



**USAID** | **LIBERIA**  
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# ACCELERATED LEARNING PROGRAM PLUS

YEAR I ANNUAL REPORT      OCTOBER 2006 - SEPTEMBER 2007



**Contract Number DOT-I-00-03-00009-00**

**Task Order Number I**

**October 2007**

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It was prepared by Creative Associates International, Inc.

# ACCELERATED LEARNING PROGRAM PLUS (ALPP)

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Prepared for: Accelerated Learning Program PLUS  
U.S. Agency for International Development  
Contract No. DOT-I-00-03-00009-00  
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*The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.*

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- *Trokon Wayne, Assistant Manager for Monitoring and Evaluation for his devotion to collecting the data and seeing that what is reported is accurate and correctly reflects what we have accomplished.*
- *Moses Kwalula, Assistant Manager for Training and Materials Development for his never ending energy to see that teachers and administrators are trained and that we are meeting our targets.*
- *And certainly none of it would be possible without the rest of the individuals that make up the outstanding ALPP Education Unit: Kenneth Harding, Josephine Tengbeh, Mardia Warner, Leonard Greene, and Princetta Varmah.*
- *Our Finance Staff consisting of James Blackie, Samuel Wilson, Fredical Mulbah and Hawa Kromah see that everything is in order for us to process the documents that keep our bills paid.*
- *Catherine Lumeh, our Operations and Administration Manager, helps keep everything running smoothly and assures us that the project is moving forward. She is assisted by Geekor Dumu, Joseph Bundor, Ka-Rufus Morris and John Giza to see that we have transportation, technology, procurement and logistics to allow us to operate at a maximum capacity.*
- *We have said many times that this is the best staff of any project in Liberia. The many accomplishments reported in this document are viable proof of that. It has truly been a team effort!!*

Peggy Poling, Ph.D.  
Chief of Party  
Monrovia, Liberia  
October 2007

## SECTION I: SUCCESSES AND ACCOMPLISHMENTS

### A Success Story: Local Women's Organization Supports Community School

*"We really did not know that as women we had a part to play in the school business. Only the men used to come to PTA meetings, but now since we know that we are supposed to help too, we will encourage the children to come to school"* said Madam Dokie, when asked how her group could be of help to the Lugbeyee Public School. Madam Alice Dokie, head of the Saniquellie-Mah District Women's Association in Nimba County, was one of the community members selected by Lugbeyee town to attend recent PTA training workshops.

She informed the **ALPP** staff that there are approximately 67 women registered in her group. They have engaged in self-help initiatives aimed at building the capacity of women in the area. In addition, Madam Dokie has promised to use some of the profits from the women's loan scheme to assist teachers not on government payroll. She asserted further that she will mobilize her group to provide food for the workers who will soon build a cafeteria for the school..



## A. Introduction

Mobilizing PTA members to support and strengthen their local community schools is just one part of the efforts of Creative Associates International, Inc.'s (Creative's) activities in the USAID funded **ALPP** project in Liberia. **Accelerated Learning Program Plus (ALPP)**<sup>1</sup> is a project *to provide out of school youth with learning opportunities that will secure their transition to peaceful, productive, community-oriented adulthood*. **ALPP** targeted six counties in year one of the project: Montserrado, Grand Gedeh, Maryland, Nimba, Lofa and Bong.

The program objectives are: 1.) To increase the quality learning opportunities for 54,000 over-aged students ages 8-18 (ALPP); 2.) To increase the quality learning opportunities for 13,500 out-of-school youth ages 15-35 (ALPP Youth) and 3.) To engage 8,000 youth within the ALPP Youth component in improving school facilities through service learning (1,000 brushes).

ALPP includes four components: ALPP, ALPP Youth, 1,000 brushes and community / education grants, and Monitoring and Evaluation. Three cross cutting themes are also part of the project. They are: Service learning, Gender Inclusion and Monitoring and Supervision/Youth Data Base. Capacity building of the MOE at the national and county level is also an important function of the **ALPP** project.

It is with great pride that CAII presents this annual report of our many and significant accomplishments for the first year of the **ALPP** project and it is with enthusiasm that we begin our second year in efforts that we believe will build a stronger Liberia.

## B. Targets and Major Accomplishments for Year 1

Targets and Major Accomplishments:

- ✚ Target: Establish a Learning Resource Center in Bong, Grand Gedeh, Lofa, Maryland, Montserrado and Nimba Counties
  - Accomplishment: Established Learning Resource Centers (LRCs) in six counties to provide support to teachers
  - Accomplishment: 24 LRC trained staff and 36 support staff are currently operating the LRCs
  - Accomplishment: Target Met in Y1
  
- ✚ Target: Conduct ALPP Regular classes in 180 schools
  - Accomplishment: Conducted ALPP Regular classes in 152 schools

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<sup>1</sup> On September 28, 2006, USAID revised the Scope of Work of Creative Associates International, Inc's Contract DOT-I-00-03-00009-00 to include **Accelerated Learning Program Plus (ALPP)**. This involved a transfer of the task order from OTI to the Mission in Liberia.

- Accomplishment: Target met by 84 percent in Y1
- ✚ Target: Conduct ALPP Youth classes in 90 schools
  - Accomplishment: Conducted pilot program in 10 schools
- ✚ Target: Enroll 18,000 students (ages 10-18) in ALPP Regular Classes in Year 1
  - Accomplishment: Enrolled 10,541 students in ALPP Regular Classes<sup>2</sup>
  - Accomplishment: Enrolled 5,710 Male students and 4,831 Female Students for a ratio of 47 percent female.
  - Accomplishment: Target met by 59 percent; difference is expected to be gained in Y2 and Y3
- ✚ Target: Enroll 4,500 students (ages 15-35) in ALPP Youth Classes in Year 1
  - Accomplishment: Enrolled 417 students in pilot programs to test new Youth Curriculum in 2 counties (Montserrado and Nimba)
  - Accomplishment: Enrolled 127 Male students and 290 Female Students for a ratio of 70 percent female in pilot program
- ✚ Target: Train 1,848 PTA members
  - Accomplishment: Trained 2, 118 PTA members due to community demand
  - Accomplishment: Target met by 114 percent in Y1
- ✚ Target: Train 48 Community Youth Officers in six counties
  - Accomplishment: 47 Community Youth Officers Trained
  - Accomplishment: Target met by 98 percent in Y1
- ✚ Target: Train 36 Master Trainers appointed by Ministry of Education in ALP Regular Methodology to serve all ALP partners
  - Accomplishment: Trained 52 Master Trainers due to MOE and partner demands
  - Accomplishment: Target met by 144 percent in Y1.
- ✚ Target: Train 12 Master Trainers appointed by Ministry of Education in ALP Youth Methodology to serve all ALP partners
  - Accomplishment: Trained 16 Master Trainers due to MOE and partner demands

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<sup>2</sup> Project started after the school startup period; original projection in November of Y1 was 9,000 in Y1 with overall target to be met in Y2.

- Accomplishment: Target met by 133 percent in Y1.
- ✚ Target: Train 1080 ALPP Regular Teachers
  - Accomplishment: trained 1042 ALPP Regular Teachers
  - Accomplishment: trained 909 Male Teachers and 133 Female Teachers for a ratio of 13 percent female
  - Accomplishment: Target meet by 96 percent in Y1
- ✚ Target: Train 450 ALPP Youth Teachers
  - Accomplishment: Trained 421 ALPP Youth Teachers
  - Accomplishment: Trained 367 Male Teachers and 54 Female Teachers for a ratio of 13 percent female ALPP Youth Teachers
  - Accomplishment: Target met by 94 percent in Y1
- ✚ Target: Trained 270 School Administrators for ALPP Regular and ALPP Youth Programs
  - Accomplishment: Trained 252 Administrators for ALPP Regular (trained 143 Male and 9 Female Administrators for a ratio of 6 percent female)
  - Accomplishment: Trained 90 ALPP Youth Administrators (trained 81 male and 9 Female for a ratio of 10 percent female)
  - Accomplishment: Target met by 100 percent in Y1
- ✚ Target: Develop a new Life Skills Curriculum that includes: Making a Living, Peace and Conflict, Family Life Education and Good Governance
  - Accomplishment: Team of writers from MOE completed new Life Skills curriculum with guidance and support with ALPP project
  - Accomplishment: Trained 421 teachers using new curriculum
  - Accomplishment: Target met in Y1
- ✚ Target: Introduce Service Learning Concepts
  - Accomplishment: Introduced Service Learning to Master Trainers and ALPP Regular and ALPP Youth Teachers in early August.
  - Accomplishment: Teachers completed introductory service learning activities as part of their training
  - Accomplishment: Target met in Y1
- ✚ Target: Create between 54 and 108 clusters
  - Accomplishment: A total of 81 cluster structures were created
  - Accomplishment: Target met in Y1

## C. Challenges for Year 2

The accomplishments of Year One are many and yet much remains to be done. Those challenges will include:

- 🚧 Increasing access for students
- 🚧 Training of teachers
- 🚧 Providing instructional resource materials

These challenges are huge tasks facing the country of Liberia. **ALPP** will certainly make a significant impact in these efforts.

Creating a model for a MOE Learning Resource Center (LRC) will also continue to be a major challenge. ALPP staff and MOE are still learning about what is an ideal model for future LRCs through the operation of the six centers that have been functioning for about seven months. These centers are a major part of the decentralization of MOE; so the model must be carefully planned in order to provide sustainability for the future of education in Liberia. **ALPP** will continue analyzing lessons learned and will also step up capacity building opportunities for all MOE staff.

### **A Success Story: Human Rights Education in post-war Liberia, A Culture of Peace Replaces A Culture of Violence**

Liberia's fourteen-year civil crisis is well remembered around the world for its tragic and devastating human rights abuses. Youth were conscripted and used to prolong the war, due to the lack of knowledge of their rights and the rights of others.

The Ministry of Education (MOE) identified a solution to this challenge by requesting that Creative Associates to print 5,000 copies of its 'Human Rights Manual' for use by schools in Liberia. With funding from the United States Agency for International Development (USAID) and Technical assistances from UNDP, UNESCO, UNHCR and UNMIL, this task was successfully completed. Contents of the human rights manual include human rights themes, human rights standards, and teaching methods such as role play, small group discussions, cartoons, songs, stories and projects.

On Tuesday September 26, 2007, Trokon Wayne and Kenneth Harding both of Creative Associates made a formal presentation and launched the "Peace, Human Rights, and Citizenship's Education" in primary and secondary schools" by presenting to the Ministry of Education the new manuals. The introduction of the manual as a separate subject in schools aims to provide a unique opportunity for both students and educators in creating positive attitudes to participate in communities and society in a peaceful manner.

Attending the event were the Solicitor-general of the Republic of Liberia, Mr. Tiawon Gongloe, the Country Representative of UNHCR Ms. Renata Dubini, the Officer-in-Charge of UNESCO Dr. Ahmed Ferej, Mr. Jordan Ryan, Deputy Special Representative to the Secretary General/Operation and Law to the UN, and other distinguished personalities representing various governmental agencies, education institutions, local and international non-governmental organizations.

Addressing the crowd, Mr. Trokon Wayne said, "Liberia has entered the post-war reconstruction period, and the bedrock for this reconstruction or any development initiative is democracy." He further

reiterated that “Democracy can only be sustained if the rights of people are respected.” Mr. Wayne thanked the Ministry of Education and other collaborating agencies that participated in the development of the book, and voiced his hopes that this 1<sup>st</sup> step would start the process of molding the minds of the Liberian children and re-instilling in them a culture of peace.



### **A Success Story: Senior Staff Pack Books for Distribution in Liberia**

In Creative Associates’ quest to meet the growing educational needs of over-aged students in Liberia, senior staff from the education unit committed themselves to helping out on the packing of books donated by the Acre of Hope (AOH) for speedy distribution to MOE Learning Resource Centers and schools.

On a sunny Tuesday, Dr. Gail vonHahmann, Senior Education Manager of ALPP and other senior staff arrived at the organization’s warehouse located few block away from the main office to assist the warehouse staff with the packing. AOH is an International Non-governmental Organization involved in Accelerated Learning Programs and reading rooms. They donated over 5,000 books to be used as reading materials for enhancing students and teachers learning in the six counties where Creative Associates is implementing programs. According to the Program Director, Mr. Langley Nyakialian, the books were donated to AOH by United States former first lady Mrs. Laura Bush.

Mr. George Wiggins, Supervisor of the warehouse staff welcomed Gail and her team at the warehouse and briefed them on the progress made so far. Thanking the warehouse staff for the work already done, Gail encouraged her entourage to join the work force in the process.

Accompanying Gail at the warehouse were; Moses Kwalula, Assistant Manager for Training & Development, Trokon Wayne, Assistant Manager for Supervision and Monitoring, Kenneth Harding, Program Development Officer-Youth, Ka-Rufus Morris, Purchasing Officer, and Joseph Bundor Procurement Officer.

The books donated by AOH are in addition to 60,000 books of Ministry of Education elementary schools books printed by USAID for the implementation of the ALPP. These books will augment the MOE learning materials for rural government schools.



### **A Success Story: ALPP Learning Resource Centers meet the growing needs of Stakeholders in Rural Liberia**

The establishment of Learning Resource Centers (LRCs) is the first effort of its kind in six of Liberia's rural counties. It aims to meet the critical research and training needs of students, teachers, the Ministry of Education (MOE) County Officials and other partners. The impact is evident as people flow in to use the facilities, including internet connectivity, printing, photocopying and a reading room.

IBIS, a German based International Non-governmental Organization operating in the area of education in the Maryland and Grand Gedeh Counties is making use of the resource room to train its staff in internet browsing and computer literacy. The Program Director, Ulla Fomsgaad, along with Elsa Hanson, Education Advisor and Charles Chie, Education Coordinator, visited the LRC. Ms. Fomsgaad stated that "We are highly impressed with the availability of this free facility in this part of the country." She expressed her willingness to collaborate with Creative Associates since both organizations aim at supporting Accelerated Learning Programs.

As expected, the MOE staff and community members have seized the opportunity to broaden their knowledge in various areas of discipline through the use of the internet. The Chief Education Officer of Grand Gedeh County, Mr. Bestman Chapay, excitedly remarked, "This is a God-send for our county. USAID and Creative Associates have done their part. It is now left with us to ensure that our people continue to make maximum use of these resources."

Garmai Wolobah, a Bong county community member, watched other users on the computer while waiting for a staff member to guide her. She was very appreciative when Ms. Mulbah B. Yekeh, an ALPP Community Youth Officer, helped her switch on the computer and guided her in browsing the internet for information on survey techniques. Garmai said "This is my first attempt at using the internet and I got all of the information I needed." Ms. Yekeh, like Garmai, was trained by the office staff to browse the internet.

In early 2007, USAID, through Creative Associates International Inc. and in collaboration with the MOE, succeeded in establishing six Learning Resource Centers (LRCs) in Maryland, Grand Gedeh, Nimba, Bong, Lofa and Montserrado Counties. The purpose of the centers is to encourage students, teachers, MOE staff and the surrounding communities to take advantage of computer literacy and internet browsing for research and training purposes.

Creative Associates is working closely with the MOE in operating the LRCs, as MOE is expected to assume operation of the facilities when the USAID funded project is completed in 2009.



### **A Success Story: Small Grants for Communities Kick off**

As part of its contractual Accelerated Learning Program Plus (ALPP) agreement with the United States Agency for International Development (USAID), Creative Associates is piloting a small grants project for four school communities in Montserrado County. The purpose of the small grant is to promote school community ownership, expand the ‘classroom’ to include the community and utilize local resources to improve educational facilities. The over \$600,000 USD worth of small grants are expected to benefit over fifty percent of the 270 targeted schools in six counties in Liberia in the next two years; the grants will range from \$100 to \$10,000 USD.

