

FIELD PAPERS

LIBERIA

In-Service Teacher Training Curriculum for the Liberian Primary Education Project

December 1987

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Richard N. Cowell

December 1987

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SECOND DRAFT

PROPOSED PEP TEACHER TRAINING CURRICULUM

DISCUSSION

The three segments proposed for the PEP program are the core of any standard teacher training curriculum. This is true for all countries - developed and developing. Therefore, it is no surprise that these are exactly the courses that the Liberian Ministry of Education's Certification Board requires for the "C" certificate.

Concerning Segment A (General Academic Content), no hours can be assigned to Segment A1 (High School Equivalency) because the hours needed will depend on the number of years and courses any given teacher is lacking for the completion of his or her high school program. Where records or transcripts do not exist, an estimate will have to be made concerning which courses a given teacher lacks. A more expensive but more accurate determination of such lack could be obtained by developing and administering a test of basic knowledge to each teacher unable to present a high school diploma or its equivalent. Obviously, we want all of our teachers to have completed high school or equivalent work. Hopefully, a program can be devised for those who have not yet done this. Ideally, such a program can be accelerated in some way so that most students can spend somewhat less time in these equivalency studies than they would in a normal high school. Their increased maturity and experience should allow them to do this. There is, of course, an obvious danger in attempting too much acceleration.

Segment A2 (Content Enrichment) is a life-long process, and therefore it is difficult to assign a given number of hours to it. In theory, it would be good to devote a large number of hours to this type of enrichment. In practice, this may be difficult. It is clear, however, that this type of content enrichment should focus on the content covered in the PEP modules, rather than on some kind of diffuse or general content.

It is quite unlikely that all content contained in these modules can be covered in any realistic kind of enrichment program. To do so would be to create training which is both too lengthy and too complex. There are four ways to reduce the content to be covered by any one teacher:

- a) Have each teacher cover the content which is offered in a single grade, thereby becoming an expert in that grade;
- b) Cover content which is not contained in the textbooks;
- c) Choose content to be covered arbitrarily;

- d) Have each teacher specialize in one content area (maths, science, social studies, language arts, or reading), thereby becoming an expert in that content area. In an ideal situation, a school would have at least one specialist in each content area. Such a specialist might trade off classes so that he or she would teach a bit more in their own area of specialty. Such a specialist could also serve as a resource for other teachers who had questions or problems in that particular area. Or, a simpler version of this option would be to have each teacher specialize in either Maths/Science or Language/Social Studies. However, it is important to note that this option should in no way be interpreted to advocate a departmentalized primary system. All teachers should continue to be trained to teach all subjects in all primary grades.

Concerning Segment B (Professional Content), it is vital that all courses offered in this area be practical rather than theoretical in nature (see Assumption 13). Content presented in these courses must be well organized, comprehensible, and immediately useful. Anything else will waste the time of the teachers rather than serving their training needs. In addition to covering more traditional topics, these courses should support and amplify IEL training by presenting the psychological and philosophical bases of this training.

The proposed outline recommends two changes from the certification requirements for the "C" level as outlined by the Certification Board. These recommendations are:

- a) that the Educational Psychology course be reduced to one semester (or 36 hours*) instead of a full year (or 72 hours), and
- b) that the General Methods course be expanded to a full year (or 72 hours) instead of a single semester (or 36 hours).

The reason for these recommendations is that practical methods are likely to be much more useful to teachers than is abstract psychology. However, this may turn out to be a minor point, as the recent CINSTEP vacation courses offering "C" certification at Cuttington University College and the University of Liberia placed such topics as testing and evaluation, use of the local environment, and techniques of discipline and control in the psychology course. If these are shifted to the methodology course (see below), the total change will be minimal, indeed.

* The specific designation of hours can be adjusted. Here, 36 hours is intended to represent one semester's course work, and 72 hours is intended to represent two semesters' course work.

I see a strong methods course as the heart of the proposed PEP curriculum. Further, I see the IEL training, in a slightly expanded and improved version, as the heart of the methods course. There are several important reasons for putting this IEL (now PEP) training "front and center." Among these are:

- a) Sequenced learning systems have proven to be effective, both inside and outside Liberia;
- b) The system is now developed and functioning;
- c) The system meets the two main needs of:
 - (1) Effective training for teachers,
 - (2) Effective materials for teachers to use after they are trained.
- d) The system is well funded for the next five years;
- e) The system is cost-effective when compared to text book based options;
- f) the system ensures a uniform minimum standard of primary education.

Given these conditions just stated, and given the fact that no other program or project within the Ministry of Education meets any of these conditions at this time, it seems appropriate to give the IEL (hereafter called PEP) training the central and leading role.

However, it would be a mistake to think that the new PEP should be nothing more or less than the IEL program. This would be inaccurate in several ways. No program is perfect, and based on the large amount of experience acquired to date, the IEL training can be further expanded and improved. This is an opportune time for such expansion and improvement - which could be piloted or trial-tested during the next vacation workshops. In addition, the Integration Study and subsequent documents emphasize the need to combine the best parts of all current systems into the new PEP, and they outline how this can be done.

Some of the topics which could be included in the PEP methods course (Segment B3) and which can therefore be combined with or added to the IEL are:

- 1) The diagnosis of student needs,
- 2) Lesson planning with modules,
- 3) Developing objectives for learning,

- 4) Testing and evaluation of students,
- 5) Using the local environment and local materials - both as supplements and as an integral part of teaching,
- 6) Affective education and the treatment of the student as a "whole person,"
- 7) Guidance and counseling,
- 8) Working with the learning disabled and the slower students,
- 9) Methods of individualizing instruction,
- 10) Developing problem solving and critical thinking skills,
- 11) Methods of rewarding students within the PEP system,
- 12) Appropriate methods of discipline and control,
- 13) Record keeping,
- 14) Methods of grouping students,
- 15) and, of course, methods of integrating textbooks into the PEP system.

This is a lengthy list, and doubtless other topics could be added to it. Whole courses have been given on most of these topics. Therefore, time constraints indicate that they can only be touched on lightly during PEP training. Implicitly or explicitly, some of these topics are already contained in the modules. As indicated above, some may be better placed in the psychology course (Segment B1).

A special word needs to be said about the final item on the list above. No fully developed and successful system of teaching/learning can be truly created without the inclusion of text material. Indeed, the current modules are full of such material. As we all know, the various textbooks to be provided through the 4th World Bank loan (some of which are, in my opinion, quite good) have, unfortunately, proven to be too expensive for all but a few students to purchase. In addition, the 5th and 6th grade social studies books and the 1st through 6th grade reading series are not yet available in Liberia. Nevertheless, some teachers do have some textbooks at their disposal; and we hope that, as time goes on, more teachers will have books and that each teacher will have more books than is the case at present.

