



# ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

## YEAR 4 QUARTER I QUARTERLY PROGRESS REPORT

USAID/Liberia ABE:ACCESS IDIQ Contract AID-OAA-I-14-00073/AID-669-TO-17-00001

This document was made possible by the support of the American people through the United States Agency for International Development (USAID). This document was produced for review by the United States Agency for International Development. It was prepared by Education Development Center, Inc. (EDC) for USAID/Liberia Accelerated Quality Education for Liberian Children.

# ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

## Y4 Q1 QUARTERLY PROGRESS REPORT

January 31, 2020

USAID/LIBERIA ABE: ACCESS IDIQ CONTRACT

AID-OAA-I-14-00073/AID-669-TO-17-00001

Prepared for:

Judy Webb, Contractor Officer (CO)

Office of Acquisition and Assistance

United States Agency for International Development/Liberia

*c/o American Embassy*

502 Benson Street

Monrovia, Liberia



Prepared by:

Education Development Center

43 Foundry Avenue

Waltham, MA 02453-8313

USA

# Table of Contents

<b>Acronyms and Abbreviations</b> .....	<b>ii</b>
<b>Executive Summary</b> .....	<b>1</b>
<b>Activity Challenges</b> .....	<b>3</b>
<b>Project Overview</b> .....	<b>4</b>
<b>Year 4 Quarter I Report: October 1 – December 31, 2019</b> .....	<b>6</b>
<b>Project Operations</b> .....	<b>6</b>
<b>Result 1: ALP Regulatory Framework Institutionalized</b> .....	<b>9</b>
IR 1.1 MoE Adopts National ALP Policies.....	10
IR 1.2 County Education Officers use of ALP Monitoring Data Improved .....	13
IR 1.3 District Officers Accredite ALP Centers.....	16
IR 1.4 District Education Officers certify ALP Level Completion.....	16
IR 1.5 Schools Principals Supervise ALP instruction.....	17
IR 1.6 Communities Have Strong Relationships with Education Authorities .....	19
<b>Result 2: Eligibility of ALP Learners to Transition to Formal Education Increased</b> .....	<b>25</b>
PR 2.1 ALP Sites Selected .....	26
PR 2.2 ALP Centers Readied for Use .....	26
PR 2.3 ALP Centers' Safety Improved .....	28
PR 2.4 Sufficient ALP Materials Produced .....	34
PR 2.5 Adequate ALP Teacher Instruction Provided .....	38
PR 2.6 Teachers Administer ALP Leveled Exams .....	45
PR 2.7 Community Members Identify Out of School Children .....	46
<b>Monitoring, Evaluation and Learning</b> .....	<b>47</b>
<b>Annexes</b> .....	<b>59</b>

## Acronyms and Abbreviations

ABE	Alternative Basic Education
AE	Alternative Education
ALP	Accelerated Learning Program
CEO	County Education Officer
COR	Contracts Officer Representative
DEO	District Education Officer
DPE	Department of Physical Environment
EDC	Education Development Center
EO	Education Officer
EMIS	Education Management Information Systems
EMMP	Environmental Mitigation and Monitoring Plan
ESDC	Education Sector Development Committee
GBV	Gender Based Violence
GOL	Government of Liberia
MoE	Ministry of Education
OOSC	Out of School Children
OOSY	Out of School Youth
PQS	Program Quality Standards
RERA	Rapid Education Risk Assessment
SMT	Senior Management Team
SFCG	Search for Common Ground
SLE	Safer Learning Environments
STS	School-to-School International
SRGBV	School Related Gender Based Violence
SOW	Scope of Work
STTA	Short Term Technical Assistance
TGCI	The Global Citizens' Initiative
TWG	Technical Working Group
UNICEF	United Nations Children's Fund
UNESCO	United Nations Education, Scientific and Cultural Organization

## Executive Summary

The Activity focused attention this quarter on stabilizing the Ministry of Education in the driver's seat in implementing the pilot ALP-Conventional School initiative, conducting assessments of the pilot to generate sufficient learning to facilitate scale up, increasing and improving coaching and mentoring that targeted teachers and principals, as well as encouraging greater integration of the ALP in the national education sector management. Quarter One of Year 4 has seen great advances towards these objectives. In addition, in November 2019, EDC submitted a reprogrammed budget and budget narrative with cover memo detailing the major changes being proposed to USAID for consideration. This reprogramming attempts to position the Activity for a strong final year of implementation and transition with the Ministry of Education through technical activities and support while addressing needs to restructure staffing and select operational costs. EDC looks forward to receiving USAID's feedback on its proposal in the next quarter and to working together to finalize it.

Towards strengthening the MOE, EDC introduced a sustainability and transition (S&T) planning process. This involved the formation of a new sub-committee of the TWG, sustainability and transition sub-committee, and several working sessions to identify and prioritize key aspects of AQE to be sustained in order to continue providing Accelerated Learning opportunities. The goal was to drive the process of selecting key best practices of the AQE Activity that MOE would like to continue with after the activity, through the monitoring of the Sustainability and Transition Pilot and developing a sustainability/exit plan for the activity based on current thinking and modified by the pilot results. Joint classroom observation visits were conducted throughout the Quarter bringing together AQE and MOE teams at national and county levels to verify the status of the pilot and to map models and lessons emerging from the pilot implementation. Site visits and classroom observations were continued at county level with DEOs and AQE teams conducting routine weekly visits to support the pilot and other implementation activities.

In order to systematically generate lessons on transition from the ALP-Conventional School pilot, AQE worked with MOE to establish a learning agenda which would comprise the Year 4 Operational Research on institutionalization. TWG members were involved in generating learning agenda questions. Survey tools for caregivers, students, teachers and principals were developed to capture baseline data during the month of October 2019 for the learning agenda questions. Midline data will be collected at the end of Semester 1 (end of January 2020) and end line data will be collected at the end of Semester 2 (July 2020). Master Trainers and Community Mobilization Agents received orientation in baseline data collection tools. The ALP-Conventional school pilot is a key component of the sustainability and institutionalization of the AQE Activity and will help the MOE better understand how to institutionalize ALP in the conventional schools. Already numerous findings have emerged from the baseline data that will provide insights into the experiences of learners, caregivers and teachers in these pilot schools.

To improve coaching and mentoring, AQE initiated a phased coaching program directed at teachers and principals. The aim is to routinely conduct visits to all schools throughout each semester and use classroom observation as a management tool to gauge the quality of teaching and learning in the schools; to use the observations to inform school improvement plans and strategies for building safe and quality learning environments in the schools. This coaching will assist principals for the next round of School Quality Improvement Process (SQIP) assessments that will be implemented from February 2020.

The activity is working towards greater integration of the ALP in the national education sector

management. AQE initiated engagements with Global Partnership for Education (GPE) to explore areas of common engagement and opportunities for coordinated approaches. This focused on the enhancement of the MOE School Quality Assessment (SQA) process, especially for Alternative Education, by integrating the piloted AQE School Quality Improvement Process (SQIP) tool. Currently AQE is exploring the integration of AQE classroom observation and SQIP module into the next round of data collections on the MOE EMIS platform. The integration of Program Quality Standards into the MOE School Quality Assessment Tool and the results of the School Quality Improvement Process and Planning will replace an accreditation policy for ALP centers. This approach integrates ALP within the MOE overall *One School Approach*. AQE is also working with MOE Monitoring & Evaluation team to design the classroom observation and SQIP tool on Kobo Toolbox, an open-source platform that works both offline and online. This will be used with the 50 DEOs and 7 CEOs during the February 2020 follow-up SQIP assessment. The process will also build MOE capacity for digital data processing and analysis.

To adequately sensitize and enable the school communities to continue supporting the AQE intervention, and to be ready to absorb the MOE scale up vision, PTA leadership training continued during the quarter. This predominantly addressed understanding learners' completion and transition activities, quality of teaching, and how to apply lessons learned in creative ways to develop an action plan for PTA monitoring of and support to sites. The Activity also continued with classroom rehabilitation efforts to ensure a safe and convenient learning environment is created. By the end of the quarter, a total of 95 classrooms in 49 sites in all three Phase I counties (Bong, Grand Bassa and Montserrado) have been completed.

This implementation quarter has shown great promise towards MOE capacity improvement in identifying sustainable best practices, conceptualizing their scale up and integration into the mainstream education sector management. The remaining quarters of the implementation year will build and expand on this foundation and finalize the stabilization of the MOE in the driver's seat towards sustainability.

The main focus of the activity next quarter and into the year will be to continue with the key monitoring, coaching and mentoring support to the teachers, principals and the PTA to consolidate on the foundation already laid. AQE will also further support MOE through the TWGs, especially sustainability and transition sub-committee, to clearly identify intervention areas and activities the government will sustain and scale up post-AQE, with a clear package of needed support from the Activity.

**Priorities for next quarter include:**

- Continue to share experiences and collaborate with the Global Partnership for Education and the M&E Division of MOE Planning, Research and Development Bureau as they move forward with the final integration of SQIP as the Accelerated Education module of the MOE SQA and EMIS processes
- Complete classroom rehabilitation Phase I and proceed with already identified rehabilitation works in Phase 2
- Complete production, shipping and distribution of the next round of teaching and learning materials
- Conduct school quality assessments and classroom observations of Semester 2 implementation
- Execute seven Participatory Theatre performances: two PTT performances will be conducted in Margibi County and one each will be conducted in each of the other five Activity counties.

- Complete ALP-CS pilot Baseline Data analysis and cleaning as well as Midline protocol tools design and data collection
- Conduct site survey/Classroom observation data review and coordination
- Process Semester I formative assessments and prepare summative assessments

## Activity Challenges

The activity experienced mainly contextual challenges during the quarter, including:

1. The security environment was tense as a result of heated political activities. The fragile political environment was further threatened by a planned protest on the streets of Monrovia to push for the resignation of the president with heated exchanges between opposing sides that resulted in uncertainty of safety and security. The implementation environment became less secure. EDC responded by fast-tracking some activities and operational tasks to preempt anticipated disruptions while also implementing a combination of hibernation and planned office closures while the situation was monitored.
2. The operating environment was also made challenging by the worsening economic situation which is also influencing the tenuous political and security situation. Cash in teller machines and banking halls became scarce. A lot of energy was spent to source sufficient cash to fund key training activities and county offices' routine operational needs. This also had an impact on staff's ability to access personal funds. One wire transfer sent from EDC in the US took several weeks to get recognized and released by the local bank, raising concerns about continuity of implementation. By the end of December, cash flow in banks had improved.

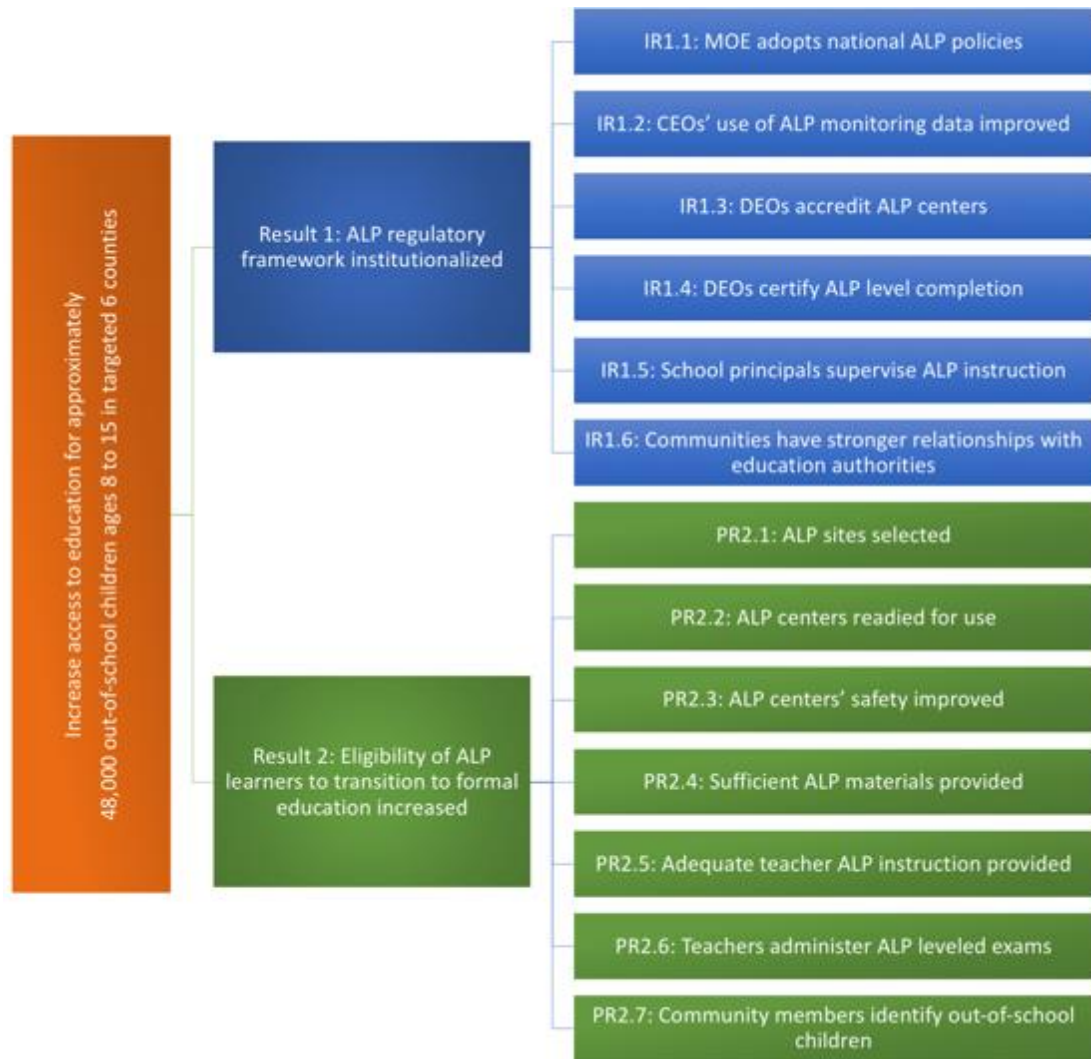
## Project Overview

Funded by USAID, Accelerated Quality Education for Liberian Children aims to increase access to education for approximately 48,000 out-of-school children ages 8 to 15 in 6 targeted counties of Liberia (Bong, Grand Bassa, Nimba, Lofa, Montserrado and Margibi). This project is designed in order to enable USAID/Liberia to do the following:

- Contribute to USAID/Liberia's Country Development Cooperation Strategy (CDCS) Development Objective 4, *Better-Educated Liberians*;
- Meet its targets under Goal 3 of the 2011 USAID Education Strategy, *increased equitable access to education in crisis and conflict environments*, achieving direct outcomes in education access for out-of-school children;
- Provide relevant, flexible and quality education opportunities for out-of-school children in Liberia giving them the opportunity to pursue onward education, training or employment;
- Provide technical assistance and build partnerships with key Ministry of Education (MoE) counterparts and host country systems; particularly to institutionalize a nation-wide legitimate and credible accelerated education program;
- Strengthen the policies, systems, and resources that are available to the MoE, particularly in the area of accelerated education;
- Foster positive gender norms, including a highlighted attention on girls and female teachers, who are the least likely to have access to education in Liberia;
- Promote stability during a key transition in post-war and post-Ebola Liberia through engagement of out-of-school children in activities that advance conflict resolution and key life skills.
- The activity has two main result areas: first, that the ALP framework be institutionalized, and second, that eligibility of ALP learners to transition to formal education be increased. The development hypothesis of the project is that if the ALP regulatory framework is institutionalized, then the safety of the ALP centers will improve and teachers' instruction will improve leading to more ALP learners transitioning to the formal education system.
- Under Result 1, Accelerated Quality Education for Liberian Children will support the MoE to adopt national ALP policies, including accreditation policies for centers, learner eligibility policy, certification policy, and a national curriculum. The activity will train County Education Officers (CEOs) on the usage of ALP Education Management Information System (EMIS) monitoring data for decision making and on budgeting, support District Education Officers (DEOs) to visit centers and oversee their accreditation and certification, and train school principals in supervising their ALPs. Finally, the activity will strengthen community awareness of ALP policies and opportunities, train Parent-Teacher Associations (PTAs) on the ALP framework, and create regular feedback loops between communities and the local education authorities.
- Under Result 2, the activity will rehabilitate and furnish ALPs with the aim of readying them for use, improving their safety, and making them accessible for boys, girls, and children with disabilities. The activity will mobilize communities to identify out-of-school children for enrollment in ALPs, as well as address school-related gender-based violence with schools, staff and communities. The activity will train teachers in the ALP curriculum and summative assessment tools, and produce and distribute curriculum materials to schools.



### AQE Results Framework



Accelerated Quality Education for Liberian Children has been implemented by Education Development Center, Inc. (EDC) from its start in 2017 along with partners Search for Common Ground (Search) and School-to-School International (STS). The Global Citizens Initiative (TGCI) was added to the team officially in August 2019 with a sub-contract through December 2020. This followed over a year of discussions and negotiations to identify areas of partnership and collaboration to find new ways to address SRGBV.

# Year 4 Quarter I Report: October 1 – December 31, 2019

## Project Operations

### Staffing

The quarter started with the expansion of ALP sites across the counties. The ALP sites have expanded to a total of 264 sites broken down as follows:

- Bong – 51
- Grand Bassa – 27
- Lofa – 45
- Margibi – 37
- Montserrado – 45
- Nimba – 57

EDC senior management staff identified a county staffing restructuring process as a means of balancing site support and increasing efficiencies. The staff rotation cuts across Administration/Finance Officers, Community Mobilization Agents and Master Trainers. In total, thirteen staff were moved. The movement was completed by October 15<sup>th</sup>, 2019.

