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PROSPER

PEOPLE, RULES AND ORGANIZATIONS SUPPORTING THE
PROTECTION OF ECOSYSTEM RESOURCES

Constitution of Curriculum Development Working Group

January 2014

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People, Rules and Organizations Supporting the Protection of Ecosystem Resources (PROSPER)

Constitution of Curriculum Development Working Group

(Contract Deliverable No. 25)

January 2014

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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INTRODUCTION AND BACKGROUND

To build on previous investments in the forestry and agricultural sectors, USAID contracted Tetra Tech ARD in May 2012 to implement a new, five-year program (2012-2017) entitled People, Rules and Organizations Supporting the Protection of Ecosystem Resources (PROSPER). The overall goal of the program is to introduce, operationalize, and refine appropriate models for community management of forest resources for local self-governance and enterprise development in targeted areas of the country. The three primary objectives of the program are:

- 1) Expand educational and institutional capacity to improve environmental awareness, natural resource management, biodiversity conservation, and environmental compliance;
- 2) Improve community-based forest management leading to more sustainable practices and reduced threats to biodiversity in target areas;
- 3) Enhance community-based livelihoods derived from sustainable forest-based and agriculture-based enterprises in target areas.

One of the key activities identified to support attainment of Objective 1 was the following:

Activity 1.1: Collaboratively support the development and/or modification of primary, formal and non-formal school curricula to increase knowledge and understanding related to natural resources, their management, and the related rights and responsibilities of government and citizens

In order to achieve Activity 1.1, Tetra Tech ARD's scope of work (SOW) calls for it to conduct an initial review of existing curricula to determine how PROSPER can integrate themes related to Liberia's biological resources and threats to their sustainability, global climate change issues, various agency management of the nation's resources, and citizens' NRM rights and responsibilities into existing lesson plans. To support the PROSPER team in conducting the review and in developing/modifying curricula, the SOW directs the program to constitute a Curriculum Development Working Group (CDWG) composed of participants from the Ministry of Education (MOE), USAID Liberia's Teacher Training Program (LTTP), Core Education Skills for Liberian Youth (CESLY), Buchanan Renewables, ArcelorMittal, and NAEAL—all involved (at that time) in the development of formal and non-formal curriculum development or delivery.

The constitution of the Curriculum Development Working Group is listed as a Contract Deliverable (no. 25). Although PROSPER's monthly and quarterly reports from 2012 provide information on the process followed in forming the CDWG and the main activities carried out with the CDWG, USAID requires a separate report formally documenting the achievement of the deliverable. The present report is submitted in fulfillment of that requirement. The next two sections provide: 1) a brief history of the establishment of the CDWG and, 2) a timeline of CDWG establishment and summary of its principal activities. Appendices to the present report provide a selection of background documents on the constitution of the CDWG and its operations, including meeting minutes. Specifically, Appendix I includes notes from consultative meetings with USAID and the Liberia Education Team (Appendix 1.1); Agenda for the introductory meeting with MoE where the collaboration was first discussed (Appendix 1.2); a concept note prepared in preparation for activities to be conducted under Activity 1.1 (Appendix 1.3); a summary of discussions had between PROSPER and MoE staff regarding curriculum strengthening (Appendix 1.4);

and an email that provides PROSPER management with an internal update on progress of the CDWG (Appendix 5). These documents serve to further document the process followed to establish the CDWG. Appendix II contains documents that demonstrate the operations of the CDWG. This includes an invitation to the first CDWG meeting (Appendix 2.1) and meeting minutes documenting the proceedings from several meetings (Appendices 2.2-2.4).

CONSTITUTION OF THE CDWG

PROSPER's efforts to form a curriculum development working group began in the first month of program implementation (June 2012) with individual meetings with representatives of proposed CDWG member organizations and solicitations of their participation. PROSPER's Education/Outreach team deliberately decided to ask the Ministry of Education (MOE) to chair the eventual CDWG as the principal institution concerned with curriculum strengthening initiative. A series of meetings with MOE officials was organized in July and August to present PROSPER, its mandate from USAID to provide support in strengthening environmental curricula, and the proposed establishment of a CDWG to contribute to the review of existing environmental curricula and to vet, evaluate, and prioritize proposed environmental themes for integration into the existing formal primary (and other) curricula.

Though it took several weeks to obtain the MOE's consent for the initiative and for the MOE to designate two representatives to chair and participate in the CDWG, the matter was settled in late August 2012. The first meeting of the CDWG took place at the PROSPER office on August 31 by invitation of the Ministry of Education (appendix 2.1). Participants at the initial meeting confirmed the relevance of the USAID-sponsored initiative, agreed on "terms of reference" for the group, and shared valuable experience and advice concerning the modification of the formal primary curriculum. The CDWG held its second meeting on September 17, 2012 to examine the report of PROSPER curriculum consultant Martha Lukens, and to prioritize environmental themes for integration/reinforcement in existing curricula based on Lukens' analysis. On October 23, 2012 the CDWG held its third and final meeting which was arranged to introduce curriculum development expert Martin Kesselman from PROSPER's subcontractor, Rutgers University. Information and ideas gathered from the CDWG helped to orient the work of the consultant who analyzed the proposed environmental themes in terms of learning objectives, learning outcomes, and examples of content and activities, and developed six lesson plans to serve as models.

