Strategic Plan
for the Implementation of
Peace, Human Rights and
Citizenship Education

The Ministry of Education, Liberia gratefully acknowledges the financial support of ECOWAS in the printing of this material

The Ministry of Education, Liberia gratefully acknowledges the technical guidance of UNESCO and the financial support of ECOWAS in the development and printing of this Strategic Framework.

Acknowledgements
The work undertaken to date in peace human rights and citizenship could not have been accomplished without the support of a wide range of people.

Sincere thanks go to all those individuals and organisations that participated in and gave their expertise to the Technical Committees in Peace; Human Rights and Citizenship. In addition, the Ministry of Education gratefully acknowledges the financial and technical support of ECOWAS, SDC, UNESCO, UNDP UNMIL and UNHCR.

Special tribute must be made to UNESCO who, in their role as support to the government, provided on-going support and drive to the Steering Committee to move the process to the stage of a strategic framework.

The Ministry also acknowledges the contributions of the members of the Steering Committee:
Counselor Viama J. Blama, Ministry of Education, National Coordinator PEHCED;
Dr. Ahmed Ferej, Ms. Anne Britt Stroemnes now replaced by Mr. Jacob Tarlowoh (Technical Coordinator of the Citizenship sub-committee), UNESCO;
Mr. James C. Ballah, (Technical Coordinator for Peace Education), UNHCR;
Ms. Signe Poulson, (Technical Coordinator for Human Rights education), UNMIL;
Ms. Fatuma Ibrahim and Mr. John Sumo, UNICEF.

Special thanks to Ms. Pamela Baxter for her role in the development of this plan.

Table of Contents

Acronyms 5
Foreword 6
1. Introduction and Background 7
2. Vision and Goals 8
2.1. Vision 8
2.2. Over-arching Goal 8
2.3. Goals 8
3. Objectives 9
3.1. Log Frame Matrix 10
3.2. Indicators 13
3.3. Monitoring 13
3.4. Accountability 15
3.5. Inservice Follow-up 15
4. PEHCED, Policy Framework and EFA 16
4.1. Policy Framework 16
4.2. PEHCED and EFA 16
5. Current Situation 18
5.1 Achievements to date 18
6. Lessons Learned 19
6.1. Structured curriculum and separate subject approach 19
6.2. Specially trained teachers 19
6.3. Citizenship 19
6.4. Human Rights 20
6.5. Peace Education 21
7. Context 22
7.1. Infrastructure: 22
7.2. Schools 22
7.3. Teachers 23
7.4. Students 23
8. Analysis and Response 27
8.1. Summary: 27
8.2. Issues for consideration 27
8.3. Management Structure of PEHCED 28
9. Rationale for inservice training of teachers and education personnel 30
9.1. Response to stated and perceived needs: 30
9.2. Revised curriculum: 30
9.3. Transference 31
10. Structure of the Inservice Program 32
10.1. Needs ascertained 32
10.2. Design of materials 32
10.3. Implementation of training activities: 32
10.4. Structure of Proposed Inservice Teacher Training 35
10.5. Evaluation of program 36
11. Alternative Inservice Learning and Capacity Building 37
11.1. Exchange visits: 37
11.2. Virtual exchange and computer assisted learning: 37
11.3. Distance Learning 37
11.4. Network Inservice 38
11.5. Capacity Building 38

12. Impact Issues to be addressed 40
12.1. Non-formal education 40
12.2. Student Assessment and Inservice Mismatch 40
12.3. Resource Centres 41
12.4. Monitoring 42
12.5. NETC, CETC and PTAs 43
12.6. Harmonisation 43
13. Action Plan 45
13.1. Initial Action Plan and Flow Chart 49
14. Resource mobilisation 50
14.1. Resources for Inservice Training 50
14.2. Resource Centres 51
Table 14.1.1: Budget breakdown for Inservice Teacher Training PEHCED 52
Table: 14.1.2: Timeline of Implementation 54
Annex 1: Monitoring and Evaluation Tools 57
Annex 2: Sample Observation Sheet for Training of Teachers' Course 59
Annex 3: Training Implementation Master Trainer's Periodic Report 60
Annex 4: Guide for Focus Discussion with Teachers Post-Inservice 62
Annex 5: Guide for Student Interviews Re PEHCED Training for Teachers 63
Annex 6 PEHCED School Programme Evaluation Sheet 64

Acronyms

CEO	County Education Officer
CETC	County Education and Training Council
CRC	Convention on the Rights of the Child
DEO	District Education Officer
ECOWAS	Economic Community of West African States
EFA	Education for All
EFA-NAP	Education for All – National Action Plan
HRPS	Human Rights and Protection Section of UNMIL
INEE	Interagency Network for Education in Emergencies
MoE	Ministry of Education
MT	Master Trainers
NETC	National Education and Training Council
NGOs	Non-Government Organisations
NTAL	National Teachers Association Liberia
PEHCED	Peace Human Rights and Citizenship Education
PTAs	Parent and Teacher Associations
RCA	Resource Centre Assistant
SDC	Swiss Development Corporation
TAC	Technical Advisory Committee
TTI	Teacher Training Institute
UNDP	United Nations Development Programme
UNESCO	United Nations Education, Science and Culture Organisation
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children Fund
UNMIL	United Nations Mission in Liberia

Foreword

The National Curriculum of the Liberian Education System is currently under revision. Against the background of the civil war experiences in recent years, Peace, Human Rights and Citizenship Education is being included as a core subject. We must ensure a culture that demonstrates respect for human rights and good citizenship on the part of the government and citizenry. Thus the school should serve as a conduit for the realisation of this social reform and cultural renewal for the good of our society.

Therefore this strategic plan is designed as the framework for the implementation of Peace, Human Rights and Citizenship Education. It gives us a common goal and outlines a plan of phased steps for implementation of this program.

We expect that detailed action plans will be developed within the context of this framework for meeting the desired needs. Curriculum materials and resources are also currently being developed to support this project.

Our goal is the implementation of this strategic plan. The consequent actions that follow in our schools will create a new and peaceful generation of Liberians with a keen sense of patriotism and respect for the rights of others.

I thank those who developed the strategic plan and the materials. We hope that our development partners will provide the necessary financial support for the full implementation of the plan.

Joseph D. Z. Korto
Minister of Education

1. Introduction and Background

The school system in Liberia has been shattered by repeated cycles of conflict during the 14-years of civil war. It is estimated that approximately half of all Liberian school age children are out of school and thirty one percent (31%) of public and twenty two percent (22%) of community schools were completely destroyed in the course of the war with all schools recording some level of damage. In addition there is a shortage of trained teachers, a lack of up to date teaching materials, and shortage of teaching aids.[1]

Liberia is in a pivotal transitional recovery phase, where peace-building provides a necessary link between security and emergency programming, and longer-term development and sustained peace. A focus on peace-building has been recognized by the United Nations in Liberia and Government of Liberia as a cornerstone in efforts to ensure Liberia never returns to war.

In spite of all the difficulties and challenges of a post-conflict situation and because of it, the Government of Liberia has recognized the need for building a culture of peace and dialogue. Through the Ministry of Education, the Government has made a strong commitment to the reconstruction of the society of Liberia by endorsing a Peace, Human Rights and Citizenship Education (PEHCED) program to be incorporated into the national curriculum. Recently, the Human Rights Education Manual for Teachers has been produced and other support materials are in the process of being written to overcome some of these needs and to fit into this basic framework. Where one subject requires a rights-based pedagogy (as PEHCED does) this provides a unique opportunity for pedagogical reform that will ensure that every student will benefit from a rights-based education across the entire educational process. This will in turn have a positive impact on the larger community in which the students live.

There has been an almost decade long history of peace and human rights education in Liberia. However successful these initiatives have been, they were limited, at least in part, because they were not incorporated into the national curriculum or implemented by the Ministry of Education and because a national approach was not possible. In the last two years however, there has been a concerted effort to bring together all stakeholders, streamline what was being offered in schools and institutionalize the programs. After a stakeholders' workshop, a committee was established and a series of technical committees were then formed to review all available materials and to develop and/or adapt as required to provide a program in peace, human rights and citizenship. After reviewing the current materials, representatives of these sub-committees formed a Steering Committee for PEHCED. This Steering Committee has undertaken the pilot training and organised the printing of materials.

[1] Liberian Primary Education Recovery Program: Fast Track Initiative March 2007

2. Vision and Goals

2.1. Vision

To foster a culture of peace through the development and reinforcement of the constructive values of the society of Liberia and to ensure that the future generations of Liberia contribute to a sustainable peace.

2.2. Over-arching Goal

To ensure that the children of Liberia have the knowledge, skills values and attitudes necessary to ensure that they understand the values of peace, live by the principles of Human Rights and become constructive and productive citizens.

2.3. Goals

- That the Ministry of Education and its institutions have a clear vision of the implementation of PEHCED in the schools in Liberia.
- That this vision will build on the developments in the areas of curriculum and pre-service training.
- That the inservice training and allied interventions will build skills, knowledge and attitudes of teachers and education personnel that will result in an increased level of commitment and professionalism in the area of PEHCED.

3. Objectives

- That 80% of teachers trained during 2008 – 2013 will demonstrate an increase in skills and knowledge of PEHCED and the associated rights-based pedagogy.
- That 50% of teachers trained during 2008 – 2013 will demonstrate the constructive attitudes and behaviour that demonstrate a commitment to Peace and Human Rights in terms of pedagogy and classroom management.
- That 100% of education supervisors at all levels trained during 2008 – 2013 will demonstrate an increase in skills and knowledge of the subject of PEHCED and pedagogy expected for teachers
- That 100% of the staff of the training institutions will increase their understanding of the skills, knowledge, values and attitudes involved in producing a quality PEHCED education and will demonstrate these competences through the increased quality of materials produced and the level of skill involved in training teachers.

Although 80% of the teachers that will be trained are expected to have a demonstrable increase in skills and knowledge of PEHCED that will be reflected in their teaching, it is understood that attitudinal change takes much longer and therefore the percentage of those who develop constructive attitudes will be considerably lower. Since supervisors must understand and be able to support teachers, however, it is expected that all of them must be able to demonstrate an increase in skills and knowledge of the pedagogy expected for teachers. As they are a smaller group it is not unreasonable that they have a really comprehensive training so that they can effectively support the other areas of the education system.

3.1. Log Frame Matrix

	Narrative description	Indicators	Means of verification	Assumptions/ Challenges
Overall objective (Goal)	To ensure that the children of Liberia have the knowledge, skills values and attitudes necessary to ensure that they understand the values of peace, live by the principles of Human Rights and become constructive and productive citizens.	Students exhibit greater understanding of the subject matter of PEHCED Teachers' lesson planning and classroom techniques reflect a rights-based pedagogy That the specific objectives are met. Community perception of PEHCED education is improved.	Reports from CEOs/DEOs and implementing institutions. Reports from supporting organisations and agencies. Discussions with communities.	That there is sufficient political will to subscribe to the five year plan.
Specific Objectives	That 80% of teachers trained during 2008 – 2013 will demonstrate an increase in skills and knowledge of subject mastery of PEHCED and associated quality pedagogy. That 50% of teachers trained during 2008 – 2013 will demonstrate constructive attitudes and behaviour in terms of pedagogy and classroom management. That 100% of education supervisors at all levels trained	Learners feel more comfortable with the learning experiences. That observation records demonstrate a positive change in behaviour towards the job and towards the students. The education system requires the new skills and knowledge to be put into use.	Reports from DEOs and head-teachers Observation sheets from agency monitors. Reports from relevant MoE officers and/or their delegates Reports from organisations and agencies.	The courses are conducted in a timely manner according to the timelines. That there is a consistency of approach to training so there is no confusion among the trainees.

	during 2008 – 2013 will demonstrate an increase in skills and knowledge of the pedagogy expected for teachers and 50% mastery in educational management techniques. That 100% of the staff of the training institutions will increase their understanding of the skills, knowledge, values and attitudes involved in producing a quality education and will demonstrate these competences through the increased quality of materials produced and training provided.	Teachers report an increase in the quality of pedagogical support from educational managers. Competency lists are developed and subsequently completed, demonstrating an increase in quality. Accreditation committee is formulated and all stakeholders abide by decisions made.	Self-evaluation.	
Results/ Outcomes	Training materials are developed that respond to the needs ascertained. Teachers are trained in the content, pedagogy and philosophy of PEHCED Constructive changes in pedagogy and behaviour.	Materials developed in a timely manner and are acceptable to the stakeholders. Evaluation sheets from training courses are completed, analysed and trainers modify accordingly. Teachers demonstrate the skills and knowledge in the classroom progressively improving to 80%.	DEOffice Headteachers NGO staff, Agency staff. TTI staff.	These people know and understand the training course and their objectives. That the Minister gives approval for TTI staff to visit schools. Logistic support is provided T/L materials developed in a timely manner and disseminated during the initial training.

