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Liberia Teacher Training Program

Annual Report

YEAR V ANNUAL AND 4TH QUARTER REPORT

October 1, 2014 – September 30, 2015

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List of Acronyms

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

Part I: Introduction and Background

Introduction

This report presents the achievements in Year V of the Liberia Teacher Training Program Phase II (LTTP), October 1, 2014 to September 30, 2015. LTTP is an important contributor to USAID's Development Objective 4 - Better Educated Liberians through activities under IR 4.1: Improved basic education opportunities and IR 4.2: Improved higher education opportunities. LTTP activities within Development Objective 4, in turn, contribute to USAID/Liberia's overall goal: Strengthened Liberian Institutions Positioned to Drive Inclusive Economic Growth and Poverty Reduction.

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

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

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

Background

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

Located on the west coast of Africa, with a landmass of 38,000 square miles, Liberia is bounded by the Republics of Guinea to the Northeast, Sierra Leone to the Northwest, and Cote d'Ivoire to the Southeast. The present population of Liberia is over 3.5 million, composed of 19 ethnic communities including the "Americo-Liberian" black freed men and women, former slaves from the Americas who

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

settled in Liberia beginning in 1821. This former settler population constitutes about 5% of the present population. Since the landing of the first group of settlers in 1822, the political and economic hegemony of the Americo-Liberians community and the resistance of the indigenous population has been the defining character of Liberia's history.

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

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

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

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

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

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

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

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

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

The Liberia Teacher Training Program Phase I

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

The key objectives of LTTP Phase I were to:

- Support the Ministry of Education in developing a strategy and competency framework to reform the teacher education system
- Strengthen the overall teacher professional development system at the Teachers' College, University of Liberia, as well as in the three national Rural Teacher Training Institutes through:
 - Staff upgrading
 - Curriculum reform
 - Materials development
 - Training of teachers in residential and field-based programs.
- Improve training facilities at the RTTIs.

- Strengthen school-level management and community support for education through support to the PTAs and school principals.

The Liberia Teacher Training Program Phase II

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

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

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

Implementing Partners

LTTP is implemented in partnership with the Ministry of Education, with support and guidance from USAID/Liberia. As the prime contractor for EQUIP2, FHI 360, is the legal representative for the cooperative agreement and is responsible for project planning, financial management, and reporting, with ultimate accountability for the success of LTTP. FHI 360 works in partnership with RTI International, which takes the lead for Result 3.1 focusing on reading and mathematics.

Part II: Major Accomplishments of Year V

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

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

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

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

The Ebola emergency severely disrupted and delayed the planned work to strengthen the capacity of the MoE. Notwithstanding, substantial progress was made in a number of areas, especially in those that were prioritized by the new Minister of Education, the Honorable George Kronnisanyon Werner, when he was confirmed in June 2015.

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

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

Human Resource Activities

Support to Human Resource activities continued in earnest over Year V. Following the recruitment and selection of staff to fill critical vacancies, the following activities were undertaken:

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

4. Development of a comprehensive Human Resources (HR) Policy Support Manual took place this year. This is now in its final stages and will be completed as part of the handover process at the end of the project. The delay in the finalization of the Manual is due to the necessity to include the Ministry's policy addressing the purpose, use and maintenance of the Biometric Reader system installed as part of the LTTP II Results 1 Master Plan.

Key Year V Achievements

- A new organization structure was developed and approved for the county offices and available staff from the Central ministry identified to fill some of the new posts. This began the process of decentralization of the Ministry's function which is in keeping with the Government of Liberia reform strategy. Recruitment to key vacancies is now underway in keeping with the Roadmap to Decentralization developed by LTTP for MOE use. To date 47 County incumbent officers have been re-vetted, found acceptable and have been or are now being processed into the Liberian Civil Service Agency (LCSA). The remaining 25 Officer positions are well underway to being filled through internal and external recruitment processes.
- Staff in the Montserrado County Office and District offices were vetted and recommendations made for their future employment or separation.
- Job descriptions were developed and approved for all the new positions created and to conform with the LCSA Job Description Format for all CSA approved positions. All existing MoE Job Descriptions including those of the newly selected County Officers were either reformatted or newly constructed using the LCSA approved format and were reviewed and approved by the LCSA for use in the MoE
- With the guidance and technical support of the LTTP, 72% of the teachers in Montserrado County have been issued biometric Identification cards. This means that these teachers have been deemed suitably qualified to teach in the classrooms. Fifty four percent (54%) of the teachers in Bong County have been issued biometric cards after approximately 66% of the cohort were vetted. The administration of the biometric system requires the verification of teachers to determine whether each was qualified to be in the classroom. At the County level, verification continues with the MoE Human Resources Team conducting the teacher vetting process in two counties; Nimba and Bomi. At the conclusion of the vetting in these two counties it is estimated that over 50% of all teachers in the 15 Liberian Counties will have been vetted and certified to teach in their respective districts.

Training

Human Resource (HR) administrative training was conducted for eighteen (18) staff of the HR Department including County Office staff. The following topics were covered:

1. Overview of Human Resources
2. Recruitment and Selection
3. Employee Welfare Management
4. Capacity Building

5. Performance Management
6. Communication (repeat).

In the 1st and 2nd quarters of 2015, LTTP provided training on Performance Management, including work planning to the MOE Human Resource team. The Performance Management training enabled MOE to produce their own tailored individualized work plans, which they integrated in July 2015. By September 2015, 100% of the positions earmarked in the Central Ministry were filled and submitted to the CSA as a result of support provided by LTTP.

Six county education offices are now connected to green technology and additional offices will be connected

Solar power and battery backup infrastructure have been installed in the County Education Offices of Montserrado, Nimba, Bomi, Margibi, Grand Cape Mount and Gbarpolu. In August 2015, solar panels and related components have been procured for county offices in Bong, Grand Gedeh, Lofa (Voinjama), Maryland, River Cess, Grand Bassa, River Gee, and Sinoe as well as additional solar panels having been procured for Central MoE. These panels will be installed and made operational before the project close-out. Work has been done to prepare all of these offices for the improved capabilities--a team comprised of an LTTP Electrical Engineer and LTTP trained MOE staff have been dispatched to the field on a number of trips this year to ensure that when the additional solar panels arrive in country they can be connected without delay.

Internet Access Provided and Expansion is Underway

LTTP continued to support the MOE's access to the Internet. In addition to funding the monthly Internet access fee, LTTP twice replaced the MOE's network equipment—the first time when the MOE Communications tower was struck by lightning and the second time when the entire tower collapsed. LTTP participated in multiple discussions with different partners to identify a low cost source of future Internet service after the LTTP project closes out.

This year, LTTP worked closely with the MOE ICT staff to find the best solution to link the county offices to the central office using a VPN (virtual private network) solution. A contract has been signed and six offices will be connected via a 1 MB service before the end of the year: Montserrado, Nimba, Bomi, Margibi, Grand Cape Mount and Bong.

Automation Capabilities at County MOE Offices

The LTTP project has provided 20 computer desks and 20 chairs to furnish the training rooms in the following offices: Montserrado, Bomi, Grand CapeMount. Gbarpolu, Lofa, Bong, Nimba, Margibi, Grand Bassa, Rivercess, Sinoe, Grand Gedeh, Maryland, and River Gee. The project developed the specifications for, and procured, 14 low power HP ML-120 servers, two of which will be installed in six counties (Montserrado, Nimba, Bomi, Margibi, Grand Cape Mount and Bong) and two in the central MOE data center. These servers will support the 120 thin clients which have also been ordered for the six counties (20 will be installed in each office). Network enabled KVM (keyboard, video,

mouse) switches and remote management software will enable the central ICT team to remotely manage these facilities as much as possible.

Thin Client Installation at the Ministry of Education

At the end of Year V, the thin client environment is fully functional at the MOE Central office and final components were procured and installed, which includes two 10 GB Cisco Nexus switches and licenses for Citrix, Windows, and Windows Office Software. The next step will be to conduct end user training in the MOE training room and begin installing thin clients on desktops as MOE staff complete their training. The ICT team will also install six networked multi-function printers now that all electrical work has been completed. Sufficient supplies to continue the use of this equipment beyond the end of the project have been procured.

Other IT related activities

The IT team provided support for the Joint Education Sector Review (JESR) when it was held in Buchanan in July 2015. Two large 48,000 BTU Samsung AC units were installed in the MOE building on 3rd Street and repairs were made to a number of broken AC units. The new Education Minister designated the MOE Website as a priority and LTTP provided support to help the Ministry update the website after a lengthy hiatus. To enable the MOE to manage the website, LTTP is supporting the training of potential internal MOE webmasters and has also worked to establish a functional editing and review committee to collect and approve content and make certain that the website always presents the most accurate and timely information about the MOE.

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

Extensive strengthening and capacity building work was done with the Ministry of Education's Planning, Research and Development Division to ensure that the education cluster (set up to facilitate the safe reopening of schools) members were provided with the most up to date GPS coordinates and GIS data for over half the schools in Liberia. Thanks to LTTP's GIS mapping activities that were carried out over years IV and V, detailed information was shared with key partners conducting last mile distribution of Infection Protection Control Kits to schools, which enabled schools to reopen on February 16, 2015.

Additional support was provided to the education cluster in the form of technical assistance and liaising between the Ministry of Education and relevant education stakeholders to resolve significant challenges that were posed by lack of understanding and confusion over the validity of various different bodies of information. The Result One team was embedded in the Ministry, resolving issues and working closely with the MOE to ensure that the correct information was filtered through the right channels, following the information sharing protocol developed by the project in 2014.

The lack of a substantive MOE Director for EMIS continued to pose a serious challenge to the sustainability of work in this area. However, in August 2015 a director was recruited by the MOE and the project responded by on-boarding an experienced EMIS Advisor to work closely with the new director in her first months in office. Work is currently ongoing to fully handover the GIS mapping process and during the next quarter a full knowledge transfer will take place with the training of several ministry identified staff who will inherit the GIS mapping work.

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

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

Key Year V Achievements

- The Ministry of Education website has been vastly improved by the inclusion of up-to-date biographies and statistical information this year. It can now be used as a resource for information for teachers, educational administrators and donors alike.
- Information that LTTP and the MOE collected through the census mechanism and with the help of GIS coordinates led to the distribution of over 4000 infection protection control kits during the push to safely reopen schools between January and March of 2015. Without LTTP mapping the schools and the work to have an accurate EMIS database, this would not have been possible.
- Significant technological improvements were made this year with the installation of equipment at central ministry and progress was made to complete the installation of solar panels at the county offices. The ICT team at the MOE who were trained were able to react to challenges and maintain the Ministry's Internet connection, putting the skills they have learned to the test.

Biometric Human Resource Information System

As reported in Sub-result 1.1 (above), significant progress has been made this year with regards to the commencement of countrywide teacher vetting commencing in Montserrado before moving to Bong and Nimba.

GIS Mapping

The county with the largest number of missing schools was targeted this year and over 800 schools are now included in the database that were previously left out, this is a direct result of interventions that enabled them to be included in the EMIS database.



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

Annual School Census

The 2014 Education Statistical Yearbook was published in January 2015 and hard copies were distributed to key stakeholders and decision makers. Preparation for the 2015 Annual School Census data collection exercise began in August 2015 and data collection analysis will continue through the LTTP II closedown in December 2015.

In 2015, EMIS's three main objectives are:

1. To conduct a complete Annual School census with improved coverage compared to 2014, especially in Montserrado County. LTTP is teaching and recording its survey methodology in detail so that the EMIS census can return reliable results after program closedown.
2. To persuade the Ministry of Education that the Annual School Census dataset is comprehensive and subject to rigorous internationally recognized data quality standards. The Annual School Census should be the unequivocal standard dataset upon which budgeting and programmatic

decisions are made. Meetings are scheduled with DEOs, CEOs, and various members of the planning department to reconcile any discrepancies between different databases currently being utilized by educational stakeholders and the EMIS database.

3. To complete the sustainable transition to a fully MOE-led Annual School Census by building the capacity of the EMIS team in project management, Microsoft Access and other software tools, and survey design and analysis. A document handover and a technology transition will ensure that the EMIS team has the tools it needs to continue collecting MOE data for future partners and other ministries.

Survey implementation faced significant delays because of the Ebola crisis. The 2015 survey was initially scheduled to begin in March 2015; however, schools delayed opening to control the spread of the Ebola virus. Schools began opening in March 2015 and closed again on 31 July because of the rainy season and to maintain the current academic calendar. In consultation with the MOE it was decided that the census should be held once school enrollment has been given a chance to stabilize, such is the nature of school reopening in Liberia it takes 4-6 weeks from the time schools officially reopen in September 2015.

During the time between the survey beginning and methodology being finalized, extensive support was provided by the project to the EMIS team at central ministry. This involved fine-tuning the data collection instrument and making recommendations based on previous years. It was helpful to explore lessons learned with the team and LTTP staff were able to work hard to ensure that the data collection tool that has gone to print is the most effective and broad questionnaire possible which will hopefully meet the needs of the MOE and partners. Five thousand (5000) survey questionnaires are being printed and will arrive in Liberia in late October. Tentative dates for the DEO/CEO census training are 26-28 October. Dates for the principal training are 2-13 November. Census data collection efforts will continue through 20 November 2015. By this time, principals will be trained to complete the census and data entry will begin in earnest and last through December. If the training budget is not exhausted, LTTP will hire a data analyst to train the EMIS team to complete the 2015 Educational Statistical Yearbook. LTTP will not be responsible for printing and disseminating these booklets to various stakeholders.

2014 Education Statistics on Tablet

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

MOE EMIS Team Trained on Microsoft Access

As part of the Result 1 sustainability plan, the 9 members of the MOE EMIS team received one month training on Microsoft Access specifically targeted towards helping transfer knowledge and skills that will enable the team to manage the EMIS database on an annual basis long after LTTP has closed out. This training involved practical hands on mentoring from Microsoft-approved trainers and one LTTP consultant who was embedded in the MoE from August 28-October 1.

GIS Mapping Update Year V

The GIS mapping exercise resumed during April 2015 and covered over 800 schools that participated in the Annual School Census (ASC) 2014. Two external consultants visited all accessible schools and accomplished the following:

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

Data was collected on Android tablets, and all data collected at the accessible schools is now available through the EMIS section of the Ministry of Education's website at www.MoE.gov.lr. However, the combination of the disruption to the academic calendar and the rainy season again rendered many schools completely inaccessible. This meant that the decision was taken to focus on Montserrado (where the majority of missing schools were located). The decision was taken to put a hold on the activity and allow school attendance numbers to stabilize before starting the activity. The activity commenced in earnest at the end of April with three consultants (and EMIS Program Officer II) visiting schools in all nine educational districts of Montserrado. Schools were inclusive of all types; public, private, Mission and community; however a clear majority of those visited during this time were private schools.

