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ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

PTA TRAINING CYCLE III
HANDOUTS

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

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ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

PTA TRAINING CYCLE III: PTAS AND TRADITIONAL LEADERS SUPPORTING ACCELERATED LEARNING PROGRAMS IN THE CONTEXT OF THE ONE SCHOOL APPROACH

Handouts

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



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Contents

ACRONYMS	4
PTA Year 3: Cycle 3 Session Outline and Handouts	5
Session 1: Introduction to Training.....	6
Handout 1: Overview of Cycle 3 Training and sessions Titles.....	6
Session 2: SLE Pilot Feedback	8
Handout 2.1: Safer Learning Environments – Activities and Results	8
Handout 2.2: SLE activity Groups discussions.....	11
Handout 2.3: ALP-Conventional School – Activities and Results	12
Midline-Checklist Joint visits results	12
Session 3: Trafficking in Person	13
Handout 3.1: UNICEF description of the Rights of a Liberian Child	13
Handout 3.2: Trafficking Story	14
Handout 3.3: Projector or copies of C-TIP slides	15
Session 4: Learners Retention and Completion 1&2	17
Handout 4.1: Scenario Grace Town Primary School	17
Session 5: District Meetings.....	19
Handout 5: District Meeting discussion questions on posters/ flipcharts	19
SESSION 6: Introduction to Inclusive Learning Environments	20
Handout 6.1: Definitions.....	20
Handout 6.2: Cards to be cut and given to each of the 6 volunteers	22
Handout 6.2: Chart for Facilitator use- come prepared on poster/flipchart	22
Handout 6.2.1: Signs and Actions Copies/posters to given to each group- Parent (P),	23
SESSION 7: ALP/CS Pilot Results and Plans for Next Year	23
Handout 7.1: MoE One School Approach	23
Handout 7.2: Summary of ALP/CS pilot monitoring info from AQE/M&E.....	24
SESSION 8: PTAs Resources Mobilization to Improve Learners Safety and to prepare for ALP- Conventional School Pilot Expansion.....	30
Handout 8: Tip for Trainer: Top 5 for the district.	30
SESSION 9: PTAs Training – PTA Plan update	1
Handout 9.1: PTA Action Plan Review Template	1
Handout 9.2: PTA Action Planning Template.....	3

ACRONYMS

ABE	Alternative Basic Education
AE	Alternative Education
AEC	Alternative Education Coordinator
AED	Alternative Education Division
AES	Alternative Education Supervisor
ALP	Accelerated Learning Program
ALPCS	Accelerated Learning Program Conventional School
CEO	County Education Officer
DEO	District Education Officer
DPE	Department of Physical Environment
ECCN	Education in Crisis and Conflict Network
EDC	Education Development Center
GA	Gender Analysis
GBV	Gender Based Violence
GOL	Government of Liberia
MoE	Ministry of Education
NGEI	National Girls' Education Initiative
OOSC	Out of School Children
Ps	Prevention, Protection and Prosecution
PTA	Parents Teachers Association
PCENDPD	Parents, Community Engagement and National Dropout Prevention Division
PTA	Parent Teacher Association
RERA	Rapid Education Risk Assessment
SLE	Safe Learning Environments
SRGBV	School Related Gender Based Violence
TLs	Traditional Leaders
SOW	Scope of Work
TCoC	Teachers' Code of Conduct
TIP	Trafficking in Persons
TWG	Technical Working Group
UNICEF	United Nation Children Fund

PTA Year 3: Cycle 3 Session Outline and Handouts

Session	Handouts
Session 1: Introduction to cycle 3	Handout 1: Introduction and overview of PTA capacity building as per annual plan : Overview of Training and outcome : Agenda
Session 2: SLE Pilot Feedback	Handout 2.1: Percentages of SLE Midlines Findings slides 1-4 Handout 2.2: Activities 4: SLE activities groups discussions groups 1-5 Handout 2.3: ALP-Conventional School Checklist - Synthesis Results
Session 3: Trafficking in Person	Handout 3.1: UNICEF description of the Rights of a Liberian Child Handout 3.2: Trafficking Story Handout 3.3: Projector or copies of TIP slides 1-6 Handout 3.4: SLE Groups category for discussion instructions
Session 4: Learners Retention/Completion	Handout 4.1: Scenario Completing the School Year
Session 5: District meeting	Handout 5.1: Meeting template
Session 6: Inclusion	Handout 6.1: Inclusion Step Game Cards Handout 6.2: Signs and Actions Handout 6.3: Tip for Trainer: Glossary of Terms used in Inclusive Education
Session 7: ALP/CS Pilot Results and Plan for Next Year	Handout 7.1: MoE One School Approach Handout 7.2: APL-CS pilot point Summary of results presentation: slides 1-11 Summary of ALP/CS pilot monitoring info from AQE/M&E
Session 8: Resource Mobilization	Handout 8.1: School safety Improvements chart Handout 8.2: ALP-CS school readiness mapping 2020-2021; classrooms, teacher workloads, schedules
Session 9: Action Planning/Presentation/digitization	Handout 9: Action Plan review template
Warp-up/Evaluation	

Session 1: Introduction to Training

Handout 1: Overview of Cycle 3 Training and sessions Titles

Introduction

Overview of PTA capacity building as per annual plan

1.6.1 PTAs trained in ALP regulatory framework

1.6.1.1 Review and revise existing PTA training to include ALP regulatory framework, including eligibility policy, curriculum, instructional supervision, certification and testing, placement and inclusion of girls, and children with disabilities.