				Curriculum dissemination takes place simultaneously with the training. Policy implementation and support.
Activities See detailed training plan Page 45	Record and report on pilot work undertaken Develop training course for master trainers Nominate and recruit master trainers Conduct 2 x 5 day training course for master trainers Implement inservice training workshops for nominated teachers Series of courses implemented Establish professional development follow up meetings and monitoring and evaluation for both knowledge and skills and for constructive pedagogy. .	Appointment of staff. Development of materials and conduct workshops. Logistics planned and implemented effectively # of teachers, managers, courses developed and implemented.		Funding. Timeliness of release of funding. Mapping exercise is on-going. Availability of data Availability of MT, teachers and organizers. Support from the MoE. Accessibility to field.

3.2. Indicators

Indicators are used to measure the progress towards the achievement of objectives and ultimately goals in order to fulfil the vision. Monitoring is how the indicators are used. As in many other areas of education terminology, there are a range of terms to describe very similar areas of the project cycle. Within the context of the strategic framework only two terms will be used: *verifiable indicators*: which covers key indicators, progress indicators, statistical indicators, and quantitative indicators. The second term used is *proxy indicators*: these are quantitative indicators that taken together indicate some measure of quality. For example pupil/teacher ratio is quantitative but does not indicate any measure by itself. However, pupil/teacher ratio together with pupil/textbook ratio and average hours of instruction begin to give an indication of quality. Proxy indicators must connect to the expected result but, as they measure only one facet – they must not be used in isolation.

First phase action: That UNESCO co-sponsors a workshop for the discussion of the outlined Log Frame Matrix with all relevant MoE and other educators. This workshop should include discussions on the types of indicators that are seen as valid within the MoE and the type of monitoring that can occur as a result.

3.3. Monitoring

A logframe matrix itself is considered a monitoring tool. Within the matrix the results/outcomes and objectives have indicators that should be verified to know whether a project/programme is on track to achieving or contributing to its overall goal. For the logframe matrix to be useful, each part of the matrix requires monitoring.

This table examines the components of the planning cycle (with the extra step of transference included as this is necessary before there will be impact).

Component	Responsibility	Tools	Comments
Needs assessment:	MoE/Agency undertaking the assessment: Assessments have been undertaken by a wide range of agencies and organisations – none of which have been comprehensive. MoE will undertake a school census end 2007 and national census in March 2008.	Usually questionnaires, observations, Standardised questionnaires and observation sheets need to be introduced.	Apart from straight data collection, historically a wide range of questionnaires have been used by organisations – some very badly designed – which may lead to flawed data analysis. Even with data collection the analysis may be flawed because data has not been clarified. For example, pupil teacher ratio is developed by dividing raw figures of total teachers into total number of students: rather than using the formulae necessary when teachers are semi-specialist.

	A thorough needs assessment could be part of this data collection.		Without this there is a marked difference between pupil teacher ratio and class size.
Design of programme/ response/ materials:	For inservice: the MoE in conjunction with the agencies and organisations providing technical support or funding. Pre-service programs should build on the inservice program but through the Teacher Training Institutions (TTI)	Focus discussions, Trials/pilots and modifications.	Through the structure of a Steering Committee the MOE together with its partners have been able to draw on the experience and capacity of a range of people to develop the steps taken so far.
Implementation of training:	Steering Committee and then master trainers, the CEOs, DEOs, National Teacher Association, and supporting organisations.	TA/DA sheets, Attendance sheets, Observation of trainers and participants.	This is the area that almost exclusively uses quantitative indicators. Qualitative indicators can be responded to only through observation and self-assessment from the facilitators/trainers. With the logistical difficulties of implementation this is the area that has least priority but which is probably the most important.
Transference / Impact of training course:	DEO/CEOs. R C Assistants	Observation and familiarity with course work and objectives.	The single greatest difficulty here (apart from the logistics) is that very often the DEOs and CEOs have no familiarity with the content and methodology of the courses and therefore cannot support or monitor effectively. *[See annex 2 for sample monitoring tools]*
Impact:	Community, students, all members of the education system.	Observation and longer term associated activities being implemented spontaneously; Focus discussions, Anecdotal feedback	To date no inservice has ever been undertaken consistently enough to have an impact. Changes in behaviour take a long time and consistent inputs through inservice, support and follow-up. *[See annex 2 for sample monitoring tools]*

3.4. Accountability

As this strategy has been designed to be part of an overall Ministry plan of action, each officer within the Ministry is accountable: teachers in the classroom; head teachers and Principals at the school level to develop a culture of peace within their schools; District and County Education Officers to monitor and follow up the implementation of the strategy components; the Assistant Minister in charge of the curriculum division and the Assistant Minister in charge of Teacher Education to ensure the genuine implementation of the programme; and the Directors of the Teacher Training Institutes, to ensure that the philosophy of a rights-based approach permeates all pedagogy courses and the appropriate training in Peace, Human Rights and Citizenship.

3.5. Inservice Follow-up

There is a history of monitoring acting only as testing. Follow-up is one way to ensure the constructive link between inservice training and monitoring. Follow-up can take a variety of forms:

- Phased training where participants have the opportunity to practice between workshops and can bring issues and problems to the training group.
- On-going support from education managers. This relies on the physical presence of the education manager and their own understanding of the philosophy, principles, knowledge and skills being taught to the trainee. This should occur between training levels.
- Professional development sessions – these could have participants from a number of courses. Conducted at the very local level – cluster of schools, professional development groups can continue over a series of inservice courses and have spin-off constructive effects such as mutual support and increasing confidence among teachers.

First phase action: Include structured follow up as part of the Log Frame workshop (outlined above).
Ensure that developing a structure of follow up is part of the job description of the RCAs and CEOs

Second phase action: Prior to level 2 teacher training, analysis sheets are developed and distributed to teachers for them to complete to ensure that the level 2 training acts as part of the follow up procedure.

4. PEHCED, Policy Framework and EFA

4.1. Policy Framework

Peace, human rights and citizenship education is integrated in the broader educational curriculum and policy although there is no separate national strategy in Liberia. The Liberian Education Law (2001), which provides an overall framework for the educational system provides that, *"The basic assumptions of Liberian education policy shall be… to ensure that every Liberian freely develops his or her human potential to realize and enjoy his or her inalienable human rights, such as life, liberty, association, speech and access to opportunities and to the wealth of the Nation to the fullest" (Chapter 1.2(a)).*

The Law's cardinal principles guiding educational philosophy include:

> *(a) protecting the inalienable rights of Liberians, including freedom of speech, association and religion as enshrined in our constitutions…;*
> *(d) reducing illiteracy by providing quality, realistic and practical education at all levels for all citizens without discrimination;*
> *(e) enhancing women's rights and upliftment [*sic*] of their status in society…;*
> *(g) ensuring justice, fair play and equal access to all possible opportunities.*[2]

In addition to these principles, the Education for All National Action Plan (EFA-NAP) (2004 – 2015) are grounded in the philosophy of basic education being a fundamental human right which *"not only provides literacy, numeracy, oral expression and problem solving, but (also) delivers skills which equip human beings to be able to take into consideration a culture of peace, democracy and human rights to enable a person to become a member of his/her society and the global village".*[3] This is further reinforced by the Accra Peace Agreement which includes a point on the importance of human rights education through schools and the media (Article XII).[4]

4.2. PEHCED and EFA

The EFA goals as agreed by the delegates at the World Education Forum and subsequently outlined in the Dakar Framework are as follows:

1. expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;
3. ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs;

[2] Section 1.3, Liberian Education Law of A.D. 2001.
[3] Education For All National Action Plan, p. 2
[4] Human Rights Education Proposal

4. achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
5. eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
6. improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The MoE's Education for All National Action Plan (EFA-NAP) (2004 – 2015) has identified six national priorities in the context of the EFA global framework. These include expanding early childhood education; providing free primary education for all; promoting learning skills for young people and adults; increasing adult literacy by 100 percent; achieving gender equality; and enhancing educational quality.

Basic education is defined as a fundamental human right which "not only provides literacy, numeracy, oral expression and problem solving, but (also) delivers skills which equip human beings to be able to take into consideration a culture of peace, democracy and human rights to enable a person to become a member of his/her society and the global village".[5] Article XII of the Accra Peace Agreement also includes a point on the importance of human rights education through schools and the media.[6]

The PEHCED curriculum responds directly to goal 3 and goal 6 both of which refer to essential life skills. It is clear to the Government of Liberia that in a post-conflict, reconstruction situation that peace, human rights and citizenship and the behaviours that devolve from these topics constitute essential life skills.

However, the implementation of PEHCED using a rights-based pedagogy means that this program will also be supporting goals two, four and five by demonstrating inclusion and equality. While this is an insufficient answer by itself it does provide pedagogical support to other policy initiatives that are responding to these goals.

[5] Education For All National Action Plan, p. 2
[6] Human Rights Education Proposal

5. Current Situation

There have been a number of proposals and concept notes following a series of limited interventions for peace and human rights education programs. During the long years of cyclic conflict, many agencies and NGOs, both local and international, worked to build a constructive response to the violence through education programs in both schools and communities. Although some of these interventions were extremely successful within the limits of their implementation, none could respond at an institutional and national level. With reconstruction, the government, through the Ministry of Education is now in a position to build a constructive, skills-building Peace, Human Rights and Citizenship program through primary and secondary schools.

Many valuable lessons have been learned from the interventions and these have been taken into account by the Steering Committee that has been developed to drive the process of implementation.

5.1 Achievements to date

- Development or adaptation of materials in Peace Education, Human Rights Education and Citizenship Education. There are three sets of material (one in each area) that are available. The Peace Education materials have been printed by UNHCR, the Human Rights Manual is supported by the Swiss Development Corporation and the Ministry itself is printing the Citizenship Manual.

- Three Resource Centres are being developed; one in Monrovia supported by the SDC through UNDP and two regional centres (Gbanga and Zwedru) supported by UNHCR with equipment including generators, computers, printers, public address systems and televisions.

- Pilot teacher training workshops have been developed and conducted by members of the Steering Committee. To date 144 teachers drawn from the three education regions plus Maryland and Lofa counties have received a first level training and the second level trainings are partially completed.

- The Human Rights and Protection Section (HRPS) of UNMIL has established Human Rights clubs in 41 high schools in 13 of 15 counties.

- Development of policies within the Ministry of Education that enshrine and support a rights-based approach to education, and the subject matter of peace, human rights and citizenship.

- Development of a comprehensive curriculum of the subject to be called Peace, Human Rights and Citizenship Education (PEHCED) which will be incorporated into the national curriculum for all school children in Liberia.

6. Lessons Learned

6.1. Structured curriculum and separate subject approach

The major lesson has been that peace, human rights and citizenship need to be taught in a structured comprehensive way and as a separate subject. There are several reasons for this;

- in a post-conflict situation children need to be able to see clear links between new and constructive knowledge, skills and behaviours and the minimisation of violent and destructive behaviour.
- In addition, children do not have concepts ready-made and the issues around peaceful and constructive behaviour are very high level abstract concepts such as justice, equality, love, respect and integrity. It is the development of these concepts that is part of the function of education.
- For children to develop concepts, the teaching and learning program needs to be consistent, structured and inter-linked and use a rights-based approach so that children have role-models and can develop the ideas and generalisations that lead to the development of concepts.

