



Liberia Teacher Training Program

Year V Work Plan

Revised October 2014

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TABLE OF CONTENTS	LIST OF ACRONYMS	iii
1. INTRODUCTION		1
2. BACKGROUND		2
3. LTTP YEAR V NEW DIRECTIONS		3
4. LTTP YEAR V CORE STRATEGIES		10
5. CHALLENGES AND RISKS		10
6. RESULT 1: MOE, CEO, DEO AND RTTI CAPACITY STRENGTHENED TO PLAN, MANAGE AND MONITOR EDUCATIONAL SERVICES		11
Sub-Result 1.1: Critical MOE Systems Strengthened to Guarantee Equitable Access to Quality Education Services		12
Sub-Result 1.2: Education Quality Monitoring and Instructional Supervision Strengthened at CEO, DEO, and School Levels		13
Sub-Result 1.3: Policy and Programmatic Decisions Based on Information Management System Data, Policy, Analysis, and Research		14
Sub-Result 1.4: Improved Communication of Changes and Progress in Educational Development .		15
7. RESULT 2: IMPROVED TEACHER POLICY AND PROCEDURES FOR TEACHER RECRUITMENT, TRAINING, DEPLOYMENT AND CAREER DEVELOPMENT		15
Sub-Result 2.1: Teacher Qualifications, Recruitment, Training and Deployment Guidelines Developed and Used and Sub-Result 2.2: Teacher Career Structure, Growth and Incentive Policy Established		17
Sub-Result 2.3: Efficient and Transparent Accreditation and Examination System Established		18
8. RESULT 3: IMPROVED TEACHER TRAINING PROGRAMS AND READING/MATH DELIVERY SYSTEMS		18
Result 3 Emergency Response/Support for Education during the Ebola Crisis.....		20
Sub-result 3.1: A national standards-based model for early grade reading and math development developed and implemented.....		22
Sub-result 3.2: In-Service teacher education program strengthened with emphasis on reading and math.....		31
Sub-result 3.3: Pre-Service teacher preparation program strengthened with emphasis on reading and math.....		33
Sub-result 3.4: Strengthened national university delivery system to provide high quality courses in teacher education including reading and math.....		34
LTTP Result 3 Strategy if Schools Do Not Re-Open in January 2015		35
Working towards Sustainability		36
9. MONITORING EVALUATION AND RESEARCH		38

LIST OF ACRONYMS

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

1. INTRODUCTION

The Liberia Teacher Training Program, Phase II (LTTP) Year V work plan presents activities to be accomplished between October 1, 2014 and September 30, 2015. LTTP, funded by USAID, works in partnership with the Liberian Ministry of Education (MOE) to improve the effectiveness of teachers, with a focus on better teaching and learning in reading and mathematics. To work toward this goal, LTTP works directly to improve teacher education programs at the Pre-Service and In-Service levels, build education management systems that support good quality of teaching and learning at the school level, and develop and implement policies that encourage the recruitment, training and conditions of service that will attract and keep good teachers in the profession.

The work plan first outlines relevant background and previous LTTP accomplishments and a detailed description of Year V activities which are based on previous LTTP experience and success.

The second outbreak of Ebola in Liberia, in the last quarter of Year IV, has significantly disrupted LTTP work in several areas, although remarkable progress has continued to be made in many others even in the midst of the crisis. The continuing spread of Ebola and uncertainty about when it will subside has made planning for Year V very difficult, and has demanded a “crisis management” approach to Year V that simultaneously focuses on the one hand on project continuity planning during the crisis, and on the other, actively plans for maximal project resilience and recovery once the crisis is over. It is hoped that USAID will agree that LTTP’s Year V work plan reflects the best possible response to the crisis and LTTP’s recovery from the damage it has caused. At the request of USAID and MOE, this interim plan includes activities to stop the spread of Ebola and assist students, schools, communities and the education sector to recover from this unprecedented disaster.

The areas of project work most severely impacted by the Ebola emergency include:

- Result One: Capacity building and EMIS.
- Result Three: Sub-result areas 3.1 – 3.3.

The threat that Ebola has posed, and continues to pose, to Liberia and its people, cannot be underestimated. The impact on the education system has already been felt, as teacher development activities planned by MOE, LTTP, and many other education development partners have been impossible to hold in the end of year school break. It seems likely that most, to all, of the whole first semester is likely to be lost in the period September 2014 – January 2015. In the event that schools remain closed in January 2015, a further revision of this plan will be necessary, particularly with regard to Result 3.

In spite of the strong crisis management response embedded in the Year V work plan, the Ebola crisis also threatens the extent to which LTTP can achieve project deliverables and outcomes. Specifically, the postponement of the school year interrupted critical activities that are inextricably linked to the academic calendar, and that had been planned for implementation immediately prior to and throughout the initial months of the new school year. The design, timelines, deliverables and expected outcomes of some LTTP activities, including but not limited to the Reading and Math program and the CPD pilot, are based on the assumption of an implementation timeline over the course of an entire academic year. This, coupled with the scheduled close of the project next September (with program activities wrapping up in May and June), means that it may not realistically be possible to achieve certain project delivery and outcome milestones within the limited time available and remaining. The short-term consequences and the long-term effects of the Ebola crisis on LTTP could however, be largely mitigated if the project were extended until May 2016, as this would enable the project to revert to its original implementation timeline, in which deliverables can be met and outcomes achieved through the course of and by the end of an entire academic year. It is hoped that this information will help guide USAID decision making about the project in the coming months.

2. BACKGROUND

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

- ✓ MOE organizational and functional charts and job descriptions were reviewed, finalized, and are now being implemented.
- ✓ The necessary conditions for issuing biometric cards used in cleaning the MOE payroll are now in place and cards have been issued to central MOE personnel.
- ✓ IT, HR, and EMIS initiatives have started being rolled out to County Education Offices.
- ✓ The Information Technology (IT) and Education Management Information System (EMIS) departments of MOE were moved to new offices and upgraded.
- ✓ Support was provided for the successful move of MOE to new facilities.
- ✓ The Annual School Census for 2014, including the majority of government and non-government schools, was undertaken. Information on teacher training institutions and tertiary institutes is also being gathered.

- ✓ The *Education Statistical Bulletin for 2014* (the third annual volume of this work) is being prepared and will be printed in Year V.
- ✓ Consultancy work on the implementation of teacher management and career ladder policies has begun.
- ✓ Standards for the Reading curriculum were developed and approved and benchmarks established.
- ✓ Increase of the average scores of grades 1 and 2 students on EGRA and EGMA have been documented.
- ✓ Reading and Math Cohort 2 schools were identified and principals and teachers were trained in using the revised materials in Year IV while more limited support was continued to Cohort 1 schools.
- ✓ The National Reading Campaign has been supported and age-appropriate books have been widely distributed.
- ✓ The In-Service C-Certificate program was successfully run in Year IV and MOE is now deciding how to sustain this initiative in the future.
- ✓ Contribution toward increasing the proportion of government primary school teachers who possess a (Pre-Service or In-Service) C-Certificate, which was 40% in 2010 (ALU, 2012) but has risen to 63% in 2013 (MOE, 2013, p. 56).
- ✓ The leadership of the Pre-Service C-Certificate program has been transferred to RTTIs and the Bureau of Teacher Education, with now very limited support from LTTP.
- ✓ A Continuing Professional Development (CPD) model has been designed and will be implemented in Year V.
- ✓ Stipends have been provided and other support given to female RTTI students.
- ✓ Scholarships have been provided to female university students at University of Liberia and Tubman University.
- ✓ Nineteen Master's graduates returned in Year IV, and have taken up appropriate posts in the education system, and the four Ph.D. candidates will complete early in Year V.

3. LTTP YEAR V NEW DIRECTIONS

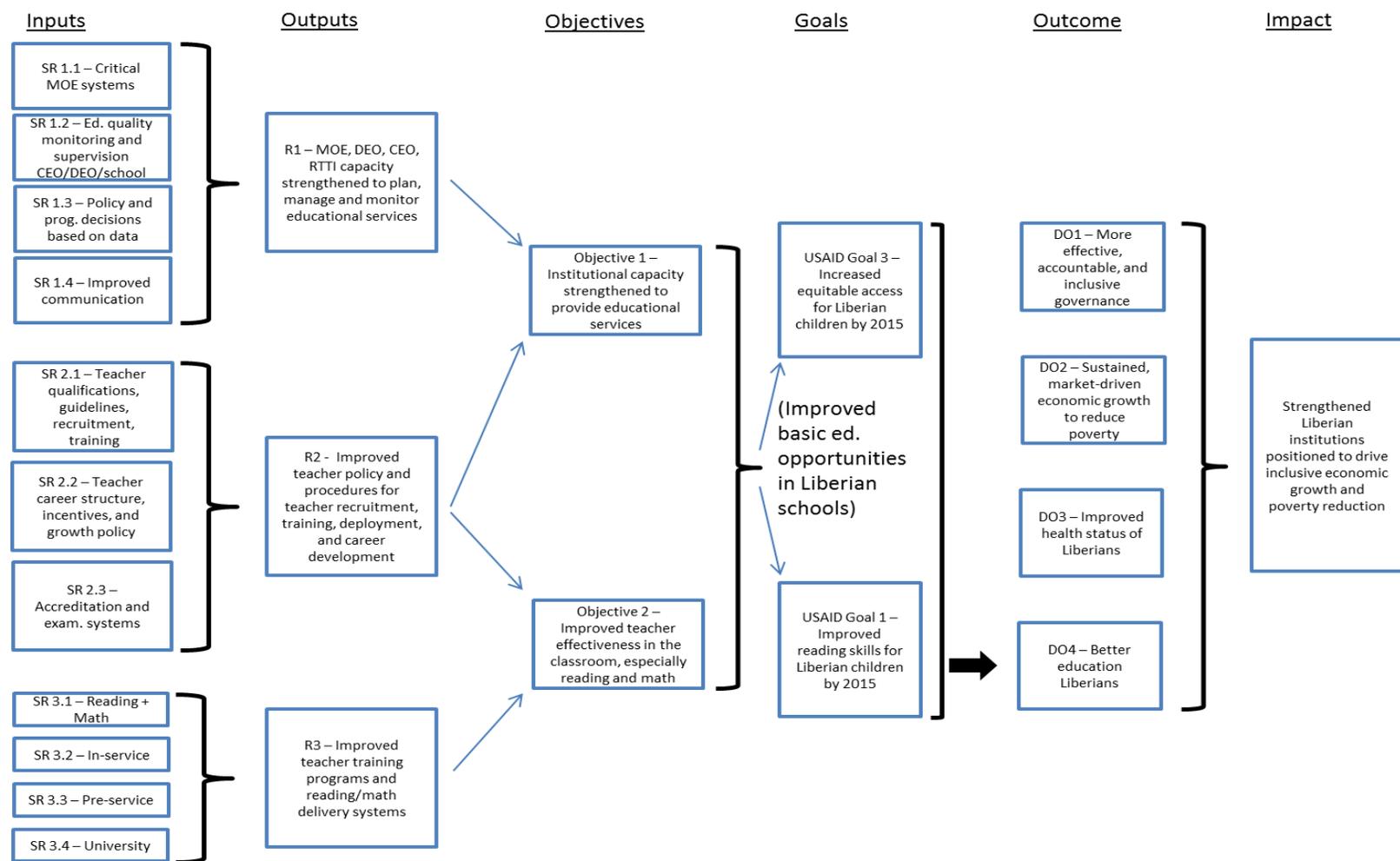
✓ *The Role of Integration in LTTP's Basic Design*