NAME	POSITION	CURRENT WORK BASE	MOVE TO	DATE OF MOVE
Theresa Gbuluma	Community Mobilization Agent	Bong, Gbarnga	Lofa, Voinjama	October 15, 2019
Morris Taweh	Master Trainer	Montserrado	Lofa Voinjama	October 15, 2019
Bennie Coleman	Admn & Finance Officer	Montserado	Lofa Voinjama	October 15, 2019
Rebecca Brown	Community Mobilization Agent	Lofa	Bong Gbarnga	October 2019
Sophie Sheriff	Master Trainer	Nimba Ganta	Bong Gbarnga	October 15, 2019
Elisha Moore	Admin & Finance Officer	Grand Bassa Buchanan	Bong Gbarnga	October 15, 2019
K. Pabutu Swengbeh	Master Trainer	Margibi Kakata	Montserado	October 15, 2019

NAME	POSITION	CURRENT WORK BASE	MOVE TO	DATE OF MOVE
Karcelia Neufville	Admin & Finance Officer	Lofa Voinjama	Montserrado	October 15, 2019
Samuel Varmo	Community Mobilization Agent	Nimba Ganta	Margibi Kakata	October 15, 2019
Joseph Momoh	Master Trainer	Lofa Vionjama	Margibi Kakata	October 15, 2019
Saybah Akoi	Admin & Finance Officer	Bong Gbarnga	Grand Bassa Buchanan	October 15, 2019
Isaac Govego	Community Mobilization Agent	Margibi Kakata	Nimba Ganta	October 15, 2019
Alvin Lablah	Master Trainer	Bong Gbarnga	Nimba Ganta	October 15, 2019

The expansion also called for increase in Community Mobilization Agents, Master Trainers and Drivers in the County Offices. These positions were posted on the executive mansion site in September of FY19.

**Community Mobilization Agents.** In total five (5) CMAs were targeted for employment. This included four CMAs for the Year 3 expansion in Bong, Lofa, Montserrado and Nimba and the replacement of Edwin Morlu who had resigned at the end of Quarter 3. A total of 275 applicants responded to the advertisement and 12 staff were shortlisted for the interviews. At the time of this report, 3 staff had started employment in Nimba, Lofa and Montserrado. One candidate had accepted the EDC offer but will start on February 3. The fifth successful candidate turned down the position at the end of the quarter and the recruiting team will visit other shortlisted candidates to identify another candidate. The position is expected to be filled by February 2020.

**Master Trainers.** The Activity targeted to employ a total of four (4) Master Trainers. This position was also advertised in Quarter 4 of FY 19. A total of 112 applicants applied for the job and 10 shortlisted candidates were interviewed. The four staff were identified for the position and the successful candidates took up posts on December 2, 2019. The candidates have been posted to Bong, Lofa, Montserrado and Nimba.

**Drivers.** These positions also arose because of the expansion of the ALP sites in Year 3. The position was posted in Quarter 4 of FY19. A total of 150 applicants applied for the position. The recruitment process did not go beyond the advertisement because EDC was awaiting the new vehicles that arrived in Quarter I of FY 20. The existing vehicles that were earmarked for the new drivers needed to be assessed and then sent back to the counties after repairs and maintenance. This was completed in Quarter I and vehicles to be returned to the counties have been identified. The full recruitment process will be completed in Quarter 2 of FY 20.

**Rehabilitation Officers:** The recruitment of Rehab Officers was completed in Quarter 4 of FY 19. By the end of Quarter 4, Three candidates were identified including Henry Hani, Mohammed Gbao and Elijah Tamb. These staff started with EDC on October 14, 2019, as it was earlier reported.

By the end of the quarter, the total staff composition is 100 staff which includes 94 national staff, 4 international staff and 2 interns.

### Vehicles

The procurement of 6 additional vehicles for this activity was completed in Quarter 4 FY19 with the vehicles arriving at the port of Liberia on September 20<sup>th</sup>. At the beginning of Quarter 1 FY20, the team concentrated on readying the vehicles for dispatch into the counties. This included vehicle pre-inspection, registration, insurance and installation of GPS tracking devices. The vehicles were dispatched to 5 counties on October 30<sup>th</sup> and one remained in Monrovia.

The old vehicles were brought back to Monrovia for repairs and maintenance. Four of the five vehicles will be dispatched to Bong, Lofa, Montserrado and Nimba, the counties that have increased staff. This move will be done at the beginning of Quarter 2 to coincide with the employment of the additional drivers.

### Site Furniture

The contracts for the furniture procurement for Year 2 counties were awarded by the end of Quarter 4 2019. The standard package for each school included one principal desk and chair, teachers' desks and chairs and 30 learner armchairs per school. The contractors faced challenges of procuring and manufacturing furniture during the rainy season. The furniture for Lofa and Nimba were completed in Quarter 1 but by the end of the quarter the Margibi furniture had not been completed. Below are the numbers of furniture that were delivered this reporting quarter:

County	Principal Desk	Teachers Desk	Principal/ Teachers Chair	Student Arm Chair
Margibi	29	86	115	870
Lofa	32	145	177	960
Nimba	40	134	174	1200
<b>Total</b>	<b>101</b>	<b>365</b>	<b>466</b>	<b>3030</b>

## Result I: ALP Regulatory Framework Institutionalized

The institutionalization results for the AQE Activity progressed from the establishment of four core policies (learner eligibility, certification, accreditation and curriculum) through their implementation and monitoring at the site level. In this regard, several interventions and training events were targeted at multiple aspects of Result I involving various levels of education professionals. As a result, the Result I updates to follow will include a good deal of cross referencing. The most detailed explanation will be provided where the activity is first noted.

In addition to the activities linked to specific intermediate results and sub-results, the AQE Technical Working Group (TWG) in the Ministry of Education conducted three meetings during the period under review to monitor the progress of its subcommittees (policy, curriculum, teacher education, teaching and learning materials, gender, community engagement and rehabilitation). The updates shared by the various subcommittees cover joint activities carried out by the AQE and the TWG members.

The quarter also saw the introduction of a sustainability and transition (S&T) planning process. This involved the formation of a new sub-committee of the TWG, several working sessions to identify and prioritize key aspects of AQE to be sustained in order to continue providing Accelerated Learning opportunities, and a draft plan for refinement by the full TWG during Quarter 2.

A key initiative coming under the umbrella of the S&T sub-committee was the establishment of 12 ALP conventional school pilots (ALP-CSP) by the MOE that is being tested as a model for the sustainability and transition of the AQE ALP from its implementation as an add-on program carried out in afternoon shifts, to an integrated program carried out in the morning school timetable under the one school approach. The pilot is jointly monitored by the national level TWG S&T sub-committee and the county level DEO and AQE teams. The updates on the implementation of the ALP-CS pilot were also shared in TWG progress meetings, which covered what was working, challenges, and what still needs to be done by the MOE as well as recommendations.

Overall, the goal and objectives of the S&T subcommittee were:

### Goal

- To drive the process of selecting key benefits of the AQE Activity that the MoE would like to continue after the activity. (teacher training, assessment, community engagement, using data for decision making and planning, quality improvement)

### Objectives

- To monitor the Sustainability and Transition Pilot
- To guide the learning agenda for the pilot and analyze its results
- To develop a sustainability/exit plan for the activity based on current thinking and modified by the pilot results

This subcommittee conducted three meetings to set the sustainability and transition priorities and draft a sustainability plan. The priorities were selected from 7 categories of activities, broken down further into 36 aspects to maintain/sustain. The 7 categories are:

1. Policy Framework
2. Quality assurance
3. Teaching and learning materials
4. ALP trained, skilled teachers
5. Management and leadership
6. Community engagement in ALP
7. Other

These 7 categories consist of 36 elements which were then prioritized for action. The top ten priorities to sustain and transition the AQE-ALP include:

1. All classes taught by trained, skilled teachers
2. Harmonized policy for Alternative Education
3. Provision of classroom instructional materials
4. Learner school supplies
5. Teacher/principal stipend
6. ALP curriculum aligned with the national curriculum
7. TLMs aligned with approved ALP curriculum
8. Placement testing
9. PTAs promoting safer learning environment
10. Eligibility and transition from current level

During Quarter 2, specific objectives and activities will be defined and submitted to the full TWG for review and approval.

The ALP-Conventional School pilot with 12 schools above provides additional information regarding the ability to co-locate and co-manage an ALP program within the conventional school timeframe. The results of the pilot will further inform issues related to stipends for teachers/principals, which is unsustainable outside of donor funded activities, as well as decisions about uniforms, scholastic materials to learners and other perceived incentives/benefits of ALP; modalities for teacher professional development; supervision and quality assurance mechanisms.

## IR 1.1 MoE Adopts National ALP Policies

### 1.1.1 Accreditation policy for ALP centers revised

As reported previously, the integration of Program Quality Standards into the MoE School Quality Assessment Tool and the results of the School Quality Improvement Process and Planning will replace an accreditation policy for ALP centers. This approach integrates ALP within the MoE overall One School Approach. AQE continues to share its experiences and collaborate with the Global Partnership for Education and the M&E Division of MOE Planning, Research and Development Bureau as they move this quality process forward.

### 1.1.2 ALP learner eligibility policy updated

This policy combining policy elements of learner eligibility, assessment, certification and transition is up and running. Implementation of various parts of the policy have been underway, with a focus in Q1 on the eligibility and enrollment of learners for the 2019-2020 academic year. The quarter further included learner celebration events to recognize learners promoted through the learner eligibility processes of enrollment, attendance, assessment and certification during the 2018-19 academic year.

### 1.1.3 Certification policy adopted

The Certification policy, which is part of the broader Learner Eligibility, Assessment and Certification Policy has been approved by the senior management team (SMT) and is being disseminated to all schools, DEOs and district offices and to partners at all available venues. The policy has been implemented to certify the cohorts of academic years 2017-18 and 2018-19.

### 1.1.4 ALP curriculum adopted

During FY19 Q4, from August 9th - 10th 2019, the Curriculum Technical Working Group sub-committee, and a selection of practicing AQE teachers convened at the SAIL Conference Center, Kakata, Margibi County to review the AQE revised Semester 1 Teaching and Learning Materials (TLMs). After the review process, participants confirmed that the Semester 1 materials are aligned to the national curriculum and incorporated the TWG's previous retreat recommendations for the finalization of TLMs. In preparation for the review of Semester 2 materials, participants agreed on a joint school monitoring schedule for the TLM Technical Team and TWG members during FY20 Q1.

On December 16th – 18th, 2019, the MoE, in collaboration with the AQE team, brought together teachers and Ministry experts on curriculum development and practice in the Sail Conference Center in Kakata again to review the Semester 2 TLMs. The aim was to combine 'looking back' on implementation of the Semester 1 revised curriculum training and implementation activities and 'looking forward' into the Semester 2 curriculum revision validation (as per the recommendations given by the TWG curriculum sub-committee and teacher representative body).

The specific objectives of the working session were as follows:

- Reflect on participants' experiences of the implementation of the AQE TLMs since the August 2019 working session
- Confirm the alignment of the revised semester two materials with the TWG recommendations for the finalization of the materials
- Agree on next steps for the finalization process and handover of the Curriculum TLMs.

#### Participants

In attendance in the December meeting were MoE representatives from the TWG's joint subcommittees on Curriculum and Teacher Professional Development, Teaching and Learning Materials, Policy, and Inclusive education. AQE-ALP teachers from Bong, Montserrado, Grand Bassa, Nimba, Lofa and Margibi counties and AQE technical team members also attended.

*Table 1 - List of Participants*

	Male	Female	Total
<b>ALP Teachers</b>	7	5	12
<b>TWG-MOE</b>	4	6	10
<b>AQE</b>	1	3	4
<b>Total</b>	12	14	26

The meeting combined curriculum review with data analysis of curriculum implementation in practice. It is a combination of clarifying the gaps between the 'intended curriculum' as per the AQE Semester 1 and 2 revisions; and the 'enacted curriculum' as per the curriculum observed in classroom practice of teaching and learning. Participants shared their experiences from observing and implementing TLMs and professional development activities. The use of tablets (to review snapshots of classroom practice) and of M&E data sets (from classroom observations) contributed to a retreat that was more than a technical exercise of review and verification.

The meeting body verified the Semester 2 materials as in alignment with national curriculum objectives and reform and TWG recommendations







Figure 1 - Participants Confirmation of Alignment of revised materials to TWG Recommendations

Recommendations for next steps included the following activities for ensuring curriculum handover that is framed with sustainability and transition agenda:

- TWG validation of Semester 2 curriculum revision – December 2019
- Completion of Assessment Placement and Summative and Teacher Professional Development Package – December 2019 – June 2020
- Joint professional development & facilitation program Feb-June 2020
- Joint-visitation program – February – June 2020
- Completion of Professional Development Modules for Curriculum Implementation February – June 2020
- Sustainability of the curriculum materials, assessment and teacher professional development into the 2020-21 academic year
- Submission of Curriculum and Assessment to SMT for approval and licensing – July 2020



	
<p>MOE and Teacher practitioners and experts review video snapshots of the revised curriculum in practice</p>	<p>Presentation of analysis – identifying gaps between the ‘intended’ revised curriculum and the ‘enacted’ curriculum in practice</p>
	
<p>Analysis of classroom observation data covering domains of introduction, methodologies, use of TLMs, facilitation of active learning, questioning techniques, conclusion</p>	<p>Curriculum teams analyze the classroom observation tool domains and descriptors to identify areas for improvement and strategic support in joint visits to school</p>

## IR 1.2 County Education Officers use of ALP Monitoring Data Improved

This result and several of its sub-results were moved forward through a comprehensive EO training (inclusive of CEOs, DEOs and technical and professional staff of the counties); The training program will be supplemented by targeted coaching activities to take place during Quarter 2.

The training was the third cycle in the series for EOs. The training was conducted on December 16-18, 2019 at two locations Kakata and Gbarnga. The coastal counties Montserrado, Grand Bassa and Margibi converged at Kakata while the inland counties, Lofa, Nimba and Bong met in Gbarnga.

The training was designed to enable EOs to:

- Describe the principles and policies that guide the education budget process, from planning and execution to monitoring. Identify ways to link budget to various education plans, including ICA at the county and district levels and SQIP at the site level.
- Determine realistic budgets for implementing ALP considering various cost factors at the county, district and site levels.
- Discuss Alternative Education (EA) principle 6 and its implications for ALP planning and budgeting.
- Determine the major cost factors in budgeting for ALP implementing at the county, district and site levels.
- Conduct continuous review of budget and re-planning of activities as a means of improving value for money.
- Use data from SLE mid-line assessment and results of Module 9 School quality improvement pilot to develop plans for improving school level performance.
- Review progress and challenges in the implementation ongoing ICA and transition plans and make needed adjustments for the next phase of activities.

The participants were county education officers, district education officers, alternative basic education supervisor and coordinators, monitoring and evaluation officers, finance officers, planning officers and procurement officers from the county education offices across the six counties.

*Table 2 - Participant in the EO Training*

County	Category								
	CEO		DEOs		MOE represent atives		Total		Total
	M	F	M	F	M	F	M	F	
Montserrado	1	1	9	1	10	3	20	5	25
Grand Bassa	1	-	6	1	9	-	16	1	17
Margibi	1	-	5	2	10	2	16	4	20
Bong	1	-	5	3	15	-	21	3	24
Lofa	1	-	6	-	8	2	15	2	17
Nimba	1	-	22	4	38	1	62	5	67
<b>Total</b>	6	1	53	11	90	8	150	20	170

During the training, participants gained a deeper understanding of the budget process for the education sector and the principles and techniques applicable to the budget process and identified budgeting practices that can be applied to ALP. The training also enabled participants to explore cost elements for implementing ALP at the county and district levels.

participants reviewed data from SLE mid-line to develop measures for promoting safe schools, with special focus on ALP. As takeaways from the training, they will be able to link with community stakeholders to promote safe teaching and learning environment to boost learners' enrollment, attendance and retention for better learning outcomes. Participants will review the ICA plans and implementation. They will further review the performance of the county education team in addressing existing institutional gaps.

### 1.2.1 CEOs trained in monitoring of ALPs

The EO training consolidated the previous experiences of EOs in monitoring ALP programs as an integral part of the School Quality Assessment and Quality Improvement Planning processes. During the training, EOs were provided the results of the pilot implementation of Module 9 of the School Quality Assessment Tool, which is the Alternative Education Module. The pilot included gathering data from approximately 120 sites. The data were analyzed and reported back to the EOs so that they could then review the data and determine what it was saying about strengths and areas for quality improvement at the school. This process is the foundation for the School Quality Improvement Planning. Based on this activity, EOs were able to include monitoring progress on the SQIP as part of their action plans for the coming quarter.

### 1.2.2. EMIS at decentralized levels strengthened

AQE has held meetings with World Bank/GPE and MoE partners on digitizing the ALP school quality assessment and classroom observations. This collaboration continues through the next quarter, when DEOs and MoE officials will be trained in digital assessments using Kobo toolbox, a free software that facilitates off-line and online data collection. Following this training, EOs will conduct school quality assessments and classroom observations during Semester 2. These data will be processed and analyzed jointly with the MoE and AQE M&E team.

### 1.2.3 CEOs trained in budgeting for ALPs

The budgeting training for the EOs was important for its content and its process. On the content side, it provided participants, including CEOs, DEOs, ABE Supervisors and their county-level finance, procurement and logistics, HR and M&E staff to jointly learn about the overall MoE/GoL budgeting system... the process and flow of the budget, including the role of Ministry of Finance Development and Planning (MFDP) and MoE as well as the various levels of the MoE. In addition, county teams were able to develop costing factors for the ALP program and link those directly to the chart of accounts of the GoL so that they know where to place specific costs when they are asked to develop county level budgets.

The process of developing and implementing the training was a brilliant collaboration between the content experts, i.e., the budget team of the MoE, and the training process experts of AQE. This collaboration was extended as the Financial Management Officers at the county level who were able to affirm and contribute their expertise as the county teams did the estimates for a county-wide ALP program scenario. Additionally, some cost factors were provided by the AQE Activity to provide a kind of reality check on the costs that are involved in implementing the program.

The training activities for the budgeting portions of the training will be written up and shared with

the MoE and county staff in the next quarter.