6.2. Specially trained teachers

One of the key reasons for programs failing is that teachers are left with the total responsibility of what to integrate and how to integrate it into regular subject areas. In situations where the subject depends upon an interactive methodology that methodology needs to be taught to the teachers. Just giving the teachers the subject matter and expecting that they can incorporate the new methodology is unrealistic at best and destructive to both teachers and students at worst. Training teachers needs to be inservice training in the first instance but planning for pre-service training needs to happen simultaneously.

6.3. Citizenship

While peace and human rights education initiatives have been implemented through the years of the conflict in Liberia, citizenship and the rebuilding of national unity is a new initiative and one that is vital. Although civics has historically been a subject in the curriculum of Liberia, it is perceived as being inappropriate for the new post-conflict Liberia where there is an emphasis on national unity and the skills of living together constructively. The development of a citizenship manual is a necessary first step – one already undertaken by the Steering Committee.

6.4. Human Rights

Minister of Education; Mr. Korto; launching the Human Rights Manual

The teaching of Human Rights is a complex, multi-layered task. The subject can be approached as teaching ***about*** Human Rights (the history of the Universal Declaration of Human Rights, the complementary declarations, agreements and protocols, the articles enshrined in the declarations and who has rights and what these are). This knowledge based approach is the traditional one. A more intrinsic approach is to teach ***through*** Human Rights. This is where the principles of Human Rights are incorporated into the teaching and learning processes. For instance, respect is a fundamental principle of Human Rights. Both students and teachers have the right to be respected. Thus the general issues relating to classroom management are responded to according to the principle of respect; which also then responds to specific rights. So a teacher deserves respect from the students resulting in behaviour where the student pays attention to the teacher, speaks politely, learns to the best of their ability and so on. Equally the teacher shows respect to the students so that there is no corporal punishment or psychological or physical abuse, the teacher is fair and objective to all students and teaches in a professional and responsible manner. In short all the issues raised as professional and management concerns are framed within the context of Human Rights and the consequent responsibilities and the roles and responsibilities of duty-bearers. Duty-bearers also view education ***for*** Human Rights. This is in response to the specific articles (in the Convention on the Rights of the Child [CRC]) that state that every child has the right to an education (as well as other rights usually achieved through an education system). In this sense, education is a response to specific rights. However, there is also the long-term view that educated adults know their rights and responsibilities and so are more likely to be productive and constructive citizens. It is at this point that the three strands of peace, human rights and citizenship education come together.

Two major lessons have been learned from the Human Rights programs instituted in Liberia.

- An extra-curricular or co-curricular activity (after school hours) does not reach all students, is seen as less important than 'real' subjects that take place during school hours and tends to be more informal in its approach which may mean that the pedagogy is inappropriate. Extra-curricula approaches are very common for new topic areas which are outside the traditional curriculum as a way of piloting the topic or the materials, but they then have the legacy of being perceived as 'extra' and not as

important: and this perception needs to be addressed as the topic becomes part of the formal curriculum.

- It is vital that Human Rights education is not just a litany of rights. This often results in a "blame" mentality towards the duty-bearers which is destructive and can lead to conflict situations. It must be taught with an emphasis on the reciprocal nature of rights (for example: if I have the right to life; so do you and I have a responsibility to ensure that I do not take a life) and of the link between rights and responsibilities.

6.5. Peace Education

The curriculum adopted by the Ministry of Education for use in Liberia has been in use in Liberia for seven years with returnees and in returnee affected areas. It has been thoroughly evaluated and modified to fit the context of the current situation. It is a structured, rights-based approach with lesson plans developed in full detail. UNHCR has provided teacher training under the umbrella of reintegration and has also provided the **Teacher Activity Book** (the 'textbook') to the Ministry ready for full implementation of the program.

Because peace is a concept unknown to the children of Liberia it is seen as vital that they have the opportunity to learn how to be peaceful; so the structure of each lesson is activity or game followed by discussion of the learning points, followed by application in daily life. Each topic follows logically in a sequence to build the children's knowledge, skills, values and attitudes.

With the three concept areas being taught as a single subject, Liberia has the unique opportunity to ensure that the classroom management, philosophy of the school, the pedagogy and the content all mutually reinforce and strengthen each other.

7. Context

7.1. Infrastructure:

Any planning for the implementation of a new curriculum component requires accurate information on both needs and target groups. The very long and cyclic nature of the conflict in Liberia has meant that there is no accurate information available to date. A full census is planned for 2008, but current planning must be based on "best guesses" and pro-rata information from needs assessments undertaken by agencies and NGOs during the years of emergency education. Some of the inevitable gaps and overlaps have occurred because it has taken time to establish the actual numbers and corresponding needs of various educators.

UNESCO together with other development partners has supported the Ministry of Education to undertake data collection to supplement and complement the needs assessments undertaken during the emergency phase. A school census is planned for late 2007 and a national population census planned for March 2008.

Current planning is based on the statistics quoted in the **Liberian Primary Education Recovery Program: Fast Track Initiative** developed by the Ministry of Education.

7.2. Schools

Table 7.2.1: Number of schools in school year 05/06[7]

School type	Number of primary Schools	Number of secondary schools		
		Lower Secondary	Upper Secondary	# secondary campuses
Public	2,012	335	66	345
Private	770	270	69	270
Mission	537	194	87	200
Community	533	60	11	61
Total	**3,852**	**859**	**233**	**876**

The number of teachers included in this initial planned phase of implementation was drawn from the number of primary schools together with the number of secondary campuses. As government (public) schools comprise just over 50% of all schools (and less than 50% in secondary education) the strategic plan for the introduction of PEHCED has included the non-government schools. It should also be kept in mind that all primary schools have suffered damage, with some being totally destroyed, as a result of the conflict. This makes the introduction of a new subject more difficult as the community may well see the reconstruction of school, buildings as the only priority.

[7] Liberian Primary Education Recovery Program: Fast Track Initiative March 2007

7.3. Teachers

These tables give some indication of the magnitude of a comprehensive inservice program. While it may not be possible for the Ministry of Education to respond to the inservice needs of all the non-government teachers, action plans must take into account how these teachers can be reached and how a consistent program can be offered.

The apparent pupil teacher ratio gives an unrealistic view of the size of classes. As all teachers in Liberia are subject specific the average pupil teacher ratios as shown in table 7.3.1 and 7.3.2. have been derived by dividing the total number of students by the total number of teachers. This means that teacher training in interactive methodology needs to keep in mind that the actual class size may be 60 or 70 rather than 13 – 38 as shown in the tables. However, efforts still need to be made to ensure that a rights-based interactive approach should be fully implemented; thus answering the issue of teaching ***through*** Human Rights.

Table7.3.1: Number of primary teachers; school year 05/06[8]

School Type	Total Male	Total Female	Total Teachers	Pupil Teacher/Ratio
Public	9,720	3,846	13,566	37:1
Private	4,558	1,826	6,384	26:1
Mission	2,806	1,358	4,164	32:1
Community	1,887	754	2,641	38:1
Total	**18,971**	**7,784**	**26,755**	

Table 7.3.2: Number of secondary teachers; school year 05/06[9]

School Type	Total Male	Total Female	Total Teachers	Pupil Teacher/Ratio
Public	2,608	867	3,475	13:1
Private	1,749	737	2,486	13:1
Mission	1,262	578	1,840	16:1
Community	826	129	955	27:1
Total	**6,445**	**2,311**	**8,756**	

7.4. Students

With almost a million children enrolled in primary schools in the school year 05-06, none of whom have known peace, the introduction of PEHCED is a vital component of all peace-building in Liberia. It does need to be kept in mind that it is estimated that there are as many children out of school and subsequent phases of implementation need to focus on this area of non-formal education.

[8] Liberian Primary Education Recovery Program: Fast Track Initiative March 2007
[9] ibid

Table 7.4.1: Primary school enrolment for School Year 05/06 [10]

	Boys	Girls	Total	%	Govt.
Public	264,351	233,827	498,178	56	498,178
Private	79,871	85,779	165,650	18	
Mission	64,169	67,181	131,350	15	
Community	49,621	49,517	99,138	11	99,138
Total	**458,012**	**436,304**	**894,316**	**100**	**597,316**

Table 7.4.2: Enrolment Distribution[11]

Distribution of enrolment in primary school by county (all schools)

County	# of students	# of national total
Bomi	10,969	1.23%
Bong	84,197	9.41%
Gbapolu	16,850	1.88%
Grand Bassa	51,596	5.77%
Grand Cape Mount	24,516	2.74%
Grand Gedeh	22,641	2.53%
Grand Kru	20,049	2.24%
Lofa	49,892	5.58%
Margibi	51,694	5.78%
Maryland	29,459	3.29%
Montserrado	314,409	35.16%
Nimba	144,844	16.20%
River Cess	21,668	2.42%
River Gee	29,413	3.29%
Sinoe	22,119	2.47%
	894,316	100.00%

[10] Liberian Primary Education Recovery Program: Fast Track Initiative March 2007
[11] ibid

Table 7.4.3: Distribution of Enrolment by Gender and County[12]

County	Primary		Secondary	
	Male	Female	Male	Female
Bomi	6,402	5,979	618	248
Bong	50,218	44,747	5314	2943
Gbapolu	10,510	8,464	118	48
Grand Bassa	31,352	26,804	2281	1382
Grand Cape Mount	14,590	13,063	348	182
Grand Gedeh	13,636	11,890	1503	765
Grand Kru	8,532	6,583	1171	317
Lofa	29,290	27,014	2169	603
Margibi	28,632	28,918	5842	3579
Maryland	17,538	15,690	3074	1451
Montserrado	117,563	130,952	42793	38359
Nimba	82,986	80,610	8415	5842
River Cess	14,372	9,969	185	56
River Gee	18,433	14,682	1021	362
Sinoe	13,958	10,939	889	346
Total	**458,012**	**436,304**	**75741**	**56483**

Table 7.4.4: Secondary school enrolment for school year 05/06[13]

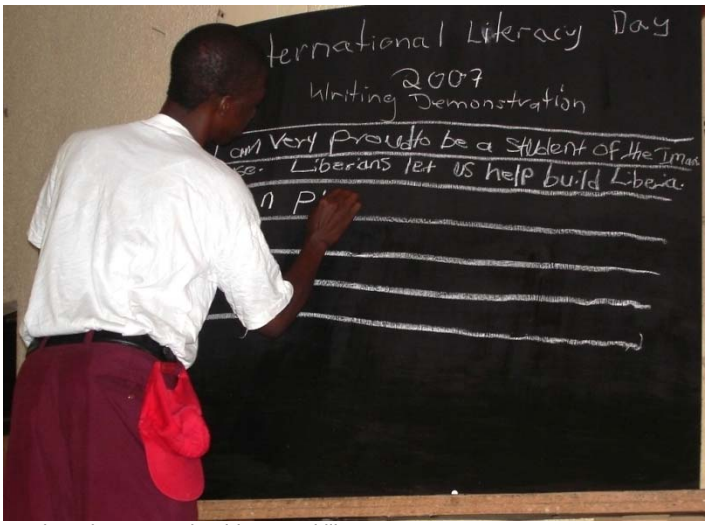
	Boys	Girls	Total	% of total enrolment	Govt.
Public	27,196	17,315	44,511	34	44,511
Private	17,814	14,368	32,182	24	
Mission	16,205	13,505	29,710	22	
Community	14,526	11,295	25,821	20	25,821
Total	**75,741**	**56,483**	**132,224**	**100**	**70,332**

It can be seen that in the secondary system, the near gender parity achieved in the primary school system, slips with boys at 57% and girls at 43% of enrolment. The enrolment rate by County is also an indication of the level of need for an understanding of PEHCED. For example, in Lofa and Grand Kru where the secondary enrolment of girls is less than one third that of boys, the focus needs to be on the equality and inclusion aspects of PEHCED. It needs to be kept in mind that equality is a basic human right and so issues of inequality and inequities in the school system (such as gender parity, corporal punishment, sexual, physical and psychological abuse) can be addressed as part of PEHCED rather than addressing these issues as discrete issues.

