teaching of reading and math, ensure they organized their classrooms to align with their instructional objectives, and build their overall capacity to deliver flexible, student-centered instruction in reading and math.
- ✓ Conducted 1,293 reading and math classroom lesson observations, 1,381 model lesson demonstrations, 1,275 one-on-one teacher coaching sessions and 569 mini-workshops in 218 Cohort 2 schools for a total of 830 grade 1 – 3 reading and math teachers in Nimba, Bong, Lofa, Montserrado and Margibi counties.
- ✓ Conducted 18 monthly meetings between LTTP Reading and Math Specialists and DEOs and carried out 3 joint visits with DEOs to Cohort 2 schools, resulting in improved planning and collaboration with DEOs and increased DEO support for reading and math instruction in schools.
- ✓ Organized and conducted an intensive 8-day Early Grade Reading and Math 'Face-to-Face' training at the cluster level for 830 (699 male, 131 female)

Cohort 2 teachers, 304 principals(282 male, 22 female), and 20 CEOs and DEOs (18 male, 3 female) to equip participants with effective teaching skills in reading and math.

- ✓ LTTP Reading and Math Specialists (RMS) carried out 290 monthly technical reading and math support visits to all Cohort 2 schools focused on the strengths and challenges of individual teachers in the effective instructional delivery of reading and math lessons.
- ✓ Developed and implemented an innovative new model of intensive 5-day support in 21 Cohort 2, resulting in marked improvements in several key indicators: with average 87% increase in oral reading fluency, 129% increase in reading comprehension, and a 199% increase in non-word reading fluency. Lessons learned from this approach will be incorporated into the Year V Reading and Math intervention.

- ✓ 297 school reading clubs and 290 teacher circle meetings were established and/or regularly convened in a total of 319 Cohort 2 schools.
- ✓ PTAs were re-activated in 61 Cohort 2 schools, with 77 PTA; 17 in Lofa, 17 in Nimba, 36 in Bong, 6 in Montserrado, and 6 in Margibi County, resulting in increased awareness among 697 PTA members of the importance of reading in the community, including the short- and long-term benefits of learning to read and the roles and responsibilities of PTAs in ensuring that reading instruction takes place in primary schools.
- ✓ Organized and facilitated 2 meetings for Cohort 1 Reading Support Teachers (RSTs), principals, and District Education Officers (DEOs) from Bong, Lofa, Margibi, Montserrado and Nimba counties focused on reviewing the roles and responsibilities of RSTs and principals to ensure that regular reading and math instruction in Cohort 1 schools continues, discussion of the challenges and opportunities they face, and reviews of the effective use of Reading and Math teachers guides and student activity books.
- ✓ Worked with the LTTP M&E team to design and carry out an assessment of the status of reading and math instruction in Cohort 1 schools in Montserrado, Bong, Nimba and Lofa counties.
- ✓ Provided technical and financial support to the first annual reading and math competition in Montserrado County, organized by the “Association of Montserrado Reading Support Teachers” - a group of 100 Early Grade Reading and Math who have self-organized with the goal of sustaining LTTP’s Reading and Math program beyond the project’s direct intervention. A total of 127 students from 23 Montserrado-based Cohort 1 schools participated in the highly successful first annual reading and math competition. This initiative is a successful example of LTTP’s efforts to sustain the impacts of the Reading and Math program in Liberia; the reading competition served not only as a means of encouraging student learning among students and teachers, but also as an opportunity for local community involvement in the National Reading Campaign.
- ✓ Successfully developed and broadcasted 31 radio talk shows on 20 stations in all LTTP implementation counties (Lofa, Nimba, Bong, Margibi, and Montserrado) to encourage a culture of reading in Liberia by emphasizing the important of reading, how parents and communities can become involved in encouraging children to read, what parents and communities can do to help create a culture of reading in Liberia, and awareness raising about the National Reading Campaign. Co -hosted by MOE District Education Officers and LTTP Capacity Building Officers (CBOs), the talk shows also served as an opportunity to continue the ongoing strengthening of the partnership between LTTP and DEOs.

- ✓ The Ministry of Education (MOE) formally adopted the use, printing, and dissemination of the USAID/LTTP reading materials in all primary schools in Liberia, demonstrating the extent to which the MOE recognizes and values LTTP's Reading and Math program, and helping to increase the overall impact of the project in Liberia.
- ✓ Supported the MOE's request (as part of its adoption of LTTP Reading and Math materials for all primary schools in Liberia) to equip MOE trainers and selected primary school to serve as "master trainers" to other MOE trainers and teachers in the appropriate and effective use of the

U.S. Ambassador to Liberia Visits an LTTP Early Grade Reading and Math School

With the goal of witnessing the impact of the LTTP Early Grade Reading and Math program on reading learning outcomes among Liberian primary school students, U.S. Ambassador to Liberia Deborah Malac visited Tonin Public School – an EGRA/M Cohort 2 school located outside the town of Ganta in Nimba County. The visit was a tremendous success, with the Ambassador commenting that the students' reading abilities were "most impressive."

USAID/LTTP reading and math materials by conducting training workshops for trainers (TOTs) for 50 MOE trainers (17 female, 33 male) from 14 counties, and for 115 teachers and administrators (55 men and 60 women) from the Monrovia Consolidated School System.

- ✓ Enhanced collaboration between LTTP and local partners and NGOs in early grade reading instruction using LTTP's reading and math books and materials, including with CiC/FAWE - Liberia (Children in Crisis/Forum for African Women Educators), Save the Children, and Concern - Liberia. This included TOTs for Save the Children staff responsible for training teachers in their GIRLS Education project, and for 23 Concern-Liberia staff in the use of the books and materials for their new USAID-funded literacy project in Grand Bassa County.
- ✓ Produced 12 teacher training videos that will be included into Reading and Math TOTs. The footage collection took place in March 2014 and editing in June 2014.

National Reading Campaign

Throughout the year the National Reading Campaign made steady progress. Main achievements were:

- ✓ Awareness raising events about the importance of reading with schools, PTAs and members of the communities. LTTP CBOs held these in Lofa (8), Nimba (2), Bong (12) Montserrado (3) and Margibi (3).
- ✓ A highly successful 'regional launch' of the campaign was held in Nimba in June 2014.

- ✓ Banners, T-shirts and book distribution have been used to increase impact at many of these events.
- ✓ Training has been given to selected teachers on how to use books supplied by LTTP.
- ✓ Inserts and articles in newspapers, and items on the radio, have been placed on the National Reading Campaign at regular intervals.
- ✓ The Assistant Minister for Basic and Secondary Education has taken a leading role in promoting the campaign and meeting with NGOs associated with it.
- ✓ Billboards have been designed for erection in selected places across the country.
- ✓ LTTP has supported the work of CiC/FAWE, Save the Children, Concern Liberia, We Care and LIBTRALO in reaching communities in counties where LTTP does not work in order to make the National Reading Campaign is truly national.

Sub-Result 3.2 In-Service Teacher Education Program Strengthened with Emphasis on Reading and Math

The In-service teacher education program, run by the MOE in partnership with LTTP (an essential component of project sustainability) is a certification program through which selected practicing teachers earn a C-Certificate, a basic teaching qualification that is equivalent to Pre-service C-Certificate program run by the Rural Training Teacher Institutes (RTTIs) that certifies new teachers. In Year IV, the In-Service program consisted of approximately five weeks of residential training at the Zorzor and Kakata RTTIs in the first summer, followed by monthly “cluster” meetings for participating teachers facilitated by LTTP staff together with MOE trainers. Due to ongoing challenges - including strikes and closures - at the RTTIs, in Year IV the usual final residential trainings at the RTTIs were not held, but were replaced by an equal number of training hours delivered via an intensive series of cluster-based trainings.