In 2013, building on the orientations that the CDWG helped to provide for the curriculum strengthening effort, PROSPER's Education/Outreach team worked hand-in-hand with experts from the MOE's Curriculum Development Division and a team of Liberian teachers to develop and test lesson plans that integrate environmental content into the existing primary curriculum.

TIMELINE OF CDWG ESTABLISHMENT AND SUMMARY OF MAJOR ACTIVITIES

June 2012

- PROSPER contacted government, INGO, and private sector partners including Ministry of Education, UNICEF, Arcelor Mittal, to solicit support and advice for creation of curriculum development working group (CDWG).

July 2012

- PROSPER pursued contacts with MOE, INGOs, UNICEF, private sector partners to identify members of CDWG; obtained agreement from IRD, UNICEF, AML and AYP to participate in CDWG.

- Prepared and presented a concept note to the Ministry of Education concerning PROSPER, its mandate with regard to environmental education, and rationale for formation of CDWG. (See briefing note attached, Appendix 1.3).
- Obtained the consent of MOE curriculum development director, Roselyn Swaray, for PROSPER's curriculum development support and for the proposal to constitute the CDWG; obtained consensus on MOE needs with respect to curriculum development and received complete MOE primary curriculum on CD. (See minutes of July 19 meeting attached, appendix 1.4)

August 2012

- The Ministry of Education announced the designation of two representatives to participate in the Curriculum Development Working Group (CDWG) including the Acting Executive Director for Curriculum Development and Textbook Research, who agreed to chair the CDWG.
- PROSPER facilitated first meeting of the CDWG (August 30) attended by representatives of the following working group members: MoE, EPA, FDA, IRD, Conservation International, Liberian Teacher Training Program (LTTP), and NAEAL. Participants were briefed on the PROSPER program, discussed the relevance of the curricula-strengthening initiative and the role of the CDWG, and received a brief presentation on the environmental themes identified for prioritization by the CDWG for possible integration into the MoE primary education curriculum. (See minutes and list of participants in annex, appendix 2.2).

September 2012

- The second meeting of the curriculum development working group (CDWG) was held on September 17, at which time the group reviewed the list of environmental themes (prepared by curriculum development expert Martha Lukens) and prioritized them for curriculum strengthening purposes. (See minutes, appendix 2.3). The themes were communicated to PROSPER subcontractor, Rutgers University, which is assisting PROSPER in determining how they can be integrated into the formal primary curriculum.

October 2012

- CDWG sub-committee on adult and non-formal environmental curriculum organized a meeting on theme selection (October 5); received tacit approval to use the same process for theme prioritization that the CDWG used for the formal primary curriculum.
- PROSPER mobilized Rutgers curriculum development consultant to integrate environmental themes into a draft curriculum for consideration by the CDWG.
- CDWG held its third meeting (October 23) to meet PROSPER's curriculum development expert, Marty Kesselman of Rutgers University. (See minutes, appendix 2.4).

November 2012

- Draft report submitted by curriculum development expert (Rutgers) following consultations with CDWG members. Report examines environmental themes in terms of learning objectives, learning outcomes, and examples of content and activities. Report outlines a logical and age-appropriate curriculum that places important environmental themes under the categories of communicating with nature (grades 1-2), environmental awareness (grades 3-4) and environmental threats/opportunities (grades 5-6).

December 2012

- Final draft report submitted by curriculum development expert (Rutgers). The report contains six lesson plans integrating environmental themes that will serve as examples for development of new curriculum materials. Drafts will be used to support teacher training and curriculum pilot testing at the PROSPER sites in 2013.

APPENDICES

**APPENDIX 1 – SELECTED DOCUMENTS CONCERNING THE ESTABLISHMENT OF THE
CDWG**

1.1 Notes from consultative meeting with USAID/Liberia Education Team (June 29, 2012)

Present were Luann Grunhovd and Mardea Nyumah, of the USAID education team, and Philip Sedlak and T. Doe Johnson, of PROSPER.

The purpose of the meeting was to exchange information on USAID perceptions of how the education team believed certain issues should be handled and for PROSPER to explain its interpretations about how the environmental education curriculum development activity, primarily Activity 1.1, would be handled.

Johnson and Sedlak explained that the MOE curriculum development activity would involve the formation of a Curriculum Development Working Group (CDWG). They then informed the USAID education team that PROSPER was now working on identifying partner-members of this group and that USAID and MOE suggestions for potential members would be welcome. We explained that the CDWG would oversee the compiling of curricula of existing partner environmental education curricula, and based on work by PROSPER and the CDWG would develop a prioritized thematic curriculum which would then be evaluated and revised by the Rutgers environmental education consultant, who would return at a later date to elaborate a final draft curriculum. We explained that elements of environmental education would be integrated into the existing primary, adult and non-formal education curriculum, either as, in descending order of importance, parts of the science, then social studies, then language arts and mathematics curricula. This draft PROSPER/Rutgers-produced environmental studies curriculum would then be vetted through the CDWG and passed on to the MOE for final approval. This process would take about a year, we explained. Then we went on to explain how in the third year, the draft curriculum would be piloted in PROSPER site schools and after a year of implementation there, it would then be revised and finalized and submitted to the MOE for broader, even national, implementation.

