



# **Liberia Teacher Training Program (LTTP)**

## **Project Year Two**

**January 01 – March 31, 2012      Second Quarter Report**

**March 31, 2012**

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## List of Acronyms

AED	Academy for Educational Development
ALU	Association of Liberian Universities
CEACL	Center for Excellence in Accreditation, Certification and Licensing
CEO	County Education Officer
CSA	Civil Service Agency
DEO	District Education Officer
EO	Education Officer
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EMIS	Education Management Information System
FHI 360	Family Health International 360. The organization created as a result of experts from FHI and AED coming together.
GOL	Government of Liberia
ICT	Information, Communications Technology
KRTTI	Kakata Rural Teacher Training Institute
KSA	Knowledge, Skills and Attitudes
LTTP	Liberia Teacher Training Program
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoF	Ministry of Finance
MOU	Memorandum of Understanding
NATAL	National Teachers Association of Liberia
NATE	National Association for Teacher Education
NCHE	National Commission for Higher Education
NGO	Non-Governmental Organization
NPSTL	National Professional Standards for Teachers in Liberia
OTL	Opportunity to learn
PMP	Performance Management Plan
PTA	Parent Teachers Association
RTTI	Rural Teacher Training Institute
RTI	Research Triangle Institutes International
SOW	Schedule of work
TEPs	Teacher Education Programs
TEPS	Teacher Education Program Standards
TOR	Terms of Reference
TOT	Training of Trainers
UoL	University of Liberia
UNICEF	United Nations International Children's Fund
USAID	United States Agency for International Development
WAEC	West African Examination Council
WRTTI	Webbo Rural Teacher Training Institute
ZRTT	Zorzor Rural Teacher Training Institute

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## Executive Summary

This report describes the program activities undertaken during the second quarter of year two in the life of the five year (2010-2015) USAID/FHI 360 Liberia Teacher Training Program (LTTP). The two overarching goals of this project are: 1. Increased equitable access for Liberian children by 2015, and 2. Improved Reading Skills for Liberian children by 2015. The following two objectives are required to meet these goals:

- 1. Institutional capacity strengthened to provide educational services**
- 2. Improved teacher effectiveness in the classroom, especially in reading and math**

The report is written according to the results framework organized to achieve these goals through interventions hinged on the three elements of the framework and the related sub-results and outputs designed to promote student learning and teacher effectiveness.

Below are highlights of key accomplishments and challenges by results.

### **Key Accomplishments:**

#### **Result 1: MOE, CEO, DEO and RTTI capacity strengthening to plan, manage, and monitor, and improve educational services**

- The pilot phase for the National Teacher Biometric Identity Card System in Government Schools is underway.
- The EMIS infrastructure and policy document that will govern the system's management and operations is now being used to guide the roll out of the training for county and districts education offices and schools throughout the Republic of Liberia.
- Consistent with the National Education Act signed into law, a new MoE organizational structure is now developed to pave the way for the recruitment and deployment of staff in line with the mandate for decentralized governance of education.
- LTTP Monitoring and Evaluation Team undertook its first monitoring visit to Reading First plus Math schools.

#### **Result 2: Improved teacher policy, procedures, for teacher recruitment, training, deployment and career development**

- The scope of work and plans for developing teacher recruitment, training, and deployment policies and guidelines which are gender sensitive is now complete.
- LTTP is supporting the Ministry of Education in its effort to set-up a national Center for Excellence in Accreditation, Certification and Licensing (CEACL) that is mandated in the

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Education Act of 2011. A national task team is defining the mission, developing the organizational structure, staffing pattern and roles and responsibilities.

### **Results 3: Improved teacher training programs and reading/math delivery systems**

- The Reading First Plus Math and TCPD/In service teams continue to demonstrate progress in implementing school-based training activities and strengthening PTAs in 810 primary schools to accelerate student reading achievements.
- Over 71,00 children, 46% female, are currently following the reading program in 810 primary schools (including the 171 attachment schools of the In-service Team)
- The Reading First Plus Math team has established partnerships with other NGOs.
- A total of 362,789 copies of school instructional and resource materials were distributed to 636 schools during the period under review.
- Early grade reading face-to-face training was undertaken for 11 DEOs and 784 grade one, two and three teachers and school principals in fifteen clusters in Nimba, Lofa, Margibi and River Gee counties.
- 148 Classroom lesson observations, mentoring and school visits were conducted.
- Provided technical assistance and guidance to the Demonstration schools administrators, and KRTTI, WRTTI and ZRTTI on how to implement the OTL index/survey.
- Provided resources to enrich the learning environment of the demonstration schools.
- The following documents were reviewed in terms of best practices to improve instructions (1) Rubric for Assessing the National Professional Standards for Teachers in Liberia; (2) Classroom Observation Forms; (3) Portfolio Development and Assessment Rubric; (4) Summary Grade Assessment Form and the (5) Comprehensive Exit Exam.
- Worked closely with the MoE and RTTIs to update standards of teacher effectiveness policy and procedures to make sure that they are in conformity with the Education Act.
- Joint planning on Academic Calendar Implementation of the Early Grade Reading and Math Courses, Certification and Matriculation processes and Policy on recruiting cohort five candidates undertaken.
- Developed a framework to integrate reading and math in the C Certificate curriculum.
- Tutorial sessions were held at KRTTI Demonstration School teachers on Manuscript/Cursive Writing and the Opportunity to Learn Index Survey Instrument.
- A concept note on aligning the C Certificate curriculum with the accreditation, certification and licensing provisions of the Education Act was produced.
- The tutorial classes for female trainees at the RTTIs continued throughout this quarter.
- Monitoring and mentoring mechanism for female UL scholarship awardees implemented through peer mentors.

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- Regularly scheduled tutorial sessions with the UL scholarship awardees are held every third Saturday of the month.
  - Eight female scholarship awardees graduated in the reporting period and ten new awardees have been enrolled from Tubman University.
  - Successful send-off ceremony for four PhD to the University of Botswana and ten masters students to Makerere University; keynote speakers were the United States Ambassador to Liberia, Hon. Linda Thomas-Greenfield and the Minister of Education, Hon. Othello Gongar. The sixty-five participants included family members of the scholarship awardees, LTTP staff, international and national NGOs and the general public

**Key Challenges:**

- Delay in staffing of county education offices has resulted in the postponement of the capacity building activities.
- Implementation of the biometric card was postponed due to the Liberian national election.
- Inaccessibility of schools affected distribution of teaching and learning materials, effectiveness of coaches' mentoring and supervision, and implementation of monitoring and evaluation activities.
- Lack of consistent school supervision by MoE authorities contributed to class interruption on market days, super Tuesdays and Fridays.
- Limited supply of reading materials and resources to implement the reading in full scale.
- Lack of PTA support to schools resulting in low motivation and monitoring of teachers.
- Poor record keeping and skills of teachers in several areas like lesson planning, classroom management and classroom presentation.
- RTTI trainers' absenteeism from the workplace adversely impacted teaching and learning.
- Communication difficulties with the WRTTI administration continue to present many gaps in coordination among MoE, LTTP and the WRTTI campus.

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## **Part I: Introduction**

The success of implementing the objectives of the program lies in the readiness levels of the Ministry of Education, the county and district education offices and the RTTIs and schools. Authorities are expected to devolve functions to lower level administrators as a result of the new decentralization and governance policies of the government. In this regard, the Ministry of Education succeeded in developing an organizational structure that took into consideration the new Education Act and the new decentralization and governance policies of the government of Liberia. The appointment of new MoE leadership, the new structure and the new Education Act have created a new conducive environment for donor coordination and effective implementation of education development programs in general and LTTP in particular. LTTP is adapting to these changes by strengthening the close working relationship with the new leadership. As a result it is now apparent that engagement with MoE will lead to effective implementation of LTTP activities.

### **Overview of the LTTP Phase II**

The LTTP Phase II is managed by FHI 360 and is working to provide support to the central Ministry of Education and nine counties (Montserrado, Lofa, Nimba, Grand Gedeh, Grand Kru, River Gee, Maryland, River Cess and Sinoe). Towards the end of Year One, USAID decided to reduce the number of counties served and to focus project activities on five counties comprising the Development Corridor; Bong, Nimba, Lofa, Margi and Montserrado.

The overarching goal of LTTP is to establish a functional teacher professional development system while strengthening the capacity of MoE and lower levels to manage such a system. Another major goal is to improve early grade reading and mathematics in Liberia. The interventions proposed by LTTP target reforms in three areas: (1) policies, systems and capacity development of the central MoE, County and District Education Offices and the RTTIs and the Universities; (2) pre- and in-service policies and teacher professional development and (3) improved teacher training programs and reading/math delivery systems. The LTTP will establish partnership and collaboration with International Non-Governmental Organizations (INGOs) and Local Non-Governmental Organizations (LNGOs) to strengthen the MoE.

### **Implementing Partners**

The LTTP is implemented in partnership with the Ministry of Education, with support and guidance from USAID/Liberia. As the prime contractor for EQUIP2, FHI 360 (formerly AED but now joined with Family Health International as FHI 360) is the legal representative for the cooperative agreement and is responsible for project planning, financial management, and reporting, with ultimate accountability for the success of the LTTP. FHI 360 is working with Research Triangle Institute, (RTI) International, which has taken the lead for Result 3.1.



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## Part II: Technical Report

### Result 1: MoE, CEO, DEO and RTTI capacity strengthened to plan, manage and monitor educational services

#### Sub-result 1.1: Critical MoE systems are strengthened to guarantee equitable access to quality education services

##### *Key Achievements*

#### **OP1.1.1: MoE re-organized to better support the County Offices**

**MoE re-organization:** With the appointment of a new Minister and a new Senior Management Team the MoE reorganization process is firmly underway. With LTTP and other development partner's support, the MoE governance structure is now in place. The main governance structure consists of: (1) Senior Management Team, the Education Sector Development Committee - Executive Board, (2) Education Sector Development Committee and (3) Technical Working Groups. The composition, terms of reference and functions of each of these groups is now established and LTTP will be represented on the Education Sector Development Committee and Technical Working Groups. Eight Technical Working Groups have been created and LTTP will co-chair the Teacher Education Working Group with the MoE. Also, LTTP will be fully represented in other Technical Working Groups, such as Higher Education and governance and management because of LTTP's extensive involvement with higher education and systems strengthening. These changes, mainly the establishment of functional governing structures, are significant because a supportive environment is now being created at MoE that will catalyze and facilitate the work of LTTP.

**Donor Coordination:** The MoE now has a database of programs and projects as well as details of areas of activity by donors in the education sector. The next step will be establishing a joint donor-government technical working group that provides guidance and direction on further streamlining donor support into the government's planning and monitoring system. LTTP has provided templates to the MoE Donor Coordination Unit and is also participating in discussions on the way forward.

**LTTP Monitoring and Evaluation:** The field visit of the LTTP Monitoring and Evaluation Team revealed a number of challenges that are now being addressed. These include support for the coaches and adherence to the SOW established by the program. It is to be noted that the monitoring visit has revealed that a coach cannot effectively mentor and support 12 schools as planned.

#### **OP1.1.3: Capacity of MoE, CEOs and DEOs in Decentralized Strategic Planning, Management and Instructional Leadership Built**

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**Capacity Building:** LTTP held repeated meetings with the Planning and Research Department of the MoE to come into an agreement on the provision of support to train county staff in the areas of planning, monitoring and evaluation. While the department presented a list of 15 staff to be trained from the counties, it was not possible to go ahead with the training since their employment has not yet been finalized. LTTP awaits the finalization of the hiring of staff at the county level to proceed with the much anticipate training.

### **Sub Result 1.3: Policy and Programmatic Decisions are based on Information Management System Data, Policy Analysis, and Research**

#### ***Key Achievements***

#### **OP1.3.1: National Teacher Biometric Identity Card System Implemented in All Government Schools**

**National Teacher Biometric Identity Card System:** After months of preparation and a three-month pause due to Liberia’s national election, the long awaited start of the Liberia Ministry of Education Biometric Card implementation pilot phase commenced on February 17, 2012, with the confirmation of the Deputy Minister of Education for Administration and, the setting up of the President Johnson Sirleaf’s Interagency National Task Force on Payroll Reform, headed by the newly appointed Minister of Finance. The following activities were accomplished during the period:

- The Ministry of Education’s new organizational chart, based on the Education Law that was signed on August 11 last year, was developed and approved.
- Work on the staff appraisal/evaluation system is ongoing and should be completed in the next quarter. The appraisal/evaluation activity is being led by CSA and MoE staff with technical advice from LTTP and the World Bank.
- The setting up of the Biometric IT infrastructure at MoE, Broad Street, has been completed.
- Verification stations have been installed and are fully operational.
- The Ministry now houses the data center, which consists of a bank of servers and other equipment that will receive, store and transmit all information related to the Biometric system. This data center is the central repository for all the ID card activities and access to and management of this system is controlled by the Deputy Minister of

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Administration, with oversight from MoF and CSA. These activities include teacher attendance, MoE Counties and Districts staff attendance and all staff employment data (Name, Address, Phone Number, Qualifications, etc.) once the system is fully operational.

LTTP is currently in discussions with MoF and CSA on how to connect the MoE data center with both institutions. This connection will allow for the seamless transfer of electronic data, eliminating the need for the paper process that now exists and many of the challenges that are associated with that system.

### **OP1.3.2: County, District and School EMIS Infrastructure, Procedures, and Standardized Tools Developed**

**Building a functional EMIS system:** The county, district, and school level infrastructure is being built to support the establishment of a functional EMIS system. During this period, the MoE approved the new Liberia EMIS questionnaire and performance indicators for the education sector. Also, the instructional manuals, supporting documents and training materials were endorsed by the Ministry of Education. LTTP completed piloting of the EMIS questionnaire, instructional manuals and training materials. LTTP also completed the process flows charts for the EMIS infrastructure and drafted the EMIS policy document that will govern the system's management and operations.

### **OP1.3.3: Capacity of EMIS staff at MoE, County, District, and School Levels Developed**

**EMIS capacity building:** Like the Biometric ID Card activity the EMIS training of four thousand school personnel (principals and registrars) was put on hold due to the election and the subsequent changes of the executive leadership at the Ministry of Education. The training scheduled for February 8, 2012 was pushed back to May 1-30. During the reporting period all materials (EMIS questionnaire, training materials, Training evaluation, training participant's evaluation etc.) and data collection methodology were developed.

**LTTP Monitoring and Evaluation:** LTTP Monitoring and Evaluation Team undertook its first monitoring visit to Reading Plus Math First schools. The report underscored a number of challenges with respect to support by coaches and Reading and Math Specialists to teachers and students. It has become very difficult for coaches to provide support to the 12 schools in a month as planned. The findings were very important since the reading intervention was just starting.