The In-Service C-Cert curriculum and materials reflect the Pre-Service curriculum, and are tailored to the timing and structure of the In-Service program. The course emphasizes the MOE’s policies and priorities in student-centered and active learning, with an emphasis on reading and math. The In-service program also includes a Continuous Professional Development (CPD) component that provides support and guidance for participating teachers in their schools, delivered by LTTP CBOs.

Key achievements:

- ✓ Out of an initial Cohort 6 group of 463 teacher trainees, a total of 417 primary school teachers from 255 schools successfully participated in the Cohort 6 In-service C-Certificate training program in LTTP Year IV.
- ✓ A total of 10 cluster-level training workshops for 417 Cohort 6 In-service teacher trainees were held in Bong, Montserrado, Lofa, Nimba, Margibi and Bomi counties, with each focused on sequential teaching and learning topics from the In-service C-Certificate curriculum.

- ✓ An intensive schedule of school mentoring and support visits for individual In-service teacher trainees was maintained throughout the year, with a total of 728 school visits successfully carried out, and included 494 teacher/classroom lesson observation, 129 model lesson demonstrations, and mini-workshops in 159 schools in the application of content delivery and pedagogical skills learned throughout the C-Cert training. Participants teaching in Reading and Math Cohort 1 and 2 schools were also provided with guidance in the effective use of the Reading and Math Teacher's Manual.
- ✓ Cohort 6 participants received a variety of teaching supplies and resources to assist in teaching, including copies of the Liberia Primary School Curriculum, pocket sized dictionaries, copybooks, pens, and desk trays.

Cohort 6 In-Service C-Certificate Participants by County			
County	Male	Female	Total
Bong	126	26	152
Grand Bassa	2	0	2
Lofa	1	0	2
Margibi	38	7	45
Montserrado	70	19	92
Bomi	16	3	19
Nimba	87	22	109
TOTAL:	340	77	417

- ✓ There was strong evidence in Year IV of increasing interest in and support by MOE staff in districts and counties for LTTP's programs to enhance the quality of teaching with a special emphasis on reading and math. In addition to the 22 MOE-assigned trainers who faithfully co-facilitated Cohort 6 cluster-based trainings with quality and dedication throughout the year,

DEOs attended all of the 10 cluster-based trainings. The cluster-based In-service trainings also provided important and productive opportunities for the LTTP teacher training staff to meet and discuss opportunities and challenges with DEOs. Central MOE representatives also actively participated in the marking of Cohort 6 mid-term and final exams.

- ✓ In-line with LTTP's Year IV work plan, the project worked to facilitate joint school visits with DEOs, both to increase their understanding of and support for LTTP's teacher training activities and so that DEOs could conduct school monitoring and supervision support visits. DEOs and LTTP staff jointly conducted visits to 35 schools this year.
- ✓ Monthly pre-cluster TOTs for LTTP CBOs responsible for delivering In-service cluster-based were initiated in Year IV in order to enhance the effective planning and delivery of C-Service training content. An intensive 4-day workshop was also held for 22 In-service CBOs, 3 Field Coordinators, and 5 representatives from the Central MOE focused on the preparation and facilitation by CBOs – with constructive feedback – of the final intensive series of training sessions from the C-Cert training curriculum.
- ✓ Based on analyses of key Cohort 6 learning assessments – including the mid-term assessment – cluster-based sessions in the second half of Year IV were modified to place greater emphasis on skills practice, including lesson planning, the teaching of reading using phonics methods, and an increased number of micro-teaching sessions – with constructive feedback - focused on various topics linked to the Liberian Primary School Curriculum.
- ✓ USAID/LTTP benefitted from the contributions of a short-term FHI 360 CPD expert who travelled to Monrovia for a month to help design the CPD pilot. While in Liberia, she met with and consulted with key MOE and LTTP staff, education sector NGOs and the GPE. The draft CPD pilot design document was shared with the Assistant Minister for Teacher Training, who responded to the design with a high degree of enthusiasm and support. Included in the pilot design is the leveraging of the success to date of the Reading + Math program by placing reading at the center of the CPD.

Sub-Result 3.3 Pre-Service Teacher Preparation Program Strengthened with Emphasis on Reading and Math

Pre-Service teacher education plays an essential and critical role in an education system. It prepares new teachers and, ideally, plays a strong role in the upgrading of “untrained” teachers (such as those in the In-Service C-Certificate program). A typical role of teacher education institutions (RTTIs in Liberia) and teacher educators (academic staff of RTTIs) is also to connect closely with nearby schools, model good teaching and learning practice, generate new ideas in the education system through research, and be involved in curriculum and materials development for primary education. In Liberia Pre-Service teacher education plays the role of preparing new

teachers through the nine-month residential C-Certification program at the three RTTIs, but the additional roles have not yet been fulfilled.

LTTP has played a strong role in developing the curriculum and materials for the Pre-Service teacher education program, supporting professional development of teacher educators, and providing substantial support to the running of the RTTIs, re-building both the physical infrastructure of the RTTIs since the end of the civil war and building the program from scratch. Since then many challenges have been faced, mainly concerning inadequate support for the RTTIs, inadequate management practices, and insufficient professional development for teacher educators. This is a prime example of the inter-relatedness of LTTP activities and results - Result 3 of LTTP, which prepares teachers, depends for success on capacity building in system management represented in Result 1.

Key achievements:

- ✓ For the first time, administrators and instructional faculty at the three RTTIs (Zorzor, Kakata and Webbo) successfully managed – in spite of some significant challenges, including strikes at and the temporary closing of Kakata RTTI), all aspects of Pre-service C-Certificate teacher training program, from the admissions tests, course instruction, classroom practice in catchment schools, final exams, and graduation ceremonies. This is a notable achievement and demonstrates not only the improved organizational ability of the RTTI, but also a reduction in their dependency on LTTP and a concomitant strengthening of the sustainability of project outcomes.
- ✓ A total of 117 students (19 women and 98 men) successfully completed and graduated from the Pre-service C-Certificate teacher training program at Webbo RTTI. A total of 156 (30 women and 126 men) earned Pre-service C-Certificates at ZRTTI, and 248 students (34 women and 214 men) graduated from the Kakata Pre-service program.

**Key Recommendations from A
Comprehensive Review of the Pre-service C-
Certificate Training Curriculum**

- The 2011 National Curriculum should be rewritten and reformatted; content strands need to be developed so that particular **skills** are clearly delineated within those strands.
- A team of C-Certificate developers should work closely with the writers and developers of the National Curriculum.
- The C-Certificate program should then be aligned with the National Curriculum.
- Add intensive courses on methodology to the C-Certificate program, emphasizing the teaching of reading and mathematics.
- All teachers must be informed as Reading teachers; each and every teacher trainee must be knowledgeable in the skills that it takes to become a reader.
- Subsequent to the completion of the Reading Methodology course, it is suggested that trainees be guided and divided into grade-level cohorts: primary(grade 1-3) and upper-grade (grades 4-6)
- Introduce other content curriculum (math, social studies, science, etc.) according to grade-level cohort so that material is relevant and is not so expansive.
- Ensure that all curriculum materials are culturally relevant to Liberian educator and learner.
- The content areas of Physical Education, Religious & Moral Education and Music & Culture should be included in the C-Certificate program.
- **By adding intensive courses in methodology and the above content areas the C-Certificate program can be lengthened to at least 18 months (bold added).**
- The portfolio requirement in the practicum portion of the program is set too low (25% is passing). Success standards must increase so that accountability is sustained and the quality of the future teachers in Liberia is ensured.

