



# **Liberia Teacher Training Program**

## **Year III Work Plan**

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**List of Acronyms**

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

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## **LTTP Year III Work Plan**

### **Part I: Introduction and Background**

The second phase of the Liberia Teacher Training Program, funded by USAID and implemented by Family Health International (FHI 360) and its collaborating partner RTI International, started operation on June 1, 2010, under the Academy for Educational Development (AED). The program transitioned to leadership under Family Health International (FHI360) in July 2011. Two years of the five-year program have now been completed. Despite the considerable challenges of working in a post-conflict setting marked by underperformance of state institutions, the project has successfully assisted in accomplishing key milestones, including:

- the formulation of the decentralization plan;
- the development of policy and regulations governing educational management;
- passage and promotion of a new Education Law of 2011;
- introduction of a new education management information system (EMIS) in Liberia that complements the decentralization process;
- assisting the Ministry of Education to develop a C-certificate program that has trained nearly 4,000 teachers through Pre-service and In-service;
- exposure of thousands of children to a sound reading program to improve the quality of education;
- awarding of nearly two hundred undergraduate scholarships and an academic support program for female students enrolled at University of Liberia, Tubman University and RTTIs, as well as twenty-one overseas scholarships for master and doctoral degree studies; and,
- strengthening the capacity of the Universities and RTTIs to improve teacher education.

Technical and financial support for teacher effectiveness training for teacher trainers, trainees and public school teachers 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 last two years, LTTP has assisted the Ministry of Education of the Government of Liberia run its three Rural Teacher Training institutes (RTTIs) and graduated over 2,400 and 1,500 teachers in the first and second phases of LTTP respectively with a C-certificate through the pre- and in-service programs. LTTP launched a reading and math program in 804 public primary schools around the country and trained thousands of teachers in teaching reading and math. Nearly 4,000 principals and registrars from about 2,000 primary schools were trained to set the foundation for an Education Management Information System. LTTP provided assistance to the Ministry of Education (MoE) to rehabilitate the system that has been dysfunctional and continues to lag behind in key areas of

educational development due to the long civil conflict. The project was also instrumental in providing funding and technical assistance to help the Ministry of Education convene the first post-war National Consultative Education Conference in February 2011 leading to the decreeing of an Education Reform Act by the President of Liberia.

LTTP has made tremendous impact in helping to lay the foundation for a functioning decentralized system. However, the last two years have also seen serious challenges. The success of implementing the objectives of the program lies in the level of readiness of the Ministry of Education, the county and district education offices and the RTTIs and schools to plan and make decisions based on evidence and institutional guidelines and regulations. The capacity and commitment on the part of the Ministry of Education have not been at a level needed to ensure the activities laid out in the LTTP plan are effectively implemented and sustained. Consequently, during the first year of the program, LTTP was pre-occupied in activities such as the provision of food and fuel to the RTTIs and other emerging demands and crisis-based needs which were detrimental to the success of the LTTP results and objectives.

The appointment of new MoE leadership, the new structure and the Education Reform Act of 2011, have created an enabling and 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 its close working relationship with the new leadership. Year 3 is expected to see tangible activities, on the part of the MoE, to start to lay out the requirements for decentralizing functions and responsibilities to the counties, districts and schools, as well as operationalizing the new Ministry organizational structure. This will, hopefully, lead to the overhauling of the human resources within the Ministry and the assigning of staff to the County Education Offices. All of these structural changes will underpin the success of the key focus of the Liberia Teacher Training Program which is training, sustaining and building the capacity of the teaching force in Liberia. LTTP's Year Three plan is developed with these assumptions and it is expected that a much better rate of implementation will be registered as a result.

### **Overview of the LTTP**

LTTP is implemented in partnership with the Research Triangle Institute (RTI) International to provide support at 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 and focus project activities to five counties, comprising what has been termed the Development Corridor counties of Bong, Nimba, Lofa, Margibi 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 in

LTTP target reforms in three areas: (1) policies, systems and capacity development of the central MoE, County and District Education Offices; 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. LTTP will establish partnership and collaboration with International Non-Governmental Organizations (INGOs) and Local Non-Governmental Organizations (LNGOs) to strengthen the capacity of the MoE at all levels pertaining to teacher training.

### **Implementing Partners**

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

## **Part II: Key Achievements in Year 2**

### **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**

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

**MoE re-organization:** With LTTP and other development partner's support, the MoE governance structure is now emerging. The central 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 is represented on the Education Sector Development Committee and Technical Working Groups. These changes, mainly the establishment of functional central governing structures, are significant because a supportive environment is now being created at MoE that will facilitate the work of LTTP. These improved governing structures are keys to institutional building which is essential for sustaining the gains made in promoting teacher education and student learning over the past few years. The real differences will occur with the development of the decentralized entities and the devolvement of responsibilities and authority to the regional authorities. This is critical to linking general policy deliberations and decisions with practical and contextually relevant implementation activities, and to improve children learning outcomes in basic literacy and numeracy. This fusion of policy decisions

emanating from the center to concerted action addressing the realities at the schools and classrooms in the periphery has been the missing link in Liberian educational improvement. The 2011 Education Act provides the legal foundation for restoring this link in very practical ways at various levels within the system.

**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. Eight Technical Working Groups have been created and LTTP will co-chair the Teacher Education Working Group with the MoE. LTTP will also be fully represented in other Technical Working Groups, such as basic and secondary education, higher education, and governance and management, because of LTTP's extensive involvement with higher education in teacher development and systems strengthening. LTTP has provided templates from other countries on donor coordination structures to the MoE Donor Coordination Unit and has been involved in donor coordination activities designed to avoid duplication and wastage within the sector.

**Monitoring:** LTTP has developed an M&E framework and materials to train staff for the improved capacity of de-centralized county offices to monitor and evaluate improvement activities. Additional materials have laid out responsibilities and needs to link the field work with more sophisticated policy analysis and program evaluation. As these materials are translated into action in the field, the contributions of the CEOs will give new energy and possibilities to the effectiveness of implementation. Field visits of the LTTP Monitoring and Evaluation Team revealed a number of challenges that are now being addressed. These include support for the coaches, who support reading teachers, and adherence to the SOW established by the program. The LTTP Monitoring and Evaluation Team undertake field visits to all project sites at the end of each quarter to provide up-to-date progress reports to key stakeholders. This mentoring will become even more important as the personnel positions in the CEOs are filled and capacity improved.

**Evaluation:** The last two year saw the completion of a number of studies and evaluations. Studies on teacher effectiveness, female teachers' participation, and assessment of system capacity at the Ministry, the CEOs, DEOs, RTTIs and technical and vocational schools have been completed. The reports are expected to influence decentralized planning and management when the Ministry started realizing in year 3 and beyond. Attempt has been made to identify other current research areas from Ministry counterparts. However, the Ministry has not been able to identify yet emerging areas of research. LTTP will work continue to work with the MOE to come up with the a list of areas of research for Year 3 and beyond.