Some of the reasons to use textbooks with the PEP system and some of the situations in which texts can be properly used in this system are as follows:

- 1) To add variety and interest to the review segments of Programmed Teaching,
- 2) As supplementary materials to Programmed Learning sessions, to add interest and variety to these sessions,
- 3) As references for teachers,
- 4) As references for students,
- 5) As enrichment for advanced students,
- 6) As remediation for students who have fallen behind or failed tests,
- 7) To help students who have been absent to catch up,
- 8) For students to read at times when the teacher is absent,
- 9) To help a student who is not functioning well in a PL group or a PT review group, or who has to be removed from a group for disciplinary reasons,
- 10) For general interest and pleasure,
- 11) As alternate materials for presentation in an IEL fashion,
- 12) To introduce, summarize, and/or review material,
- 13) To prepare students for textbook use in Junior High School,
- 14) To help in individualizing instruction,
- 15) For a change of pace -- any one single method, no matter how appropriate it may be, will become boring if it is used to the exclusion of all others.

Assumption 14 describes the desirability of using radio as one component of the PEP delivery system for teacher training. Some teachers (principally those who do not yet have their high school diplomas) will need lengthy training in order to receive certification. Sustaining their motivation and enthusiasm over a long period may be difficult. In the interests of efficiency, it may be necessary to have the option of delivering parts of some segments or whole segments of the new curriculum by means of radio. However, it must be ensured that all parts of the country are adequately covered by this means, or that parts which are not covered can be serviced by other means.

It is difficult, however, to decide which parts of PEP training are best suited for delivery by radio. It is clear that Segment C (Supervised Practice Teaching) cannot be delivered by this method. Further, it seems that the practical, "hands on" approach demanded in a well taught methods course precludes a radio presentation of such a course. However, the lack of teacher-student interaction, which is the real disadvantage of radio presentation, is less a detriment for Segment A and for the Educational Foundations and Educational Psychology courses in Segment B. If accompanied by appropriate activities, study guides, and workbook material, radio delivery could be effective in these areas. Radio clearly has potential for delivering supplementary material, review material, administrative announcements, promotional campaigns, helpful hints, and the like. However, exactly which parts of the PEP curriculum are best suited for radio delivery and when in the program this delivery should occur will need to be carefully studied. Whatever decisions are made in this regard, care must be taken not to attempt too much too quickly. Radio delivery of in-service teacher training is new in Liberia, and confusion will result unless careful preparations are made (see Assumption 4).

As stated in Assumption 15, a curriculum consists of both content and methodology. This discussion so far has concentrated solely on content. Methodological considerations can be covered at this point in a single sentence: Teachers should be trained as much as possible by using the same methods as they themselves will use in their own classrooms with their own students. This implies both that

- a) modules for PEP teacher training (as distinct from the modules designed for students) will need to be further developed, and
- b) training for those teacher trainers who are not yet familiar with PEP methodology will need to be created and delivered.

These items need to be more fully considered in the near future.

Concerning Segment C (Supervised Practice Teaching), it is crucial that both the quality and the quantity of the supervision be adequate. This means that supervisors must be well trained, that problems of freeing up their time and providing them with adequate transportation must be solved, and that they develop a schedule such that they can visit each teacher a minimum of six times during that teacher's practice teaching semester.

Nick Cowell

October 22, 1987

SECOND DRAFT

GUIDELINES FOR PRODUCING EFFECTIVE IN-SERVICE PROGRAMS

The following is a list of 14 Principles of effective teacher training. The statement of each principle is followed first by a brief description of the principle and then by an assessment of the degree to which the principle is commonly used in Liberian in-service education.

- (1) Effective in-service education is school-based.

The in-service training should take place in the school where the teachers being trained are going to teach rather than in a conference center or some other site little known to the teachers. Also, it is best if all of the teachers in a school or in a subject matter department of a school receive the same training together, at the same time.

In Liberia, in-service training does not happen in the teachers' school. Teachers are brought together for training at some place away from where they teach. The radio delivery of some segments of the PEP teacher training curriculum will be an exception. Some people feel that teachers were proud to attend a university and gained prestige from doing so, even if this attendance was only for a short time. In IEL training, all teachers from a school were trained together. In CINSTEP training, this might or might not be the case, but usually was not. The Ministry of Education selected participants on a county-by-county basis.

- (2) Principals are involved in in-service education for teachers.

It is best if the principal also receives the training so that he or she understands the changes required by the training and can support these changes when they are carried out in the school.

Principals were trained with teachers in IEL training. They might or might not be in CINSTEP training.

- (3) In-service education is held at times convenient for the participants.

If possible, in-service training should be held during regular school hours. If this is not possible, it should be held at times when it is easy and convenient for participants to attend.

In Liberia, in-service training is held during the January- March vacation period. Since a large amount of training is needed to bring many teachers up to "C" Certificate level, there is probably no other option. It is probable that this timing is not particularly convenient for the teachers. Radio delivery of some segments of the PEP curriculum can be timed for periods when school is in session (thereby losing some instructional time), for periods right after the school day ends, or during the evening hours.

- (4) In-service education is voluntary rather than required.

Teachers, like all people, learn best when they want to learn. When they are forced to attend in-service training, their interest, enthusiasm and morale may be low.

IEL training was not voluntary. CINSTEP training was voluntary in the sense that no one was chosen as a participant unless he or she had applied to the program.

- (5) Reinforcement, rewards and incentives are a part of in-service education.

Good performance by the participants should be reinforced immediately after it occurs. Participants may not know when they are doing well unless they are told or shown this directly. Rewards and incentives for successful completion of in-service programs are important. These rewards and incentives must be truly valuable to the participants. Such rewards and incentives can be: extra pay, academic credit, a reduced work schedule, professional travel, public recognition, added responsibilities which are seen by the participants as interesting and pleasant, etc.

CINSTEP training resulted in a "C" Certificate, which is a significant reward in terms of money and prestige. IEL training did not result in a "C" Certificate. Neither program was noted for employing immediate feedback or reward for good performance as a standard part of its training methodology.

- (6) In-service education is planned in response to assessed needs.

The content of in-service programs should not be arbitrary. It should be organized to meet the needs of the various groups it will serve. These needs should be carefully surveyed, analyzed and described rather than simply guessed at. In-service programs should be planned and implemented on the basis of specific needs identified in this way.

In Liberia, this is traditionally not the case. Instead, the Ministry of Education decides what the needs are. An exception to this is the needs assessment conducted by the MOE's DAPs before creating IEL training programs for radio delivery.

(7) In-service education meets long-range school-wide goals.

Single infrequent training sessions designed to motivate and encourage teachers seldom have a lasting effect. In-service training received by only one or two staff members may never reach a larger group. Training programs should help a whole school reach its long-range goals and meet its overall needs.

In Liberia, individual schools do not develop goals for themselves. Perhaps they should. The Ministry does have goals for primary schools, but these are not well known, sometimes not even by the schools themselves. Short "one-shot" training sessions are not the pattern in Liberia.

(8) Participants help plan the objectives, content and methodology of in-service programs.

When participants do not help plan in-service programs, they have little "ownership" of these programs. They may not understand why they are receiving the in-service training, what they are expected to learn from it, or what they should do with it after they have received it. When participants join in the program planning, their understanding, enthusiasm, and commitment is often greatly increased. They are also more likely to take responsibility for implementing changes after the training is completed. If true change in teachers' behavior is expected, it is very helpful if they have a major part in planning this change.