- ✓ In line with the Year IV work plan, LTTP provided only limited technical assistance to the MOE for the Pre-service C-Certificate training program at the RTTIs. This included printing a large supply of lesson plans and self-study guides, entry and final exams, graduation programs, and the printing of C-Certificates (in close collaboration with the MOE Department of Certification) as well as graduation t-shirts for the successful graduates. LTTP also provided support (e.g. sound systems and tents) for the Pre-service graduation ceremonies.
- ✓ The LTTP COP attended the graduation ceremony at Zorzor RTTI (the keynote speaker for which was the Mission Director for USAID), and the COP and Senior Director for Teacher Education attended the graduation ceremony at Kakata RTTI (also attended by the USAID Mission Director. For the first time, a Home Country National (HCN) proudly represented LTTP at the graduation ceremony in Webbo RTTI, where he also delivered the keynote address. Many of those present at the graduation ceremony – including the RTTI Webbo Director - expressed appreciation for the presence of and keynote graduation speech by a Liberian national member of LTTP staff.
- ✓ LTTP provided stipends to all female Pre-service teacher training participants to encourage their successful retention and completion in the program. Year IV was the last year that LTTP will do this, as it is not considered sustainable by the MOE.

**Female Scholarship Students at
University of Liberia Teacher’s College
Learn about the Importance of
Teaching and Learning Aids**

Several times each month in LTTP Year IV, the more than seventy USAID/LTTP female scholarship students attending the University of Liberia’s (UL) Teacher’s College met in small, peer-mentor led groups to provide each other academic support. During one of their meetings they decided to have a “make and take” activity to create visual teaching and learning aids for use by teachers and students in primary schools.

One of the scholarship students – who is also a primary school teacher and describes herself as passionate about teaching reported that she developed the teaching aids to enhance her students’ learning: “To be frank with you, not much impact was made in the absence of teaching aids; but with this knowledge acquired I now feel good teaching with aids because they simplify the lessons for students to learn well. And if my students are catching up, I am happy because the tide that exists between the students and me is the concern for them.”

What this one LTTP-supported UL Teachers’ College student has learned so far has already had a significant impact on her teaching: “I went into the classroom because I want to be part of the process to develop the minds of the younger ones. For all these years I taught little kids, I was not happy because I knew that the kids were not really getting the lessons, so it was really timely that I took advantage of this scholarship program, because the mentoring sessions conducted through the program are helping me to develop as a teacher, including employing teaching aids for my students to learn well.”

- ✓ A significant achievement in Year IV was the hiring of a consultant to undertake a comprehensive review of the existing Pre-service C-Certificate training curriculum. The report, *A Comprehensive Review of the Pre-service C-Certificate Training Curriculum*, was commissioned in response to the MOE’s growing awareness of the limitations and challenges of the current program, including its relatively short 9-month delivery period. The report contains a detailed analysis of each component of the training and includes recommendations for extending it to 18-months. LTTP has shared the report with the MOE Assistant Minister for Teacher Training for review and action.
- ✓ In order to enable RTTIs to produce relatively high quality teaching materials and examinations without LTTP support, a large-volume printer was purchased. While housed at the Kakata RTTI, the printer is to be used to copy materials for all three RTTIs.

Sub-Result 3.4 Strengthened National University Delivery System to Provide High Quality Courses in Teacher Education, including Reading and Math

Universities in Liberia prepare many of the staff who hold important positions in the education system, including teacher educators at the RTTIs. Main strategies to build the capacity and quality of the schools of education at the universities include strengthening Master’s degree programs, support for female students, and the further education – Master’s and Doctoral degrees – at universities out of the country.

Key achievements:

- ✓ Tuition fees, book allowances and monthly stipends for LTTP female scholarship students at the University of Liberia and Tubman University were paid throughout the year. More than half (40 out of 78) of the LTTP female scholarship awardees at the University of Liberia made the Honor Roll at the end of the academic year, while 37 students successful passed with no less than a 2.60 GPA.
- ✓ Among the factors contributing to the success of LTTP female scholarship students at the University of Liberia (UL) Teacher's College was the convening throughout Year IV of weekly meetings with LTTP-supported peer mentors. The meetings are an important source of motivation and support for the students as well as a forum to share ideas and tutor each other.
- ✓ Following the WRTTI graduation, the two SPO IIIs attended the graduation ceremony of students from the Tubman University (in Harper) College of Education, providing a supportive presence to the one LTTP scholarship recipient who graduated with a Bachelor's Degree in Secondary Education. At her award night she praised LTTP for the scholarship she had received, and appealed for the continuation of the scholarship to other deserving female students.
- ✓ All 19 of Master's Degree students successfully completed their programs of study in universities abroad and returned to Liberia in Year IV. The 4 Ph.D. students completed their fieldwork this year and returned to the University of Botswana. The USAID/LTTP COP met with the four PhD students at the University of Botswana on several occasions to monitor their activities. At the end of Year IV, the four Ph.D. students had defended their theses and three had received letters confirming their success. All were busy making final changes to their theses, printing copies and having them bound. All were on track to return to Liberia at the end of October 2014, after the graduation ceremony. Please see the table below for additional information about each scholar and his/her course of study.

No.	Name	Degree Program	University Name & Location	Degree Program End Date	Employer
1	Edwin B. Arzoaquoi	M Phil - Educational Psychology	University of Cape Coast, Ghana	Sept 2013	University of Liberia
2	Johnson Sazi Beyan	M Phil - Curriculum Development (Teacher Education)	University of Cape Coast, Ghana	Sept 2013	Ministry of Education (ZRTTI)
3	Williametta Boiboi	M Phil - Primary Education	University of Cape Coast, Ghana	Sept 2013	Cuttington University

4	Kebeh F. Duyenku	M Phil - Primary Education	University of Cape Coast, Ghana	Sept 2013	University of Liberia
5	Jay Exodus Flanjay	M Phil - Curriculum Development	University of Cape Coast, Ghana	Sept 2013	Stella Maris Polytechnic
6	Justin M. Kanneh	M Phil - Educational Administration	University of Cape Coast, Ghana	Sept 2013	Ministry of Education (ZRTTI)
7	Peter Liberty Kerkula	M Phil - English Education	University of Cape Coast, Ghana	Sept 2013	University of Liberia
8	Martin L. Poquie	M Phil - Curriculum Studies	University of Cape Coast, Ghana	Sept 2013	Ministry of Education
9	Robert Allen Weah	M Phil - English Education	University of Cape Coast, Ghana	Sept 2013	University of Liberia
10	Cecelia Cassell	Ph.D. - Language Education	University of Botswana	Oct 2014	University of Liberia
11	Romelle Horton	Ph.D. - Educational Management	University of Botswana	Oct 2014	Cuttington University
12	John Sellu	Ph.D. - Educational Management	University of Botswana	Oct 2014	University of Liberia
13	Joseph Younn	Ph.D. - Research and Evaluation	University of Botswana	Oct 2014	Cuttington University
14	Sheku Dakoi	Master's in Education Management	University of Makerere, Uganda	Dec 2013	Ministry of Education (ZRTTI)
15	George Gallah	Master's in Mathematics Education	University of Makerere, Uganda	Dec 2013	Stella Maris Polytechnic
16	Patience Garlawolo	Master's in Basic Education	University of Makerere, Uganda	Dec 2013	Cuttington University
17	Binta Massaquoi	Master's in Administration, Assessment & Curriculum	University of Makerere, Uganda	Dec 2013	Ministry of Education
18	Felecia Nyan	Master's in Guidance & Counseling	University of Makerere, Uganda	Dec 2013	Ministry of Education
19	Dozmah Peters	Master's in Testing & Evaluation	University of Makerere, Uganda	Dec 2013	Ministry of Education (ZRTTI)

20	Ambulai Sirleaf	Master's in Mathematics Education	University of Makerere, Uganda	Dec 2013	University of Liberia
21	Sorna Sherif	Master's in Education Management	University of Makerere, Uganda	Dec 2013	Ministry of Education (KRTTI)
22	Prince Tolbert	Master's in Mathematics Education	University of Makerere, Uganda	Dec 2013	Stella Maris Polytechnic
23	Johnny Woods	Master's in Education Management, Planning & Policy	University of Makerere, Uganda	Dec 2013	William V.S. Tubman University

- ✓ A badly needed heavy-duty copier to be used for education-related purposes only was successfully procured and delivered to the Tubman University Vice-President for Academic Affairs for onward delivery to Tubman University in Harper.