[12] Liberian Primary Education Recovery Program: Fast Track Initiative March 2007
[13] ibid

The spread of schools and students shown in these tables demonstrates clearly that full national implementation of a new subject area is going to require extensive effort to reach all the teachers. Because this is a subject that requires a new and different methodology, it is vital that teachers have the opportunity to learn and then practise these skills before teaching this subject. Because of the spread of schools and teachers there is also the issue of logistics. While there is a sound policy decision not to take teachers out of school during term time, it also needs to be kept in mind that the long vacation is the wet season and many of the more remote areas will be inaccessible during that time.

Because the enrolment rate in some of the more remote counties is a very small percentage of the national, it is tempting to respond to the highest numbers first. However, as it is these same counties where access is difficult, it is more appropriate to adapt the inservice training for these areas and to allow these teachers to be trained first – even perhaps during term time but when it will affect students the least.



Student demonstrating his new skill

8. Analysis and Response

8.1. Summary:

- PEHCED has policy support and commitment from the Ministry of Education.
- There are materials that have been or are being piloted to ensure relevance and appropriateness in the three sub-topic areas.
- Pilot teacher training workshops have been undertaken
- Curriculum has been developed and is in the final drafting stages.

8.2. Issues for consideration

- Before full implementation can occur in the classrooms, space needs to be allocated in the timetable. Two periods are necessary because while peace and human rights are primarily about skills and attitudes and therefore require experiential learning; but can be taught together, citizenship is more knowledge based and because it is a different methodology (at least initially) it will need a different time slot. The subject areas most closely related to PEHCED are social science, moral/religious education and language arts. To allocate one language period and one social science period per week to PEHCED would ensure that the subject is actually taught.

First phase action: the TAC requests the Minister to publish a directive allocating 2 periods (40 minutes each) a week to PEHCED in both primary and secondary schools.

- Teachers and the education personnel who supervise and support the teachers need to be made aware of the content and structure of the materials and how they support the curriculum. It needs to be kept in mind that teachers have also suffered from the cycles of conflict and so need time and a safe space to build their own constructive attitudes towards peace and human rights. Thus teachers need to be helped to understand the content and assisted to develop the constructive values and attitudes associated with Peace and Human Rights.

First phase action: the Teacher Training Course includes a component on trauma recovery and healing for the teachers

- In addition both teachers and education personnel need to understand the importance of a rights-based pedagogy. This is sometimes known as child-friendly or interactive or participatory. It is all of these things, but the fundamental basis for being child-friendly and interactive is that it demonstrates rights. It is also constructive classroom management and makes the teaching learning process rewarding for both student and

teacher. However, it should not be under-estimated that a radically different methodology requires time and space to internalise the knowledge associated with interactive experiential techniques; activities to help develop and apply the skills; and discussion to question, develop the skills of critical thinking and clarify values and attitudes associated with PEHCED.

- Because this is a major change from traditional inservice teacher training, as well as a new area of curriculum, it is suggested that in the first phase of the implementation that one teacher should be trained from each of the schools in Liberia. This teacher would, initially teach all classes in PEHCED in their school, but longer term would help and informally train colleagues who would then also teach the subject.

- Thus it should be kept in mind, that although an inservice program is the obvious next step – the results of a good inservice training program is not limited to the knowledge and skills of PEHCED. It **must** incorporate the values and attitudes of a rights-based interactive pedagogy. The added benefits are that this pedagogy is not limited to PEHCED but should and ultimately would be used for the teaching of all subjects. This has a long-term effect of retention of students, better academic results because of increased real learning and an increase in quality (as per the EFA goals).

First phase action: that the job description for the design of the Teacher Training materials ensures the inclusion of rights-based pedagogy and some examples of how this can be applied in other subject areas.

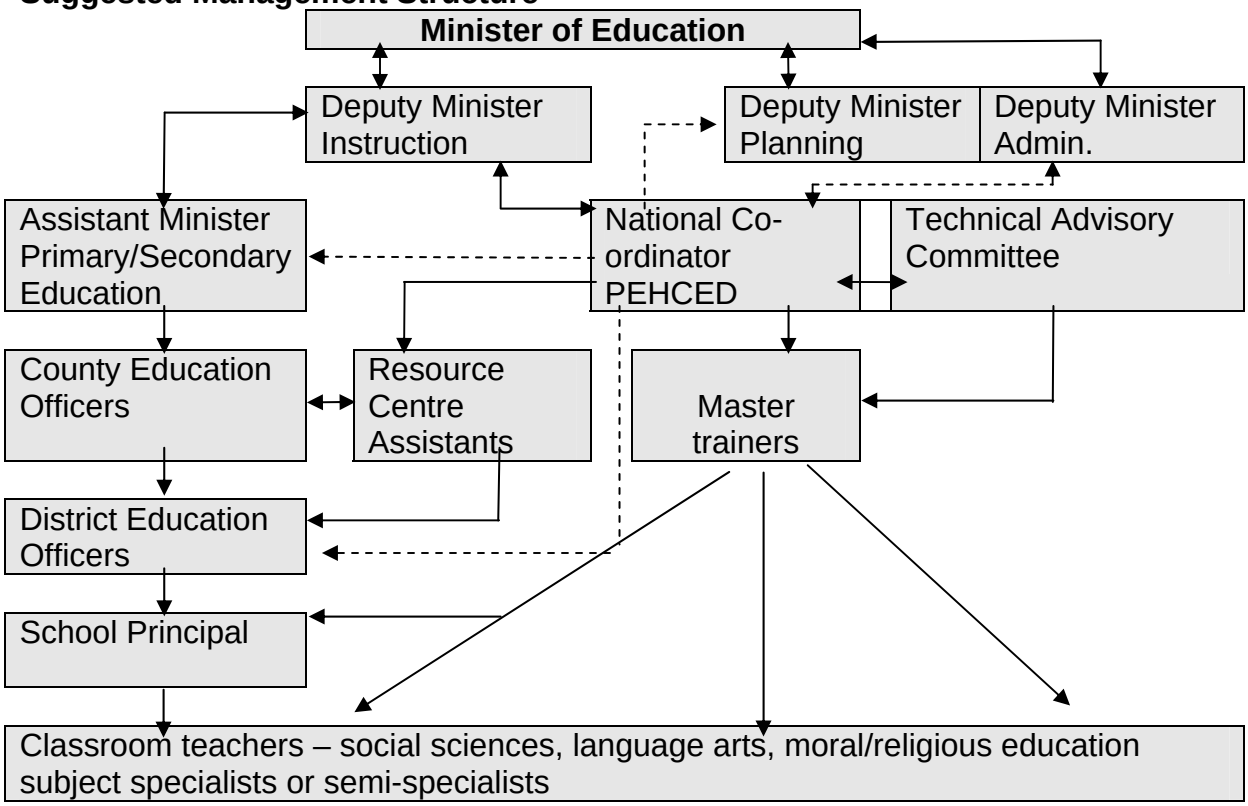
8.3. Management Structure of PEHCED

With the Ministry approved Steering Committee guiding the development of materials, undertaking pilot training and establishing the resource centres, PEHCED is already well-established. However there needs to be a clear understanding of how PEHCED will be formalized and managed within the system and how it relates and is integrated within the Ministry of Education. Those who manage the Resource Centres need to be able to act as resource people, not just be able to manage physical resources. But the 'line management of the Resource Centre Assistants (RCAs) must be the County Education Officers and the physical centre must be placed within or adjacent to the offices of the County Education Officer.

The advisory and support (technical) management for the RCAs will, in the first phase at least, probably need to stay closely linked to the Technical Advisory Committee through the National Coordinator until there is a depth of knowledge and understanding of the required skills and knowledge throughout the Ministry.

The suggested management structure is as follows:

Suggested Management Structure



9. Rationale for inservice training of teachers and education personnel

9.1. Response to stated and perceived needs:

While there has been no comprehensive needs assessment undertaken to clearly delineate teachers' needs and the needs of the education system and education managers, with regard to PEHCED, there have been rapid needs assessments and focus discussions with small groups of teachers, either in limited geographical locations or in limited groups. In March 2006 a National Conference on curriculum was held where the introduction of PEHCED was recommended. There are strong perceptions that after the long history of war and conflict, and the consequent fragmentation of social and cultural values, that children need to learn what it means to have peace and how to support a peaceful society. Perceived needs have been stated by various levels of education management which has resulted in the Government of Liberia endorsing a policy decision to implement PEHCED.

There has also been strong anecdotal feedback from the pilot training workshops in PEHCED from both teachers and community members requesting a full comprehensive program in peace, human rights and citizenship and stating how necessary it is for both students and teachers. All this feedback states clearly that there is an overwhelming need for the implementation of a peace, human rights and citizenship program.

9.2. Revised curriculum:

It has been agreed that peace, human rights and citizenship education should be a separate subject. Previously this has been included in civics but the MOE feels that this is insufficient in a post-conflict situation. The curriculum has been developed with heavy reference to the INEE Peace Education Program, the newly developed Human Rights curriculum and the draft citizenship materials. The curriculum and the materials on which it is based all rely heavily on an inter-active and rights-based methodology. To ensure that children exposed to PEHCED will better manifest its values a widespread inservice teacher training program needs to be developed and implemented if the new curriculum is to be more than 'window dressing'.

One element common to all the assessments done with teachers seems to be that teachers and education personnel know the terminology – the "jargon" of modern pedagogy. This appears to be a function of a didactic training approach where the trainees are lectured to about interactive techniques, classroom

PE activities in United Inland Church Academy (ULICA)

management, school management and subject mastery. As a result, many teachers think that they use interactive techniques such as games, discussions and activities, but in fact they do not understand what these techniques involve and they cannot readily match them to the teaching/learning situation. An inservice training program should ensure that teachers know why they are asked to use particular techniques and how they are used for maximum effectiveness as this builds the teachers' repertoire of pedagogical skills.

9.3. Transference

One of the main components of any inservice course developed to respond to the needs of implementing PEHCED will be helping teachers to understand, feel comfortable with, and use modern teaching methodologies – most of which demonstrate a rights-based approach. While this methodology is essential for any behaviour change program – where internalised learning is necessary and the application of knowledge and skills is an expected outcome, there are also benefits to be accrued from using this methodology in traditional subject areas.

In response to the achievement of the Ministry goals for EFA, in the EFA-NAP 2004 – 2015, rights-based pedagogy (RBP) is recognized internationally as enhancing educational quality. Although teachers would be trained in this pedagogy in relation to PEHCED, once the skills have been acquired they should be encouraged by the education managers to use these skills in all areas of teaching. This transference approach should be kept in mind to ensure that scarce resources are not wasted by duplicating methodology training in later and subsequent plans.

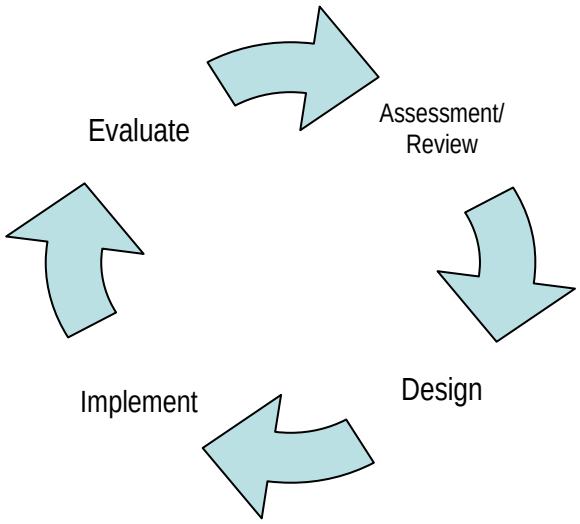
Second phase action: The responsible officers in the MoE and the TTIs ensure that all inservice training offered is based upon RBP and that the skills and attitudes associated are part of every training offered to teachers.