## IR 1.3 District Officers Accredited ALP Centers

### 1.3.1 DEOs trained in ALP accreditation policy

DEOs were participants in the EO Training described in the previous section, in which they reviewed the results of the School Quality Assessment Module 9 pilot, which replaces the accreditation policy work under AQE. The focus of the expanded Module 9 is two-fold: Safe Learning Environments and Community Engagement. Analysis of the results of the SQIP led to action plans linked to these findings. An illustrative example of the action plans can be accessed in the appendix.

### 1.3.2 ALP center visits conducted

The School Quality Improvement Process (SQIP) baseline was conducted with AQE-MOE national and County teams in Q4 FY19. The SQIP midline visits will be conducted in Q2.

## IR 1.4 District Education Officers certify ALP Level Completion

DEOs certified learner completion results prior to the beginning of the school year. These were the second sets of results that were certified, and two additional steps were taken to support learners progress through the ALP program. The first, was a transition support plan through which EOs and principals could follow up learners who moved out of ALP into the conventional system. This was an important support as learners had not been in the formal school system for some time. Through this process, several challenges facing parents and learners emerged. From the parents' side, there is a financial hardship in that they must begin providing uniforms, scholastic materials and fees as their children join conventional schools. For the learners, they had also become accustomed to Learner Workbooks and classroom teaching aids to support their learning and these are not available in the conventional schools.

The second activity was a "Learners' Celebration Day", held on December 15, 2019, the second day of cluster training in school cluster hubs. Before the conduct of the "Learners Celebration Day" scheduled for day 2 of the cluster training December 15, 2019. Three outstanding learners were identified from each of the sites in the cluster and invited to be honored. These learners scored the highest mark in the composite average for 2018-2019 academic year. The celebration was characterized by learners rendering a selection of reading, sounding of the alphabet and motivational speech. The DEO was present and presented the gifts to the honorees. The gifts included a backpack for the learner with the highest average and copybooks and pencils for the other two learners. In attendance during the ceremony were, principals from the other sites who attended the cluster training, PTA leaders from the host site, parents of the honorees and other learners from the host site. The celebration held at the host site was a symbolic representation for all the other sites. The other sites will have similar celebrations following the cluster training in December.

	
<p>Learning Celebration – prize giving for top learners in completion assessments – copybooks, pens and book bags</p>	<p>Learning Celebration – Grand Bassa 1st winner with her mother and siblings</p>

**I.4.1 DEOs trained on ALP certification policy**

No training conducted during this quarter. Training was conducted in quarters 3 of FY18 and FY19.

**I.4.2 Center visits conducted by DEOs**

During the period under review, DEOs conducted joint monitoring of the ALP-CS across the six counties. The visits were used to monitor the implementation of the ALP-CS classes, identify gaps and offer support where needed. For the next quarter, the School Quality Improvement Plan (SQIP) and classroom observation tools will be uploaded on tablets; these visits serve as a preparatory stage. Firstly, DEOs who have received tablets from other partners will be identified so as to not double supply and those who have not received from other partners will receive the tablets with the SQIP tools uploaded to be used during monitoring visits.

**I.4.3 ALP level completion rates captured by EMIS**

AQE has held discussions with World Bank/GPE and MoE partners who have allowed the activity to make significant input in the module 7 (Alternative Education) of the MoE Consolidated School Quality Assessment tool. The draft tool now captures ALP pass rates, Repetition rates, numbers of overage learners, among other essential ALP information.

**IR I.5 Schools Principals Supervise ALP instruction**

**I.5.1 School principals trained in supervision of ALPs**

ALP teachers and principals are trained together in clusters to improve instruction and administrations of ALP. The December Cluster training was focused on preparing Principals and

Teachers for continuing to build quality and safe teaching and learning provision in ALP schools.

A pull-out session of the training was dedicated to school principals with the following objectives – where principals would be able to:

- Explore School Quality Assessment (SQA) Standards I indicator 3, with a focus on how school principals should effectively manage and supervise their sites
- Review classroom observation tool and examples of good practice
- Review SQIP visits and plans.
- Recognize ways in which results from the School Quality Assessment can be used to improve teaching and learning environment by coaching and mentoring
- Verify priorities for action based on SQIP report examples and on ALP site needs

The school principal supervision training is linked to AQE work with the MOE on the expansion of the Alternative Education Module 9 of the MOE School Quality Assessment (SQA) Tool. The revised Module 9 integrates a School Quality Improvement Process (SQIP) based on two quality standards of Accelerated Education namely, Teaching and Learning Environment and Community Links and Support.

The AQE school principals developed SQIP action plan outlines during Q4 FY19 residential training. The plans focused on the following quality standard indicators:

- ALP sites are located in safe, accessible places and the physical environment promotes quality learning, participatory methods and learner approach; and
- ALP sites are well-managed according to the design of the ALP program and promote quality teaching and learning.

The implementation of these plans was reviewed in the FY20 cluster training and recommendations were made for building on the plans for implementation in Semester 2. The principals then updated their plans based on the same school quality standards. An example of the school principal plan can be accessed in the appendix.

### 1.5.2 Classroom observation visits conducted

Joint classroom observation visits were conducted throughout the Quarter bringing together AQE and MOE teams at national and county levels. In October, national teams (TWG members) conducted visits in the ALP-Conventional Schools pilots with checklist and classroom observation tools to verify the status of the pilot and to map models and lessons emerging from the pilot implementation. Site visits and classroom observations were continued at county level with DEOs and AQE teams conducting weekly visits to support the pilot implementation.

Another key activity covered was classroom observations by AQE and TWG teams (the latter representing Basic and Secondary Education and Planning Research and Development) for the purposes of streamlining the AQE classroom observation tool to be used in conventional and ALP classrooms. This had the objective of integrating the classroom observation tool as part of the Ministry One School Approach and School Quality Assessment process.

The output of this streamlining activity was the triplicate form classroom observation tool that was subsequently used and distributed to national and county teams for follow-up joint visit programs in mentoring and coaching teachers and principals in sites. The tool which enables sharing of classroom observations with three parties (teachers, principal and other internal/ external observers) will be distributed to principals in Q2 to enable them to carry out systematic classroom observation at school level.

The classroom observations data sets collected by AQE and MOE teams were entered into the

Survey to Go Platform. The data were subsequently used in reflection meetings with AQE, national and county stakeholders in joint reflection and planning meetings in December. More details on this activity are described in the M&E section.

## IR 1.6 Communities Have Strong Relationships with Education Authorities

### I.6.1 PTAs trained in ALP regulatory framework

PTA leadership training for new sites was held during the reporting period. It focused on PTAs and Traditional Leaders' effort to include local stakeholders and community members in the implementation of the USAID-Accelerated Quality Education for Liberian Children Activity.

The training was held on November 15-17, 2019 at multiple locations: Nimba- Ganta City, Bong and Margibi- Gbarnga, Grand Bassa and Montserrado – Lutheran Compound, Montserrado, Lofa – Lofa County Community College-Voinjama.

The objectives of the training were that at the end, participants would:

- Have an overview of their organizations, their roles and responsibilities to function using a one school approach method PTA
- Acquire knowledge on the AQE SLE baseline and the use of the Teacher Code of Conduct to promote an effective physical/healthy SLE
- Understand the methodology of AQE learners' completion and transition activities with a view to promote retention of ALP learners
- Acquire knowledge on retention of learners; quality of teaching, including teacher attention and preparation to support ALP
- Describe how to correctly and properly apply lessons learned in creative ways to develop an action plan for PTA monitoring of and support to sites

#### **Training locations and participants.**

The training was designed and conducted at four (4) county levels:

- In Bong, 2 counties - Margibi and Bong;
- In Montserrado, 2 counties - Bassa, and Montserrado
- Lofa stood alone
- Nimba also stood alone.

Below is an overview of the training attendees

Table 3 - PTA Training

Counties	Category									Total Male	Total Female	Total
	PTA		Education Administrator		Traditional Leaders		MOE					
	Male	Female	Male	Female	Male	Female	Male	Female				
<b>Bong</b>	45	4	16	2	18	27	8	3	87	36	<b>123</b>	
<b>Margibi</b>	16	4	7	1	11	10	4	3	38	18	<b>56</b>	
<b>Nimba</b>	40	4	17	0	36	15	13	2	106	21	<b>127</b>	
<b>Montserrado</b>	24	2	9	4	14	14	25	5	72	25	<b>97</b>	
<b>Lofa</b>	28	1	10	2	15	12	7	2	60	17	<b>77</b>	
<b>Grand Bassa</b>	12	0	6	0	10	5	5	1	33	6	<b>39</b>	
<b>Total</b>									<b>396</b>	<b>123</b>	<b>519</b>	

The AE supervisors and TWG members planned alongside community mobilization agents (CMAs) and conducted sessions of the training. CEOs were invited to open, close, and attend all sessions as their schedules allowed. Tech team members, County Team Leads and EOs also rendered support and participated. The training had two types of participants: Type I, Regular PTA participants (chairperson, secretary and advisor) who attended for the first two days, and were joined by the participant type II (Town Chief, Women Leader, Paramount Chief per district, and District Superintendent /County Inspector) on the third day

### Training sessions

Sessions for the training included;

- Introduction to Training
- What is the PTA? (Structures- roles and responsibilities)
- Overview of ALP, Quality Teaching and the Role of PTA
- Safe Learning Environments in Liberia: What is it?
- Basic Concepts of SRGBV
- Using the TCoC to Promote Effective Teaching and learning
- Action Planning per PTA groups, and
- Presentation of Action Plans to CEOs and TLs

At the end of the training, action plans were developed per county and presented to traditional leaders for implementation. After the presentation, traditional leaders committed themselves to supporting, implementing and monitoring the plans. See plan preparation and presentation in photos taken in Bong County.

Sample copies of PTA Actions Plans and Traditional Leader Commitments are provided in the appendix

According to some results from the CMA monitoring of PTAs in site visits, improvement has been made as indicated below:

- Copy of the TCoC is available in most schools
- Regular PTA meetings are being held
- Enrollment and attendance of learners improving at some sites
- Teachers are regular at many sites



- PTA executives are always monitoring teachers and learners' attendance and the evidence is shown from the visitor's log
- PTA meeting minutes are filed at many sites
- PTAs mobilizing resources for their school both ALP and conventional
- PTAs aware of their inputs in the school affairs and are taking initiative

### I.6.2 Community members' awareness of ALP policies and opportunities increased

Through the project implementation period, one of AQE's partners, Search for Common Ground, continued to raise awareness through its radio program. The radio soap operas are featured on local radio stations within the counties of implementation. Messages and themes of the soap operas centered around ALP policies on teachers and learners' selection criteria, enrollment, attendance and retention, etc.

The awareness also focused on Safe Learning Environment (SLE), as well as PTA general activities-how parents could make input and impact learners' activities at site and community level.

Details of the awareness activities are covered in Search for Common Ground report below.

#### **Participatory Theater**

Search For Common Ground (SFCG) targeted 46 Participatory Theater (PT) performance for the duration of the AQE Activity. No performances took place during this quarter. Thus far, 39 have been conducted. The remaining 7 are scheduled for February/March 2020. Two performances will be conducted in Margibi County and one each will be conducted in the other Activity counties.

#### **Soap Opera Dramas**

During this quarter, SFCG aired episodes 490 – 496. No new episodes were recorded during this period, but the airing these 7 episodes brings the total number of episodes produced and aired to 50.

Below is a brief description of the episodes that were aired in this quarter:

1. Episode 490- SRGBV (Teacher-Community Relationship)
  - Discuss how teachers and communities can work together to support the ALP school.
2. Episode 491- Safe Learning Environment (Bullying And Gender Norms)
  - Discuss key points from the UN Convention on the Rights of the child – drawing, specifically, from Article 19: children have the right to quality education and should be encouraged to go to school to the highest level possible.
3. Episode 492- What The ALP Is All About?
  - Focus on information about ALP activities: no uniform, free school and other key information about the ALP school.
4. Episode 493- Mardea To The Next Level (ALP)
  - Focus on ALP by encouraging old learners to go back to school considering the Transition (within ALP or to conventional school), Completion and celebration
5. Episode 494- Bullying And Its Effects (SLE)
  - Focus on Safe Learning Environment with the following specifics on bullying, signs, and its effects.

6. Episode 495- The Making Of Bullying Manifesto (SLE)
  - This episode focus on Safe Learning Environment with emphasis focus on PTA preparing bullying manifesto.
7. Episode 496- PTA Steps To Bullying (SLE)
  - Focus on Safe Learning Environment with specifics on PTA action plans to support safe school.

The 'BLAY-THANLA' soap opera drama is being aired on 17 radio stations in the six project counties.

*Table 4 - List and airing schedule of the 17 radio stations*

COUNTY	NAME OF STATION	NAME OF MANAGER	LOCATION	CONTACT	FM	AIRING SCHEDULE
<b>Montserrado</b>	OK FM	Isaac Tetteh  Smith Toby	Central Monrovia	0778959696 0881959696 0776590715	99.5	Monday - 6:45 am & Thursday - 6:45 am
	HOT FM	Minnie Benson  Bernard B. Benson	Broad Street	0886807372 0776688625 0886117711	107.9	Monday - 10:30 am & Thursday - 6:45 pm
<b>Bong</b>	Radio Kwatekeh*	Pa Pa Morris  Hezekiah Jorkeah	Gbarnga	0775824178 0886969962 0777211068	100.9	Monday – 5:30 pm & Saturday – 7:00 pm
	Super Bongese	Sam. B. Kplaiwru  James Dorbor Sao	Gbarnga	0886632998/0777463839 0886487072	104.4	Tuesday – 6:00 am & Thursday - 7:15 pm
	Radio Kwageh	Miller Gbono	Salala	0886557656	92.4	Monday - 6:45 pm & Friday – 6:00 pm
<b>Grand Bassa</b>	LACSA Radio**	Drapor Tolborh	LAC, District 3	0770169040	92.5	Tuesday – 6:45 am & Thursday – 6:45 pm
	Voice of Wee Community Radio	Sylvester Dobson  Hokins Tokpah	Compound I	0776614211 0770744769	97.5	Sunday - 6:15 pm & Thursday – 7:00 pm
	Magic FM***	Christopher Yarwoe	Buchanan	0776657116 0886824264	99.7	Tuesday – 7:45pm & Thursday - 7:45 pm

<b>Nimba</b>	Voice of Gomba ****	Bob M. Dolo	Ganta	0776003689	106.5	Wednesday – 7:00 am & Friday 6:45 pm
	Radio Saclepea	Robert Matally Victor	Saclepea	0886453272 0777666867	101.5	Tuesday & Thursday 6:00 pm
	Radio Karn (VOP)	Moore Tuah	Tippah	0777280047	102.5	Monday - 9:20 am & Thursday - 9:30 pm
<b>Lofa</b>	Radio Kintoma	Tokpa Tarnue	Voinjama	0776576649	101.0	Monday & Friday 7:00 pm
	Radio Life	Quaqua Miller	Zorzor	0886470467	92.5	Sunday 9:30 am & Monday 7:30 pm
	Radio Vahun	Abdus K. Sannoh Ibrahim Ganda	Vahun	0886896389 0888952598	100.5	Tuesday & Thursday 7:30 pm
<b>Margibi</b>	Radio Margibi	Sylvester Burgess	Kakata	0777832832/0886790642	103.9	Monday & Wednesday - 8:00 am
	Peace FM	Daniel Zayzay	Harbel	0886850142	96.0	Monday 7:00 am & Thursday 9:15 am
	Radio Gbaisue	Rufus Williams	German Camp Junction	0770568197 0775271672 0880078292	88.9	Monday – 6:00 pm & Friday 8:00 pm

**NOTE:** \* replaced Radio Gbarnga; \*\* replaced Radio Kpobarn; \*\*\* replaced Radio Gbehzohn; \*\*\*\* replaced Radio Kergheamahn & Voice of Rural Montserrado was dropped.

## Critical Listening Survey

The critical listening interview is conducted by phone call to selected project beneficiaries. It is employed to monitor the ALP Soap Opera Drama aired on SFCG partner radio stations and to solicit feedback from the project beneficiaries to improve the quality of the programming.

EDC selected the respondents from Montserrado who participated in this exercise in a pilot phase. During the exercise, beneficiaries were allowed to give their inputs on what they think about the Soap Opera aired by SFCG Partner Radio Stations for the month of November 2019.

During the phone call conducted by EDC and SFCG, respondents were asked to give feedback on 1) the relevance of the Soap Opera; and 2) its coverage through a series of eight questions. In addition to providing feedback to the Activity, the exercise allowed beneficiaries to contribute to the activity implementation by giving them a platform to voice their concerns and issues.

This quarter's exercise data show that all 100% of those who answered all the questions think that the ALP Soap Opera drama among other things are encouraging parents and guardians to send their children to the ALP. The data also show that 87% of respondents believe the soap operas are reaching the right audience, that is, teachers, students, parents, and communities. The content of the drama is clear and simple and all levels of listeners can comprehend the message. However, 13% were not certain if the message is impacting teachers, students, parents and the communities' life.

Also, the data revealed that there is always new knowledge gained or new information is shared when they listen to the ALP Soap Opera Drama.

The data also reveal that 75% of the respondents think there are important ALP messages that are not being aired or that the soap operas need to put more emphasis on. Those include the importance of ALP and its contribution to the development, emphasis should be made on the free aspect of the program, and the messages should be directed to parents to send their child or children to school. On the other hand, 12% of the respondents said the messages are all contextualized and relevant and the team should continue.

Finally, as it appears that several of the selected listeners did not listen to the ALP drama, it was agreed by both EDC and SFCG teams that henceforth, the selected listeners will be reminded at least two weeks before and during the week of the airing of the episodes to listen to them. It is anticipated that this consistent reminder will motivate those selected to listen to the Soap Opera. As the activity selects listeners, staff must ensure that they are within network coverage areas, have a workable cellphone and a radio. These are essential to enable them to actively participate and contribute meaningfully to the interview. The critical listening exercise has proven to be an effective tool for monitoring and feedback. The critical listening calls should be done quarterly and will be rolled out in all the activity counties.