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

**Capacity Building:** LTTP held several meetings with the Planning and Research Department of the MoE to agree on the provision of support to train county staff in the areas of planning, monitoring

and evaluation. There has been a lag in the progress of building capacity at the county level due to delays in the assignment of new staff members at the County Education Offices.

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

#### **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. The following activities were accomplished during the period:

- The setting up of the Biometric IT infrastructure at MoE, Broad Street, has been completed. However, recent change on the location of the office of the Ministry requires setting up the infrastructure again in the new location.
- 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 Administration, with oversight from MoF and CSA. These activities will 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. Standardized indicators and data collection questionnaires and tools have been developed and approved by the Ministry.

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

**EMIS capacity building:** Year 2 saw EMIS hold a large training activity for nearly 4,000 school principals and registrar from about 2,000 public primary schools. The training set the basic foundation by enabling the participants to correctly fill-in the standard data collection questionnaire that will feed into the EMIS. It is expected that Year 3 will see the Ministry’s EMIS coming up with its first statistical abstract that will be crucial in future decentralized planning, management and monitoring functions.

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

Result 2 has been re-organized in Year 2 to focus on policy, procedures and standards needed for teacher recruitment, training, deployment and career growth and incentive system that are gender sensitive. LTTP contracted a consultant to study existing practices and come up with strategies and manuals to govern policies in the areas mentioned. This consultancy will build on the National Education Act, MoE’s 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 a situational analysis focused on aligning teacher education policies to the Education Act of 2011.
- Prepare an Inception Paper.
- Draft a revised Policy and Procedures Manual.
- Hold a briefing session for MoE and constituencies to help implement the revised policies and procedure manual.

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.**

In the second year of the project, the reading program was developed and piloted in Cohort 1 target schools. Despite the challenges that were faced with printing and distribution of student books, it was determined that improvement of reading skills is headed in the right direction. During a rapid interim assessment of LTTP schools that are receiving the reading program, students across all three grades were shown to have improved their skills in story reading. Grade 1, 2, and 3 students improved their performance on the story reading task. The improvements recorded in the first year of

the reading intervention are encouraging and prove that teachers have worked hard to embrace new skills. If they continue with the same enthusiasm and hard work, there is no doubt that much better results will be recorded in May 2013 at the time of the midterm assessment.

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).

This activity in the third year of the project will involve adjusting the reading program so it is grade appropriate, for all three grades. This would include revisions in writing, higher order comprehension and reading skills, some language concepts. This process is expected to be completed by spring 2013 and ready for use in Cohort 2 of LTTP efforts in reading and math. The process itself will include close collaboration with the MOE in order to ensure that the curriculum being developed is in line with the Liberian curriculum standard. Progress is being made as we speak. The Reading First Plus Math has developed a series of Liberian decodable books that have been included into the 2012/12 academic year students' books. The team is currently in the process of developing a detailed action plan for adjustment of the reading program.

Math materials for Teacher Volume 1 and 2 are now complete. Student Activity Book One, which includes all supporting instructional activities for these two volumes, is completed and sent for printing. The overall mathematics curriculum is developed based on the Liberian math curriculum and standards, and it is grade appropriate. At the same time, the math experts that are serving the project worked with the Liberian MoE in February of 2010 to make sure that the newly developed curriculum follows an evidence-based and proven scope (what skill) and sequence (when to teach) for teaching mathematics in early grades. The curriculum is explicit in terms of providing teachers with daily lesson plans that are tightly linked to student activities that are included in the student activity book. The teaching aids include low-cost-no-cost materials that teachers and communities will work together to incorporate with the project support.

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

Reading is now incorporated to the C Certificate Curriculum. A pilot on the reading course at the RTTIs before full-fledged inclusion was undertaken and the result of the pilot indicated the need for proper planning and coordination within LTTP and the MoE to ensure fidelity, integrity and quality of academic standards.

Faculty/Teachers/Trainers at all three RTTIs were trained for 5 days during September 2011, to roll out the course during the semester. 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. KRTTI trainees were all assigned to placement schools within a five mile radius of the college.

Zorzor (ZRTTI) trainees were placed in Catchment Schools where early grade reading coaches were assigned and were exposed to additional tutorials as part of the practice teaching experience. The Reading/Math Specialist assigned to ZRTTI supported this field activity.

Teachers/trainers at Webbo (WRTTI) were part of the training in September, 2011 and began using the early grade reading training when the academic year started. As in the case with KRTTI and ZRTTI, students are 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**

In year two, 53 coaches were hired; trained and deployed in November 2011 and January 2012 in Bomi (1) Bong (14), Gbarpulu(1), Lofa (9), Montserrado(10) and Nimba(18). Five days of face-to-face training for teachers was conducted in fifty three clusters with an average of 48 participants per training session. A total of 306 teachers (249 male, 57 female) and 220 administrative staff 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.

#### **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 5th and 6th 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.

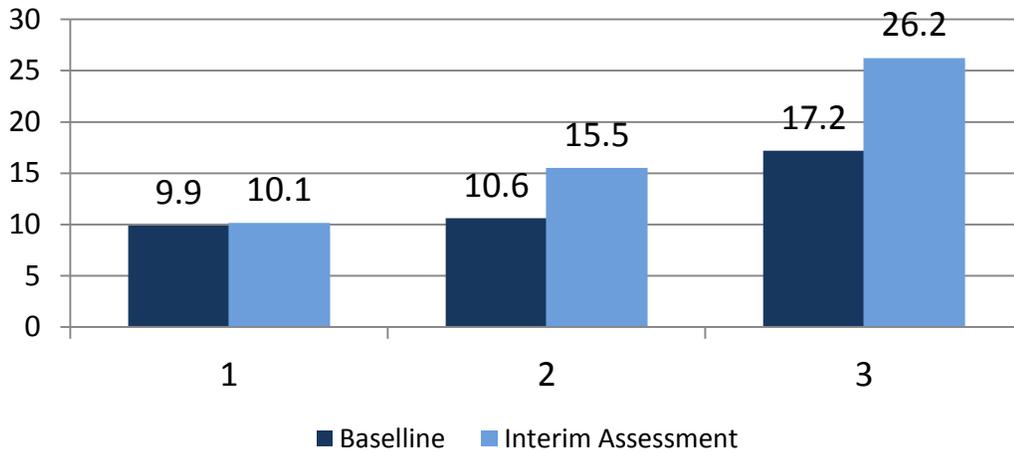
Math performance scores were similar to those for reading, across gender, grade-level progression in the three samples. With respect to student performance on mathematical tasks, the scores are low across the board on pre-computational skills (letter naming, missing numbers, and quantity discrimination), 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.