I emphasized that at each step of the way, the “size” of the curriculum would remain constant, and that environmental education elements would be integrated into existing curricula, such as the science curricula of the MOE supplied to us by USAID. Grunhovd emphasized that the current Deputy Minister for Instruction of the MOE believed that the PROSPER contribution should “look toward strengthening existing themes [environmental].” Grunhovd suggested that whenever discussions are held with MOE officials, especially the deputy minister that we “get it in writing.” We stressed that at each step of the way, the MOE would participate in decisions about the ongoing shape of the curriculum and would have the final say on the draft and the post-pilot versions of the curriculum.

Grunhovd also mentioned that MOE curriculum specialists also wanted the PROSPER-assisted curriculum should dovetail neatly into curricula now existing or projected for post-primary-level instructions. She also stressed that PROSPER should also focus on “capacity building.” She suggested that PROSPER could play a key role in “helping MOE curriculum specialist “think through the capacity building process and how to dovetail the PROSPER primary curriculum with the exiting post-primary curricula. We suggested that much of this “capacity building” would be done as an “in-service” function as the PROSPER team prepared teachers for introducing the curriculum into PROSPER-area schools.

I noted that we were faced with the handicap that the curriculum teachers were currently using was not even the “new” curriculum and that the PROSPER curriculum would be two generations ahead of what is now being used. The “new” curriculum is still warehoused while the PROSPER curriculum is still to be developed.

The USAID education team members pointed out that there were “major logistical problems regarding distribution” of any curriculum to be solved. PROSPER replied that distribution problems were not limited to the education sector.

USAID informed us that it was the major agency active in primary school-level implementation, giving as an example teacher training, operating through its FHI 360-contracted Liberia Teacher Training Project.

It was agreed that T. Doe would get in touch with LINGO, the Liberia International Non-Governmental Organization for primary education, which meets monthly, for the purpose of coordinating and sharing activities of various partners. Although most of what LINGO does focuses on primary-level instruction, it also works in secondary education.

T. Doe would also contact the World Food Program, which has also taken an interest in environmental education, especially through its school garden program.

Grunhvd agreed to provide us with data which USAID has related to numbers of school age-children in the population, rural versus urban, school completion rates, formal-adult-non-formal data, etc. which they suggested could be found in the Demographic Health Survey and the national school census. We stressed that this would be useful, even if not entirely accurate.

T. Doe Johnson was also deputed to see if Doe-Sumah had contacted the Deputy Minister.

The USAID education team consists of two Americans and three Liberians.

1.2 Agenda for introductory meeting with MoE to discuss establishment of CDWG (e-mail of July 18, 2012)

-----Original Message-----

From: Sedlak, Philip

Sent: Wednesday, July 18, 2012 1:13 PM

To: Reid, Steve

Subject: Our agenda for meeting with Roselyn Swaray, MOE curriculum head

Thursday July 19 at 11 a.m. at MOE 3rd Floor

PROSPER

20120718 Agenda for meeting with MOE

Role of MOE

Selection of two members from MOE for CDWG Oversight of MOE curriculum Advice and consent on CDWG environmental education curriculum theme development

CDWG selection criteria

- General curriculum development knowledge or experiences
- Environmental/Forestry curriculum development skills
- Basic computer literacy
- Good communication and relationship skills

CDWG confirmed members

NAEAL

AYP

AML

MOE

IRD

CDWG functions

1. Compile and review existing Liberian environmental education curricula
2. Develop Liberia-specific environmental education curriculum themes
3. Integrate themes into MOE curricula
4. Develop draft integrated MOE curricula
5. Provide advice and consent on curriculum issues

CDWG initial meeting agenda

- PROSPER orientation (including member criteria) on curriculum development activity
- Definition of CDWG members' roles and responsibilities

(See above)

Consultants

- Environmental education consultant (local) – assist with compilation and review process
- Environmental education curriculum development specialist (international - Rutgers) – provide oversight and input to curriculum development process, produce draft curriculum for review by CDWG/MOE

Calendar

July – terminate CDWG selection process, begin compilation and review

August- hold initial meeting of CDWG, finish local compilation and review September – conduct international review, prepare draft curriculum, seek approval by CDWG and MOE, produce final draft

Later date – pilot field test environmental education themes in PROSPER-area schools

Meeting participants

Mattor Kpangbai, Deputy Minister for Instruction
Roselyn Swaray, Head, Curriculum Development
Yanton Kesselly, Deputy Minister for Vocational Education

1.3 PROSPER Concept Paper on Activity 1.1, prepared for Ministry of Education, Republic of Liberia

(July 18, 2012)

Activity 1.1 is: Collaboratively support the development and/or modification of primary formal and non-formal school curricula to increase knowledge and understanding related to natural resources, their management, and the related rights and responsibilities of government and citizens

The purpose of this activity is to support the Ministry of Education (MOE) in developing primary- and adult- and non-formal-level themes in environmental education to be integrated into existing curricula. The process will be assisted through the formation of a Curriculum Development Working Group and the provision of technical assistance, internal (Leader for Educational Development and Outreach Activities, LEDOA, Education Advisor, EA) and external (Environmental Education Curriculum Development Specialist, EECDS, Rutgers Curriculum Development Specialist, RU).