In Liberia, participants have no input into the planning of in-service training. These programs are planned and implemented by the MOE. In the CINSTEP training, the universities and RTTIs cooperated in the planning and delivery of the training.

(9) Goals and objectives of in-service programs are clear, complete and specific.

It is important that both the people who present the in-service training and the people who receive it understand fully the program goals and objectives. They need a complete and accurate picture of what is supposed to happen. They need to know how "success" will be defined. When goals and objectives are unclear, incomplete, too complex or too general, confusion will usually result.

In Liberia, in-service program goals and objectives are usually clearly and specifically defined. However, sometimes they need to be more carefully and completely explained to the participants.

- (10) In-service activities focus on both students and teachers.

The general goal of in-service programs is to educate students in more effective and efficient ways. Student growth is the desired result, and teachers are the agents who bring about this growth. Therefore, good in-service training should carefully consider what behavior changes are needed in both teachers and students in order for maximum growth to occur.

In IEL training, this occurred. In CINSTEP training, it sometimes occurred.

- (11) Individual differences among participants are considered in in-service programs.

People have different skills, abilities, needs and interests. This is true of students, and it is also true of teachers. These differences need to be considered in educating people of any age, including participants in in-service training programs. Those who plan and implement such programs should provide materials and activities which are suitable for a variety of abilities and learning styles.

In Liberia, individual differences among participants are seldom considered in planning or implementing in-service training. This is true in most other countries as well.

- (12) In-service education is related to classroom reality.

If in-service programs are abstract, general or theoretical, the participants may not understand how to use what they learn in such programs in their own classrooms. Teachers must understand the practical value of their training. It must be relevant to their daily professional lives. Effective training has direct and immediate results in terms of improving teaching methods and materials.

IEL training was directly relevant to the IEL classroom. Some aspects of CINSTEP training were quite theoretical and did not always give teachers the knowledge and skills they needed to make specific behavior changes in the classroom. Other parts of the CINSTEP training were more practically oriented.

- (13) In in-service education, practice by and feedback to participants is emphasized more than presentation and storage of information.

When ideas are stated in a general way, they may or may not be understood. Also, they may or may not be remembered. However, when participants practice using a skill or applying an idea and then receive feedback on their efforts, they are more likely to remember and to use what they have learned. This use is the goal of most in-service training.

In general, in-service teacher training in Liberia has provided too little practice and feedback to participants. The IEL program provided more of this than did the CINSTEP program.

(14) Assessment is a necessary part of in-service education.

In-service programs are most effective when their results are evaluated. The most useful evaluation is usually an assessment of how well the objectives of the in-service training have been met. To the extent that behavior change is the goal of in-service training, behavior change is what should be assessed. Results of any assessment undertaken should be given to whomever organized the program so that future programs can be improved.

Both IEL and CINSTEP programs collected suggestions for program improvement from participants. However, summaries of these were not shared with participants. IEL assessed participants' knowledge and skills upon graduation, while CINSTEP assessed the acquisition of knowledge, only. Both programs had supervision components designed to assess the participants' behavior changes in their classrooms and to provide suggestions for improvement.

LIBERIAN PRIMARY EDUCATION PROGRAM

IN-SERVICE TEACHER TRAINING COMPONENT

December 18, 1987
Technical Committee on
In-Service Teacher Training
Dr. Richard N. Cowell, Consultant

ASSUMPTIONS

Assumptions underlie any curriculum. It is usually wise to state such assumptions explicitly. The assumptions which underlie the In-Service Teacher Training Component of the PEP Project are as follows:

The in-service teacher training component of PEF...

1. must follow the general guidelines established in the integration study,
2. must be supportable by the latest academic thinking and international standards,
3. must reflect a single unified program and philosophy rather than responding to the needs of separate projects,
4. must not make its users uncomfortable,
5. must not be a temporary or stop-gap solution, but must be serviceable for the foreseeable future,
6. must be affordable in the country's current and anticipated financial situation,
7. must be deliverable with the personnel currently available or with personnel who can be made available with minimum expenditure of time, effort, and money,
8. must be controlled by and offered under the auspices of the Ministry of Education,
9. must be capable of delivery in both vacation sessions and standard academic semesters,
10. must allow for certification at the "C" level,
11. must take into account the different backgrounds and qualifications which the teachers possess and, therefore, provide different types and amounts of training according to the background and qualifications of each teacher trainee,
12. must not dilute or confuse present systems which are working successfully,
13. must be easily understandable, of immediate practical use, and sequential in nature,
14. must make use of the capabilities of the Liberian Rural Communications Network,

15. must employ, as much as possible, the same methodology as the teacher trainees will be taught to employ in their own classrooms,
16. must satisfy as many of its constituents as possible without, realistically, expecting to satisfy all of them.

PEP IN-SERVICE TEACHER TRAINING CURRICULUM

OUTLINE

Rationale:

The Ministry of Education is committed to educational reform and improvement. The Integration Study and the Primary Education Program are tangible evidence of this commitment. One component which is needed to support this commitment is an In-Service Teacher Training Curriculum which is consistent with the latest academic thinking and international standards and which represents a single coherent and unified philosophy of education and pedagogy. In accordance with the Integration Study, this curriculum must integrate sequenced learning techniques with the use of standardized textbooks. It must also use the considerable potential of the Liberian Rural Communications Network, where feasible, to deliver some of its content. In addition, it must be serviceable for the foreseeable future and affordable in the country's current and anticipated financial situation. Finally, this curriculum must be flexible enough to meet the needs of teachers with widely differing academic backgrounds and teaching experience, and must enable those teachers who complete it to receive the "C" level certification.

Goal:

Graduates of the PEP in-service teacher training program will be fully qualified professional teachers able to instruct elementary students effectively and efficiently.

Objectives:

- Teachers will master the basic techniques of sequenced instruction.
- Teachers will be able to use these techniques flexibly and with sensitivity.
- Teachers will be able to integrate sequenced instruction modules with textbooks, aids and materials from the environment, and higher level thinking skills, when indicated.
- Through awareness of techniques of grouping, adding variety to lessons, remediation, and recognizing differences in students, teachers will respond to some of the individual needs and abilities of those they teach.
- Teachers will understand some of the basic principles and ideas of educational psychology.
- Teachers will apply some of the basic principles and ideas of educational psychology to their teaching.

- Teachers will understand some of the basic principles and ideas of the foundations of education.
- Teachers will apply some of the basic principles and ideas of the foundations of education to their teaching.
- Teachers will have at least a minimal mastery of the subject matter content included in the Revised National Curriculum.