The signing ceremony for the pilot grants recently took place at the head office of Creative Associates in Monrovia. The three schools will be supplied a 1.1kva generator for the purpose of providing lights to ALPP students during evening classes. The communities will provide the fuel and maintenance costs for the length of the program as their contribution while Creative will provide the generator, installation, fuel and maintenance costs for the first 30 days of classes.

Ms. Ruth B. Kubay, Principal of the Dekegar Public School said “Our students do not have to use flashlights and candles again. This necessity previously discouraged some students from coming to evening classes.”

Other grants expected to school/communities include, school rehabilitation, reading rooms, school gardens, desk and chairs, and sporting materials. Communities are encouraged to provide available local resources as their contribution to these grants.



### **A Success Story: Making a Difference with Local Farming**



After the end of the civil crisis and resettlement of many Liberians, farming has returned as the prominent way of life in most parts of the country. It is a means by which many families make end-meets in order to survive in an environment with little or no opportunity. They spend hours working on their farms along with their children. It is the children who frequently sell the farms' produce along the highways with the hope that commuters will buy. The proceeds are then used to purchase food for the family or, in the best cases, used to pay their school fees. Many children go to school depending on the school feeding program to give them enough energy to prepare for the evening's farming activities. The school meal for most of them is a life saving one.

The William V.S.Tubman Public school, situated in Gbonkonimah, Bong county, has embarked on a farming project that involves clearing two-acres of land. The proceeds will be used by schools authorities and the PTAs to meet other needs associated with their school activities, including the school

meal program. They hope in the near future to establish a palm farm which they believe will help in solving some of the long-term school's problems.

The school principal, Mr. George J. Foday, Sr. said "I want to thank Creative Associates for their support to the school and to the children of Liberia. We hope that they can help us with farming materials such as cutlass, rakes, wipers, shovels and other materials that will help us in meeting our goal." The community made the land available to the school as their contribution.

### **A Success Story: Service Learning - The Pathway to Learning Opportunities**

In March 2007 curriculum writers gathered in Monrovia, Liberia, to develop a new curriculum that combines Life Skills with the basic content of primary education – an effort referred to as Service Learning. This is a brand new topic for many of the participants. Service Learning teaches youth to be useful to their community and schools. It involves acquiring knowledge through service and then putting into practice what you have learned through that service.

Liberia's Ministry of Education and partner organizations were challenged to identify topics that would meet the real-life needs of learners aged 18 – 35 years and that would contribute to the development of their school and community at the same time.

The writers' workshop was sponsored by Creative Associates' Accelerated Learning Program Plus (ALPP). This programs helps over-age learners obtain a primary education in three years instead of the usual six. ALPP is funded by USAID over a three year period. Through this program Creative Associates intends to reach 67,500 learners with a message and an opportunity: *service learning open doors for youth leaders and their communities.*



From April 16 - 27, at the Konola training center outside Kakata, 52 ALPP Youth teachers and school administrators practiced with the new Life Skills curriculum for the first time. Ms. Wokie Weah, Liberian-born Vice President of the National Youth Leadership Council of the USA, joined ALPP's Program Development Officer for Community, Ms. Josephine Tengbeh, as part of the training team. Together they created an opportunity for teacher trainees to experience how parents, teachers, youth and school administrators can come together to learn and to serve.

True to the ‘youth-centered’ theme of the workshop, Ms. Weah and Ms. Tengbeh were joined by a young colleague named Kunan, a peer educator with SWAA (Society for Women and AIDS in Africa). Though still in his teens, Kunan demonstrated his ability to facilitate learning not just among his peers, but with this diverse group of teachers – old and young, male and female, novice and experienced.

Kunan shared his knowledge of HIV/AIDS with the teachers, using this topic to further explain service learning. “If you get new facts about HIV/AIDS in the classroom, that’s learning. If you volunteer to help deliver food to community members with AIDS, that’s service. If you use what you learn about AIDS and nutrition to help create healthier meals for those who suffer from AIDS, that’s service learning,” said Kunan.

Workshop participants role-played as members of a community who proposed a solution to a community health problem. Their solution called on community youth, parents, teachers and school administrators to serve and learn together. The role-play was followed by a small group task challenging language, math and science teachers to link their classroom lessons for ALPP Youth learners to the planned community service.

In Ms. Weah’s words, ‘Sometimes community leaders need encouragement to realize that today’s youth can be today’s community leaders.’ Workshop participants were treated to a first-hand example of the capacity of youth to lead. Workshop trainers urged participants to carry this example back home as they prepare meaningful leadership opportunities for the youth they will teach.

### **A Success Story: Community PTA Workshops Encourage Local Involvement in School Activities**

Parent Teacher Association (PTA) involvement is a major component of the USAID Accelerated Learning Program Plus (ALPP) as it links the schools and the communities, and serves as a support-arm to the schools. Workshops enable participants to strengthen their leadership capacity, as every ALPP school is dependent on strong community support through active PTAs.

Participants at these workshops included parents, teachers, community leaders (Commissioners, Town Chiefs, etc.) and youth in six counties (Bong, Grand Gedeh, Lofa, Maryland, Montserrado and Nimba); these workshops worked to build co-existence mechanisms, and share ideas and skill which enable them to change their outlook to being a part of the school system rather than a separate entity/body.

The Tribal chief for Careysburg District, Madam Lorpu Siaplay, closed the workshop saying, “Thank God I didn’t miss the training, it has opened my eyes to a new way of getting involved in school activities. I will call all my women from the community and tell them about the importance of helping our school administrators to build up our schools.”

Also on closing remarks, Madam Amelia Holmes, Commissioner of Virginia Township, said, “I am grateful to the USAID and Creative Associates family for this educational workshop, especially the topic on ‘Transparency and Income Generation. This aspect of management is available in some PTA which results to some communities’ refusal to take part in school developmental activities.”

With a renewed zeal, the Jovhan community PTA has taken the initiative to help the community to construct a pit latrine that will be used by the students.

Other school communities have also started to emulate these initiatives by ensuring that regular PTA meetings are held to discuss the progress of their children in school and other learning related issues such as, how other parent can be encouraged to send their children to school and considering the schools as an integral part of the community.

The PTA/Community involvement into the ALPP is a part of a 3-year USAID funded program being implemented by Creative Associates International Inc. with the objective to link the communities with their schools. A total of 2,300 PTA/community members in the six counties have been trained in the management of schools activities and transparency and income generation. Refreshers workshops will be conducted during the next two years and training done for replacements. This training will also help to manage the small grants component, which schools and communities will benefit from.



Section I of this report highlights the targets, accomplishments and successes. Section II details the accomplishments in relation to the specified activity as spelled out in the Plan of Work submitted to USAID at the beginning of Y1. Section III reports the numerical indicators met at the end of Y1. Section IV presents the data collected in regards to student enrollment, students promoted, school communities, type of school community and school community relations, school facilities, school administrator and teachers. Section V states the summary and conclusions as a result of lessons learned in Y1 of the project.

**SECTION II: DETAILED ACCOMPLISHMENTS IN Y1  
IN RELATION TO ACTIVITIES IN PLAN OF WORK AND BY COMPONENT**

**A. Project Component: ALPP**

Activity as specified in Plan of Work for Y1	Accomplishments Y1
<p>LRC staff recruitment: --Job descriptions written --Vacancies announced</p>	<p><u>Accomplishments Y1:</u></p> <ul style="list-style-type: none"> <li>• Reviewed approximately 300 CVs.</li> <li>• Interviewed approximately 200 candidates.</li> <li>• Hired 11 staff for each LRC. For each LRC: Community Coordinator, Training Officer, Administration/Finance Officer, Monitoring &amp; Evaluation Officer, Driver, Security Officers, Office Assistant.</li> </ul>
<p>Identify key MOE personnel for ALP Unit</p>	<p><u>Accomplishments Y1:</u></p> <ul style="list-style-type: none"> <li>• Continued working relationship with Focal Person, ALP Unit, MOE, and with Focal Persons and County and District Education Officers.</li> <li>• Established new contact with Assist. Minister for Primary Education and Deputy Minister for Instruction.</li> <li>• Identified and linked PTA, LRC National Coordinators and Director of Adult Education to ALP Unit.</li> </ul>
<p>Orient key personnel in their roles as ALP Plus counterparts</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Trained LRC staff, District Education Officers, County Education Officers and Focal Persons at 1-week Training and Orientation in April.</li> <li>• Provided regular feedback to LRC staff on tasks through reporting system.</li> <li>• Exchanged information and shared decision making on ALP and LRC activities through established pattern of meetings with MOE ALP Unit and other Focal Person.</li> </ul>
<p>Assess counterparts knowledge, skills and attitudes toward ALP at national and county level</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Attended ALP Coordinating meetings and exchanged information with counterparts on a regular basis.</li> <li>• Assessed knowledge, skills and attitudes during April Training and Orientation.</li> </ul>

<p>Identify content for supplementary materials</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Identified and procured 35,190 copies of assorted MacMillan Primary Textbook Series as supplementary texts.</li> <li>• Received a total of 1,573 assorted textbooks (science, mathematics, English) for donation to LRC libraries.</li> <li>• Received Acres of Hope donation of approximately 6000 assorted textbooks (science, mathematics, English and Social Studies) and fiction to LRCs and school community libraries.</li> </ul>
<p>Establish LRC in each target area</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Identified and secured sites, prepared blueprints; obtained quotes and selected contractors; renovated buildings and staffed 6 Learning Resource Centers, on each in Bong, Grand Gedeh, Lofa, Maryland, Montserrado, and Nimba counties. Montserrado site 95% complete and staff are working from ALPP/Creative Monrovia office.</li> </ul>
<p>Resource LRCs with --computers --books --training manuals --supplies</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Installed VSATs and internet service installation at Bong, Lofa, Grand Gedeh and Maryland. Scheduling completed for Nimba and Montserrado</li> <li>• Supplied 12 computers to each LRC</li> <li>• Supplied 15 sets of Training Manuals and Curriculum and 10 copies of Master Trainer Manuals to LRCs for use during Pre-service teacher training and distribution to teachers.</li> <li>• Printed and each LRC supplied 2 PTA Training Manuals to every ALPP school community.</li> <li>• Delivered training supplies and textbooks to LRCs to conduct Pre-service teacher training and PTA training.</li> <li>• Delivered Supplementary texts and other supplies.</li> </ul>
<p>LRC staff selected</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Reviewed approximately 300 CVs.</li> <li>• Interviewed approximately 200 candidates.</li> <li>• Hired 11 staff for each LRC. For each LRC: Community Coordinator, Training Officer, Administration/Finance Officer, Monitoring &amp; Evaluation Officer, Driver, Security Officers, Office Assistant.</li> </ul>
<p>LRC staff oriented</p>	<p><u>Accomplishments Y1</u></p>

	<ul style="list-style-type: none"> <li>• Trained LRC staff, District Education Officers, County Education Officers and Focal Persons at 1-week Training and Orientation in April.</li> <li>• Provided regular feedback to LRC staff on tasks through reporting system.</li> <li>• Exchanged information and shared decision-making on ALP and LRC activities with MOE ALP Unit and other Focal Persons.</li> </ul>
<p>LRCs assess needs of:</p> <ul style="list-style-type: none"> <li>--MOE ALP Master trainers</li> <li>--school;-based ALP teachers</li> <li>--students and administrators</li> </ul>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Enrolled 10, 541 students in the ALP Regular program in Year 1</li> <li>• Promoted 6,820 students to the next level</li> <li>• Graduated 1,674 from the Primary Level (grade 6)</li> <li>• Conducted a total of 119 training events in Year 1 (as follows)</li> <li>• ALPP/Creative assisted LRC staff and MOE county staff to prepare and conduct all training events: 19 ALPP Regular and 13 ALPP Youth Pre-service teacher training workshops; 81 sessions of PTA-school community training; 2 Master Trainer workshops 1 LRC Staff Orientation, 1 Community Youth Officer Training workshop.</li> </ul>
<p>Train DEO/CEO with LRC Master trainers in latest pedagogical techniques, best practices in ALP from other countries, particularly Africa</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Conducted Training of Trainers workshop for 64* in ALP methodology. CEOs, DEOs, school administrators and teachers make up 100% of Master Trainers.</li> </ul> <p>*These Master Trainers are trained for the MOE and serve all ALP Partners.</p>
<p>LRCs assist MOE to decentralize &amp; provide technical support and training to staff at the counties</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Support for teacher and classroom activities now carried out by LRC trained staff at county, district and school level for the MOE.</li> <li>• Trained 64 county, district and school administrators as Master Trainers in AL methodology and classroom management.</li> <li>• Trained 1,194 teachers and school administrators using AL methodology.</li> <li>• Provided office space to county MOE officers in Grand Gedeh and Maryland counties.</li> <li>• Gathered data on numbers of visits and purposes of visits to LRCs in order to plan for services in Year 2 completed by LRC staff.</li> </ul>
<p>LRCs monitored and evaluated</p>	<p><u>Accomplishments Y1</u></p>

	<ul style="list-style-type: none"> <li>• Visited LRCs monthly to monitor and support activities.</li> <li>• Conducted two experience sharing/training meetings with LRC M&amp;E officers done by Assistant Manager for M&amp;E.</li> <li>• Visited Monrovia office monthly to reconcile accounts as part of ongoing training by Finance staff done by LRC Finance and Administrative Officers.</li> </ul>
Key personnel capacity building plan collaboratively developed	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Conducted 10 capacity building and planning meetings with key MOE staff.</li> <li>• Provided computer, printer, and supplies to ALP Unit at MOE; textbook</li> <li>• Provided storage space to MOE.</li> </ul>
Key personnel training conducted	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Trained Assistant Minister for Primary Education, ALP National Focal Person, Education Officers and local MOE staff in ALP Methodology.</li> </ul>
Develop supplementary materials	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Development of Materials introduced at Master Trainer In-service August 2007.</li> <li>• Identified and procured 35,050 copies of assorted MacMillan Primary Textbook Series as supplementary texts.</li> <li>• Received a total of 1,573 assorted textbooks (science, mathematics, English) for donation to LRC libraries.</li> <li>• Collaborated with MOE to develop draft national PTA Training Manual</li> <li>• Developed supplementary materials on Service Learning, Networking and Partnership</li> <li>• Developed supplementary materials on the use of the Participatory Rural Appraisal tool</li> </ul>
Identify radio stations to produce community programs and air RI programs	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Identified and interviewed 15 radio stations done by Talking Drum Studio (TDS).</li> </ul>
Develop Radio Instruction programs	<p><u>Accomplishments Y1</u></p>

and instructional materials	<ul style="list-style-type: none"> <li>• Provided 15 programs from 2006 ready for rebroadcast.</li> <li>• prepared and began broadcast 15 ALP and Parent Involvement Awareness messages in 6 counties</li> </ul>
<p>Key personnel co-manage ALP Plus*</p> <p>*every quarter through Y3</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Met regularly in Co-Management meetings with MOE staff (Asst Minister, Primary Education, National Focal Persons for ALP, LRCs, PTAs, Non-formal Education and Materials Development)</li> <li>• Established Systems for school, teacher and student selection, for LRC Coordinator and Training Officer Selection.</li> <li>• Made joint decision on location of Montserrado LRC.</li> <li>• Approved MOU signed with each school. Approved communication with CEOs.</li> <li>• Assigned increased management responsibilities to ALPP/Creative PDO/Training &amp; Mat Development and PDO/M&amp;E resulting in change in job description and job titles, building senior management capacity for future Ministry or project staff.</li> </ul>
Initiate tenders for additional textbooks and new supplementary materials	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Explored options for purchase and donation of textbooks with MacMillian, Acres of Hope and Visions in Action</li> <li>• Submitted regular requests to MOE for textbooks and for permission to reprint textbooks</li> <li>• Sought vendors for printing of 90,000 Report Cards for duration of ALPP</li> <li>• Distributed 54,000 Report Cards to ALPP Regular schools in six counties</li> </ul>
Select vendor and order textbooks and print materials	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Ordered and received 35, 050 supplementary textbooks from MacMillan</li> <li>• Negotiated donation of 4,692 supplementary texts from Acres of Hope</li> <li>• Negotiated for 1,000 Human Rights Manuals from MOE in return for LTI printing and storage of 5,000 copies</li> <li>• Began negotiations with Visions in Action for donations of supplementary textbooks</li> <li>• Received 1, 573 assorted (science, mathematics, English) textbooks from MOE</li> <li>• Completed printing of 90,000 Report Cards</li> <li>• Distributed 54,000 Report Cards to ALPP Regular schools in six counties</li> </ul>