10. Structure of the Inservice Program

The inservice program is formulated as a cycle. In this instance, part of the cycle has already been achieved. The components have been outlined here so that they can be used as a template for the future.

10.1. Needs ascertained

The Government of Liberia, through the Ministry of Education has recognised the need for the introduction of PEHCED. This formal recognition of the needs and the endorsement of the inclusion of PEHCED as a new subject area is a response to the stated and perceived needs.



10.2. Design of materials

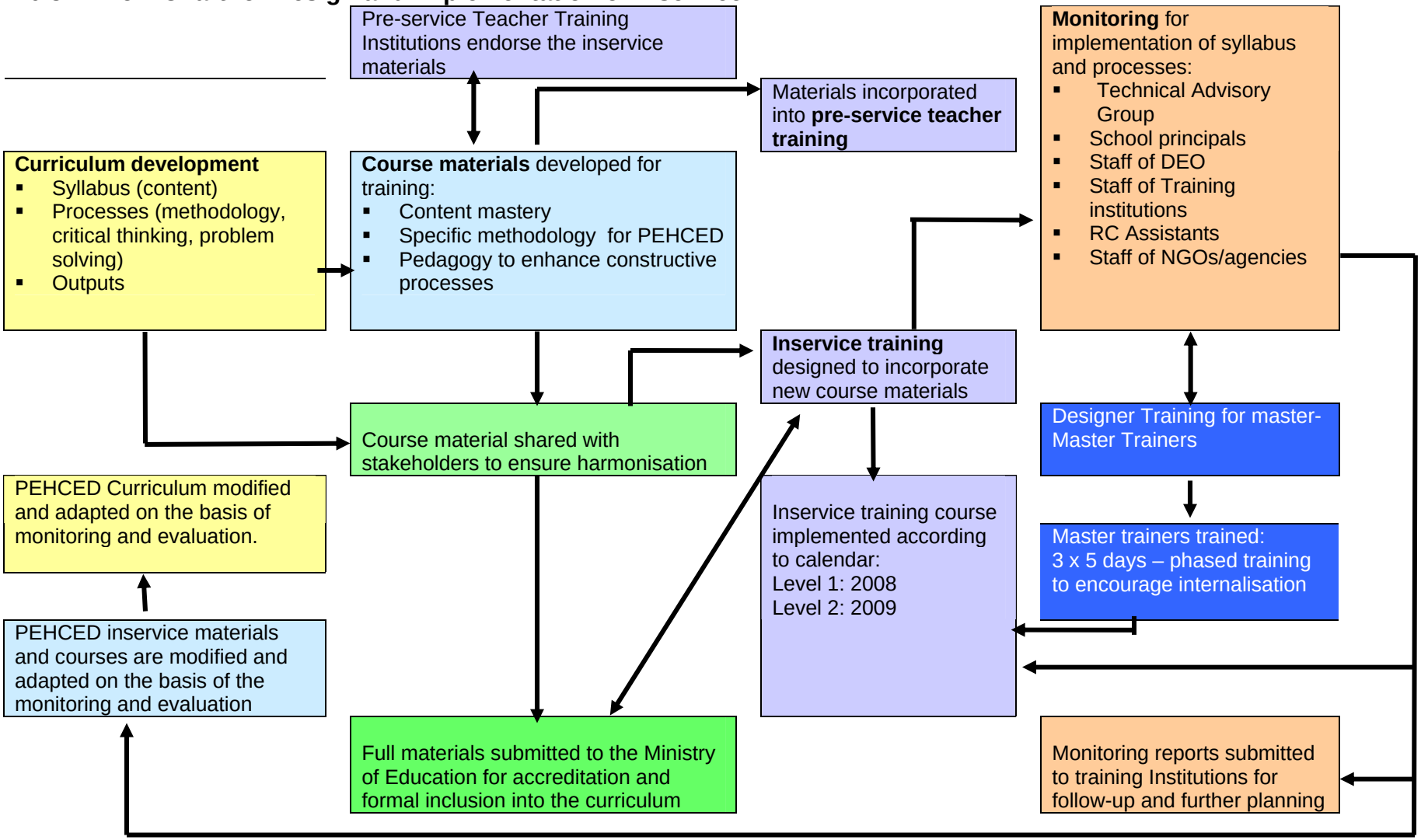
Internationally available materials have been analysed by the Steering Committee and its predecessor. Some materials have been developed especially for the Liberian context and others have been modified and adapted. All materials need to be piloted and modified on the basis of feedback from the stakeholders/participants (not merely implemented on the assumption that they will be appropriate).

10.3. Implementation of training activities:

This includes:

- Development of training materials (from the manuals that have already been accepted).
- Timelines,
- Nomination and selection of master trainers,
- Training of master trainers
- Selection criteria sheets developed and sent to the educational managers and the NTAL at the County and /or District level.
- Selection of the most appropriate teachers
- Calendar of inservice workshops per region
- Lists of venues and participant lists
- Financial and administrative arrangements for payment and accommodation of teachers
- Monitoring structures developed
- Evaluation techniques agreed to and developed (as qualitative evaluation techniques will need to be endorsed by the Ministry of Education).

10.3.1. Flow Chart for Design and Implementation of Inservice



10.3.2. Master Trainers

There are several options for recruiting master trainers. If they come from within the education system then qualifications and grade level in the system will be important criteria: a combination of educational level, professional qualifications and seniority/experience. However, the skills associated with training – and the use of the rights-based methodology is vital for this training. In addition, the master trainers need to feel comfortable with the content of the subject training; enough to feel confident about encouraging open discussion in the course in order to help the teachers develop constructive attitudes.

There are several options for recruitment that should be explored:

- Staff of the teacher training institutions
- Senior education personnel at the county and district level
- NGO and Agency staff who have been working in this area for a long time
- Education managers of private and religious school systems who have been implementing some form of PEHCED for some time
- Senior members of the National Teachers' Association

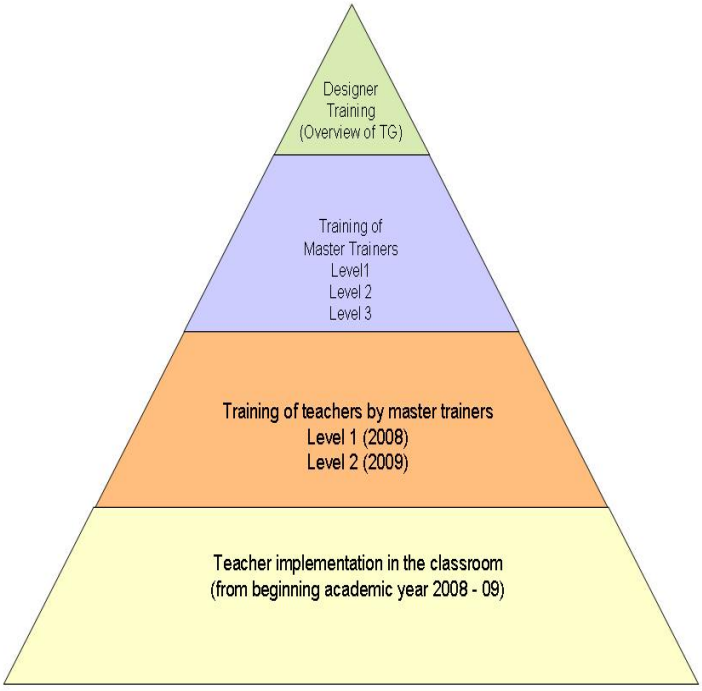
10.3.3. Advantages and Disadvantages of the Options:

Option	Advantages	Disadvantages
Master trainers from the teacher training institutions	This would build capacity within the institutions in new pedagogy Master trainers would be more available during term time for support and monitoring. It would help to build bridges between pre-service and inservice training	Coordination and collaboration is required between different sectors of the Ministry of Education. Training of Master Trainers needs to be intensive and immediate
Master trainers from the county and district level of the education system	These people are based at the regional level together with the teachers whom they will be supervising. This is cost effective and ensures that monitoring of implementation will occur.	The individuals concerned may not have the qualities of a good trainer or a good peace and human rights educator. There is no reason to believe that they will be well-versed in rights-based inter-active pedagogy.
NGO and Agency staff who have been working in this area for a long time	They have experience and probably a good understanding of both the content and the methodology.	They may not have the necessary seniority or qualifications to engender respect from teachers in the system. The NGOs may not be willing to pay for their staff to work directly with the school system.
Education managers of private and religious school systems who have been implementing some form of PEHCED for some time.	They will probably have the necessary experience and an understanding of the content.	Often private and religious schools have more extreme values that may not be acceptable in a wider community (or a mixed faith community). Often the conservatism means that open discussion is not as acceptable.

Senior members of the National Teachers' Association	They have a country-wide presence and are trained teachers.	They may be no more suitable than any other group of teachers and would need to be judged according to the individual qualities and qualifications.
Special full-time 'Master Trainers' positions are created in the education system	These people would be full-time trainers and could follow up appropriately and support the teachers to practise their new skills.	It would be difficult to gain approval and funding for new staff positions.
All inservice training courses take place during school vacations	Neither the trainers nor the trainees are required to be absent from school. Courses could be a reasonable length of time (5 days minimum)	Courses need to be very carefully planned so that trainers are not expected to be in multiple courses at the same time. Teachers would need incentives to give up their vacation to attend inservice courses.

10.4. Structure of Proposed Inservice Teacher Training

Currently the material support for PEHCED is in the form of three manuals. For these to be used effectively, the proposed inservice course needs to be especially designed so that the teachers can see how the materials can be brought together and used as one cohesive and comprehensive course. Thus the design of the training course needs to be the initial level of the inservice work.



It would be ideal if the designer of the course conducted the first training with those who will work with the master trainers. This group should include some of the potential master trainers who have demonstrated their knowledge and skills during the pilot workshops.

The small group of master-master trainers then trains the master trainers (after they have been nominated and recruited).
The master trainers undertake two training workshops (level 1 and 2) before training the teachers – starting in the Spring vacation of 2008.

10.5. Evaluation of program

This can be defined as *"the process of determining the worth or significance of [an] activity, policy or program … to determine the relevance of objectives, the efficacy of design and implementation, the efficiency of resource use, and the sustainability of results. An evaluation should* [enable] *the incorporation of lessons learned into the decision-making process of both partner and donor*"[14]. Evaluation of inservice happens at a series of levels; each level of the project cycle using monitoring tools and techniques (see monitoring in section 3.3) and at the level of outcomes and change in behaviour. Thus for a final or summative evaluation of an inservice course the tools should be measuring adherence to objectives and consequently a change in behaviour.

Monitoring and evaluation are synergistic. Monitoring information is a necessary but not sufficient input to the conduct of rigorous evaluations. While monitoring information can be collected and used for ongoing management purposes, reliance on such information on its own can introduce distortions because it typically covers only certain dimensions of a project's or program's activities. Careful use of this information is needed to avoid unintended behavioural incentives. Monitoring information can, however, identify potential problems that require more detailed investigation via an evaluation. An evaluation should provide a more balanced interpretation of performance. But evaluation is a more detailed and time-consuming activity, and because of its greater cost it needs to be conducted more sparingly.[15]

[14] Independent Evaluation Group: (World Bank Group) Internet.
[15] IEG (World Bank)

11. Alternative Inservice Learning and Capacity Building

The bulk of inservice that has been proposed consists of training courses. Some of the follow up could be described as capacity building or informal inservice but there are alternatives to traditional inservice that should be part of the design for the future.

11.1. Exchange visits:

A structure of exchange could be established that includes a checklist for learning and for implementation on return. For example; different activities for teaching a concept, different methodologies for the classroom, but on return these changes must be implemented in the classroom or school. This is not a social or cultural exchange; this is a structured learning experience with application of lessons learned as part of the opportunity. It behoves the school and education authorities to not just allow for this application of new techniques and skill but for them to demand it.

11.2. Virtual exchange and computer assisted learning:

Within five years it is possible that every school and every teacher will have access to the world-wide web through internet and computers. Inservice learning can take place through “chats” to other teachers and education managers from all over the world with ideas for teaching, different strategies for coping with difficulties in the classroom and teaching/learning aids, all available at the click of a button. These are not available now, but in the next five years these may be available for a structured learning sequence for inservice teacher training, with the proviso that specialised training is also provided to help teachers become computer literate.