## **Sub-result 1.4: Improved Communication of Changes and Progress in Educational Development**

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## *Key Achievements*

The MoE Director for Communication has been tasked to work with LTTP to develop a more comprehensive and robust approach to communication, both within the MoE and with outside partners. The TOR for the communication consultant has been revised. The recruitment of a consultant to undertake the following activities will be undertaken in the next quarter. The key tasks are to:

- Conduct a situational analysis of the communication needs of MoE.
- Assess the existing capacity of the Communication Unit at MoE to identify functional and operational gaps.
- Develop a communication and media strategy.
- Implement the communication and media plan.
- Provide technical assistance to MoE to develop a newsletter.

Phase two of this consultancy will involve the development of training content and materials for the Communication Unit at MoE and orientation of MoE county level media personnel.

## *Planned Activities - Next Quarter: April-June*

- The first major training in planning, monitoring and instructional supervision is expected to roll out from June to July 2012.
- The implementation of the national Teacher Biometric Identity Card System will start with the piloting of the system at MoE and five counties in the next quarter.
- The EMIS training for 4,000 school principals and registrars and the follow-up activities will take place in May.
- The training and orientation of all CEOs and DEOs will be undertaken.
- The printing of 8000 questionnaires; 4000 instruction guides; 4000 Quality Control Job Aid; 4000 note books; 4000 pens and pencils will be completed for the training.
- Capacity building to lay out the foundation for an efficient and effective EMIS Infrastructure, Procedures, and Standardized tools at each level, starting from the school, will start during this quarter.
- The assessment of the MoE's existing system of communication will be undertaken.
- The enrollment of central MOE staff will be completed by the end of April 30, 2012. All staff that meets the five basic enrollment requirements will be enrolled. The process for getting enrolled and what to do if you are not will be communicated to all MoE staff.

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- The setting up of the biometric system in the following five counties (Montserrado, Nimba, Margibi Bong and Lofa) and the installation of verification stations in some government schools in those counties.
  - Verification Activity of schools and personnel will be undertaken.
  - GIS Mapping of schools will be undertaken.
  - The MoE Website will be developed.

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

### *Key Achievements*

Result Two has been re-organized from Year 1 to focus on policy, procedures and standards needed for teacher recruitment, training, deployment and career growth and incentive system that are gender sensitive. The plans to develop policy and procedure manuals and lay out the process and procedures for teacher recruitment, training and deployment to guide and enhance teacher education and teaching profession in Liberia is now complete. MoE and LTTP will field a consultancy that will take into consideration the issues surrounding female teachers in Liberian education. This work will build on the National Education Act, MoE ten year plan and other key documents, like the Teacher Education Professional Standards (TEPS) for Liberia.

The key tasks to achieve this goal are:

- Conduct situational analysis focused on aligning teacher education policies to the Education Act of 2011
- Prepare an Inception Paper
- Draft revised Policy and Procedures Manual
- Briefing session for MoE and constituencies

Adherence to these new or revised policies and guidelines will be the responsibility of the proposed Center of Excellence for Certification, Licensing and Accreditation. This center will be critical to implementing the standardization of the teaching profession in Liberia.

## **Result 3: Improved Teacher Training Programs and Reading/math Delivery Systems**

### **Sub Result 3.1: A national standards-based model for early grade reading and math developed and implemented.**

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## *Key Achievements*

### **OP3.1.1. Reading and Math TCPD Model Designed**

A draft of an instructional delivery model that accommodates TCPD and early grade reading and math has been developed and will need to be finalized with the MoE.

### **OP3.1.2. Reading and Math materials developed, validated, printed and distributed.**

This activity will involve the development of math and reading student and teacher materials for Grade 1-3. Lessons for the teacher guide book 1 and the student activity book Volume 1 have been completed by a consultant in the U.S and are ready for print. Student activity book Volume 2 will be completed by April.

Math materials for Teacher Volume 1 and 2 are now complete. Student activity Book one which includes all supporting instructional activities for Volume 1 and 2 is completed and ready for print. Volume 3 is scheduled to be completed by September 2012. The Reading First Plus Math team developed a series of decodable books to be included in the revised program. An illustrator was hired to provide illustrations which are integrated in Volume I of student reader. RTI contracted a local NGO, WE-CARE to edit and provide print-ready copies of these decodable stories for the first volume. Stories will be printed in booklet form for school libraries. Volume 2 will be revised to reflect grade appropriate lessons. Volume 3 will include more complex reading material, with more informational text rather than decodable passages.

The printing and distribution of reading materials and teachers' guides for Grades 1-3 are on-going. About 98,949 copies of decodable books (66,006 copies of Compilation I and 32,943 copies of Compilation II) were distributed to 633 Reading First schools in 6 counties (Lofa, Nimba, Bong, Montserrado, Bomi, Gbarpolu). The distribution process involved the hiring of EGRA trained assessors who are skilled and understand logistics of transportation in a difficult geographic terrain.

### **OP3.1.5 Pre-service teachers trained in reading and math skills**

Hitherto, reading was not a course in the C Certificate Curriculum. Therefore, it was important to pilot a reading course at the RTTIs before full-fledged inclusion, beginning in semester two 2012 for cohort four Pre-service students. Results from the pilot indicate the need for proper planning and coordination within LTTP and the MoE to ensure fidelity, integrity and quality of academic standards. The lessons are now being applied to course revision activities.

- RTTIs and Faculty Teacher Trainers were trained for 5 days during the week of September 5-9, 2011, to roll out the course during the semester.

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- In December 2011, a Reading/Math Specialist was assigned to KRTTI to provide instructional support to the teacher trainers. The RTTI teachers and practice teaching supervisors in the schools and on-campus experienced setbacks due to the challenges of introducing a new course in a rather fixed curriculum. The Reading/Math Specialist assigned to KRTTI demonstrated micro teaching to present flexible strategies to address curriculum innovation. Currently, KRTTI trainees are all assigned to placement schools, within five miles radius of the institution.
  - At ZRTTI, although all teachers were trained, the implementation did not occur until February 2012, after the Reading/Math Specialist was assigned. ZRTTI trainees already practicing in Placement Schools were exposed to additional tutorials as part of the practice teaching experience. The Reading/Math Specialist assigned to ZRTTI supports this field activity.
  - At WRTTI, teacher trainers were tutored; however, practice teaching is delayed. Similarly, as in the case with KRTTI, students will be exposed to additional tutorials as part of the practice teaching experience.
  - Ideally, the Reading First training approach should be a distinct module for the revised Pre-service “C” Certificate Curriculum. The reading course continues to be piloted as a training module for the Pre-Service “C” Certificate Curriculum. The math lessons will be piloted at the RTTIs after MoE reviews these changes.

### **OP3.1.6: Classroom Teachers Trained in Reading and Math Skills**

Ten new coaches were hired in December 2011 and deployed in January 2012 in Gbarpolu (one) and Nimba (five) Lofa (five) and two in Montserrado. Five days of face-to-face training for teachers was conducted in 10 clusters with an average of 48 participants per training session. A total of 306 teachers (249 male, 57 female) and 220 administrative staff (108 male, 17 female) were trained. The Reading First Plus Math Management staff and Reading/Math Specialists provided instructional and management support.

Management Team Field Visit: During the fields visit, the team met with Reading/Math Specialists, coaches and school leaders to determine and assess program implementation issues. The team visited three schools per Reading/Math Specialist and conducted an informal assessment to determine how students are progressing and to identify gaps that require additional instructional support to school as maybe necessary. In February 2012, an experienced coach was hired as Reading/Math Specialist and assigned to provide support for ZRTTI and the coaches assigned to Zorzor and Sanoyea areas schools.



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### **OP3.1.7 Capacity of Demonstration Schools Improved in Teaching Reading and Math**

Additional materials donated by the Brother to Brothers Foundation was sorted by grade and subject and packaged for demonstrations exercises. A distribution plan has been finalized and LTTP Operations Team will ensure that the books are delivered soon.

### **OP 3.1.9 Reading and Mathematics Measures Used to Track Student Performance in Reading and Mathematics**

As part of the reading and math interventions, teachers completed reading report cards for the 5<sup>th</sup> and 6<sup>th</sup> academic reporting periods, with each marking period running for six weeks. Coaches trained teachers, principals and district education officers on how to complete both individual and classroom report cards during the face-to-face training. Coaches attend PTA meetings to explain the community/PTA report cards for each school. Each coach is assigned to a cluster of twelve schools to train teachers and conduct monthly informal student assessments to determine levels of skills acquisition in each marking period.

**Baseline Assessment:** Results of the baseline assessment indicate that overall, the reading performance scores on the different subtasks for the reading assessment—orientation to print, letter-naming fluency, phonemic awareness, non-familiar word oral reading fluency, connected text oral reading fluency, comprehension in connected text, and listening comprehension—tended to be higher for boys than for girls, although for every subtask there was at least one exception. The reasons for gender differences in reading skills are not so obvious and require further investigation. The expected grade 1 to 3 progression for reading proficiency was supported by the data in almost all cases, but again there were several exceptions. Finally, the three samples (External Cohort, Cohort one, and Cohort two) were in most cases quite similar with respect to the level and distribution of scores.

The overall student performance on critical measures in reading—oral reading performance and reading comprehension—are alarmingly low and require more concerted efforts to improve reading in Liberian schools. The data indicates that students can master pre-reading skills such as letter naming, but they lack skills in decoding and blending of sounds. This is critical because decoding and blending of sounds are important skills to acquire in order to achieve reading proficiency. As a result, a significant percent of students could not even read at all. Consequently, students do not understand what they read. This phenomenon is reflected in poor results on the comprehension subtask.

Math performance scores were similar to those for reading, across gender, grade-level progression in the three samples. With respect to student performance on mathematical tasks, the scores are low across the board on pre-computational skills (letter naming, missing numbers, and quantity discrimination), as well as on computational skills (addition, subtraction, and word problems). In September 2012, LTTP will roll out the math program based on a scope and sequence structure to teach children skills that are the building blocks for later math concepts and to increase mathematical knowledge and competencies. This program is fully in line with the Liberian math curriculum.



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### **OP3.1.11: Reading and Math Learning Promotion Activities Undertaken.**

Social promotion of reading in schools, communities and at home is vital for the success of reading intervention in a predominantly illiterate society. To this end, all coaches completed one reading competition. They all participated in radio shows designed to promote reading and to provide information on how to improve reading skills in children.

#### *Key Challenges*

- Reaching remote and difficult to reach communities that are desperately in need of education require special arrangement and effort to reach children in schools. During the rainy season, some of these communities will be accessible by vehicle and the coaches will have to make special arrangement to travel by motorbikes or walk to reach these schools.
- Similarly transportation of materials is very difficult and will require special effort, like hiring individuals to carry the materials.

Inevitably, logistical and other arrangements to train hard to reach areas are likely to increase the cost of program activities. MoE and LTTP will hold discussions about alternative strategies to reach remote areas, with greatest need and few community resources.

#### *Planned Activities - Next Quarter: April-June*

- **Informal Assessment:** Randomly select 20 schools to test the e-tablet for data collection (Tangerine) and report writing; organize travel for Short Term Technical Assistance expert. The informal assessment will test both Lot Quality Assurance Sampling methodology as well as the use of e-tablets in preparations for the mid-term review next year.
- **Conduct field visit:** to provide additional instructional support to coaches and field staff
- **Revise student readers.**
- **Reconvene the MoE Technical Committee** to strengthen the leadership of the Reading First Team and provide national guidance and direction for reading in Liberia.
- **Host the first meeting of the national reading campaign planning committee.**
- **Continue management team field visits.**
- **Prepare reading and mathematics materials for the next academic year, beginning in Sept 2012.** Develop a plan for summer training for pre and in-service staff (including coaches), and school principals and select teachers.
- **Organize various (STTA) support from RTI home office- especially for mathematics.**
- **Complete the distribution of stipend for female students at all three RTTIs through June.**
- **Completed initial screening and assessment of prospective female candidates for scholarships to the W.V.S. Tubman Teachers' College, University of Liberia.**

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## Sub-result 3.2: Teacher Continuous Professional Development (TCPD) Model for Primary Level Developed and Piloted with Focus on Reading and Math

### *Key Achievements*

This section of the report covers in-service/TCPD field activities, mainly in the 171 placement schools. Face-to-face training, resource materials distribution, teacher observation and mentoring, data collection on student enrollment and teacher population were conducted covering almost all of the 171 schools. The focus of these activities was the five day face-to-face Early Grade Reading for grades one, two and three. Training sessions were organized for teachers and principals in collaboration with the Ministry of Education. The Field Education Managers and Education Field Officers provided the requisite training and mentoring for the teachers. This training targets untrained and unqualified teachers and emphasize reading effectively to grades one to three students in 171 placement schools in Nimba, Margibi, Lofa and River Gee counties.



*Photo 1: Trainer Ms. Esther Alieu posing with grade two children after reading lesson*

The overall purpose of sub 3.2 is to improve, through teacher continuous professional development (TCPD), the reading and math literacy and competencies of teachers. A five-day early grade training workshop was conducted for teachers and DEOs to introduce the purpose and importance of early reading; scope and sequence for reading; presentation of the five big skills in reading; Letter sound (mapping A-Z); Lesson presentation; Consonant Digraph Blends (beginning and ending blends); three letter blends and Digraph blends; Skill lesson (magic ‘e’, vowel team, floss

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rules, open syllable); Skill lessons, inflected 'ed' ending spelling with the /k/ sound beginning R-controlled vowel; Assessment /practice; introducing story card (passage reading).

### **OP 3.2.1 In-service/TCPD trainers conduct monthly mentoring school visits to support reading and math**

Following the face-to-face training the In-service trainers conducted follow-up visits to the various schools in their respective clusters. A total of 83 school observations and mentoring visits were conducted in all five clusters to model lessons, train new reading teachers, classroom observations and post conferences. These activities are structured to provide on the spot support to teachers in areas where they have problems with pronunciation, presentation, classroom management, preparation of new instructional schedule to prepare for daily reading lessons in the schools. Teachers are assisted to set-up and keep log books on school performance, and provide technical support for PTA.

The teacher support program started in early February 2012 in the 171 schools to complete eight weeks of lessons. However, some schools are lagging by up to four weeks due to school routines such as: (1) student council installation, (2) sport activities and (3) teacher absenteeism due to lack of timely payment of teacher salary. Often teachers are away for weeks at a time to collect their pay check at some distant location. During the school week, super Tuesdays and Fridays are reserved for other extra curriculum activities created by the schools. In most communities, especially in the rural areas, if market days fall on a week day, most of the teachers and students are absent from school.