Following is an outline in table form followed by a narrative which provides an approximate timeline for conducting Component 1, Activity 1.1 activities during the period from June to September 2012. The focus of this activity will be the development of environmental education themes to be integrated into existing MOE curricula as outlined in the narrative following the table.

COMPONENT 1: Expanded Educational and Institutional Capacity to Improve Environmental Awareness, NRM, Biodiversity Conservation and Environmental Compliance				
ACTIVITIES	JUNE	JULY	AUGUST	SEPTEMBER
1.1 Collaboratively support the development and/or modification of primary formal and non-formal school curricula to increase knowledge and understanding related to natural resources, their management, and the related rights and responsibilities of government and citizens	1.1.1 CDWG Formed <ul style="list-style-type: none"> • Formation process initiated • Begin engagement of MOE and partners • Develop criteria for the selection of members • Begin gathering names of CDWG members partners Staff: LEDOA, EA,	1.1.1 CDWG Formed <ul style="list-style-type: none"> • Formation process terminated • Terminate engagement of MOE and partners • Submit list of proposed CDWG members to MOE • Nominate members • Organize the first acquaintance meeting of CDWG • Develop TOR for adult/non- 	1.1.2 CDWG Compile and review environmental education curricula <ul style="list-style-type: none"> • Continue compilation process • PROSPER and partners collect curricula • EECDS evaluates existing curriculum and proposes new curriculum additions to CDWG Staff: LEDOA,	1.1.2 CDWG Compile and review environmental education curricula <ul style="list-style-type: none"> • Terminate compilation process • CDWG approves new curriculum additions • Rutgers provides input on MOE curriculum, partner contributions and develops draft • Draft curriculum submitted to

COMPONENT 1: Expanded Educational and Institutional Capacity to Improve Environmental Awareness, NRM, Biodiversity Conservation and Environmental Compliance				
ACTIVITIES	JUNE	JULY	AUGUST	SEPTEMBER
	Partners: NAEAL, MOE, RU	formal CDWG sub-committee members <ul style="list-style-type: none"> • Hire Environmental Education Curriculum Development Specialist (EECDs) Staff: LEDOA, EA, NAEAL, MOE, RU, EECDs 1.1.2 CDWG Compile and review environmental education curricula <ul style="list-style-type: none"> • Begin compilation process • PROSPER and partners collect curricula Staff: LEDOA, EA Partners: CDWG	EA. Partners: CDWG, EECDs	CDWG for review <ul style="list-style-type: none"> • CDWG approves final version Staff: LEDOA, EA. Partners: CDWG, EECDs, RU 1.1.3 CDWG submits final version of draft curricula to MOE for approval (between Sept.- Oct.) Staff: LEDOA, EA Partners: CDWG, EECDs

Key Tasks: The formation of the Curriculum Development Working Group (CDWG) began in June and continued into July with the identification of selection criteria for membership in the CDWG. Members of the CDWG are being recruited from the MOE, USAID project partners, national entities, and UNICEF and will be subject to approval by the MOE. Once the CDWG is formed, an initial meeting will be held. Terms of Reference for sub-committees on adult and non-formal education will be developed by the CDWG at this time. An Environmental Education Consultant (EEC) will be recruited. During this initial period, existing environmental education curricula will be compiled for review by the EEC and the CDWG.

In August, the EEC will work under the LEDOA and with the EA to review and select appropriate themes for an enhanced and improved environmental education curriculum from existing Liberian environmental curricula for submission to the CDWG, which will further review and refine the curriculum.

In September, at the termination of the theme review and selection process, the proposed curriculum will be vetted by the Rutgers' consultant, who will provide further input on the curriculum and develop the final curriculum draft for submission first to the CDWG and then to the MOE for final approval.

PROSPER Personnel Resources:

These activities will be led by the LEDOA with assistance from the EA and the EECDS (to be identified). The CDWG will play the key role of advice and consent. The Rutgers' consultant (to be identified) will be engaged to provide a finished product to this curriculum development process.

Once this draft curriculum is available, environmental curriculum themes will be field-tested in PROSPER sites by Liberian Teacher Training Project (LTTP) primary school teachers. PROSPER and its partners will design an orientation, introduce the curriculum to these teachers, linking them to the Forestry Development Authority (FDA) and the Environmental Protection Agency of Liberia (EPA). PROSPER's Gender Mainstreaming Officer will provide gender sensitivity training to FDA and EPA participants and review content to ensure that it is gender-balanced. The PROSPER Monitoring and Evaluation Specialist (MES) will develop monitoring tools to assess the knowledge of the targeted classes on subject matter. During this piloting, the CDWG and project staff will regularly attend classes to record written and video observations and provide feedback to teachers. Following this, teachers will be invited to a Year 1 Education Review Workshop with the CDWG to review lessons learned and establish best practices, as well as to assess adult and non-formal curricula. Based on workshop feedback the CDWG will revise the environmental components of the curriculum.

