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ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

FINAL REPORT

SEPTEMBER 15, 2021

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

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Acronyms and Abbreviations

ABE	Alternative Basic Education
AE	Alternative Education
ALP	Accelerated Learning Program
ALP-CS	Accelerated Learning Program and Conventional School
BSE	Basic and Secondary Education
CEO	County Education Officer
CES	Community Engagement Strategy
COR	Contracting Officer's Representative
COVID-19	Coronavirus Disease 2019
DEO	District Education Officer
DPE	Department of Physical Environment
EDC	Education Development Center
ESDC	Education Sector Development Committee
EiE	Education in Emergencies
EMIS	Education Management Information Systems
EMMP	Environmental Mitigation and Monitoring Plan
EO	Education Officer
ESDC	Education Sector Development Committee
GBV	Gender Based Violence
GOL	Government of Liberia
GRR	Gradual Release of Responsibility
LBox	Library in a Box
LEACP	Learner Eligibility Assessment and Certification Policy
LPSCE	Liberia Primary School Certificate Exam
MoE	Ministry of Education
OOSC	Out of School Children
OOSY	Out of School Youth
PRD	Planning Research and Development
PTA	Parent Teacher Association
PQS	Program Quality Standards
RERA	Rapid Education Risk Assessment

SFCG	Search for Common Ground
SLE	Safer Learning Environments
SMT	Senior Management Team
SOE	State of Emergency
SOW	Scope of Work
SQA	School Quality Assurance
SQIP	School Quality Improvement Planning
SRGBV	School Related Gender Based Violence
STS	School-to-School International
STTA	Short Term Technical Assistance
S&T	Sustainable and Transition Plan
TBR	Teaching By Radio
TCoC	Teacher Code of Conduct
TGCI	The Global Citizens' Initiative
TLM	Teaching and Learning Materials
TPD	Teacher Professional Development
TWG	Technical Working Group
UNICEF	United Nations Children's Fund
UNESCO	United Nations Education, Scientific and Cultural Organization
USAID	United States Agency for International Development

Acknowledgements

The USAID-funded Accelerated Quality Education for Liberian Children (AQE) activity represented the third in a series of collaborations between USAID, EDC, the Government of Liberia and Liberian communities. Building upon the two previous youth-centered programs, AQE sought to address the challenges that out of school children and youth face by providing accelerated education for even younger children who were already overage or out of school. AQE also sought to collaborate with families and communities to ensure these children had safe environments in which to learn. Professional development for teachers, policy advancement, production and distribution of teaching and learning materials, and long-term transitional planning for relevant sustainability were other pillars of the program.

EDC is deeply grateful for the partnerships that made AQE's design, implementation, monitoring and institutionalization possible. Ministry of Education colleagues were instrumental in shaping the direction of AQE and in problem solving at every turn. MoE representatives actively participated in Technical Working Groups and sub-committees that grounded decision-making, Assistant Minister Felicia Doe-Sumah championed the program and together with her colleagues insisted on quality, relevance, flexibility and sustainability. The AE Division, CEOs, DEOs, principals and teachers were the backbone of implementation. Additional ministries across health and gender readily joined teams to ensure efforts to identify and address SRGBV were relevant and appropriate. Three implementing partners joined EDC in its efforts. Search for Common Ground/Talking Drum Studio provided the ever-so-important community engagement through radio programming, dramas and consultations. Their Participatory Theatre Groups wowed crowds across the counties, calling families to enroll children, support them in their studies and keep them safe in their learning environments, School to School International brought never-ending expertise for timely and contextual work to develop, pilot, train on, roll out and analyze summative learning assessments that supported the critical efforts to create transition pathways for children back into the conventional schools. The Global Citizens Initiative assessed services for SRGBV across the counties and piloted a hotline to report and address abuse in Margibi County.

The USAID Liberia Education Team shaped AQE, insisted it live up to and exceed its potential, identified areas for improvement and genuinely celebrated shared success. EDC is especially grateful for the support and partnership of Ms. Miriam White who worked with AQE from start to finish.

Last but not least, EDC would like to acknowledge the dynamic and dedicated EDC team members who made everything happen. Two Chiefs of Party expertly led AQE over five years: Ms. Denise Clarke-Reeves and Mr. Haladu Mohammed. They both had remarkable teams in Monrovia and across 6 counties, peaking at a total of 104 dedicated colleagues working tirelessly across technical, operations, finance and Monitoring & Evaluation. Several team members brought the longevity of working on one or even two of the previous EDC-implemented programs and all brought sincere dedication to the success of Liberian children, families, schools and systems. They are forever members of the EDC family and are truly appreciated alongside the EDC home office project team, technical assistants, and administration/finance staff.

Executive Summary

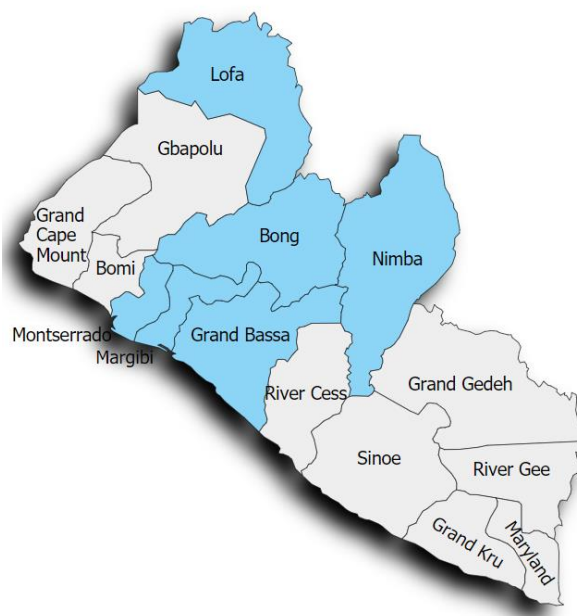
Context and Objective

Liberia has experienced shocks in its education system over several decades. The truncation of schooling during the civil war amassed a generation of youth with low educational achievement. According to the first post-war National School Census for 2005/2006, more than 80% of children between the ages of 6 and 17 were either conscripted by armed factions or prevented from pursuing normal life, including academic enrichment. This resulted in an excess of over-aged children at every educational level. The teaching workforce and school infrastructure were also devastated. In 2014 – 2015, the Ebola epidemic further exacerbated the compounded challenges faced by the education system, and then the COVID-19 pandemic in 2020 and continuing today has caused further interruption – all of which continues to increase the out-of-school and overage learner population. In 1998, The Ministry of Education (MoE) introduced the Accelerated Learning Program (ALP) as an alternative mechanism to capacitate over-aged and out-of-school learners. ALP implementation occurred in all 15 counties by the end of 2011. During that time, however, programming drastically declined. Ministry pronouncements for phase out in 2006 and 2009 were critical contributing factors to this decline. Following those declarations, several implementing partners began phasing out implementation plans. Education Development Center (EDC) was fortunate to be selected by USAID in 2009 to begin more targeted work on Alternative Basic Education (ABE) programming for youth in partnership with the Ministry of Education. This expanded with the Advancing Youth Project (AYP) launched in 2011 which added more direct policy work, institutional capacity development and livelihoods programming to the growing ABE curriculum and teacher training. The Accelerated Quality Education (AQE) Activity, funded by the United States Agency for International Development (USAID), was launched in 2017, to support the Government of Liberia (GOL) to sustain the ALP effort and address the over-age and out-of-school-children challenge.

The primary goal of AQE is to increase access to education for 48,000 out-of-school children and adolescents in Liberia ages 8 to 15 in six target counties of Liberia. This is expected to be achieved by the following results:

- a. **ALP regulatory framework institutionalized:** In order to increase access to education for out-of-school children and adolescents, the MoE must have the necessary regulatory framework in place to oversee delivery of ALPs and put that framework into practice at all levels of government. The ALP regulatory framework must be within a comprehensive and unified framework for alternative education more broadly.
- b. **Increased eligibility of learners to transition to formal education:** ensure that targeted learners are provided with the necessary inputs to facilitate their success in the ALP. Out-of-school children and adolescents enrolled in ALPs, acquiring the same basic education competencies acquired by learners in the formal school system so as to qualify them as eligible to return to formal schools.

Figure 1. The six target counties



The development hypothesis holds 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.

Intervention sites selected

AQE conducted a mapping of potential ALP sites with high involvement of the MoE, particularly County Education Officers (CEOs) and District Education Officers (DEOs). The site mapping process was conducted three times in the life of the Activity. The first site mapping took place in August of 2017 in Grand-Bassa, Bong, and Montserrado counties. The second, conducted in July 2018, covered Lofa, Margibi, and Nimba counties. The third and final site mapping, in March 2019, covered all six AQE counties. During the final survey, some sites selected in previous rounds were replaced due to inactivity.

Table 1: The selected intervention sites

County	Number of schools initially selected to implement AQE ALP program	Total Number of schools active/ implementing AQE ALP programs during Year 2	Number of inactive schools by Year 3	Number of sites selected in Year 3	Total number of sites for 2019/20 school year starting in Sept
Bong	30	30	0	21	51
Grand Bassa	30	21	9	6	27
Lofa	32	32	0	13	45
Margibi	30	29	1	9	38
Montserrado	40	32	8	14	46
Nimba	40	40	0	17	57
TOTAL	202	184	18	80	264

Policies developed and institutionalized

The Activity's institutionalization interventions included support for developing and implementing policy and policy guidelines for stakeholders to play their roles in ALP. Institutionalization of the Activity frameworks required that each level of the education system, from the school and community to the national ministry, performed their respective duties and collaborated to produce and maintain a safe learning environment that promotes quality teaching, learning, social and civic skills. The AQE Technical Working Group (TWG) was established as a mechanism for structuring this collaboration and ensuring that the right stakeholders were involved at the right time. The officers assigned to the TWG had the responsibility and/or critical input to AQE activities within their mandate for Basic and Secondary Education (BSE), Planning Research and Development (PRD), and their expected roles in sustained delivery of ALP. In the initial phase, TWG sub-committees were formed for curriculum review and development, teacher professional development, and community engagement. These sub-committees were later expanded to include policy, infrastructure rehabilitation, and sustainability and transition. These subcommittees developed key policies critical to the implementation and institutionalization of ALP:

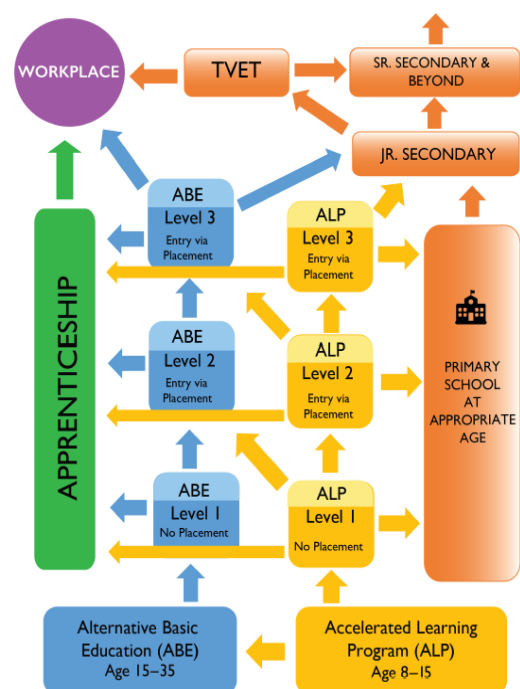
- ALP Accreditation Policy - Alignment with MoE SQA** - In 2017, the Activity, in collaboration with the TWG, commenced working on the ALP Accreditation Policy. The ALP Accreditation Policy needed to align with the existing Harmonized Alternative Education Policy, and the Program Quality Standards (PQS) for ABE and should reflect the MoE's ongoing efforts to develop quality standards and assessment tools for all schools. In 2018, at the request of the MoE, partners and institutions suspended accreditation activities. As a result, the AQE TWG shifted focus from site 'accreditation' to 'assessment' that would align

with the MoE’s School Quality Assessment (SQA) framework and One School Approach (OSA). The OSA approach unifies all government school-based programming under the responsibility and leadership of the school principal, promoting more effective sharing of resources (teachers, classrooms, materials) and school/community structures such as the PTA.

In 2019, AQE finalized an adaptation of the ABE PQS. This adaptation became SQA AE Module 7. The module was tested and streamlined for assessing AE and Conventional School provisions within an OSA. Subsequently, classifications of ALP sites were made using the MoE SQA classification scheme. Module 7 was integrated into the MoE SQA for general application in the 2020 – 2021 academic year.

- Learner Eligibility Policy – An Integrated Framework** - In 2018, the AQE TWG policy subcommittee developed a proposal for ALP learner eligibility and certification into a single coherent policy document. The aim was to address eligibility, assessment, and certification for the 8 – 15-year-old target group of the AQE Activity. Thus, learners' eligibility, assessment, and certification were rolled into a single set of policy implementation guidelines to ensure that eligibility included entry to ALP and transition pathways within and between ALP and other programs. In December 2018, the TWG policy subcommittee submitted a final draft of the Learner Eligibility, Assessment, and Certification Policy (LEACP) Guideline for approval to the MoE Senior Management Team (SMT) through an action memo. In June 2019, the MoE SMT endorsed the LEACP Guidelines and provided written approval. A formal launch of the LEACP guidelines was made on August 8, 2019.

Figure 2. Harmonized AE Policy



- Certification Policy - Roles and Responsibilities** - The certification policy is an integrated piece of the larger LEACP guidelines covering learner eligibility, assessment, certification, and transition. The certification process is based on learner completion of formative and summative assessments. The process is in alignment with national curriculum assessment and certification in order to promote equivalency for ALP programs. The assessment results are certified by DEOs as part of the process of learners' eligibility for transition to the next level of ALP or into an appropriate age grade of the conventional school. Placement tests are administered at learner entry to the ALP to ensure that students begin at the right level. Beginning at the right level and being assessed at the end of each level provides confidence that ALP learners are on par with their grade cohorts in conventional schools. This is especially critical for those learners who will transition into the conventional system. In 2019, detailed plans were completed to use Principal and EO training programs to build capacity for use of the approved LEACP Guidelines and to disseminate them through the Education Sector Development Committee (ESDC) and Joint Education Sector Review (JESR) meetings. Since then, the LEACP guidelines have guided the detailed work of

developing, administering, and certifying results of initial placement tests and level completion assessments.

- **Curriculum policy developed** - As policy, the curriculum development was a continuous process of alignment with the emerging national curriculum revision based on experience, and then as the foundation for TPD and Teaching and Learning Materials (TLMs). In 2017, the TWG for curriculum and professional development conducted a three-day workshop with the aim to propose recommendations for the development of TLMs and teacher professional development (TPD) resources to support the Activity. The aim of the meeting was to discuss the MoE's Priority for Over-aged and Out-of-School Children including the MoE's experience of implementing ALP and ABE programs in Liberia, and a review of the learning outcomes specified in the existing ALP curriculum.

The TWG was integral to reviewing the ALP curriculum framework and subsequently carrying out structured reviews of the curriculum, drawing from results of fieldwork, focus group discussions to learn from the experience of teachers and learners. The fieldwork was carried out annually over the three years and three cohorts of curriculum directly implemented in the Activity (2017 – 2019).

In June 2018, December 2018, December 2019, and December 2020 a series of curriculum retreats were conducted to carry out a rigorous review of the TLMs for alignment with the approved framework and national revised curriculum. The process engaged the AQE technical teams with the MoE's lead Curriculum and Teacher Professional Development (TPD) departments and specialists. The ALP assessment package, which was developed in alignment with the revised ALP/ABE and national curricula, was reviewed and approved by the MoE. This completed the overall curriculum package for ALP by December 2020. An event package handover of AQE revised curriculum TLM materials from USAID to MoE was conducted in February 2020.

The revised ALP curriculum continues to be implemented in the 191 formally established ALP-CS schools. The curriculum has been formally adopted by the MoE for ALP-CS scale-up across all counties through partner programs (UNICEF, GPE, Luminos, BRAC). As part of the MoE response to COVID-19, the revised curriculum and safer learning environment materials were adapted in the MoE Teaching by Radio (TBR) initiative - in science, mathematics, and language.

Table 2. Teachers selected and trained

COUNTY	TOTAL
Bong	241
Grand Bassa	128
Lofa	231
Margibi	176
Montserrado	188
Nimba	264
Grand Total	1229

AQE learning pedagogy is learner-centered, active, participatory and varied to include everyone's needs and circumstances. On completion of AQE ALP levels, the intention is for learners to reintegrate into the formal schooling system, or to enter directly into the workforce, but with core literacy and numeracy skills and life skills in place. To achieve this goal, the Activity recognized the need to work with the MoE to identify and recruit teachers from the target communities and equip them with appropriate training and TLMs to implement ALP. The Activity also recognized that teachers would need considerable support in planning learner-centered, gender-responsive, and inclusive lessons which engaged girls and boys, including learners with disabilities.

In Year 1, AQE worked with the TWG subcommittee on TPD to identify and select ALP teachers and site administrators (principals) in Montserrado, Grand Bassa and Bong Counties. In Year 2, the process was conducted in Margibi, Lofa, and Nimba Counties. In Year 3, using the same selection process, additional teachers were selected for new sites in all six counties.

The initial series of professional development activities for teachers and administrators focused on orientation to the TLMs, accelerated learning principles and practices, child protection and school safety, and the Liberian Teacher Code of Conduct (TCoC). The facilitation strategies reflected the strategies embedded in the AQE curriculum. Additionally, micro-teaching sessions were provided for facilitators with an opportunity to practice lessons from the curriculum and receive technical support and feedback from their peers. In Year 2, in collaboration with the MoE, a phased approach to teacher professional development was developed, delivered over time rather than in one

“The method of training and ALP approach breaks learning down to the simplest forms for teachers and learners to adapt. The ALP curriculum is well prepared for the teachers and much easier for the learners to follow and understand.”

... CEO, Grand Bassa County

intensive residential training before the start of the academic year, but the original tenets regarding facilitation strategies, embedded practices and monitoring and evaluating remained constant.

AQE's approach to TPD also brought new and innovative approaches in the form of school-based professional development support and coaching and mentoring. Through monitoring and site visits, it was observed that teachers needed additional support on how to assess and reflect on learners' progress and improve their content and pedagogical knowledge to adjust their instruction to meet their learners' needs. The influence of COVID-19 required the model to adapt a third layer of virtual coaching and mentoring; for expanding outreach to teachers in time and space – through virtual mobile phone conference and group networks of learning and reflection.

Students supported through community engagement

AQE worked with Parent Teacher Associations (PTAs) to cultivate strong relationships with MoE officials, principals, teachers, other parents, and community leaders to support learner enrollment, retention, safety, and success through the ALP program. This was done by using the existing structure of the PTA to strengthen their overall functionality and engage them in ALP support. The focus was for building capacities of PTA and other community members to influence and contribute to the ALP enrollment; to support completion and monitor quality. The Community Engagement Strategy (CES) developed under this Activity includes working with and through PTAs and other community members to:

- Mobilize communities to identify out-of-school and over-age children for enrollment in or transfer to ALPs,
- Encourage learners to attend and complete ALP levels,
- Monitor teacher and learner attendance and quality of instruction and learning,

- Raise awareness of and address School Related Gender Based Violence (SRGBV) and support Safer Learning Environments (SLE) for learners.

ALP Materials Produced and Distributed

In close collaboration with the Subcommittee on Curriculum and the Teacher Professional Development TWG, the Activity created an instructional material package that was contextually appropriate and included conflict-sensitive and gender-sensitive content. The materials developed was based on the findings of the Rapid Education Risk Analysis (RERA) and Gender Analysis studies¹ and would foster systemic capacity. The entire process (development, implementation, evaluation and revision process) was a collaborative, iterative and multistep process consisting of several activities and involving many stakeholders, TWG members, teachers, learners and communities. The Activity printed these materials and distributed them to schools in the six counties.

In addition to TLMs, more than 400 tablets were distributed to schools, EOs and MoE central team. The tablets were loaded with the necessary TLMs, monitoring tools and videos that support the quality of teaching and learning in the classroom including Teachers' Guides, Learners' Workbooks, Coaching tools, Academic calendars, and monitoring tools.

ALP Level 3 learners, like Grade 6 learners from the conventional school, had to sit the Liberia Primary School Certificate Exam (LPSCE), an external administered by the West African Examination Council (WAEC) Liberia. To adequately prepare learners for this test, the technical team using the elementary school syllabus of WAEC developed 12-week study materials to cover the four tested subject areas: Social Studies, Mathematics, Science and Language Arts.

AQE also provided a package of equipment, materials and support to the Liberia School for the Blind (LSB), This support would enable LSB to produce the AE curriculum, teacher guides and other materials. See page 111 for more details.

Classrooms rehabilitated and furnished

Rehabilitation work in ALP sites were informed by the site mapping done when identifying potential schools for ALPs. The site mapping collected data regarding the conditions of the classrooms including, working doors and locks, roof leaks and broken windows. The rehabilitation work was carried out in two phases. Phase one consisted of Bong, Grand Bassa and Montserrado counties, while phase was carried out in Margibi, Nimba and Lofa counties.

In Phase I, Rehabilitation Officers (RO) were assigned to Bong, Grand Bassa and Montserrado. MoE representatives joined the ROs to conduct assessments in the ALP schools. Out of the assessments, it was determined that 79 schools would be rehabilitated. In these schools, 187 classes were originally identified for rehabilitation with a total of 191 completed. Contractors worked tirelessly throughout Q2 of FY20 until the COVID-19 pandemic was declared in March 2020. Work resumed in November 2021 and the contractors returned to the counties with the Rehabilitation Officers. Verifications and repairs were done to bring the work to final completion. Rehabilitation works in Bong, Grand Bassa and Montserrado were completed in January 2021.²

¹ USAID, EDC (2017) Accelerated Quality Education, Liberia, Gender Analysis, Monrovia: USAID-EDC
USAID, EDC (2017) Accelerated Quality Education, Liberia, Rapid Education Risk Analysis, Monrovia: USAID-EDC

² This report previously showed the final rehabilitation numbers validated at the end of the Activity. Therefore, these numbers differ slightly from those earlier submitted in PIDS (total of 97 latrines and 345 classrooms in phases I and II reported in PIDS). Corrections have since been made in PIDS in 2022.

Table 3. Classrooms Rehabilitation

CLASSROOMS REHABILITATION³			
	Phase One	Phase Two	Total
Classrooms	191	173	364
Latrine New and Rehab	45	35	80
Beneficiary students	16,207	8,206	24,413

The Phase 2 rehabilitation assessments were conducted in Q4 of FY19 in Lofa, Margibi and Nimba Counties. Each County was assessed by teams that included the MoE division for Physical Planning, District Education Officers and the Activity Rehabilitation Officers, Education Development Center (EDC) ROs. A total 98 out of 101 schools were assessed. The COVID-19 pandemic was declared in March 2020 and the Phase 2 rehabilitation procurement process was put on hold. When schools opened in Q4 of 2020, Memorandum of Selection was finalized and purchase orders were issued in November 2020. Rehabilitation work went into full swing in Q2 of FY21. The rehabilitation works were completed in June 2021 in Margibi and Nimba with Lofa needing the first two weeks of July to wrap up.

The furniture need for the ALP centers was informed by the site mapping reports used for identifying ALP sites. It was determined by the Activity to give each ALP school a standard package of furniture, which included Principal Desk and chair, 3 teacher’s desks and chairs and 30 student armchairs. Production was carried out in three phases reflecting years 1 to 3 of schools’ selection. For the Year 1 Counties (Bong, Grand Bassa and Montserrado), production of the furniture was completed by the end of FY18 and inspections and distributions were done in Q1 of FY19 prior to when the standard package was established, and therefore not including the principal desk and chair at that time. The procurement of furniture for Year 2 counties (i.e. Lofa, Margibi and Nimba) was initiated in March of 2019, and the manufacture and delivery of the Year 2 completed by the end of Q1 in FY20. The Year 3 production and distribution was completed in July 2021 and included the return to Year 1 sites to provide the principal desks and chairs to complete those packages.

In addition to the rehabilitation and furniture, operational supplies were provided to all in the 264 ALP sites. The operational supplies package was compiled by assessing the supplies required by the curriculum for each site to operate effectively, (for example, pencils, chalk, notebooks) including the administrative requirements for running the ALP (for example, attendance log books). The Activity also included additional items such as plastic boxes for storing documents and attendance logs. The list was reviewed and approved by MoE as well as the TWG. The operational supplies were procured in Q1 of FY18 and distribution was made to all Year 1 sites. This was repeated in Year 2

³ It should be noted that this table reflects updated rehabilitation numbers validated after the end of the Activity. Therefore, these numbers differ slightly from those earlier submitted in PIDS (97 latrines and 345 classrooms). Corrections have been made to PIDS in 2022.

for all Year 1 counties (Bong, Grand Bassa and Montserrado) and all Year 2 Counties (Lofa, Margibi and Nimba); and yet again repeated for all ALP sites in Year 3.

Sustainability foundations laid

The role of AQE, during its final months of operation, shifted from leading implementation to supporting planning and implementation, especially for the 2020-2021 school year. The planning and support for the 2020-2021 school year also demonstrated a high degree of resilience on the part of the MoE from the school level to headquarters. While there are many challenges ahead for sustaining ALP programming in the AQE supported sites and counties and scaling the program out to other schools and counties, there is also a high degree of optimism that with targeted internal and external resource mobilization and attention to quality delivery of the ALP package that has evolved over the course of the Activity, overaged learners can have equitable access to quality basic education in the AQE sites and beyond. The final school level structure for sustained provision of ALP is its integration into the conventional school program, or ALP-CS as described earlier in this report. At this stage, AQE provided targeted coaching support to principals, teachers, PTAs and EOs to promote a smooth conclusion to the disrupted 2019-2020 school year and planning for an abbreviated 2020-2021 school year.

Sustainability Planning and Transition: The Activity began sustainability planning with the TWG in September 2019. The sustainability planning process included:

- Convening the Policy Sub-Committee of the TWG as the Sustainability Planning Group
- Establishing key practices to be sustained and by whom.
- Determining what is in place and what is needed to support sustainability (in terms of human, institutional, financial capacity and resources, as well as governance structures).
- Development of an action plan for the remainder of the project to put in place, or mobilize the resources needed to sustain a quality program.

Two MoE initiatives, provided the framework for ALP continued provision: the One School Approach (OSA and the ALP Conventional School (ALP-CS) pilot of the approach.

One School Approach. The OSA helped determine how ALP provision might continue in AQE conventional school sites beyond the end of the Activity. The OSA provided the framework for developing tools to analyze, re-organize and share resources (ALP teachers, TLMs, training) for continuity of ALP classes within the structures and timetable of conventional school provision.

ALP-CS Pilot. In FY19, the TWG developed a sustainability and transition (S&T) plan. The aim was to identify and prioritize key aspects of the AQE ALP to be sustained by the MoE beyond the Activity. To determine whether and how the OSA might be applied in ALP provision, 12 schools (6 urban and 6 rural) piloted an integrated ALP Conventional School (ALP-CS) model. The pilot results identified three possible scenarios for a blended ALP-CS implementation which were presented to the MoE SMT and approved for implementation for the 2020-2021 school year.

<p>Scenario 1: Full Provision of ALP and CS</p> <ul style="list-style-type: none"> ✓ CS Grades 1-6; ✓ ALP Levels 1-3
<p>Scenario 2a: Partial ALP-CS Provision</p> <ul style="list-style-type: none"> ✓ CS in grades 1&2 / ALP in Level 1; ✓ Full CS in grades 3-6
<p>Scenario 2b: Partial ALP-CS Provision</p> <ul style="list-style-type: none"> ✓ CS in grades 1&2 and 3&4 / ALP in Levels 1&2; ✓ Full CS in grades 5-6
<p>Scenario 3: Full ALP Provision</p> <ul style="list-style-type: none"> ✓ All learners enrolled in ALP Levels 1-3 until backlog of overaged learners cleared.

The S&T plan became more focused once the decision to integrate ALP as part of a school's offerings, using all available resources. Tools were developed to assist principals in analyzing

resources available and potential enrollment for ALP, and selecting a scenario based on the analysis. COVID-19 was a driving pivot to remote support for site and county level planning which focused on initially gathering information to choose an ALP-CS scenario. Information included available teacher time, classroom space and TLMs. Parent and community engagement focused on creating safe spaces for the return to school as well as mobilizing for the shifting of overaged learners currently enrolled in the conventional program to the ALP Teacher training, TLMs and recruitment, enrollment and placement activities were structured based on the actual scenario envisioned per the school. ALP-CS scenarios were presented to the MoE SMT and approved for implementation for the 2020-2021 school year. Currently the ALP-CS is functioning in 191 out of the 264 sites that participated in the AQE Activity.

While the potential for the 2021-2022 school year is high, implementation will require continued support from district, county and headquarters staff in areas of classroom and school level monitoring, reflection on achievements and challenges, problem solving and documentation. The national MoE will have a continued role to play in mobilizing critical resources for supervision, staff development and the provision of TLMs. To support staff development, AQE produced manuals and a series of “mini-modules” and worked with relevant national, county and district staff to use these materials for continuous learning for teachers, parents, principals, EOs and PTAs.

Challenges

During the initial stages, getting the TWG and its sub-committees up and running presented challenges affecting ownership, pace and quality of work. Unaccustomed to the shared responsibility and accountability, it took a while to establish functionality in earnest. Implementation was further affected by two MoE decisions. The first was the decision to halt all accreditation and certification of educational institutions, affecting AQE’s policy goal of developing an accreditation process; the second was the extension of the conventional school day from 1 p.m. to 3 p.m. The extension affected the starting time for ALP at AQE sites which had typically started as the conventional school day ended. Perhaps the most significant challenge faced by the activity in Year 2 was the gap between the departure of the long-standing COP and the placement of a new full-time, permanent COP. Recruitment for the new COP was extensive and took much longer than anticipated with several rounds of interviews and considerations. EDC put in place an interim coverage plan that included a combination of experienced senior staff from EDC Headquarters and activity support staff trips to focus on key tasks. While the interim coverage did enable core functions and oversight to continue and unearthed new ways of looking at work, it also created uncertainty and change that made it difficult for the overall team.

Year 4 has experienced a string of contextual challenges that made implementation less than optimal. At the start of the fiscal year, the security environment was tense as a result of heated political activities, mainly caused 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 uncertainties. This was further fueled by a worsening economic situation.

The outbreak of COVID-19 completely shifted the implementation context in Liberia. The government declared a health state of emergency and closed schools, businesses and offices. Borders were closed and inter county travel was restricted. EDC moved all staff to work from their homes, and evacuated all expatriates. This interrupted all field activities and led to the suspension of all trainings and in-person activities. Challenges bring innovation and in response to the COVID crisis, technical teams developed new modalities of training, coaching and mentoring via distance support. By the beginning of Q1 of FY21, the offices reopened at 50% capacity. Staff were encouraged to continue working from home, as the pandemic had not been completely controlled.

The COVID pandemic continues to be a global problem and has continued to affect implementation of development activities in all sectors around.

Lessons learned

Despite the challenges, important steps were made to further integration of ALPs into the Liberian Education system. There were a number of valuable lessons learned on teacher professional development and school safety through joint work that will inform the way forward for ALPs in Liberia.

- Early engagement with MoE and the development of the TWG structure was very significant in the success of the implementation, and their linkage to the SMT was critical in the institutionalization process. That consistency of engagement created the relationships that enabled collaboration around big things like the SQA and the ALP-CS pilot and results.
- Teacher professional development activities used the gradual release of responsibility or (GRR) model in order for teachers to learn over time with proper guidance through mentorship and relevant practice. **Lessons learned through implementation of AQE reinforce the need to have a GRR model approach to training ALP teachers in Liberia.** Experience by AQE staff and Activity sub-contractor, School-to-School International (STS) confirm that **teachers need hands-on practice related to classroom instruction and assessments.** Therefore, AQE staff and sub-contractors worked to incorporate hands-on activities and feedback sessions into trainings.
- **AQE and MoE's work on school safety through the SLE assessments and pilot event series provides evidence that school safety can be improved through community engagement.** Equipping PTAs to address SRGBV through training, a school-based referral process, introductions to service providers in their counties and supporting them to produce action in their communities were important components to addressing school safety through AQE.

Recommendations

- A key success of the AQE program and recommendation for further ALP implementation is integrating the use of data for planning and monitoring programming with various groups within the MoE.
- The GRR model is an effective model for teachers to gain expertise, confidence, and develop their growth mindset.
- Teachers need to have more practice in teaching content, conducting assessments, and using new teaching methods within trainings.
- As the need arises for learning at home it is important that the material is grade level and age-appropriate to enable learners to study and learn at home.
- There is a need for MoE to consider the revision of ALP Level 3 social studies, science, mathematics and language and ALP Level 2 social studies and science to reflect the reformed national curriculum and the prevailing context.
- AQE EO training contained skill building on costing for ALPs, but there is a need to continue to build this skill at county, district and school levels.
- AQE recommends that MoE further integrate and build on the products and tools detailed in the CES to further enable safer learning environments for ALP learners; also the products and tools detailed in the curriculum and teacher professional development for production of TLMs to support continuity of the ALP-CS scale-up.

- Increasing community engagement in enrollment, retention, completion and transition of overage learners is also of key importance; and in view of school closures develop parental and community involvement in assisting and supervising children’s learning in the home and community.
- Critical success factors for institutionalization and sustainability should continue as important elements for maintaining and expanding ALP provision in Liberia. This critical success include:
 - Role appropriate, early identification and engagement of MoE based on the roles and functions of key units and actors critical to the achievement and sustaining of AQE results.
 - Monitoring and evaluation processes to promote contextual learning.
 - Community engagement, led by PTAs trained for specific AQE related activities, to mobilize and enrolling learners, and place and retain them.
 - Sustainability planning throughout the life of the Activity.
 - Quality TLMs and TPD practices.
- Maintaining quality of teaching and learning should be a priority through continuous professional development, pre-service training, provision of tools, materials and mobility for EOs to work at schools and continuing to make WAEC exams available to Level 3 learners.

Introduction

The main purpose of the Accelerated Quality Education for Liberian Children (AQE) was to work with the Liberian Ministry of Education (MoE) from 2017 to 2021 to increase access to safe, quality education for at least 48,000 out-of-school and over-age children from ages 8 to 15 in the 6 targeted counties of Bong, Grand Bassa, Nimba, Lofa, Montserrado and Margibi. To do this, the Activity collaborated with MoE to support accelerated education in 264 sites, develop and implement policy, provide professional development for MoE staff, implement revised learning packages, enhance community support of accelerated education, rehabilitate school buildings, classrooms, and latrines, and provide relevant operational supplies. By the end of the contract, AQE was able to increase access to education for 63,893 children, provide professional development for 1229 teachers and 657 EOs and train and support 275 PTAs.

Figure 3 describes some of the results of these activities and Table 4 describes the number of sites selected per county.

Figure 3. Summary of AQE activities

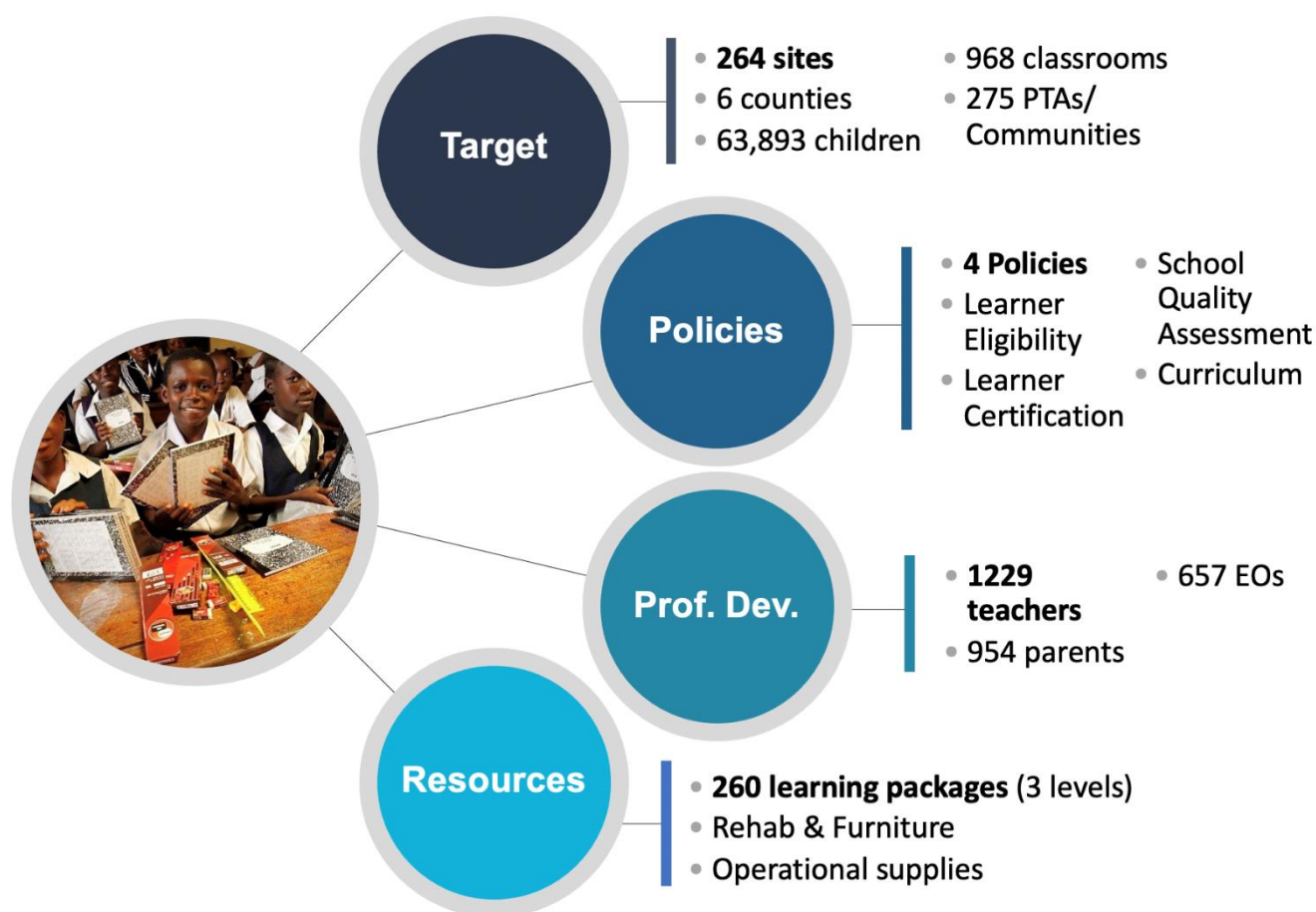


Table 4. The selected intervention sites

County	Number of schools initially selected to implement AQE ALP program	Total Number of schools active/ implementing AQE ALP programs during Year 2	Number of inactive schools by Year 3	Number of sites selected in Year 3	Total number of sites for 2019/20 school year starting in Sept
Bong	30	30	0	21	51
Grand Bassa	30	21	9	6	27
Lofa	32	32	0	13	45
Margibi	30	29	1	9	38
Montserrado	40	32	8	14	46
Nimba	40	40	0	17	57
TOTAL	202	184	18	80	264

Outline of the AQE final report

This report is organized into a variety of sections. The report opens with sections that frame the Activity overall and provide background information on specific AQE approaches, goals, the theory of change and results framework, and timeline. The report also highlights activities, trainings, capacity building, teaching and learning material development and other work conducted on the Activity’s Intermediate Result 1: ALP regulatory framework institutionalized, and Result 2: Eligibility of ALP learners to transition to formal school increased. Work under each Result is described within a number of Intermediate Result (IR) sections.

The final sections of the report contain summaries of a number of key areas of the Activity. The Cross-Cutting section describes work AQE conducted with MoE on gender equity and inclusion. This is followed by the Sustainability section that summarizes AQE’s institutionalization and sustainability priorities, strategic implementation approaches that supported sustainability, and AQE’s transition and planning activities. The Monitoring and Evaluation (M&E) section provides an overview of the M&E system and activities put in place within AQE and highlights results captured during the Activity’s period of performance. The Lessons Learned and Recommendations for the Way Forward section describes important learning during the term of AQE and recommendations for the MoE, USAID, and partners as ALPs continue in Liberia. The Operations, Administration and Financial⁴ summary highlights activities that supported the technical work in the Activity, challenges experienced over the roughly five years of implementation, and provides a financial summary.

Information in the Annexes generally provides more detail than what is contained in the main body of the final report. For example, Annex 1 contains results on all the key performance indicators. Annexes 5 and 6 are final products that describe in full detail work on ‘School Safety Through Community Engagement’ and ‘Capacity Building for Institutionalization and Sustainability.’ Annexes 7 and 8 offer detailed descriptions of sustainability and transition planning and activities.

⁴ Financial information in this submission is current but not inclusive of remaining expenses to be cleared within the terms of the contract. A final financial report will be submitted post-award per the terms of the contract which will be conclusive.

Activity Overview

AQE Approaches

Three core approaches guided the evolving design, planning, implementation, monitoring and analysis of the Accelerated Quality Education for Liberian Children Activity: developing and collaboratively acting upon a shared vision with the MoE; utilizing Adaptive Management and Collaborating, Learning, and Adapting (CLA) to adjust to dynamic circumstances and needs; and executing a supporting coaching and mentoring structure for teachers, principals, education officials and PTAs. In addition to being highlighted here, examples and illustrations of these approaches are highlighted throughout the report.

A shared vision and effective collaboration with MoE

Developing a shared vision with the MoE on institutionalizing an Accelerated Learning Program (ALP) and transitioning out-of-school learners into conventional education was a foundation that informed actions throughout the life of the AQE Activity. The policy framework for ALP was grounded in the Alternative Basic Education (ABE) Policy, which was developed under USAID's Advancing Youth Project 2012 – 2017 (AYP) to harmonize alternative basic education, accelerated learning and adult education programs. The policy was launched at the beginning of AQE. Collaboration with the MoE was initiated and continued through the establishment of a national level Technical Working Group (TWG) and the engagement of county and district teams in the implementation of the Activity. The TWG was composed of MoE officials selected by Deputy and Assistant Ministers to develop products and implement processes and activities as part of MoE and AQE work. TWG subcommittees included policy, curriculum and teacher professional development, community engagement and PTA, sustainability and transition, and rehabilitation.

In addition to the collaboration with the TWG, the decentralized work with county and district education teams (CEOs, DEOs, ABE-Supervisors and Coordinators, county education Planning, and M&E officers) MoE officials were responsible for the long-term implementation of several significant activities to support ALPs, including supervising ALP instruction, certifying ALP completion, accrediting ALP sites and using data to monitor and improve ALP instruction and quality. AQE's approach in working with education officials included integrating content and skills typically covered in standalone training into their routine work, applying their training to fulfill their professional responsibilities. This allowed for continuous, collective work beyond the normal training cascade. This closer integration of AQE work within the established structures of the MoE also included harmonizing activity and M&E tools so ALP became a part of ongoing MoE activities.

Adaptive Management and CLA

Given Liberia's dynamic context, adaptive management strategies and a commitment to CLA were key components of the overall management strategy. AQE staff worked with MoE officials to develop, implement and reflect on a number of assessments that provided real-time data for decision making and planning. AQE's work with MoE on learner safety through safer learning environments (SLE) baseline and midline assessments is a good example of this. AQE worked with MoE to conduct a SLE baseline study in 2018 that involved interviews with 275 male and female learners and 48 male and female school personnel. The assessment guided decisions on a selection of a small number of sites (25) to pilot SLE interventions that were determined through the assessment to not pass a determined safety threshold. These sites participated in a minimum of five sessions on addressing and preventing bullying, sexual violence and corporal punishment in their community and school.

Data from the SLE baseline assessment and midline assessments were also used by AQE and MoE officials discuss, plan and act on school safety issues in the six AQE counties.

The Library in a Box (LBox) and registration of learners for the WAEC LPSCE are two examples of how the Activity integrated additional activities into the work plan using adaptive management strategies. Placement data highlighted that not all learners had access to reading materials in their homes. The Library in a Box program was designed to provide schools with additional reading materials to support those learners. Similarly, the Activity supported Level 3 learners towards integration and transition into conventional school norms by supporting the registration and preparation of Level 3 learners for the WAEC LPSCE.

In addition, AQE staff and MoE officials drew on adaptive management experiences from the Ebola epidemic to provide continuity of instruction and learning during the COVID-19 pandemic. This meant that the AQE Activity could quickly pivot to distance support strategies such as TBR, self-study materials distribution, and coaching and mentoring with teachers, principals, and PTAs by phone.

Coaching and mentoring to support beneficiaries

During AQE, a coaching and mentoring program was developed as an approach to provide additional post-training support to teachers, principals, PTAs and education officials. The Activity model embodied GRR in order for principals and teachers to learn over time with proper guidance through mentorship and relevant practice. Coaching and mentoring allowed AQE staff to follow up on topics addressed in training and related activities, address site-specific questions and problems, and provide further guidance on implementation through a time and cost-effective solution of using the mobile phone. Coaching and mentoring activities were tested prior to COVID-19 but they were accelerated as quarantining and social-distancing became a priority. Coaching and mentoring work during COVID-19 proved to be a key component to preventing learning loss while ALP learners were out of school.

Goals, Theory of Change and Results Framework

The AQE Activity 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 activity is designed 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 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.

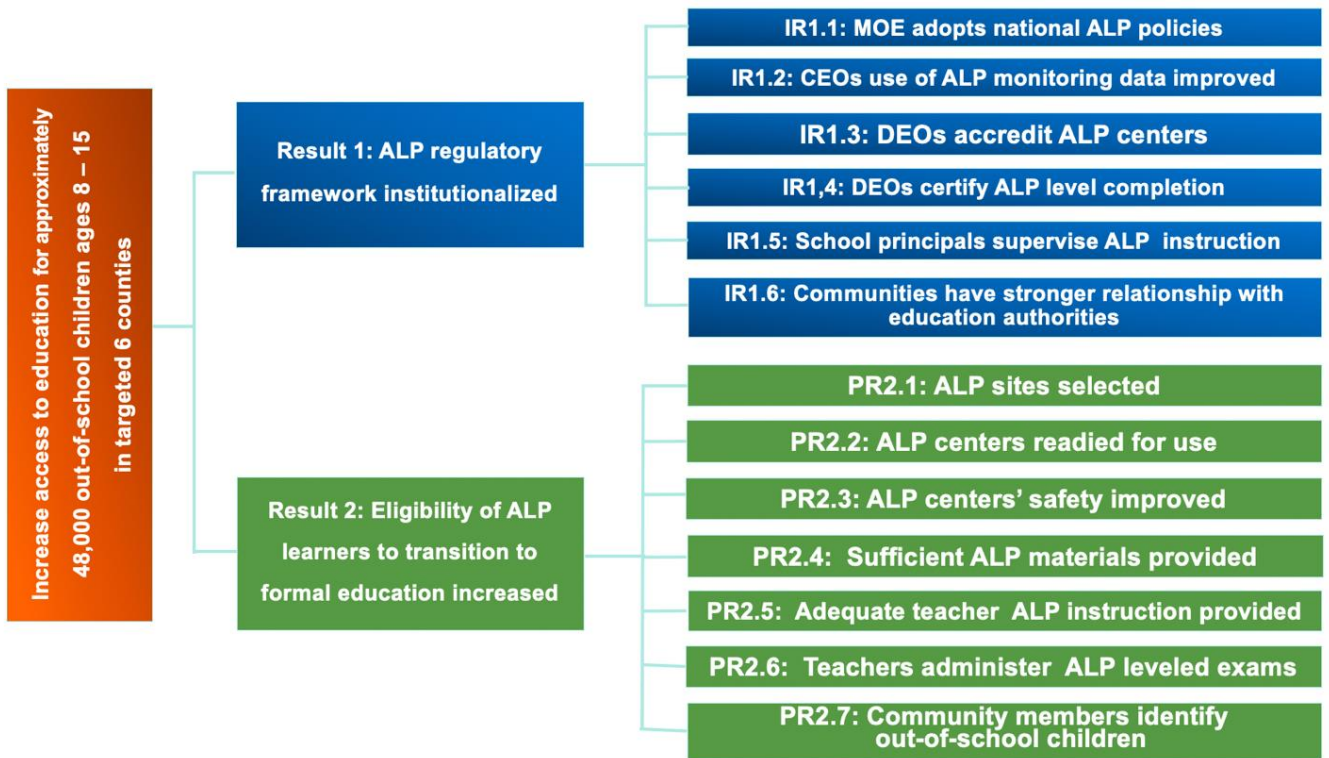
The activity has two main result areas: first, that the ALP framework be institutionalized, and second, that eligibility of ALP learners to transition to formal education be increased. The development hypothesis of the activity is that if the ALP regulatory framework is institutionalized, then the safety 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 supported 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 CEOs on the usage of ALP Education Management Information System (EMIS) monitoring data for decision making and on budgeting, support 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 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.

The **Theory of Change** for AQE hypothesizes 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. Thus, 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.

Figure 4. AQE Results Framework

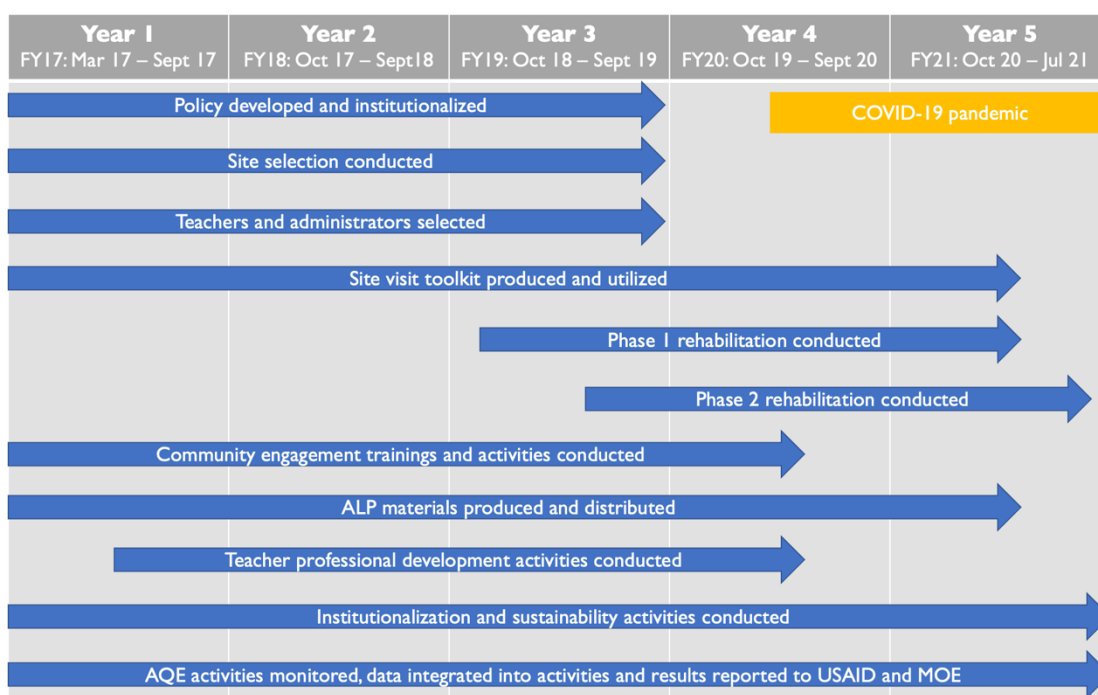


Timeline and Evolution

The AQE Activity supported MoE to provide safe, quality access to education for over 63,000 learners in 6 of Liberia’s 15 counties from March 2, 2017 to July 31, 2021. This included a 5-month extension from March 2, 2021 to July 31, 2021 for the purpose of continuing capacity building for institutionalization and sustainability and other MoE transition tasks given COVID-19 disruptions in the last year of the original award.

Figure 5 provides a graphical representation of major activities under this Activity.

Figure 5. AQE Timeline



COVID-19

The COVID-19 pandemic was a significant occurrence during the years of the AQE Activity. Schools were closed during semester two of the 2019-2020 school year and learners remained at home for several months. During that time AQE, MoE, and USAID drew on experience from other health crises, like the Ebola epidemic, to quickly pivot to TBR and implementing systems for coaching and mentoring at a distance. AQE also developed psychosocial support materials for school staff, parents and other community members to use to support re-entry to school.

Result I: ALP Framework Institutionalized

IR I.1 MoE adapts national ALP policies

Institutionalization of the AQE frameworks required that each level of the education system, from the school and community to the national ministry, performed their respective duties and collaborated to produce and maintain a safe learning environment that promotes quality teaching, learning, social and civic skills. The progress made towards achieving Result I ALP Framework Institutionalized is discussed below. It highlights how the Activity collaborated with all relevant education stakeholders to build institutional capacities, to capitalize on opportunities, and to support the stakeholders to rise to the challenges through adaptation and innovation.

This section of the report covers the ALP policy framework four domains: site accreditation, ALP learner eligibility, ALP certification and ALP curriculum alignment to national curriculum reform. It highlights how the policy framework evolved over the period of the Activity implementation, starting with policy for ‘accreditation’ of ALP sites which evolved into ‘assessment’ of ALP sites and alignment with the MoE School Quality Assessment (SQA) and School Quality Improvement Planning (SQIP). The Learner Eligibility, Assessment and Certification Policy (LEACP) was developed as a single coherent guideline to facilitate ease of understanding and application of learner pathways within, between and out of ALP programs. The certification policy evolved as an integral part of the LEACP guideline with step-by-step orientations for EOs to certify learner completion and readiness for promotion. The curriculum policy encompassed iterative development steps in a continuous process of alignment with the emerging national curriculum and the field experiences of testing by the technical teams.

The rest of IR I reporting outlines the policies in action. The CEO monitoring of ALP sites using the assessment toolkit that evolved in the activity. The report highlights the diverse range of tools integral to the toolkit - from the site selection to institutional capacity assessment (ICA), to School Quality Assessment (SQA) to reflection meetings, to ALP conventional school (ALP-CS) capacity assessment tools. There are detailed descriptions of tool applications. Thus, the DEOs assess ALP centers with the newly minted Alternative Education ‘Module 7’ addition to the MoE School Quality Assessment (SQA) framework. The report describes joint AQE-EO team application of Module 7 assessment standards (quality of teaching and learning environment; community engagement) to classify the quality of provision in ALP sites in a baseline and midline pilot. There are accounts of DEO training for assessment of ALP centers and for certification of learner cohorts.

The final piece of the IR I reporting outlines principals’ training, action planning and take up of their critical role as pedagogical and administrative leads in the AQE Activity at school level. There are insightful findings from the SQA baseline to midline analysis of principal’s supervisor role. They appear to show principal maturity over the time of the Activity in coaching, mentoring and classroom observation and conferencing support. The IR I report section ends with deep dive secondary analysis on principal use of management tools as predictors for learner success in completion and WAEC assessments.

MoE Leadership for AQE: Technical Work Groups and Sub-Committees

A major achievement in Result I was the formation and operationalization of the MoE TWG and sub-committees. TWG members were appointed by the Deputy and Assistant Ministers to develop the products and processes that were envisioned by the MoE and AQE. A critical aspect of the TWG role was the MoE Senior Management Team (SMT) representation in the TWG membership as agenda items leaders. This enabled co-presentation of products and processes by TWG SMT Agenda Item Lead and AQE to the broader SMT for review and endorsement.

The MoE officers assigned to the TWG were those who had the responsibility and/or critical input to AQE activities within their mandate for Basic Education, Planning Research and Development and their expected role in sustained delivery of ALP. Sub-committees supported by AQE staff and short-term technical advisors (STTAs) moved the work of AQE-ALP forward. TWGs sub-committees were formed in the initial phase for policy, curriculum review and development, teacher professional development, and community engagement.

