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PEOPLE, RULES AND ORGANIZATIONS SUPPORTING THE PROTECTION OF ECOSYSTEM RESOURCES

Field Test of Environmental Curriculum Materials with Ministry of Education Staff, Teachers and Primary School Students

January 2014

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

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(Contract Deliverable No. 3)

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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

Tetra Tech ARD was contracted by USAID in May 2012 to implement the People, Rules and Organizations for the Protection of Ecosystem Resources (PROSPER) program. The goal of the five-year program is to “introduce, operationalize, and refine appropriate models for the community management of forest resources for local self-governance and enterprise development in targeted areas.” That goal is to be achieved through the accomplishment of three major objectives:

- Expanded educational and institutional capacity to improve environmental awareness, NRM, biodiversity conservation, and environmental compliance
- Improved community-based forest management leading to more sustainable practices and reduced threats to biodiversity in target areas.
- Enhanced community-based livelihoods derived from sustainable forest-based and agriculture-based enterprises in target areas.

An important activity under the first objective is to support the development of environmental education content for Liberia’s primary school curriculum. PROSPER’s approach to this activity involves close collaboration with the Ministry of Education (MoE), which is responsible for national curriculum and education standards.

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

In cooperation with curriculum development specialists identified by the Ministry of Education, PROSPER developed seventy-two lesson plans for grades 1 through 6, covering the four main subject areas – Science, Social Studies, English and Mathematics. The lesson plans include detailed lesson descriptions, lists of resources, learning objectives, key concepts and methodologies for evaluating students’ understanding thereof.

LESSON PLAN DEVELOPMENT

The Curriculum Development Division and the PROSPER Component 1 Team, comprised of the Leader for Educational Development and Outreach (L/EDO) and Education Advisor) reached a consensus on the need to adopt innovative approaches for reinforcing environmental content of the existing, approved curriculum in the primary division. On the strong recommendation of the MoE and the Curriculum Development Working Group (an advisory group formed by PROSPER comprising representatives from the public, NGO, and USAID Education programs), it was also decided not to increase the prevailing curricula load levels in terms of content, teacher support materials, and the number of instructional hours required to deliver them. As a way forward, the Curriculum Development Division and the technical Staff of PROSPER agreed to implement the program through the development of illustrative and easy-to-read lesson plans that allow the integration on environmental themes in the four core subjects: Science, Social Studies, English and Mathematics.

The Curriculum Development Division and PROSPER agreed that the most effective and sustainable approach for developing lesson plans that were both indigenous to Liberia and universal in its concepts was to engage Liberian experts from the MoE and high-performing teachers in the government school systems. This approach was consistent with the overall program objective to “expand institutional capacity to improve environmental awareness.” Thirteen volunteers were shortlisted by the MoE and interviewed in conjunction with the PROSPER education development team in February 2013, culminating in the selection of six primary school teachers.

Four curriculum experts from the MoE, six volunteer teachers and a US-trained Liberian teacher participated in a four-day orientation workshop in Kakata, Margibi County in March 2013 on lesson plan development and rationalizing an integration process for infusion of environmental themes in the national curriculum. The following steps characterized the process:

1. The national primary school curriculum was reviewed and environmental themes were identified.
2. Various lesson plan formats being used in Liberia’s primary schools system were analyzed and a consensus reached for the development of a standardized format that was used to develop illustrative lesson plans with environmental themes (See attached)
3. Appropriate teaching and learning materials and teaching aids to support the classroom environment for each lesson plan were identified and described.
4. According to their core subject of specialization (Science, Social Studies, Mathematics and English), each of the six teachers developed an initial three lesson plans.

This workshop was co-facilitated by MoE officials from the Curriculum Development Division and PROSPER.