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

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

Success in the activities in Result 1 and Result 2 (management and policy) are critical for the success of activities in Result 3. In turn, there is no reason for a good management system or enabling policies to exist other than to support better teaching and learning in the schools. In telescoped terms, this states the development strategy or theory of change that drives LTTP, i.e. the combined effect of activities to: i) strengthen MOE management capacity (including CEOs, DEOs and RTTIs) ii) improve policies and procedures that relate to teachers and iii) improve teacher training (with an emphasis on reading and math) which will lead to improved overall institutional capacity and improved teacher effectiveness. This, in turn, supports USAID’s Goal: Improved equitable access by 2015 and Goal 1: Improved reading skills by 2015, as well as USAID/Liberia’s Development Objective 4: better educated Liberians.

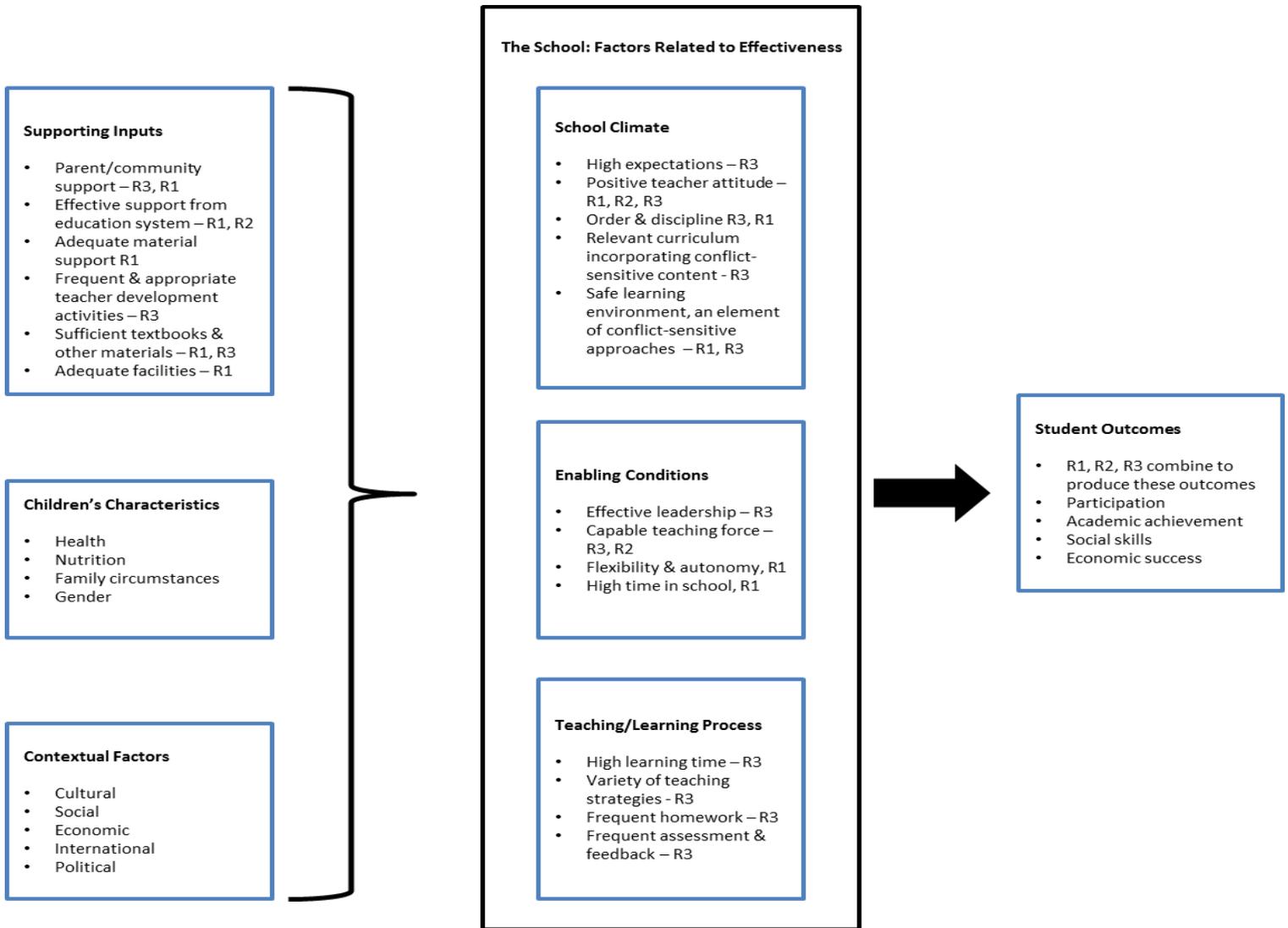
In terms of the logical flow of inputs to outputs, outcomes and impact – the relationships described above are portrayed in the following graphic:



A new emphasis, starting from Year IV and to be extended in Year V, will be increased focus on LTTP activities combining to make an impact at the school where better management, more encouraging teacher policies, and more systematic and continuous teacher development will lead to more effective teaching and thus better student learning. This will rely upon support by the MOE and will be successfully implemented by the MOE-LTTP partnership.

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

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



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

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

✓ *New Directions in Year V – Even Greater Emphasis on the School*

The Pre-Service C-certification program is short (and due to circumstances beyond LTTP's control usually much shorter than its prescribed nine months) and works with students with weak academic backgrounds. The In-Service C-certification program is also brief and also with teachers who have received minimal academic preparation. In the Pre-Service program, there is limited supervised guidance and support during the practice teaching phase of the program and no organized follow-up support for participants once they are employed as primary school teachers. Although appropriate for an immediate post-conflict context, research and LTTP's own experience demonstrates that this type of approach achieves minimal results. In the In-service C-Cert teacher training program, LTTP staff members provide limited coaching and support guidance to teachers at the school level during the C-certification program year, which limits the impact of the In-service program on teachers' classroom practices.

To address the gaps in the MOE's Pre- and In-service programs, for the past three years LTTP interventions have included a longer-term in-service school-based teacher training program focusing on improving the quality of reading and math teaching and learning outcomes in early primary grades. The LTTP Reading and Math program (R&M) includes frequent school observation, guidance, coaching and support from LTTP R&M Capacity Building Officers (CBOs). Using a cluster-based approach to supporting schools,² the Reading and Math program has to date achieved notable success in 792 Cohort 1 and over 300 Cohort 2 schools, with student beneficiaries learning to read on average three-times faster than non-Reading and Math program students. The R&M program has also provided early grade early math instruction and training for RTTIs, geared toward integrating teaching of effective reading and math instruction methods into the RTTIs' Pre-service C-Certificate teacher training curriculum.

Although challenges remain with regard to MOE commitment to enhancing the Pre- and the In-service C-Cert teacher training programs, the successful work to date of LTTP's Reading and Math program has established both a foundation for and a model for – improving many of the components of the Pre- and In-service programs. The design and content of LTTP's Continuous Professional Development pilot will also build on the foundations laid by the Reading and Math program, helping to enhance the sustainability – and affordability - of reading and math instruction in Liberian primary schools after LTTP ends.

The CPD pilot in Year V will additionally involve comprehensive school-based support for teachers; utilizing and building on the Reading and Math program's successful schools- and cluster-based approach, the CPD will be piloted in approximately 60 LTTP Reading and Math

² In Kenya and Uganda, the education systems rely heavily on the use of coaches or zonal tutors in challenging teacher training, support, and accountability to schools through a cluster-based approach.

Cohort 1 schools, as well as catchment and demonstration schools, in current LTTP implementation counties. Using a “whole school approach, “ the CPD pilot will not only build on and help reinforce prior Reading and Math program achievements in reading and math instruction in early grades, but also extend elements of the skills and knowledge required to effectively teach reading and math to all of the teachers and administrators in all grades at each targeted school. In Year V, LTTP will also extend a new dimension of connecting all training programs (teacher development as well as MOE, RTTI, CEO, and DEO staff capacity building) with support in the work place (e.g. schools and RTTIs).

✓ *Extend the Investigation on the Adequacy of the C-certification Programs*

LTTP will also support the MOE to review the nature and structure of all C-Certificate programs. It is now time to take stock of the programs developed near the beginning of LTTP Phase I in 2007 and 2008 and determine whether they are relevant to present-day Liberia. A comprehensive review of the C- certificate course was undertaken in Year IV. In Year V, LTTP and the MOE will organize policy and planning discussions on the need to revise the present teacher certification programs – the curriculum, the length of time for Pre-Service teacher preparation, and appropriate strategies for upgrading the large number of presently uncertified teachers. In addition, LTTP will pilot an accompanying Continuing Professional Development (CPD) program, which will reach all teachers with ongoing professional updating in their schools whether they are certified or not, linked to an initiative to facilitate school communities in developing and implementing school improvement plans.