In Year 2, PROSPER and the MOE will distribute the revised environmental components of the curriculum throughout the PROSPER project area. PROSPER will support the MOE through an orientation on curriculum use and its monitoring tools to teachers in each county. At the end of Year 2, review workshops at the county level with teachers to solicit feedback on improvements will be held. The MOE will revise the curriculum with support from project staff. In Years 3 through 5, the CDWG will be supported to develop an action plan to scale up adoption of the curriculum countrywide, and to assist with related fundraising. By Year 5, the revised curriculum will be in use in all of the PROSPER site districts.

The MOE will participate in decisions about the ongoing shape of the curriculum and would have the final say on the draft and the post-pilot version of the curriculum.

1.4 Summary of PROSPER – Ministry of Education meeting on curriculum strengthening (July 19, 2012)

Venue: Ministry of Education (MOE)

Date: July 19, 2012

Time: 11: am

Purpose: Discuss Environmental Curriculum Development issues with Roselyn H. Swaray and her team.

Attendance below:

1. T. Douglas Doe, Sr. - Assistant Director MOE
0777-392-724/ 0886-543-819
2. B. Dio Harris – Director, Learning Resource Center (LRCS) 0886-528-904
diojarros2001@yahoo.com
3. Charles S. Teh – Director Curriculum Development MOE
0880-689-567
4. Roselyn H. Swaray – Center for Curriculum Development MOE
0880-732-738 rswaray@msn.com
5. Philip Sedlak, Leader Educational Development and Outreach Activities (PROSPER)
Philip.sedlak@tetrattech.com
6. Steve Reid – COP PROSPER
7. TDoe Johnson EA PROSPER

Summary of main points:

- The meeting started at about 11:20 am.
- Mrs. Swaray welcomed the team from PROSPER and asked that we introduce ourselves.
- Steve gives overview of PROSPER.
- Dr. Sedlak talks about our mission to the Ministry- particularly the development of an environmental curriculum to be incorporated into the existing curriculum of MOE. He also talks about the Curriculum Development Working Group and requested the Ministry to submit the names of two persons to be on the CDWG. The criterion for the selection process was read out and a hard copy was presented to Mrs. Swaray.
- After a lengthy discussion, Mrs. Swaray together with colleagues raised some important concerns which included the overloading of the curriculum and the overburden of students. These concerns were discussed and we all came to understand exactly the intentions of PROSPER.

- Mrs. Swaray, told the PROSPER team that having heard all of these good things that PROSPER is intending to do, I will take your message to the Deputy Minister including the selection of the two persons that are to be on the CDWG. She promised to have given us response after her briefing with the Deputy Minister.
- The meeting came to a close at 12:25 noon.

1.5 Internal PROSPER update concerning establishment of the CDWG (E-mail of Aug. 14, 2012)

From: Sedlak, Philip
Sent: Tuesday, August 14, 2012 2:13 PM
To: Reid, Steve
Cc: Litz, Vaneska
Subject: CDWG timing

The Curriculum Development Working Group (CDWG) has enlisted the following bodies to provide representatives: those who have already accepted are marked with an *.

- MOE – two persons to be nominated through Roselyn Swaray, Director of Curriculum Development
- *NAEAL – Roye Bloh, Jr., +231 886446231
- *AYP - Tilay Kollie 0886819826,
- *LTTP – Corinne Anderson, +231 880655030
- BR – no one available
- *AML- Wing Crawley, +231 776862114
- *UNICEF – Bernard Batidzirai
- *IRD – Rebecca Cusic
- REDD+, need contact
- Liberia Energy Support Program - talk with Vaneska
- Land Conflict Resolution Program - talk with Vaneska
- *Conservation International, contact Borwen Sayon, bsayon@conservation.org, +231886620172
- EPA, meeting to be held with Anyaa, director of EPA on Wednesday afternoon, August 15, at 2 p. m., she will probably nominate someone

The formation of the CDWG has met with numerous obstacles. The major obstacle has been due to delays resulting from contacts with various members of the Ministry of Education (MoE). Early contacts did not turn up the current MOE primary 1-6 curriculum and after some effort through personal contacts at USAID we located this curriculum (at the inception workshop one of the participants from the MoE said that he “had not heard of the MoE curriculum”). Other sources told us that there were two curricula, the “old” one and the “new” one. (When we met with Mrs. Swaray she provided us with a copy of the “current” curriculum which turned out to be the same curriculum as the one provided to us from USAID).

In our contacts with the MOE, we were assisted by Mardea Nyumah of the USAID education office, who facilitated and participated in the meeting with Felicia Doe-Sumah, Deputy Minister for Primary Education, at the MoE to discuss PROSPER to outline the need to develop additional environmental education elements to be inserted into the existing MOE curriculum, and to get suggestions as to proposed members of the CDWG.

Doe-Sumah suggested that we contact Roselyn Swaray, Director for Curriculum Development, which we did and we eventually were able to meet with her. She explained that she would be leaving Liberia for the US, where she “had to go to maintain her green card status.” She said that she would arrange for us to meet with Dr. Mator Kpangbai, Deputy Minister for Instruction. She eventually left Liberia and nothing had been done to facilitate the meeting with Kpangbai, which we considered crucial, as Kpangbai was meant to be the person to sign off on the naming of the two MOE members of the CDWG. B. Dio Harris later replaced her in an “acting” capacity. Subsequent to his being named to the interim post, we

continued our attempts to meet with Kpangbai – it is possible that we may still meet with him this week of the 13-17 August, although on the 13th, a fire broke out in the MoE building and since then it has been difficult to reach anyone by telephone. As of the 14th, most were not yet back in their offices.