After the orientation workshop in Kakata, the six teachers continued to develop lesson plans in the core subjects from grades 1-6. In April and May 2013 the team met twice a week at the PROSPER office with the MoE curriculum experts to review work done by the teachers. The teachers mastered the skills to use the core curriculum to develop lesson plans and to integrate environmental themes. The feedback from the MOE curriculum experts on the progress of the teachers was positive; especially they were pleased that the required skills are being developed among Liberian teachers. They were also pleased that the lesson plan format developed in this process supports the learning environment greatly.

Whilst the six volunteer teachers continued working with the PROSPER Education Advisor on the lesson plan development, a rapid assessment of schools in Grand Bassa and Nimba Counties was conducted in April 2013. The assessment was designed to help the MoE Curriculum Division identify schools where the pilot test of the use of the lesson plans was to be carried out. Thirty-one schools participated in the rapid assessment across the two counties. Criteria for the rapid assessment were drawn up by the MoE officials. It included staff strength, staff qualifications, teacher availability, willingness to use structured materials for teaching (curriculum, lesson plans); availability of school structure, basic furniture for sitting and writing; availability of students; mix of urban and rural schools. Specific criteria recommended by PROSPER included the feasibility for pre-testing lesson plans in schools within PROSPER sites and the number of schools participating in the sample.

The rapid assessment revealed the following findings:

- There were problems of consistency between prescribed texts and topics to be taught in the MoE curriculum
- Teaching and learning materials were not available in the schools – textbooks, charts, posters, chalk, pens, pencils, notebooks/ copybooks.
- Many of the teachers and support staff were not on the MoE payroll, even those that had spent 10 to 15 years in the field.
- There were very few teachers who had undergone any form of formal teacher training.
- Some of the school building structures were in very poor condition.
- The Market Days and Sande/Poro Societies interfered with the school system. In most of the schools assessed in the rural areas, students rarely attend schools on Fridays, which are market days, because they had to help their parents to sell. Some boys and girls were taken to the Sande/Poro bush for several months in a year.



Students getting ready to join their parents at the market fare at Hammonds Ville, District #3 in Grand Bassa County



One of the schools assessed in District #4, Grand Bassa County (L-R): MoE and PROSPER staff in front of school also used as a church; all six grades are crammed into this small building; there is limited furniture available for students' use.

The findings of the assessment were shared with the six volunteer teachers to inform the lesson plan development process, especially with regard to providing appropriate examples or suggesting the use of appropriate teaching aids for a lesson.

The initial lesson plan development exercise concluded with a one-day workshop in the first week of June, 2013. Seventy-two illustrative lesson plans in the four core subjects were developed for Grades 1 through 6 by this team, i.e. three illustrative lessons per subject per grade level. The mostly hand-written work was carefully digitized and edited by the PROSPER Education Advisor and prepared for field-testing.



An empty class: It is rare to find students in class on a Friday, which is also a market day in most rural areas

FIELD TESTING OF LESSON PLANS

Two-day workshops were held in Tappita (June 17-18), Sanniquellie (June 20-21) and Buchanan (June 26-27), respectively, in order to determine the efficacy of the lesson plans at the field level. The workshops attracted pupils, teachers and principals from 15 primary schools selected by the MoE; two County Education Officers (CEOs) from Nimba and Grand Bassa Counties, respectively; and three District Education Officers (DEOs), two from Nimba County and one from Grand Bassa County, respectively.



Participants in the field testing of the lesson plans included pupils, teachers and principals from 15 primary schools selected by the MoE; County Education Officers (CEOs) and District Education Officers (DEOs) from Nimba and Brand Bassa Counties

Methodology

The field-testing workshops were designed to first introduce to teachers the lesson plans into which environmental content had been integrated, and then to the students to assess their level of understanding of various environmental themes and the abilities of the teachers to present same in a classroom setting.

Each of the workshops started with a presentation of the national primary school curriculum and existing opportunities for integration of environmental themes. They were further taken through the process used by the primary school volunteer teachers to develop the lesson plans. The new lesson plan format was introduced to them.