Over 800 schools were identified during this reporting period. At each school visited GPS coordinates were captured along with basic information such as teacher numbers, textbook data and also basic structural information pertaining to each of the school buildings. All schools visited completed a census questionnaire in 2014 but had never been mapped. This is making great inroads in reaching the target of producing a GIS mapping baseline of all schools in Liberia.

The biggest obstacle during this time was access to private schools: locating these school facilities proved particularly problematic as many of them were unknown to the DEO office prior to this exercise and extra time was spent locating them. Specific challenges and extensive background on the management of the GIS mapping process have been documented and a manual along with the necessary tools and training will be handed over the MOE during the final months of the project.

Biometric System Implementation

Piloting of the biometric system saw significant progress year, once schools reopened after rainy season. The activities commenced in earnest starting at the end of August with the arrival of two biometric program officers. These officers were tasked with preparing the biometric card readers and establishing how the biometric system's reporting connects to the MOE server via a Liberian telecommunications provider. The focus will be installing the readers in the Montserrado County Education District where teacher vetting has been completed.

Over 800 biometric card readers have been tested for operability. An issue was identified with readers—some not retain accurately the time and/or date. After troubleshooting, the solution was replacement of a secondary button battery that helps the readers keep time. Once this battery is replaced the problem is fixed. Concurrently, a simple how-to-use instruction and trouble-shooting one-pager was created. Per the suggestion of the Montserrado CEO a security cage for readers was prototyped to deter theft and/or damage to them.

Working with the Montserrado CEO who provided guidance and suggestions, more than twenty (20) schools have been identified with enough electrical capacity to accommodate readers in the county. Additionally, ten (10) more schools have been identified as pilot schools where solar panels will be installed to power the readers. Implementation of the solar panel pilot program and biometric card readers commences in October and continues through November 20th.

In order to ensure the sustainability of the biometric system, LTTP in collaboration with the MOE, will identify and train personnel within the Ministry capable of facilitating the biometric system. An HR employee will be tasked with managing the biometric data and producing attendance reports as an

Installing a Biometric ID Card Reader at Central Ministry



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additional responsibility. Similarly, the ICT department will identify an employee to troubleshoot and repair broken biometric card readers, and serve as the point of contact for all issues related to the system.

In September site visits to five schools identified by the Montserrado CEO as being ideal candidates for the installation of biometric readers were conducted. Locations within each school for installation of the readers were identified. These locations are accessed daily by teachers when arriving to and departing from the school and can be locked. Additionally, two schools identified for pilot solar panel and biometric reader installation were also visited.

Anticipated action in the next quarter - October - December 2015:

- Install readers in schools with solar or LEC/generator power in Montserrado
- Install solar panel powered readers in schools without electricity
- Print and laminate operating and troubleshooting instruction one-pagers
- Identify and train HR employee on Acu-TRACC reporting software
- Identify and train IT employee on biometric card reader maintenance
- Finalize data service contract with Liberian telecommunication company

Personnel On-boarding

Two GIS mapping consultants were brought on board in March and May respectively. One of the consultants has now been taken on as a full time consultant to provide support to the census process. A Senior HR specialist was on-boarded to assist with the HRMIS roll out to the counties. Two Biometric Specialists were engaged in August 2015 to assist with the Montserrado pilot in rolling out the biometric ID card readers at a select group of schools. In August 2015 a Technical Advisor was brought in to assist the EMIS team in learning essential skills that will enable them to better manage this year's census. Two additional project staff were also seconded to Result 1 to support the additional work that was required to be carried out during the final few months of activity. A new Technical Director was brought in this year to assist with the day-to-day management and oversight of Result 1 activities.



Biometric ID Card Reader in operation.

Partnerships

With the shared goals of ensuring the safe reopening of schools, an unprecedented level of cooperation within the education sector was witnessed following the Ebola response. During the year in review, extensive collaboration was seen between UNICEF, Save the Children, WASH cluster, Education Cluster, IBIS, which included significant support from LTTP Result 1 providing critical Ebola Needs Analysis Project (ECAP) that was established during the year.

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

In order to ensure effective communication and enhance the quality of information on education related issues in Liberia, year five witnessed an active and robust communication in all aspects of the project ranging from capacity development on Social and Behavior Change Communications (SBCC), revision of the national reading campaign strategy, development of communication materials, audio-visual and print documentation of project activities to publications of project activities in the daily newspapers. Also there were broadcasts of project activities in various leading electronic media in the country. The Communication Unit also led the project information dissemination meeting, held on July 22, 2015, where key accomplishments, challenges and way forward were discussed.

Capacity Development on Social and Behavior Change Communications (SBCC)

LTTP conducted a 5-day training on Social Behavior Change Communication (SBCC) for staff of the MOE and LTTP. Outputs of the training included; improved knowledge and understanding of theories and models guiding the design of SBCC interventions, enhanced individual skills for designing evidence-based programs and improved skills to develop materials for interventions. To achieve this output, the training was designed using the C-modules with a focus on socio-ecological model as the fulcrum theory driving SBCC.

The training was conducted at the Purple Rain Enterprises meeting hall between March 2 and 6, 2015. Victor Ogbodo, Senior Communications Advisor, facilitated the training. The Monitoring and Evaluation (M&E) component was delivered by Emmanuel Morris, Technical Officer, M&E. A total of 12 persons (11 males and 1 female) were trained.

Publications of feature articles in newspapers and airing of Communication Materials in Electronic Media.

In year five, as part of efforts to keep donors, stakeholders and the public abreast of project education activities in Liberia, a total of 10 articles, at an average rate of two per quarter, were published in three of Liberia's most read newspapers (The Inquirer, Daily Observer and New Democrat). LTTP also published its bi-annual newsletter (*LTTP Insider*) within the year.

Similarly, a ten-minute video documentary on the activities of the LTTP project was televised on the Liberia National TV and Real TV Stations. A popular radio station in Liberia, FARBRIC Radio Station, also featured LTTP project activities on a program themed “*Building Liberia Together.*”

LTTP’s Communications Unit, as part of its mandate, provided support to a number of project activities like Training of Trainers workshop for field staff Face-to-Face training workshop which was held simultaneously in Margibi, Montserrado, Bong, Lofa, and Nimba Counties. A curriculum review workshop held at the Zorzor Rural Teacher Training Institute in Zorzor, Lofa County. Also, the Unit supported the Stakeholders’ Forum on Education policy review meetings held in Sinkor. Other activities supported were; Reading Support Teachers workshop, distribution of textbooks to schools in eight of Liberia’s 15 counties and blackboards to some schools in Montserrado County; EMIS activities implementation presentation to USAID; Monitoring, Evaluation and Research training of MOE M & E Staff to carry field study, and Biometric Card distribution at MOE.

Technical support to the Ministry of Education (MOE) Communications Division.

In Year V, technical support to the Ministry of Education Communications Division increased to include technical working sessions with key staff to strengthen their capacity to effectively communicate the Ministry’s activities. As a result of these sessions, materials on the importance of adoption of the Biometric System were developed and pretested. Ninety percent (90%) of respondents accepted the structure, images and content of the material, while 10% of respondents wanted the costume of the model in the image changed, as well as use of the term “Progressives,” which was perceived as ‘agitation’ within the Liberian context, changed. Overall, the MOE Communication Division improved on the quality of information dissemination as editorial improvements were also made on press releases/articles for the media.

Additionally, LTTP worked with the Communication Division of MOE to collate, review and edit contents for the Ministry’s website, it’s main communication tool.

Project Dissemination Meeting

LTTP hosted a dissemination meeting on July 22, 2015 the purpose of which was to share the project’s successes, discuss lessons learned and formally announce to all stakeholders that LTTP will be coming to an end this year.

The event presented an opportunity for LTTP to disseminate its many accomplishments in Liberia to all its stakeholders, and to chart a course forward for Ministry of Education.

The event was attended by representatives of USAID, Ministry of Education (central and counties), implementing partners, teachers, parents, students, and key project beneficiaries. A total of 107 participants attended the event.

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

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

Due to her institution's travel restrictions to/from countries with Ebola epidemic, Dr. Gita Steiner-Khamsi could not effectively continue work on the project. As a result, Dr. Mark Ginsburg, Senior Technical Advisor at the FHI 360 Home Office, with virtual support from Dr. Steiner-Khamsi, took on the responsibility for assisting the Ministry of Education in drafting a comprehensive educator management policy and a manual for that policy. In addition, Dr. John Sellu, a former LTTP-sponsored doctoral student was contracted as a consultant to assist Dr. Ginsburg during his time in Liberia.

During the quarter Dr. Mark Ginsburg teamed with Dr. John Sellu to draft the *Educator Management Policy for the Republic of Liberia*. They worked in collaboration with with Mr. George Kronnisanyon Werner (Minister of Education), Dr. Albert Coleman (Senior Policy Advisor, MoE), Dr. Horton (Deputy Minister Instruction), and Mr. Advertus Wright (Assistant Minister Teacher Education).

This policy document compiles relevant material from existing policy documents (e.g., the *Education Reform Act of 2011*, *Education Administrative Regulations*, *Code of Conduct for Teachers and Administrators in Liberia*, and *Standing Orders of the Civil Service*) as well as proposes content for key elements that have not been spelled out in existing policy documents. The *Policy* focuses on three categories of educators: teachers, school administrators, and education officers. With respect to teachers and school administrators the *Policy* addresses the situations those working in public and private institutions serving students in early childhood development/education (ECD/E), lower basic (primary) education, alternative basic education (including Accelerated Learning), upper basic (junior secondary) education, technical and vocational education and training (TVET), and senior secondary education programs.

The *Educator Management Policy* follows the framework proposed in UNESCO's International Task Force on Teachers for Education for All (2015) *Teacher Policy Development Guide* and is informed by the International Labor Organization and UNESCO (1966) *Recommendation Concerning the Status of Teachers*. The *Policy* document identifies the minimum academic and professional qualifications and eligibility requirements for different categories of educators and then describes entry requirements, curricular content, and staff qualifications for the pre-service preparation programs that would be prerequisite to different employment in different roles that educators perform. The *Policy* document

also focuses on the regulations and procedures for a certification and licensure of educators as well as the procedures and criteria to be used in recruitment, initial deployment, and transfer of educators.

Additionally, the *Policy* addresses issues of in-service professional development of different categories of educators and sketches the various career paths that educators can pursue, including movement across role categories (and responsibilities), within role categories, across sub-sectors of the education system, across work sites, and to higher salary levels. The *Policy* document also discusses educators' rewards and remuneration, as well as their working conditions. Finally, the *Policy* document notes the issues of funding and other resources needed to implement the policy; the timeline for implementation of various aspects of the *Policy*; and guidelines for evaluating and revising the *Policy*.

To develop the draft of the *Policy* Drs. Ginsburg and Sellu consulted with the National Teacher Association of Liberia, the National Association of Liberia Principals, and the Dean and faculty members of the University of Liberia's Tubman College of education in addition to meeting with various stakeholders during the Education Sector Review meeting (13-17 July). Once the *Policy* was drafted they organized two consultation events (20-21 August and 25-26 August). The 70+ participants in these events included central MoE, CEO, DEO, and RTTI as well as representatives of various private schools systems, universities, professional organizations, and NGOs working in the education sector.

After undertaking revisions based on input gathered during the stakeholder consultations, the draft *Educator Management Policy* was distributed to the Senior Management Team of the Ministry of Education. Moreover, Minister Werner referenced the policy document during a press conference, reported in the *Liberian Observer*, on 29 September 2015.

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

The MOE-led C-Certificate Curriculum review process, held in December 2014, exposed the need to pull together all the existing RTTI policies and procedures and present them in an organized manual. This manual was to assist the Bureau of Education and the RTTIs to realign their academic management system in light of curriculum revisions.

The rules, regulations and the procedures of the RTTIs, previously identified, were eventually brought together in one coherent document. This document will be used jointly by the RTTIs, the Bureau of Teacher Education and the developers of the Teacher Management Policy and Manual. The collation of this document was undertaken by Dr. Corinne Anderson, who facilitated the formation of much of the RTTI work during the earlier stages of LTTP.

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

Result 3 activities in the first months of LTTP Year 5 were profoundly affected by the Ebola crisis. In the first few months after the New Year, Result 3 activities largely focused on providing partnership support to the Ministry of Education for the re-opening of schools process (after their protracted closure due to the Ebola crisis). Once schools re-opened in February and March, Result 3 activities concentrated on the rapid re-mobilization and resumption of regular programmatic activities. In the final months of LTTP Year V, Result 3 activities focused on the wind-down and close-out of the Early Grade Reading and Math (EGRA/EGRM) program, accomplishing upper-grade reading deliverables, and activities to help ensure the sustainability of Result 3 outcomes.

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

The fourth quarter marked the close-out and completion of LTTP's Early Grades Reading and Math program (EGRA/EGRM).

Due to the Ebola crisis, Year V was challenging for LTTP on the whole, including the EGRA/EGRM program. However, in spite of unique and unprecedented challenges, LTTP's Reading and Math program achieved remarkable success in Year 5. Key Year 5 achievements are presented below.

Key Year V Achievements

- ✓ More than 10,990 Grade 1, 2 and 3 students³ in 323 Cohort 2 schools in Lofa, Bong, and Montserrado, Nimba, and Margibi counties benefitted from LTTP's Early Grade Reading and Math (EGRA/M) intervention in Year V.
- ✓ A total of 227,352 new reading and math books and materials were delivered to all Cohort 1 and 2 schools in Montserrado, Bomi, Gbarpolu, River Gee, Lofa, Nimba, Bong, and Margibi counties.
- ✓ A successful Face-to-Face training in EGRA/EGRM was carried out for 1,014 teachers and 447 principals in Cohort 2 teachers in Bong, Lofa, Margibi, Montserrado and Nimba counties. The training focused on Lesson Pacing; Instructional Strategies; Guided Practice; Responding to Students using the Five (5) Basic Components of Literacy Instruction; and the four basic

³ Grade 1: 4123; Grade 2: 3,456; and Grade 3: 3,411.

