



Liberia Teacher Training Program Taking a Reading Intervention from a Pilot to Scale



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Acknowledgments

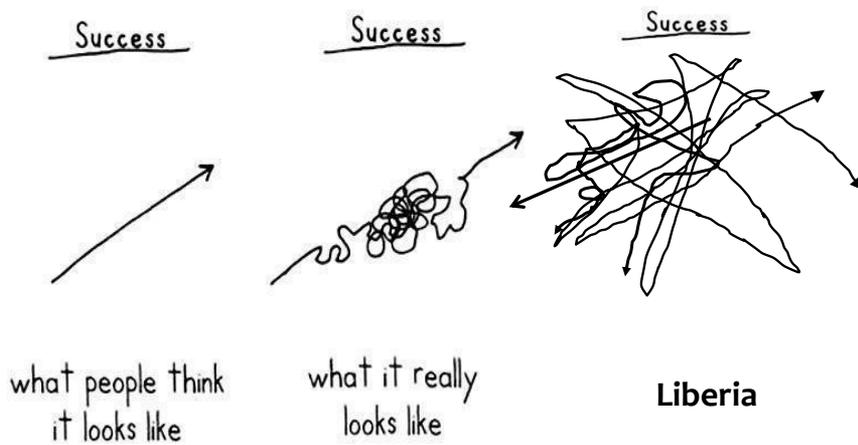
The Liberia Teacher Training Program (LTTP) is implemented by FHI360 as the prime contractor and by RTI International. LTTP is a 5-year USAID-funded project – 2010-2015. Thanks to:

- The Ministry of Education in Liberia, teachers, students, principals, parents, and NGOs (e.g., Concern Worldwide) that have taken on the task of improving student reading outcomes.
- The World Bank and USAID/Liberia for the early efforts in reading through the Early Grade Reading Assessment (EGRA) Plus: Liberia project and LTTP.

Presentation

- Project design and reading efforts in Liberia
- Pilot design and results
- Scale-up from 180 to 1,600 schools and results
- Cost of scale-up
- Some lessons learned

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Original source unknown; author adaptation for Liberia

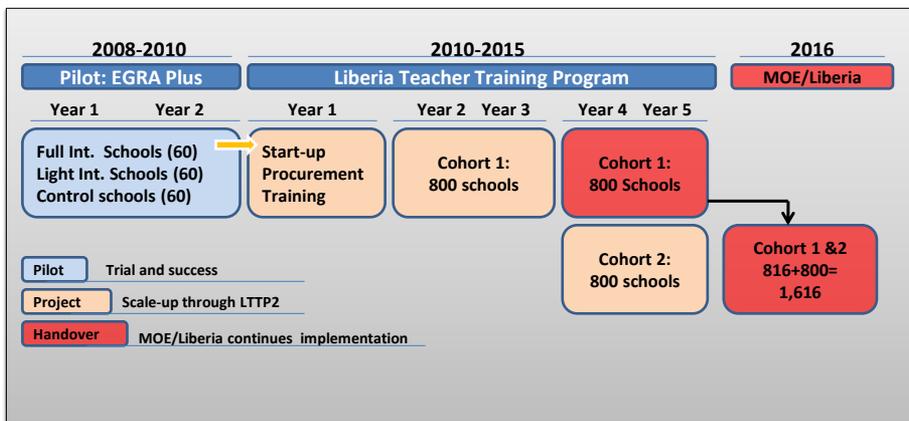
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Reading Efforts in Liberia



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Pilot Design

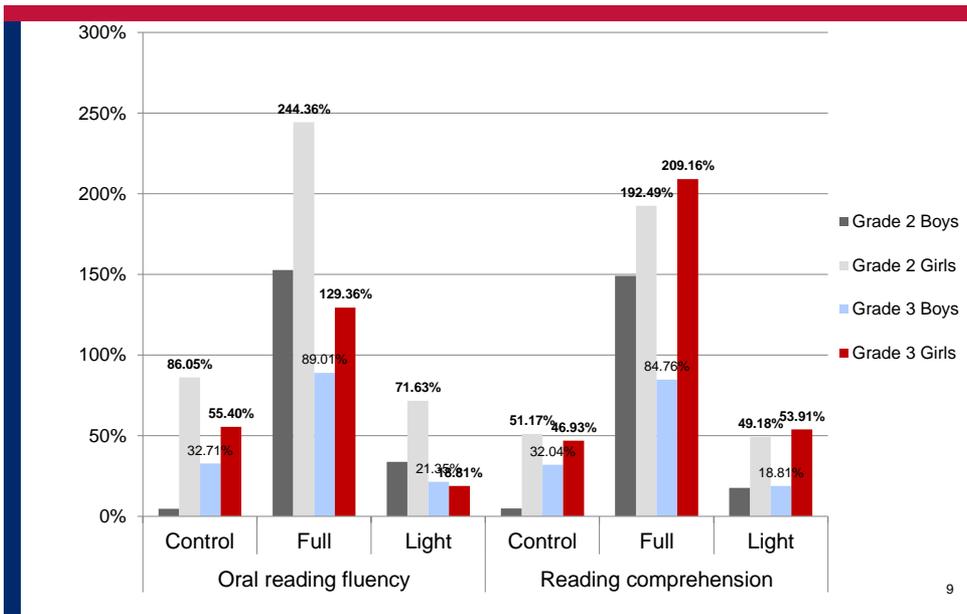
	60 Control Schools	60 Light Interv. (LI) Schools	60 Full Interv. (FI) Schools
EGRA assessment by project	yes	yes	yes
School and student report card developed by principals and teachers	no	yes	yes
Teacher training – 2x year, 5 days	no	no	yes
Coach visits to schools -1-3 times per month * (4 FI and 4 LI schools)	no	no**	yes
Teacher manuals, pocket chart, and letter cards	no	no	yes
Student books – simple decodable books, plus library	no	no	yes
Informal project assessments	no	no	yes
Ongoing project support	no	no	yes