After the introductory sessions, the participants were then guided through the criteria they would use to test the lesson plans. The criteria included, but were not limited to the following:

- a) *Suitability of Learning Objectives:* They were to consider the sub-topic being taught, the specific grade level and the time available for the teacher to achieve the objective(s).
- b) *Teaching and Learning Materials/ Teacher's Aid:* Participants were to consider the required materials for teaching the lesson for availability, suitability for illustrating the topics and accessibility. Teachers were further asked to suggest appropriate learning materials to help them illustrate their learning points.
- c) *Outcome:* Participants were asked to check for consistency of the selected outcomes stated in the lesson plans with those of the national curriculum.
- d) *Learning Points:* Consistency of learning points with the MoE curriculum and relevance of the environmental theme to the topic of infusion.



Introducing the lesson plans and process to participants in the field testing of the lesson plans

- e) *Procedure:* Coherence and clarity of methods proposed to teach the lesson, with emphasis on how it supports the teacher to ensure that the students understand the lesson.
- f) *Evaluation/ Assessment:* Participants were asked to check if the proposed evaluation questions helped to reinforce learning points

Demonstration lessons were delivered by the PROSPER staff, after which the teachers were assigned to perform demonstration teaching on their subjects and grade-level of specialization. After each lesson, the efficacy of the specific lesson was discussed based on the established criteria.



Prior to demonstration of the lessons, participants were given time to consult among themselves, with the MoE officials and the PROSPER facilitators.

Results

In all the field testing sessions, the primary school students were able to understand the lessons, and they asked and answered a lot of important questions. The teachers felt that the lesson plans supported them very much in the classroom. It gave them increased level of confidence as some of them were using lesson plans to teach for the first time. The lesson plans also inspired creativity among the teachers, as was seen in the illustrations they used to deliver some of the lessons.



Students participated actively in the field testing of the lesson plans and provided valuable feedbacks on how the lesson plans can make a difference in the classroom



The environmental contents of the lesson plans inspired teachers to be innovative in the classroom. They were quick to acquire materials from their immediate surroundings to illustrate their lessons.

However, through the field test, it was found out that there were discrepancies between some of the learning objectives and outcome statements in the lesson plans with those in the national curriculum. Inconsistencies in structure and definition of outcomes/ objectives within the national curriculum were some of the factors responsible for some of the discrepancies. The MoE textbooks referenced by the national curriculum were not available in the schools. Some textbooks were suggested by the volunteer teachers as alternatives in the absence of MoE-prescribed textbooks. These were also found to be in limited circulation.

Further challenges were observed in the aptitude of some of the teachers to understand their core subject contents. This was due to weak academic background and professional training of some of the teachers, especially those based further away from the urban centers. This made it difficult for that category of teachers to understand the environmental concepts and perform well in the teaching demonstrations.

Preliminary Recommendations

Based on the findings from this field-test the following measures were recommended;

- i. The lesson plans were to be revised by the addition of extensive details in the procedures section. The said details were meant to be step-wise guides provided to the teachers to enable them understand the core subject matter and the environmental concepts better
- ii. To develop posters and flash cards to illustrate lessons. In the absence of libraries, laboratories and models, these teaching and learning materials should help the teachers to illustrate important environmental concepts.
- iii. Engage an experienced education/curriculum specialist with a good understanding of the Liberian urban primary school situation to review and refine the revised lesson plans to minimize PROSPER-specific biases.
- iv. Conduct a second, but small scale field-testing of the revised lesson plans

SECOND ROUND OF FIELD TESTING

In July 2013, following the pre-test of the 72 illustrative lesson plans involving teachers, MoE curriculum specialists, and MoE county administrators in PROSPER sites, PROSPER's Leader for Educational Development and Outreach and the PROSPER Education Advisor revised the lesson plans to incorporate feedback from the field-testing sessions. Most notably, more detailed instructions were provided for teachers in the lesson plans in order to respond to the low capacity of some of the teachers. This included the identification and description of appropriate posters, charts and flashcards. Further research was done to identify relevant MoE textbooks to accompany the lesson plans. It was determined that these materials were not available.