**Interim Assessment:** LTTP will conduct mid-term and final assessments of the impact of its reading and math interventions in 2013 and 2015. However, in order to assess whether LTTP is on track to achieve the desired improvements in early grade reading and math, the project conducted an interim assessment five months into the first year of implementation (data collected in May 2012). To gauge whether LTTP is contributing to improved performance, we compared reading and math scores for first, second and third grade students on this interim assessment to the performance of students as measured by the baseline assessment in May of 2011. On average, students across all three grades

are reading stories less fluently than they should, but there have been impressive gains in oral reading fluency, especially in second and third grade. The graph below shows that students on average improved their reading of text by 2% in grade 1, 46% in grade 2 and 53% in grade 3.

**Figure 1: Student Performance on Story Reading**

Average Number of Words of a Story Read Correctly Per Minute



With respect to mathematics, LTTP did not roll out the math curriculum in the first year of the intervention. It is planned to arrive in schools in September 2012. Given that teachers did not receive training and no books were distributed, it was expected to see no improvements between baseline and this assessment. Performance among students on the basic math skills is very low, both in terms of how accurately students respond to simple math tasks and how quickly or automatically they can perform them. It is encouraging that students' accuracy and speed of calculation improve from grade 1 to grade 3. For example, first grade students get just over half (52%) the simple addition facts correct, while third graders get more than three quarters correct (78%). And grade three students can do 12 addition facts in one minute compared to between 5 and 6 per minute for grade one students. The results on the baseline last year were similar and they were just the same on another math assessment that was conducted by the World Bank in May 2010. This trend calls for a more careful look at the mathematics in early grades overall, and it is our hope that LTTP will start a policy dialogue around early grade math improvements with the roll out of the math program now in September 2012.

#### **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.

### **Sub-result 3.2: In-service Teacher Education program strengthened with emphasis on reading and math**

This section of the report covers In-service/TCPD field activities, mainly in the 168 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 168 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 emphasizes reading effectively from grades one to three for students in 168 placement schools in Nimba, Margibi, Lofa and River Gee counties.

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 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, make classroom observations and conduct post-lesson conferences. These activities were structured to provide on-the-spot support to teachers in areas where they have problems with pronunciation, presentation, classroom management and preparation of a 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 enable teachers to complete eight weeks of lessons. However, some schools lagged behind 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 an 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 a few 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 enable them 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.

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

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

LTTP provided technical assistance and guidance to the administrators of the demonstration schools, KRTTI, WRTTI and ZRTTI faculty, LTTP Education Specialists, mentor teachers and university faculty and MoE partners on how to implement and/or complete the Opportunity-To-Learn (OTL) survey. The overall purpose for this linkage to on-going teacher effectiveness study in LTTP is to assist the Ministry of Education in developing strategies to incorporate effective school management practices in the teacher training program for pre-service and in-service teachers, administrators and co-operating schools and districts. The strategy is to use the OTL toolkit developed by EQUIP2/USAID. This toolkit identifies key indicators which are tied to opportunity to learn and viewed as either detrimental or enhancing to children's performance and opportunities to learn, teacher and student absenteeism, school hours open, minimum instructional time, appropriate class size, learning materials available, and learning to read. OTL survey data collection has been completed in all of the areas surrounding the Rural Teacher Training Institutions, and include Tubman University and the University of Liberia. The data has been analyzed and the results will be used in advising the Ministry of Education in implementing portions of the Education Sector Plan (ESP).

### **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 important for setting and meeting standards established in the National Professional Standards for Teachers in Liberia (NPSTL). The toolbox of assessment instruments discussed in joint planning sessions with the RTTIs and the Bureau of Teacher Education included: (a) review and revision of academic monitoring processes during field placement for practice teaching (b) revision of the Academic Modular Delivery System to include early grade reading and early grade math, and (c) structure and format of the Academic Calendar.

The following documents, developed based on best practices, were reviewed and used 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, LTTP provided technical assistance to the Office of Teacher Certification in ensuring that these documents are uniformly used to compile and verify student records and transcripts prior to graduation.

### **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 team provided the RTTI faculty and administrative staff technical assistance 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.

Quarterly joint planning meetings were held alternatively on the RTTI campuses and in the LTTP office. 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 of Excellence in Educational Accreditation, Certification and Licensing (CEACL). LTTP Chief and Deputy Chief of Party contributed to the proceedings. Agendas were prepared and included presentations made by LTTP's Monitoring and Evaluation Advisor, and the A/Executive Director of the Center for Accreditation, Accreditation, Certification and Licensing (CEACL), RTTI administrators, CEOs, DEOs, and the MoE Curriculum and Evaluation officials.

Other pertinent items discussed at the joint planning meetings included:

- 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 to include entry/exit requirements (National Entry Exam, Diagnostic Reading Test, Comprehensive Exam, Study Guide, Pre-service Graded Work Sheet, Grade Books updates, Basic skills Testing Data, Tutorial Programs).
- Revision of the entry/exit requirements/policy/process on recruiting Cohort Five candidates.

The MoE decision to have the RTTI Directors visit high schools to recruit applicants and supervise the testing process was a major change in the recruitment process for the C-certificate program this annual work plan year. A new screening entrance examination was introduced by the Ministry of Education this academic year and was administered to nearly three thousand potential candidates for Cohort Five (2012-2013).

DEOs and CEOs are expected to facilitate contacts with schools and encourage potential high school students to take the RTTI 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) collation of results. This changes the paradigm where the assistance of the LTTP technical staff was thoroughly engaged.

#### **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 has been 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 the LTTP Specialists on the RTTI campuses to assist the RTTI administration in archiving all documents properly. On-going technical assistance is provided to ensure uniformity in processes.

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

In March 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. An LTTP math consultant facilitated a workshop integrating reading and math in the C-certificate curriculum. The Reading First and Math team was represented,

as was the In-service team and curriculum specialists (Science, Math and Language Arts) from the Ministry of Education.

A framework was developed during the three-day session and scheduled to be vetted at the Demonstration Schools and selected catchment schools. The framework reviewed the five big skills in reading (phonemic awareness, letter sound relationships, lesson presentation; consonant digraph blends skill lessons, assessment/practice).

### **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 RTTIs and in the Demonstration Schools, University of Liberia and Tubman University and (2) develop guidelines and materials for reading and math clubs for grades four to six in the Demonstration Schools.

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 were purchased. Security was a major priority in terms of location and placement of materials; steel doors and reinforced windows were provided.