### **Looking Ahead: Radio Talk Show with Youth Champions**

The Youth Champions training is planned to commence in the next quarter now that the concept has been reviewed and revised. A total of 12 ALP learners from two of the target counties (Bong and Grand Bassa) will be trained to serve as Youth Champions. Six learners will be selected as Youth Champions per county – 6 from Grand Bassa County and 6 from Bong County. They will be selected from communities where SFCG partner radio stations are located to avoid moving learners from one county to the other which poses security and safety risks to learners. Issues emerging from the community dialogues, town hall meetings, and other activities will be featured on the talk show.

### **1.6.3 Regular feedback loops between community and education authorities exist**

During the reporting period, Ministry of Education Technical Working Group meetings were held. The purpose of the meetings was to review past project activities and plan implementation strategies for upcoming activities. At each meeting, various subcommittees reported on progress made in the implementation of activities over the reporting period.

Separately, the subcommittee on Community Engagement met to discuss community engagement activities and plan forward for implementation in the field. The committee's activities focused on PTA general engagement as well as Safe Learning Environment-specific engagement with PTAs.

Jointly, the TWG subcommittee members, AQE technical staff and CMAs conducted the PTA training referenced in 1.6 and SLE event 6 detailed further in Result 2.3 below.

As a result of the training, the subcommittee was able to interact with community and education authorities, identify problems and jointly seek suitable solutions.

The Community Town Hall Meeting concept notes have been developed by Search for Common

Ground and reviewed by EDC. This activity along with community dialogue meetings are being planned for 2020.

## Result 2: Eligibility of ALP Learners to Transition to Formal Education Increased

In FY20 Quarter 1, the Result Area 2 interventions continued with a dual focus on consolidation of activities for the last year of direct implementation while also conducting direct implementation. This duality is embedded in the sustainability and transition agenda discussed under Result Area 1.

Site readiness to receive ALP learners and enhance learner quality access to teaching and learning, has been realized in the phased implementation of rehabilitation work. By the end of the quarter, Phase 1 works in 79 schools and some 188 classrooms were nearing completion in Year 1 counties. For Phase 2 a rehab assessment activity identified 266 classrooms for rehabilitation in Year 2 counties. The activity was enriched with distribution of furniture packages of principal and teacher desk and learner armchairs in Years 1 and 2 counties.

On another level, the activity saw the culmination of the Safe Learning Environment (SLE) event series in the roll-out of SLE Event 6 in pilot PTA clusters. The series was designed for dissemination across PTAs through the use of event guide packages on critical themes of school safety - such as positive discipline and trusted adults that were the focus of the event. Themes from the series were integrated in the catch-up PTA training activity developed to introduce new Year 3 PTAs to the role of the PTA to support and monitor ALP implementation within the MOE one-school approach.

A unique intervention to emerge in the quarter was Counter Trafficking in Persons (C-TIP) introduced in a joint AQE-MOE national partner planning and reflection meeting (that was integrated in the EDC all-staff meeting in December). The focus was an examination of factors and strategies for addressing trafficking in persons in general and children in particular.

The Search for Common Ground partner carried out a key role in messaging issues of school access, enrollment, and attendance in the continuing series of the radio soap opera drama around the story of ALP learners. The Global Citizenship Initiative (TGCI) executed its assessment of support services (One Stop Centers and others) for survivors of Gender-Based Violence (SGBV) whether adults or children. The aim is to integrate the outputs of the assessment into a referral pathway technology tool and platform that will enable a 'learner pathway to help'. The assessment results will be disseminated in Q2 and the platform will be piloted in Margibi County.

Other critical activities reported in Result Area 2 include the professional development 'catch-up' and cluster trainings that took place in October and December respectively. The catch-up training targeted some 200+ teachers and school principals recruited since August 2019 to cover the spike in numbers of learners registering for ALP classes and the expansion of sites. The activity reflects the surpassing of the target goal of outreach to 48,000 learners (to some 62,000+ learners). Registration trends have soared in the final year of direct implementation due to strong community messaging on the ALP access opportunity and perhaps the austerity of resources in conventional classes in the current period.

A unique feature in both the catch-up and cluster trainings was the seamless and effective integration of the tablet as an interactive tool in the professional development processes. For teacher's technology is used to illustrate teaching and learning strategies while for principals it is used to integrate snapshots of classroom practice for reflection, assessment and to inform planning for improvement of classroom and school practices.

Finally, the School to School (STS) partners worked with EDC technical staff on the packaging of the placement and completion assessments systems and teacher professional development package for the assessment systems management from the national to county to district to school levels.

In summary, Result 2 activity progress reflects the enabling and enacting features of the Result 1 policy areas such as: rehabilitating site infrastructure to ensuring safe learning within, to and from schools; teacher application of the ALP revised curriculum; and school principal use of school quality improvement tools of classroom observations and technology for improving quality of school provision (SQIP).

## PR 2.1 ALP Sites Selected

### 2.1.1 Conduct mapping of potential ALP sites – Year 1

This activity was completed in FY17.

### 2.1.2 Conduct mapping of potential ALP sites – Year 2

This activity was completed in FY18 Q3.

### 2.1.3 Produce report of recommended ALP sites – Year 1

This activity was completed in FY18 Q1.

### 2.1.4 Produce report of recommended ALP sites – Year 2

This activity was completed in FY18 Q4.

### 2.1.5 Produce report of recommended ALP sites – Year 3

This activity was completed in FY19 Q3.

### 2.1.6 Support MoE to present recommended ALP site locations – Year 1

This activity was completed in FY18 Q1.

### 2.1.7 Support MoE to present recommended ALP site locations – Year 2

This activity was not completed due to EO staff transfer. Sites were presented by EO correspondence to Ministry.

### 2.1.8 Support MoE to present recommended ALP site locations – Year 3

This activity was completed in FY 19

## PR 2.2 ALP Centers Readied for Use

### 2.2.1 Rehabilitate ALP centers – Year 1

The quarter commenced with the inspection of completed works at the expedited sites. The

expedited sites are sites selected to ensure that the first milestones of completing 20 classes was achieved. Inspection of substantially completed works to ensure that they were completed in accordance with the design, specifications and terms of the contract. After the expedited sites were completed, works continued throughout the quarter.

At the end of this quarter a total of 95 classes in 49 sites in all three phase I counties (Bong, Grand Bassa and Montserrado Counties) have been completed.

Bong County: 14 sites and 46 classes

Grand Bassa County: 15 sites and 29 classes

Montserrado County: 13 sites and 20 classes

During the quarter, works at the field sites were supervised and monitored by Rehabilitation Officers (ROs) assigned in the counties. At the same time Rehabilitation Managing Supervisor in collaboration with the MOE/DPE team made periodic sites inspection visits to ensure that works completed were in accordance with the design, specifications and terms of the contract.

At the time of this report the rehabilitation in the ALP sites is ongoing and is expected to be completed by the end of Quarter 2 FY 2020.

### 2.2.2 Rehabilitate ALP centers – Year 2

Assessments for phase 2 Counties, i.e. Lofa, Nimba and Margibi were completed at the end of quarter 4. Quarter I FY20 began with the employment of Rehabilitation Officers for the three counties. Their role included preparation of the Scope of Works (SOWs) Bills of Quantities (BOQs), Drawings and Cost Estimates. These documents support the preparation of request for proposal (RFP). By the end of the quarter the RFP documents had been prepared and the documents were under review.

The Assessment results are targeting the following ALP sites for rehabilitation

Lofa County: 23 sites and 93 classrooms to be completed

Nimba County: 29 sites and 118 classrooms to be completed

Margibi County: 8 sites and 55 classrooms to be completed

EDC team is working closely with the Consultant Engineer to ensure that the phase 2 RFP package is fully reviewed and compiled for publication in January 2020.

### 2.2.3 Furnish ALP centers – Year 1

The furnishing of ALP centers for Year I Counties was completed at the end of FY18. Additional Furniture for Year I counties is due to be procured in Quarter 4.

### 2.2.4 Furnish ALP centers – Year 2

The contracts for the furniture procurement for year II counties were awarded by the end of Quarter 4 2019. The standard package for each school included one Principal desk and chair, teachers' desks and chairs and 30 learner armchairs per school. The contractors faced challenges of procuring and manufacturing furniture during the rainy season. The furniture for Lofa and Nimba were completed and by the end of the quarter, the Margibi Furniture had not been completed. Below are the numbers of furniture that were delivered.

Table 5 - Furniture delivered during reporting period

County	Principal Desk	Teachers Desk	Principal/ Teachers Chair	Student Arm Chair
Margibi	29	86	115	870
Lofa	32	145	177	960
Nimba	40	134	174	1200
<b>Total</b>	<b>101</b>	<b>365</b>	<b>466</b>	<b>3030</b>

### 2.2.5 Procure and deliver ALP operational supplies – Year 1

This result area was completed in FY18 and then again in Quarter 1 of FY19.

### 2.2.6 Procure and deliver ALP operational supplies – Year 2

The result area was completed in Quarter 1 of FY 19.

### 2.2.7 Procure and deliver ALP operational supplies – Year 3

This activity will be executed in Quarter 2 pending USAID response to the reprogramming submission.

## PR 2.3 ALP Centers' Safety Improved

### SLE Training Event 6

**Training for teachers, school principals EOs and local leaders in SRGBV prevention and responses, including components of the TCoC that have direct link to SRGBV**, continued during the quarter. The trainings were executed during SLE Event6, and PTA general, which brought together PTA leaders, school authorities, traditional leaders, as well as EOs. Action plans were developed by PTAs and school authorities to monitor the schools and ensure that SRGBV prevention work is ongoing and reports are addressed.

The **SLE midline survey** result was disseminated during the training. The survey focused on five safety risk areas defined- bullying, corporal punishment, sexual violence, environmental and health hazards and gangs and substance abuse. The survey targeted learners, teachers, school authorities, and caregivers. In so doing, students' perception of school climate was assessed in four categories:

- students' feelings of belonging in the school, acceptance of diversity, and inclusion;
- safety;
- student-to-student relationships;
- student-to-teacher relationships



According to the results improvement has been made as recorded in the comparison below between student perceptions in the SLE pilot sites and the non-SLE pilot sites from other ALP schools:

*Table 6 - Student perceptions, SLE pilot sites and non-SLE pilot sites from other ALP schools*

	<b>SLE pilot sites (median)</b>	<b>Non SLE pilot sites/other ALP sites (Median)</b>
Percent of learners that did NOT personally experience bullying in the past school year	80%	78.3%
Percent of learners that did NOT personally experience sexual victimization in the past school year	80%	75%
Percent of learners that did NOT personally experience corporal punishment in the past school year	90%	82.6%
Percent of learners that did NOT personally experience any of the above 3 forms of SRGBV in the past school year	65%	57.2%

According to the result, overall, most students have positive perceptions of belonging in the school, acceptance of diversity, and inclusion. Further details of the midline SLE survey are included in the M&E section of the report.

**The Global Citizen Initiative (TGCI), a partner to EDC, who will be piloting response and reporting system using a mobile platform in Margibi County started preliminary work** during the period. TGCI implemented phase one of their intervention plan by identifying ‘One Stop Centers’ and developing assessment tools to evaluate the quality of service provision for survivors of SRGBV.

Preliminary Findings of the assessment were shared with AQE. The partner phase two plan was developed and approved for implementation. As part of phase two implementation activities, TGCI meetings will be held with stakeholders (MOE, MOGCSP, MIA, and Justice) at central and local levels.

Also, during the period, the **project introduced Countering Trafficking in Person (C-TIP) activities to the project staff and partners.** This was introduced during the all staff experience sharing meeting held from December 2-5, 2019.

### **2.3.1 Develop a PTA/community engagement plan for SRGBV**

The PTA/community engagement plan for SRGBV was developed during Quarter 3. It was submitted on June 18<sup>th</sup>, 2019 and revised the document based on USAID feedback in September 2019.

## 2.3.2 Support PTA/community actions to prevent, respond to or report SRGBV

### Safer Learning Environment Event 6:

Safer Learning Environments (SLE) pilot Event 6 was held on October 26, 2019 in the project's six intervention counties – Bong, Grand Bassa, Lofa, Margibi, Montserrado, and Nimba. The event was designed as two meetings, one at the sight cluster level and the other at the site level. The cluster site meeting was divided into six sessions each focusing on various dimensions of children's rights and positive discipline.

Event Objectives included:

- Reviewed elements of SRGBV and SLE and examples of what has been done for safe environment, promoting rights of the child, expanded gender norms, characteristics of trusted adults and their roles in preventing and responding to SRGBV.
- Share highlights of completed actions from Event 5 shared within the clusters on: safety committee box, status of Learners' Path to Help diagram (named persons) and good report, agreement on School Safety Committee if accepted then status of system set up for recording, storing and updating SRGBV reports.
- Reviewed Rights of the Child, as discussed previously and enshrined in the Liberian Children's Act
- Discussed difference between punishment and discipline
- Recognized and described appropriate positive disciplines that will encourage students and enable retention
- Selected activities to add to the current SLE Pilot Site Action Plan, including use of the PTA classroom observation tool

Table 7 - SLE Event 6 Attendance Summary

Counties	Category												Total
	PTA-SLE		Education Administrator		Teacher		Traditional Leaders		MOE		Total Male	Total Female	
	M	F	M	F	M	F	M	F	M	F			
<b>Bong</b>	6	3	4	0	0	0	0	0	0	0	10	3	<b>13</b>
<b>Margibi</b>	9	2	3	1	0	1	0	0	0	0	12	4	<b>16</b>
<b>Nimba</b>	10	3	4	0	0	0	3	5	3	0	20	8	<b>28</b>
<b>Montserrado</b>	4	2	4	0	4	0	0	0	1	0	13	2	<b>15</b>
<b>Lofa</b>	8	3	4	0	0	0	0	0	0	0	12	3	<b>15</b>
<b>Grand Bassa</b>	8	1	0	2	0	0	0	0	0	1	8	4	<b>12</b>
<b>Total</b>											<b>75</b>	<b>24</b>	<b>99</b>

Session I comprised brief introductions on the part of participants and facilitators, and a reflection period where participants discussed the various challenges and successes of the PTA activities to date. For instance, in Grand Bassa, some successes included the first meeting with parents on SRGBV held at Gio Town Public School. Parents decided to take action in curbing SRGBV issues. In Lofa County, several schools reported successful completion of various activities related to SRGBV.

These included: the bullying manifesto, referral pathway awareness, child rights and gender norms awareness.

Session 2 of the training focused on child rights; the concept was explained to participants. Facilitators presented an overview of children’s rights according to the UN and the African charters on Rights of the Child along with that of the Liberian Ministry of Education through the TCoC. Participants were asked to relate children’s rights to corporal punishment and how corporal punishment violates a child’s rights as well as how the rights of the child can assist parents and teachers to shape positive and productive behavior.

In session 3, participants explored differences between positive discipline and corporal punishment. During this session, a role play was done to reflect the action picture of positive discipline and corporal punishment.

Session 4 outlined positive alternative discipline techniques compared to corporal punishment. Facilitators across counties outlined the three parts of positive discipline - preventive, supportive, and corrective.

Session 5 focused on how positive discipline activities can be implemented at the site and community levels. During this session, facilitators explained how the PTA classroom observation tool for positive discipline could be used by CMAs and other staff as well as the role of the PTA to monitor activities at site level. It also included awareness raising with students to ensure they are informed about their rights in relation to the UN, African and Liberian standards.

The last two sessions (6 & 7) focused on action planning and review of the PTA monitoring tool.

Across the counties, participants provided positive feedback regarding the PTA classroom observation tool that was introduced to them. For instance, participants in Lofa stated that the tool gives a clear picture of what is expected from the PTA.



*The Principal of Kolahun Public School (Lofa County) presenting events 1-5 action plan achievement summary*



*A cross-section of participants involved in group discussion during the conduct of SLE event 6 in Grand Bassa County.*

CMAs followed up with all sites in November to provide support on community activity, planning

and implementation. As a result of the training, commitments made, and follow up some sites have set up school safety committees to ensure learners' safety on and around campus, and confidentiality in reporting issues. Some sites have also mounted suggestion boxes where learners can place in their suggestions, inquiries, or confidential reporting.



### **CMA Monitoring of SLE Pilot Site Activities**

CMAs monitored SLE pilot site action plans and continued this quarter. Tech Team members also monitor and shadow CMAs in their various counties and sites to ensure that the tools are properly administered and activities were ongoing. During this reporting period, CMAs supported PTAs to ensure:

- TCoC is read and understood by learners and PTAs, including monitoring visits to ensure TCoC implementation.
- Any teacher or administrator who violates the TCoC will be reported
- SLE pilot activities are being implemented in schools and communities. For this quarter, this especially includes use of the PTA positive discipline classroom observation tool and/or other activities related to positive discipline.
- SRGBV cases are reported using the TCoC and the learner path to help diagram



*PTAs gathered during Coaching and Mentoring with PTA at Tappeh*

Follow up continues and results will be further reflected in the next quarter's report.

## **TGCI**

During the previous quarter, EDC partner TGCI designed a series of research tools for use in assessing the availability and quality of child health services in the six targeted countries. The research aims to identify organizations that can participate in a county education sector-focused child abuse referral pathways network to support the shared goals and objectives of the EDC /AQE Activity.

Initially the survey was to have focused on the One-Stop Health Centers, assumed to be located in each county. However, TGCI soon discovered that several of the 6 counties did not have a One-Stop Center, and that sub-standard services could exist in those counties that had One-Stop Centers. AQE therefore made the decision to survey a sample of other types of child service providers in each county, e.g. social workers and NGOs that provide health services.

Field data collection from the 6 counties was completed by the TGCI field research team by November 30 and forwarded to TGCI's Research Director, who compiled a draft Phase I Assessment Report to be submitted in early Quarter 2.