✓ *Increased Emphasis on Integration and Focus*

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

- LTTP staff – combining all teacher development staff into one unit (achieved in January 2014)
- MOE – further embedding staff, more explicitly linking policy to program implementation and management, and instilling models of learning-by-doing (ongoing)
- CEO and DEO level - embedding staff and combining functions to gain efficiency especially in work with schools such as data collection, school supervision and management, and involvement in CPD (commenced but interrupted by the Ebola outbreak)
- RTTIs – focusing on strengthening teacher educators and expanding their role to other critical functions such as facilitation of In-Service C-certification and support for CPD (started but interrupted by the Ebola outbreak)

- Schools and communities – developing a CPD program that provides professional support to teachers – including the teaching of reading and math - and encourages strengthened capacity and school leadership for CPD among school principals.
- Ebola awareness and prevention information and materials will be integrated into all LTTP workshops and trainings for teachers, principals, RTTI and MOE staff.
- The CPD pilot will include capacity building for teachers in recognizing and addressing the psycho-social effects of trauma and crisis (including from Ebola) within the classroom context.

✓ *Strengthened Response to a Complex Environment*

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

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

The outbreak of Ebola in Liberia, originally limited to Lofa but now spread widely across the country, has added increased complexity to the already complex environment and additional urgency for the need for practical measures that yield results.

✓ *Strengthened Monitoring, Evaluation, Research, Communication*

LTTP focused more effort in Year IV on monitoring, evaluation, and research. This will be extended in Year V as the project moves towards its conclusion. This involved conducting critical studies to inform policy and planning as well as studying the impact of LTTP-supported activities undertaken to promote individual and institutional capacity development in the MOE, RTTIs, CEOs, DEOs, and schools. The theory of change outlined above also informs LTTP’s M&E approach. The indicators that LTTP uses in monitoring the program represent key elements included in the theory of change.³ That is, LTTP will monitor project inputs, outputs,

³ Nan, Susan Allen, Mulvihill, Mary and Salinas, Anne (2010). Theories of Change and Indicator Development in Conflict Management and Mitigation. Washington DC: USAID/DCHA and CMM, part 2, p. 11.

outcomes, and longer-term results, while also monitoring contextual factors that enable or constrain the program's implementation. In addition, evaluation and research studies will be conducted to examine the relationship among indicators that are identified in the theory of change.

4. LTTP YEAR V CORE STRATEGIES

The core strategies of Year V, based on the approaches outlined above, will remain:

- Continued program integration and coordination
- Focusing more intensely on fewer activities
- Working in selected schools and RTTIs
- Keeping program simple, doable, flexible
- Finding and using leverage points, points of likely success, within the system
- Renewing emphasis on results and outputs
- Documenting and communicating relentlessly
- Focusing activity and impact on schools and communities
- Including conflict-sensitive programming
- Co-locating or embedding staff in MOE and CEOs to increase on-the-job training
- Focusing on sustainability and transfer of responsibility
- Increasing organizational partnerships with USAID-funded and other programs
- Building learning – an influx of new ideas - in LTTP and MOE staff.

In addition, special attention will be given to responding to the current Ebola crisis in ways which have been suggested by USAID, Ministry of Education and the Ministry of Health and Social Welfare.

5. CHALLENGES AND RISKS

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

highest levels, assurances sought, and milestones set and monitored in order to promote the best possible performance and accountability of all parties.

The threat that Ebola has posed, and continues to pose, to Liberia and its people, cannot be underestimated. The impact on the education system has already been felt, as teacher development activities planned by MOE, LTTP, and many other education development partners have been impossible to hold in the end of year school break. It seems likely that most, to all, of the whole first semester is likely to be lost in the period September 2014 – January 2015. If schools remain closed in January 2015 a further revision of this plan will be necessary, particularly with regard to Result 3.

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

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

In Year V, LTTP will work closely with the MOE Senior Management Team to ensure that the changes made over the last two years are more embedded in the work culture of the MOE. The IT and EMIS sections of MOE are staffed by government employees who, with continuing assistance and direction, can maintain the new electronic systems. Work begun, over the last year, will be extended with the Administrative, Planning, Human Resources, Monitoring and Evaluation, and Communications sections to ensure that gains achieved do not slip away, and that the MOE has the necessary staffing to continue to develop and improve in the future.

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

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

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

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

The development and approval of the MOE organogram, functional charts and job descriptions, linked to the HRIS and the IFMIS, has been a long process. There have been significant delays in placing existing staff members in the posts. This means that, as a number of innovations are now in place to be modeled, demonstrated and used, they require further internalization and familiarization within the new MOE structures. Over the last two years there has been increased momentum, mainly because Action Memos have been processed by CSA. This is one of the last steps in the process. Firm resolve and commitment from Ministry Senior Management will be essential in making sure that the structures are maintained and used routinely, and fully rolled-out to Country Education Offices and RTTIs.

Key activities, or series of activities, in which MOE and LTTP jointly engage, will take place in the context of a Memorandum of Understanding that will lay out the purposes of each activity and the expectations and commitments of the parties, to ensure congruency of aims, expectations, and efforts. MOUs will also be developed for the CPD pilot with both the MOE and participating CPD schools, and LTTP will revisit and discuss with the MOE non-compliance challenges relating to existing MOUs between Reading and Math Schools and LTTP.

The use of an effective Memorandum of Understanding has been illustrated in other USAID projects in Liberia. In such documents, steps are presented which must be taken before further activities can be achieved.

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

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

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

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

CEOs and DEOs have been appointed and deployed to the 15 counties. The former uncertainty as to the status of these officers has significantly handicapped efforts in the last three years to strengthen their capacity. A major continuing challenge is the status of CEO support staff, a group of 75 officers who have undergone training with LTTP, but who are currently not funded. In addition, through the training of school principals and registrars, and their participation in three annual censuses, reliable information now exists on the numbers of schools, teachers, and students, which is a necessary prerequisite to quality improvement and instructional supervision.

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

- Finalize county education and RTTI organograms, functional charts, and job descriptions that are consistent with HRIS and IFMIS.

- Roll out IT systems (internet and biometric) that will link the counties and RTTIs to the MOE and facilitate their operations.
- Facilitate the training of selected officers in IT skills and collecting, interpreting, and using data necessary for their posts.
- Promote the drafting of County Education Development Plans.
- Engage CEOs and DEOs in supporting the pilot of the Continuing Professional Development program and the whole school approach (outlined in Sub Result 3.2.), as well as in continued capacity building in and provision of CEO and DEO support to Reading and Math schools. Specific training will be included under SR3.2 for effective quality monitoring and instructional supervision of these programs at the school level.
- Increase the frequency and quality of CEO and DEO school monitoring and instructional leadership support visits.

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

The 2012, 2013 and 2014 School Censuses have provided increasingly reliable data (particularly on the actual number and characteristics of existing government and non-government schools), which can be used in policy and programmatic development. This is a major achievement but much remains to be accomplished in terms of familiarizing appropriate officers with the data and ensuring that it is used in devising policy and making decisions as a matter of routine.

In Year V, LTTP will work with the MOE, CEOs, School Board Chairs, DEOs, and schools and institutes to:

- Continue to extend the GIS school mapping and verification exercises.
- Continue with the enrollment of teachers and other staff via biometric ID cards to counties, districts and schools.
- Conduct outreach to schools that to date have not yet participated in any School Census exercise and are therefore not included on the EMIS database.
- Extend training in data gathering, particularly for underrepresented private schools, ahead of the 2015 School Census.
- Assist in the 2015 School Census and analysis of data.
- Facilitate the training of selected officers in IT skills and collecting data.
- Work together with MOE staff at all levels on how to interpret data and use it in planning to improve the nature and quality of support for schools.
- Update and extend a study on teacher supply and demand and tracer studies on In-Service and Pre-Service graduates.

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

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

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

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

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

A competent and motivated teaching force is a fundamental requirement for an improving education system such as Liberia’s. Result 2 is concerned with developing and improving the policy and procedures of the Ministry of Education that govern the recruitment of teachers, their Pre-Service preparation, their deployment, their ongoing In-Service education, and their career development. The objective of this Result is to ensure that Liberia is working towards a transparent and robust set of policies that guide procedures for the management of teachers so that the nation has a well-qualified, well-motivated, and suitably rewarded teaching cadre.

The Ministry of Education is fortunate in having recent enabling legislation, the Education Reform Act of 2011. The Act provides a strong foundation for developing policy that will realize

the vision of improving quantity and quality of education embodied in the legislation. In Year IV, LTTP will focus on mobilizing policies and practices based on the Reform Act.

Over the last three years LTTP has worked with Ministry to commission major consultancies that produced reports pertinent to this Result. The documents ‘Liberia Teacher Career Ladder’ and ‘Development of Teacher Recruitment, Training, Deployment and Retention Policy and Procedures’ contain a wealth of information for consideration by policy makers. Respected Liberian education experts accomplished the work that led to these reports. Additional studies have provided further insight and information. A number of discussion papers have also been written, including a summary of strategic education planning in Liberia and outlines on two of the Centers of Excellence, demonstrated in the Education Act, by an international expert with the MOE. In Year V, a leading expert in education policy will continue work, started in Year IV, with MOE to streamline documentation and implement policy. All of the activities in Result 2 contribute critically to the success of the teacher development program in Result 3 by providing structure and encouraging motivation and accountability in the teaching profession.