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

LTTP collaborated with the Demonstration School faculty/administration and the Assistant Minister of Early Childhood Education to create a print-rich environment in the Demonstration schools. The Pre-service team co-sponsored a 3-day workshop at KRTTI for Demonstration School faculty with a focus on reading and math activities. Workshop participants created teacher-made books, toys and alphabet charts for use in the classroom. Scholarship awardees from the University of Liberia attended this workshop. During the workshop, instruction was provided on manuscript/cursive writing. Participants were encouraged to make visual aids to post in the classrooms and to use in teaching writing skills.

The outcome of this effort was that the early grade reading course taught to RTTIs trainees was reinforced by the use of such materials during the practice teaching period at the Demonstration schools. The Opportunity to Learn Index Survey Instrument was also introduced to the participants.

**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 for review by the Center for Accreditation, Certification and Licensing. The March planning sessions with the Task Force on Accreditation, Certification and Licensing, held at the LTTP office involved representatives from the United Methodist School System, National Teachers' Association of Liberia, the National Association of Principals, the Association of Liberian Universities and the National Student Leaders' Association and LTTP. The task was to devise a systems 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. The 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.

In February 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 continuous disruption of power supply, MoE problems in providing fuel, misappropriation of parts and equipment, and so on, the teaching and learning of computer skills in the computer labs at all three RTTIs have been sporadic. In spite of these difficulties, ZRTTI was able to conduct basic computer literacy classes during the evening hours for trainees. Scanners and photocopiers were used to augment the teaching aids that were developed by some teachers and trainees. LTTP supplied desktop computers and print cartridges to assist with rudimentary needs in this area. In the future, the plan is to move towards 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 the year. An experiment was conducted to bring the peer mentors from the University of Liberia to meet with the female trainees at KRTTI. The peer mentors spoke about teacher etiquette during this pilot visit.

According to established procedures, records of tutorial sessions and the assessment data on each female trainee were compiled, analyzed and used in preparing future tutorial sessions. The distribution of stipends for female students at all three RTTIs was completed for the each month of the academic year, 2011-2012.

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

#### **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 has been completed and the plan for Year Three is based on the assessment results. Based on the outcomes of the needs assessment, the Universities will develop 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 LTTP 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**

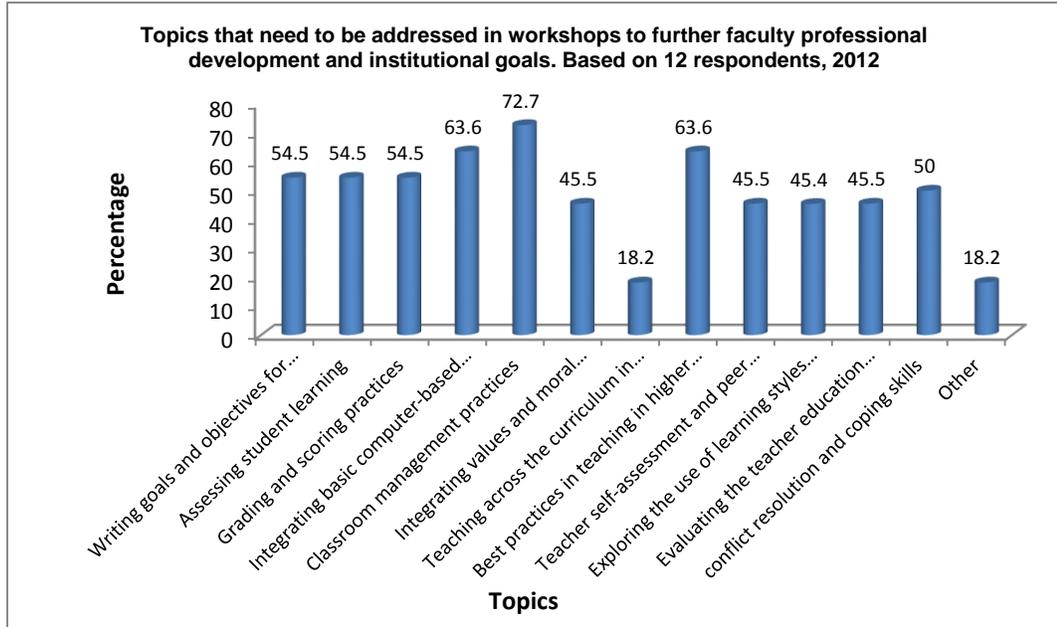


Figure 1 shows topics faculty members suggested that need to be included in workshop for further professional development and institutional goals. The topics include classroom management practices, integrating basic computer-based practices with classroom instruction, best practices in teaching in higher 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 completed and UL faculty are now working with LTTP to develop the courses in math and reading. A draft of the reading course taught during the second semester at the University of Liberia was developed by the reading instructor and shared with LTTP for review and suggestions. Early grade reading activities were incorporated into the course.

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

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 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”. In February, the scholarship awardees were given a diagnostic reading test to help them become aware of their reading levels and the need to work towards self-improvement of reading skills (vocabulary and comprehension). The May, 2012 session was a “Make-and Take”

session conducted by the peer mentors. The June session included an assessment of basic computer literacy skills to assist in planning a series of computer work sessions, July through September.

The three peer mentors selected at the University of Liberia instituted a plan to divide the fifty-six awardees of Cohort 1 and the twenty-five awardees of Cohort 2 into three groups. In addition to meeting on the third Saturdays of each month, the groups set meetings, study sessions and social gathering dates. The evidence of these women bonding and providing academic and social support for each other is an additional outcome of this model.

In keeping with the plan to recruit and retain one hundred (100) females to receive the scholarships, USAID-funded scholarship information was shared by the Pre-Service Team with Tubman University, Harper, Maryland County. Seventeen females students of Tubman University sat for 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. The student's role include: (1) availing themselves of peer mentoring opportunities, (2) participating and contributing to required monthly tutorial sessions, (3) maintaining a 2.5 minimal Grade Point Average (GPA) and (4) attending class regularly. The scholarship covers a monthly stipend; the cost of books, tuition and fees. Students were 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 and began in March for Tubman University. Eight students graduated from Cohort 1 at the University of Liberia during the first semester. Based on the scholarship program conditions, these eight positions were filled with women among the twenty-five new awards which were given during the second half of this year.

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

Since enrolling, 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.

## **Part III Challenges and Opportunities**

### **Opportunities**

One of the objectives of the Education Reform Act of 2011 states: Decentralize the education system so that it has maximum effect throughout the country. The Act provides the legal basis for the rational decentralization of the management and administration of the nation's educational programs, aimed at improving the efficiency and effectiveness of the education system. It also establishes County School Boards patterned after the model of the Monrovia Consolidated School System (MCSS).