Conduct cycle of PTA training for new sites to include ALP regulatory framework, including eligibility policy, curriculum, instructional supervision, certification and testing, placement and inclusion of girls, and children with disabilities - aligned to preparation of EO/ principal training package – link to 1.4.1 and 1.5.1

1.6.1.2 Support DEOs/ABESs to conduct PTA training and develop an action plan to support ALP, aligned with EO/principal training cycles

Overview of the training

Training Participants

The training intent to target PTA leaders, the chair, secretary, and advisor. The expectation would be to have other participants from the sites districts such as WACPS County representative, Gender Coordinator, Health workers, social worker, and traditional leaders for one day. MoE-TWG members to take the lead in presenting session 7- its rationale and results in discussion with PTA. EOs, TWG members, AE supervisors and district focus persons will be in attendance to conduct sessions due to transitional purposes. Communication mobilization agents are expected to co-facilitate this time while the AE supervisors conduct all sessions. Women leaders –one from district are strongly recommended to be participants in all training sessions. MoE to take the lead in presenting its rationale and results, and pulling PTAs into the discussion

Training objectives: At the end of the training, participants will:

1. Acquire knowledge on the AQE SLE implementations midline findings
2. Show behaviors that will support all children to learn and discourage trafficking
3. Detect low attendance and develop plans on how to improve on regular attendance
4. Describe how they will raise funds to support site and community activities to improve safety at schools.
5. Use template in a creative way that will priorities learners' attendance, performance and reduce behavior that puts children at risk of not completing the year.
6. mobilizing resources in the community: human, financial and material to support these activities.
7. Using the pilot results to develop list of concerns that would integrate ALP into conventional school that will strengthen the One School Approach

Training Strategies

The training has been designed to be conducted simultaneously parallel in all six counties:

- Bong, Lofa, Nimba, Montserrado, Bassa, and Margibi Counties

The training methods include:

- Participatory and interactive techniques including brainstorming, discussions, gallery walk & presentation, Power point presentation if possible, groups work, reading
- Opportunities for participants to work together in their district communities, share successes with other districts.
- EOs and traditional leaders’ participation for action plans developed by PTAs in their districts.
- Digitization of action plans

Learning outcomes:

The overall out is for the Parents, Teachers, Association and relevant stakeholders together to discuss and share how they are going to take ownership of Accelerated Learning Program/ Conventional Schools as relates to local structures support to sustainability of sites and learners’ enrollment, attendance and retention

AGENDA

Day 1

Time	Session Title	Lead/Co-Facilitators	Notes/Comments
7:00 – 8:30	REGISTRATION and Breakfast		
8:30 – 9:00	Session 1: Introduction to Training		
9:00 – 10:30	Session 2: SLE Pilot Feedback		
10:30 – 12:00	Session 3: Trafficking in Persons		
12:00-- 01:00	LUNCH		All
01:00 – 3:00	Session 4:-Retention/Completion		
03:00 – 04:30	Session 5: District Meetings and presentations		
04:30 - 04:45	Warp-up		All

Day 2

Time	Session Title	Lead/Co-Facilitators	Notes/Comments
07:00 – 08:00	REGISTRATION/BREAKFAST		
08:00 – 08:30	Recap day 1		
08:30 – 10:00	Session 6: Inclusion		
10:00 – 12:00	Session 7: ALP/CS Pilot: Results and Plans for Next Year		
12:00 – 01:00	LUNCH		
01:00 – 02:00	Session 8: Resource Mobilization		
02:00 – 04:30	Session 9: Action Planning/Presentation		
04:30 – 05:00	Wrap Up / administration		

Session 2: SLE Pilot Feedback

Handout 2.1: Safer Learning Environments – Activities and Results

Handout 1:

Slide 1- Percentages of SLE Midlines Findings

	SLE pilot sites	Non SLE pilot sites/other ALP sites
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%

Slide 2

Findings:

Response to Bullying Scenario:

- Most common forms of bullying experienced - psychological:
 - making fun (42.6%); and name-calling (41.1%).
- Less than a third experienced someone breaking something of theirs (26.2%);
- Physically harming them (21.6%) by pushing them down, kicking them, or hitting them in some way.
- A quarter of youth (25.2%) experienced someone telling lies or spreading rumors about them.
- Least reported were experiences of threats.....
 - to themselves or their family (13.7%);
 - **peer pressure** to do things like making fun of or hurting another student (10.1%).

Slide 3

Findings:

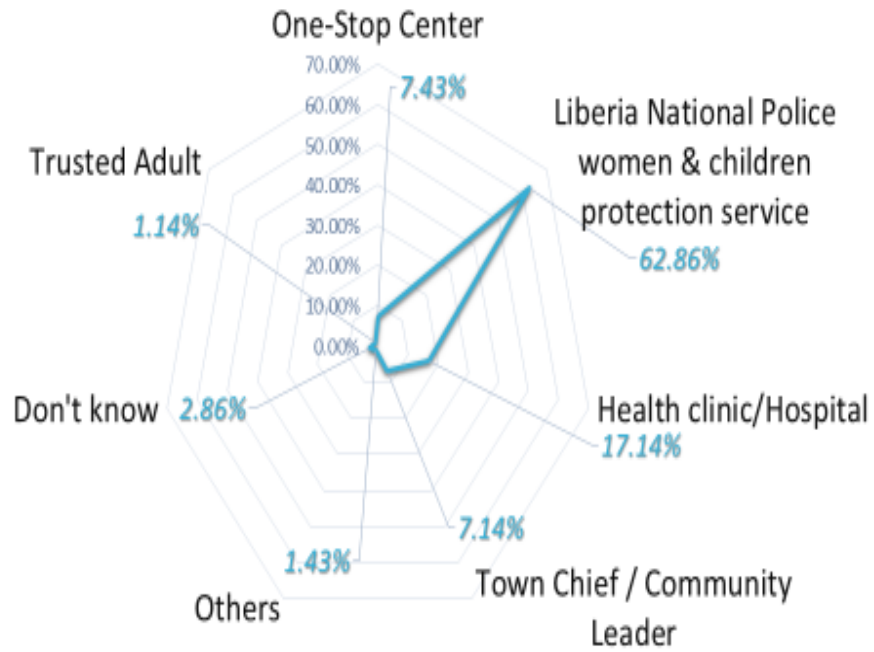
Response to SRGBV Scenario:

Notable cross-tabulations for sexual violence results

- **28.40%** students from **non-SLE Pilot Sites** compared to **21.00%** from **SLE Pilot** heard of students experiencing sexual victimization in or near their school than (Sig=0.004).
- **24.70% female students** compared to **23.40% male students** had heard of students experiencing sexual victimization in or near their school (Sig=0.018).
- **29.80% Year 3 schools** students compared to **22.70% Year 1 schools** students and **20.70% Year 2 schools** students, had heard of students experiencing sexual victimization (Sig=0.028)

Slide 4:

IF THERE IS A PERSON WHO HAS SUFFERED FROM VIOLENCE OR ABUSE IN ANY WAY, FOR EXAMPLE SRGBV/GBV OR CHILD ABUSE, WHERE DO YOU KNOW OF THAT THEY COULD GO FOR HELP?



Handout 2.2: SLE activity Groups discussions

Groups 1-5 to discuss possible activities to do in community based on the below different SLE related categories.

- **The categories for discussion are:**
 - Group 1: Child's Rights
 - Group 2: Bullying
 - Group 3: Sexual Violence
 - Group 4: Corporal Punishment
 - Group 5: Learners' Path to Help

Handout 2.3: ALP-Conventional School – Activities and Results

Midline-Checklist Joint visits results

Session 3: Trafficking in Person

Handout 3.1: UNICEF description of the Rights of a Liberian Child

HOW ARE LIBERIA'S CHILDREN?

Liberia has ratified (pledged to follow) the UN Convention on the Rights of the Child. This means that Liberia must respect the rights of the child and listen to what children have to say. Are the rights of the child respected in Liberia? You and other children in Liberia are the experts.



2.2 MILLION CHILDREN

4.5 million people live in Liberia. 2.2 million are children, and 700,000 of the children are under five years old.

children who die has decreased, but is still high.



HEALTH AND HEALTH CARE

You have the right to food, clean water, medical care and the right to privacy when consulting an adult about any health problem. Almost 8 out of 10 children in Liberia have water from improved water sources. Only 2 out of 10 children have access to adequate sanitation facilities. 4,000 children live with HIV/AIDS. 25,000 are AIDS orphans.



PROTECTION AGAINST VIOLENCE

You have the right to protection against all forms of violence, including neglect, maltreatment and abuse. Only 53 countries have forbidden all forms of corporal punishment for children. Many still allow caning in schools. Liberia has not forbidden corporal punishment.



NAME AND NATIONALITY

From the day you are born you have the right to have a name and to be registered as a citizen in your country. 156,000 children are born every year in Liberia. 3 out of 4 are never registered. There is no documented proof that they exist!



A HOME, CLOTHING, FOOD AND SECURITY

You have the right to a home, food, clothing, education, health care and security. Almost 7 out of 10 children in Liberia live in extreme poverty with less than 1.90 US-dollar (225 Liberian dollars) a day to live on.



HAZARDOUS CHILD LABOUR

You have the right to be protected against both economic exploitation and work that is hazardous to your health, which prevents you from going to school. All work is prohibited for children under 12. Some children are forced into the worst forms of child labour, such as being debt slaves, child soldiers or for commercial sexual exploitation. An estimated 240,000 children (2 out of 10 of the children aged 5-14) in Liberia have to work.



SURVIVE AND GROW

You have the right to life. Liberia must do all it can to allow children to survive and develop. 1 of 13 children in Liberia (11,000 every year) dies before the age of 5, usually due to causes that could have been prevented. The number of



EDUCATION

You have the right to go to school. Primary and secondary schools should be free for everyone. Only 4 out of 10 children in Liberia go to school. Many children get almost no education at all, and illiteracy is high.



YOUR VOICE MUST BE HEARD

You have the right to say what you think about any issue that affects you. The adults should listen to the child's opinion before they make decisions, which must always be made in the best interest of the child!



www.worldschildrensprize.org

Sources: Unicef 2017. Global Initiative to End All Corporal Punishment of Children

Handout 3.2: Trafficking Story

Daniel is a Level 3 learner and his sister Comfort is a Level 1 learner. They are from a small village and their parents work on the farm. They love their children but life can be difficult sometimes and they have 3 children younger than Daniel and Comfort. One day an uncle came from Monrovia. The family didn't know him well but they believed he was an elder and trustworthy person. He spent some time in the village and after a few days he spoke with Daniel and Comfort's parents. The uncle could see that they were struggling to support all their children so he offered to take Daniel and Comfort to Monrovia and put them in school near his home. He said he would take good care of them – like they were his own children. Daniel and Comfort's parents agreed and sent the children to Monrovia with the uncle.

A few months later one of their other relatives came to the village with some very difficult news for Daniel and Comfort's parents. The relative said they'd seen Daniel out on the road selling things when he should have been in school several times. When the relative visited the uncle's house, they found the house unsafe for children with several people around who were drunk in the middle of the day. They found Comfort inside cooking for everyone in the house when she should have been in school. The relative was very worried about the children. Daniel and Comfort's parents called another relative in Monrovia and asked them to go visit the children. The other relative gave the same report.

Daniel and Comfort's parents begged all their neighbors and family members for money so that the father could travel to Monrovia and bring the children back to the village. When the children returned, they were very skinny and scared. They had endured difficult things at the uncle's house in Monrovia. Daniel and Comfort were victims of human trafficking.