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

- Review and implement recommendations from policy documents (not just LTTP) created by the MOE over the past few years.
- Generate policy reviews and recommendations in new areas as indicated.
- Emphasize an increase in action in areas that are well known to be essential in improving teacher quality and quality of learning.
- Ensure that all policies translate into practices that improve teaching and learning.
- Introduce new ideas from throughout the world, particularly from within the continent, on best practices in creating an effective teaching force.
- Mobilize various inputs into action under the guidance of the Senior Management Team of MOE, including vigorous steps to develop, practice, and implement policy and procedures for the future.
- LTTP will continue to promote greater action on policy recommendations through a consultant who will work 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 and Sub-Result 2.2: Teacher Career Structure, Growth and Incentive Policy Established

Currently many teachers join the teaching service through informal means. This creates an unsatisfactory situation where they initially may not receive pay, appear on one or more payrolls, teach under a name which is not their own, or lack credentials and letters of appointment. The verification of teachers and their qualifications, leading to the issuing of biometric cards (Result 1.3) will bring this issue to attention over the next year. Increasingly accurate information from the Annual School Census of 2012, 2013 and 2014 (Result 1.3) can be used to determine the need for teachers in specific schools, districts, and counties.

Entering the teaching profession in Liberia, as in many parts of the world, is not considered a particularly attractive career choice. Salaries are low, conditions are poor, and there is no clearly articulated career structure or mechanism for professional growth or career advancement. Working within a system of structured expectations, accountability, and rewards and incentives is essential for good results in any profession and teaching is no exception. Liberian teachers need such structure and incentives in order to counter-balance the negative image of their profession. While career structures imply budget to reward quality performance, the present cleaning of the Ministry of Education payroll will result in savings that, if used wisely, will in part be used to improve teacher pay and incentives.

Following initial consultations between the consultant contracted for these areas, in Year V, LTTP will work with the MOE to:

- Consider the recommendations of the consultancy reports on teacher recruitment and training and the career ladder.
- Create a clear policy document Teacher Management Policy that states the level of qualifications for teachers, how they are recruited, trained, and deployed.
- Develop a Teacher management Manual that will be easily understood and used by all levels of education supervisors who encounter teacher management issues, so that policy can be readily consulted.
- Work with the appropriate entities of the MOE to mobilize these policies into action.
- Conducting additional studies that will also inform the development of a single Teacher Management Policy and associated Manual, for use by education managers at different levels within the system.

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

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

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

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

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

In spite of the unprecedented challenges posed by the ongoing Ebola crisis in Liberia, the Year 5 plan for LTTP Result 3 (R3) is both nimble and robust, and is designed around both short- and long-term activities, including activities and strategies to address existing and potential future challenges in education in light of the Ebola crisis/emergency. Result 3 activities in the initial months of Year V focus largely on maintaining to the extent possible the momentum of R3 interventions and support for education while schools remain close. Other R3 activities focus on the rapid re-mobilization and resumption of regular programmatic activities once Liberian schools - as anticipated - re-open in January 2015.

The R3 plan has been developed based on several different assumptions: that schools will remain closed in initial months of LTTP Year V; some or all schools will re-open in January 2015; and that schools might not re-open in January 2015. The plan will be reviewed on a regular basis and updated when/as needed. This will help ensure that LTTP remains prepared for the unexpected, that the Year V work plan continues to take both short- and longer-term developments, changes, and challenges into account, and that it continues to reflect tangible, realistic strategies and time lines.

The onset of the Ebola crisis caused the postponement of a number of important R3 activities that had been scheduled for implementation just prior to or in the first month of the (then) new school year in September 2015. These have now been carried over to LTTP's Year V plan and include, but are not limited to:

- A multi-day Reading and Math refresher training for LTTP Teacher Education Department staff and MOE representatives.
- Cluster-based Face-to-Face trainings in counties for Cohort 2 teachers, principals and MOE officials at the county and district level.
- Distribution of new Reading and Math books and materials to all Cohort 1 and 2 schools.
- The launch of a new model of intensive support to Reading and Math Cohort 2 schools; and
- Activities to lay the groundwork for the Teacher Continuous Professional Development (CPD) pilot.
- The launch of the CPD in 60 LTTP Cohort 1 and catchment schools.

The Ebola crisis has had - and will continue to have – a significant impact on the outputs and expected outcomes for Result 3, and will potentially affect their sustainability as well. This is because Result 3 activities are inextricably linked to the school year, with both their cycle of implementation and their objectives based on the assumption of the availability of a full academic year (two semesters worth of instructional time) in which to achieve expected results. Following are some of the key ways that the Ebola crisis has affected on LTTP R3 activities:

- The delay in schools opening, distributing and getting the large consignment of new reading and math books into the hands of teachers and students, and training and school-based support for Cohort 2 teachers will mean that there is less time than anticipated to achieve expected results.
- The new Continuous Professional Development (CPD) pilot model will be developed in time for the re-opening of schools in January 2015, but without as much consultation and involvement with MOE as LTTP usually undertakes. The late opening of schools will also mean that the CPD will not be fully tested and revised by June. Relatedly, while a CPD baseline study will still be designed and carried out, it will not be possible within the remaining timeframe of the project to conduct a post-pilot baseline study and attendant report.
- The continuing technical support and final handover of the In-Service and Pre-Service C-Certificate courses will also be impacted, as much of this was supposed to happen in workshops that were planned to take place in August 2014, prior to (then) start of the new school year.
- The planned final Early Grade Reading (EGRA) and Early Grade Math (EGMA) assessment (see below) of student learning progress/outcomes in reading and math.

Assuming that primary schools in Liberia will only re-open in January 2015, LTTP will have only approximately four months to implement activities that were designed for implementation over the course of an entire school year. As a result, *it will not be possible to achieve the anticipated outcomes* for the Reading and Math program and the CPD pilot, nor likely other R3 activities, in the course of a one semester period of at most 4-months. This is not to impose low expectations on the program, but to acknowledge the limitations on achieving R3 objectives

given the reality of the unpredictable programmatic and operational environment in Liberia, and within the limited time still remaining in the project.

Result 3 Emergency Response/Support for Education during the Ebola Crisis

Like other education-focused INGOs/NGOs, LTTP in Year V will continue to respond to the Government of Liberia's and the MOE's request for assistance in responding to the Ebola crisis. LTTP has developed an Ebola response work plan (shared with the Education NGO Forum) that focuses on disseminating Ebola awareness and prevention information in schools once they re-open. The Year V work plan for R3 also includes helping teachers and students to address the effects of the crisis within a classroom context (see below).

Senior R3 program staff members based in LTTP's Monrovia office have been representing, and in the initial months of Year V will continue to represent, LTTP in different education sector fora convened by the MOE, the ESDC, and the NGO Education Forum.

Ministry of Education "Come to School" Emergency Radio Education Program

Two R3 senior program staff members are serving as members of the technical working group for the MOE's "Come to School" radio education project. LTTP has shared hard copies of relevant Reading and Math program materials for use by the MOE in developing its radio-based lessons for school children and R3 staff will continue to participate in and contribute their education programmatic expertise as this initiative is developed and launched. Currently home-based R3 Capacity Building Officers (CBOs) and Field Coordinators (FCs) will also assist the MOE with community outreach and mobilization once the "Come to School" initiative is launched, should this be of value to Ministry.

Should the MOE welcome the idea, Monrovia-based Teacher Training Department staff will also produce recordings of short stories for children using existing Reading and Math stories (including from decodable readers). The stories will be upload onto MP3 players and handed over to the MOE for inclusion in its planned education-oriented radio broadcasts. LTTP will also pay the cost (within limits) of airing the short stories on radio stations in Montserrado and other counties that reach sizable listener audiences.

Ministry of Education Community-based Training Approach to Reduce the Prevalence of the Ebola Virus Disease (EVD)

LTTP will continue in Year V to support the MOE's initiative to prepare teachers, principals, County and District Education Officers (CEOs and DEOs) to help break the chain of Ebola transmission. To date, two R3 Teacher Development Department staff assigned to schools in Montserrado County participated in the one-day National Level Training of Trainers (TOT) workshop convened by the MOE, in collaboration with the MOHSW, UNICER, and USAID, as the first part of an initiative to step up Ebola awareness and prevention among education actors in Liberia, utilizing CEOs, DEOs, and education partners as community mobilizers for Ebola prevention and health promotion targeting teachers. The TOT focused on self-protection and family and community protection against Ebola. LTTP is coordinating with the MOE to provide its project vehicles for additional trainings planned at the county level (as part of the cascade approach). Should it be value to the MOE, LTTP will send one or two additional field-based R3 staff to any county-based trainings.

Next steps in Year V are to discuss and develop a plan for replicating the training (using the materials from the National TOT) in the short-term in communities as part of LTTP's community based reading program and in the longer-term, integrating it into any and all teacher training-related activities when schools re-open.

Dissemination of Ebola Awareness and Prevention Messages and Information in LTTP Schools

In Year V, Ebola awareness and prevention information and trainings (using existing GOL-approved materials) will be incorporated into all R3 activities. Once schools re-open, this will include during the Reading and Math book distribution, in Face-to-Face (R+M and CPD) trainings for principals, teachers and PTAs, and in school visits, meetings and trainings with teachers and principals in Cohort 2 and CPD pilot schools.

Teacher Development Department Administrative Arrangements While Schools are Closed

The restructuring in early 2014 of all programs and activities for LTTP Result 3 into one consolidated Teacher Development Department means that LTTP is strongly positioned to maintain the continuity of Result 3 program components even in the midst of the ongoing Ebola crisis, and to rapidly adapt to both anticipated and unanticipated changes in the Liberian programmatic and operational context in light of the crisis. The Teacher department team is robust, and characterized by a high degree of communication, coordination, consultation and collaboration. The strength of the department will ensure the continuity of Result 3 program activities throughout both the Ebola crisis and its aftermath.

Working remotely in the first months of Year 5, the Senior Director for Teacher Development and RTI's Technical Advisor (permanently based in North Carolina) will convene regular meetings with HCN Teacher Development staff based in Monrovia, and will regularly communicate and coordinate with each other, as well as with the Chief of Party and other members of the LTTP Senior Management team in Liberia and D.C.

Working from their homes/present locations, the CBOs and FCs will be managed and led by the Monrovia-based Reading and Math technical team and Teacher Development Department Senior Program Officer IIIs (SPO IIIs). All Result 3 work during this period will be linked to specific 'deliverables,' and existing HCN line management will monitor and report on work plan progress as well as the productivity of FCs and CBOs.