Broadcast Radio Instruction programs	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>Prepared 10 draft awareness messages and 4 draft skits for possible beginning broadcast.</li> </ul>
Develop and implement textbook and materials development plan	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>Revised curriculum not available from MOE as of October 1, 2007</li> <li><i>See same section under ALPP Youth for information on new ALPP Youth Curriculum</i></li> </ul>
Monitor distribution*  *quarterly through Y3	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>Distributed 54,000 ALPP Report Cards to all schools during 4<sup>th</sup> quarter</li> <li>Completed plans for November 2007 distribution of 43,000 texts to all LRC and school libraries.</li> </ul>

#### **B. Project Component: ALPP Youth**

<b>Activity as specified in Plan of Work for Y1</b>	<b><u>Accomplishments Y1</u></b>
Engage local experts to develop required supplementary curriculum with youth/CEO/MEO assistance	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>Held Stakeholders workshop and curriculum writers' sessions involving MOE, INGO and NGO staff which produced ALPP Youth Life Skills Curriculum.</li> <li>Pilot tested curriculum in 10 schools</li> </ul>
LRC staff recruited	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>Reviewed approximately 300 CVs. Interviewed approximately 200 candidates. Hired 65 LRC staff. For each LRC: Community Coordinator, Training Officer, Administration/Finance Officer, Monitoring &amp; Evaluation Officer, Driver, Security Officers, Office Assistant.</li> </ul>
Identify key MOE	<u>Accomplishments Y1</u>

personnel for ALP unit	<ul style="list-style-type: none"> <li>Continued working relationship with Focal Person, ALP Unit, MOE, and with Focal Persons and County and District Education Officers.</li> <li>Established new contact with Assist. Minister for Primary Education.</li> </ul>
Orient key personnel in their roles as ALP Plus counterparts	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>Trained LRC staff, District Education Officers, County Education Officers and Focal Persons at 1-week Training and Orientation in April.</li> <li>Provided regular feedback to LRC staff on tasks through reporting system.</li> <li>Exchanged information and share decision-making on ALP and LRC activities through established pattern of meetings with MOE ALP Unit and other Focal Persons.</li> </ul>
Assess counterparts knowledge, skills and attitudes toward ALP at national and country level	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>Attended regular ALP Coordinating meetings and exchanged information with counterparts.</li> <li>Completed during April Training and Orientation.</li> </ul>
Identify content for supplementary materials in line with revised national curricula	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>To date, the MOE has not distributed the draft of the revised national curriculum.</li> <li>Identified and procured 35,050 copies of assorted MacMillan Primary Textbook Series as supplementary texts.</li> <li>Received a total of 1,573 assorted textbooks (science, mathematics, English) for donation to LRC libraries.</li> </ul>
Establish an LRC in each of the target areas to serve as technical hub and support for ALP Youth Master Trainers, teachers, students, schools and MOE administrators at the county level	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>Identified and secured sites, prepared blueprints; obtained quotes and selected contractors; renovated buildings and staffed 6 Learning Resource Centers, on each in Bong, Grand Gedeh, Lofa, Maryland, Montserrado, and Nimba counties. Montserrado site 95% complete and staff are working from ALPP/Creative Monrovia office.</li> </ul>
Resource LRCs with	<p><u>Accomplishments Y1</u></p>

<p>computers, training manuals, supplies, etc.</p>	<ul style="list-style-type: none"> <li>• Installed VSATs and internet service at Bong, Lofa, Grand Gedeh and Maryland. Scheduling completed for Nimba and Montserrado</li> <li>• Supplied 12 computers to each LRC</li> <li>• Supplied 15 sets of Training Manuals and Curriculum and 10 copies of Master Trainer Manuals to LRCs for use during Pre-service teacher training and distribution to teachers.</li> <li>• Printed at each LRC supplied two PTA Training Manuals and supplied them to every ALPP school community.</li> <li>• Delivered training supplies and ten sets of textbooks to LRCs to conduct Pre-service teacher training and PTA training.</li> <li>• Delivered Supplementary texts and other supplies to LRCS.</li> </ul>
<p>LRC staff selected and oriented</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Reviewed approximately 300 CVs.</li> <li>• Interviewed approximately 200 candidates.</li> <li>• Hired 11 staff for each LRC. For each LRC: Community Coordinator, Training Officer, Administration/Finance Officer, Monitoring &amp; Evaluation Officer, Driver, Security Officers, Office Assistant.</li> <li>• Trained LRC staff, District Education Officers, County Education Officers and Focal Persons at 1-week Training and Orientation in April.</li> <li>• Provided regular feedback to LRC staff on tasks through reporting system.</li> <li>• Exchanged information and shared decision-making on ALP and LRC activities through established pattern of meetings with MOE ALP Unit and other Focal Persons.</li> </ul>
<p>LRCs assess needs of:  --MOE ALP Youth Master trainers  --school-based ALP Youth teachers  --students and administrators</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Collaborated with ALP Focal Persons in each county; then LRCs <ul style="list-style-type: none"> <li>- identified 16 Youth Master Trainers</li> <li>- identified 460 teachers and 90 school administrators to receive Pre-service training</li> <li>- enrolled 417 students in ALPP Pilot Program</li> </ul> </li> </ul>
<p>Train DEO/CEO with LRC Master trainers in latest pedagogical techniques, best practices in ALP Youth from other</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Conducted Training of Trainers workshop for 64* Master Trainers in ALP methodology. CEOs, DEOs, school administrators and teachers make up 100% of Master Trainers. Incorporated special sessions on Pilot ALPP Youth Curriculum.</li> </ul>

countries, particularly Africa	*These Master Trainers are trained for the MOE and serve all ALP Partners.
LRCs develop cluster-based AL Youth trainings in targeted counties and identify ALP Youth teachers	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Collaborated with ALP Focal Persons in each county; then each LRC <ul style="list-style-type: none"> <li>- identified and trained 52 teachers and school administrators for ALPP Youth Pilot in Nimba and Montserrado counties</li> <li>- identified 540 teachers and administrators to receive Pre-service training (all counties)</li> <li>- conducted Pre-service training for 511 teachers and school administrators in all counties</li> </ul> </li> <li>• Established 81 clusters of school communities to facilitate training, especially of PTA community leaders.</li> </ul>
Mentor (master) teacher training provided in ALP Youth pedagogical methods	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Conducted Pre-service training for 511 teachers and school administrators in all counties</li> </ul>
LRCs assist MOE to decentralize & provide technical support and training to staff at the counties	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Support for teacher and classroom support activities at county, district and school level for the MOE now carried out by LRC staff.</li> <li>• Trained 64 (MTs) county, district and school administrators in AL methodology and classroom management.</li> <li>• Added ALPP Youth Curriculum to master trainer training</li> <li>• Conducted community-based PTA training for 190 school communities by LRC Staff.</li> </ul>
LRCs monitored and evaluated	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Visited LRCs monthly to monitor and support activities.</li> <li>• Conducted two experience sharing/training meetings with LRC M&amp;E officers done by M&amp;E Assistant Manager.</li> <li>• Visited Monrovia office monthly to reconcile accounts as part of ongoing training by Finance staff done by LRC Finance and Administrative Officers.</li> </ul>
Key personnel capacity building	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Held 10 capacity building and planning meetings with key MOE staff.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provided Computer, printer, and supplies to ALP Unit at MOE;</li> <li>• Provided textbook storage space to MOE.</li> </ul>
Key personnel training conducted through mentoring and participation in LRC-based trainings of Master Trainers	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Conducted Training of Trainers workshop for 64* Master Trainers in ALP methodology.</li> <li>• Conducted Refresher Master Training for 64 Master Trainers.</li> <li>• Participation of National Focal Person for PTA and Adult Education Director in Training of Trainers in preparation for Master Trainer refresher course.</li> </ul> <p>*These Master Trainers are trained for MOE and serve all ALP Partner.</p>
Key personnel co-manage ALP Plus*  <i>*Every quarter thru Y3</i>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Met regularly in Co-Management meetings with MOE staff (Asst Minister, Primary Education, National Focal Persons for ALP, LRCs, PTAs, Non-formal Education and Materials Development.</li> <li>• Established Systems for school, teacher and student selection, for LRC Coordinator and Training Officer Selection.</li> <li>• Made Joint decision on location of Montserrado LRC.</li> <li>• Approved MOU signed with each school. Approved communication with CEOs. LRC and ALPP/Creative staff in Monrovia interacts regularly with county and district level staff.</li> <li>• Assigned increased management responsibilities to ALPP/Creative PDO/Training &amp; Mat Development and PDO/M&amp;E resulting in change in job description and job titles, building senior management capacity for future Ministry or project staff</li> </ul>
Develop supplementary materials	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Held Stakeholders workshop and curriculum writers' sessions involving MOE, INGO and NGO staff which produced ALPP Youth Life Skills Curriculum.</li> <li>• Pilot tested curriculum in 10 schools</li> </ul>
Train ALP youth teachers in the use and delivery of the curriculum.	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Added ALPP Youth Curriculum to master trainer training</li> <li>• Conducted Pre-service training for 52 teachers and school administrators in 2 pilot counties in May.</li> <li>• Conducted Pre-service training for 511 teachers and school administrators in 6 counties.</li> </ul>

Design and implement service-learning projects	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Conducted training in service learning pedagogy for 32 Master Trainers and 52 ALPP Youth Pilot teachers and school administrators</li> <li>• Trained 47 Community Youth Officers and 2,118 PTA members in the service learning cycle</li> <li>• Planned for implementation of service learning projects for Year 2.</li> </ul>
Monitor activities and capture lessons learned/effective practices	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Conducted regular monitoring visits by LRC M&amp;E Officers.</li> <li>• Visited ALPP Youth Pilot sites each month.</li> <li>• Planned how to implement lessons learned include the unexpectedly high level of female enrollment.</li> </ul>
Identify radio stations to produce community programs and air RI programs specific to youth	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Identified and interviewed 15 radio stations by Talking Drum Studio (TDS).</li> </ul>
Develop Radio Instruction programs and instructional materials related to youth	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Provided 15 programs from 2006 for rebroadcast.</li> <li>• Prepared and broadcasted 15 ALP and Parent Involvement Awareness messages in 6 counties.</li> </ul>
Recruit and train youth for radio program production and airing.	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Identified Community Youth Officers and Youth members of PTAs in ALPP school communities.</li> </ul>
LRCs monitored and evaluated	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Visited LRCs monthly to monitor and support activities from Assistant Manager for M&amp;E.</li> <li>• Conducted two experience sharing/training meetings with LRC M&amp;E officers by Assistant Manager for M&amp;E.</li> <li>• Visited Monrovia office monthly to reconcile accounts as part of ongoing training by Finance staff by LRC Finance and Administrative Officers.</li> </ul>

<p>Initiate tenders for additional textbooks and new supplementary materials</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Explored options for purchase and donation of textbooks with MacMillian, Acres of Hope and Visions in Action</li> <li>• Submitted regular requests to MOE for textbooks and for permission to reprint textbooks</li> <li>• sought vendors for printing of 90,000 Report Cards for duration of ALPP</li> </ul>
<p>Select vendor and order textbooks and print materials</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Ordered and received 35, 050 supplementary textbooks from MacMillan</li> <li>• Negotiated donation of 4,692 supplementary texts from Acres of Hope</li> <li>• Negotiated for 1,000 Human Rights Manuals from MOE in return for LTI printing and storage of 5,000 copies</li> <li>• Began negotiations with Visions in Action for donations of supplementary textbooks</li> <li>• Received 1, 573 assorted (science, mathematics, English) textbooks from MOE</li> <li>• Completed printing of 90,000 Report Cards</li> <li>• Distributed 54,000 Report Cards to ALPP Regular schools in six counties</li> </ul>
<p>Broadcast Radio Instruction programs</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Provided 15 programs from 2006 for rebroadcast.</li> <li>• Prepared and broadcasted 15 ALP and Parent Involvement Awareness in 6 counties.</li> </ul>
<p>Develop and implement textbook and materials distribution plan</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Distributed 54,000 ALPP Report Cards to all schools during 4<sup>th</sup> quarter</li> <li>• Completed plans for November 2007 distribution of all texts to LRC and school libraries.</li> </ul>
<p>Monitor distribution*  *quarterly through Y3</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Distributed 54,000 ALPP Report Cards to all schools during 4<sup>th</sup> quarter</li> </ul> <p>Completed plans for November 2007 distribution of 43,000 texts to all LRC and school libraries.</p>

**C. Project Component: 1,000 Brushes and Community / Education Grants**

Activity as specified in Plan of Work for Y1	<u>Accomplishments Y1</u>
Incorporate Service Learning into ALP Youth Curriculum	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Incorporated Service learning component into ALPP Youth Curriculum and presented during the April 2007 Master Trainer training for the ALPP Youth Pilot schools.</li> <li>• Incorporated Service learning lesson into the Pilot Curriculum.</li> </ul>
Launch “One Thousand Brushes Campaign	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Will begin in Year 2.</li> </ul>
Select teachers and other community members (particularly volunteers) in the target communities for implementing service learning as part of 1,000 brushes	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Participation of 42 teachers, 9 school administrators in the ALPP Youth Pilot schools in Nimba and Montserrado counties.</li> <li>• Selected 48 Community Youth Officers (8 in each county) and are helped to train PTA members.</li> <li>• Trained 2,118 PTA members in 6 counties.</li> </ul>
Design and conduct training	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Trained 16 ALPP Youth Master trainers and 43 ALPP Youth teachers and 9 school administrators in the 2 Pilot counties</li> <li>• Implementation of pilot classes by 43 teachers, 9 school administrators in the ALPP Youth Pilot schools in Nimba and Montserrado counties.</li> <li>• Selected 48 Community Youth Officers (8 in each county) and are helped to train PTA members.</li> <li>• Trained 2,118 PTA members in 6 counties</li> </ul>
Trained teachers start “One Thousand Brushes Campaign” by recruiting youth and community members	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Will begin in Year 2.</li> </ul>