Part III: Planned Activities Not Undertaken in Year III – Challenges and Opportunities

Result 1: MOE, CEO, DEO and RTTI Capacity Strengthening to Plan, Manage, Monitor, and Improve Educational Services

Sub-result 1.1:

- It was not possible to embed a senior specialist in the MOE to work on policy links with program design, implementation and management. Instead a consultant has been appointed to work on this with MOE at the end of Year IV and across much of Year V.
- All other activities were undertaken although some of them will require continued work in Year V.

Sub-Result 1.2:

- All planned activities were undertaken, with the exception of embedding staff in County Education Offices and engaging CEO staff in Continuous Professional Development. Some activities will be continued in Year V.

Sub-Result 1.3:

- All planned activities were undertaken. Further work in Year V will be necessary to assist MOE staff at all levels to interpret and use data to improve the nature and quality of support for schools.

Sub-Result 1.4:

- The deployment of a specialist for Communications was delayed because of difficulties finding an appropriate candidate, and then postponed due to the outbreak of Ebola. MOE and LTTP Communication Strategies will be revisited in Year V.
- MOE failed to identify an officer to update the MOE website. LTTP is currently seeking ways to overcome this in Year V.
- All other planned activities were undertaken.

Result 2: Improved Teacher Policies and Procedures for Teacher Recruitment, Training, Deployment, and Career Development

Sub-Results 2.1 and 2.2:

- The Senior Management Team of MOE lacked sufficient time to consider and discuss policy documents and policy matters due to the urgency of negotiating and completing an Operational Plan. Times proposed in July and August to undertake this task were swept away by the second Ebola outbreak, the closing of Ministry offices and the unavailability of key people, including LTTP international staff members who were relocated from Liberia.
- The appointment of a high level policy consultant was delayed by the process of agreeing a Scope of Work and identifying a suitable consultant who would command the necessary qualities and qualifications to work with MOE.
- The Ebola emergency has made it difficult to gather information from all stakeholders so deliverables will be achieved only in 2015, providing the situation abates.
- Due to the Ebola emergency, the Monitoring and Evaluation Team could not perform the following activities:
 - Full-scale distribution of published reports based on three studies [*Primary School Teacher Supply and Demand, a Tracer study of Pre-service and In-service C-Certificate program graduates and a Follow-up Tracer study on Pre-Service and In-Service C-Certificate program graduates*].
 - Carrying out the *Tracer Study of 2012 Female Scholarship Recipient Graduates from the University of Liberia*;

- Undertaking the *Study of Education Policies and System Reforms in Liberia* that will inform the MOE of its national and county level capacities and the extent to which there are needs for either systems, institutional, and policies reforms or improvements.

Sub-Result 2.3:

- MOE efforts to secure funding for the Center for Accreditation, Certification and Licensing were unsuccessful in the financial years 2012 -2013 and 2013-2014. MOE and LTTP have continued to discuss the establishment of this center but little can be accomplished without adequate GOL funding.
- It is anticipated that Dr. Steiner-Khamsi will offer recommendations and lead a discussion on the Center of Excellence for Accreditation, Certification and Licensing in March 2015.

Result 3: Improved Teacher Training Programs and Reading and Math Delivery Systems

Sub-result 3.1:

- The Ebola emergency and the closing of all primary schools in Liberia had a significant impact on activities under Sub-Result 3.1 that had been planned for implementation just prior- to and/or the beginning of the new academic year. Impacted activities include: the distribution of a large consignment of new Reading and Math books to all Cohort 1 and Cohort schools; a 10+ day refresher training in Reading and Math for relevant LTTP staff (RMS and CBOs), as well as MOE representatives, and multiple simultaneous Face-to-Face trainings in LTTP implementation counties at the cluster-level for all Cohort 2 school teachers and principals, as well as DEOs.
- The Ebola crisis halted the planned resumption in September 2014 of school-based support for Cohort 2 teachers and students, which included conducting informal assessments to determine teacher and student performance levels. This information was to serve as the basis for designing an intensive delivery package of support to Cohort II schools starting in October 2014; again not possible due to the Ebola crisis.
- The closing of schools exacerbated the challenges faced by the Reading and Math program in regard to the slow progress made by teachers in delivering the sequence of R&M lessons by the end of the 2013/14 academic year (in June). As the table below shows, the majority of Cohort II schools had reached only Week 6 or Week 7 in the reading teaching and learning materials by the end of the school year (illustrated in the table below), meaning that the teaching of some critical skills was not achieved.

County	Number of Cohort 2 schools	Lesson status (average)at end of 2013/14 academic year
Bong	70	Week 7 - 10
Lofa	75	Week 5 – 6
Margibi	37	Week 6 -8
Montserratado	38	Week 7 - 8
Nimba	106	Week 8 - 10
Total/Average	326	Week 6 - 8

- In light of challenges and lessons learned from the logistical challenges involved in the distribution of Reading and Math books in early 2014, LTTP developed a plan to ensure the order and delivery of the next (large) consignment of books in time for distribution in early planned more efficient distribution of books beginning in September.
- The transfer by MOE District Education Officials (DEOs) of trained RSTs and principals to non-reading and math schools has resulted in gaps in some Cohort schools, as the students in these schools are left without effective reading and math instruction (as evidenced by the findings of a modest LTTP M&E assessment of Cohort 1 schools, reported on below). These transfers have taken place despite a Memorandum of Agreement between USAID/LTTP and Cohort 1 schools *not* to transfer RSTs or principals to non-Reading and Math schools. Lastly, some Cohort 1 schools now simply have fewer number teachers. This forces the remaining teachers to combine different classes that are not on the same level, especially in regard to math.
- The lack of periodic monitoring and support visits by DEOs to Cohort 1 schools has made it difficult to ensure that Reading and Math instruction continues in Cohort 1 schools.
- Another challenge to the project’s ability to impact the quality of teaching and learning in classrooms and schools, with a particular emphasis on reading and math, was teachers abandoning classes and/or staging ‘go slow’ actions in demand of pay, and many teachers avoiding coming to work because of the ongoing MOE verification process. Another perennial

challenge faced again in Year IV was the absence of children from formal schools due to their participation in Sande and Poro (“bush”) schools.