Teacher Development Department Communication While Schools Are Closed

Various forms of communication technology will play an important role in facilitating communication between and among R3 staff during the Ebola crisis. Daily program management, communication, planning, and reporting will be done using email. Meetings will take place using Skype or a similar low-cost/cost-free system. Monitoring of FCs and CBOs will be done via phone calls and (as soon as is possible) the submission of community-based student reading group attendance records, assessment scores (initial, progressive and final), and other relevant documents. To the extent possible, community leaders will be involved in providing information to R3 program staff on the progress of R3 activities in their community. In light of this community leaders' phone numbers will be collected.

Instructions, reading and math materials including lesson plans, assessment forms and other program-related documents will be sent to and received from home/community-based FCs and CBOs via the procurement of Liberian-provided SMS gateway/internet/Android Tablet packages for CBOs and FCs. LTTP can continue to rely on the Tablets as a tool to support teachers once schools re-open (including audio lessons and teacher training videos and model classroom demonstrations).

LTTP will also explore possibilities during the school closure period either for using a limited number of project vehicles to deliver small supplies of reading books to CBOs and FCs in their communities, or asking the UN to deliver small quantities of books in their trucks. Finally, if and where feasible and low risk (to health and security), R3 FCs and Reading and Math Specialists (RMS) who normally work from LTTP Satellite Offices will conduct spot checks and/or site visits to some of the community-based learning groups to observe lessons in progress. These will also provide feedback on any adjustments needed as well as suggestions for improvement.

Staff Professional Development While Schools Are Closed

LTTP plans to optimize opportunities during the school closure period to facilitate the ongoing capacity building of all Teacher Development Department HCN staff, including CBOs and FCs. Staff will study one article per week focused on either early grade reading and math or CPD knowledge and skills. A simple tool will be used for reflection and commenting on the articles. Once the situation in Liberia is stabilized, LTTP will also convene all Monrovia- and field-based Teacher Development Department staff for a multi-day professional reflection and project next-steps workshop in Monrovia.

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

In view of the ongoing Ebola crisis, the work plan for R3 in the first several months of LTTP Year V (Oct – Dec 2014) is geared toward sustaining to the maximum extent possible the momentum of ongoing teacher training and related R3 activities. Result 3 activities during the initial months of Year V focus on: 1) reflecting on and incorporating lessons learned to date into the Reading and Math program in order to improve its overall effectiveness and efficiency; 2) supporting MOE's requests for partner assistance in responding to the Ebola crisis and providing support for education while schools remain closed; 3) preparation and planning for the rapid remobilization and return to normal operations once schools re-open in January; and professional development for Teacher Development Department HCN staff.

Once schools re-open, or about to re-open, Year V activities will include training and orientation session for teachers and school administrators - including county and district education officers (CEOs and DEOs), reading and math refresher trainings for project staff, an exit strategy planning workshop with the MOE, and implementation of the exit strategy plan. Year V activities will also include continued monthly mentoring and coaching support to Cohort 2 and catchment schools, distribution of books and other instructional materials to both Cohort I and 2 schools, and intensive support from the Reading and Math technical and management teams.

All of this work will be supported by the Reading and Math team as well as SPO IIIs, Field Coordinators, and the Senior Director for Teacher Development. Planning for school-based support visits – including with DEOs - will be coordinated with other R3 activities such as the CPD pilot.

Small Scale Reading and Math Programs at the Community Level While Schools Are Closed

In the initial months of Year V – while schools remain closed and as/when possible health and security-wise - CBOs will – after obtaining consent from parents/guardians - conduct reading and math activities for small groups of children in communities. Each CBO will establish study groups with no more than five children per grade (grades 1-3)⁴ and conduct 1-2 hours of reading and math instruction per group 2-3 times a week, using existing (not newly purchased) LTTP Reading and Math books and materials that CBOs have already been trained to use. The instructional venue will be either outdoors under a tree or on a porch, with both trainers and pupils maintaining advised distances from one another to prevent the transmission of Ebola. Simple age-appropriate Ebola awareness and prevention information (drawn from existing Ebola-related materials) will also be disseminated to pupils who participate in the reading and math learning groups. If logistically feasible, chlorine, buckets, soap and tissues will also be provided.

CBOs will contact community leaders and DEOs to discuss plans for the establishment of small reading and math study groups before instructions begins in the communities where CBOs reside.

CBOs will reach out to community members who are themselves teachers and who are willing to carry out the same activities in their local area. The success of this activity is dependent on the willingness, interest and ability of Cohort 1 and Cohort 2 teachers in the community to volunteer to help without compensation. Teachers must be willing to implement these programs at no cost to the community or students, and must be approved by the community leadership. The community leadership with support from the CEO/DEO will be required to give their consent and be involved in the selection of the teachers. Selected teachers will also sign consent forms stating that their decision to teacher is volunteer and that they have no employment or instructional obligation with LTTP or the community. The teachers will be trained by the CBOs in groups of not more than five teachers per community. Ebola awareness and prevention information will be included in these trainings. Monitoring of this activity will be jointly conducted by CBOs and community leaders, and where possible DEO's/CEOs with support from LTTP Field Coordinators, RMSs and Senior Program staff.

Small-Scale Reading Assessments and Support for Reading in Communities While Schools Are Closed

If/as circumstances allow while schools remain closed, CBOs will also carry out small scale reading assessments of Grade 1-3 primary students, conduct awareness-raising for parents and other community members in how to support their children in learning reading and math, and organize small-scale reading competitions and/or story read-alouds for small groups of children and community members.

⁴ For example, 1st Graders from 9-10:30 am; 2nd Graders from 10:30 am – 12:00 pm and 3rd graders from 1:00 -2:30 pm.

Production of New Stories for Reading and Math Curriculum While Schools Are Closed

In the early years of LTTP, the Reading and Math team developed approximately 20 Liberian decodable stories working with local writers and illustrators. These stories – developed to support a specific sequence by which reading skills are introduced and taught - are now included in the reading curriculum for Grades 1, 2, and 3.

Early in Year V, Reading and Math staff in Monrovia as well as home-based FCs and CBOs will create written stories based on traditional oral Liberian stories. The result of this process will be a number of cost- and copyright free stories featuring Liberian history and culture that LTTP will hand over to the MOE for use in publishing library books that feature Liberia. These stories will also compliment the “Our Words Library” (OWL) story cards created by Children in Crisis/FAWE Liberia (which include many LTTP Reading and Math decodable stories that CiC/FAWE was given permission to use), and that LTTP will re-print and distribute in Year V to numerous primary schools once they re-open.

Since research shows that mathematics concepts are more accessible to students if they are presented in familiar contexts, LTTP Teacher Development Department staff in both the Monrovia office and in villages and communities will collect and write down mathematics "story problems" -- or oral comprehension stories – with a mathematics focus. RTI will work with U.S.-based Brattle Publishing, which will develop templates, model sample stories and step-by-step instructions for use in creating additional stories for both reading and math.

Once recorded by locally-based project staff, the stories will be edited and produced by LTTP, with support from RTI technical experts. The completed stories will be a beneficial addition to some of the existing mathematics lessons by providing teachers with "local" stories that they can use to open critical lessons or highlight mathematics concepts covered in the lessons to which they are attached. This will not only promote mathematics skills and thinking, as children will be prompted to solve the problems posed in the stories, but will also provide reinforcing oral comprehension opportunities.

Improvement-oriented Revision of Elements of the Reading and Math Program While Schools Are Closed

The current reading (and mathematics) books/curriculum for Grades 1, 2, and 3 was developed based on the pilot curriculum implemented as part of the EGRA Plus pilot. Per the request of the Ministry of Education, it was then revised and leveled for 3 grades. LTTP worked closely with the MOE to develop the scope and sequence for each grade and agree on the lesson template. RTI and its publisher, Brattle Publishing Group, has developed a “book map for each of the books, as well as an alignment map between early grade reading and math curriculum and MOE primary education curriculum goals. For the past two years, CBOs, teachers, and other program staff have collected information about the changes and updates that the reading and math curriculum needs. As the project’s final deliverable with respect to the early grade reading and mathematics materials, we will undertake the following:

- (1) Develop the prototypes of enhanced lesson plans, a more streamlined scope and sequence, and improvements needed for training of trainers manuals (TOTs) for both reading and math)

In an effort to revise the instructional design of the existing mathematics and reading programs to address the issues and challenges identified both by teacher users and from the observations of LTTP's Reading and Math training team, in Year V members of the Teacher Development Department (SPO IIIs, FC, CBOs and Reading and Math technical staff) will gather and discuss lessons learned from the implementation of the Reading and Math program to date. Information obtained from this process will be used to consolidate and integrate improvement-oriented revisions of some elements of the Reading and Math intervention in preparation for the anticipated re-opening of schools in January 2015.

Specifically, enhanced prototypes of reading and math lesson plans with a reduced and/or modified scope and sequence will be produced, as will suggestions for more effective approaches for delivering the Reading and Math program in schools and in teacher-training and mentoring work. This initiative will involve the Monrovia-based project team, which will review the weekly planner pages from the existing program and edit, reduce, or reorder the total number of skills listed in each daily column. The team will review the skills taught, practiced, and reinforced each day and, using their knowledge of local classroom conditions and teacher experience levels, adjust the program accordingly.

- (2) Update the early grade reading and mathematics curriculum for Grade 1, 2, and 3 and corresponding Training of Trainers (TOT) Manuals

The U.S.-based RTI Reading and Math team will work with the publisher (Brattle Publishing Group) to review the edited planner pages and realign the programs' revised scope and sequences to re-level the program and create turn-key planner pages. This will result in revised reading and math curriculum for Grades 1-3. LTTP will also hand-over the updated scope and sequence of skills, new lesson plan prototypes and planner pages to the MOE for its use after LTTP ends. The updated materials for all three grades in reading and mathematics – modified to optimally suit the Liberian early grade teaching and learning context - will help ensure the long-term sustainability of the Reading and Math program in Liberia beyond LTTP.