Although we had already recruited other members of the CDWG (enough for the CDWG to be a credible curriculum evaluation body) we still did not have finality on the naming of two MOE members of the body, something which we considered essential to the process of the working of this group – we believe that MOE membership in the body is absolutely essential for the body to maintain its credibility – after all the purpose of the CDWG is to provide a curriculum to the MOE. Our initial requests for the naming of MoE members began in mid-June.

We then discovered that Mrs. Swaray had indeed gone to the US for an indeterminate period. Various rumors circulated as to what her intentions were.

Since the initial contact with the MoE we have been passed to four different MoE contacts. This factor, too, created delays.

Although the COP and the LEDOA met with Roye Bloh, director of the NAEAL in early June, the Education Advisor (EA) who was to work in the Component 1 section did not actively start until the PROSPER inception workshop in late June. It might be noted that the current EA, T. Doe Johnson, was a replacement for the person suggested in the proposal. Late nomination no doubt played its role in the delay on CDWG development.

As many of the proposed members of the various organizations contacted for the CDWG were expatriate NGO employees, there were numerous cases of contacts placed on hold because of vacations, R and R's or home leave.

Working with an underdeveloped telephone system, with few contacts having office phone numbers and only cell phone numbers also led to delays, as did the problem that many of the persons were not immediately available and could only be met days or even weeks later.

Numerous contacts were made with leads mentioned in proposal as possibilities failed to yield curricula or candidates for the CDWG. Buchanan Renewables is an example of this. In another case, leads provided by MoE contacts (UNICEF) suggested a person who was not available and was difficult to locate, even with a visit to the UNICEF office – these efforts eventually led to the recruitment of another UNICEF person, though.

Names on the above list without asterisks (with the exception of BR) are still on the “wish list.” We decided that we will convene a first meeting once we have the MoE CDWG members, although others (especially EPA) will continue to be courted for membership.

**APPENDIX 2 – SELECTED DOCUMENTS CONCERNING THE OPERATIONS OF THE
CDWG**

2.1 Invitation Letter from Ministry of Education to First CDWG Meeting (August 28, 2012)



August 23, 2012

REPUBLIC OF LIBERIA MINISTRY OF EDUCATION

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WEST AFRICA



Dear Curriculum Development Working Group (CDWG) member,

We would like to thank you again for accepting to be part of the CDWG and to invite you to an inception meeting to take place on August 30 at 10 a.m. in the conference room of the PROSPER Program located on the northwest corner of 19th Street and Payne Avenue in Sinkior. The purpose of this meeting will be for members to get to know each other, to learn more about PROSPER and its environmental education support activities, and to clarify the function of the CDWG.

PROSPER is a USAID-funded project which has been tasked – among other things – with supporting the strengthening of the formal and non-formal school curricula to increase knowledge and understanding related to natural resources, their management, and the related rights and responsibilities of government and citizens. The proposed role of the CDWG, representing the principal Government of Liberia institutions and their partners concerned with improving education on the environment, will be to vet, evaluate, and prioritize proposed environmental studies themes to be integrated into the primary formal, non-formal, and adult education curricula.

PROSPER staff and consultants have begun reviewing existing curricula and have identified several important environmental themes from Liberian sources on environmental education for possible inclusion in the primary curriculum. These themes and a description of the collection and winnowing process will be sent to CDWG members prior to the group's second meeting. PROSPER will facilitate the efforts of CDWG members to prioritize these themes and to arrive at a final configuration.

Following that prioritization exercise, PROSPER will mobilize a curriculum specialists through its subcontractor, Rutgers University, to broaden and deepen these themes and integrate them where appropriate in the formal primary curriculum. PROSPER will subsequently assist the CDWG to train teachers and conduct a pilot test of the modified curriculum in a small number of PROSPER-site schools, under the supervision of the Ministry of Education.

In subsequent years, PROSPER will support the CDWG to develop an action plan to scale up adoption of the curriculum throughout the country and assist with related fundraising. The program will support the CDWG to carry out a similar process to review, revise and field-test materials to strengthen the non-formal education curriculum.

Please accept our appreciation for attending this meeting.

Yours sincerely,

B. Dio Harris
Executive Director (Acting) MOE



2.2 Minutes - First Meeting of the Curriculum Development Working Group (30 August 2012)

Introduction:

B. Dio Harris, Director of Curriculum of the MoE, opened the meeting and read the agenda. Phil Sedlak, LEDOA of PROSPER (People, Rules and Organizations Supporting the Protection of Ecosystem Resources), welcomed the participants.

PROSPER COP Steve Reid gave an overview of PROSPER whose goal is to introduce, operationalize and refine appropriate models for community management of forest resources for local self-governance and enterprise development in targeted areas. He then presented and briefly explained the three project objectives, to:

1. Expand educational and institutional capacity to improve environmental awareness, natural resources management, biodiversity conservation, and environmental compliance;
2. Improve community-based forest management leading to more sustainable practices and reduced threats to biodiversity in target areas;
3. Enhance community-based livelihoods derived from sustainable forest-based and agriculture-based enterprises in target areas.