The TGCI team established relationships with the national MoE Technical Working Group to develop synergies around the activities, especially in Margibi. TGCI has also identified all 74 social workers assigned to the activity by the Ministry of Gender, Children and Social Protection (MGCSP) and Ministry of Health (MoH) in Margibi. Preparation on the tools and technology platform that will help track incidents of child sexual abuse in AQE communities in Margibi County has begun.

### **Countering Trafficking in Persons**

Partners attending the EDC experience sharing meeting in December 2019, including MOE, SEARCH, and TGCI staff, learned about a variety of topics related to C-TIP.

Some of the topics covered during the C-TIP presentation were:

- definition of Trafficking in Person
- the goal of trafficking
- who are the victims of trafficking?
- Who are traffickers?
- Forms of Human trafficking
- Process of trafficking
- Reasons and circumstances which contribute to someone falling victim to trafficking
- The "3P" Paradigm in Human Trafficking
- Human Trafficking in Liberia-
  - Which counties do victims come from?
  - Under what pretense are victims taken?
  - What are victims engaged into?
- What is EDC's position on Countering Trafficking in Person?

Participants were afforded the opportunity to think, pair and share their experiences, do group work, and discuss in plenary strategies for C-TIP in their work areas. Introduction of C-TIP activities at community level will be done in subsequent PTA and SLE trainings over the next reporting period. Also, it will be featured in some of the SEARCH radio soap operas.

### 2.3.3 Develop code of conduct, prevention and response, and SRGBV referral system training materials.

Training materials have been developed and used for specific audiences, including teachers, principals, EOs and PTAs. During Quarter 2 and Quarter 3 of FY 20 these materials will be consolidated as a series of Activity Guides, based on the lessons learned from follow up activities. The materials can then be synchronized with the relevant TLMs for Semester 2 of the ALP curriculum.

### 2.3.4 Produce code of conduct, prevention and response, and SRGBV referral system training materials – Year 1

Materials have been produced for Year 1 and 2 sites for PTA and EO trainings. See the discussion above.

### 2.3.5 Produce code of conduct, prevention and response, and SRGBV referral system training materials – Year 2

Materials have been produced for Year 1 and 2 sites for PTA and EO trainings. See the discussion above.

### 2.3.6 Train CEOs, DEOs and ALP teacher on code of conduct, prevention and response, and SRGBV referral system training materials – Year 1.

This activity took place in Year 1 schools in FY18.

### 2.3.7 Train CEOs, DEOs and ALP teacher on code of conduct, prevention and response, and SRGBV referral system training materials – Year 2

This activity took place in Year 2 schools in FY19.

## PR 2.4 Sufficient ALP Materials Produced

### 2.4.1 Produce and distribute ALP materials – Year 1

This result area was completed in FY18.

### 2.4.2 Produce and distribute ALP materials – Year 2

This result area was completed in FY18.

### 2.4.3 Produce and Distribute ALP materials – Year 3

#### **Produce and distribute ALP materials**

The EDC team, in collaboration with the Alternative Education (AE) division and the Curriculum Division, formed a Technical Working Group (TWG) to conduct a review of the 1999 Accelerated

Learning Program<sup>1</sup> (ALP) and Alternative Basic Education<sup>2</sup> (ABE) Frameworks, curricula, instructional materials, and teacher professional development program. The TWG is divided into joint sub-committees on curriculum and teacher professional development. Building upon the progress with the TWG in previous years to review and finalize curriculum and other Teaching and Learning Materials, as well as the preparations to produce Semester I materials in the last quarter, EDC was poised to complete deliveries and conduct site visits to field test finalized materials in Quarter I.

The 2019 fiscal year ended with the delivery of Semester I material to the EDC Monrovia warehouse which was then positioned for delivery to the counties. At the beginning of Quarter I, county teams concentrated on delivery of learning material to the counties. This material was distributed using waybills per school. To support the distribution, counties were supported with vehicle rental. The materials that were distributed were as follows:-

No:	Description	Qty
1.	Literacy Level 1, Semester I: Teachers Guide (Portrait)	951
2.	Literacy, Level 1 Semester I: Learner Workbook (Landscape)	23,504
3.	English Language Arts, Level 2, Semester I: Teachers Guide (Portrait)	691
4.	English Language Arts, Level 2, Semester I: Learners Workbook (Portrait)	12,851

No:	Description	Qty
1.	Numeracy, Level 1 Semester I: Teachers Guide (Portrait)	951
2.	Numeracy, Level 1 Semester I: Learner Workbook (Landscape)	23,504
3.	Mathematics Level 2, Semester I: Teachers Guide (Portrait)	691

---

<sup>1</sup> The ALP curriculum covered for the primary subjects of mathematics, language arts, social studies, and science. The curriculum was enhanced by USAID's ALP PLUS project (2006-09) with the addition of a life-skills component, which included Making a Living, Peace, and Conflict, Family Life Education, and Good Governance.

<sup>2</sup> The ABE curriculum

4.	Mathematics Level 2, Semester I: Learner Workbook (Landscape)	12,851
----	---	--------

No:	Description	Qty
1.	Life Skills Level I, Semester I Teachers Guide	951
2.	Life Skills Level I, Semester I Learner Workbook	23,504
3.	Level 1 - Teacher Guide - Learning Together	951
4.	Level 1 - Learner's Workbook - Learning Together	23,504
5.	Level 2 - Teacher Guide - Learning Together	691
6.	Level 2 - Learner's Workbook - Learning Together	12,851
7	Level 3 - Teacher Guide - Learning Together	493
	Level 3 - Learner's Workbook - Learning Together	2,750

No:	Description	Qty
1	Level 3 – ABE - Teacher Guide - English Language Arts – Modules A&B - Semester I	493
2	Level 3 – ABE - Teacher Guide - English Language Arts – Modules C- Semester I	493
3	Level 3 – ABE - Learner's Workbook - English Language Arts - Semester I	2,750
4	Level 3 – ABE - Teacher Guide - Mathematics - Semester I	493
5	Level 3 – ABE - Teacher Guide - Science - Semester I	493
6	Level 3 – ABE –Science Learner's workbook	2,750
7	Level 3 - Teacher Guide – Social Studies - Semester I	493
8	Level 3 - Learner's Textbook- Social Studies (Grade 3) - Semester I	2,750
9	Level 3 – Learner's Textbook - Social Studies (Grade 4) - Semester I	2,750



No:	Description	Qty
1	Level 2 – ALP - Teacher Guide - Science - Semester I	691
2	Level 2 – Teacher’s Guide - Science Supplementary Reading	691
3	Level 2 – Learner’s workbook, Science Supplementary Reading	12,851
4	Level 2 – ALP - Teacher Guide – Social Studies - Semester I	691
5	Level 2 – MoE - Learner's Textbook- Social Studies (Grade 3) - Semester I	12,851
6	Level 2 – MoE - Learner’s Textbook - Social Studies (Grade 4) - Semester I	12,851
1.	Story illustrations, 16 stories Semester I, Laminated flip chart pages	951
2	Bingo Card Set – Letters	951
3	Bingo Card Set – Sight Words	951
4	Bingo Card Set – Numbers	951

The procurement of Semester 2 material was also initiated in the quarter. An RFQ for teaching and learning material was posted locally in Liberia and internationally. After the review and analysis of all the proposals received, the procurement committee awarded the contract to Burda Education in India again. Burda had been selected for the Semester 1 materials as well.

By the end of the quarter, Burda had been awarded the contract and print samples of the books to be printed were sent to EDC for approvals. The production of the learning material is scheduled to be completed and shipped in Quarter 2 and the distribution will get underway in February.

## PR 2.5 Adequate ALP Teacher Instruction Provided

### 2.5.1 Collaborate with MoE to identify ALP teachers – Year 1

This activity was completed in FY18 Q1.

### 2.5.2 Collaborate with MoE to identify ALP teachers – Year 2

This activity was completed in FY18 Q4.

### 2.5.3 Collaborate with MoE to identify ALP teachers – Year 3

This activity was completed in FY19 Q3.

### 2.5.4 Develop ALP professional development modules

Materials developed for Teachers and Principals training catch-up and cluster training cycles are outlined in 2.5.8

### 2.5.5 Produce ALP professional development materials

Materials developed for Teachers and Principals training cycles are outlined in 2.5.8

### 2.5.6 ALP teachers complete professional development in revised ALP curriculum and student assessment – Year 1

This activity was completed in FY18 Q1.

### 2.5.7 ALP teachers complete professional development in revised ALP curriculum and student assessment – Year 2

This activity was completed in FY18 Q4.

### 2.5.8 Train ALP teachers in revised ALP curriculum and student assessment – Year 3

An increase in learners' enrollment for academic year 2019-2020 led to the creation of additional classes in a number of ALP schools across all six AQE project counties. As a result, additional teachers were recruited to handle newly created classes.<sup>3</sup> In order to provide said teachers with basic content and pedagogical knowledge to implement the ALP curriculum, they participated in a 2-day intensive professional capacity-development training workshop. The Catch-up Training was held in Margibi, Nimba and Lofa Counties from November 1–2, 2019. Aggregate attendance was recorded at 234 participants, i.e. 216 teachers and 18 principals. While Lofa and Nimba had separate training workshops in their respective counties, the training in Margibi County brought together participants from Margibi, Montserrado, Bong and Grand Bassa. AQE Master Trainers (MTs) facilitated the training with technical support from the EDC technical staff and MoE TWG members.

---

<sup>3</sup>Replacement of ALP-trained teachers who had voluntarily resigned or been permanently transferred to other schools was another factor that prompted the recruitment and training of new teachers.

The training was implemented with the following objectives and learning outcomes.

**Training objectives**—at the end of the training, participants will:

- Develop mastery of ALP lessons contents and teaching strategies
- Have an overview of the AQE materials and methodologies in the curriculum
- Acquire knowledge and improve teaching technique from segment lessons presentation
- Describe how to correctly and properly fill in teachers/principals' attendance sheet

**Learning Outcomes**—by the end of the training, participants will be able to:

- Demonstrate Accelerated Education (AE) teaching and learning strategies
- Examine the AQE teaching and learning materials for Level 1, Level 2 and Level 3
- Model ALP lessons contents and teaching strategies in microteaching sessions
- Construct AQE timetable for their site using the AQE academic calendar
- Display different process of receiving stipends

Participants at the Catch-up Training were comprised of 216 teacher newly recruited teachers and 18 principals from selected AQE sites across the six counties. The teachers were recruited either to handle newly created classes because of increased learners' enrollment in some ALP schools, or to fill the void left by permanent transfer of some teachers who had been teaching ALP classes. Unlike teachers, principals had since been on board the AQE-ALP. However, principals' participation in the training was part of efforts to deepen their knowledge in ALP curriculum and teaching strategies with the aim of enhancing their effectiveness in instructional supervision. Gender disaggregation of the participants was recorded at 178 male (161 teachers and 17 principals) and 56 female (55 teachers and 1 principals). As shown in the **Table I. 1**, 76 national and local staff of the MOE were in attendance to observe delivery and provide professional support.

*Table 8 - Overview of training participants*

County	Category						Total Male per county	Total Female per county	Total per county
	Teacher		Principal		MoE Staff				
	Male	Female	Male	Female	Male	Female			
<b>Margibi County<sup>4</sup></b>	85	23	9	0	34	9	128	32	<b>160</b>
<b>Nimba County</b>	57	23	4	-	26	2	87	25	<b>112</b>
<b>Lofa County</b>	19	9	4	1	4	1	27	11	<b>38</b>

<sup>4</sup>The attendance for the Catch-up Training in Margibi County includes participants from Montserrado, Grand Bassa, Bong and Margibi itself.

<b>Grand Total</b>	<b>161</b>	<b>55</b>	<b>17</b>	<b>1</b>	<b>64</b>	<b>12</b>	<b>242</b>	<b>68</b>	<b>310</b>

Advanced planning, communication with participants and vendors and practice with the training material all combined to ensure that Master Trainers and MOE representatives were able to successfully deliver the two-day trainings to teachers who were in comfortable environments.

MOE TWG members and county EOs supported the training in a number of ways, such as marking and scoring pre-test papers and observing various break-up sessions.

Sessions were designed to give participants the opportunity to do hands-on practice of mathematics problems and the Literacy and English Language Arts curriculum, working in stations to practice their skills and build knowledge. An important highlight from the practical session was that participants had the opportunity to work in groups of various sorts to accomplish joint tasks, present their work, give and/or receive feedback from each other and the trainers.

The table below provides an overview of the successes, opportunities for enhancement, challenges encountered and actions taken to address them.

*Table 9 - Summary of opportunities, challenges and mitigating actions*

Successes	Opportunities for enhancement	Challenges encountered	Actions taken
<b>The overview of the training was a great delight to new principals and teachers because of the capacity building that will help to explore and support their teaching skills.</b>	The involvement of the EOs in the training was an opportunity for most of them to be effectively involved into the practice session especially at the stations.	Overall duration of the training was short and had implications on content coverage. For instance, micro teaching sessions had to be crammed thereby limiting the opportunity for sufficient practice, reflection and feedback.	Only a few teachers presented during the microteaching session. The time for reflection and feedback was also controlled.
<b>The session on Safe Learning Environment was successful as participants grasped the concepts of safe and unsafe learning environment and their roles to support safe schools.</b>	The safe learning was seen as an opportunity as principals saw it as a gateway to keeping a safe school system.	There was a serious reaction among training participants about the use of nude images in the Learning Together lesson. They insisted that said lesson would be difficult to teach to under aged children.	The training teams informed participants that their concerns will be shared with EDC's Management.

<b>All sessions were delivered in accordance with the training manual, and handouts were distributed accordingly.</b>	Handouts will serve as reference materials thereby providing information to support knowledge and skills gained from training.	The session on mobile money did not go as well as it was the last session of day, thus had to be rushed to take care of administrative matters.	Training team recommended that the session should be done in a breakup session rather than plenary.
<b>The production of teaching aids from local materials went well as teachers were excited about producing various samples of number cards, sight words and other materials.</b>	This session served as an eye-opener for teachers. They vowed to use the knowledge and skills acquired to produce useful teaching aids to facilitate their teaching.	Tablet sounds were too low for the materials exploration exercise. Participants complained of not understanding the messages contained in almost all the videos.	This problem could not be fixed with the tablets at the time. The training teams thus recommend the purchase of portable speakers to boost the sound of tablet videos.
<b>Pre and post-test results show that participants gained new knowledge as a result of their participation in the training.</b>	Change in the format of the pre and post-tests from <b>multiple choice</b> to <b>true or false</b> was a success factor in the positive results from participants.	Inadequate material preparation for stations use possibly due to late arrival of session plan.	Improvising of materials during training sessions was done in real time. In the future, more time can be allocated to this preparation.

Additional lessons learned from the trainings include:

- EOs from Montserrado County have expressed concerns about not been involved in the recruitment of ALP teachers. Speaking on behalf of Montserrado County education team, Madam Cecelia Reeves averred that the non-involvement of EOs has resulted into the recruitment of teachers with far less knowledge of SLE.
- Holding of debriefing sessions at the end of each training day created the opportunity for trainers to reflect and discussion the manner in which the training was being delivered, and explore ways to improve lapses

Participants were happy to share their thoughts on the training. Below are a sample of comments from the different counties.

- *“What I admire most in this training is the personal involvement of us the participants in all activities. We were encouraged to practice teaching during the workshop.”* **Fatumata Gaytaweh, Montserrado County**
- *“The ALP training made me to learn new things that will enable me to teach my Learners.”* **Mary Jallah, Lofa County**
- *“Those ALP teachers I met in my school told me that AQE always put the people participating in their training in hotels but today, I saw something different; AQE gave me back all the money I spent, Thank You AQE.”* **Moses Sammy, Grand Bassa County**
- *“I have learned so many thing from the training that I haven’t heard about like Number line, number chart, saying a word with a sound, I haven’t learn it before since I been teaching, using stones, pencils that we are going to implement what has been learned in my school”* **Yeakeah N. Kollie, Nimba**

### **County**

- *“As an administrator, I must admit that this training has provided me great knowledge of EDC’s system of operation. Now I can be more effective than before.”* **John G.V. Banks, Margibi County**
- *“Before now I never knew that much about Safe Learning Environment but now I know the importance of ensuring a safe learning environment is my school.”* **Arthuline L. Cooper, Bong County**

The Cycle 4 Cluster Training was conducted for ALP teachers and principals on December 14, 2019 in all six AQE counties under the theme “Preparing Principals, Teachers for appropriate teaching of Learners that build confidence.” With the exception of Nimba that had six training clusters, each of the other counties (Montserrado, Margibi, Grand Bassa, Bong and Lofa) had four training clusters. Each cluster was further divided into two groups—teachers and principals. Facilitation of the training was carried out by MTs, CMAs, the EDC Monrovia Tech Team, MOE TWG members, and local MOE staff (CEOs, DEOs and ABES). Aggregate attendance at the training was recorded at 1068 participants, i.e. 823 teachers and 245 principals.

In accordance with the training agenda, teachers and principals participated in the opening formalities and a reflection session before moving into two breakout sessions of all-teachers and all-principals. The training session for teachers focused on content knowledge and pedagogical skills for teaching Literacy, English Language Arts, Numeracy and Mathematics. In addition, there was a session on the collection and review of formative assessment for end of unit assessments 1 and 2. The principals’ session focused on SQIP planning review, climaxed by development of new SQIP planning.

The training objectives were stated as follows. By the end of the Cycle 4 Cluster Training, teachers and principals will have completed the following tasks:

- Reviewed Units 1 and 2 with focus on what worked well, less well and what are priorities for support.
- Practiced effective techniques for teaching sounding out letters in Literacy and English Language Arts curriculum.
- Practiced effective techniques for teaching basic mathematics operations including addition, subtraction, multiplication and division.
- Identified strategies for using appropriate teaching aids to help learners solve Numeracy/mathematics problems.
- Organized and reviewed formative assessments for end of units 1 and 2 with focus on strengths, weaknesses, and lessons for end of unit 3 assessment.