The Policy Sub-Committee: This subcommittee's main task was to guide AQE's development of the four policies called for in the Activity design: Accreditation, Learner Eligibility, Learner Certification, and Curriculum. The Policy sub-committee focused on the first three and the Curriculum and TPD sub-committee focused on the curriculum and related materials, assessment and teacher training. The policy sub-committee proposed the adaptation of the ABE Program Quality Standards (PQS) for use in an accreditation process; developed succinct definitions of eligibility, assessment, certification and transition that were communicated to schools, districts, counties and national institutions and partners, and contributed to the development of a learner assessment and certification process that ensures that learners are at grade level and have the documentation needed to move into the formal system. The adaptation of the PQS was used in the Alternative Education Module of the School Quality Assessment tool. Another task was to provide input to the adaptation of the ABE Program Quality Standards (PQS) and related process for certifying programs to an ALP setting.

The Curriculum and Professional Development Sub-Committee brought together a team of technical specialists in curriculum development, in Alternative Education (AE)/Accelerated Learning Programs (ALP) and teacher professional development. Their task was to make recommendations for revising /adapting existing ALP and ABE materials to use with the AQE-ALP, maintaining alignment with the national curriculum for Grades 1-6.

Their review of existing ABE and ALP curricula (Teacher's Guides and Learner Workbooks) and resulted in modifications for learners aged 8-15, the focus of the AQE-ALP Activity. The curriculum adaptation drove the professional development program and learner assessment processes. On professional development, the committee tasks were to advise on the most effective way to select and refresh ALP instructors for the revised curriculum and guide the development of a supervision model that could be used by principals, reviewed and aggregated by District Education Offices (DEOs). The results from supervision and monitoring became the basis for further refresher training and/or adaptation of the professional development program. Core content required under AQE TPD included ALP and UDL principles, techniques for teaching accelerated in learning maths, language, science and social studies, the Teachers' Code of Conduct (TCoC) with emphasis on School-Related Gender-Based Violence (SRGBV). The committee task was to provide further input to the development of professional development activities for Education Officers (EOs) and principals, including supervision of the quality of teaching and learning and use of the Education Monitoring Information System (EMIS) for decision making.

The Community Engagement Sub-Committee: This subcommittee task was to provide input to community-level activities including dissemination of the learning eligibility criteria, mobilization, awareness, the development of a Community Engagement Strategy, and the involvement of Community for contribution to, monitoring and maintenance of school rehabilitation works and furniture packages.

The committees made up a streamlined network that was agile and responsive as the policies and strategies were approved, tested, and consolidated. AQE was also an opportunity to contribute to

and integrate other policies, - inclusive of the National Policy of Girls Education, the Code of Conduct for Liberian Teachers and Administrators, and the School Administrator's policy.

AQE TWGs also contributed to the National Reading TWG and the National Teacher Education TWG established under the BSE and TED Bureaus to define reading benchmarks and teacher proficiency standards respectively. These links grew during the COVID-19 shut-down period as all TWGs transitioned to meeting online. This enabled cross-synergies in contributions to reading, professional development and accelerated learning standards and benchmarks across several projects.

Monitoring and Evaluation Research: Action Research, Operational Research, and Rolling Assessments

Action research is fundamentally a disciplined inquiry done by [an individual or group] with the intent that the research will inform and change practices in the future.⁵ The TWG used action research at various points to increase understanding of program roll-out and field implementation to better inform Activity design and re-design. Three cycles of action research and reflective practices as a formative tool were carried out to inform TLM revision, and the final production of Teachers' Guides (TG) and Learners' Workbooks (LWB) that were culturally responsive.⁶ The findings of the action research also informed planning, content and adjustments in TPD cycles.

Operational research complements monitoring and evaluation, which is based on routine sources of data, by formulating specific questions and undertaking periodic data collection to gather the information needed to address them. Operational research uses this data to inform decision-making to strengthen policies, enhance programmatic impact, and make better use of resources. Operational research is required when either the reason for the problem or the solution to the problem, which the activity intends to address, is not self-evident.

AQE conducted a number of operational research studies to better understand factors that affected learner retention, Safer Learning Environment (SLE) and institutionalization of the one school approach (OSA) and ALP-CS model. The SLE study examined to what extent interventions impacted retention, access, and learning, and what types of interventions are effective in overcoming risks to SLE. This helped to adjust the activity to be more effective in achieving its goals.

Rolling assessments helped report on the evolving status of ALP provision throughout the AQE activity. Using site survey tools, which includes principal, learner and teacher attendance TLM material availability, DEO monitoring, the rolling assessments tracked the Activity transition from external provision allocated to afternoon school schedules to integrated provision during regular school morning schedule in a one-school approach. The rolling assessments integrated both a forward-looking component – so indicating some of the possible steps to take to correct/address problems, and reflective component – reporting on what was tried, what was achieved.

Institutional Capacity Assessments - ICAs

The ICAs were established in the Advancing Youth Project (AYP) to help MoE staff assess their institutional capacity to plan, implement, and monitor quality programs. The ICA covers 7 categories of governance, administration, HR, finance management, organizational management, program implementation and management, and performance management. The annual assessments and

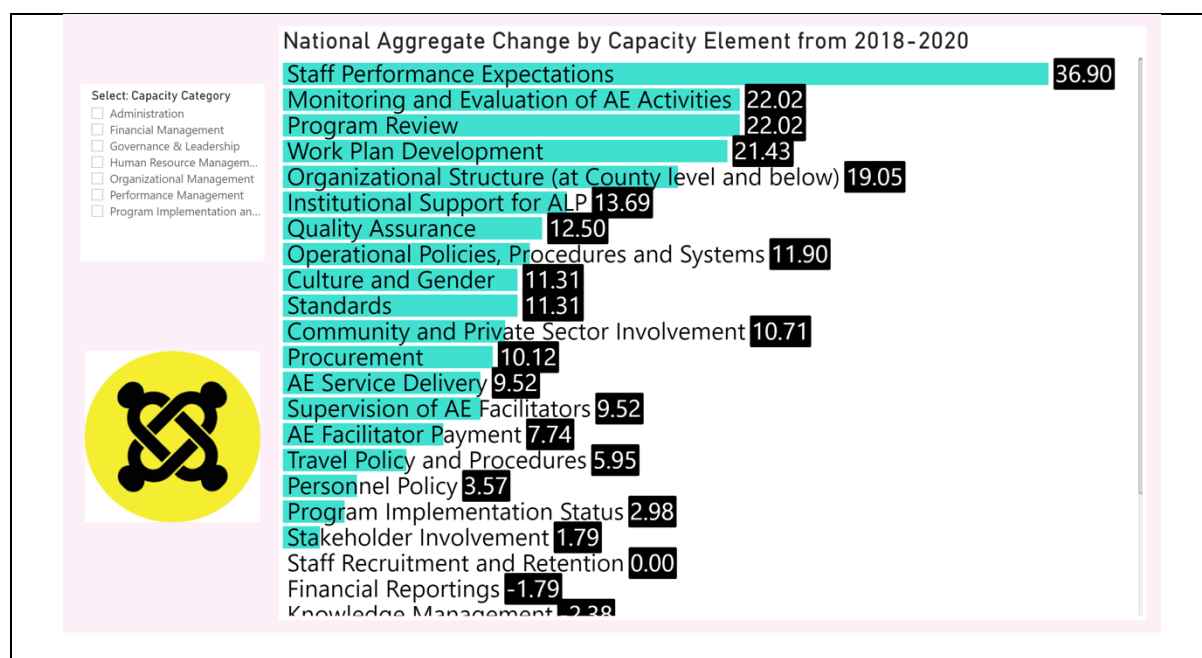
⁵ Ferrance, E. (2000). Action Research. Northeast and Regional Educational Laboratory at Brown University

⁶ Ladson-Billings (2009) described culturally responsive "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes."

resulting action plans were critical elements of the overall institutionalization process and provided county and national MoE teams with the opportunity to reflect on their overall ability to perform their mandated functions in the delivery of quality educational services to learners. The action plans led them to specific ways to improve their performance in prioritized capacity areas. The ICAs also informed the annual Institutional Capacity Strengthening Plan. AQE County Team Leaders worked with MoE National and CEOs to integrate planned activities into county operational plans to support ALP activities.

A database created by the application Power BI was established to map national and county ICA assessment scores and priorities, enabling visual representation of capacity strengthening and priority shifts for the ICA annual report planning over the four years of the Activity. See for example **Figure 6** mapping of the aggregate changes in national and county assessment of capacities across category elements for the 2018 – 2020 period. The mapping shows significant capacity growth in monitoring and evaluation, work plan development, and institutional support for ALP; these were focus areas in AQE capacity building of CEOs.

Figure 6. Aggregate Changes in Capacity Over Time 2018-2020



Additionally, Table 5 below maps the highest-ranking priorities coming out of the national and county ICAs since 2018.

Color shading is used to highlight capacity gaps that have repeated each of the three years.

Work plan Development
Institutional Support for ALP
Monitoring and Evaluation
Community and Private Sector involvement
AE Service Delivery

Table 5 demonstrates how the priorities for capacity development changed over time, in that they became less of a priority.

Table 5. ICA national and county priority shifts over time 2018 - 2020

Priority Ranking	2018	2019	2020
1	3.1 Work Plan Development	3.1 Work Plan Development	4.1-AE Service Delivery
2	1.2 Institutional Support for ALP	2.2 Travel Policy and Procedures	3.3-Stakeholder Involvement
3	2.1 Operations Policies	1.2 Institutional Support for ALP	4.5-Community and Private Sector Involvement
4	5.6 Monitoring and Evaluation	4.5 Community and Private Sector Involvement	4.6-Culture and Gender
5	1.1 Organizational Structure (county and below)	5.6 Monitoring and Evaluation	5.2-Quality Assurance
6	4.5 Community and Private Sector Involvement	6.1 Financial Management Systems	5.5-Supervision of AE Facilitators
7	7.4 Staff Performance Expectations	2.1 Operational Policies and Procedures	1.2-Institutional Support for ALP
8	7.1 Job Descriptions	2.3 Procurement	4.3-Linkages and Networks for AE
9	5.1 Program Implementation Status	4.1 AE Service Delivery	4.4-Program Review
10	3.2 Stakeholder Involvement	4.2 AE Facilitator Payment	5.1-Program Implementation Status
11			5.6 Monitoring and Evaluation

During the first year of the ICAs, Work Planning, Institutional Support and Monitoring and Evaluation were among the top priorities for action. By the final ICA, these were a much lower priority and the changes in scores more positive. These areas were consistently addressed throughout the project implementation. Work Planning was supported by action plans at the end of

each training, annual ICA work plans, and the alignment of AQE activities in county operational plans. Institutional Support improved as policies became finalized and operationalized from the national to school and community levels. Monitoring and Evaluation was addressed via active engagement of the national and county level M&E staff of the ministry in basic M&E functions: data collection, storage, analysis and use; data quality and data flow. Ministry staff were active participants in the design and orientation of tools for learner assessment, site monitoring, classroom observation, quality assessment, as well as special assessments such as site selection, school safety and pilot activities such as integration of ALP and Conventional School programs, Library in a Box, and Saturday school. as priorities for capacity strengthening.

By the final assessment, the priorities for capacity strengthening shifted to 'service delivery' and 'community and private sector involvement'. This reflects a deeper understanding of what would be needed will be required of counties and MoE headquarters to continue providing quality ALP services. The last year of the project, even amidst the COVID response, AQE worked hard to ensure that materials and tools were available to schools, district, county and headquarters offices; that staff felt confident in their ability to use the tools; and that continued coaching was available to teachers, principals and EOs, with MoE staff increasingly playing the coaching role. There was also an increased awareness of the need to engage the private sector for resource mobilization, and to continue and increase community engagement.

These three critical pieces, the TWG, the MEL/CLA approach and the annual ICAs contributed to the overall systems needed to institutionalize the ALP policy framework.

Institutionalization has been defined as “The action of establishing something as a convention or norm in an organization or culture.”⁷ Within the AQE Activity, this has meant two things:

- Defining the regulatory framework through selected policies, standards, curriculum, and implementation practices, and
- Promoting the knowledge, skills, behaviors, and tools needed for learners, teachers, principals, education officers, PTAs, and the greater community to play their parts in making ALP a routine part of the education landscape.

Policy development, dissemination, and implementation, along with targeted training and support to teachers, principals, education officers, and community structures comprise the major aspects of Result 1.

Harmonized AE Policy and ALP Regulatory Framework

The Harmonized Alternative Education Policy was completed in April 2017 under the USAID Advancing Youth Project and formally approved by the Deputy Minister for Instruction in September 2017. It consolidated the previous Accelerated Learning Policy, and the draft Policy for Alternative Basic Education. The harmonized policy addresses three alternative education programs: ABE (targeting 15 – 35-year-olds), ALP (targeting 8 – 15-year-olds) and Adult Education (targeting learners aged 18+). The formal launch of the harmonized policy in Year 1 of the AQE Activity provided the overall policy which would guide the ALP regulatory framework.

The congratulatory remarks by the USAID Liberia Mission Director Dr. Anthony S. Chan and the formal launch by Deputy Minister of Instruction Dr. Romelle Horton signified the MoE - USAID continued commitment to expanding access to quality basic education for all Liberians. There was now an official policy umbrella for all other ALP policy work.

⁷ Oxford Lexicon English Dictionary at: <https://www.lexico.com/definition/institutionalization>

The MoE Education Sector Analysis (2016) and resulting Education Sector Plan (ESP) 2017-2020 (Getting-to-Best Sector Plan) provided additional context for the development and institutionalization of ALP in a section dedicated to overaged learners. The ESP also provided definitions of quality, accreditation processes, and parameters for curriculum alignment with the national curriculum, which was then currently under revision.

ALP Accreditation Policy - Alignment with MoE School Quality Assessment Tool

The development of accreditation policy guidelines for ALP centers needed to be aligned with various accreditation standards developed or in development at the AQE Activity start-up in 2017. On the one hand, there was a requirement for alignment with the Harmonized Alternative Education Policy, the existing Program Quality Standards (PQS) for ABE, and a standards-based program certification process for ABE programs. On the other hand, there was a requirement for alignment with the ongoing work of the MoE to develop school quality assessment (SQA) Modules (1-6) School Quality Improvement Planning (SQIP) for all schools.

The AQE technical teams (Programs and M&E) worked with the TWG policy teams with members from Basic and Secondary Education (BSE) and Planning Research and Development (PRD) Bureaus, on an Alternative Education (AE) Module 7 addition to the MoE SQA-SQIP. The module 7 integrates two AE PQS: teaching and learning, and community linkages to assess AE provision. Table 6 presents an overview of the ALP site accreditation timeline developments and adjustments for alignment with MoE SQA developments.

Table 6. Alignment of ALP Site Accreditation with MoE School Quality Assessment

Timeline	AQE Accreditation Development	Alignment with MoE School Assessment Development
2017	AQE and MoE TWG Policy Sub-Committee agree that the accreditation guidelines for ALP centers be standards-based and that the ABE PQS be adapted for ALP and used for accreditation.	The TWG agree that ALP accreditation standards should be aligned with MoE current work to develop school quality assessment standards.
2018	<p>At the direction of the MoE, partners and institutions suspend accreditation activities.</p> <p>The AQE TWG shift work on development of ALP ‘site accreditation’ to a ‘site assessment’ focus in alignment with MoE school quality assessment.</p>	ALP ‘site accreditation’ planning is adjusted to align with MoE ‘school quality assessment’ (SQA) work in development, and to meet with policy development requirements of the AQE Activity.
2019	AQE finalized an adaptation of the ABE Program Quality Standards (PQS) for alignment with the MoE SQA standards.	MoE finalized its School Quality Assessment (SQA) framework with SQA tool consisting of 6 modules.
	<p>Two standards and their indicators from the ABE PQS were adapted for assessment of Alternative Education (AE) provision.</p> <p><i>Standard 1: Teaching and Learning Environment</i></p> <p><i>Standard 2: Community Linkages and Engagement.</i></p>	<p>The MoE SQA integrates four standards with indicators for assessment of conventional school (CS) provision.</p> <p><i>Standard 1: School mission,</i></p> <p><i>Standard 2: School culture,</i></p> <p><i>Standard 3: Quality of teaching and learning</i></p> <p><i>Standard 4: Support for teaching and learning.</i></p>
	<p>The AE standards are integrated into MoE SQA as an additional AE Module 7.</p> <p>Module 1 Document check</p> <p>Module 2 Verification</p> <p>Module 3 School leadership and management</p> <p>Module 4 School health and safety</p> <p>Module 5 Classroom observation</p> <p>Module 6 Parents and students</p> <p>Module 7 Alternative Education (for schools that provide AE)</p>	<p>The AE Module 7 assessment introduces a ‘classification’ of ALP sites using the MoE SQA classification scheme of scoring on standard indicators.</p> <p>The table below presents a mapping of ALP classifications based on points totals and percentage results of school performance on the AE standard indicators.</p>
2019 - 2020	2019: MoE and AQE national and county teams conduct a baseline assessment in 122 of AQE school sites using the SQA revised AE Module 7 tool.	<p>MoE School classification is done at the end of the annual inspection visit.</p> <p>In the AQE baseline and midline schools were classified based on performance scores on the AE standards on <i>Teaching and Learning</i> and <i>Community Engagement Linkages</i>.</p>

Timeline	AQE Accreditation Development	Alignment with MoE School Assessment Development
	2020 - Teams follow up with a midline assessment using the AE Module 7 assessment tool in the selected schools.	

In summary, the AE revised Module 7 is integrated into the MoE SQA modules 1-7. The AE Module 7 process centers on ALP site classification rather than ALP site accreditation. The Classification A-F is based on assessment scores around the AE standards and is aligned to classification scores the MoE has defined for conventional school standards and scoring. The table below presents a mapping of ALP classifications based on points totals and percentage results of school performance on the AE standard indicators.

Site classification

Class	Percentage	Points	Remarks
A	81%-100%	70-86	
B	61%-80%	53-69	
C	41%-60%	35-52	
D	31%-40%	27-34	
E	21%-30%	18-26	
F	20% and below	17 and below	

The ALP SQA AE Module 7 tool with standards, indicators and score classifications can be accessed in Annex 2.

Learner Eligibility Policy – An Integrated Framework

At the heart of the Harmonized AE policy is the mapping of pathways between ABE Programs (15 – 35-year-olds), ALPs (8 – 15-year-olds), and formal and informal schooling including appropriate age primary and secondary, TVET, apprenticeships and the workplace (See Figure 9)

These pathways guide transitions for learners of all ages who fall outside the traditional and/or appropriate ages for formal basic education.

In 2018, the AQE technical team facilitated TWG policy sub-committee meetings to build a policy proposal for ALP learner eligibility and certification. The aim was to develop the policy into a single coherent document. The purpose was to ensure sequencing and synergy among the three-fold components of eligibility, assessment, and certification for the 8 – 15 year old target group of the AQE Activity. Unifying these three elements is key to mapping and supporting primary level learner pathways between alternative education and the formal system.

The TWG working with AQE technical teams prepared a first draft of the learners' eligibility, assessment, and certification that was rolled into a single set of policy implementation guidelines. This was to ensure that eligibility included entry to ALP and transition pathways within and between ALP and other programs (Figure 7).

In December 2018, the TWG policy subcommittee submitted a final draft of the LEACP Guideline for approval to the MoE SMT through an action memo. The proposal was co-presented to the SMT by the Policy Agenda Item Lead and the AQE lead for MoE.

In June 2019, the SMT endorsed the LEACP Guidelines and provided written approval with a signed forward for the policy guidelines from the Honorable Education Minister, Professor D. Ansu Sonii. In June 2019, the SMT endorsed the LEACP Guidelines and provided written approval with a signed forward from the Honorable Education Minister, Professor D. Ansu Sonii. A formal launch of the LEACP guidelines was made on August 8, 2019, by Assistant Minister for Basic and Secondary Education, Felicia Doe-Sumah.

Figure 7. Pathways from Alternative Education to the Formal System and/or Workplace

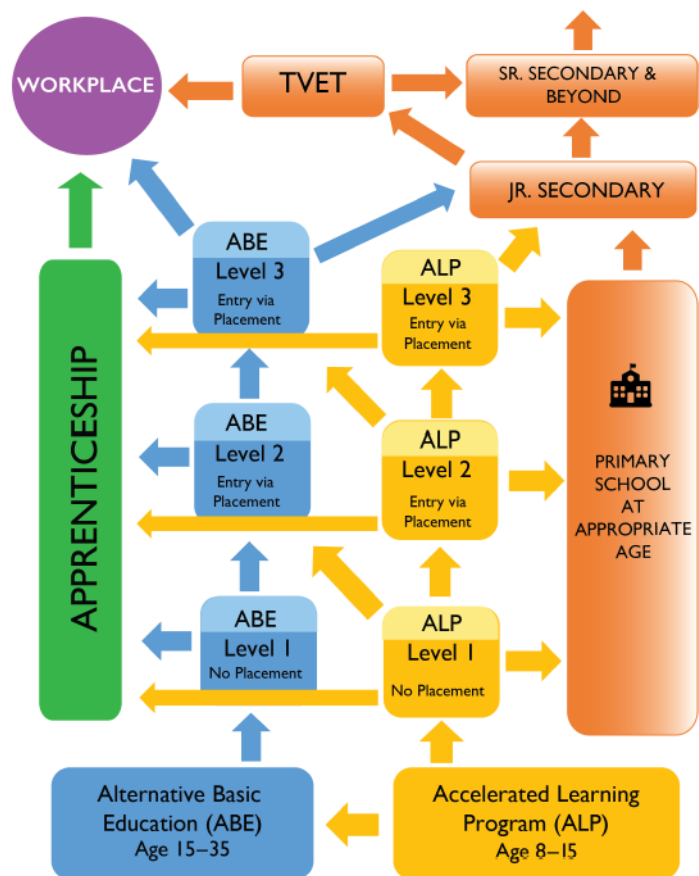


Image 1. Assistant Minister for Basic and Secondary Education Doe-Sumah formally launches the Learner Eligibility, Assessment, Certification Policy Guidelines, August 2019

The launch took place at a round table forum that integrated discussion and recommendations for implementation and expansion of ALP programs within the OSA. The forum recommendations on learner transition were illustrative of both the opportunities and challenges of ALP success when new learner cohorts transition with expectations for further education (Secondary, TVET, Apprenticeships) or work opportunities.

Certification Policy - Roles and Responsibilities

The Education Sector Reform Act of 2011 states that the MoE is responsible for the accreditation, licensing, and certification of all AE programs, facilities, teachers, school administrators, and support staff.⁸ The MoE, in consultation with key stakeholders specified that the AE policy needs to clearly set out the roles and functions of the central MoE and CEO in the accreditation and certification processes.



The certification policy is an integrated piece of the larger LEACP guidelines covering learner eligibility, assessment, certification, and transition. The certification process is based on learner completion of formative and summative assessments. The process is in alignment with national curriculum assessment and certification in order to promote equivalency for ALP programs.

The assessment results are certified by DEOs as part of the process of learners' eligibility for transition to the next level of ALP or into an appropriate age grade of the conventional school. Placement tests are administered at learner entry to the ALP to ensure that students begin at the right level. Beginning at the right level and being assessed at the end of each level provides confidence that ALP learners are on par with their grade cohorts in conventional schools. This is especially critical for those learners who will transition to the conventional system.

In 2019, detailed plans were completed to use Principal and EO training programs to build capacity for use of the approved LEACP Guidelines and to disseminate them through the ESDC and JESR meetings. Since then, the LEACP guidelines have guided the detailed work of developing, administering, and certifying results of initial placement tests and level completion assessments. DEOs, as well as teachers, principals, county and national education staff, have been actively involved in this process throughout and DEOs have certified the level completion results for the 2018-19, 2019-20, and 2020-21 academic years. More information is available in the IR 2 section.

⁸ Republic of Liberia, Ministry for Foreign Affairs (2011) Education Reform Act 2011, Monrovia: MfFA. Retrieved from: <https://planipolis.iiep.unesco.org/en/2011/education-reform-act-2011-5902>

ALP Curriculum Policy – Reform and New Forms

As policy, the curriculum development was a continuous process of alignment with the emerging national curriculum, revision based on experience, and then as the foundation for TPD and TLMs, as detailed in IR 2. In 2017, AQE working with the TWG for curriculum and professional development to conduct a three-day workshop. The workshop objectives were to:

- identify the MoE priorities for over-aged and out of school children;
- map AQE-ALP competencies and skills; decide AQE-ALP content
- choose criteria and guiding principles for revising and adapting the existing ALP and ABE curriculum;
- establish assessment procedures for the AQE program; and
- develop a framework document for teacher continuous professional development (CPD) including criteria and format.

The workshop resulted in a crosswalk of the ABE-ALP curriculum framework for developing three levels of ALP curriculum covering math, language, science, social studies core subjects. The ALP curriculum framework was the foundation for the adoption and adaptation from previous ABE and ALP TLMs. These relevant TLMs were adopted and refined by technical teams with STTA support.

- For Level 1, content should focus on literacy and numeracy only with science and social studies content integrated as cross-cutting themes
- For levels 2 and 3, the core subjects of mathematics, language, science, and social studies should be maintained
- For all levels, there should be more emphasis on literacy and numeracy/mathematics and language skills development covering reading fluency, comprehension, and writing (composition), operations, real-life and reading problems in all curriculum units
- A critical “introductory” unit was proposed for building a respectful learning community within each classroom, including classroom norms, working together, and principles of openness and inclusion to students of varying ages and abilities, and gender.

The TWG was integral to reviewing the initial framework and subsequently carrying out structured reviews of the curriculum, drawing from results of fieldwork focus group discussions to learn from the experience of teachers and learners. The fieldwork was carried out annually over three cohorts of curriculum directly implemented in the Activity (2017 – 2019). The TWG engaged with the MoE Center for Excellence for Curriculum, Research, and Textbooks that had begun the process of revising the national curricula for primary education to ensure that the materials developed for ALP were in line with the national system of curriculum reform and new forms.

In June 2018, December 2018, December 2019, and December 2020, a series of curriculum retreats were conducted to carry out a rigorous review of the TLMs for alignment with the approved framework and national revised curriculum. This was a substantial achievement concluding activity development, adaptation, and adoption of a learner-centered, context-relevant accelerated curriculum. The revised resulting ALP curriculum, built on Liberia’s history of ALP services since 1997, was in alignment with the National Curriculum reform, additionally integrated Learning Together and Life Skills that articulated safe learning environment themes. The process engaged the AQE technical teams with the MoE’s lead specialists and units on Curriculum and TPD. The ALP assessment package, which was developed in alignment with the revised ALP/ABE and national curricula, was reviewed and approved by the MoE. This completed the overall curriculum package for ALP by December 2020.

An event package handover of the AQE revised curriculum from USAID to MoE was conducted in February 2020.

In addition to the TLMs completed in 2020, materials were adapted and created to respond to COVID-19 closures. The dynamic response included:

- AQE curriculum contribution to the MoE's Education in Emergencies (EiE) response to COVID-19.
- Use of revised curriculum and safer learning environment materials in the MoE Teaching by Radio (TBR) initiative - in science, math, and language
- Psychosocial materials to address learners', parents', teachers', and principals' needs during the first weeks of school re-opening.
- Production of condensed self-study materials in science and social studies for Level 2 learners learning at home who had no access to LVWBs.

Image 2. Minister Doe-Sumah and Alternative Education Director Mr. Clarke receiving revised curriculum materials from the USAID Director of Education Rasheena Harris Reid and the COR Miriam White



The revised ALP curriculum continues to be implemented in the ALP-CS schools. The curriculum has been formally adopted by the MoE for ALP-CS scale-up across all counties. The AE Division is in the process of disseminating the materials and TLMs among national institutions and AE partner providers, UNICEF, GPE, Luminos, BRAC.

Sustaining ALP Implementation: Evidence of institutionalization

The institutionalization of key policy results of the AQE Activity progressed from policy establishment described above to their practical implementation and monitoring, to planning for continuity and sustainability once AQE concluded. Two MoE initiatives, provided the framework for ALP continued provision, the One School Approach (OSA) and the ALP Conventional School (ALP-CS) pilot.

One School Approach. The MoE has been following an OSA throughout the implementation of AQE. This approach unifies all government school-based programming under the responsibility and leadership of the school principal, promoting more effective sharing of resources (teachers, classrooms, materials) and school/community structures such as the PTA. The OSA became a way of considering how ALP provision might continue in AQE conventional school sites at the end of the Activity. The OSA provided the framework for developing tools to analyze, re-organize and share resources (ALP teachers, TLMs, training) for continuity of ALP classes within the structures and timetable of conventional school provision.

ALP-CS Pilot. In FY19, the TWG developed a sustainability and transition (S&T) plan. The aim was to identify and prioritize key aspects of the AQE ALP to be sustained by the MoE beyond the Activity. To determine whether and how the One School Approach might be applied in ALP

provision, 12 schools (6 urban and 6 rural) piloted an integrated ALP Conventional School (ALP-CS) model. The pilot results identified three possible scenarios for a blended ALP-CS implementation:

- a. **Scenario 1: Full Provision of ALP and CS**
 - i. CS Grades 1-6;
 - ii. ALP Levels 1-3
- b. **Scenario 2a: Partial ALP-CS Provision**
 - i. CS in grades 1&2 / ALP in Level 1;
 - ii. Full CS in grades 3-6
- c. **Scenario 2b: Partial ALP-CS Provision**
 - i. CS in grades 1&2 and 3&4 / ALP in Levels 1&2;
 - ii. Full CS in grades 5-6
- d. **Scenario 3: Full ALP Provision**
 - i. All learners enrolled in ALP Levels 1-3 until backlog of overaged learners cleared.

ALP-CS scenarios were presented to the MoE SMT and approved for implementation for the 2020-2021 school year. Currently the ALP-CS is functioning in 191 out of the original AQE Activity 264 sites.

IR 1.2: County Education Officers use of ALP monitoring data improved

The Liberian Education Reform Act of 2011 places the responsibility for supervising the implementation of all national education policies with the County Education Officers (CEOs). AQE worked extensively with CEOs and their county teams, to strengthen their ability gather and use routine and targeted monitoring data in planning, budgeting, and reporting.

AQE included not only CEOs but other critical county and district staff in its approach to strengthening capacity for using monitoring data, enabling each officer to learn and practice their role in ALP data collection and use. EOs were at the center of site selection data collection and presentation processes (Table 7), ICAs, site and classroom monitoring, school quality assessments, and related action planning, results review and reflections for deeper understanding of the relationship between completed activities and actual results. Training was contextualized and focused on specific activities. The table below summarizes processes in which EOs collected and used monitoring data for school improvement.

Table 7. Institutional Capacity Assessment Components

Project Monitoring Components	CEO and DEO training involved	CEO and DEO data collection involved	CEO and DEO data use
Site selection	EOs received training in tablet-based data collection and the use of the site mapping questionnaire, which captured data on important site selection criteria such as the presence of out-of-school learners, community participation, learner	EOs worked with AQE to collect data.	Site selection data were used to select the most appropriate-needy and viable sites for implementing ALP. EOs presented these results to education stakeholders at county and national levels before AQE

Project Monitoring Components	CEO and DEO training involved	CEO and DEO data collection involved	CEO and DEO data use
	enrollment and dropouts, among others.		commenced implementation.
Institutional Capacity Assessments	EOs orientation in ICA process and evidence collection and allocation of scores	EOs gathered evidence and participated in scoring capacity components	EOs used capacity scores to prioritize domains that require capacity improvement and developed action plans for the same.
School Quality Assessments	EOs received training in the use of school Quality Assessment tools, School Quality Improvement Action planning, Use of kobo-collect for tablet based-remote data collection, and SQA data analysis	Two rounds of data collection were done by EOs in 120 schools in July 2019 and Feb 2020	EOs gathered data and processed SQA scores and facilitated school communities to develop school quality improvement plans.
Reflection meetings	Program data were analyzed and presented to EOs within ICA workshops and specifically designated reflection meetings-both at the county and national level.	DEO insights from data were captured by AQE and EOs for quarterly action planning.	Action plans developed by AQE and EOs for prioritized quarterly activities and recommendations to MoE.
ALP-CS capacity assessments	EOs received orientation from AQE on the use of analytical tools for integrating ALP in the conventional school stream-	EOs supported schools in using the analysis tools: over-age analysis tool-assists schools to efficiently determine which learners are overage and hence need transfer to ALP, workload analysis tool-helping schools to determine which teachers are available to teach ALP in addition to the	EOs supported schools in using ALP-CS analysis tools, transfer of overage learners to ALP, and commencement of ALP-CS instruction.

Project Monitoring Components	CEO and DEO training involved	CEO and DEO data collection involved	CEO and DEO data use
		conventional school schedule, and the ALP-CS integrated schedule-that guides learners, teachers and principals (as well as parents) on when ALP and CS lessons are offered.	

EO use of monitoring data covered in the EO training cycles

Monitoring and use of monitoring data are key functions of County and DEOs, principals, and other professionals on the county education team, i.e., Alternative Education Supervisors, Planning Officers, M&E Officers, Human Resources Officers, Financial Management Officers, Procurement and Logistics Officers. The EO Training Cycles have been developed with all of these officers in mind, and they are collectively called "Education Officers" or EOs. Underlying the monitoring and use of data skills are knowledge of the ALP framework, requirements, and practices, skills to implement them which includes analysis, feedback, and problem-solving skills.

IR 1.3 District Officers Accredite ALP Centers

As described in IR 1.1, the accreditation process for ALP centers was integrated into the MoE School Quality Assessment (SQA) Framework with the inclusion of an Alternative Education Module 7 assessment tool. The inclusion of AE in the SQA is an important element of institutionalizing alternative programs, and further supports the OSA. This section of the report describes the process of developing the module and its implementation by EOs as part of the MoEs ongoing school quality improvement processes.

Prior to the decision to include alternative education in the SQA, in FY17-18 the AQE TWG had begun a process of reviewing the ABE PQS for use in the accreditation of the AQE-ALP provision. The standards were felt to be appropriate though some language adjustments were needed to reflect the differences between ABE and ALP.

Following these adjustments, in FY19 AQE and MoE staff proceeded to **pilot test a data-gathering tool** with two selected standards for assessing ALP provision, namely *Teaching and Learning Environment*, and *Community Links and Engagement*. The pilot confirmed the importance of these standards for ALP provision and assessment. The pilot provided the foundation for the development of the alternative education module 7 for addition to the MoE SQA modules 1 – 6 as described in previous report sections.

Table 8. Alternative Education Quality Standards

Standards	Description
Teaching and Learning Environment:	<ul style="list-style-type: none"> <li data-bbox="549 1937 1294 2004">• A quality learning environment promotes a youth-friendly, learner-centered environment in an ALP provision. <li data-bbox="549 2009 1321 2027">• It also meets safety standards, especially for adolescent girls.

Standards	Description
	<ul style="list-style-type: none"> • Quality measures include; <ul style="list-style-type: none"> ○ class size, ○ the language of instruction, ○ location, ○ infrastructure, ○ accessibility, ○ essential materials, ○ availability and use of Teachers' Code of Conduct, ○ school management to promote quality of teaching and learning, ○ support for victims of physical or psychological violence or abuse gender-sensitive teaching, and ○ classroom management practices including positive discipline.
Community Links and Support to ALP:	<ul style="list-style-type: none"> • Community engagement is critical at all stages of an ALP program from <ul style="list-style-type: none"> ○ selecting specific schools, ○ identifying teachers and learners, and ○ supporting the attendance, retention, and performance of learners and teachers. • Community engagement includes having an active community structure with good leadership and commitment to playing their role in supporting ALP. <p>Community engagement includes the participation of local businesses and other organizations in supporting ALP.</p>

In FY19 Q2, the AE revised Module 7 was approved by the MoE for pilot implementation as part of a SQA SQIP process. The SQA-SQIP assessment and planning tools were introduced to Education Officers and principals during 2019 Training Cycles. The training was followed by data collection and analysis at two points of SQA-SQIP baseline and midline implementation.

Baseline and Midline Results

In FY19 Q4, trained EOs gathered baseline information on a Lot Quality Assurance Sample (LQAS) of approximately 20 schools per county (120 schools in total) using the AE Module 7 school quality assessment tool. The midline was conducted in FY20 Q3 and the comparative findings of the baseline/midline were presented to Ministers Kweme and Doe-Sumah and the Technical Working Group (TWG) for their review in FY20 Q4.

The results of the baseline and midline are based on classification of ALP sites, using the same categories as found in the MoE SQA framework, namely: classifications A-F based on scoring indicators around ALP standards of *teaching and learning environments* and *community links and engagement* described in the ALP accreditation section.

Table 9 and Figures 8 and 9 show baseline and midline showing varied trends in school classifications across the counties at each data collection point. The classification shows an upwards trend between baseline and midline.

For example, in Bong County, 5% (or 1 school) had an A classification while 65% (or 13 schools) had a B classification, leaving 30% (or 6 schools) with a C classification. By midline 40% (or 8 schools) in Bong achieved an A classification, 45% (or 9 schools) a B, and 15% (or 3 schools) a C.

Montserrado reached 75% of the schools (15). Less than 5% (1 school) achieved B classification; 40% (6 schools) achieved C classification; and 30% (5 schools) were in D classification. By the midline with 88% of school participating (18 schools), 32% (5 schools) achieved an A, 39% (7 schools) achieved a B, and 17% (3 schools) a C category.

In both Bong and Montserrado counties increasing trends in site categorization were evident. Lofa was the exception where baseline to midline trends registered decreases in classification. In the baseline in Lofa 54% (10 schools) out of the 97% of schools surveyed (19 schools) achieved an A classification, 30% (6 schools) a B and 12% (2 schools) a C. This trend was reversed by midline where out of the 91% (18 schools) surveyed 21% (4 schools) achieved an A, 38% (6 schools) a B and 42% (7 school) a C classification.

Table 9. Mapping of ALP Site classification from baseline to midline

Counties		A	B	C	D	E	F	Total
Bong								
	Baseline	5%	65%	30%				100%
	Midline	40%	42%	12%				94%
Nimba								
	Baseline	14%	76%	7%				97%
	Midline	10%	68%	14%		4%		96%
Lofa								
	Baseline	54%	30%	12%				96%
	Midline	21%	38%	42%				91%
Grand Bassa								
	Baseline		39%	42%	1%			82%
	Midline	3%	59%	29%			3%	95%
Montserrado								
	Baseline		%	42%	31%			75%
	Midline	32%	39%	17%				88%
Margibi								
	Baseline	4%	70%	20%			4%	98%
	Midline	4%	89%	4%				97%

Figure 8. School classifications at baseline - Nimba recording highest classifications between A and B; Montserrado showing lowest classifications between C and D.

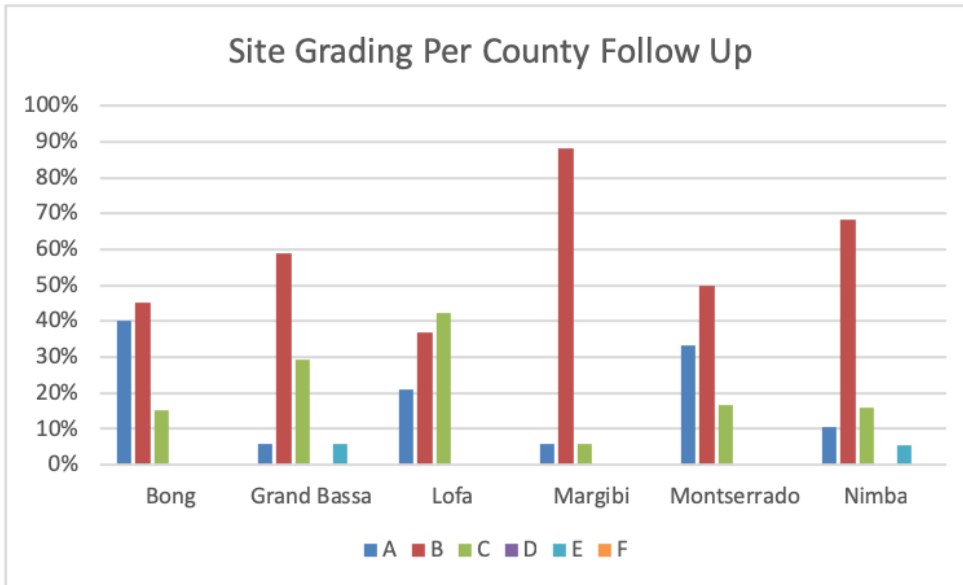


Figure 9. Improvements in site classification from baseline to midline- Most sites recording higher percentages of A-B Classifications by Midline assessment.

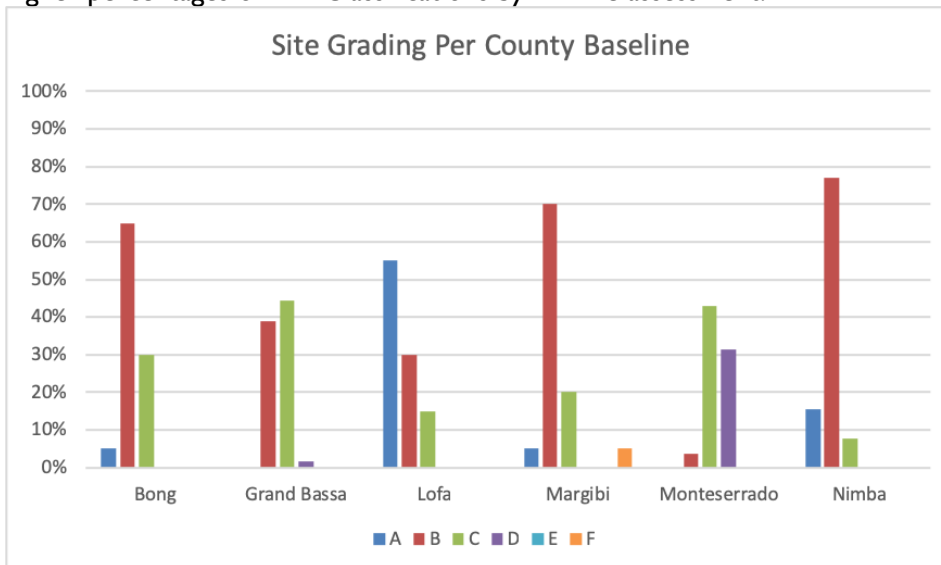
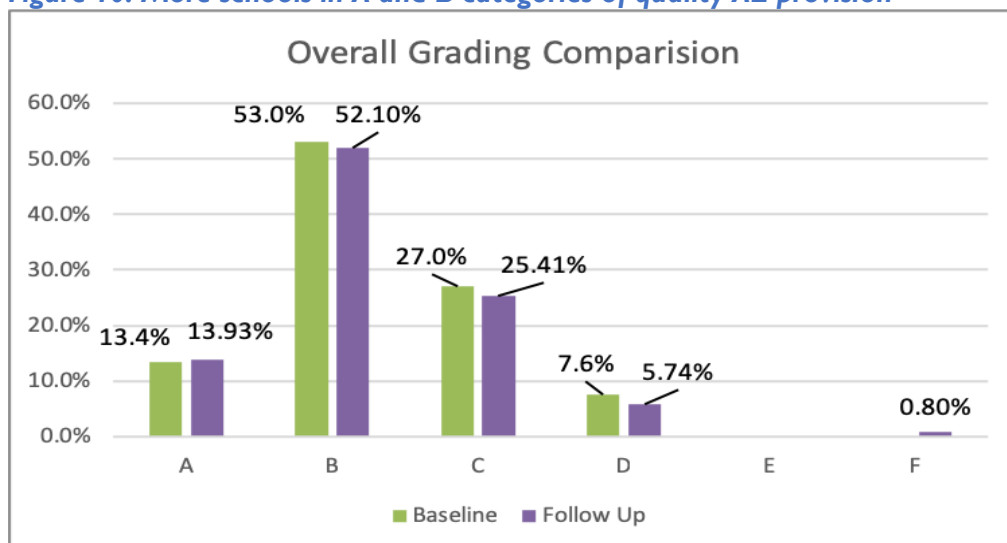


Figure 10. More schools in A and B categories of quality AE provision



Overall, most of the indicators under quality standard 1 (*teaching and learning environments*) showed stronger improvements while quality standard 2 (*community links and engagement*) showed classification decline between the two data points. However overall, there were steady improvements from baseline to midline. Figure 10 shows more schools in the A and B categories of school classification.

The SQA-SQIP process positioned the ALP for focused school quality assessment and improvement planning, within the context of the One School Approach, using a MoE tool and process. This represented a breakthrough in integrating ALP into the routine work of principals and EOs, a goal of the institutionalization process.

AQE ALP Module 7 approval and next steps

Following the piloting of the AE Module 7 assessment tool, in FY20 Q3 the TWG validated the tool in the following parameters:

- Usefulness in improving the quality of AE programs: The consensus is that schools need continuous quality improvement and this tool provides a process for incentivizing improvement as schools desire a higher rating.
- The tool is user-friendly so that it can be readily used by EOs and principals. It represents a developmental approach to school-level quality improvement.
- The two standards, *Teaching and Learning Environment* and *Community Engagement*, provide the basis for a "report card" for the schools which in turn suggest guidance on what is needed to improve quality.

Discussions with the MoE Planning and Research Division (PRD) resulted in an agreement that the next round of SQA data collection, scheduled for the 2020-2021 academic year, could include the AE Module 7.

The assessment of ALP centers is further grounded in the OSA. The approach was introduced by the Assistant Minister for Basic and Secondary Education, Minister Doe-Sumah, as one of the recommendations of the 2015 Joint Education Sector Review. It has been operationalized through the ALP Conventional School pilot and scale up during the 2020-21 academic school year. The institutionalization of the OSA was completed in 2021 with the development of an official statement on the approach, signed off by the MoE. AQE has honored this approach throughout its implementation by including it in training and orientation sessions since the beginning of the Activity.

In summary, the accreditation for ALP Centers was revised to make way for the development of the Alternative Education Module 7 assessment tool. The AE TWG has confirmed and advocated the potential use of the AE module 7 as part of the Ministry bi-annual School Quality Assessment program. The Module has been tested and streamlined for Ministry use in assessing AE and Conventional School Provision within a One School Approach.

1.3.1 DEOs trained in ALP accreditation policy

The EO training cycles in FY19 provided in-depth training sessions in the use of the AE Module 7 as part of the MoE School Quality Assessment (SQA) framework. This strengthened the ability of EOs to assess ALP sites using the same process that the Ministry had in place for school improvement overall.

According to feedback from the participants, the EOs valued this training for the following school quality assessment features:

- linking of documentation and observations to evidence-based school assessment,
- organization of different stakeholder groups (principals, teachers, learners, PTA) in the assessment discussions,
- opportunities for freedom of expression and a range of perspectives representing the different stakeholders of school authorities and school community
- summary (school report card) of the SQ findings (scores, strengths, weaknesses) presented to the school community in post-SQA conference meeting with all stakeholders

For the schools, this was the first experience in quality assessment and taking on the responsibility for school quality improvement planning (SQIP) follow-up. EOs talked about the value of SQA-SQIP to build ownership, to involve the school community in assessing the teaching and learning environment, its safety, its quality, and its capacity to make the education system effective in Liberia.

No additional training was provided during the COVID-19 crisis. Results of the SQA were included as evidence in the last Institutional Capacity Assessment of ALP activity quality.

1.3.2 ALP center visits conducted

Site visits.

The EO site visits focused on various objectives and strategies for site support based on the developing needs of the sites as the Activity matured in phases. The visits involved the use of different tools in each phase to monitor the quality of ALP provision and functionality as it transitioned from a periphery model of accelerated learning provision in an after-school schedule; to an integrated model of accelerated learning provision during the conventional school morning schedule.

In a first phase (FY18-19) –joint visits were conducted by EO and AQE teams gathering information on ALP roll-out. Teams used the **site survey tool** and **the classroom observation tool** to monitor ALP implementation, the issues, opportunities, and gaps for support of teachers, principals, learners, and PTAs.

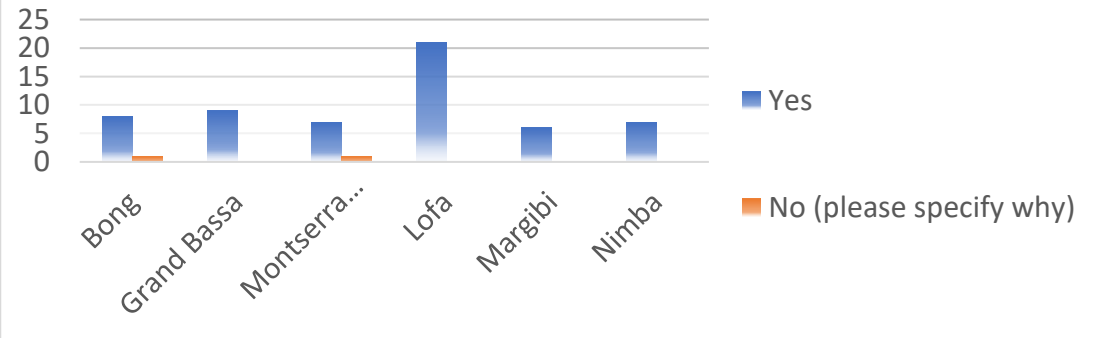
In a second phase (FY19-20), the visits involved a more in-depth assessment of ALP with the pilot introduction of the SQA-SQIP tools for school assessment, school classification and school improvement planning.

During COVID-19 (FY20), the EO site visits became limited due to school closures. When schools reopened, AQE staff and MoE officers took advantage of limited travel permissions to

conduct multiple tasks at each site. The post COVID-19 visits included supervision of the distribution of TLMs, coaching of principals, teachers, and PTAs on school re-opening for Level 3, on distance learning for levels 1 and 2, on psychosocial support activities, monitoring of the Level 3 classes, and review of the completion assessment process and roles of teachers, principals, and DEOs.

In a final phase (FY20 – 21), the site visits strategy centered on targeted monitoring, mentoring, and coaching visits conducted with ABE Supervisors, Coordinators and Principals. Here the toolkit was refined to include new tools of the ALP-CS checklists, the standard classroom observation tool and the ALP-CS functionality tool. The table below provides an overview of tools developed, used and refined throughout AQE Activity phases.

Table 10. AQE site visit toolkit – with descriptions and examples of monitoring results.

Phases	Tool	Description																					
Phase I (FY18-FY19)	The AQE Site Survey Tool	<ul style="list-style-type: none"> This tool gathers information on ALP implementation on a quarterly basis directly from teachers and principals at a given site. The tool gathers data on school information, such as: frequency of class implementation, attendance of teachers and students, frequencies in DEO visits and PTA meetings and visits to the school. For AQE and the MoE, this information helps determine the degree to which ALP practices are implemented in the school in the intervals between SQA bi-annual visits. 																					
<p>AT THE BEGINNING OF THE SCHOOL YEAR, DID THE PTA MEET FOR ALP ORIENTATION WEEK?</p>  <table border="1" data-bbox="399 1182 1513 1518"> <caption>Data for Figure 11: PTA Meeting Frequency</caption> <thead> <tr> <th>Site</th> <th>Yes</th> <th>No (please specify why)</th> </tr> </thead> <tbody> <tr> <td>Bong</td> <td>8</td> <td>1</td> </tr> <tr> <td>Grand Bassa</td> <td>9</td> <td>1</td> </tr> <tr> <td>Montserra...</td> <td>7</td> <td>1</td> </tr> <tr> <td>Lofa</td> <td>21</td> <td>0</td> </tr> <tr> <td>Margibi</td> <td>6</td> <td>0</td> </tr> <tr> <td>Nimba</td> <td>7</td> <td>0</td> </tr> </tbody> </table>			Site	Yes	No (please specify why)	Bong	8	1	Grand Bassa	9	1	Montserra...	7	1	Lofa	21	0	Margibi	6	0	Nimba	7	0
Site	Yes	No (please specify why)																					
Bong	8	1																					
Grand Bassa	9	1																					
Montserra...	7	1																					
Lofa	21	0																					
Margibi	6	0																					
Nimba	7	0																					
<p>Figure 11. Site Survey Findings FY19 on PTA meetings for school re-opening</p>																							
Phase I (FY18-19)	The AQE Classroom Observation Tool	<ul style="list-style-type: none"> This tool is concerned directly with teaching and learning activities which is used to gather information before, during, and after lessons. The tool assesses nine indicators of teaching and learning in lessons applications – introduction, lesson organization, methodologies, use of materials, curriculum and content, facilitation of active learning, questioning and conclusion The information can be used as the basis of one-on-one coaching for improved teaching and learning, to inform curriculum revisions and to identify priorities/needs for residential and cluster training for teachers. 																					