Note: Most of the human trafficking that happens in Liberia is similar to this story. Trafficking victims and their families often know the trafficker. In Liberia, trafficking victims are often not taken out of the country but are taken from more rural areas to urban areas.

Handout 3.3: Projector or copies of C-TIP slides

Introduction

Human trafficking is a global phenomenon that hits all countries in the world: countries in political and economic transition, underdeveloped and developing countries, countries in war and post-conflict countries that appear as the countries of origin and transit of trafficking victims, and economically developed countries that appear as the countries of destination. However, one country may be any of these in specific cases.

Trafficking in person

• What is trafficking in person?

Trafficking in persons is “the recruitment, transportation, transfer, harboring or receipt of a person by means of a threat or use of force or by other means of coercion, or by abductions, fraud, deception, abuse of power or of a position of vulnerability, or by the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation”.

The goal of trafficking

- The goal of human trafficking is the generation of profits (or some other benefits) through exploitation, either sexual exploitation, forced labor, forced begging, coercion into crime, illegal adoption, force marriage, organ trafficking or some other form. One of the common stereotypes is that traffickers subject their victims to sexual exploitation only and that only women and girls are at risk, **neglecting other, equally present and important forms of exploitation, such as labor exploitation, where men often appear as victims.**

Who are the victims of trafficking

- Although some groups appear as trafficking victims more often than others, anyone could fall victim to trafficking – men and women, boys and girls, regardless of their age, nationality, education, social background or some other characteristics.

Who are traffickers?

- Various men and women have their role in the trafficking chain, from recruitment to exploitation. Very often, traffickers are persons of trust, relatives, even family members, and persons the victim has known for a longer period of time; on the other hand, victims may be exploited by strangers they have met while looking for a job or an education opportunity in another country or another town and the like. Human trafficking often functions as “a family business” in which every family member has their role.

What are the reasons and circumstances which contribute to someone falling victim to trafficking?

Human trafficking works on the supply-demand principle. On one side, unemployment, poverty, social exclusion, deprivation, wars, political instability, family violence, discrimination make people, in search of a better life or pure survival, look for jobs, education and other opportunities in some other town or country.

The 3 Ps Brief

The government of Liberia follows the widely used “3P” — prosecution, protection, and prevention — to combat human trafficking worldwide. The Liberia government made plan to improve 2005 anti-trafficking law, effort to train more law enforcers to prosecute cases, identify and protect trafficking victims and in addition, the government maintained effort to prevent trafficking in persons. *(2019 trafficking in Persons report: Liberia-June 20, 2019).*

Session 4: Learners Retention and Completion 1&2

Handout 4.1: Scenario Grace Town Primary School

Grace Town Primary School is in its 3rd year offering ALP classes as part of the AQE Activity.

E=Enrolled at beginning of Year

C=Completed (has both summative and formative assessment results)

P=Promoted to Next Level (combined summative and formative results)

	Level 1			Level 2			Level 3		
	<i>E</i>	<i>C</i>	<i>P</i>	<i>E</i>	<i>C</i>	<i>P</i>	<i>E</i>	<i>C</i>	<i>P</i>
Year 1	100	30	21						
Year 2	120	90	60	46	27	18			
Year 3	140			75			35		

During the first year, only Level 1 was offered and 100 children enrolled in Level One. At the end of the year, 30 students took the summative assessment test and 21 of those learners were promoted to Level 2. This was a disappointing result and the principal asked the PTA to reach out to parents to help keep learners coming to school through the end of the year and taking the end of level assessment. They agreed and mobilized more learners for Year 2; they also talked to community members including traditional leaders about the importance of keeping kids in school.

In Year 2, there were many new Level 1 learners as well as some repeaters for a total of 120 Level One learners. Level 2 had the 21 learners who were promoted and 25 new learners who were tested and placed at Level 2 for a total of 46 Level 2 learners. At the end of the year, 90 Level One Learners took the summative assessment and 60 of those learners were promoted to Level 2. Of the 46 Level 2 learners, 27 took the summative assessment and 18 were promoted to Level 3.

This was a big improvement over Year 1 and the principal, teachers and parents were pleased with the improvement.

It is now Semester 2 of Year 3. At the beginning of the Year, 140 learners enrolled in Level 1, 75 in Level 2 and 35 in Level 3. More learners and parents were interested in ALP. However, it is now Semester 2 and the principal has noticed that:

1. Learners were slow to return to classes in January.
2. Attendance records for learners showed that in most classes, only about 60% of learners are coming regularly. In some classes, it seems that learners are absent more times in a week than they are present.

The principal has convened a meeting of the PTA to review this information and to discuss.

In your site groups, discuss how you would respond to these questions:

- a. What are some reasons that there was such an improvement between Year 1 and Year 2? What did the school do? PTA? AQE?
- b. What are some reasons that learners have stopped attending regularly? (think about what may be happening in the classroom, among students, in the family or community)
- c. What might bring these learners back to class?
- d. What will help them complete the school year and the level assessment?

Session 5: District Meetings

Handout 5: District Meeting discussion questions on posters/ flipcharts

- 1. 3 SLE activities you heard about today that you would like to try in your district.**
- 2. What surprised you about trafficking in persons?**
- 3. What are 3 things that PTAs can do to prevent trafficking in persons from district to school level.**

SESSION 6: Introduction to Inclusive Learning Environments

Handout 6.1: Definitions

Tip for Trainer: Glossary of Terms Used in Inclusive Education

Disability:

- The disadvantage and exclusion faced by people with an impairment. An impairment becomes disabling when society or the environment create barriers to prevent that person from functioning in the best possible way.

Discrimination:

- Discrimination is the conscious or unconscious exclusion from opportunities of people with an impairment. Discrimination may arise because of ignorance, fear, stigma, lack of social acceptance and a lack of recognition of qualification, experience and skill.