Notwithstanding, the reading intervention program is gradually making in-road in the schools. For example, most of the pupils are now sounding the letters from A-Z, and they can identify beginning and ending sounds, identify and give example of words with digraphs, sounding out and calling one-vowel words more accurately, compared to two months ago before launching the program.

### **OP 3.2.4- Visit PTAs to promote reading and math to discuss school report card data**

During the period under review, capacity building workshops were conducted for seven PTAs to strengthen leadership skills and two will be revived to support the field officer, school administration, and community members. Several meetings were also held with community members to inform them about the importance of the Early Grade Reading program, the roles and involvement of the PTAs and the parents and to encourage parents to supervise children to read at home in their presence.

#### ***Planned Activities - Next Quarter: April-June***

Show case to improve quality delivery and implementation of reading and math in 171 placement schools in Lofa, Margibi and River Gee and the demonstration schools in the three RTTIs will be undertaken. The activities include:

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- Engage key stakeholders, including MoE Senior Management Team on the revision of one of the teacher continuous professional development (TCPD) initiative with the Minister of Education.
  - Complete distribution of reading materials and supplementary materials to 171 placement schools and schools in Nimba.
  - Continue school monitoring visits and lesson observation.

### *Key Challenges*

- School supervision by MOE authorities is sporadic, suggesting the need for a more rigorous system of instructional leadership at district and school levels.
- Lack of PTA support to schools, contributing to low motivation and monitoring of teachers.
- Poor record keeping and skills of teachers in several areas like lesson planning, classroom management and classroom presentation.
- Low opportunity to learn due to high rate of teacher and student absenteeism due to things like market days and cleaning up Fridays.
- Uncertainty and delayed salary payment of teachers resulting in teachers taking time off to collect paychecks.
- The late arrival and distribution of reading materials to schools creating gaps in the smooth running of the early grade reading program in schools.

## **Sub-result 3.3: Pre-service Teacher Preparation Program Strengthened with Emphasis on Reading and Math**

### *Key Achievements*

#### **OP 3.3.1: Research-based Effective School Management Modules Incorporated into Professional Development and Evaluation plan and decision-making**

This section describes Pre-service training activities undertaken to strengthen teacher preparation, especially in reading and math at the RTTIs. The strategy is to use the “Opportunity to Learn Index” (OTL) toolkit and to create a print-rich classrooms at the demonstration schools. This toolkit identifies key indicators, like teacher absenteeism or “time on task” to determine the presence or absence of opportunities to learn. If teachers are absent, then children cannot learn, therefore teacher absenteeism is a missed learning opportunity. OTL survey data collection should be completed by April 30, 2012. The Pre-service team met with Dr. John Gilles, FHI 360 Vice President for Global Education and principal author of: “A Working Paper: Opportunity to Learn Index”. He provided feedback on the effective use of the instrument and data analyses on the revised version edited by Liberian educators.

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LTTP provided technical assistance and guidance to the demonstration schools administrators, and KRTTI, WRTTI and ZRTTI on how to implement the OTL index/survey. The overall purpose for the teacher effectiveness study and the OTL is to achieve the teaching standards and goals indicated in the National Professional Standards for Teachers in Liberia (NPSTL).

The administrative and technical reporting issues resulting from the employees (Early Grade Reading and Math Specialists, Pre-Service Education Specialists and, Information Communication Technology Specialists) that were recruited and posted on the RTTIs campuses are being resolved.



*Photo 2. Dr. Corinne Anderson, Pre-Service Team Leader facilitating a workshop on teacher education*

### **OP 3.3.2: Common Indicators, Mechanisms and Schedules for RTTI Operations Established and Used**

Common indicators for performance assessment and academic schedules are essential for the smooth operations of the RTTIs. This is key for setting and meeting standards established in the NPSTL. The toolbox of assessment instruments discussed at the March 16<sup>th</sup> workshop includes: (a) Academic monitoring processes during field placement for practice teaching (b) Modular Delivery System and (c) the Academic Calendar.

The following documents were reviewed in terms of best practices to improve instruction at the RTTIs: (1) Rubric for Assessing the National Professional Standards for Teachers in Liberia; (2) Classroom Observation Forms; (3) Portfolio Development and Assessment Rubric; (4) Summary Grade Assessment Form and the (5) Comprehensive Exit Exam. Moreover, these documents are used to compile and verify student records and transcripts prior to graduation.

The roles of CEOs in securing Letters of Assignments for Graduates **are an integral** part of the graduation process and requirements. The Education Reform Act, 2011, mandates MoE to create a Center for Excellence in Accreditation, Certification and Licensing (CEACL). This agency, as



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part of the accreditation process shall be responsible for validating the curriculum of the RTTIs and for ensuring compliance to the use of common academic indicators, mechanism and schedules for quality control.

**OP 3.3.3: Existing or Revised Policies, Procedures and Standards on Teacher Effectiveness Understood and Used by the RTTI Staff**

LTTP Pre-service team worked closely with the MoE and RTTIs to update policy and procedures and to make sure that in updated procedures standards of teacher effectiveness were upheld. To this end, the goal of the two day (January 24-25, 2012) training and the March 16<sup>th</sup> follow-up meeting was to provide the RTTI staff with the skills to use the revised policies and procedures in planning and management of the academic process, including continuous/formative and summative evaluation of student performance.

The quarterly joint planning meeting held on KRTTI campus was organized and facilitated by the Pre-service Team. Participants included: the Assistant Minister of Teacher Education; the Assistant Minister of Basic and Secondary Education, the Assistant Minister of Student Personnel, the Assistant Minister of Early Childhood Education, the Director of Teacher Education, the Director of Primary Education, the Coordinator of the Center for Excellence in Accreditation, Certification and Licensing (CEACL). LTTP Chief and Deputy Chief of Party contributed to the proceedings. Presentations were made by the Director of Monitoring and Evaluation, LTTP, and the Executive Director, CEACL, RTTI administrators, CEOs, DEOs, and the MoE Curriculum and Evaluation officials.

The joint planning meeting also discussed:

- Academic Calendar Implementation of the Early Grade Reading and math courses at RTTIs and integration of field placement for EGRA, TCPD and Pre-service Schools.
- Certification and matriculation processes ( Diagnostic Reading Test; Comprehensive Exam; Study Guide; Pre-Service Graded Work Sheet; Grade Books updates; Basic skills Testing Data; Tutorial Program).
- Policy on recruiting cohort five candidates.

The MoE decision to have the RTTI Directors visit high schools to recruit applicants and supervise the testing process is a major change in the recruitment process for the C certificate program. Pre-service admission requirements are: high school completion, original WAEC certificate and passing an entrance exam the New Basic Skills Test.

DEOs and CEOs are expected to facilitate contacts with schools and encourage potential high school students to take the RTTIs entrance exams or New Basic Skills Test. The Deputy Minister of Instruction indicated that the RTTIs will now be responsible for test administration, including (1) the selection and monitoring of test sites, (2) test administration, (3) test scoring, and (4)

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collation of results. The 2012 Cohort Five test will be administered on **April 21, 2012**, at select sites thorough out the country.

**OP 3.3.4: Academic Records and Certifications in the RTTIs are Properly Documented and Monitored**

This activity is linked to the entire certification process discussed above. The focus in the next quarter should be on consistency in the standards for student record verification prior to submission of names for graduation. Filing cabinets and record keeping stationary, furniture and equipment were purchased and delivered to archive all documents properly.

**OP 3.3.5: C-Certificate Curriculum Reviewed, Revised and Used with Focus on Integrating Reading and Math across the Content Areas**

On March 13–15, 2012, LTTP in partnership with the MoE Bureau of Teacher Education, developed a framework to integrate reading and math in the C Certificate curriculum. The objective was to ensure that elementary school teachers in training have access to a standardized, method to teach reading across the content areas. LTTP math consultant facilitated a workshop integrating reading and math in the C certificate curriculum. A framework was developed during the three-day session and will be vetted in April - May in placement schools and the Demonstration Schools.

**OP 3.3.6: Reading Clubs, Labs, and Resource Centers Operational Guidelines and Procedures Established and Operationalized**

In February and March, LTTP hired local consultants recruited from Cuttington University, University of Liberia and Tubman University to work with LTTP teams, RTTIs and Demonstration Schools to: (1) develop policies governing the use and security of the reading resource rooms at the RTTI and in the Demonstration Schools, and William V. Tubman Teachers' College; (2) develop guidelines and materials for reading and math clubs for grades four to six. Space for the Resource /Learning Centers was identified at each of the RTTIs and at the Demonstration Schools. Equipment and resource materials for the Reading Resource Rooms/Learning Centers at the RTTIs, Demonstration School and the universities will be purchased.

**OP 3.3.7: RTTI Trainees, Teachers and Demonstration School Teachers Trained in Teaching Early Grade Reading and Math**

LTTP will collaborate with the Demonstration School faculty/administration and the Assistant Minister of Early Childhood Education to create a print-rich environment in the Demonstration school. Tutorial sessions were held at KRTTI Demonstration School teachers on

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Manuscript/Cursive Writing and the Opportunity to Learn Index Survey Instrument. Workshop participants created teacher-made books, toys and alphabet charts for use in the classroom. The expectation is that early grade reading course offered RTTIs trainees was reinforced with extra tutorials taught by the RTTIs teachers during the practice teaching period at the Demonstration schools.

### **OP 3.3.8: Mechanism for Measuring and Tracking Student Performance in the RTTI Established and Used**

Prior to clinical field experience placement of the trainees the Rubric for Assessing National Professional Standards for Teachers in Liberia was reviewed with the RTTIs. A concept note on aligning the C Certificate curriculum with the accreditation, certification and licensing provisions of the Education Act was produced. Guidelines for tracking and monitoring student performance will be included in the final document.

The March 20<sup>th</sup> and 27<sup>th</sup> planning sessions held at the LTTP compound involved representatives from the United Methodist School System, National Teachers' Association of Liberia, the National Association of Principals, the Association Liberian Universities and the National Student Leaders' Association and LTTP to devise a system management approach to implement the teacher education activities stipulated in the Education Reform Act.

As part of the process for tracking student performance, the Gates-MacGinitie Reading Tests, Forms S and T were purchased and used to assess the reading levels at the RTTIs. Gates-MacGinitie Reading Test, a diagnostic- prescriptive reading test was administered to 180 trainees at ZRTTI; 239 trainees at KRTTI and 66 at WRTTI, respectively. Cursive writing and manuscript printing tutorials to encourage trainees to focus on these skills were conducted at the time of the test administration.

On February 15<sup>th</sup> a portfolio development workshop was conducted with 281 teachers and trainees at ZRTTI and 80 at WRTTI to learn about the teaching portfolio development process. The portfolio is used as a teaching/evaluation tool for the exit examination of trainees and constitutes forty percent (40%) of the student's final grade.

### **OP 3.3.9: Use of ICT for RTTI Teachers, Teacher Trainees, and Demonstration Schools Introduced**

Due to disruption of power supply the teaching and learning of computer skills at KRTTI and WRTTI have been sporadic. In future, the plan is to move toward a more reliable source of energy, such as solar power.

### **OP 3.3.10: RTTI Female Students Academic Performance and Success Enhanced**

The tutorial classes for female trainees at the RTTIs continued throughout this quarter. According to established procedures, records of tutorial sessions and the assessment data on each female



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trainee are to be compiled, analyzed and used in preparing future tutorial sessions. The distribution of stipends for female students at all three RTTIs was completed for the period from January through March, 2012.

#### *Planned Activities for Next Quarter: April-June*

- Provide technical assistance for MoE on monitoring teacher effectiveness tasks like attendance, time-on-task, and OTL indicators, as related to student learning outcomes with a focus on reading and math.
- Print content area supplementary materials for use in the current C-certificate program on early grade learning.
- Print and distribute the revised four to six handouts for trainees to accompany the existing C-certificate curriculum.
- Conduct a two-day training session for all RTTI faculty members to ensure that all records regarding certifications are processed at the end of the academic year.
- Provide technical assistance to the MoE and the RTTIs to structure a year-long integrated developmental reading, writing and math skills improvement plan to address basic literacy needs of the trainees.
- Facilitate the preparations for graduation at KRTTI, WRTTI, ZRTTI.

#### *Key Challenges*

- Trainers are still frequently absent from the workplace with adverse impact on the teaching and learning process.
- Communication difficulties with the WRTTI administration continue to present many gaps in coordination between MoE and LTTP and the WRTTI campus.
- MoE or the project is often unable to get crucial information to the WRTTI administration in a timely manner.
- Key positions are still vacant. These include: ICT Education Coordinator, Pre-service Education Specialist (KRTTI), and Administrative Assistant for the Pre-service Program. Program implementation is manageable but is still an on-going challenge without these positions being filled.

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

#### *Key Achievements*

#### **OP 3.4.4: Support System Established to Ensure Success of Female Students**

The three peer mentors at the University of Liberia instituted a plan to divide the fifty-six awardees into three groups which are expected to meet on the 3<sup>rd</sup> Saturdays of each month. The peer mentors keep attendance records and report on the activities held each month.

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During regularly scheduled tutorial sessions with the UL scholarship awardees, held every third Saturday of the month, tutorial topics are related to academic advising, counseling and so on. For instance, the January 12, 2012 session held at the Fendell campus was based on the topic: “Roles and Responsibilities of Teachers in the Elementary Schools in Liberia and the Code of Ethics for Teachers in Liberia”.

USAID-funded scholarship information was shared by the Pre-Service Team and seventeen females students of Tubman University wrote the scholarship screening tests and only ten of those students qualified for a scholarship award. LTTP and the Tubman University Vice President for Academic Affairs met with the ten students to discuss the awardees’ roles and responsibilities as required by LTTP/USAID. Student’s role include: (1) Peer mentoring, (2) participate and contribute to required monthly tutorial session, (3) maintain a 2.5 minimal Grade Point Average (GPA) and (4) attend class regularly. The scholarship covers a monthly stipend; the cost of books, tuition and fees. Students are required to sign a Memorandum of Understanding (MOU) before receiving the first cash award. Stipends for the second semester, beginning in January were awarded to the scholarship recipients at the University of Liberia. Eight students graduated during the last semester. Based on the scholarship program conditions, twenty-five new awards were made during this reporting period.

