

# **Appendices**

## **Appendix 1**

### **Terms of Reference**

#### **Assessment of the National Accelerated Learning Programme (ALP)**

##### **1 Background**

The Liberian national ALP programme has been designed for children who have never enrolled in primary school or who were enrolled but displaced due to the civil conflict. Now these children are older than the conventional primary school age but still have the same educational needs. The last school census showed that 73 percent of children in conventional primary school are over-aged.

The programme provides primary schooling in an accelerated manner over a 3 year period rather than the conventional 6. The 'levels' are especially established to restructure the usual 6 primary schools grades. Level I combines grades 1 and 2, while levels II and III are for grades 3 to 4, and 5 to 6 respectively. To do this the Ministry of Education devised a specially tailored teaching curriculum and manual which focuses on student-centred learning, and shifting of responsibility from the teacher to the student for keeping current in lessons. Teachers have been, and continue to be specially trained in this accelerated methodology.

The national ALP programme is headed by a National Coordinator, based within the Ministry of Education. His/her role is to coordinate all ALP actors and their activities as well as enhance the collaboration between these actors and the representatives of the Ministry of Education in the field. There are a number of organizations who provide support in this area and they include UNICEF, Creative Associates International, SC-UK, IRC, IBIS who support public schools and NRC who work in communities. In addition UNDP has renovated a number of ALP schools and UNHCR has provided furniture. These organization provide varied support in a number of different counties although there are some counties where no ALP programme is operating.

##### **2 Rationale**

There has never been a comprehensive assessment of the ALP programme in Liberia, except for "Level-I" which was evaluated in 2000. There is an urgent need to assess the ALP programme and to identify the success of the programme and its impact on the children. No comprehensive data is available on how many children there are currently in the programme or how many successfully graduate and what happens to them after they graduate. There is also no up-to-date data on the number of teachers and their qualification levels. A data gathering activity is currently underway to obtain this data from all ALP implementing organizations and this will be complemented by data gathered during the next census slated to take place in October this year.

By using the data and the results of the assessment an informed discussion can be held to identify the best way to meet the needs of this special group of children over the coming years.

##### **3 Objectives**

- To prepare a comprehensive assessment report of the ALP programme which will show the effectiveness of the programme, the quality of teaching and learning, the main challenges and gaps and recommendations for meeting the future needs of the over 10yrs target population.
- To assess the UNICEF ALP Project.
- To advise and assist in the preparation on the discussion forum which will take place following the completed assessment

#### **4 Activities**

- Prepare a workplan for the consultancy period to include outputs and timeline
- Identify the methodology to be used in the assessment
- At the national level meet with representative at the MoE and implementing organizations to explain methodology and plan of action in order for them to facilitate the process.
- Prepare an information sheet for circulation to all involved explaining the process and what information will be gathered and how as well as support needed.
- Review the ALP teaching and learning materials
- Undertake a comparison of the implementation of the ALP by various implementers eg UNICEF, CAII, SC-UK etc
- In Monrovia and in the counties visit schools where ALP is being implemented (NRC and CAII) and gather information from county/district authorities, principals, teachers and students on different aspects of the programme. Also visit implementing partners in the field.
- Use the recently consolidated ALP data to provide an overview of the programme in terms of numbers of teachers and students.
- Gather a clear indication of the student's perceptions of the ALP programme and the impact that it has.
- Identify the numbers of students who have graduated from the programme and what they do afterwards ie go onto Junior school, into a trade, other etc.
- Review student records and how their performance is monitored
- Put together an observation schedule for ALP classes (as an annex to the report)
- Write assessment report
- Assist in the preparation of the discussion forum

#### **5 Outputs**

- Workplan prepared (Day 1- week 1)
- Methodology identified and developed (Day 2 – week 1)
- Meetings held with MoE and ALP implementing partners (Day 3, 4 & 5 - week 1)
- Information sheet prepared and disseminated (Day 6 – week 1)
- Teaching and learning materials reviewed (Day 1 & 2 – week 2)
- Comparison of different approaches undertaken (Throughout)
- Assessment of UNICEF ALP project (Throughout)
- Undertake information gathering visits to counties (To be discussed, but at least half of time should be up-country eg weeks 3,4 &5)
- Assessment writing and preparation for discussion forum (Week 6)
- Submission of final report

## Appendix 2

### Evaluation Methodology

The purpose of this assessment is:

- To prepare a comprehensive assessment report of the ALP programme to show the effectiveness of the programme, the quality of teaching and learning, the main challenges and gaps and recommendations for meeting the future needs of the over 10 year old target population.
- To assess the UNICEF ALP Project.
- To advise and assist in the preparation of a discussion forum which will take place following the completed assessment.