**Project only paid for one visit per month; for really low performing schools 2-3 visits were made

*Coaches supported LI schools with respect to report cards – 4 times/year

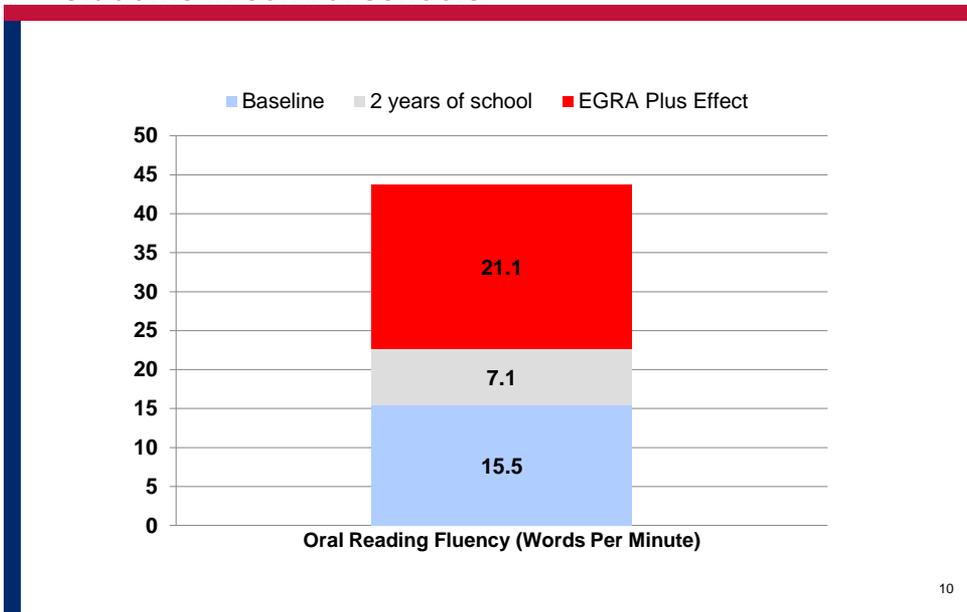
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Pilot Results: 13 months of instruction → 0.80 SD



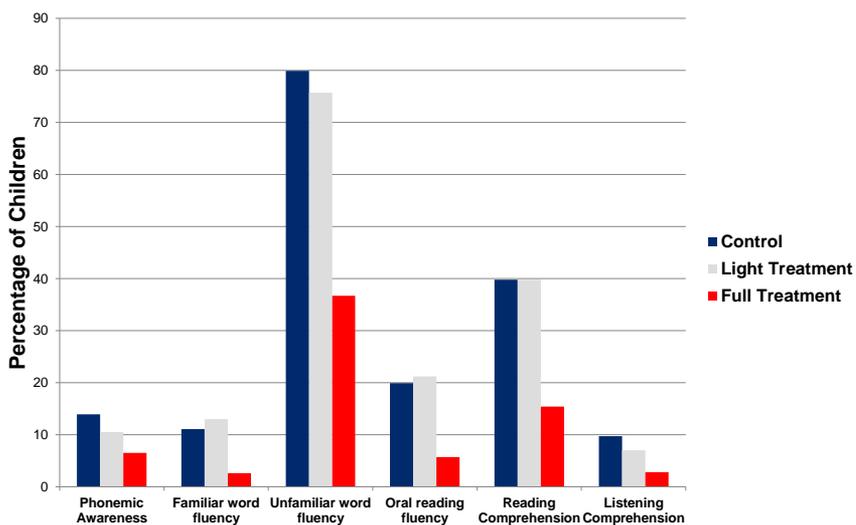
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Pilot results – learned to read three times faster than students in control schools