#### **OP 3.4.1: Capacity of RTTI Faculty Built through University Support**

The MOU describing the content and nature of activities to build RTTIs academic and institutional capacity through University support has been developed. Cuttington University will twin with ZRTTI; University of Liberia with KRTTI and WRTTI with Tubman. The preliminary needs assessment is on-going and will be completed in the next quarter. Based on the outcomes of the needs assessment, the Universities will develop an RTTI support action plan to host joint activities with the RTTIs.

LTTP started the process by initiating field visits. Figure one illustrates the results of the first visit to Cuttington University. Visits are pending to the RTTIs and the University of Liberia and Tubman University. These preliminary results are encouraging to forge ahead with activities prioritized by the RTTIs faculty development needs.

#### **Figure 1 Suggested List of Topics to be included in future workshops for RTTIs**

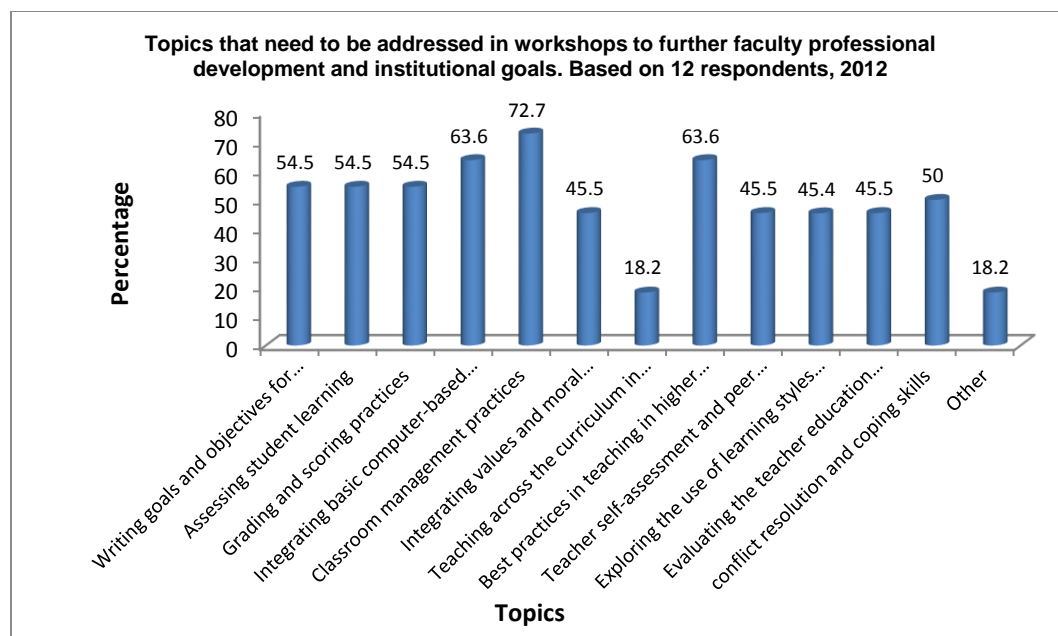


Figure 1 shows topics faculties suggested that need to be included in workshop for further professional development and institutional goals. The topics include classroom management practices, integrating basic computer-based practices with classroom instruction, best practices in teaching in higher education and conflict resolution and coping skills.

**OP3.4.3: Reading and Math introduced to Universities Faculty of Education Conclusion**

Preliminary work to introduce reading and math courses in the curriculum has been completed. The undergraduate course layout is complete and UL faculty are now working with LTTP to develop the courses in math and reading.

**OP3.4.2: Digital Library Established and Strengthened**

LTTP provided partial support for Dr. Flomo, Director of the UL Graduate Program in Education, to visit to the University of Iowa to identify the type of digital resources that might be useful to enhancing the use of digital materials in the graduate program. Discussions with the WiderNet program along these lines are on-going.

**OP3.4.5: MoE, Universities, and RTTI Employees Trained at Masters and Ph.D. Level**

Beginning in the last quarter, the twenty-three masters and doctoral students posted at the University of Cape Coast, Makerere University and the University of Botswana are doing well in their studies.. All the students passed their courses. The four doctoral students enrolled at the University of Botswana are expected to begin their field work in May in Liberia. The masters and doctoral program is linked to LTTP assistance to strengthen the master degree program at University of Liberia.

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### *Planned Activities - Next Quarter – April-June*

- Draft and sign the MOU between USAID/LTTP and the three Universities: (University of Liberia (UL), Cuttington University (CU) and Tubman University (TU) to support faculty capacity building at RTTIs and strengthening the teacher education program at CU, UL and TU.
- Develop, with UL, CU and TU a concept note on the UL/LTTP collaboration to advance the integration of reading and math in the curriculum at both undergraduate and graduate levels.
- Work with the University of Botswana to finalize the thesis protocol and the preparation for field work.
- Pursue e-Granary activities with WiderNet to employ digital technologies in the teaching and learning process.

### *Key Challenges*

- Continuing the academic and mentorship support programs for the new female scholarship recipients at UL and TU.
- Organizing the field work for the four Ph.D. candidates
- Concluding a contract with WiderNet to introduce and expand digital learning activities in post-secondary teacher education institutions.

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## Conclusion

Every child has the potential to learn and become responsible members of society. However, the unfolding of this potential is dependent on society organizing schools with effective teachers to educate children properly. LTTP strives to work with the MoE to improve teacher effectiveness and create the tools, systems, services and environment that promote student learning.

This LTTP quarter two report documents the progress, outstanding achievements, challenges and future activities planned for quarter three to promote teacher effectiveness and student learning. Despite the considerable challenges of working in a post-conflict setting marked by underperformance of state institutions, the project has successfully introduced the education management information system (EMIS) in Liberia and exposed thousands of children to a sound reading program. Support for teacher effectiveness training through In-service and Pre-service at the RTTIs demonstration schools, placement schools and Reading first schools continue to impact positively on learning outcomes.

In the next quarter, the project will continue to support the decentralization efforts outlined in the National Education Act of 2011. The expectation is that the cumulative effects of these interventions at national, county, district and school level will lead to a better education system and a stronger MoE with capacity to manage such a system.

## **Appendix: Table of Contents**

1. Appendix – A- Opportunity to Learn Index
2. Appendix – B- Opportunity to Learn Index: Background and Directions for completion
3. Appendix – C- Suggested Schedule for Implementation of Activities and Related Tasks Center for Educational Accreditation, Certification and Licensing (CEACL).
4. Appendix – D- Concept Paper: Center for Educational Accreditation, Certification and Licensing.
5. Appendix – E- Proposed Certification Procedures
6. Appendix – F- Participant List
7. Appendix – G- Academic Enrolment and Term Report

Appendix A

**OPPORTUNITY TO LEARN INDEX**  
**FOUNDATIONAL & PEDAGOGICAL ELEMENTS**

**A. Foundational Elements: Input and Management**

**Factor 1: The school is open and located near the student**

**(a) The school is near the student**

**Question 1. . How far do the majority of the students live from the school?**

**(Circle the answer)**

- (a) 10 minutes...less than ¼ mile      (b) 10-20 minutes...less than ½ mile  
(c) 21-30 minutes... ¾ mile to 1 mile      (d) 30 minutes & above...1 ½ miles to 3 miles

Comment: \_\_\_\_\_

**(b) The school is open**

**Question 2(a). What time does school start? \_\_\_\_\_**

**(b). What is the official time that school should start? \_\_\_\_\_**

**Question 3(a). What time does school end? \_\_\_\_\_**

**(b). What is the official time that school should end? \_\_\_\_\_**

**Factor 2: Minimum Instructional Time**

**Question 4(a). How many hours make up the school day? \_\_\_\_\_**

**(b). What is the official MoE number of hours for the school day? \_\_\_\_\_**

**Question 5. How many class periods are in the working schedule/school day?**

**(a). What is the official MoE requirement for class periods? \_\_\_\_\_**

**(b). What is the actual instructional time? \_\_\_\_\_**

**Factor 3: Teacher Absenteeism**

**Question 6. On the average, how many days are lost in the month for reasons such as the following? (Check the most appropriate answer)**

**(a) Working holidays    1-4    5-8    8-10    10 or more**

Working holidays				
Religious holidays				
Teacher pay issues				

MoE workshops				
NGO workshops				

**Factor 3: Absenteeism (continued)**

∴	Daily	weekly	monthly	
9(a) How many teachers are absent ?				
9(b) How many teachers are tardy ?				

	MoE	RTTI	County	
10. How many teachers are on payroll?				

	Total #	Males	Females	
11. How many teachers are taking courses at the university? taking courses				
12. How many teachers are absent during a pay period?				
13. How many substitute teachers are available				

	Daily	Twice weekly	Monthly	Seldom
14. When is monitoring done on the following: (place check mark in the appropriate box)				
(a) Attendance				
(b) Instruction in the classroom				



Directions: Please check all answers that apply.

	Teacher	Principal	Vice Principal of Instruction	Vice Principal of Administration
Who monitors the <b>attendance</b> and makes sure it is done?				
Who visits the classrooms to observe instruction?				

**Question 15. Are there warning procedures in place when teachers :**

(Please check the appropriate boxes)

	Yes	No	Oral procedures	Written procedures
Leave early				
Arrive late				
Absent themselves without prior approval				

### Factor 4-Student Absenteeism and Tardiness

**Question 16. What is the total enrollment of the school?** \_\_\_\_\_

**Question 17. Is there an attendance roll book per teacher?** Yes \_\_\_ No \_\_\_

**Question 18. How is attendance tracked/ monitored? (check appropriate answer)**

- (a) Roll books are kept by each teacher Yes \_\_\_ No\_\_ monitored by: \_\_\_\_\_
- (b) Checklists are kept by each teacher \_\_\_\_\_ monitored by: \_\_\_\_\_
- (c) A lead teacher or teacher aide takes roll \_\_\_ monitored by: \_\_\_\_\_
- (d) Other: \_\_\_\_\_ monitored by: \_\_\_\_\_

**Question 19. What is the number and percent of student absences school wide ?**

- (a) Daily number of absences \_\_\_\_\_ % \_\_\_\_\_
- (b) Weekly number of absences \_\_\_\_\_ % \_\_\_\_\_
- (c) Monthly number of absences \_\_\_\_\_ % \_\_\_\_\_

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Question 20. Is student attendance disaggregated? Yes \_\_\_\_\_ No \_\_\_\_\_  
How is it disaggregated?, i.e., Girls, Boys, etc. \_\_\_\_\_

Question 21. What are some of the reasons given for student absenteeism? (CHECK ALL THAT APPLY)

\_\_\_\_ illness    \_\_\_\_ bereavement    \_\_\_\_ overslept    \_\_\_\_ no transportation    \_\_\_\_ travelling  
Other: \_\_\_\_\_

### FACTOR 5: Appropriate class size and student ratio

Question 22. What is the teacher to pupil ratio in each class? Ex: 1:25, 1:40 etc.

Grade: K \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_  
3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

Question 23. What is the class size by grade in this school?

Grade: K \_\_\_\_\_  
1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_

Question 24. Is there a recommended class size for each grade? Yes \_\_\_\_\_ No \_\_\_\_\_

Question 25. If yes, what is the recommended class size?

K \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

### FACTOR 5: Appropriate class size and student ratio ( continued)

Question 26. . What impact does student-teacher ratio have on class size ?

Check all that apply.

- (a) \_\_\_\_\_ Promotes effective teaching/ learning in the classroom
- (b) \_\_\_\_\_ Allows teachers to provide adequately for individual differences
- (c) \_\_\_\_\_ Makes learning and teaching interesting
- (d) \_\_\_\_\_ Maintains discipline and other classroom routines

Question 27. Is a school enrollment ever decided too crowded? Yes \_\_\_\_\_ No \_\_\_\_\_

Explain \_\_\_\_\_

Question 28: Who decides when a class or the school is too crowded?

Teachers \_\_\_\_\_ Principal \_\_\_\_\_ CEO \_\_\_\_\_ DEO \_\_\_\_\_ MoE \_\_\_\_\_ Other \_\_\_\_\_

Question 29. What impact does classroom arrangement have on class size?

Check all that apply?

- (a) \_\_\_\_\_ Promotes effective active learning
- (b) \_\_\_\_\_ Serves to help maintain discipline in the classroom
- (c) \_\_\_\_\_ Improves the overall classroom environment
- (d) \_\_\_\_\_ Provides spacious learning condition for pupils
- (e) \_\_\_\_\_ Provides storage facilities for learners
- (f) \_\_\_\_\_ Provides comfortable learning environment for pupils
- (g) \_\_\_\_\_ Minimum impact-does not necessarily affect teaching and learning

Other: \_\_\_\_\_

**FACTOR 6: Learning materials are available to every student and are regularly used**

**30. List of available materials by grade:** ( place a checkmark where applicable)

	K	1	2	3	4	5	6	Comments
Textbooks								
Instructional materials								
Work books								
Practice work sheets								
Instructional activities								
Supplementary readers in libraries								
Computer-assisted instructional materials								

**31. What is the student text-book ratio?** \_\_\_\_\_ ( Ex: 1:40; 1:1 etc.)

- Kindergarten \_\_\_\_\_
- Grade 1 \_\_\_\_\_
- Grade 2 \_\_\_\_\_
- Grade 3 \_\_\_\_\_
- Grade 4 \_\_\_\_\_
- Grade 5 \_\_\_\_\_
- Grade 6 \_\_\_\_\_

**32. What is the quality of available books?**

Kindergarten _____	Good _____ fair _____ Poor _____
Grade 1 _____	Good _____ fair _____ Poor _____
Grade 2 _____	Good _____ fair _____ Poor _____
Grade 3 _____	Good _____ fair _____ Poor _____
Grade 4 _____	Good _____ fair _____ Poor _____
Grade 5 _____	Good _____ fair _____ Poor _____
Grade 6 _____	Good _____ fair _____ Poor _____

## B. Foundational Elements: Pedagogy

### Factor -7: Time on task

	K	1	2	3	4	5	6
33. How many subjects are taught every day in school?							
34. How long is each subject taught?							
35. How much time for each subject is required by MOE?							
36. How much time is allocated/ scheduled (in the school) for the school day ?							
37. How many minutes are allotted for break or play?							

### 38. How many marking periods are in one semester?

(a) How many weeks are in one marking period? \_\_\_\_\_

(b) How many tests are given in one marking period? \_\_\_\_\_

YES NO SOMETIMES

39. Are there relevant materials for teachers and students?			
40. Is the methodology participatory (are children encouraged to participate)?			
41. Are students engaged in a specific learning task?			
42. Are students paying attention to materials with instructional goals?			
43. Is aptitude of each student measured?			
44. Is perseverance of each student measured?			