There are, of course, many opportunities for computer assisted learning. But within the structure of inservice training, computer assisted learning should include content mastery. In any teaching / learning cycle, once the curriculum is developed, the “textbook” and teaching guide can be provided electronically with a structured learning approach for the teacher. All content mastery and knowledge- based learning that is currently approached through face-to-face inservice could be more easily provided through interactive computer-assisted learning. This would ensure consistent quality of materials and approach, would be available at any time so that teachers are not taken from school and would be very cost efficient to implement. The start-up costs are high as it would include both hardware and intensive training of the inservice training institution staff, but longer term could prove very effective.

11.3. Distance Learning

This is simply a very structured teaching/learning process usually undertaken by way of books and written activities that are posted from a central place (the

training institution) to the teachers and then back again once completed. Good distance learning also includes some intensive face-to-face work (for example, during vacations) but the 'book-work' is a structure of learning and then application in the classroom and then reporting on the application and the results. In areas where weather and logistics limits accessibility, distance learning may be a very effective option or part response.

11.4. Network Inservice

This is a system of minimising the negative effects of single inservice courses and the high-cost of total teacher inservice. Network inservice is a system whereby one teacher from a school attends an inservice course and then takes the information back and provides it to fellow teachers through a series of school-based inservice sessions. Special materials that structure the program for the teacher are distributed during the face-to-face inservice. At the second level of inservice, another teacher from that school attends the inservice which builds on the knowledge and skills from the initial inservice. This is also taken back to the school for school-level inservice sessions. This continues for as long as necessary but it must be strongly supported by professional development sessions and closely monitored to ensure that the school-based sessions do occur.

11.5. Capacity Building

Any form of inservice should be capacity building – otherwise there is no point. However, this refers to the specific capacity building of the education managers and the training institution staff. Capacity building is an on-going almost invisible process that requires consistent high-level inputs and constant challenging of the *status quo* to stretch the individual and look creatively and critically at problems and challenges. There are a variety of ways to build capacity all of which have advantages and disadvantages.

Approach	Advantages	Disadvantages	Comment
"Scholarships"/ exchange visit	Intensive high level experience for the individual	Expensive Limited to a few people Difficult to prove transference of knowledge and experiences	Can be more effective if the individual is required to provide structured feedback to colleagues. Needs system support so that new skills and techniques can be incorporated into on-going work.
International counterpart	New ideas and techniques to challenge limited thinking Not limited by the internal politics/culture "Novelty" factor	*[Note: international counterpart should have a wide range of experience – not just experience from own country]* Expensive Need to provide inputs so that perceptions of international are accurate	The individual needs to understand the local situation and be open to learning as well as "teaching". Intermittent visits (no continuity)
National counterpart	New ideas and techniques to challenge limited thinking Extra "pair of hands" Less expensive than international and so can stay longer	Doesn't usually have the same breadth of experience May be limited by the same background, experiences 'politics' and culture as the staff.	Very often limited by the same conditions that limit the "trainees" – ideally should have international experience.
Training workshop	Face-to-face inservice	Courses need to be very specific to the needs. Require follow-up to be effective	A combination of several approaches where less formal capacity building follows formal inservice is more preferable than inservice alone.

12. Impact Issues to be addressed

12.1. Non-formal education

It is estimated that about half of all school age children in Liberia are actually attending school. For the principles of peace, human rights and citizenship to have impact on the development of peace in Liberia, it is not enough that only 50% of people learn the skills and develop the values and attitudes.

While the first phase is restricted to formal education, it should be noted that a complementary community/ non-formal education program will act as reinforcement to the formal program and having a program in the community also validates what the children are learning in school. There are a number of avenues that can be used to reach non-school going children:

- Religious institutions
- Youth clubs and sporting teams
- Technical and vocational training programs
- Adult/youth literacy programs

Some out-of-school children will not have access to any of these avenues. It is possible to develop groups specifically to work on peace, human rights and citizenship. Workshops held at the village or town level offered consistently provide a focus for children which may also support the healing process of those who are traumatised as a result of the conflict.

First phase action: That the community component of the INEE Peace Education Programme and the structure and activities of the formal education programme (which is already a model for PEHCED), be used as outreach for out-of-school children and youth and community members.

12.2. Student Assessment and Inservice Mismatch

Currently the assessment procedures for students consist almost exclusively of tests and examinations. Teachers have stated that they use tests to monitor and evaluate in preference to other methods. The current structure of frequent and knowledge based tests reinforce the didactic forms of teaching and the rigid adherence to the textbook as that is the basis for the examinations.

A rights-based methodology which is in line with the *Convention on the Rights of the Child* (CRC) is diametrically opposite to the didactic approaches currently used. While inter-active methods take longer to teach initially, they result in better retention and understanding and so require less revision time. However, teachers who are not confident of their ability or of the new methodology will continue to spend a lot of time on revision and so not complete course work. Incomplete course work is already a problem as teachers do not understand how to pace themselves and the lessons through the academic terms and years.

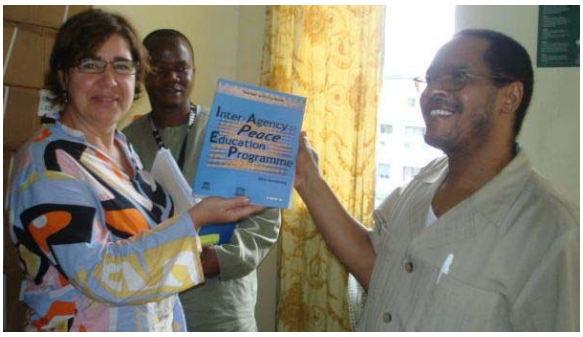
With support and practice, the teachers' understanding and use of inter-active methodology will improve and, given experiences in other countries, the quality of the learning will also improve.

Reforms in the national assessment system will not happen quickly. However, for behaviour change programs where qualitative assessment is necessary, tools such as continuous assessment of participation in group work and discussions, book work and research projects can be substituted for monthly and term examinations. These methods will be more accurate to judge the behaviour and attitude change that should come as a result of PEHCED.

First phase action: The MoE requests UNESCO (or other relevant agency) to host a seminar on continuous assessment to raise awareness amongst the staff of the Ministry and provide the motivation for examination reform.

12.3. Resource Centres

Part of the PEHCED initiative is the establishment of resource centres. Currently, three centres have been planned with the Ministry of Education allocating space in Ministry buildings in Monrovia, Gbanga and Zwedru. These three centres are also being supported with the provision of furniture and hardware by UNMIL and UNHCR.



The Representative of UNHCR, Ms. Dubini and Dr. Ferej, the Officer in Charge UNESCO; showing the joint Peace Education materials for schools. [Mr. James Ballah, Peace Education Officer of UNHCR in the background

It is planned these centres will be staffed by Ministry of Education staff who will promote peace, human rights and citizenship education; liaise with the line Ministry officials such as CEOs and DEOs; support the inservice training programme and act as advisers and support to the teachers.

However, there are several unresolved issues that, if ignored, will cause problems for program implementation and result in inefficiencies and ineffectiveness.

- Single subject resource centres are not an effective way to support teachers or to ensure that PEHCED is accepted and integrated into the national curriculum. Resource centres must be able to support all aspects of the teaching/learning process and all subject areas.

- While the three PEHCED resource centres have been supported by UNMIL and UNHCR, UNICEF and other international agencies are also planning and/or establishing resource centres. In a time of reconstruction

it is vital that a collaborative approach is used: all resource centres should respond to all teaching needs.

- Currently the planning of the centres associated with PEHCED is based on the idea of three educational regions. However, it has already been recognised that many teachers cannot access the centres and the pilot inservice training workshops were conducted in five centres (the three education regions plus Maryland and Lofa). It is obvious that if the five centres were needed for training because of logistical difficulties, then the same difficulties will apply.

- If all those supporting the Ministry through establishing resource centres work together, centres could and should be established, stocked and staffed at the County level with a view that in the longer term every district should have a resource centre.

First phase action: An analysis of the requirements of the resource centres be established and the administrative structure decided.

First phase action: Development of selection criteria and subsequent recruitment of RCAs – at least for the Resource Centres already allocated materials and subsequent post allocation as new Resource Centres are created.

Second phase action: A mapping of support offered (or possible) from agencies and donors to ensure an equitable distribution of resources be conducted. The MoE will ensure that there is no overlap of resources.

12.4. Monitoring

There are many facets to the issue of monitoring, but one issue is that the County Education Officers and the District Education Officers together with the Principal of the school are the support and monitoring structure for the teachers. If this support is to be provided for the application of skills and knowledge gained from the PEHCED inservice training and in the longer term impact of the PEHCED training, it is therefore absolutely necessary that these officers are thoroughly briefed and trained themselves so that they can support the teachers. If necessary, special inservice training workshops should be implemented for this group with a session on monitoring and support in a new subject area.

There is an agreement among the members of the Steering Committee that the Resource Centre Assistants will also monitor and support the teachers. To do this effectively, the issues of permission and liaison between the PEHCED program and the line authorities (CEOs, DEOs and School Principals) needs to be established and the issue of logistics (how do the RCAs get from a central point to the schools in the furthest districts.

First phase action: That the CEOs and the RCAs be invited to the "Designer Training" for the master-Master Trainers and should then attend subsequent training workshops (for levels 2 and 3).

Second phase action: To set up a professional development group for the CEOs to support the new thinking required for quality implementation of PEHCED (and other rights-based methodology subjects).

12.5. NETC, CETC and PTAs

The National Education and Training Council is, according to the Education Act of Liberia (2002) the highest national advisory body for education. As there are also County level education and training councils (CETC) which support and advise the Parents Teacher Associations (PTAs) which are at the school level, it is vital that these groups at each level be made aware of the principles and application of the PEHCED program. It is these groups that have links to the community and who can help the community understand why such a subject is being introduced. They should also have a function in advocating for the use of a rights-based approach in the classroom and helping people to understand the differences between the traditional rote learning and true internalised learning. Efforts should be made to include members wherever possible in the teacher training program or to provide a special workshop to ensure understanding.

First phase action: The members of the Steering Committee conduct awareness sessions for members of the NETC and subsequently the CETCs to increase understanding and support for PEHCED.

12.6. Harmonisation

There are a series of levels within the inservice models proposed and associated areas where harmonisation is required.

12.6.1. Terminology:

There are a series of terms and titles given to the pedagogy associated with peace, human rights and citizenship. The education NGOs and other non-government education administrations often use a variety of terms for teaching approaches and these are 'marketed' as if they are separate and discrete from one another. 'Child-friendly schools', 'healing classrooms', 'safe spaces', 'joyful learning' are all titles given to programmes that are essentially referring to the same pedagogy that describes rights-based education. Now that peace, human rights and citizenship are to be incorporated into the national curriculum, it is important that there is clarification about the terminology used for the pedagogy associated with PEHCED.

12.6.2. Budget harmonisation:

During the years of conflict, NGOs and agencies offered inservice training programs as part of their educational response. There was no agreement

amongst these organisations as to what would be provided to participants. The result has been that teachers will now judge the worth of an inservice by the amount of *per diem* that is offered. This reinforces the idea that inservice training is a reward and that it is legitimate for participants to attend only for the material rewards. It is increasingly difficult for transference and impact to occur as the primary reason for attendance becomes the short-term reward of extra money or food rather than knowledge and skills to improve professionalism.

With the reconstruction phase, the Ministry of Education has taken responsibility for inservice programs. It is important that the policies for payments to inservice participants be clarified. It is recommended that no teacher should be paid sitting fees for attending inservice. Rather the budget structure should be based on a series of formulae which are transparent and apply to all participants:

- Travel allowance (based on distance travelled)
- Accommodation allowance for each night spent away from home
- For courses held during vacation a vacation compensation fee – 50% of the daily teaching rate (1 month's salary divided by 20)

12.6.3. Structure of materials:

Currently PEHCED has three separate manuals: one each for peace, human rights and citizenship. However, there is only one curriculum. If these materials are just given to teachers who are then expected to develop a viable structured program utilising all the resources there will be no consistency of approach, no standard of content and for some teachers it will be overwhelming so that they never try to teach the subject again.