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Analysis of zero scores



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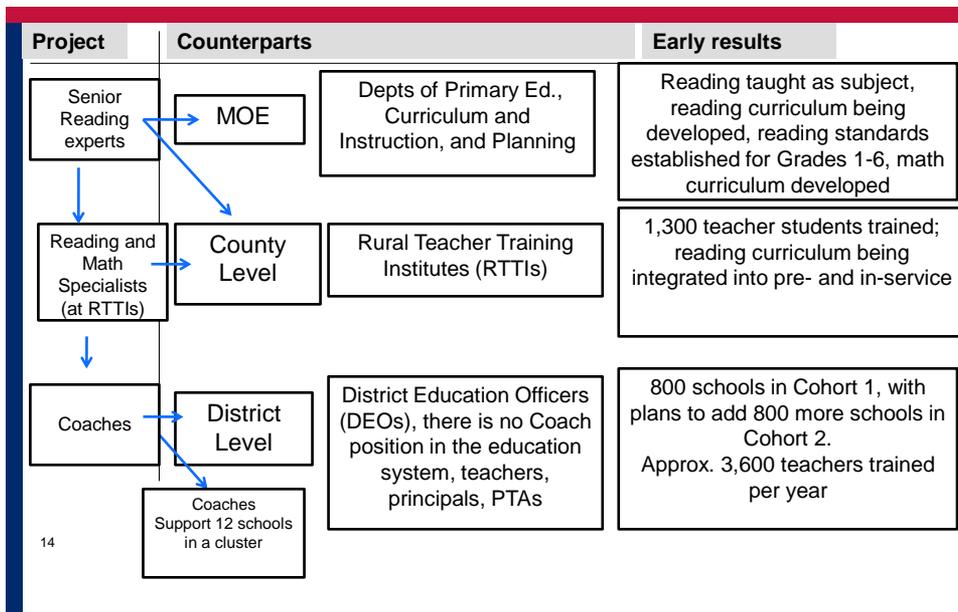
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From Pilot to Scale: Too expensive? What to take out?

	60 Full Int. schools	Scale-up: 800 schools
EGRA by project	yes	yes
School and student report card developed by principals and teachers	yes	yes
Teacher training – 2x year, 5 days	yes	yes
Coach visits to schools -1-3 times per month x (4 FI and 4 LI schools)	yes	yes, but **
Teacher manual, pocket chart & letter cards	yes	yes
Student books – simple decodable books, libraries	yes	yes
Informal project assessments	yes	yes
Ongoing project support	yes	yes
**Coaches now cover 12 schools in a cluster, but work on two subjects; reading and math		

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Cannot fix the entire system, but can find “reading pressure points” and model the change



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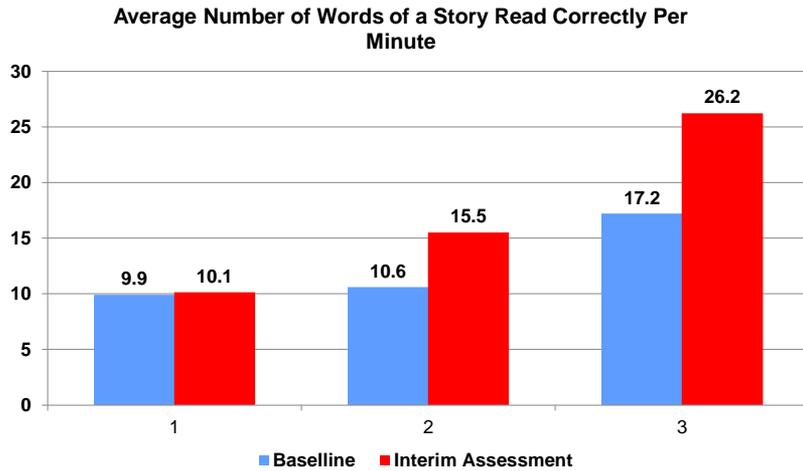
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Results during scale-up

- First, let's look at some of the challenges we faced
 - Books were distributed late, need to compete procurement, ship it, distribute it during rainy season. Such capacity does not exist within the MOE.
 - To reach 800 schools, we hired 68 Coaches. Position of the Coach does not exist within the MOE. It took 2-3 months to find this many relatively qualified staff.
 - Teacher skills to effectively teach are almost nonexistent.
 - The expertise to develop reading and math curriculum in Liberia is hard to come by. Needed to find Plan B to meet the deadlines and be in schools with books "on time."
 - A portion of our schools are hard to reach; they are distant and inaccessible by any means of transportation.
 - etc. (more in the lessons-learned section)