In August 2013, PROSPER contracted a Curriculum Development Specialist familiar with the primary schools in rural Liberia to review and revise the updated 72 lesson plans developed by the PROSPER team for both consistency of content and readability. In September, the consultant and the PROSPER Education Officer conducted a two-day, small-scale second phase pre-test of the lesson plans, in preparation for finalization by Rutgers University. The second phase pre-test workshop on the lesson plans was conducted with nine teachers and principals from William V. S. Tubman Public School, Tobaconie Public School and Lower Hardlandville Public School at the Tobaconie Primary School in Grand Bassa County. These participants were drawn from the three primary schools that took part in the first, larger-scale field-testing workshop.



Primary school teachers and principals working with consultant in the small-scale second field-testing of the 72 lesson plans (Grand Bassa, September 2013)

The testing criteria established for the first field test were used by the participants. Generally, the outcome of the exercise was very positive. The teachers were able to understand the lesson plans easily.

CONCLUSION AND NEXT STEPS

These pre-testing forums provided PROSPER the opportunity to conduct environmental and community forestry awareness-raising among this special group of stakeholders. Heads of offices in the respective PROSPER sites were given the opportunity to provide an overview of the PROSPER project and its relevance to the people of Liberia. It also provided an opportunity for the selected teachers and school administrators to familiarize themselves with the revised lesson plan format and the process of integrating environmental concepts into the national primary school curriculum.

The curriculum development process, including the rapid assessment of 31 primary schools and field testing of the lesson plans unearthed a deeper degree of human resource, logistical and management deficiencies within the education sector than was anticipated. Most significantly, it emerged through the pre-test process that teachers will need more support materials to effectively deliver the curriculum than are currently available. This required a shift in the strategic approach used to introduce an implementable environmental curriculum. To address this, in Year 2, PROSPER will focus on developing prototypes for teaching and learning materials and provide an orientation to teachers and MoE officials on their uses. To conduct a full-scale pilot of the primary curriculum with these additional materials would require significant time and resources. This capacity building exercise was designed to demonstrate what could be done by the MoE to integrate environmental education within the national curriculum, but PROSPER does not have the resources to carry this further. Nevertheless, to enable the MoE to consolidate the important gains they have made in strengthening the environmental curriculum, PROSPER will assist the Ministry to organize a comprehensive lessons learned workshop at the conclusion of this activity (Quarter 3). PROSPER will also attempt to assist the MoE to identify other projects or organizations working in primary education -- especially those inclined toward natural resource management or environmental -- to encourage their use of the materials developed through this activity.

PROSPER will continue to work with the Curriculum Division of the MoE and with Rutgers University to develop and finalize teaching and learning materials, especially posters, for inclusion in the curriculum package. The environmental curriculum and accompanying lesson plans and posters will be packaged in booklet form for ease of access and use. The prototypes of the posters will be formatted in easy-to-use electronic formats and samples of the standard display versions will be printed for use in the pilot.

ANNEX I – STANDARDIZED FORMAT USED TO DEVELOP LESSON PLAN

Subject: (e.g. English) _____

Grade: (e.g. 1- 1st Period) _____ - _____

Topic/ Unit: (e.g. Story Telling) _____

Sub-topic: (e.g. Speaking Fluently) _____

Teacher: _____ **School:** _____

Date: _____

Duration: (45mins)

TEACHER'S GUIDE

Objective:

At the end of this lesson, students will be able to:

- a) _____
e.g. Observe things in their environment that are telling them stories.
- b) _____
e.g. Build and tell a story about things they observe in their environment.
- c) _____

Teaching and Learning Materials/ Teaching Aids:

- a) **Poster/ Textbook:**

- b) **Stationery:**

- c) **Developed/ Collected Materials:**

Outcome:

- a) _____
e.g. Appreciate story building and story-telling.
- b) _____
e.g. Appreciate that we can play different roles to explain something better.