With USAID/LTTP support, progress has been made on the development of administrative policies and regulations for county activities and distribution of administrative manuals, development of a general monitoring model for which manuals have also been developed and are scheduled for distribution pending the appointments of county offices. Organizational and functional chart of the Ministry of Education has been approved by the Senior Management Team of the Ministry. Position description for the MoE has been completed.

These steps clear the way for the decentralization of educational functions and responsibilities to the institutions that are nearer to the service receivers, students and parents. LTTP, in year 3 onwards, will exploit these opportunities to build institutional capacities from the CEO to the schools.

### **Challenges**

#### **Readiness and commitment**

Effective external support requires the readiness and commitment on the side of the beneficiary. Although gradual progress in donor coordination has been registered in recent months, it has not filtered down to the ground. It has still been very difficult for LTTP to find capable counterparts to its various areas of intervention. Capacity and commitment are low. The culture of dependency is exhibited even for activities and resources the Ministry is capable of availing. The capacity to use MoE budgeted resources is weak. This situation need to be improved greatly with a deliberate and planned shift of responsibilities, both technical and resource wise.

#### **Capacity Building**

For the last two years, the Ministry has been trying to work out the details of decentralization as established in the Education Reform Act and other government documents. LTTP's assumption was that the Ministry would quickly re-organize itself and undertake a staff overhaul at the center and

lower levels so that a national capacity building plan would be developed and put in motion. That has not materialized. County Education Offices are yet to be staffed and the selection process has just started. LTTP plans to take the major responsibility of building the capacity of CEOs in planning, managing and monitoring educational development once trainable staffs are posted in the different positions.

Other mitigating factors/challenges affecting the effectiveness and perhaps the sustainability of the overall mission include the lack of trained personnel and/or potential candidates to fill the positions advertised through the program. This fact should be foremost in the plan to recruit Liberians to train for leadership positions at the end of the program. Central to this issue is the fact that when such capable person or persons with potential for training are found, it is evidenced that those who are trained via the project often seek better paying jobs with other NGOs.

### **EMIS and Bio-metric card**

Accurate system information has been difficult to obtain in Liberia. Reports are irregular and produced too late to have immediate management implications. Three censuses have been conducted in recent years by an organization outside the Ministry of Education. Control over the quality of the data by the Ministry, therefore, has been very limited. In the new decentralized structure, EMIS will be of use to assess differential county progress and enable targeted strategic planning. The recent major workshop on the introduction of the tools for national education data acquisition from schools for some 4,000 principals and registrars has demonstrated that the participants have very low capacity to undertake the task. The challenge in Year 3 and later for the MoE and LTTP is to institute a sustainable and cost-effective strategy to continue to build a school-based record system and EMIS in general.

The bio-metric card system seems to have the necessary political backing. However, its implementation in a county with little culture of accountability will continue to be a daunting task. The challenge for Year 3 for both the MoE and LTTP will be to sustain the political will and pace of implementation.

### **Institutional Support**

LTTP has been trying to provide institutional support to schools, District Education Offices, County Education Offices, RTTIs and the Ministry of Education. Some of the challenges hindering institutional support and its effectiveness are the following:

- Inaccessibility of schools affected distribution of teaching and learning materials, effectiveness of coaches' mentoring and supervision, and implementation of monitoring and evaluation activities.

- Inability by schools and RTTIs, due to lack of instructional leadership at school and District levels as well as monitoring by the CEOs and MoE, to fully utilize the opportunities for learning, including repeated class interruptions, teachers reluctance to implement the reading and math interventions, and delays for one reason or another in getting the necessary instructional materials (early grade reading, early grade math and trainee packages) to the RTTI instructors.
- Lack of PTA support or the absence of established PTAs to/at schools resulting in low motivation and monitoring of teachers.
- Evidence of poor record keeping and lack of skills of teachers in several areas like lesson planning, classroom management, classroom presentation skills and time on task.
- RTTI trainers' absenteeism and absenteeism of mentoring teachers in the schools from the workplace adversely impacted teaching and learning.
- 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.
- The delay of the early grade math roll-out in public schools and at the RTTIs during this academic year created a different set of issues in terms of the academic delivery system currently in place.

**Part IV Highlights of Year 3 Plan and Strategies of Implementation**

Areas	Year 3 Highlights	Strategies of Implementation/Sustainability
<p><b>System Strengthening, EMIS and Communication</b>  <b>a) Strengthening County Education Offices in decentralized planning, management and monitoring</b></p>	<ul style="list-style-type: none"> <li>• Training of Trainers: Train MoE officers in strategic planning, management, and instructional leadership to serve as facilitators of the DEOs and CEOs training</li> <li>• Pilot development of County five-year and annual plans and M&amp;E framework in the MCSS model in three counties (Conduct situation analysis and organize working sessions to develop the plans)</li> <li>• Scale-up the development of County five-year and annual plans and M&amp;E framework in the MCSS model in the remaining counties (Conduct situation analysis and organize working sessions to develop the plans in the remaining 12 counties)</li> <li>• Training CEO School Boards from selected five counties on their roles and responsibilities, MoE guidelines, policies and rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Train a team of trainers in the MoE to serve for future capacity building in the CEOs and DEOs.</li> <li>• Help the Ministry establish teams of trainers in strategic county education offices as hubs for long-term training to strengthen decentralization</li> <li>• Identify 5 key trainers from MoE and MCSS to serve in the pilot exercise</li> </ul>
<p><b>b) Enhancing Accountability and Effectiveness</b></p>	<ul style="list-style-type: none"> <li>• Undertake pilot of ID Card system at MoE and 5 Counties</li> <li>• Full implementation of National Identity Card System: Purchase 1000 verification stations, 20,000 biometric cards, 1,000 SIM cards</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge transfer through direct involvement of MoE, MoF, and CSA full time assigned staff</li> </ul>
<p><b>c) Strengthening EMIS and use</b></p>	<ul style="list-style-type: none"> <li>• Installation of Local Area Network at County Office and connect them to MoE via V-SAT</li> <li>• Training DEOs and CEOs on data collection tools, EMIS management and operations and use of information,</li> <li>• Collection and processing of data and production and</li> </ul>	<ul style="list-style-type: none"> <li>• MoE will allocate budget for replacement and maintenance starting end of program.</li> <li>• Knowledge transfer through direct involvement of MoE EMIS, Department of instruction, CEOs and DEOs. Effective Year 5 MoE will</li> </ul>