Components of Mathematics Instruction. Also included were sessions on EBOLA awareness and prevention.

- ✓ LTTP held a one-day refresher workshop for 468 Reading and Math Support Teachers (413 men and 55 women) and 466 principals (424 men and 42 women) from Cohort 1 school in Bong, Bomi, Gbarpolu, Lofa, Montserrado, Nimba, and River Gee counties. Also in attendance were 43 District Education Officers (31 men; 12 women).
- ✓ The Reading and Math program implemented a new model of 5-days of intensive school-based coaching, guidance and support to 132 teachers in 49 Reading and Math Cohort 2 schools in four counties (Nimba 8; Bong 13; Lofa 11; Montserrado). The intensive approach included direct classroom pair teaching, coaching and mentoring support; classroom observation; student assessment; daily school training to strengthen observed gaps in teacher instructional skills and subject content; and culminated in inter-class student reading competitions. The approach also involved meetings with 35 PTAs focused on parents' involvement in the Reading/Math program by encouraging and supporting their children to read at home, and pursuing school development initiatives.
- ✓ The final EGRA/EGRM assessment of student' reading and math reading abilities and teachers' skill in teaching reading and math was successfully conducted. Along with the final assessment report was the last deliverable for LTTP's Reading and Math program. A total of 3,772 students (1,887 boys and 1,885 girls) and 261 teachers (194 men; 67 women), and 111 principals (110 men and 11 women) were assessed over the course of one month in a total of 163 schools (Cohort 1, Cohort 2, catchment, and non-intervention (control) schools).

Students were assessed in letter-naming fluency; phonemic awareness; unfamiliar or nonsense word oral reading fluency; connected text oral reading fluency; comprehension in connected text; and listening comprehension. In math, students were assessed in number identification; quantity discrimination; missing numbers; addition and subtraction; and math word problems.

Assessment questions for teachers focused on practices used to teach reading; to teach math; support received from principals and other education officers; general teaching practices and collaboration with other teachers. Assessment of school principals focused on their experiences in their current school; opportunities for in-service teacher training; the overall learning environment at the school level and principals' support to teachers; the role and authority of PTAs; the level support received from education officers; and inputs on changes in perception toward various issues faced by communities and schools.

To increase the sustainability of EGRA/EGMA outcomes, LTTP included the MOE in the final assessment (as it had in the baseline and midterm assessments) to ensure that the MOE staff were fully trained to conduct such assessments independently. By the end of the Reading and Math program, MOE officers had learned how to adjust early



grade reading and math instruments and collect and then analyze data. LTTP was able to build on the dozens of MOE officers who were trained throughout EGRA Plus by utilizing them for all of its EGRA/EGMA assessments. In addition, versions of EGRA and EGMA tools are now being used by various stakeholders from the national to school level—including Rural Teacher Training Institutes (RTTIs).

- ✓ School sign boards were procured and delivered to all Cohort 2 schools in Nimba, Lofa, Bong, Margibi, and Montserrado counties. The sign boards increased school visibility; identified schools as USAID/LTTP “Reading First” schools; and displayed each school’s EMIS code. The inclusion of EMIS codes on the sign boards will significantly assist future annual school census and geo-mapping efforts.

Fourth Quarter Achievements

Training for Grade 4 Primary School Teachers in Upper Grade Reading Materials

In August, LTTP completed the first of its two-part Year V deliverable in providing reading materials for students in Grades 4 – 6. Between August 17th and 19th, LTTP provided training in “Liberia Reads to Learn” (LRL) Reading Kits for 200 Grade 4 teachers and principals, District Education Officers and County Education Officers in Nimba, Lofa, Bong, Margibi, and Montserrado counties. Training participants were selected from 100 of LTTP’s Early Grades Reading and Math Cohort 2 schools so that students who benefitted from LTTP’s EGRA/EGRM intervention could have continued access to reading materials in the upper primary grades.

Developed by Liberian and U.S. educators, “Liberia Reads to Learn” is a supplementary reading program designed specifically for use in Liberian intermediate primary classrooms for as many as 70 students in a class, all of whom read and comprehend on a range of levels. Each “kit” contains 50 reading topics calibrated for readability across six reading levels ranging from middle primary level to late intermediate level, for a total of 300 stand-alone passages of 180-450 words each. Given that Liberian Grade 4-6 students read on a variety of levels – including far below grade level - the LRL materials are designed to address their individual needs by providing them with short readings on different topics at levels that will challenge but not frustrate them.

The “Liberia Reads to Learn Reading Kits” are similar to the iconic individualized classroom instruction Science Research Associates, Inc. (SRA) Reading Laboratory Kits - or SRA cards that were widely used in U.S. classrooms in the 1960s and ‘70s. The SRA cards consisted of boxes of color-coded and leveled cardboard sheets that included independent reading exercises on different topics, followed by multiple choice questions for students to answer. Students progressed from one color to the next, with each new color representing a new level of reading comprehension through to purple, the “summit” of reading comprehension. Rather than being color coded, the six LRL reading levels are indicated by different African animals ranging from Crocodile - the first level (emergent intermediate level with 180-210 words) - to Parrot, the highest level (6th grade level with 320-450 words).

As with the SRA cards, the LRL topics are drawn from life sciences, the earth and physical sciences, Liberian social studies, world social studies and literature. Each reading card in the kit exposes students to an interesting topic, and all topics are aligned with the Republic of Liberia Ministry of Education’s (MOE) national primary curriculum standards. For example, students at the Crocodile level learn about what science and matter are; about plants and what they need to grow; the human digestive system; the importance of hand washing; and germs and microbes. They also read a biography about the famous soccer player Pele, learn about the different branches of the Liberian government, the different Liberian religions, read Liberian and other folk tales, and more. Each sheet includes interesting and attractive photographs or illustrations.

Each student in a classroom is to independently read and answer questions on passages three times a week at his or her own reading level. Each passage contains 10 questions (5 domain-specific vocabulary and 5 multiple choice comprehension questions). Students are able to chart their own progress and move up through the different level based on their individual mastery of each level.

Training participants appreciated and readily grasped LRL’s straight forward, systematic, and comprehensive approach and its ability to helping students with a wide range of reading abilities and learning needs. They additionally appreciated learning to use the Survey, Question, Read, Recite, Review (SQ3R) reading comprehension method to help their students enhance their understanding of the LRL story cards. As one participant commented, “This training has exposed our weakness and strengthen us in teaching reading - especially the SQ3R Strategies.” Another teacher noted, “Some of us were teaching reading and didn’t know how to tell our students where to find the main idea in the story.”



Group photo of participants in Montserrado after receiving their LRL Kits.

The LRL Kits were approved by the former Minister of Education, Honorable Etmonia David Tarpeh, for use in middle-primary school grades and developed by the Liberia Reads Association of Literacy Educators, the U.S.-based Children’s Reading Center, the Liberian Association of Writers, Ministry of Education staff, and over 70 Liberian and American educators. As a result of the highly successful LTTP teacher-training in the LRL Kits (materials), the new MOE leadership – particularly the Deputy Minister of Instruction – has expressed tremendous interest in the future scale-up the LRL Kits

(materials) throughout Liberian primary schools.

Next Steps

Among the last Result 3 deliverables will be a training in early October for selected Cohort 2



Group photo of participants in Nimba wearing

teachers and principals in the effective delivery the of “Our Words Library” (OWL) stories developed by Children in Crisis/Federation of African Women Educationalists - Liberia (FAWE), and reproduced by LTTP with CiC/FAWE permission for wider distribution to schools beyond Rivercess County.

Donation of Blackboards and Teaching and Learning Materials



Existing blackboard in classroom at Yarkpawolo Karwozi Public School, Lofa County prior to LTTP donation.

In August, blackboards and dusters, boxes of chalk, office trays, pens and rulers were donated to a total of 12 schools in Montserrado, Margibi, Bong, Nimba and Lofa counties. Program staff in Monrovia and the field nominated schools to receive these materials based on the condition of the schools, and thus the extent of their needs.

Each school received 5 blackboards, as well as blackboard erasers and chalk, and miscellaneous teaching and learning materials. Several schools in each LTTP intervention county were selected based on their acute need for

materials, especially in the aftermath of



blackboards and Ebola.

LTTP program staff donate blackboards and other teaching and learning materials to the Gailaila Public School principal.

Donation of EGRA/EGRM Books and Other Books and Materials to Organizations and Schools

As part of the close-out and completion of LTTP Result 3, August 2015 marked the beginning of intensive work by the remaining Teacher Education team to empty LTTP’s warehouses in Nimba, Bong, Lofa, and Margibi counties of all remaining EGRA/EGRM and other books and materials. In each county, books and related materials were donated to private, mission and community schools that did not benefit from the LTTP Reading and Math program and CEO reading rooms. “Last Mile” book

distribution was also completed in each county for Cohort 1 and 2 schools that for various reasons did not receive their full complement of books and materials during the spring distribution process.

For example, in Nimba, 47 mission and private schools in Yekepa, Sanniquellie, and Karnplay received donated books and materials, and “last mile” books were handed over to DEOs for onward distribution to 76 Cohort 2 schools in Yarpea-Mah, Sanniquellie-Mah and Bain-Garr. Result 3 staff also participated in the process of donating assorted LTTP assets to 15 District Education Officers and the Nimba CEO. Numerous other mission and private schools in Bong, Lofa, and Margibi counties also received donated books and related materials and supplies.



A school Principal in Nimba receives donated books and materials from LTTP.

Upon the successful completion of the emptying/closing of LTTP Satellite Office

warehouses via the donation of books, materials, and assets, the Result 3 team turned to tackling LTTP’s large warehouse in Monrovia. As of this report, many USAID-funded NGO education projects, including Concern Liberia and GOAL-Plus, along with Liberian NGOs such as FAWE, We Care, and More than Me, have received large donated quantities of books and materials, including EGRA/EGRM books. Scores of mission, private and community schools in Monrovia have also received LTTP donated books and materials. The balance of books and materials is currently in the process of being donated to the MOE.

National Reading Campaign

Within the reporting period, the following were the key achievements under the National Reading Campaign:

- ✓ Eight reading rooms were set up in River Cess, River Gee, Bong, Lofa, Margibi, Nimba, Bomi and Grand Bassa Counties
- ✓ A number of volunteers, mainly within the employ of the Ministry of Education were trained to manage the reading room facilities in each of the counties where reading rooms were set up
- ✓ Billboards, depicting different messages of the National Reading Campaign, were redesigned and mounted in eight of Liberia’s 15 counties (Bomi, River Cess, River Gee, Lofa, Bong, Margibi, Nimba and Montserrado)
- ✓ In addition to supplying books to reading rooms, books from sources such as Stella Maris, We Care (written by Liberian Authors), Brothers’ Brothers, Books for Africa, texts and reference materials were donated to a number of schools and education related organizations throughout Liberia

- ✓ T-shirts, banners, posters, placards, and other campaign materials portraying different messages of the National Reading Campaign were printed, distributed to reading rooms, schools, communities and organizations involved in the campaign.
- ✓ A one-day Strategy and Activities review workshop on the National Reading Campaign was held on February 25, 2015, at LTTP's Conference room. NRC Stakeholders, including MOE Assistant Ministers for Basic/Secondary Education and Student Personnel services and other relevant staff, LTTP staff and other education partners attended the workshop
- ✓ A two-week training and radio design document workshop for teenagers on the development of a 30-minute 13 episodes radio variety show was held in Kakata, Margibi County, between August 6 to 16, 2015. A radio design document was developed which guides the production of the radio program (*Teens2Teens*)
- ✓ LTTP, in collaboration with the Ministry of Education, is now airing the 30 minute radio Program named Teens2Teens on two most widely covered radio stations-ELBC and Truth FM. The program is expected to end on December 10, 2015

Next Steps

Early in the first quarter of LTTP's Year V extension period (through December, 2015), LTTP will hire several former EGRA/EGRM staff as consultant trainers to design and facilitate a three-day training for 35 Central MOE representatives on the effective use of the EGRA/EGRM books and materials. This initiative will increase the overall sustainability of the EGRA/EGRM program in Liberia, and further strengthen the capacity of key MOE staff to ensure that the early grade teaching of reading and math – using the books and materials created by LTTP will continue after LTTP ends.

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

In Year V, LTTP succeeded in administering a second final exam (due to irregularities in the first final exam) to all 419 members of In-service Cohort 6. A total of 400 teachers passed the exam, and were thus eligible to receive their C-Certificate teaching credential. Unfortunately, the leadership transition at the MOE and the ongoing process of verifying primary school teachers' credentials appears to have delayed the MOE's issuance of the C-Certificates to many Cohort 6 participants.

The transition in MOE leadership this year - and the apparent absence to-date of a comprehensive "way forward" strategy by which currently employed (and otherwise qualified) teachers could pursue in-service training to acquire a C-Certificate primary teacher credential – mean that with the completion of Result 3 in October 2015, no large scale in-service C-Certificate teacher training will be available in Liberia. However, there are a number of small international and national NGOs that continue to provide in-service teacher training toward a C-Cert credential, using the training program developed by LTTP.

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

Throughout its project cycle, LTTP has played a strong role in developing the curriculum and materials for the Pre-Service teacher education program, supporting professional development of teacher-educators, and providing substantial support to the running of the RTTIs, including re-building the physical infrastructure of the RTTIs.

A key achievement in Year 5 was LTTP's support to the MOE's Bureau of Teacher Education for the revision of the Pre-service training curriculum. 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 revised only by Liberians. Toward this end, in Year 5 LTTP supported two Pre-service curriculum revision workshops. Representatives from the MOE, RTTIs, and several Liberian consultants (who earned their Master's degrees under LTTP's scholarship program) worked together to extensively revise the Pre-service training. Among the revisions included lengthening the overall program to 18 months (instead of 9 months), and a much greater focus on acquiring knowledge in primary school subject/topic content.

Another Year 5 achievement included the development of a "Rural Teacher Training Institutes (RTTI) Academic Management Manual" by former LTTP staff member Dr. Corinne Anderson. The manual is a compilation of all MOE-approved policies and practices dating back to 2006, from which the structure of the Pre-service training program at the RTTIs, including all related planning, implementation and evaluation components, are derived. LTTP engaged the services of Dr. Anderson as a consultant to help ensure that RTTIs will continue to refer to and follow the Manual for the uniform and, seamless delivery of the C-Certificate program and curriculum beyond the life-cycle of LTTP.