PEP IN-SERVICE TEACHER TRAINING CURRICULUM

OUTLINE

- Segment A - GENERAL ACADEMIC CONTENT
 - A1 - Content for High School Equivalency
 - A2 - Content Enrichment

- Segment B - PROFESSIONAL CONTENT
 - B1 - Educational Psychology (48 hours)
 - B2 - Foundations of Education (48 hours)
 - B3 - Methodology of Teaching (150 hours)

- Segment C - SUPERVISED PRACTICE TEACHING

TEN WEEK PEP IN-SERVICE TEACHER TRAINING

<u>Part 1</u> (5 weeks)	<u>Days</u>	<u>Hours</u>
B3 - PEP Instructional Methodology		
Part A - Expanded IEL Methodology	18	108
Part B - New Topics	<u>7</u>	<u>42</u>
Total	25	150
 <u>Part 2</u> (5 weeks)		
B1 - Educational Psychology	8	48
A2 - Content Enrichment		
Science	8	48
Maths	<u>8</u>	<u>48</u>
OR		
Social Studies	8	48
Language Arts	<u>8</u>	<u>48</u>
TOTAL	24	144

DELIVERY BY RADIO/CORRESPONDENCE/OTHER

B2 - Foundations of Education	8	48
A2 - Content Enrichment		
Social Studies	8	48
Language Arts	8	48
OR		
Science	8	48
Maths	<u>8</u>	<u>48</u>
TOTAL	24	144

SEGMENT A - GENERAL ACADEMIC CONTENT

A-1 - Content for High School Equivalency

There is general agreement that elementary teachers presently in service lack the broad content background needed to be truly effective instructors. The present teacher corps contains many people who have not graduated from high school. It also contains people who have graduated from high school long ago and who have not had in-service training or instruction in content areas since their graduation. It is not difficult to find instances of teachers who are attempting to teach ideas and concepts which they do not fully understand themselves to their students. Therefore, the need for all of our teachers to have a high school diploma or certificate, or its equivalent is obvious.

Obvious as this need may be, the Ministry of Education is currently concerned with other equally pressing aspects regarding in-service teacher training, and the USAID grant has not earmarked funds specifically to meet this need. In addition, the West African Examinations Council is currently working on a high school equivalency examination which can be given in Liberia. However, their work is now stalled due to lack of funds. They indicate a willingness to undertake this task for a fee of between \$6,000 and \$7,000. Also a Teacher Placement Test which has previously been used in the CINSTEP Program, when modified appropriately, may be helpful in meeting this need. However, work in this area of high school equivalency training cannot be a highest priority for the In-Service Technical Committee at this time.

However, when it does become a high priority, certain problems can be anticipated. The major problem may be that accurate records that tell which grade of junior high school or senior high school any given "C" level certificate candidate has actually completed often may not exist. Indeed, records which indicate whether a candidate has truly graduated from a high school, although more common, may also sometimes not exist. Therefore, while we can predict that the amount of high school equivalency training needed will vary greatly among candidates, it may be very difficult to determine exactly how much training a specific certificate candidate actually needs.

Among the ways to solve this problem are:

- Give all candidates the same quantity of training, no matter what grade of schooling they may have completed,
- Accept their word concerning which grades they have completed,
- Make a rough estimate of which grades they probably have completed,
- Ask the principals in the schools where they teach to make such an estimate,

- Develop and administer a test to each candidate to determine his or her level of knowledge. This would be, in effect, a high school equivalency exam.

Other options may exist, as well. The last option would probably yield the most satisfactory results, however it would be the most expensive of time and money.

Obviously, we want all of our teachers to have completed high school or equivalent work. This is the goal and objective of this "High School Equivalency" component (A-1). Hopefully, a program can be devised for those who have not yet achieved this. Ideally, such a program can be accelerated in some way so that most students can spend somewhat less time in these equivalency studies than they would in a normal high school. Their increased maturity and experience should allow them to do this. There is, of course, an obvious danger in attempting too much acceleration or too much condensation of content, and this danger must be avoided. It may be possible to deliver some or all of the course content needed for high school equivalency by means of the Liberian Rural Communications Network. This possibility will be studied by the "Radio Delivery" Team in January 1988.

A-2 - Content Enrichment

Content enrichment is a life-long process; and, in theory, it would be desirable to devote a large amount of training time to it. In practice, however, this will be difficult to do, due to the scarcity of both time and money.

It is clear that content enrichment, for teachers both with and without high school diplomas, should focus on the content covered in the Revised National Curriculum, which is also the content covered in the PEP modules, rather than on some kind of diffuse or general content.

However, the content covered in the National Curriculum is quite extensive, and it is unlikely that all of it can be included in a realistic enrichment program. To do so would be to create training which is both too lengthy and too complex. There are at least six ways to solve this problem and to reduce the content to be covered by any one teacher trainee. These are:

- choose content to be covered arbitrarily,
- have each trainer teach the content in the National Curriculum which he or she knows best,
- have each teacher trainee learn the content which is offered in a single grade, thereby becoming an expert in that grade,
- cover content which is not covered in the textbooks,
- have each teacher trainee specialize in one or two content areas (science, maths, language arts, and social studies), thereby becoming an expert in that area or those areas,
- survey a sample of teachers to determine those areas in which they themselves feel they are weakest, and offer enrichment in those areas which are most frequently mentioned in the survey.

While each of these six options offers certain advantages, the final one seems to be the best, and is recommended here. This is the only option which allows the teacher trainees to express their own opinions and needs, thereby creating their own ownership of the training. Creating this sense of ownership is very important, and is not something traditionally done when training is given in Liberia. The more trainees have ownership of the training they participate in, the more they will be motivated to work hard,

complete the training, learn, remember what they learn, and use what they remember. Consequently, a survey designed to let teachers express their needs and desires regarding content to be covered in the content enrichment (A-2) component portion of the training has been scheduled for Day 1, Instructional Period 2 of the fifth week of the 1988 vacation training. This survey can be as simple as listing the main topics covered in the National Curriculum in each content area and asking the teachers to indicate which topics they feel somewhat weak in and which topics they feel very weak in or, it can ask other questions as well and thereby by gain other types of information about teacher strengths and weaknesses in content areas.

Whatever method is chosen for content selection for this "Content Enrichment" component (A-2), the goal and objective will be the same: To provide all teachers with knowledge of content sufficient to enable them to present accurate content to their students.

In the training design, each teacher trainee is scheduled to study two of the four main content areas during Part 2 (the second five week workshop) of the "face to face" training. Enrichment training in the other two content areas will be delivered by means of radio, audio tapes, correspondence courses, or other means. All courses in this content enrichment area will be 48 hours in duration. Those delivered by radio or similar means will be accompanied by study guides and workbook activities.

INTRODUCTORY NOTE

SEGMENT B - PROFESSIONAL CONTENT

The intent of the three courses described in this section is to offer practical help to the teachers as they go about their day-to-day instructional tasks. Ideas and discussions which are philosophical, theoretical or abstract are likely to be of less value to the teacher than are practical, concrete, and specific ideas and skills. Such ideas and skills should be the focus of the courses in this area. This focus should be kept carefully in mind as content is elaborated and activities planned. Activities should be truly active and teachers should be given the opportunity to think about ideas and to learn skills which are directly relevant to their instructional role.

PEP IN-SERVICE TEACHER TRAINING COMPONENT

B1 - Educational Psychology

Goal:

Teachers will understand some of the key concepts from educational psychology and will be able to apply these concepts to their performance in their teaching role.