Areas	Year 3 Highlights	Strategies of Implementation/Sustainability
<b>d) Policy studies and communication</b>	printing of Education Statistics Booklet <ul style="list-style-type: none"> <li>• Undertake LTTP mid-term evaluation</li> <li>• Identify two policy and strategic issues and undertake studies</li> <li>• Develop communication strategy for the MoE</li> </ul>	take full responsibility of EMIS Involve Ministry and other government staff through the processes of all studies to ensure that capacity is built through the process
<b>Teacher Policies Procedures and Guidelines</b> <b>a) Policies, procedures and guidelines for teacher recruitment, training, deployment, and retention.</b>	<ul style="list-style-type: none"> <li>• Develop policies, procedures and guidelines for teacher recruitment, training, deployment, and retention</li> <li>• Train cross section of policy implementers (at schools, districts, counties, RTTIs and MoE) on strategies to implement policies, guidelines for teacher recruitment, training, deployment, and retention that are gender-sensitive</li> <li>• Provide support to the MoE (gender unit, bureau of teacher education, and the RTTIs) to develop gender sensitive long-term and short-term plans</li> </ul>	<ul style="list-style-type: none"> <li>• Involve the relevant Ministry offices, CEOs, DEOs and schools in the assessment of teacher conditions prior to the development of policies, processes and guidelines</li> <li>• Work with the Bureau of Teacher Education to ensure that all policies dealing with teacher training are approved by this unit and incorporated into the ESP, 2010-2020 as indicated in that document</li> </ul>
<b>b) Teacher Career Ladder Structure and Incentive System</b>	<ul style="list-style-type: none"> <li>• Conduct a survey or review the current teachers’ workforce career structure and incentive mechanism</li> <li>• Revise/develop a Teacher Career Ladder Structure and Incentive System</li> <li>• Prepare revised teacher certification policy, standard and structure based on a review</li> </ul>	Involve the relevant Ministry offices, CEOs, DEOs and schools in the assessment of teacher conditions prior to the development of policies, processes and guidelines
<b>c) Accreditation and Certification.</b>	Support development of a 1- 5 year plan for the Center of Excellence for Accreditation and Certification	<ul style="list-style-type: none"> <li>• Work closely with the MoE in the development of the Center for Excellence in Accreditation, Certification and Licensing to ensure the inclusion of policies, procedures directly related to certification and licensing and gender issues</li> </ul>

Areas	Year 3 Highlights	Strategies of Implementation/Sustainability
<p><b>Teacher Education Operations</b>  <b>a) Reading and Math</b></p>	<ul style="list-style-type: none"> <li>• Validate the math interventions for grades 1 – 3</li> <li>• Update the reading and math materials by MoE Technical Team and subject matter experts</li> <li>• Revise RTTI curriculum to reflect reading and math methods and course content</li> <li>• Support RTTI instructors in delivering the reading and math courses through training of trainers</li> <li>• Provide face-to-face training for teachers, school principals, and DEOs - 2 rounds a year - 2544 participants years 2 and 3 and 2640 years 4 and 5</li> <li>• Provide demonstration schools with teacher manuals for reading and math as well as student material</li> <li>• Train MoE staff and Liberian educators in conducting mid-term for grades 1 – 3</li> <li>• Conduct mid-term assessment for grades 1,2, and 3</li> <li>• Train teachers, coaches, MoE staff, RTTIs, principals, DEOs, CEOs, to conduct formative assessment as part of the face-to-face training</li> <li>• Track student performance at school level by teachers and school principals and coaches</li> <li>• Conduct informal classroom assessments in all implementation schools</li> <li>• Submit coach reports of student progress in reading</li> <li>• Train coaches in the use of videos in the teaching and learning of Early Grade Reading + Includes purchase of basic equipment for implementation</li> <li>• Support MoE to integrate reading/math indicators, into the data collection, data analysis, and reporting system through development of tools and training</li> </ul>	<ul style="list-style-type: none"> <li>• Close collaboration with the MOE in order to ensure that the curriculum being developed is in line with the Liberian curriculum standard.</li> <li>• The Reading First Plus Math has developed a series of Liberian decodable books that have been included into the 2012/12 academic year students' books.</li> <li>• The team is currently in the process of developing a detailed action plan for adjustment of the reading program.</li> <li>• Provide demonstration school teachers with scheduled, on-going training and support on how to use reading and math teacher manuals and materials</li> <li>• Work with the RTTI administration, pre-service team and Bureau of Teacher Education to ensure the co-ordination of on-going support for the RTTI instructors in delivering the reading and math courses</li> </ul>

Areas	Year 3 Highlights	Strategies of Implementation/Sustainability
	<ul style="list-style-type: none"> <li>• Conduct 2 competitions per year</li> <li>• Conduct 6 radio shows per year per cluster of 12 schools</li> <li>• Hold PTA meetings to discuss school report card data</li> <li>• Hold briefing meetings for School Board members to create awareness and generate support</li> <li>• Establish a consortium of national stakeholders (government, donors, implementing partners) for reading campaign</li> <li>• Develop reading campaign work plan: work plan defined and activities assigned to partners</li> <li>• Contribute to the national campaign efforts through provision of materials and technical expertise</li> <li>• Organize national conference to include a focus on improving reading at home, school, and the community</li> </ul>	
<p><b>b) In-service</b></p>	<ul style="list-style-type: none"> <li>• Recruit potential in service trainees</li> <li>• Conduct basic skills entrance exams</li> <li>• Conduct phase 1- five week In-service residential training in teacher training, training in reading and math</li> <li>• Conduct phase 2 field-based training for 9 months, including cluster field based training carried out</li> <li>• Conduct monthly tests and weeding out exams.</li> <li>• Conduct basic skills post-test and comprehensive exams for In-service trainees</li> <li>• Develop, print and distribute principal and PTA manuals.</li> <li>• Conduct PTA training at cluster level</li> <li>• Provide stipends to female students (incentives)</li> <li>• Conduct face-to-face training to in-service trainees from Lofa, Bong and Nimba counties at cluster levels in Math for grade 1 during cluster training</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge transfer through the direct involvement of the CEOs, DEOs and the Teacher education division</li> <li>• The In-service staff will serve as the critical mass of a pool of trained trainers in teacher training and reading and math that the Ministry of education could absorb within the ministry</li> <li>• Introduction of the county and district saturation model of in-service training to MOE may help to fast track training of untrained in service teachers at a fast rate to give them the desired numbers of trained teachers</li> <li>• Remedial teaching and extra tutorials backed by material support will help retain the much needed</li> </ul>