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

With the phased re-opening in Year 5 (late in the second quarter) of the University of Liberia and Tubman University, LTTP once again paid the tuition, fees, book allowances and monthly stipends for female scholarship students at the University of Liberia and Tubman University.

As of the fourth quarter, female scholarship students and their mentors (who were previously provided LTTP mentoring stipends) continued to meet on their own initiative on a regular basis. This indicates that the "peer mentoring" model that LTTP designed and supported is both useful to and sustainable by the remaining female LTTP scholars.

In the fourth quarter, LTTP ensured that the few remaining female scholarship students at the University of Liberia and Tubman University will continue to be supported until their anticipated graduation prior to December 2015.

Significantly, in Year 5 the objectives of LTTP's scholarship program abroad for future educational leaders in Liberia were highly successful. Of the 4 Ph.D. students who completed their programs of study abroad and returned to Liberia early in Year 5, one – Dr. Romelle Horton – has been appointed to serve as the new Deputy Minister of Instruction for the MOE. Dr. Cecilia Cassell is now the Academic Dean of the University of Liberia's Teacher Training Department, and Dr. John Sellu served as an invaluable consultant to LTTP in drafting the comprehensive educator management policy and policy manual.

Part IV: Planned Activities Not Undertaken In Year V

Ebola Response

The second outbreak of the infectious Ebola Hemorrhagic virus in Liberia killed several thousand Liberians, and led to a catastrophic stoppage of governmental services, which included the closure of schools throughout the country. This event, occurring in the last quarter of Year IV, significantly affected or disrupted LTTP implementation across all Result areas. The initial uncertainty and resulting restrictions aimed at preventing the spread of Ebola made planning for Year V very difficult, demanding a “crisis management” approach that simultaneously focused on project continuity planning during the crisis, and maximal project resilience and recovery once it subsided. The areas of project work severely impacted by the Ebola crisis were:

- Result 1: Capacity building and EMIS.
- Result 3: Sub-result areas 3.1 – 3.3.

The impact of the Ebola outbreak on the education system was drastic as teacher development activities planned by MOE, LTTP, and many other education development partners came to a halt, resulting in the entire academic period lost from September 2014 – January 2015.

In spite of the strong crisis management response embedded in the Year V work plan, the Ebola crisis impacted the extent to which LTTP was able to achieve project deliverables and outcomes. The design, timelines, deliverables and expected outcomes of LTTP activities, including but not limited to the Reading and Math program and the CPD pilot, were wholly based on a timeline for implementation over the course of an entire academic year. The postponement of the school term and restrictions on travel interrupted critical activities inextricably linked to the academic calendar, and which were planned for implementation immediately prior to and throughout the initial months of the new school year. The proximity to the scheduled project close out threatened achievement of certain project

delivery and outcome milestones within the limited time available and remaining. LTTP has undertaken extraordinary efforts in consultation with USAID and MOE to mitigate both the short-term consequences and the long-term effects of the Ebola crisis on the program in order to guarantee the delivery of project outcomes to the Liberian Education system.

Sub-Result 3.1

The Ebola emergency and the closing of all primary schools in Liberia had a significant impact on Year V activities under Sub-Result 3.1. All of which were exacerbated by uncertainty and delayed decision-making by the MOE about the date for the re-opening of schools in 2015, uncertainty and delayed decision making by the MOE regarding the early closure of schools at the end of July, 2015, and the time it took to finalize a no-cost extension of the project to December 2015. Among the planned Result 3 activities and outcomes that were impacted by the above were: 1) only one rather than two planned Face-to-Face trainings for Cohort 2 teacher and principals was possible; 2) the Reading and Math program had only a few short months to try to address teacher and student learning losses in reading and math; 3) no radio shows were conducted; 4) no annual reading competitions were carried out; 5) no second refresher workshop for Cohort 1 RST was possible; and 6) the final Reading and Math assessment was completed in May, rather than in October/November, meaning that there was an insufficient period of time for the Reading/Math program to help address and attempt to recoup the learning losses due to Ebola and the extended closure of schools.

The Ebola crisis halted the planned resumption in September 2015 of LTTP school-based support for Cohort 2 teachers and students, which included conducting informal assessments to determine teacher and student performance levels. This information was intended to serve as the basis for the design of an intensive delivery package of support to Cohort 2 schools beginning in October 2015. While LTTP did carry out the intensive school support model in the month of June 2015 (prior to the closing of schools), it is fair to say that the intervention – while sound in approach and design – ended up being too little, and too late.

Other challenges encountered in Year V included the transfer by MOE District Education Officials of trained Reading and Math Cohort 1 and Cohort 2 teachers. This resulted in gaps in both Cohort 1 and 2 schools which were left without Early Grade Reading and Math teachers trained in EGRA/EGRM use and delivery. These personnel transfers were effective in spite of signed Memoranda of Agreement between LTTP and Cohort 1 and 2 schools *not* to transfer teachers trained in EGRA/EGRM to non-LTTP intervention schools.

Sub-Result 3.3

The planned half-day dissemination workshop for the MOE and other stakeholders to present and discuss the completed LTTP report, *A Comprehensive Review of the Pre-service C-Certificate Training Curriculum and its implications for the Pre-service C-Certificate Training Curriculum* did not take place due to the Ebola crisis.

Part IV: Project Management and Monitoring, Evaluation and Research

Finance

During the period under review, the Finance department worked with Human Resources department to complete annual merit increases to project staff. The Finance department also prepared for and successfully passed the FHI 360 internal audit in June of 2015, working in close collaboration with other departments to implement all the audit recommendations.

Within the year under review, all the Finance staff participated in a compliance training that was conducted by the the Finance Manager, and FHI 360 Office of Compliance and Internal Audit (OCIA) staff. The Finance Office prepared and submitted monthly accrual and commitment reports to Home Office for review, including project pipeline analysis. Pipeline analysis is a critical exercise, and will continue through final close out period. Working closely with HR, the finance department processed and paid terminal benefits to staff separated from the project during the period under review.

The Finance Teams in Monrovia and Field Offices provided support to the Result 3 Reading and Math activities to complete the school intensive support activities. Finance also worked in close collaboration with Operations and Human Resources in reviewing and completing the reconciliation of HCN medical and Group Life Insurance Policies with Insurance Company of Africa (ICA).

Planned activities in the next quarter

- The Finance Office will continue to prepare and submit monthly Accrual and Commitment Report to Home office for review to ensure that project pipeline analysis includes all commitments and accruals especially as the project comes closer to the end date.
- Finance shall continue with the processing and payment of final benefit to the remaining staff who will be separating from the project as per the planned separation schedule.
- Finance Staff in Monrovia together with field staff who have relocated to Monrovia shall provide finance support for all Result 1 activities with particular reference to Annual School Census and MOE Biometric process vetting all public school teachers.
- Finance shall prepare and submit final field financial reports to Home Office. In addition finance will ship all necessary financial documents to Home Office.
- As FHI 360 closes down the LTTP offices at 18th Street & Warner Avenue, Sinkor, Monrovia, Liberia on December 31, 2015, finance shall be reviewing our accounting records and paying any outstanding invoices. A notice to vendors/suppliers shall be published in the dailies to advise them to submit their outstanding invoice for payment. The deadline for this exercise is **November 30, 2015**

Satellite Offices

The four Satellite offices continued to provide support to all the components of the project during the Year V reporting period. During August and September 2015, the offices successfully worked with the Monrovia office to disengage staff and shutter the locations. All County Satellite Offices and Warehouses have been closed and the process for property hand-off to landlords successfully completed.

Operations

Key Year V Achievements and Accomplishments

During the reporting period the Operations Team made effective use of the FHI 360 Operations Manual. The team conducted annual physical inventory count on a monthly basis that updated inventory data base according to FHI 360 policy and procedures, and established monthly filing (electronic and manual) system for successful procurement and vehicle maintenance. During this period, the Operations team also put practices into place to successfully track, process and handle delivery of all EMIS – Result 1 (Local & International) procurements. Standard warehouse procedures and tools were established to make effective use of materials in the respective warehouses throughout the project locations. Additionally, the team successfully implemented a service improvement process by reviewing accountability protocols and material management in office locations in an effort to reduce delivery timelines, and associated delays and complaints. As part of this effort, the team put in place a regular verification of asset assignment and retrieval forms with established review timelines.

In response to the Ebola crisis, the Operations Team conducted a review to improve on country specific instructions for handling security and medical emergencies. The Team also conducted annual service procurement reviews and released solicitations for BPOs to secure new vendors to improve repair and maintenance timelines of FHI 360/LTTP equipment assets.

Anticipated action in the next quarter, October 1, 2015 – December 30, 2015

- Provide vehicle and logistical support for anticipated project Close Out needs.
- Review and training of field office/host country national staff on security management procedures and defensive driving training based on project close out activity requirements.
- Completion of final procurements for reliable courier services, custom clearing, consumables, and preventive vehicle maintenance companies.
- Maintain effective and efficient fleet operations and recovery for final program Result 1 and 3 requirements.
- Provide customized training to operations staff including other senior staff on Operations Manual standard procedures.
- Preparation for and disposition of capital and non capital assets in all locations.

Human Resources

Within the reporting period, significant improvements were made in the Human Resources record system, restoring missing documents from staff files. Also, staff members who did not have the NASSCORP ID cards or whose cards were missing got replacements. During Year V a revised formal induction plan was developed for new staff. All qualified staff members passed through Annual Performance Review and salary increases were effected for those that qualified. The planned phased termination of a total of 103 staff was handled in an orderly manner due to end of program activities as the project enters the close out period.

Compliance Office

The Compliance Office is responsible to perform independent review, audit, investigation and evaluation of the internal control systems and processes to ensure incidents and issues or concern are appropriately evaluated, investigated and resolved in line with the FHI 360 and USAID's policies and procedures. The Compliance Office also provides independent recommendation for improvement of procedural weaknesses or gaps identified, and supports overall effectiveness of delivery with fraud and risk management training. During the reporting period for Year V, the following achievements and accomplishments were noted:

- Participated and supported the Office of Compliance and Internal Audit (OCIA) FY14 LTTP Project Internal Audit engagement, assessment of the LTTP projects' close out readiness and an evaluation of the Monrovia project office. The review covered a 16-month period from January 1, 2014 to April 30, 2015.
- Submitted monthly summary report for the period under review.
- Observed and provided support of inventories/assets disposal process and book donation in Gbarnga, Sanniquellie, and Kakata for the period August 27, 2015 – September 12, 2015.
- Conducted inventories check and assets verification of satellite field offices and Monrovia office and submitted report for the period July 1, 2014 – May 31, 2015.
- Conducted physical inventory/stock count of books, items and materials in the various warehouses in Voinjama, Sanniquellie, Gbarnga and Kakata field offices.
- Reviewed personnel files, final payment of termination benefit and severance payment on the policies, procedures and processes of staff members separating from the Project during July 31 – September 30, 2015.
- Reviewed the completeness of leave records, time sheets and payroll preparation and calculation and submitted report to Finance, HRD and Operations during the period under review.
- Conducted field visits to Voinjama, Sanniquellie, Gbarnga and Margibi Field Offices and reviewed the internal control system and submitted report to Senior Finance Director and Management.

Monitoring and Evaluation, Data Collection and Databases

Routine monitoring and data collection efforts were limited during the first quarter of Year V due to the Ebola emergency. As project and education sector activities returned to normal in early 2015, the MER team increased data collection and monitoring appropriately.

In the first quarter, the MER team served as a focal point for coordination, planning and data collection on Ebola Virus Disease (EVD) prevalence in communities served by LTTP at the request of USAID. These activities resulted in summary information on EVD prevalence in the communities LTTP works in.

During that same period, the MER team finalized a monitoring report that examined whether Reading First + Math activities continued during the 2013-14 academic year in Cohort 1 schools (the first group of schools to participate in the program) following the end of the intervention in 2013. This monitoring report is titled *Sustainability of the Reading First + Math Intervention among Cohort 1 Government Primary Schools in Liberia*.

After schools reopened in early 2015, the MER team began normal data collection from schools and other program components. This included gathering information on student enrollment, teacher profiles, school profiles, the distribution of teaching and learning materials, and LTTP-supported events. These monitoring activities continued into Quarter IV.

To collect information for PMP indicators on beneficiaries of the Reading First + Math program, MER Technical Assistants collected enrollment information on Reading First + Math schools in Year V. Out of the 1,025 schools that were part of the program, Technical Assistants were able to visit 262 schools to gather data, and they identified enrollment information for most of the remaining Reading First + Math schools using the 2014 EMIS database and data collected through phone calls to principals.

Over the course of Year V, the MER team also assembled a list of LTTP publications and laws and policies that were developed with LTTP support over the life of the project.

In Quarter IV, the PMP package was revised, updated, and submitted to USAID. The USAID PIDS and TraiNet have been updated continuously over Year V, most recently with figures on progress through Quarter III. Additionally, in preparation for project closeout, the MER team prepared tables documenting the status of all project deliverables.

Data Management

At the start of Year V, the MER team thoroughly reviewed and cleaned the MER databases and migrated the MER databases and relevant documents to an online shared folder to support document management and improve team access to resources. During Quarter III, MER Technical Officers visited county satellite offices in order to streamline data collection activities and update internal databases accordingly. To backup and secure information, the MER team also retrieved hard and soft

copies of MER data maintained in the satellite offices. As the project nears the closeout phase, the MER team has ensured that data files from departing staff are archived as appropriate.

Data Quality Assessment

At the start of Year V, the LTTP MER team worked with USAID/Liberia Monitoring and Evaluation Program (L-MEP) to conduct a data quality assessment (DQA). Initial findings from the DQA were presented in December 2014. The MER team also prepared an internal report to inform LTTP management on the DQA process. L-MEP shared a draft report on the DQA which the MER team reviewed and provided detailed feedback on.

Research Studies and Dissemination Activities

Research and the dissemination of key findings were important focuses in Year V. The MER team completed the *Tracer Study of Female Scholarship Recipients*, which considered whether female graduates of education degree programs who received LTTP scholarship are working in government schools and what challenges those graduates faced in obtaining employment. During the year, the MER team finalized the protocols for this study, gained University of Liberia and FHI 360 IRB approval, conducted interviews with scholarship recipients, analyzed the interview data, developed the report, and incorporated feedback from internal review.