Objectives:

- Teachers will understand basic concepts of child growth and development, particularly in the Liberian context.
- Teachers will understand basic concepts of a recognized learning theory.
- Teachers will understand basic concepts of classroom management and will understand the roles of positive and negative reinforcement of student behavior.
- Teachers will understand basic concepts of providing instructional incentives and will master a variety of skills for motivating students.
- Teachers will understand some of the reasons why students fail to complete school work successfully.
- Teachers will understand some of the dynamics of classroom interaction and classroom communications and will master some of the skills of effective communication with students.
- Teachers will master techniques of assessing student achievement in acquiring knowledge, mastering skills, clarifying and expressing opinions and values, and employing higher level thinking skills.
- Teachers will understand the relationship of educational psychology to their daily activities in the classroom.

CONTENT

1. Child Growth and development (8 hours)
 - a. physical/psycho-motor (including health and nutrition)
 - b. psychological/emotional
 - c. social/moral
 - d. intellectual (including language and bilingualism)
 - e. recognition and diagnosis of individual differences in a. - d.
 - f. handicaps and disabilities in a. - d.
 - g. the effects of typical Liberian social organization and child rearing practices on a. - d.

2. Types of Learning (8 hours)
 - a. a model of the learning process
 - b. definitions of "learning"
 - c. acquiring information
 - d. mastering skills
 - e. acquiring and clarifying attitudes and values
 - f. acquiring and clarifying emotions and feelings
 - g. using a. - d. in critical thinking, decision making, and problem solving
 - h. discovery learning as compared to memorization
 - i. educating the "whole child"

3. Motivation and Incentives (4 hours)
 - a. techniques of motivation
 - b. the role of the teacher in motivation and the creation of self-motivation
 - c. positive and negative reinforcement and their uses

4. Classroom management (6 hours)
 - a. why students misbehave
 - b. techniques of control
 1. individual students
 2. groups of students

5. Classroom Communication (4 hours)
 - a. among students
 - b. between a teacher and individual students
 - c. between a teacher and groups of students
 - d. creating confidence in students
 - e. open communication
 - f. communications through "body language"
 - g. questioning strategies and open-ended questions

6. Measurement and Assessment (8 hours)
 - a. designing evaluation of student progress in acquiring information
 - b. designing evaluation of students progress in mastering skills
 - c. designing evaluation of student progress in acquiring and clarifying attitudes, values, and emotions
 - d. uses of open and closed-ended evaluation instruments (objective/subjective tests)
 - e. the concept of "readiness" and the diagnosis of student readiness

7. The Reasons for Student Failure (4 hours)
 - a. boredom
 - b. fear
 - c. confusion
 - d. low intelligence
 - e. lack of motivation
 - f. lack of relevancy and meaning
 - g. overcoming a. - f.

8. The Relationship of Educational Psychology to the Teacher's Role and Behavior (6 hours)
 - a. definitions of "teaching"
 - b. definitions of "education"
 - c. learning styles and patterns
 - d. teacher's recognition and response to c.
 - e. "school" learning vs. "other" learning

EXAMPLES OF ACTIVITIES

These are sample activities only. They are meant to illustrate the kinds of activities which are truly active rather than passive. They show how teacher trainees can use their own higher level thinking skills rather than simply memorize and repeat. Other similar activities will need to be added by the instructors who teach this course.

1. Think of two different students you have taught who have failed. Why do you think they failed? If you had them again in your class next year, what would do for each student to help him or her succeed?
2. Choose one fact from the curriculum in the grade you teach and one academic problem which you would like your students to be able to solve. Describe different ways in which you could evaluate their achievement of learning this fact and solving this problem.
3. Write two paragraphs: one in which a student and a teacher are communicating well with each other and one in which a student and a teacher are communicating poorly. Exchange paragraphs with another teacher. Read the other teacher's paragraphs and discuss all four paragraphs with this teacher.
4. Suppose a student in your class does very good work but is noisy and disruptive. Describe how you could handle this situation through positive reinforcement. How could you handle it through negative reinforcement? Which way do you think is preferable.
5. Distinguish between learning information, mastering skills, clarifying values, and expressing emotions. What are the differences among these? Draw a simple picture of a child doing each. Explain your pictures to another teacher.
6. Join with four other teachers. Organize and present to the rest of the trainees in your group two role plays: one in which a teacher is using techniques which will motivate students and give them incentives to learn and another role play in which the techniques used by the teacher will not do this.
7. Make a list of the different methods you have used to manage and control your classes in the past. Which methods seemed to work best? With which kinds of students? Compare your list with that of another teacher. How have his or her experiences differed from yours?
8. When students perform well in a PEP classroom, teachers usually say, "Very good" or "Give me two hands." Make a list of other things which teachers could say in order to give variety to this type of positive reinforcement.
9. Choose four children who differ along various dimensions: tribal, religious, geographic, social-economic, etc. and study them for a three week period with respect to their learning information, mastering skills, and expressing values. Write a brief report comparing and contrasting these students.

B-2 FOUNDATIONS OF EDUCATION

Goal:

Teachers will understand some of the key concepts from the foundations of education and will be able to apply these concepts to their performance in their teaching role.

Objectives:

- Teachers will understand some of the key events in Liberia education and in recent U.S. education.
- Teachers will understand some of the contributions made by African and western educators to Liberian education.
- Teachers will understand the philosophy and purposes of indigenous educational practices in Liberia.
- Teachers will be able to discuss the strengths and advantages of both traditional Liberian and western models of education.
- Teachers will be able to relate education to national development.
- Teachers will understand the structure and function of the Ministry of Education
- Teachers will be able to discuss selected key ideas and topics in the philosophy of education, particularly as they relate to the current Liberian context.
- Teachers will be able to formulate their own conclusions concerning these ideas and topics.
- Teachers will be able to discuss selected contemporary Liberian educational problems.
- Teachers will be able to formulate their own conclusions and solutions to these problems.

B-2 Educational Foundations

Part 1 - Selected topics in the History of Education in Africa and the West (18 hours)

- Overview of traditional African indigenous education
 - * Poro and Sande societies
 - * Other secret and non-secret societies
 - * informal, observational, and apprentice type systems
- Outstanding African educators and their contributions
- Brief overview of education in the United States from the nineteenth century onward. Emphasis on those aspects which have impacted on Liberia:
 - * the school as a governmental institution
 - * the school building
 - * textbooks and written materials
 - * formal training for teachers
 - * sequential training over twelve years or more, etc.
- Brief history of education in Liberia and West Africa
- Comparison of Liberian and western education -- strengths and advantages of each.
- Relationship of education to Liberian elites, past and present. Education as a path to advancement.
- How western education and ideas have changed Liberian society.
- The needs of modern society - which ideas from indigenous practices and from western models should be saved and which eliminated?
- The structure and function of the Ministry of Education today.
 - * purpose
 - * organization
 - * roles of various officials
 - * duties and responsibilities
 - * ways of communicating with schools and meeting their needs
 - * ways of communicating with teachers and meeting their needs

Part II - Selected Topics in Philosophy (12 hours)

- The official Liberian philosophy of education as stated by the Ministry of Education.
- Definitions of "education," "learning," and "education" as they change over time and in different societies.
- The definition of an "educated person" in terms of his/her knowledge, skills, and values.
- Differences between educated and uneducated persons.
- Forces which cause educational change; forces which impede educational change.
- The relationship of education to national development.
- The dual role of the teacher as an agent of change and an agent of stability; other roles of the teacher.
- The ideal role of education in Liberia in the next decade.