Sub-Result 3.2:

- In Year IV LTTP planned to fully develop and launch an innovative Teacher Continuous Professional Development (CPD) pilot in partnership with the MOE. However, the Ebola crisis significantly impacted on LTTP’s plans to design and launch a Teacher Continuous Professional Development (CPD) pilot program in 60 schools. This included plans to conduct intensive outreach to school principals, teachers and DEOs to create awareness about and create interest in school and teacher in the CPD pilot, the development and administration of a baseline assessment prior to the launch of the pilot, and training workshops for relevant LTTP staff in the model, design, scope, method of delivery and use of CPD pilot materials. Equally, the Ebola crisis resulted in the loss to the project in late July of the Liberia-based international consultant who was hired in early July to develop all of the CPD pilot training materials, handbooks, CPD capacity building workshops for LTTP staff, and the cluster-based trainings and school-based follow-up support materials.
- The planned administration in August of a new Cohort 6 final exam for all 418 Cohort 6 participants did not take place due to the State of Emergency. The postponed C-Certificate graduation ceremony for Cohort 6 candidates also did not take place because of the Ebola crisis.
- The planned distribution at the start of the new school year of reading materials for upper primary (grades 4 – 6) was not possible because of the closing of schools due to the Ebola crisis.
- The inability of the MOE to make a committed decision about whether or not to take on the responsibility (and expense of) a Cohort-7 In-service teacher training at the RTTIs. The planned TOT for RTTI instructors and MOE trainers was not carried out due to the MOE’s indecisiveness. Given that the Cohort 6 C-Certificate program was the last that LTTP was supposed to manage, plus the lack of decision-making and severe financial constraints of the MOE, mean that there is a serious risk that this program will not be sustained.
- The planned training in for RTTI staff and MOE trainers in the management, administration and implementation in all facets of the In-service C-Certificate course did not take place as planned due to the MOE’s indecisiveness.
- Although the MOE is strongly committed to creating a trained teaching force in all Liberian primary schools, there appears to be little strategic, forward-looking or financial planning to continue to provide Continuous Professional Development training to teachers that would lead to a C-Certificate, or to develop alternative professional pathways for

future teacher training and certification after LTTP ends. Even with strong and strategic MOE leadership, little can be accomplished without adequate GOL funding.

Sub-Result 3.3:

- The planned half-day dissemination workshop for the MOE and other stakeholders to present and discuss the completed LTTP report, *A Comprehensive Review of the Pre-service C-Certificate Training Curriculum and its implications for the Pre-service C-Certificate Training Curriculum* did not take place due to the Ebola crisis.
- The planned 10-day refresher training on the Pre-service C-Cert training – including the teaching of the reading and math component – for instructors from the 3 RTTIs did not take place due to the closing of RTTIs because of the Ebola crisis.
- Strike actions at Kakata RTTI delayed USAID/LTTP program activities in Margibi County and had a negative impact on KRTTI's Pre-Service C-Certificate training delivery schedule.

Part IV: Proposed Activities for Year IV

The Year V plan for LTTP was presented to USAID at the end of August 2014. LTTP has been asked to revise it in the light of the constantly developing situation and the serious consequences arising from the Ebola outbreak. Much of the first semester of the academic year for schools and colleges has already been lost and it is anticipated that schools and colleges are unlikely to reopen before January 2015.

The Ebola emergency has considerably disrupted activities in all three result areas – in the last quarter of Year IV and the first quarter of Year V, most notably in Result 3. Considerable efforts have been and will continue to be made to accomplish as much as possible in the current circumstances, but it must be acknowledged that some momentum has been lost, potential training opportunities have been postponed, and full use of the dry season to transport and deliver reading and math books has been denied.

LTTP has constantly been developing plans for a rapid ramp-up of project activities as soon as the situation improves enough for schools and colleges to reopen but it is difficult to see how all program deliverables will be achieved by the current end of project in September 2015.

A revised plan for Year V will be submitted later in October 2014. It is anticipated that a further revision will be necessary towards the end of 2014.

Part V: LTTP Performance Indicators and Progress

Monitoring, Evaluation and Research (MER) in LTTP is a multifaceted system that has to combine simultaneous interventions of various project components in their respective specializations. The cornerstone of this system, *performance management or monitoring plan*, maps out how information on progress towards achievement is organized, collected, processed and presented to stakeholders. LTTP Results and Sub-Results are associated with 29 performance indicators.

For Year-IV (2013/14) LTTP has set performance targets (either quantitative or qualitative) against 23 indicators. Among these, nine indicators' targets are qualitative in nature that mainly measure an increase or improvement over baselines and greater performance of beneficiaries than other groups or matched groups. Due to a variety of factors LTTP/MER team was unable to collect data on ten performance indicators. For instance, we could not conduct a multi-dimensional study of *Education Policies and System Reforms*. This study alone would have produced data (both retrospective baselines and progress data) for six performance indicators.

In general, available data shows that a sound progress has been made against most of the performance indicators set for Year-IV. However, a few performance targets could not be met due to factors mentioned elsewhere in this report. An overall analysis of the LTTP's progress in Year-IV against the performance indicators is presented in Annex 3: (*Performance Indicators and Progress Table*).

LTTP/MER Key Achievements during Year-IV:

- ✓ Expanded the team with a Technical Advisor and additional five field staff (MER Technical Assistants) to strengthen MER functions;
- ✓ Revised and submitted the PMP Package [*LTTP phase-II Development Hypothesis, Performance Indicator Reference Sheet (PIRS), PMP Chart-performance data table, Results Framework, and MER Tasks Calendar*] to L-MEP and USAID for review and concurrence. PMP was formally approved by USAID;
- ✓ Revised and presented the Activity Review Chart (ARC), more focused on tracking progress against the LTTP-PMP indicators. Revised the ARC to Activity Progress Report with a new review timeline from monthly to quarterly;
- ✓ Designed the format and began steps to migrate the LTTP MER databases to an *online* database using One Drive. It can be accessed by the MER Technical Assistants at the satellite offices for timely data entry;

- ✓ As part of internal Data Quality Assessment (DQA) exercise, organized and updated MER databases (both paper-based and electronic); and migrated to an online database.
- ✓ Introduced tablets for digital (mobile) data collection. Successfully used the technology for “Tracer Follow-up” study.
- ✓ Monitored a sampled of Reading First + Math Cohort 1 schools; after preliminary analyses a report on key findings was developed and shared;
- ✓ Three studies on *Primary School Teacher Supply and Demand*; *Tracer study of Pre-service and In-service C-Certificate program graduates* and *Follow-up Tracer study on Pre-Service and In-Service C-Certificate program graduates that were not found in the EMIS database* were conducted;
- ✓ Printed 200 copies each of the reports of the two studies (“*Primary School Teacher Supply and Demand* and *Tracer Study of C-Certificate Program Graduates*”) finalized in the last quarter;
- ✓ Two of the studies [*Primary School Teacher Supply and Demand*, *Tracer study of Pre-service and In-service C-Certificate program graduates*] findings were presented and discussed with high level officials of the Ministry of Education including the Minister of Education. Electronic copies of the reports were also shared with MOE and USAID;
- ✓ In collaboration with the Ministry of Education Planning Department; and Monitoring and Evaluation Unit, designed a protocol for a *Study of Education Policy and System Reforms* to be undertaken in the first quarter of year V. Study protocol was reviewed and approved by the FHI360 and the University of Liberia Institutional Review Boards;
- ✓ Held three separate study design meetings with key personnel from the Planning and Monitoring and Evaluation units at the Ministry of Education. The aim was to encourage active participation of the key personnel in the Study of Education Policy and System Reforms. Two meetings were held with the USAID/Advancing Youth Project to become familiar with their Institutional Capacity Assessment tool and customize it to LTTP indicators.
- ✓ Develop a protocol for a *Tracer Study of 2012 Female Scholarship Recipient Graduates from the University of Liberia* with USG support to be undertaken in the first quarter of year V;
- ✓ Conducted capacity training for newly hired MER Technical Assistants;
- ✓ Assisted the Teacher Development Team in the distribution of Teaching and Learning Materials to schools across the five counties (Montserrado, Margibi, Bong, Lofa, Nimba) of intervention;
- ✓ Assisted the Teacher Development Team in planning for the Teacher Continuous Professional Development (TCPD) component of LTTP program intervention.