To make best use of the three sets of material they should ideally cross-reference with other materials and demonstrate the linkages between the different manuals. There is a danger that participants will treat each component as discrete and separate and so an essential element of cohesion would be lost.

One way of minimising this problem is to ensure that the training of trainers and the training of teachers' courses are specifically designed to incorporate and streamline the course materials and demonstrate to the teachers how this can and should be done for the classroom situation.

Second phase action: the TAC develop or call upon curriculum experts to harmonise the three sets of material that will be in use for the five years of this strategy, and to create a single cohesive subject based on the principles of curriculum with a teachers' guide and text book (if appropriate) for the second five year plan. This single approach would be implemented in 2014-15

13. Action Plan

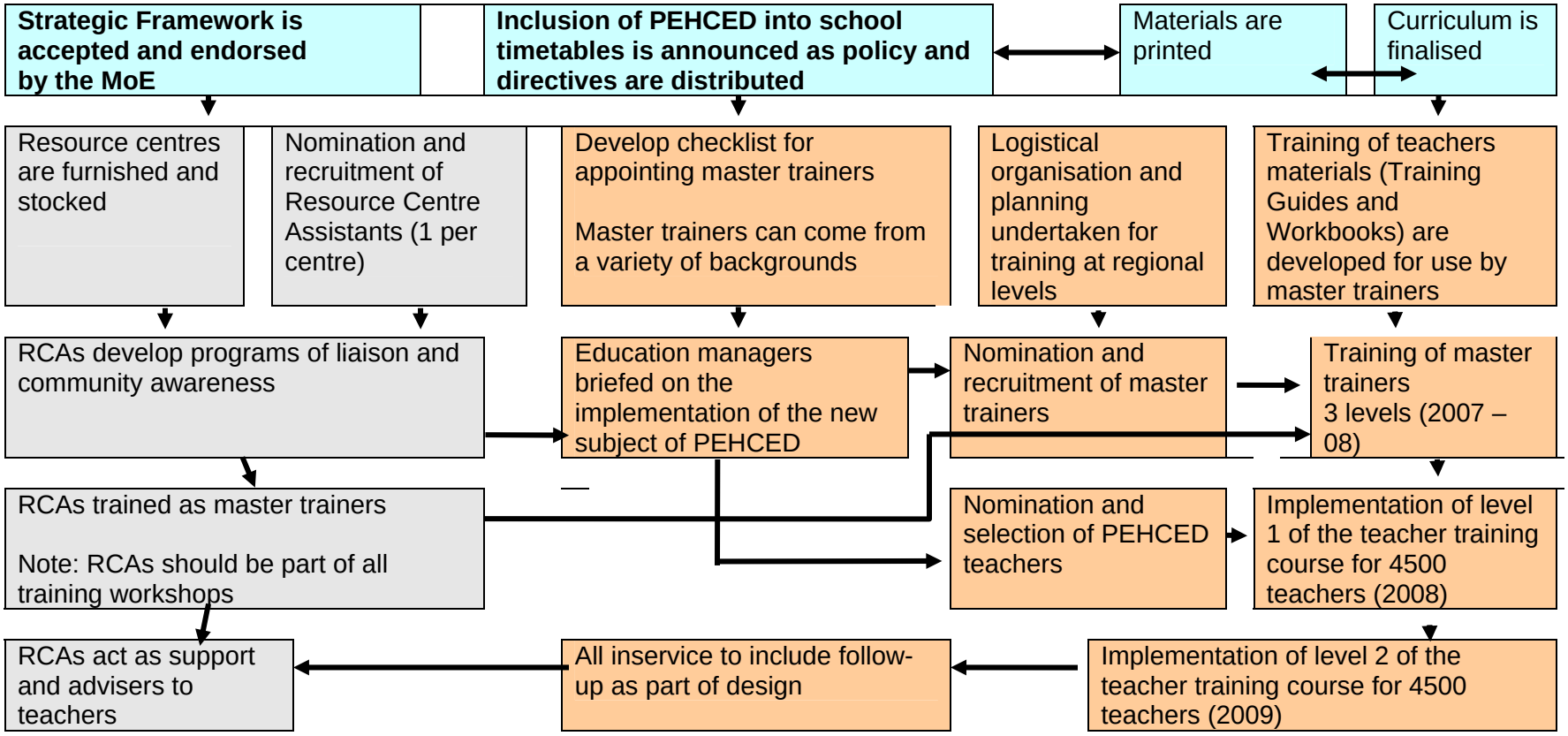
Year 1		
Actions in chronological order	**Responsible**	**Intermediate actions**
Strategic Plan is accepted and endorsed and distributed to all levels of the MoE	The Minister of Education or his delegate	Feedback required from stakeholders
Citizenship Manual is streamlined in line with the other two manuals chosen for use in the classrooms	Technical Advisory Committee (TAC) and support agency (possibly UNESCO in conjunction with other agencies)	If Agency support is required: work contract developed and offered. Mini-workshops with technical committee and other stakeholders (teachers etc.)
Advocacy and fund-raising undertaken	MoE and support agencies	Mapping and needs analysis printing of Strategic Framework document for use as an advocacy document.
Secondary modules and Story Book from the INEE PEP are adapted and printed for distribution with the other materials	MoE or donors	Adaptation sub-committee formed to work as soon as practicable
Training Guide (TG) and Workbook (WB) are developed and printed so that Master Trainers can be trained.	TAC + agency support	Writer for TG and WB recruited
Resource Centre requirements are analysed and requests for support are formulated	TAC + relevant specialists	Draft requirements circulated to members of the TAC prior to a brainstorm meeting
Mapping of support offers for Resource Centres undertaken	MoE (relevant Deputy or Assistant Minister) +TAC	Mapping template provided through UNESCO

Actions in chronological order	Responsible	Intermediate actions
Awareness workshop be held for CEOs and County level members of the NTAL on PEHCED	TAC	Support gained from a support agency Logistics determined
CEOs together with NTAL representative, nominate the most appropriate staff to be seconded as Resource Centre Assistants (RCAs)	CEOs + NTAL representative	Criteria checklist developed by TAC
CEOs together with NTAL representative, nominate the most appropriate staff to be seconded to be Master Trainers (training during term time but inservice during the Spring and Summer vacations)	CEOs + NTAL representative	Criteria checklist developed by TAC
Designer Training held for master-Master Trainers + CEOs And RCAs	Donor agency (UNESCO)	TG and WB printed Logistics determined
Modifications and adaptations of TG and WB	Designer	Printing of TGs and WBs
Resource centres staffed and stocked with initial equipment	MoE together with donors	This is actually an on-going activity but the space allocation and basic furniture must be in place.
Master Trainers Training	Donor agency (UNESCO)	Logistics determined Invitations sent and permission gained. *[Participants lists must be sent prior to the 2nd level implementation to ensure that participants have completed level 1 training]*

Year 2		
Actions in chronological order	**Responsible**	**Intermediate actions**
Level 1 Teacher training Spring vacation groups	MTs, CEOs TAC Support agencies	Criteria checklists developed and distributed Teachers nominated Venues booked Logistics and administration for workshops developed. MTs formed into teams of two and allocated workshops Training takes place Monitoring and support from TAC and CEOs and DEOs.
Support visits to schools where trained teachers are based	TAC, RCAs, CEOs, DEOs	Permission gained from relevant authorities
Level 1 Teacher Training Summer vacation groups	As above	As above
Support visits to schools where trained teachers are based	TAC, RCAs, CEOs, DEOs	Permission gained from relevant authorities
Year 3		
Master Trainers Level 3 Training	TAC and m-MTs	Logistics administration Feedback sheets collected and analysed
Support visits to schools where trained teachers are based	TAC, RCAs, CEOs, DEOs	Permission gained from relevant authorities
Expansion of Resource centres	TAC, MoE Donors	Mapping exercise and needs assessment
Level 2 Teacher training Spring vacation	As per level 1 (year 2)	As per level 1 (year 2)

Actions in chronological order	Responsible	Intermediate actions
Support visits to schools where trained teachers are based	TAC, RCAs, CEOs, DEOs	Support gained from relevant authorities
Level 2 Teacher training Summer vacation	As per level 1 (year 2)	As per level 1 (year 2)
Support visits to schools where trained teachers are based	TAC, RCAs, CEOs, DEOs	Support gained from relevant authorities
Qualitative monitoring	TAC, RCAs, CEOs, DEOs	Qualitative monitoring tools are chosen and agreed upon
Modifications of implementation of workshops and application / transference of content and methodology undertaken	TAC and MoE	
Year 4		
Curriculum committee formed to develop a single cohesive curriculum for PEHCED	TAC and MoE	
Implementation supported for trained teachers		
Trained teachers together with Master Trainers (MTs) undertake peer training at school level	Principals	Support materials developed
Support visits to schools where trained teachers are based	TAC, RCAs, CEOs, DEOs	Support gained from relevant authorities
Qualitative monitoring	TAC, RCAs, CEOs, DEOs	Qualitative monitoring tools are used in school visits
Year 5		
Mid-term review of program undertaken preparatory to the 2nd five year plan	MoE support agencies and donors	Analysis and Evaluation tools and process agreed upon and implemented.

13.1. Initial Action Plan and Flow Chart



14. Resource mobilisation

In the reconstruction phase of Liberia, there are competing priorities; but equally, there are many actors responding to these needs and priorities. In the area of peace, human rights and citizenship, there are a range of donors and supporting agencies which have enabled the work that has been undertaken so far. However, while *ad hoc* funding support is gratefully received, and good use is being made of it, it is also necessary to develop a cohesive plan and budget so that it is clear where the needs lie.

14.1. Resources for Inservice Training

Many donors will support hardware and products as this is relatively easy to verify and the impact, when evaluated, is very clear. However, in education and particularly in peace, human rights and citizenship education, much of the work is process. This, like all other life skills subjects requires a change in behaviour: and to change behaviour, new techniques and processes must be learned. This requires training and unfortunately training is a relatively high-cost investment and it is not always easy to see the impact.

In order to mobilise resources for training in peace education, human rights and citizenship, it is important to recognise that the training is not just the acquisition of knowledge. The content component of PEHCED is very small: most of the work is about developing constructive behaviours and attitudes and this is learned through the use of a rights-based methodology.

- The inservice training developed for this subject area can, with small modifications be used for all life skills programs including psycho-social education, trauma recovery, SGBV, HIV/AIDS education, environment education, gender equality.
- The National Education Plan and EFA plan both refer to improvement in the quality of education: more specifically the quality of the teaching/learning process. This has been referred to as modern pedagogy but this term is not specific. At the same time as there is a need to update the pedagogy, there are problems of classroom discipline, issues of respect among teachers and students. All of these issues can be resolved by utilising a rights-based pedagogy. Thus inservice training in PEHCED can be used to upgrade the pedagogy and management skills of all teachers – without the need for a separate course being developed.

When the inservice training is analysed in this way it becomes a very cost-effective intervention.

Total cost of inservice training package:
USD 2, 298,900 divided by 3 years = 766,300
Divided by 4 subject areas = 191,575
Divided by number of teachers = 42 50 per person

14.2. Resource Centres

The three resource centres currently being supported are each only supported in part. While there have been very generous donations (see table 13.2.1) much of the equipment cannot be used as there is no budget for consumables and running costs.

The investments in the centres to date total USD 42,300 + the accommodation. To make the centres functional and extra USD 20,000 is required. This would mean that the equipment can be utilised, the centres can be staffed and the staff can reach the schools they are to serve.

As other centres are built at the County level, it is helpful to know what the average running costs will be so that future planning can incorporate these.

See pages 48 – 49 for a breakdown of the costs of the Resource Centres

First phase action: a detailed assessment of resources required must be undertaken so that donors can be approached with the knowledge that this is an inclusive exercise where resources are distributed equitably.