Learning Points:

- i. _____
e.g. Things in our environment always have stories to tell.
- ii. _____
e.g. When you observe things in your environment, you will be able to tell their stories.
- iii. _____
e.g. We can build our own stories by telling the stories of things in our environment.

THE LESSON

Procedure:

a) Introductory/ initiating activities:

- i. The teacher may choose to use an ice-breaker to start the lesson like a song or a brief exercise. (*Max: 2min*)
- ii. Review previous lesson. (*Max: 2mins*)
- iii. Introduce the day's lesson: (e.g. Speaking Fluently) _____

b) Developmental activities: (Please attach additional page(s) for this section where necessary)

- i. _____

(Pre-test existing knowledge of the class on the topic to gauge where and how to start – brainstorming questions and answers)

- ii. _____

(Provide direct input by writing out key points on the board: notes/ learning points/ guiding questions, etc.)

- iii. _____

(Invite students to provide feedback/ personal experience/ observed experience on key points written and explained by teacher)

- iv. _____

(Provide classwork where necessary)

c) Summary/ conclusion:

- i. _____
e.g. Things in our environment always have stories to tell.

- ii. _____
e.g. When you observe things in your environment, you will be able to tell their stories.

- iii. _____
e.g. We can build our own stories by telling the stories of things in our environment.

Assessment/Evaluation:

1. _____
e.g. What animals, including insects, lizards, etc. did you see today?

2. _____
e.g. What plants did you see today?

3. _____
e.g. What was the best story you learnt today?

4. _____
e.g. What did you like about the story?

5. _____
e.g. What did you learn from it?

Comments:

ANNEX II – LIST OF PARTICIPANTS IN FIELD TESTING

TAPPITA WORKSHOP – JUNE 17-18, 2013

#	FIRST NAME	LAST NAME	SEX	POSITION	ORGANIZATION	COMMUNITY	CELL NUMBER
1	Elizabeth L.	Kaso	F	Teacher	D. Gborbor Elementary Public Sch.	Tappita	0886464615
2	Anthony	Dahn	M	Principal	D. Gborbor Elementary Public Sch.	Tappita	0886910478
3	Joan	Giayon	F	Principal	Doeyelay Elementary Public Sch.	Doeyelay	0880819380
4	Asoka	Gaye	M	Teacher	Doeyelay Elementary Public Sch.	Doeyelay	0886683202
5	James M.	Kartoe	M	Teacher	Dialah Elementary Public Sch.	Dialah	0880702973
6	Presley G.	Teah	M	Principal	Korlay Elementary Public Sch.	Korlay	0880397893
7	James V.	Gbayea	M	Teacher	Korlay Elementary Public Sch.	Korlay	0886530701
8	Cooper	Saye	M	Teacher	Korlay Elementary Public Sch.	Korlay	0880289038
9	John M.	Nuah	M	Principal	Yreah Elementary Public School	Yreah	0886822406
10	Eric N.	Paye	M	Teacher	Yreah Elementary Public School	Yreah	0777351614
11	James L.	Barseh	M	Principal	Dialah Elementary Public Sch.	Dialah	0886934104
12	Joe	Tokpeh	M	Teacher	Dialah Elementary Public Sch.	Dialah	0886303487
13	William W.	Gongbaye	M	Principal	D. Gborbor Elementary Public Sch.	Tappita	0886374390
14	Nyanpue	Garyou	M	Teacher	Doeyelay Elementary Public School	Doeyelay	0880449921
15	Peter	Mehn	M	Teacher	Yreah Elementary Public School	Yreah	n/a
16	Beauty	Tuah	F	Student	New Tappita Elementary School	Tappita	n/a
17	Winston	Vormia	M	Student	Ma-Hawa Elementary School	Tappita	n/a
18	Harold	Dwanyein	M	Student	Princh Elementary School	Tappita	n/a
19	Cephus	Twogo	M	Student	United Methodic Elementary School	Tappita	n/a
20	Chris	Torgbeahn	M	Student	St. Francis Catholic Elem. School	Tappita	n/a
21	B. Dio	Harris	M	Curric. Director	Ministry Of Education MOE	Monrovia	0886528904
22	J. Emmanuel	Milton	M	Ass. Director	Ministry Of Education MOE	Monrovia	0886573114
23	A. Melvin	Dorwison	M	Consultant	PROSPER	Monrovia	0886448084
24	D. Nuah	Biah	M	Head of Office	PROSPER	Tappita	0886528893
25	Joseph A.	Brisbane	M	CEO	NAEAL	Tappita	077284619
26	T. Doe	Johnson	M	EA	PROSPER	Monrovia	0776871553
27	Eugene	Cole	M	L/EDOA	PROSPER	Monrovia	0777459033