The MER team also replicated two research studies in conjunction with the Department of Planning, Research, and Development at the MOE. The first of these studies, the *Study of Primary School Teacher Supply and Demand*, uses data from the 2014 EMIS annual school census to examine the supply, qualifications, and demographics of the primary school teacher pool to support decision-making on teacher recruitment and deployment. Collaboration on the analysis provided MOE staff the opportunity to strengthen technical skills in data analysis and research development. Following internal review, this report was finalized in June 2015.

The second replication study is the *Tracer Study of C-Certificate Program Graduates*, which looks at the extent to which graduates of C-Certificate programs entered and/or have been retained in the teaching profession through comparisons of lists of C-Certificate graduates and lists of teachers from the 2014 EMIS database. Involvement in the analysis afforded MOE staff another opportunity to gain experience utilizing EMIS data in research activities. The final draft of this report was shared for internal review in August and will be finalized in the final months of the project.

The MER team is concluding work on a research paper, *Data Analysis for Evidence-based Planning and Decision-Making in Liberia*, for submission to a peer-reviewed journal. This is a comparative study using 2013 and 2014 EMIS data on primary school teachers to inform policy-making and planning related to teacher recruitment, retention, and development and to encourage the use of evidence in decision-making.

The MER team is also developing a research report titled the *Study of Education Policy and System Reforms in Liberia*, which investigates progress in policy reform and institutional capacity development between 2013-14 and 2015. The study employed longitudinal survey research design and produced quantitative and qualitative data from schools, DEOs, CEOs, RTTIs, and the central MOE through self-administered questionnaires, individual interviews, and focus group discussions. Three MOE officials were involved in the study and six of the LTTP-sponsored master's program graduates served as research assistants. Data collection ran from June into September and data entry was completed in late September. Data analysis is under way and the final report will be produced in October. In addition to the research report, this study provides information for several PMP indicators related to shifts in institutional capacity at the central MOE as well as at County and District Education Offices.

MER research was presented in March at the 2015 Comparative and International Education Society conference. The presentation, which was titled *Where Have All the (Qualified) Teachers Gone? Teacher Supply, Demand, and Deployment in Liberia*, draws on several MER studies, including the updated *Study of Primary School Teacher Supply and Demand* and the *Tracer Study of C-Certificate Program Graduates*. Findings from these studies were also presented at the MOE and at the LTTP Dissemination Meeting in July, where printed copies of the reports were also shared with a variety of stakeholders.

In July 2015, preliminary findings from the report *Data Analysis for Evidence-based Planning and Decision-Making in Liberia* were shared at the education research symposium at the University of Liberia, highlighting progress and challenges in the supply of primary school teachers at the national and county level.

The MER team has prepared an abstract for a presentation titled *Ebola's 'Absent Presence' in Policy and System Reform in Liberia* to be submitted for the 2016 Comparative and International Education Society conference. This presentation focuses on key findings from the *Study of Education Policy and System Reforms in Liberia* and highlights the role different contextual factors have played in the reform process.

MSC Stories

As part of the preparations for the LTTP Dissemination Meeting held in July, the MER team collected Most Significant Change (MSC) stories relevant to LTTP. MSC is a qualitative and participatory approach to collecting stories about program impact and goes beyond merely capturing and documenting participant's stories of change to offer a means of engaging in dialogue. Each story represents the storyteller's interpretation of impact, which is then reviewed and discussed. The process offers an opportunity for a diverse range of stakeholders to enter into a dialogue about program intention, impact, and ultimately future directions.

The MSC qualitative data was collected in Quarter III and the MER team conducted a thematic analysis and synthesis of MSC stories. These have been used in communications materials and the MER team is finalizing a report that highlights stories and reviews the findings of this exercise.

Safe Schools Reopening

To support the reopening of schools in early 2015, the MER Technical Assistants spent five weeks participating in a school monitoring and data collection exercise to facilitate school reopening and school access. The Liberia Education Cluster led these efforts with the aim of ensuring that schools are safe and protected places to learn.

Joint Education Needs Assessment

During Quarter II, MER Technical Assistants supported the Joint Education Needs Assessment conducted by the Ministry of Education and its partners. The assessment aimed to collect information on a) the reopening of schools at the national, county, and district level and b) the education sector review. MER Technical Assistants helped assess the effect of Ebola on education in four counties.

Capacity Building

Year V included capacity building activities for the MER team and for MOE staff. During the Ebola emergency, MER staff engaged in individual professional development, including through online courses and the review of FHI 360 and other M&E materials.

In February 2015, the LTTP MER team organized a two-day data analysis training for MER Technical Assistants and representatives from the Department of Planning, Research, and Development at the MOE. The training aimed to build participants' capacity working with EMIS data and with Excel and involved exercises that produced analysis used in the *Study of Primary School Teacher Supply and Demand*.

In June 2015, the MER team organized a follow up training on data coding and analysis techniques related to the *Tracer Study of C-Certificate Program Graduates*. This training was held for a small group from the Department of Planning, Research, and Development at the MOE.

Support to Other LTTP and MOE Activities

Throughout Year V, the MER team has provided periodic support to the MOE and to other components of LTTP outside of normal monitoring and evaluation activities. These activities included MER support for a Pre-service C-Certificate Curriculum Review Training of Trainers in Zorzor, Lofa and contributions to strategy development for distributing textbooks and other teaching and learning

materials. Additionally, the MER team extended support to the LTTP Teacher Development Team in administering final exams to candidates in Cohort 6 of the In-service C-Certificate training program.

The MER team also worked closely with the Communications Team in Quarters III and IV to help prepare for the LTTP Dissemination Meeting held in July. Additionally, with the Communications Team, the MER team collected new success stories from a PTA member and primary school student in Bong County who benefitted from LTTP programming.

In August, the MER team assisted with policy work under Result 2, including providing support and presenting at meetings with MOE staff and other stakeholders to discuss drafts of the new educator management policy.

In September, the MER team worked with the Central MOE to help with the recruitment process for county staff, including M&E Officers, Finance Officers, Procurement Officers, and HR Officers.

Challenges

Key challenges to MER activities in Year V have been the Ebola emergency driven changes in the school calendar that have required flexibility in the design and execution of monitoring and evaluation activities. In the final quarter of the reporting period the departure of several staff members as the project enters its final months have led to challenges in data collection, particularly in limiting how many Reading First + Math schools could be visited.

Next steps

In the final months of the project, the MER team will focus on completing USAID reporting requirements, finalizing a report of MSC stories, and completing two research studies: *Data Analysis for Evidence-based Planning and Decision-Making in Liberia* and the *Study of Education Policy and System Reforms in Liberia*.

Part V: Project Close-Out Approach

October 1, 2015 – December 31, 2015

In accordance with FHI 360 internal policies and procedures, the LTTP project is scheduled to conclude all administrative and programmatic intervention activities not less than 90 days before the project's period of performance end date on December 31, 2015. LTTP commenced satellite office closure and consolidation of assets in Monrovia beginning in August 2015. The extent of logistics and personnel-related tasks that remain to be accomplished to properly close the project during this period are significant given the simultaneous final program implementation and deliveries that will occur with Results 1 and 3 and the knowledge transfer and sustainability efforts relative to EMIS in the Ministry of Education that will run concurrently

Close Out Tasks

Having worked with numerous stakeholders during implementation of programmatic intervention activities and deliverables, LTTP began its notifications to relevant stakeholders of the project's closeout and their respective requirements in August 2015, these include:

- I. Service Contractors; e.g. banking, internet services, security & service providers, lease holders.
- II. Government Authorities; e.g. registration and corresponding ministries, tax authorities, etc.
- IV. Programmatic Sub-recipients; e.g. collection of final deliverables, final invoices, and final financial reports from all sub recipients and reconciliation of any outstanding balances.

Programmatic/Technical Close-Out and Budget Monitoring

Program activities include training of trainer and dissemination meeting for Result 3 by the end of October, an anticipated dissemination meeting for Result 2 within the same time period, and a host of Result 1 related activities concluding by November 30, 2015. At the conclusion of program activities, LTTP will initiate final processes and procedures to close the Monrovia office by December 18, 2015. Result 1 international staff remaining into December will shift to advisory roles through their departure timelines in order to support and consolidate institutional sustainability, these activities include advisory support for:

- Adoption of teacher management policy
- EGRA benchmark institutionalization
- Biometric processes and data collection
- EMIS process and analysis to support decision-making
- Advocacy for USAID/mSTAR to scale up the Mobile Money activity

LTTP will maintain a reduced operational footprint consisting of the Main Office and warehouse in Monrovia in order to support completion of the remaining program and sustainability activities. Planned Host Country National staff separations will occur at the end of each month beginning in August through December 2015. Planned international staff repatriation will begin in September with final departures from Liberia by December 23, 2015.

Close Out Task Timeline

Description	Start Date	End Date
Pre-Closure Notifications	August 1, 2015	September 30, 2015
Sub-Contract Terminations	August 1, 2015	November 30, 2015
Human Resource Notifications	In Process	November 15, 2015
File / Data Records Preparation and Shipment	In Process	November 30, 2015
Result 1-3 Program Activities	In Process	November 30, 2015
Monitoring, Evaluation and Research	In Process	December 15, 2015
Commodity / Property Disposition	In Process	December 15, 2015
Finance/Accounting Notifications	In Process	December 30, 2015

ANNEXES

Annex 1: LTTP Publications

January 2015, LTTP II: Exciting Changes to C-Certificate Curriculum
March 2015, Morris, Emmanuel. Goyee, Oscar N. Hatch, Rachel. Tuowal, Delwlebo & Ginsburg, Mark. Tracer Study of Female Scholarship Recipients
April 2015, LTTP II: National Reading Campaign Strategy Gets a boost
April 2015, LTTP II: River Cess County Gets First Reading Room
April 2015, Corina Anderson Ph.D. Rural Teacher Training Institutes (RTTIs) Academic Management Manual.
June 2015, Goyee, Oscar; Hatch, Rachel; Morris, Emmanuel; Tuowal, Delwlebo; and Ginsburg, Mark: Study of Primary School Teacher Supply and Demand in Liberia.
August 2015, Morris, Emmanuel; Goyee, Oscar; Hatch, Rachel; Tuowal, Delwlebo; and Ginsburg, Mark: Tracer Study of C-Certificate Program Graduates in Liberia (draft)
September 2015, Ruth Okubo; Juliet Matthews; and Phoebe McKinney: Teacher Continuous Professional Development (TCPD) Series.
September 2015, LTTP II: Educator Management Policy for the Republic of Liberia.
September 2015, (in press): USAID – LTTP Shares Accomplishments.
September 2015, (in press): USAID – LTTP Trains Primary Teachers on use of new Reading materials.
September 2015, Ansari, Noor; Hatch, Rachel; Goyee, Oscar; Ginsburg, Mark; and Nimely, Anthony: EMIS Data Analysis for Evidence-based Planning and Decision-making in Liberia.

Success Stories:

1. Exciting Changes to the C-Certificate Curriculum
2. Female Teacher Obtains Doctorate Degree in Education
3. LTTP motivated Community Leader Mobilize Community for Reading Program
4. USAID-LTTP Trained Teachers Extend Reading Support Training to Private Schools
5. Teacher finds courage to face her fears, students excel
6. Graduate Scholarship transforms director
7. USAID-LTTP Pioneers use of LRL kits in Liberia
8. From 3rd Grade student to family teacher

• **Annex-II: LTTP Training Activities**

Result/Sub-Result	Program	Training Description	Date		Participants Category	Participants		
			Start	End		Female	Male	Total
R3: Improved teacher training programs and reading/math delivery systems	Teacher Development Team	Revision/expansion exercise of the C-Certificate curriculum <i>Topics covered:</i> Review /presentation of addendum to Pre-Service C- Certificate Program Writing session plans – Core Subjects/Revision of the existing C-Certificate Curriculum;	11/22/14	12/7/14	RTTI Administrators	1	8	9
					Trainers RTTI Faculty	6	35	41
					MOE	3	6	9
					Consultants	0	4	4
					Program Assistant	1	0	1
					Total	11	53	64
R3: Improved teacher training programs and reading/math delivery systems	Teacher Development Team (Reading First + Math)	CBOs, RMSs, and FCs Orientation for Implementing Small-scale Reading and Math activities in Local Communities <i>Topics covered:</i> Introduction to New Print(R+M) Strategies for implementing Small-scale Activities; Review Student Assessment; Ebola Awareness- Safety Tips;	12/03/14	12/12/14	CBOs	19	58	77
					Reading and Math Specialists	4	6	10
					Field Coordinators	1	5	6
					Total	24	69	93
R3: Improved teacher training programs and reading/math delivery systems	Teacher Development Team (Reading First + Math)	Face-to-Face Training for Teachers in Grades 1-3 in LTTP Intervention Schools <i>Topics covered:</i> Importance of Early Grade Reading and Math; Instructional model " I do, we do, you do"; introduction to components of reading curriculum; Phonological awareness introduction-Instructional;	2/02/15	2/7/15	Teachers	177	837	1,014
					Principals	29	418	477
					DEOs	0	30	30
					CBOs	19	56	75
					Reading and Math Specialists	3	6	9
					Field Coordinators	1	5	6
					SPO III	0	4	4
					Reading Program staff	3	3	6

					Total	232	1,359	1,591
R1: Result 1: MOE, CEO, DEO and RTTI Capacity Strengthened to Plan, Manage and Monitor Educational Services	Monitoring, Evaluation and Research	Data Analysis and Reporting Training Using EMIS 2014 Database <i>Topics covered:</i> Coding data using 'IF' command; Creating graphs and tables; Creating Pivot Table Interpreting tables and graph in reports;	2/12/15	2/13/15	MoE (M&E and EMIS Staff)	1	4	5
					LTTT MER TAs	0	5	5
					MER Technical Officers	1	3	4
					MER Advisor	0	1	1
					Total	2	13	15
R1: Result 1: MOE, CEO, DEO and RTTI Capacity Strengthened to Plan, Manage and Monitor Educational Services	Communication Department	Social and Behavior Change Communication Training <i>Topics covered:</i> Understanding the situation; Focusing and Designing; Creating; Implementing and Monitoring and Evaluation;	3/02/15	3/06/15	MoE (Communication Staff)	1	6	7
					LTTT Staff	0	5	5
					Total	1	11	12
R1: Result 1: MOE, CEO, DEO and RTTI Capacity Strengthened to Plan, Manage and Monitor Educational Services	Communication Department	Training on Setting-up and Managing a Community Reading Room <i>Topics covered:</i> Steps for setting up a Reading Room; Taking stock; Cataloguing/Classification; Developing self-list; Developing Accession register; How to understand situation on ground; Identifying key gatekeepers and partners; Planning with the community; Forming action group; Setting up Reading Clubs in schools; Raising Support;	3/15/15	3/17/15	Teachers	2	0	2
					Eos	0	2	2
					Ministry of Education Staff	0	2	2
					Ministry of Education Consultant	0	1	1
					Volunteer	0	1	1
					Total	2	6	8
R3: Improved teacher training programs and reading/math delivery systems	Teacher Development Team (Reading First + Math)	RS (Reading and Math Specialist Teachers) Meeting in Tubmanburg, Bomi County <i>Topics covered:</i> A Walk Through the LTTT Reading Materials; Group Discussion; Lesson	3/27/15	3/28/15	Teachers	77	391	468
					Principals	42	424	466
					DEOs	3	25	28
					CBOs	12	31	43