In order for the objectives to be achieved the following methodologies have been designed for use during the assessment as a means to data collection:

1. Document analysis: ALP teaching and learning materials  
Available reports from implementing partners
2. Statistical analysis: Using the data collected at the end of July 2007 on the National ALP  
Using available statistics from implementing partners, MoE staff and WAEC
3. Semi-structured interviews
4. Small focus group discussions
5. Observation: Visits to AL classrooms in action (NRC, IBIS, CAII-ALPP)  
Visits to master training and teacher training courses (Kakata, Nimba)
6. Non-formal interviews

The questions in the interviews and discussions will centre around the main points in the TOR trying to get different perspectives on the same issues. The focus will be the Ministry of Education's Accelerated Learning Policy guidelines, for example the student selection process, and how it is being implemented by the different partners.

The following groups will be involved in the assessment:

- Conversations with MoE ALP Focal Persons at national, county and district level
- Conversations with principals/head teachers
- Conversations with teachers
- Conversations with students who have just completed Level I, II and III
- Conversations with former ALP students who have/have not graduated from the ALP
- Conversations with Parent Teacher Associations
- Meetings with county and district education authorities
- Meetings with the implementing partner education coordinators for the ALP

#### Challenges:

Assessment conducted during MoE school vacations  
Road conditions  
Availability of statistics

## Appendix 3

### Ministry of Education Structure, Liberia<sup>1</sup>

- i. Department
  - a. Administration: (Personnel, finance, communication and procurement)  
Functions: Provisions of technical staff services, conduct fiscal affairs, manage physical facilities, contracts, procurement and takes custody of the distribution of supplies and equipment.
  - b. Instruction: (Curriculum, teacher training, basic and secondary education).  
Functions: Responsible for effecting development and direction of Primary and Secondary Education. Planning of curriculum, selection of instructional materials, setting up of criteria and determination of profession qualification of teachers, supervision, monitoring and evaluation of instruction, certification and licensing of teachers and accreditation of schools.
  - c. Planning/Development and Research: (Planning management into system and data analysis and education facilities).  
Functions: Responsible for the preparation of plans, conduct research and design development programmes for all aspects of education and training sectors including preparation of master development plans, preparation of annual budget and statistical reports.
- ii. The Bureau are directly responsible to address education needs as follows:
  1. The Bureau of Primary Education is directly responsible to supervise all primary schools and is required to ensure that basic materials and logistics are provided to facilitate their smooth operation. This bureau also supervises pre-primary schools to ensure they perform to standard.
  2. The Bureau of Secondary Education supervises all County and District Education Officers to ensure that they perform in line with job specification. This bureau is also responsible to ensure the placement of teachers in Government Schools.
  3. The Bureau of Teacher Education, Accreditation and Certification is required to regulate the functions of teacher training institutions, to ensure that the standard is maintained as stipulated by the Ministry.
  4. The Bureau of Vocational and Technical Education supervises the vocational and technical programmes for the Ministry. It is also required to identify areas for the establishment of vocational and technical schools.
  5. The Bureau of Planning has the mandate to plan programs necessary to promote the education and training needs of the youth.
  6. The Bureau of Curriculum, Textbook and Research is required to develop curriculum and to produce competitive textbooks for schools as well as conduct research activities for the Ministry.