Comments:

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**45. How often does the VPI/ principal check teachers' lesson plans?**

Weekly\_\_\_\_\_ Monthly\_\_\_\_\_ During classroom visits \_\_\_\_\_ Rarely\_\_\_\_\_ Other\_\_\_\_\_

**46. How often does the VPI/ Principal observe teachers in the classroom?**

Daily\_\_\_\_\_ Weekly\_\_\_\_\_ Monthly\_\_\_\_\_ Rarely\_\_\_\_\_ Never\_\_\_\_\_ Other\_\_\_\_\_

Explain: \_\_\_\_\_

**Factor -7: Time on task ( continued)**

**47. How much time is spent in performing learning tasks? ( Check only one)**

0-15 minutes per period \_\_\_\_\_

15-30 minutes per period\_\_\_\_\_

30-45 minutes per period\_\_\_\_\_

Other ( explain) \_\_\_\_\_

**48. How much time is spent in lecturing and giving instructions ? ( Check only one)**

0-15 minutes per period \_\_\_\_\_

15-30 minutes per period\_\_\_\_\_

30-45 minutes per period\_\_\_\_\_

Other ( explain) \_\_\_\_\_

**49. How much time is spent in moving from one task to another? \_\_\_\_\_**

0-5 minutes \_\_\_\_\_

5-10 minutes \_\_\_\_\_

10-55 minutes \_\_\_\_\_

Other ( explain) \_\_\_\_\_

**50. How often is the hand bell used ? ( check all that apply)**

(a) In the morning \_\_\_\_\_

(b) After each class\_\_\_\_\_

(c) Mid-morning \_\_\_\_\_

(d) End of session \_\_\_\_\_

Other: (Explain) \_\_\_\_\_

**51. For what purpose (s) is the hand bell used? ?**

(a) To start the day \_\_\_\_\_

(b) To signal transition time \_\_\_\_\_

(c) To signal lunch time \_\_\_\_\_

(d) To signal end of school day \_\_\_\_\_

Other: (Explain) \_\_\_\_\_

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52. **How is transition time determined and managed in the classroom?**

Explain: \_\_\_\_\_

53. **How is waiting time determined and managed in the classroom ?**

Explain: \_\_\_\_\_

54. **Is the pace (content & instructional time)**

too slow \_\_\_\_\_ slow \_\_\_\_\_ fast \_\_\_\_\_ too fast \_\_\_\_\_ age appropriate \_\_\_\_\_

Explain \_\_\_\_\_

### **FACTOR 8: Learning to Read**

	Yes	No
55. Does the school have a reading policy ?		
56. Are students actively engaged in reading development activities?		
57. Are there reading books in place ?		
58. Are there reading kits?		
59. Are there reading assessment forms in place		
60. Are there reading standards in place		
61. Does each student have the prescribed text book? _____		
62. Are there copies of the MoE curriculum available for Language Arts?		
63. Is there sufficient time provided for conducting reading in the classroom?		
64. Does the school have the required resources to teach reading effectively?		
65. Does the school have quality text books characterized by good binding and printing?		

Comments:

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66. How is student reading skill assessed?

Explain: \_\_\_\_\_

\_\_\_\_\_

67. Is there a print-rich environment in each classroom ? Give some examples.

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68. Is the pace (content & instructional time)  
 too slow \_\_\_\_\_ slow \_\_\_\_\_ fast \_\_\_\_\_ too fast \_\_\_\_\_

69. Does the school have a library? If yes, how is it used to support reading?

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**FACTOR 8: Learning to Read (continued)**

	K	1	2	3	4	5	6
70. Are students taught to read in public? Which grades?							
71. How much time is spent moving from one task to another?							
72. How much time is required by MOE for reading?							
73. How much time is spent teaching reading in mathematics content?							
74.. How much time is spent teaching reading in social studies content?							
75. How much time is spent teaching reading in science content?							

Comments: \_\_\_\_\_

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76. What materials are available to teach basic reading skills . List some.

	Decoding	vocabulary	comprehension
K			
1			

2			
3			
4			
5			
6			

77. What materials are available to teach reading in the content areas ( language arts, social studies, mathematics, science) for grades 4 through 6 ?

	Language Arts	Mathematics	Science	Social Studies
Word identification				
Word meaning/ vocabulary				
Comprehension strategies				

**GENERAL**

**COMMENTS/OBSERVATIONS**

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**Thank you for YOUR PARTICIPATION in this baseline (OTL) survey. Please complete the following information. PLEASE PRINT.**

Musu Dixon –Badio, Assistant Minister of Teacher Education  
 Corinne W. Anderson, Ed.D., Pre-service Team Leader, LTTP II

Factor	Completed BY(name/position)	Location/School/County/District	Date
1. The school is open and located near the student			
2. Minimum instructional time			
3. Teacher absenteeism			
4. Student absenteeism and tardiness			





5.Appropriate size and student-teacher ratio			
6.Learning Mat'ls: Available/ regularly used			
7.Time on Task			
8.Learning to Read			

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## List of Working Group Members

### Group 1

NAME	TITLE	INSTITUTION
1. Jerry Mwangbe	Director	MOE
2. Theodore T. Walker, Sr.	DEO	MOE
3. Shadrach Y. Kerls, Sr.	Dir.for Tch. Edu.	MOE
4. Daniel Yekeh	V. Principal	ZRTTI Demon.

### Group 2

1. Mrs. Marie Simmons	Faculty	TU
2. Mr. William F. Gizi	CEO-Margibi	MOE
3. Mr. Samuel F. Moliwulo, Sr.	Teacher	ZRTTI
4. Mr. Theodore V.K. Brown, Sr.	Dean, College of Edu.	CU
5. Mr. B. Cherbutue Quayeson, Sr.	Director	MOE

### Group 3

1. Noah A. Bordolo, Sr.	Instructor	UL
2. Augustus Y. Smith	CEO-Lofa	MOE
3. Leroy Swen	V. Principal	KRTTI Demon.
5. D. Wallace Kardwan, Jr.	Adm. Asst./ Margibi	MOE
6. Mulbah Z. Forkpah	Instructor	UL/ TC
7. Joseph D. Bohlen	CEO River Gee	MOE
8. Teetha E. Whea	Field Officer	LTTP2
9. Joseph Fayah	Program Manager	LTTP/AED
10. Daniel Yekeh	Principal	ZRTTI Demon.
11. Amos A. Fully	CEO-Bomi	MOE

### Group 3

1. Abraham Kawa	Assistant Director	KRTTI
2. J. Gertrude Smarte	Principal	KRTTI Demon.
3. William E. Harris	Chair, Dept. of Edu.	WVSTU
4. Lawrence Z. Kessellie	DEO-Zorzor	MOE
5. Mohammed Sheriff	Asst. Director	MOE/ Curriculum
6. Cephass D. Larmie	sst. Director	Lutheran CLSS

## REFERENCE:

EQUIP 2: Working paper-“Opportunity to Learn-  
A high impact strategy for improving educational outcomes in developing countries

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## Appendix - B

Foundational Elements: Input and Management

Pedagogical Elements: Pedagogy

### BACKGROUND FOR THIS INSTRUMENT

#### Opportunity to Learn Index\*

The thinking behind the opportunity to learn index starts from a relatively simple premise: *learning is to some degree a function of time and effort. Without adequate time on task, no learning is possible.* This common sense statement is supported by international research. In *A Global Study of Intended Instructional Time and Official School Curricula, 1985-2000*, Benavot and Amadio (2004) state that “*pupil achievement increases when students are given greater opportunities to learn, especially when ‘engaged learning time’ is maximized.*” Investments in teachers, materials, curricula, and classrooms are wasted if they are not used for a reasonable period of time.

#### RESEARCH

The concept of opportunity to learn is not new. In the 1960’s, John Carroll wrote that equality of Opportunity to Learn required increasing the amount of instructional time for the least prepared students to enable them to master the curriculum.... **The rationale for OTL standards is straightforward—it is unfair to hold students responsible for meeting high academic standards unless they have been assured of an opportunity to learn.** If schools lack the resources to teach students the material that will be assessed, then accountability and performance standards can have little impact. The OTL standards seek to track whether school quality is adequate to achieve the standards and whether the resources are distributed equitably among schools and districts (*Venezia & Maxwell-Jolly, 2007*).

Gillies and Quijada, 2008, posit that **a basic OTL for developing countries needs to focus on a number of more fundamental measures before the above elements become relevant.** The writers state, “A previous variation of school standards was the Fundamental Quality Level (FQL) approach **implemented in a number of African countries in the 1990’s.** The FQL system sought to establish standards of inputs and infrastructure necessary to provide equality of school conditions.” The writers further state that the FQL program provided a basis for dialogue about investment in education infrastructure and clarify this point, “while extremely useful for informing investment decisions and choices, the FQL approach *did not capture the management aspects of creating a genuine opportunity to learn.*”

#### ASSUMPTIONS (Working Paper...)

1. There is a straightforward relationship between learning and the opportunity to learn.
2. There is a direct relationship in that each factor that reduces time on task will have an impact on learning (i.e., every day that a teacher is absent reduces potential student learning for all students in the class by one day.)
3. While factors such as more effective teaching methods are certainly important, it stands to reason that a good teacher who is absent is not producing—any teacher can achieve more in 100 hours than in 50 hours.

***EQUIP2 Working Paper on Opportunity to Learn: A high impact strategy for improving educational outcomes in developing countries*** suggests an index of eight factors that constitute the core elements of an opportunity to learn... A series of additional elements is necessary to bring an education system to a level of high academic performance, but none, or at least very few, of the higher level investments can be effective without a solid foundation... This framework does not seek to be comprehensive, but rather to address the basic, common sense elements that have not been adequately addressed.

\*(Source: **EQUIP2: Educational Policy, Systems Development, and Management.**  
( John Gillies and Jessica Jester Quijada (Academy for Educational Development,2008)

**PURPOSE OF THE OPPORTUNITY TO LEARN (OTL) SURVEY INSTRUMENT**

The goal is to COLLECT BASELINE DATA to use in the development of research-based effective school management modules (professional development, evaluation and monitoring) for use by the Ministry of Education, Republic of Liberia, to promote teacher effectiveness and student learning outcomes.

A **working group of Liberian educators** was introduced to the basic tenets and research done via EQUIP 2 to form the core concepts embedded in this survey instrument. In December, 2011, the group met to review the type of questions associated with the OTL framework. Use of the research and framework in other countries was reviewed and discussed. Subsequently, the working group submitted questions to form an OTL survey instrument in the Liberian context.

**TO THE PERSONS COMPLETING THIS SURVEY INSTRUMENT**

**Your input and feedback, as Liberian educators (teachers, principals, and education officers) is very important. Your input will help to gather information that will enable the Ministry of Education and partner agencies to develop professional modules and training for effective school management practices, as well as professional development and training at all levels of education in Liberia.**

Thank you for participating in this baseline OPPORTUNITY TO LEARN (OTL) survey. Additional comments are welcomed.

<b>Factor</b>	<b>pages</b>	<b>Question numbers</b>	<b>Directions For Completion</b>
<b>1. The school is open and located near the student</b>	1	1a, 1b 2a, 2b 3a, 3b	<b>Write</b> your answer in the space provide for questions # 2 & 3 Provide comments if needed.
<b>2. Minimum instructional time</b>	1	4a,4b 5a,5b	<b>Write</b> your answers. (NOTE: If you are an administrator, but not based in the school, you should consult with on-site administrators to verify the answers.)
<b>3. Teacher absenteeism</b>	1 and 2	6a	<b>Check the most appropriate answer.</b>

		7,8, 9a,9b,10,11,12,13, 14 a,14b,14c,14d	Write your answers. Place a check mark as appropriate.
<b>4.Student absenteeism and tardiness</b>	3	15,16, 17,18a,18b,18c, 19a,19b,19c,20,21	<b>Fill in</b> the blanks. Place a check mark as appropriate.
<b>5.Appropriate size/student-teacher ratio</b>	4	22, 23, 24 , 25	Place a check mark as appropriate.
	5	26, 27,28,29	<b>Check</b> all answers that apply.
<b>6.Learning Materials: available / used regularly</b>	6	30, 31,32	<b>Place a check mark</b> where appropriate
<b>7.Time on Task</b>	7	33,34,35,36,37  38a, 38b  39,40,41,42,43,44 45,46	Place a <b>check mark</b> in the <b>box</b> for your answer OR Place a <b>check mark</b> on the <b>line</b> that reflects your answer.  Fill in the blank
	8	47,48,49,50,51  52a,52b  54	  Place a check mark by your answer. Explain your answer.  <b>Write your answers in the space provided</b>  Place a check mark by your answer. Explain your answer.

<b>8.Learning to Read</b>	9	55 – 65	Place a <b>check mark</b> by <b>Yes</b> or <b>No</b>
		66,	<b>Write your answers in the space provided.</b>
	,	67, 68, 69a,69b	Place a <b>check mark</b> by <b>Yes</b> or <b>No</b>
		70,71,72,73,74,75	Place a <b>check mark</b> by <b>your answer.</b>
	10	76	<b>List</b> some of the materials that you find in the classroom or resource room. You will need to visit the classroom / conduct an observation and / or visit the resource room.
	11	77	<b>List</b> some of the materials that you find in the classroom or resource room. You will need to visit the classroom / conduct an observation and / or visit the resource room.