Part VI: Issues in Year IV and Approaches in Year V

Responding to the USAID Mid-term evaluation

The report of the USAID mid-term evaluation was much delayed, for a variety of reasons, but many of its findings found expression in the final version of the Year IV plan. Building on the substantial achievements in Year IV LTTP will continue in Year V to:

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

Project capacity and re-organization

In the first quarter of Year IV the USAID Liberia Teacher Training Program (LTTP) was substantially reorganized and restructured in order to concentrate its efforts, integrate work from different result areas of the project, and lead to greater impact. The impetus for this reorganization was provided by a Program and Technical Quality Assessments review, by FHI 360, a Mid-Term Evaluation, by USAID, a Reading and Math Mid-Term Evaluation, conducted by RTI, various studies and reports produced by LTTP and discussions with both USAID and Ministry of Education (MOE).

Towards the end of Year III and in Year IV LTTP made strenuous efforts to enhance its capacity. These included the appointment of a Compliance Officer and new Senior Director for Finance in mid-2013 and the appointment of a Monitoring and Evaluation Supervisor in 2014. A Human Resource Specialist and an additional EMIS Program Officer were appointed in early 2014 to assist with Result 1. A high level policy consultant was identified for Result 2 and a second consultant reviewed the C-Certificate curriculum (Results 2 and 3). A new Senior Director Teacher Education for Result 3 took up the post in early 2014, having done some consultancy work with the project in late 2013.

Better use of project capacity was enhanced through the complete re-organization and fresh hiring of all program staff at the end of 2013 and the beginning of 2014. Most notably the former posts of Coach and In-Service Officer were merged to create the new Capacity Building Officers, and program leads, for different activity areas, were replaced with Senior Program Officers for geographical areas, operating across all project activity areas to ensure better integration of project activities.

Unfortunately the appointment of a new Communications Specialist, and IT and HR officers to work in the RTTIs, was abruptly interrupted by the outbreak of Ebola and the decision by FHI 360 to relocate international staff for the time being.

The Ebola crisis, the postponement of planned activities and dealing with the post-Ebola situation

The outbreak of Ebola in West Africa and the devastating effect it is having in Liberia is a cause of great concern. USAID has asked LTTP to do as much as possible to assist MOE to respond to the crisis and build in to existing activities elements that will promote Ebola prevention and deal with the consequences of the disaster that has befallen Liberia. Within its mandate and capabilities LTTP is responding and will continue to respond to this challenge.

LTTP will continue to update plans for a rapid ramp-up of activities as soon as the situation improves. Ebola response measures will be embodied in the final Year V plan.

Ministry of Education capacity

The Ministry of Education suffers from very severe capacity constraints. This is a cause of great frustration to many of the MOE Senior Management Team. The recent MOE HR exercise, in conjunction with the Civil Service Authority, has resulted in many vacancies being declared but the Ebola situation has meant that the posts have not yet been filled.

The gap in capacity has had serious implications for LTTP work with MOE. For instance, it has been impossible for MOE to identify anyone with the appropriate skills and knowledge to train to update the MOE website. Again, weaknesses in the Communications Department have meant that MOE successes go largely uncelebrated and unrecorded in any print media. Too few able people are chasing too much work and this leads to a shortage of time to reflect on policy, develop it and implement it appropriately.

In Year V LTTP will work even more closely with MOE to address this issue.

Annex 1: LTTP Publications

Morris, Emmanuel. Goyee, Oscar N. Hatch, Rachel. Tuowal, Delwlebo & Ginsburg, Mark (February 2014). <i>Tracer Study of C-Certificate Program Graduates, Monrovia, Liberia</i>
Goyee, Oscar N. Hatch, Rachel. Morris, Emmanuel. Tuowal, Delwlebo & Ginsburg, Mark (February 2014) <i>Study of Primary School Teacher Supply and Demand</i>
Delwlebo Tuowal, Oscar N. Goyee, Emmanuel Morris, Mitchell Browne, Oscar Joboe, Mohammed Kromah, Sylvester Wesseh, Josepfor Zumo, Rachel Hatch, Noor Ansari, & Mark Ginsburg (August 2014). <i>Follow-up Study of LTTP-Supported C-Certificate Program Graduates Who Were Not in the 2013 EMIS Database.</i>
LTTP Monitoring Evaluation and Research Team (September 2014). <i>Sustainability of the Reading First + Math Intervention among Cohort I Government Primary Schools in Liberia.</i>
LTTP II (2014). Grade 1 Math Teacher's Manual Volume 1
LTTP II (2014). Grade 1 Math Teacher's Manual Volume 2
LTTP II (2014). Grade 1 Math Student Activity Book
LTTP II (2014). Grade 2 Math Teacher's Manual Volume 1
LTTP II (2014). Grade 2 Math Teacher's Manual Volume 2
LTTP II (2014). Grade 2 Math Student Activity Book
LTTP II (2014). Grade 3 Math Teacher's Manual Volume 1
LTTP II (2014). Grade 3 Math Teacher's Manual Volume 2
LTTP II (2014). Grade 3 Math Student Activity Book
LTTP II (2014). Teaching Training Manual (In-Service & Pre-Service)
LTTP II (2014). Participants Manual(In-Service & Pre-Service)
LTTP II (2014). Grade 1 Reading Teacher's Manual Volume 1
LTTP II (2014). Grade 1 Reading Teacher's Manual Volume 2
LTTP II (2014). Grade 1 Reading Activity Book

LTTP II (2014). Grade 2 Reading Teacher's Manual Volume 1
LTTP II (2014). Grade 2 Reading Teacher's Manual Volume 2
LTTP II (2014). Grade 2 Reading Activity Book
LTTP II (2014). Grade 3 Reading Teacher's Manual Volume 1
LTTP II (2014). Grade 3 Reading Teacher's Manual Volume 2
LTTP II (2014). Grade 3 Reading Activity Book
LTTP II (2014). Reading Teaching Training Manual (In-Service & Pre-Service)
LTTP II (2014). Reading Training Participants Manual (In-Service & Pre-Service)
LTTP II (2014). Liberian's Decodable Stories
LTTP Ruth Okubo (June 2014) <i>Comprehensive Review of the Pre-Service C-Certificate Program.</i>

Success Stories:

- Geographic Information System Technology: Mapping Liberia One School at a Time
- University of Liberia Teacher's College Students Make Teaching & Learning Aids
- Teacher Training Supports the Expansion of the Reading Program
- Innovative and Sustainable Technology Set to Transform Education Management in Liberia
- The National Reading Campaign materials donation to Primary School Students at the Rally Time Market School
- U.S. Ambassador to Liberia Visits an LTTP Reading and Math School
- University of Liberia Teacher's College Students Make Teaching & Learning Aids