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<sup>1</sup> Government of Liberia: *First Country Report on The Convention on the Rights of the Child (CRC)*. November 200

## Appendix 4

### Accelerated Learning Programme

#### Technical Committee

Hon. Peter N. Ben	Deputy Minister of Instruction/MoE
Hon. Jacob Tarlowoh	Assistant Minister of Curriculum/MoE
Mr Ono Richards	Planner MoE
Mr A Fatoma	UNESCO
Mr William Harris	CREDO
Mr Bernard Gatawa	UNICEF
Mr John Y. Sumo	UNICEF
Mrs Benetta Tarr	UNICEF
Mr Trokon Wayne	Coordinator /ALP
Mr Valarian O. Ekatan	Consultant/UNICEF

#### Authors/Developers

##### Language Arts

Mr Euphemia Abdullai  
Mr Moses S. Pyne  
Mr Henry Nana  
Mr Arthur Kernahn  
Ms Marama Turay

##### Social Studies

Mr Kenneth Harding  
Mr Sawyer Pyne  
Mr Joseph Kpukukyou  
Mr Edwin Clarke  
Mr Ramberlee B. Yarnley

##### Mathematics

Mr Alphonso M Sheriff  
Mr Joseph Kpukukyou SCF-UK  
Mr Charles The  
Mr Mawesah Paye-Bayee  
Mr Edmund Anokwuru

##### Science

Mr Mohammad Sheriff  
Mr Sam Cole  
Mr Trokon Wayne

**PERIOD, SEMESTER AND ANNUAL REPORT**  
 For the school year \_\_\_\_\_ and ending \_\_\_\_\_

**CERTIFICATE OF PROMOTION**

**This is to certify that** \_\_\_\_\_  
 Has/has not satisfactory completed the course of study  
 Required for level \_\_\_\_\_ of the Accelerated Learning  
 Program and is therefore

1. Promoted to level \_\_\_\_\_
2. Promoted to grade \_\_\_\_\_
3. Required to attend vacation school in  
 the subject of \_\_\_\_\_
4. Retained in level \_\_\_\_\_

This \_\_\_\_\_ day of \_\_\_\_\_

\_\_\_\_\_  
 Teacher

\_\_\_\_\_  
 Principal

\_\_\_\_\_  
 County Focal Person/ALP

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**THE ACCELERATED LEARNING PROGRAM**  
*Ministry of Education*




**REPORT CARD**

Report of \_\_\_\_\_  
 of the \_\_\_\_\_  
 Accelerated Learning Program of level \_\_\_\_\_

The Accelerated Learning Program (ALP), is a program designed for Overaged students between ages 8 - 18. It has as its goal the reintegration of war-affected children and school drop-outs of the primary level into the formal school system.

This program seeks to accelerate their learning at the primary level by facilitating their completion of a six year curriculum in three years, representing levels instead of grades. The categories of the levels are as follows:

- i. Level 1- Grades one and two
- ii. Level 2- Grades three and four
- iii. Level 3- Grades five and six

A student successfully completing a level is either promoted to the next level or the primary grade of the next level depending on the student's age

Subjects	1 <sup>st</sup> SEMESTER						2 <sup>nd</sup> SEMESTER						Total Avg
	1st	2nd	3rd	4th	5th	Sem. Avg	1st	2nd	3rd	4th	5th	Sem. Avg	
Language Arts													
Math													
Social Studies													
Reading													
Science													
Life Skills													
Home Economics													
ARTS													
Agriculture													
P.E													
Average													
Rank in Class													
Rank in Class													
Time Tardy													
Days Absent													

GRADING SYSTEM Excellent 95 - 100  
 Very Good 90 - 94  
 Good 85 - 89

Fair 75 - 79  
 Poor 60 - 69

**CONDUCT**  
 There is a need for constant evaluation of pupil's behavior and attitude to be able to give them the necessary counseling

Conduct is graded using the following grades: A = Excellent; B = Very Good; C = Good; D = Fair; and F = Poor.

There is a need for urgent consultation with principals if your child receives a D or F in this area of assessment.