NOTE: These topics are written in terms of statements. However, the intention is NOT that they form topics for lectures. Rather, the intention is that they are seen as questions which have no correct answers but which teachers should investigate and discuss in order to form their own opinions.

Part III - Contemporary Problems (18 hours)

- Prioritizing educational needs - all are important, but which are the most important, and why?
- Communications among schools and with the Ministry of Education.
- Financing education with limited funds.
- Teacher ethics and standards, professional responsibilities.
- Equipping and supplying schools.
- Collecting educational data.
- Motivation and incentives for teachers.
- Keeping students in school, particularly female students.
- Creating parent understanding of schools, involvement in schools, and support for schools.
- Problems and issues identified by teachers from the point of view of the classroom.

The course is designed to be delivered by radio or similar means. It will be accompanied by a study guide and workbook activities. It will be created by a team composed of two content specialists and two Development Agency Producers (DAPs) from the Ministry of Education. It will be their job to insure accuracy and completeness of content as well as variety and liveliness of presentation.

EXAMPLES OF ACTIVITIES

These are sample activities only. They are meant to illustrate the kinds of activities which are truly active rather than passive. They show how teacher trainees can use their own higher level thinking skills rather than simply memorize and repeat. Other similar activities will need to be added by the instructors who teach this course.

1. Make a list of the elements of African indigenous education that you think Liberians should maintain in their present educational system. Choose two of the elements and explain in one or two paragraphs why you think each one should be maintained.
2. Name someone in your community whom you would consider to be an outstanding educator. Why do you consider him or her to be so?
3. What do you think the Liberian educational system has inherited from education in the United States? Which do you think are good influences and which are not? Why?
4. Imagine that you are on the ship bringing the first settlers to Liberia. Tell what you would suggest to the agent and to your fellow settlers concerning the organization and conduct of the schools to be established.
5. As a teacher, what are your professional responsibilities toward: a) being prepared to teach your class, b) arriving at school on time, c) leaving school while classes are in session, d) handling school funds, e) informing your principal of another teacher's possibly unethical behavior, and f) proctoring the West African Qualifying Examination?
6. Think of a student who has had only Liberian indigenous education. Think of another student who has had only western education. Compare and contrast both students, giving their probable strengths and weaknesses. Choose two jobs, and predict each student's probable success in each job.
7. You are on a committee to study ways to make your school's instructional program more relevant to the needs of your students and your community. What are your recommendations to your District Education Officer?
8. From what you have heard from the elders and from your own experience, list five ways in which Liberian society has changed. Explain what you think is responsible for this change. Have educational practices had any role in this change?
9. If you had to plan a curriculum for the Liberian schools, which subjects would you include? Why? Which instructional methodology would you recommend? Why?

10. The roof of your school has blown off in a wind storm. You are on a committee to solicit funds for repairs. Your committee collects \$400 in cash and materials. What are the ethical and professional responsibilities of your committee in handling, disbursing and accounting for these contributions?

11. List all the reasons why you have visited the Ministry of Education since you have been employed as a teacher. List other reasons why you think a teacher might visit the Ministry. What services would you like the Ministry to perform for you that it is not now performing?

B3 - PEP INSTRUCTIONAL METHODOLOGY

Goal:

Teachers will have a sound grasp of instructional methodology such that they can guide student learning with modules and textbooks in an effective and efficient manner.

Objectives:

- Teachers will master those skills necessary for the presentation of effective sequenced learning lessons.
- Teachers will understand the procedures used in sequenced learning and the proper management of sequenced learning systems and materials.
- Teachers will master those skills necessary to plan effective lessons which integrate modules, textbooks, aids from the physical and social environments, and higher level thinking skills.
- Teachers will understand when such integrated lessons are appropriate and when instruction delivered through modules only is appropriate.
- Teachers will understand basic concepts of grouping students and adding variety to classroom work.
- Teachers will understand some of the basic techniques of remediation and of working with slower learning students.
- Teachers will master skills of assessing student progress in knowledge acquisition and skills mastery, including higher level thinking skills.
- Teachers will master the skills of keeping accurate records and of reporting data efficiently.
- Teachers will master the skills necessary for effective classroom control and management.

PART A

This part will be an improved version of the former IEL training. New topics will not be added, but the topics previously offered will be presented in an expanded version. It will be eighteen days (108 hours) in duration.

PART B

This part will introduce new topics to PEP methodology. It will be 7 days (42 hours) in duration.

Day 1, Period 1

registration and administration (Large Group)
(If this has been done earlier, replace with an overview of the PEP Project and a description of how radio and audio tapes will be used to deliver B2 (Educational Foundations) and the content enrichment courses).

Day 1, Period 2

organizing study groups (Large Group)
meeting in groups and getting acquainted (Small Group)
"warm up" activity
electing/appointing group leaders
Content Needs Survey - discuss need for and use of survey
- administer survey
- general discussion of responses

Day 1, Period 3

What is educational planning. How is it used, what are the reasons and needs for it? (LG)

Distinguish between long term planning (planning the curriculum for a year or for the whole elementary sequence), medium term planning (planning units which usually last from one week to a month or more), and short term planning (daily lessons plans or plans for one instructional period) (LG)

The elements of a lesson plan:

What should be taught - the content
Why should this be taught - the objectives
How should this be taught - the methodology
When should this be taught - the length and timing
How well was it taught - the evaluation

There are many different types of lesson plans. However, any statement that covers these five areas can properly be considered a lesson plan.

Illustrations and demonstration of lesson plans - distinguishing good from bad plans (handouts plus discussion - possibly SG)

Day 1, Period 4

Analyze modules and convert them into lesson plan form, using the five part structure given in the last period

- demonstration (LG)
- practice (SG)

Day 2, Period 1

Using (A) Modules, (B) Textbooks, (C) Aids, and (D) Higher Level Thinking skills - overview of what each of these is and how it can be used in PEP (LG)

Discussion of this topic to clarify points and to begin to analyze problems (SG)

Day 2, Period 2

Distribute textbooks. Examine and read texts. Discuss their strengths and weaknesses and possible uses. (SG)

Day 2, Period 3

The use of textbooks in the PEP: (A) for variety, (B) as enrichment for faster students, (C) for students who are behind, either because they have been absent or because they are slower learners. (LG)

Use of the "Module-Textbook Matching Forms" - explain forms (LG), examine forms and make matches (SG)

Day 2, Period 4

What are educational aids? (Audio, Visual, from the physical environment, from the social environment) (LG)

How to use the local environment: (LG)

- collect materials (leaves, sticks, stones, flowers, bark, feathers, shells, bottle caps, scraps of cloth, wood, or metal, etc.) from the environment for use in the classroom. Describe some of these uses (for counting, for collections and displays, as materials for art projects, etc.)