Hearing impairment:

- People/children with a HI may be able to hear only loud noises or they may hear low sounds (eg men's voices) but not high ones (eg ladies/children's voices). Some people/children are completely deaf and have no hearing at all. If young children are deaf/HI learning to speak is a great challenge and this affects communication and learning.

Impairment:

- A difficulty which can make life more challenging. For example: visual impairment, hearing impairment, physical impairment, intellectual impairment. It can be the result of illness, injury or a congenital condition

Inclusive Education:

- An education system that includes all students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for all children at all levels. Inclusive education means all

children learn together in the same schools. No-one should be excluded. Every child has a right to inclusive education, including children with disabilities.

Intellectual Impairment:

- Intellectual impairments are characterized by limitations in intellectual functioning, language ability and adaptive behaviours. These limitations are usually seen from birth.

Physical Impairment:

- A person with a physical impairment may not be able to use their hands, arms or legs properly or even at all. This may be due to accident, illness or they were born that way. Having a physical impairment does not mean a person/child is not clever.

Policy:

- A plan, of a government, political party, school or business, which influences or informs decisions and actions.

Special Educational Needs:

- Children with an impairment will have particular educational needs and special arrangements should be made for them to be included in appropriate quality education. Schools should enable learning to take place.

Visual impairment:

- Visual impairment does not mean a person/child has no vision. Some people/children are completely blind but many have greatly reduced vision. Poor vision stops people from moving around freely and if they are children, they cannot learn by using sight.

Handout 6.2: Cards to be cut and given to each of the 6 volunteers

Cards:

1. I cannot see what is written on the blackboard, but I can hear my teacher. I understand what s/he says. I cannot see or write in my copybook. I cannot play or move around easily. (I have a visual impairment.)
2. I cannot hear my teacher very well and I do not understand when s/he speaks. I cannot communicate with the other children in my class. I cannot read but I can copy into my book. (I have a hearing impairment.)
3. I am not learning as quickly as the other children in my class. (I have an intellectual impairment.)
4. I walk with a crutch. I can read and write in my copybook. I cannot run around and play. (I have a physical impairment.)
5. I cannot speak clearly in class or to the children in my class but I can read and write. (I have a physical impairment.)
6. I have no impairment.

Handout 6.2: Chart for Facilitator use- come prepared on poster/flipchart

Flipchart for Recording Responses to Activity 2

Volunteer	1	2	3	4	5	6
Question						
Can you see what is on the blackboard?						
Can you hear the teacher when s/he speaks?						
Can you read what is on the blackboard?						
Can you understand what the teacher says?						
Can you move around the classroom easily?						
Can you communicate with the teacher and your friends?						
Do you have friends?						

Handout 6.2.1: Signs and Actions Copies/posters to given to each group- Parent (P), Teacher (T) or Both (B)

Type of Impairment:	
Signs	Actions

SESSION 7: ALP/CS Pilot Results and Plans for Next Year

Handout 7.1: MoE One School Approach

Ministry of Education: ONE SCHOOL APPROACH

The Whole School approach, reminds all educators and community members that the Ministry of Education’s constitutional mandate is to “provide equal access to educational opportunities and facilities For ALL citizens.” The Education Reform Act of 2011 describes how the Ministry of Education will operationalize this constitutional mandate.

To achieve these critical objectives of the Education Reform Act with the limited resources available to the Ministry of Education the Ministry is promoting a “One School Approach”
 “One School Approach”

- Encourages/requires all education officers and principals to monitor, support and ensure quality of all education programs at a given site. This includes the formal school, Accelerated Learning Programs, Alternative Basic Education Programs, Adult Education Programs, as well as Technical Vocational Training and other programs using public facilities.

From the Education Reform Act 2011

The stated objectives of the Education Reform Act of 2011 details the objectives that give substance to this mandate. Specifically, the Objectives of the Act are “to govern and regulate the educational system and the delivery and management of that system and shall encompass the following:

- a) *Ensure the provision of quality education to all citizens at every level of the educational strata;*
- b) *Promote equal access to educational opportunities for all Liberians, without discrimination of any kind;*
- c) *Promote and sustain public confidence in the educational system;*
- d) *Decentralize the educational system so that it has maximum effect throughout the country;*
- e) *Promote and protect the concept of human rights for all Liberians both with respect to access and opportunities for quality education;*
- f) *Reduce the high rate and level of illiteracy in the country;*
- g) *Promote gender equity and equality throughout the educational system and opportunities for education;*
- h) *Produce good citizens possessing the necessary skills for the reconstruction and development of the country;*
- i) *Ensure the proper and adequate governance and management of the education sector consistent with the national education philosophy and education*

- Treat students, teachers, community members and partners equitably with respect to access to programs for which they are eligible.
- Include all MoE supported programs in statistical data and quality assessment and improvement processes.
- Ensure that PTAs are open to members from all school programs.
- Promoting the transfer of teaching, learning and child development practices across programs.
- Inform the County and national offices of program needs of students and families in the schools catchment area.
- Support students as they transfer between strata of the system and/or between different programs.

One School will ensure that government resources are used well at the site level and provide a strong foundation for the decentralization process.