PERIOD	1	2	3	4	5	6
<b>1. RELATIONSHIP WITH OTHERS</b> Is Courteous						
Is Considerate						
Willingly helps anyone						
Is a good listener						
Respects the opinion of others						
Respects authority						
Is sensitive to the needs of others						
<b>2. ATTITUDE TOWARDS STUDIES</b> Contributes actively in Class						
Does assigned work						
Is working well at higher grade level						
Follows directions clearly						
Is anxious to learn						
Is creative						
<b>3. HEALTHY HABITS</b> Obeys rules and regulations						
Is open to corrections						

## **Appendix 6**

### **Recommended classroom equipment**

#### Level I

Language Arts: flashcards of a-z, A-Z

Maths: student rulers

Social studies: Atlas, world map/globe, Child Rights booklet

Science: Pictures, weighing scales, personal hygiene items/kit

#### Level II

Maths: student rulers, protractors, compass, large compass and protractor for blackboard use

Social studies: Social studies Atlas, transport pictures

Science: Pictures, prism, light bulb, battery

#### Level III

Language Arts: Dictionary

Maths: Thermometer, dice, geometry set

Social studies: Social studies Atlas, world map, West Africa map, Liberia map

Science: Microscope, simple machines, pulleys, weights, weighing scales, torch, mirror, magnifying glass, hand lens, black paint, first aid kit, snake bite kit.

## Appendix 7 ALP LESSON CHECKLIST

YES	NO	ALP Elements	Comments
		Pre-stage Supportive Learning Environment	
		Stage 1 Connect the Learning	
		Stage 2 Draw the big picture	
		Stage 3 Describe the outcomes	
		Stage 4 Provide a range of inputs	
		Stage 5 Provide activity	
		Stage 6 Demonstrate	
		Stage 7 Review for recall and retention	
<b>Student Centered Lesson</b>			
YES	NO	ALP Elements	Comments
		Are students treated with respect?	
		Are students asked for their ideas?	
		Did students actively participate?	
<b>Effective Facilitation Skills</b>			
YES	NO	ALP Elements	Comments
		Is Positive Feedback given to students?	
		Are activities "processed" effectively?	
		Are the needs of multi-aged students addressed?	
		Is there a smooth transition from one step to another?	
		Are small groups formed effectively and efficiently?	
<b>Effective Time Management</b>			
YES	NO	ALP Elements	Comments
		Were individual activities finished within time?	
		Did the students understand how much time they are given to complete a task?	
		Was the lesson finished in the allotted period time?	
<b>Effective Classroom Management</b>			
YES	NO	ALP Elements	Comments
		Was the classroom effectively managed?	
<b>Variety and Appropriateness of Exercises Suited to the Topic</b>			
YES	NO	ALP Elements	Comments
		Were different participatory methods used?	
		Did the exercise fit with the topic?	
<b>Knowledge of Core Subject Matter</b>			
YES	NO	ALP Elements	Comments
		Was the correct subject matter accurately presented?	
<b>Integration of New Issues into Core Subjects</b>			
YES	NO	ALP Elements	Comments
		Were new issues incorporated into the core subject matter?	

**Appendix 8**

**Accelerated Learning Programme Classroom observation form**

Name of teacher

Name of observer

Province

District

Other

**Read each statement. Decide which is true. Tick one box 1 = strongly disagree 2 = disagree 3 = agree 4 =strongly agree**

		1 <sup>st</sup> Obs				2 <sup>nd</sup> obs				3 <sup>rd</sup> obs				4 <sup>th</sup> obs			
		Date	Subject			Date	Subject			Date	Subject			Date	Subject		
	<b>Before the lesson</b>	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Can the teacher explain briefly what s/he and the students will do in the lesson/has a lesson plan?																
	<b>During/after the lesson</b>																
2	Is the teacher friendly, respectful and have a positive attitude?																
3	Is the classroom clean and well organized?																
4	Does the teacher link the new lesson with previous lessons?																
5	Does the teacher explain what the lesson is about and/or writes the title on the blackboard?																
6	Are the activities suitable for the age and ability of most children?																
7	Does the teacher make an effort to work with all the children in the class?																
8	Do the children actively participate in the classroom activities (child centred)?																
9	Does the teacher use different methods and activities?																
10	Does the teacher use the 'Do, talk, record' method and children produced some work (in a textbook or copybook, or they made something etc)?																
11	Does the teacher summarize the lesson when it finishes and gives homework if appropriate?																
12	Does the teacher understand the concepts well enough to teach them?																
13	Does the teacher uses praise and encouragement to help children learn?																
14	Does the teacher make appropriate use of teaching-learning materials?																
15	Is the lesson interesting and are the students motivated to learn?																
16	Was the teacher flexible and adapt the lesson when it was necessary?																
17	Does the teacher consider the psychological needs of the students in teaching the lesson?																
	<b>Children's learning</b>																
18	Are most of the children learning what the teacher intends them to learn?																
19	Is the teacher helping children who are having difficulty?																
20	Does the teacher check/evaluate children's learning?																
21	Was there good interaction and cooperation between the students?																
22	How many children present?	girls		boys		girls		boys		girls		boys		girls		boys	