Under the first PROSPER objective above, the program's first activity (Activity 1.1) is: Collaboratively support the development and/or modification of primary formal and non-formal school curricula to increase knowledge and understanding related to natural resources, their management, and the related rights and responsibilities of government and citizens.

To accomplish that activity, PROSPER began by assembling existing Liberian environmental studies curricula to enhance the current MoE 1-6 primary curriculum, which covers science, social studies, mathematics and language arts. Two consultants, one, an environmental studies specialist, and the second a curriculum development specialist, were engaged to collect and analyze existing Liberian environmental studies curricula to integrate into the MoE curricula. These two specialists collaborated in identifying environmental education themes, meant to serve as a basis for the CDWG to prioritize.

Discussions:

The meeting on August 30 focused on reporting out the results of the search and the identification of approximately 50 themes. Martha Lukens, the curriculum specialist, presented the array of themes and suggested points of inclusion in the primary curriculum. Six criteria for prioritization were identified by the consultants including salience for Liberia, threats to sustainability, etc.

Theme prioritization was the objective of the homework exercise, to be completed by CDWG members either before the next meeting, tentatively scheduled for September 17. The pre-meeting deadline for submission of prioritizations by CDWG members was set for September 10. Themes were to be ranked

from 1 to 50 in accord with their importance for Liberia (some themes could eventually be collapsed and combined with others, resulting in a smaller number of total themes).

Once the CDWG determines its priority ranking of themes, the result would be presented for approval by the MoE. Once approved by the MoE, PROSPER subcontractor Rutgers University would then broaden and deepen the themes, proposing ways to creatively integrate them into the existing curriculum.

Questions

There were several questions posed by CDWG members. One asked, “Why was the primary-level selected?” The response was that first of all, this was a USAID mandate, and secondly, that primary level was chosen because of the large number of children at this level, and thirdly, it was believed that introducing environmental topics early in the child’s life would mean that children’s interest and commitment would be stimulated and that environmental concepts would be internalized in these persons once they reached adulthood.

Another participant asked about the level of community participation in the process. The answer given was that PROSPER worked through the county educational authorities and through the administrations of the participating schools and that at the time of implementation, in addition to school-based activities, PROSPER will support outreach activities to engage the local populations.

The EPA commented that PROSPER was making a contribution by helping Liberians to understand the management of forests and their resources.

There were questions about the level of intensity of the curriculum development effort. PROSPER emphasized that the environmental theme activity would not add to the total number of classroom hours but would be integrated into existing curriculum elements.

Next meeting

The CDWG agreed that the next meeting of the CDWG would be held September 17.

Recommendations

- That the MoE introduce PROSPER officially to the CEO of Nimba County
- That meeting minutes be distributed to CDWG members by September 4.
- That PROSPER provide CDWG members with CDs containing the various curricula
- That the homework assignment provided by Martha Lukens be returned in finished form to PROSPER by September 10.

List of Participants.

No.	Name	Organization	Contact	Email address
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7	Martha Lukens	PROSPER	0886-435-757	mthaegl@gmail.com

2.3 Minutes – Second meeting of CDWG (September 17, 2012)

Venue: PROSPER Office

Participants:

CDWG Members: B. Dio Harris, Ministry of Education (MoE), Chair; James G. Kokro, FDA; Mary Molokwu, FFI; Jehosphat Dogolea, NAEAL; Rebecca Cusic, IRD.

PROSPER: Philip Sedlak, Martha Lukens (Consultant), Jackson S. Nobeh, Steve Reid, Esthella W. Miller, T. Doe Johnson

Summary:

The meeting began at 10:55 a.m. Due to the delayed arrival of the Chair, B. Dio Harris, Philip Sedlak of PROSPER opened the meeting. He stated that the main purpose of this second CDWG meeting was to share information and reflections concerning the prioritization of environmental themes to be integrated into the formal primary curriculum. The prioritization of themes was a “homework” task assigned to CDWG members at the first meeting of the CDWG (August 30). Members who had not completed the ranking of themes were requested to complete and submit their results to PROSPER consultant, Martha Lukens, by the end of the day. Mr. Sedlak briefly previewed the proposed agenda. Ms. Lukens invited CDWG members to share any reflections or concerns that the prioritization exercise had raised for them, noting that such comments could prove useful to other members in making their choices of priorities. The following comments were noted:

- James Kokro, FDA, commented that it was important to keep in mind as well the need to reinforce the level of English of both teaching staff and students. Phil Sedlak commented that efforts would be made to use appropriate language. Rebecca Cusic of IRD commented that the Liberian Teacher Training Program (LTTP) has had to deal with language issues in developing its materials, and consequently has developed early grade reading assessments (EGRA) and math assessments (EGMA). She suggested that the CDWG take note of those experiences.
- Martha Lukens clarified the prioritization assignment as there were still members in attendance who had not completed it. She underlined that themes should receive a total grade between 0 (lowest) and 30 (highest) depending on their perceived importance.
- A preliminary compilation indicates that 13 of the topics ranked highly by CDWG members are already included in the formal primary curriculum (although their presentation may need to be strengthened).
- One person suggested that the topic “erosion and sand mining” should be given more emphasis given the potentially destructive effects of this activity in Liberia.
- Participants agreed that all remaining tally sheets will be submitted to Martha Lukens who will compile the rankings and distribute the results within the next few days.