The Cycle 4 Cluster Training was attended by ALP teachers and principals from active AQE sites in the six counties. Aggregate attendance at the training was recorded at 1068, including 823 teachers and 245 principals. Gender disaggregation of the participants was recorded at 877 male (664 teachers and 213 principals) and 191 female (159 teachers and 32 principals). Forty-eight (48) national and local staff of the MOE including County Education Officers (CEOs), District Education Officers (DEO) and Alternative Basic Education Supervisor (ABES) attended to observe implementation of the training.

Table 10 - Cycle 4 Cluster Training Attendance Summary

County	Category						Total Male per county	Total Female per county	Total per county
	Teacher		Principal		MOE Staff				
	Male	Female	Male	Female	Male	Female			
Montserrado	95	36	37	10	13	4	145	50	195
Grand Bassa	68	5	18	4	2	1	88	10	98
Bong County	123	25	39	6	5	3	167	34	201
Lofa	162	34	38	4	-	—	200	38	238
Margibi	92	19	30	6	-	-	122	25	147
Nimba	124	40	51	3	19	-	194	43	237
<b>Grand Total</b>	<b>664</b>	<b>159</b>	<b>213</b>	<b>33</b>	<b>33</b>	<b>5</b>	<b>916</b>	<b>200</b>	<b>1116</b>

Similar to the preparation for the catch-up training, advanced planning and communication for these cluster trainings helped staff, the MOE and participants be well prepared to conduct and participate in the cluster trainings. Dry run sessions acquainted facilitators with content and provided opportunities to practice and master methods while county teams had logistical information in time to inform and mobilize participants in a timely fashion. Materials were ready in advance as well, but could be made available to county teams sooner for smoother execution in the future.

The table below provides an overview of the success, opportunities for enhancement, challenges and actions taken to address these challenges for these cluster trainings.

Table 11 - Summary of opportunities, challenges and mitigating actions

Successes	Opportunities for enhancement	Challenges encountered	Actions taken
The <b>Looking Back</b> session went well as participants were able to correct areas needing support, areas they feel between and areas they understand well.	This analysis from the <b>Looking Back</b> session will help inform the planning and provision of follow-up support as well as the design and delivery of subsequent training.	The <b>Looking Back</b> session was an open one, allowing the participants to indicate challenges faced in lesson implementation. Some participants were unwilling to participate.	Trainers explained the rationale/purpose of the reflection and then ensured that all participants were involved.

<p><b>Most teachers have completed end of units I &amp; 2 assessments.</b></p> <p><b>There were indicators shown to prove that teachers have recorded learners' grades on the master grade sheets or roll books.</b></p>	<p>Teachers will apply lessons learned when compiling formative assessment information for units 4 - 6. It is likely that the recording of other formative assessment scores will be done with less/no errors.</p>	<p>Some teachers found it difficult in compiling and documenting learners' formative grades in the roll book and master grade sheet. This was especially the case for some newly recruited teachers.</p>	<p>Trainers provided special supports to teachers who were lagging behind. Peer-to-peer support was also encouraged during the process.</p>
<p><b>Teachers were able to outline challenges encountered &amp; lessons learnt from end of units I &amp; 2 assessments. They also explored ways to curb these challenges.</b></p>	<p>Based on what teachers now know, there is a strong likelihood that subsequent formative assessments will be administered with less errors.</p>	<p>Veteran teachers are more familiar with compiling and documenting learners' formative assessment grades compared to new teachers.</p>	<p>Trainers provided special supports to those teachers who were lagging behind in compiling and recording formative assessments.</p>
<p><b>Use of demonstration videos in the training raised participants' interest and motivation to practice new teaching strategies.</b></p>	<p>Teachers will use skills and knowledge acquired to produce useful teaching aids and employ the right teaching strategies to facilitate learning.</p>	<p>Participants complained that they did not fully grasp messages of some demonstration videos due to poor sound quality.</p>	<p>This problem could not be fixed in real time. The training teams thus recommend purchase of portable speakers to boost the sound of tablet videos.</p>
<p><b>Principals reviewed SQIP plans from previous training and develop new plans for incorporating new set of activities and targets.</b></p>	<p>Implementation of SQIP plans will increase the likelihood for schools to attain satisfactory scores and classification in SQA.</p>	<p>Many principals did not come along with SQIP plans developed during previous training. Thus, it was difficult to review progress made.</p>	<p>As this issue was not addressed there and then, trainers thus recommend that copies of participants' plans be taken to training.</p>

### Quotes from Participants

*"AQE has made learning easy for the learners through our commitment as simple as this video to teach us to teach."*

**Awalayah Miah (Principal)  
Sheansue Public School, Bong**

*"My educational foundation was not built in phonics, but with trainings, mentoring and coaching from the MTs, I can gradually practice sounding out letters and their names with my learners and on my own when I am lonely"*

**Abel Tobey (Teacher-Level 2)  
Boique Public School, Grand Bassa**



Additional lessons learned or observations from this training include:

- The involvement of MOE-TWG members as well as local education officers (CEOs, DEOs and ABES) in facilitating the training in assigned clusters across all six counties has positive bearing for program transition and sustainability by the MOE.
- Largely, the use of demonstration videos during the training proved effective. Participants had the opportunity to practice and learn appropriate strategies for teaching specific content in Literacy/English Language Arts and Numeracy/Mathematics.
- The **Looking Back** session provided insights into content areas where teachers have strengths and weaknesses in implementing. Analysis from this session could be used to inform teachers' coaching and mentoring support as well as subsequent training.
- Given the number of cluster venues, assigning facilitation roles to CMAs added value to the training implementation. CMAs were largely up to the task of facilitating the training in their assigned cluster venues and helped ensure that there were enough people to meet all the facilitation needs.
- In instances where participants will be required to present progress report on plans developed in previous training, they should be informed in advance to bring said plans to the training. Trainers should also take the digitalized versions of said plans to the training.

## PR 2.6 Teachers Administer ALP Leveled Exams

### 2.6.1 Develop leveled summative assessment tools

During the previous quarter, School-To-School International (STS) and EDC teams participated in a series of completion assessment debriefs to inform the assessment revision process. In Q1, STS worked with the EDC team to streamline and revise the summative assessment packages. In addition to updating the levelled items based on the revised curriculum, STS streamlined the documents, making the cover pages clearer to delineate between the various assessments and to combine the materials into one package for the teachers and one package for the students. To help teachers organize materials and ensure they are using the correct materials, the cover pages were re-designed to include level-specific images to link the types of assessment materials, as well as color blocks to differentiate between the types of assessments. In addition, all learner materials were combined into one packet with sections for each assessment content area. The teacher guides now include both the administration instructions, the answer keys and the scoring information, allowing the teachers to use one packet of information to move through the entire assessment administration process.

### 2.6.2 Develop professional development modules on ALP summative assessment

In Q1, STS worked with EDC to identify areas to continue to strengthen the professional development modules. In early 2020, STS and EDC will work together to create additional visual materials, such as short videos, to supplement the training modules and serve as a resource for EOs, principals and teachers in the future.

### 2.6.3 Produce professional development materials on ALP summative assessment

As described in 2.6.2, STS is working with EDC to strengthen the professional development with visual media. This will form part of the assessment and management system handover package that will take place in Q3 FY20.

## 2.6.4 Produce summative assessment tools in Year 2

Completed in FY18.

## 2.6.5 Produce summative assessment tools in Year 3

As outlined in 2.6.1 above, School-to-School (STS) revised and finalized the Level 1-3 summative assessments for ELA and mathematics in May 2019. Additionally, STS developed, piloted, and finalized science and social studies completion assessments for students in Level 2 and Level 3 classes.

## 2.6.6 Produce summative assessment tools in Year 4

This will take place in Q2 and Q3 of FY20.

## 2.6.7 DEOs, principals and teachers complete professional development on ALP summative assessment in Year 2

Completed in FY18.

## 2.6.8 DEOs, principals and teachers complete professional development on ALP summative assessment in Year 3

Completed in FY19.

## 2.6.9 Principals and teachers complete professional development on ALP summative assessment in Year 4

This will take place in Q2 and Q3 of FY20.

## PR 2.7 Community Members Identify Out of School Children

### 2.7.1 Develop community engagement strategy

Please refer to report details of Result 1.6 and Result 2.7.2 for information about EDC and Search for Common Ground activities to address the issue of out of school children.

### 2.7.2 Support local solutions to identify and enroll out-of-school children in ALPs

The activity has outlined in previous quarterly reports continuing activities to mobilize communities to identify and enroll out of school children in each academic year. The community engagement strategies in Q1 included PTA community meetings and mobilization for learner placement assessments, learner promotion celebrations, Search for Common Ground's participatory theatre and radio soap opera programs, PTA general and PTA SLE event meetings – all opportunities to reiterate the message of enrollment and the importance of school attendance, retention and completion.

The strategies have been successful – with learner outreach for enrollment surpassing the activity target of 48,000 learners to 62,000+ learners in FY20. The issue is no longer one of recruitment but managing the surge in learner transfer to ALP that is indicative of a school system in crisis. As described in previous sections schools have struggled in the current academic year with diminishing

support from the government to cover instructional materials and teacher salaries. At the same time, EDC is focusing heavily on efforts with the MOE to transition and integrate ALP into the one-school model.

### 2.7.3 Develop screening tests for placement into appropriate ALP levels

As described in 2.6.1, School to School International has finalized revisions and consolidations to the literacy and numeracy, ELA and mathematics placement assessments for Levels 1, 2 and 3.

## Monitoring, Evaluation and Learning

The main Monitoring, Evaluation and Learning accomplishments include: Rolling assessments (site surveys and classroom observations), Operational research for FY 19/SLE Midline Assessment, Operational research for FY 20-ALPCS Pilot-baseline and staff Reflection. The section concludes with an outline for priorities for the next reporting period.

### Rolling assessments (site survey and classroom observations)

#### Site survey

Conducted every quarter, site surveys are a key part of the AQE rolling assessments (classroom observations form the other component). The survey tracks activity implementation and factors that may interfere with ALP classes. During Quarter 1, 157 sites were surveyed; 19 in Bong, 16 in Grand Bassa, 33 in Montserrado, 14 in Margibi, 48 in Lofa, and 27 in Nimba.

#### Interferences with ALP classes

One of the issues the site survey addresses is whether ALP classes are conducted as scheduled and if there are factors that could have interfered with the classes. A number of factors may hinder schools from conducting ALP classes, such as teacher absence, a death in the community, traditional cultural practices (e.g., county devil, bush schools), and market day among others. The table below shows the number of schools that reported missing ALP classes at least once due to these reasons. The data show that teacher absence and death in the community are the most commonly mentioned reasons of interference by the sites surveyed. These interferences were more common in Montserrado, Lofa, and Nimba than in other program counties.

Table 12: Factors affecting ALP classes

	No. of sites that missed class (at least once) because of teacher absence	No. of sites that missed class (at least once) because of death in the community	No. of sites that missed class (at least once) because of cultural practices such as county devil or bush schools	No. of sites that missed class (at least once) because of market days	No. of sites that missed class (at least once) because of weather conditions
Bong	0	1	0	0	1
Grand Bassa	1	2	0	0	0
Montserrado	4	4	2	0	3
Margibi	2	0	0	0	0

Lofa	5	2	1	0	0
Nimba	3	5	0	0	0
Total	15	14	3	0	4

### Project documentation

97.7% of the sites had the AQE plastic box that stores activity's documentation. Only 31.6% of the sites had lesson calendars on the site notice boards and only 46.5% had shared a copy of the academic calendar with the PTA. Documentation of these materials will need to be emphasized in the next project quarter.

### PTAs

The site survey also checks on PTA involvement in ALP activities. The majority of sites reported that the PTA met to discuss ALP issues at least once after the new school year orientation. The PTAs in Nimba, Bong, and Montserrado appear to be more active than PTAs in other counties (see table below).

Table 13: Since ALP classes started this school year, how many times has the PTA met (excluding the orientation meeting)?

County:	None	1-Time	2-Times	3-Times	4-Times	5-Times	6-Times	Total
Bong	0	9	18	12	4	0	0	43
Grand Bassa	2	14	5	3	0	0	0	24
Montserrado	3	16	13	7	2	0	0	41
Margibi	12	17	3	0	0	0	0	32
Lofa	1	4	14	4	1	0	0	24
Nimba	7	8	20	7	5	2	0	49
Total	25	68	73	33	12	2	0	213

### Classroom observations

Classroom observations are the other component of rolling assessments. They are intended to assess how well teachers are implementing what they learned in training. Feedback from classroom observations is intended to guide design of AQE teacher training in subsequent quarters.

During Quarter I, 293 teacher/classroom observations were conducted (38 in Bong, 47 in Grand Bassa, 37 in Lofa, 74 in Margibi, 44 in Montserrado, and 53 in Nimba). Illustrative findings from the Quarter I classroom observations are shown in the following sections.

**Lesson introduction:** Quarter I classroom observation data show that teachers across all of the program counties were more consistent with calling out roll call and reviewing previous lessons than reviewing learners' homework or stating the lesson's objective as part of the introduction to the lesson. The data also suggest that teachers in Lofa and Margibi had a greater percentage of teachers proficient or strong in the lesson introduction strategies than teachers in the other program counties.

Table 14: Percent of teachers rated Proficient or Strong - Introduction, Q1

	Bong	Grand Bassa	Montserrado	Lofa	Margibi	Nimba	Program average
Did roll call	47.40%	76.60%	88.60%	83.80%	79.70%	71.70%	74.60%
Reviewed the previous lesson as part of the introduction	84.20%	72.30%	56.80%	94.60%	78.40%	75.50%	77.00%
Reviewed learners' homework	73.70%	55.30%	40.90%	86.50%	75.70%	62.30%	65.70%
Stated lesson objectives(s) to the learners	44.70%	76.60%	56.80%	73.00%	78.40%	62.30%	65.30%

**Lesson methodologies:** Classroom observation data from Quarter I show that the facilitation methodologies in which teachers are most proficient include: instructing learners to use their workbooks during a lesson, utilizing lecture-based instruction, demonstration, brainstorming, and assigning individual work. The methodologies with the lowest percentage of proficient-rated teachers include role playing, using poems, chants, and songs, flashcard games, pair work as well as think, pair, and share. These methods will need to be a priority for teacher coaching during the next quarter. The data also show that teachers in Montserrado and Margibi had a greater percentage of teachers proficient or strong in lesson facilitation strategies than teachers in the other program counties.

Table 15: Percent of teachers rated Proficient or Strong - Methodologies, Q1

	Bong	Grand Bassa	Montserrado	Lofa	Margibi	Nimba	Program average
Instructed Learners to use workbooks during lesson	71.10%	87.20%	81.80%	67.60%	74.30%	58.50%	73.40%
Role Play	5.30%	0.00%	4.50%	2.70%	13.50%	17.00%	7.20%
Demonstration	68.40%	72.30%	65.90%	75.70%	64.90%	69.80%	69.50%
Brainstorming	57.90%	63.80%	75.00%	75.70%	66.20%	71.70%	68.40%
Group work	21.10%	17.00%	20.50%	29.70%	44.60%	28.30%	26.90%
Pair work	18.40%	10.60%	25.00%	21.60%	37.80%	30.20%	24.00%
Individual Work	84.20%	46.80%	77.30%	51.40%	73.00%	58.50%	65.20%
Used lecture for the amount of time prescribed in lesson plan	52.60%	87.20%	52.30%	81.10%	75.70%	86.80%	72.60%
Reflections & Self assessments	39.50%	17.00%	68.20%	37.80%	35.10%	41.50%	39.90%
Flashcard games	15.80%	14.90%	15.90%	24.30%	20.30%	28.30%	19.90%
Gestures, Drawings, Miming and Real Objects	15.80%	12.80%	22.70%	45.90%	23.00%	24.50%	24.10%
Read aloud stories	52.60%	40.40%	36.40%	18.90%	48.60%	45.30%	40.40%
Think Pair Share	13.20%	14.90%	11.40%	24.30%	29.70%	30.20%	20.60%
Poem, Chants and Songs	18.40%	8.50%	15.90%	0.00%	21.60%	26.40%	15.10%
Word Problems	39.50%	23.40%	15.90%	27.00%	40.50%	32.10%	29.70%

**Materials and content:** Quarter I data show that most teachers are proficient in using AQE materials, following their teacher guides, and maintaining a good knowledge of the subject matter of

their lessons. A slightly smaller percentage of teachers showed proficiency in using locally made materials, which could be encouraged during upcoming site visits.

Table 16: Percent of teachers rated Proficient or Strong - Materials and Content, Q1

	Bong	Grand Bassa	Montserrado	Lofa	Margibi	Nimba	Program average
Used AQE materials	76.3%	80.9%	93.2%	62.2%	89.2%	92.5%	82.4%
Used own locally made materials	21.1%	23.4%	38.7%	54.1%	51.4%	41.5%	38.3%
Good knowledge of subject matter	60.5%	68.1%	81.8%	83.8%	83.8%	79.2%	76.2%
Followed teacher guide	94.7%	97.9%	88.6%	91.9%	85.1%	96.2%	67.9%

**Facilitation:** Classroom observation data from Quarter I show that most teachers are proficient in using simple language that is appropriate to learners, utilizing the chalkboard while teaching, encouraging girls' and boys' participation equally and encouraging learners to think critically. The practices that will need emphasis in the next quarter include checking learner workbooks, distributing questions evenly and coordinating answers, and relating lessons to everyday life. The data suggest that more teachers in Montserrado and Lofa exhibited stronger facilitation strategies than teachers in other program counties.