**After the lesson discuss with the teacher what went well and what could have been better. Suggest specific ideas that will help the teacher.**

What was good about the learning and teaching	Ideas/actions for improvement agreed by the observer and the teacher	What was good about the learning and teaching	Ideas/actions for improvement agreed by the observer and the teacher
What was good about the learning and teaching	Ideas/actions for improvement agreed by the observer and the teacher	What was good about the learning and teaching	Ideas/actions for improvement agreed by the observer and the teacher

What further support does the teacher require? (Be specific.)  
 Any other comments (from the teacher or observer)

**Appendix 9**

**UNICEF/ALP Supported Schools**

**ALP Information Collection Form**

County..... District.....  
 Location/Community.....

P-code of school..... Name of school..... Name of  
 Principal.....

Date and time of visit..... Name of person making  
 visit.....

Title of person making visit.....

Accessibility of school in dry and rainy seasons  
 .....

ALP classes timetable (am or pm and  
 times).....

**Teachers <sup>2</sup>**

Number of teachers for each level of ALP classes  
 .....

Number of teachers who have received ALP training (10  
 day).....

Number of teachers who have received ALP Refresher training (5 day)  
 .....

**Students**

Levels*	Students												
	Enrolled			Attendance during visit			CAFF enrolled			Drop-outs			
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Reason for drop-out
Level 1													
Level 2													
Level 3													
Total													

\*Indicate number of classes per level.....

<sup>2</sup> A record of teacher's names and training received to be recorded





**Appendix 10**

**THE ALP STUDENT ENROLLMENT FORM**

Name of School: \_\_\_\_\_

Level: \_\_\_\_\_ Session: \_\_\_\_\_

Teacher: \_\_\_\_\_

No. of Students: \_\_\_\_\_ No. of Males \_\_\_\_\_ No. of Females \_\_\_\_\_

No	NAME(S) OF STUDENTS	SEX	AGE	COMMENTS
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

PLEASE USE THE FOLLOWING AS A GUIDE FOR COMMENTS

A = PROMOTED FROM LEVEL 1

B = SELECTED FROM REGULAR PROGRAM

C = NEVER BEEN TO SCHOOL BEFORE

D = SCHOOL DROP OUT

Prepared By:

\_\_\_\_\_

Approved By:

\_\_\_\_\_

**Appendix 11**

**ALP STUDENT CUMULATIVE DATA FORM**

FOR \_\_\_\_\_ MARKING PERIOD, 200\_\_/200\_\_

(CIRCLE OR TICK WHERE NECESSARY)  
GENERAL INFORMATION

STUDENT NAME: \_\_\_\_\_ Level 1,2,3 Subject: \_\_\_\_\_

Age: 8 – 10yrs. ( ) ; 11 – 13yrs. ( ) ; 14 – 16yrs. ( ) ; 17 – 19yrs. ( ) ; 20+yrs. ( )

Sex: M ( ) F ( )

OBSERVATIONS

Sources of help obtained during Marking Period: Teacher ( ) ; Relative(s) ( ) ; Friend(s) ( )

Application of concept taught in class:.....

Attitude towards topic: .....

Help offered to others: .....

Habit of absence/lateness to class: .....

Major problems during Marking Period: .....

GRADES SCORED

	I	II	III	IV	V	AVERAGE
Attendance (A) (10)						
Observed Outcomes (B) (10)						
Homework (C) (10)						
Quiz (D) (20)						
Test/Exam (E) (50)						
Final Average for Marking Period: Average of A + B + C + D + E						

Name of teacher:.....

Signature:..... Date:.....

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