- (3) Integrate any feedback that the key stakeholders might have

Once the materials are upgraded, a review by the MOE and LTTP will take place to determine if there are any additional changes needed. The publisher will then create the final updates and hand over all of the materials in both PDF format and InDesign format for future MOE use and adaptation.

Capacity Building Trainings in Reading and Math

As soon as travel restrictions are lifted and large meetings are once again possible, the Reading and Math team will conduct the series of reading and math capacity building trainings that were planned for August/September of 2014 but were forced to be postponed due to the Ebola crisis. The capacity building trainings include a multi-week refresher workshop for CBOs and Reading and Math Specialist (RMS) focusing on innovative strategies for supporting teachers in the effective use of the new materials (Books 1 – 3), supporting teachers by providing more positive feedback, and encouraging more interactive activities with students through a stronger focus on the “We do” portion of reading and math lessons. The training will also provide participants with the know-how to effectively implement the new intensive support model in schools (see below),

and provide high quality continued support through June 2015 when it is assumed that schools will close as normal.

Given that the new school year is not anticipated to begin until January 2015, LTTP will conduct only one (cluster-level) Face-to-Face training for Cohort 2 teachers in Year V. The Face-to-Face training will be conducted sometime in the month prior to the re-opening of schools and as soon as the MOE has confirmed Cohort 2 teachers' re-assignments to their current schools. The budgeted second phase of training will be reallocated toward the selection and training of Reading Support Teachers (RSTs) for Cohort II schools, and to provide training support to the MOE, which we anticipate will take over the Reading and Math program after LTTP ends.

Distribution of New Reading and Math Books and Materials to all Cohort 1 and Cohort 2 Schools

In Year V, Quarter 1, the R3 Teacher Development team in Monrovia will develop a revised distribution plan for the distribution to all Cohort 1 and Cohort 2 schools of the 15 shipping containers of new Reading and Math books and materials that arrived, were offloaded, and stored in LTTP's Monrovia and Margibi warehouses in September 2014. Given that primary teachers and student must be present in schools to receive the books and materials, the actual distribution of books can only take place when movement restrictions are lifted *and* schools re-opened.

Unlike in LTTP Year IV, in Year V *all* students in *all* Cohort 1 and 2 schools will receive their grade appropriate books and material. Distribution will be carried out between the months of January and February 2015 by assessors/escorts who will be hired for a two-month period. The SoW's of some of the assessors will extend to assisting Reading Support Teachers (RSTs) in Cohort 1 schools to physically distribute the books to students. Additionally, training materials will also be provided to partners and other organization implementing early grade reading and C-Certificate programs.

After the completion of the book distribution process, LTTP proposes that any leftover materials be turned over to the Ministry of Education for other schools that are not part of the LTTP program or its partners. Some of the materials can also be given to private and Mission schools that have cooperated with or provided assistance to the Reading and Math program during training practicums.

Support to Cohort 2 and Catchment Schools including New Intensive Model of Reading and Math Support

LTTP will employ a new, intensive model of support to Cohort 2 schools once they re-open. This approach is based on a model that the Reading and Math program piloted in selected Cohort 2 schools at the end of the 2013/2014 academic year. The approach – a 5-day day provision of an intensive package of support to an individual school - yielded significant gains among students in several key reading indicators.

In Year V, LTTP Capacity Building Officers (CBOs) will continue to carry out approximately 15 support visits to their 6 assigned (each) schools. However, in February and March (assuming schools re-open in January) each Cohort 2 school will benefit from two rounds (5 days each) of intensive reading and math support. The first round of support will be conducted by CBOs and

Reading and Math Specialists (RMS'), while the second round will be conducted CBOs, RMS' and some of the technical program staff from the Monrovia-based Reading and Math team.

Given that Cohort 2 schools received a minimal number of school visits during the last academic year and that a model of more intensive support yielded fruitful results, support to Cohort 2 and catchment schools – once they re-open - will take the following form:

1. CBOs will continue to be assigned to a maximum of 6 schools and will make a maximum of 15 visits per month. Each school will thus receive between 2 – 3 visits per month for a total of 5 visits over a two month period.
2. In February and March (assuming schools re-open in January), each Cohort 2 school will benefit from two rounds (5 days each) of intensive support. The first round of intensive support will be conducted by CBOs and RMS', while the second-round will involve the technical program staff from LTTP's Monrovia office.
3. As in previous years, support will also be provided to Cohort 2 teachers in conducting periodic reading assessments.

Support to and Capacity Building for DEOs

FCs and RMS' will plan and collaborate closely with DEOs in districts in which they are assigned. This will include planning regular working visits at the offices of DEOs to jointly develop plans and strategies to support the reading and math instruction. Joint visits with DEOs to Cohort 2 schools will also be planned and carried out, resulting in increased DEO understanding and support for reading and math instruction in schools, and capacity to help ensure it continues in the future. Planning meetings and school visit schedules will be coordinated with the CPD pilot project.

Capacity Building for PTAs

Seventy-seven PTAs were re-activated in Year IV, resulting in increased awareness among hundreds of PTA members of the importance of reading in the community. Work with PTAs emphasizing 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, will continue in Year V once schools re-open.

Final EGRA and EGRA Assessment

It is highly unlikely that the final assessment to measure student learning outcomes among Cohort 2 grade-1-3 pupils will take place in April and May 2015 as originally planned. This is due to the fact that Cohort 2 school students' previous gains in learning reading and math will likely be significantly decreased by the time they return to school in January, after so many months of being out of school because of the Ebola crisis. In addition, improved learning outcomes are directly correlated to the amount (and quality) of instructional time provided, and January – April is too short of a period of instruction in reading and math for students to make any meaningful learning gains. Other options for consideration could be either to conduct a learning assessment of only a small of students, or a fuller assessment should USAID be interested in knowing the extent of loss in learning performance among Cohort 2 students as the result of the Ebola crisis/prolonged school closures. LTTP will assess this work plan item as the second semester nears after school re-open.

Reading and Math Audio Lessons and Training Videos

In Year IV, the Reading and Math program finalized the production of eight audio lessons in reading instruction designed to provide instructional support to CBOs in reading skills to help sharpen their teacher coaching and training skills. Twelve teacher training videos depicting model classroom lessons in reading and math lessons were also produced. In Year V, an additional 10-15 audio lessons for math and 15 audio lessons for reading will be produced and uploaded on MP3 players (already purchased). These audio and video materials will be used throughout Year V in Cohort 2 teacher-training sessions and workshops.

Radio Shows to Support Reading and the National Reading Campaign

As in previous years, in Year V radio talk shows jointly hosted by FCs/CBOs and DEOs and CEOs will be developed and broadcast on radio stations in all LTTP implementation counties. The shows will 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. They will also as an opportunity to continue to strengthen the partnership between LTTP and DEOs.

Reading and National Spelling Bee Competitions

At least one reading competition among early grade primary students in both Cohort 1 and Cohort 2 schools will take place in Year V, toward the end of the semester after schools re-open. LTTP will again provide technical and financial support to the “Association of Montserrado Reading Support Teachers” for a second annual reading and math competition in Montserrado County. Reading and math competitions are one means of sustaining the impacts of the Reading and Math program in Liberia, and are also opportunities for parent/guardian and local community member involvement in the National Reading Campaign.

Should in Year V the MOE conduct the National Spelling Bee in Monrovia, LTTP will again provide T-shirts and banners for the event and help print the program.

Book Exhibition

Early in 2015 LTTP will host a one-day book exhibition at the Ministry of Education. The program will showcase all of the materials produced under the LTTP project. This event will also contribute to the National Reading Campaign. Invitees will include MOE representatives, LTTP partners, faith-based school systems and other school systems in the country, USAID representatives and the media.

The National Reading Campaign

Building on the successes of the National Reading Campaign in LTTP Year IV – including the leading role of the Assistant Minister for Basic and Secondary Education - in Year V LTTP will continue to conduct awareness raising events about the importance of reading with schools, PTAs and members of the communities in LTTP implementation counties. The distribution of banners, T-shirts and books will continue, and simple, easy-to-maintain reading rooms – along with books – will be established schools that request them, conditional on a rapid needs assessment tool that the project developed in Year IV. Half-day training workshops on how to

organize and maintain the books will be provided to selected teachers in schools where reading rooms are established.

Inserts and articles in newspapers and items on the radio, will also continue to be placed at regular intervals. The postponed (due to the Ebola crisis) process of designing National Reading Campaign billboards featuring prominent Liberians will be taken up again, and the billboards will be erected in selected locations around the country.

Lastly, LTTP will continue to support 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 sure that the National Reading Campaign is truly national.

Signboards for Cohort 2 Reading and Math Schools

With the procurement process already underway, in Year V LTTP will place school signboards in all 320 Reading and Math Cohort 2 schools. The signs identify each school as promoting reading and math, and will include both USAID branding and the school's EMIS code. They will thus serve not only to show commitment and support for the teaching of reading and math in school, but also increase the visibility of the USAID/LTTP project, and facilitate the work of future MOE Annual School Census exercises.

Support to Cohort 1 Schools and Dialogue with MOE on Cohort 1 Sustainability

One – and potentially two – quarterly RST meetings will also take place between January and May. As in previous years, these meetings are an important opportunity for LTTP to provide additional support to Cohort 1 teachers and schools, and will focus on experiences, sharing of success stories and challenges, reviews of lessons in reading and math, and capacity building activities for RSTs to improve their skills in the teaching of reading.

In coordination with LTTP's Result 2 policy-focused work, in Year V opportunities will be explored to engage in dialogue about the findings and implications of the Cohort 1 Schools Sustainability report produced by the LTTP M&E Department late in Year IV. The focus of this dialogue will include Reading and Math sustainability challenges in Cohort 1 schools due to the frequent transfer by district-level MOE officials of trained Cohort 1 teachers – including RSTs – to non-Reading and Math schools (in spite of written agreements to minimize this practice), and the frequent re-assignment by Cohort 1 school principals of lower grade teachers to the upper grades where EGRA/EGRM is not taught.