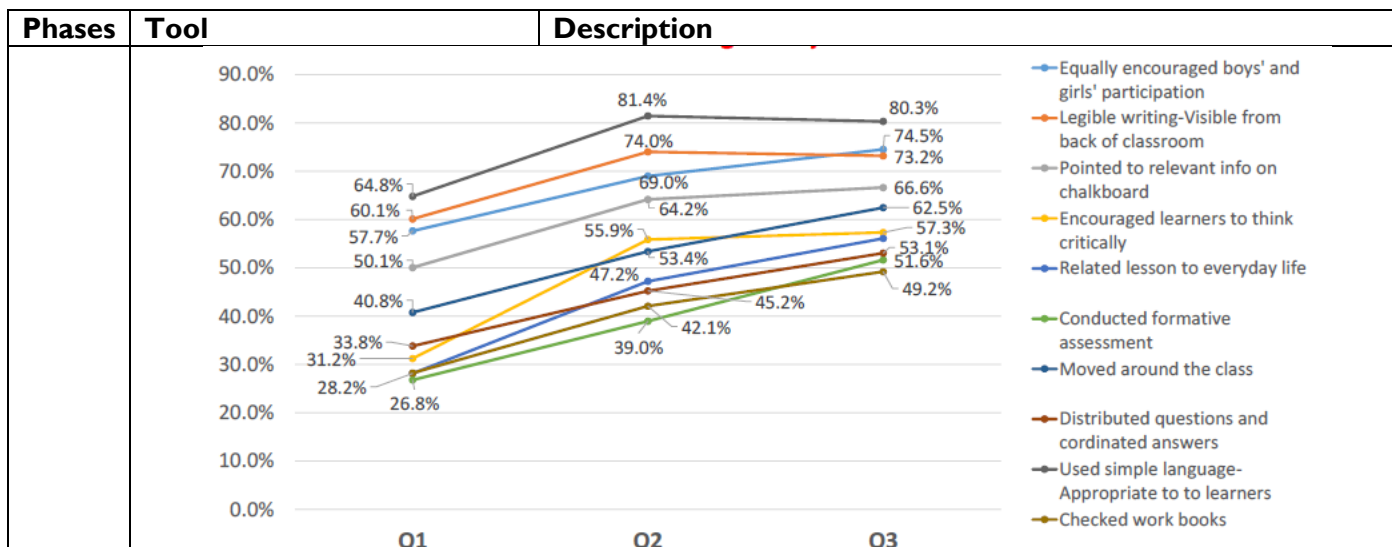


Figure 12. Changes in teacher application of pedagogy and content knowledge over three quarters of Activity implementation – the % of teachers rated proficient or strong steadily increased

Phase 2 (FY19 – FY20)

The MoE School Quality Assessment (SQA) and School Quality Improvement Planning (SQIP) tools

- This is the MoE School Quality Assessment toolkit and Conventional School provision.
- This tool is to be used by DEOs and Principals twice each academic year (at the end of the first marking period/unit one and the end of the fifth marking period/unit five).
- The SQA measures several aspects of school quality in its modules 1-6. It contains a module 7 on alternative education (ALP, ABE, & Adult Education) that specifies a set of quality standards for AE provision covering quality of teaching and learning environment and community linkages and engagement
- The SQA features a School Quality Improvement Planning process where stakeholders identify up to 3 priority areas for improvement informed by the SQA assessment

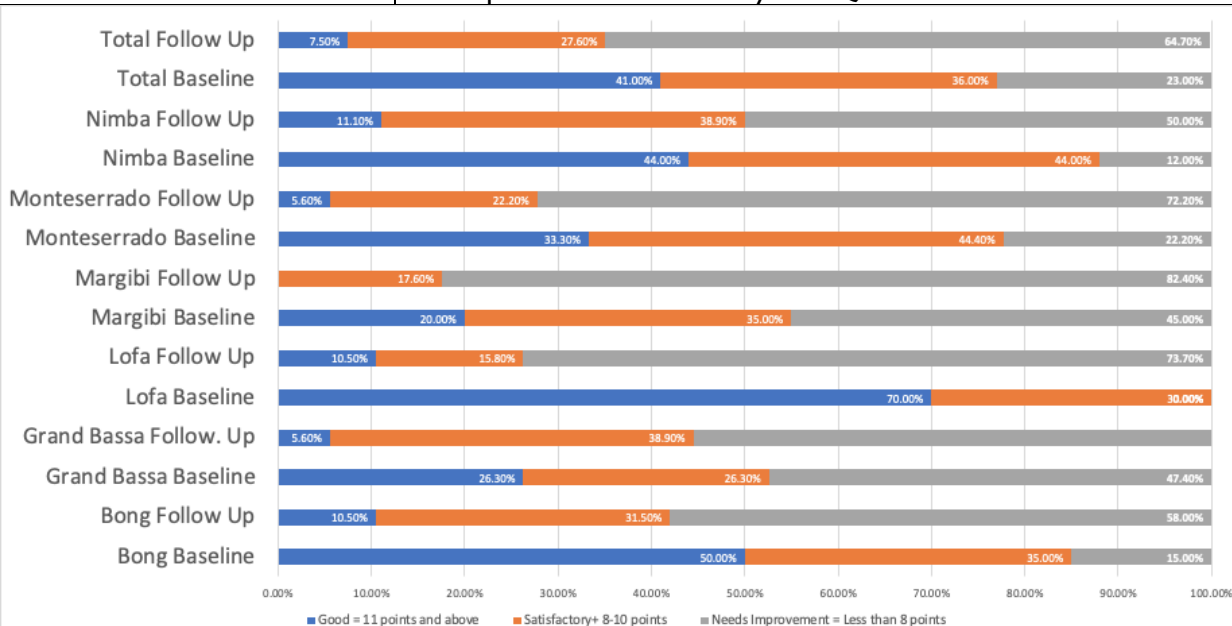


Figure 13. SQIP survey findings showing community engagement declining and needing improvement between baseline and midline follow-up data collections

Phases	Tool	Description
Phase 3 (FY20 – FY21)	The AQE ALP-CS Checklist and Functionality Tool	<ul style="list-style-type: none"> This toolset is concerned with the continuity of ALP in the one school approach The toolkit has a checklist and functionality rubric measuring up to 9 indicators of ALP-CS provision: <ul style="list-style-type: none"> Policy implementation of age appropriateness, Combined schedules for ALP-CS classes, Availability and use of TLM – Teacher Guides and Learner workbooks Classroom observations – regular, positive discipline, library in a box PTA support EO/ ABE Supervisor and ABE Coordinator support Teacher refresher training

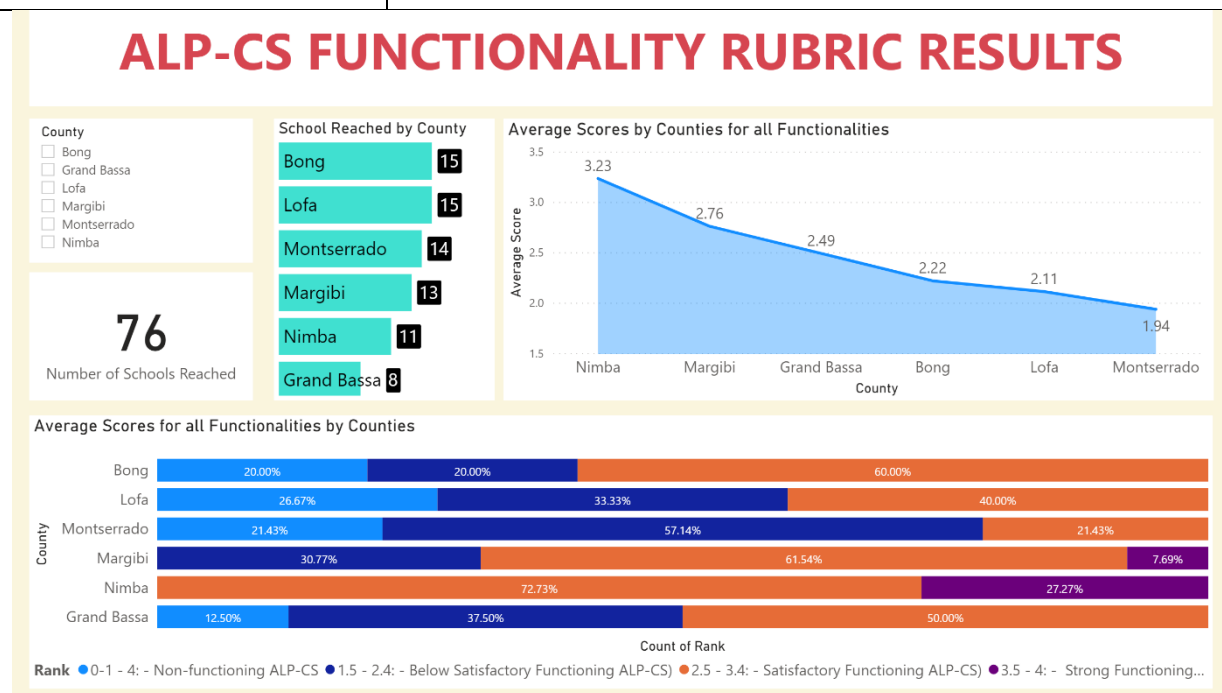


Figure 14 shows ALP-CS site functionality results from school visits in April 2021. 76 schools out of 190 ALP-CS functioning schools were visited. The majority of schools were functioning between ‘satisfactory’ and ‘below satisfactory’ levels of ALP-CS provision,

In summary, three types of visits and tools emerged throughout AQE Activity implementation phases:

1. Phase 1 site visits conducted with the use of a site survey tool which transitioned later to a school survey tool. The site visit included classroom observation.
2. Phase 2 site visits conducted with the use of SQA-SQIP toolkit which included classroom observations.
3. Phase 3 site visits conducted with ALP-CS functionality assessment toolkit – which included an ALP-CS checklist, a functionality rubric and classroom observations

The phased data collections show a mixed but significant influence of DEO and ABE Supervisor and Coordinator visits to support and motivate schools in ALP and CS implementation and scale-up.

During site visits principals and teachers commented on their appreciation of EO/ABEC school-based support in the form of coaching, mentoring, and supervision. The challenge for DEOs and ABECs and ABES is transport and distances to and from sites.

IR 1.4: District Education Officers certify ALP level completion

The goal of ALP is to provide a lower primary education to overage learners ages 8 to 15. This will enable them to transition as quickly as possible to the formal system including technical and vocational education and training (TVET), other alternative education programs or the world of work. It is imperative that learners completing each level demonstrate that they have the competencies required for the comparable grade level as defined by the national curriculum.

As articulated in the Liberian Education Reform Act of 2011, DEOs play an important role in supervising the implementation of all national education policies and regulations. Furthermore, the Learner Eligibility, Assessment and Certification Guidelines (Revised 18 Dec 2018), Section 9: states that:

To promote consistency across programs and assure the readiness of learners, all schools implementing the ALP will use a standardized level completion assessment approved by the Ministry of Education. Level Summative Assessments will be completed at the end of Levels I, II, and III. The assessment will be administered by a trained teacher, monitored by the school principal, and results certified by the District Education Officer. The signed level completion certificate entitles Level 1 and 2 learners to move to the next level or if age-appropriate, to the equivalent grade in the formal school system

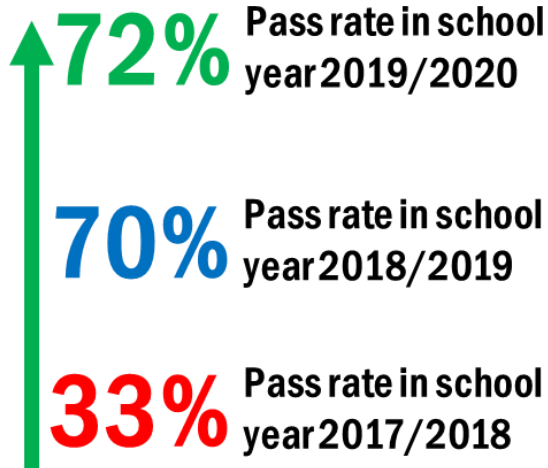
AQE worked to support DEOs to fulfill their roles and responsibilities under the ALP Learner Eligibility, Assessment and Certification Policy, i.e., supervising the administration of the assessment and certifying assessment results. DEOs were trained in the overall assessment process to ensure that they DEOs acquire the knowledge and skills necessary to certify ALP level completion for learners. The DEO certification of level completion results followed their involvement in supervising assessment administration.

The DEO completion certification workshops were conducted for all three cohorts of ALP learners:

- School Year 2017/18
- School Year 2018/19
- School Year 2019/20

Workshops involved more than 50 DEOs from educational districts in Montserrado, Grand Bassa, Margibi, Bong, Nimba, and Lofa counties.

Level Completion



Furthermore, during the completion certification workshops, DEOs reviewed learners' performance by learner, school, and district lists, discussed challenges faced by the students, and developed action plans for supporting learner transition. County officials also discussed the various district pass rates shown below as well as plans to support ALP. On one hand, the reflections and action planning enhanced institutionalizing the ALP framework by enhancing DEO ownership and agency. On the other hand, discussion of factors influencing level completion served to highlight opportunities for supporting transition according to the LEACP Guidelines.

The certified level completion results were then sent back to ALP sites for teachers to create report cards and distribute these back to the learners.

Below is an illustrative display of various completion level data that is discussed by EOs before they certify results. This kind of display helps DEOs and County officials to identify lower-performing districts and schools, and discuss challenges and solutions before developing transition support plans.

Table 11. School Year 2019-2020 Level Completion-District pass rates

Bong County				
Districts	Level 1	Level 2	Level 3	Average pass rates
Fuamah District	77.20%	81.51%	92.13%	83.6%
Gbarnga - 1	64.66%	73.01%	48.10%	61.9%
Gbarnga - 2	70.44%	71.03%	86.44%	76.0%
Kokoyah District	48.14%	67.88%	93.94%	70.0%
Panta-Kpaai District	67.97%	73.64%	78.97%	73.5%
Salala District	83.37%	78.72%	78.85%	80.3%
Sanoyea District	49.66%	59.12%	95.45%	68.1%
Suacoco District	52.47%	62.76%	65.31%	60.2%
Zota District	68.93%	72.48%	77.50%	73.0%
County Total	64.74%	71.23%	78.27%	71.4%
Grand Bassa County				
Districts	Level 1	Level 2	Level 3	Average pass rates
District 1	70.51%	76.43%	65.38%	70.8%
District 2	54.29%	74.75%	86.67%	71.9%
District 3	71%	78%	80.77%	76.6%
District 4	51.44%	69.90%	72.73%	64.7%

District 5	68%	71.21%	86.36%	75.2%
County Total	70.57%	73.57%	77.30%	73.8%
Lofa County				
Districts	Level 1	Level 2	Level 3	Average pass rates
Foya	75.75%	77.50%	85.30%	79.5%
Kolahun	59%	68%	73.13%	66.7%
Salayea	75.91%	82.73%	61.25%	73.3%
Voinjama	75.49%	82.49%	80.95%	79.6%
Zorzor	56.03%	68.34%	81.37%	68.6%
County Total	68.94%	76.17%	77.52%	74.2%
Margibi County				
Districts	Level 1	Level 2	Level 3	Average pass rates
Famington	84.46%	76.19%	100.00%	86.9%
Gibi	63.13%	60.73%	75.00%	66.3%
Kakata	60.62%	77.63%	66.80%	68.4%
Kakata - 1	69.65%	73.45%	77.36%	73.5%
Kakata - 2	27.47%	68.42%	NA	47.9%
Marshall	73.36%	73.31%	89.72%	78.8%
County Total	65.77%	71.82%	74.24%	70.6%
Montserrado County				
Districts	Level 1	Level 2	Level 3	Average pass rates
Careysburg	64.74%	72.85%	91.35%	76.3%
Left Bank 1 District	81.36%	67.50%	96.55%	81.8%
Left Bank 2 District	70.67%	61.67%	73.68%	68.7%
MCSS District	50.52%	62.50%	NA	56.5%
Right Bank 1 District	71.30%	66.01%	90.74%	76.0%
Right Bank 2 District	61.77%	58.54%	84.21%	68.2%
Right Bank 3	68.84%	77.33%	93.75%	80.0%
Todee District	57.80%	71.20%	78.21%	69.1%
County Total	64.75%	68.99%	84.91%	72.9%
Nimba county				
Districts	Level 1	Level 2	Level 3	Average pass rates
Buu-yao	62.79%	64.57%	73.91%	67.1%
Gbehlay-geh	53.31%	67.31%	63.41%	61.3%
Saclepea 1	75.81%	75.07%	78.18%	76.4%
Saclepea 2	69.41%	56.41%	76.71%	67.5%
Sanniquelleh-Mah	56.62%	52.77%	58.46%	56.0%
Tappita 1	63.46%	68.39%	55.56%	62.5%
Tappita 2	75.37%	68.57%	80.72%	74.9%
Tuah River	61.44%	68.57%	75.41%	68.5%

Yarpea-Mah	75.91%	82.26%	63.64%	73.9%
Zoe-Geh	64.54%	70.73%	70.67%	68.6%
Bain-Garr-1	82.13%	75.09%	73.91%	77.0%
Bain-Garr-2	90.45%	52.54%	NA	71.5%
County Total	66.20%	67.47%	72.76%	68.8%

The table below shows an illustrative DEO transition support plan for Bong County in the 2018/2019 school year. It should be noted that attainment of eligibility for transition (pass-rates) was much more in AQE's sphere of influence than the actual transition. Therefore, AQE emphasized to the DEOs that the transition support plans developed by DEOs were to be implemented by DEOs themselves with no resources committed by AQE. However, AQE conducted follow-up on these plans during subsequent EO training workshops.

Table 12. Bong County 2019 Plan for Transitioning ALP Learners to Another Level/ Conventional Schools

Objective	By the end of the 2019/2020, academic year, Bong EOs will support 85% of ALP Learners to transition to the next ALP level or conventional school level					
ACTIVITY	TASK	TIME FRAME	REMITTS	RESOURCE	SUCCESS CRITERIA	MONITORING
ACTIVITY 1: Transitioning of learners	Meeting with PR, teachers, and PTAs	Sept. 2019	DEOs and partners	Stationeries, transportation, communication, Computer Projector	All stakeholders informed about the learners transitioning	Site visitation Trackers for meeting
	Follow up with students' progress	Oct. 2019 to June 2020	DEOs and partners	Transportation Communication	Learners stabled and progressing	Site visitation Assess progress report
ACTIVITY 2: Seeking financial aid for learners	Establish local scholarship at the schools level	Sept 2019 to June 2020	EOs, administration	Communication Stationeries	Learners supported and maintained in classes	Continued communication' follow up
	Writing donors for support	Sept. 2019 to June 2020	EOs, administration, and donors	Stationeries, Communication Transportation	Students are motivated with learners educational materials	Follow up meetings

IR 1.5 School principals Supervision of ALP Instruction Development and Application of Supervision Skills

Instructional quality is a key duty of principals and includes quality of ALP delivery. To that end, AQE provided training and application of supervision practices, and the use of supervision results to improve teacher performance and overall site quality.

Over the period of the Activity implementation, the 264 principals supported by AQE received training in phases to build up pedagogical leadership and administration skills for their essential role in teacher observation and feedback. The pedagogical leadership role, as in supervision, is critical in promoting quality teaching and learning

1. Training principals in curriculum content, pedagogy and standards knowledge

Principals have been an integral part of all teacher training, ensuring that they are familiar with the curriculum, TLMs and expected levels of curriculum delivery. As such for most of the residential trainings joint sessions were held for principals and teachers with a focus on content knowledge and pedagogical skills for effective implementation of ALP curriculum in AQE sites.

The trainings included teachers and principals rated tools and processes that form part of the principal supervisor role and toolkit. Principals are routinely included in teacher training programs. This creates a common understanding between teachers and principals with respect to the curriculum, pedagogy, record keeping and other basics for the ALP. It is foundational for classroom level supervision.

Trainings introduced tools for conducting and documenting formative assessments – inclusive of the teacher roll-book, the master grade sheets and learner report cards. The training further clarified the roles and responsibilities of principals in supervising on-going assessments – diagnostics, formative and summative and promoting a safe and positive school environment before, during and after assessments. Teachers and principals were trained in an overview of the ALP curriculum and **placement and completion assessment procedures**.

Trainings introduced M&E tools for tracking learner, teacher and principal attendance.

The training learning outcomes centered on requirements for accurate, complete and timely submission of the said tools in facilitating AQE activities and on development of the principal's role and responsibility for overseeing the active use of these tools at the Activity sites.

2. Training principals in school leadership and supervisor.

In FY18, break out training was conducted for school principals in supervision of ALPs. The purpose of the session was to assist principals in developing and refining their leadership and administration skills, including the supervision of ALP instruction. As part of the training, principals developed improvement action plans for their schools to ensure the quality implementation of the Activity. The principal planning priority actions reflected key learning drawn from the training focus areas of *Qualities and skills for effective leadership, Educational leadership and decision making, Developing and supporting a conducive learning environment, Monitoring and evaluation documents, and Recordkeeping & reporting*.

3. Development of an integrated classroom observation tool

In FY18, the teacher observation tool was developed. The tool covered 8 domains of classroom observation of ALP lessons (introduction, lesson organization, methodologies, use of materials, curriculum and content, facilitation of active learning, questioning, conclusion and pre and post

observation conferences with the teacher). Domains are rated on a simple scale of teacher and learner behavior observations - yes, partially, no behaviors observed. Principals were trained to use the tool, including organizing and providing developmental feedback to teachers, coaching teachers in improved practices, and taking relevant management actions for nonperformance.

The tool allowed principals to better recognize good practice. It also enabled them to witness and participate in a feedback and problem-solving process to guide teachers toward improved teaching practice. This provided an experiential foundation for the process of observing against a set of criteria, providing feedback to teachers, planning for improved practice, and observing improvements and new challenges in a continuous cycle.

Throughout FY18 principals conducted joint classroom observations with AQE staff of County team leads, with MoE county staff of DEOs and ABE Coordinators and Supervisors and with MoE national TWG members from curriculum, TPD and other sub-committees.

Understanding of the supervision process was also enhanced through the debriefings provided by MoE HQ and Activity teams that conducted classroom observations to review curriculum implementation and plan additional teacher/principal training. Debriefing the principal is a key element of the classroom observation process, where specific strengths, areas for improvement and other “tips and tricks” are shared with teachers and principals.

4. Focus on supervision skills and practice, through training, coaching, joint observations

In FY19 AQE technical teams refined and tested the ALP classroom observation tool with the TWG sub-committees lead by the M&E Division of the Planning Research and Development Bureau. The resulting harmonized MoE-AQE classroom observation tool has been integrated into the National Proficiency Standards for Teachers in Liberia observation toolkit.

AQE extended the use of the harmonized tool to the school principals to help improve their mentoring of ALP classes and teachers as part of their school improvement action plans developed during the supervision training. The school principals were supported by MoE county and AQE county team lead technical teams in monitoring and evaluating school improvement actions inclusive of joint classroom observations of teacher application of ALP teaching and learning practices.

AQE coaches of County Team Leads and Master Trainers worked with principals on the steps in a classroom observation, including the review of previous observations, pre-conference with teacher, observation, post-conference feedback and planning for performance improvement. The AQE coaches assisted principals determine a feasible observation schedule, tips for sharing the observation process and results, and for reviewing observation data.

5. Data on classroom observations and findings over time.

In FY19, Quarters 1 and 2, AQE and MoE teams using the harmonized classroom observation tool to carry out over 500 classroom observations in the six counties.

During Q3, 303 teacher/classroom observations were conducted (22 in Bong, 37 in Grand Bassa, 62 in Montserrado, 70 in Lofa, 61 in Margibi and 51 in Nimba). Illustrative findings from the Q3 classroom observations are shown in the Monitoring, Evaluation and Learning section, under “Rolling Assessments.”

This turned out to be the peak use of the classroom observation tool in regular joint classroom visits with the MoE at national and county levels. From the final Quarter of FY19 and into FY20 the pilot ALP and Conventional school started in parallel with the introduction of the AQE School

Quality Improvement Processes. The classroom observations tool would be subsumed under new processes of monitoring ALP and ALP CS school quality provision.

6. The AE SQA-SQIP toolkit represent a key deliverable under Result 1 for contribution to the MoE School Quality Assessment framework and toolkit.

The AE module 7 includes an indicator on the quality of classroom support provided by principals. As such the SQA training session expanded on the roles of principals in monitoring and supervising teachers for quality implementation of ALP lessons.

A major output of the school quality improvement planning (SQIP) training session was the development of school leader action plans for improving the teaching and learning environment as well as harnessing community link and support for better SQIP results in AQE sites.

The AE SQA-SQIP process was intended to be completed at least once a year by DEOs with input from principals, PTAs, teachers and learners. The process integrates principal classroom observations, as well as discussions with principals and teachers in post classroom observation and SQA conferences. The process provides both the principal and DEO with strategies to improve his/her support to teachers.

7. Distance Coaching and Mentoring in Response to COVID-19

Training was disrupted by the COVID-19 school closure, which caused 2020 to be the last face-to-face training with teachers, principals, PTAs and EOs. A new approach to training was developed via the AQE distance interactive mentoring and coaching. The approach has grown in the hands of technical teams, Master Trainers (MTs), County Team Leads (CTLs), and Community Mobilization Agents (CMAs).

School principals received distance coaching from the CTLs on supervision of the Level 3 learners who returned to class to complete the academic year 2020-21 and prepare for completion and WAEC assessments. That leadership supervision role was also extended to ensuring that parents of Levels 1 & 2 learners collected the learners' workbooks and copybooks to complete the Semester 2 curriculum activities at home and have them returned for correction by the teachers.

Once schools reopened, principals were able to conduct classroom observations. In the classroom observations, the principals identified good practices, reviewed what could have been done better, and provided recommendations to improve the challenges. The principals provided the appropriate support to teachers in areas of challenges and modeled lessons for the teachers. The table below is a sample from one of the county team lead observation reports in site visits to support principals during school re-opening.

Table 13. Principal classroom observations FY20 school re-opening for academic year completion

Summary Description of what has been observed	What is working well	Challenges	Recommendation
<p>LPSCE* lesson: Examination rules using the worksheet for WAEC instruction</p> <p>*Liberia Primary School Certificate Exam</p>	<p>Increase knowledge in learner's ability to shade questions and respond to WAEC Mock test questions.</p> <p>Improve in learner's ability to respond to question without fear unlike before.</p> <p>Principal giving support to Level 3 teachers:</p> <p>Principals stepping in to rescue a teacher when they are not strong in the subject area.</p> <p>Consistent in the Level 3 attendance.</p>	<p>Some learners are yet to return to school; fear that when they join late may not be able to catch up with the lesson.</p>	<p>Community mobilization to encourage learners to return to school (Level 3) and prepare for completion and WAEC assessments (levels 1-3)</p>
<p>Review lesson in Language Lessons 91 – 101:</p> <p>The lessons were divided into segments and learners were asked to bring out key facts that will help to reflect their ideas in literature.</p>	<p>Principals modeling lessons while the teacher watches as a means of coaching the teacher</p> <p>Increase and improvement in learners learning ability.</p>	<p>Teachers need to improve his speed to enable him to meet up with his lessons.</p> <p>In-School X, the principal mentioned the language teacher was struggling with comprehension.</p>	<p>The principal advised the teacher to let the children read and analyses on their own.</p>

Summary Description of what has been observed	What is working well	Challenges	Recommendation
	The use of teacher's guide and lesson schedules for effective delivery of lessons.		
Mathematics Lessons 91 -101: Review lessons 116 – 117	Learners learn that statistics deals with a collection set of data. The Teacher summarizes key points in statistics such as mean, median, and mode And Teacher digressed by explaining the following data responses: Frequency distribution table, Graphical presentation on a bar graph, pie chart, and histogram	Teachers were seen struggling with the lesson and the principal stepped in to support	Principals suggested coaching him before and after every math lesson.

8. Principal Supervision Connections to Improved Quality of Teaching and Learning

8a. School quality assessment leadership indicators showing mixed results

Within the SQA, there is an indicator 1.3 on the management of ALP sites. The indicator has several sub-indicators that measure the role of principals in their schools in both supervisory and leadership positions to support quality teaching and learning environment as described in the following dimensions:

- Principal and teacher knowledge of roles and responsibilities in facilitating quality teaching and learning environments
- Teacher content knowledge of curriculum and timelines for completion
- Principal tracking of learner attendance and formative and completion assessments
- Principal, teachers and PTA regular meetings on ALP site functionality

- Posting of class schedules on school bulletin board
- Supervision of class instructional start and finish times
- Completion of ALP curriculum in alignment with academic calendar
- Principal and teacher attendance and presence throughout school day instructional periods
- Principal pedagogical leadership – coaching, mentoring, co-teaching, tracking and managing assessment results
- Safe and respectful teaching and learning environment

The SQA leadership/ management sub-indicators collectively show mixed results as to the direction of principals' abilities to carry out the requirements of their role in supervising and promoting a quality teaching and learning environment. Please see Annex 4 for full table. From the results, the following aspects of school quality improvements and challenges can be deduced.

ALP quality improvements

- Almost all teachers and principals at survey sites can accurately explain their roles and responsibilities – with averages of 87.70% to 93.60% from baseline to midline
- Teachers appear well informed (by principals and coaches) on the timeline for curriculum completion – with averages of 93.40% to 91.80% from baseline to midline
- On actual completion of curriculum modules and following of the academic calendar, results are generally positive between baseline and midline, with averages of 77% and 80% respectively

ALP quality challenges

- Principal supervision as represented by the indicator “Does the principal demonstrate leadership of the site by regularly supporting teachers?”, exhibited mixed results amongst counties, ranging from 36.80% in Lofa to 88.90% in Montserrado.-
- PTA meetings with teachers and principals on at least a quarterly basis showed an increase in frequency across almost all counties, although averages remain low from 54.90% baseline to 60.90% midline
- One indicator that saw a significant decline between data collection points was attendance and presence of principals and teachers with averages of 54.90% and 41.80% from baseline to midline;
- The greatest average decline since the baseline was a drop off over time in tracking of attendance and monitoring of assessments by principals ending at baseline to midline averages of 75.40% and 56.40% respectively.

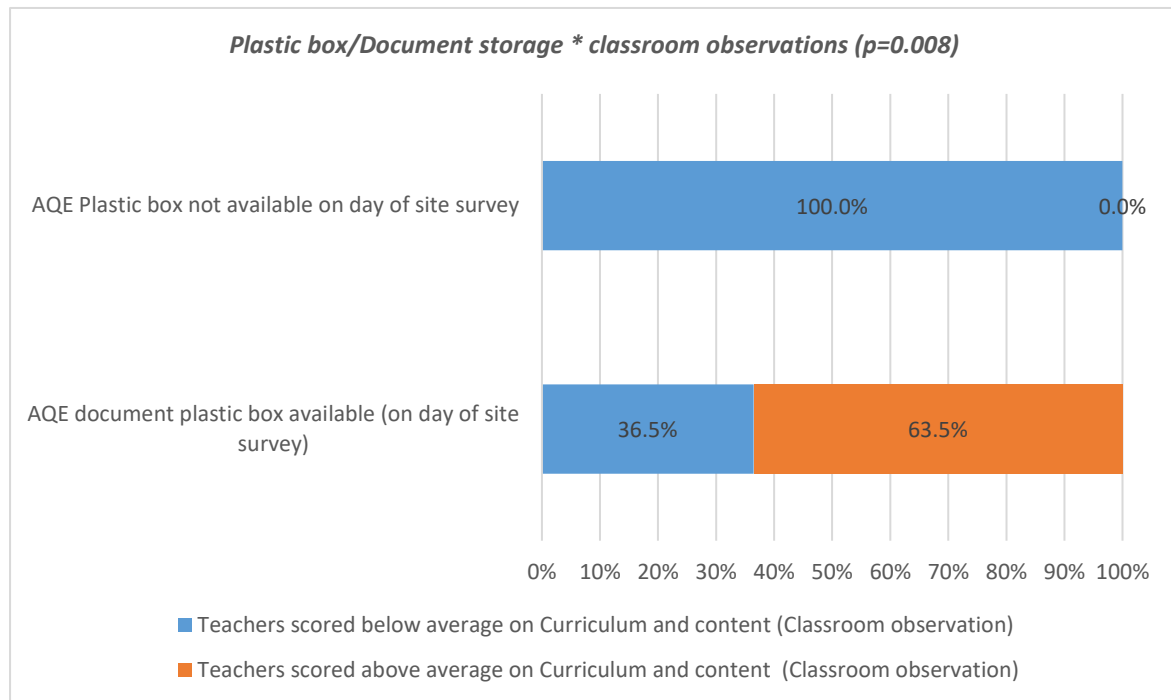
Across the board, results are mostly in the 60-70% range, indicating principals are providing some support, in the form of coaching and mentoring and classroom observation. Yet the challenges indicate that leadership support may not be extensive or consistent.

8b. School leadership document storage impact on classroom observation (teacher capacity) scores

The Q2 FY20 site survey revealed that 96% of the site had an AQE-issued plastic box for ALP document storage in use. This variable has a significant correlation with teachers' classroom observation scores, specifically the composite scores on curriculum and content as well as questioning. The chart below shows that **teachers within schools that did not have the AQE plastic box in use were more likely to score below average both on curriculum and content (100%) as well as questioning (80%) domains of classroom observation.** On the contrary, within schools where the plastic box was in use, teachers were more likely to score above average. This finding shows **that document storage/record-keeping practices may be**

indicative of strong school-level leadership and support, which in turn gets reflected in or impact classroom instruction. See Figure 15.

Figure 15. Links between School Leader Management of Plastic Box Documentation and teacher Application of Curriculum and Content Knowledge in Classroom lessons



The analysis suggests several conclusions that AQE, MoE, and partners need to take into account for successful ALP implementation:

1. Recordkeeping/document storage practices are essential for ALP success
2. ALP success is in part a reflection of strong leadership for the conventional school.
3. These results show that management of conventional schools affects success of ALP. Therefore, with in the whole school approach, MoE needs to consider ALP CS management among the priorities for strengthening the integration of ALP within conventional school provision.

IR 1.6: Communities have stronger relationships with education authorities

AQE worked with Parent Teacher Associations (PTAs) to cultivate strong relationships with MoE officials, principals, teachers, other parents, and community leaders to support learner enrollment, retention, quality, safety, and success through the ALP program. This was a critical part of AQE because an institutionalized ALP requires strong relationships between communities and education authorities to jointly work on these issues. Working with PTAs, as an existing structure within the education system, to build working relationships with education authorities was supported by research on community perceptions and strategies for addressing perceptions on enrollment, retention and quality. PTAs are critical actors in the ALP community engagement strategy as an effective PTA allows for a strong link to the community and provides support for ALP in many ways.

Through the AQE Community Engagement Strategy (CES) (see more about the CES in PR 2.7), PTAs were trained and supported to;

- 1) mobilize communities to identify out-of-school and over-age children for enrollment in or transfer to ALPs,
- 2) encourage learners to attend and complete ALP levels,
- 3) monitor teacher and learner attendance and quality of instruction and learning,
- 4) raise awareness of and address SRGBV and support SLE for learners.

Training and support to PTAs, documenting outputs, and measuring outcomes of their work to support ALPs at the community level were done through a variety of means. EDC produced three PTA cycles of training covering a variety of topics. Cycle 1 training was implemented in June 2018, Cycle 2 training was implemented in March 2019, while an additional training for new PTAs was conducted in November 2019, blending content from the 2 cycles. Below is a summary of the content for the cycles of training:

- **Cycle 1: PTAs and Traditional Leaders Supporting Accelerated Learning Programs in the Context of the One School Approach-** Cycle 1 training included the basic principles of ALPs, good teaching practice in ALPs, roles and responsibilities of the PTA, engaging traditional leaders, supporting the Code of Conduct for Liberian Teachers and Administrators, and planning activities around enrollment, retention, and assessments. Participants included:
 - Full training: 927 participants (including final day only participants), including PTA Chairs, advisors, and secretaries
 - Final Day: traditional leaders including paramount chiefs, town chiefs, other community leaders
 - Other officials: DEOs and Ministry of Internal Affairs officials.
- **Cycle 2: PTAs and Traditional Leaders promote increased school safety for ALP.** Cycle 2 training covers topics including the status of previous work plans and activities, safer learning environments, mobilizing community resources to support ALPs, strategies for improving teacher and learner attendance and learner retention, and developing action plans. Participants included:
 - Full training: 645 participants, including PTA chairs, advisors, and secretaries as well as traditional leaders.
- **Training of New PTA cohorts -** This training condensed Cycles 1 and 2 to cover topics including an overview of roles and responsibilities, understanding safer learning environments, enrollment, retention, and monitoring quality of teaching and learning, engaging traditional leaders to support activities, and developing action plans. Participants included:
 - Full training: 519 participants (including final day only participants), including, PTA chairs, advisors, and secretaries
 - Day 3: EOs and traditional leaders
- **Cycle 3: PTAs and Traditional Leaders Supporting Accelerated Learning Programs in the Context of the One School Approach.**⁹ Cycle 3 training was intended to do a deeper dive into safer learning environments, countering human trafficking, strategies for detecting and improving low attendance, mobilizing community resources, understanding inclusion, and developing action plans.

A critical component of all activities, particularly all cycles of training, with PTAs was to focus on action planning and execution at the community level that they will undertake in support of ALP. These activities and how they affect the quality of teaching and learning and safety in ALPs at the community level were monitored by the EDC Community Mobilization Agents (CMA), who also

⁹ Cycle 3 training could not be implemented due to the COVID-19 pandemic

helped engage the right community and local government resources at the right times. Through 2019 and 2020, a model for CMA coaching and mentoring, which provided a structured way for CMAs to provide additional community-specific support in-person or over the phone, included topics such as retention efforts, monitoring the quality of teaching and learning, and safety.

A synthesis of 288 PTA monitoring reports (pertaining to 162 PTAs) in 2020 showed that the top priorities for PTA action were ALP monitoring of learner and teacher attendance (30.4%), campus classroom/latrine rehabilitation and clean-up activities (21%), and SLE activities (15.5%). Within the prioritized SLE activities, PTAs prioritized implementing activities related to the TCoC (56.4%) and positive discipline (32%). Other commonly recurring PTA priorities included community awareness (10.3%) and student retention activities (7.9%).

A variety of stakeholders, in addition to PTA members, were engaged in all of the PTA training. The addition of traditional leaders in all or some of the training was important for the action plans to be designed well and implemented given the level of influence the traditional leaders have at the community level. Finally, TWG members, specifically members of the sub-committee on community engagement, were part of the design team and co-trainers for all cycles of training conducted. These trainings enhanced the contextualization of the content, helped TWG members to more deeply understand issues and topics at the community level, and provided specific capacity building for institutionalization and sustainability.

In addition, a summary document called *Mini Module for Ministry of Education Parent Teacher Association Training* was developed to provide an easy reference for MoE staff to use as they plan related training with PTAs and other community members in the future. It is comprised of critical sessions from the PTA cycles and the materials from the Community Engagement Plan to Prevent and Respond to SRGBV in the USAID Liberia AQE Activity.

Under this IR, EDC sub-contractor Search For Common Ground (SFCG) conducted a National Perception Study and subsequently developed a National Communications Strategy and campaign for ALP. The Perception Study was conducted in October 2017, collecting data across the six project target counties. The study identified real and perceived barriers to participation in ALP and their root causes from the perspectives of four distinct groups - overage learners, out-of-school learners, educational stakeholders, and parents. Two validation processes in November and December 2017 led to a final report and dissemination of key findings to NGOs, donors, local authorities, education stakeholders, civil society, the government, EDC, and USAID. The findings informed the development of a comprehensive national communications strategy that included the production of radio programs, a participatory theater tour, and a youth champion's talk show.

A National Communication Strategy targeted four groups of audiences:

1. Primary Audience: Parents and guardians who play a pivotal role in the lives of their children or children under the guardians' care.
2. Secondary Audience: People who have been identified to have an influence on the behavior of the primary audience and the beliefs of the community at large and who have the potential to advocate for the change of norms.
3. Tertiary Audience: These were people that influenced the policies and decisions regarding education.
4. Special Groups: This group was comprised of children/students, adolescents/youth, and learners who are physically challenged or living with a disability.

The development of the National Communications Strategy and campaign ensured that the ALP framework was well presented and widely understood and accepted at the community level,

particularly by eligible children and youth, especially girls and young women, persons with disabilities and marginalized groups, who face barriers to participation.

It served as a social mobilization tool for the creation of awareness that contributed to the increased enrollment in ALP and the transition of eligible learners to the formal education programs. The Strategy also functioned as a coordination platform which helped to develop evidence-based messages, communication materials, and focused approaches for different participants and target groups throughout the implementation of the project. Below is a summary of communications products and activities that took place as part of the strategy.

Table 14. Communication Products and Activities

Activity	Achieved
Training of Community Radio Stations in ALP-Sensitive Reporting	3
ALP Radio soap opera	106
Participatory Theater and Cultural Performance Campaign	46
Radio Talk Shows with Youth Champions	24
Community Dialogues	12

Critical Listening Survey

Between July and September, 2019 EDC and SFCG conducted a critical listening exercise to gathering information from the project beneficiaries on their perspective of the soap opera. Data showed that 100% of the respondents, including parents, school staff, and other community members, think that the ALP Soap Opera drama is encouraging parents and guardians to send their children to the ALP school, the radio dramas are reaching the right audiences with its messages, and the ALP drama is educational, and they gain new information whenever they listen to the program.

Training of Community Radios in ALP-Sensitive Reporting. 17 radio station partners were trained in ALP-Sensitive Reporting. The training covered inclusivity, content, monitoring, gender sensitivity, project partner's roles, and responsibilities, child protection issues, and other topics.

Airing of Soap Operas. SFCG produced 106 episodes of the BLAY-TAHNLA (At a Cross Road) Soap Opera drama using Liberian Pidgin English that is understood by both literate and illiterate populations of Liberia. The production of these soap operas was informed by the perception study, the communication strategy, and routine monitoring reports. Other contents produced were 3 skits, 3 spots, and 2 project

promotional messages to create awareness of the project. These messages reached approximately 2.5 million Liberians across the six counties.

Participatory Theater Tour. As part of the outdoor communication channel, 46 participatory theater tours (PTTs) across the six project targeted counties. The PTTs used the Paolo Friere Pedagogy of the Oppressed approach. This is a communication tool that allowed community members to join in the theatre as “spec-actors” (spectators) to be part of the solution to the problems they are faced with within their community. PTTs were designed to disseminate critical information about the project to communities and at the same time having community members actively participate in the play. Pre-awareness activities were conducted in target counties before the main dramatic and information dissemination activities. As part of the pre-awareness, the team

probed to get a deeper understanding of the issues faced by the communities. It was those issues that were depicted in the drama and solutions were found jointly by the community.

Image 3. ALP Youth Champions in Super Bongese (104.9 FM) studio during a live radio talk show, Gbarnga City, Bong County, March 17, 2020. Photo by: Mr. T. Vogel Wrobeh, TDS Media Producer.



Youth Champions radio talk shows.

The Youth Champions Radio Talk Show as a communication and social mobilization tool drew data from the National Communication Strategy, Perception Study, and emerging issues reported in monitoring and evaluation reports from project implementation to carve its messaging to increase awareness of the AQE project. The overall objective of the youth champion talk show activity was to

teach ALP learners, as youth champions, to use radio to advocate for the ALP program, especially enrolment, retention, and transition. 12 learners (6 girls and 6 boys) from ALP learners in Bong and Grand Bassa counties were trained as youth champions and produced 24 radio talk show editions in standard, but in simple English that appealed to the learners and their peers. The talk shows recording and production were exclusively conducted by the Youth Champions facilitated by SFCG and TDS Liberia Teams

The Community Score Card (CSC) is a two-way and ongoing participatory tool for assessment, planning, monitoring, and evaluation of services that brings together the perspectives of the users and providers¹⁰ of ALP services to share perceptions of quality and challenges within the program. The process is highly participatory and involves users and providers in jointly collaborating on their vision for the program by identifying and addressing emerging issues. Service users included learners, parents, community leaders. Service providers included school principals, teachers, local authorities, and education stakeholders, including CEOs and DEOs. The first rounds of the CSC approach took place April – August 2018 and brought together 60 service users (30 female and 30 male) and 45 service providers (15 female and 30 male). During the first round, participants “scored” overall operations of the ALPs and highlighted these issues:

- Learners and parents perceptions that learners were not placed appropriately, (where the majority of learners were placed in Level I following placement assessments)
- Low level of parental interest in their children’s education
- Desire for a feeding program included in the ALP program
- Lack of commitment of ALP teachers
- Delays in ALP teachers’ stipends
- Delay in learners’ workbook supplies

Areas of concern for providers were:

- Payment of their stipend on time
- Low attendance of learners in the ALP
- Recruitment and placement of learners and
- Timely distribution of learning and instructional materials.

These results, based on the implementation experience in the first year, were not surprising and several steps were taken to address them. In addition to addressing the operational issues, they identified the need to clarify the placement process and develop ways to improve attendance and retention, both of which were reinforced by CMAs at each enrollment/placement cycle, and incorporated into PTA training. While the CSC was a tested and engaging methodology, the intensity of CMA engagement and facilitation to make it a truly meaningful process was not feasible at scale. While the findings and approach did inform the Community Engagement Strategy, the intended outcomes of using the model were folded into other activities.

As the MoE continued its work on quality assurance across the board, AQE was able to contribute a module on Alternative Education to the School Quality Assessment Tool, which is a key input to the School Quality Improvement Plan. The resulting module focused on two critical standards, as developed during USAID's Advancing Youth Project (2011-2017), specifically focusing on the quality of the teaching and learning environment, and community linkages to support ALP. PTAs representatives were engaged in completing the assessment. This firmly places community engagement and its relationship to alternative programs as a quality standard within the MoE system and engages community structures. As such the SQA provides a more systemic way to engage which was demonstrated in the results of the SQA in 2019. The results showed the effective involvement of PTA members to monitor and support ALPs in schools in their communities. For example:

- At midline, 68.7% of the PTAs conducted regular ALP monitoring of the student and teacher attendance.
- At baseline, 82% of responses were 'yes' to the question, do PTA members understand their roles and responsibilities. At midline, 86% answered 'yes' to this same question.
- At baseline, 63% of PTAs conducted regular (at least once per unit) monitoring and support visits to the ALPs in their community, and at midline 64.5% conducted monitoring and support visits.
- At baseline, 49% of the PTAs met regularly (at least once monthly) with site administration to address issues affecting quality, and at midline 57% of PTAs met regularly with site administration on issues related to quality.

From March 2020, the COVID-19 pandemic caused school and office closures which required the Activity to adjust support provided to communities. During this time AQE staff further developed out distance coaching tools and processes to support schools, PTAs, and communities. During this time it was also requested by the MoE that EDC support them in creating psychosocial support (PSS) material for PTA members and other parents to support themselves and learners at home as they quarantined and planned to return to school. PSS topics included stress management, understanding feelings and emotions, child's rights, psychological first aid and Learner Path to Help, positive discipline.

Results 2: Eligibility of ALP Learners to Transition to Formal Education Increased

The IR2 reporting outlines developments over the life of the Activity to build conditions for learner access to quality teaching and learning environments; and to build capacity for policy enactment in classroom, schools, district and county education and national levels.

The first step reported in IR2 is the AQE site selection. The selection criteria determined the three phases of ALP 264 site selection – from the size of out of school children populations in an area; to the proximity of public schools to serve populations of out of school children identified. IR2 describes site assessment for rehabilitation of ALP classrooms and the school building structures around them – windows, doors, walls, ceilings, locks, furniture and latrines. Selections of sites were made based on needs for rehabilitation of classrooms and latrines, painting and roofing of school structures. On the other hand, furniture (learner armchairs, teacher desk and chairs) and operational supplies (copybooks, chalk, flip charts, roll books etc.) packages are delivered to all ALP school to ensure readiness opportunities for all sites.

The IR2 reporting sketches safety developments described around PTA general training activities and in pilot PTA safer learning environment (SLE) event activities. The reporting outlines the SLE baseline and midline that informed work with the PTA on SRGBV. In additions there are descriptors of the work of Search and TGCI partners respectively on communication advocacy (participatory theater, radio soap opera and skits, community dialogues, youth champions) and ‘my voice’ helpline and referral pathway to services in education, health, judiciary, gender to counter SRGBV risks.

The remaining parts in IR2 cover core activities of policy enactment in materials production and professional development. The materials production involves policy sub-committee of curriculum and teacher professional development. The curriculum development is presented in a continuum of deep engagement with TWG, TLM, teachers, learners, principals in the review, mapping, testing, implementing and revising of the ALP curriculum (3 levels of Teacher Guides, Learner Workbooks in core subject of math, language, science and social studies; and an Assessment Management system). Into the continuum is mingled the COVID-19 crisis. This gives rise to new innovation of materials development for continuity - teaching by radio lessons, WAEC materials, self-study materials, psychosocial materials that were all additional to the original design.

Other innovative response to COVID-19 feature in the IR2 reporting. There is comprehensive coverage of the development of the training materials and approaches, culminating in the Gradual Release of Responsibility (GRR) model that defined professional development in the last phase of the Activity. It is a model with roots in practical training in various settings - from traditional centralized settings; to school cluster training with teachers gathering from neighboring schools; to school based mentoring, coaching in classroom observations and modeling; and finally to new digital distance spaces of coaching and mentoring in telephone networks of teacher conferencing.

PR 2.1: ALP Sites Selected

The Accelerated Quality Education for Liberian Children award specifies that EDC must conduct a mapping of potential ALP sites with high involvement of the MoE, particularly CEOs and DEOs. Furthermore, the award stipulates that the following factors in each location should be considered among criteria for the mapping process:

- Large numbers of out-of-school children,
- Existing primary school is within reasonable proximity to the identified high populations of out-of-school children and adolescents,
- High numbers of out-of-school children and adolescents living with a disability,
- Previously established or currently operating Accelerated Learning Programs (ALPs), and
- Parent Teachers Associations (PTAs) demonstrating interest in situating an ALP in their community.

According to the award, the site mapping process should be conducted three times in the life of the activity. The first site mapping took place from 7-31 August 2017 in Grand Bassa, Bong, and Montserrado counties. The second site mapping, conducted in July 2018, covered Lofa, Margibi, and Nimba counties. The third and final site mapping covered all six AQE counties: Bong, Grand Bassa, Lofa, Margibi, Montserrado, and Nimba. This site mapping data collection exercise took place from February 26 to March 21, 2019. During the survey, some sites selected in previous rounds were replaced due to inactivity.

For logistical reasons, it was not feasible to collect site mapping data at all schools, therefore AQE used pre-set criteria to preselect a long list of sites out of the listed in the 2015/16¹¹ Education Management Information System (EMIS). The selection criteria used in the three site mapping exercises is listed below. Schools in the following categories were excluded:

- Private schools,
- Partnership Schools for Liberia (PSL),
- Schools with ALP programs that are already supported by other NGOs,
- Former Advancing Youth Project sites that are currently not active or are only semi-active.

Subsequently, a second set of criteria was applied which emphasized the availability of the following:

- Transition pathways from ECE to primary or higher education (junior high or ABE).
- Basic infrastructure, i.e., solid or semi-solid school buildings and access to water and a latrine.
- Female teachers, i.e., at least three female teachers per site.
- Proximity to other priority schools, i.e., cluster-ability, was also considered.

The above-mentioned criteria resulted in a sample of preselected sites to be mapped by AQE teams. A list of preselected (long list) sites for data collection, along with an additional selection criteria and protocol, were submitted to and approved by the MoE prior to the site mapping visits.

Data collection was done with full collaboration of the MoE, CEOs and DEOs. Sites were visited by joint teams composed of one staff from the central MoE, one staff from each of the MoE County Offices, the EDC Monitoring & Evaluation Officer for each county, and the respective DEO for each

¹¹ EDC used 2015/6 data for site mapping as this is the most recent EMIS data

district. The M&E Coordinator and Data Manager provided supervision during the data collection process.

The site mapping process used a combination of three data collection methods: group interviews, observations, and photography. Both closed-ended and open-ended questions were used in the survey. Data was collected electronically on tablets for more efficient data entry and to increase the analysis process. The participants in group interviews were community members. EDC staff encouraged female participation in the group interviews by directing questions to female participants when male participants were dominating the conversation. The following main data points were collected:

- Key reasons why children in the community are out of school.
- Conditions of school infrastructure (including school structures, classrooms, and Water, Sanitation and Hygiene (WASH) facilities).
- Site security (e.g., fences, school grounds).
- Availability of additional services for children and parents including school feeding and financial services.
- Availability of teachers who are willing to serve as ALP facilitators.
- Global Positioning Systems (GPS) coordinates.

After the data was organized, the sites were examined against the following criteria (see table below):

Table 15. Criteria for final site selection

Criteria	Rating
Number of community representatives participating in the site mapping meeting	5 or fewer people= 1 point, 6 to 10 people = 2 points, 11 to 15 people = 3 points, 16 to 20 people = 4 points, 21 or more people = 5 points
Is the school a public or private school?	Private school=0 points and elimination, public school = 1 point
Number of children between the ages of 8 and 15 years old are not in school	Less than 20=1 point, between 20 and 50 = 2 points, between 50 and 100 = 5 points, more than 100 = 7 points
Proportion of children with disabilities that are not in school	Almost all of them=1 point, Many of them = 2 points, A few of them = 3 points, None of them= 4 points
How many shifts does the school have?	Two or more (Morning/afternoon/evening) = 0 points, One (Morning) = 5 points
How many classrooms does the school have?	6 or less =1 point, 7-10 =2 points, more than 10=3 points
Can any of these classrooms be used for ALP?	No = 0 points, Yes = 4 points
How many classrooms are free to be used for ALP in the afternoon?	At least 3= 1 point, More than 3 = 2 points

Does the school have latrines?	No = 0 points, Yes = 2 points
Does the school have a PTA?	No = 0 points, Yes = 4 points
Are there separate latrines for boys and girls (different structures)?	No = 0 points, Yes = 2 points
Are there separate latrines for boys and girls (same structure)?	No = 0 points, Yes = 2 points
Are there separate latrines for teachers and students?	No = 0 points, Yes = 2 points
Is the latrine located on the school compound?	No = 0 points, Yes = 2 points

Several challenges were encountered during the site mapping data survey. These difficulties included lack of or limited access to mobile network/telecommunication services in some communities, which affected community mobilization for focus group discussions and poorly organized or unavailable statistics/records on 2016/2017 school enrolment. Additionally, limited refueling services while in the field which caused teams to travel to distant sites to refuel and poor road conditions, including dangerous or broken bridges.

Following the site mapping activities and the final selection of ALP sites, AQE supported the DEOs and CEOs to develop reports and presentations that endorse the findings of the site mapping exercises. These reports were presented at the county level and to the central MoE by CEOs for approval prior to ALP implementation.

The table below presents a summary of the status of ALP sites selected in years 1, 2 and 3.

Table 16. Status of ALP sites selected in Years 1, 2 and 3

County	Number of schools initially selected to implement AQE ALP program	Total Number of schools active/ implementing AQE ALP programs during Year 2	Number of inactive schools by Year 3	Number of sites selected in Year 3	Total number of sites for 2019/20 school year starting in Sept
Bong	30	30	0	21	51
Grand Bassa	30	21	9	6	27
Lofa	32	32	0	13	45
Margibi	30	29	1	9	38
Montserrado	40	32	8	14	46
Nimba	40	40	0	17	57
TOTAL	202	184	18	80	264

PR 2.2 ALP Centers Readied for Use

The rehabilitation work conducted under this Activity was an important component to successful ALP implementation. It provided schools with essential resources to conduct classes, such as desks and chairs for learners, and improved the safety of learners and school staff by rehabilitating school buildings and latrines. Rehabilitation work was informed by the site mapping done to identify potential schools for ALP implementation. The site mapping collected data regarding the conditions of the classrooms including, working doors and locks, roof leaks and broken windows.

School Rehabilitation

The Rehabilitation started at a slow pace and the Activity conducted due diligence by reaching out to experts in the Rehabilitation field in order to better understand the process and needs for this stream of work. Consultations with individuals and projects working in rehabilitation across various sectors helped EDC review the design and staffing structures needed to support such a significant piece of work, which resulted in some delays in the hiring of the rehabilitation supervisor and officers. By the first quarter of FY19, senior level rehabilitation staff were onboard as an STTA engineer whose role was to provide support and senior oversight to the rehabilitation work. EDC relied on the support of another implementing partner, SHINE Liberia, as this partner has experience hiring staff with relevant skills sets. Rehabilitation officers were brought on based on the two phases of work. Phase 1 rehabilitation work was conducted in Bong, Grand Bassa and Montserrado and Phase 2 was conducted in Lofa, Margibi and Nimba.

Rehabilitation officers, MoE division for Physical Planning representation, and District Officers conducted assessments in the ALP schools. Internally the floors, ceiling, roofs, doors, walls, windows were assessed and externally the entire school building was assessed. Other areas assessed included the latrines and water wells of the schools. Out of the Assessments, it was determined that 79 schools would be rehabilitated and, in these schools, up to 188 classrooms were to be made ready for ALP classes. In Phase I, the following number of classrooms were eligible to be improved in each county:

- Bong: 91
- Grand Bassa: 37
- Montserrado: 60

As noted in other sections of this report, ultimately a total of 191 classrooms were rehabilitated with slightly different sub-totals per county than what was first identified in the assessment. Following the assessments, Bills of Quantities (BOQs), Cost Estimates, Scope of Works and drawings that were used for the Request for Proposal (RFP) process. While the assessments process was going on the procurement process was initiated with a posting of Expression of Interest (EOI), which resulted in 29 prequalified bidders. The RFP was divided into 6 lots and posted to the 29 pre-qualified bidders

- Lot 1: 15 Schools – Montserrado County
- Lot 2: 14 Schools – Montserrado County
- Lot 3: 11 Schools – Grand Bassa County
- Lot 4: 9 Schools – Grand Bassa County
- Lot 5: 14 Schools – Bong County
- Lot 6: 16 Schools – Bong County

After careful analysis, six contractors were selected for Phase I. The contractors mobilized to the ALP sites and agreed with EDC that at least 20 classrooms would be expedited and completed by September 2019 for reporting. Contractors worked tirelessly throughout Q2 of FY20 until the COVID-19 pandemic was declared in March 2020. Work resumed in November 2020 and the

contractors returned to the counties with the Rehabilitation Officers. Rehabilitation works in Bong, Grand Bassa and Montserrado were finally completed in January 2021. Below is a table that shows the total amount of classrooms and latrines rehabilitated for newly built across the three counties, with the number of learners.

Table 17. Phase I: Combined Total of All 3 Counties¹²

Phase I: Combined Total All 3 Counties	
Classrooms	191
New Latrines	13
Rehabilitated latrines	32
Beneficiary students	15697

The Phase 2 rehabilitation assessments were conducted in Q4 of FY19 in Lofa, Margibi and Nimba Counties covering only Year 2 schools. Each County was assessed by teams that included the MoE division for Physical planning, DEOs and EDC Rehabilitation Officers. The assessment included the following internal items; floors, roofs, walls, windows for ALP classes. External assessments were conducted for the entire school building. Other areas assessed included the latrines and water wells of the schools. In Phase 2, a total 98 out of 101 schools were assessed in all three counties as follows:

- Lofa: 38
- Margibi: 28
- Nimba: 32

After the assessments were conducted an RFP process began, but before final selection was made, the COVID-19 pandemic required a pause in Phase 2 rehabilitation work. When schools opened in Q4 of 2020, negotiations were made with the potential bidders on a reduced scope of work that would save, time and activity resources while still meeting activity targets. A Memorandum of Selection was finalized and a recommendation was made with a smaller scope of work. 3 contractors were identified and purchase orders were issued in November 2020.