		Demonstration; Guided Practice Testimony: Abdulai Dukuly/VPA/Med-Farsarma Public School – “I thank LTTP for the workshop and the level of support we have received for the program”			Reading and Math Specialists	3	6	9
					Field Coordinators	1	3	4
					Reading Program staff	3	3	6
					Total	141	883	1024
R3: Improved teacher training programs and reading/math delivery systems	Teacher Development Team (Reading First + Math)	Training/Preparation of Assessors for Final EGRA/EGRM Assessment (Data Collection) <i>Topics covered:</i> overview of EGRA and EGMA; EGRA subtask 1-6; EGMA subtask 1-5; overview of tangerine; introduction to tablets; introduction and use of other accessories;	5/18/15	5/26/15	Assessors	8	18	26
					MOE Staff	3	5	9
					Observers	0	5	5
					Total	11	28	39
R1: Result 1: MOE, CEO, DEO and RTTI Capacity Strengthened to Plan, Manage and Monitor Educational Services	Monitoring, Evaluation and Research	Data Coding and Analyses Training <i>Topics covered:</i> Data Quality Standard; Steps in data coding; Coding of C-Certificate graduates for analysis of study findings;	6/09/15	6/11/15	MOE (M&E and EMIS Staff)	0	4	4
					LTTP MER Team	0	4	4
					Total	0	8	8
R1: Result 1: MOE, CEO, DEO and RTTI Capacity Strengthened to Plan, Manage and Monitor Educational Services	Monitoring, Evaluation and Research	Education Policy and System Reform Study Training <i>Topics covered:</i> Introduction to Stages of Systemic Change and tools; Introduction to Institutional Capacity Assessment and tools; Introduction to Instructional Supervision Survey and tools; Introduction to Data Utilization and tools;	6/18/15	3/19/15	MOE (M&E & EMIS)	1	2	3
					External Researchers	2	3	5
					LTTP MER Team	0	7	7
					Total	3	12	15
R3: Improved teacher	Communication	Reading Room Set-up in WRTTI	07/03/15	07/10/15	Teachers	1	13	14

training programs and reading/math delivery systems	department				PTA member	0	1	1
					Total	1	14	15
R3: Improved teacher training programs and reading/math delivery systems	Teacher Development Team	Rural Teacher Training Institute Opening TOT workshop	08/03/15	08/07/15	Teachers	6	23	29
					RTTIs Directors	0	3	3
					MOE Facilitators	3	5	8
					SPO III	0	1	1
					Total	9	32	41
R3: Improved teacher training programs and reading/math delivery systems	Communication department	Training for the Preparation of 30-Minute Radio Programs on Reading	08/05/15	08/17/15	Teenagers	4	4	8
					Guidant	0	2	2
					MoE comm. Division staff	0	2	2
					Total	4	8	12
R3: Improved teacher training programs and reading/math delivery systems	Teacher Development Team	Liberia Reads to Learn Training Workshop	08/17/15	08/19/15	Teachers	11	75	86
					Principals	11	83	94
					County Education Officers (Eos)	2	4	6
					Teacher education department team (program staff-R3)	3	7	10
					Total	27	169	196
R2: Result 2: improve policies around teachers recruitment, & retention	Monitoring, Evaluation and Research	Education Stakeholders/Educator Policy Forum	08/20/15	08/21/15	COEs	1	12	13
					DEOs	9	24	33
					Central MoE staff	2	4	6
					ZRTTI staff	2	2	4
					NTAL Representative	2	2	4
					School Principal	1	0	1
					LTPP staff (finance)	0	1	1
Total	17	45	62					
R2: Result 2: improve policies around teachers recruitment, & retention	Monitoring, Evaluation and Research	Education Stakeholders/Educator Policy Forum	08/25/15	08/26/15	VOCFL Rep.	0	1	1
					Bomi college	0	1	1
					AMEU	0	1	1
					Catholic Secretariat	0	1	1
					UMU	1	1	2
					Goal Plus Rep	1	1	2
					CFL Rep.	2	0	2
					NEC	1	0	1
					NALSP	0	1	1
					LICOSSES	0	1	1
					WRTTI staff	0	3	3
Total	5	11	16					

R3: Improved teacher training programs and reading/math delivery systems	Communication department	Reading Room Set-up in Tubmanburg	09/18/15	09/19/15	Teachers	4	11	15
					Principals	0	1	1
					Total	4	12	16
R3: Improved teacher training programs and reading/math delivery systems	Communication department	Reading Room Set-up in Buchanan	09/22/15	09/23/15	Teachers	5	7	12
					Principals	0	1	1
					PTA members	1	1	2
					CEO office staff	0	1	1
					Total	6	10	16
					Grand Total	500	2743	3243

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

Indicator Progress Report per Quarter											
No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED <i>(LOP)</i>
		LOP	FY 2015	Q1 (Oct-Dec)	Q2 (Jan-Mar)	Q3 (Apr-Jun)	Q4 (Jul-Aug)				
				ACTUAL	ACTUAL	ACTUAL	ACTUAL				
3.2.1-3	Number of administrators and officials successfully trained with USG support.	4,000	4,000	3,476 (EMIS Y4 trainings)	987 M=911 F= 76	18 M=13 F=5	194 M=156 F=38	3,476 (max)	86.9%	3,476 (max)	86.9%
3.2.1-18	Number of Parents Teacher Associations (PTAs) or similar 'school' governance structures supported.	1,025	1,025	-	1025	1025	1025	1025	100%	1,025 (max)	100%
3.2.1-27	<u>Reading Fluency</u> Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text.	Cohort 1 <i>Grade 1</i> 4.35% <i>Grade 2</i> 6.81% <i>Grade 3</i>	Cohort 1 <i>Grade 1</i> 4.35% <i>Grade 2</i> 6.81% <i>Grade 3</i>	-	-	-	Cohort 1 <i>Grade 1</i> 3.02% <i>Grade 2</i> 13.51% <i>Grade 3</i>	Cohort 1 <i>Grade 1</i> 3.02% <i>Grade 2</i> 13.51% <i>Grade 3</i>	Cohort 1 <i>Grade 1</i> 69% <i>Grade 2</i> 198% <i>Grade 3</i>	Cohort 1 <i>Grade 1</i> 3.02% <i>Grade 2</i> 13.51% <i>Grade 3</i>	Cohort 1 <i>Grade 1</i> 69% <i>Grade 2</i> 198% <i>Grade 3</i>

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED <i>(LOP)</i>
		LOP	FY 2015	Q1	Q2	Q3	Q4				
				(Oct-Dec)	(Jan-Mar)	(Apr-Jun)	(Jul-Aug)				
				ACTUAL	ACTUAL	ACTUAL	ACTUAL				
		10.93%	10.93%				13.80%	13.80%	126%	13.80%	126%
		Cohort 2:	Cohort 2:				Cohort 2	Cohort 2	Cohort 2	Cohort 2	Cohort 2
		<i>Grade 1</i>	<i>Grade 1</i>				<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>
		9.04%	9.04%				2.56%	2.56%	28.3%	2.56%	28.3%
		<i>Grade 2</i>	<i>Grade 2</i>				<i>Grade 2</i>	<i>Grade 2</i>	<i>Grade 2</i>	<i>Grade 2</i>	<i>Grade 2</i>
		12.66%	12.66				15.36%	15.36%	121.3%	15.36%	121.3%
		<i>Grade 3</i>	<i>Grade 3</i>				<i>Grade 3</i>	<i>Grade 3</i>	<i>Grade 3</i>	<i>Grade 3</i>	<i>Grade 3</i>
		15.5%	15.5%				18.77%	18.77%	121.1%	18.77%	121.1%
3.1a(2)	<u>Reading comprehension</u> Proportion of students who by the end of two years of schooling reach the country targets set for Grades 1, 2, and 3 on the comprehension task.	Cohort 1	Cohort 1	-	-	-	Cohort 1	Cohort 1	Cohort 1	Cohort 1	Cohort 1
		<i>Grade 1</i>	<i>Grade 1</i>				<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>
		4.81%	4.81%				3.72%	3.72%	77.3%	3.72%	77.3%
		<i>Grade 2</i>	<i>Grade 2</i>				<i>Grade 2</i>	<i>Grade 2</i>	<i>Grade 2</i>	<i>Grade 2</i>	<i>Grade 2</i>

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED (<i>LC</i>)
		LOP	FY 2015	Q1	Q2	Q3	Q4				
				(Oct-Dec)	(Jan-Mar)	(Apr-Jun)	(Jul-Aug)				
		ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	
		5.81%	5.81%				6.85%	6.85%	117.9%	6.85%	117.9%
		<i>Grade 3</i>	<i>Grade 3</i>				<i>Grade 3</i>	<i>Grade 3</i>	<i>Grade 3</i>	<i>Grade 3</i>	<i>Grade 3</i>
		9.73%	9.73%				8.36%	8.36%	85.9%	8.36%	85.9%
		Cohort 2:	Cohort 2:				Cohort 2	Cohort 2	Cohort 2	Cohort 2	Cohort 2
		<i>Grade 1</i>	<i>Grade 1</i>				<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>
		10.68%	10.68%				2.40%	2.40%	23.4%	2.40%	23.4%
		<i>Grade 2</i>	<i>Grade 2</i>				<i>Grade 2</i>	<i>Grade 2</i>	<i>Grade 2</i>	<i>Grade 2</i>	<i>Grade 2</i>
		9.26%	9.26%				5.84%	5.84%	63.1%	5.84%	63.1%
		<i>Grade 3</i>	<i>Grade 3</i>				<i>Grade 3</i>	<i>Grade 3</i>	<i>Grade 3</i>	<i>Grade 3</i>	<i>Grade 3</i>
		15.69%	15.69%				10.41%	10.41%	66.3%	10.41%	66.3%
3.1a(3)	<u>Decoding Skills</u> Proportion of students who, by the end of two	Cohort 1	Cohort 1	-	-	-	Cohort 1	Cohort 1	Cohort 1	Cohort 1	Cohort 1

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED <i>(LOP)</i>
		LOP	FY 2015	Q1	Q2	Q3	Q4				
				(Oct-Dec)	(Jan-Mar)	(Apr-Jun)	(Jul-Aug)				
				ACTUAL	ACTUAL	ACTUAL	ACTUAL				
	grades of primary schooling, demonstrate improved decoding skills.	<i>Grade 1</i>	<i>Grade 1</i>				<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>
		3.02%	3.02%				2.10%	2.10%	69.5%	2.10%	69.5%
		<i>Grade 2</i>	<i>Grade 2</i>				<i>Grade 2</i>	<i>Grade 2</i>	<i>Grade 2</i>	<i>Grade 2</i>	<i>Grade 2</i>
		5.07%	5.07%				2.93%	2.93%	57.8%	2.93%	57.8%
		<i>Grade 3</i>	<i>Grade 3</i>				<i>Grade 3</i>	<i>Grade 3</i>	<i>Grade 3</i>	<i>Grade 3</i>	<i>Grade 3</i>
		8.48%	8.48%				4.46%	4.46%	52.6%	4.46%	52.6%
		Cohort 2	Cohort 2				Cohort 2	Cohort 2	Cohort 2	Cohort 2	Cohort 2
		<i>Grade 1</i>	<i>Grade 1</i>				<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>
	5.75%	5.75%				3.12%	3.12%	54.1%	3.12%	54.1%	
	<i>Grade 2</i>	<i>Grade 2</i>				<i>Grade 2</i>	<i>Grade 2</i>	<i>Grade 2</i>	<i>Grade 2</i>	<i>Grade 2</i>	
	8.72%	8.72%				14.40%	14.40%	165.1%	14.40%	165.1%	
	<i>Grade 3</i>	<i>Grade 3</i>				<i>Grade 3</i>	<i>Grade 3</i>	<i>Grade 3</i>	<i>Grade 3</i>	<i>Grade 3</i>	

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL (Annual)	% Cumulative or Maximum ACHIEVED (Annual)	Cumulative or Maximum ACTUAL (LOP)	% Cumulative or Maximum ACHIEVED (LOP)
		LOP	FY 2015	Q1	Q2	Q3	Q4				
				(Oct-Dec)	(Jan-Mar)	(Apr-Jun)	(Jul-Aug)				
		ACTUAL	ACTUAL	ACTUAL	ACTUAL						
		13.8%	13.8%				12.29%	12.29%	89%	12.29%	89%
3.1a(4):	Listening Comprehension Proportion of students who score zero on the listening comprehension task.	Cohort 1	Cohort 1	-	-	-	Cohort 1	Cohort 1	Cohort 1	Cohort 1	Cohort 1
		<i>Grade 1</i>	<i>Grade 1</i>				<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1-3</i>	<i>Grade 1</i>	<i>Grade 1-2</i>
		10%	10%				38%	38%	Away from the target	38%	Away from the target.
		<i>Grade 2</i>	<i>Grade 2</i>				<i>Grade 2</i>	<i>Grade 2</i>		<i>Grade 2</i>	
		8%	8%				24%	24%		24%	
		<i>Grade 3</i>	<i>Grade 3</i>				<i>Grade 3</i>	<i>Grade 3</i>		<i>Grade 3</i>	Grade 3 close to the target
		10%	10%				11%	11%		11%	
		Cohort 2:	Cohort 2:				Cohort 2	Cohort 2	Cohort 2	Cohort 2	Cohort 2
<i>Grade 1</i>	<i>Grade 1</i>				<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>	<i>Grade 1</i>	
15%	15%				29%	29%	Away from the target	29%	Away from the target		
<i>Grade 2</i>	<i>Grade 2</i>				<i>Grade 2</i>	<i>Grade 2</i>	<i>Grade 2-3</i>	<i>Grade 2</i>	<i>Grade 2</i>	<i>Grade 2-3</i>	
								Near the		Close to the	