Training of MOE and Primary School Teachers as Reading and Math 'Master Trainers'

The MOE has formally adopted the use, printing, and dissemination of the USAID/LTTP reading materials for 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. In Year V, LTTP will respond as far as possible to MOE requests (including from CEOs and DEOs) to support, organize and facilitate multi-day trainings of selected MOE trainers and primary school teachers to equip them to serve as "master trainers" to other MOE trainers and teachers in the appropriate and effective use of the USAID/LTTP reading and math books and materials.

Collaboration with Partners in Reading and Math

The Reading and Math team will in Year V continue to collaborate with local and international NGO partners (i.e. Global Partnership for Education, Concern-Liberia, Save the Children-UK, GOAL, CiC/FAWE - Children in Crisis/Forum for African Women Educators -Liberia, etc.) in early grade reading and math instruction using the materials already developed. This will include TOTs for staff responsible for training teachers in the use of the books and materials, including staff of the new USAID-funded literacy project in Grand Bassa County.

Dialogue on the Primary School Curriculum and Follow-up on National Reading Benchmarks

In Year V, LTTP will initiate a reflective dialogue with the MOE and RTTIs to raise awareness of issues in the basic primary curriculum and the prospect of the MOE or another entity taking on the task of revising what is now an out-of-date and inadequate curriculum.⁵

This will be complimented by efforts to initiate dialogue with the MOE on early grade learning policy, particularly in regard to the outcomes and recommendations from the Reading Benchmark workshop that was held in February 2014.

The emphasis in these dialogues will be on concrete planning and follow-up to help accelerate the MOE's commitment to improving reading in primary school, and in light of the potential long-term implications of the continued low reading performance among early grade students, in spite of LTTP's efforts. It is hoped that these dialogues will help contribute to building a working systems model upon which the sustainability of LTTP Reading and Math outcomes may be built. Toward this end, and as previously mentioned, RTI's publisher, Brattle Publishing Group, has analyzed the Liberian primary school language arts and mathematics curriculum and developed a map of alignment between early grade reading and math curriculum and the national curriculum. LTTP will provide this detailed analysis and support to the MOE for any curriculum revision it undertakes. Depending on the level of MOE interest, Brattle Publisher could also potentially carry out similar analyses of other subjects. Time and funding permitting, this could include developing additional scopes and sequences (detailed plans for implementing curriculum objectives) for other subjects.

These opportunities for policy discussions about the both the revision of the primary school curriculum and concrete follow-up on the national reading benchmarks dove-tail with and compliment LTTP Result 2. As such they will be planned in consultation with LTTP Result 2 staff and/or consultants as well as technical advisors at RTI.

Mother Tongue Language Study

Depending on how the Ebola crisis evolves, either a modest or comprehensive study surveying attitudes and opinions about the potential use of Mother Tongue languages in early grades will be undertaken in Year V. The study may consist only of talking to key stakeholders, or it may also include conducting field visits and school observations, depending on what happens with the Ebola crisis. Based on this fluid and unpredictable context, the current Scope of Work (SoW) for the study is divided into several phases; the first phase is the finalization of the SoW and related protocols (interviews, desk research, etc.), while the second phase consists of interviews with

⁵ For example, the current curriculum lists learning goals, but lacks information on guiding teachers what to teach, how to teach, and when to teach.

key stakeholder such as the Minister of Education, MOE Deputy Ministers and technical staff, and experts in the Liberia counties (by phone, email or in-person, TBD).

The third phase of this initiative depends on travel restrictions to counties being lifted in order to travel to counties and districts, meet with people who actually use their different mother tongue languages in day to day activities, and ask for their opinions. The fourth and final phase consists of conducting primary school classroom observations to determine the extent teachers are code-switching (switching between mother tongue and English). In keeping with the project's ability to remain nimble and responsive, each phase of the proposed study is by design distinct and severable, and can be undertaken as a stand-alone activity.

Procurement of Supplemental Reading Materials, including for Upper Primary Grades

Reading materials for upper primary (grades 4 – 6) will be procured in Year V preparatory for distribution to teachers in selected LTTP intervention schools. These include materials from Liberia Reads to Learn (LRL) and “Our Words Library” (OWL) materials from Children in Crisis/FAWE Liberia.

Late in Year IV many members of the Monrovia-based Teacher Development Department attended a multi-day TOT in the LRL approach and delivery methods facilitated by the developers of the LRL program and materials. In Year V Teacher Development Department staff – guided by the Senior Director - will develop suggestions for how the LRL approach and materials can be used and/or adapted to the specific contexts of LTTP intervention schools. These will form the basis for developing a targeted distribution and training plan for the materials once school re-open.

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

Continuous Professional Development (CPD) Pilot

Late in Year IV, LTTP moved rapidly forward with the design, focus, and sequencing of the cluster/school-based CPD pilot program. The re-opening of schools in January 2015 will allow for the delayed launch (due to the Ebola crisis) of LTTP's CPD pilot in a total of 60 Cohort 1 – including catchment - schools (although this number may be reduced in light of unforeseen challenges that may develop related to Ebola). The CPD initiative will involve additional consultation, coordination, and awareness raising with the MOE, including a one-day workshop in Monrovia to present the pilot CPD plan, structure and approach to key MOE representatives, intensive field-based outreach to CEOs, DEOs, school principals and teachers to build awareness of, buy-in, and interest in participating in the initiative as a CPD pilot school. It will also include working with LTTP's Monitoring and Evaluation (M&E) team in Liberia and in FHI 360's home office to develop and conduct a baseline CPD assessment of participating teachers and principals prior to the first CPD training. LTTP Teacher Development Department staff in Monrovia and in the field will also be trained in all aspects of CPD delivery, monitoring, and reporting.

As a result of the Ebola crisis, LTTP unfortunately lost the Liberia-based international consultant it hired in Year IV 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. In the initial months of LTTP Year V, the Senior Director for Teacher Development will thus work to develop all of the materials, guidebooks, forms and handouts for the CPD pilot for LTTP staff and CPD pilot school principals and teachers, structured around periodic cluster-level meetings and regular school-based “bridging activities” follow-up. The Senior Director for Teacher Development will also work with key project staff in both the Teacher Development and Monitoring and Evaluation departments to develop and finalize CPD outreach and needs assessment tools, as well as M&E objectives for the CPD pilot.

During this same period, Monrovia-based SPO IIIs will complete the (delayed due to Ebola) process of identifying the Cohort 1 and catchment schools to implement the CPD pilot in, based on a set of transparent selection criteria that was developed in Year IV. Once likely CPD pilot target schools have been identified, SPO IIIs – in consultation with the Senior Director for Teacher Development - will organize the schools according to clusters, and make recommendations for CBO CPD pilot field-location assignments.

The topical training contents of the CPD pilot are aligned to the MOE’s Professional Standards for Teachers in Liberia and emphasizing ‘Reading across the Curriculum’ – integrating reading in other subjects such as science, etc. and thus assisting those CPD pilot teachers who are not assigned to teach reading as a separate subject. The “teaching skills” domain focuses on procedures and methods for student-centered teaching across all subjects, including the effective use of low-cost teaching and learning aids; and the classroom management domain focuses on topics such as lesson planning, positive classroom discipline and inclusive practice. The student assessment and evaluation component of the Liberian Professional Standards for Teachers will consist of a modest focus on formative assessment techniques, while professional ethics and behavior (with further reference to the Ministry’s new Code of Conduct for School Teachers and Administrators) will include addressing and responding to psycho-social issues in the classroom, child protection (e.g. child friendly teaching and learning and classroom practices), and the Code of Conduct.

CPD sessions for both teacher and principals will be held at the cluster-level on a monthly or bi-monthly basis (TBD), facilitated by CBOs and other members of LTTP Teacher Development Department staff, followed by regular school-based support visits by CBOs, who will work with participating teachers and principals and facilitate and guide CPD sessions in schools. Materials will be simple and easy to use, and CBOs will carry out supplemental trainings on how to use the materials to facilitate school-based teacher study “bridging” activities. These will consist of practicing new ideas and skills in the classroom introduced at the cluster sessions and discussed and analyzed during regular school-based sessions. Lastly, because the CPD pilot will target teachers of all grades in each school, the school-based support visits will be additional opportunities to provide support as needed to grade 1-3 teachers who were trained in reading and math as part of Reading and Math Cohort 1.

Among the goals of the CPD pilot is to explore on an experimental basis the kind of CPD intervention(s) that will best fit the Liberian context and from this, make recommendations to the MOE for building up and out from what is successful. As such, both the implementation plan and the design of the CPD pilot reflect the importance of starting slowly, determining what will

and what will not work in Liberia, and gaining an understanding of the level of Liberian teachers' and school leaders' (mainly principals) willingness to participate in professional development programs. At the end of the pilot in June, LTTP will carry out a lessons learned process and produce a report containing recommendations for modification and potential future scale-up by the MOE. However, due to the time constraints imposed by the Ebola crisis and the anticipated end of the project, it is unlikely that LTTP will be able to carry out a final baseline CPD study.

Lastly, in coordination with the LTTP Result 3 consultant and staff, LTTP will work with the Assistant Minister for Teacher Education and other relevant MOE officials to identify a low-cost means of recognizing teachers and principals who participate in the CPD pilot, and to begin planning with the MOE for a longer-term CPD program administered by the MOE that will have formal certification and other professional incentives attached to it.

In-Service C-Certificate Program

Cohort 6 was the last cohort of teachers in the In-Service C-Certification program to be supported by LTTP. Although Cohort 6 participants completed the training portion of the C-Certificate program in Year IV, there were challenges in the administration of the final exam which in turn led to the postponement of the Cohort 6 graduation ceremony. In Year V LTTP will administer a new final exam (developed in Year IV). As and if possible, LTTP will also organize the delayed In-Service C-Certificate graduation ceremony at Cuttington University in Bong County.