To ensure that the Phase 2 rehabilitation works were well on track, after the signing of the contracts each contractor along with their respective technical project managers attended a pre-construction meeting in which they were given the basic requirements and responsibilities. Joint entry meetings were conducted with the Chief of Party, Transition Team Lead for the county offices, County Education Officers and District Education Officers together with the Contractors. Contractors were introduced to every site and ROs shared the Scope of Work with the Principals, PTAs and the community leaders. Rehabilitation works went into full swing in Q2 of FY21 and was completed in June 2021 across Margibi and Nimba with Lofa work needing the first two weeks of July to wrap up. The table below shows the number of classrooms and latrine that were rehabilitated and constructed during Phase 2.

¹² As earlier mentioned, this report shows the final rehabilitation numbers validated after the end of the Activity. Therefore, these numbers differ slightly from those earlier submitted in PIDS (total of 97 latrines and 345 classrooms in phases I and II reported in PIDS). Corrections have been made to PIDS in 2022.

Table 18. Phase 2: Combined Total of All 3 Counties

Phase 2: Combined Total All 3 Counties	
Classrooms	173
New Latrines	20
Rehabilitated latrines	15
Beneficiary students	8206

Furnishing ALP centers

The furniture needs for the ALP centers were also informed by the site mapping reports used for identifying ALP sites. The site mapping tools collected data regarding how many chairs and desks each potential ALP classroom had. It was determined by the Activity to give each ALP school a standard package of furniture, which included Principal Desk and chair, 3 teacher’s desks and chairs and 30 student armchairs. To prepare the Request for Quotations (RFQ) the Activity approached the MoE for furniture specifications that were used in Liberia schools as well as other implementing partners, including UNICEF and Global Fund, that had been known to do such procurements before. Three vendors were contracted to produce the furniture for the Year I Counties, including, Bong, Grand Bassa and Montserrado. Production of the furniture was completed by the end of FY18 and inspections and distributions were done in Q1 of FY19. Below is a table of the packages procured for ALP sites in Year I counties.

Image 4. Image of Learner Armchairs



Table 19. Packages Procured for ALP sites in Year I counties

County	Principal Desk	Teachers Desk	Principal/ Teachers Chair	Student Arm Chair
Bong		37	47	840
Grand Bassa		44	48	840
Montserrado		78	95	990
Total:	0	162	190	2678

The procurement of furniture for Year 2 counties, Lofa, Margibi and Nimba, was initiated in March of 2019. As with the Year 1 counties, site mapping of Year 2 counties was conducted and data was collected on the furniture needs in all Year 2 ALP schools. The standard package of furniture was procured. The Year 2 schools had a larger number of ALP classrooms and therefore the package for teacher’s chairs was limited to the number of ALP classrooms in each school.

Image 5 The procurement of furniture for Year 2



The suppliers faced challenges in the manufacture of the furniture for Year 2 as the contracts were awarded during the rainy season, which included sourcing of dry wood and access to roads, especially in Nimba and Lofa. The manufacture and delivery of the Year 2 furniture was completed by the end of Q1 in FY20. All material was delivered using waybills that were verified by EDC staff.

Table 20. Furniture for ALP sites in Year 2

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
Total	101	365	466	3030

Furniture procurement for Year 3 ALP centers was spread over all 6 AQE counties. making a total of 264 sites for the AQE project. A RFQ for furniture procurement for Year 3 ALP centers was initiated in February of 2020 for the standard package of a principal’s desk and chair, teacher’s desks and chairs and 30 student armchairs. By the time the quotations were to be analyzed in March 2020, the COVID-19 pandemic was declared which led to all schools being closed in Liberia. The activity determined to put the procurement on hold until the schools were reopened.

In FY2021, the procurement of furniture was resuscitated and a new RFQ was posted with nine lots for the Year 3 ALP centers and remaining furniture for Year 1 schools. The furniture for Year 1 schools included the principal desk and chair that was not purchased in Year 1. Once the vendors were selected, periodic visits were done on a weekly basis and by the end of June 2021, all Year 3 counties had received the furniture package. The quantity of furniture procured and distributed for Year 3 sites is as follows:

Table 21. Furniture in Year 3

County	Principal Desk	Teachers Desk	Principal/ Teachers Chair	Student Arm Chair
Margibi	9	27	36	270
Lofa	13	53	66	390
Nimba	17	64	81	510

Bong	51	80	131	630
Grand Bassa	27	21	48	180
Montserrado	45	43	88	390
Total	162	288	450	2370

Procure and deliver ALP operational supplies

The operational supplies were compiled by the Activity through assessing the supplies required by the curriculum. Examples of those items include, pencils, chalk, and notebooks. Supplies also included the administrative requirements for running the ALP, for example, attendance log books and teacher roll books. The activity also included additional items such as plastic boxes for documents storage and attendance logs. The list was reviewed and approved by MoE and the TWG. The operational supplies were procured in Q1 of FY18 and distribution was made to all Year 1 sites. The list is as follows:

Table 22. Operational supplies delivered to sites in FY18

Chart – Alphabet	1 per L1 classroom	200
Chart – Numbers	1 per L1 classroom	200
Chart – Parts of the Body	1 per L1 classroom	200
Chart – Multiplication	1 per L2 classroom	20
Chart – Systems of the body	1 per L2 classroom	20
Plastic Box – extra large	1 per administrator	100
Chalk – white	1 box per site	100
Chalk – colored	1 box per site	100
Wooden ruler; 12”	1 per L2 learner	350
Sharpeners (23 per pack)	1 pack per classroom	220
Pencils; 12 in pack	2 pencils per learner per semester	1,308
Copy book	1 per L2 learner	350
Pens (box of 50)	1 box per 3 sites	33
Poster sheets	0.5 reams per site	50
Markers (12 per pack)	1 pack per site	100
Scotch tape	1 per site	220
Roll call book	1 per classroom	220
Paper	1 ream per site	100
Masking tape	1 per classroom	220
Ledger	1 per classroom	220
Eraser (24 in pack)	1 pack per classroom	220

Image 6 Teacher in Bong County teaching with charts provided by the Activity



The procurement and delivery for Operational supplies was repeated in Year 2 for all Year 1 counties (Bong, Grand Bassa and Montserrado) and all Year 2 counties (Lofa, Margibi and Nimba). The same list was used for the Year 2 counties. In addition, the procurement and delivery for operational supplies was repeated for all ALP sites including the Year 3 sites.

PR 2.3: ALP centers' safety improved

The AQE Activity addressed and worked to improve ALP centers' safety in several ways, focusing on the specific responsibilities of parents, school staff and officials, and learners. The Activity singled out PTAs as a structure for engaging parents in understanding and acting on safety issues and included the use of the Code of Conduct for Liberian Teachers and Administrators, to highlight the roles of all education staff in promoting learner safety. As noted in IR 1.6, PTA training targeted generally PTA functionality and specific support to ALP. School-Related Gender-Based Violence (SRGBV) was introduced during PTA Cycle 1 (June 2018) and Safer Learning Environments (SLE) with a focus on health and environmental safety, were included in PTA Cycle 2 (March 2019), which provided opportunities for PTAs to begin taking action to improve safety.

Evidence shows that children's potential for academic achievement and social and emotional development are maximized when their learning environment is positive, safe, and nurturing with effective instruction; when teachers and children have a voice in school affairs; and when there are effective avenues for communicating about, responding to, and preventing violence (RTI International, 2016)

Under the *Community Engagement Plan to Prevent and Respond to SRGBV in the USAID Liberia AQE Activity (The Plan)*, originally submitted in 2018 and updated in November 2020, two packages of training materials were developed: *Creating a Safer Learning Environment for Learners: Training for PTAs to Prevent and Respond to SRGBV (Event Guides)* and *Community Activity Guides for Prevention and Response to School-Related Gender-Based Violence (Activity Guides)*. These materials were developed and implemented to raise awareness and address SRGBV in ALP communities and support safer learning environments. The plan and materials were developed based on findings from the Activity's RERA, Gender Analysis, and SLE baseline study. The SLE baseline study was a critical element of this work as it incorporated TWG subcommittee on community engagement members' prioritization of certain school safety elements and provided data to support the selection of sites for the SLE pilot event series.

Image 7 A cross-section of participants involved in group discussion during the conduct of SLE Event 6 in Grand Bassa County.



The event guides were developed and implemented as part of the SLE pilot event series in which 25 communities were selected to go through the six event series to learn about and develop action plans to prevent and respond to SRGBV and enable SLE in their communities. Below is a summary of the materials and training content:

- Creating a Safer Learning Environment for Learners:** Training for PTAs to Prevent and Respond to SRGBV. This training included a series of event guides that cover topics including what is SRGBV, MoE Teacher’s Code of Conduct, bullying, sexual violence, corporal punishment and positive discipline, and reporting SRGBV. Each event guide includes a session on

planning for community action and follow-up guides for facilitators to support PTA activities in their communities.

- Community Activity Guides for Prevention and Response to School-Related Gender-Based Violence.** The activity guides are short, 1-3 pages, and provide information and action steps for community-based groups including PTAs, social workers, youth groups, among others who want to take direct action to prevent and respond to SRGBV.

Another feature of The Plan was supporting pilot sites through CMA coaching and mentoring. Each event guide was accompanied by a follow-up guide that CMAs used to provide additional, community specific support to PTA leadership. This helped communities stay on track with activities, troubleshoot issues that would arise, and ask any additional questions on the training topics to CMAs.

The Plan and the related event and activity guides that support it were informed by the SLE baseline assessment conducted in October 2018. Findings from the SLE midline assessment, conducted in October 2019 between Events 5 and 6 and describe improvements in safety within AQE schools and communities, from baseline to midline. Below is a summary of key findings:

“Students are secure, no gender-based violence issues from the AQE school due to the knowledge they have.”

AQE community member, from Most Significant Change stories, 2021

- Fewer midline students from SLE Pilot Sites (21.0%) reported having heard of students experiencing sexual violence in or near their school than students from non-SLE Pilot Sites (28.4%).
- More students from non-SLE Pilot Sites (18.8%) had experienced corporal punishment like the one depicted in the ECCN SLE toolkit scenario than students from SLE Pilot Sites (10.8%).
- 37.9% of school personnel from non-SLE Pilot Sites reported recommending a student’s suspension from school, compared to 20.2% of school personnel from SLE Pilot Sites.
- More school personnel and parents/caregivers from SLE Pilot Sites (28.3%) were aware of at least one reporting mechanism for victims of SRGBV than school personnel and parents/caregivers from non-SLE Pilot Sites (21.5%).
- Nearly half of students from non-SLE Pilot Sites (47.5%) said that students often threaten their peers and call them names compared to 38.9% of students from SLE Pilot Sites.
- Fewer midline students from SLE Pilot Sites (20.4%) said that students sometimes threaten to hurt their teachers compared to students from non-SLE Pilot Sites (22.5%).

For more information, see Annex 5: Final Product – School Safety Through Community Engagement provides more details about the SLE pilot event series.

With the COVID-19 pandemic came the need to shift some activities and add new ones to meet the needs of communities and support learner, teacher and family well-being. During this time, EDC developed a series of psychosocial support (PSS) activities that teachers and principals could use with learners as they prepared to return to school. Topics included stress management, understanding feelings and emotions, child’s rights, psychological first aid and Learner Path to Help, positive discipline. CMAs were used to review these topics with teachers and principals virtually through the coaching and mentoring program when face-to-face meetings were not an option.

Another key component of AQE’s work on school safety began in FY20 when EDC partnered with The Global Citizens Initiative (TGCI) to pilot an SMS-based safe reporting system for SRGBV, called My Voice. This work was undertaken in two phases. In order to understand the availability and quality of child support services in the six targeted counties, a research plan was created as part of Phase I. The research aimed to identify organizations that could participate in a county education sector-focused child abuse referral pathways network to support the goals and objectives of the AQE Activity. The survey focused on the One-Stop Health Centers and other types of child service providers in each county, e.g. social workers and NGOs that provide health services.

This research helped determine that official One-Stop centers, housed in county hospitals, are vastly better equipped than others such child support service locations to comprehensively treat survivors of sexual abuse and assault, including children. The centers exceed other providers in terms of all critical dimensions of support to a survivor, which include clinical, psychosocial, and legal support. Staffing for all official One-Stop centers includes staff trained in health, psychosocial and legal services. These official One-Stop Centers, while the best option available, nonetheless face numerous limitations to providing comprehensive care and follow-up to survivors, including: lack of trained staff and/or resources to collect forensic evidence that can be used in cases; regularly running out of basic supplies to treat survivors; some lacked in-house legal assistance and instead referred survivors directly to police and courts; safe-houses and survivor support groups were not established in all centers.

Research also identified significant challenges for learners and their families to access services. Few services exist that survivors in rural areas can easily access - most service providers are in county capitals or other major towns. Other service providers, outside of the official one-stop center network, are severely under resourced, even when it comes to offering the specific services that they are responsible for. Transportation to adequate service providers is a challenge for anyone living outside the county capitals where One-Stop Centers are located. In general, there appears to be limited knowledge about the available service providers in respondents’ respective communities, including those living in capital cities. All of these findings from this research helped inform the Phase 2 SMS-based safe reporting system and other AQE Activity work.

For Phase 2 of the work, it was agreed that a focus county would be selected, and the county selected was Margibi. Phase 2 of the work was beginning when the COVID-19 pandemic required schools to close. The original scope of the work included promotion of My Voice through AQE schools for reporting of SRGBV, but, in order to maintain appropriate activities and meet the need at the time, EDC and TGCI adjusted the scope of Phase 2 activities to allow for SMS reporting of violence against children, more specifically sexual violence. Phase 2 of the work under this activity focused on these objectives:

- Develop an SMS/telephone hotline reporting system where people can report incidents of child sexual abuse and receive a response.
- Organize a campaign to raise awareness of the problem of child sexual abuse and how to report an incident using the My Voice SMS/helpline reporting system.
- Create a website that provides project information and documents to interested stakeholder organizations
- Build the capacity of the MoE and an Inter-Ministerial Network to respond to incident reports of child sexual abuse.

TGCI developed the SMS/Telephone reporting and monitoring system which consisted of a dedicated cell phone line (0776.259.990), an incident report monitoring and reporting form and spreadsheet, a victim consent form, and a stakeholder monitoring website. This included a robust process of operation that included steps between an SMS or phone call report from a community member and referral of the child to relevant services.

Campaign messages for parents, guardians, caregivers and school-age children were developed for Margibi County. The messages were designed to:

- Create awareness among parents, guardians, caregivers, and students themselves about child sexual abuse and other practices that can harm the wellbeing of their children
- Inform the parents, guardians, caregivers, and children themselves about the My Voice hotline platform, and how to use it in reporting incidents
- Create awareness of positive activities parents, guardians and caregivers can undertake to create safer learning environments for children at home and in their communities while schools are closed (this was an adaptation due to the pandemic)
- Reinforce GOL guidelines on home/community behaviors needed to reduce the spread of the coronavirus.

The various messages were intended to support reporting of abuse cases through My Voice, increase awareness of the problem of child sexual abuse and use of My Voice to support survivors, and increase awareness and practice of safe learning environment and coronavirus prevention guidelines.

Also, TGCI also designed and uploaded a webpage that highlights the work of the My Voice Project and provides access to key project documents. The website was intended for individuals and institutions interested in learning about the work of the project.¹³

As part of the campaign, skits and dramas were produced and aired on three radio stations in the county. The activity team developed an assessment of the effect of the radio campaign on listener knowledge and attitudes about child abuse and how it can be reported. The assessment was administered in two phases: the beginning of the radio campaign in Q4 and once at the end of the campaign. Other tools that TGCI will use to help assess the impact of the campaign include monitoring tools for tracking the response to incident reports, monthly review meetings of organizational members of the Referral Pathways Network, and feedback on the radio programs from CMAs.

The assessment found that the majority of the 112 respondents listened to the radio at least sometimes. Of those, approximately a third had heard one or more of the messages distributed by TGCI and, in general, agreed that the programs (jingles, skit/dramas, talk shows) were very effective or somewhat effective in achieving their goal. Just over half of the sample knew of the My Voice

¹³ The website URL is <https://myvoice.endingsexualabuse.org/>.

helpline, the majority of whom heard about it via radio, but others heard about it by word of mouth.¹⁴ Among all respondents, the likelihood of using a mechanism such as My Voice helpline (e.g., a phone-based child sexual abuse reporting mechanism) was relatively low, with the majority indicating that they would not use such a mechanism. In addition, almost all respondents said that this would not be their first choice and instead preferred to report directly to known individuals (e.g., police, community leader).¹⁵ Given there has been usage of the helpline by parents and caregivers of survivors, the relatively low proportion of individuals who participated in this survey who said they would use the helpline may not be a true representation of who would actually use it in the broader population.

Over the course of the project the My Voice team helped build the capacity of several government ministries, including the MoE, Ministry of Health, Ministry of Gender, and Women and Child Protection Section of the Liberian National police, to respond (individually and jointly) to reports of child sexual abuse, the needs of victims, and the prosecution of alleged perpetrators. This was done through capacity building training and at meetings of the Referral Pathways Network where TGCI would build coordination among network members to jointly review and respond to those cases requiring inter-ministerial collaboration.

As part of efforts to assess the impact My Voice activities, the project conducted interviews with a small group of key stakeholders, including parents and caregivers of victims of child sexual abuse; medical and education service providers who provided services to the victims; and representatives from the police and courts in charge of arresting and prosecuting alleged perpetrators. There were 10 interviews with parents, relatives, or caregivers of survivors, two interviews with health and education service provider organization managers, and two interviews with police and legal professionals. The interviews show that most families were satisfied with the services that they had received and that many families had moved their children to another county after an incident had occurred. Finally, MoE played a greater role than anticipated in providing educational services to victims and facilitating their access to schooling after the report of their abuse.

There were several key lessons learned from the My Voice activities that can help to inform similar activities of MoE in coming years. First, Ministries supporting such referral systems need to be closely integrated so children receive the services they require and MoE officials can support their continued or reintegration in the school environment. Second, those working on these types of referral systems should identify and build strong relationships with trusted leaders to support the reporting of incidents and further the communications strategy by translating content into local languages. Third, solutions should be further identified for community members who lack access to technology. Fourth, official one-stop centers are the best equipped to handle a more comprehensive approach to supporting survivors of SRGBV and should be promoted and expanded. Finally, more support and funding should be allocated to the provision of psychosocial support of child abuse survivors so that children can be more effectively supported over a longer period of time.

¹⁴ It is important to point out that given the biased sample (principals/teachers, PTA members, and other stakeholders who are regularly in contact with AQE activities), the sample may over-estimate exposure and understanding of the TGCI messages among average Liberians.

¹⁵ The sample may underestimate the degree to which an average Liberian may use the helpline; indeed, it is intended for those individuals who are marginalized to the extent that they do not feel free to visit a community leader, LNP, or other person to make a public report.

PR 2.4 Sufficient ALP Materials Produced

Produce and Distribute ALP Materials

The Activity worked with MoE officials, USAID, and development partners to develop a shared vision of alternative and accelerated education programs and practices. As described in IR 1, setting a shared vision for ALP is a complex and lengthy process. It required participation in Technical Working Groups (TWGs) and establishing strong working relationships with key stakeholders which included several MoE departments, local government officials, implementing partners (IPs), school leaders, teachers, and communities.

Similarly, the development, implementation, and evaluation of the AQE instructional packages relied on the full participation of the MoE. In close collaboration with the Subcommittee on Curriculum and the Professional Development Technical Working Group (TWG), the Activity worked to ensure the ALP curriculum was aligned to the primary curriculum and that learners would acquire the essential concepts and skills needed to enroll in the appropriate grade of primary or lower secondary education. They created an instructional material package that was contextually appropriate and included conflict-sensitive and gender-sensitive content based on the findings of the Gender Analysis and Rapid Education Risk Analysis. The entire process (development, implementation, evaluation, and revision process) was a collaborative, iterative and multistep process consisting of several activities and involving many stakeholders, TWG members, teachers, learners, and communities that resulted in the following instructional packages:

Table 23. AQE Instructional Material Package

LEVEL	PACKAGE
LEVEL 1	Literacy Semester 1&2 Teacher Guide Literacy Semester 1&2 LWB Numeracy Semester 1&2 Teacher Guide Numeracy Semester 1&2 Learner Workbook Learning Together Semester 1 Teacher Guide Learning Together Semester 1 Learner’s Workbook Life Skills Semester 1&2 Teacher Guide Life Skills Semester 1 & 2 Learner workbook
LEVEL 2	Level 2 English Language Arts Semester 1&2 Teacher Guide English Semester 1&2 LWB Mathematics Semester 1&2 Teacher Guide Mathematics Semester 1&2 Learner Workbook Learning Together Semester 1 &2 Teacher Guide Learning Together Semester 1 & 2 Learner workbook Science Teacher Guide Science supplementary Teacher Guide Supplementary reader-learners Social studies Teacher Guide Grade 3 Social Studies Pupils book Grade 4 Social Studies Pupil Book Science experiment guide

Level 3	Level 3 English Language Arts Semester 1&2 Teacher Guide English Language Semester 1&2 LWB Mathematics Semester 1&2 Teacher Guide Mathematics Semester 1&2 Learner Workbook Learning Together Semester 1 &2 Teacher Guide Learning Together Semester 1 & 2 Learner workbook Science Teacher Guide Social studies Teacher Guide Grade 5 Social Studies Pupils book Grade 6 Social Studies Pupil Book
Level 1 - 3	Library in a Box

This section highlights how the Activity’s flexible program design with its emphasis on collaborating, learning, and adapting (CLA) built institutional capacity and supported education stakeholders to produce relevant, evidence-based and contextual ALP materials.

Materials Development Process

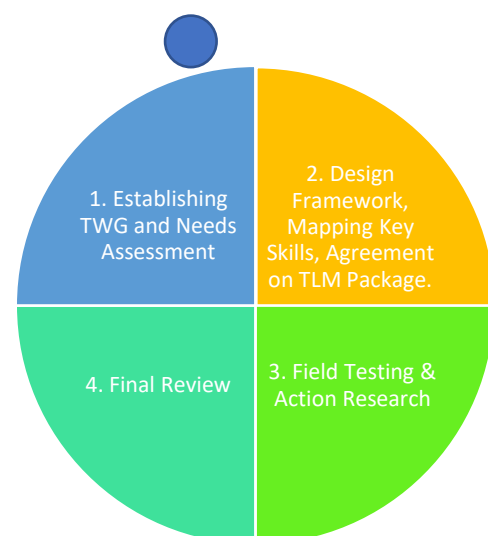
The Activity followed several steps in the materials development process. This section outlines the major ones.

1. **Establishing TWGs** As described in IR 1, sub-committees on curriculum and teacher professional development (TPD) were convened to support the activity. The TPD/Curriculum subcommittees comprised representatives from the Curriculum, Teacher Education, Early Childhood Education, Special and Inclusive Education, Basic Education, Secondary Education, and Girls' Education Departments. The subcommittees held regular meetings at the MoE HQ over the life of the project 2017 - 2021.

2. **Needs assessment: Identifying MoE priorities, challenges and opportunities in the existing approach to ALP implementation** The joint sub-committees held a three-day working session at the Boulevard Palace Hotel on Tubman Boulevard from August 16-18, 2017 to propose recommendations for the development of TLMs and TPD resources to support the Activity. The meeting aimed to discuss the MoE's Priority for Over-aged and Out-of-School Children including the MoE's experience of implementing ALP and ABE programs in Liberia, and a review of the learning outcomes specified in the existing ALP curriculum. The Working Session concluded with a set of recommendation for the implementation of future ALP based on lessons learned. These included:

- The ALP should be responsive to the needs of over-aged children currently enrolled in school, school dropouts and those never enrolled; the content should be revised accordingly to meet learners' needs and be appropriate for the 8 – 15 age group.
- Level 1 material should contain a review and catch up unit, an introduction that would help learners who have never been to school to catch up with learners who have some experience attending school.
- Similarly, a School Readiness Unit should be developed for Levels 1, 2, and 3 Semester 1. This unit would help teachers and learners develop appropriate

Figure 16. AQE Material Development Process



strategies to promote and maintain positive behavior in the classroom context, fostering an environment conducive to learning.

- Continuous assessment of basic reading skills such as reading fluency and comprehension should be introduced in the revised program
- A learner's workbook should be developed to reinforce the learner's learning. In previous ALP programs, there was no learner's workbook.
- The Language Arts subject syllabus for Level I & II “writing skills” and “oral communication” should be reorganized.
- The curriculum should be focused on foundational numeracy and literacy skills, ensuring early reading and numeracy are well-grounded.
- Future ALP materials should guide teachers on how to deliver the curriculum to diverse classrooms such as these. Teacher guides should include instructions on how to play games, and engage learners in discussions.

3. **Mapping Key Skills to be Learned:** The next step in the materials development process was the identification of the key skills that learners should develop for each of the subject areas at each grade level guided by the recommendations from the working session. This step required an analysis of the learning outcomes specified in the curriculum, the findings of the contextual assessments Gender Analysis (GA) and Rapid Education Risk Assessment (RERA), and a review of the Accelerated Education Working Group’s (AEWG) guidelines and principles. This process resulted in a complete list, by grade level, of the knowledge, skills, and attitudes students need to develop to advance through the ALP Program. Subsequently, instructional materials mapping was carried out, based on the national curriculum for Level 1 and Level 2 identifying skills that were already adequately addressed in existing instructional materials and those that were not. The skills for each class and subject area were sequenced from the easiest to the most difficult, resulting in a scope and sequence that outlined the key learning objectives and the instructional strategies for each week.

4. **Agreement on the package of instructional materials that all activity-supported schools would receive.**

- a. Agreement for the development, revision and adaptation of materials
To reach as many learners as possible in the shortest time it was agreed to build on existing Accelerated Education resources developed under previous Accelerated Education Programs. This would also enable learners to access TLMs at the beginning of the school year and allow the team time to make adjustments to the TLMs during the academic year and align them with the national curriculum that was also being revised.
- b. Additional supplementary materials
As the project progressed, the need for other materials to support other activities related to the curriculum became necessary, including:
 - A set of orientation materials for teachers to help learners to adjust to the new school and classroom environment, including guidelines for a PTA meeting, reviewing the code of conduct, and a set of activities that would help the teacher get to know their learners.
 - Library in a Box to provide learners with additional supplementary reading materials
 - A Focus Group Discussion (FGD) Tool to assist the Instructional Material Developers to collect relevant information from teachers and learners on

- their experiences using the AQE materials, in particular, alignment to the curriculum, relevance, structure and clarity
- A Classroom Observation Tool to observe teaching and learning in the AQE classrooms, and to inform continuous professional development activities.

5. Field Testing, Monitoring and Evaluation of the materials

The development, adaptation, adoption of materials followed a systematic review process. As materials were developed, the Activity and the TWG met regularly to review, and provide inputs into the development and revision process. The following activities were conducted periodically:

- Classroom observations by Master trainers and Technical Team members
- Classroom observations by MoE
- Joint classroom observations with TWG members
- Curriculum Review Retreats
- Focus group discussions (FGD) with teachers and learners

To ensure consistency in the activities, the Activity developed a battery of tools and protocols. All tools were field-tested and when necessary updated to reflect learnings from the field test before being rolled out for use. These activities allowed both TWG and curriculum writers, to:

- a. Observe the curriculum and TLMs being implemented in the classroom
- b. Hear from Teachers and Learners about their experiences interacting with the curriculum and TLMs
- c. Ascertain the quality of the implementation of the curriculum
- d. Insert inclusive instructional methodologies with the potential to result in improved learning outcomes for all learners

Each activity resulted in a series of follow-up actions or decisions related to the contextualization and finalization of the AQE- ALP curriculum and the package of professional development and instructional materials. Actions taken included updating and revising Teacher Guides and Learners' Workbooks to include:

- Increased guidance on the use of locally available teaching aids,
- Gender-responsive and socially inclusive teaching strategies,
- Aligning content to revised primary curriculum,
- Increase time for learners' group and individual practice, and
- Age and grade-appropriate use of language.

In addition, the Life Skills for Level 1 and Learning Together for Level 2 and Level 3 Teacher Guides and Learner Workbooks were updated to respond to findings from the SLE baseline, as well as the RERA analysis, Gender analysis, MoE curriculum topics for Comprehensive Sexuality Education (CSE), and International Technical Guidance on CSE produced by UNESCO.

Procurement of Materials and Distribution Process

Table 24. TLMs distributed during the Life of The Project

County	Sum
Bong	72106
Grand Bassa	38931
Montserrado	160667
Lofa	49939
Margibi	54890
Nimba	100329
Grand Total	476862

Supplementary Teaching and Learning Materials

In addition to TLMs, more than 400 tablets were distributed to schools, EOs and MoE central team in FY20. The tablets were loaded with monitoring and curriculum tools including TLMs and instructional videos produced by the TLM team to support the quality of teaching and learning in the classroom. Materials include TLMs semesters 1 and 2 TGS and LWBs, Coaching tools, ALP-CS checklist, WAEC training and implementation materials, Library in a box, Academic calendars, Tablets training manual, EOs tools, plans and monitoring data and Semesters 1 and 2 Numeracy and Literacy videos.

Level 3 Liberia Primary School Certificate Exam (LPSCE) Preparation Materials

ALP Level 3 learners, like Grade 6 learners from the conventional school, had to sit the LPSCE an external administered by the West African Examination Council (WAEC)-Liberia. Using the WAEC elementary school syllabus, the team developed 12-weeks of study materials for: Social Studies, Mathematics, Science and Language Arts (the four subjects tested by WAEC) and help learners prepare for the test. The materials contained a Teacher's Guide and Learner's worksheets. The Teacher's Guide provided instruction on how to conduct a review activity on a curriculum topic and the Learner's worksheet provided a summary of the topic and exercises to review the topic.

COVID-19 Response to Support Learning during School Closures

Liberia was not spared from the COVID-19 disruption. To minimize the disruption to learners' education due to the COVID-19 pandemic, the Activity worked with the MoE to provide opportunities for learners to continue learning at home.

Developing Teaching by Radio Programs:

AQE supported the MoE's Teaching by Radio Programs Initiative (TBR) for learning continuity during school closures. TBR lessons were aired from March to July 2020. The TBR initiative provided radio lessons for early childhood, primary, and secondary learners. AQE supported the program by providing content and technical assistance to the MoE. AQE team members were able to distill their experience designing educational radio programming for AYP to support the MoE to develop, script, and implement radio programs. At the request of the Assistant Minister for Basic and Secondary Education, MoE used the AQE curriculum as a blueprint for the Teaching by Reading Program using the AQE Semester 2 Level 1 to 3 materials to create an accelerated scope and sequence for grades

I- 5. Different partners (Read Liberia, AQE, You Movement, Rising Academies, MoE specialists) were allocated lesson content corresponding with grades 1-5 for adaptation and production. The AQE materials development specialists working along with STTAs contributed to the initiative by producing and recording lessons in the areas of language, mathematics, and science for Grade 5. The Activity employed the same teaching methodology utilized in the AQE materials for the radio programs to make the content engaging and accessible. Following a gradual release model, the scriptwriters and radio teachers making lessons, provided opportunities for immediate individual practice and encouraged learners to make connections with their surroundings. For example, language lessons connected to the local environment by exploring social studies topics such as the natural resources of Liberia, endangered animals, environmental issues, and real-life lessons by listening to and discussing fables. Science lessons used scenarios to discussed aspects of health and hygiene, living and non-living topics, solar system, states of matter, as well as child safety and protection issues such as unwanted sexual attention, the difference between good and bad touches, possible perpetrators, reporting bad touches, risky behaviors, etc. Feedback from this showed that nearly all (98.9%) respondents across Liberia AQE counties rated the program overall as either “good” (71.9%) or “excellent” (27.0%). Looking at the results within each county, Nimba was the only county without any ratings below the “good” rating, and with the largest share (60.0%) of “excellent” ratings. In addition, respondents also rated the innovation and creativity of the lesson quite positively, with the majority (78.7%) rating it as “good” and 18.5% rating it as “excellent.” Within each county, the innovation and creativity of the lessons was also rated quite positively, though Nimba seems to have the highest share (61.9%) of “excellent” ratings. Analysis of the qualitative responses indicated that respondents most liked the presentation of the lesson. In other words, lessons were presented with clear language that was appropriate to the learners’ levels of understanding, facilitators presented clear and in-depth explanations and examples, and the lesson contents were presented in a logical way. Respondents liked the presentation of the lesson the most because of the way the facilitator sequenced the activities in a clear manner, reviewed the previous lesson and homework, reviewed concepts and practiced them, and engaged the learners at all times in solving examples together. Respondents felt that the presentation would help learners learn more effectively.

Table 25. Number of Radio Lessons designed for TBR

Subject	Number of lessons produced
ELA Grades 5 & 6 (Level 3)	14 lessons
Science Grades 3 – 4 (Level 2)	6 lessons
Science Grades 5&6 (Level 3)	6 lessons
Mathematics Grades 5& 6 (Level 3)	12 lessons

Self-Study Materials for Science and Social Studies

While most learners could continue to use the AQE learner's workbooks with some guidance, Level 2 learners could not access the MoE Science and Social Studies textbooks, which accompany the Level 2 teacher guides. To address this disparity, the Activity developed condensed self-study material for Level II science and social studies Level II. The lessons were called priority lessons and

were developed using guidance from the Accelerated Education Working Group (AEWG) on how to establish priority learning outcomes for accelerated education programs. (Priority outcomes are comprehensive, complex learning goals that describe the essential knowledge and skills learners need to acquire at their current grade level.) A total of 12 lessons were developed (6 for Social Studies and 6 for science.) The Activity was aware that learners had to do these lessons without teachers' support and therefore adapted the content so learners could study the topic independently. Each topic was broken into small accessible pieces. New vocabulary was explained in simple and easy-to-read language. After each subtopic, a check for understanding (self-assessment) was provided for learners to check their progress; these self-assessments comprised of "True" or "False" statements, multiple-choice questions, multiple-choice essay, etc.) Once completed, learners had to submit their homework to their teachers for correction and scoring. Teachers were provided with an answer key and teachers' scoring guides.

Not having access to these learning materials would have impacted learners' ability to complete the Level 2 completion test in these subject areas as the assessment assesses the entire curriculum. By going through these materials, learners had the opportunity to bridge the content gap for the Social Studies and Science curriculum and prepare for the completion assessment.

West African Examinations Council (WAEC) Preparation Materials

The Activity supported Level 3 learners in a major step towards integration and transition into conventional school norms by supporting the registration of Level 3 learners for the West African Examinations Council (WAEC) Liberian Primary School Certificate Examination (LPSCE). The WAEC LPSCE holds a great deal of significance with regard to Librarian primary education. It represents a high-stakes national examination and provides the examinations that are necessary to apply to secondary both in Liberia and West African countries. To support Level 3 teachers help students revise previously taught topics, become familiar with the WAEC test papers, and develop study skills and test-taking skills, the Activity created a WAEC study package. These materials were created to support the regular AQE timetable and be covered during a specially dedicated Saturday class. Learners would attend class on Saturday and receive guidance on study skills and test format. Using the LPSCE syllabus provided by WAEC, the Activity developed a scope and sequence regrouping topics as necessary to develop a program with support materials that would cover the syllabus in 12 weeks in the four content areas: math, social studies, and ELA with their teacher and peers. These materials emphasized the importance of vocabulary, pre-reading, reading, and post-reading strategies. (literacy, science, and social studies) Mathematics sessions emphasized analyzing and discussing problem-solving strategies

The format of delivery consisted of assessing learners' prior knowledge about the topic under review. This was followed by the correction of the test and a review of the topic using notes provided to the learners. For each lesson, there were follow-up exercises to be completed in class or done as homework in preparation for the next lesson. The closure of schools due to the COVID-19 crisis also prevented the learners from attending the Saturday classes and learners had to use the materials at home. After the first six weeks of implementation, it was realized that Level 3 learners did not have easy access to textbooks for Social Studies, Science, and Language. This required the team to develop lesson notes for each topic. In addition to lesson notes, a TG and LWB for study skills were designed. This guided learners on WAEC regulations and help learners understand and prepare for the exams. A mock exam using the same format as the LPSCE and administered under the same condition as the LPSCE was designed to familiarize learners with the process.

Library in a Box Implementation Process

The MoE in recent times, has placed a special emphasis on reading, mandating that it is taught five days a week as a stand-alone subject. This emphasis was further heightened with the review and setting of the reading benchmark for the elementary school.

AQE supported the MoE in exploring avenues that would support the emphasis placed on the teaching of reading in primary school. One of such was the Library in a box (LBox). This avenue provided learners opportunities to practice and reinforce reading skills and knowledge in a more fun and relaxing environment while at the same time helping them to develop a positive attitude to reading and to meet the standards of the reading benchmark. In addition to the reading instructions embedded in the daily Literacy and ELA lessons, ALP-CS schools used the library in the box as a means of providing both teachers and learners additional time to practice, reinforce and reuse knowledge and skills acquired from the regular lessons. This was possible through the provision of a box of levelled EDC readers and some titles from the African storybook series. The LBox was accompanied by an orientation guide for Teachers and Principals and Teacher Guides for Levels 1 & 2 on how to implement the LBox in the classroom.

The purpose of the orientation guide was threefold. First, to orient teachers and principals on the MoE's mandate that reading is taught 5 days a week as a standalone subject. Second to walk teachers through the contents of the LBox, and third, to demonstrate how reading aloud and independent reading could enhance the teaching of reading, promote a culture of reading and develop a positive attitude to reading in their classroom and therefore achieve the MoE mandate. The Teacher's guides provide session plans on how to implement 2 days of read-aloud and 3 days of independent reading every week using the LBox. These guides included session plans on how to conduct a general orientation session for learners. The guide was designed for seven weeks, it was hoped that teachers would be familiar with the LBox approach after this period and would be able to implement the activities independent of a guide after the initial implementation.

To support the monitoring and evaluation of the LBox program, the technical team collaborated with the M&E team to develop data collections including a questionnaire-based interview for principals and teacher (done face-to-face or virtually) and a focus group discussion protocol (FGD) for learners (done face-to-face). MTs identified 5 ALP-CS functional schools in each county to collect data for the study. Criteria used for selecting a school for the study were proximity to main roads (for accessibility) and functionality of ALP-CS.

This evaluation involved 77 telephone interviews with teachers and principals as well as FGDs with 19 students from 25 AQE schools. The interviews and FGDs gathered data on the effectiveness of the LBox orientation, extent of principals, PTA members and DEO support to LBox implementation, the most valued effects of the LBox reading activities as well as challenges to the LBox implementation.

Effectiveness of the Library in a Box orientation: Close to 100% of the principals and teachers thought that the orientation was either effective or very effective. The orientation guide was elaborate at spelling out how reading activities would be implemented as well as roles and responsibilities for teachers, principals and PTA members. However, it was recommended that more time should be allowed for future orientations.

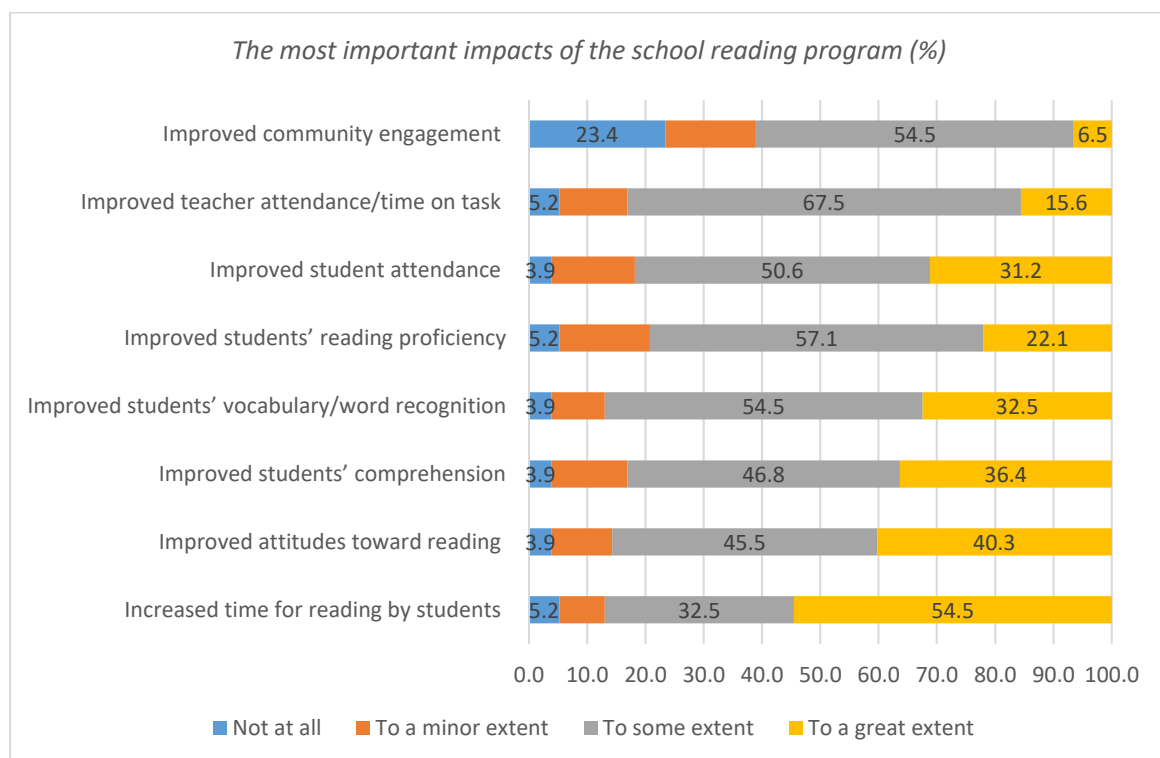
Respondents provided information on the reading activities implemented at their schools in the four to six weeks preceding the survey. The two reading activities that stood out are: Reading out loud and independent reading. As shown in the figure below, 59.7% reported that "read out loud" was conducted "a few times-at least three times a week" and 32.5% reported that this same activity was

conducted “many times-at least five times a week.” Similarly, 57.1% of the respondents reported that “independent reading” was conducted a few times-at least 3 times a week”, while 33.3% reported that this same activity was conducted “many times-at least five times a week”.

Support and monitoring by principals: Teachers indicated a high level of support and involvement from principals. A majority (62.7%) mentioned that their principals supported them “a few times-at least 3 times a week, and 33.3% reported that their principals supported them “many times-at least 5 times a week”. Only about 4% of the teachers reported that their principals did not support them at all. This high level of support is in part due to the fact that principals were involved in the orientation, which spelled out roles and responsibilities-including those of principals.

PTA support to reading activities: It is concerning that about 30% of the respondents mentioned that PTA members were not involved in the school reading activities at all. This is likely because the orientation visits were very limited in time and therefore did not benefit from sufficient PTA mobilization.

The most important impacts of the school reading program: The most highly rated effects of the reading activities in the past 4-6 weeks include: impacts rated at least “to some extent” (includes “to a great extent”) include: Increased time for reading by students (87%), improved attitudes toward reading (85.7%), Improved students’ comprehension (83.1%) and Improved teacher attendance/time on task (83.1%).



Challenges to the effective implementation of reading activities: The hindrances highlighted by respondents included factors related to the school environment, factors related to students, teacher-related factors and factors related to caregivers or the home environment.

PR 2.5 Adequate Teacher ALP Instruction Provided

AQE learning pedagogy is learner-centered, active, participatory and varied to include everyone's needs and circumstances. On completion of AQE, the intention is for learners to reintegrate into the formal schooling system, or to enter directly into the workforce, but with core literacy and numeracy skills and life skills in place. To achieve this goal, AQE recognized that they would need to work with the MoE to identify and recruit teachers from the target communities and equip them with appropriate TLMs to implement ALP. AQE recognized that teachers would need considerable support in planning learner-centered, gender-responsive, and inclusive lessons which engaged girls and boys, including learners with disabilities.

Based on experiences from previous programs implemented in Liberia, the AQE teams were aware that providing teachers with a detailed step-by-step teacher guides for the delivery of lessons would be appreciated and valued by teachers and an important first step in improving the quality of teaching in ALPs. Teacher guides would provide teachers with initial support in delivering lessons. Regular in-service professional development, including training on accelerated learning pedagogy and subject content with plenty of opportunity for practice and application of new methods, would also be necessary. Cluster-based training, combined with site visits, coaching and mentoring for teachers, would likely be more effective than one-off central, cascade training. This section describes how AQE's collaborative Teacher Professional development process with the MoE strove to ensure the sustainability of both the process and the teacher professional development products.

Collaborate with MoE to identify and recruit ALP teachers

In Year I, AQE worked with the TWG subcommittee on TPD to identify criteria for recruiting and selecting ALP teachers and site administrators (principals) in Montserrado, Grand Bassa and Bong Counties. The subcommittee proposed that ALP teachers should:

- be on the MoE payroll,
- have a minimum of "C" certificate,
- be a resident of the district in which the site is located,
- willing to undergo ten days of ALP methodology and content training,
- be tested and passed based on that training,
- be morally upright with the zeal to teach,
- have taught for at least 3-5 years,
- Comply with the Liberian TCoC

While AQE noted the suggestions, it was also highlighted in the discussions that teachers already on the MoE's payroll could not be eligible for stipend payments with US Government funds if they were already assigned to teach at those times when ALP classes would be offered.

In line with the TWG's recommendations, AQE developed a simple test of basic literacy and math skills to be given to applicants for the position of ALP teacher. The recruitment process included all teachers who were interested (i.e., regular, supplementary, and volunteer) and residing within AQE site communities or communities adjacent. Given that the ALP classes are delivered on an alternative afternoon schedule, only teachers available during the afternoon hours were prioritized in the recruitment process. Information on the teachers' professional conduct including, regularity, availability and past performance was gathered through reference checks at previous or current schools of service.

The final selection of teachers and principals was based on the following factors:

Current status: Teachers and principals selected to serve as ALP facilitators and principals are recognized by MoE and reside within AQE site communities or adjacent communities.

Assessment scores: Teachers who obtained the three highest scores in the assessment within each AQE site were preferred. However, the selection of principals was not contingent on the assessment, but on their conduct and availability to serve as site administrators.

Background check: Since the ethical conduct of teachers underpins the standards of teaching and learning, only teachers and principals with satisfactory records were selected to serve as ALP facilitators and site administrators.

In Year 2, the process was conducted in Margibi, Lofa, and Nimba Counties and followed a similar process as in Year 1. As part of the selection process, the Activity worked with the MoE TWG on the Accelerated Education subcommittee on TPD to review the criteria and recommendations for the selection of ALP Teachers. Next, in collaboration with the County Education Office, principals and teachers were informed of the recruitment by DEOs through stakeholder and community meetings. Then Master Trainers (MTs) administered the assessments for 60 minutes with the DEOs observing the process. Principals and teachers were also required to write an application letter. The assessments were collected and scored by the MTs and submitted to the Activity county Monitoring and Evaluation Officers (MEOs) for collation of the results and selection of teachers based on the agreed criteria. Activity finance staff also conducted vetting on all selected teachers. After an internal review, the vetted lists were submitted within counties to the CEOs for review, approval and submission to DEOs and then the principals of the selected schools.

In Year 3, using the same selection process, additional teachers were selected for new sites in all six counties Margibi, Grand Bassa, Nimba, Montserrado, Bong and Lofa. As in previous years, the Activity worked closely with the MoE Technical Working Group (TWG) on the Accelerated Education subcommittee on TPD and County Education office to complete the process. The following tables summarize the number of teachers and principals tested and recruited during the 3-year process.

For Year 1, a total of 729 teachers and principals were assessed, only 392 were selected to serve as ALP teachers and principals in Montserrado, Grand Bassa and Bong Counties.

Table 26. Overview of teachers and principals selected Year 1 sites

Counties	Teachers selected			Principals selected		
	Male	Female	Total	Male	Female	Total
Montserrado	99	21	120	33	7	40
Grand Bassa	72	11	83	24	5	29
Bong	75	15	90	28	2	30
Total	246	47	293	85	14	99

For Year 2, a total of 902 teachers and principals were assessed, only 403 were selected to serve as ALP teachers and principals in Margibi, Lofa and Nimba Counties.

Table 27. Overview of teachers and principals selected Year 2 sites

Counties	Teachers selected			Principals selected		
	Male	Female	Total	Male	Female	Total
Margibi	72	14	86	25	4	29
Lofa	78	18	96	29	3	32
Nimba	103	17	120	36	4	40
Total	280	49	302	90	11	101

Table 28. Overview of teachers and principals selected Year 3 sites

Counties	Teachers selected			Principals selected		
	Male	Female	Total	Male	Female	Total
Margibi	19	7	26	8	1	9
Montserrado	28	10	38	10	4	14
Grand Bassa	13	4	17	6	0	6
Lofa	32	7	39	11	2	13
Nimba	35	16	51	17	0	17
Bong	51	9	60	19	2	21
Total	178	53	231	71	9	80

AQE Approach to Teacher Professional Development

In Year 1, in preparation for the development of professional development modules, the technical team met with the AQE Curriculum and Professional Development (PD) Technical Working Group. The professional development subcommittee reviewed and further elaborated on the essential topics to be covered in the AQE program of professional development. It was agreed that improved quality of education depends on having skilled teachers who are well-resourced, motivated to perform at their best and that monitoring and evaluation would be key in improving the effectiveness of teaching and learning and raising educational standards. Therefore, the initial series of professional development activities for teachers and administrators would focus on orientation to the TLMS, accelerated learning principles and practices, child protection and the Liberian TCoC through residential training¹⁶. It was also agreed that the facilitation strategies should reflect the strategies embedded in the AQE curriculum. Additionally, micro-teaching sessions should be provided for

¹⁶ Residential training is an intensive face-to-face model implemented at the regional level.

facilitators with an opportunity to practice lessons from the curriculum and receive technical support and feedback from their peers.

From residential training to cluster training and school-based learning and application

In Year 2, in collaboration with the MoE, it was agreed to develop a phased approach to teacher professional development delivered over time rather than in one intensive residential training before the start of the academic year. Opportunities for reflection and self-assessment would also be included in training modules to assist teachers to recognize their current and developing capabilities, professional aspirations, and achievements. While AQE refined the approaches to the teacher professional development process over the life of the project, the original tenets regarding facilitation strategies, embedded practices and monitoring and evaluating remained constant. Training would be organized around the following themes:

- understanding and implementation of ALP policy and practice approaches;
- Supporting ALP learners including psycho-social issues they face and bring into the classroom
- methods appropriate to overage and mixed-age learners;
- pedagogy, planning and delivery;
- learner assessment and documentation; and
- Safer Learning Environment topics covering sub-topics on teacher code of conduct and school-related gender-based violence¹⁷ (SRGBV)

Each training package would be designed to address the key needs of beneficiaries which includes principals, teachers, and learners. They were informed and adjusted based on continuous monitoring and lessons learned from site visits conducted by AQE and MoE technical teams working with school-based teams of principals and teachers.

This shift in emphasis led to the development of cycles of county-level residential three-five-day training followed by site-based visits and support and cluster level one-day training. Residential training sessions were designed to allow participants to do a hands-on practice of mathematics problems and the Literacy and English Language Arts curriculum while expanding to other subject areas such as sciences, social studies and life skills, working in stations to practice their skills and build knowledge. These practical sessions allowed participants to work in groups to accomplish joint tasks, present their work, give and/or receive feedback from each other and the trainers.

The cluster training was designed around findings from site visits on the need to provide teachers with continuous professional development opportunities to address gaps in their current knowledge skills and attitudes. As shown in the table, two cycles of training would be conducted per year. The main activities in each cycle center on professional learning packages that integrated ALP themes as outlined above and that build peer-to-peer learning opportunities through site-based and cluster activities of classroom observation, teacher conferencing and demonstrations.

¹⁷ This was later expanded to include Counter Trafficking in People (TCIP)

Table 29. Cycles of ALP Residential, Cluster and School-based Continuous Professional Development

Training and school visit cycles	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Residential Training Cycles 1-2 (3 days)	Residential 1 Teacher/ school principal/ PTAs/ EOs	Cycle 1					Residential 2 Teacher/ school principal/ PTAs/ EOs	Cycle 2				
School visit/ Lesson obs cycles 1-2 (2 hours each visit)		1-1	1-2	1-3	1-4	1-5	2-1	2-2	2-3	2-4	2-5	2-6
Cluster Training cycles 1-2 (one day)			Cluster 1 Teacher/ school principal / EOs		Cluster 2 Teacher/ school principal / EOs				Cluster 3 Teacher/ school principal / EOs		Cluster 4 Teacher/ school principal / EOs	

The development of classroom observation tools and joint monitoring site visits conducted with the MoE TWG helped inform AQE’s approach, in addition to Action Research conducted by the AQE team. Pre and post-tests administered before and after professional development activities helped the team determine if the training objectives had been met. Participants also had opportunities to complete a training evaluation survey and provide feedback on the training content and objectives, facilitation and presentation, participation and interaction.

The following table is a list of professional development activities conducted over the Life of the Project.

Table 30. Professional Development Activities of Life of Project

Date	Training
November 2017	Phase I Residential; Training for AQE Principals and Teachers
February 2018	Cycle I Cluster Training for ALP Teachers and Principals
March 2018	Phase II Residential Training Montserrado, Grand Bassa, and Bong Counties
June 2018	Cycle 2 Cluster Training for Teachers and Principals (including break out training for Principals)

August 2018	Phase I Residential Training for Teacher and Principals (Year 2 counties Margibi, Lofa and Nimba)
November 2018	Cycle 1 Catch-Up Training for New ALP Teachers and Principals
January 2019	Cycle 2 Cluster Training Bong for Teachers and Principals
May 2019	Cycle 3 Cluster Training for Teachers and Principals
August 2019	Residential Training for ALP Teachers and Principals (Year 3)
August 2019	Principals School Quality Improvement Process (SQIP)
November 2019	Cycle 2 Catch-up Training for ALP Teachers and Principals
December 2019	Cycle 4 Cluster Training for Principals and Teachers (including break out training for Principals)

Adaptive Management of Teacher Professional Development Integrating Coaching and Mentoring and Technology

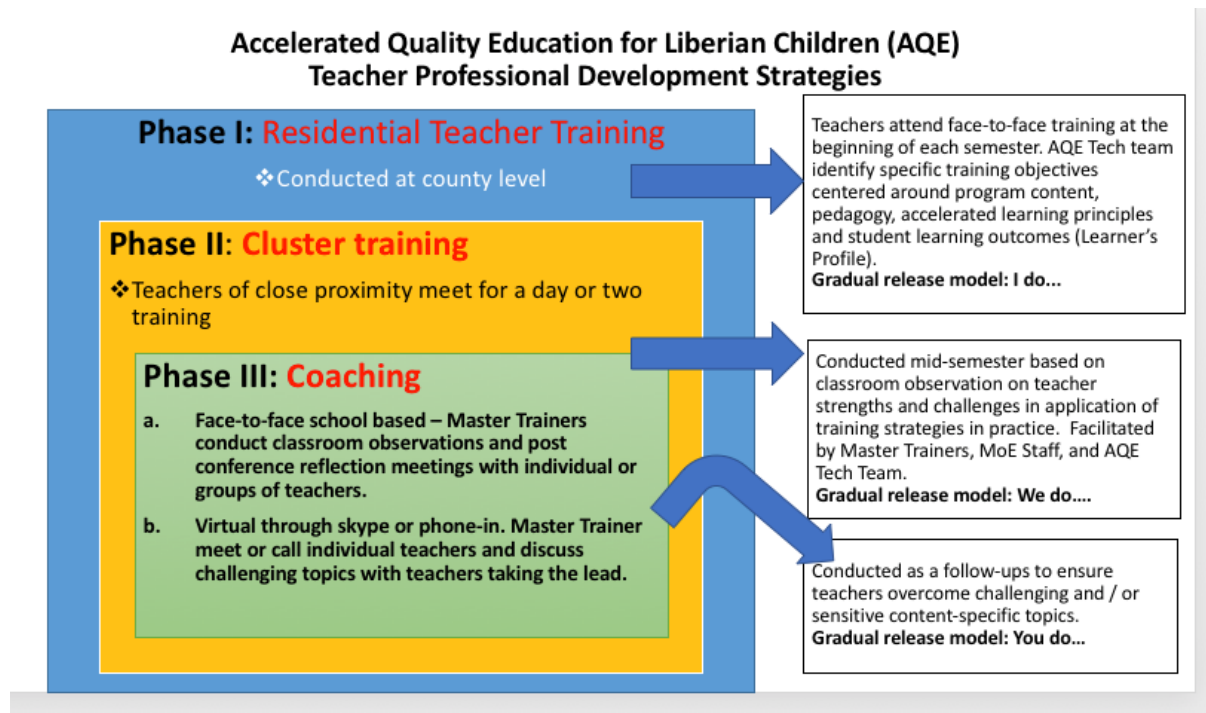
Adaptive project management is a structured and systematic process that allows projects to gradually improve their decisions and practices, by learning from outcomes of the decisions that they took at previous stages in the project. AQE's approach to TPD also brought new and innovative approaches in the form of school-based professional development support and coaching and mentoring. Through monitoring and site visits, it was observed that teachers needed additional support on how to assess and reflect on learners' progress and improve their content and pedagogical knowledge to adjust their instruction to meet their learners' needs. Similarly, it was observed that principals need to monitor the teaching, learning and assessment that is taking place. These needs were taken into consideration when designing cluster training packages and coaching and mentoring approaches to promote and maintain a safe and supportive learning environment before, during, and after assessments.