Determine mechanism of funding the renovation of schools	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Modified The LTI small grant process</li> <li>• Prepared ALPP Guidelines. The Guidelines incorporate lessons learned from LTI and input based on the Pilot ALPP Youth activities and PTA trainings.</li> </ul>
Identify ALP level appropriate teaching aids	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Introduced Materials Development at Master Trainer In-service August 2007.</li> <li>• Identified and procured 35,050 copies of assorted MacMillan Primary Textbook Series as supplementary texts.</li> <li>• Received a total of 1,573 assorted textbooks (science, mathematics, English) for donation to LRC libraries.</li> </ul>
Identify PTAs in targeted schools	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Identified PTAs in all ALPP school communities in the 6 counties.</li> <li>• Established 81 school clusters in the 6 counties</li> </ul>
Identify grants criteria and marketing materials	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Modified LTI small grant process modified</li> <li>• Prepared ALPP Guidelines. The Guidelines incorporate lessons learned from LTI and input based on the Pilot ALPP Youth activities and PTA trainings.</li> <li>• Developed ALPP Brochure</li> <li>• Developed Small grant guidelines for classroom lighting for use in ALPP Youth Pilot counties.</li> </ul>
MOE identifies and recruits female teachers for ALP training	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Forwarded issued related to ALPP data the ALP Coordinating meeting to be brought to MOE attention. Data reveals that female teachers currently comprise approximately only 13% of ALPP teachers.</li> </ul>
Establish guidelines for scholarships to girls	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Reviewed ALPP data indicating that female students enrolled in ALPP Youth classes comprise 70% of total students.</li> </ul>

	<ul style="list-style-type: none"> <li>Reviewed recommendations for scholarship support that will be determined with community guidance during Year 2.</li> </ul>
Establish guidelines for grants for solar panels/generators for lighting for evening classes for girls	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>Received proposals to support lighting during evening classes from School communities in the Pilot counties (Nimba and Montserrado).</li> <li>Reviewed recommendations from IRG and other organizations consulted against solar lighting (cost and cloud cover are among the factors cited).</li> </ul>
Determine # toilets needed for females	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>Collected school profile data which will indicate number of schools without toilets for females</li> </ul>
Fund the construction /repairs of toilets	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>Will be part of small grants proposals to begin in Year 2.</li> </ul>
Identify resources/providers for equipment	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>Priced Small generators in response to proposals from Pilot schools.</li> <li>For other projects will be part of small grants proposals to begin in Year 2.</li> </ul>
Select cost-effective providers through a competitive process	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>Priced Small generators d in response to proposals from Pilot schools.</li> <li>Will be part of small grants proposals to begin in Year 2.</li> </ul>
Design and implement purchase orders	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>Priced Small generators in response to proposals from Pilot schools.</li> <li>Will be part of small grants proposals to begin in Year 2.</li> </ul>
Design, implement and monitor distribution plan	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>Priced Small generators in response to proposals from Pilot</li> </ul>

	<p>schools. Distribution may begin in September.</p> <ul style="list-style-type: none"> <li>• Will be part of small grants proposals to begin in Year 2.</li> </ul>
Monitor usage of aids	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Introduced Materials development at Master Trainer In-service August 2007.</li> <li>• Identified and procured 35,050 copies of assorted MacMillan Primary Textbook Series as supplementary texts.</li> <li>• Received a total of 1,573 assorted textbooks (science, mathematics, English) for donation to LRC libraries.</li> </ul>
Develop PTA training guides and schedules	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Developed PTA Training Guide and Manual as part of MOE committee led by MOE Focal Person for PTAs with assistance from ALPP PDO for Community.</li> <li>• Provided materials to be used by ALPP Community Youth Officers and Training Officers in PTA training.</li> </ul>
Identify community leaders, youth, teachers to develop grant proposals	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Supported participation of 43 teachers, 9 school administrators in the ALPP Youth Pilot schools in Nimba and Montserrado counties.</li> <li>• Selected 48 Community Youth Officers (8 in each county) and are helping to train PTA members.</li> <li>• Trained 2,118 PTA members in 6 counties</li> </ul>
Determine modalities for grant review, selection and management	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Modified LTI small grant process</li> <li>• Prepared ALPP Guidelines. The Guidelines incorporate lessons learned from LTI and input based on the Pilot ALPP Youth activities and PTA trainings.</li> <li>• Prepared ALPP Brochure</li> <li>• Prepared Small grant guidelines for classroom lighting for use in ALPP Youth Pilot counties.</li> </ul>
LRCs establish criteria for scholarships for youth at risk who may drop out from school	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Completed and tested Student Profile for financially at-risk youth in ALPP Youth Pilot counties (Nimba and Montserrado).</li> </ul>

PTAs and PTAs outreach to girls in the community	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>Reviewed ALPP data indicating that female students enrolled in ALPP Youth classes comprise 70% of total students. Appropriate scholarship support will be determined with community guidance during Year 2.</li> </ul>
Renovate a model school in each of the counties, particularly with electric generators for night time classes	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>Received proposals to support lighting during evening classes from School communities in the Pilot counties (Nimba and Montserrado)</li> </ul>
Celebrate with the community the renovation of the schools	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>Begin in Year 2</li> </ul>
Monitor usage of aids*  *quarterly through Y3	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>Introduced Material Development at Master Trainer In-service August 2007.</li> <li>Identified and procured 35,050 copies of assorted MacMillan Primary Textbook Series as supplementary texts.</li> <li>Received a total of 1,573 assorted textbooks (science, mathematics, English) for donation to LRC libraries.</li> </ul>
Conduct PTA training	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>Selected 48 Community Youth Officers have been selected (8 in each county) and are helped to train PTA members.</li> <li>Trained 2,118 PTA members trained in 6 counties.</li> <li>Established 81 school community clusters</li> </ul>
Monitor PTA performance at selected schools*  *quarterly through Y3	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>Part of Monitoring and Evaluation plan. Will begin Year 2.</li> </ul>
Offer school development grants	<p><u>Accomplishments Y1</u></p>

<p>to qualified PTA's*</p> <p>*quarterly through Y3</p>	<ul style="list-style-type: none"> <li>• Modified LTI small grant process</li> <li>• Prepared ALPP Guidelines. The Guidelines incorporate lessons learned from LTI and input based on the Pilot ALPP Youth activities and PTA trainings.</li> <li>• Developed ALPP Brochure</li> <li>• Developed Small grant guidelines for classroom lighting for use in ALPP Youth Pilot counties.</li> <li>• Received proposals to support lighting during evening classes. From School communities in the Pilot counties (Nimba and Montserrado)</li> </ul>
<p>Evaluate PTA school development projects conducted under PTA grants</p> <p>*quarterly through Y3</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Part of Monitoring and Evaluation plan. Will begin Year 2.</li> </ul>
<p>Complete, select and distribute grants/scholarships*</p> <p>*quarterly through Y3</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Will occur in Year 2.</li> </ul>
<p>Monitor and capture lessons from grants/scholarships*</p> <p>*quarterly through Y3</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Part of Monitoring and Evaluation plan. Will begin Year 2.</li> </ul>
<p>Establish LRC and school-based child care in targeted areas</p>	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Selected THINK, Inc., a Liberian NGO, from 7 finalists to collaborate on a model learning enrichment program at the Montserrado LRC under the Small Grants component. An early childhood program will part of this enrichment program</li> </ul>

#### D. Project Component: Monitoring and Evaluation

Activity as specified in Plan of Work for Y1	<u>Accomplishments Y1</u>
Develop key indicators and data collection instruments	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Key indicators and data collection instruments are completed.</li> </ul>
Create format and procedures for preparing monitoring reports	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Formats and procedures are being tested.</li> </ul>
Provide MOE, DOE and CEO staff orientation and training in implementing the monitoring systems and in developing reports	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Training is carried out through quarterly Information Sharing visits. M&amp;E Officers and MOE staff comes to two central locations from the 6 counties.</li> <li>• Asst. Manager for M&amp;E provides continual back-up support and mentoring via email and cell phone.</li> </ul>
Collect M& E data*  *quarterly through Y3	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• M&amp;E Officers in the 6 counties follow the set schedule for visiting school communities.</li> <li>• Data is transferred to Monrovia Office data base each month.</li> </ul>
Analyze and report on M&E data*  *quarterly through Y3	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Asst. Manager for M&amp;E produces bi-weekly updates or as requested.</li> </ul>

## E. Additional Tasks Specified in Contract

Eight additional tasks were specified in the contract that enhanced and expanded activities spelled out in the proposed work plan. Those tasks were related to:

1. Renovation of facilities
2. Distance Learning
3. Teacher salaries
4. Provide training
5. Provide curriculum
6. Develop curriculum
7. Build in topics in curriculum
8. Monitor quality

The accomplishments related to those tasks and their supporting activities are reported below.

### TASK 1: RENOVATION OF FACILITIES

**Task: Renovate, as necessary, new or existing ALP Plus facilities in order to meet student demand for ALP Plus slots or guarantee a sufficient quality learning experience**

Activity as specified in Plan of Work for Y1	<u>Accomplishments Y1</u>
Assess facilities for 6 counties	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Renovated 6 Learning Resource Centers to support ALP activities at 270 ALPP schools.</li> <li>• Received requests from ALPP Youth sites to support electricity for night classes.</li> </ul>
Recommend facilities	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Collaborated with MOE staff and local city officials (Montserrado) to select sites for 6 LRCs.</li> <li>• Identified all ALPP school sites with the Ministry of Education.</li> </ul>
Select targeted schools(ALP and ALP Youth)	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Received proposals to support lighting during evening classes. from School communities in the Pilot counties (Nimba and Montserrado).</li> </ul>
Renovation of	<u>Accomplishments Y1</u>

Existing Schools	<ul style="list-style-type: none"> <li>Received proposals to support lighting during evening classes. from School communities in the Pilot counties (Nimba and Montserrado).</li> </ul>
Select targeted schools	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>Received proposals to support lighting during evening classes. from School communities in the Pilot counties (Nimba and Montserrado).</li> </ul>
Monitor site performance	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>Part of Monitoring and Evaluation Plan. Will begin in Year 2.</li> </ul>

## TASK 2: DISTANCE LEARNING

**Task: Integrate distance learning into the current ALP Plus program, including a clear explanation of the benefits to be gained**

Activity as specified in Plan of Work for Y1	<u>Accomplishments Y1</u>
Identify methods on integrating distance learning	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>Received recommendations from Radio Teacher Instruction consultant on several ways to use LRC facilities to better serve teachers and learners.</li> </ul>
Select Radio Stations and Schools	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>Identified 15 radio stations with Talking Drum Studio (TDS).</li> </ul>
Develop various distance learning programs	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>Provided 15 programs from 2006 ready for rebroadcast.</li> <li>Prepared 15 ALP and Parent Involvement Awareness messages for broadcast.</li> </ul>
Monitor and Evaluate Radio Program	<u>Accomplishments Y1</u> Will begin in Year 2.

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### TASK 3: TEACHER SALARIES

**Task: Administer teacher salary payments consistent with Ministry of Education salaries**

Activity as specified in Plan of Work for Y1	<u>Accomplishments Y1</u>
Organize meetings with other ALP implementers to collect data regarding payment schedules and policies	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Participated as member of ALP Coordinating Group to write ALP Policy which includes policy on teacher payment. The Policy is under review by Senior MOE management.</li> </ul>
Draft agreement with ALP implementers and MOE ALP Unit for consistency in payment	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Participated as member of ALP Coordinating Group to write ALP Policy which includes policy on teacher payment. The Policy is under review by Senior MOE management.</li> </ul>
Attempt to pursue agreement with all ALP implementers and MOE for consistency in payments	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Participated as member of ALP Coordinating Group to write ALP Policy which includes policy on teacher payment. The Policy is under review by Senior MOE management.</li> <li>• Tested a teacher-identification-for-payment system which involves taking photos of all ALPP teachers.</li> <li>• Exchanged Information on teacher payment systems with other ALP implementers at ALP Coordinating meetings.</li> </ul>
Implement agreements reached with other implementers and MOE	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Tested a teacher-identification-for-payment system which involves taking photos of all ALPP teachers.</li> <li>• Exchanged Information on teacher payment systems with other ALP implementers at ALP Coordinating meetings.</li> </ul>

#### TASK 4: PROVIDE TRAINING

**Task: Provide training for ALP Plus teachers and administrators, particularly in participatory pedagogical approaches**

Activity as specified in Plan of Work for Y1	<u>Accomplishments Y1</u>
Develop Training Manual (Infuse ALP new issues on ALP Youth)	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Added ALPP Youth Curriculum to master trainer training</li> <li>• Held Stakeholders workshop and curriculum writers' sessions involving MOE, INGO and NGO staff which produced ALPP Youth Life Skills Curriculum.</li> <li>• Pilot tested curriculum in 10 schools</li> </ul>
Identify Teachers and Administrator	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Identified with MOE 1080 ALPP Regular teachers and 450 ALPP Youth teachers; 180 ALPP Regular school administrators and 90 ALPP Youth school administrators to participate in ALPP Regular and Youth Schools.</li> </ul>
Provide Training	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Conducted Pre-service training for 1463 ALPP Regular and Youth teachers and 242 ALPP Regular and Youth school administrators in 6 counties.</li> <li>• Conducted Training of Trainers workshop for additional 64 ALPP Regular and Youth Master Trainers in ALP methodology.</li> </ul>
Launch ALPP Youth Curriculum	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Launched ALPP Youth Curriculum in 10 pilot schools in Nimba and Montserrado counties in June 2007</li> </ul>
Provide Training of Trainers	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Conducted Training of Trainers workshop for additional 64 ALPP Regular and Youth Master Trainers in ALP methodology.</li> <li>• Conducted Refresher Master Training in August for 64 Master Trainers</li> </ul>

## TASK 5: PROVIDE CURRICULUM

**Task: Provide ALP Plus curriculum to schools, as required, as well as educational materials**

Activity as specified in Plan of Work for Y1	<u>Accomplishments Y1</u>
Hosting Curriculum Advisory Meeting Committee	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• The Ministry of Education carries out this task.</li> <li>• Coordinated the national curriculum writers' workshop to produce the ALPP Youth Life Skills curriculum.</li> </ul>
Design of Curriculum	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Conducted Stakeholders workshop and curriculum writers' sessions involving MOE, INGO and NGO staff which produced ALPP Youth Life Skills Curriculum.</li> <li>• Pilot tested curriculum in 10 schools</li> </ul>
Launch Curriculum	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Launched ALPP Youth Curriculum in 10 Pilot schools in Nimba and Montserrado counties in June 2007.</li> </ul>

## TASK 6: DEVELOP CURRICULUM

**Task: Develop and provide, drawing on the Liberia Transition Initiative's CYPEP program, peer-facilitated training modules in conflict transformation, rule of law, women's rights, reproductive health and childcare**

Activity as specified in Plan of Work for Y1	<u>Accomplishments Y1</u>
Develop Manual (Infusion of CYPEP)	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Held Stakeholders workshop and curriculum writers' sessions in April and May involving MOE, INGO and NGO staff which produced ALPP Youth Life Skills Curriculum incorporating CYPEP-based modules.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pilot tested curriculum in 10 schools</li> <li>• Added ALPP Youth Curriculum to master trainer training</li> </ul>
Revise and Develop New Curriculum Modules	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Held Stakeholders workshop and curriculum writers' sessions in April and May involving MOE, INGO and NGO staff which produced ALPP Youth Life Skills Curriculum incorporating CYPEP-based modules.</li> </ul>
Launch Curriculum	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Launched ALPP Youth Curriculum in 10 Pilot schools in Nimba and Montserrado counties in June 2007.</li> </ul>

### **TASK 7: BUILD IN CURRICULUM TOPICS**

**Task: Build-in civic education curriculum, in coordination with the Ministry of Education curriculum reform effort**

<b>Activity as specified in Plan of Work for Y1</b>	<b><u>Accomplishments Y1</u></b>
Develop Manual (Infusion of CYPEP)	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Held Stakeholders workshop and curriculum writers' sessions in April and May involving MOE, INGO and NGO staff which produced ALPP Youth Life Skills Curriculum incorporating civic education modules.</li> <li>• Pilot tested curriculum in 10 schools</li> <li>• Added ALPP Youth Curriculum to master trainer training</li> </ul>
Revise and Develop New Curriculum Modules	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Held Stakeholders workshop and curriculum writers' sessions in April and May involving MOE, INGO and NGO staff which produced ALPP Youth Life Skills Curriculum incorporating civic education modules.</li> </ul>
Launch Curriculum	<p><u>Accomplishments Y1</u></p> <ul style="list-style-type: none"> <li>• Launched ALPP Youth Curriculum in 10 Pilot schools in Nimba</li> </ul>

	and Montserrado counties in June 2007.
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**TASK 8: MONITOR QUALITY**

**Task: Monitor the quality of ALP Plus programs, including teachers and administrator functions**

Activity as specified in Plan of Work for Y1	<u>Accomplishments Y1</u>
Design Monitoring Tools for current ALP program	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Completed design of Key indicators and data collection instruments.</li> </ul>
Monitor Curriculum	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Prepared Monitoring and Evaluation schedule.</li> <li>• Visited schools regularly.</li> <li>• Tested Evaluation instruments in ALPP Youth Pilot schools in August and September.</li> </ul>
Monitor teacher performance	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Revised Teacher Observation forms following the August Master Trainer In-service.</li> </ul>
Monitor Administrator Performance	<u>Accomplishments Y1</u> <ul style="list-style-type: none"> <li>• Part of on-going Monitoring and Evaluation plan.</li> <li>• Reviewed information indicating need for training for school administrators.</li> <li>• Removed from the Year 1 Plan due to the budget constraints.</li> </ul>

### SECTION III: NUMERICAL INDICATORS MET AT END OF YEAR ONE

#### A. Student Enrollment

- 🇺🇸 10,541 students enrolled in ALPP regular classes; 47% were female
- 🇺🇸 417 students enrolled in pilot ALPP Youth classes; 70% were female

Table 5 details student enrollment by gender in both the ALPP regular and ALPP Youth classes by County.