WHEN YOU HAVE COMPLETED THE SURVEY, PLEASE PROVIDE THE REQUESTED PERSONAL INFORMATION ON PAGE 10. THE INFORMATION WILL HELP IN REPORTING THE WIDE RANGE OF EDUCATORS WHO PARTICIPATED IN THE SURVEY:

1. CLASSROOM TEACHERS
2. PRINCIPALS
3. VICE PRINCIPALS (INSTRUCTION, ADMINISTRATION)
4. COUNTY EDUCATION OFFICERS
5. DISTRICT EDUCATION OFFICERS
6. MINISTRY OF EDUCATION OFFICIALS
7. UNIVERSITY FACULTY
8. PARTNER AGENCIES **THANK YOU ON BEHALF OF LIBERIA’S CHILDREN**

Musu Dixon – Badio, Assistant Minister of Teacher Education, Republic of Liberia  
 Corinne W. Anderson, Ed.D., Pre-service Team Leader, Liberia Teacher Training Program

## Appendix - C

### CENTER FOR EDUCATIONAL ACCREDITATION, CERTIFICATION AND LICENSING (CEACL)

#### Suggested Schedule for Implementation of Activities and Related Tasks

TARGETED DATES	ACTIVITIES/TASKS	LEAD /COLLABORATING PARTNERS	STATUS/UPDATE
FEBRUARY	Meet to discuss the concept paper on the Center for Accreditation, Certification and Licensing	Adolphus Jacobs, Michael Blundell, AberraMakonnen, Corinne Anderson,	Completed
March	Develop TOR for positions in the proposed organogram and finalized the TOR. Identify source (s) for funding (budgetary support) to CEACL including salaries.	Michael Blundell, CEACL, LTTP Management Team members	Ongoing
MARCH			
March 12 - 16, 2012	Meetings to Finalize the concept paper on the CEACL	Adolphus Jacobs, Michael Blundell, AberraMakonnen, Corinne Anderson, Steven Berbeco ( volunteer)	Ongoing
March 5 - 9, 2012	Objective: Set up a Task Force to develop accreditation policy and standards _ identify participants ( task force goal of 5) to solicit as task force members	Adolphus Jacobs, Michael Blundell, AberraMakonnen, Corinne Anderson, Steven Berbeco ( volunteer)	Completed
March 12 , 2011	__ Send letters to potential task force members		Completed
March 12 - 16,2012	__ Confirm the membership __ Develop agenda for the first meeting		Completed
March 20, ( Tuesday)	1 <sup>st</sup> Task Force Meeting	Adolphus Jacobs, LTTP technical team(s)	
March 21 -23, 2012	Develop TOR for the CEACL Advisory Board with the newly	Task Force members, MoE (CEACL) , LTTP technical team(s)	

	established CEACL management team -		
March 26, 2012	Joint Planning Session with key stakeholders ( overview of current certification processes, monitoring processes, recruiting for cohort 5, entry exam for cohort 5, exit exam for cohort 5, close-out processes for certification, graduation planning processing , hiring and school assignments processes )	CEACL, MoE Teacher Education; Basic Education and Secondary Education, Early Childhood Development,	
March 27-28, 2012	Vet the CEACL Advisory Board TOR	CEACL, Deputy Minister for Instructions	
March 29 - 30, 2012	Setup and confirm list of persons to serve on the CEACL Board. Setup the Board		
March	Fill in remaining positions for CEACL  Provide necessary logistics including facilitation of quarterly meetings to make them more efficient	MOE  LTPP , MOE	
	Produce working document to guide the work of the Board	Task Force, CEACL, LTPP	
March 30, 2012	Sign contract for CEACL management team		
April 2 – 15, 2011	Support the development of a 1-5 year plan for CEACL management team and the Board		
	Conduct a validation workshop on the accreditation policy and standards	2 days – 25 participants (10 from RTTIs...)	
MAY 1- 5	Set up a task force to review current teacher certification policy, standards, structure and system		



	<ul style="list-style-type: none"> <li>___ Develop agenda for the first meeting _ identify participants ( task force goal of 5) to solicit as task force members</li> <li>___ Send letters to potential task force members</li> <li>___ Confirm the membership</li> <li>___ Develop agenda for the first meeting</li> </ul>		
May 7	Hold first meeting		
May 10 - 17	Prepare revised teacher certification policy, standard and structure based on the review		
May 20-25	Conduct a cursory review ( audit0 of documents, folders, credentials, matriculation processes and records for prospective graduates from the current RTTI Cohort 4		
May 26-27	Meet with the RTTI administration and faculty to provide oversight on the findings of the folder audits on prospective graduates		
JUNE			
	Validation workshop on the revised teacher certification policy		

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## Appendix -D

Draft CONCEPT PAPER :

### **CENTER FOR EDUCATIONAL ACCREDITATION, CERTIFICATION AND LICENSING (CEACL)**

With the passage of the **New Education Reform Act of 2011**, comes the establishment of the **Center for Educational Accreditation Certification and Licensing** which shall perform the following duties and responsibilities:

- a) Work with the National Councils in the spheres of higher education, technical and vocational education, school improvement, etc.
- b) Establish minimal requirements for the accreditation of institutions and the licensing of teachers to provide the quality educational services and performance outputs consistent with the standards set by the Ministry;
- c) Organize short course on staff appraisals, performance assessment and testing of teachers and students;
- d) Evaluate the educational training quality of schools in various aspects and forms to ensure the enhancement teaching and learning effects and to promote quality education;
- e) Report to the Deputy Minister for Instructions.

It is required by Law for all schools, teachers, school administrators and paraprofessionals in the Republic of Liberia to be accredited, certified and licensed including public, private, mission or faith based, parochial and community schools. All schools will have legal standards and student achievement requirements reviewed at the end of each academic year to assure quality instruction and improvement or face possible MOE intervention as required by Law. A new school which have met the prescribed legal standard for school construction, and possess an operational permit will be required to submit a standardized school plan by June 30th of the first year they are to open. They should also contact the Center for Educational Accreditation, Certification and Licensing (CEACL) prior to opening to assure that they receive a school identification number and other contact information is correct. For more information regarding accreditation of newly established schools, contact the CEACL @ 0123456789 @ .....

Pre-kindergarten, nursery school, daycare, etc. are to be licensed in the Republic of Liberia. For information regarding early childhood education licensing and accreditation, contact the Center for Educational Accreditation, Certification and Licensing at the Ministry of Education.

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**CENTER FOR EDUCATIONAL ACCREDITATION, CERTIFICATION AND LICENSING (CEACL)**

Post-Secondary Schools – The Center for Accreditation, Certification and Licensing does not accredit schools beyond grade twelve. For information on post high school education that offer degrees, please contact the National Commission on Higher Education at 0123456789.

**THE CONCEPTUAL FRAMEWORK: A 5 Year Action Plan (2012 – 2017)**

<p><b>The Legislative Mandate for the Center for Educational Accreditation</b></p>
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**3.5.5 Center for Educational Accreditation**

The Center for Educational Accreditation established herein, shall perform the following duties and functions and have the below listed responsibilities:

- (a) work with the National Councils in the spheres of higher education ,technical and of improvement, vocational education, school improvement, etc.;
- (b) establish minimal requirements for the accreditation of institutions and the licensing of teachers to provide the quality educational services and performance outputs consistent with the standards set by the Ministry;
- (c )organize short courses on staff appraisals, performance assessment and testing for teachers and students;
- (d) Evaluate the educational training quality of schools in various aspects and forms to ensure the enhancement teaching and learning effects and to promote quality education;
- (e) report to the Deputy Minister for Instructions

3.5.6 Notwithstanding the foregoing establishing the Bureaus and other offices of the Ministry, the Minister shall have the authority to review, and with the approval of the President, revise any Bureau within the Ministry to ensure the most efficient and effective delivery of educational services.

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**CENTER FOR EDUCATIONAL ACCREDITATION, CERTIFICATION AND LICENSING (CEACL)**

*RATIONALE:* Accreditation of schools is based on the Legal Standards and the criteria set by the Center for Accreditation, Certification AND Licensing (proposed name).

GOAL: Create and promote a nationwide culture of academic excellence and credibility, in which at least:

- a. 90% of our schools are accredited;
- b. 90% of our teachers and principals are licensed;
- c. 90% of students pass both Math and English/Language Arts sections at the end-of-Course Assessments at all levels (1-12);
- d. 90% of students graduate from high school and pass the WAEC exams.

ACCREDITATION

**(a) Work with the National Councils in the spheres of higher education, technical and vocational education, school improvement, etc.;**

1. Improve instructional quality and enhance school governance and leadership.

Pursue an aggressive academic excellence agenda to foster the retention of high-quality teachers and administrators by tackling incentives issues and other barriers to their success.

Provide an effective executive leadership program that focused on school leadership and best practices.

Ensure that Ministry of Education through the CEACL sponsor professional development opportunities to promote innovative strategies for instruction which are designed to impact instructional quality in a sustainable and measurable way.

Institute a teacher portal to put longitudinal achievement data in the hands of teachers, facilitate the sharing of best practices and provide access to rich learning resources aligned with national academic standards.

*Seek to establish programs such as Teach for Liberia, The New Teacher Project,*

National Voluntary Teaching Service and other alternative certification programs that push the Traditional bounds of teacher credentialing and alleviate hindrances to teachers' success

**(b) Establish minimal requirements for the accreditation of institutions and the licensing of teachers to provide the quality educational services and performance outputs consistent with the standards set by the Ministry;**

- 
- 
1. Establish high and clear standards for success, keep score, and ensure that resulting school accountability is transparent to the public.

Pursue an aggressive school leadership agenda and revise accreditation standards to strengthen school accountability.

Reform and deregulate existing certification standards to encourage the appropriate subject content specialists in the classroom and in administrative positions.

Build and sustain credibility, transparency, accountability, and effectiveness throughout the process of Accreditation, Certification and Licensing; and improve coordination, with complementary centers, localize service delivery, and ensure that the Center for Educational Accreditation, Certification and Licensing is the source authority for best practices in teaching and learning. Institute operational efficiencies to reduce administrative overhead and cut down bureaucracy.

Automate licensing and other manual processes to facilitate faster, more accurate reporting. Institute a data warehouse and provide quality, timely analysis to enable effective decision-making at the Ministry level.

Support the creation and maintenance of a safe, healthy and wellness-focused learning environment and the existence of basic learning resource materials and facility as the basis for accreditation.

**(c) Organize short courses on staff appraisals, performance assessment and testing for teachers and students;**

1. Develop teaching learning support systems that facilitate academic achievement and career preparation.

Create multiple pathways for teaching and learning that enable all students to attain postsecondary success. Ensure that every student has an academic experience that meets the student's needs by having strong quality educator programs that encourages our students most at-risk for high school failure by providing new opportunities for success and pre-high school interventions.

Support teachers' training programs that work collaboratively with other organizations to leverage resources and that is delivered in an efficient student-centered manner.

**(d) Evaluate the educational training quality of schools in various aspects and forms to ensure the enhancement teaching and learning effects and to promote quality education;**

1. Provide exceptional customer service while operating with optimal efficiency and aligning all available resources around quality instruction and student learning.

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Institute and sustain an emphasis on *quality instruction* and academic excellence at every level (PreK-12), integrate quality instruction in all content areas to ensure students are able to comprehend and to apply new knowledge across the curriculum and in practical settings.

Advance teaching and learning in all content areas; focus on school success by ensuring an engaging learning environment that demands academic rigor.

Integrate Special Education programs seamlessly into the learning environment by focusing on meeting the needs of children and complementing the learning experience through teacher education and *training* in Special Education.

Embrace innovative technologies and improve the operational efficiencies of teaching learning support systems to facilitate student learning.

Support instructional academic programs that maximize each teacher's potential.

<b>ACCREDITATION REQUIREMENTS AND PROCEDURES</b>
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All schools seeking accreditation by the **Center for Educational Accreditation and Certification and Licensing (CEACL)**, Ministry of Education must meet the set of requirements: compliance with legal standards, completion of a school improvement plan, and review of student achievement indicators.

### **1. LEGAL STANDARDS**

Each school will comply with the following legal standards:

- Health and Safety
- Minimum Instructional Time (period/day)
- Monthly Professional Development (Teachers and Administrators)
- Minimum Instructional Days (200)
- Staff-Student Ratio (1/45)
- Functional Library (adequate, relevant textbooks and a librarian)
- Functional Science Laboratory (biology, physics, chemistry with lab technicians)
- Curriculum Offerings (as prescribed by MOE)

- 
- Licensed Instructional Staff
  - Licensed Administrative Staff
  - Mandatory Annual Assessment
  - Accurate and Timely Submission of All Reports (by June 30<sup>th</sup>)
  - Annual Performance Report

**Address all inquiries and concerns to the Center for Educational Accreditation, Certification and Licensing (CEACL).**

## **2. STRATEGIC AND CONTINUOUS SCHOOL IMPROVEMENT AND ACHIEVEMENT PLAN**

Each school will complete and provide to the CEACL a copy of the school's most recent revised strategic and continuous school improvement and achievement plan. The plan objectives must be progressive and targeted (meeting timelines) and must be attainable.

## **3. STUDENT ACHIEVEMENT INDICATORS**

The Center for Educational Accreditation, Certification and Licensing (CEACL) will place schools in categories based on school improvement, national standard and school performance on the following primary indicators of progress:

- English/Language Arts and Mathematics tests at Grades 3-10
- Science tests and Social Studies tests at Grades 4, 5, 6, 7, 8 and 9
- All core subjects' minimum average course tests 75%
- Contact the CEACL for more detailed information about how schools will be assigned to categories.

### **(CEACL)**

## **ACCREDITATION AS IT RELATES TO ACCOUNTABILITY**

The accreditation component of the accountability system ensures that schools are meeting minimum standards of educational programming and student achievement. Schools can achieve accreditation under performance-based accreditation or by implementing a quality-focused approach to school improvement such as the criteria set by the Center for Accreditation, Certification and Licensing.

The Division of Educational Facilities (DEF) at the Ministry of Education will review school improvement plan as it relate to school facility to assure that all the required components are present and make referral to the Center for Accreditation, Certification and Licensing for possible accreditation following an appraisal. Every school must submit a three-year school improvement plan revised annually.

Accreditation will consider student achievement based on the category to which a school is assigned. Information from a variety of assessment tools will be used to review student achievement and assign schools to categories. When the assessment system is fully implemented, assessment of student achievement will occur at Grades 3-12 in addition to the 9<sup>th</sup> and 12<sup>th</sup> grades WEAC Exams.

The Center for Accreditation and Certification reserves the right to recommend to the Ministry of Education for the revocation of permits, accreditation certificates and/ or licenses following an appraisal by the CEACL. Authorities of schools are advised to display accreditation certificates and permits on their schools' premise.

## **Permit Regulations on the Establishment, Registration and Accreditation of Schools**

### **I. Steps leading to obtaining an operational Permit**

1. Letter of Application submitted to the relevant District Education Officer
2. Appraisal report from the District Education Officer to the County Education Officer.
3. Payment voucher prepared by the County Education Officer received from the District Education officer.
4. Permit fees paid to the Revenue Department at the Ministry of Finance
5. Revenue receipt submitted to the District Education Officer
6. Assessment report package (including flag receipt) submitted to the Center for Accreditation, Certification and Licensing for final appraisal, signature and onward submission to the Ministry of Education.
7. Certificate signed by the Deputy Minister for Instruction and approved by the Minister of Education.
8. Permit Certificates received at the Office of the District Education Officer by the applicant.