From previous training, it was observed that time for practice can help teachers gain confidence in their abilities, reflect on their teaching practice, and feel in charge of their learning. The coaching and mentoring approach integrated Master Trainer (MT) classroom observation and demonstration of mini-lessons (exemplars) during site visits. The aim was to move from centralized face-to-face training to a coaching and mentoring model that includes modelling, practicing and collaborative problem-solving in the authentic setting of the school sites. The AQE training model is based on the GRR model that maintains that meaningful learning takes place over time and with guidance and practice. Deeper levels of mastery are achieved with the mentorship of others with the goal being teacher independence. Below is a diagram of the consolidated training model integrating the gradual release concept of teacher training

The Activity continued to refine its approach to TPD through the life of the project. consolidating the training model at three levels – from the traditional residential training gathering teachers in central points at county seats and national-level training, to training in school clusters to new modalities for more expansive forms of training in the face to face and distance coaching and

mentoring. The influence of COVID-19 required the model to adapt the third layer of virtual coaching and mentoring; the opportunities in the virtual coaching and mentoring for expanding outreach to teachers in time and space – through virtual conference and group networks of learning and reflection. Providing virtual coaching and communication links to the education community was important in relation to addressing teacher isolation in the classroom and the physical challenges for MoE and AQE teams to reach schools on a regular basis.

Figure 17: AQE Teacher Professional Development Strategies



WAEC Preparation and Resources

The WAEC LPSCE training was originally conducted for ALP Level 3 teachers and principals on March 5, 2020, in all six of the AQE Activity counties. This training aimed to guide the Level 3 teachers and principals on how to best prepare Level 3 learners, for their LPSCE using WAEC study materials prepared by the Activity. The training was facilitated by county MTs and CMAs with support from Tech Team and MoE-TWGs. School closures due to the COVID-19 crisis, however, meant that Saturday Classes had to be suspended. In July 2020, the MoE announced the phased approach of schools reopening which included those students sitting WAEC examinations (Level 3 learners) to go back to school. County staff conducted distribution of teaching and learning material for Level 3 learners and supplementary material for the Level 3 learners who were registered for WAEC exams. Upon the reopening of schools, the Activity worked with Teachers and Principals to systematically integrate WAEC Teacher Guides and Learner worksheets toolkit were integrated systematically and explicitly into the weekly academic calendar schedule. The toolkit formed an organic addition to teacher and learner strategies for content review, comprehension strategies for understanding, questioning, problem-solving, self and group assessment, note-taking, and study skills. The toolkit evolved from a Saturday class ‘add on’ to an integral part of AQE teacher and learner support materials to foster the development of higher-order skills and comprehension strategies development that is at the core of student capacity to learn. After an accelerated 8 weeks of classes, the Level 3 learners sat for the Liberia Primary School Certification Examination LPSCE in October

the week of October 12-16, 2020, in 152 sites for about 2,000 Level 3 learners (83% of learners) with parents/communities raising the resources to get the children to the testing sites across the country. Overall 61.2% passed and the ALP pass rates compare favorably with the national average pass rate. The AQE Activity recognizes the limitations in this difficult year of learner interruption, learning loss, and accelerated catch-up in partaking in such high-stakes testing. There has been an important achievement in supporting ALP learners' preparation and enabling their participation at this critical juncture of national examination and transition from primary to secondary.

COVID-19 Response

While the COVID-19 pandemic caused considerable disruption to the AQE program, it has also stimulated innovation within the education sector including a seismic change in activity engagement, a cultural shift in the way to do things – and in many ways, these have been positive changes. From face to face to virtual, from office to home, from training to coaching, from direct to distance support, activity teams have adapted, and many have thrived in the environments of telephone, Skype, WhatsApp, Zoom and email communication with teams and with target beneficiaries. Some key professional growth areas were mobile learning (m-learning) processes and m-learning tools.

The Activity has developed innovative approaches supporting education and training continuity: from teaching by radio to take-home packages for learners. Distance learning solutions were created, thanks to USAID'S support and the collective efforts of the MoE, education stakeholders, and communities. The Activity responded quickly by adapting the traditional residential training and cluster training model used in Semester 1 to distance professional development (PD) accompanied by distance coaching and mentoring in Semester 2.

The Activity's response focused on two priority areas; (1) support communities and learners to continue learning from home where schools could not re-open, (2) prepare teachers for school re-opening, complete the academic year and implement completion and WAEC assessments.

On Coaching and mentoring in the time of school closure

Coaching and mentoring by distance continued during the school: bi-weekly coaching activities centered around a chosen theme were developed by the TLM Team). The team then coached Master Trainers on their use, who in turn conducted conference calls with small groups of teachers. From June to August 2020, coaching themes included challenging lessons or content-specific activities for Levels 1, 2 and 3 Numeracy/Mathematics, Literacy/English Language Arts, Science and Social Studies.

Outcomes of the strategy:

- a. Full participation of teachers in the coaching considering coaching done virtually. For example, teachers did the lesson steps or segment assigned them for conference calls on mobile phones, and everyone participated in the discussion.
- b. Teachers reported that the coaching helped them overcome challenges they faced with some specific content area/lesson, and they used the knowledge and skills gained to teach their classes through virtual or face-to-face like in the case of Level 3.
- c. Master Trainers are capable of providing feedback after teacher presentation as a result of the mentorship by technical staff on conducting distance learning support to teachers.

Handover of ALP professional development modules

ALP teachers require specialized professional development to assist them with the known challenges of an ALP and the unique needs of older learners. Professional development is most effective when it

is ongoing, intensive, responsive, collaborative, and job-embedded. Over the life of the AQE, the activity produced and implemented a series of professional development opportunities to improve instruction based on the above principle. Topics developed by the team included accelerated education principles and practices, conflict-sensitive pedagogies, life skills instruction, and age-appropriate instructional methodologies. In addition, teachers received coaching and mentoring on how to implement group work, teach complex problem-solving and critical thinking, encourage student reflection and creativity, provide gender-responsive instruction and how to use improvised instructional materials, develop real-life applications for academic skills, conduct student assessment, and carry out positive discipline. The transfer of TPD resources and activities is a crucial part of the Activity's sustainability and transition plan under the MoE lead. To plan and implement high-quality TPD in the future, the MoE will need to be able to access and implement these training materials purposefully selecting content that is relevant to the context and teachers' needs. To support this process and ensure a successful handover of resources, the activity team proposed to produce a matrix of the existing resources by theme and topic, review the materials using an agreed process, and compile them in booklets according to themes and topics (mini-module).

There were two levels of module development:

1. The development of a training manual that can be used by MoE for teacher refresher training in ALP at the beginning of semesters 1 and 2
2. The development of mini-modules as resources for MoE training and can be used for just in time needs-based training and the development of shorter training briefs – generic step guides for implementing ALP lessons and assessment – such as ALP 5 tools guide; and assessment step guides for placement and completion assessments.

In the final year of the project, AQE initiated a mapping of three years of training topics for teachers, principals, PTAs, and EOs, in Q4 FY20. The mapping considered training themes, objectives, content, and duration. To ensure that the MoE can sustain and implement the professional development resources developed by the activity, the Alternative Education Division and Technical Work Group met with the AQE team and reviewed the comprehensive matrix to agree on the organization of the teacher professional development modules for handover to the MoE. It was agreed that the AQE team would group the existing training modules according to a subject area or topic with some guidance for the MoE and external users on finding and selecting appropriate training sessions for developing future professional development opportunities. Existing materials would be grouped as follows:

- Mathematics
- Science
- Life Skills and Learning Together
- Social Studies
- English Language Art and Literacy
- PTA and PSS

Each mini-module is a compilation of the TPD sessions developed and implemented by TLM and TPD technical teams with inputs from TWG and County MoE and AQE teams from 2017 – 2020. The activity agreed on the following process for selecting content for the mini-modules:

- From the list of final deliverables submitted to USAID, identify all of the sessions related to the training theme topic.

- List them by title, length of training, type of training (residential, cluster, online) when the training was conducted, and current storage location providing hyperlinks to documents if possible.
- For each session, map the learning objectives or outcomes by knowledge, skills, and attitudes.

Once all sessions for each theme were compiled, the team and STTAs did a secondary review of the training content objectives and resources to identify gaps, update timing and resources, writing an introduction to the use of mini-modules including a content map. Key resources for the mini-modules are the core AQE ALP Teacher guides and Learner workbooks.

Final Mini Modules

As a result of this process, the mini-modules were organized as follows:

- ALP Principles,
- Pedagogy and Low cost/ No cost materials
- Language and Literacy
- Mathematics and Numeracy
- Social Studies
- Science
- Life Skills
- Safer Learning Environment, Learning Together, and Psychosocial Support
- EO Training,
- Principal Training
- PTA Training

The mini-modules were uploaded on the tablets of the ministry staff at both central and county levels. They were also provided with electronic copies for reproduction.

PR 2.6 Teacher Administer ALP leveled exams

Introduction

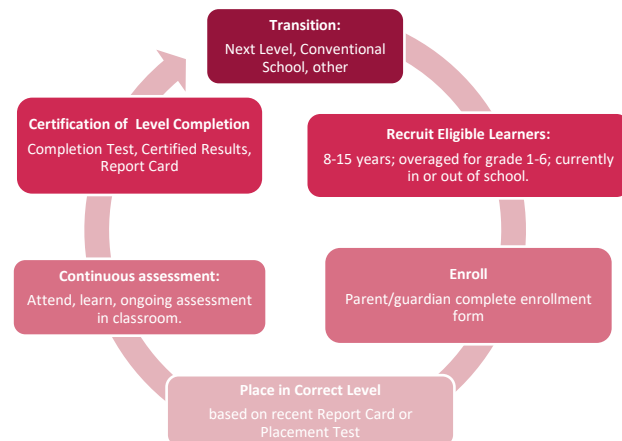
For ALP learners to be eligible to transition into formal education, their learning must be assessed and recognized as equivalent to that of primary school grade learning standards. At the beginning of the AQE activity, ALP learners did not receive certification for completion of the complete ALP cycle, nor did they receive certification for completion of any level of the ALP. The AQE team and the TWG agreed that lack of certification limited children's ability to transition from ALPs to the formal system and discouraged learners from persisting in alternative or further education.

AQE, in collaboration with the MoE and support from School To School International (STS), designed an assessment management system (AMS) composed of end-of-year levelled ALP exams administered by teachers and certified by DEOs to recognize the attainment of ALP learners.

This section details the process leading to teachers being able to administer ALP levelled exams. It highlights AQE’s commitment to Collaboration, Learn, Adapt and applying lessons learned throughout the process. It will describe:

- The development of the assessment materials
- The capacity development of teachers to administer the levelled assessment
- The finalization of the assessment management system

Figure 18. Overview of ALP Assessment Management System



DEVELOPMENT OF ASSESSMENT MATERIALS

The assessment materials development process began in Year 2 with the development of the summative assessments (placement and completion) and teacher professional development modules. The placement assessments evaluate the learner’s knowledge and mastery of content before entering the ALP classes; results inform a learner’s placement into the appropriately levelled classes. The completion assessments provide information to support the promotion and transition decisions for learners and are administered at the end of a year of ALP classes. The teacher professional development modules are designed to build the capacity of teachers, principals, and district education officers (DEOs) to manage, administer, score, and certify placement and completion assessments.

Tool Development Process

Before developing the placement and completion assessment items, STS created curriculum crosswalks that outlined the language arts, mathematics, science, and social studies skills in the MoE primary school curriculum. Using the crosswalks as a guide, STS developed test questions—often with multiple subitems—for each skill in the curricula. The subitems reflected the increasing levels of difficulty that fall within the skill being examined. Each assessment includes a one-on-one session with an assessor. The individual portion included a grade-level specific oral reading passage followed by five corresponding comprehension questions. Level 1 learners also participated in letter and number identification tasks.

Prior to piloting, STS completed several reviews with the TLM and Monitoring and Evaluation (M&E) team to review and refine the assessments’ questions and subitems. These initial reviews did not aim to eliminate questions, but instead focused on contextualizing the assessment items for Liberian learners.

Pilots were conducted in stages with students in Grades 1–6 in the conventional primary school system to ensure alignment with the MoE primary school curriculum and to assess the reliability and accuracy of the assessment questions and subitems. Based upon the results of piloting and participants’ feedback, STS worked closely with Activity staff to eliminate questions, review and refine tools and approaches and produced final materials. Final items for each grade level were combined into assessments that aligned with ALP’s structure. Grade 1 and Grade 2 items merged to form the Level 1 assessment, Grade 3 and Grade 4 items merged to form the Level 2 assessment, and Grade 5 and Grade 6 items merged to form the Level 3 assessment.

Creating Professional Development Training Modules and Material

It is worth noting that in Year 1 ALP classes started later in the school year hence teachers had not been trained to administer the levelled assessment as per IR 2.4. The Year 1 completion assessment was administered by assessors trained for the purpose. The crux of IR 2 was for teachers to administer ALP levelled exams, and principals to fully assume the supervisory role in the administration of the assessment and DEO to verify and certify the results of the assessments. To address this IR, STS created professional development and training package containing seven modules to support the training for the placement and summative assessments. The modules were developed to provide hands-on practice with the assessment materials to increase teacher and administrators' familiarity with the tools and processes. The modules cover the following topics: introducing the assessments, roles and responsibilities for teachers and administrators during the assessments, assessment processes and procedures, delivering the placement assessments and delivering the summative assessments. In addition, a module for DEOs and CEOs focused on certifying the final assessment scores and providing general assessment oversight. Once developed, the training modules were reviewed and contextualized by the TLM/TPD team. The team collaboration with the M&E team prepared the Master trainers, M&E officers and TLs through the dry-run process in preparation for the placement and completion exercises.

As a result of this training, teachers in Year 2 and 3, teachers administered the assessment. Feedback on the process enabled the Activity to continue to refine the process over the life of the project. Observation from the team after Year 2 administration led to revisions before the Year 3 administration of the assessments. Further revisions were made after the Year 3 administration.

Improving Assessment Practices through Collaboration

Including multiple stakeholders is an important step in ensuring the quality of any assessment's management and implementation. The EDC team and STS collaborated through the development and revision process to better understand various stakeholders' experiences with the assessments, including training sessions and implementation activities.

Focus Group Discussions and Individual Interviews

Based on direct observations and stakeholder feedback, the EDC team and STS developed protocols for focus group discussions and individual interviews with various stakeholders. Questions aimed to provide a holistic picture of training, assessment administration and oversight and experiences delivering and taking the assessments. Focus groups discussions were conducted by enumerators in all six AQE implementing counties and targeted principals, teachers, and learners. The discussions aimed at better understanding principals' experiences preparing for and overseeing the placement and completion assessments, teachers' experience delivering and scoring the assessments and students' insights into the assessments' instructions and content. In addition, a small group of master trainers (MTs) within the enumerators participated in a focus group led by STS staff to provide information on training implementation and delivery.

Findings and Real-time Revisions

Findings from the focus group discussions identified key challenges and areas for improvement in the training and assessment materials. These generally aligned with observations and feedback gathered from the training and administrations of the assessments. Based on accounts during the focus groups, teachers and principals understood the purpose of the placement, students reported that they liked taking the assessments. They reported enjoying the questions and wanting to demonstrate their knowledge. Students also reported understanding why they were taking the assessments, findings

pointed to the inconsistency of training across counties, challenges with scoring the assessments, the need for more hands-on practice during training to help them familiarize themselves with the scoring process, among others. Recommendations included the call for increased practice time during teacher training to score the assessments, support for assessment oversight, and stronger enumerator preparation to ensure training consistency across the counties.

Lessons Learned for Improving the Professional Development Modules

Key lessons learned from the focus group discussions were:

The importance of hands-on practice: To ensure that assessments are administered uniformly across sites, teachers need to understand the protocols and be able to administer the assessment effectively. Hence, the need for enough time for teachers to familiarize themselves with reading from the assessor guides, understanding the instructions, and gaining confidence in administering the assessments.

Strengthening the cascade training model: The professional development resources must include detailed and clear instructions for how to train new teachers while clearly defining assessment protocols. MTs need additional support to prepare and deliver training that will help ensure consistent processes across the six counties.

Sustaining the assessment system: In addition to focusing on teachers and principals, there should be a focus on capacity building at all levels of the education system, including DEOs and key stakeholders in the central MoE. The DEOs should have a strong understanding of the assessment purpose and scoring procedures. These individuals should be able to provide school oversight and ensure scores are accurate. Stakeholders from the central MoE should be involved in the assessments to ensure policy alignment and support for learners transitioning from ALP into the conventional system.

Strengthening the Assessment System: As a part of the program's efforts to support the institutionalization and sustainability of the placement and completion assessment system, STS implemented a quality-control survey. The survey was administered to various stakeholders to gather information on the assessment management, administration, and scoring processes. The survey asked stakeholders about their experiences with assessment administration, materials, oversight, scoring, and roles and responsibilities. In the analysis, STS identified areas of strength within the system, as well as areas for improvement. STS conducted several remote focus group discussions with key members of the EDC team to validate its analysis. Through discussions with the EDC team, STS identified challenges with the assessment and areas that need additional reflection to ensure consistency across the program and recommended the below next steps.

Develop materials for the sustainability-focused Technical Working Group meetings: Working with the AQE team, STS created materials to support the assessment-focused discussions with the Technical Working Group (TWG). Drawing on the findings from the Quality Control Survey, STS developed print materials, as well as slides to provide the TWG with information on the assessment development process, the purpose of the assessments, as well as areas for discussion to institutionalize the assessments. Based on the survey findings, the TWG meetings focused on the following:

- Reviewing and approving the completion assessment package of materials.
- Discussing challenges and next steps around roles and responsibilities for assessment oversight, management and administration.
- Identifying ways to improve efficiency across the assessment system.

Outline roles and responsibilities within the education sector to support the ALP assessment system: The survey highlighted a need to delineate the roles and responsibilities better to manage and implement the assessments. This was most relevant for the oversight and delivery of the assessment professional development modules and high-level assessment oversight.

To further strengthen the assessment system, the team produced supplemental training videos to accompany the placement and completion assessment teacher professional development modules. These videos are designed to align with the assessment teacher professional development modules and can be used during the training to demonstrate assessment best practices.

Using the Placement Data Formatively: At EDC's request, STS developed a system for using the placement assessment data formatively in the classroom. To do so, STS created "score reports" to guide teachers through a process to use the placement assessment data formatively. This would allow teachers to plot their learners' placement assessment scores across the content areas. It also groups specific questions and subitems into key language arts and mathematics skill areas, so that teachers can gain a more nuanced picture of their learners' abilities and identify where students might need additional support or differentiated instruction. Specifically, the score reports support the following uses:

- **Visualize learners' abilities in one place.** Teachers can use the score report to visualize their students' knowledge and understanding in literacy and mathematics overall by plotting those scores in one place. In identifying skill-based groupings by questions, teachers can also use the score report to examine specific skill areas or subcategories within the two content areas.
- **Categorize learners as beginner, intermediate, or advanced.** Teachers can use the benchmarks and cut-scores included in the report to categorize learners' abilities broadly in specific language arts and mathematics subcategories on the placement assessment as well as within more specific skill-based areas.
- **Group learners within a class for small group work.** If teachers are implementing small group instruction, score reports can help them group students based on their skill level within a specific subcategory. This process can help teachers provide targeted differentiated instruction.

Through remote focus group discussions, STS drafted and finalized a score report document for each levelled placement assessment. The finalized score reports include a level-specific form that corresponds with the specific assessment subcategories and items. The score report package also includes general instructions on how to complete and use the reports. While the package will not be used in the AQE program it can be a very useful resource in future projects. The score reports can serve as a tool to help teachers better understand the skill levels of students enrolling in ALP. It can help teachers interpret the placement assessment data in a way that can inform class lists and instruction.

PR 2.7 Community members identify out-of-school children

Achieving the overall goal of AQE requires community understanding, engagement, and support. Parent Teacher Associations (PTAs) and other community members influence and contribute to the accelerated learning program (ALP) enrollment; they support completion and monitor quality. PTAs and the wider community are critical actors to address and prevent SRGBV and enable safer learning environments, which are both highly important factors in access and retention. Therefore, it was critical for AQE, supported by SFCG, to develop, implement and transition a robust CES to the

MoE. The CES developed under this Activity includes working with and through PTAs and other community members to:

- 1) Mobilize communities to identify out-of-school and over-age children for enrollment in or transfer to ALPs,
- 2) Encourage learners to attend and complete ALP levels,
- 3) Monitor teacher and learner attendance and quality of instruction and learning,
- 4) Raise awareness of and address SRGBV and support SLE for learners.

Originally intended to be developed in Year 1 of the Activity to inform ongoing and future community engagement to achieve goals, this strategy evolved over time, incorporating policy and practice advancements and lessons. This resulted in the strategy being finalized in March 2021.

The CES is informed by relevant MoE policy, including the *National Parent Teacher Association, Community Engagement and Dropouts Prevention Policy*¹⁸. The CES supports this policy's objectives to: improve educational access, equity, quality and relevance through the establishment and strengthening of PTAs; ensure transparency and accountability in the utilization and management of school assets and resources by capacitating and strengthening PTAs with the requisite knowledge and skills; and enhance increased enrollment, retention and completion of students, especially girls, by promoting community engagement and participation in educational matters.

The CES also requires some flexibility as the MoE publishes new policies and guidelines. For example, after the inception of the AQE Activity, the MoE published the *Learner Eligibility Assessment and Certification Policy (LEACP)*¹⁹ guidelines that includes instructions for school-based registrars to enroll over-aged learners into ALPs. This resulted in more over-age learners, who were already in school, being directed to the ALP in AQE sites than originally anticipated. According to AQE data gathered through the School Quality Assessment (SQA) midline in 2020, 76% of surveyed learners indicated that they had been to school before. Thus, the LEACP guidelines required some shifts in focus of the work of PTAs and other community members under the CES. While it remains important for PTAs and other community members to mobilize learners for enrollment in ALPs, especially the most vulnerable, it is critical that PTAs and other community members focus on strategies for retention, monitoring quality of instruction and learning and ensuring safety at, to, and from school.

This CES describes the approaches, products and monitoring and evaluation (M&E) tools that contribute to the overall strategy and which are part of the transition work ongoing with the Liberian MoE. The products and tools that make up the CES which the MoE can use moving forward are summarized below.

¹⁸ Republic of Liberia, Ministry of Education (2020). *National Parent Teacher Association, Community Engagement and Dropouts Prevention Policy*, Monrovia: MoE

¹⁹ Republic of Liberia, Ministry of Education. *Learner Eligibility Assessment and Certification Policy (LEACP)*, Monrovia: MoE.

Table 31. Products and Tools of CES


Type of Product or Tool	Name of Product or Tool	Brief Description
Training Product	Cycle 1: PTAs and Traditional Leaders Supporting Accelerated Learning Programs in the Context of the One School Approach.	Cycle 1 training covers topics including the basic principles of ALPs, good teaching practice in ALPs, engaging traditional leaders, and planning activities around placement and assessments.
	Cycle 2: PTAs and Traditional Leaders Supporting Accelerated Learning Programs in the Context of the One School Approach.	Cycle 2 training covers topics including status of previous work plans and activities, safer learning environments, mobilizing community resources to support ALPs, strategies for improving teacher and learner attendance, and developing action plans.
	Cycle 3: PTAs and Traditional Leaders Supporting Accelerated Learning Programs in the Context of the One School Approach.	Cycle 3 training covers topics including safer learning environments, countering human trafficking, strategies for detecting and improving low attendance, mobilizing community resources, and developing action plans.
	Creating a Safer Learning Environment for Learners: Training for PTAs to Prevent and Respond to SRGBV.	This training includes a series of event guides that cover topics including what is SRGBV, MoE Teacher’s Code of Conduct, bullying, sexual violence, corporal punishment and positive discipline, and reporting SRGBV. Each event guide includes a session on planning for community action and follow-up guides for facilitators to support PTA activities in their communities.
	Community Activity Guides for Prevention and Response to School-Related Gender-Based Violence.	The activity guides are short, 1-3 pages, and provide information and action steps for community-based groups including PTAs, social workers, youth groups, among others who want to take direct action to prevent and respond to SRGBV.
	COVID-19 Learning from home tool – for parent involvement and support	Short activity guides with tips for parents on how they can support their children learn from home during the time of COVID-19 school closure. Tips topics included; planning children’s time to help in the home, to do lessons and to play, listening to teaching by radio, making a space in the home for children to do their lessons, working with older siblings to help them, children reading to parents, and completing their end of unit assessments for parents to drop off in school once a month. The tips encouraged active involvement of all parents literate or not literate. The tool (along with distance support to teachers, principals and PTAs) was instrumental in assisting parents to assist their children to complete the academic year 2019-2022 where 60% of the learners returned to school for completion assessments and 70% on average passed.

Advocacy Product²⁰	ALP radio soap operas	Radio Soap Operas be aired on radio stations to raise awareness about various aspects of the ALPs.
	Community Dialogues	to raise awareness of ALPs and discuss related critical issues such as enrollment, retention and safety,
	Radio talks shows with youth champions	Talk shows for youth to raise awareness about ALPs and advocate for their peers to enroll.
Monitoring and Evaluation Tools	Site Mapping	Tool that allows MoE to select sites for ALP programs based on different criteria.
	Reports and Action Plans	Training products as part of the CES are geared toward communities creating actionable plans in their communities. Regularly reviewing action plans and reports provides valuable insight into these activities at community level.
	Critical Listening Surveys	Critical listening surveys are linked to the advocacy products and are tools for monitoring the reach and effectiveness of radio soap operas as a mechanism for communicating messages about ALPs. Simple survey tools were developed as part of the CES and can be used to gather information from PTAs, community members, school staff and other beneficiaries about the messages in the radio soap operas
	Site Survey	The site survey tool gathers information on ALP implementation directly from teachers and principals in any given community on a quarterly basis. The site survey gathers data on school information, frequency in holding of classes, frequencies of DEO visits and PTA meetings and visits to the school, attendance of teachers and students, and school documentation.
	School Quality Assessment (SQA)	The School Quality Assessment (SQA) is a tool designed to gauge the quality of a school in several dimensions that include learner demographics, leadership, teaching and learning, infrastructure, and community support for education. The SQA data are used to classify schools for national MoE tracking and to build a School Quality Improvement Plan (SQIP) at the school level.

²⁰ Advocacy Products were produced by EDC sub-contractor, SFCG.

Image 8. Example of COVID-19 learning from home tool developed under AQE.

PARENTS OR CAREGIVERS
AFTER COVID-19, LEVEL 2 CALENDAR, LEARNING FROM HOME
UNIT 4, 5 & 6: STUDY, PRACTICE & REVIEW



PARENTS – TIPS & TRICKS TO HELP YOUR CHILDREN STUDY FROM HOME	
<ul style="list-style-type: none"> • Make a plan for your child's activities that has times for helping at home, lesson time and play time • Children can help plan the lessons time – and this will help them to follow better • Old children can help younger children do their lessons – have the older ones supervise and check on their exercises and help them to explain their answers and correct mistakes • Language lesson practice for 30 minutes every day • Mathematics lesson practice for 30 minutes every day • Once a month the learners will do review lessons – where they write their answers into a copybook • Parents leave the copybook in the school for the teacher to correct • They collect the copybook the next month when they go to leave the next review 	<p>Every learner gets</p> <ul style="list-style-type: none"> • 1 Language Learner Workbook • 1 Mathematics Learner Workbook • 2 copybooks • 1 pencil

The tools and products within the CES supported the PTA in every AQE community. Two important aspects of PTA training and follow-up support included assisting PTAs with developing strategies to identify and enroll out-of-school children into ALPs and developing PTA action plans to help PTAs achieve their goals. PTA action plans were developed in the training cycles at county levels, with special focus being placed on this from the beginning through orienting PTAs and traditional leaders of their role in the placement process in PTA Cycle I training. Counties either developed individual plans at the site level or a model plan for the district or county level, which the PTAs then adapted at site level. All 264 ALP sites were involved in action planning, whether individually, at school cluster level, at district level or at county seat level. The plans were developed and adapted according to the site context with topics such as learner identification and enrollment among others. Follow-up visits were

conducted by AQE staff to verify plans in action and assist the sites to address challenges of implementation, adjusting plans as they learned lessons from action. This is one of the ways AQE staff regularly documented and monitored the effectiveness of trainings and PTA actions in communities.

Developing Screening Tests for Placement in ALP

In August 2017, School-to-School International (STS) began to develop the placement assessments to determine the appropriate level for students entering AQE levels. To start, the STS team reviewed the primary school curriculum, as well as materials from the AYP project to gain a sense of both the requirements for students in the formal school system and how the curriculum aligned to an accelerated learning approach. Since AQE aims to either support students to re-enter the formal system, if appropriate, or to move on to post-primary educational opportunities, STS elected to align the assessments with the primary school MoE curriculum as the assessments will need to verify that a student has demonstrated mastery of the two grades that comprise an AQE level. After mapping the Grade 1-6 primary school curriculum, the STS team began to develop assessment items related to the skills in the curriculum. STS developed grade-specific assessments for the pilot covering language arts and mathematics for Grades 1-6. For the pilot, STS developed multiple items that fell under one skill, with the intention of reducing the final number of items based on the data received during the assessment pilot.

The assessments include four parts: (1) intake and registration, which includes registration information as well as an intake form which collects data on students' previous experiences in school, reading resources and support at home, as well as the preliminary questions from the Washington Group which provide data on students with disabilities; (2) the oral reading passage and comprehension questions; (3) written language arts and (4) written mathematics. The registration and intake process, as well as the reading passage are administered one-to-one. The written sections of the assessment are designed to be given in a larger group of students with one assessor reading the script in the assessor guide.

The STS team then implemented the pilot to test the reliability of the screening assessment content. Following the pilot, STS completed an item analysis to examine the reliability of the assessment items and identify problematic questions and guide the revision process. Following the item analysis, STS worked with the curriculum and materials development team to make final revisions to the Level 1 and Level 2 placement assessments. To finalize the screening assessments, STS combined the Grade 1 and 2 items to create the final Level 1 assessment and the Grade 3 and 4 items to create the final Level 2 assessment. The team, while maintaining alignment with the curriculum, reduced the number of items per grade level to combine two grade levels into the ALP levels. Through this process, the team grouped similar skills and included items from both grade levels to maintain curriculum coverage.

Based on the feedback and observations during the pilot, the team developed a two-day training to prepare assessors for the operational screening assessments. The training included the sessions in the pilot assessment training, though based on feedback from the training and from observations in the field during the pilot activity, the team included several additional sessions in the training, including additional hands-on practice, inter-rater reliability exercise, and scoring practice. In FY18, STS developed and implemented a series of focus group discussions to gather data on Master Trainer, principal, teacher and student experiences with the assessor trainings and assessment implementation during the 2017 – 2018 academic year. Findings from the focus group discussions identified key challenges and areas for improvement in the trainings and assessment materials. Some of these included the call for increased practice time during teacher training to score the assessments, support for assessment oversight, and stronger enumerator preparation to ensure training consistency across the counties. The findings included:

- Based on teacher accounts of the training, trainings were not consistent across all counties.
- Teachers reported that they enjoyed the trainings and that the trainings were hands-on and touched on all aspects of the assessment process.
- Teachers reported challenges with scoring and indicated that more hands-on practice during the training would help them familiarize themselves with the scoring process.
- Students reported that they liked taking the assessments. They reported enjoying the questions and wanting to demonstrate their knowledge.
- Students also reported understanding why they were taking the assessments
- Based on accounts during the focus groups, teachers and principals understood the purpose of the placement and completion assessments.

The focus group discussion process provided real-time data and feedback to support assessment and training revisions. Based on the findings, STS provided revised materials and provided recommendations to the EDC team on how to improve training quality and assessment implementation. Suggested recommendations included

- More time for hands-on practice during teacher training;
- Added emphasis on teachers' and principals' respective roles and responsibilities for assessment oversight, administration, and scoring;
- New sample scoring exercises to give teachers and principals supervised time to practice; and
- Re-structuring the training schedule. Rather than delivering the post-test at the end of the training on Day 3, STS moved the test to Day 2. This change allows MTs to score the post-tests and use the results to provide targeted practice or refresher sessions before the end of the training.

This information informed the placement revision process. STS completed this task in May 2019, and new tools were piloted and used for the 2019/2020 academic year.

In FY20, STS submitted the final assessment package. This package includes Level 1-3 student assessments and corresponding assessor guides to support administration and scoring.

In addition, STS finalized score report templates and training materials to help teachers use the placement assessment formatively. The score report tools represented a system for using the placement assessment data formatively in the classroom. The reports allow teachers to plot their learners' placement assessment scores across the content areas. It also allows teachers to group specific questions and subitems into key language arts and mathematics skill areas, so that they can gain a more nuanced picture of their learners' abilities. Specifically, the score reports support the following uses:

- Visualize learners' abilities in one place. Teachers can use the score report to visualize their students' knowledge and understanding in literacy and mathematics overall by plotting those scores in one place. In identifying skill-based groupings by questions, teachers can also use the score report to examine specific skill areas or subcategories within the two content areas.
- Categorize learners as beginner, intermediate, or advanced. Teachers can use the benchmarks and cut-scores included in the report to categorize learners' abilities broadly in specific language arts and mathematics subcategories on the placement assessment as well as within more specific skill-based areas.
- Group learners within a class for small group work. If teachers are implementing small group instruction, score reports can help them group students based on their skill level within a specific subcategory. This process can help teachers provide targeted differentiated instruction.

The finalized score reports include a level-specific form that corresponds with the specific assessment subcategories and items. The score report package also includes general instructions on how to complete and use the reports.

Crossing Cutting: AQE Approach to Gender Equity and Inclusion

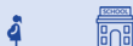








Working in partnership with the Liberian MoE, AQE helped to improve gender equity and inclusion through a comprehensive approach. From the development of instructional materials to the provision of teacher training, engaging the community in establishing safer learning environments, and Learner Eligibility Assessment and Certification Policy Guidelines gender equality and social inclusion were vital considerations across the lifecycle of the project.

AQE's contract required the Activity to develop a strategy and carefully monitor activity implementation to ensure that girls and boys were equitably benefiting from project activities and redress gaps when data indicate that girls' and boys' needs are not being met. Similarly, the MoE National Policy on Girls Education 2013 emphasizes the importance of providing an enabling environment for gender equality in education, training and management. To do this, the Activity conducted a Gender Analysis (GA) during FY17 Q3 in conjunction with a RERA to provide insight into the context of gender equity and socio-cultural norms in Liberia and inform the Activity's overall four-year design and work plan. The GA identified gender-related gaps and barriers that exacerbate gender inequities and thwart improved education outcomes for Liberian girls and boys, with a special focus on ALPs and Children with Disabilities (CWDs). The analysis demonstrated that the majority of the constraints faced by Liberian young women, children, and children with disabilities were linked to inequitable gender and social norms. A summary of the findings is provided in the accompanying diagram.

The GA proposed several specific gender-sensitive activities for all aspects of the AQE Activity; including:

- Engaging with the Ministry of Gender for improved monitoring of SRBGV; Ministry of Justice for issues around the enforcement of cases referred for legal action per the Code of Conduct; and the Ministry of Internal Affairs for traditional leaders
- Training PTAs on prevention and response to SRBGV and compliance with the Code of Conduct;
- Train teachers in gender awareness and inclusive pedagogy to promote equity, safety, and inclusion in the classroom
- Work with the MoE, teachers, and PTAs to enforce the school Code of Conduct to improve safety and reduce SRBGV;
- Encourage cross-generational dialogue to encourage children's increased participation in society and improved confidence to communicate about and take action to resolve sensitive issues;
- Develop a referral system in cases of violence or a first-responder system to be able to manage incidents and negative trends at school.
- Conduct activities with adolescent boys and girls to establish a culture of gender equality to be supported by interventions at the community level;

Figure 19. Gender-related Challenges and Barriers in Liberia Fact Sheet

Gender-related challenges and barriers in Liberia Fact Sheet	
	Girls are less likely to continue their education than boys, and they are also more likely to drop out due to insecurity, pregnancy, and early marriage. Girls who become pregnant as a result of sexual violence are often victim-blamed, shamed, or stigmatized, which leads to drop out.
	Children with disabilities face additional challenges as may parents prioritize the education of children without disabilities especially when finances are tight.
	Boy's involvement in income generating activities as one reason for dropout.
	Violence generally occurs at any time, at school, at home and in the community.
	Boys and girls experience violence differently. Girls are more prone to be targets of SRBGV. Violence also occurs between adults and children, as well as between boys, especially when alcohol and drugs are involved.
	Children did not always feel safe at school. Both girls and boys are victims of discrimination and SRBGV. Girls are more likely to be propositioned for transactional sex, and boys are more likely to receive corporal punishment. Perpetrators of this violence include school administrators, teachers, and students themselves.
	Only about a third of students who had experienced GBV reported it. This is also affected by the stigmas and victim blaming that men and boys have good reason to use violence against women and girls.
	Most participants preferred to discuss the problem which both parties first. If they cannot come to an agreement, they involve the town chief.
	Only in dire circumstances would they consider involving the police. Given that most cases are unreported, the majority of perpetrators of SRBGV are not brought justice.

Drawing from these important evidence bases, the Activity worked thoughtfully to incorporate gender-equitable approaches and nuances in a contextually relevant manner. The following section summarizes how the Activity developed a combination of integrated gender equality and social inclusion interventions to meet the recommendations. Interventions included advocating and creating safe and gender-sensitive learning environments, age-appropriate gender-sensitive TLMs and TPD, and resources on gender-responsive pedagogies, formative assessment approaches, and community engagement strategies.

Teacher Training and Mentoring Strategies

The RERA and GA provided valuable input about common beliefs and practices held by teachers, students, parents, and community members and informed the initial planning and ongoing design process of the TLM and TPD approaches. Analysis of the data highlighted areas needing particular attention to enhance equity and inclusion including that teachers and learners had access to gender-sensitive and socially inclusive materials.

Gender-responsive and inclusive teaching strategies require that teachers have a high degree of awareness of learners' needs as well as the skills and confidence to support all learners in the classroom. This is why the Activity purposefully integrated gender-sensitive and inclusive education activities throughout the teacher professional development (TPD) program. To raise awareness among teachers and a better understanding of the needs and circumstances of their students, particularly those from more vulnerable and poor backgrounds the team carefully created scenarios to use as talking points to address and openly discuss gender equality and social inclusion and encouraging critical thinking about gender issues. This was a particularly useful strategy when training teachers, principals, EOs, and PTA leadership in School-Related Gender-Based Violence (SRGBV) prevention and response, including the use of the TCoC to address SRGBV.

The AQE TPD Cycles recognized that teachers needed ongoing support through mentorships and peer-to-peer engagement to help internalize the knowledge, skills, and resources gained through face-to-face training. When planning and facilitating TPD sessions, the Activity aimed to provide teachers and principals with the same high-quality instruction that learners should receive, for example, using participatory approaches to engage females and males equitably and giving both female and male students opportunity to take leadership positions and participate in class, read books aloud, etc. Both the Activity and the TWG agreed that it was particularly important to empower teachers to address the needs of all students to the best of their ability, using learner-centered methods whenever possible including:

- Using participatory approaches to engage all students equitably.
- Providing multiple means of representation.
- Providing multiple means of action and expression.
- Teacher modeling of inclusion.
- Ensuring all students have access to materials and using those materials as talking points to address and openly discuss gender equality and social inclusion.
- Using formative assessment to support student growth over time and improve achievement outcomes.

Through the TPD cycles, teachers and Principals were actively encouraged to implement these strategies in their teaching and opportunities were provided to reflect and discuss the importance of these strategies in creating equitable learning environments. The use of gender-responsive pedagogy was included in the AQE Classroom Observation Tool so mentors could provide further support to teachers at the individual level if required.

Teaching and Learning Materials

In addition to incorporating multimodal instructional strategies through a variety of sensory channels into TLMs, the Activity recognized that developing quality TLMs could promote positive attitudes and help learners learn about individual differences. Ensuring that schools have—and use—gender-sensitive and socially inclusive materials is an important way to change negative beliefs and attitudes. Therefore, the AQE team developed instructional materials using an array of strategies and considerations to address gender inequality and promote positive images of females and males throughout its products. In consultation with the TWG, the Activity reviewed *The Checklist for Evaluating Teaching and Learning Materials*²¹ and adapted it to the Liberia context. In consultation with the Girls Education unit, it was agreed that in TLMs, the relationships between girls and boys and women and men, as well as those with and without disabilities, should be presented as equal and mutually respectful, with all characters participating in decision-making and activities, and exercising both traditional and non-traditional roles to promote collaboration and cooperation. Where possible female and male characters should appear with equal frequency. Although a particular story may focus on a male or female character, both genders are represented equally across all the stories and text in materials. Females and people with disabilities would not be depicted in subservient or passive roles. People First Language would be used to eliminate generalization, assumptions, and stereotypes by focusing on the person rather than on the disability.

The findings of the RERA analysis, Gender analysis, were used to update the curriculum and the TLMs and align them to the MoE curriculum topics for Comprehensive Sexuality Education (CSE), and International Technical Guidance on CSE produced by UNESCO. New or significantly revised lessons address topics of child rights, participation, and gender equality, gender norms, celebrating gender diversity, understanding body changes during puberty, challenges of pregnancy for young people, and unwanted or inappropriate touch were embedded into the content, pedagogy, and materials for Life Skills. A new program called Learning Together was developed for Levels 1 to 3 to promote and maintain positive behavior in the classroom context, fostering an environment conducive to learning by promoting Social and Emotion Learning (SEL). Semester one provided learners with an introduction to the classroom environment, their rights and responsibilities as learners, gender roles and stereotypes, and how to understand and manage their feelings. Learning Together semester two content for levels two and three include topics related to safety, peer pressure, and assertive communication. Life Skills material supports level one learners for two semesters with a wide range of life skills topics, including roles and responsibilities within family and community, values and behavior, gender roles and stereotypes, understanding and caring for the body, personal safety, effective communication and conflict mitigation strategies, and environmental stewardship. "Home links", were inserted into Life Skills and Science lessons. Home links are specific homework assignments that involve and promote discussion among household members including mutual respect among learners and between students and teachers, gender norms, and physical changes in adolescence. The LBox program reached provided schools with additional reading materials and also contained age appropriate and gender sensitive reading materials.

During testing of new resources and instructional materials, observations and feedback shed light on learner participation, engagement, and shift in achievement levels. Feedback from students, parents, teachers, and community providers highlighted helpful strategies and revealed ways to continue improving upon gender equality.

²¹ The checklist provides strategies for representing members of all society subgroups inequitable and non-stereotypical ways and helps to ensure that materials promote equality and actively integrate gender equality and social inclusion into the program

The successful implementation of the Activity's TPD and TLM interventions led to a collaboration between the Activity and the Liberia School for the Blind (LSB). Through several working sessions and field visits, the AQE team and LSB identified several opportunities for linkage and integration of their respective programs. It was noted that the Activity's TLMs multimodal instructional strategies that allow learners to engage with new content and reinforce skills through a variety of sensory channels and through approaches that encourage learners to tap into their creative strengths. Approaches to teaching and learning have been geared to a multi-grade classroom to reach learners of varying ages and capacities and that they would be appropriate for integration with the LSB's program to enhance learning opportunities for all learners in Liberia. In consultation with the LSB, the technical team designed a two-day orientation for the LSB. The structure of the training centered around the core Universal Design for Learning (UDL) principles, which ensured familiarization of participants with Accelerated Learning Principles (ALP) and their application in Inclusive Education (IE) policy and practice. This workshop was one part of the overall partnership documented through a Memorandum of Understanding between AQE and LSB. AQE provided a support package that included equipment (two Braille embossers and one binder, 50 sets of Braille styluses and slates), materials (data package for computer lab internet access and administrative office; set of AQE Teacher Guide and Learner Workbook Materials [soft copies] for Braille reproduction; Library in a Box and other AQE maths and literacy game resources and training (one workshop including inclusive education consultation and adaptation of the ALP Conventional School training manual to reflect Universal Design for Learning integration with AE principals). LSB developed an action plan for integration and maintenance of the equipment, technical training for use and maintenance of equipment, materials and supplies and teacher participation in the workshop. As part of the AQE disposition plan at the end of the Activity, USAID approved the allocation of solar panel sets and a vehicle to LSB as well.

Community Engagement Strategies and Safer learning environments

Improving learner safety at, to and from school was an overarching goal of AQE's approach. The Activity recognizes that children's potential for academic achievement and social and emotional development are maximized when the school environment is positive, safe, and nurturing with effective instruction; when teachers and children have a voice in school affairs; and when there are effective avenues for communicating about, responding to, and preventing violence (RTI International, 2016).²² By reducing major risks through increasing vigilance of parents and communities, learners, teachers, principals and education officers, and improved reporting practices and structures, the Activity promoted and achieved Safer Learning Environments in collaboration with education stakeholders, PTAs and other community level actors. The Gender Analysis study identified SRGBV as a significant barrier to students' educational achievements, impacting learners in several ways including: no longer feeling safe at school, declining attendance, dropping out, lower academic performance and withdrawal from social interactions with peers at school or in the community.

An AQE Safer Learning Environment (SLE) Baseline Assessment was conducted about 18 months after the RERA and GA. The baseline findings showed that while most learners and school personnel perceive a positive school climate with regard to acceptance of diversity, there is room for improvement in terms of treatment of students with disabilities, and students who do not conform to gendered expectations, i.e., girls who act 'boyish' and boys who act 'girlish'. Additionally, 86.4% of the learners reported that they were worried about their safety from any type of SRGBV while going to and from school compared to 20.9% that were worried about their safety from SRGBV risks within school.

²² RTI International. 2016. Conceptual Framework for Measuring School-Related Gender-Based Violence. Washington, DC: U.S. Agency for International Development.

Training and other activities under the CES were developed based on findings of the RERA, GA and, after 2019, the Safer Learning Environment (SLE) assessment. Activities with communities through PTAs, traditional leaders and other relevant community members, reinforced gender equity and inclusion related content and skills addressed in other components of the program and prompted community members to plan and take action in their schools and communities on these topics.

All PTA training cycles covered gender equity and inclusion through content on addressing and preventing SRGBV, enabling safer learning environments, and creating action plans and activities to conduct in their communities on these topics. The Activity developed a Parent Teacher Association (PTA) pilot series of six capacity building interventions with 25 communities. The focus is on the PTA as an interface between school and community for engagement on school safety and gender mainstreaming activities. The pilot event series included orientation to and activity planning on the MoE Code of Conduct, changing harmful gender norms, responding to and preventing bullying, sexual violence, corporal punishment, and reporting of SRGBV through a community-based referral system. The SLE midline study found promising advancements on SRGBV prevention and enabling safer learning environments in the pilot communities. More about the pilot event series can be found in Annex 5.

Learner Eligibility Assessment and Certification Policy Guidelines

A major milestone in the AQE Accelerated Learning Program (ALP) was the launch of the Learner Eligibility Assessment and Certification Policy (LEACP) Guidelines in 2019. The policy provides a detailed description on implementation purpose, methods and strategies for the MoE Harmonized Policy for Alternative Education launched in 2017. Integral to the policy is the principle of inclusive recruitment and selection processes to promote quality provision and access in ALP practices. In this, the LEACP orientations are comprehensive in guiding education officers, principals, and teachers to ensure that service providers, community structures (including traditional and religious leaders), parent– teacher associations (PTAs), school management committees (SMCs), community-based organizations (CBOs), and other stakeholders on recruitment and selection for equitable access of all eligible learners. Equity, access and quality have been fundamental to AQE implementation. Monitoring fundamentals cover approaches to make data more inclusive, improve disaggregation by gender and age and where possible by disability (e.g. in placement assessments), and in building human and technical capacity to do this.

Sustainability

The AQE design included a focus on institutionalization of an ALP Framework that would provide a solid foundation for a sustainable program. It included policies, implementation skills and tools for principals, EOs and PTAs, and an accelerated curriculum aligned with the national curriculum and used as the basis for TLMs, pedagogy and measuring learner achievement. In addition to this overall framework, the Activity included the site level activities and related training and support to implement the policy framework. The design also included a collaboration, learning and adaptation process of frequent and substantive engagement and communication within the MoE at multiple levels and between the MoE and EDC in a partnership that promoted joint goal setting, planning, implementation, review of results and intentional adaptation based on these results and shifts in context.

As USAID/Liberia's AQE Activity concludes, 191 of the 264 schools selected to participate in AQE have been able to plan for and continue providing ALP classes with a reasonable degree of functionality for the 2020-2021 school year with only backstopping support from AQE. The role of AQE during its final 18-24 months of operation shifted from leading implementation from 2017-2020 to supporting planning and implementation for the 2020-2021 school year. The planning and support for the 2020-2021 school year also demonstrated a high degree of resilience on the part of the MoE from the school level to headquarters. While there are many challenges ahead for sustaining ALP programming in the AQE supported sites and counties, and scaling the program out to other schools and counties, there is also a high degree of optimism that with targeted internal and external resource mobilization and attention to quality delivery of the ALP package that has evolved over the course of the Activity, overaged learners can have equitable access to quality basic education in the AQE sites and beyond.

The final school level structure for sustained provision of ALP is its integration into the conventional school program, or ALP-CS as described earlier in this report. ALP-CS optimizes existing resources at a school (teachers, classrooms, and materials) and the number overaged learners out of school or enrolled in conventional programs. The pilot study requested by the MoE in 2019 resulted in a set of possible scenarios and the tools with which to assess the best scenario for each school and to plan for its implementation. For the 2020-2021 year, this planning continued even amidst the COVID-19 restrictions. Principals and EOs worked together to determine the best scenario for each school, and to plan the resources and activities that would be needed to implement the chosen scenario for 2020-2021. At this stage, AQE provided targeted coaching support to principals, teachers, PTAs and EOs to promote smooth conclusion to the disrupted 2019-2020 school year and planning for an abbreviated 2020-2021 school year. The results of the 2019-2020 summative assessments and the performance of AQE Level 3 learners on the WAEC are indications of the effectiveness of key practices in ALP and the cumulative competence that has been built from the schools to the national headquarters, to institutionalize ALP and promote sustainable quality services. These results were enabled by several strategic implementation approaches.

Sustainability and the Journey to Self-Reliance.

USAID has defined sustainability as “the ability of a local system to produce desired outcomes over time. Discrete projects contribute to sustainability when they strengthen the system’s ability to produce valued results and its ability to be both resilient and adaptive in the face of changing circumstances.” This is a critical contribution to self-reliance, defined by USAID as the country’s ability to plan, finance and implement solutions to its own development challenges.

1. **Taking a systems view.** EDC recognized early on that development, institutionalization and sustainability of an ALP framework would require engagement of the internal MoE system and external entities including USAID, GPE, and UNICEF among others. Internally, AQE requested that the Assistant Minister for Basic and Secondary Education convene a Technical Working Group of Representatives of these institutional homes to be engaged in AQE activities as appropriate to their roles. Membership represented Girls' Education, Inclusive Education and Community Engagement, as well as Curriculum, Teacher Professional Development, Policy and M&E. Sub-committees were established to provide more direct involvement in specific technical activities and were chaired by the relevant MoE office representatives. The TWG Chairperson, i.e., the Director of the Alternative Education Division worked with the Assistant Minister to ensure that proposed policies and other critical issues were placed on the Ministry's Senior Management Team agenda and resolved, further socializing Accelerated Education within the Ministry itself. Externally, GPE and UNICEF have been critical collaborators in promoting school quality, including that of alternative programs, and expanding ALP services beyond the six AQE focus counties. Teachers, learners and decentralized structures were also engaged in feedback loops over the course of the Activity.
2. **Engaging decentralized structures.** Education Officers, Principals, Teachers and PTAs were critical actors in institutionalization efforts, especially those related to development and implementation of curriculum aligned teaching, learning and assessment packages. AQE implemented multiple activities with HQ staff, engaging and connecting with school, district and county teams in appropriate roles. This strengthened roles and relationships, while providing those who would sustain ALP programs with learning and practice opportunities. An early activity was the engagement of County Education Officers in the site selection process. Criteria for participation in AQE were established at the national level, county teams provided preliminary schools for consideration and participated in the assessment of the schools. AQE assisted CEOs to develop a structured presentation of assessment results and recommendations. This level of engagement with related training and implementation support continued through the establishment of the ALP scenarios and related assessment and planning tools. Teacher training included sessions for principals and alternative education supervisors and other EOs, to learn what the teachers were learning and to sharpen their monitoring, supervision, and coaching skills. PTA activities (training and resulting action plans) included principals, traditional leaders and as needed, health, social workers, and local law enforcement; they were conducted on site, in small clusters of neighboring schools and infrequently at district, county or regional levels and involved District PTA focal persons as well as representatives of the Community Engagement team at the Ministry. County M&E Officers joined Activity M&E staff in critical data collection, quality assessment and analysis activities, and Financial Managers worked with the headquarters budget staff to develop and implement budget training for EOs.
3. **Collaboration, Learning and Adaptation.** Though there are multiple examples of this throughout the implementation of AQE, these specific examples are directly linked to institutionalization for sustainability
 - a. Institutional Capacity Assessments were conducted over a three-year period to enable the Alternative Education Division and County Offices to reflect on and self-assess their capacity to implement ALP, based on seven categories of institutional functions. Each assessment resulted in action priorities that were folded into AQE's implementation planning, and several that could be implemented by the division/county without AQE support. The final year ICA and review of trends indicated improvements in institutional support (policies, procedures, structure) and monitoring and evaluation practices. During the National Reflection meeting, participants noted that these areas had received a lot of attention and teams felt

good about their abilities in these areas. Prioritized action items included a focus on service delivery and the engagement of community and private sector actors.

Discussion indicated that this is because service delivery is an important focus with AQE's conclusion and while community engagement has been high, it will continue to be important in sustaining the program.

- b. In lieu of developing a standards-based process for accrediting ALP sites, the MoE chose to integrate Alternative Education into its emerging School Quality Assessment (SQA) tool. This decision is compatible with the MoE's emphasis on a One School Approach in which all programs at a government site are the responsibility of school management and to be supported by district, county and national structures. The Alternative Education Module focuses on two critical quality standards: Teaching and Learning Environment, and Community Linkages. These standards were prioritized from the 9 standards comprising the MoE's Program Quality Standards for ABE (2017); they are not as fully reflected in other sections of the SQA and are essential for successful alternative programming. This institutionalizes the role of Alternative Education (including accelerated programs) within the MoE structure and considerations of quality.
- c. Integrating ALP within the conventional school. As thinking and planning about the sustainability of AQE results and benefits, the MoE returned to a vision of alternative programs being implemented side by side with conventional programs, making all school resources available to alternative programs. To learn about the conditions that would enable an ALP/CS integration, the MoE requested that AQE pilot this integration in a mix of urban and rural schools. Responding to this request provided more concrete shape to sustainability planning, as the site level requirements and available resources could be mapped for planning. Conducting the pilot and using its results to develop planning tools for considering the best ways to implement ALP/CS moving forward provided a focus for the sustainability plan and AQE support in its final year.
- d. Enrolling Level 3 learners in WAEC, even during the COVID-19 pandemic demonstrated the equivalency of the accelerated curriculum as Level 3 learners passed the WAEC at rates equal to and in some cases higher than their conventional school counterparts. These results provide evidence of equivalency, promoting confidence of learners, parents and the education system and an important piece of information for resource advocacy.