- take brief field trips into the environment (often into the area immediately surrounding the school) to examine various aspects of it
- bring elements of the environment into the school for study
- invite local people into the classrooms to share their knowledge and skills
- help students to focus critical thinking skills on situations in their environment

Discussion of aids, if any currently in use and of prospects of using aids and the environment in local schools (SG)

Day 3, Period 1

Examine area around training site for ways the physical and social environments could be used, bringing in items, if possible. (SG)

Return to classroom and discuss findings (SG)

Day 3, Period 2

What are "Higher Level Thinking Skills"? Distinguish Memorization from Higher Level Thinking Skills. Give examples of Higher Level Thinking:

- applying knowledge to the solution of problems
- analyzing opinions, problems, options, situations, information, needs
- synthesizing ideas. information
- evaluating opinions, results, courses of action
- developing and investigating hypotheses
- making decisions and judgements based on information
- expressing and critiquing ideas
- manipulating ideas and concepts
- solving problems where academic knowledge can be applied to both academic problems and problems in the student's real life (LG)

Discuss, and use modules to illustrate both memorization and higher level thinking (SG)

Add activities involving higher thinking skills to sample modules (SG)

Day 3, Period 3

Create lesson plan based on a module and integrating textbooks, aids and the use of the local environment, and higher level thinking skills (SG)

Day 3, Period 4

Discuss and Critique as many lesson plans time allows. (5 can be covered in a 90 minute period, if 18 minutes is devoted to each one) (SG)

Day 4, period 1

Lecture - special topic #1: Grouping Students. Teachers often treat students as if they were all exactly alike. But they, like adults, differ in many ways. Some of these ways are: aptitudes and abilities, general intelligence, physical capacity, general health, interests, wants and desires, needs, hopes and ambitions, attitudes and values. While individualization of instruction which takes into account these differences is theoretically desirable, in large classes it is not practical. What is practical, however, is the grouping of students in PT review groups and PL groups in various ways. Among these ways are:

- grouping by age or maturity
- grouping by student interest
- grouping by student needs
- grouping by student ability/intelligence
- grouping by teacher choice
- grouping by random selection
- grouping with students which a given student does not know well

Currently all grouping is done by student-chosen affinity or friendship groups. While this is a perfectly reasonable way to group students, it is probably not reasonable to group them this way all the time. Teachers need to know criteria to use in choosing which grouping method is most appropriate under which circumstances. (LG)

Day 4, Period 2

Create lesson plan #2 (SG)

Day 4, Period 3 (FIRST HALF)

When should lesson planning be used? It is already done for the teachers during the direct instruction segments of PT. However, it can be used in order to make teaching more effective during the review sessions of PT and during PL. It can also be used for the subjects presented on Friday. It is not reasonable to expect teachers to create lesson plans for every time one of these opportunities occurs. When is it appropriate?

- for variety
- when students ask for something different
- when students with special needs or abilities are identified
- when special materials are available
- when students seem bored
- if a module is missing, etc.

NOTE: This is a Large Group activity which should take only half the period.

Day 4, Period 3 (SECOND HALF)

Discuss ideas presented in first half of period (SG)

Begin Critique of lesson plan activity #2

Day 4, Period 4

Continue critique of lesson plan #2

Day 5, Period 1

Lecture - special topic #2: The Exceptional Learner. In any normal classroom there will be some percentage of students who have special difficulties with the type of learning normally expected in schools. This percentage is estimated at approximately 15%, but there can be considerable variation among classrooms. However, this figure means that a teacher can expect, on the average, approximately 7 or 8 students out of every 50 who can be classified as "learning disabled."

Education for the handicapped and the learning disabled is a complex area. We are not likely to be able to cover much of it in the time we have available. However, minimally, we should try to create an awareness in our teachers that:

- all students are different, one from the other

- some of these differences prevent certain students from learning in normal ways and at a normal speed
- teachers should attempt to diagnose student learning abilities, and, where feasible, student learning styles
- where feasible, grouping, remediation, peer tutoring and other techniques should be used to help students with learning disabilities and special problems.
- from time to time teachers may encounter certain severe handicapping conditions such as:
 - * blind or vision impaired
 - * deaf or hearing impaired
 - * physically handicapped
 - * emotionally disturbed
 - * mentally retarded
- the average teacher is not equipped to deal with such severe handicaps as these, and the principal should be informed and special help sought for such students if the teacher has reason to believe that a student may possibly fall into one of these categories. The teacher must realize that a student who is difficult to teach or who is not well behaved is not necessarily "learning disabled" Teachers should be very careful about labelling students and should not use labels as a crutch to justify not teaching certain students.

Teachers must also be made aware that not all "exceptional" students are "slow" students. Teachers will normally have another approximately 15% of their students who are talented and gifted. They must try to keep these students challenged and working up to their potential by giving them an appropriate quantity and quality of extra work.

Day 5, Period 2

Create lesson plan #3

Day 5, Period 3

Critique lesson plan #3

Day 5, Period 4

Lecture - special topic #3: Remediation. Remediation in the PEP system will be explained. Topics covered will include:

- what is remediation - different styles and types
- how does the teacher know which students need remediation

- how is remediation conducted
- materials necessary for remediation
- how can we tell if remediation has been successful

(See Day #10, Third and Fourth Sessions in "Day By Day Description of Activities")

Day 6, Period 1

Create lesson plan #4

Day 6, Period 2

Critique lesson plan #4

Day 6, Period 3

Lecture - special topic #4: Variety. Any one single instructional methodology, no matter how good or how appropriate it is, will become boring after constant repetition. Indeed, lack of variety as embodied in constant repetition is the enemy of creativity, innovation, originality, liveliness, and imaginative thought and action. While sequenced instruction will be the backbone and primary methodology of the PEP, it can be truly effective only if variety can be introduced into it from time to time. Among the appropriate types of variety to introduce are:

- variety in learning activities.
- variety in teaching methods
- variety in educational materials (i.e. - texts, aids, thinking skills, etc.)
- variety in rewards and incentives
- variety in grouping students
- variety in evaluation procedures (especially in the measurement of higher level thinking skills)

NOTE: This is the last of the four large group "special topic lectures". Any of all of them may not take up a full 90 minute period. If this is the case, they can be followed by small group discussions of the topic just presented. At this time teacher trainees can consider how the ideas presented could be used in a practical way in their own schools.

Day 6, Period 4

Create lesson plan #5

Day 7, Period 1 (FIRST HALF)

A brief lecture on the further uses of textbooks in PEP. The presentation on Day 2, Period 3 stresses the use of textbooks (A) for variety, (B) as enrichment for faster students, and (C) for students who are behind, either because they have been absent or because they are slower learners. In addition to these primary uses, teachers need to be made aware of other secondary uses of textbooks. Among these are:

- as references for teachers
- as references for students
- for students to read at times when the teacher is absent
- to help a student who is not functioning well in a PL group or in a PT review group, or who has to be removed from a group for disciplinary reasons
- for general interest and pleasure
- as alternate materials for presentation in an IEL fashion during DI
- to introduce material
- to review material
- to use extensively at the end of sixth grade to help prepare students for junior high school

Day 7, Period 1 (SECOND HALF)

When the large group lecture is finished, teachers can break into their small groups to discuss this topic. They then can begin their critique of lesson plan #5

Day 7, Period 2

Continue critique of lesson plan #5

Day 7, Period 3

Evaluation

A. of the teacher trainees' achievement:

- some objective questions on the large group portions of the workshop.
- a written demonstration of their lesson planning ability using texts, aids, the environment, and higher level thinking skills

B. of the workshop:

- written feedback on strengths and weaknesses of the workshop, with discussion, if time allows.