Handout 7.2: Summary of ALP/CS pilot monitoring info from AQE/M&E

Slide 1:

Counties and schools with- ALP-CSP Sites

12 sites - 2 per county - Observation findings: March 2020

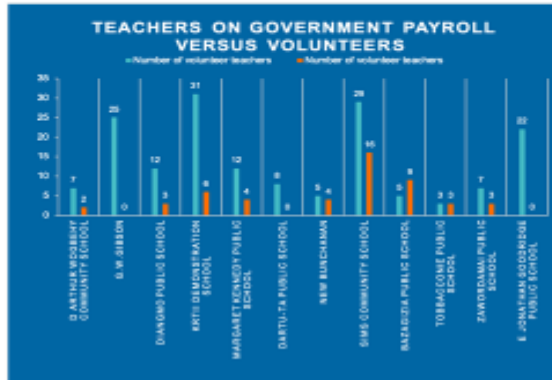
<p>Nimba Arthur D. Wogbehy Community School Dingamo School</p>	<p>Bong G.W Gibson Margaret Kennedy Public School</p>
<p>Lofa Bazagizia Public School Zawordamai Public School</p>	<p>Margibi Dartu-Ta Public School KRTTI Demonstration School</p>
<p>Monteserrado Sims Community School E. Jonathan Goodridge Public School</p>	<p>Grand Bassa New Bunchanan Tobacconie Public School</p>

EDC - Chief of Party Summary 1

Slide 2:



School Statistics - Teachers



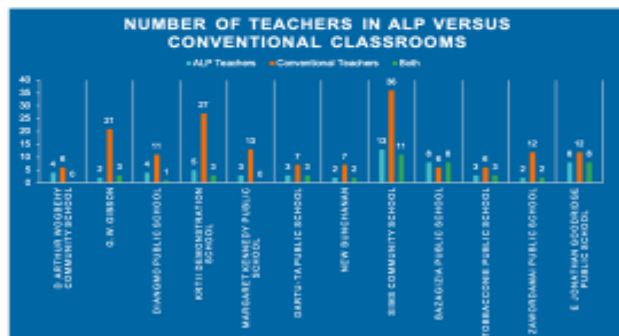
- Bazagizia Public school on the line has more volunteer teachers than teachers on government payroll



Slide 3:



School Statistics - Teachers

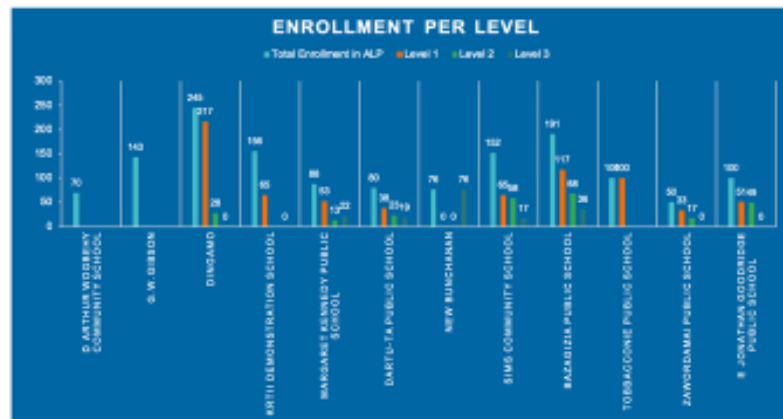


- Most schools on the lines show that they have teachers working in both ALP and CS classrooms



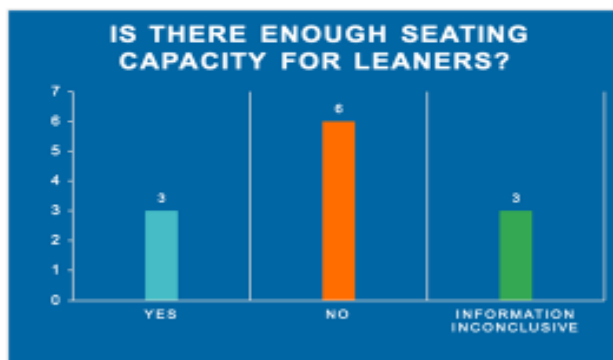
Slide 4:

School Statistics - Learners



Slide 5:

Classroom Organization - Seating Capacity

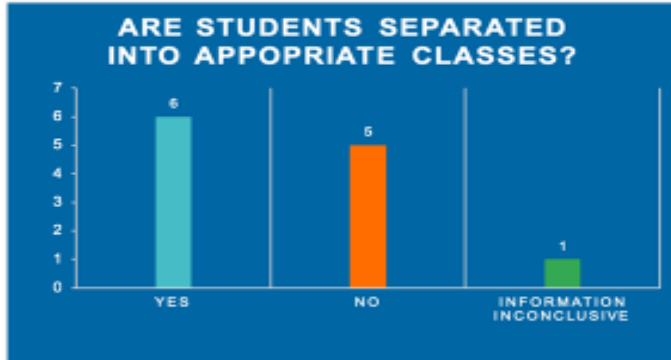


- The long line shows that most of the sites do not have enough seating space for learners
- The first short line shows that learners are sharing seats and it's not safe
- The second short line shows that, we good to add the information into future issues

Slide 6:



Classroom Organization



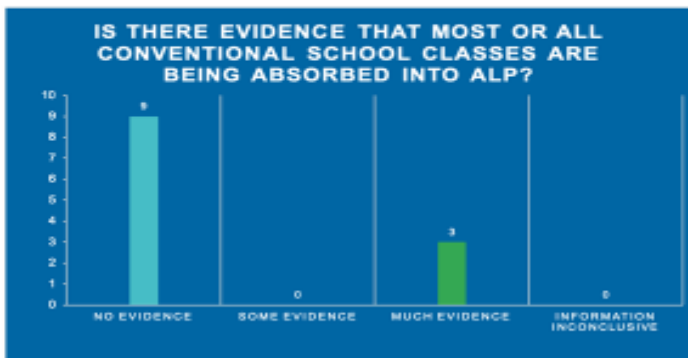
- The first long line shows that many classrooms have learners according to age rather than experience
- The second line shows that no proof to show if the learners took the ALP entrance test before putting them into different classroom allocation especially, in Dingamo



Slide 7:



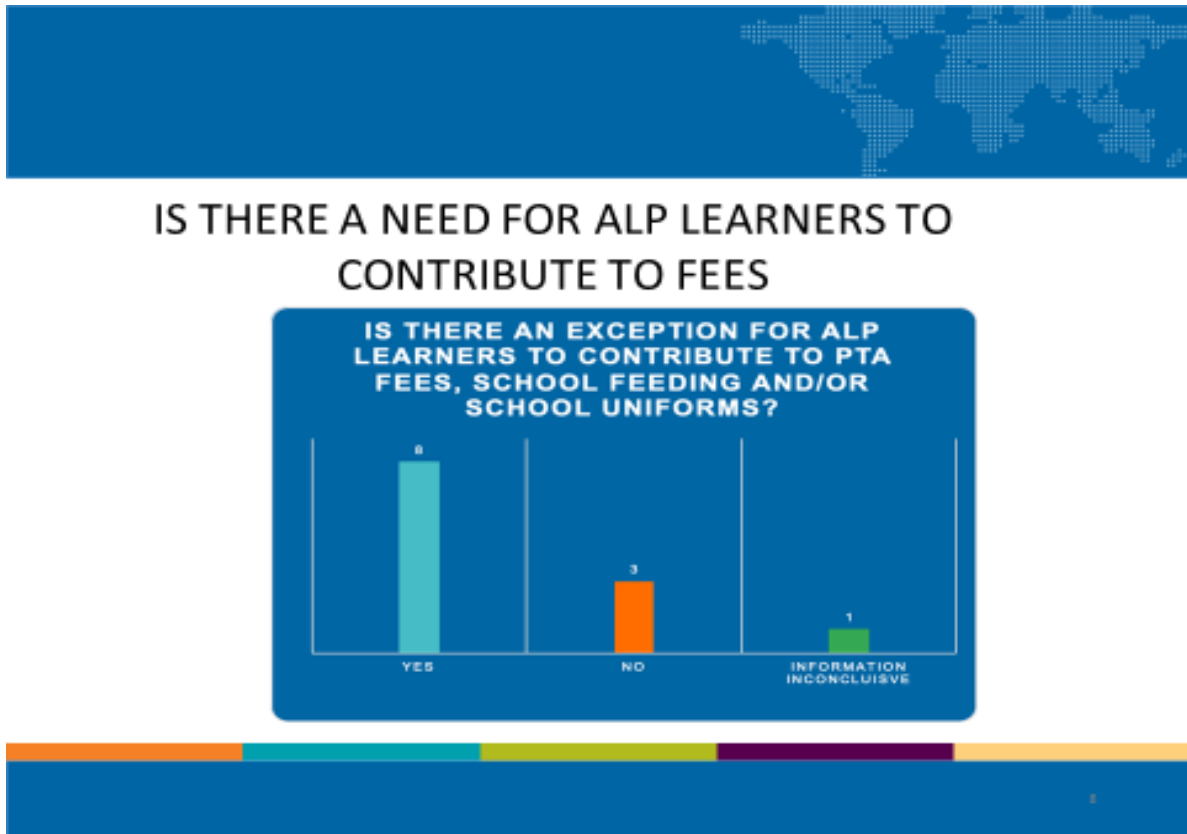
Classroom Organization - Class Levels



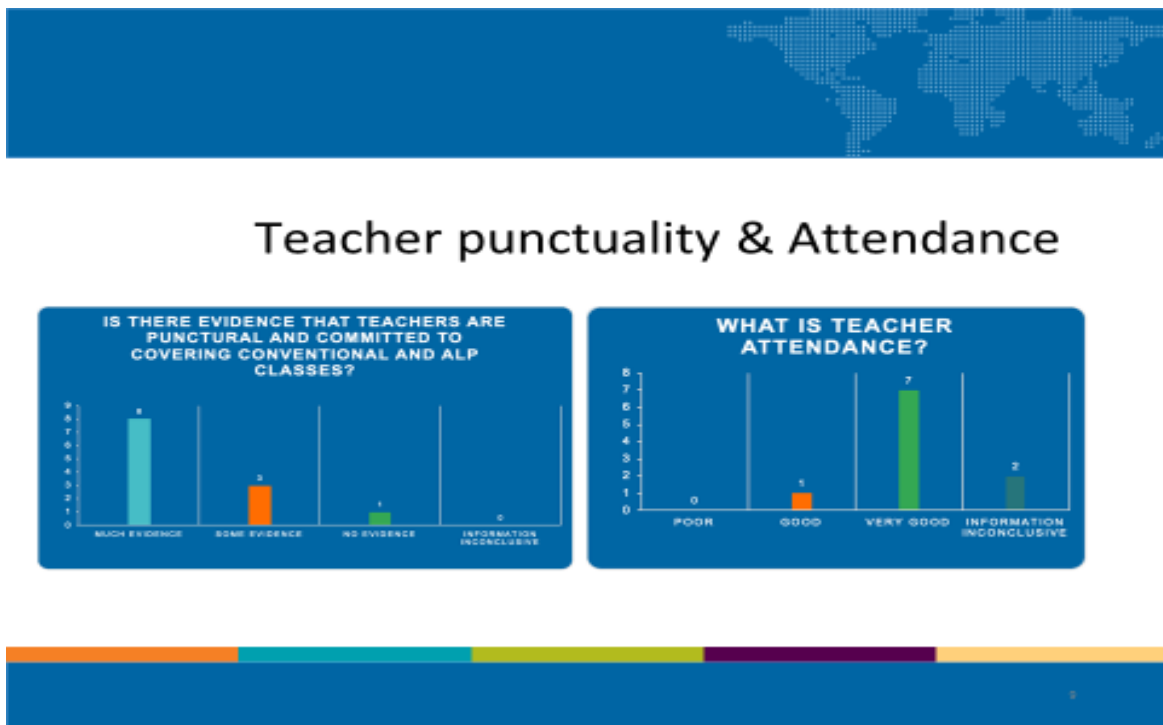
- Dinagmo, Arthur Wogheby and Bazagizia have all eliminated grades 1- 3 or 4 and completely replaced them with ALP classes