4. Sustainability Planning and Transition

While sustainability and transition had been foundational to AQE since it began in 2017, EDC began in-depth sustainability planning with the TWG in September 2019 to ensure that approaches and needs could be tested using activities and joint monitoring. The sustainability planning process included:

- Convening the Policy Sub-Committee of the TWG as the Sustainability Planning Group
- Establishing key practices to be sustained and by whom.
- Determining what is in place and what is needed to support sustainability (in terms of human, institutional, financial capacity and resources, as well as governance structures).
- Development of an action plan for the remainder of the project to put in place, or mobilize the resources needed to sustain a quality program (See Annex 7 and Annex 8).

The sustainability and transition plan became more focused once the decision to integrate ALP as part of a school's offerings, using all available resources. The COVID-19 driven pivot to remote support for site and county level planning could focus on initially gathering information to choose an ALP/CS scenario, using available teacher time, classroom space and TLMs. Parent and community engagement could be focused on creating safe spaces for the return to school as well as mobilizing for the shifting of overaged learners currently enrolled in the conventional program to the ALP. Teacher training, TLMs and recruitment, enrollment and placement activities could be structured based on the actual scenario envisioned per school.

To support staff development, AQE produced refresher training manuals for semesters 1 and 2 and a series of "mini-modules" and worked with relevant national, county and district staff to use these modules for continuous learning for teachers, parents, principals, EOs and PTAs.

Each school now has the tools to choose a scenario for the 2021-2022 school year, and to determine the steps that will be needed to conclude 2020-2021 and prepare for 2021-2022, including additional site level training of staff. Putting this together will require continued support from district, county, and headquarters staff, including the monitoring and reflection on achievements and challenges, problem solving and documentation. The national MoE will have a continued role to play in mobilize critical resources for supervision, staff development and the provision of TLMs.

Conclusion

Sustainability requires technically sound practices, a robust implementation system and structure, including policies, qualified staff, clarity about roles and responsibilities and resources for implementation. As AQE concludes, the MoE has policies, a strong technical package of curriculum, TLMs, planning and monitoring tools, quality assessment/improvement processes and staff development. The major challenges for continued implementation will be resource allocation/mobilization for staff development at all levels, continuous alignment of alternative/accelerated curriculum and TLMs as national curriculum evolves, maintaining quality of implementation to maintain high performance of ALP learners on WAEC. Several of the AQE results can be used for advocacy by the MoE, particularly for continuing system strengthening and sustainable quality programs. Among the key areas for further systems strengthening are: integration of AE pedagogy and principles into pre-service teacher education, providing professional development for AED/TPD and ABES's and principals to update knowledge, skills, practices in AE, and the provision/mobilization of the resources needed for the production and distribution of TLMs and effective support for quality improvement at the classroom, school, community levels.

Monitoring, Evaluation and Learning

A hallmark of AQE’s Monitoring, Evaluation and Learning approach was to use Activity data to make programmatic and operations decisions, inform an adaptive management approach, and ensure data sharing and joint analysis with MoE officials. This helped to ensure the Activity was meeting real needs, responding to relevant changes in context and building MoE capacity to analyze data and use it for decision making and planning.

AQE’s monitoring, evaluation and learning activities were guided by the Activity Monitoring, Evaluation and Learning Plan (AMELP). Reviewed and approved by USAID (and revised regularly to reflect program adaptations). The purpose of the AMELP were to: guide monitoring activity’s progress and performance in order to inform management of the implementation of activities, to guide learning about the successes and challenges of implementation and approaches to inform future programming, promoting the recurrence of positive outcomes and avoiding the recurrence of negative outcomes, and guide measurement and evaluation of activity goals and objectives.

AQE rigorously collect performance monitoring data on an ongoing basis on key output and outcome indicators to track the progress of the program and to aid management in fine-tuning the implementation approach (26 indicators (see annex/indicator tracker). In addition, AQE conducted regular rolling assessments to monitor key contextual factors related to potential fragility that might affect activities and results.

In line with the above-mentioned goals, AQE conducted a wide of data collection and synthesis activities categorized in the table below under the following: Rolling assessments, Risk assessments, assessments of learning, and assessments on school management,

Table 32. Summary of major AQE assessments

	Assessment	Scope of assessment
Rolling Assessments		
1	Classroom observations 2018-2021	Quarterly assessments of teacher capacity in facilitation of active learning, questioning, methodologies, lesson conclusion and developing quality improvement action plans with teachers.
2	Site surveys 2018-2021	Quarterly assessments of factors that affect site management and ALP implementation
3	Site Survey Predictors of Student Turnout/attendance 2020	The team linked various existing datasets to identify other key predictors for learner survival rate - whether students enrolled at the beginning of their school year turn up for their end of the year assessment.
Risk assessments		
4	Rapid Education Risk Assessment (RERA) and Gender Assessment 2017/2018	The purpose of this RERA is to: Highlight the main barriers that hinder access, retention, and success in school or accelerated learning programs (ALPs) for over-aged or out-of-school children in Liberia ages 8 to 15, to, as well as factors that contribute to resiliency and make recommendations for specific interventions

		to address issues, mitigate risks, and/or increase resiliency within AQE Activity scope.
5	Gender Analysis (June 2017)	To identify gender related challenges and barriers in Liberia and strengthen its understanding of how these inequalities affect education outcomes for out-of-school Liberian children in relation to the activity's scope of activities. Additionally, the activity included a special focus on children with disabilities (CWD), who are one of the most vulnerable groups in Liberia due to stigma and social norms
6	Safer Learning Environment (SLE) Baseline Survey 2018/2019	Conducted to better understand the perception of safety and prevalence of risks to students and school personnel. The ECCN SLE toolkit was adapted and used to measure the five risk areas prioritized by the GoL ALP Technical Working Group (TWG).
7	Safer Learning Environment (SLE) Midline Survey 2019/2020	To learn more about how and to what extent SLE impacts retention, access, and learning, and what types of interventions are effective in overcoming risks to SLE. This will help adjust the activity to be more effective in achieving its goals.
8	Student Retention Survey 2018	The focus was on the problem of ensuring students who enroll in ALP do not drop out or frequently miss class.
9	COVID-19 Impact Research	AQE conducted a COVID-19 survey among beneficiaries of all of its activities to understand how the activity's beneficiaries are affected by the pandemic and in what ways they are resilient to its multiple shocks and stressors. Three close-ended surveys with forty-eight questions were conducted altogether in Liberia in six counties – Bong, Grand Bassa, Lofa, Margibi, Montserrado, and Nimba. A total of 587 respondents were surveyed during Wave 1, 342 during Wave 2, and 578 during Wave 3.
Assessments on learning		
10	Saturday School entry Survey 2019	Designed to determine the initial feasibility of Saturday Schools for the ALP. The survey was used to gauge community level willingness to support Saturday Schools; as well as identify potential barriers and possible incentives.
11	Secondary Data analysis: <i>Examining the relationship between 2019 level completion and student's background (intake form):</i>	AQE has followed 7,432 of the 13,000 students that participated in the 2019 level completion assessments. Level completion data for these 7,432 students were

		linked with their intake/enrollment data (49.4% female and 50.6% male).
12	Level completion for 2018-19 (Assessments)	Following the training of teachers, principals and EOs in administration of assessments, AQE worked with EOs, principals and teachers to administer summative and placement assessments at the end of the 2018/2019 school year (July and August 2019).
13	2019-2020 school year level completion	Completion assessment results for the School Year 2019-2020 were processed for 38,115 students (22,281 Level 1, 12,018 Level 2 and 3,816 Level 3).
14	Liberia AQE: Predictors of Student Turnout/attendance 2019/2020	AQE has seized the opportunity during the COVID-19 pandemic, when data inflow has been particularly slow, to link varying existing datasets together to identify key predictors for learner survival rate – that is, whether students enrolled at the beginning of their school year turned up for their end of year assessment.
15	Assessing Predictors of WAEC performance	The analysis links WAEC performance of 125 schools with site survey, site mapping, and classroom observation and completion data previously collected in those schools.
Assessments on school management		
16	Library in the box evaluation 2021	This evaluation involved 77 telephone interviews with teachers and principals as well as FGDs with 19 students from 25 AQE schools. The interviews and FGDs gathered data on the effectiveness of the LBox orientation, extent of principals, PTA members and DEO support to LBox implementation, the most valued effects of the LBox reading activities as well as challenges to the LBox implementation.
17	School Quality Assessment baseline and follow-up 2019/2020	There are two main datasets that were used for the SQIP analysis. One is the baseline assessment that was conducted in July 2019 and the other one is the follow up assessment that was conducted in February/March 2020(120 sites in both rounds). There are two standards under which there are a total of 5 indicators. The first standard is Teaching and learning environment. The second standard is Community Links and Support to ALP.
18	Teaching by Radio Critical Listening Survey	MoE-AQE national and county staff carried out critical listening monitoring of the radio programs, followed by critical listening phone interviews which they conducted with teachers, principals, PTA members, and

		other education representatives. The five phases of the survey. Phase 1 (April 4 – 17) =65; Phase 2 (April 18 – 30) =156; Phase 3 (May 1 – 30)=496; Phase 4 (June 1 – 14)=157; and Phase 5 (June 15 – 30) =233
19	Site mapping assessments 2017/18, 2018/19	A criteria-based multi-level assessment of public schools for ALP implementation. Results were presented by CEOs to central MoE stakeholders.

Reflection on program data

To ensure that insights from program data are channeled into program improvement, AQE organized semiannual reflection meetings involving AQE staff, DEOs, CEOs and TWG members. More specifically, the reflection meetings intended to: systematically channel evidence and lessons learned into the quarterly planning that is based on County Reflection Meetings (CRMs) and AQE forum processes and outputs, develop a strong connection between data use and quality of data.

Questions used to guide staff reflection on data include:

- What progress have we made in institutionalizing the ALP into Ministry and County, District and School Education Systems and Practices?
- What progress have we made in enabling inclusive access to safe and quality accelerated learning?
- What progress have we made in equipping teachers to deliver inclusive, qualitative and safe accelerated learning?
- What progress have we made in enabling learners to: enroll, attend consistently, and learn progressively (basic literacy, numeracy, and other knowledge and skills sets) and complete successfully (transitioning within and out of the ALP)?
- What were the most valuable lessons that you learned this quarter?
- What would you like to improve on in the next quarter?

The M&E team prepared data packets and shared with county teams ahead of the reflection meetings.

Image 9. AQE staff reflecting on program data

During the final year, AQE team conducted a final round of MoE-ALP County Reflection Meetings with DEOs and ABE Coordinators and Supervisors. Also present at these meetings were County Education Officers and MoE M&E Officers. Three reflection exercises centered on data sets collected during the final year of Activity implementation. County teams consolidated the results of these data reviews and lessons into presentations that were later discussed during the national reflection meeting that was held in Monrovia.



Conference presentations

AQE presented lessons and experiences at a number of international and local forums, including:

- The preliminary findings of the RERA were presented in the Comparative International Education Society (CIES) Conference (CIES in Mexico City from March 25-29, 2018). The activity was represented by EDC STTA and Senior M&E Specialist. They presented on a multi-project panel titled “Reacting to the RERA: How Rapid Education Risk Analyses informed practical implementation in literacy projects in Mali, Liberia, and Afghanistan.”
- **AQE Shared Expertise and Experience with USAID ECCN community:** On July 30, 2019, AQE’s Senior M&E Specialist Apollo Nkwake, and AQE’s M&E Coordinator, Edwinio Bowman represented the activity on the USAID Education in Crisis and Conflict (ECCN) webcast presentation “Ensuring Research Ethics during Rapid Assessments in Conflict and Crisis Environments.” The webcast was hosted by ECCN and brought together panelists from EDC, FHI360, ACRUG (Uganda), ECCN, and USAID who have worked with the SLE Toolkit or the RERA. Apollo and Edwinio featured the AQE’s recent experience using the SLE Toolkit and contributed to a rich discussion about the challenges faced in sensitive research and how they addressed them. The webcast event was live and showcased AQE’s work in front of an international audience, and a recording will be posted on the USAID ECCN website.
- Liberia JESR 2019 Presentation: Mary Hooker presented on AQE’s work on impacting the challenges
- EDC International Project Coordinator, Jordan Detwiler-Michelson represented AQE at the 2019 Comparative and International Education Society (CIES) conference in San Francisco from April 14 to 18. Jordan presented lessons from the AQE Safer Learning Environments (SLE) Baseline Study.

Submission of datasets to the USAID Development Data Library

AQE is required to submit data sets to the USAID Development Data Library (DDL). The direct results of federally funded scientific research. The DDL submissions are part of the agency’s effort to increase access to data by development actors, since they need to take a data-informed approach to improving the lives of some of the world’s most-vulnerable people.

AQE prepared and submitted the following datasets to the DDL:

- Site survey datasets (2018-2020)

- Classroom observation datasets (2018-2020)
- Safer learning environments assessments baseline surveys: students and school personnel survey datasets (2018)
- Safer Learning Environments assessments midline surveys: Students, school personnel, and caregiver survey datasets (2019)

The submissions included supporting documentation describing the datasets, such as data gathering tools, and notes on data quality, and ethics. The submissions are currently under review by the USAID DDL team before they are published.

Data quality audits

AQE supported and learned from the USAID/Liberia Strategic Analysis (LSA) Data Quality Assessments (DQA). The first DQA took place from August 16-29, 2018 and targeted these five standard indicators reported in FY2018. Later in 2019, USAID/LSA arranged a DQA follow-up visit with both the Contracting Officer Representative and AQE to check the status of the implementation of the DQA recommendations made in the September 2018 DQA report. The follow-up visit was conducted from March 24 - 30, 2019. LSA visited the AQE Monrovia office, field offices and selected schools in Grand Bassa and Bong. AQE had implemented most of the recommendations by the time of the DQA follow-up visit.

Another DQA was conducted virtually-through telephone calls and document review, from 21st to 25th September 2020. The review took a holistic approach, probing all staff cadres- M&E officers, Rehabilitation Officers, Master Trainers, County Team Leaders, County Education Officers (MoE CEOs) and principals, for their understanding of M&E procedures and quality controls. Data quality review tools were prepared and used. These addressed the following standards: Validity, Reliability, Precision, Timeliness, and Integrity with a focus on three indicators. The CoR provided an elaborate debrief with AQE staff at the national and county levels, and this enabled AQE to develop a response to the feedback and address concerns raised in the DQA.

Lessons Learned and Recommendations for the Way Forward

Through the collaboration of AQE and MoE progress was made towards building solid ALPs and integrate accelerated learning into conventional schools. There were a number of valuable lessons learned on teacher professional development and school safety through joint work that will inform the way forward for ALPs in Liberia. Recommendations for the way forward for ALPs in Liberia have also been developed through the collaborative work of AQE and MoE staff over the last several years of Activity implementation and provide recommendations for consideration by MoE, USAID and partners.



Lessons Learned

Teacher professional development activities used the GRR model for teachers to learn over time with proper guidance through mentorship and relevant practice. **Lessons learned through implementation of AQE reinforce the need to have a GRR model approach to training ALP teachers in Liberia.** Experience by AQE staff and Activity sub-contractor, School-to-School International confirm that **teachers need hands-on practice related to classroom instruction and assessments.** Therefore, AQE staff and sub-contractors worked to incorporate hands-on activities and feedback sessions into trainings.

AQE and MoE's work on school safety through the SLE assessments and pilot event series provides evidence that school safety can be improved through community engagement. Equipping PTAs to address SRGBV through training, a school-based referral process, introductions to service providers in their counties and supporting them to produce action in their communities were important components to addressing school safety through AQE.

Recommendations for the way forward

Recommendations for the way forward fall under the following categories; an adaptive management approach to ALP implementation, teacher professional development, materials development, building EO skills, community engagement and institutionalization and sustainability.

Adaptive management approach to ALP implementation

- **A key success of the AQE program and recommendation for further ALP implementation is integrating the use of data for planning and monitoring programming with various groups within the MoE.** Given Liberia's dynamic context and the number of health emergencies experienced over the years, adaptive management should remain an overall management strategy.

Teacher Professional Development

- **The GRR model is an effective model for teachers to gain expertise, confidence, and develop their growth mindset.** Supporting large- and small-scale training with relevant coaching and mentoring helped teachers learn new concepts and approaches and gain the confidence to use them in the classroom. EDC recommends that MoE continues to integrate and use this model.
- EDC staff and EDC's subcontractor, School-to-School International, saw **the need for teachers to have more practice in teaching content, conducting assessments, and using new teaching methods within trainings.** AQE trainings were updated to incorporate more time for teachers to practice these skills, so they have more confidence and know-how as they returned to their own classrooms.

Materials development and revision

- **As the need arises for learning at home it is important that the material is grade level and age-appropriate to enable learners to study and learn at home.** It is therefore important to make sure that learners can access and understand complex information, which means that vocabulary needs to be systematically planned and learners need support in understanding and applying the vocabulary.
- **There is a need for MoE to consider the revision ALP Level 3 social studies, science, mathematics and language and ALP Level 2 social studies and science to reflect the reformed national curriculum and the prevailing context.** In some instances, the national curriculum has been revised twice since these curriculum materials were first developed and thus need to be revised.

Building Education Officer Skills

- **AQE EO training contained skill building on costing for ALPs, but there is a need to continue to build this skill set** to ensure EOs are able to understand cost and use data to advocate for resources, internally and externally

Community Engagement

- The AQE Activity, through the SLE assessments, found that community engagement is important to address and prevent SRGBV and to enable safer learning environments. **AQE recommends that MoE further integrate and build on the products and tools detailed in the CES to further enable safer learning environments for ALP learners.** This work should include continuing to build and encourage utilization of community referral pathways.
- **Increasing community engagement in enrollment, retention, completion and transition of overage learners is also of key importance.** Ensuring that PTA members and other community leaders understand the benefits of an accelerated program and a safe, violence free learning environment for overage learners will require continued community engagement, appropriate mobilization and collaboration between school and community.

Institutionalization and Sustainability

- There were a number of critical success factors related to institutionalization and sustainability that should be considered as ALPs continue in Liberia. Those success factors include:
 - Monitoring and evaluation processes to promote contextual learning.
 - Community engagement, led by PTAs trained for specific AQE related activities, to mobilize and enroll learners, and place and retain them.
 - Sustainability planning throughout the life of the Activity.
 - Quality TLMs and TPD practices.

Operations, Administrative and Financial Summary

Operations, Administration and Finance provide the backbone – the back-office mechanics – to ensure that program implementation is possible. From the beginning of AQE, these core functions were not only critical to supporting implementation through staffing, office space and equipment, and logistics, but also had a direct role within Result 2 for the provision of operational supplies, furniture and classroom/latrines rehabilitation across ALP sites. The following section outlines the operational start up and logistical support through the growth and then closeout of the Activity, including establishment of offices, procurement of equipment, recruitment and development of staff, as well as the challenges encountered with the covid-19 pandemic. Please see Result 2 for details on operational supplies, furniture and rehabilitation.

Operational Start Up and Annual Expansion

At the beginning of the activity, AQE operated from Monrovia office space in Mamba Point shared with another EDC implemented USAID project, Advancing Youth Project. This Mamba Point office location enabled the team to begin early operations while looking for a permanent space first for a head office and three county offices (Montserrado, Bong and Grand Bassa) and then eventually another three county offices (Margibi, Lofa and Nimba). By June 2017, offices were established in Monrovia (Fiamah) as well as Bong and Grand Bassa Counties. The Montserrado county office was identified close to the MoE County Education Office in Voker Mission and was renovated to enable staff to move to this location after co-locating with the head office staff in Monrovia. The renovation of the Montserrado office took some time, which led to staff moving to the office only in January of 2018. The opening of three county offices was as per design and the work plan. Each county office contained 11 staff and were equipped with furniture for operations. Generators that had been disposed from AYP powered each County office.

In Year 2, the activity expanded into Lofa, Margibi and Nimba Counties. This led to the procurement of office spaces in Sanniquelle (Nimba), and Voinjama (Lofa). The activity opted to temporarily co-locate the Margibi office in Paynesville with the Montserrado office. Procurement of office equipment was done to cater for the county office operations. Like the Year 1 counties, each office also housed eleven EDC staff. A procurement of 13kva generators was completed for Lofa and Nimba offices for power. In Year 2, the Grand Bassa office also moved to another location in Buchanan city after the team found the office location unsuitable during the rainy season.

In Year 3, it was determined that the Nimba office location in Sanniquelle was not suitable for program operations and a more central location closer to the MoE was needed. All County meetings were hosted from Ganta and all banking and fuel service stations were in Ganta. The Sanniquelle Office was therefore moved to Ganta. It was also determined that the Margibi operations were becoming more expensive as operations were initiated from Montserrado Office, prompting exploration into a separate Margibi-based office. The Margibi office was moved to Kakata city in April 2019.

By end of Year 3, all county offices were operational. Each county office had static security services provided by North Star security and IT support from Electroshak. Each office including Monrovia had a water source and were powered by generators which provided internet services. LEC service was set up for the Monrovia office to enable the activity to draw local power and reduce generator use, but this was consistently unstable.

The Activity had originally planned to phase out four county offices and utilize consolidated transitional teams to support the MoE through backstopping efforts across the counties when AQE direct implementation came to a close. The timing of this was disrupted and delayed by the covid-19 pandemic, but a no cost extension to the award from USAID enabled AQE to still execute the transitional support and backstopping. Nearing the end of the Activity in October 2020, four county offices were closed as part of the planned phase out and transition and two offices in Bong and Montserrado remained open. These county offices were used by the Transition Teams from November to March 2021. These teams are further described below. The offices supported the transition and backstopping of the MoE in the counties, which were divided as Coastal Counties (Montserrado, Grand Bassa and Margibi), and Inland Counties (Bong, Nimba and Lofa). The Bong Office was closed in March 2021 as this county-based backstopping wrapped up and the Montserrado office was left open to store all assets that were awaiting disposition after USAID approvals. This office closed at the end of June 2021. The Monrovia Office (Fiamah) operated up to July 2021 for the final handover to the property owner at closure.

Staffing

At the peak of the activity, the AQE team was made up of 104 staff located in the Monrovia office and the 6 County offices with support from an EDC headquarters project management team and short-term technical assistance providers. Each county office comprised of up to 14 staff including a Team Lead, Administration and Finance Officer, Monitoring and Evaluation Officer, Master Trainers, Community Mobilization Agents, Rehabilitation Officer, Drivers and Office Assistants.

AQE staff brought a diverse range of skills with experience in the USAID Advancing Youth Project, other USAID funded projects, UN agencies and other private sector companies. A significant number of staff had worked under AYP and continued to apply their skills under AQE. At the time of recruitment, a new labor law was discovered which required EDC to offer current or very recent AYP staff right of first refusal on new but similar positions under the AQE project. This created a delay in the recruitment process, as EDC had to consult two Liberian legal counsels for advice and adjust its approach. Based on their advice EDC reached out to all staff that occupied those similar positions and checked their availability.

With regard to key personal and international staff, the Chief of Party assumed position on May 1, 2017. In addition, the Senior Monitoring and Evaluation Specialist who had started working remotely at the time of contract signing arrived in the country on April 28, 2017. The original Senior Education Advisor from the proposal turned down the role and recruitment was initiated at that time. The new Senior Education Advisor joined in February 2018 after a long recruitment process which put strain on the early months of the Activity. The Director of Administration and Operations, who started as an STTA for procurement was later confirmed on the Activity in December 2017. The position of Senior Education Advisor was filled in January 2018. At the end of Year 2, the Senior Monitoring and Evaluation Specialist resigned and was replaced in March 2019. The COP of the Activity resigned from her position in January 2019 to take up a new post in Zambia and for two quarters, a series of Acting COPs were sent from home office to support the project. The Senior Education Advisor assumed the role of Acting COP at the end of Q3 until August 2019 when Haladu Mohammed joined as permanent COP for the remainder of the Activity. Recruitment for a new position of DCOP for Finance and Administration got underway in early 2020 after EDC and USAID agreed upon the need for this additional role. Over a similar period, AQE needed to recruit a new Sr. M&E Specialist. The COVID-19 pandemic delayed these recruitments but ultimately the positions were filled. In December 2021, a DCOP for Finance and Administration was employed

to head finance and Administration. Increased STTA from a distance supported the M&E function until a new Sr. M&E Specialist was approved and took up the position in March 2021.

The activity used STTAs from Head office to support areas of specialty throughout the project. STTAs were used in areas of teacher professional development, curriculum development, teaching and learning materials development, community engagement, institutional capacity development, M&E, and classroom/latrine rehabilitation. The activity also worked with Youth Challenge International out of Canada and benefitted from two rounds of volunteers who travelled to Liberia to work with the Activity. The volunteers' skills were used across all functions of the activity for them to have a clear understanding of project implementation and for them to provide much-needed support.

The period of October 2020 – March 2021 included the switch to backstopping and the first reductions of staff on the Activity. All existing staff from EDC were given the opportunity to apply for positions during the transition phase. An open and transparent selection process was employed to ensure that all staff were given a chance to outline their skills for the available positions within the transition phase. The two transition teams selected built upon the successes and lessons learned from the years of implementation and partnership with the MoE to then provide the final support for transition to MoE practice, structures and ownership of ALP going forward. This team was put in place by November 1, 2020 to operate to the end of March 2021. As the Activity neared completion, all technical, finance and operation staff were phased out based on the Demobilization Plan submitted to USAID in January 2021. These reductions continued between March – July 2021 as the final activities and events came to a close, though as needs emerged for more assistance on final activities, decisions were taken to extend some positions for additional weeks or months.

Staff Professional Development

While all employees came to AQE with strong skill sets, they were also eager to learn and to adapt their knowledge for new challenges. AQE staff benefitted from a variety of professional development opportunities which in turn helped them have greater results with stakeholders or provided opportunities to highlight the strong work of the Activity in external forums.

In the first year of the Activity, EDC piloted its new Supervisor Orientation program with the Liberia AQE team in Monrovia, including the County Team Leaders. In addition, the AQE HR Manager also set out to identify position-specific trainings within the edc.learn online platform for staff to access as time allowed. While EDC was tracking the early use of this platform, the AQE team consistently demonstrated high interest and access. Half-way through the Activity, two staff were invited to participate in an EDC regional summit where they joined workshops on a cross-section of technical and compliance topics while also took the lead as presenters in sessions related to AQE's work with government partners to support education.

The activity conducted regular “experience sharing” events where all staff from all county offices came together to one location for a series of plenary and group sessions over a period of days. The goals of these sessions were to effectively implement the operational and programmatic plans of the Activity, review and update awareness of policies and procedures and train staff on new and revised skills for their different functions (such as the introduction of Frotcom GPS tracking for all vehicles), share ideas from successful and challenging activities or adaptations of what worked or what was not working. Experience sharing events were also a form of team building and were attended by partners as well as STTAs when possible. The events were also a means to motivate staff and to share achievements or expectations across the Activity.

In addition to the experience sharing sessions, the Activity held quarterly reflection meetings with county staff and representatives from the different teams in the Monrovia head office. In these meetings, result areas were shared and plans for the next quarter were discussed. The major output was the quarterly plan or the plan for the next the next fiscal year – all of which improved skills in planning, preparation, documentation and presenting.

The Activity also supported staff who attended workshops in Liberia and across Africa. The Senior Finance Manager had the opportunity to travel to Kenya for a Finance compliance conference in September 2017. The Sr. Education Advisor and Team Lead for Grand Bassa attended the COP regional summit in Senegal in July 2018. One of the Teaching and Learning Material Development Specialist attended the ‘Policy and Practices in Accelerated Education’ workshop in Uganda together with MoE representative Mr. Thomas R. Clarke-AE Supervisor in November 2018. The other Teaching and Learning Material Development Specialist joined one of the STTA in South Africa for the ‘Countering School Related Gender Based Violence’ workshop in March 2019.

Challenges Related to Staffing

Recruitment for the AQE Activity was a major task during the first two quarters of the award. The recruitment process started with the creation of the development and posting of position descriptions, and quickly required incorporation of new information about local labor laws. Shortly after posting, EDC was made aware of the new law as mentioned above which required EDC to give current and recent AYP staff the right of first refusal on new but similar positions under the AQE Activity. These positions included drivers, office assistants, Administration and Finance Officers (AFOs), Monitoring and Evaluation Officers (MEOs), Logistics Assistant and Accountants.

EDC used the SmartRecruiters online system to allow for easier review and comparisons of the applicants. Over 3,000 applications were received for all applications at a time, highlighting the level of unemployment in Liberia as well as the challenge posed to reviewers. Although the number of applications was large, there is a relatively limited pool of people who have the required skills and experience to meet the minimum qualifications and move to long and short list groups.

The Activity had a minimum level of staff turnover. However, the turnover at the key personnel level and the gaps in coverage of these areas during recruitment for replacements was a challenge. Priority was placed on strong selection processes combined with interim support.

COVID-19 PANDEMIC

The outbreak of COVID-19 in Q2 of FY20 shifted the implementation process for the activity. The declaration of COVID-19 as a pandemic, the actions of airlines to begin cancelling flights and the closures of various borders internationally led to the evacuation of all international staff to their home countries. A few days after international staff evacuations, the GOL declared a health state of emergency and closed all schools, businesses and offices. Borders were closed and inter-county travel was restricted. EDC moved all staff to work from their homes as they followed Ministry of Health guidelines to ground all vehicles and closed all offices. This interrupted all field activities and led to the suspension of all trainings and in person activities.

The activity innovated in various ways to ensure the continuity of activities with distant support. Teams developed detailed contingency plans that soon needed to be extended. AQE identified activities that could be suspended or postponed and those that could be modified for execution through remote support. These plans evolved through various stages of the pandemic and government of Liberia directives. The activity supported staff working from home by increasing data

packages and providing emergency supply kits to ensure safety of staff in their home - work environment. The team moved to the use of online meetings and adopted the use of Zoom, Skype, WhatsApp and Ring Central for monitoring of work and engagement with partners. This helped to ensure continuity of activities via distant support. The distant support however became prone to fundamental challenges for staff working from home - including erratic electricity supply and internet connectivity.

By the beginning of Q1 of FY21, the offices reopened at 50% capacity. Staff were encouraged to work from home as the pandemic has not been completely controlled but could access the office on an as-needed basis with rotational schedules. The COVID pandemic continues to be a global problem and has continued to affect implementation in all sectors. EDC continues to exercise caution as exercising social distancing, wearing of masks, temperature checks and handwashing protocols are still in place. With the staff reductions due to close out, the rotational schedule was beginning to be unnecessary. However, an uptake in cases in June 2021 returned the country to a level of concern and support for final events and activities had to return to reduced numbers of participants and hybrid in-person/remote participation.

Financial Summary

See financial summary included in the following pages.

Financial Summary: March 2, 2017 – July 31, 2021

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

Financial Report FY21 through July 31, 2021

Task Order Name	Original Total	Revised Total	Obligated Amount to Date	Invoiced to Date (July 2021) - Estimate	Estimated Outstanding Commitments	Total Expenditures	Unexpended	Balance of Obligated Amount
Accelerated Quality Education for Liberian Children	\$33,982,732	\$33,982,732	\$33,982,732	\$33,856,866	\$-	\$33,856,866	\$125,865	\$125,865

Expenditures through July 31, 2021

Description	Result 1	Result 2	Total
Labor Costs	\$2,093,311	\$6,024,880	\$8,118,191
Travel and Allowances	\$593,968	\$1,735,030	\$2,328,997
Other Direct Costs	\$2,250,827	\$12,399,440	\$14,650,268
Indirect Costs	\$1,554,690	\$5,683,588	\$7,238,279
Total Estimated Costs	\$6,492,796	\$25,842,938	\$32,335,734
Fee	\$450,703	\$1,070,429	\$1,521,132
Total Estimated Costs plus Fee	\$6,943,499	\$26,913,367	\$33,856,866

Average expenditure rate based on the previous 3 month expenditures \$767,487.21

Average expenditure rate based on the previous 6 month expenditures \$639,982.53

Education Development Center, Inc.
Accelerated Quality Education for Liberian
Children

Contract No. AID-OAA-I-14-00073

TaskOrder No.: AID-699-TO-17-00001

Financial Report FY21 - through July 31, 2021

SPENDING BY COST COMPONENT - From 3/2/17 to 7/31/21

Cost Element	General Management and Operations	Monitoring, Evaluation and Learning Assessments	Training	Teaching and Learning Materials	Policy/Capacity Development	Parent and Community Involvement	Construction, Furniture & Equipment	Total
Direct Costs	\$9,622,754	\$2,413,362	\$2,687,562	\$3,846,760	\$837,243	\$1,483,970	\$2,099,381	\$22,991,033
Subcontracts	\$-	\$-	\$-	\$-	\$607,736	\$1,498,686	\$-	\$2,106,422
Indirect Costs	\$3,400,309	\$790,073	\$521,686	\$928,329	\$297,974	\$512,641	\$787,268	\$7,238,279
Total Estimated Costs	\$13,023,064	\$3,203,435	\$3,209,248	\$4,775,089	\$1,742,952	\$3,495,298	\$2,886,648	\$32,335,734
Fixed Fee*	\$67,135	\$146,499	\$462,132	\$349,254	\$361,514	\$126,391	\$8,206	\$1,521,132
Total Estimated Cost Plus Fixed Fee	\$13,090,199	\$3,349,934	\$3,671,380	\$5,124,343	\$2,104,466	\$3,621,689	\$2,894,854	\$33,856,866

(*) The fixed fee includes fees invoiced following USAID approval of both general activities and technical areas of work.

The costs in this report are not final since the EDC accounting office will issue NICRA adjustments (FY20) in September and most likely FY21 adjustments in September 2022.

Furthermore, deliverables which are pending USAID approval will be invoiced after USAID approval:

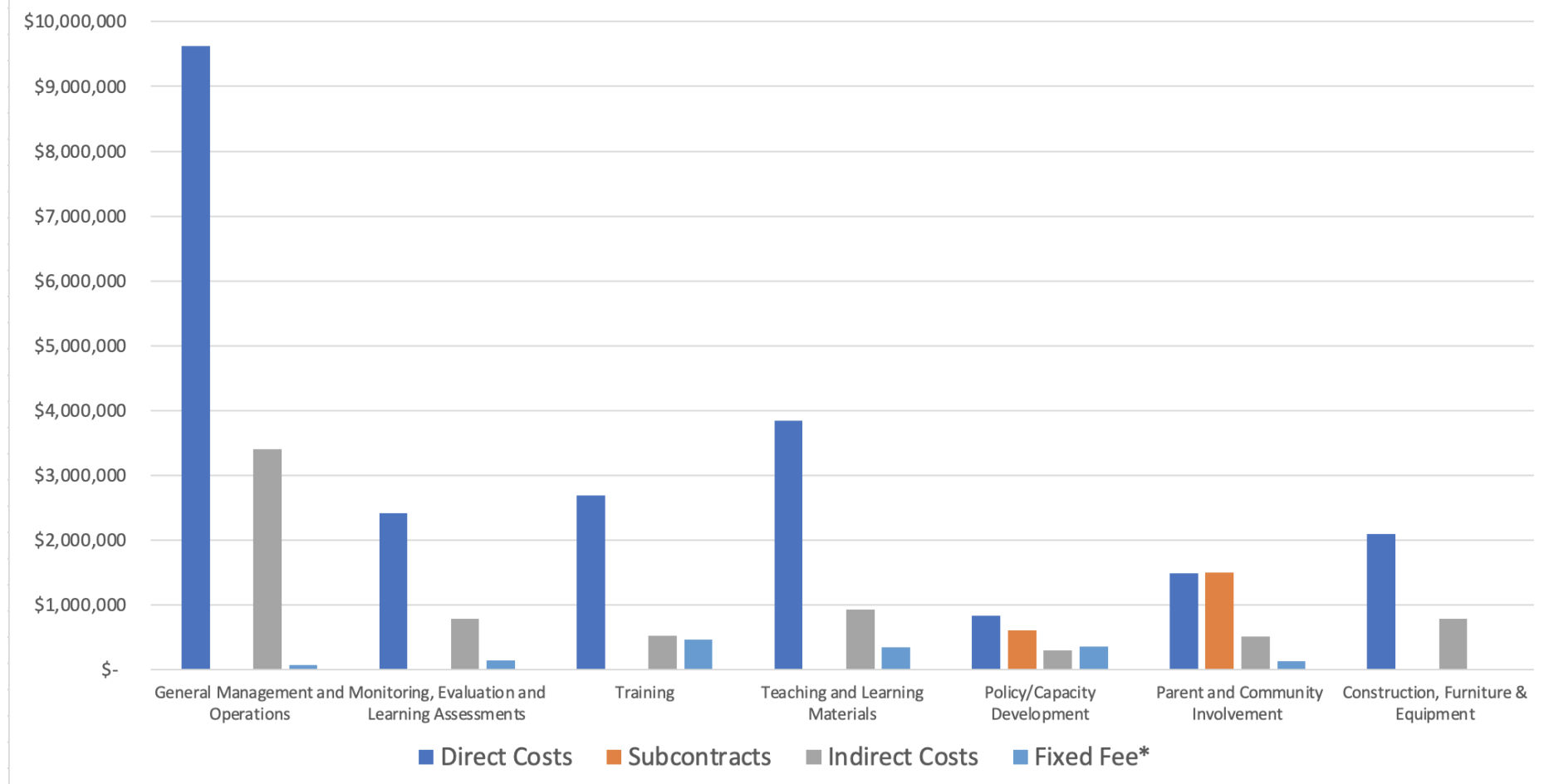
Deliverable 33 -- \$32,364.51

Deliverable 36 -- \$32,364.51

Final Report -- \$32,364.51

Total -- \$97,093.52

SPENDING BY COST COMPONENT - 3/2/17 TO 7/31/2021



Annexes

Annex I. Performance Indicators

No.	FAF #/ Custom	Indicator	Baseline	FY17 Actuals	FY18 Actuals	FY19 Actuals	FY20 Actuals	FY21 Actuals	LOP Actuals	LOP Target	Remark
				Mar 2, 2017 - Sept 30, 2017	Oct 1, 2017 - Sep 30, 2018	Oct 1, 2018 - Sept 30, 2019	Oct 1, 2019 – Sept. 31, 2019	Oct. 1, 2020 – July 31, 2021	Mar 2, 2017 – July 31, 2021	Mar 2, 2017 – July 31, 2021	
1	Custom	Number of national policies adopted by MoE	0	0	0	3	1	N/A	4	4	The Learner Eligibility, Assessment and Certification Policy Guidelines were approved by the Minister for Education, and launched on August 8, 2019. This policy approval addresses IR 1.1.2-Learner Eligibility Policy updated and IR 1.1.4-Certification Policy adopted. MoE also approved the revised ALP curricula. Accreditation pieces were reprogrammed to SQIP standards, tools and process completed in FY 20. .
2	ES.1-12	Number of education administrators/officials who complete professional development activities	0	0	386	214	41	15	656	600	Target was exceeded because AQE didn't anticipate the increase in the number of the new principals and DEOs than was targeted from the expansions into 80 new year 3 sites; and the expansion of the AQE model into 12 conventional school pilots The activity also trained new principals that were continuously transferred from non-ALP sites. .
3	Custom	Percent of ALP centers meeting minimum learning environment standards as per ALP Accreditation Policy	0%	N/A	N/A	66.15%	66.03%	N/A	66.09%	70%	Data were collected in the SQIP baseline in July 2019 and the SQIP follow-up study in Feb 2020..

4	Custom	Number of DEOs participating in certification of ALP level completion	0	0	0	68	48	N/A	116	107	The 2018 and 2019 level completion results were certified by the DEOs yr 1 counties and yr 2 counties in May and August 2019. This is why there are no values reported for FY 18. All certifications were done during EO workshops. During the certifications workshops, DEOs also discussed factors affecting students' level completion and developed transition action plans.
5	Custom	Percent of ALP school days supervised by principals/administrators	0%	N/A	N/A*	90.0%	N/A	N/A	90%	90%	This indicator was tracked only in FY 19. A total 68 of 75 allotted teaching days were supervised for the months of January to April 2019 (January 20 days; February 20 days; March 19; April 16) and a total of 78% of principals trackers were reported (577 out of 736 trackers expected) were reported in the reporting period..
6	ES.1-13	Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance	0	0	186	11	78	N/A	275	280	5 of the 80 YR. 3 PTA missed out of the formal training. However, these were supported during school level visits.
7	SUPP-7	Number of parents and community members trained to support children's education	NA	NA	558	33	363	N/A	954	792	At least 3 PTA or community members from each of the 264 ALP Sites were trained to support children's education.
8	Custom	Number of ALP sites selected	0	0	197	80	N/A	N/A	277	260	17 extra sites were selected to both replace inactive sites as well as prepare backups/replacements for sites that could potentially become inactive.
9	ES. 1-50	Number of public and private schools receiving USG assistance		NA	NA	NA	264	N/A	264	260	This indicator was introduced and tracked in FY 20. AQE supported sites in several ways: Classroom rehab, operational supplies, furniture, TLMs, Library in a box (LBox) distribution, teacher training, ALPCSP monitoring and coaching with MoE, among others.
10	ES.1-14	Number of primary or secondary classrooms built or repaired with USG assistance	0	0	0	28	155	181	364	330	A total of 364 classrooms rehabilitated during the life of the Activity (191 in phase 1 and 173 in phase 2). This benefited 24,413 students.
11	Custom	Number of improved toilets provided		NA	NA	NA	43	37	80	90	A total of 80 latrines were either rehabilitated or built-45 in the first phase and 35 in the second phase.

		in institutional settings									
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	N/A	30,618	30,000	The Lot Quality Assurance Sampling (LQAS) method was used to determine which sites- from a representative sample, met the locally-defined safety threshold. If at least 65% of surveyed students at a site indicated that they have not experienced any of the 3 major forms of SRGVB -Bullying, Sexual violence victimization and corporal punishment, then that site was considered to have met the MoE-defined safety threshold. The percent of sites meeting these criteria was then applied to the total enrollment to estimate the number of learners that go to sites that meet the safety threshold.
13	ES. 1-49	Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance		0	94,858	183,280	165,566	103818	547,522	355,924	While this was a new indicator introduced later in the project life, the same count was being tracked in the next indicator-ES. 1-10
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	165,566	103818	547,522	355,924	Distribution of TLMs was affected by fluctuating ALP enrollment-Learners that received TLMs were frequently replaced by new learners that needed to receive new TLMs. Also, in the final year of implementation, a large number of TLMs from AQE Warehouses was handed over to MoE and County Education Offices.
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 - 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	N/A	N/A	N/A	N/A	N/A	70%	The indicator was introduced towards the end of project life. Data collection for this indicator was hindered by Covid19 related school closures.
16	ES.1-6	Number of primary or secondary school educators who complete	0	0	563	666	0	N/A	1229	780	Target was exceeded because AQE didn't anticipate the increase in the number of the new teachers than

		professional development activities with USG assistance									was targeted from the expansions into 80 new year 3 sites; and the expansion of the AQE model into 12 conventional school pilots. The activity also trained new teachers that were continuously transferred from non-ALP sites. .
17	SUP-10	Percent of teachers providing quality classroom instruction	0%	N/A	N/A	N/A	91.6%	N/A	91.6%	60%	The indicator was introduced in FY 20. Proportion of teachers scoring 50% and above-facilitation of active learning module in the classroom observation. Data collected in Quarters 1 and 2 of FY 20: No data for collected in FY 21 due to COVID-19 related school closures.
18	Custom	Percent of ALP learners who pass level exams	0%	N/A	33%	71%	72%*	N/A	59%	39.0%	The yrs. 2 and 3 pass rate was much higher than the first cohort's pass rate for several reasons. E.g. the turn up for assessments increased from 26% in 2018 to 76% in 2019; 2018 instruction time was less than a semester due to activity start up delays, yet 2019 instruction has covered the full school year. In addition, other AQE interventions including SLE, Site Surveys, TLM distribution, teacher and EO training, PTA engagement, EO supervision, etc., significantly increased after 2018..
19	ES.1-3	Number of learners in primary schools and/or equivalent non-school based settings reached with USG education assistance	0	0	28,281	34071	1,541	N/A	63,893	48,000	Enrollments increased drastically over the years due to increased awareness in communities about opportunities to enroll out of school and over-aged learners in the ALP.
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	1,541	N/A	47,756	32,400	As above.
21	Custom	Percent of ALP learners continuing to attend ALP classes	0	N/A	N/A	57%	53%	N/A	55%	70%	Percent of persisting students was reduced by increased enrollment. The actual numbers of students that consistently attended from registration to end of year assessment increased.

Annex 2a

Republic of Liberia
Ministry of Education
ALP Site Quality Improvement Assessment tool
June/July 2019



County	
District	
School name	
EMIS number	
Date of school to the school	
Name of SQIP observer	

NB: Please attach attendance list/List and designations of people interviewed

Enrolled students For each level that your Institution teaches, write the <u>TOTAL NUMBER</u> of male and female <u>STUDENTS</u> , then the number of those students who are Repeaters and the number of students with disability							
			Special Needs				
		Total Students	Repeaters	Visual impairment (Blind & low vision)	Hearing impairment (Deaf & hearing limitations)	Other Physical Disabilities	Mental disability/ learning difficulty
Level I	M						
	F						
Level II	M						
	F						
Level III	M						
	F						
Total	M						
	F						

Teaching and Learning Environment

ALP sites are safe and learner-friendly and are managed in a way that enhances quality learning

Indicator 1: ALP teaching and learning environments (the atmosphere created by the teachers, administrators, learners and community members, and the posters, resource materials, etc. in the classrooms) promote personal safety and respectful behavior; they are free from physical, psychological and sexual violence.

(Source of data: Group Interview with principal, teachers, learners, PTA representatives)

Questions		Select (tick) one below			Description of evidence or other comments
		1) Yes (evidence/explanation provided) <i>(2 points)</i>	2) Yes (evidence/explanation <u>Not</u> provided) <i>(0.5 points)</i>	3) No <i>(0 points)</i>	
1	Is there awareness or concern among school personnel and parents about need for learning environment to promote safety of and respectful behavior between learners and teachers?				
2	Does the school have a plan for promoting personal safety and respectful behavior?				
3	Is the school's plan for promoting personal safety and respectful behavior being implemented?				
4	Does the school have visible messages (posters, slogans, MoE Code of Conduct on bulletin board, etc.) that promote positive interaction and respectful behaviors between teachers and learners?				
5	Are teachers, learners and community members able to describe the ways in which their site/classroom promotes personal safety and mutual respect?				

<i>Questions</i>		<i>Select (tick) one below</i>			Description of evidence or other comments
		1) Yes (evidence/explanation provided) (2 points)	2) Yes (evidence/explanation <u>Not</u> provided) (0.5 points)	3) No (0 points)	
6	Are teachers and site administrators (or other site manager (s) able to describe the content of the Code (and/or commitment forms) and their own personal responsibilities related to ensuring personal safety and respectful behavior?				
7	Are PTA members able to describe the content of the Code of Conduct (and/or commitment forms) as well as their own responsibilities regarding personal safety and respectful behavior?				
Subtotal points out of 14					

Indicator 2: ALP sites are located in safe, accessible places and the physical environment promotes quality learning, participatory methods and learner-centered approaches

(Source of data: Group Interview with principal, teachers, PTA representatives; interviews with learners, document review & observation)

Questions		Select (tick) one below			Description of evidence or other comments
		1) Yes (evidence/explanation provided) <i>(2 points)</i>	2) Yes (evidence/explanation <u>Not</u> provided) <i>(0.5 points)</i>	3) No <i>(0 points)</i>	
1	Is the school accessible and safe for learners and teachers?				
2	Are classrooms well ventilated and lighted and contain individual seats/desks that can be moved around?				
3	Do seating arrangements provide opportunities for participants to see and hear one another and to move their seats into different configurations?				
4	Is there sufficient space in the classroom for learners to work together in groups?				
5	Are school personnel, PTA members and parents continuously maintaining and improving the physical environment that is conducive to learning and making sure the site is safe and secure?				

Questions		Select (tick) one below			Description of evidence or other comments
		1) Yes (evidence/explanation provided) <i>(2 points)</i>	2) Yes (evidence/explanation <u>Not</u> provided) <i>(0.5 points)</i>	3) No <i>(0 points)</i>	
6	Is the number of learners appropriate for the classroom space and learners are able to move about freely to work in pairs or small groups as indicated by the curriculum?				
7	Do learners, teachers and community members report feeling comfortable and welcome at the school?				
8	Have teachers signed the Commitment form for the Teachers' Code of Conduct?				
9	Are there separate toilets for male and female students at the school?				
10	Are the toilets clean and in good condition?				
11	Does the school have hand washing facilities available?				
12	Is soap available at these facilities?				
13	Is there a fence surrounding your school?				
Subtotal points out of 26					

Indicator 3: ALP sites are well-managed according to the design of the ALP program and promote quality teaching and learning

(Source of data: Group Interview with principal, teachers, PTA representatives; interviews with learners; observation and documents review)

<i>Questions</i>		<i>Select (tick) one below</i>			Description of evidence or other comments
		1) Yes (evidence/explanation provided) (2 points)	2) Yes (evidence/explanation <u>Not</u> provided) (0.5 points)	3) No (0 points)	
1	Are teachers and principal able to accurately explain their roles and responsibilities				
2	Are teachers informed about the expected timetable for completing curriculum modules?				
3	Are learners involved in setting ground rules for participation and classroom management?				
4	Is the principal keeping track of attendance and assessment results records?				
5	Do Principal, teachers and PTA members meet regularly (at least every quarter) with teachers to discuss the site's functioning?				
6	Is Class daily schedule is posted?				

Questions		Select (tick) one below			Description of evidence or other comments
		1) Yes (evidence/explanation provided) (2 points)	2) Yes (evidence/explanation <u>Not</u> provided) (0.5 points)	3) No (0 points)	
7	Do classes start and end on time?				
8	Are records of attendance (of learners, teacher and administrator) complete and up to date?				
9	Are curriculum modules completed according to academy calendar?				
10	Do attendance records indicate that principals and teachers are present and on time nearly all days (for example, at least 80% of the time)?				
11	Are learners increasingly taking leadership in classroom management?				
12	Does the principal demonstrate leadership of the site by regularly supporting teachers (e.g., provides coaching and mentoring, co-teaching difficult subjects) and using effective systems for tracking and managing				

<i>Questions</i>		<i>Select (tick) one below</i>			Description of evidence or other comments
		1) Yes (evidence/explanation provided) (2 points)	2) Yes (evidence/explanation <u>Not</u> provided) (0.5 points)	3) No (0 points)	
	site resources, assessment results, etc.?				
13	Is the relationship between facilitators and learners cordial?				
14	Do facilitators speak to, and listen to, learners with respect?				
15	Do learners respect and approach facilitators without hesitation?				
Subtotal points out of 30					

Community Links and Support to Accelerated Education

Statement: The Program is supported by community stakeholders and by structures that promote learning and ensure quality, relevance and sustainability.