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED <i>(LOP)</i>
		LOP	FY 2015	Q1	Q2	Q3	Q4				
				(Oct-Dec)	(Jan-Mar)	(Apr-Jun)	(Jul-Aug)				
				ACTUAL	ACTUAL	ACTUAL	ACTUAL				
		20%	20%				22%	22%	target	22%	target
		<i>Grade 3</i>	<i>Grade 3</i>				<i>Grade 3</i>	<i>Grade 3</i>		<i>Grade 3</i>	
		8%	8%				12%	12%		12%	
3.2.1-14	Number of learners enrolled in primary schools and/or equivalent non-school-based settings with USG support.	450,000	450,000	(max) F: 205,283 M: 221,346 T: 426,629 (2014)	-	-	-	(max) F: 205,283 M: 221,346 T: 426,629 (EMIS 2014)	90.8%	(max) F: 205,283 M: 221,346 T: 426,629 (EMIS 2014)	94.8%
3.2.1-30	Primary net enrollment rate (NER)	25%	25%	26.7%	-	-	-	26.7 (max)	108.8%	26.7% (max)	108.8%
3.2.1-31	Number of teachers/educators, teaching assistants who successfully completed <i>in-service training</i> or received intensive coaching or mentoring with USG support.	3,500	2,300	-	1,482 (M=1,228; F=254)		400 (M=327 F=73)	1,882	81.8%	5527 (cum)	158%

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED <i>(LOP)</i>
		LOP	FY 2015	Q1	Q2	Q3	Q4				
				(Oct-Dec) ACTUAL	(Jan-Mar) ACTUAL	(Apr-Jun) ACTUAL	(Jul-Aug) ACTUAL				
3.2.1-32	Number of teachers, educators, or teaching assistants who successfully completed <i>pre-service training</i> with USG support.	2,400	-	-	-	-	-			2,216 (cum)	92.3%
3.2.1-33	Number of textbooks and other teaching and learning materials provided with USG assistance.	1,602,162	314,489	-	17,036	285,261	60,135	362,432 (cum)	115.24%	1543723 (cum)	96.4%
3.2.1-35	Number of learners receiving reading interventions at the primary level.	100,000	100,000	-	1,204 (from R+M Cohort 2 schools)	14,876 (from 241 R+M Cohort 1 & 2 schools)	81,026 (from 989 R+M cohort 1 & 2 schools)	81,026 F=36,698 M=44,328 (max)	81.0%	81,026 F=36,698 M=44,328 (max)	81.0%
3.2.1-38	Number of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access.	30	-	-	-	1		1		35 (cum)	116.6%

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED (<i>LC</i>)
		LOP	FY 2015	Q1	Q2	Q3	Q4				
				(Oct-Dec)	(Jan-Mar)	(Apr-Jun)	(Jul-Aug)				
				ACTUAL	ACTUAL	ACTUAL	ACTUAL				
3.2.2-41	Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs.	850	100	-	-	83	-	83 (cum)	83%	817 (cum)	96.1%
3.2.2-42	Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education Programs.	23	0	-	-	-		-		23 (cum)	100%
1.1a	Institutional capacity of Ministry of Education (MoE). ⁴	Annual increase in Inst. Cap. dimensions Yes=1	Annual increase in Inst. Cap. dimensions Yes=1	-	-	-	Org Mgt. Data being verified Admin. Data being				

⁴ For indicator 1.1a the data were acquired using Institutional Capacity Assessment Tool, with rating scales as follows:
1= Getting Started, 2=Basic Capacity, 3= Developing Capacity, 4= Strong Capacity.

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED <i>(LOP)</i>
		LOP	FY 2015	Q1	Q2	Q3	Q4				
				(Oct-Dec) ACTUAL	(Jan-Mar) ACTUAL	(Apr-Jun) ACTUAL	(Jul-Aug) ACTUAL				
		No=0	No=0				verified HR Mgt. Data being verified Fin. Mgt. Data being verified				
1.2a	Institutional capacity of County Education Offices (CEOs). ⁵	Annual increase in Inst. Cap. dimensions of CEO Yes=1 No=0	Annual increase in Inst. Cap. dimensions of CEO Yes=1 No=0	-	-	-	Org Mgt. 2013=1.8 2015=2.2 Yes=1 Admin. 2013=2.1	Org Mgt. 2013=1.8 2015=2.2 Yes=1 Admin. 2013=2.1	Org Mgt. 100% Admin. 100%	Org Mgt. 2013=1.8 2015=2.2 Yes=1 Admin. 2013=2.1	Org Mgt. 100% Admin. 100%

⁵ For indicator 1.2a the data were acquired using Institutional Capacity Assessment Tool, with rating scales as follows:
1= Getting Started, 2=Basic Capacity, 3= Developing Capacity, 4= Strong Capacity.

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED <i>(LOP)</i>
		LOP	FY 2015	Q1	Q2	Q3	Q4				
				(Oct-Dec) ACTUAL	(Jan-Mar) ACTUAL	(Apr-Jun) ACTUAL	(Jul-Aug) ACTUAL				
							2015=2.4 Yes=1 HR Mgt. 2013=2.2 2015=2.4 Yes=1	2015=2.4 Yes=1 HR Mgt. 2013=2.2 2015=2.4 Yes=1	 HR Mgt. 100%	2015=2.4 Yes=1 HR Mgt. 2013=2.2 2015=2.4 Yes=1	 HR Mgt. 100%
1.2c	Number of schools participating in annual school census	3,500	3,500	4,038 (2014)	-	-	-	4,038 (max)	115.3%	4,038 (max)	115.3%
1.3a	Evidence-based policy and programmatic decisions by Ministry of Education (MoE) ⁶	Annual increase in Inst. Cap. of MOE, CEO & DEO on data use	Annual increase in Inst. Cap. of MOE, CEO & DEO on data use	-	-	-	Data being verified	Data being verified	Data being verified	Data being verified	Data being verified

⁶ For indicator 1.3a the data were acquired using Data Utilization Tool, with rating scales as follows:

Frequency of Data Use:

1=Never, 2= Once per fiscal year, 3= Once a quarter, 4=2-3 Times per quarter, 5=Once per month.

Helpfulness of Data Sources:

1=Not at all helpful, 2=Somewhat helpful, 3=Helpful, 4=Very helpful

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED <i>(LOP)</i>
		LOP	FY 2015	Q1	Q2	Q3	Q4				
				(Oct-Dec)	(Jan-Mar)	(Apr-Jun)	(Jul-Aug)				
				ACTUAL	ACTUAL	ACTUAL	ACTUAL				
		Yes=1 No=0	Yes=1 No=0								
1.3b	Frequency and quality of Instructional supervision by District Education Offices' (DEO) staff. ⁷	Annual increase in frequency & quality of instructional supervision (IS) by DEO Yes=1 No=0	Annual increase in frequency & quality of instructional supervision (IS) by DEO Yes=1 No=0	-	-	-	Freq. of IS: <i>DEO</i> 2013=4.3 2015=5.5 Yes=1	Freq. of IS: <i>DEO</i> 2013=4.3 2015=5.5 Yes=1	Freq. of IS: <i>DEO</i> 100% 2013=4.3 2015=5.5 Yes=1	Freq. of IS: <i>DEO</i> 2013=4.3 2015=5.5 Yes=1	Freq. of IS: <i>DEO</i> 100% 2013=4.3 2015=5.5 Yes=1
		Yes=1 No=0	Yes=1 No=0				IS helpful: <i>DEO</i> 2013=3.7	IS helpful: <i>DEO</i> 2013=3.7	IS helpful: <i>DEO</i> 100% 2013=3.7	IS helpful: <i>DEO</i> 2013=3.7	IS helpful: <i>DEO</i> 100% 2013=3.7

⁷ For indicator 1.3b the data were acquired using Instructional Supervision Survey (ISS) Tool, with rating scales as follows:

Frequency of Instructional Supervision:

1=Did not occur during the school year, 2=Once per school year, 3=Once per semester, 4=2-3 times per semester, 5=Once per month, 6=2-3 times per month, 7=Once per week

Instructional Supervision helpful:

1=Did not occur during the school year, 2=Not helpful, 3=Somewhat helpful, 4=Helpful, 5=Very helpful

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL (Annual)	% Cumulative or Maximum ACHIEVED (Annual)	Cumulative or Maximum ACTUAL (LOP)	% Cumulative or Maximum ACHIEVED (LOP)
		LOP	FY 2015	Q1	Q2	Q3	Q4				
				(Oct-Dec)	(Jan-Mar)	(Apr-Jun)	(Jul-Aug)				
				ACTUAL	ACTUAL	ACTUAL	ACTUAL				
							2015=3.8 Yes=1	2015=3.8 Yes=1		2015=3.8 Yes=1	
1.4	Communication of changes and progress by Ministry of Education (MoE) County Education Offices (CEO) and RTTIs. ⁸	Annual increase in Inst. Cap. of MOE, CEO & RTTI on Communication Yes=1 No=0	Annual increase in Inst. Cap. of MOE, CEO & RTTI on Communication Yes=1 No=0	-	-	-	Commun: <i>MOE</i> Data being verified <i>CEO</i> 2013: 2.2 2015: 2.3 Yes=1 <i>RTTI</i> 2013: 2.3 2015: 2.5	Commun: <i>MOE</i> Data being verified <i>CEO</i> 2013: 2.2 2015: 2.3 Yes=1 <i>RTTI</i> 2013: 2.3 2015: 2.5	Commun: <i>MOE</i> Data being verified <i>CEO</i> 100% <i>RTTI</i> 100%	Commun: <i>MOE</i> Data being verified <i>CEO</i> 2013: 2.2 2015: 2.3 Yes=1 <i>RTTI</i> 2013: 2.3 2015: 2.5	Commun: <i>MOE</i> Data being verified <i>CEO</i> 100% <i>RTTI</i> 100%

⁸ For indicator 1.4 the data were acquired using Institutional Capacity Assessment (ICA) Tool, with rating scales as follows:
1=Getting started, 2=Basic capacity, 3=Developing capacity, 4=Strong capacity.

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED (<i>LC</i>)
		LOP	FY 2015	Q1	Q2	Q3	Q4				
				(Oct-Dec)	(Jan-Mar)	(Apr-Jun)	(Jul-Aug)				
				ACTUAL	ACTUAL	ACTUAL	ACTUAL				
							Yes=1	Yes=1		Yes=1	
2.1	Policies or guidelines on teacher qualification, recruitment, & training developed and implemented. ⁹	Annual increase on SSC in MOE, CEO, DEO, Schools Yes=1 No=0	Annual increase on SSC in MOE, CEO, DEO, Schools Yes=1 No=0	-	-	-	Hiring: <i>MoE</i> 2013=3.1 2015=3.8 Yes=1 <i>CEO</i> 2013=2.8 2015=3.8 Yes=1	Hiring: <i>MoE</i> 2013=3.1 2015=3.8 Yes=1 <i>CEO</i> 2013=2.8 2015=3.8 Yes=1	Hiring: <i>MoE</i> 100% <i>CEO</i> 100%	Hiring: <i>MoE</i> 2013=3.1 2015=3.8 Yes=1 <i>CEO</i> 2013=2.8 2015=3.8 Yes=1	Hiring: <i>MoE</i> 100% <i>CEO</i> 100%

⁹ For indicator 2.1 the data were acquired using Stages of Systemic Change (SSC) Tool, with rating scales as follows:
1=Maintenance of the old system, 2=Awareness, 3=Exploring, 4=Transitioning, 5=Emerging infrastructure, 6=Predominance of old system.

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED (L
		LOP	FY 2015	Q1 (Oct-Dec)	Q2 (Jan-Mar)	Q3 (Apr-Jun)	Q4 (Jul-Aug)				
				ACTUAL	ACTUAL	ACTUAL	ACTUAL				
							<i>DEO</i> 2013=2.9 2015=4.3 Yes=1	<i>DEO</i> 2013=2.9 2015=4.3 Yes=1	<i>DEO</i> 100%	<i>DEO</i> 2013=2.9 2015=4.3 Yes=1	<i>DEO</i> 100%
							<i>Schools</i> 2013=3.2 2015=3.8 Yes=1	<i>Schools</i> 2013=3.2 2015=3.8 Yes=1	<i>Schools</i> 100%	<i>Schools</i> 2013=3.2 2015=3.8 Yes=1	<i>Schools</i> 100%
							Promotion: <i>MoE</i> 2013=2.9 2015=4.2 Yes=1	Promotion: <i>MoE</i> 2013=2.9 2015=4.2 Yes=1	Promotion: <i>MoE</i> 100%	Promotion: <i>MoE</i> 2013=2.9 2015=4.2 Yes=1	Promotion: <i>MoE</i> 100%
							<i>CEO</i> 2013=2.7	<i>CEO</i> 2013=2.7	<i>CEO</i> 100%	<i>CEO</i> 2013=2.7	<i>CEO</i> 100%

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED <i>(LOP)</i>
		LOP	FY 2015	Q1 (Oct-Dec)	Q2 (Jan-Mar)	Q3 (Apr-Jun)	Q4 (Jul-Aug)				
				ACTUAL	ACTUAL	ACTUAL	ACTUAL				
							2015=3.3 Yes=1 <i>DEO</i> 2013=2.9 2015=3.7 Yes=1 <i>Schools</i> 2013=3.1 2015=3.4 Yes=1 T. Standards <i>MoE</i> 2013=3.0 2015=3.2 Yes=1	2015=3.3 Yes=1 <i>DEO</i> 2013=2.9 2015=3.7 Yes=1 <i>Schools</i> 2013=3.1 2015=3.4 Yes=1 T. Standards <i>MoE</i> 2013=3.0 2015=3.2 Yes=1	 <i>DEO</i> 100% <i>Schools</i> 100% T. Standards <i>MoE</i> 100%	2015=3.3 Yes=1 <i>DEO</i> 2013=2.9 2015=3.7 Yes=1 <i>Schools</i> 2013=3.1 2015=3.4 Yes=1 T. Standards <i>MoE</i> 2013=3.0 2015=3.2 Yes=1	 <i>DEO</i> 100% <i>Schools</i> 100% T. Standards <i>MoE</i> 100%