**Table 5. Student Enrollment by Gender in ALPP Regular and ALPP Youth by County in Year 1**

<u>Student Enrollment</u> <i>F=Female, M=Male T=Total</i>	Indicators by County					
	Montserratado	Grand Gedeh	Maryland	Nimba	Lofa	Bong
<b>--ALPP Regular</b> (target = 54,000)  (Y1-- F: 4,747; M:5,429; T:10,176)	F:1427 M:1522 T:2949	F: 241 M: 279 T:520	F:663 M: 690 T:1353	F:695 M:876 T:1571	F:727 M:988 T: 1715	F:1078 M:1355 T:2433
<b>--ALPP Youth</b> (target+13,500)  (Y1— F: 290; M: 127; T: 417)	F: 117 M: 51 T:168	Starts in Y2 in this county	Starts in Y2 in this county	F:173 M:76 T:249	Starts in Y2 in this county	Starts in Y2 in this county

## B. Learning Resource Centers

- ✚ All staff has been hired and is in place.
- ✚ All Training Officers have been hired: F: 1, M: 5
- ✚ All Community Coordinators have been hired: F: 1, M: 5
- ✚ All M&E Officers have been hired: F: 0, M: 6
- ✚ All Administration and Finance Officers have been hired: F: 3, M: 3

**Table 6. Staffing for Learning Resource Centers Year 1**

Staffing Plan	Year 1 Accomplishments
<p>LRC support staff hired and placed or identified by MOE:</p> <p>--6 Training Officers</p> <p>--6 Community Coordinators</p> <p>--6 Monitoring and Evaluation Officers</p> <p>--6 Administration and Finance Officers</p> <p>--Drivers</p> <p>--Office Assistants</p> <p>--Security</p>	<p><b>All Targets Accomplished in Year 1</b></p> <p>All staff (61) has been hired and is in place.</p> <p>Training Officers: F: 1, M: 5            Community Coordinators: F: 1, M: 5            M&amp;E Officers: F: , M: 6            Administration &amp; Finance Officers: F: 4, M: 2            Drivers: F: 0, M: 11            Office Assistants: F: 2, M: 4            Security: F: 0, M: 20</p> <p><b>Year 2 targets will focus on continued training, support, and replacement of staff that may leave.</b></p>

### C. Master Trainers and Community Youth Officers Trained

- ✚ 52 Master Trainers for ALPP Regular were trained; targeted number of 36 surpassed by 147 percent
- ✚ 16 Master Trainers for ALPP Youth were trained; targeted number of 12 surpassed by 133 percent
- ✚ 47 Community Officers trained; six in each county; targeted number reached

Original targets were to train 36 Master Trainers for the ALPP Regular program and to train 12 Master Trainers for the ALPP Youth program. Both targets were surpassed due to demand for training. Targets for ALPP Regular Master Trainers were surpassed by 147 percent and targets for ALPP Youth Master Trainers were surpassed by 133 percent.

Targets for Community Officers trained were reached. Six were trained in each county as per original plan. This number will serve the project for the duration.

**Table 7. Training for Master Trainers and Community Youth Officers by County for Year 1**

Training	Montserrado	Grand Gedeh	Maryland	Nimba	Lofa	Bong	Total
Master Trainers Trained for ALPP regular (target = 36) <b>Targeted number surpassed</b>	18	8	6	6	6	8	52
Master Trainers Trained for ALPP Youth (target = 12) <b>Targeted number surpassed</b>	6	2	2	2	2	2	16 F: 3 M: 13
Community Youth Officers Trained (target = 48) <b>Targeted number reached</b>	7	8	8	8	8	8	47 F: 14 M: 33

#### D. Cluster Structures for Service Learning

 81 Clusters Established for Service Learning; targeted number reached

The original plan was to create clusters to establish the service learning program. The original target was between 54 and 108 clusters depending on needs. A total of 81 cluster structures were created therefore surpassing the original target. See Table 8 for details regarding the Cluster Structures by County.

**Table 8. Cluster Structures Established for Service Learning by County in Year 1**

<b>Cluster Structure Established for Service learning</b>	<b>Mont-serrado</b>	<b>Grand Gedeh</b>	<b>Maryland</b>	<b>Nimba</b>	<b>Lofa</b>	<b>Bong</b>	<b>Total</b>
--Between 54 and 108 clusters (Minimum of 5 schools per cluster, maximum of 10; depending on rural & urban needs)	15	14	10	12	16	14	81
<b>Targeted number reached</b>							

## E. School Administrators Trained

- ✚ 152 School Administrators for ALPP Regular Trained; 9 female, 143 male (additional School Administrators for ALPP Regular to be trained in Y2)
- ✚ 90 School Administrators for ALPP Youth Trained; 9 female, 81 male (additional School Administrators for ALPP Youth to be trained in Y2)

The target for total number of school administrators trained in this project is 270. In Year One of the project the target was almost realized. The number of administrators trained for ALPP Regular was almost 89 percent of the total target. Efforts in the ALPP Youth gear up in Year Two. During Year One pilot projects were conducted and full implementation begins in the next year. One hundred percent of the targeted school administrators were trained.

See Table 9 for details regarding training of school administrators by Gender and by County.

**Table 9. School Administrators Trained by Gender by County Year 1**

School Administrators Trained	Montserrado	Grand Gedeh	Maryland	Nimba	Lofa	Bong	Total
ALPP Regular --ALPP -180 identified by MOE and trained	F: 5 M:21 T: 26	F: 0 M:27 T:27	F:12 M:26 T: 28	F:1 M:28 T:29	F: 0 M:16 T:16	F:1 M: 25 T:26	F: 9 M:143 T: 152
ALPP Youth --ALPP Youth -90 identified by MOE and trained	F:5 M:10 T: 15	F: 0 M: 15 T:15	F:2 M: 13 T:15	F: 1 M:14 T:15	F: 0 M:15 T:15	F:1 M:14 T:15	F:8 M:82 T:90
Total	41	42	43	44	31	41	242
<i>Data disaggregated by gender, age, urban/rural, ethnic group, certification level and teaching level</i>							F: 17 M: 225

## F. Teachers for ALPP Regular and Youth Programs Trained

- ✚ 1,042 ALPP Regular Teacher Trained; 133 female, 909 male
- ✚ 421 ALPP Youth Teachers Trained: 54 female; 367 male

A total of 1387 teachers were trained in Year One. Almost 16 percent of those trained were female. It continues to be a goal of **ALPP** to increase the percentage of female teachers trained and continues to a challenge. In Year Two special efforts will be focused on increasing the percentage of female teacher trained in the project.

Table 10 below details the number of teachers trained in both the ALPP Regular and the ALPP Youth components by gender and by county for Year One.

**Table 10. Teachers Trained in ALPP Regular and ALPP Youth Programs by gender by County Year 1**

Teachers Trained	Montserrado	Grand Gedeh	Maryland	Nimba	Lofa	Bong	Total
ALPP Regular	F:39 M:149	F: 27 M:143	F: 14 M:153	F: 25 M:150	F:9 M:166	F: 19 M:148	F:133 M:909 T:1,042
ALPP Youth	F:8 M:56	F:13 M:55	F:4 M:59	F:18 M:54	F:3 M:78	F:8 M:65	F:54 M: 367 T:421
Total: Regular & Youth	F:47 M:205 T:252	F:40 M:198 T:238	F:18 M:212 T: 230	F:43 M:204 T:247	F:12 M:244 T:256	F:27 M:213 T:240	F:187 M: 1276 T:1463
<i>Data disaggregated by gender, age, urban/rural, ethnic group, certification level and teaching level</i>							

## **SECTION IV: THE DATA**

This section of the Annual Report highlights five major project indicators: 1) Student Enrolment 2) Student Promotion, 3) School Communities, 4) School Administrators and 5) Teachers. Data disaggregated by gender, county, age and qualifications is reviewed to support the analysis and recommendations which follow.

The data presented here represents only a fraction of the data that has been collected, collated and analyzed during Year 1. M&E staff, with the help of project participants, has collected, entered, organized (disaggregated) and analyzed data on over 14,800 individuals and 162 school communities. This data is intended to contribute to further analysis, research, and articles that will improve learner achievement and quality teacher training in Liberia.

### **A. Student Enrolment in Year One**

#### ALPP Regular

The enrolment target of 18,000 ALPP Regular (ages 10 – 18) students was met by 59%. Signing of the project contract occurred after the start of the Liberian school year, resulting in delays in selection of schools and teachers, identification of students, and employment of project staff. Even with this late start for the 2006-2007 academic year, the project conducted ALPP Regular classes for 10,541 students in 152 (84%) of targeted schools. ALPP Regular student enrolment data is disaggregated below by gender, county and age.

Gender distribution shows that 4,831 females and 5,710 males attended ALPP Regular classes. The target of a 1:1 ratio for female to male enrolment was met by 85% (see Graph 1A in Appendix). Distribution by county indicates that Bong had the highest enrolment, while Maryland had the lowest (Bong: 23.4%, Nimba: 18.3%, Lofa: 16.8 % and Maryland: 11.3%). (See Table 1B in Appendix). Distribution by age indicates that, for both genders, most students are clustered around the 13 – 18 year age range, with nearly identical enrolment between ages 15 and 17 (see Graph 1B in Appendix).

Table 1 below shows details by gender and county according to the three ALPP Levels<sup>3</sup>. Level I recorded the highest percentage of students at 43%, Level II, 34%, and Level III, 23%.

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<sup>3</sup> Level I = grades 1-2; Level II = grades 3-4; Level III = grades 5-6.

**Table 1: ALPP Regular Student Enrolment by Gender, County and Level**

Level	Male Students Enrolled in Year One						Total	
	Bong	G/Gedeh	Lofa	Maryland	Montserrado	Nimba		
I	586	128	373	307	589	329	2312	40%
II	435	82	316	229	538	320	1920	34%
III	334	69	299	154	395	227	1478	26%
<b>Total</b>	<b>1355</b>	<b>279</b>	<b>988</b>	<b>690</b>	<b>1522</b>	<b>876</b>	<b>5710</b>	<b>100%</b>
<b>Female Students Enrolled in Year One</b>								
Level	Female Students Enrolled in Year One						Total	
	Bong	G/Gedeh	Lofa	Maryland	Montserrado	Nimba		
I	577	110	303	319	610	298	2217	46%
II	284	81	261	235	532	243	1636	34%
III	217	50	163	109	285	154	978	20%
<b>Total</b>	<b>1078</b>	<b>241</b>	<b>727</b>	<b>663</b>	<b>1427</b>	<b>695</b>	<b>4831</b>	<b>100%</b>

Data disaggregated by Age, Gender, County and Community Type are shown in Table 1A in the Appendix of this report.

### ALPP Youth

The ALPP Youth component of the project is an innovation in Liberia's ALP program. It is designed to meet the special needs of over-age learners. A new Life Skills Curriculum had to be written in order for ALPP Youth classes to begin. The contract signing date prevented carrying out the Youth component in the targeted 90 schools. However, in order not to miss all of Year 1, preparation of this Curriculum was given top priority and 10 Pilot schools were identified (5 in Nimba and 5 in Montserrado counties) to test the Life Skills curriculum. During Year 1, the Youth component conducted classes for 417 students (94% of the Pilot target of 50 students per school in 10 schools).

Gender distribution shows that 290 females attending compared to 127 males (see Graph 2A in Appendix). This 70% female enrolment was unexpected based on previous studies and experience which indicated that obstacles to female enrolment were likely to yield low female participation. Implications for ALPP of this high enrolment figure are discussed in the Conclusions section. Distribution by County indicates that Nimba claimed 80% of ALPP Youth enrolment for the Pilot phase (see Table 2 in the Appendix).

Most ALPP Youth Pilot students are between 18 and 24 years for both genders. Female enrolment has an additional peak at ages above 35 (see Graph 2B in Appendix). Data disaggregated by Age, Gender and County for ALPP Youth Pilot is found in Table 2 in the Appendix.

## Student Socio-Economic Background

The extensive data base developed by ALPP/Creative makes it possible to develop detailed profiles of target beneficiaries. The facts listed below give a fuller picture of ALPP Regular and Youth students and are consistent with expectations of the target groups.

### ALPP Regular

- 78% of ALPP Regular students live with their parents; 4.4% live by themselves.
- 39% of ALPP Regular students have attended school but have dropped out (21% had completed first grade)
- 93.6% do not have children of their own
- 6.4% are parent themselves with 1 to 3 children
- 45% percent of ALPP Regular students have been in attendance for a year or less have entered the selected school specifically to attend ALP classes
- 3.3% are responsible for their siblings
- 3.8% are responsible for their own educational support.

### ALPP Youth

- 86.6% of ALPP Youth students are in regular attendance
- 60.22% are single parents
- 60% are self supporting
- Farming (41%) and petty business (45%) are major sources of support for ALPP Youth students.
- Participants stated sickness might be the main cause for their dropping out, but emphasized lighting for evening classes was also a significant factor in their continued attendance in class.

## **B. Student Promotions for Year One (all Levels)**

For Year One, promotion figures from all ALPP Regular schools show that:

- 7,024 (67%) were promoted (all Levels)
- 1,674 (16%) completed the Level III and were promoted to grade seven
- 2,399 (23%) were promoted to Level II
- 2,951 (28%) were promoted to Level III
- 2,136 (20%) were retained
- 1,381 (13%) dropped out

Promotion figures for ALPP Youth Pilot schools<sup>4</sup> show that for Nimba County

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<sup>4</sup> Montserrado County ALPP Youth classes are still in session as of this writing.