The next item on the agenda concerned PROSPER's mobilization of a curriculum development specialist from its implementing partner, Rutgers University, to assist the MoE and the CDWG in using the results of the prioritization exercise to strengthen environmental content in the formal primary curriculum. PROSPER confirmed that the target date for mobilizing the curriculum development specialist was early October. They added that the specialist has prior experience working on curriculum development in Liberia. The consensus was that it will be important for the curriculum development specialist to come to Liberia to work in direct consultation with the CDWG.

Participants then discussed the selection of a CDWG sub-committee to work specifically on developing environmental content to integrate in adult and non-formal education curricula. It was agreed that the Director for Adult Education at the MoE, Mr. Paye Nuahn, should chair the sub-committee and that Jehosephat Dogolea of NAEAL should co-chair it. It was agreed that one person from each of the organizations below should also be asked to join the sub-committee. These groups will be contacted by the PROSPER Education Advisor, T. Doe Johnson:

- Advancing Youth Project – Mrs. Pauline Brown
- Wee-care

- Edu-care

It was noted that there is currently no standardized curriculum for adult education in Liberia, but that materials provided by NAEAL and the Advancing Youth Project will be used as standards for non-formal and adult education respectively. Themes developed for the formal primary curriculum will be considered for insertion into these curricula. .

Under the rubric “any other business” it was mentioned that any day of the week except Monday would be preferable for scheduling CDWG meetings.

The meeting concluded at 11:55 a. m.

2.4 Minutes – Third meeting of CDWG (October 23, 2012)

CDWG Attendance: B. Dio Harris, MOE, Chair, J. Emmanuel Milton, MOE, James G. Kokro, FDA, Jehosephat Dogolea, NAEAL, Pauline Browne, AYP

Excused: Mary Molokwu, FFI, Rebecca Cusic, IRD and Nathaniel Blama, EPA.

PROSPER: Philip Sedlak, Jackson S. Nobeh and T. Doe Johnson, PROSPER/ Rutgers consultant, Martin Kesselman

Summary

The meeting began at 9:30 a.m., by the Chair, B. Dio Harris. He read the agenda after which members of the CDWG were asked to introduce themselves.

Philip Sedlak, L/DEOA stated the purpose of the third meeting which was to share information on the prioritization of the environmental themes from past meetings with the Rutgers consultant. He explained that the ranking of themes was based on the result from the assignment from Martha Lukens. He said that was important to note that materials that are not recorded in the MOE and the AYP sources are very important environmental materials for the curriculum we are about to developed. The consultant together with the CDWG members are to carefully find means as to how these important environmental materials can be integrated into the existing MOE curriculum.

After Philip Sedlak's presentation, he introduced Mr. Martin Kesselman, the Rutgers consultant, to members of the CDWG. He explained that Mr. Kesselman is here to work with the CDWG members to start the process of working on the existing MOE curriculum by integrating those themes that we have worked on before.

Martin Kesselman thanked the CDWG members for the level of work and shared lots of information; including his experiences in curriculum development. He highlighted the following concerns:

- Whether teachers have the requisite training to teach the curriculum that we are developing.
- The development of teacher's Handbooks as a guide for teachers lesson planning
- Student's visitation in the communities to physically see what they have been taught in the classrooms.
- The methodology being applied by teachers in the classroom whether it is participatory or not.

After sharing his experiences and concerns, Mr. Kesselman told the CDWG members that the existing MOE curriculum is very rich with important information.

Having heard the information share by Mr. Martin Kesselman, Philip Sedlak, L/DEOA was quick to point out that the Ministry of Education has recommended to the CDWG that the existing curriculum should not be overburdened with more materials and the size and volume of the curriculum should not be increased.

These comments emanated from the general discussions:

- James Kokro, FDA, wanted to know if the subcommittee for the CDWG was constituted. The L/EDOA commented that the subcommittee was constituted and it comprises of three members namely MOE adult education director is the head of the subcommittee, NAEAL co-chair and AYP a member.
- Pauline Browne, AYP, suggested that the consultant should be assigned a task to group themes under topics of importance: environmental; science; social studies; language arts and math. This suggestion was unanimously supported by all members of the CDWG. This suggestion form the basis of our next meeting for November 1, 2012 at 9:00 a.m. at PROSPER office, wherein the Mr. Martin Kesselman will do his presentation from the assignment.
- Nobeh Jackson suggested the following:
 - That the CDWG member be maintained and that they remain in regular communication.
 - That the CDWG members visit the schools to interact with teachers and students to see how teachers are presenting the existing MOE curriculum.

These suggestions were welcomed by B. Dio Harris, chairperson of the CDWG. He said that it was necessary for the CDWG to seriously take these suggestions into consideration and act upon them as soon as possible.

The group moved to the next item on the agenda, to schedule a CDWG meeting on November 1, 2012 with the Rutgers consultant to present his report.

Under the AOB it was mentioned that we select a special day in the week for meeting but that suggestion was rejected because the CDWG meeting will be decided upon work done by the consultant.

The meeting concluded at 10:50 a. m.

List of Participants:

	Organization	Email address	Contact
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