Indicator 1: The program works with and through the community’s social system (e.g., community members, leaders, family, peers) to promote the program and to encourage youth and adults in the community to participate and enroll in ALP classes and activities

Questions		Select (tick) one below			Description of evidence or other comments
		1) Yes (evidence/explanation provided) (2 points)	2) Yes (evidence/explanation <u>Not</u> provided) (0.5 points)	3) No (0 points)	
1	Does the school have a PTA?				
2	Are PTA meetings held regularly to discuss school quality?				
3	Does the PTA have an agreed plan for working with the community on retention?				
4	Are PTA, school personnel and parents implementing recruitment, enrollment, and attendance and retention activities together according to plan?				
Subtotal points out of 8					

Indicator 2: There is an established and recognized structure(s), composed of community members, that orients the community about ALP program and activities, monitors and advocates for the program and assists with managing the learning site for quality

Questions		Select (tick) one below			Description of evidence or other comments
		1) Yes (evidence/explanation provided) <i>(2 points)</i>	2) Yes (evidence/explanation <u>Not</u> provided) <i>(0.5 points)</i>	3) No <i>(0 points)</i>	
1	Does PTA meet regularly with site administration to address issues affecting quality (at least monthly)?				
2	Have PTA members attended AQE training?				
3	Do PTA members understand their roles and responsibilities?				
4	Does the PTA conduct monitoring and support visits to learning center occur regularly (at least once every unit)				
Subtotal points out of 8					
Total points out of 86					

Quality standard scores

	Standards and indicators	Score/points	Interpretation
Standard 1: ALP sites are safe and learner-friendly and are managed in a way that enhances quality learning			
1.1	Indicator 1: ALP teaching and learning environments (the atmosphere created by the teachers, administrators, learners and community members, and the posters, resource materials, etc. in the classrooms) promote personal safety and respectful behavior; they are free from physical, psychological and sexual violence. <i>Good=11 points and above</i>	/14	Interpretation (good, satisfactory, needs improvement) (comment)

	Standards and indicators	Score/points	Interpretation
	Satisfactory= <i>8-10 points</i> Needs Improvement= <i>Less than 8 points</i>		
1.2	Indicator 2: ALP sites are located in safe, accessible places and the physical environment promotes quality learning, participatory methods and learner-centered approaches Good= <i>20 points and above</i> Satisfactory= <i>16 - 19 points</i> Needs Improvement= <i>Less than 16 points</i>	/26	Interpretation (good, satisfactory, needs improvement) (comment)
1.3	Indicator 3: ALP sites are well-managed according to the design of the ALP program and promote quality teaching and learning Good= <i>24 points and above</i> Satisfactory= <i>18 points and above</i> Needs Improvement= <i>Less than 18 points</i>	/30	Interpretation (good, satisfactory, needs improvement) (comment)
Standard 2: The Program is supported by community stakeholders and by structures that promote learning and ensure quality, relevance and sustainability			
2.1	Indicator 1: The program works with and through the community's social system (e.g., community members, leaders, family, peers) to promote the program and to encourage youth and adults in the community to participate and enroll in ALP classes and activities Good= <i>6 points and above</i> Satisfactory= <i>4 to 6 points</i> Needs Improvement= <i>Less than 4 points</i>	/8	Interpretation (good, satisfactory, needs improvement) (comment)
2.2	Indicator 2: There is an established and recognized structure(s), composed of community members, that orients the community about ALP program and activities, monitors and advocates for the program and assists with managing the learning site for quality Good= <i>6 points and above</i> Satisfactory= <i>4 to 5 points</i>	/8	Interpretation (good, satisfactory, needs improvement) (comment)

	Standards and indicators	Score/points	Interpretation
	Needs Improvement= <i>Less than 4 points</i>		

Site classification

Class	Percentage	Points	Remarks
A	81%-100%	70-86	
B	61%-80%	53-69	
C	41%-60%	35-52	
D	31%-40%	27-34	
E	21%-30%	18-26	
F	20% and below	17 and below	

Post SQA Conference and ALP Site improvement plan

- **Step 1:** School community discuss strengths and areas for doing better (how they think the school did in the assessment visit) (**Note in column 1**)
- **Step 2:** Observers (MOE-AQE) discuss feedback on strengths and challenges based on standard scores and overall classification (**Note in column 2**)
- **Step 3:** School community and observer(s) agree on school planning and action points (2-3) for improvement before the next visit (**Note in column 3**)
- **Step 4:**
 - **Principal** signs and keeps a copy of the conference notes in the school **files/ school plastic box;**
 - **Observer** takes a photo of the conference notes and makes **a soft copy for their report**

1. Principal – School Community Quality Self-Review	2. MOE-AQE Observer Feedback	3. School Improvement Planning and Action points (3) to be carried out by next Semester SQA
What were the school strengths?	School Strengths:	
Where could the school do better?	School Challenges:	
Signatures		
<p>“I certify that I / we conducted this School Quality Assessment (SQA) on the date and time recorded on this form, and I reviewed my ratings and remarks with the school principal.”</p>	<p>“I certify that the observer carried out the School Quality Assessment (SQA) and he/she reviewed all his/her notes and ratings with me.”</p>	
<hr style="width: 30%; margin: 0 auto;"/> <p>SIGNATURE OF OBSERVER (S) DATE:</p>	<p>SIGNATURE OF PRINCIPAL DATE:</p>	

Annex 2b

SQA Survey Modules 1 - 6 with Alternative Education Module 7

<p>Please arrange the question sets into module buttons to make navigation easier.</p> <p>Module 1 Document check Module 2 Verification Module 3 School leadership and management Module 4 School health and safety Module 5 Classroom observation Module 6 Parents and students Module 7 Alternative Education (for schools that provide AE)</p>		
<p>The app will need to calculate the score for each question and display in the School Report Card at the end of the tool.</p>		
<p>Correct question order, skips, checks and score calculation scripted below.</p>		
<p>Home page</p>		
<p>Instructions to user:</p> <p><i>The School Quality Assessment should be used at least once per year at public or community schools. It checks how the school is improving. All items in the SQA are in the control of the school. At the end of the SQA the school will get a score.</i></p> <p><i>When you arrive at the school, meet with the principal and vice principals. Say:</i></p> <p><i>My name is <Name> from the Ministry of Education and I am here to monitor the school using the School Quality Assessment. I will need to see your documents, inspect the classrooms and facilities, do a roll call of students and teachers and speak to the PTA Chairperson, parents and students.</i></p>		
<p>Question</p>	<p>Display and choices</p>	<p>Skips, checks, score, instructions</p>
<p>H1. Current Survey Year</p>	<p><display academic year (e.g. 2019/20)></p>	<p>Automatic; transmit with data</p>
<p>H2. School name (drop down)</p> <ul style="list-style-type: none"> • Add EMIS code to each school in drop down. 	<p><School list (name + EMIS code)</p>	
<p>H3. Add: <i>Take the GPS location at the entrance to the school.</i></p>	<p><GPS location></p>	<p>Check: If Location not turned on, give error message:</p> <p><i>Turn on Location on your device.</i></p>
<p>H4. Select the levels taught at the school.</p> <p><i>Check all that apply.</i></p>	<p><Buttons></p> <ul style="list-style-type: none"> • ECE • Primary • JHS • SHS 	

	<ul style="list-style-type: none"> • AE²³ • ALP • ABE • TVET 	
Module 1 Document check		
Instructions to user: <i>Meet with the principal and vice principals. Ask to see these key documents. Check they are up-to-date.</i>		
1.1 Visitor's logbook	<Buttons> <ul style="list-style-type: none"> • Sighted and up-to-date • Sighted but not up-to-date • Not available 	Score Sighted and up-to-date = 1 Sighted but not up-to-date = ½ Not available = 0
1.2 Student enrollment register	<Buttons> <ul style="list-style-type: none"> • Sighted and up-to-date • Sighted but not up-to-date • Not available 	Score Sighted and up-to-date = 1 Sighted but not up-to-date = ½ Not available = 0
1.3 Student daily attendance roll books <i>Ask to see the student daily attendance roll books for every class.</i>	<Buttons> <ul style="list-style-type: none"> • Sighted and up-to-date • Sighted but not up-to-date • Not available 	Score Sighted and up-to-date = 1 Sighted but not up-to-date = ½ Not available = 0
1.4 Staff register <i>The staff register should contain the staff qualification, NID, daily signature and days present and absent</i>	<Buttons> <ul style="list-style-type: none"> • Sighted and up-to-date • Sighted but not up-to-date • Not available 	Score Sighted and up-to-date = 1 Sighted but not up-to-date = ½ Not available = 0
1.5 Staff attendance roll book	<Buttons> <ul style="list-style-type: none"> • Sighted and up-to-date • Sighted but not up-to-date • Not available 	Score Sighted and up-to-date = 1 Sighted but not up-to-date = ½ Not available = 0
1.6 School Quality Improvement Plan <i>The SQIP should be signed by the PTA Chairperson and DEO.</i>	<Buttons> <ul style="list-style-type: none"> • Sighted and up-to-date • Sighted but not up-to-date • Not available 	Score Sighted and up-to-date = 1 Sighted but not up-to-date = ½ Not available = 0
1.7 MoE academic calendar	<Buttons> <ul style="list-style-type: none"> • Sighted and up-to-date • Sighted but not up-to-date • Not available 	Score Sighted and up-to-date = 1 Sighted but not up-to-date = ½ Not available = 0
1.8 School timetable/master schedule	<Buttons> <ul style="list-style-type: none"> • Sighted and up-to-date • Sighted but not up-to-date • Not available 	Score Sighted and up-to-date = 1

²³ **Alternative Education (AE)** models within the 'one-school-approach' policy of education provision are defined as follows by the MOE Learner Eligibility, Assessment and Certification Policy (LEACP):

- **Accelerated Learning Program** – Lower Basic Grades 1-6 – target out-of-school and overaged learners 8-15 year-olds
- **Alternative Basic Education** – Re-entry to learning, livelihoods, leadership, and life skills – target out-of-school youth 15 – 35 year olds
- **Adult Education** - all learning programs and activities that have a specific educational or skills focus – target learners age 18 and above

<i>All teachers should meet the minimum teaching load. Schedule should show periods, subjects, time and assigned teachers</i>	<ul style="list-style-type: none"> • Sighted and up-to-date • Sighted but not up-to-date • Not available 	Sighted but not up-to-date = ½ Not available = 0
1.9 School receipt book	<Buttons> <ul style="list-style-type: none"> • Sighted and up-to-date • Sighted but not up-to-date • Not available 	Score Sighted and up-to-date = 1 Sighted but not up-to-date = ½ Not available = 0
1.10 Financial records for fees collected, income received and expenditure <i>For example, bank statements, expenditure report, cash book, invoices.</i>	<Buttons> <ul style="list-style-type: none"> • Sighted and up-to-date • Sighted but not up-to-date • Not available 	Score Sighted and up-to-date = 1 Sighted but not up-to-date = ½ Not available = 0 Check all questions answered. Calculate score.
Module 2 Verification		
Instructions to user <i>In this module you will count the number of students actually present on the day of the visit. You will also count the number of absent staff (if any).</i>		
2.1 Staff absent on day of SQA <i>Ask the principal and vice principals if any staff members are absent on the day of the SQA. If needed, do a role call of staff against the staff register.</i>	<Buttons> Yes No	If yes, go to Q2.1a If no, go to Q2.2
2.1a Name of absent staff member <i>Record the details of each missing staff member one at a time.</i>	<Words>	Check at least two words.
2.1b Sex of the absent staff member	<Buttons> Male Female	
2.1c Position of the absent staff member <i>Select their main position. Check one.</i>	<Buttons> <ul style="list-style-type: none"> • Principal • Vice Principal Administration • Vice Principal Instruction • Teacher • Guidance Counsellor • Registrar • Teacher Assistant • Secretary • Business Manager • Custodian • Other 	
2.1d National ID number of the absent staff member <i>If the school does not know the NID, please leave blank</i>	<Number>	Allow blank answer

<p>2.1e Government payroll number of the absent staff member</p> <p><i>If the school does not know the payroll number, please leave blank.</i></p>	<p><Number></p>	<p>Allow blank answer</p>
<p>2.1f What is the reason for their absence today?</p> <p><i>Ask the principal and vice principals. Check one.</i></p>	<p><Buttons></p> <ul style="list-style-type: none"> • Sick • Training • Death or sickness in family • Maternity leave • Resigned • Retired • Not known • Other <Words> 	<p>If Other, open up <Words> box</p>
<p>2.1g Was the absence approved?</p>	<p><Buttons></p> <p>Yes</p> <p>No</p>	
<p>2.1h Are there any other absent staff to record?</p>	<p><Buttons></p> <p>Yes</p> <p>No</p>	<p>If Yes, go to 2.1a</p> <p>If No, go to 2.2</p> <p>If No, count number of absent teachers recorded.</p>
		<p>Calculate score</p> <p>0 staff absent without approval = 5 points</p> <p>1 staff absent without approval = 4 points</p> <p>2 staff absent without approval = 3 points</p> <p>3 staff absent without approval = 2 points</p> <p>4 staff absent without approval = 1 point</p> <p>5 or more = 0 points</p>

<p>2.2 Student roll call</p> <p><i>Ask the principal to do a roll call parade of each grade. Count the number of boys and girls present.</i></p>	<p><Table></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Male students</th> <th>Female students</th> </tr> </thead> <tbody> <tr><td>Nursery</td><td></td><td></td></tr> <tr><td>Pre-KG</td><td></td><td></td></tr> <tr><td>KG</td><td></td><td></td></tr> <tr><td>Grade 1</td><td></td><td></td></tr> <tr><td>Grade 2</td><td></td><td></td></tr> <tr><td>Grade 3</td><td></td><td></td></tr> <tr><td>Grade 4</td><td></td><td></td></tr> <tr><td>Grade 5</td><td></td><td></td></tr> <tr><td>Grade 6</td><td></td><td></td></tr> <tr><td>Grade 7</td><td></td><td></td></tr> <tr><td>Grade 8</td><td></td><td></td></tr> <tr><td>Grade 9</td><td></td><td></td></tr> <tr><td>Grade 10</td><td></td><td></td></tr> <tr><td>Grade 11</td><td></td><td></td></tr> <tr><td>Grade 12</td><td></td><td></td></tr> <tr><td>ALP Level 1</td><td></td><td></td></tr> <tr><td>ALP Level 2</td><td></td><td></td></tr> <tr><td>ALP Level 3</td><td></td><td></td></tr> <tr><td>TVET</td><td></td><td></td></tr> </tbody> </table>	Grade	Male students	Female students	Nursery			Pre-KG			KG			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			ALP Level 1			ALP Level 2			ALP Level 3			TVET			<p>Allow blank rows.</p>
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Module 3 School leadership and management

Instructions to user

Meet with the principal, vice principals and PTA Chairperson.

<p>3.1 Is the PTA functional?</p> <p><i>For example, PTA has met in the last three months and they can show meeting minutes.</i></p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes • Partly • No 	<p>Score</p> <p>Yes = 1 Partly = ½ No = 0</p>
<p>3.2 Is the School Management Team functional?</p> <p><i>For example, SMT has met in the two months and they can show meeting minutes.</i></p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes • Partly • No 	<p>Score</p> <p>Yes = 1 Partly = ½ No = 0</p>
<p>3.3 There is a record of staff absences.</p> <p><i>This should include the absent staff member's name, dates, reasons and any actions taken.</i></p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes • Partly • No 	<p>Score</p> <p>Yes = 1 Partly = ½ No = 0</p>
<p>3.4 There is a record of students who have dropped out.</p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes 	<p>Score</p> <p>Yes = 1</p>

<p><i>This should include the student's name, sex, grade, date, reason and any actions taken.</i></p>	<ul style="list-style-type: none"> • Partly • No 	<p>Partly = ½ No = 0</p>
<p>3.5 There is a record of students with disabilities</p> <p><i>This should include the name, sex, grade, type of disability and if they have an Individual Education Plan.</i></p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes • Partly • No 	<p>Score</p> <p>Yes = 1 Partly = ½ No = 0</p>
<p>3.6 There is a record of overaged students.</p> <p><i>This should include the student's name, sex, age, grade and ALP or ABE level</i></p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes • Partly • No 	<p>Score</p> <p>Yes = 1 Partly = ½ No = 0</p>
<p>3.7 There is a publicly displayed list of school fees.</p> <p><i>These should be in line with the MOE Academic Calendar. Please ask to see it.</i></p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes • Partly • No 	<p>Score</p> <p>Yes = 1 Partly = ½ No = 0</p>
<p>3.8 There are publicly displayed School Rules.</p> <p><i>These should be in line with the Teachers' Code of Conduct. Please ask to see it.</i></p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes • Partly • No 	<p>Score</p> <p>Yes = 1 Partly = ½ No = 0</p>
<p>3.9 There is a record of students who have been disciplined, suspended or expelled?</p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes • Partly • No 	<p>Score</p> <p>Yes = 1 Partly = ½ No = 0</p>
<p>3.10 There is a record of school-based in-service training.</p> <p><i>Ask to see the records of lesson observations and which teachers have attended school-based in-service or cluster training. There has been school-based in-service in the last semester or current one.</i></p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes • Partly • No 	<p>Score</p> <p>Yes = 1 Partly = ½ No = 0</p>
<p>3.10 There is an HR file for each staff member at the school.</p> <p><i>Including employment history, CV, copies of qualifications, disciplinary record, classroom observations, appraisal records.</i></p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes • Partly • No 	<p>Score</p> <p>Yes = 1 Partly = ½ No = 0</p>
<p>3.11 Every teacher has received a Teacher Appraisal in the last 12 months?</p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes 	<p>Score</p> <p>Yes = 1</p>

<p><i>Ask to see the teacher appraisals.</i></p>	<ul style="list-style-type: none"> • Partly • No 	<p>Partly = ½ No = 0</p>
<p>3.12 There is a system to track disciplinary actions taken against teachers.</p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes • Partly • No 	<p>Score</p> <p>Yes = 1 Partly = ½ No = 0</p>
<p>3.13 There is a system to track student complaints and reports of abuse.</p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes • Partly • No 	<p>Score</p> <p>Yes = 1 Partly = ½ No = 0</p>
<p>3.14 Every teacher has signed the Teachers' Code of Conduct.</p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes • Partly • No 	<p>Score</p> <p>Yes = 1 Partly = ½ No = 0</p>
<p>3.15 There is a secure, dry clean storage area for teaching and learning materials</p> <p><i>For example, textbooks.</i></p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes • Partly • No 	<p>Score</p> <p>Yes = 1 Partly = ½ No = 0</p>
<p>3.16 There is an up-to-date logbook to track the number of textbooks, reading books and student activity books.</p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes • Partly • No 	<p>Score</p> <p>Yes = 1 Partly = ½ No = 0</p>
<p>3.17 All textbooks, reading books and student activity books are labelled with the name of the school/school stamp.</p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes • Partly • No 	<p>Score</p> <p>Yes = 1 Partly = ½ No = 0</p>
<p>3.18 Each teacher has a copy of the National Curriculum.</p> <p><i>ECE teachers should have the ECD Teacher Planners. Primary and JHS teachers should have the National Curriculum. SHS teachers should have the WAEC syllabuses.</i></p>	<p><Buttons></p> <ul style="list-style-type: none"> • Yes • Partly • No 	<p>Score</p> <p>Yes = 1 Partly = ½ No = 0</p>

3.19 Textbooks/reading books are used each day.	<Buttons> <ul style="list-style-type: none"> • Yes • Partly • No 	Score Yes = 1 Partly = ½ No = 0
3.20 The library/reading room is clean and well-organized.	<Buttons> <ul style="list-style-type: none"> • Yes • Partly • No 	Score Yes = 1 Partly = ½ No = 0 Check all questions answered. Calculate score.
Module 4 School health and safety		
Instructions to users <i>Walk around the school with the principal, vice principals and PTA Chairperson. Inspect the classrooms, toilets, water system and playground.</i>		
4.1 Is there a School Health Club?	<Buttons> Yes No	Score Yes = 1 No = 0
4.2 Are the student toilets working?	<Buttons> <ul style="list-style-type: none"> • Yes • Partly • No 	Score Yes = 1 Partly = ½ No = 0
4.3 Are the student toilets clean?	<Buttons> <ul style="list-style-type: none"> • Yes • Partly • No 	Score Yes = 1 Partly = ½ No = 0
4.4 Are there separate toilets for boys and girls?	<Buttons> Yes No	Score Yes = 1 No = 0
4.5 Is there clean water for the students? <i>Clean water from a pipe, hand-pump, covered well or rainwater tank.</i>	<Buttons> <ul style="list-style-type: none"> • Yes • Partly • No 	Score Yes = 1 Partly = ½ No = 0
4.6 Is there a working handwashing station with soap?	<Buttons> <ul style="list-style-type: none"> • Yes 	Score Yes = 1

	<ul style="list-style-type: none"> • Partly • No 	Partly = ½ No = 0
4.7 Are classrooms clean and tidy? <i>No garbage, broken chairs, dirt or graffiti.</i>	<Buttons> <ul style="list-style-type: none"> • Yes • Partly • No 	Score Yes = 1 Partly = ½ No = 0
4.8 Are the school grounds/playground/sports field clean and tidy? <i>No garbage, broken glass, faeces or other dangers.</i>	<Buttons> <ul style="list-style-type: none"> • Yes • Partly • No 	Score Yes = 1 Partly = ½ No = 0
4.9 Is the school secure? <i>Locks on classrooms at night, fence/wall to protect against theft and animals</i>	<Buttons> <ul style="list-style-type: none"> • Yes • Partly • No 	Score Yes = 1 Partly = ½ No = 0
4.10 Does the school have gardens and trees?	<Buttons> <ul style="list-style-type: none"> • Yes • Partly • No 	Score Yes = 1 Partly = ½ No = 0
Module 5 Classroom observation		
<p>Instructions to user:</p> <p><i>The purpose of this module is to check teachers are delivering the curriculum correctly. Select three classrooms to observe, each from different grades. Visit the classroom while teaching is going on for at least 15 minutes and observe the lesson. Say:</i></p> <p><i><To the overall class> “Good morning. I am the District Education Officer, Mrs/Ms/Mr. _____ and I am here to observe your class for the Ministry of Education.</i></p> <p><i><To the teacher> What is your name, please? Please show me a copy of your lesson plan. Please show me the syllabus, teacher book or teacher planner and your assessment records. Thank you for your hard work.”</i></p>		
5.1 Teacher’s name	<Words>	Check at least two words
5.2 Level <i>Select one only.</i>	<Drop down> <ul style="list-style-type: none"> • ECE • Primary • Junior High School • Senior High School • AE • ALP 	Check only one selected. Skip If ECE & Primary, go to 5.2a If JHS, go to 5.2b If SHS, go to 5.2c If ALP or ABE, go to 5.2d

	<ul style="list-style-type: none"> • ABE • TVET 	If TVET, go to 5.2e
5.2a ECE or Primary subject being taught?	<Buttons> <ul style="list-style-type: none"> • Language Arts • Math • General Science • Social Studies 	Go to 5.3
5.2b JHS subject being taught?	<Drop down> <ul style="list-style-type: none"> • English • French • General Science • ICT/digital skills • Math • Religious and Moral Education • Social Studies 	Go to 5.3
5.2c SHS subject being taught?	<Drop down> <ul style="list-style-type: none"> • Biology • Chemistry • Economics • English • French • Geography • History • ICT/digital skills • Literature • Math • Physics • Religious and Moral Education 	Go to 5.3
5.2d AE or ALP or ABE Level being taught?	<Buttons> <ul style="list-style-type: none"> • Level 1 • Level 2 • Level 3 	Go to 5.3
5.2e TVET subject being taught?	<Drop down> <ul style="list-style-type: none"> • Accounting • Agriculture • Architectural Drafting • Auto-Mechanic • Building Trades • Business Education • Carpentry • Computer Science • Electricity • Electronics/ICT • Home Arts • Hospitality Science • Interior Decoration • Metal Work 	Go to 5.3

	<ul style="list-style-type: none"> • Pastry • Plumbing • Soap-Making • Tailoring • Type & Dye • Wood-Work • Other 	
5.3 Is there a match between the student attendance recorded on the chalkboard/roll and the actual number of students present?	<Buttons> <ul style="list-style-type: none"> • Yes • No 	Score Yes = 1 No = 0
5.4 Does the teacher have the syllabus/teacher planner or teacher guide for this lesson?	<Buttons> <ul style="list-style-type: none"> • Yes • No 	Score Yes = 1 No = 0
5.5 Does the teacher have a lesson plan?	<Buttons> <ul style="list-style-type: none"> • Yes • No 	Score Yes = 1 No = 0
5.6 Does the teacher have an assessment record for every student?	<Buttons> <ul style="list-style-type: none"> • Yes • Partly • No 	Score Yes = 1 Partly = ½ No = 0
Skip if ECE: 5.7a The students are using instructional materials (textbooks, student activity books, reading books, TVET materials).	<Buttons> <ul style="list-style-type: none"> • Yes • Partly • No 	Score Yes = 1 Partly = ½ No = 0
Skip if Primary, JHS, SHS, ALP, ABE, TVET 5.7b The students are using play materials or early literacy and numeracy materials?	<Buttons> <ul style="list-style-type: none"> • Yes • Partly • No 	Score Yes = 1 Partly = ½ No = 0
5.8 The students are doing the activities set by the teacher.	<Buttons> <ul style="list-style-type: none"> • Yes • Partly • No 	Score Yes = 1 Partly = ½ No = 0
5.9 There is an opportunity for both male and female students to speak and answer questions.	<Buttons> <ul style="list-style-type: none"> • Yes • Partly • No 	Score Yes = 1 Partly = ½ No = 0
5.10 Students are well behaved.	<Buttons> <ul style="list-style-type: none"> • Yes • Partly • No 	Score Yes = 1 Partly = ½

		No = 0
5.11 Students are enjoying the lesson.	<Buttons> <ul style="list-style-type: none"> • Yes • Partly • No 	Score Yes = 1 Partly = ½ No = 0
5.12 The teacher is regularly asking questions to check students understand.	<Buttons> <ul style="list-style-type: none"> • Yes • Partly • No 	Score Yes = 1 Partly = ½ No = 0
Instruction to user: <i>Thank the class and the teacher.</i>		Calculate score
5.13 Have you observed three lessons?	<Buttons> <ul style="list-style-type: none"> • Yes • No 	If yes, go to module 6 If no, go to start of module 5
Module 6 Parents and Students		
Instructions to user <i>The purpose of this module is to verify information the principal told you and to make sure parents and students are involved in improving their school.</i> <i>Meet with at least 2 male and 2 female parents without the presence of the principal.</i>		
6.1 Does each student receive a report card at the end of the marking period?	<Buttons> <ul style="list-style-type: none"> • Always • Sometimes • Never 	Score Always = 1 Sometimes = ½ Never = 0
6.2 Do the teachers meet with the parents of each student at the end of each marking period to discuss their child's report?	<Buttons> <ul style="list-style-type: none"> • Always • Sometimes • Never 	Score Always = 1 Sometimes = ½ Never = 0
6.3 Has there been a PTA meeting in the last three months?	<Buttons> <ul style="list-style-type: none"> • Yes • No 	Score Yes = 1 No = 0
6.4 There are PTA elections every two years.	<Buttons> <ul style="list-style-type: none"> • Always • Sometimes • Never 	Score Always = 1 Sometimes = ½ Never = 0
6.5 Parents took part in the development of the School Improvement Plan.	<Buttons> <ul style="list-style-type: none"> • Yes • No 	Score Yes = 1 No = 0

6.6 Is there anything you need to tell me about your school and how to make it better? <i>Listen to answers. Make a note of any required actions.</i>		
Instructions to user <i>Meet with a group of at least six students (3 male and 3 female) from different grades without the presence of the principal or teachers.</i>		
6.7 The school offers extra-curricular activities (e.g. clubs, sports, revision)	<Buttons> <ul style="list-style-type: none"> • Always • Sometimes • Never 	Score Always = 1 Sometimes = ½ Never = 0
6.8 Your teacher turns up to lessons on time.	<Buttons> <ul style="list-style-type: none"> • Always • Sometimes • Never 	Score Always = 1 Sometimes = ½ Never = 0
6.9 You elected male and female student representatives to the student council.	<Buttons> <ul style="list-style-type: none"> • Always • Sometimes • Never 	Score Always = 1 Sometimes = ½ Never = 0
6.10 Students participate in the development of the School Quality Improvement Plan.	<Buttons> <ul style="list-style-type: none"> • Always • Sometimes • Never 	Score Always = 1 Sometimes = ½ Never = 0
6.11 You feel safe and welcome at school.	<Buttons> <ul style="list-style-type: none"> • Always • Sometimes • Never 	Score Always = 1 Sometimes = ½ Never = 0
6.12 Is there anything you need to tell me about your school and how to make it better? <i>Listen to answers. Note any required actions.</i>		
Module 7 Alternative Education (AE)²⁴ (SKIP IF THE SCHOOL DOES NOT HAVE AE)		

²⁴ AE stands for 3 models of provision in a one school approach as described in module 1, namely:

- Accelerated Learning Program (ALP) program directed at Lower Basic 8-15 year old learners;

Instructions to user		
For the Module 7 AE module, conduct a group Interview with principal, PTA representatives, AE teachers, AE learners		
7.1 Are AE classes integrated in the school timetable?	<Buttons> • Yes • No	Score • Yes =1 • No=0
7.2 Is the daily schedule of AE classes posted on school notice boards?	<Buttons> • Yes • No	Score • Yes =1 • No=0
7.3 Is the principal able to accurately explain their roles and responsibilities in AE program provision? ²⁵	<Buttons> • Yes-with evidence/explanation • Partly – gaps in evidence/ explanation • No	Score • Yes=1 • Partly=½ • No=0
7.4 Are teachers able to accurately explain their roles and responsibilities in the AE program provision? ²⁶	<Buttons> • Yes-with evidence/explanation • Partly – gaps in evidence/ explanation • No	Score • Yes =1 • Partly=½ • No=0
7.5 Does every AE teacher have AE teacher guides (TGs)?	<Buttons> • Yes-with evidence of TG set – language, maths, science, social studies • Partly-some subjects/levels missing • No	Score • Yes = 1 • Partly =½ • No = 0
7.6a Does the school (or teacher) have the AE learner workbooks (LWBs)?	<Buttons> • Yes-with evidence of LWB set – language, maths, science, social studies • Partly – some subjects/levels missing • No	Score • Yes = 1 • Partly =½ • No = 0
7.6b If yes, does every student have a workbook?	<Buttons> • Yes • No	Score • Yes=1 • No=0
7.7 Are all AE classes on the correct week (month/semester) in the Teachers' Manual?	<Buttons> • Yes- • No	Score • Yes =1 • No=0
7.8 Does the principal have effective systems for tracking AE materials (e.g. Teachers' Manuals and Student Workbooks) ²⁷	<Buttons> • Yes-with evidence/explanation	Score • Yes = 1

- Alternative Basic Education (ABE) directed at 15-35 year old learners;
- Adult Education program directed at 18+ learners

²⁵ Principal's role - to lead and manage in line with ALP quality standard for managing safe and learner-friendly teaching environment in a way that enhances quality learning (see appendix)

²⁶ Teacher's role - to teach in line with ALP quality standard for safe and learner-friendly teaching environment that enhances quality learning (see appendix)

²⁷ Effective systems for tracking teacher guides and learner workbooks – signed waybills for reception of materials; last mile evidence of teacher and learner receiving materials

	<ul style="list-style-type: none"> Partly-gaps in evidence/explanation No 	<ul style="list-style-type: none"> Partly =½ No = 0
7.9 Are the student AE assessments up to date? ²⁸	<p><Buttons></p> <ul style="list-style-type: none"> Yes-with evidence/explanation Partly-gaps in evidence/explanation No 	<p>Score</p> <ul style="list-style-type: none"> Yes = 1 Partly =½ No = 0
7.10 Did every student do a Placement Assessment?	<p><Buttons></p> <ul style="list-style-type: none"> Yes-with evidence/explanation Partly-gaps in evidence/explanation No 	<p>Score</p> <ul style="list-style-type: none"> Yes = 1 Partly =½ No = 0
7.11 Did every student do an End-of-Unit Assessment for the last complete unit?	<p><Buttons></p> <ul style="list-style-type: none"> Yes-with evidence/explanation Partly-gaps in evidence/explanation No 	<p>Score</p> <ul style="list-style-type: none"> Yes = 1 Partly =½ No = 0
7.12 Did every student do a Completion Assessment at the end of the last year/semester?	<p><Buttons></p> <ul style="list-style-type: none"> Yes-with evidence/explanation Partly-gaps in evidence/explanation No 	<p>Score</p> <ul style="list-style-type: none"> Yes = 1 Partly =½ No = 0
7.13 Do teachers provide feedback to students about the AE assessment? ²⁹	<p><Buttons></p> <ul style="list-style-type: none"> Yes-with evidence/explanation Partly-gaps in evidence/explanation No 	<p>Score</p> <ul style="list-style-type: none"> Yes = 1 Partly =½ No = 0
7.14 Is the principal keeping track of AE attendance records?	<p><Buttons></p> <ul style="list-style-type: none"> Yes-with evidence/explanation Partly-gaps in evidence/explanation No 	<p>Score</p> <ul style="list-style-type: none"> Yes = 1 Partly =½ No = 0
7.15 Is the principal keeping track of AE assessment records?	<p><Buttons></p> <ul style="list-style-type: none"> Yes-with evidence/explanation Partly-gaps in evidence/explanation No 	<p>Score</p> <ul style="list-style-type: none"> Yes = 1 Partly =½ No = 0
7.16 Are ground rules for AE classes on view in the school bulletin board and/ or classrooms?	<p><Buttons></p> <ul style="list-style-type: none"> Yes-with evidence/explanation No 	<p>Score</p> <ul style="list-style-type: none"> Yes=1 No=0
7.17 Does the principal demonstrate leadership of the AE provision by regularly supporting teachers? ³⁰	<p><Buttons></p> <ul style="list-style-type: none"> Yes-with evidence/explanation Partly-gaps in evidence/explanation 	<p>Score</p> <ul style="list-style-type: none"> Yes = 1 Partly =½

²⁸ ALP assessments - 1 placement assessment; 6 end-of-unit formative assessments; 1 completion assessment

²⁹ ALP Assessment feedback types – end of unit whole class review; learner workbook feedback; written feedback; item analysis feedback

³⁰ Principal support: Regularly conducts classroom observations, demonstrations of good practice, individual and all staff meetings on strategies for improving teaching and learning informed by classroom observation data on strengths and areas for improvement, development and implementation of school improvement plan based on SQA priorities etc.

	<ul style="list-style-type: none"> No 	<ul style="list-style-type: none"> No = 0
7.18 Does the principal use effective systems for tracking and managing AE teaching and learning? ³¹	<Buttons> <ul style="list-style-type: none"> Yes-with evidence/explanation Partly-with no evidence/explanation No 	Score <ul style="list-style-type: none"> Yes = 1 Partly =½ No = 0
7.19 Does the PTA conduct monitoring and support visits to AE classes regularly (at least monthly)? ³²	<Buttons> <ul style="list-style-type: none"> Yes-with evidence/explanation No 	Score <ul style="list-style-type: none"> Yes=1 No=0
7.20 Does the PTA have an agreed plan for working with the community on out-of-school, over-aged learner enrolment, attendance and retention activities?	<Buttons> <ul style="list-style-type: none"> Yes-with evidence/explanation No 	Score <ul style="list-style-type: none"> Yes=1 No=0

Priority actions for this school		
Instructions to user:		
<i>Choose actions which the school and PTA can achieve with their own resources before your next visit.</i>		
7.21 Highest priority action 1	<Text>	
7.22 Priority action 2	<Text>	
7.23 Priority action 3	<Text>	
School Report Card		Generate scores
Instructions to user:		
<i>The SQA Report Card for this school is presented below. Present it to the staff and PTA. Tell them the three priorities for improvement. Ask them how they will achieve these before your next visit.</i>		
SQA School Report Card		
Academic year	Populate automatically	
Name of school & EMIS code	Populate automatically	
Date of visit	Populate automatically	
Name of DEO	Populate automatically	
Module	Score	Rating
Module 1 Document check	xxx/10	Red (0-3)/Orange (4-7)/Green (8-10)
Module 2 Verification (staff absent)	xxx/5	Red (0-2)/Orange 3-4/ Green (5)
Module 3 School leadership and management	xxx/20	Red (0-7)/Orange (8-15)/Green (16-20)
Module 4 School health and safety	xxx/10	Red (0-3)/Orange (4-7)/Green (8-10)
Module 5 Classroom observation	xxx/30	Red (0-10)/Orange (11-20)/Green (21-30)
Module 6 Parents and students	xxx/10	Red (0-3)/Orange (4-7)/Green (8-10)
Total SQA	xxx/85	
Module 7 ALP	XXX/20	Red (0-7)/Orange (8-15)/Green (16-20)
Before the next SQA visit, please take these actions:		

³¹ Principals systems: Files classroom observations; individual and all staff meeting review; school quality improvement plan reviews and updates

³² PTA evidence of ALP monitoring – plans for monitoring; PTA secretary (principal) reports from PTA monitoring teams; PTA meeting minute records of monitoring report feedback

Priority action 1	<i>Populate from Q7.21</i>
Priority action 2	<i>Populate from Q7.22</i>
Priority action 3	<i>Populate from Q7.23</i>
Generate a PDF which can be shared. Upload this with the data.	

Attachment 1: MOE School Quality Assessment Classifications ³³

Under the Education Reform Act of 2011, schools have been categorized in order of classes with clear features and characteristics. The classification is intended to monitor and evaluate school quality improvement and performance using the following criteria:

Classification

Class-A schools:

1. Adequate seating facilities for all students and teachers, including armchairs with backrest, desks, chairs, benches, and tables.
2. Spacious and serviceable libraries or reading rooms for students and teachers equipped with state of the art technology, fully supplied with books, current periodicals, other reading aids, and instructional materials.
3. Operative science laboratory with an adequate supply of equipment and consumables.
4. **Effective language laboratory.**
5. Spacious kitchen, adequate food storage, eating and food preparation utensils, and dining room facilities.
6. Relevant teaching aids or materials that include copies of Ministry of Education Curriculum for all administrators and faculty, textbooks, computers, copy and printing facilities, etc.
7. **Adequate supply of clean water for drinking and for washing.**
8. **Clean, conducive, and sanitary environment.**
9. Sports and Athletics facilities that include a football field, basketball/volleyball court, etc.
10. **Spacious auditorium.**
11. Spacious and well-ventilated classrooms.
12. **Well-lighted classrooms.**

No school shall be certified as a Class-A school that does not meet the requirements, and whose administrators do not hold a minimum Bachelors^o Degree in Education or its equivalent. Additionally, the classification of schools will be done at the end of each inspection visit.

Class-A Schools must have at least ninety percent (90%) of its students pass the West African Examination Council (WAEC) exams at the first sitting. Additionally, 20% of the students must pass in levels one and two. Failure to acquire this level would result in a probation level A classification.

Class-B Schools

1. Schools missing any two of the non-curriculum related items listed above shall be classified as Class-B Schools.
2. Additionally, 80% or above of the students sitting the West African Examination Council exams must pass at the first sitting.

³³ Source: Ministry of Education (2017) *Alternative Basic Education: User's Guide for ABE Program Standards*, Monrovia, MOE, Alternative Education Division

3. The classification of schools will be done at the end of each inspection visit.

Class-C Schools

1. Schools missing any three (3) of the non-curriculum related items listed above shall be automatically designated Class-C.
2. Additionally, 70% of its students must pass the West African Examination Council exams at the first sitting.
3. The classification of schools will be done at the end of each inspection visit.

Class-D Schools

1. Any school missing any four (4) of the non-curriculum related items listed above is automatically designated Class D.
2. Additionally, at least 60% of the students must pass the WAEC exams at the first sitting.
3. Class-D schools will be allowed to remain in this category for a period not to exceed one academic year before being demoted to Class-E if the school administration is unable to comply with the requirements set forth by the Ministry.
4. The classification of schools will be done at the end of each inspection visit.

Class-E Schools

1. Schools that are missing five of the non-curriculum related items listed above are automatically classified as Class-E schools.
2. Schools in this category will be given a probation period of twelve (12) months to remedy the defects and improve performance before the withdrawal of the permit to operate or immediate closure.
3. The classification of schools will be done at the end of each inspection visit.

Class-F Schools

1. Schools missing six of the non-curriculum related items listed above are classified as Class F schools.
2. These schools shall be automatically closed down if operated by the government or have their permit to operate withdrawn if operated by private individuals or by a faith based institution.
3. The classification of schools will be done at the end of the annual inspection visit.

Attachment 2: Accelerated Education Quality Standards ³⁴

Standard 1: Quality of Accelerated Education Teaching and Learning Environment

Statement: AE sites are safe and learner-friendly and are managed in a way that enhances quality learning

Indicator 1: AE teaching and learning environments (the atmosphere created by the teachers, administrators, learners and community members, and the posters, resource materials, etc. in the classrooms) promote personal safety and respectful behavior; they are free from physical, psychological and sexual violence.

Indicator 2: AE sites are located in safe, accessible places and the physical environment promotes quality learning, participatory methods and learner-centered approaches

Indicator 3: AE sites are well-managed according to the design of the AE program and promote quality teaching and learning

Standard 2: Community Links and Support to Accelerated Education

Statement: The AE Program is supported by community stakeholders and by structures that promote learning and ensure quality, relevance and sustainability.

Indicator 1: The program works with and through the community's social system (e.g., community members, leaders, family, peers) to promote the program and to encourage youth and adults in the community to participate and enroll in AE classes and activities

Indicator 2: There is an established and recognized structure(s), composed of community members, that orients the community about AE program and activities, monitors and advocates for the program and assists with managing the learning site for quality

³⁴ Source: Ministry of Education (2017) *Alternative Basic Education: User's Guide for ABE Program Standards*, Monrovia, MOE, Alternative Education Division

Annex 3. Education Officers Training – Cycle 1 Themes and Content Related to EO use of Monitoring data

Themes	Content
Roles and responsibilities of EOs (linked to leadership development)	EOs knowledge, skills, and attitudes: <ol style="list-style-type: none"> 1. How does this differ from current job descriptions? 2. Results from the EO needs assessment and other articulate priorities, given change in EOs since the assessment was done.
Importance of Monitoring and Supervision	<p>Knowledge and tools: Rationale for Monitoring and Supervision: Quality Improvement Tools and processes –</p> <ol style="list-style-type: none"> 1. The MoE School Quality Assessment tool (conducted annually) 2. The AQE Site Survey tool (conducted each quarter) 3. The AQE Classroom Observation tool (conducted each quarter) <p>Setting the standards for quality supervision and monitoring based on integrated MoE-AQE toolkit, frequency of planned visits, including joint EO-AQE visits Test MoE quality assessment tools and providing feedback to the MoE on elements that may need to be included in the SQA tool to adequately address ALP-specific issues.</p>
Reporting procedures, formats, and inclusion of ALP specific information	<ol style="list-style-type: none"> 1. Reporting format to be used by regional and county officers 2. Mapping how to link monitoring data to reports 3. Mapping ALP specific information that needs to be reported quarterly to the Deputy Minister of Instruction (DMI) 4. Information flow from DEO to CEO to ensure issues including ALP are a part of the updates provided.
More effective community engagement	Review and plan to address issues from community-based activities led by Search (Participatory Theater, Community Score Card), including perceptions of education services and providers by community end users.
ICA	<ol style="list-style-type: none"> 1. Updates for newly appointed EOs 2. Review and update of ICA work plan in light of the current status of the academic school year and other new MoE regs 3. Presentation of the ICA dashboard
Policy: Learner Eligibility, Certification, and Transition Guidelines	<ol style="list-style-type: none"> 1. Certification of ALP learners 2. Role of EOs in all the steps and processes laid out in the policy
ALP/AQE Administrative Support	<ol style="list-style-type: none"> 1. Maintain and submit list of ALP teachers 2. Maintain and provide lists of schools 3. Inventory of materials to be provided to sites 4. Expectations of DEOs: specific tasks in oversight and monitoring 5. Work with PTA 6. Upcoming plans for the new quarter 7. MoE Updates re: start of schools, i.e., extension of the school day; ALP as second shift schools; transfer of over age learners, etc

Analyzing monitoring data	<ol style="list-style-type: none">1. <i>ALP Site Monitoring: Using Data, Providing Feedback</i>2. <i>Using EMIS data for reporting and decision making</i>3. <i>Skill building: Problem Solving, Coaching, and Delegation</i>
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Annex 4. Indicator 1.3 - ALP sites are well-managed according to the design of the ALP program

% Yes (evidence/explanation provided)	Bong Baseline	Bong Follow-Up	Grand Bassa Baseline	Grand Bassa Follow Up	Montserrado Baseline	Montserrado Follow Up	Lofa Baseline	Lofa Follow-Up	Margibi Baseline	Margibi Follow Up	Nimba Baseline	Nimba Follow Up	Total Baseline	Total Follow Up
Are teachers and principal able to accurately explain their roles and responsibilities	70.00%	95.00%	77.80%	94.40%	92.90%	94.40%	95.00%	94.70%	90.00%	82.40%	100.00%	100.00%	87.70%	93.60%
Are teachers informed about the expected timetable for completing curriculum modules?	90.00%	100.00%	83.30%	83.30%	78.60%	88.90%	100.00%	89.50%	100.00%	94.10%	100.00%	94.40%	93.40%	91.80%
Are learners involved in setting ground rules for participation and classroom management?	75.00%	70.00%	27.80%	55.60%	35.70%	61.10%	95.00%	63.20%	40.00%	64.70%	46.20%	44.40%	55.70%	60.00%
Is the principal keeping track of attendance and assessment results records?	70.00%	50.00%	66.70%	66.70%	78.60%	61.10%	90.00%	68.40%	90.00%	58.80%	61.50%	33.30%	75.40%	56.40%
Do Principal, teachers and PTA members meet regularly (at least every quarter) with teachers to discuss the site's functioning?	50.00%	70.00%	38.90%	50.00%	57.90%	61.10%	85.00%	57.90%	50.00%	70.60%	53.80%	60.90%	54.90%	60.90%
Is Class daily schedule is posted?	75.00%	75.00%	22.20%	44.40%	42.90%	44.40%	60.00%	26.30%	45.00%	41.20%	84.60%	72.20%	56.60%	50.90%
Do classes start and end on time?	70.00%	70.00%	77.80%	83.30%	64.30%	83.30%	95.00%	84.20%	85.00%	64.70%	76.90%	94.40%	80.30%	80.00%
Are curriculum modules completed according to academic calendar?	60.00%	75.00%	88.90%	72.20%	78.60%	83.30%	75.00%	78.90%	75.00%	76.50%	23.10%	88.90%	77.00%	80.00%
Do attendance records indicate that principals and teachers are present and on time nearly all days (for example, at least 80% of the time)?	50.00%	75.00%	83.30%	66.70%	42.90%	83.30%	90.00%	78.90%	95.00%	82.40%	84.60%	94.40%	54.90%	41.80%
Does the principal demonstrate leadership of the site by regularly supporting teachers (e.g., provides coaching and mentoring, co-teaching difficult subjects) and using effective systems for tracking and managing site resources, assessment results, etc	80.00%	65.00%	77.80%	72.20%	57.10%	88.90%	85.00%	36.80%	75.00%	52.90%	100.00%	88.90%	82.00%	67.30%
Is the relationship between facilitators and learners cordial?	90.00%	95.00%	61.10%	83.30%	28.60%	88.90%	85.00%	89.50%	55.00%	94.10%	100.00%	100.00%	70.50%	91.80%
Do facilitators speak to, and listen to, learners with respect?	95.00%	85.00%	44.40%	77.80%	35.70%	94.40%	90.00%	94.70%	80.00%	88.20%	92.30%	100.00%	75.40%	90.00%
Do learners respect and approach facilitators without hesitation?	85.00%	95.00%	38.90%	61.10%	14.30%	12.70%	85.00%	89.50%	85.00%	70.60%	92.30%	100.00%	71.30%	82.70%

Annex 5. Final Product – School Safety Through Community Engagement



TECHNICAL BRIEF: IMPROVING SCHOOL SAFETY THROUGH COMMUNITY ENGAGEMENT

In the global effort to establish and guarantee learning environments that are safe for both boys and girls, significant focus has been placed on combatting violence in schools. The UN's Sustainable Development Goals recognize School-Related Gender-Based Violence (SRGBV) as a key development challenge through Sustainable Goals 4 (Education), 5 (Gender Equality), and 16.2 (Violence against children) (UNGEI, 2019). Evidence shows that children's potential for academic achievement and social and emotional development are maximized when their learning environment is positive, safe, and nurturing with effective instruction; when teachers and children have a voice in school affairs; and when there are effective avenues for communicating about, responding to, and preventing violence.³⁵ Conversely, if a learning environment is not safe, learners will either not come to or will not remain in schools.³⁶

Therefore, improving learner safety in the school environment - both at school as well as to and from school - is the overarching goal of the Accelerated Quality Education for Liberian Children (AQE) Activity's comprehensive approach to enabling learner access to safer learning environments. The approach integrates the Code of Conduct for Liberian Teachers and Administrators (TCOC) and School-Related Gender-Based Violence (SRGBV) response and prevention as core strategies for enabling Safer Learning Environments (SLE). SLE will be achieved by reducing major risks through actions of parents and communities, learners, teachers, principals, and education officers, as well as through improved reporting practices and structures. Parent Teacher Associates (PTAs) are permanent structures within communities and schools with ongoing responsibilities related to school safety and support for Accelerated Learning Programs (ALPs). Therefore, AQE's community engagement plan focuses on activities led by PTAs and other community-level actors and supported by relevant sectors such as health and social services.

AQE provides access to quality education to over 48,000 children, aged 8-15 years who dropped out or have never been in school. The goal of AQE is for out-of-school and over-aged learners to access and complete quality lower basic education and transition to the formal education system, if age appropriate, to other alternative programs, or to the world of work. AQE functions in six counties in Liberia, namely Bong, Grand Bassa, Lofa, Montserrado, Margibi and Nimba where an estimated that 75% of the total population of Liberia lives (MoE, 2016; LISGIS,

SELECTING THE FOCUS OF THE SLE INTERVENTION

At AQE's inception, a number of assessments were conducted to inform the approach to response and prevention of SRGBV and to enable SLE. Those assessments included a [Rapid Education and Risk Analysis](#) (RERA), Gender Analysis, and the Safer Learning Environment Baseline assessment. The RERA identified significant barriers to access ALPs including safety concerns ranging from harsh corporal punishment to bullying and sexual violence. The research found that these issues disproportionately

³⁵ RTI International, 2016 – pull in full reference

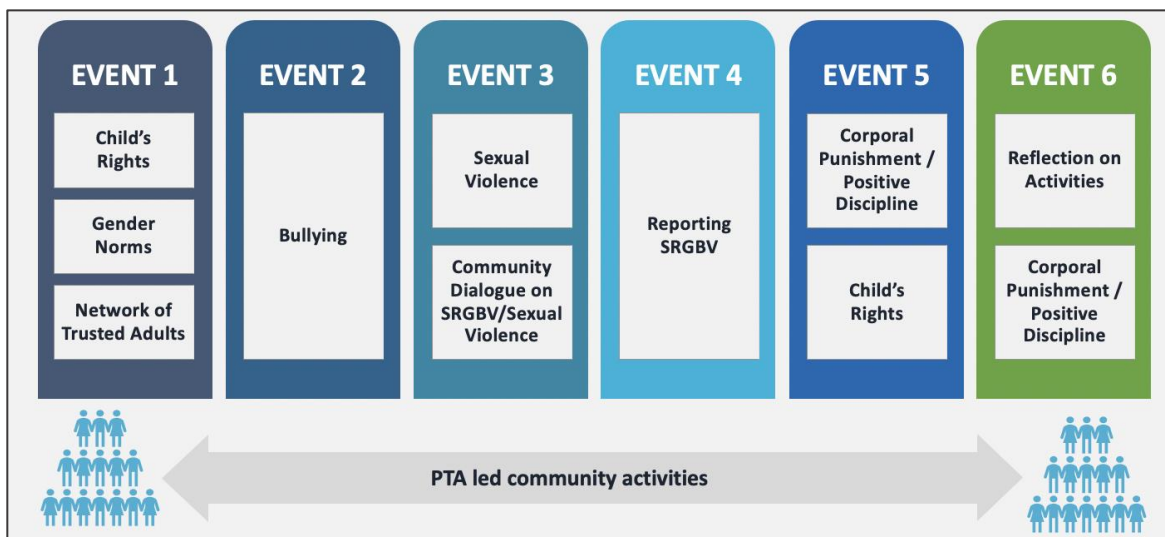
³⁶ (Parkes & Heslop, 2013; Leach et al, 2009; Dunne et al, 2013; De Wet, 2013; Durrant & Ensom 2012)

affect girls, as well as other vulnerable groups such as children from poor families, children with disabilities, and those living with one or no parents. The Gender Analysis identified gender-related gaps and barriers that exacerbate gender inequities and thwart improved education outcomes for Liberian girls and boys. The analysis demonstrates that the majority of the constraints faced by Liberian young women, children, and children with disabilities are linked to inequitable gender and social norms. SRGBV was identified as a significant barrier to students' educational achievements, impacting learners in several ways and that when school administration does not enforce disciplinary measures against the perpetrators, girls are especially vulnerable.

A Safer Learning Environment (SLE) Baseline Assessment, which interviewed learners, teachers and principals in sampled communities, was conducted about 18 months after the RERA and Gender Analysis and it validated and updated key findings of the other assessments. For example, the assessment concluded that while most learners and school personnel perceive a positive school climate with regard to acceptance of diversity, there is room for improvement in terms of treatment of students with disabilities, and students who do not conform to gendered expectations. Additionally, 86.4% of the learners reported that they were worried about their safety from any type of SRGBV while going to and from school compared to 20.9% that were worried about their safety from SRGBV risks while at school. The findings validate that bullying, sexual violence and corporal punishment are widespread in schools.

PTA PILOT EVENTS

Data from all three of these assessments were used to develop AQE's community engagement strategy to address SRGBV, which resulted in the development of a PTA pilot event series. Twenty-five school PTAs were selected for the pilot series across the 6 project counties. The PTAs selected were considered the 'least safe' based on data gathered from the SLE baseline assessment.



The PTA pilot event series consisted of 6 events on a variety of topics related to preventing and responding to SRGBV, including child's rights, gender norms, establishing a network of trusted adults,

understanding and preventing bullying, sexual violence, reporting SRGBV, and corporal punishment and positive discipline. Events varied from 2 days, in the case of sexual violence, to a shorter more targeted meetings with a cluster of PTAs. Appropriate community resources, including traditional leaders, health and social workers and police representatives, joined specific events and were often a focus of follow up activities. After each event AQE staff provided coaching support to PTAs to more specifically address issues within their communities and support successful implementation of community activities.

Each event produced planning documents for PTA led community activities. Activities ranged from identifying and forming groups of trusted adults, creating bullying manifestos that provided a framework for how schools, including parents, school staff and learners would address bullying, introducing the topic of ‘psychological first aid’³⁷ which could be used if a learner reported sexual violence or other trauma, sharing a referral mechanism called the ‘learner path to help,’ and conducting classroom observations to support

positive discipline techniques in classrooms. Feedback from AQE staff showed us that the most popular activity was the bullying manifesto.

SLE MIDLINE ASSESSMENT FINDINGS

EDC conducted the SLE midline assessment as the 25 pilot communities were completing Events 4 and 5 and their resulting community-based activities. Overall, the SLE midline assessment shows that when looking at the three forms of SRGBV – bullying, sexual violence, and corporal punishment - the SLE pilot event series had some positive results.³⁸ For example, in the bullying category, learners in SLE pilot site communities who answered “yes” to ‘Has anything like this ever happened to you?’ based on bully scenarios given reduced from 33.3% at baseline to 18.9% at midline. While 23.3% of the learners in non-pilot communities at baseline answered “yes” to that same question and this was reduced to 21.9% at midline.

Experience with Bullying	SLE pilot Baseline (% Yes)	SLE pilot site Midline (% Yes)	Sig	Non SLE pilot Baseline (% Yes)	Non SLE Pilot Site Midline (% Yes)	Sig
Has anything like this ever happened to you?	33.3%	18.9%	0.0001	23.3%	21.9%	0.83982

³⁷ Psychological First Aid citation – Sierra Leone training

³⁸ It’s also important to note that the sites selected for the pilot activities were selected based on being less safe than others at baseline and the sample size for the pilot sites was small.

In the sexual violence category, the number of pilot school learners who answered “yes” to ‘Have you heard about someone in your school that experienced the same thing or something similar in or near the school?’ in response to the scenario on sexual violence was 39% at baseline and 21% at midline. While 33.7% of learners in non-pilot schools answered “yes” to this question at baseline and 28.4% at midline.

Experience with Sexual Violence	SLE pilot Baseline (% Yes)	SLE pilot site Midline (% Yes)	Sig	Non SLE pilot Baseline (% Yes)	Non SLE Pilot Site Midline (% Yes)	Sig
Have you seen a student being treated this way at school by other students?	37.8%	19.70%	0.0000	32.7%	24.70%	0.1215

In the corporal punishment category, the number of students in pilot schools who answered “yes” to the question ‘Has anything like this ever happened to you?’ based on the scenario given, was 23.5% at baseline and reduced to 10.8% at midline, while in non-pilot schools, 21% of students answered yes at baseline and 18.8% answered “yes” at midline.

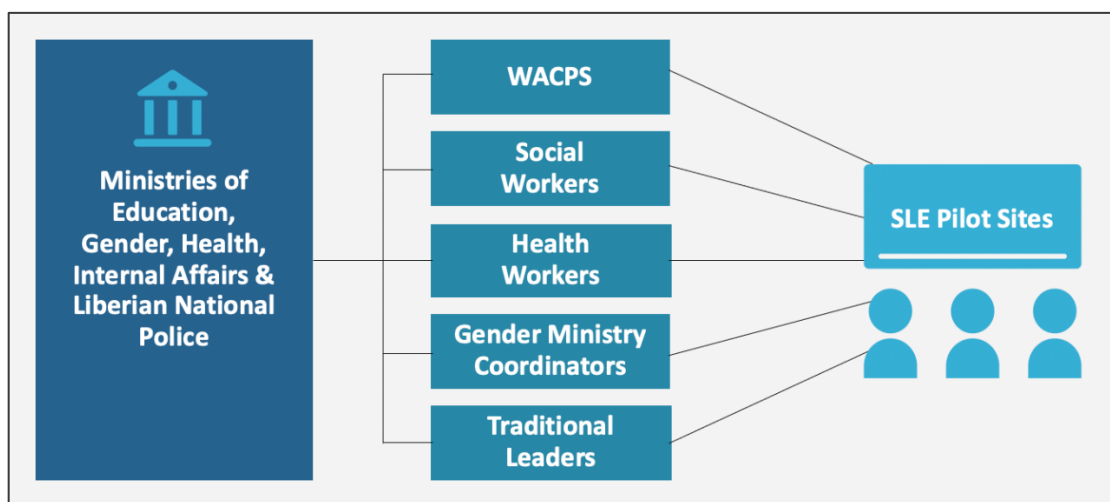
Experience with Corporal Punishment	SLE pilot Baseline (% Yes)	SLE pilot site Midline (% Yes)	Sig	Non SLE pilot Baseline (% Yes)	Non SLE Pilot Site Midline (% Yes)	Sig
Has anything like this ever happened to you?	23.5%	10.80%	0.0000	21.0%	18.80%	0.6323

In addition, several of the events covered discussion and activities on the Liberian Teacher’s Code of Conduct, rights of a child, and reporting mechanisms. The results related to this at midline show that 28.28% of pilot community PTA members at midline reporting they were aware of at least one reporting mechanism for a violation of school regulations and rules, compared to 21.50% of respondents from non-SLE pilot sites.

Overall, findings suggest that the PTA has been effective in making the schools in which they work a safer place. Nearly all school personnel believe that the PTA has been effective in making the inside (98.6%) and outside (98.0%) of their school a safer place. Findings from parents and caregivers also suggest that they believe the PTA has been effective in making the inside (88.4%) and outside (86.6%) of their children’s school a safer place. Three quarters (74.5%) of PTA members believe that their work has been effective in their schools.