- 126 (48%) were promoted (all Levels)
- 77 (30%) completed Level III and were promoted to grade seven
- 23 (9%) were promoted to Level II
- 26 (10%) were promoted to Level III
- 41 (16%) were retained
- 85 (33%) dropped out

Promotion data disaggregated by Level, Gender and County for ALPP Regular and Youth Pilot are found in Tables 4 and 5 in the Appendix.

These promotion figures will be analyzed according to promotion figures for current ALP partner programs and past ALP programs. Projections as to realistic promotion targets for Years 2 and 3 will be based on this analysis.

### **C. School Communities**

For the academic period ending August 2007, all counties were able to select the 30 schools each required to meet the ALPP Regular target of 180 schools. A total of 162 out of the 190 (180 regular & 10 Youth Pilot) conducted accelerated learning classes.

The selected schools have an average classroom capacity of 45 ranging from a minimum capacity of 5 and a maximum of 130. ALPP schools have a total of 1033 classrooms.<sup>5</sup>

Ninety-nine (99) schools run the ALPP class in the morning, 49 run classes in the afternoon, while 9 run the ALPP Youth program in the evening.

#### School Community Type & School Community Relations

The schools selected were also grouped into 4 community types<sup>6</sup>: Urban-Urban, Urban-Rural, Rural-Urban and Rural-Rural. Of the 162 selected, 5 schools are in an urban/urban setting; 25 are in urban/rural and rural/urban settings and 108 (the majority or 67%) are in a completely rural environment. This means long-distance travel on poorly maintained roads, inaccessibility to most of the area during the rainy period, and several hours of walking to reach some of these schools.

While the problem of school accessibility has caused some difficulty, especially during the rainy season, LRC staff has managed with great persistence, to monitor schools, pay teacher and administrator stipends, and deliver textbooks and materials. However, when the full component of teachers and students are active during Year 2, and when the Small Grants component begins, adequate vehicle maintenance, functioning communication

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<sup>5</sup> This is the total amount of classroom spaces per school and not just the ALP classes

<sup>6</sup> These types are locally defined and provide the most accurate representation of the Liberian environment:  
 Urban/Urban (city center in an urban area); Urban/Rural (rural community with proximity to urban setting);  
 Rural/Urban (urban enclave with a rural environment) Rural/Rural (school is located in completely rural setting).

systems and availability of cash will become even more critical. Implications are discussed in Conclusions.

Community support will be significant in helping to implement the full ALPP Youth component, service learning and small grant activities. A brief analysis of school community relations, measured by the existence of PTAs *before* ALPP involvement is presented below.

**TABLE 2: Established PTAs in Selected Schools before ALPP Intervention**

Counties	No. of Schools	Established PTA		
		Yes	No	No response
Bong	29	28	1	0
Grand Gedeh	27	24	3	0
Lofa	15	14	1	0
Maryland	30	22	7	1
Montserrado	29	23	4	2
Nimba	32	32	0	0
Total	162	143	17	3

As shown in Table 2, 143 of the 162 selected schools, or 89% indicated they have established PTAs. From May through September, a first round of PTA training was conducted for all ALPP schools by ALPP/Creative Community Youth Officers with support from LRC staff. A second round of training is planned beginning in November.

### School Facilities

School profile data revealed that 24 of the 162 schools are newly constructed, 51 renovated. Lofa has the lowest number of newly constructed schools, while Bong County has the highest. However, Lofa County has the highest number of renovated schools. It would suggest that schools in the southeastern region of the country have received very little support for infrastructural development.

Thirty-six (36) schools (22%) have recreational facilities. Less than 7% of the 162 schools have Libraries or space for reading. Ninety-two (92) of these schools have toilet facilities. Of these 92, 74 have separate facilities for teachers; 88 (54%) have separate facilities for girls. While the lack of facilities for ALPP schools is discouraging, it is clear that there is plenty of opportunity for school improvement through small grants and service learning.

## **D. School Administrators<sup>7</sup>**

School Administrators have been part of the Ministry of Education's ALP teacher training for many years. The school administrator (i.e., the principal) is critical to the success of accelerated learning classes. ALPP/Creative trains one school administrator for every 6 teachers in the ALPP Regular program and one school administrator for every 5 teachers in the ALPP Youth program. Due to the low teacher/student ratio, school administrators often teach in addition to their administrative duties. They also serve as PTA members and in other support roles in the school. They are expected to manage the ALPP classes and are responsible for supervising teacher performance and payment of stipends. Of the 180 targeted, 152 ALPP Regular school administrators were trained in Year One. All of the targeted 90 ALPP Youth school administrators were trained during the last Quarter of Year One. There are 9 female ALPP Regular school administrators and 9 female ALPP Youth school administrators.

Sixty-three (63) percent of ALPP Regular school administrators are over the age of 43 and 30% are over the age of 50. The majority of ALPP Youth pilot school administrators were between 43 and 49. In terms of qualifications, 41% (8% female) of ALPP Regular school administrators have C Certificates, 17% have B Certificates (4% female), and 8% have associate degrees. Of the 4 ALPP (Regular and Youth Pilot) school administrators who possess Bachelor's degrees, 3 are female. Over 50 % of school administrators have 10 or more years of teaching experience.

School administrators receive the same training as ALPP teachers in ALP methodology, curriculum and classroom management. However, it became clear during the Year One, that in order to ensure that schools are implementing the ALPP according to the agreement made with each school, management training for school administrators should be implemented as originally planned.

While school administrators possess many years of experience, their average age and the quality of their earlier training present certain challenges. These will be discussed in the section on Teachers and in Conclusions.

Data disaggregated by Age, Gender and County for ALPP Regular and ALPP Youth School Administrators are included in the Appendix. Please see Tables 5, 6A and 6B.

## **E. Teachers (Regular and Youth)**

The teacher training component has been one of the most successful activities of ALPP/Creative in Year One. Even though schools and teachers were not identified before the beginning of the 2006 school year, once they were identified, ALPP/Creative's experienced staff was able to quickly mobilize training for Master Trainers and pre-service teachers. Having worked with under Creative's previous ALP program in Liberia, staff experience with organizing training events and their knowledge of the methodology

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<sup>7</sup> At the writing of this report, complete data for ALPP Youth school administrators is available only for Pilot schools.

and materials permitted immediate start-up once the project was signed. The first training for ALPP pre-service teachers took place in mid-December, 2006. Consequently, the project met its teacher training target for ALPP Regular by 96% and for ALPP Youth by 94%.

### Gender and Age

Female teachers comprise 13% of ALPP Regular teachers (See Graph 3A in Appendix) and 13% of ALPP Youth teachers (See Table 8A in the Appendix). Of the six ALPP counties, Montserrado and Grand Gedeh have the highest percentage of female teachers, 21% and 17% respectively, with Nimba at 14%. It is generally expected that the fewer the number of female teachers, the lower the enrolment will be for female students. For the ALPP Youth program where female participation is at 70%, the lack of female teachers does not seem to have had a negative effect. However, these figures do reflect the need to recruit and train more female teachers.

Forty-two (42) percent of all ALPP Regular teachers are over the age of 43, and 15% are over the age of 50. Fifty (50) percent of teachers in two of the six counties are over 43 years old. The majority of female teachers are under 42 years in all counties. While age can be a definite advantage in terms of years of experience, command of respect from students and skill attainment, the program should take into account the need to upgrade skills for those who have had long periods since their initial training, the ability of teachers to relate to the needs of students (not necessarily a function of age) and the need to replenish the teaching force (see Table 7 in the Appendix).

### Qualifications

Of the 1042 ALPP Regular teachers, 482 (46%) have a high school diploma, 254 (27%) have earned the “C” certificate, 58 (6%) have the “B” certificate, 18 have Associate degrees and 8 have Bachelor’s degrees. The majority (57%) has 7 or more years of teaching experience; 26% have 3 – 6 years of teaching experience (see Graph 3B in the Appendix).

Of the 1080 teachers selected to be trained for ALPP Regular classes, 52.5% had no previous training in teacher education. Although it was expected that teachers selected to implement the ALPP would have been Government-employed teachers, data collected revealed that almost half (45.8%) of teachers selected are ‘volunteer’ teachers and are not on the Government payroll. Implications are discussed in Conclusions.

As with the school administrators, due to the low teacher/student ratio, teachers serve in several other roles: instructional supervisor, sport advisor, PTA member, student affairs, and counselor among others.

## **SECTION V. SUMMARY AND CONCLUSIONS**

### **A. Student Enrolment and Student Motivation**

Responses by students to questions on the student profiles indicated that 45% of ALPP Regular students who enrolled had been at school less than a year, or had come to the school specifically because of the ALPP offering. Of the total enrolled, 39.8 % were drop outs and had been away from school anywhere between 1 and 6 years. This desire to return to school may indicate that demand for ALP will continue to increase as more learn about the program. It also leads to speculation about whether some students are simply more attracted to ALP than to the conventional classroom.

The 70% female enrolment in the ALPP Youth Pilot has been reinforced by regular attendance and their expression of determination to finish the program. Most of these students are self-supporting, so their need to turn schooling into employment is high. ALPP/Creative is working intensively to expand its partnership to vocational and technical partners in order to provide sufficient opportunity for both females and males to adapt to work environments and stay or become gainfully employed.

The high enrolment of females shines a spotlight on the low enrolment of males in the ALPP Youth program. The current female: male target ratio for ALPP Youth is 6:1, much higher than the original 1:1 proposed in Year One. Given the continuing high level of unemployment of out-of-school male ex-combatants and the danger this poses to them and their communities, some ALPP/Creative field staff have proposed an effort to nudge this ratio more into balance with the original intent, i.e., recruiting more males.

### **B. Realistic Promotion Targets**

We are pleased that over 1,000 ALPP students have received 6<sup>th</sup> grade certification in Year One. However, careful analysis of realistic promotion targets is needed. Project targets were based on an assumption of maintaining full enrolment each year. While high student motivation indicates that demand may well increase, drop-out and retention rates need to be studied, along with continued demand, and examples from other accelerated learning programs, in order to project realistic targets for Years 2 and 3.

### **C. School Community Types and School Accessibility and Supporting LRCs**

The challenge of serving the ‘rural/rural’ schools selected for ALPP/Creative by the Ministry of Education is both welcome and daunting. Old vehicles and inadequate communications systems and methods for transferring cash are challenges for which we are energetically seeking solutions. While our access to the schools is important, the strength of the school communities and school clusters will be a significant factor in Year 2 success. While PTAs are reported to exist in 88% of ALPP schools, we plan intensive PTA and School Administrator training, especially in small grants and service learning are intended to build the capacity needed to implement effective school community improvement projects.

Supporting 6 county resource centers, from the bricks and mortar stage to their current level of service has been no small task. Project targets mention staffing and resourcing the centers. Management is assumed to be co-led by the Ministry of Education. Joint monthly meetings have been held throughout Year One with relevant Ministry staff. However, transferring management of the LRCs to the MOE requires a full intervention neither defined nor funded by the current ALPP contract. ALPP/Creative staff is creating policies and procedures that will guide those who are to manage the LRCs. Guidance and support for transferring LRC management responsibility to Ministry staff is strongly requested.

#### **D. School Facilities, Student Needs, Teacher Needs and Project Targets**

Information from school profiles show that only 54% of schools have separate toilet facilities for males and females. Having safe, appropriate facilities for girls is an internationally recognized factor to increase female attendance at school. Yet, even with the low percentage of schools with separate facilities, female attendance (47%) is nearly equal to male attendance in the ALPP Regular program and female participation in the ALPP Youth Pilot is at 70%. While ALPP/Creative's initial assessment emphasized providing toilets, most participants emphasized lighting for evening classes as the main need that would determine their attendance. Small grant proposals have been approved for four ALPP Youth schools seeking assistance to provide lighting for evening classes. ALPP/Creative will continue to rely on school community identification of needs while ensuring support for increased female attendance.

Basic instructional materials were not budgeted in the original contract. Items such as chalk, paper, attendance books, and lesson plans are, in theory, supplied by the Ministry of Education. However, supplies are not adequate for the increased level of enrollment in public schools. Accelerated learning classrooms are often left with none of these materials. Requests, via the six LRCs, have come from all counties to provide reprinted textbooks as well as these very basic materials. While we have shifted funds from line items not fully used in Year One, we have been able to provide less than half of these basic items.

#### **E. Investing in 'Volunteer' Teachers**

ALPP statistics show that over 45% of ALPP teachers are not currently part of the Government system. Over 50% have not had previous teacher training although they most likely have been already teaching at the schools where ALPP classes meet. The Ministry of Education is concerned that these teachers are not properly qualified and therefore questions the value of retaining them. Statistics for ALPP indicate that 88 – 95% of teachers come from the county where they are teaching; therefore they may be likely to stay and serve in that school community. ALPP/Creative will carefully assess the teaching capability of these 'volunteers' and identify possible additions to in-service training that may ensure that those with skill and potential pursue further credentials.

## **F. Teacher Age**

The concern with the ages of teachers and school administrators should not be misconstrued as ageism. Respect for experience and the wisdom gained with age is an integral part of ALPP/Creative values. The issue is raised because of the significant number of teachers and school administrators in their mid-forties and above. If this is indicative of the national teaching force, strong recruitment and attractive benefits will be important not just to upgrade Liberia's cadre of teachers, but to ensure the continuing supply of teachers. From the ALP and Adult Education perspective, several suggestions may be worthwhile pursuing. Two are a) to recruit from among the older ALP and Adult Education learners and, b) recruit from among the youth who will be part of the new National Youth Service Program.

## **G. Increasing the Number of Female Teachers**

ALPP targets emphasize increasing numbers of female students. To date, the project has done well at meeting these targets. No targets were set for increasing the number of female teachers or school administrators. When asking the Ministry of Education to identify teachers for ALPP Regular and ALPP Youth schools, ALPP/Creative staff urged County and District Education Officers to identify females. This may be responsible for the 13% achieved. Female students returning to school need role models. They also deserve to learn in an environment free of the harassment that is known to occur when male teachers request or demand favors from female students. Doubling the 13 percent would be a worthy goal.

One source of female teachers might be those who were trained during a special UNICEF program between 1998 and 2000. Many may be interested in continuing their training. County and District Education Officers could be encouraged to recruit from among this group, offer special training, and place these teachers in classrooms, especially in schools that do not have enough teachers. Some ALPP schools are in this category.

## **H. High Commitment from all Staff and Teachers**

Perhaps it should be left to people not working directly with ALPP to marvel at the achievements of Year One. While all have contributed, the ALPP/Creative Liberian staff must be commended for their ability to adapt, their willingness to learn and take on new tasks, their patience with change, and above all, their commitment to Liberia's teachers and students. This level of commitment seems almost equal among the teachers who have joined ALPP. While they are concerned about their salaries and their own education, when asked about their most significant challenges, 43% of teachers said helping students obtain an education was their biggest challenge.