Annex-II: LTTP Training Activities

Sub-Result	Program	Training Description	TimeLine		Participants Category	Participants		
			Year IV Activities			Female	Male	Total
Sub-result 3.2a: In-service Teacher Education Program Strengthened with Emphasis on Reading and Math	In-Service	To complete 4 C-Certificate Training Sessions, in continuation of the teacher training process that started at the RTTIs, during the first Residential training held in August/September 2013.	11/16/13	11/16/13	<i>Teachers</i>	372	93	465
					<i>Education Officers</i>	22	0	22
					Total	394	93	487
Sub-result 3.2j: Teachers/Educators Trained with USG Support	Reading First + Math	ToT workshop in reading instructions for the Ministry of Education - GPE Basic Education Project: Training selected teachers from 14 counties to use basic reading skills and Early Grade reading materials developed in partnership with LTTP and Ministry of Education-Liberia.	12/09/13	12/09/13	<i>Teachers</i>	33	17	50
					<i>MOE</i>	3	4	7
					<i>Pearson</i>	2	1	3
					Total	38	22	60
Sub-result 3.2a: In-service Teacher Education Program Strengthened with Emphasis on Reading and Math	In-Service	To complete 4 C-Certificate Training Sessions, in continuation of the teacher training process that started at the RTTIs, during the first Residential training held in August/September 2013. The training was held for trainees from 7 Counties covering: Understanding Measurement, Measuring Time, Personal Hygiene and Sanitation, Developing the Daily Lesson Plan.	12/21/13	12/21/13	<i>Teachers</i>	368	93	461
					<i>Education Officers</i>	14	0	14
					Total	382	93	475
Sub-result 3.2j: Teachers/Educators Trained with USG Support	Reading First	Faced-To-Face training for reading teachers in preparation of Year-IV	10/07/13	10/18/13	<i>Teachers</i>	76	462	538
					<i>Principals</i>	13	182	195

Sub-Result	Program	Training Description	TimeLine		Participants Category	Participants		
			Year IV Activities			Female	Male	Total
<i>ators Trained with USG Support</i>	+ Math	EGR/EGM program support activities to teachers and schools supporting by the Liberia Teacher Training Program.			<i>Education Officers</i>	0	9	9
					Total	89	653	742
<i>Sub-result 3.2j: Teachers/Educators Trained with USG Support</i>	Reading First + Math	Training provided to Concern World staff to effectively implement reading and math program	10/08/13	10/10/13	<i>Concern Staff</i>	5	18	23
Communication	National Reading Campaign	Workshop for teachers on using books as part of the Reading Campaign	12/13/13	12/13/13	<i>Participants</i>	7	18	25
<i>Sub-result 3.2a: In-Service Teacher Education Program Strengthened with Emphasis on Reading and Math</i>	In-Service	Cohort 6, 6th Cluster Training: To continue the monthly cluster training for In-Service Cohort-6 C-Certificate candidates focusing: <ul style="list-style-type: none">• Witnessing & Experiencing Violence and Abuse• Introduction to the Forms of Violence and GBV• Types of Diseases• The Characteristics of Young Learners	4/19/14	4/19/14	<i>Teacher</i>	78	331	409
					<i>Education Officers</i>	1	10	11
					<i>PTA</i>	0	1	1
					Total	79	342	421
<i>Sub-result 3.2a: In-Service Teacher Education Program Strengthened with Emphasis on</i>	In-Service	Cohort 6, 7th Cluster Training: To continue the monthly cluster training for In-Service Cohort-6 C-Certificate candidates focusing: <ul style="list-style-type: none">• Maximizing Communication in the	5/10/14	5/10/14	<i>Teacher</i>	79	342	421
					<i>Education Officers</i>	2	13	15
					Total	81	355	436

Sub-Result	Program	Training Description	TimeLine		Participants Category	Participants		
			Year IV Activities			Female	Male	Total
<i>Reading and Math</i>		Curriculum; <ul style="list-style-type: none"> • Weather and Vegetation of Liberia • Teaching Math Review • Teaching Language Arts Review 						
<i>Sub-result 3.2a: In-Service Teacher Education Program Strengthened with Emphasis on Reading and Math</i>	In-Service	Cohort 6, Basic Skills Post Testing <ul style="list-style-type: none"> • To administer the Basic Skills Post Tests in Math and English as a requirement for award of the Teacher's C-Certificate in: • Basic Skills Post Test-Math • Basic Skills Post Test- English Language 	5/11/14	5/11/14	<i>Teachers</i>	79	341	420
					<i>Education Officers</i>	2	13	15
					Total	81	354	435
<i>Sub-result 3.2a: In-Service Teacher Education Program Strengthened with Emphasis on Reading and Math</i>	In-Service	Cohort 6, 8th Cluster Training: To continue the monthly cluster training for In-Service Cohort-6 C-Certificate candidates focusing: <ul style="list-style-type: none"> • Identification and Classification of Animals • Identification and Classification of Plants • Government and Governance in Liberia • 10-15 minutes Micro-Teaching Sessions 	5/24/14	5/24/14	<i>Teachers</i>	78	331	409
					<i>Education Officers</i>	2	11	13
					Total	80	342	422

Sub-Result	Program	Training Description	TimeLine		Participants Category	Participants		
			Year IV Activities			Female	Male	Total
<i>Sub-result 3.2a: In-Service Teacher Education Program Strengthened with Emphasis on Reading and Math</i>	In-Service	Cohort 6, 9th Cluster Training: To continue the monthly cluster training for In-Service Cohort-6 C-Certificate candidates focusing: <ul style="list-style-type: none"> • Creating Lesson Plans to teach a Reading Lesson • Creating Teaching Aids to teach a reading lesson • Practice Micro-teaching using reading lesson Plan 	6/7/14	6/7/14	<i>Teachers</i>	78	333	411
					<i>Education Officers</i>	3	12	15
					Total	81	345	426
<i>Sub-result 3.2a: In-Service Teacher Education Program Strengthened with Emphasis on Reading and Math</i>	In-Service	Cohort 6, 10th Cluster Training: To continue the monthly cluster training for In-Service Cohort-6 C-Certificate candidates focusing: <ul style="list-style-type: none"> • Teaching Math Review • Teaching Science Review • Teaching Language Arts Review • Teaching Social Studies Review 	6/21/14	6/21/14	<i>Teachers</i>	77	340	417
					<i>Education Officers</i>	3	19	22
					Total	80	359	439
<i>Sub-result 3.2a: In-Service Teacher Education Program Strengthened with Emphasis on Reading and Math</i>		Cohort 6, Administration of the In-Service Cohort 6 C-Certificate Final Comprehensive Examination: To conduct the Cohort-6 Final C-Certificate Comprehensive Examination, in 22 cluster centers in 5 counties.	6/22/14	6/22/14	<i>Teachers</i>	77	340	417
					Total	77	340	417
<i>Sub-result 3.2j: Teachers/Educ</i>	Reading First	Reading and Math Support Teachers Meeting (Cohort-I RST)	5/23/14	5/30/14	<i>Teachers</i>	72	334	406
					<i>Principals</i>	31	350	381

Sub-Result	Program	Training Description	TimeLine		Participants Category	Participants		
						Female	Male	Total
ators Trained with USG Support	+ Math	To review: the roles and responsibilities of the RSTs and principals, as well as DEOs; the level of progress made through RST intervention after the pull out of LTTP coaches from cohort #1 schools; MOE and teachers' adherence to the MoU for implementation of reading & Math with LTTP; design strategies for continuous support and refresh teachers skills in providing reading & math instructions			<i>Education Officers</i>	2	13	15
					Total	105	697	802
Sub-result 3.2a: In-Service Teacher Education Program Strengthened with Emphasis on Reading and Math	In-Service	3 rd In-Service Cluster Training (Continuation of cohort 6 C-Certificate In-Service teachers training in 24 clusters , in the counties of Bomi, Montserrado, Margibi, Bong, Nimba, and Grand Bassa. The training is a continuation of the training which started In August/September 2013 at the RTTIs)	1/25/14	1/25/14	<i>Teacher</i>	91	372	463
					<i>Education Officers</i>	3	11	14
					Total	93	383	477
Sub-result 3.2a: In-Service Teacher Education Program Strengthened with Emphasis on Reading and Math	In-Service	4 th In-Service Cluster Training (continuation of In-Service C-Certificate training which was done at the RTTIs last year August/September, 2013)	2/22/14	2/22/14	<i>Teacher</i>	92	371	463
					<i>Education Officers</i>	1	12	13
					Total	93	383	476