Table 14.1.1: Budget breakdown for Inservice Teacher Training PEHCED

Item	Analysis		USD item	Total	Grand Total
Single workshop for Master Trainers	30 participants x 6 days' accommodation	25 x 30 x 6	4500		
	30 participants x 2 days' travel	25 x 2 x 30	1500		
	Meals and tea	10 x 32 x 5	1600		
	Stationery per workshop		50		
	Materials (Citizenship Manual) x 30	15 x 30	450		
	Teachers' Manuals + w'shop Guides	20 x 30	600		
	Venue	5 x single hire	100		1 x 3 w'shops
				8,800	**26,400**
Single workshop for teachers	30 participants x 6 days' accommodation	25 x 30 x 6	4500		
	30 participants x 2 days' travel	15 x 2 x 30	900		
	Vacation compensation =				
	50% daily teaching rate	2 x 30 x 5	300		
	Meals x 32 x 5	10 x 32 x 5	1600		
	Stationery (per workshop)	50	50		
	Venue	5 days	100		150 w'shops x 2 levels
				7,450	**2,235,000**

Development of Master Trainers	Consultant x 15 days (writing)	7,500			
Training Guide (3 levels)	Printing/photocopying (TG + Workbooks)	5,000			
Printing of the Secondary Modules (INEEPEP) and the Storybook (INEE)	Printing/photocopying 500 (Secondary modules) x $2 Printing 5000 (Storybooks) x $2	1,000 10,000			
Printing of the Citizenship Manual	Printing (5,000 x $5)	25,000			
				48,500	
Total costs for training 4,500 teachers					**2,283,500**

Table: 14.1.2: Timeline of Implementation

	Sept. 07	Oct.07	Nov. 07	Dec. 07	Spring vacation 08		Summer vacation 08				
Printing of Manuals											
Development of MT Guides											
Training of MTs (L 1)			30 x 5 days								
Level 2				30 x 5 days							
Level 1 teacher training					15 teams	15 teams	15 teams	15 teams	15 teams	15 teams	15 teams
					week 1	week 2	week 1	week 2	week 3	week 4	week 5
					450 part.	450 part.	450 part.	450 part.	450 part.	450 part.	450 part.
							15 teams	15 teams	15 teams		
							week 6	week 7	week 8		
							450 part.	450 part.	450 part.		
			Nov. 09		Spring Vacation 09		Summer Vacation 09				
Level 2 Teacher training					15 teams	15 teams	15 teams	15 teams	15 teams	15 teams	15 teams
					week 1	week 2	week 1	week 2	week 3	week 4	week 5
					450 part.	450 part.	450 part.	450 part.	450 part.	450 part.	450 part.
							15 teams	15 teams	15 teams		
							week 6	week 7	week 8		
							450 part.	450 part.	450 part.		

Table 14.2.1 Projected Budget for Montserrado Resource Centre			
	Estimates	**Funded**	**Requirements**
Furniture	500	500	
Office equipment	10,000	10,000	
Transport	2,000	2,000	
Consumables			
stationery	550		
fuel	1,728		
maintenance	500		
telephone	200		
			2,978
Staffing			
1 Resource Centre Assistant	1,800		
Resource Centre Secretary	900		
			2,700
Total	**18,178**		**5,678**

Table 13.2.2. Projected Budget for Zwedru Resource Centre			
	Estimates	**Funded**	**Requirements**
Furniture	500		500
Office equipment	10,000	10,000	
Transport	2,000	2,000	
Consumables			
stationery	550		
fuel	1,728		
maintenance	500		
telephone	200		
Staffing			2,978
1 Resource Centre Assistant	1,800		
Resource Centre Secretary	900		
			2,700
Total	**18,178**		**6,178**

14.2.3.Projected Budget for Gbanga Resource Centre			
			Requirements
Furniture	500		500
Office equipment	10,000	10,000	
Transport	2,000	2,000	
Consumables			
stationery	550		
fuel	1,728		
maintenance	500		
telephone	200		2,978
Staffing			
1 Resource Centre Assistant	1,800		
Resource Centre Secretary	900		
			2,700
Total	**18,178**		**6,178**

3 centres for **18,034 (20,000 per annum)**

Annex 1: Monitoring and Evaluation Tools

Quantitative

Action plans for implementation, including the location of the training, the catchment area of participants, participant lists, names of the master trainers and names and positions of monitors should be checked a month in advance with copies of letters sent to the district level education officials (as these are the officers responsible for nominating the teachers). Although good planning at this level does not add to the quality of the workshop course, the lack of good planning will certainly detract from the efficacy.

Records of all courses (including signed attendance sheets) plus the financial records of payments to teachers should be part of the quantitative monitoring. Support in this area will add to the capacity building of the institutions implementing the roll-out.

Records alone are insufficient for quality monitoring. Observation of courses (preferably unannounced) to check that the number of attendees actually matches the attendance list and that the participants attend for all sessions is essential. The observation sheets for the qualitative monitoring also include space for numbers of those in attendance.

Qualitative

Qualitative monitoring can be very subjective as well as open to 'window dressing' type monitoring. The key monitoring tools are feedback/evaluation sheets and structured observation. However, even these have weaknesses **so that a combination of methods is necessary for effective monitoring.**

Monitoring Tool	Weaknesses
Written evaluations from participants at the conclusion of a workshop	Generally written evaluation sheets from workshops are extreme (either very good or very bad) as participants have the experience of the facilitator fresh in their minds. However, these evaluations are generally rushed and tend not to be very analytical so that constructive comments re content or methodology are few. The volume of post-workshop evaluations means that generally they are not analysed and often the facilitator is not in a position to make structural changes to either content or methodology to respond to comments.
Observation sheets for workshops	A series of observation sheets have been provided as samples (annex 3). The major weakness of observation is the logistical support required to ensure that it occurs. Traditionally, the supervisory staff do not monitor except for checking and collecting the quantitative data (attendance sheets) so that asking them to sit and observe sessions and

	then to analyse the skills of the facilitator will take a major attitudinal shift. The observation sheets are at several levels: content and general facilitation of the course; Facilitation skills especially for new facilitators; Self analysis sheets for facilitators. It needs to be kept in mind that even having these tools is a level of capacity building for the staff involved and that if used consistently with support provided to those monitoring, the quality of analysis and constructive support will increase. Monitors themselves will have different standards of what is considered effective. Although the analysis sheets attempt to break down the skills and knowledge to be reported on, comparison between monitors is not advised (at least in the initial stages of the monitoring programme).
Self-analysis reports	The use of self-analysis reports needs to be handled with extreme caution. Confidentiality needs to be preserved especially if facilitators are very professional in their analysis and are self-critical and if there is a possibility that superiors may see and judge these as weaknesses. Generally self-analysis reports are shared only in professional development sessions, but the process of completing these reports helps facilitators to structure their future trainings or to get help to overcome weaknesses
Focus discussions	Structured sheets for conducting focus discussions have been provided. Focus discussions (for both teachers and students) need quite skilled communication skills to avoid “leading the witness” and if these skills are not present in the monitors, the focus discussions can be very biased. In addition, focus discussions need a critical mass before they have credibility and this is a logistical difficulty.

The following annexes are sample tools for qualitative monitoring and evaluation. These are used at the implementation (training and teaching), transference and impact levels.

Annex 2: Sample Observation Sheet for Training of Teachers' Course

Name of Monitor:
Name of trainer:
Location and type of training:
Date:

Does the trainer:

	Almost always	Very often	Sometimes	Hardly at all
Read from the training guide				
Know the content				
Talk more than 50% of the time				
Use the activities and group work provided				
Allow sufficient time for activities				
Look more to one side of the room than the other				
Make eye contact with all participants				
Include all participants in discussions				
Provide a friendly atmosphere				
Move around the groups				
Ask questions as if they are a test				
Utilise the "teaching moment" in discussion				

Please describe the level of training expertise displayed by the trainer

To be completed by the supervisor or monitor of the teacher inservice training

Annex 3: Training Implementation Master Trainer's Periodic Report

Name of Master Trainer		
Level of training course		
Locations of training		
Number of participants per course	**Male**	**Female**

Please circle the most appropriate response

Did all participants complete the course? **Yes** **No**

Were all the sessions covered in the course? **Yes** **No**

Please identify which sessions have been omitted and why

Did all participants participate in the activities? **Yes** **No**

Please describe what you did to motivate those who did not participate fully

Do you think the course was successful? **Yes** **No**

Why do you think so?

Please note any other comments you have about the content, methodology or logistics of the course and any improvements you would like to see for the future

Content

Methodology

Logistics

Improvements

Thank you for completing this form.
This should be completed monthly by all Master Trainers

Annex 4: Guide for Focus Discussion with Teachers Post-Inservice

When did you participate in the course?

Who were your trainers?

Did you feel that you needed this course?

Was the course worthwhile?

What has changed in your teaching since you did the course?

What new techniques or content have you implemented since you did the course?

Why have you not implemented all the things that you were taught?

If you were to do the course again what do you think should be in a course like this?

What other training do you think you need to make you a better teacher?

This should be used in focus discussions with teachers for purposes of monitoring and evaluation

Annex 5: Guide for Student Interviews Re PEHCED Training for Teachers

Has your teacher attended the training course for Peace Human Rights and Citizenship?

Has anything changed in your school or class since the training course?

What is different now?

Does your teacher teach differently now than s/he did before the training?

What is different now?

Is there more discussion in the classroom?

Do you play more games?

Do you learn anything different?

Is your teacher kind to you?

Can you tell me in what ways s/he displays kindness?

This should be used in focus discussions with students for purposes of monitoring and evaluation of impact of the training program

Annex 6 PEHCED School Programme Evaluation Sheet

Topic:				
Lesson:			Page No.:	
Grade:		No. of children in the class:		
Content				
1. Was the content the same as that specified in the manuals?			Yes	No
1.1 If not, what alterations were made and why?				
2. Could the children do the activity in the lesson?			Yes	No
3. Did the children take part in the discussion?			Yes	No
4. Were the concepts in the discussion suitable for the children?			Yes	No
5. Did the children offer discussion points or did they just answer questions?			Yes	No
6. What sort of questions did the teacher ask?	Open		Closed	Both
7. Mark the level of the majority of questions asked:				
knowledge comprehension application		analysis synthesis evaluation		
8. Did the children understand the content of the lesson?			Yes	No
8.1 What makes you think so?				
9. Were the children interested in the lesson?			Yes	No
10. Do you think that the children understood the connection between the activity and PEHCED? Give reasons for your answer.				

Methodology				
1. Did the children respond to the methodology used in the lesson?			Yes	No
2. Was the methodology used the same as the manual specified?			Yes	No
2.1 If not, what alterations were made and why?				
3. How long does it take for the teacher to get the attention of the class?				
3.1. Do the children move quickly and quietly?			Yes	No
4. Does the teacher prevent potential problems in classroom management or does s/he correct the problems after they occur?			Prevent	Correct
4.1 How is this done?				
Psychological Environment				
1. Teacher Attitude. *[Circle the appropriate words]*				
1.1 Describe the body language of the teacher.	distant enthusiastic	uncaring formal	warm harsh	caring timid
1.2 Does the teacher maintain eye contact with everybody in the group?			Yes	No
1.3 Does the teacher use his/her peripheral vision to keep control of the class?			Yes	No
1.4 Describe the teacher's voice. (Please circle)	enthusiastic monotonous	varied soft	clear weak	loud mumble
1.5 Does the teacher have the interest and attention of the class?			Yes	No
2. What were the teaching strengths in this lesson?				

3.	What were the teaching weaknesses in this lesson?		
4.	Have these been discussed with the teacher?	Yes	No
4.1.	How will the teacher improve on these for the next lesson?		
Product/Outcomes			
1. Have you or the teacher noticed any change in behaviour or attitude of the children?		Yes	No
Please specify			

Thank you for completing this form
This is to be used by the principal/headteacher, supervisor, CEO/DEO or evaluation expert when observing lessons in PEHCED to ensure quality implementation of the programme.