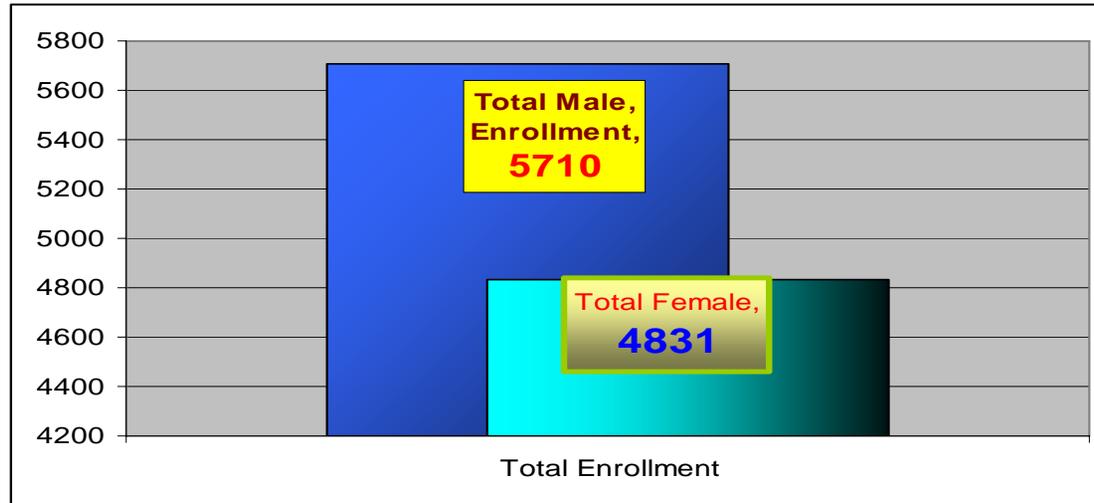
We look forward to a second year with enthusiasm and the belief that we will meet the challenges effectively and creatively.

# Appendix

**Table 1A: ALPP Regular Student Enrolment in Year One (by Age, Gender, County)**

	Bong			Grand Gedeh			Lofa			Maryland			Montserrado			Nimba			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Age <10	66	60	126	27	43	70	32	28	60	56	4	56	66	80	146	16	13	29	263	228	491
Age 10	61	49	110	22	19	41	86	72	158	51	4	51	70	31	101	34	35	69	324	210	534
Age 11	47	53	100	16	6	22	51	31	82	28	23	28	94	61	155	36	23	59	272	197	469
Age 12	125	92	217	23	7	30	79	52	131	77	45	77	123	129	252	64	36	100	491	361	852
Age 13	163	130	293	21	7	28	93	76	169	34	64	34	172	175	347	87	62	149	570	514	1,084
Age 14	187	145	332	22	14	36	58	70	128	42	99	42	199	192	391	129	94	223	637	614	1,251
Age 15	136	190	326	19	11	30	80	71	151	59	59	59	184	184	368	119	75	194	597	590	1,187
Age 16	139	96	235	18	21	39	80	81	161	49	83	49	167	160	327	126	102	228	579	543	1,122
Age 17	98	58	156	26	11	37	88	57	145	51	92	51	101	124	225	66	83	149	430	425	855
Age 18	95	73	168	29	30	59	107	67	174	51	31	51	123	112	235	138	136	274	543	449	992
Age 19	77	39	116	18	12	30	68	46	114	71	29	71	67	72	139	31	20	51	332	218	550
Age 20	55	26	81	9	12	21	64	18	82	37	39	37	47	47	94	20	11	31	232	153	385
Age >20	106	67	173	29	48	77	102	58	160	84	91	84	109	60	169	10	5	15	440	329	769
<b>Total</b>	<b>1,355</b>	<b>1,078</b>	<b>1,333</b>	<b>279</b>	<b>241</b>	<b>520</b>	<b>988</b>	<b>727</b>	<b>1,715</b>	<b>690</b>	<b>663</b>	<b>1,353</b>	<b>1,522</b>	<b>1,427</b>	<b>2,949</b>	<b>876</b>	<b>695</b>	<b>1,571</b>	<b>5,710</b>	<b>4,831</b>	<b>10,541</b>
<b>1B: Student Enrolment by School Community Type</b>																					
<b>Urban - Urban</b>	0	0	-	0	0	0	0	0	-	117	74	191	371	394	765	0	0	-	488	468	956
<b>Urban - Rural</b>	0	0	-	0	0	0	0	0	-	76	49	125	1048	932	1980	0	0	-	1124	981	2,105
<b>Rural - Urban</b>	768	612	,380	0	0	0	371	273	643	83	118	201	103	101	204	242	213	455	1566	1317	2,883
<b>Rural - Rural</b>	587	466	1,053	279	241	520	618	454	1072	414	421	835	0	0	0	634	482	1116	2532	2065	4,597
<b>Total</b>	<b>1355</b>	<b>1078</b>	<b>2433</b>	<b>279</b>	<b>241</b>	<b>520</b>	<b>988</b>	<b>727</b>	<b>1715</b>	<b>690</b>	<b>663</b>	<b>1353</b>	<b>1522</b>	<b>1427</b>	<b>2949</b>	<b>876</b>	<b>695</b>	<b>1571</b>	<b>5710</b>	<b>4831</b>	<b>10541</b>

**Graph 1A: ALPP Regular Student Enrolment in Year One by Gender**



**Graph 1B: ALPP Regular Student Enrolment in Year One by Age**

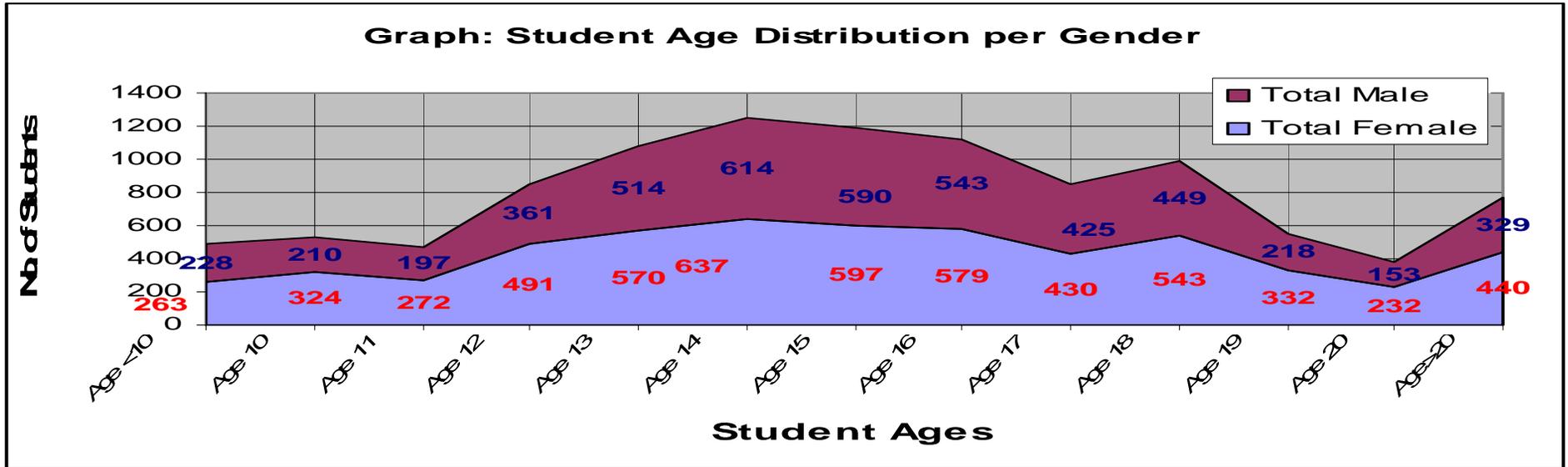
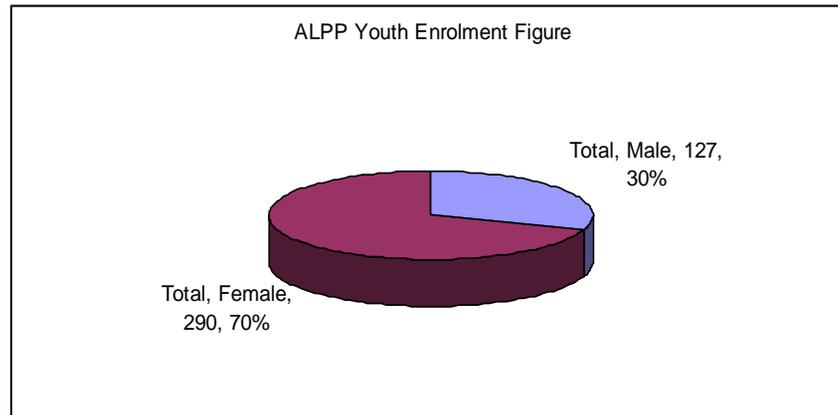
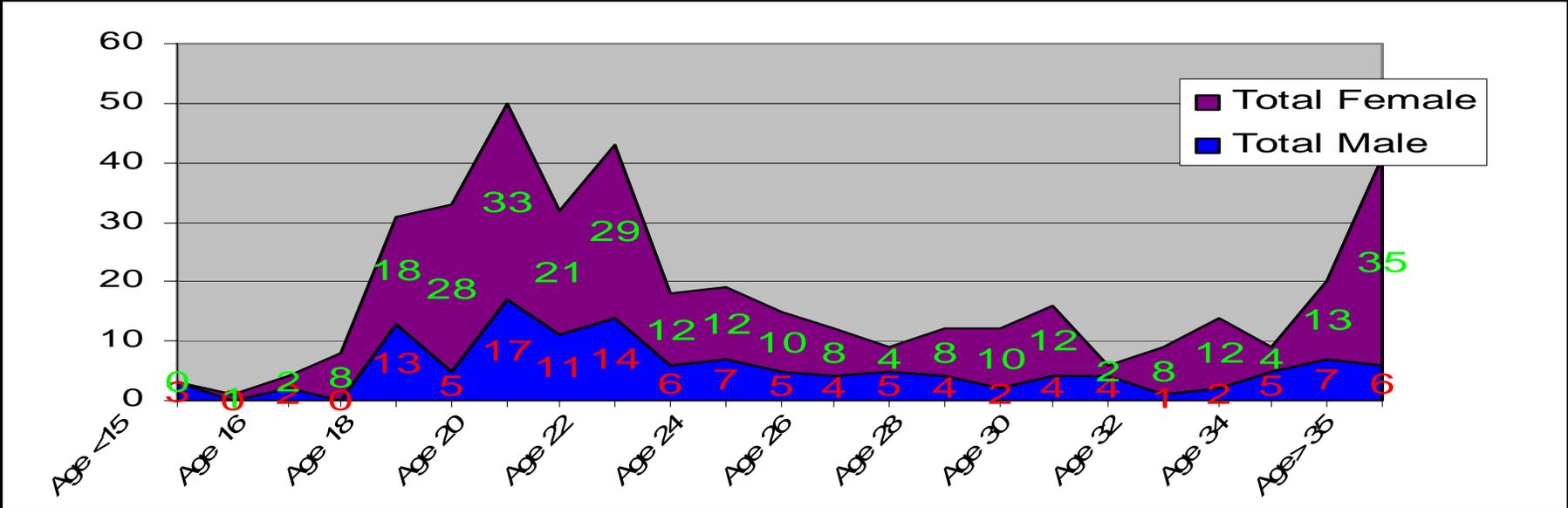


Table 2 ALPP Youth Pilot Student Enrolment in Year One (by Age, Gender, County)																					
	Bong			Grand Gedeh			Lofa			Maryland			Montserrado			Nimba			Total		
													Male	Female	Total	Male	Female	Total	Male	Female	Total
Age <15												2	0	2	1	0	1	3	0	3	
Age 15												0	0	0	0	1	1	0	1	1	
Age 16												1	0	1	1	2	3	2	2	4	
Age 17												0	3	3	0	5	5	0	8	8	
Age 18												0	6	6	13	12	25	13	18	31	
Age 19												1	6	7	4	22	26	5	28	33	
Age 20												3	13	16	14	20	35	17	33	50	
Age 21												3	4	7	8	17	25	11	21	32	
Age 22												3	4	7	11	25	36	14	29	43	
Age 23												1	6	7	5	6	12	6	12	18	
Age 24												0	3	3	7	9	17	7	12	19	
Age 25												2	2	4	3	8	11	5	10	15	
Age 26												1	3	4	3	5	8	4	8	12	
Age 27												3	3	6	2	1	3	5	4	9	
Age 28												3	3	6	1	5	7	4	8	12	
Age 29												2	4	6	0	6	7	2	10	12	
Age 30												3	8	11	1	4	5	4	12	16	
Age 31												3	0	3	1	2	3	4	2	6	
Age 32												1	4	5	0	4	4	1	8	9	
Age 33												2	8	10	0	4	4	2	12	14	
Age 34												5	3	8	0	1	1	5	4	9	
Age 35												7	5	12	0	8	9	7	13	20	
Age > 35												5	29	34	1	6	7	6	35	41	
<b>TOTAL</b>												<b>51</b>	<b>117</b>	<b>168</b>	<b>76</b>	<b>173</b>	<b>249</b>	<b>127</b>	<b>290</b>	<b>417</b>	

**Graph 2A: ALPP Youth Pilot Student Enrolment in Year One by Gender**



**Graph 2B: ALPP Youth Pilot Student Enrolment in Year One by Age and Gender**



**Table 3: ALPP Regular Student Promotion Statement Year One (by Level, Gender and County)**

	Bong			Grand Gedeh <sup>8</sup>			Lofa			Maryland			Montserrado			Nimba			Total		
<i>Promoted</i>	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Level I	424	430	854	0	0	0	297	231	528	213	203	416	370	403	773	205	175	380	1509	1442	2,951
Level II	344	207	551	0	0	0	250	197	447	167	156	323	347	337	684	243	151	394	1351	1048	2,399
Level III	278	159	437	0	0	0	241	136	377	102	66	168	257	177	434	165	93	258	1043	631	1,674
<b>Total</b>	1046	796	1842	0	0	0	788	564	1352	482	425	907	974	917	1891	613	419	1032	3903	3121	7,024
<i>Retained</i>																					
Level I	93	74	167	128	110	238	58	54	112	56	64	120	98	101	199	80	73	153	513	476	989
Level II	61	52	113	82	81	163	47	48	95	28	30	58	86	96	182	48	46	94	352	353	705
Level III	24	24	48	69	50	119	27	15	42	31	15	46	66	56	122	32	33	65	249	193	442
<b>Total</b>	178	150	328	279	241	520	132	117	249	115	109	224	250	253	503	160	152	312	1114	1022	2,136
<i>Dropped Out</i>																					
Level I	69	73	142	0	0	0	18	18	36	38	52	90	121	106	227	44	50	94	290	299	589
Level II	30	25	55	0	0	0	19	16	35	34	49	83	105	99	204	29	46	75	217	235	452
Level III	32	34	66	0	0	0	31	12	43	21	28	49	72	52	124	30	28	58	186	154	340
Total	131	132	263	0	0	0	68	46	114	93	129	222	298	257	555	103	124	227	693	688	1,381
<b>Total Sch. Pop</b>	<b>1355</b>	<b>1078</b>	<b>2433</b>	<b>279</b>	<b>241</b>	<b>520</b>	<b>988</b>	<b>727</b>	<b>1715</b>	<b>690</b>	<b>663</b>	<b>1353</b>	<b>1522</b>	<b>1427</b>	<b>2949</b>	<b>876</b>	<b>695</b>	<b>1571</b>	<b>5710</b>	<b>4831</b>	<b>10,541</b>

<sup>8</sup> Grand Gedeh teachers were trained in the transition period between LTI and ALPP. By the time LRCs were staffed, these teachers had joined other partners' ALP staff. Consequently, teacher selection for Grand Gedeh ALPP schools had to be done again and classes began very late, and no learners were promoted. They will continue in the 2007 school year.