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED (<i>LC</i>)
		LOP	FY 2015	Q1 (Oct-Dec)	Q2 (Jan-Mar)	Q3 (Apr-Jun)	Q4 (Jul-Aug)				
				ACTUAL	ACTUAL	ACTUAL	ACTUAL				
							<i>CEO</i>	<i>CEO</i>	<i>CEO</i>	<i>CEO</i>	<i>CEO</i>
							2013=3.4	2013=3.4	100%	2013=3.4	100%
							2015=3.7	2015=3.7		2015=3.7	
							Yes=1	Yes=1		Yes=1	
							<i>DEO</i>	<i>DEO</i>	<i>DEO</i>	<i>DEO</i>	<i>DEO</i>
							2013=3.3	2013=3.3	100%	2013=3.3	100%
							2015=4.3	2015=4.3		2015=4.3	
							Yes=1	Yes=1		Yes=1	
							<i>Schools</i>	<i>Schools</i>	<i>Schools</i>	<i>Schools</i>	<i>Schools</i>
							2013=3.5	2013=3.5	<i>Schools</i>	2013=3.5	100%
							2015=3.6	2015=3.6	100%	2015=3.6	
							Yes=1	Yes=1		Yes=1	
							Salaries:	Salaries:	Salaries:	Salaries:	Salaries:
							<i>MoE</i>	<i>MoE</i>	<i>MoE</i>	<i>MoE</i>	<i>MoE</i>
							2013=2.7	2013=2.7	100%	2013=2.7	100%

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED (<i>LC</i>)
		LOP	FY 2015	Q1	Q2	Q3	Q4				
				(Oct-Dec)	(Jan-Mar)	(Apr-Jun)	(Jul-Aug)				
				ACTUAL	ACTUAL	ACTUAL	ACTUAL				
							2015=3.3	2015=3.3		2015=3.3	
							Yes=1	Yes=1		Yes=1	
							Payroll ver:	Payroll ver:	Payroll ver:	Payroll ver:	Payroll ver:
							<i>MoE</i>	<i>MoE</i>	<i>MoE</i>	<i>MoE</i>	<i>MoE</i>
							2013=3.5	2013=3.5	100%	2013=3.5	100%
							2015=4.3	2015=4.3		2015=4.3	
							Yes=1	Yes=1		Yes=1	
							<i>CEO</i>	<i>CEO</i>	<i>CEO</i>	<i>CEO</i>	<i>CEO</i>
							2013=2.7	2013=2.7	100%	2013=2.7	100%
							2015=3.7	2015=3.7		2015=3.7	
							Yes=1	Yes=1		Yes=1	
							<i>DEO</i>	<i>DEO</i>	<i>DEO</i>	<i>DEO</i>	<i>DEO</i>
							2013=3.2	2013=3.2	100%	2013=3.2	100%
							2015=3.9	2015=3.9		2015=3.9	
							Yes=1	Yes=1		Yes=1	

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED (<i>LC</i>)
		LOP	FY 2015	Q1	Q2	Q3	Q4				
				(Oct-Dec) ACTUAL	(Jan-Mar) ACTUAL	(Apr-Jun) ACTUAL	(Jul-Aug) ACTUAL				
							<i>Schools</i> 2013=3.1 2015=3.4 Yes=?	<i>Schools</i> 2013=3.1 2015=3.4 Yes=?	<i>Schools</i> 100%	<i>Schools</i> 2013=3.1 2015=3.4 Yes=?	<i>Schools</i> 100%
							Cont PD: <i>MoE</i> 2013=3.5 2015=3.9 Yes=1	Cont PD: <i>MoE</i> 2013=3.5 2015=3.9 Yes=1	Cont PD: <i>MoE</i> 100%	Cont PD: <i>MoE</i> 2013=3.5 2015=3.9 Yes=1	Cont PD: <i>MoE</i> 100%
							<i>CEO</i> 2013=3.1 2015=3.8 Yes=1	<i>CEO</i> 2013=3.1 2015=3.8 Yes=1	<i>CEO</i> 100%	<i>CEO</i> 2013=3.1 2015=3.8 Yes=1	<i>CEO</i> 100%
							<i>DEO</i>	<i>DEO</i>	<i>DEO</i>	<i>DEO</i>	<i>DEO</i>

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED <i>(LOP)</i>
		LOP	FY 2015	Q1 (Oct-Dec)	Q2 (Jan-Mar)	Q3 (Apr-Jun)	Q4 (Jul-Aug)				
				ACTUAL	ACTUAL	ACTUAL	ACTUAL				
							2013=3.5 2015=4.2 Yes=? <i>Schools</i> 2013=3.3 2015=3.7 Yes=1	2013=3.5 2015=4.2 Yes=? <i>Schools</i> 2013=3.3 2015=3.7 Yes=1	100%	2013=3.5 2015=4.2 Yes=? <i>Schools</i> 2013=3.3 2015=3.7 Yes=1	100%
2.3	Proportion of qualified teachers (with minimum required training/education) in the education system.	% Increased Yes=1 No=0	% Increased Yes=1 No=0	63.9% 13475 of 21083 primary school teachers trained. (EMIS 2014)	-	-		(max) 2011-12: 38.5% 2012-13: 63.5% 2013-14: 63.9% primary school teachers trained. (EMIS, ASC)	100% Yes=1	(max) 2011-12: 38.5% 2012-13: 63.5% 2013-14: 63.9% primary school teachers trained. (EMIS, ASC)	100% Yes=1
3.1	Number of schools implementing Reading First + Math program.	1,025	1,025	-	1025	1025	1025	1025	100%	1,025 (max)	100%

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED <i>(LOP)</i>
		LOP	FY 2015	Q1	Q2	Q3	Q4				
				(Oct-Dec)	(Jan-Mar)	(Apr-Jun)	(Jul-Aug)				
ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL						
3.2a (1)	Design and or development of continuing professional development (CPD) series” for primary school teachers. (custom)	1 CPD series	1 CPD series	-	-	-	1	1	100%	1	100%
3.2b	Performance of students of in-service teacher education program graduates on reading and math assessments. (customs)	Higher scores than the students of teacher without C-Certificate. Yes=1 No=0	Higher scores than the students of teacher without C-Certificate. Yes=1 No=0	-	-	-	Compared with the students of the teachers without a C-Certificate, the students of in-service teacher education program graduates: - Scored significantly lower on the measure of “correct letter sound per minute”; - Did not score significantly	Compared with the students of the teachers without a C-Certificate, the students of in-service teacher education program graduates: - Scored significantly lower on the measure of “correct letter sound per minute”; - Did not score significantly	0% No=0 For neither of the two R+M measures, the students of in-service teacher education program graduates score significantly higher than the students of teachers without C-Certificate.	Compared with the students of the teachers without C-Certificate, the students of in-service teacher education program graduates: - Scored significantly lower on the measure of “correct letter sound per minute”; - Did not score significantly	0% No=0 For neither of the two R+M measures the students of in-service teacher education program graduates score significantly high than the students of teachers with C-Certificate.

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL (Annual)	% Cumulative or Maximum ACHIEVED (Annual)	Cumulative or Maximum ACTUAL (LOP)	% Cumulative or Maximum ACHIEVED (LOP)
		LOP	FY 2015	Q1	Q2	Q3	Q4				
				(Oct-Dec)	(Jan-Mar)	(Apr-Jun)	(Jul-Aug)				
				ACTUAL	ACTUAL	ACTUAL	ACTUAL				
							- Did not score significantly higher on the measure of "correct number identification per minute".	higher on the measure of "correct number identification per minute".		higher on the measure of "correct number identification per minute".	
3.3b	Performance of students of Pre-service teacher education program graduates on reading and math assessments.	Higher scores than the students of teacher without C-Certificate. Yes=1 No=0	Higher scores than the students of teacher without C-Certificate. Yes=1 No=0	-	-	-	Compared with the students of the teachers without a C-Certificate, the students of pre-service teacher education program graduates did not score significantly higher: - On the measure of "correct letter sound per minute"; - on the	Compared with the students of the teachers without a C-Certificate, the students of pre-service teacher education program graduates did not score significantly higher: - On the measure of "correct letter sound per minute"; - on the measure of "correct	No=0 For neither of the two R+M measures, the students of pre-service teacher education program graduates score significantly higher than the students of teachers without C-Certificate.	Compared with the students of the teachers without a C-Certificate, the students of pre-service teacher education program graduates did not score significantly higher: - On the measure of "correct letter sound per minute"; - on the measure of "correct	No=0 For neither of the two R+M measures, the students of pre-service teacher education program graduates score significantly higher than the students of teachers with C-Certificate.

Indicator Progress Report per Quarter

No	INDICATOR	TARGET		ACTUAL PER QUARTER				Cumulative or Maximum ACTUAL <i>(Annual)</i>	% Cumulative or Maximum ACHIEVED <i>(Annual)</i>	Cumulative or Maximum ACTUAL <i>(LOP)</i>	% Cumulative or Maximum ACHIEVED (L
		LOP	FY 2015	Q1 (Oct-Dec)	Q2 (Jan-Mar)	Q3 (Apr-Jun)	Q4 (Jul-Aug)				
				ACTUAL	ACTUAL	ACTUAL	ACTUAL				
							measure of "correct number identification per minute".	number identification per minute".		number identification per minute".	

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

Year 1 (2010-2011)

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

Year 2 (2011-2012)

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

Year 3 (2012-2013)

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

Year 4 (2013-2014)

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

Year 5 (2014-2015)

- Annual Report: Oct 2014-Sept 2015
- Annual Work Plan: Oct 2014-Sept 2015
- Report of *End line Assessment of the Impact of Early Grade Reading and Mathematics Intervention*



USAID
FROM THE AMERICAN PEOPLE

LIBERIA

SUCCESS STORY

Early Grade Reading

From Third Grade Pupil to Family Teacher, Stories from a USAID Reading Project in Liberia



James in reading skills tutoring session with his daughter, Lovetee Quiqui

Photo by: Robert Reeves

“She used to laugh at me the way I pronounced some words, but when she started helping me to pronounce the sounds of letters, put letters together to make words and put them in syllables and then pronounce them; I can now see changes in my reading and vocabulary skills by the day.”

It is inarguable that a basic building block of formal education is learning to read. Unfortunately, Liberians have faced major problems with their reading skills, even with individuals who claim to be educated. To remedy this phenomenon, the USAID-Liberia Teacher Training Program (LTTP) has introduced the early grade reading and math (EGRA/EGMA) program in a number of pilot schools within five of Liberia’s 15 counties.

Over the last five years, USAID-LTTP interventions with these schools has brought exciting changes in the reading skills of students who have benefited from the program. One of the beneficiaries is Lovetee Quiqui, a 3rd Grade student of the Sandary Public School in Totota, Bong County. Lovetee has not only acquired the knowledge, she is also sharing it with her father-James Quiqui- a welder and father of four.

“It was a real blessing for me from the day I decided to send my daughter to the Sandary Public School,” says James. One of several pilot programs introduced by USAID-LTTP to improve the reading and math skills of children at the early grade level. “Unlike before, when Lovetee could neither read nor pronounce words properly, she now reads well, understands what she reads and pronounces words.” “The good thing about her is that she is also teaching me how to read well, and pronounce words correctly,” James exclaims about his daughter.

James reveals that though he holds a secondary school certificate, his reading and words pronunciation skills were poor until Lovetee started to intervene by tutoring her father. With a wide smile, James narrated his journey to becoming literate. He said; *“Before Lovetee could start helping me to read, reading with understanding was hard; even to pronounce some words used to be a problem.” “She used to laugh at me the way I pronounced some words, but when she started helping me on how to pronounce the sounds of letters, put letters together to make words and put them in syllables and then pronounce them, I can now see changes in my reading and vocabulary skills by the day.” “To be frank, I never had such opportunity the way she is being taught. When we were in school, we were given a list of words to spell and even reading was done through memorization.”*

With the knowledge being acquired from the early grade level, James refused on several occasions for his daughter to be given double promotions. *“Because I know the solid foundation that is being laid for my daughter, each time her teachers want to give her double promotion, I refused; that is why though she started school in 2005, she is in 3rd grade.” “I know that of all her brothers and sisters she is the smartest, but it is better to get a solid background before moving ahead. That is why I want to appreciate [USAID-LTTP] for such a good program that has improved the reading skills of my daughter, who in turn, is helping me to read, understand what I read and pronounce words correctly,” James concluded.*



USAID
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LIBERIA

SUCCESS STORY

USAID-LTTP Pioneers use of LRL kits in Liberia

Early Grade Reading



Photo by: Augustus Naplikai

Some of the participants exhibiting the LRL kits during training

SKHHS

The Liberian “Mess” which was a synonym for its educational system is gradually clearing and taking its pride of place amongst other sectors in the country and sister nations as well. This transformation is hard fought through synergies between local and international partnerships. A case in point is the development of a supplementary reading program by US educators, in collaboration with Liberian educators, to enhance skills of early grade reading teachers.

In order to jump-start rolling out the program in Liberia, between August 17 and 19, 2015, the USAID-Liberia Teacher Training Program provided training in “Liberia Reads to Learn” (LRL) materials for 200 Grade 4 teachers and principals, District Education Officers (DEOs) and County Education Officers (CEOs), in Nimba, Lofa, Bong, Margibi, and Montserrado counties. LRL is a supplementary reading program for middle-primary students.

The LRL kits were designed specifically for use in Liberian intermediate primary classrooms for as many as 70 students in a class, all of whom read and comprehend on a range of levels. Each kit contains 50 topics written and calibrated for readability across six reading levels ranging from middle primary level to late intermediate level, for a total of 300 stand-alone passages of 180-450 words each.

Topics vary from life sciences, the earth and physical sciences, Liberian social studies, world social studies and literature. The LRL materials are designed for each student in a classroom to independently read and answer questions.

Designed as a supplementary reading program, topics in the LRL materials are aligned with the Liberian Ministry of Education’s national curriculum standards. As such, they are to supplement – and not substitute - the primary curricula in the classrooms as mandated by the MOE.

Over 70 Liberian and American educators collaborated in developing the kits. Other major contributors included the staff of the Liberian Ministry of Education, Stella Maris Polytechnic Institute, and the Liberian Association of Writers.

The materials were approved by the Ministry of Education, for use in middle-primary school grades and the USAID-LTTP piloted training on the use of the kits.