Day 7, Period 4

Closing ceremonies and presentation of certificates of participation

SEGMENT C - SUPERVISED PRACTICE TEACHING

In early 1988 five weeks will be devoted to the planning of a complete supervision program for the PEP. This program will include administrative supervision and both the evaluative and supportive aspects of instructional supervision. The approximately one hundred supervisors available through the Ministry's former IEL Project, through its regular structure of Regional, County, and District Education Officers, and through the Peace Corps will be organized to provide supervision both for teachers participating in the in-service teacher training component of the PEP (practice-teaching as represented by Segment C) and for teachers in regular service. It is anticipated that elementary school principals will be trained to deliver selected parts of this supervision. The goal is to work out a scheme whereby all teachers seeking "C" level certification will be supervised a minimum of six times during their practice teaching semester. An appropriate training program will be devised for all supervisors which will be in accordance with the Ministry's regulations for the certification of supervisors.

IMPLEMENTATION PLAN

PEP IN-SERVICE TEACHER TRAINING COMPONENT

The date on the right indicates the date by which the activity described should be FINISHED, not the date on which it should begin. Some activities can be completed very quickly, some will take considerable time and should begin well before the date indicated. The names of people following each activity indicate persons who should lead and/or be involved in that activity. They are suggestions only. In some cases the suggestions may not be appropriate, and should be changed. This entire implementation plan should be reviewed by the Technical Committee and modified by them, as appropriate. In some areas important activities may have been inadvertently omitted. The plan should be updated on a regular basis as new tasks emerge.

A-1 High School Equivalency

- Jan 15 Examine the 5 alternatives on pages 7 and 8 and decide if a high school equivalency examination is needed. If it is not needed, choose among the 4 alternatives offered. If it is needed, then. . .
(TECHNICAL COMMITTEE)
- Jan 31 Examine the CINSTEP Teacher Placement Test to determine its adequacy as an examination for testing high school equivalency.
(VANI, COLEMAN, GBEGBE, TARLOWOH)
- 57 Feb 7 Decide whether to use approximately \$7000 of project funds to hire WAEC to create a high school equivalency examination.
(VANI)
- Mar 1 Set up mechanism and procedures for administering and scoring the examination eventually chosen or developed.
(VANI, TARLOWOH)
- Jul 31 Develop a remediation program for those who fail the examination.
(TECHNICAL COMMITTEE)

A-2 Content Enrichment

- Jan 10 Review "Teacher Subject Matter Weaknesses Survey" instrument and approve or change.
(VANI, COLEMAN, GBEGBE, TARLOWOH)
- Jan 15 Appoint team to tabulate and summarize results of the survey.
(VANI)
- Feb 29 Appoint development teams of 2 content sepcialists and 2 DAPs to develop all four courses for both workshop and radio delivery.
(VANI, SOMMERVILLE, NORMAN)

B-1 Educational Psychology and B-2 Foundations of Education

- Feb 29 Appoint development team of 2 content sepcialists and 2 DAPs to develop the B-2 Foundations of Education course for radio.
(VANI, GBEGBE, REEVES, NORMAN)
- Dec 31 Develop a full range of activities which will help trainees to master basic skills, to connect the content of the courses to their own classroom behavior and teaching techniques, and to use their own higher level thinking skills. ^{OLSON}
(GBEGBE, REEVES, NORMAN, INSTRUCTORS WHO ARE CHOSEN TO TEACH THE COURSES)
- Dec 31 Train instructors to teach B-1 Educational Psychology in such a way that it is of immediate practical use to the trainees.
(VANI, GBEGBE, REEVES, OLSON, NORMAN)

B-3 Instructional Methodology

[Part A - Former IEL Training]

- Jan 15 Complete work on improving former IEL training and fitting this training into an 18 day (108 hour) format.
(VANI, NAH, CLARKE, NANCE)

54 [Part B - New Topics]

- Jan 15 Decide how small group leaders will be elected/appointed.
(VANI, NAH, CLARKE, NANCE)
- Jan 15 Insure an adequate supply of World Bank textbooks for the training.
(VANI, NAH)
- Jan 15 Complete "Module-Textbook Matching Forms."
(SOMMERVILLE, BRIGGS)
- Feb 7 Develop procedures and instruments to be used in evaluating both teacher trainee achievement and workshop effectiveness.
(TARLOWH, BRIGGS, INSTRUCTORS OFFERING TRAINING)

Jan/Feb Vacation Training (General)

- Dec 18 Integrate Judy Nance into the planning process.
1987 (VANI, GBEGBE, NAH, BRIGGS)
- Jan 1 Select participants and instructors for all courses to be offered.
(VANI)

- Jan 7 Select site and make all administrative and logistical arrangements.
(VANI, NAH, NANCE)
- Jan 7 Develop a 1 day workshop to orient all instructors.
(VANI, GBEGBE, NAH, BRIGGS, NANCE)
- Jan 15 Deliver 1 day workshop to all instructors.
(GBEGBE, REEVES, NAH, NANCE)
- Jan 15 Provide textbooks (125 sets) for training.
(VANI, NAH)
- Feb 15 Develop 5 day supervisor training for March
(NAH, BRIGGS, OLSON, NANCE)
- Mar 31 Deliver 5 day supervisor training
(VANI, NAH, BRIGGS, OLSON, NANCE)

General

- Jan 1 Hold meeting between LRCN and MOE to set policy and organize public relations radio project.
(GONGOR, KWEEKEH, VANI, HANDLEMAN)
- 47 Jan 1 Determine the role of the MOE in the technical aspect of the first week of Peace Corps training.
(VANI, NANCE, GBEGBE)
- Jan 1 Establish an implementation Sub-Committee and hold monthly meetings to assess progress and identify new tasks to be accomplished.
(VANI, COLEMAN, SOMMERVILLE, OLSON, GBEGBE)
- Jan 7 Follow up meeting to settle the specifics of the public relations radio project.
(GONGOR, VANI, HANDLEMAN, NORMAN, DAPs)
- Jan 15 Review final changes in the In-Service Teacher Training Curriculum and approve or make changes, as needed.
(TECHNICAL COMMITTEE)
- Jan 15 Review this Implementation Plan and approve or make changes, as needed.
(VANI, SOMMERVILLE, COLEMAN, GBEGBE)
- Gain approval for the In-Service Teacher Training Curriculum from the Certification Board.
(VANI, COLEMAN, SOMMERVILLE)
- Gain approval for the In-Service Teacher Training Curriculum from the Minister of Education.
(VANI, COLEMAN, SOMMERVILLE)
- Distribute the In-Service Teacher Training Curriculum to the proper persons and offices.
(VANI, COLEMAN, SOMMERVILLE)

- Jan 15 Follow up on the delivery of books from Books for the World (until their arrival in Liberia)
(GONGOR, VANI)
- Jan 31 Develop plan for delivering textbooks to schools.
(GONGOR, VANI)
- Mar 31 Deliver textbooks to schools.
(VANI, NAH, CLARKE)

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