Slide 8:



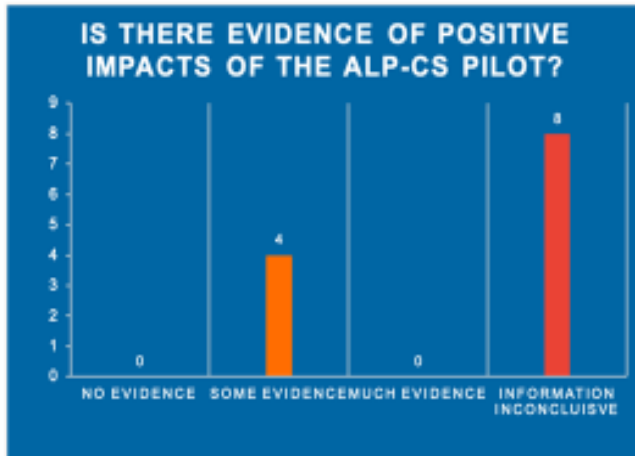
Slide 9:



Slide 10:



Conclusion - Positive Impacts



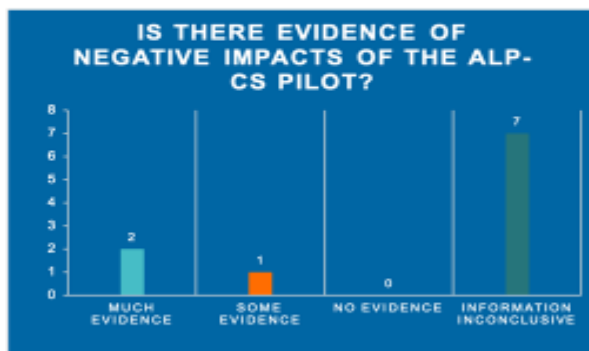
- Dingamo
 - Some evidence as teachers said that students who were previously attending ALP in the afternoon prefer to attend in the morning, this is also preferred by their parents
- New Buchanan
 - Good coordination between ALP and CS teachers, well managed schedule for both sets of learners, teachers understand their schedule, ideal forming of parallel functioning without teacher stipend
- Tobboocanie
 - Teachers are on time and committed, are seeing positive results from the training provided by the AQE team, feel supported by the team
- E.J. Goodridge
 - Increase in number of learners



Slide 11:



Conclusion - Negative Impacts



- Dingamo
 - Negative effects as you have children who are the appropriate age for their grades in ALP classes.
 - Have had to completely eliminate Kindergarten in order to accommodate so now children are being taught material much above their level.
- Bazagizla
 - Teachers were apparently not warned that the pilot was coming to their school, it was just imposed by the DEO. This made teachers unhappy as they were unaware of the withdrawal of the stipend, now they are distrusting and unmotivated.
 - Also an issue with transferring all grade levels to ALP thereby eliminating early grades.
- Arthur Wogehby
 - Complete elimination of grades 1-4 and also ECE, have extremely young learners in the classrooms.
 - Similar situation to Dingamo



SESSION 8: PTAs Resources Mobilization to Improve Learners Safety and to prepare for ALP-Conventional School Pilot Expansion

Handout 8: Tip for Trainer: Top 5 for the district.

For those five, they should complete, on a flip chart:

Improvement	Resources Needed	Where can we get the resources in our county/community	Howe can we approach them

SESSION 9: PTAs Training – PTA Plan update

Handout 9.1: PTA Action Plan Review Template

Name of school _____ District _____ County _____

Name or PTA Chair _____ Duration of plan _____

Planned Activity Targets (PTA Plans 2019)	Progress Achieved, partially achieved, not achieved	Implementation Status (describe what has been achieved)	Challenges	Next Steps

Planned Activity Targets (PTA Plans 2019)	Progress Achieved, partially achieved, not achieved	Implementation Status (describe what has been achieved)	Challenges	Next Steps

Handout 9.2: PTA Action Planning Template

PTA ACTION PLANNING TEMPLATE

MINISTRY OF EDUCATION	
COUNTY	
DISTRICT	
SITE	
PTA WORK PLAN PERIOD	

TARGET ACTIVITIES & OBJECTIVES	TASKS (What needs to be done?)	TIME FRAME (When is it to be done?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What will success look like?)	Monitoring (What are the agreed monitoring steps?)_
1. ALP Monitoring: Teacher and learner attendance						
Activity 1						
2. Safe learning environments – activities and task to support and monitor safe learning environment						
Activity 2						

TARGET ACTIVITIES & OBJECTIVES	TASKS (What needs to be done?)	TIME FRAME (When is it to be done?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What will success look like?)	Monitoring (What are the agreed monitoring steps?)_
1. Counter Trafficking in Persons - – activities and task to support and monitor a safe learning environment						
Activity 3						
4. Inclusive learning environments - – activities and task to support and monitor inclusive learning environments with focus on girls, learners with disabilities and special needs						
Activity 4						
5. Resource mobilization – activity and tasks for generating income and resource for SLE and ALP-CS pilot expansion activities						
Activity 5						
6.Planning and budgeting – activity and tasks for mapping activities and budgets for sustaining ALP activities in schools						
Activity 6						

TARGET ACTIVITIES & OBJECTIVES	TASKS (What needs to be done?)	TIME FRAME (When is it to be done?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What will success look like?)	Monitoring (What are the agreed monitoring steps?)_
7.Other						
Activity 7						