SANNIQUELLIE WORKSHOP – JUNE 20-21, 2013

#	FIRST NAME	LAST NAME	SEX	POSITION	ORGANIZATION	COMMUNITY	CELL NUMBER
1	Jerome	Zuweh	M	Principal	Gbarpa Elm. Pub. Sch.	Gbarpa	0880445220
2	James	Warway	M	Principal	Zualay Elm. Pub. Sch.	Zulay	0776347251
3	Tenneh K.	Gonkarnue	F	Registrar	Zualay Elm. Pub. Sch.	Zulay	0777116723
4	Joe S.	Gbeadeh	M	Teacher	Zualay Elm. Pub. Sch.	Zualay	0776015744
5	Sam G.	Yowea	M	Principal	Dulay Elm. Pub. Sch.	Dulay	0776782427
6	Johnson G.	Gaye	M	Teacher	Dulay Elm. Pub. Sch.	Dulay	n/a
7	Peter	Mleh	M	Registrar	Dulay Elm. Pub. Sch.	Dulay	0777808913
8	Dada S.	Konkah	M	VPI	Gbarpa Elm. Pub. Sch.	Gbarpa	0990387916
9	Arthur s.	Gemo	M	Registrar	Gbarpa Elm. Pub. Sch.	Gbarpa	0886471277
10	J. Emmanuel	Milton	M	Ass. Director	Ministry of Education	Monrovia	0886473114
11	B. Dio	Harris	M	Curric. Director	Ministry of Education	Monrovia	0886528904
12	Yeami	Thomas T.	M	DEO	Karnplay School District	Karnplay	0886484332
13	Alex S.	Yormie, Jr.	M	Teacher	Sanniquellie Elm. Pub. Sch.	Sanniquellie	0886925050
14	William	Walker	M	Security	Sanniquellie Elm. Pub. Sch.	Sanniquellie	0888600632
15	David	Tougbay	M	Principal	Sehyikimpa Elm. Pub. Sch.	Sehyikimpa	0880534966
16	Avery	Nawah	M	CEO	Sanniquellie District	Sanniquellie	0886558440
17	James N.	Gono	M	Vice Principal Inst.	Sehyikimpa Elm. Pub. Sch.	Sehyikimpa	0886918337
18	Martin A. T.	Vesselee	M	Head of Office	Sanniquellie – PROSPER	Sanniquellie	0776105172
19	David	Kokulo	M	Vice Principal	Sehyikimpa Elm. Pub. Sch.	Sehyikimpa	0886625266
20	Joan	Winpea	F	Student	Sanniquellie Elm. Pub. Sch.	Sanniquellie	n/a
21	Clinton D. M.	William	M	Student	Sanniquellie Elm. Pub. Sch.	Sanniquellie	n/a
22	Nelson S.	Gono	M	Student	Martha Tubman Elm. Sch.	Sanniquellie	n/a
23	Junior	Dolo	M	Student	Martha Tubman Elm. Sch.	Sanniquellie	n/a
24	Rita	Gono	F	Student	Martha Tubman Elm. Sch.	Sanniquellie	n/a
25	T. Doe	Johnson	M	EA	PROSPER	Monrovia	0776871553
26	A. Melvin	Dorwison	M	Consultant	PPROSPER	Monrovia	0886448054
27	William K.	Pay Pay	M	EOO	NAEAL	Sanniquellie	0886565385
28	Yah Z.	Nenwon	F	Principal	Sanniquellie Elm. Pub. Sch.	Sanniquellie	0996769177
29	Esther Y.	Suah	F	Teacher	Sanniquellie Elm. Pub. Sch.	Sanniquellie	0886771022
30	Eugene	Cole	M	L/EDOA	PROSPER	Monrovia	0777459033