### **II. Permit Fees**

<b>Level</b>	<b>Schools Charging Fees in United States Dollars (USD\$)</b>	<b>Schools Charging Fees in Liberian Dollars (LD\$)</b>
ECE (only)	200.00	4,000.00
ECE – Lower Basic (K-6 <sup>th</sup> )	125.00	5,000.00
ECE – Upper Basic (K-9 <sup>th</sup> )	225.00	7,000.00
ECE- Secondary (K-12 <sup>th</sup> )	325.00	10,000.00
Lower Basic Only (1 <sup>st</sup> -6 <sup>th</sup> )	150.00	5,500.00
Lower Basic –Upper Basic (1 <sup>st</sup> -9 <sup>th</sup> )	200.00	6,500.00
Lower Basic – Secondary (1 <sup>st</sup> -12 <sup>th</sup> )	300.00	9,500.00
Upper Basic Only (7 <sup>th</sup> -9 <sup>th</sup> )	175.00	6,000.00
Upper Basic – Secondary ( 7 <sup>th</sup> -12 <sup>th</sup> )	275.00	8,500.00
Secondary (10 <sup>th</sup> -12 <sup>th</sup> )	250.00	7,500.00



Vocational & Technical Education	375.00	11,000.00
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**NOTE: All fees paid are non-refundable!**

ECE- Early Childhood Education School Operational Permit is valid for **One Academic Year**. An annual assessment fee of **Two Thousand Liberian Dollars** will be paid at the Office of the District Education Officer.

Elevation of schools **Must Be** authorized. Contact the Center for Accreditation Certification and Licensing for details.

Schools operating more than one session **will pay additional 50%** of the permit cost.

**For schools construction (K-12), please contact the Division of Education Facility at the Ministry of Education for the prescribed legal standard.**

**III. Requirements**

All learning institutions (K–12) operating in the Republic shall maintain minimum bank balances in escrow at the Central Bank of Liberia as follows:

Level	Schools Charging Fees in Liberian Dollars (LD\$)	Schools Charging Fees in United States Dollars (USD\$)
ECE (only)	100,000.00	2,000.00
ECE – Lower Basic (K-6 <sup>th</sup> )	200,000.00	3,200.00
ECE – Upper Basic (K-9 <sup>th</sup> )	300,000.00	3,800.00
ECE – Secondary (K-12 <sup>th</sup> )	500,000.00	5,400.00
Lower basic Only (1 <sup>st</sup> -6 <sup>th</sup> )	150,000.00	3,000.00
Lower Basic – Upper Basic (1 <sup>st</sup> -9 <sup>th</sup> )	250,000.00	3,600.00
Lower Basic – Secondary (1 <sup>st</sup> -12 <sup>th</sup> )	450,000.00	5,200.00
Upper Basic Only (7 <sup>th</sup> -9 <sup>th</sup> )	220,000.00	3,400.00
Upper Basic – Secondary (7 <sup>th</sup> -12 <sup>th</sup> )	400,000.00	5,000.00
Senior Secondary (10 <sup>th</sup> -12 <sup>th</sup> )	350,000.00	4,000.00
Vocational& Technical Education	500.000.00	5,600.00

**IV. Teachers Requirements**

Level	Minimum Qualification
ECE- Caregiver	High school Graduate
ECE- Teacher	“C” Certificate
Lower Basic Education Teacher (1 <sup>st</sup> -6 <sup>th</sup> )	“C” Certificate
Upper Basic (7 <sup>th</sup> -9 <sup>th</sup> )	“B” Certificate
Secondary Education (10 <sup>th</sup> - 12 <sup>th</sup> )	Bachelor Degree

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**V. Principals/Administrators Requirements**

<b>Level</b>	<b>Minimum Qualification</b>
ECE (only)	Education Certificate/Diploma and Letter of Eligibility
ECE – Lower Basic (K-6 <sup>th</sup> )	Education Certificate/Diploma and Letter of Eligibility
Lower Basic Education (1 <sup>st</sup> -6 <sup>th</sup> )	Education Certificate/Diploma and Letter of Eligibility
Upper Basic (7 <sup>th</sup> -9 <sup>th</sup> )	Bachelor Degree
Secondary Education (10 <sup>th</sup> -12 <sup>th</sup> )	Master Degree

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## Appendix -E

### Proposed Certification Procedures for CEACL.

#### How to Qualify for Certification and be Licensed to Teach in the Republic of Liberia.

Certification is a process in which Liberia Certification requirements are verified as having been fulfilled so that an individual may serve in Liberia as an educator. All educators in Liberia's public and private schools must hold a certificate. The Center for Accreditation, Certification and Licensing sets the standards and regulations for certification. There are six types of certificates: Level I ("C" Certificate), Level II ("B" Certificate), Level III ("A" Certificate), Vocational Instructional, Supervisory/Administrative and Letter of Endorsement. Individuals must hold a valid, appropriate certificate with the proper endorsement area corresponding to the job assignment in order to serve in Liberia public and private schools.

Liberia has three levels of certification. Level I is valid for a period of two calendar years, during which time you must complete MOE's established requirements. Level II certificate is valid for the period of three calendar years, during which time you must complete MOE's established requirements. Level III is valid for three calendar years during which time you must complete MOE's established requirements. Vocational Instructional, Supervisory/Administrative and Letter of Endorsement are valid for five calendar years during which you must complete MOE's established requirements. Letter of Endorsement are issued to professionals with the requisite academic background and experience to serve as school administrators, supervisors or principals.

**Level I: Candidates for the "C" Certificate** should hold a High School Diploma, a West African Examination Council (WAEC) Certificate, and an approved accredited Teacher Training Institute Certificate and passed the MOE Series tests for the general subject areas (Math, Science, English and Social Science). Successful candidates are limited to teaching primary schools.

**Level II: Candidates for the "B" Certificate** should hold a Bachelor degree, have completed an accredited and approved program of teacher education, and passed the MOE Series tests for the subject area in which they seek certification. Successful candidates are limited to teaching elementary and junior high schools.

**Level III: Candidates for the "A" Certificate** should hold a Bachelor or Master degree, have completed an accredited and approved program of teacher education, and passed the MOE Series tests for the subject area in which they seek certification. Candidates with Master degree may seek multiple certificates for the subject areas in which they seek. Successful candidates may teach at any level within Liberia's schools system (K-12).

**Vocational: Candidates for the vocational Instructional Certificate** should hold a Bachelor or Master degree, have completed an accredited and approved teacher vocational education and passed the MOE Series test for the vocation area in which they seek certification.

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**Supervisory/Administrative:** Candidates for the Supervisory/Administrative Certificate should hold a master degree, have completed an accredited and approved education program and passed the MOE Series test. Individuals with Endorsement Letter who are seeking certification for school leadership must complete an application form with the Accreditation, Certification and Licensing Center at the MOE.

All certificates/licenses must be renewed within the specified timeframe and be maintained annually by participating in all MOE's stipulated approved professional development activities.

#### OUT OF COUNTRY TEACHERS SEEKING CERTIFICATION

Do you have an out-of-country certificate/license? You may actually be able to use country reciprocity to become certified in Liberia. In order to transfer your certification, you will have to formally apply as there is no automatic transfer procedure. You will need to take the MOE's Series tests in level I, level II or level III in your subject area and pass it. Once that is done, you can apply for Liberia certification by using the Center for Accreditation Certification and Licensing standard application form.

**It is the responsibility of each certificate/license holder to obtain, maintain and renew their certificate/license in keeping with MOE's established requirements and guidelines.**

## Appendix F

### Appendix F

#### LIBERIA TEACHER TRAINING PROGRAM II - Third Country Training - F

No.	Participant Name	Degree Program	Training Institution	Program Start Date	Estimated Program End Date
1	Edwin B. Arzoaquoi	M Phil - Educational Psychology	<b>GHANA</b> University of Cape Coast	17-Sep-11	Sept 2011
2	Johnson Sazi Beyan	M Phil - Curriculum Development (Teacher Education)	University of Cape Coast, Ghana	17-Sep-11	Sept 2011
3	Ms. Williametta Boiboi	M Phil - Primary Education	University of Cape Coast, Ghana	17-Sep-11	Sept 2011
4	Ms. Kebeh F. Duyenku	M Phil - Primary Education	University of Cape Coast, Ghana	17-Sep-11	Sept 2011
5	Jay Exodus Flanjay	M Phil - Curriculum Development	University of Cape Coast, Ghana	17-Sep-11	Sept 2011
6	Justin M. Kanneh	M Phil - Educational Administration	University of Cape Coast, Ghana	17-Sep-11	Sept 2011
7	Peter Liberty Kerkula	M Phil - English Education	University of Cape Coast, Ghana	17-Sep-11	Sept 2011
8	Martin L. Poquie	M Phil - Curriculum Studies	University of Cape Coast, Ghana	17-Sep-11	Sept 2011
9	Robert Allen Weah	M Phil - English Education	University of Cape Coast, Ghana	17-Sep-11	Sept 2011
			<b>BOTSWANA</b>		
1	Ms. Cecelia Cassell	Ph.D. - Language Education	<b>University of Botswana</b>	7-Jan-12	Dec 2011
2	Ms. Romelle Horton	Ph.D. - Educational Management	University of Botswana	7-Jan-12	Dec 2011
3	John Sellu	Ph.D. - Educational Management	University of Botswana	7-Jan-12	Dec 2011
4	Joseph Younn	Ph.D. - Research and Evaluation	University of Botswana	7-Jan-12	Dec 2011

1	Sheku Dakoi	Masters in Education Management	<b>University of Makerere, Uganda</b>	9-Jan-12	Dec 2011
2	George Gallah	Masters in Mathematics Education	University of Makerere, Uganda	9-Jan-12	Dec 2011
3	Ms. Patience Garlawolo	Masters in Basic Education	University of Makerere, Uganda	9-Jan-12	Dec 2011
4	Ms. Binta Massaquoi	Masters in Administration, Assessment & Curriculum	University of Makerere, Uganda	9-Jan-12	Dec 2011
5	Ms. Felecia Nyan	Masters in Guidance & Counseling	University of Makerere, Uganda	9-Jan-12	Dec 2011
6	Dozmah Peters	Masters in Testing & Evaluation	University of Makerere, Uganda	9-Jan-12	Dec 2011
7	Ambulai Sirleaf	Masters in Mathematics Education	University of Makerere, Uganda	9-Jan-12	Dec 2011
8	Ms. Sorna Sherif	Masters in Education Management	University of Makerere, Uganda	9-Jan-12	Dec 2011
9	Prince Tolbert	Masters in Mathematics Education	University of Makerere, Uganda	9-Jan-12	Dec 2011
10	Johnny Woods	Masters in Education Management, Planning & Policy	University of Makerere, Uganda	9-Jan-12	Dec 2011

Appendix G

# List of Scholarship Students and Thesis Ghana

<b>Student Name</b>	<b>Degree Program</b>	<b>Training Institution</b>
Edwin Baysah Arzoaquoi	M.Phil-Educational Psychology	University of Cape Coast
<b>Thesis</b>		
EVALUATION OF EFFECTIVENESS OF MENTORING AMONG LIBERIAN SCHOOL TEACHERS.		
<b>Abstract</b>		
Brief Abstract		
<p>This thesis is an evaluation research study into the effectiveness of mentoring program among Liberian Schools Teachers. It will consider the views of teachers about the mentoring program as a means of enhancing quality teaching in view of the forecasted shortage of qualified teachers in Liberian schools. The review of Literature will focus on benefits of mentoring and the effectiveness of mentoring organization.</p>		
<b>Student Name</b>	<b>Degree Program</b>	<b>Training Institution</b>
Ms. Willametta Boiboi.	M. Phil-Basic Education	University of Cape Coast
<b>Thesis</b>		
The challenges of primary education in post war Liberia. A case study on five primary schools in Bong County Central Liberia.		
<b>Abstract</b>		
<p>Background of the study</p> <p>There have been many challenges face in providing primary education in most public schools in Liberia. The causes of these challenges need to be identified for possible solution. The researcher is therefore interested in exploring the challenges and their causes. Primary education is targeted in this research because it is the foundation upon which secondary is built. Every student in the primary schools must be properly prepared academically so as to adequately perform when they have reached higher level, (studdal 1986).</p> <p>The primary educational sector in Liberia had become worst, since the eruption of the Liberia civil crisis in 1990. As the result and after the war the government of Liberia introduces a program at the primary level of education. The program is called Accelerated Learning Program (ALP)</p>		

<b>Student Name</b>	<b>Degree Program</b>	<b>Training Institution</b>
Justin M. Kannen	M.Phil-Educational Administration	University of Cape Coast
<b>Thesis</b>		
A Study of supervision of Instruction for Effective Teaching and Learning in Selected Public School in Bong County, Liberia.		
<b>Abstract</b>		
This study will take me to one district in Bong county, Liberia. I will be investigating the level of supervision done in the school. It will help to determine if the supervision done will enhance effective teaching and learning. The study will determine what contributes to the current low level of performance of students and offer some suggestions or solutions. I will be talking to Education Officers, School Administrators, and Teachers using questionnaires.		