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Rapid Assessment Results – 5 months later



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How much does this cost – materials

Teacher kit and student resources	Units	unit cost	total /school
Reading manual (two volumes + student report card)	3	2.7	8.1
pocket chart and letter cards	3	2	6
reading at home tracker	120	0.05	6
stationery	3	1	3
Student report card manual	3	1.2	3.6
student cards	120	0.3	36
PTA card	30	0.3	9
stopwatches	3	3	9
student marking sheets	120	0.05	6
student stimuli sheets	15	0.1	1.5
Decodable books	120	2.6	312
Library books	120	1	120
Total /Per school			\$520
Cost per student			\$4.35

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How much does it cost (continued)

A. Teacher and Student Materials Only	
Total /School	\$520
Cost / Student	\$4.35

A. T&S Materials + B. F2F Training	
Total /School	\$685
Cost / Student	\$5.71

A. T&S Materials + B. F2F Training + C. Coaching	
Total /School	\$1,094
Cost / Student	\$9.12

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Lessons Learned

Curriculum

- Developing curriculum locally when expertise is not available is not feasible. We tried it, and it did not work.
- In order to meet deadlines, one must reverse the process as follows:
 - First develop scope and sequence and sync it up with the local curriculum, discuss it with the MOE, but work with intl. experts to turn it into daily lesson plans. At each of these steps, include the MOE to review and provide feedback.
 - Then pilot it together with the MOE which allows for more time for them to learn what it takes to develop a good lesson plan, why such scope and sequence, etc. Our next step is to spend the remainder of 2 years teaching them how to do all this.
- This allows for children to be learning (!) while we are working with the MOE to build their capacity

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Lessons Learned

Teacher Skills

- Teacher skills to teach reading and math effectively do not exist
- We tackled this problem as follows:
 - Scripting of lessons for both reading and math
 - Face-to-face training to orient them about the manuals. Not much can be learned in 5 days
 - Coaching support – once per month
 - Integrate reading and math into pre- and in-service courses taught at Teacher Training Institutes (TTIs). This was a course that was not scripted, but 3-4 months ago, we were requested to develop a scripted program for instructors at TTIs.
 - Policy work in terms of teacher qualifications and certification is ongoing

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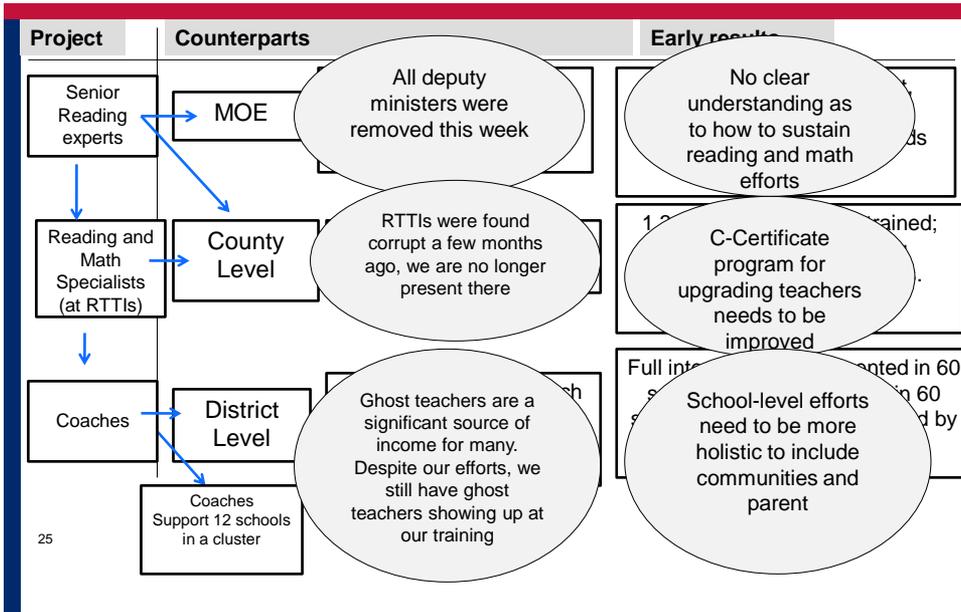
Lessons learned

Fidelity of implementation

- The support to be provided by Coaches must be systematized
- Detailed instructions were required for face-to-face training of teachers
- Coaches were trained just like they would train teachers
- Detailed instructions for every monthly visits were developed
- Classroom observation tool and other tools were developed to track progress of teachers' uptake
- All Coaches perform their tasks in the same way
- Accountability trackers were developed
 - for example, every visit by a Coach had to be registered in a visitor log at the school and countersigned on the project's form that Coach carries along
- BUT – working with 68 coaches requires strong oversight, and we are struggling with this

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Lessons learned – can you model a change if the entire system is broken



It is about children!



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