Table 17: Percent of teachers rated Proficient or Strong - Facilitation, Q1

	Bong	Grand Bassa	Montserrado	Lofa	Margibi	Nimba	Program average
Equally encouraged boys' and girls' participation	81.60%	87.20%	86.40%	91.90%	93.20%	83.00%	87.20%
Pointed to relevant info on chalkboard	84.20%	85.10%	93.20%	97.30%	86.50%	84.90%	88.50%
Encouraged learners to think critically	68.40%	53.20%	77.30%	78.40%	78.40%	64.20%	70.00%
Related lesson to everyday life	31.60%	51.10%	81.80%	73.00%	71.60%	52.80%	60.30%
Conducted formative assessment	52.60%	66.00%	75.00%	91.90%	71.60%	41.50%	66.40%
Moved around the class	52.60%	74.50%	63.60%	62.20%	71.60%	54.70%	63.20%
Distributed questions and coordinated answers	55.30%	70.20%	77.30%	56.80%	56.80%	43.40%	59.90%
Used simple language-Appropriate to learners	84.20%	85.10%	93.20%	100.00%	78.40%	92.50%	88.90%
Checked workbooks	47.40%	66.00%	63.60%	59.50%	67.60%	49.10%	58.80%

### Operational research for FY 19/SLE Midline Assessment

As a follow up to the SLE baseline assessment conducted in 2018, which also served as a foundation for selecting the SLE pilot sites, the SLE midline assessment was conducted between September and December 2019. The midline report's findings regarding participant perceptions and risk prevalence have been structured to compare midline findings to baseline findings, as well as to compare midline findings between SLE pilot and non-pilot sites. IRB review and clearance was provided by the University of Liberia IRB. Data were collected from 350 parents/caregivers, 795 students and 147 school personnel.

Several assumptions underpin the midline evaluation. For example, one assumption is that unsafe schools contribute to low attendance levels. Others include assumptions that teachers will listen to parent and learner concerns, that community members are able to engage and participate, and that reporting mechanisms will hold perpetrators accountable and discourage future transgressions.

The results indicate generally positive responses from students regarding acceptance, diversity and inclusion, as well as safety. In regard to student relations, more than 9/10 students find that boys and girls respect each other. Finally, perceptions of student-teacher relations are quite positive as well.

However, perceptions vary depending on several factors. There is a correlation between gender and perceptions of different ethnic groups. The midline results data indicates that more females than males from different ethnic backgrounds get along.

Regarding safety domains, there is a significant variation between sites that received AQE intervention at baseline and those that did not. 32.8% of non-baseline sites are reported as containing unsafe spaces for girls, whereas only 25.8% reported the existence of such spaces at sites that received programming at baseline. This trend also applies to boys with more unsafe domains being reported in non-baseline sites compared to baseline sites.

Concerning sexual violence, responses indicate that more students from sites that had not received an SLE pilot intervention had heard of experiences of sexual violence in or around their school compared to students in SLE pilot sites.

In terms of perceptions of gender roles, learners have generally demonstrated egalitarian views regarding gender and livelihoods, property, and employment. However, perceptions regarding school performance and violence are mixed. For example, almost 40% of students think it is more important for boys to perform well in school. Further, less than half of the students surveyed think it is acceptable for a girl to hit her boyfriend, whereas over 20% of students believe a woman should tolerate violence from her male partner.

The responses regarding corporal punishment in schools are quite striking. More male students have heard of others experiencing corporal punishment than females. Further, more students attending schools that have not gone through an SLE pilot have experienced corporal punishment than those attending SLE pilot schools.

In terms of PTA engagement, the responses have demonstrated a wide need for more vigilance regarding health and safety hazards by PTA members. These hazards include unsanitary conditions, poorly maintained latrines and lack of fencing around campuses. Conversely, more than half of respondents confirmed their active membership in the PTA. Respondents have also indicated a general perception of effectiveness in ensuring a safe learning environment. However, only 40.6% of PTA members have reported participating in at least one activity organized by the school or PTA.

## **OR research for FY 19-ALPCS Pilot-baseline summary**

### **Key Baseline Findings for Operational Research Plan**

The ALP/Conventional school pilot program is a key component of the sustainability and institutionalization of the AQE Activity. In partnership with the MoE, the expected outcome is for AQE to run parallel to the conventional school classes. The pilot constitutes AQE's FY 20 operational research and will help AQE and MoE partners better understand how to institutionalize ALP in the conventional schools.

Numerous findings have emerged from the baseline data regarding the ALP/Conventional pilot schools. Such data provide insights into the experiences of learners, caregivers and teachers in the

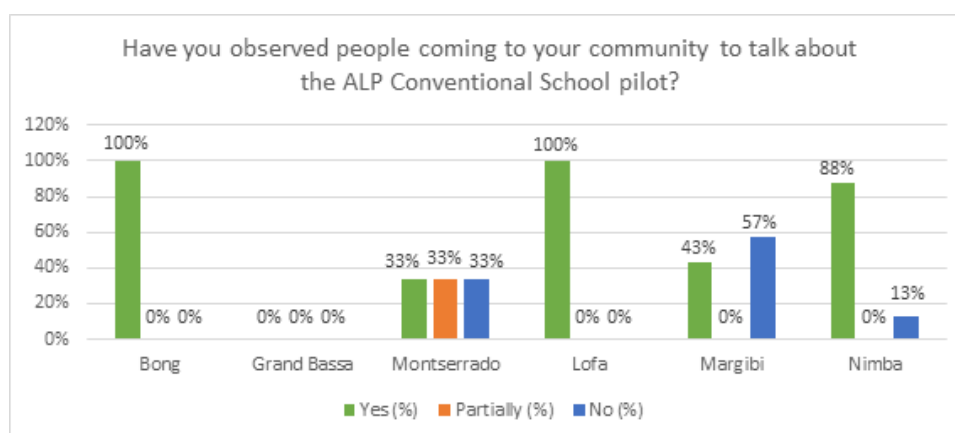
ALP/conventional pilot schools. The data was gathered from the responses of 64 learners, 39 parents and 31 school personnel across the 12 pilot sites listed below:

COUNTY	DISTRICT	SCHOOL
Montserrado I	Left Bank 2-A	Sims Community School -P.M.
Montserrado I	Left Bank 2-B	E. Jonathan Goodridge Public School
Bong County	Gbarnga - 2	Margaret Kennedy Public School
Bong County	Gbarnga - 1	G. W. Gibson
Margibi	Kakata	Dartu-Ta Public School
Margibi	Kakata	KRTTI Demonstration School
Nimba	Bain-Garr	D. Arthur Wogbehy Community School
Nimba	Bain Garr	Dingamo
Grand Bassa	District 5	New Buchanan
Grand Bassa	District 5	Tobacconnie Public School
Lofa	Voinjama	Zawordawoi Public School
Lofa	Voinjama	Bazagizia Public School

The learners come from an average of one school per county, besides two schools in both Montserrado and Nimba counties. In terms of the frequency of students interviewed, 30% are concentrated in Montserrado county.

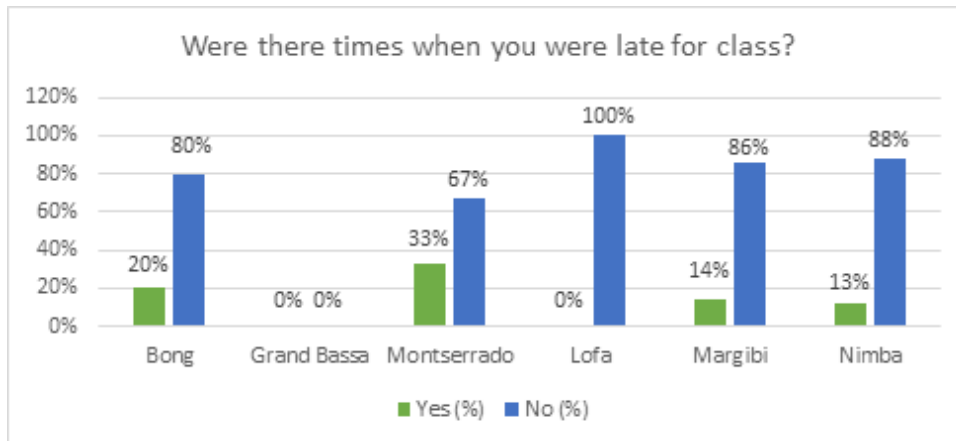
Results are mixed regarding learners' attendance of ALP classes prior to the conventional school pilot. In Bong, Margibi, and Nimba counties, a majority of learners had previously attended ALP schools. Conversely, the vast majority of learners in Grand Bassa, Montserrado, and Lofa counties had not attended ALP classes before the pilot. In fact, 100% of learners interviewed in Grand Bassa had not previously attended ALP classes.

The question of whether learners have observed people coming to their communities to discuss the ALP/Conventional school pilot was also raised. A great majority of learners in Bong, Lofa, and Nimba counties had observed awareness raising for the ALP Conventional School pilot. The results in Montserrado and Margibi counties are also mixed.





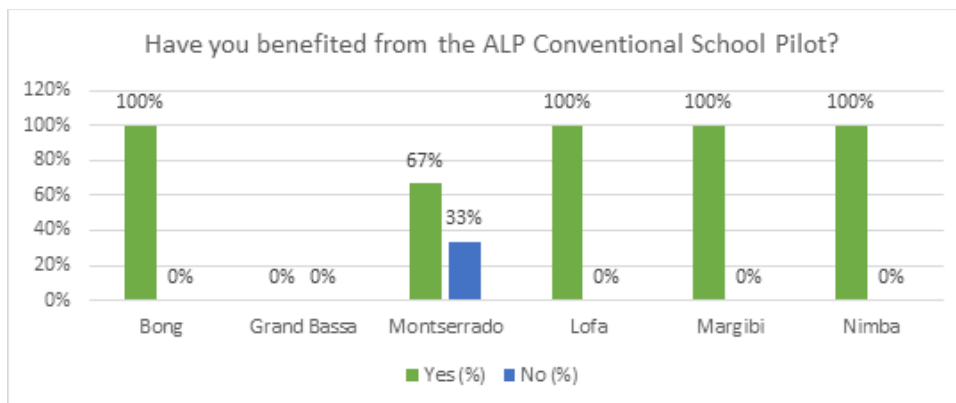
Regarding student tardiness, only 25% of students in Bong, Montserrado, Margibi, and Nimba counties have reportedly been late. Only 5% of students in Lofa reported not being late. In terms of missing class, the results are quite varied. Almost 40% of students in Nimba have reportedly not missed class, while 17% of learners in Bong, Montserrado, and Lofa and 33% of learners in Margibi have admitted to missing class at times.



The results regarding learner-reported teacher absences are concerning in Bong and Margibi in particular, with 50% of learners citing times when they were present at school but their teacher was absent.

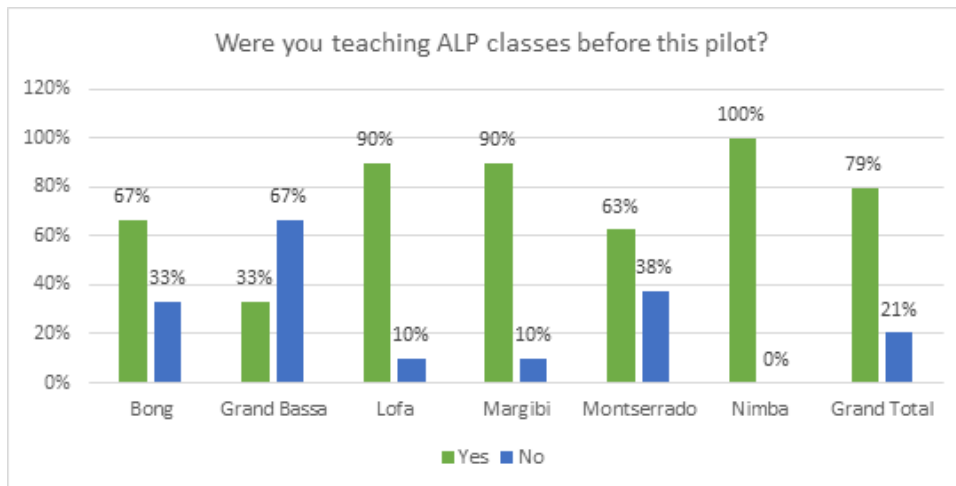
Regarding the benefit of the ALP/Conventional school pilot, 100% of respondents in Bong, Lofa, Margibi and Nimba have responded that they have benefited from the program. Conversely, 33% of respondents in Montserrado claimed no benefit from the pilot.

As well, all respondents in Bong, Montserrado, Lofa and Margibi feel that ALP Conventional School classes should continue.



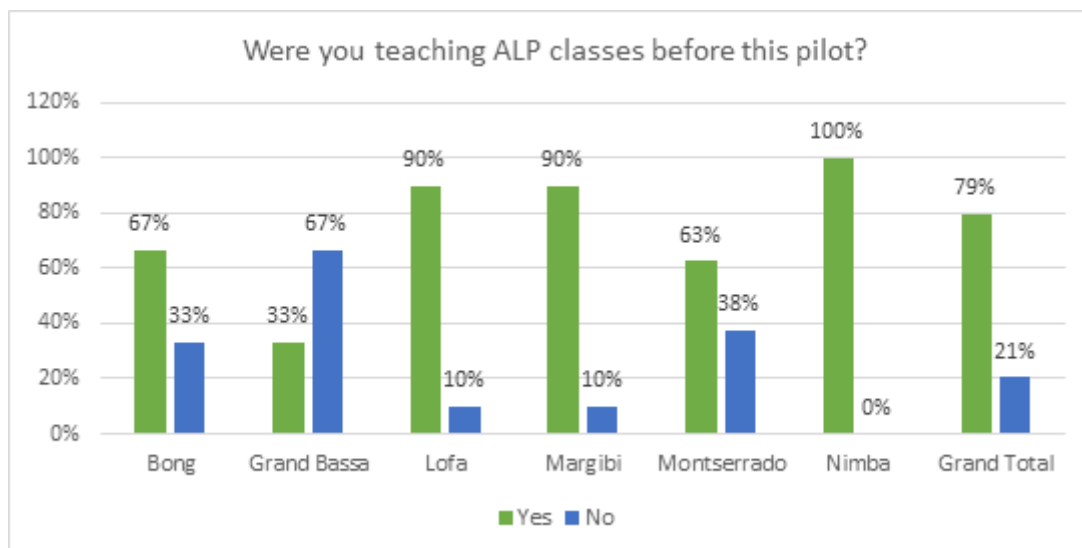
Key findings from the Conventional School Pilot Teacher Survey indicate that, on average, more than 60% of the teachers had been teaching ALP classes prior to the pilot, whereas in Grand Bassa 67% of them haven't been teaching in ALP classes.

In terms of community mobilization for the ALP/Conventional school pilot, Margibi, Nimba, and Lofa counties have high percentages of community mobilization. Notably, 100% of teachers in Lofa participated in/noted community mobilization for the ALP/Conventional school pilot.

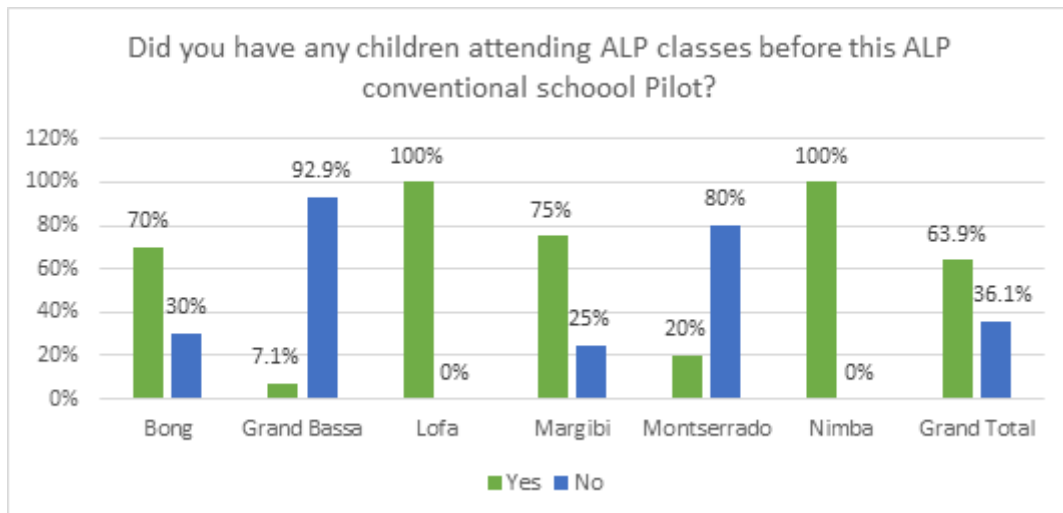


However, the results also indicate that Grand Bassa and Nimba in comparison to other counties have not been prepared for the ALP Conventional School Class. In turn, ALP conventional schools in both Grand Bassa and Montserrado have 100% less attendance than conventional schools.

Moreover, ALP classes have started on time in all counties except Grand Bassa. Teachers have reported that the AQE staff assists them, while the DEO does not. In conclusion, most of the teachers have reported that both their professional careers and their schools have benefitted from the program. Likewise, most of the teachers from all the counties except Margibi, from which there was only one respondent, have mentioned that they will commit to teaching in ALP Conventional schools.



Results also indicate that 100% of parents/caregivers in Lofa and Nimba counties have children who attended ALP classes prior to the ALP conventional school pilot, whereas fewer parents/caregivers in Grand Bassa and Montserrado report the same in comparison. According to parents/caregivers in all counties, attendance and punctuality of both students and teachers has been in the range of 80% and 100% on average. In addition, 100% of the parents/caregivers from all counties agree that their children have benefitted from the ALP Conventional School Pilot; henceforth, they suggest that ALP classes should continue.



### Staff Reflection

Activity teams and partners from county and national levels attended the first two days of team experiencing sharing and planning meetings. The focus of the first day was to catch up with departments, policies and practice, covering:

- OPs and Admin updates on new packages for phones and mobile connectivity,
- M&E overview of updated indicators -standard and supplemental,
- Finance overview on advances and reconciliations.