<b>Student Name</b>	<b>Degree Program</b>	<b>Training Institution</b>
Martin L. Poquie	M.Phil-Curriculum Studies	University of Cape Coast
<b>Thesis</b>		
Implanting the Junior Secondary Schools Curriculum in Post-War Liberia: A Study in Saclepea Mah School District #1		
<b>Abstract</b>		
<p>Prior to 1989, educational institutions in Liberia were of high standard. But the fourteen years (1989-2003) the country was ravaged with civil crisis and the standard of education declined. However, the conflict is now over, Academic Institutions in Liberia are in full operation. Many friendly governments and international organizations are currently assisting Liberia to rebuild its educational institutions. One of the important components of this re-building process is the instruction in the classroom which is based on the implementation of the national curriculum. There is the need to find out the facts about how the national curriculum is implemented. In view of this, I have decided to choose the above research topic to be conducted in SaclepeaMah School District in Nimbia county, Liberia to find out about the implementation of the junior Secondary School Curriculum. This research is important because it is the first of its kind to be conducted within the district and it will help to provide basic information to the educational stakeholders at the national and local levels regarding curriculum implementation at the Junior Secondary School level after the civil crisis. Please note that this topic is still tentative because it has not yet been approved by my principal supervisor. How the writing of the thesis is scheduled to begin in August 2012 and ends July 2013.</p>		



<b>Student Name</b>	<b>Degree Program</b>	<b>Training Institution</b>
Robert Allen Weah	M.Phil-English Education	University of Cape Coast
<b>Thesis</b>		
THE CHALLENGES OF TEACHING STANDARD ENGLISH AT THE UNIVERSITY OF LIBERIA.		
<b>Abstract</b>		
<p><b>BACKGROUND OF THE STUDY</b></p> <p>The Liberian Civil Upheaval which lasted for a little over a decade brought massive destruction of lives and properties, especially the manpower development of the country. The civil crisis destroyed every sector of our society, including the educational sector which was most devastated. As a result of this mayhem done to the country's educational sector, many teachers were brutally killed and the few surviving teachers fled into exile. The flight of qualified teachers rendered the once vibrant educational sector paralyzed and inept. The nation's highest institution of learning, the University of Liberia (UL) was not spared the destruction of the war. This affected the University of Liberia UL to the extent that it took almost five years before normalcy returned the University of Liberia. Other private universities that were established after the war also felt the effects of the war-the lack of qualified and trained lecturers, coupled with the low ebb of the country's struggling economy, added to the increasing challenges these institutions faced. This educational "paralysis" opened a floodgate for the entry of untrained lecturers as well as non-high school graduates into the various universities, especially the private-owned universities. As a result of this unchecked entry of staff and students, standards dropped at all universities in Liberia. Students produced from these institutions could not perform to expectations, especially in writing and speaking Standard English. It is in this light that the University of Liberia, the premier university of the country, decided to strengthen its manpower capacity and quality of education.</p> <p>To enhance and ensure the quality of standard at the University, all its colleges along with its various departments were challenged to develop a national based policy that will upgrade students' capacity.</p> <p>The Department of English/Literature between 2007 and 2010, developed the below objectives for teaching Standard English at the University of Liberia:</p>		

# List of Scholarship Students and Thesis Botswana

<b>Student Name</b>	<b>Degree Program</b>	<b>Training Institution</b>
Ms. Cecelia Cassell	Ph. Language Education	University of Botswana
<b>Thesis</b>		
<p>Topic: The Effectiveness of Reading Teacher Training Program in Liberian Tertiary Institutions: Implications for Performance in Reading by Primary Children. A Research Proposal for Doctoral Degree in Language Education</p>		
<b>Abstract</b>		
<p>Poor ability to read deters achievement at every level of formal education and the ability to read well and understand is very crucial in the learning process as well as intellectual development. Research findings have shown that in Liberia teachers responsible for the teaching and learning of reading were accustomed to the use of one method in the teaching and learning process and that was the look-and-say method. The need to assess the program and curricula used to train reading teachers in training institutions across the country is therefore paramount. The purpose study is to determine the effectiveness of the reading teacher education program at the tertiary level in Liberia to identify the strength and weaknesses in preparing reading teachers.</p> <p>The study will be a cross-sectional qualitative survey and will overlap quantitative enquiry. The qualitative data will be collected first, and the results will be used to guide the quantitative data collection. This entails a mixed method approach in which the effectiveness between the qualitative and quantitative data adds to a complete understanding of the phenomena under study. Participants for the study will be year three student teachers majoring in primary education with emphasis on Language Arts, their instructors along with the training curriculum. Purposive sampling will be used for participating universities, courses and the instructors of the courses. Simple random sampling will be used for participating student teachers and purposive sampling for the training curriculum.</p> <p>Data for the study will be collected through questionnaire, semi-structured interview guide, observation guide and document analysis. Data analysis methods within qualitative tradition and constant comparison will be used to analyze qualitative data thematically while quantitative data will be analyzed using SPSS. Based on the findings of the study, relevant recommendations will be made as to what should be done to attempt a solution to the problem of reading ability among our primary school children.</p>		

<b>Student Name</b>	<b>Degree Program</b>	<b>Training Institution</b>
Romelle A. Horton	Ph. Educational Management	University of Botswana
<b>Thesis</b>		
A Critical Evaluation of the Service-learning Program at Cuttington University: A Mix-Method Approach		
<b>Abstract</b>		
<p>Like most developing countries, Liberian educational system is not designed to engage the community and make it a part of learning. This was exacerbated by the years of civil unrest that scarred the country’s collective psyche with its violence and atrocities. As a result, there is a huge divide where the “educated” do not feel connected to the community and vice versa. Researchers have suggested that service-learning is an invention that addresses civic engagement, builds leadership and critical thinking skills in its participants and bridges a gap in the educational system. Therefore, this study is going to look at the service-learning program that CuttingtonUniversity, one of the oldest private universities in sub-Saharan Africa, implemented for all junior and senior students not only to address civic engagement and build leadership and critical thinking skills in said students but to have them take “ownership” of their communities. The goal of this study is to critically evaluate the extent, to which this course is meeting its objectives of having students become an integral part of community development, and what challenges and implications it has for national development.</p> <p>Evaluation of this program is very important to obtain information on its activities, its impacts and the effectiveness of its work, so that it can improve its activities and describe its accomplishments. Program evaluation for service learning primarily involves measuring learning objectives of the participating students and the impact on the recipients of their service. There is extensive literature on types of evaluation. However, this study intends to use the experiential learning model. This model is an inductive process consisting of five phases: experiencing, reporting or publishing, processing, generalizing and applying, that incorporates a program’s inputs, outputs, activities and outcomes. This study intends to take the mix-method approach in which the outcome of the quantitative data will improve the richness of the qualitative data to represent a comprehensive understanding of the phenomena being studied. Current junior and senior students participating in the program, along with the faculty and communities being served will be the primary participants of the study. Random sampling will be used for these participants and purposive sampling will be used for a selected number of graduates that participated in the program. Collection of data for the study will be through a survey research, using a quasi-experimental posttest-only design, on a 7-point Likert scale of dichotomous questions; focus groups and semi-structured interviews will also be used. Qualitative data analysis methods will be used to garner emerging themes and SPSS or STATA will be used to analyze the quantitative data. At the conclusion of the study, it is hoped that service-learning, carefully designed and well implemented, is uniquely capable of producing change in the society – connectivity and ownership, contributing to students’ critical thinking and leadership skills and preparing them for a professional career within the global community. Additionally, it is hoped that individuals can be molded into being civically engaged, more empathetic and responsible, thereby contributing positively to the development of society.</p>		

# List of Scholarship Students and Thesis Uganda

<b>Student Name</b>	<b>Degree Program</b>	<b>Training Institution</b>
Sheku Dakoi	Master in Education Management	University of Makerere , Uganda
<b>Thesis</b>		
An Assessment of the Participatory (Cooperative) Learning Model in Liberian Elementary Schools		
<b>Abstract</b>		
<p>Participatory learning is a process where the learner is given the opportunity to direct his/her own learning with the teacher being a guide. This makes the learner more instrumental in the learning process rather than wholly leaning on the teacher for knowledge.</p> <p>The Ministry of Education had recently adapted this new mode of learning to be fully implemented in the Liberian school system. As a result, the post-war rural teacher training curriculum is designed based on this new methodology. The training of teachers (both in-service and pre-service) is ongoing for the successful implementation of said method.</p> <p>However, since its inception, no study has been done on the implementation of this new era in the education system. Whether the program is effective or faced with challenges, are yet to be probed.</p> <p>This study intends to ascertain as to whether the dream of the ministry will be realized – that is, the use (by teachers) of learner-centered methodologies as opposed to the traditional teacher-centered approach. For decades, the teaching/learning strategies employed by teachers have not provided room for learners’ fullest participation in the learning process. A transition from this mode of teaching to accommodate a learner-centered participatory scheme, characterized by intensive preparation, may be marred by tremendous constraints such as inadequate instructional resources, among others.</p> <p>Primarily, this study will identify obstacles that impede the effective use of teaching strategies that promote participatory learning. A case study of selected elementary schools in two counties will be the focus of the study. The selection would be based on characteristics such as schools with at least 50% of the teachers trained and certificated in the new discipline. Data will be obtained from those teachers, school administrators and pupils using sampling methods.</p> <p>Presumably, the findings during this research will clearly highlight the challenges associated with this new method of teaching and learning, and appropriate recommendations for action advanced.</p>		
<b>Student Name</b>	<b>Degree Program</b>	<b>Training Institution</b>
George Gallah	Masters in Mathematics Education	University of Makerere , Uganda
<b>Thesis</b>		
Professionalism in teacher education: Implications for teacher reform in Liberia		
<b>Abstract</b>		
<p>This topic, when approved, is to take me to places like the Zorzor Rural Teacher Training Institution, Webo Rural Teacher Training Institution, Kakata Rural Teacher Training Institution.</p>		

<b>Student Name</b>	<b>Degree Program</b>	<b>Training Institution</b>
Ms. Patience Garlawolo	Masters in Basic Education	University of Makerere , Uganda
<b>Thesis</b>		
Examination of Key School Factors that Affect Students' Academic Achievements in Primary education		
<b>Abstract</b>		
<p>Primary Education lays the rudimentary foundation on which the entire educational system is built. It is at this level that young learners begin to acquire the fundamental skills and concepts, develop a value system and adapt attitudes that are necessary for the advancement of their educational careers. Primary education is a very critical component of our educational system. This is a central core in a child's development. A large number of students who enter primary schools do not complete. If primary education is to provide strong and stable foundation on which education in Liberia is to be built, we must work to improve these primary schools. Schools often receive blame for their students' poor academic performances even though the teachers and principals work to provide strong curricula, high expectations, and safe environments. This study seeks to examine school-level factors that affect students' academic achievements in primary schools. The study will determine the most significant factors that lead to low academic achievements and assess the roles of schools in stimulating positive change. Sampling methods will be used. The study will be conducted in Bong County using primary schools. The target populations will include students, teachers, and community members. Questionnaires will be administered and interviews conducted. The findings from this study will guide programs and Educational policies in post-conflict Liberia.</p>		

<b>Student Name</b>	<b>Degree Program</b>	<b>Training Institution</b>
Ms. Binta Massaquoi	Masters in Administration, Assessment & Curriculum	University of Makerere , Uganda
<b>Thesis</b>		
The Role of the school in Achieving Functional Imperatives in Liberia.		
<b>Abstract</b>		
<p>Some Possible Objectives:</p> <ol style="list-style-type: none"> <li>1. Establish the role of the school in Liberia</li> <li>2. Establish how the school enables people to cope with changes in their society</li> <li>3. Adaptation Role of culture and what is encouraged in Liberia school</li> </ol>		

<b>Student Name</b>	<b>Degree Program</b>	<b>Training Institution</b>
Ms. Felecia Nyan	Masters in Guidance & Counseling	University of Makerere , Uganda
<b>Thesis</b>		
A STRUCTURED COUNSELING MODEL FOR SECONDARY SCHOOLS CURRICULUM IN LIBERIA		
<b>Abstract</b>		
<p>During the pre- and post-Liberia civil war era, problems existed in our schools and communities. Most of the problems remain unresolved for several years. The problems included moral, social, political and economic deprivation. Given the gravity attached to these problems, the researcher will examine the needs to Integrate Guidance and Counseling in Secondary Schools Curriculum in Liberia.</p> <p>The research will cover selected secondary government and private senior high schools in Monrovia. The schools will be selected based on stratified sampling methods. The researcher will interview school administrators, teachers, students and staff workers. Results from the interviews will be analyzed to determine whether guidance and counseling is conducted at the grade schools in Liberia.</p>		

<b>Student Name</b>	<b>Degree Program</b>	<b>Training Institution</b>
Ms. Sorna Sherif	Masters in Education Management	University of Makerere , Uganda
<b>Thesis</b>		
<p>The main purpose of this study is to compare the academic and social progress or achievement of girls in all-girls' schools, which is virtually a new development in the Liberian Educational System, and in co-educational (mixed) schools, which has been the standard of the Liberian Educational System.</p>		
<b>Abstract</b>		
<p>Prior studies conducted on girls' education in Liberia have shown that a lot of material resources have been used to support the education of girls. But our findings revealed that those efforts have yielded minimal impact on girls' education in Liberia. For example, in the documentary 'Liberia Launches Girls' Educational National Policy with support from UNICEF', prepared by Patrick Slavin, the Government of Liberia in launching this policy, on April 18, 2006 stressed that the education of girls must be a "cornerstone" for development in Liberia. The President of Liberia, Madam Ellen Johnson-Sirleaf stated that Liberia is working to realize a new country with a shared vision for girls' education to mitigate humankind from poverty, discrimination and diseases.</p>		

<b>Student Name</b>	<b>Degree Program</b>	<b>Training Institution</b>
JOHN M. SELLU	Ph.D- Educational Management	University of Botswana
<b>Thesis</b>		
<i>Factors Influencing Enrolment in the Rural Teacher Training Institutes in Liberia</i>		
<b>Abstract</b>		
<p>The current shortage of qualified primary school teachers and the low enrolment of trainees in the Rural Teacher Training Institutes (RTTIs) is a serious problem for Liberian education and will be much more so in the future if solution is not sought for the problem now. These emanate from the lack of interest in the teaching profession by qualified high school graduates and prospective high school graduates and hence their unwillingness to enroll in the RTT</p> <p>As a purpose, this study seeks to determine factors influencing low enrolment of trainees in the institutes and determine possible ways of improving the situation. The rationale for the study is attributed to the mismatch between increasing demand for qualified teachers and Shortage of qualified teachers in the school system. In this situation, the Government of Liberia- owned RTTs have not used their full capacities to produce more trained teachers as a result of inadequate enrolment in the institutes.</p> <p>The major objectives of the study are to (1) determine the level of high school graduates and prospective high school graduates interested in the teaching profession and hence their level of willingness to enroll in the RTTIs, (2) examine the influence of stereotyping teachers and the teaching profession on enrolment in the institutes, (3) find out whether teachers’ promotion and staff development opportunities have influence on enrolment in the institutions, (4) explore the influence of teachers’ remunerations and fringe benefits on enrolment in the institutes, (5) determine how parents, teachers and peer group influence trainees’ enrolment in the institutes, (6) explore ways in which admission requirements and recruitment strategies influence enrolment in the institutes and (7) make relevant recommendations to alleviate the problem of poor enrolment in the RTTIs.</p> <p>To achieve these objectives, both qualitative and quantitative research methods will be used in carrying out the study. Questionnaires, interviews, focus group discussions and documents collection strategies will be used to gather information. The study will be conducted at the three RTTIs, three primary schools and three high schools in Margibi, Lofa and River Gee Counties, the Ministry of Education (MOE) and the Liberia Teacher Training Program (LTTP) in Montserrado County. The study will focus on high school graduates, prospective high school graduates, RTTIs’ graduates, administrators and teacher trainers of the RTTIs. Also, Directors and Education Officers of MOEs’ Division of Instruction and workers of LTTP directly involved in training program at the RTTIs will be purposively selected for the study.</p> <p>It is assumed that the findings of this study may give policy makers, non-Governmental Organizations and other stakeholders more insight on the problem and motivate them to focus on resolving the problem. If the problem is resolved, the quantity of graduates from the institutes may increase. Subsequently, the supply of qualified teachers may increase; this may</p>		

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help to address the old-age problem of shortage of qualified teachers in the Liberian school system.