LTTP will also carry out discussions with the MOE on the future of the C-Certificate training program (both In- and Pre-Service), organize a hand-over training for RTTI administrators and instructors in the In-Service C-Certificate program, and consolidate and hand-over to the MOE all LTTP materials related to the In-Service program.

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

Revision of C-Certification Structure, Curriculum and Materials

In Year IV LTTP commissioned an international teacher education consultant to conduct a comprehensive review of the existing Pre-Service C-Certificate training curriculum that was subsequently shared with the Assistant Minister for Teacher Training. 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 nine-month delivery period and the fact that it is now somewhat dated. The report contains a detailed analysis of each component of the training, and includes specific recommendations for their revision as concrete recommendations for how the Pre-Service training program can be lengthened to 18-months.

Since the Former Deputy Minister for Academic Affairs and the Former Assistant Minister for Teacher Education and the (then) USAID Education Team Leader determined in 2012 that any revision of the teacher training curriculum (both Pre- and In-Service curriculum) should be Liberian-led and thus revised only by Liberians and the MOE and specifically instructed LTTP not to revise the curriculum, LTTP's expectation is that any additional review or revision of the Pre-Service training in the coming year will be led by the MOE Bureau of Teacher Education Training, with LTTP supporting the process where possible. In Year V, this support will include helping to 'jump-start' the Pre-Service curriculum review process by convening and facilitating a one-day dissemination workshop with the MOE, RTTIs, and relevant education sector NGOs to review and discuss the findings and implications of the Comprehensive Review of the Pre-Service C-Certificate report.

It is hoped that this will provide the impetus to the MOE and RTTIs to start planning future directions to improve the quality, training timeline and appropriateness of the C-Certificate program for present-day Liberia, thereby assuring that approaches are sufficiently practical, culturally appropriate, and include strengthened content knowledge, pedagogical, and pedagogical content knowledge (PCK), as well as reflective practice.

This effort will be coordinated with LTTP Result 2 as part of any effort focused on the revision and or development of new elements/directions in the MOE's Pre-Service and In-Service teacher development programs. Determining whether the present Pre-Service C-Certificate program carried out at the RTTIs and the related In-Service C-Certificate are serving this purpose adequately for present-day Liberian educational needs is a matter that will be up as a policy dialogue in Year V.

TOTs for RTTI Instructors in Pre-Service C-Certificate Training

As part of the teacher-educator quality improvement program, a TOT for instructors from all three RTTIs, postponed in Year IV due to the spread of the Ebola virus and restrictions on movement issued by the President of Liberia, will be held at either one of the RTTIs or another suitable location in preparation for the academic year as soon as the RTTIs are scheduled for re-opening. Planned as a 10-day refresher training on the Pre-Service C-Certificate training – including the teaching of the reading and math component – for instructors from the three RTTIs, the TOT will be led the Bureau of Teacher Education with support from LTTP with the design and facilitation of the TOT as well as the costs of transport, accommodation and per diems.

LTTP will also respond where possible in Year V to other MOE requests to undertake RTTI staff development work, particularly during the acute phase of the Ebola crisis while the RTTIs are closed.

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

LTTP will again pay tuition fees, book allowances and monthly stipends for female scholarship students at the University of Liberia and Tubman University once these institutions re-open and classes re-commence. Regular weekly peer-mentoring meetings will also resume, as they are an important source of motivation and support for the students as well as a forum to share ideas and tutor each other. Several scholarship students will be invited to help facilitate the component of the CPD pilot focusing on creating and using visual teaching and learning aids in low-resource contexts.

LTTP will in Year V convene a one-half day workshop for the Doctoral students returning from studying abroad and relevant higher education stakeholders to reflect on their experiences and develop strategies for using and disseminating their new knowledge and skills in support of the Liberian education sector.

LTTP will also convene a meeting with the 19 Master's scholars to discuss how they have applied their learning to the work situation.

Aside from these three activities, SR 3.4 will be closed in Year V.

LTTP Result 3 Strategy if Schools Do Not Re-Open in January 2015

As the situation in Liberia continues to evolve, adjustments will be made in the Year V plans for Result 3 as necessary. Given the unique and unprecedented complexities of the ongoing Ebola crisis, coupled with the extant post-conflict environment, the work plan for Result 3 cannot in Year V be expected to follow a logical sequence of “if this, then that.” It is important for LTTP to plan according to this new, unique and continuously evolving emergency (rather than development) context, and based on our accumulated experience in Liberia. As such, the Year V plan for R3 includes a contingency strategy that will be implemented in the event that schools in Liberia do not re-open in January 2015 as anticipated. The contingency plan is designed, if necessary, to be managed remotely by international LTTP staff.

The strategy entails conducting a series of six 1-week residentially-based courses over a 6-month period for small groups of all (or as many as possible) Cohort 1 and Cohort 2 school Grade 1 – 3 teachers - including in catchment schools, as well as RTTI instructors. The goal of this strategy is to provide teachers with significant In-Service continuous professional development while schools continue to be closed. TOTs for small groups of LTTP Teacher Development Department staff will also be held to prepare and equip them to deliver the trainings.

Each one-week module would focus on a different topic. These are:

1. Ebola prevention
2. Dealing with the consequences of Ebola in schools and classrooms
3. Teaching reading
4. Teaching math
5. Selected topics from the CPD pilot
6. Selected topics from the CPD pilot

Each residential training week would be followed by self-study – including simple homework assignments – by teachers in their homes: where and when possible, FCs and CBOs will provide guidance and support to teachers during the self-study period.

In order both to prevent the transmission of Ebola and to incentivize participation, the residential trainings would include:

- Extraordinary health security measures at all training events.
- Trainings would take place in the best and safest locations and venues, with high quality meals and accommodation provided.
- Liberal travel allowance (e.g. 2-to-3 times the normal amount).
- Generous care and resource packages, including Ebola prevention kits (e.g. chlorine, soap, etc.).

Although it will be possible to assess teacher learning from the courses, it will not be possible to have an immediate impact in schools and classrooms, including student learning outcomes.

The development of six one-week training modules, or units, would commence as soon as possible, and will be derived from existing Reading and Math training materials, planned CPD training materials, and from relevant existing materials created by other NGOs that can be used or adapted (with permission) for this purpose.

Lastly, LTTP would work with the MOE to discuss potential forms of recognition that could be awarded to teachers, principals and RTTI instructors who successfully complete the entire six-month combined residential/self-study teacher training course.

Should USAID approve an additional non-cost extension of the project until [Month/Year], regular R3 activities (Reading and Math support in schools and the CPD pilot) would resume at the beginning of the new academic year in September 2015.

Working towards Sustainability

In Year V, LTTP will work toward the sustainability of its Result 3 interventions, with a special emphasis on strengthening (detailed above) the aspects of the Reading and Math program that will work toward its sustainability. Since it is expected that the MOE will take over the Reading and Math program, LTTP will propose that the MOE establish in each county a focal person for reading who will guide future reading and math interventions at the county and district levels. LTTP will train these individuals (or teams) to manage, plan and implement the program at the national and county levels. The strategy is to conduct a five-day training, followed by their monthly selected visits to school. Their job descriptions will be drawn from the CBO's and RMS' positions.

LTTP will also approach the MOE to see if it could assign a reading specialist to work with the Directors of Basic and Secondary Education and Curriculum in developing the program within

the existing MOE delivery system, and to support the MOE Basic Education department in developing a National Reading Strategic Plan.

Other LTTP efforts to work toward the sustainability of program results will include working with the RTTIs to focus on the professional development of teacher educators, and to expand their role to other critical functions such as facilitation of In-Service C-Certification training programs and support for teacher CPD. Should it be successful, this will build internal RTTI capacity to take on much of the previous support work provided by LTTP. Finally, the implementation of the CPD pilot, including in RTTI demonstration schools, should help to ensure both the continuation and quality delivery of Early Grade reading and math instruction in schools, and the continuing development of trained and qualified Liberian teachers.

9. MONITORING EVALUATION AND RESEARCH

Early in Year V, the M&E team plans to disseminate various study reports completed last year. In the period October to December 2014 a tracer study on female scholarship recipients at the University of Liberia's College of Education will be designed and submitted for review to the University of Liberia and FHI 360 Institutional Review Boards. This study involves telephone interviews focusing on the graduates' employment status, challenges they've faced in obtaining employment, and their retrospective evaluation of their degree program experiences. It will be conducted as soon as conditions in Liberia make it appropriate to contact the graduates.

In addition, two replication studies will be undertaken as soon as the 2014 EMIS database is cleaned and ready for secondary analyses. Both studies replicate the studies that were conducted using the 2013 EMIS database. The first is a study of teacher supply and demand, focusing on the pupil-teacher ratio, pupil-qualified teacher ratio, and gender parity index for teachers in government and non-government primary schools at the national, county, and district levels. The second is a study of the employment status of graduates from LTTP-supported and other C-Certificate teacher education programs. We will make utmost efforts to replicate these studies by closely working with the M&E team at the Ministry of Education.

When LTTP teacher development activities resume, the team will finalize plans and conduct a baseline study focused on the pilot of teachers continuing professional development (TCPD) program. This study will seek to document the CPD experience from the perspective of head teachers, teachers, students, and parents/community members. Attention will be given to how the school develops as a learning community as well as how teaching behaviors begin to change.

Another study planned when the situation in Liberia permits focuses on the extent to which policies have been developed and implemented and system features have changed in the education sector in Liberia as a result of actions by LTTP and other stakeholders.

A further study that will be implemented when conditions permit focuses on the classroom performance (lesson planning, instructional strategies, classroom management, and student assessment) of teachers who have participated in the LTTP-supported pre-service and in-service C-Certificate programs.

Finally, if the end-line EGRA or alternative assessment data is collected, the LTTP M&E team will conduct a secondary analysis of the data to compare the literacy skills of students who are being taught by LTTP-supported pre-service program graduates, LTTP-organized in-service program graduates, graduates of other C-Certificate programs, and teachers who have not earned a C-Certificate.

Towards the end of the year, the M&E team will contribute and support the drafting of a number of final reports on LTTP activities.