The second day of the meeting centered on review and planning, covering opportunities to provide Activity teams, partners and MoE teams with dataset collections and findings on

- classroom observations,
- safe learning environments (midline),
- ALP conventional school pilot,
- School Quality Improvement pilot,
- completion and transition data sets.

The review provided a basis planning session in the afternoon, which was conducted at two levels of planning – county and national – for Quarter 2. Planning inputs included contributions from county teams, tech teams, partners, CEOs and national TWG teams. The focus was both an integrated approach to planning and a new emphasis on joint planning to achieve the transition and sustainability of activities beyond the Activity intervention.

	
<p><i>Assistant Minister Dominic D.N. Kweme introducing himself at AQE staff retreat. According to the Minister, the AQE is very important to the Ministry of Education because the project is addressing a key priority of the ministry. Besides the Minister, there were other County Education officers and Technical Working Group members in attendance. Amongst other activities, the MoE and other AQE partners actively participated in reflection activities; looking at results of all components of the AQE project in years 1 and 2.</i></p>	<p><i>Team planning from mapping wall charts of milestone and activities to achieve Activity deliverables in Q2 to digitizing plans in team groups – each group focusing on individual work streams of the plans</i></p>
	
<p><i>Planning, monitoring, sharing and improving – the open planning day centered on data analysis from the M&amp;E collections during Q1 – here an analysis of the ALP Conventional School baseline identifying perspectives form learners, teachers and guardians</i></p>	<p><i>County TI and CEO form Lofa plan and map together intervention activities from the ICA county plans centered on joint school visits to assess quality implementation of the Alp program in the county</i></p>

**Learning and dissemination of AQE lessons to internal and external stakeholders:**

Building on recent workshops involving reflection on AQE lessons and data with Liberia-based stakeholders, AQE is sharing lessons with international stakeholders. These include among others: the USAID 2020 Global Education Conference, the 64th Annual Conference of the Comparative and International Education Society and the international journal on quality assurance in education. Presentations and manuscripts that have been submitted and accepted to these forums include:

- *Sustaining and Institutionalizing Classroom Assessments in Liberia’s Accelerated Learning Program*
- *Data Driven Programming to Prevent and Respond to School-related Gender-based Violence*
- *Integrating Accelerated Learning Program Quality Standards into School Quality Assessment*
- *AQE Liberia: Evaluating Classroom Practices Using Qualitative Research Methods*

**Secondary Data analysis:** *Examining the relationship between 2019 level completion and student’s background (intake form):* AQE has followed 7432 of the 13000 students that participated in the 2019 level completion assessments. Level completion data for these 7432 students were linked with their intake/enrollment data (49.4% female and 50.6% male). The findings are as follows:

- 85.7% of students had been to school before, while 15.3% had never been to school before.
- 51.0% reported that they had certificates from school at ALP intake.
- Overall, 70.5% (N=5243) of these students reached the pass score of 70% and were eligible for the next level in the ALP or formal school. 29.5% (2189) did not attain the pass mark.

The pass rate among males (71.7%) was slightly higher than the pass rate among females (69.4%). The pass rates for level 3 (81%) and level 2 students (82.5%) were significantly higher than the pass rate for level 1 students (68.2%). Learners that had been to school before ALP were more likely to pass (72.9%) than learners that had not attended school before joining ALP (57.7%).

Access to reading materials has a positive correlation with level completion. Learners that read to themselves at home were more likely to pass (79.7%) than those who did not (65.4%). Learners that had reading materials at home were more likely to pass (78.2%) than those that did not (68.6%). Learners that had books or stories on a phone or another electronic device were more likely to pass (79.5%) than those who did not (69.9%). Learners who reported that someone read stories aloud for them at home were more likely to pass (74.6%) than those who reported having no such person (68.9%). Similarly, learners who practice reading stories aloud to someone at home were more likely to pass (78.2%) than those that did not (68.3%).

This analysis confirms findings from the 2018 school year analysis: learners join the ALP with different levels of vulnerability and this accounts for differences in their performance. In addition, both 2018 and 2019 completion data show that having access to reading materials as well as reading at home have a significant correlation with performance and level completion. In response to the 2018 data analysis, AQE planned to implement the “library-in-a-box” intervention. Analysis of the 2019 completion data shows that AQE needs to follow-through with the “library-in-a-box” plan.

Furthermore, both 2018 and 2019 completion datasets show that there is no correlation between learners’ disability status and performance.

Categories	Percent not passed	Percent passed	Sig	Categories	Percent not passed	Percent passed	Sig
Gender: Male (3759)	28.3%	71.7%	.015	Do you read to yourself at home? (Yes: N=2703/36.4%)	20.3%	79.7%	.000
Gender: Female (3673)	30.6%	69.4%	.015	Do you read to yourself at home? (No: N=4705/63.3%)	34.6%	65.4%	.000
Level 1 (6169)	31.8%	68.2%	.000	Do you have any reading materials at home? (Yes: N=1558/21%)	21.8%	78.2%	.000
Level 2 (858)	17.5%	82.5%	.000	Do you have any reading materials at home? (No: N=5800/78%)	31.4%	68.6%	.000

Level 3 (405)	19.0%	81.0%	.000	Do you have any books or stories that are on a phone or another...? (Yes; N=615/8.3%)	20.5%	79.5%	.000
Have you ever been to school before? (Yes; N=6292)	27.1%	72.9%	.000	Do you have any books or stories that are on a phone or another...? (No; N=6738/90.7%)	30.1%	69.9%	.000
Have you ever been to school before? (No; N=1140)	42.3%	57.7%	.000	Does anyone read story aloud to you at home? (Yes; N=2172/29.2%)	25.4%	74.6%	.000
Do you have a certificate from school? (Yes; N=3792)	24.1%	75.9%	.000	Does anyone read story out loud to you at home (No; N=5212/70.1%)	31.1%	68.9%	.000
Do you have a certificate from school? (No; N=2498)	31.7%	68.3%	.000	Do you practice reading story aloud to someone at home? (Yes; N=1755/23.6%)	21.8%	78.2%	.000
				Do you practice reading story aloud to someone at home? (No; N=5626/75.7%)	31.7%	68.3%	.000
				Do you listen to radio program at home? (Yes; N=2293/30.9%)	26.4%	73.6%	.000
				Do you listen to radio program at home? (No; N=5063/68.1%)	30.7%	69.3%	.000

### Updates from Search for Common Ground

Search For Common Ground (SFCG) has achieved 3 out of 6 targets of its support monitoring visits. The remaining visits are scheduled for 2020. SFCG Regional Program Manager, Charlotte Divin is expected in country in January 2020 (travel costs covered by Search separately as the work was focused on multiple organizational efforts) and will be followed later by SFCG M&E Coordinator from Sierra Leone, Samuel Koroma pending approval. Both Samuel and Charlotte provided remote technical support to the Critical Listening monitoring report. This interview report is usually conducted quarterly to solicit feedback from Activity beneficiaries to enable program quality improvement.

Oriane Broeck, SFCG West Africa Communication Specialist visited the Country Program this quarter and supported in the development of success stories for the project and other visibility materials. The success story in appendix to this quarter's reporting is a product of this visit.

### MEL Priorities for next quarter

The following activities have been prioritized for Quarter 2:

- ALPCSP Baseline Data Analysis and Cleaning
- ALPCSP Midline protocol tools design and data collection
- Finalize FY 20 OR plan
- Review of data collection tools and data quality
- Updating teacher database
- Site survey/Classroom observation data review and coordination
- TLM/Training data processing
- AMELP/PIRS Revision to adapt new F indicators
- SQIP assessments
- Semester I formative assessments processing and preparation of summative assessments

## Annexes

1. Deliverables Tables
2. Indicators Table
3. Financial Report
4. Liberia AQE Fact Sheet
5. Environmental Mitigation and Monitoring Report
6. Photos from Trainings
7. Team Action Planning
8. Success Story
9. Success Story
10. Trip Reports

## Annex I: Deliverables Submitted During Q1

### Reports and Publications

Report Deliverable	Due Date	Date Submitted	Date approved
Y3 Quarter 4 Progress Report and Annual Report	October 31, 2019	October 31, 2019	<i>Pending</i>



## Annex 2: Indicators Table

No.	FAF #/ Custom	Indicator	Baseline	FY17 Actuals	FY18 Actuals	FY19 Actuals	FY20 Q1 Actual	FY 20 Q1 Target	LOP Actuals	LOP Target	Remark
				Mar 2, 2017 - Sept 30, 2017	Oct 1, 2017 - Jun 30, 2018	Oct 1, 2018 - Sept 30, 2019	Oct 1, 2019 – Dec 31, 2019	Oct 1, 2019 – Dec 31, 2019	Mar 2, 2017 - Jun 30, 2018	Mar 2, 2017 - Mar 1, 2021	
1	Custom	Number of national policies adopted by MoE	0	0	0	3	N/A	1	3	4	Reported annually - will be reported in FY2020Q4
2	ES.1-12	Number of education administrators/officials who complete professional development activities	0	0	386	214	28	0	628	600	Unique/new principals/Education Officers trained during the reporting period - 1 female & 27 males - Bong 8 (1F; 7M); Grand Bassa 4 (0F; 4M); Lofa 4 (0F; 4M); Margibi 5 (0F; 5M); Montserrado 2 (0F; 2M); Nimba 5 (0F; 5M).
3	Custom	Percent of ALP centers meeting minimum learning environment standards as per ALP Accreditation Policy	0%	N/A	N/A	66.15%	N/A	70%	66.15%	70%	Reported annually - will be reported in FY2020Q4
4	Custom	Number of DEOs participating in certification of ALP level completion	0	0	0	68	N/A	50	68	107	Reported annually - will be reported in FY2020Q4
5	Custom	Percent of ALP school days supervised by principals/administrators	0%	N/A	N/A*	90.0%	N/A	90.0%	N/A	90%	Reported annually - will be reported in FY2020Q4
6	ES.1-13	Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education	0	0	186	11	78	80	275	260	78 of 80 new PTA structures trained during FY20Q1 from 80 new sites selected to implement ALP activities beginning year 3. Action plans for engagement activities were developed during trainings.

		supported with USG assistance									
7	SUPP-7	Number of parents and community members trained to support children's education	NA	NA	558	33	363	240	954	792	Number of new (unique) PTA members trained to support their children's education across 80 new sites selected; TOTAL 363 (92F; 72M); Bong 105 (33F; 72M); Grand Bassa 29 (5F; 24M); Lofa 36 (3F; 33M); Margibi 40 (15F; 25M); Montserrado (20F; 45M); Nimba 88 (16F; 72M)
8	Custom	Number of ALP sites selected	0	0	197	80	N/A	0	277	260	Mapping for LOP completed - there is no plans for selecting additional schools
9	ES. 1-50	Number of public and private schools receiving USG assistance		NA	NA	NA	264	260	264	260	AQE is currently working in 264 sites (51 in Bong, 27 in Grand Bassa, 45 in Lofa, 38 in Margibi, 46 in montserrado, and 57 in Nimba). This include Yr1, Yr 2 and Yr 3 sites, and excludes inactive sites.
10	ES.1-14	Number of primary or secondary classrooms built or repaired with USG assistance	0	0	0	28	80	200	108	330	A total of 80 (of 108) classrooms were rehabilitated in year 1 counties during Q1 FY 20, as 28 were rehabilitated on Q4 FY 19)
11	Custom	Number of improved toilets provided in institutional settings		NA	NA	NA	31	34	31	90	<b>A total of 31 Latrines were either rehabilitated or built in year 1 counties during Q4 FY 20. Following is the breakdown of works:</b> Bong (14 Latrines): latrines rehabilitated = 8; latrines built = 6; Grand Bassa (8 Latrines): latrines rehabilitated = 5; latrines built = 3; Montserrado (9) Latrines): latrines rehabilitated = 8; latrines built = 1;
12	Custom	Number of primary or secondary school learners in schools/learning environments that were brought into compliance with locally-defined criteria for safe learning environments with USG assistance	0	N/A	6840	23778	N/A	NA	30,618	30,000	SLE midline study results (September 2019) show that 77% of sampled sites met the safety threshold. Estimated number of learners in safe learning environments = 77% * 30881 (Current Enrollment 2019/2020)
13	ES. 1-49	Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with					84,065	253,224		355,924	A total of 84,065 TLMs were distributed in round 9 (oct-nov 2019) as a part of Semester 1 distribution. It should be noted that the Q1 numbers have been adjusted to remove 52820 TLMs that were photocopies of the first 20 lessons of Semester 1 reported (but

		USG assistance									shouldnt have been) in the Q4 19 TLM numbers.
14	ES.1-10	Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance	0	0	94,858	183,280	84,065	253, 224	362,203	355,924	A total of 84,065 TLMs were distributed in round 9 (oct-nov 2019) as a part of Semester I distribution. It should be noted that the Q1 numbers have been adjusted to remove 52820 TLMs that were photocopies of the first 20 lessons of Semester I reported (but shouldn't have been) in the Q4 19 TLM numbers.
Archived	Custom	Proportion of ALP classrooms that receive a complete set of essential instructional materials with USG assistance	0%	N/A	0%	51.01%	N/A	N/A	51%	90%	Indicator archived - will be replaced by Indicator #15 (ES. 1-45)
15	ES. 1-45	Percent of primary-grade learners targeted for USG assistance who have the appropriate variety of decodable, leveled, AND supplementary readers in the language of instruction with inclusive representation of diverse populations					N/A	70%			Reported annually - will be reported in FY2020Q4
16	ES.1-6	Number of primary or secondary school educators who complete professional development activities with USG assistance	0	0	563	666	0	0	1229	780	No new educators trained in Q1
17	SUP-10	Percent of teachers providing quality classroom instruction					N/A	60%			Reported annually - will be reported in FY2020Q4
18	Custom	Percent of ALP learners who pass level exams	0%	N/A	33%	71%	N/A	70%	52%	39.0%	Reported annually - will be reported in FY2020Q4

19	ES.1-3	Number of learners in primary schools and/or equivalent non-school based settings reached with USG education assistance	0	8,585	28,281	34071	1541	3500	63,352	48,000	Includes 1541 floating/new learners (unique) entering the program in FY2020 Q1 and 8571 learners (below 10 years old) who were not added to PIDS in FY2019Q3 (477) and FY2019Q4 (8124) because the system did not have the age disaggregation for such.
20	Custom	Number of new entrants (unique learners) in primary schools and/or equivalent non-school based settings reached with USG education assistance	0	0	25,802	20413	1541	3,500	47,756	32,400	Reported annually - will be reported in FY2020Q4
21	Custom	Percent of ALP learners continuing to attend ALP classes	0	N/A	N/A	57%	N/A	70%	57%	70%	Reported annually - will be reported in FY2020Q4

## Annex 3: Financial Report: FY20 Q1

Education Development Center, Inc.
Accelerated Quality Education for Liberian Children
Contract No. AID-OAA-I-14-00073
Task Order No.: AID-699-TO-17-00001

### Financial Report

### FY20 - Q1

Task Order Name	Original Total	Revised Total	Obligated Amount to Date	Invoiced to Date (December 2019) - Estimate	Estimated Outstanding Commitments	Total Expenditures	Unexpended	Balance of Obligated Amount
Accelerated Quality Education for Liberian Children	\$33,982,732	\$33,982,732	\$25,405,287	\$19,741,297	\$797,125	\$20,538,422	\$13,444,310	\$4,866,865

Expenditures through December 30, 2019

Description	Result 1	Result 2	Total
Labor Costs	\$1,350,647	\$3,421,262	\$4,771,909
Travel and Allowances	\$377,726	\$1,134,195	\$1,511,921
Other Direct Costs	\$1,621,826	\$7,462,398	\$9,084,223
Indirect Costs	\$992,322	\$3,139,249	\$4,131,571
Total Estimated Costs	\$ 4,342,520	\$15,157,104	\$19,499,624
Fee	\$ 133,849	\$107,823	\$ 241,672
<b>Total Estimated Costs plus Fee</b>	<b>\$ 4,476,370</b>	<b>\$15,264,927</b>	<b>\$ 19,741,297</b>

Average expenditure rate based on the previous 3 month expenditures

\$740,630.59

Average expenditure rate based on the previous 6 month expenditures

\$1,037,635.17

**SPENDING BY COST COMPONENT - From 3/2/17 to 12/31/2019**

<b>Cost Element</b>	<b>General Management and Operations</b>	<b>Monitoring, Evaluation and Learning Assessments</b>	<b>Training</b>	<b>Teaching and Learning Materials</b>	<b>Policy/Capacity Development</b>	<b>Parent and Community Involvement</b>	<b>Construction, Furniture &amp; Equipment</b>	<b>Total</b>
Direct Costs	\$6,044,277	\$1,781,744	\$1,790,584	\$2,266,225	\$ 592,904	\$ 845,270	\$ 567,082	\$ 13,888,086
Subcontracts	\$-	\$ -	\$ -	\$ -	\$ 542,119	\$ 936,815	\$ -	\$ 1,478,933
Indirect Costs	\$2,060,926	\$ 553,235	\$ 325,792	\$ 498,171	\$ 214,500	\$ 267,326	\$ 212,656	\$ 4,132,605
<b>Total Estimated Costs</b>	<b>\$8,105,203</b>	<b>\$2,334,979</b>	<b>\$2,116,376</b>	<b>\$2,764,396</b>	<b>\$ 1,349,522</b>	<b>\$2,049,411</b>	<b>\$ 779,738</b>	<b>\$ 19,499,624</b>
Fixed Fee	\$49,272	\$ 46,857	\$ 12,800	\$ 17,435	\$ 100,550	\$ 12,534	\$ 2,224	\$ 241,672
<b>Total Estimated Cost Plus Fixed Fee</b>	<b>\$8,154,475</b>	<b>\$2,381,836</b>	<b>\$2,129,175</b>	<b>\$2,781,831</b>	<b>\$ 1,450,072</b>	<b>\$2,061,944</b>	<b>\$ 781,962</b>	<b>\$ 19,741,297</b>

Note: The fixed fee includes fees invoiced following USAID approval of both general activities and technical areas of work.