<b>Table 4: ALPP Youth Pilot Student Promotion Statement for Year One<sup>9</sup> (by Level, Gender and County)</b>																							
			<b>Bong</b>			<b>Grand Gedeh</b>			<b>Lofa</b>			<b>Maryland</b>			<b>Montserrado</b>			<b>Nimba</b>			<b>Total</b>		
<i>Promoted</i>	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total		
Level I																2	21	23	2	21	23		
Level II																8	18	26	8	18	26		
Level III																20	57	77	20	57	77		
<b>Total</b>																30	96	126	30	96	126		
Retained																							
Level I																0	17	17	0	17	17		
Level II																8	17	25	8	17	25		
Level III																5	7	12	5	7	12		
<b>Total</b>																13	41	54	13	41	54		
Dropped Out																							
Level I																7	9	16	7	9	16		
Level II																12	13	25	12	13	25		
Level III																14	13	27	14	13	27		
Total																33	36	69	33	36	69		
<b>Total Sch. Pop</b>																<b>76</b>	<b>173</b>	<b>249</b>	<b>76</b>	<b>173</b>	<b>249</b>		

<sup>9</sup> Promotion statement of ALPP Youth in Montserrado was not ready because classes are still ongoing up to date of this report.

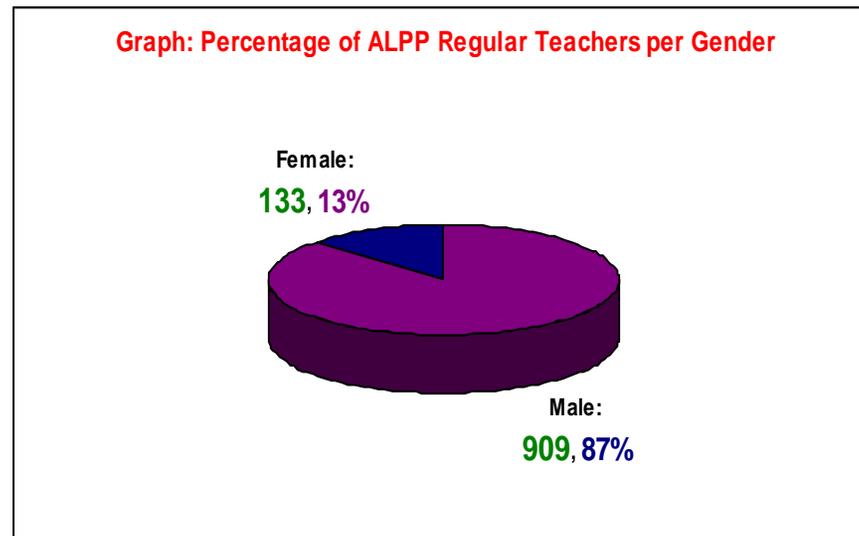
<b>Table 5: ALPP Regular School Administrators Trained in Year One (by Age, Gender, County &amp; Qualification)</b>																					
	<b>Bong</b>			<b>Grand Gedeh</b>			<b>Lofa</b>			<b>Maryland</b>			<b>Montserrado</b>			<b>Nimba</b>			<b>Total</b>		
<b>Ages</b>	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Age <20 years	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	2	0	2
Age 21 - 27	1	0	1	1	0	1	0	0	0	3	0	3	0	0	0	0	1	1	5	1	6
Age 28 - 35	4	0	4	6	0	6	2	0	2	2	0	2	2	1	3	1	0	1	<b>17</b>	1	18
Age 36 - 42	5	0	5	8	0	8	2	0	2	0	0	0	7	1	8	7	0	7	<b>29</b>	1	<b>30</b>
Age 43 - 49	11	0	11	9	0	9	6	0	6	8	1	9	4	1	5	11	0	11	<b>49</b>	2	51
Age >50 years	4	1	5	3	0	3	6	0	6	11	1	12	8	2	10	9	1	9	41	4	45
No response	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>25</b>	<b>1</b>	<b>26</b>	<b>27</b>	<b>0</b>	<b>27</b>	<b>16</b>	<b>0</b>	<b>16</b>	<b>26</b>	<b>2</b>	<b>28</b>	<b>21</b>	<b>5</b>	<b>26</b>	<b>28</b>	<b>1</b>	<b>29</b>	<b>41</b>	<b>9</b>	<b>152</b>
<b>Qualification</b>																					
< high School	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2	0	1
H SD Diploma	3	0	3	26	0	26	4	0	4	4	0	4	4	0	4	4	1	5	45	1	46
"C" Certificate	15	1	16	1	0	1	4	0	4	15	1	16	8	3	11	15	0	15	<b>58</b>	<b>5</b>	<b>63</b>
"B" Certificate	2	0	2	0	0	0	6	0	6	6	1	7	3	0	3	8	0	8	25	1	26
"AA" Degree	3	0	3	0	0	0	1	0	1	1	0	1	6	0	6	1	0	1	12	0	12
"BA/BSC	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	1	2	3
" MA/MSc	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0
No response	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>25</b>	<b>1</b>	<b>26</b>	<b>27</b>	<b>0</b>	<b>27</b>	<b>16</b>	<b>0</b>	<b>16</b>	<b>26</b>	<b>2</b>	<b>28</b>	<b>21</b>	<b>5</b>	<b>26</b>	<b>28</b>	<b>1</b>	<b>29</b>	<b>143</b>	<b>9</b>	<b>152</b>

<b>Table 6A: ALPP Youth Pilot School Administrators Trained in Year One (by Age, Gender, County &amp; Qualification)</b>																					
	<b>Bong</b>			<b>Grand Gedeh</b>			<b>Lofa</b>			<b>Maryland</b>			<b>Montserrado</b>			<b>Nimba</b>			<b>Total</b>		
<b>Ages</b>	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Age <20 years													0	0	0	0	0	0	0	0	0
Age 21 - 27													0	0	0	0	0	0	0	0	0
Age 28 - 35													0	0	0	1	0	0	1	0	1
Age 36 - 42													1	1	1	1	0	0	2	1	3
Age 43 - 49													0	2	0	3	0	0	3	2	5
Age >50 years													0	0	0	0	0	0	0	0	0
<b>Total</b>													<b>1</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>6</b>	<b>3</b>	<b>9</b>
<b>Qualification</b>																					
< high School													0	0	0	0	0	0	0	0	0
H SD Diploma													0	0	0	0	0	0	0	0	0
"C" Certificate													1	2	3	1	0	1	2	2	4
"B" Certificate													0	0	0	2	0	2	2	0	2
"AA" Degree													0	0	0	2	0	2	2	0	2
"BA/BSC													0	1	1	0	0	0	0	1	1
" MA/MSc													0	0	0	0	0	0	0	0	0
<b>Total</b>													<b>1</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>6</b>	<b>3</b>	<b>9</b>

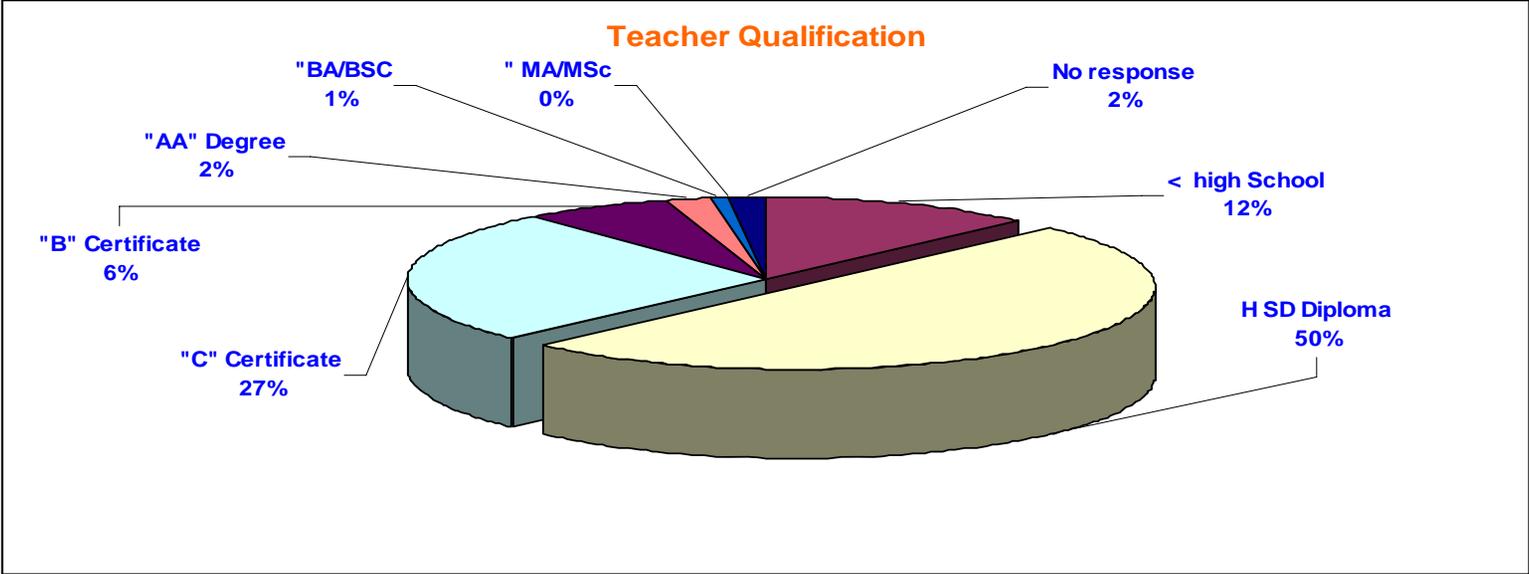
<b>Table 6B: ALPP Youth Administrators Trained for Pilot and Year Two Implementation (by Gender and County)</b>																					
	<b>Bong</b>			<b>Grand Gedeh</b>			<b>Lofa</b>			<b>Maryland</b>			<b>Montserrado</b>			<b>Nimba</b>			<b>Total</b>		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
School Admin.	<b>14</b>	<b>1</b>	<b>15</b>	<b>15</b>	<b>0</b>	<b>15</b>	<b>15</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>13</b>	<b>15</b>	<b>10</b>	<b>5</b>	<b>15</b>	<b>1</b>	<b>14</b>	<b>15</b>	<b>81</b>	<b>9</b>	<b>90</b>

<b>Table7: ALPP Regular Teachers Trained in Year One (by Age, Gender, County and &amp; Qualification)</b>																					
	<b>Bong</b>			<b>Grand Gedeh</b>			<b>Lofa</b>			<b>Maryland</b>			<b>Montserrado</b>			<b>Nimba</b>			<b>Total</b>		
<b>Ages</b>	Male	Female	<b>Total</b>	Male	Female	<b>Total</b>	Male	Female	<b>Total</b>	Male	Female	<b>Total</b>	Male	Female	<b>Total</b>	Male	Female	<b>Total</b>	Male	Female	<b>Total</b>
Age <20 years	1	0	1	3		3	3	1	4	26	2	28	0	0	0	0	0		33	3	36
Age 21 - 27	5	4	9	24	3	27	12	0	12	12	2	14	19	5	24	2	2	4	74	16	90
Age 28 - 35	23	6	29	45	11	56	35	3	38	12	1	13	36	12	48	33	4	37	184	37	221
Age 36 - 42	38	5	43	29	8	37	24	4	28	24	2	26	25	14	39	45	9	54	185	<b>42</b>	227
Age 43 - 49	48	2	50	31	5	36	47	0	47	36	4	40	46	6	52	52	9	61	<b>260</b>	26	<b>286</b>
Age >50 years	17	0	17	11	0	11	44	1	45	39	3	42	22	1	23	17	1	18	150	6	156
No response	16	2	18	0	0	0	1	0	1	4	0	4	1	1	2	1	0	1	23	3	26
<b>Total</b>	<b>148</b>	<b>19</b>	<b>167</b>	<b>143</b>	<b>27</b>	<b>170</b>	<b>166</b>	<b>9</b>	<b>175</b>	<b>153</b>	<b>14</b>	<b>167</b>	<b>149</b>	<b>39</b>	<b>188</b>	<b>150</b>	<b>25</b>	<b>175</b>	<b>909</b>	<b>133</b>	<b>1,042</b>
<b>Qualification</b>																					
< high School	15	1	16	55	14	69	0	0	0	36	5	41	6	1	7	1	0	1	113	21	134
H SD Diploma	49	7	56	85	11	96	92	4	96	75	5	80	66	15	81	87	9	96	<b>454</b>	<b>51</b>	<b>505</b>
"C" Certificate	66	10	76	2	0	2	50	4	54	30	3	33	50	19	69	44	14	58	242	50	292
"B" Certificate	9	0	9	0	0	0	20	0	20	7	0	7	12	3	15	11	2	13	59	5	64
"AA" Degree	3	1	4	0	0	0	4	1	5	0	0	0	6	1	7	5	0	5	18	3	21
"BA/BSC	1	0	1	0	0	0	0	0	0	0	0	0	6	0	6	2	0	2	9	0	9
" MA/MSc	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No response	5	0	5	1	2	3	0	0	0	5	1	6	3	0	3	0	0	0	14	3	17
<b>Total</b>	<b>148</b>	<b>19</b>	<b>167</b>	<b>143</b>	<b>27</b>	<b>170</b>	<b>166</b>	<b>9</b>	<b>175</b>	<b>153</b>	<b>14</b>	<b>167</b>	<b>149</b>	<b>39</b>	<b>188</b>	<b>150</b>	<b>25</b>		<b>909</b>	<b>133</b>	<b>1,042</b>

**Graph 3A: ALPP Regular Teachers Trained by Gender**



**Graph 3B: ALPP Regular Teachers Trained by Qualification**



**Table 8 A: ALPP Youth Pilot Teachers Trained in Year One (by Age, Gender, County & Qualification)**

Ages	Bong			Grand Gedeh			Lofa			Maryland			Montserrado			Nimba			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Age <20 years													0	0	0	0	0	0	0	0	0
Age 21 - 27													3	0	3	0	0	0	3	0	3
Age 28 - 35													5	0	5	5	1	6	10	1	11
Age 36 - 42													4	2	6	4	2	6	8	4	12
Age 43 - 49													3	1	4	6	2	8	9	3	12
Age >50 years													3	0	3	1	1	2	4	1	5
No response													0	0	0	0	0	0	0	0	0
<b>Total</b>													<b>18</b>	<b>3</b>	<b>21</b>	<b>16</b>	<b>6</b>	<b>22</b>	<b>34</b>	<b>9</b>	<b>43</b>
<b>Qualification</b>																					
< high School													0	0	0	0	0	0	0	0	0
H SD Diploma													8	2	10	3	0	3	11	2	13
"C" Certificate													5	1	6	7	4	11	12	5	17
"B" Certificate													2	0	2	0	2	2	2	2	4
"AA" Degree													3	0	3	5	0	5	8	0	8
"BA/BSC													0	0	0	1	0	1	1	0	1
" MA/MSc													0	0	0	0	0	0	0	0	0
No response													0	0	0	0	0	0	0	0	0
<b>Total</b>													<b>18</b>	<b>3</b>	<b>21</b>	<b>16</b>	<b>6</b>	<b>22</b>	<b>34</b>	<b>9</b>	<b>43</b>

**Table 8B: ALPP Youth Teachers Trained for Pilot and Year Two Implementation (by Gender and County)**

	<b>Bong</b>			<b>Grand Gedeh</b>			<b>Lofa</b>			<b>Maryland</b>			<b>Montserrado</b>			<b>Nimba</b>			<b>Total</b>		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Teachers	<b>65</b>	<b>8</b>	<b>73</b>	<b>55</b>	<b>13</b>	<b>68</b>	<b>78</b>	<b>3</b>	<b>81</b>	<b>59</b>	<b>4</b>	<b>63</b>	<b>56</b>	<b>8</b>	<b>64</b>	<b>54</b>	<b>14</b>	<b>68</b>	<b>367</b>	<b>54</b>	<b>421</b>