Sub-Result	Program	Training Description	TimeLine		Participants Category	Participants		
			Year IV Activities			Female	Male	Total
Sub-result 3.2j:Teachers/Educators Trained with USG Support	Reading First + Math	Cohort-2 Teachers and principals trained in early grade reading and mathematics	2/03/14	2/08/14	<i>Teachers</i>	131	699	830
					<i>Principals</i>	22	282	304
					<i>EOs</i>	2	18	20
					Total	155	999	1,154
Sub-result 3.2j:Teachers/Educators Trained with USG Support		Reading Benchmark Workshop (to strategized and set realistic benchmark for reading at early grade level)	3/06/14	3/07/14	<i>EOs</i>	3	3	6
					<i>MOE</i>	4	6	10
					Total	7	9	16
Sub-result 3.2j:Teachers/Educators Trained with USG Support	Reading First + Math	Program Support to MOE (To provide training to selected grade 1-3 Reading Teachers and supervisor within the MCSS who will in turn provide instruction to other teachers and students in these schools)	02/ 24/ 14	02/28/14	<i>Teacher</i>	48	25	73
					<i>Principal</i>	5	10	15
					<i>MCSS senior Staff</i>	4	19	23
					Total	57	54	111
Total Participants						1,984	5,859	7,843

Annex III: LTTP Performance Indicators and Progress (Year-IV)

	Indicator Number	Indicator Title	Year-IV Target	Year-IV Actual	Year-IV % Achievement	Notes
1	FHI3.1a(4)	Proportion of students who score zero on the listening comprehension task	None	N/A	N/A	No target set for Year-IV
2	FHI3.2b	Performance of students (of in-service teacher education program graduates & CPD) on reading and math assessments	None	N/A	N/A	No target set for Year-IV.
3	FHI3.3a	Teaching performance of pre-service C-Certificate graduates	Greater proficiency than teachers without C-Certificates	0	0%	Teachers performance study will provide actual data for this
4	FHI1.1a	Institutional capacity of ministry of education (MOE)	Increase over retrospective baseline in all dimensions overall and in each unit	0	0%	The Study of Ed Policies and System Reforms will provide data for this.
5	FHI1.2a	Institutional capacity of county education offices and district education offices	Increase over retrospective baseline in all dimensions in each CEO and DEO	0	0%	The Study of Ed Policies and System Reforms will provide data for this.
6	FHI1.3a	Evidence-based policy and programmatic decisions by ministry of education	Increase over retrospective baseline in each MOE unit, CEO, and DEO	0	0%	The Study of Ed Policies and System Reforms will provide data for this.

	Indicator Number	Indicator Title	Year-IV Target	Year-IV Actual	Year-IV % Achievement	Notes
7	FHI1.4	Communication of changes and progress by ministry of education (MOE) county/district education offices (CEO & DEO)	Increase over retro-spective baseline in each MOE & each CEO and DEO	0	0%	The Study of Ed Policies and System Reforms will provide data for this.
8	FHI3.1a(2)	Proportion of students who by the end of two years of schooling reach the country targets set for grades 1, 2, and 3 on the comprehension tasks	None	N/A	N/A	No target set for Year-IV
9	FHI3.1a(3)	Proportion of students who, by the end of two grades of primary schooling, demonstrate improved decoding skills	None	N/A	N/A	No target set for Year-IV
10	3.2.1-14	Number of learners enrolled in primary schools and/ or equivalent non-school-based settings with USG support	400,000	20,408	5%	EMIS/ACS 2014 data awaited
11	3.2.1-18	Number of parent teacher associations (PTAs) or similar 'school' governance structures supported	1,025	1,025	100%	
12	3.2.1-27	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	None	N/A	N/A	No target set for Year-IV
13	3.2.1-3	Number of administrators and officials successfully trained with USG support	4,000	1004	25%	EMIS/ACS 2014 data awaited
14	3.2.1-30	Primary net enrollment rate	NER at primary 25%	??	%	EMIS/ACS 2014 data awaited
15	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	2,300	1,189	52%	The current or out - standing cohort 6 graduates will add to this figure

	Indicator Number	Indicator Title	Year-IV Target	Year-IV Actual	Year-IV % Achievement	Notes
16	3.2.1-32	Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support	600	552	92%	
17	3.2.1-33	Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	797,181	357,620	45%	
18	3.2.1-35	Number of learners receiving reading interventions at the primary level	100,000 (Increased over 2012/2013 actual)	20,408	20.4%	This is the official record received from R+M team
19	3.2.1-38	Number of laws, policies, regulations or guidelines developed or modified to improve primary grade reading programs or increase equitable access	3	3	100%	There might be more than 3 policy guidelines or activities
20	FHI1.2c	Number of schools participating in annual school census	3,000 (100% physical schools participating in ASC)	??	%	EMIS/ACS 2014 data awaited
21	FHI3.2	Number of teachers participating in continuous professional development program (CPD)	300	0	0%	CPD pilot could not be launched
22	FHI2.3	Proportion of qualified teachers (with minimum required training/education) in the education system	Increased proportion of qualified and trained teachers	??	%	EMIS/ACS 2014 data awaited
23	FHI3.1	Number of schools implementing Reading first + Math program	1,025	1,025	100%	
24	3.2.2-41	Number of individuals from underserved and/ or disadvantaged groups accessing tertiary education programs	225	223	99.11%	

	Indicator Number	Indicator Title	Year-IV Target	Year-IV Actual	Year-IV % Achievement	Notes
25	3.2.2-42	Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs	None	N/A	N/A	No target set for Year-IV
26	1.3b	Frequency and quality of instructional supervision by county/district education offices (CEO and DEO) staff	Increase over retrospective baseline in frequency and quality in each CEO and DEO	0	0%	The Study of Ed Policies and System Reforms will provide data for this.
27	FHI3.2a(2)	Teaching performance of in-service program graduates & teachers participating in CPD	Greater proficiency than matched teachers	0	0%	Teachers' performance study will provide data on this.
28	FHI3.3b	Performance of students (of pre-service teacher education program graduates) on Reading and Math assessments	Higher scores than students of teachers without C-Certificates	0	0%	Teachers' performance study will provide data on this.
29	FHI2.1	Policies or guidelines on teacher qualification, recruitment, & training developed and implemented.	Increase over retrospective baseline in each MOE & each CEO and DEO	0	0%	The Study of Ed Policies and System Reforms will provide data for this.

**Annex IV: LTTP Deliverables Submitted to the Development Experience Clearinghouse (DEC)
as of Year IV**

Year 1 (2010-2011)

- Annual Report: June 2010-Sept 2011
- Annual Work Plan: June 2010-Sept 2011

Year 2 (2011-2012)

- Annual Report: Oct 2011-Sept 2012
- Annual Work Plan: Oct 2011-Sept 2012
- Five-Year Work Plan: June 2010-Sept 2015
- Performance Monitoring Plan (PMP): June 2010-May 2015

Year 3 (2012-2013)

- Annual Report: Oct 2012-Sept 2013
- Annual Work Plan: Oct 2012-Sept 2013

Year 4 (2013-2014)

- Annual Work Plan: Oct 2013-Sept 2014
- Mid-Term Assessment of the Liberia Teacher Training Program Phase II: Nov 2013