Areas	Year 3 Highlights	Strategies of Implementation/Sustainability
	<ul style="list-style-type: none"> <li>• Train In-service training officers in the use of videos in the teaching and learning of Early Grade Reading + Includes purchase of basic equipment for implementation</li> <li>• Conduct reading competitions across intervention schools at cluster level</li> <li>• Conduct radio shows</li> <li>• Phase 3: Procurement of training materials for TOT and 3 week residential training</li> <li>• Cohort 5 graduation ceremony undertaken at both KRTTI and ZRTTI</li> <li>• Conduct grades 4-6 baseline study</li> </ul>	<p>female teachers in classrooms.</p> <ul style="list-style-type: none"> <li>• Principals and PTAs trained exposed to managerial and administrative skills, opportunity to learn and conflict sensitivity injected into the implementation cohort 5 schools</li> <li>• In-service teachers trained in reading and math would serve as reading and math teachers in their various schools, thus preserving those essential skills after the close out of the program</li> </ul>
<p><b>c) Pre-service</b></p>	<ul style="list-style-type: none"> <li>• Purchase and distribute effective school management modules to enhance teacher effectiveness. This should include classroom management tools, such as "Snapshot of School Effective Management" and "Opportunity to Learn" in the professional development and training module (Ref 3.4)</li> <li>• Purchase and/or secure books and other resource materials needed to research and implement effective school management practices and place in library resource rooms</li> <li>• Provide technical assistance to MoE on monitoring teacher effectiveness (attendance, time-on-task, and OTL indicators) as related to student learning outcomes (focus on reading and math)</li> <li>• Assist the MoE in Identifying and developing common indicators, mechanisms and schedules for collecting performance data on defined RTTI operations</li> <li>• Assist the MoE and the RTTIs to develop institutional annual and five-year management plan</li> </ul>	<ul style="list-style-type: none"> <li>• Roll-out the data analyses from the OTL surveys conducted in AWP Year 2 and share with stakeholder groups</li> <li>• Focus on the areas identified in the survey results and link with other related efforts in the program ( in-service, Reading First , technology education, and EMIS)</li> <li>• Integrate efforts to assist Demonstration School administration and catchment school teachers and principals in monitoring teacher effectiveness, student achievement and management practices across the curriculum</li> <li>• Collaborate with program components and MoE partners to include training teachers , principals and MoE staff in the use of classroom management tools</li> </ul>

Areas	Year 3 Highlights	Strategies of Implementation/Sustainability
	<ul style="list-style-type: none"> <li>• Monitor implementation of the tools recording, collecting, and analyzing of data for effective management of RTTI operations</li> <li>• Review all existing policies and procedures and standards related to teacher effectiveness</li> <li>• Based on the review, revise the policies and procedures and standards in synchronization with the basic tenets of the Education Reform Act, 2011</li> <li>• Print and distribute revised Faculty/Staff Handbook, Student Handbook and National Professional Standards for Teachers, trainees at each RTTI</li> <li>• Provide training to the RTTI staff on the use of the revised policies and procedures on planning and management</li> <li>• Provide technical assistance to ensure implementation of the practices for accountability in registration (letters of admission, identification cards), certification and contiguous practices in proper record-keeping</li> <li>• Identify and purchase content area materials to include more content and reading with a focus on grades 4 - 6</li> <li>• Train demonstration school teachers in content area materials in reading for grades 4 - 6</li> <li>• Print and distribute the revised grade 4-6 handouts for trainees to accompany the existing C-certificate</li> <li>• Conduct training in linkages to using early grade reading teaching strategies to complement teaching reading in the content areas (math, language arts, social studies, science...)</li> <li>• Review and revise/develop student performance measurement procedures and tools (both</li> </ul>	<p>in the professional development and training modules in an integrated manner with in-service training and Reading First work shops</p> <ul style="list-style-type: none"> <li>• Work with Bureau of Teacher Education and Center for Excellence in Accreditation, Certification and Licensing to ensure uniformity in monitoring the implementation of tools for effective management of RTTI operations</li> <li>• Ensure that the training of RTTI staff is synchronized with all other planned trainings at the institutions to avoid duplication of efforts and conflicts in scheduling</li> <li>• Enlist the MoE Bureau of Teacher Education and the Center for Accreditation , Certification and Licensing in scheduling, planning and participating in providing training and technical assistance in all management practices related to teacher training and eventual certification</li> <li>• Work with the in-service team to schedule a minimum of three 2-day training sessions at the Demonstration Schools to train teachers in teaching reading in the content areas; co-ordinate planning efforts with Reading First</li> <li>• Ensure that the training is inclusive of performance measurement procedures and tools ( see:</li> </ul>

Areas	Year 3 Highlights	Strategies of Implementation/Sustainability
	<p>continuous/formative and summative).</p> <ul style="list-style-type: none"> <li>• Conduct training for all RTTI demonstration and catchment schools mentor teachers in the use of measurement guidelines and tools to enhance teaching and learning</li> <li>• Provide technical assistance in collecting data at designated points and monitoring the use of the instruments and to gain feedback on the effectiveness of the instruments</li> <li>• Purchase diagnostic reading tests to assess reading levels of all pre-service trainees at the RTTIs and the university – level</li> <li>• Administer the diagnostic reading, writing, and math tests at the end of the implementation cycle of the Basic Literacy modules</li> <li>• Based on the diagnostic test results, work with the RTTI administration and faculty to develop and implement a year-long tutorial /self-help plan in writing and mathematics</li> <li>• Purchase Study skills modules and learning packets</li> <li>• Purchase portfolios for development of teaching portfolios as part of the summative assessment for the C-Certificate trainee</li> <li>• Provide instruction for development of teaching portfolios in the content areas during the field experiences</li> <li>• Produce video episodes of lesson presentations by students and a series on lesson presentation</li> <li>• Train RTTIs Teachers in computer literacy and use of ICT in teaching learning process</li> <li>• Provide basic IT equipment to enhance use of ICT for</li> </ul>	<p>Framework for Teaching Reading in the Content Areas/Across the Curriculum)</p> <ul style="list-style-type: none"> <li>• Work with the Bureau of Teacher Education and RTTI Administration to establish designated points (November, February, April) for collecting data and monitoring the use of the instruments to gain feedback on the effectiveness of the instruments ( to include roll books, observation forms, portfolios, grade sheets, and rubrics for assessing teacher performance)</li> <li>• Facilitate and provide technical assistance to the RTTI Test Committees and universities to administer the diagnostic reading, writing and math tests in September (and Post-tests in February/March) to teacher trainees</li> <li>• Provide technical assistance on establishing policies and procedures for use of the self-help/study skills modules and learning packages; provide guidance in establishing monitoring procedures that are linked to completion of the program</li> <li>• Work with Education Technology Co-coordinator</li> </ul>