LESSONS AND RECOMMENDATIONS FROM IMPLEMENTATION

A key factor for success with the PTA pilot event series was the variety of partnerships that were established through the events and community activities. AQE work is done with and through Technical Working Groups (TWG) comprised of MoE officials. The SLE assessments and SLE pilot event series for PTAs were advised by a number of Liberian MoE officials from School Health, Alternative Education, Planning, and Girls Education Divisions, and Ministry of Health. As the pilot series developed, Ministry of Gender, Ministry of Internal Affairs, and the Liberian National Police were engaged to provide support and engagement at events. Several pilot events, most notably the 2-day event on sexual violence, included attendees from the Women and Child Protection Section of the Liberian National police, community social and health workers, county gender coordinators, and traditional leaders. The vertical engagement from various ministry officials provided emphasis and opened the door for horizontal partnerships with the other actors at the county and community level, which, based on widespread feedback received, was not standard practice. These horizontal partnerships allowed PTAs and traditional leaders from the 25 sites to sit, talk, and engage with WACPS staff, social and health workers, and gender coordinators in a way they haven't before. Meaningful connections were made that allowed PTAs to further understand and access resources that are available to them as they work to prevent and respond to SRGBV and improve safety at schools. PTAs, as permanent structures within the education system, have the role to remain engaged and connected at the horizontal level with relevant service providers.



Within the MoE, staff were eager to address these issues from the beginning and requested training materials and other support so they can continue to work to respond and prevent SRGBV and enable SLE in their classrooms, schools and communities. Lorpu Mannah, MoE Director of Girls Education, commented at the first PTA event she attended, “Seeing all these actors in one room discussing these issues in our communities is my dream come true. Having this program in school is a great help to girls in resisting and reporting cases to trusted adults, school administrators, parents and guardians. With all of these interventions and experiences being shared, it is the responsibilities of everyone to help reduce SRGBV in school and school communities.” This type of enthusiasm and passion was and is a critical success factor as is ensuring that the MoE staff that have the mandate, such as staff working on gender, support to PTAs, and community engagement more broadly, are engaged from the beginning of the

work. Continuing to partner with MoE, other relevant Ministries, and community partners is critical for communities to ensure learners are safe at school.

Lessons from implementation demonstrated that a focus and support for action within the community is critical for change to happen. Training sessions, large and small, are just the start and can be useful for building a shared understanding and agenda for action as well as making introductions to other resources and resource people. Capacity building of this kind needs to focus on what PTAs can actually do, resources and connections they may need to conduct activities and follow up and reflection for ongoing activities. In addition, these events covered topics like gender norms and child's rights that need to be addressed in a holistic manner. These topics and others were addressed in TLMs, teacher training, MoE officials training, and other AQE activities. All PTAs were trained on some of the content covered in the more in-depth event pilot series to ensure that all PTAs were aware of issues in their communities and working to enable safer schools for learners. It is critical to reach all staff, contributors and participants in the education system on these topics to see further change occur as this work is scaled out through the Liberian MoE's efforts to further institutionalize ALP programs.

Annex 6: Final Product – Capacity Building for Institutionalization and Sustainability

INSTITUTIONALIZING ACCELERATED EDUCATION IN LIBERIA

I. Introduction

This paper describes how USAID Liberia’s Accelerated Quality Education for Liberian Children Activity (AQE) institutionalized an accelerated education framework and improvements in learner achievement through appropriate teaching strategies, safer learning environments, and more active engagement of communities in supporting overage learners and their academic success. These achievements established a foundation for the Ministry of Education to continue offering a quality accelerated program at government schools and to provide guidance to new partners establishing accelerated programs. Three specific achievements suggest that policies, practices and tools developed during the project have been to some degree institutionalized, providing a strong foundation for sustaining and adapting accelerated education in Liberia.

II. Overview of Context

According to the Education Sector Assessment (2016)³⁹ (ESA) and the Education Sector Plan 2017-2021, nearly 40 percent of children enrolled in basic education are more than three years older than the appropriate age for their grade. Overage learners are at higher risk of social exclusion, irregular attendance, and academic and disciplinary challenges, increasing the likelihood that they will drop out. The USAID AQE Activity was designed and implemented within this context focusing on a framework for accelerated learning and the practices, tools and competencies needed to implement accelerated learning within safe learning environments. The overall framework included policies, leadership, and support at multiple levels of the system, curriculum, safe learning environments, appropriate teaching practices, quality teaching and learning materials, and parent and community support. This systems approach enabled learners to complete their basic education, either within the accelerated program or transitioning to conventional schools to rejoin their age cohort.

III. Achievements in Institutionalization

At the end of the AQE Activity three achievements represented the institutionalization of the Accelerated Learning Program (ALP) Framework. First, 62% of the 1982 ALP Level 3 students who took the West Africa Examinations Council (WAEC) Grade 6 exam, scored a passing mark— just slightly below their conventional school counterparts (77% pass rate). Secondly, based on a pilot initiated by the MOE, schools participating in the AQE Activity were able to develop models for continued provision of accelerated education within the resources at their sites. Of the 264 participating schools, 191 established an accelerated program at the beginning of the 2020-2021 school year. Finally, a module on

³⁹ <https://documents1.worldbank.org/curated/en/481011575583469840/pdf/Liberia-Education-Sector-Analysis.pdf>

alternative education, inclusive of accelerated learning programs, was piloted and accepted for inclusion in the MOE's School Quality Assessment Tool.

Achievement 1: ALP Level 3 learners performance on the West Africa Examinations Council Grade 6 Exam.

The majority of Level 3 learners achieved a passing proficiency on the exam and are eligible to return to conventional school. Several factors contributed to this achievement: the learners themselves, the curriculum and pedagogy of the ALP, and the rapid response to supporting learner preparation during the COVID 19 restrictions. The alignment of the ALP curriculum with the national curriculum, accompanying teaching and learning materials, and assessment tools provided a strong grounding in the content of the exam. Teacher professional development including training and coaching by principals and EOs further consolidated these practices.

Achievement 2: ALP programs integrated in Conventional Schools (CS) and functional, at 191 out of 264 AQE supported sites.

In 2019, at the request of the MOE, AQE conducted a pilot at six rural and six urban schools to determine the feasibility of offering Accelerated Learning Programs concurrent with the conventional school program. The pilot resulted in three possible scenarios for a blended model. For the 2020-2021 school year, principals chose a scenario based on the number of overage learners, the availability of classroom space, and the availability of trained teachers who could provide ALP lessons within their 25 contact hours per week. AQE joined MOE teams in site monitoring visits, problem solving and coaching visits. A review of the functionality of the ALP program was conducted in April 2021 with joint MOE-AQE teams visiting 76 out of the 191 ALPCS schools (at least 1 school visited in every district in six Activity counties). The teams found that 80% of the schools were functioning at "satisfactory" levels, while 5% of schools visited showed fully functional, strong levels of ALP-CS provision. Some 14% of schools were considered unsatisfactory. All schools used the visit to identify priorities for improvement to be implemented in the next semester.

Achievement 3. Quality Standards for Alternative Education within the MOE's School Quality Assessment Tool and School Quality Improvement Plans.

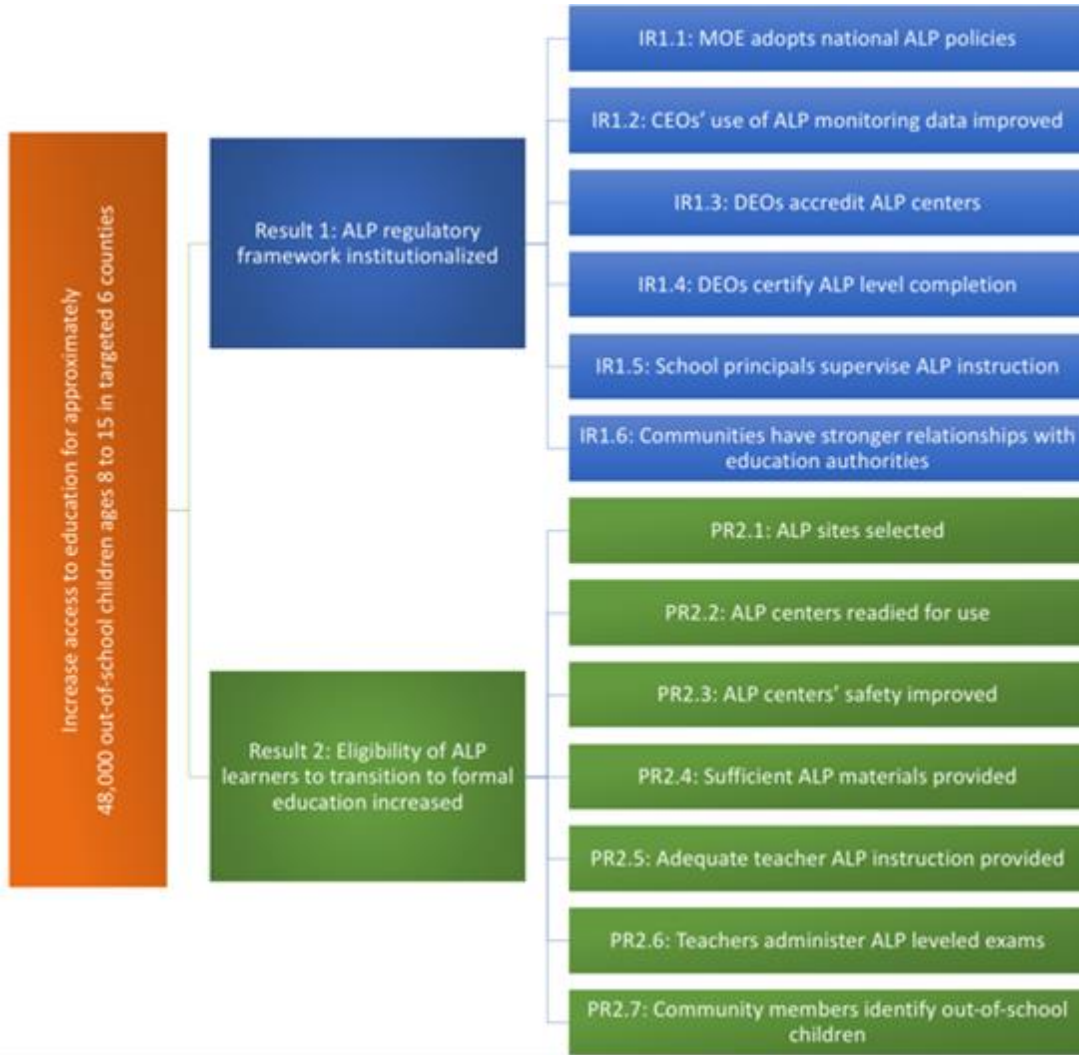
A module on Alternative Education focusing on teaching and learning environment and community linkages has been incorporated into the MOE's School Quality Assessment Tool. The module has been used by District Education Officials (DEOs) and principals to collect data at two points in time and to use the data to "grade" their schools' alternative programs and plan for school level quality improvements. At the county and national levels, this information when aggregated provides a picture of the quality of AE and its relationship to the quality of the overall school program. On an ongoing basis, this data also provides continued evidence of school climate/school safety, creating space for continued attention to and expansion of the Safer Learning Environment/SRGBV work initiated under AQE.

IV. Success Factors: Design and Implementation of AQE

Design. USAID's design of the AQE Activity and EDC's implementation strategies and the partnership between USAID, the Ministry of Education and EDC all contributed substantially to these achievements. The design, which is summarized in the Results Framework below, includes the policy framework and

key practices needed to implement the policies (Result 1 and its Sub IRs); and the site level practices that would turn the policies into learner achievements (Result 2 and its Sub IRs).

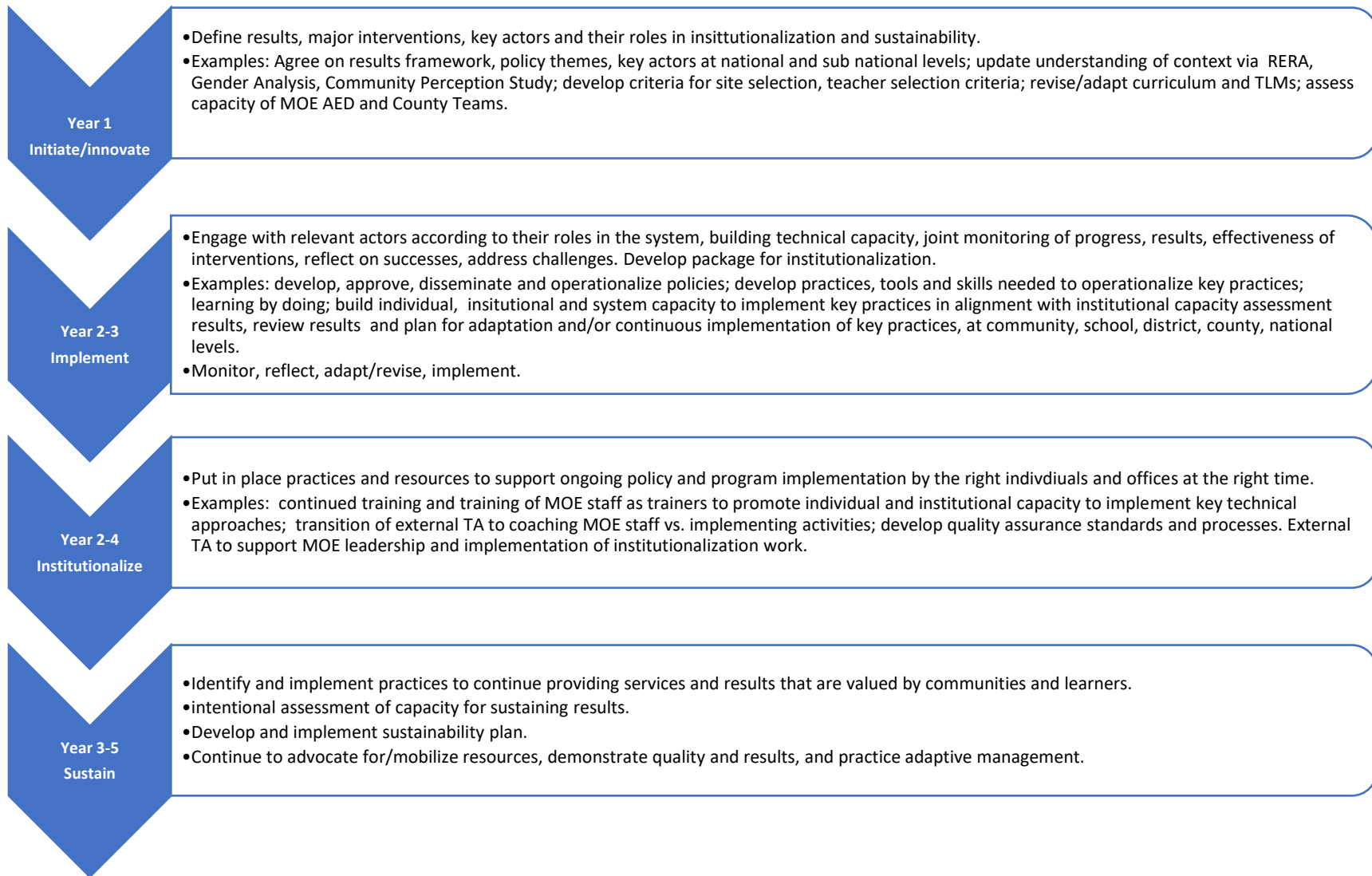
AQE Results Framework



Implementation. EDC’s implementation strategy for institutionalization and sustainability is summarized in the diagram below.

The first three phases reflect an educational change process articulated by Michael Fullan⁴⁰ to which we have added a fourth phase, “sustain.” The four phases were not linear, overlapping based on the status of major interventions and learning during implementation.

⁴⁰ <http://www.personal.psu.edu/wxh139/Fullan.htm>; accessed 25 August 2021



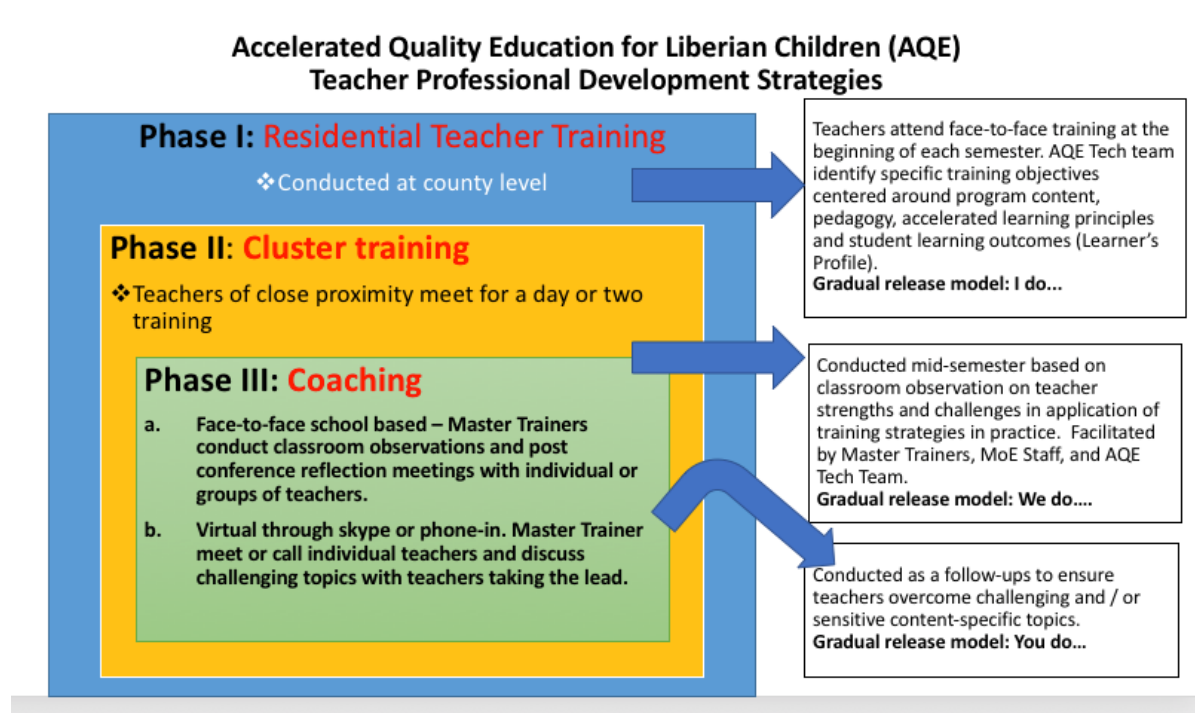
Key elements of the strategy:

- 1. Recognize and engage the system.** EDC and the MOE convened a Technical Working Group (TWG) to guide the Activity's planning, implementation and results review and to ensure that pertinent issues were resolved by the ministry's Senior Management Team. The TWG brought officers who represented "institutional homes" within the system, i.e. those with responsibilities for developing policy recommendations and guiding the implementation process of approved policies. TWG members were involved in planning, implementing, monitoring, and reflecting on activities conducted at the county levels and below, promoting collaboration, and strengthening the roles and relationships needed throughout the system to successfully lead and continuously improve accelerated learning programs. The TWG thus promoted horizontal collaboration, across MOE Divisions and Bureaus and vertical linkages from MOE HQ to the counties, districts and schools. MOE staff were able to work with the counties, districts and schools in ways that deepened relationships and practices at all levels of the system.
- 2. Holistic and linked activities.** Result 1 laid the policy foundation and promoted practices that activated the roles, responsibilities and relationships of the policymakers, education officers and staff at the county, district and school/community levels. Result 2 focused on critical skills needed for site level implementation of policies, particularly on the teaching and learning process, use of materials and learner achievement and the creation of safer learning environments. Community engagement was a feature of both result areas, resulting in a unified Community Engagement Strategy for community support for ALP broadly, including recruitment of learners, stigma reduction, attendance of teachers and learners, and creating safer learning environments inclusive of positive discipline, and bullying reduction.
- 3. Shared accountability and flexibility.** AQE's monitoring and evaluation practices promoted ownership of data, joint learning and increased individual, institutional and system capacity in the use of data. Ministry of Education M&E staff at the HQ and county levels were engaged in the collection and review of routine data to track Activity progress in key operational activities. They also participated in rolling assessments and special studies such as the ALP/CS pilot, the Library in a Box utilization, and the Safer Learning Environment baseline and midline. Through this engagement, MOE staff began to pay more attention to the data, its quality and use. AQE's flexible response to data coupled with the engagement of the Policy, Research and Development Division of the MOE led to the inclusion of alternative education in the overall school quality improvement process.
- 4. Sustainability planning throughout the life of the Activity.** Targeted sustainability planning began during in the 4th quarter of Year 3 when the TWG reviewed the results of AQE and identified the tools, materials and staff skills needed to sustain the program. As this process unfolded, the MOE initiated the ALP-CS pilot program which produced possible scenarios for continuing the program. Sustainability planning at the macro level was complemented by detailed analysis and planning using tools that emerged from the pilot.
- 5. Annual institutional capacity assessments (ICAs)** were conducted with the Alternative Education Division of MOE HQ and participating County Education Offices. These self-assessments resulted in prioritized capacity needs and plans to address them, with increasing emphasis on implementing the policies and practices needed to support ALP programming. Changes over time show improvements in several areas that are critical to the continued provision of the accelerated program.

ICA Element	Aggregate Change from 2018-2020 (%)
M&E	+22.03
Program Review	+22.03
Work plan development	+21.43
Org. Structure	+19.4
Institutional Support for AE	+13.69
Standards	+12.69
Supervision of Facilitators	+12.53
Quality Assurance	+12.5
Community/PS Engagement	+10.71%

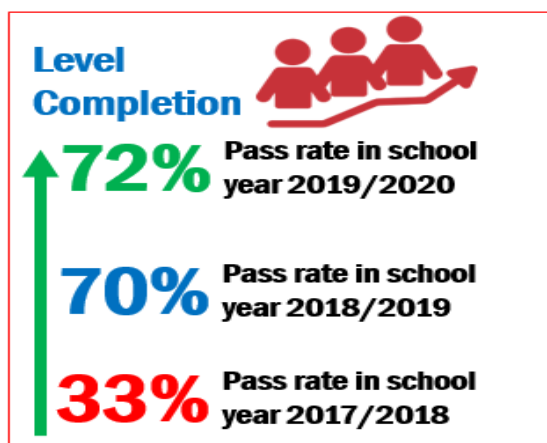
6. **Quality technical interventions at the classroom and community levels.** Major elements of AQE’s technical package included the integrated package of curriculum, teaching and learning materials, and the teacher development and learner assessment. A community engagement strategy promoted support for ALP and the creation of safer learning environments. These interventions aligned with the international Principles for Accelerated Education programs and Liberia’s national curriculum.

Teaching and learning materials were continuously improved based on focus group discussions and resulted in finely tuned materials that were responsive to gender and inclusion. Teacher professional development was aligned with the materials, and used the Gradual Release of Responsibility (GRR) method, using large group residential training, smaller cluster trainings and site level modelling, intensive coaching, and individualized problem solving linked to specific teaching practices



Learner achievements improved over the course of the project, indicative of the value of these practices.

AQE Average Completion Pass Rates 2018 - 2020



A comprehensive community engagement strategy created broad-based awareness and momentum for ALP. At the school/community level, the strategy focused on activating PTAs to reach out to other community leaders and engage them in support of ALP and in creating safer learning environments. PTAs were trained in principles of ALP, the teachers' code of conduct and how it promotes safety and teacher and learner performance. A pilot program of engaging PTAs in the prevention and response to School Related Gender Based Violence was conducted at 25 schools selected for the level of SRGBV found during the baseline study.

V. Conclusions

The Ministry of Education has demonstrated its motivation to continue and expand accelerated education opportunities. The AQE Activity established a foundation for sustained practices including trained staff at all levels of the system, able to fulfill their roles within ALP's robust materials and processes, and tools to assess and improve capacity, performance, and quality of ALP services. The MOE expects that new ALP partners and providers will follow policy guidelines and use the teaching and learning materials and assessment procedures developed during AQE. The MOE will encourage its staff and partners to continue to engage community members to promote learner enrollment and persistence in ALP and age-appropriate transition to formal education.

VI. Recommendations

As the MOE continues and expands its Accelerated Learning Program with associated policies, curriculum and practices, it will need to pay attention to the following:

I. Maintaining quality of teaching and learning.

- a. Continuous professional development. The bulk of the teacher training during AQE was implemented by a cadre of AQE Master Trainers for teachers and principals at selected schools. The blended ALP/CS model can best be supported if all teachers are equipped to deliver the ALP curriculum. A teacher

development plan for existing teachers who may participate in an expanded program needs to be planned, costed and implemented using AQE materials and practices, including classroom observation and coaching by principals and AE Supervisors.

- b. Pre-service training. AQE did not address pre-service training though the ALP/CS model will require that all teachers are prepared to teach in accelerated as well as conventional programs. Plans for pre-service training may be underway in the new USAID Activity to strengthen the teacher education system.
 - c. Provision of tools, materials, and mobility for county/district EOs to work with principals to observe classrooms, provide coaching to individual teachers and develop cluster training to address common issues across schools.
 - d. Continue to make WAEC exam available to Level 3 learners to validate alignment of curriculum and equivalency of learner achievement.
2. **Increasing community engagement** in enrollment, retention, completion and transition of overage learners.
Understanding the benefits of an accelerated program and a safe, violence free learning environment for overage learners will require continued community engagement, appropriate mobilization and collaboration between school and community. Funding for communications products, training and support for PTAs, and ongoing support from principals and EOs will be important elements of future programming and information to mobilize internal and external resources.
 3. **Continuing the critical reflection and use of routine data.** Classroom observations, supervision and monitoring visits, coaching results, school census and SQA data to improve the quality of teaching and learning should all be continued.
 4. **Mobilizing Resources**
The MOE has the motivation and capacity and it has access to all AQE developed materials. Priorities to improve functionality center on the provision of teaching and learning materials, teacher development, community engagement, school safety and routine monitoring, evaluation and learning at all levels. AQE conducted budgeting training for EOs and developed a template of illustrative costs, but a more rigorous costing activity is needed. USAID's recent *Cost Analysis Guidance for USAID Funded Education Activities* provides a structure for such analysis.⁴¹

Walls, Elena, Caitlin Tulloch, and Christine Harris-Van Keuren. 2020. *Cost Analysis Guidance for USAID-Funded Education Activities*. Washington, DC: United States Agency for International Development.

Annex 7. Technical Working Group –Action Plan for Sustainability and Transition

This Action Plan consolidates the work of the Sustainability and Transition Sub-Committee of the TWG. It is the result of a process through which members identified key aspects of the USAID AQE Activity that would need to be sustained in order to continue providing quality Accelerated Education opportunities to overaged learners. This plan includes steps that need to be taken by AQE and the MoE during the remainder of the current academic year (2019-2020) which is AQE's last implementation year and what targeted support can be provided to the MoE as it starts up the 2020-2021 academic year, using government resources, harmonizing inputs of donors and implementing partners.

The plan reflects critical learning from the ALP-CS pilot in 12 schools, key decisions based on that learning and opportunities and actions that can be undertaken during the remainder of the AQE activity.

- Lessons learned from the ALP-CS pilot: ALP classes were conducted concurrently with conventional classes, using previously trained ALP teachers and others who were trained in a rapid “catch up” program if they had not previously taught ALP. The pilot used the TWG approved ALP curriculum and related TLMs, provided intensive teacher training for first time ALP teachers; removed teacher/administrator stipends; ran concurrently with conventional school where space and teaching staff allowed; and maintained the no fees, no uniforms practice of the AQE model. Lessons learned from the pilot will look at learner achievement, teacher retention and implications for the “One School Approach” where some learners wear uniforms and pay fees and others do not; learners are provided with school supplies and individual copies of workbooks; where teachers are teaching the same content as the conventional school, but using methods that are more learner centered, include social-emotional skills and attention to gender norms and life skills; teacher response to the ALP implementation; changes in perceptions of quality on the part of learners, teachers and parents.
- Critical decisions: A mid-term review of the pilot will take place in March 2020, and will help shape and focus decisions that the MoE and its partners need to move forward. The sustainability and transition plan is built from the assumption that the MoE wants to maintain ALP at least at its current level, in the AQE supported counties; there are plans for other partners to implement ALP in other counties, within the policy framework, including curriculum, assessment, certification and re-entry to conventional school and/or to other education or work force opportunities. A robust plan will address these assumptions and the implementation requirements of these assumptions. The decision about number of schools and ALP learners in the six AQE supported counties will inform the details and costs of the sustainability and transition plan.
- Key activities that need to be undertaken to ensure that teachers, materials, processes and plans are in place to transition learners from the 2019-2020 academic year to the 2020-2021 year, regardless of the scale. These activities will support the priority areas agreed by the TWG Working Group, specifically:

Continued dissemination and implementation of key policies including the Harmonized Alternative Education Policy (2017), Learner Eligibility, Assessment and Certification Policy Guidelines (2018) and the ALP Curriculum, aligned with the National Curriculum, with details

for each element of the policy. This includes the production and distribution of TLMs that are aligned with the approved curriculum. The AQE team has suggested that the plan include the finalization of the School Quality Assessment Tool Module 9, for approval and integration in SQA tool and SQIP Framework.

Provision of TLMs, including instructional aids for the classroom and basic supplies for learners. This includes finalizing, providing hard and soft copies and considering the resource requirements for printing and distribution to all ALP schools. The ALP model is built on one Guide per teacher per level and topic, and the related learner workbook per pupil.

Teacher professional development, with a focus on explicit development of current MoE staff with the competencies to serve as MTs and ToTs who can continue to provide training to teachers of ALP, including initial orientation, refresher training and on site supervision and coaching. This priority area includes identify refresher training needs of current ALP teachers and training for new teachers based on the projected needs for the 2020-2021 year; and then scheduling and developing trainers for the 2020-2021 school year: refresher training and orientation for new teachers.

Community Engagement, a critical feature of the AQE project, focused on PTA support for ALP and safer learning environments, including prevention and response to SRGBV. During this transition period, it will be important to identify and support the individuals who can serve as CMAs and ToTs for PTAs on support to ALP programming and safer learning environments including. AQE has enjoyed tremendous support for PTA engagement including SRGBV from Girls Education, Inclusive Education and/or the National Drop-out Prevention and Community Engagement Division.

The plan that follows leads with a focus on the results of the ALP/CS pilot, key decisions and the activities that will guide the optimal use of the remaining time in the AQE Activity and set the stage for strong implementation of ALP during the 2020-2021 academic year and beyond.

The TWG Sub-Committee and AQE will present this plan to the full TWG in preparation for submission to the SMT. The goal is to be able to include key activity and resource requirements for inclusion in upcoming MoE and partner work plans, including working to cost those activities that will requiring GoL budget and/or donor support and steps taken to secure the resources. AQE will determine how much preparation for 2020-2021 school year can be supported.

An updated work plan, based on revisions during the review by the full Technical Working Group on follows.

Domain: Critical Foundations for the Transition/Sustainability Plan

Overall Goal: Establish critical planning assumptions for the 2020-2021 academic year

Objectives:

- **Apply major lessons from the ALP/CS Pilot to the planning assumptions for the 2020-2021 academic year for the pilot expansion to all ALP sites**
- **Define the scale of ALP in the six AQE counties for the 2020-2021 academic year.**
(number of sites; levels, anticipated number of students and teachers)
- Remainder of Transition/Sustainability plan reflects these lessons and scale.

Action Steps	Lead Org/Person	Support Org/Person	Start-End Dates	Resources and Support Available/Needed	Communication Channels	Tracking progress -
<i>Complete mid line check-list of ALP/CS pilot</i>	AQE/M&E Team	MoE AMBSE/Planning Division/CEOs	March 6 – 12 - 13	Checklist updated Tablets	MoE Monthly / Quarterly report on pilot schools	Mid-line progress report – based on the checklist analysis
<i>Present/discuss findings with TWG and implications for scaling the ALP/CS model</i>	AQE	AED Director,	March 26 TWG general meeting	Draft report – checklist midline	TWG meeting	Report validation + recommendations by TWG – for presentation to SMT
<i>Present key findings and recommendations for</i>	AMBSE/AM Planning	AQE Senior Management	March 30	ALP-CS report + recommendation for expansion	SMT meeting presentation by agenda item leaders	SMT approved S&T plan

<i>2020-2021 academic year.</i>						
<i>Define resource requirements for decision on 2020-2021</i>	AED Division	CEOs, AQE	April 8 -9	AQE resource library TLM-TPD– curriculum; Instructional materials	AE division AQE warehouses ALP schools	Resources audit; final list of resources needed for 2020-2021 pilot expansion
<i>Present resource requirements to SMT</i>	AMBSE	AED Director/AQE	May 2020	Resources at national and county levels Support from partners for additional resource procurement – TGs and LWBs/ operational materials	TWG / AE Division	Approved resource procurement for ALP-CS expansion 2020 - 2021
<i>Develop resource mobilization plan</i>	AMBSE, AM Planning, Budget Director	AED Director, AQE	April 13-17, 2020	Approved resource procurement plan from SMT	AE Division	Mobilization plan
<i>Update remaining steps in this plan, as needed</i>	AMBSE, AM Planning, Budget Director	AED Director, AQE	May 6-10, 2020	Resource mobilized	AE Division	Mobilization plan

Domain: Policy Framework

Overall Goal: Dissemination and implementation of Harmonized Policy for Alternative Education, Learner Eligibility, Assessment and Certification Policy Guidelines, Integration of Expanded Module 9 of School Quality Assessment Tool (Alternative Education) and the ALP Curriculum

Objective: By the beginning of the academic year 2020-2021, MoE and implementing partner sites will be operating in accordance with 90% of the provisions of these key policies: Harmonized Policy for Alternative Education; Learner Eligibility Assessment and Certification Policy Guidelines, Integration of Expanded Module 9 of School Quality Assessment Tool (Alternative Education) and the approved ALP Curriculum

Action Steps	Lead Org/Person	Support Org/Person	Start-End Dates	Resources and Support Available/Needed	Communication Channels	Tracking progress -
Harmonized Policy	By the end of academic year 2019-2020 the policy will be distributed to implementing partners and donors; new partners will have access to the policy at national and county levels.					
<i>Share two page introduction to the policy and its application with CEOs</i>	AED at next CEO gathering	AQE/Mary C	March 23-25, 2020	“	CEOs & DEOs Meeting	List of EOs who received copies
<i>CEOs will have copies available for new partners</i>	AED to provide soft and some hard copies	AQE to provide soft	May 2020		CEO and DEO meetings	Copies available in counties for new partners.
LEACP:	By the first day of class, 2020-2021, 85% of learners will have complete records of eligibility, enrollment and placement. This will include enrollment form, report card and/or placement test results; WAEC results provided when available.					

<i>Action Steps</i>	Lead Org/Person	Support Org/Person	Start-End Dates	Resources and Support Available/Needed	Communication Channels	Tracking progress -
<i>Implementing partners, donors, county offices and schools have hard/softcopies of the LEACP</i>	AQE/AED	AED/Clarke	Feb. 17 -21, 2020	Need Hard/Soft Copies of LEACP	ESDC Principals/teachers meetings	AED and CEOs keep list of who has received copies of LEACP.
<i>WAEC registration complete for 2019-2020 Level 3 learners.</i>	AQE/MoE	AED/Clarke/AQE	Jan. 15 – Feb. 6, 2020	Registration fees per student	Registration process from WAEC to EOs and Principals. school/county/national level steps taken	List of registered learners
<i>Process for registration of AE learners is documented and shared with schools EOs</i>	AED/Clarke		March 2020	Need 1 page write up in hard and soft	Disseminate process through EO/principals meetings	Principals/EOs receiving the one pager
<i>DEOs, principals and teachers review summative assessment process and work plan for 2019-2020 year</i>	AQE/MoE	AQE	April/May 2020	Overview of preparation steps and timetable for summative assessment planning.	HQ to EOs to Principals	Work plan shared with EOs and principals.
<i>Principals, teachers and DEOs conduct the summative assessment (MoE supported by AQE)</i>	MoE/AQE	EOs/AES	June 22 -26, 2020	Hard Copies of Assessment Exams	DEO and Principal Meeting	Delivery plan for Assessment papers on time at each school.
<i>Assessments are scored and results presented to DEOs</i>	AQE	AQE/MoE	June 29 – July 3, 2020	Hard Copies of marked Assessment test		Obtain find results

<i>Action Steps</i>	Lead Org/Person	Support Org/Person	Start-End Dates	Resources and Support Available/Needed	Communication Channels	Tracking progress -
<i>DEOs and Principals verify results</i>	AQE/MoE for 2019/2020	MoE/CEOs	July 1-6, 2020	Copies of Assessment results	DEOs and Principals verify results	
<i>DEOs certify results (MoE)</i>	MoE/AQE	AQE/MoE	July 6 -9, 2020	Assessment results	Meeting of DEOs & Principals	Hard Copies of certified results
<i>2019-2020 Report cards are printed and available for principals.(MoE)</i>	AQE	AQE/MoE	April 13 – 24, 2020	Report Cards	DEO/Principal meeting	Card printed, sent to counties. Signed receipt for report cards per school
<i>2019-2020 Report cards are prepared for each student based on formative and summative assessment results (MoE)</i>	AQE/MoE	DEO/Principal	July 15 -19, 2020	Completed report Cards	Assembly for closing	Signed receipt of report cards; list of learners promoted.
<i>Lists of students transitioning to conventional school provided to DEO, principal receiving ALP learners in Grades 3, 5 and 7</i>	MoE/EOs	Principals of transitioning learners and receiving CS	July 16-23, 2020	Report cards	Instructions for principals	Instructions and tips for transition received by all principals.
<i>Assessment protocols and copies of assessment are available in sufficient copies and stored securely (AQE)</i>	AQE/MoE	AQE/AED	June 15 -19, 2020	Assessment papers; safe storage.	Meeting with schools Administrators	Secured papers available on assessment day;

Action Steps	Lead Org/Person	Support Org/Person	Start-End Dates	Resources and Support Available/Needed	Communication Channels	Tracking progress -
<i>provides hard copies for 2019-2020, soft copies for beyond)</i>						all papers accounted for.
<i>Training for MoE staff who will score the summative assessment and provide results to DEOs.</i>	AQE/MoE	MoE Assessment Division?	June 8-12, 2020			
<i>Plan for development , printing and secure storage for 2020-2021 Assessment tools (soft/hard)</i>	AQE/MoE	MoE/TPD	July 8 -13, 2020	Copies of Assessment tools in storage	MoE to share plan with EOs; DEOs and faculty meet to review.	Obtain Assessment development plan
<i>Learner Transition requirements are reviewed with all principals, especially principals receiving ALP students (conventional school, next level or other) (MoE, using 2 pager on LEACPolicy Guidelines)</i>	MoE/AQE	MoE/AQE	July 27 – 31, 2020	Certificate/report cards List of transition requirements for principals and parents.	Principal /DEO/AQE meeting	List of transition requirements
<i>Learners or guardians informed of transition options and date that report card will attend next year.(Principals)</i>	AQE/MoE	Principal/MoE/DEO	July 16-23, 2020	List of transition requirements.	PTA meeting	Obtain PTA meeting minutes on the date scheduled

National ALP Curriculum and Aligned Materials By the end of August 2020, the ALP Teacher Guides and Learner Workbooks will be aligned and available for use in all schools conducting ALP implementation during the 2020-2021 school year

<i>Action Steps</i>	Lead Org/Person	Support Org/Person	Start-End Dates	Resources and Support Available/Needed	Communication Channels	Tracking progress -
<i>Final Review of TLMs: Teacher Guides and Learner Workbooks</i>	AQE/MoE	MoE	TLM-STS-TWG Meeting- March 18-20, 2020	Teaching/learning materials	Final review meeting of MoE/AQE	Approved list of aligned materials
<i>Review and approve Semester 2 curriculum and materials (TWG Subcommittee and SMT)</i>	MoE/TWG	AQE	Review done Submission – March 26, 2020	Copy of materials	SMT/TWG meeting	List of materials received /AMBSE
<i>Develop an estimated number of Teachers’ Guides and Learner Workbooks needed for the 2020-2021 school year. (MoE from site to district to county to national level and/or other implementing partners)</i>	TWG/AQE	AQE	April, 2020	Materials	MoE/AQE It may also be the case that continuing teachers can use the guides they have; resource mobilization plan will determine distribution and whether the books are for the teacher or the school.	TWG/AQE
<i>Acquire soft and/or hard copies of materials from AQE (MoE)</i>	AQE/MoE	AQE	April, 2020	TWG/AQE	TWG/SMT	TWG/SMT
<i>Identify funding for printing of materials including GoL budget) (MoE/other partners)</i>	MoE/AQE	AQE	April, 2020	TWG/AQE	TWG/AQE AQE costing may also be a resource for this planning.	TWG/AQE
<i>Set up procurement procedures (MoE)</i>	MoE/AQE	AQE	April-May, 2020	TWG/AQE	MoE/AQE- consult AMBSE	MoE/AQE
<i>Monitor printing (MoE)</i>	MoE	AQE	April-May, 2020	TWG/AQE	MoE/AQE- consult AMBSE	MoE/AQE
<i>Develop a distribution plan for printed materials, engaging county procurement and logistics staff (MoE)</i>	MoE/AQE	AQE	May-June, 2020	TWG/AQE	MoE/AQE - consult AMBSE	MoE/AQE

<i>Action Steps</i>	Lead Org/Person	Support Org/Person	Start-End Dates	Resources and Support Available/Needed	Communication Channels	Tracking progress -
				County procurement/logisti cs officers		
<i>Receive printed materials (MoE)</i>	MoE/AQE	AQE	July-August, 2020	TWG/AQE County procurement/logisti cs officers	TWG/AQE- consult AMBSE	MoE/AQE
<i>Package for distribution (MoE)</i>	MoE	AQE	August weeks 1 and 2, 2020	AQE experience; experience of MoE with other mass distribution	TWG/AQE - consult AMBSE	MoE/AQE
<i>Distribute to counties per estimates (MoE)</i>	MoE/AQE	AQE	August Weeks 3 and 4, 2020	TWG/AQE	TWG/AQE	MoE/AQE
<i>Verify delivery (County logistics/procurement with support from AQE)</i>	AQE	AQE	Sept. 19-24, 2020	TWG/AQE County procurement/logisti cs officers	TWG/SMT	MoE/AQE
<i>Monitor use of materials in the classroom (Joint supervision/observation/coaching 2019- 2020, MoE 2020=2021)</i>	MoE/AQE	AQE/MoE	Oct. 1-15, 2020 Dec. 1 -15, 2020	TWG/AQE	TWG/SMT	TWG/SMT
<i>Review Semester 2 curriculum and materials in expanded ALP-CSP school(TWG Subcommittee and SMT)</i>	MoE	AQE/MoE	April 6-10, 2020	TWG/AQE	TWG/SMT	TWG/SMT
Expansion of SQA Module 9 for more robust AE assessment and SQIP.	AQE/MoE	AQE/MoE	March 24- April 4, 2020	MoE/AQE	MoE/AQE	MoE/AQE

Domain: ALP Trained, Skilled Teachers

Objective: By September 2020, all ALP sites (former AQE and other) will have trained skilled teachers using the approved curriculum and materials

Action Steps	Lead Org/Person	Support Org/Person	Start-End Dates	Resources and Support Available/Needed	Communication for implementation	Tracking progress - What does success look like?
Compile a list of all teachers by school and district, trained for ALP (include gender, school, district and county, trainings attended)	MoE verify and update info; decide where/how to store	AQE provide list	March 25-April 7, 2020	Hard/soft copies of teachers trained	Request from AMBSE	Complete listing for 2019-2020 that can be used for projections for 2020-2021
Select sites for 2020-2021 School Year ALP-CS expansion (CEOs, SMT to set number of sites to be supported, including number of old vs new sites)	MoE/CEOs	AQE to review criteria with TWG.	May 4-May 29, 2020	Current resources; list of current schools; criteria for selection; funding for monitoring visits that could also be used to validate selection criteria for 2020-2021 Any additional DSA for AE, TWG county staff	Request from AMBSE to CEOs	Final list of proposed sites, verified by CEOs and approved by HQ
Determine number of teachers needed for each ALP-CS site (Principals, DEOs, AE supervisors, aggregated by AE Division)	MoE/CEOs	AQE/M&E data	May 4-29, 2020	Proposed list of schools, list of current teachers per school	AMBSE to assign the work and request AQE support for data AQE	TPD and AED submission to AMBSE AMBSE verification
Identify teachers previously trained, and plan for refresher for placement assessment and	MoE	MoE/AQE	June 1-5, 2020	List of teachers trained in sites selected; training materials previously used; trained MoE trainers.	Request from AQE	Verify by AMBSE

Action Steps	Lead Org/Person	Support Org/Person	Start-End Dates	Resources and Support Available/Needed	Communication for implementation	Tracking progress - What does success look like?
Semester I refresher (MoE)						
Identify number of new teachers needed and plan for orientation to ALP and training for Semester I (MoE)	MoE	AQE	June 15 - 19, 2020	MoE, TPD, TWG; AQE Staff knowledge	Request from AMBSE	Reports from EOs and principals
Identify MoE Master Trainers who have demonstrated knowledge and skills to train ALP teachers	AQE/AED	AQE	April 13-17, 2020	AQE tech team	Request from AMBSE	Reports from AMBSE
Conduct Master trainer training June/July 2020 (AQE MTs plus MoE trainers who have conducted training during AQE)	MoE/TE	AQE	June 8 – 12, July 6-10, 2020	AQE tech team	Request from AMBSE	Competency reports from training; which MTs are ready to deliver?
Schedule teacher training for July/August 2020 (perhaps co-trained with AQE MTs or supervised/supported by AQE MTs) (AQE with TPD Sub-Committee of TWG)	MoE-TE/AQE	AQE	July 13-17, 2020 Aug. 3-7, 2020	MoE and AQE	Request from AMBSE	Reports from AMBSE
Consolidate tools and guides for on-site support to teachers to be used by principals, AE Supervisors, DEOs and HQ staff to support teacher professional	MoE/AQE	AQE	April 13-17, 2020	MoE and AQE tech team; AQE coaching guides; classroom observation summaries and tools.	Request from AMBSE	AED has consolidated all tools and made them available to EOs, teachers and principals.

Action Steps	Lead Org/Person	Support Org/Person	Start-End Dates	Resources and Support Available/Needed	Communication for implementation	Tracking progress - What does success look like?
development at site level (AQE)						
Conduct orientation to on site support tools September/October 2020 (AQE)	MoE	AQE	Sept. – Oct. 2020	MoE and AQE tech team	Request from AMBSE	Orientation report from AED/other members of orientation team.
Compile all teacher training materials and provide hard and soft copies to MoE (AQE)	AQE	AQE	June 1- 5, 2020	AQE tech team	Request from AMBSE	Receipt of hard and soft copies by AED/TPD/AMBSE
Provide copies of relevant teacher training materials to RTTIs for consideration in future Certificate C curriculum (addendum or revised curriculum)	MoE (TE) AQE tech team	AQE	May-4 – June 30, 2020	AQE tech team	Request from AMBSE	Reports from AMBSE

Domain: Teaching and Learning Materials

Objective: By the end July 2020, MoE will provide classroom instructional materials/supplies and learner supplies to 264 ALP schools in Bong, Lofa, Nimba, Margibi, Montserrado and Grand Bassa counties.

Action Steps	Lead Org/Person	Support Org/Person	Start-End Dates	Resources and Support Available/Needed	Communication for implementation	Tracking progress - What does success look like?
Develop/List estimated number of Learners per level per site	AED	CEOs, DEOs, Principals	April 27-30, 2020	Enrollment figures and completion rates for	Request from AMBSE to AED and CEOs.	Report to AMBSE

(MoE from site, district, county inputs)				previous years.		
Develop list of approved classroom instructional materials to be provided per classroom and school.(MoE/AE Division)	AED	AQE	April 20-24, 2020	Available list of TLMs from AQE	Request from AMBSE	AMBSE receives information from AED and approves list
Develop list of approved supplies per learner.(MoE and list from AQE)	AED	AQE	April 13-17, 2020	AQE	Request from AMBSE	AMBSE receives information from AED and approves list
Develop budget	AED	MoE/AQE	Mar – May 2020		Request from AMBSE	Report from AMBSE
Allocate budget/identify funder for materials and supplies (MoE)	AED Advocates, MoE action	AQE, UNICEF, GPE	Same as above	AQE cost figures	Request from AMBSE	Final budget for materials and supplies developed and allocated
Procure materials and supplies (MoE)	AED/Procurement	MoE/AQE	Aug. 3-15, 2020	MoE /AQE	Request from AMBSE	Materials and supplies ordered and received.
Distribute materials and supplies to schools (MoE)	AED/ Admin	MoE Admin/CEOs/County Logistics	March 23-April 10, 2020	AQE/AED Tracking Tools developed by AQE: waybills etc.	Request from AMBSE	Schools/EO reports on receipt of supplies and materials.
Develop plan for distribution	Principals	DEOs	March 18-20, 2020	AQE/AED	EOs and Principals informed of	Reports to AED

of supplies to learners (Principals)					when materials and supplies will be sent; send back documentation re received materials.	and AMBSE
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Domain: Community Engagement in ALP (Focus:PTAs promoting safer learning environments, leading plans, resource mobilization including outreach to local government, businesses and other community members)

Objective: By the end October 2020, 1320 trained PTA leadership will be knowledgeable to promote SLE in 264 schools.

Action Steps	Lead Org/Person	Support Org/Person	Start -End Dates	Resources and Support Available/Needed	Communication for implementation	Tracking progress - What does success look like?
Complete the development of the SLE package of PTA led activities	AQE	Community Engagement Sub-Committee of TWG)	March 23-27, 2020	AQE	Request from AMBSE	Package reviewed and approved by TWG; plans for dissemination/sharing at ESDC.
Form a team of Master Trainers for SLE activities (to include target 20 trainers per county)	MoE	Include TWG members as trainers in each of the training	March 30-31, 2020	MoE, MGCSP, and MoH staff at HQ and county, district levels who have supported SLE previously	Request from AMBSE	Report to AMBSE, including performance and
Train this team to deliver final set of SLE activities developed through the pilot (MoE	AQE	April 1-3, 2020	MoE, MGCSD, and MoH staff at HQ and county, district levels who have supported SLE previously	Request from AMBSE	Report to AMBSE roster of trained MTs.

Produce trainer guides that can be used at site levels (AQE	TWG Sub-Committee	April 6-10, 2020	AQE	Request from AMBSE	Hard and soft copies to AMBSE
Develop a training plan to train trainers who can train site level staff to implement activities	MoE/CE Division	CEOs, DEOs	April 13-17, 2020	Site, district, county levels of MoE, MGLSD, MoH who are interested and committed)	Request from AMBSE	Report from AMBSE
Conduct pilot training of PTAs, using trained trainers (MoE with AQE support)	MoE (Trained and experienced staff)	AQE	May 4-8, 2020	MoE/AQE	Request from AMBSE	Report to CE TWG and AMBSE
Identify point person in MoE for SLE (Girls Ed, Inclusive, PCE?) (MoE)	AMBSE	AQE	March 18, 2020	MoE/AQE	Request to AMBSE	Report from AMBSE

Annex 8. AQE TWG Action Plan for Sustainability and Transition March 03-2020

The action plan for sustainability and transition of the AQE Activity was developed by the MoE Accelerated Education Technical Working Group (TWG). The plan seeks to establish the key aspects of the USAID AQE activity that would need to be sustained in order to continue providing quality accelerated education opportunities to overaged learners in conventional schools.

USAID Accelerated Quality Education for Liberian Children

Development Partner Education Development Centre

Duration March 2020-March 2021

Coverage 264 ALP sites - six target counties.

Project Objective To increase access to quality education services to 48,000 overaged or out-of-school adolescents.

Project Beneficiaries Overaged or out-of-school learners between the ages of 8-15.



Activities	Action Points
Activity 1: Establish critical planning assumptions for the 2020-2021 academic year based on the ALP-CSP pilot model	
Objective: Define the scale of ALP-Conventional School (ALP-CS) pilot model for expansion in the six AQE counties	<ul style="list-style-type: none"> • Complete mid-line check list of ALP-CS Pilot • Present/discuss finding with TWG and implication for scaling the ALP-CS model • Present key findings and recommendations for the ALP-CS pilot expansion in the 2020-2021 academic year • Define resource requirements for decisions on ALP-CS expansion in 2020-2021 • Present resource requirements to SMT • Develop resource mobilization plan • Update remaining steps in this plan as needed
Activity 2: Continue dissemination and implementation of key policies	
Activity 2.1: Continue dissemination of the harmonized alternative education policy	
Objective: By the beginning of the academic year 2020-2021, MoE and implementing partner sites will be operating in accordance with 90% of the provisions of this policy.	<ul style="list-style-type: none"> • Share introduction to the harmonized policy with CEOs and ensure CEOs have copies available for new partners • Monitor use of materials in classrooms
Activity 2.2: Continued dissemination of Learner Eligibility, Assessment and Certification Policy Guidelines	
Objective: By the beginning of the academic year 2020-	<ul style="list-style-type: none"> • Implementing partners, donors, county offices and schools have hard/softcopies of the LEACP • Process of registration of WAEC learners is documented and shared with schools/EOs

Activities	Action Points
<p>2021, MoE and implementing partner sites will be operating in accordance with 90% of the provisions of this policy.</p>	<ul style="list-style-type: none"> Principals, teachers and DEOs conduct summative assessments, verify and certify results Report cards are prepared for each student based on formative and summative assessment results List of students transitioning to conventional school provided Learners or guardians informed of transition options Planning for the development, printing and secure storage of the 2020-2021 assessment tools Learner transition requirements reviewed by principals, registrar and Vice Principal for Instruction
<p>Activity 2.3: Continue dissemination of the national ALP curriculum and aligned materials</p>	
<p>Objective: By the beginning of the academic year 2020-2021, MoE and implementing partner sites will be operating in accordance with 90% of the provisions of this policy.</p>	<ul style="list-style-type: none"> Develop an estimated number of TGs and LWBs needed for the 2020-2021 school year AQE to provide soft and/or hard copies of materials to MoE Identify the funding for the printing of materials including both GoL budget, MoE and other partners Establish procurement procedures Develop a distribution plan for materials Distribute to counties and verify delivery
<p>Activity 3: Continue provision of teaching and learning materials to ALP classes</p>	
<p>Objective: by the end of July 2020, MoE will provide classroom instructional materials/supplies and learner supplies to 264 ALP schools in 6 counties</p>	<ul style="list-style-type: none"> Develop estimated number of Learners per level per site (MoE from site, district, county inputs) Develop list of approved classroom instructional materials to be provided per classroom and school. (MoE/AE Division) Develop list of approved supplies per learner. (MoE and list from AQE) Develop budget Allocate budget/identify funder for materials and supplies (MoE) Procure materials and supplies (MoE) Distribute materials and supplies to schools (MoE) Develop plan for distribution of supplies to learners (Principals)
<p>Activity 4: Teacher professional development</p>	
<p>Objective: by September 2020 all ALP sites former AQE and others will have trained, skilled teachers using the approved ALP curriculum and materials</p>	<ul style="list-style-type: none"> Complete a list of all teachers by schools and district, trained for ALP Select sites for 2020-2021 school year for ALP-CS expansion Determine the number of teachers needed for each ALP-CS site Identify teachers previously trained and plan for refresher for placement assessment and Semester I refresher Identify number of new teachers needed and plan for orientation to ALP and training for Semester I Identify MoE master trainers who have demonstrated knowledge and skills to train ALP teachers Conduct master trainers training June/July 2020 Schedule teacher training for July/ August 2020 Consolidate tools and guides for on-site support to teachers to be used by principals, AE supervisors, DEOs and HQ staff to support TPD Conduct orientation to on site support tools September/October 2020 (AQE) Compile all teacher training materials and provide hard and soft copies to MoE (AQE) Provide copies of relevant teacher training materials to RTTIs for consideration in future certificate C curriculum Develop estimated number of learners per level per site
<p>Activity 5: Community engagement</p>	

Activities	Action Points
<p>Objective: by end October 2020, 1320 trained PTA leadership will be knowledgeable to promote SLE in 264 schools</p>	<ul style="list-style-type: none"> • Complete the development of the SLE package of PTA led activities • Form a team of MTs for SLE activities • Train team to deliver final set of SLE activities • Produce trainer guides that can be used at site level • Develop a training plan to train trainers who can train site level staff to implement activities • Conduct pilot training of PTAs, using trained trainers • Identify point person in MoE for SLE