Areas	Year 3 Highlights	Strategies of Implementation/Sustainability
	<p>teaching and learning at the RTTIs</p> <ul style="list-style-type: none"> <li>• Set up female students support club and develop support action plan</li> <li>• Provide tutorial, academic advising, peer group meeting and learning and counseling support to female students to ensure academic success</li> <li>• Provide stipends to female students (incentive)</li> </ul>	<p>to structure a year-long activity plan to include projection of strategies for developing teaching portfolios in the content areas; production of video episodes for feedback to teacher trainees on lesson presentations</p> <ul style="list-style-type: none"> <li>• Work with the Education Technology Co-coordinator and RTTI ICT Specialists to schedule , implement and monitor access to computer literacy instruction for faculty and students; include Demonstration schools where feasible</li> <li>• Continue the female support activities and expand to ensure consistency in female support (peer) activities; link with the female support teams at the universities</li> </ul>
<p><b>d) Higher Education Capacity of RTTI Faculty Built Through University Support</b></p>	<ul style="list-style-type: none"> <li>• Train staff in the RTTIs in student assessment, teaching across the curriculum, classroom management, conflict resolution and coping skills using a twinning arrangement between the three RTTIs and Universities of Liberia, Cuttington and Tubman.</li> <li>• Conduct an annual review meeting of all three RTTIs' support by the three universities</li> <li>• Train faculty and students in the RTTIs on use of eGranary in teacher education program</li> <li>• Develop a CD and reader for enhancing the teaching and learning of reading and math in the RTTIs and universities</li> <li>• Train University faculty and RTTI teachers based on</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with pre-service and in-service teams to ensure integration of efforts in training RTTI staff to avoid conflict in scheduling for these professional development activities</li> <li>• Meet with the Pre-service/In-service Team to plan the reading interventions for KRTTI-UL and ZRTTI-CU</li> <li>• Co-ordinate the annual evaluation with the Close-out TOT which is institutionalized since the inception of the LTTP</li> <li>• Plan for WRTTI-TU data analysis and presentation of results</li> <li>• Meet with UL and other stakeholders to harmonize</li> </ul>

Areas	Year 3 Highlights	Strategies of Implementation/Sustainability
	<p>digital and information literacy materials developed by ICT Team and Univ. of Iowa to enhance teaching and learning, especially for reading and math</p>	<p>the use of technology in promoting teaching and learning in teacher education and other programs</p> <ul style="list-style-type: none"> <li>• Create a technical working group of LTTP staff to convene the sessions on the use of technology to promote teaching and learning (this is the same group as indicated below)</li> <li>• Work closely with reading and math faculties in the teacher training college/units and LTTP technical teams to ensure continuity of efforts and the integration of course readers with appropriate diagnostic measure</li> </ul>
<p><b>Reading and Math Introduced to Universities Faculty of Education</b></p>	<ul style="list-style-type: none"> <li>• Develop/Produce course readers for reading and math that are aligned to existing curriculum of the universities.</li> <li>• Validate course readers for reading and math developed by university faculty.</li> <li>• Monitor the use of the reading and math materials by the universities</li> </ul>	<ul style="list-style-type: none"> <li>• Work with designated university faculty to maintain the Reading Resource/Learning Center for student and faculty use in self-help activities, development of teacher aids, mini-lesson presentations, etc.</li> <li>• Work with the Dean of Education and designated faculty to administer the diagnostic reading, writing and math tests twice annually (pre- and post) with specific strategies for interventions/modules developed to assist students in increasing their reading, writing and math skills.</li> </ul>
<p><b>Support System Established to Ensure Success of Female Students</b></p>	<ul style="list-style-type: none"> <li>• Provide stipends to female students (tuition fee, books and other teaching materials, and monthly allowances)</li> <li>• Review the processes in place for recruiting female students from the Teachers’ colleges (UL and Tubman)</li> <li>• Review and revise the requirements for students to continue receiving the stipends/scholarships, including</li> </ul>	<p>Female recipients will be grouped into manageable teams and peer team leaders will be selected. The teams will organize themselves to institute a support system for members in both personal and academic matters.</p>

Areas	Year 3 Highlights	Strategies of Implementation/Sustainability
	<p>the requirement to be present at a monthly academic/counseling session; require all scholarship awardees to sit for the diagnostic reading, writing and math tests ( pre-tests) for self-help modules and to demonstrate increased performance on a post-test</p> <ul style="list-style-type: none"> <li>• Monitor the attendance and GPAs of all awardees; implement the monitoring and following of graduate placements</li> </ul>	
<p><b>MoE, Universities, and RTTI Employees Trained at Masters and PhD Level</b></p>	<ul style="list-style-type: none"> <li>• Provide funding for the scholarship program for 19 Masters and 4 doctorates out of the country.</li> <li>• Four Ph.D. students: one regional conference presentation and publication in Southern Africa</li> <li>• Develop a thesis support program for the masters</li> <li>• Visiting champions/mentors provide field support and guidance</li> <li>• Undertake an institutional visit to the scholarship holders to monitor the progress made</li> </ul>	<ul style="list-style-type: none"> <li>• A faculty champion/mentor selected from each university: University of Botswana (UB), Makerere University and University of Cape Coast (UCC) will participate and contribute to the development of UL master degree program, supervise the student’s field research activities and contribute to faculty research capacity development initiatives</li> <li>• LTTP provide on-line assistance and consultation to complete the thesis proposal for the <i>fast tracked students</i> to defend proposal by August, 2012.</li> <li>• Provide field support for students (one-third of nine UCC students) to complete program in 18 months, as opposed to the 24 months</li> <li>• Continue to monitor and provide field support for the four Ph.D. students, including the visit of a faculty mentor in July/August 2012 to be followed by additional field work in 2012/13</li> <li>• Organize field placement for students who are required to complete internships in their home country</li> <li>• One visit of either MoE or University staff to help</li> </ul>

Areas	Year 3 Highlights	Strategies of Implementation/Sustainability
		<p>prepare for re-entry of graduates to key positions at either MoE or Universities</p> <ul style="list-style-type: none"> <li>• Conduct one regional tour of three key University faculty or staff to visit teacher education programs in the African region to observe, model and integrate best practices in the Liberian teacher education programs</li> </ul>
<p><b>Develop an appropriate in-country Masters program:</b></p>	<ul style="list-style-type: none"> <li>• Establish the LTTP education and technology working group to assist the institutions (UL, CU, TU and RTTIs) to integrate technology in the teaching and learning processes</li> <li>• Monitor the implementation of the course and use of materials developed</li> <li>• Develop a CD of the course ware with built-in assessment</li> <li>• Train University faculty based on the course ware CD</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate the development of the master degree program courseware and faculty development with support for the scholarship students. An essential component of this arrangement is to assists the students to complete thesis proposal on or ahead of schedule</li> <li>• A faculty champion/mentor selected from each university: University of Botswana (UB), Makerere University and University of Cape Coast (UCC) will participate and contribute to the development of UL master degree program, supervise the student’s field research activities and contribute to faculty research capacity development initiatives</li> <li>• These related activities are designed to enhance the quality of the local master degree program and the overall teaching profession in Liberia.</li> <li>• The three UL Ph.D. candidates and six master students on scholarship will populate the faculty of the master degree program after completion of their studies</li> </ul>