BUCHANAN WORKSHOP – JUNE 26-27, 2013

#	FIRST NAME	LAST NAME	SEX	POSITION	ORGANIZATION	COMMUNITY	CELL NUMBER
1	Jerry	Payne	M	Principal	Tobacconi	Baconie	077219482
2	Amingo	Teah	M	Vice Principal	Tobacconi	Baconie	0886123563
3	Comfort	Kollie	F	Principal	William V. S. Tubman	Buchanan	0886722197
4	Edwin	Karim	M	Teacher	Kpogblem Pub. Sch.	Boh-dollar	n/a
5	Richard	Smith	M	Principal	Kpogblem Pub. Sch.	Benzohn	0777980714
6	David	Greaves	M	Teacher	Tobacconi	Baconie	0888069324
7	Roland	Jimmoh	M	Teacher	Kpogblem Pub. Sch.	Benzohn	n/a
8	William	Flomo	M	Principal	Gio Town Pub. Sch.	Gio Town	0776563156
9	Chapman	Adam	M	CEO- Grand Bassa	Ministry of Education	Buchanan	0886530852
10	Finda	Koromba	F	Teacher	L.H.P.S.S	Buchanan	0886960689
11	Dennis	Gibson	M	Teacher	William V. S. Tubman	Buchanan	0886652130
12	Targaeh	Solopaw, Jr.	M	Teacher	William V. S. Tubman	Buchanan	0886750447
13	Pennial	Willie	F	Teacher	Gio Town Pub. Sch.	Gio Town	0886319137
14	Milton	Davis	M	Principal	L.H.P.S.S	Buchanan	0777705184
15	Aaron	Diggs	M	Supervising Principal	MoE Office	Buchanan	077351606
16	Alfred	Bannie	M	VP/Teacher	Gio Town Pub. Sch.	Gio Town	n/a
17	Victoria	Roberts	F	Teacher	Kpelleh Town	Kpelleh	n/a
18	Clarence O.	Reeves	M	DEO	MoE	District #1	0886577793
19	B. Dio	Harris	M	Curric. Director	MoE	Monrovia	0886528904
20	Jeho	Dogolea	M	Program Manager	NAEAL	Monrovia	0886575915
21	Eugene	Gibson	M	Head of Office	PROSPER	Buchanan	0886589219
22	Eric S.	Bloh	M	CMO	NAEAL	Baconie	0886614607
23	Joseph	Kpainay	M	R.E.O	FDA	Buchanan	0886526536
34	Boima	Johnson	M	Ranger	FDA	Buchanan	0886657622
25	Alfred D. G.	Gray	M	CLEDC	AGRHA	Buchanan	0777307278
26	Roland	Gorvego	M	CMO	NAEAL	District # 4	0770250227
27	Bendu	Seh	F	CMO	CJPS	Baconie	0886744045
28	Princess	Peterson	F	Student	Wm. V. S. Tubman	Buchanan	n/a
29	Bodpower	Saturday	M	Student	Wm. V. S. Tubman	Buchanan	n/a
30	Obediah	Varney	M	Student	Wm. V. S. Tubman	Buchanan	n/a

#	FIRST NAME	LAST NAME	SEX	POSITION	ORGANIZATION	COMMUNITY	CELL NUMBER
31	James	Duo	M	Student	Wm. V. S. Tubman	Buchanan	n/a
32	David	Cole	M	Student	L.H.V. P.S.S	Buchanan	n/a
33	T. Doe	Johnson	M	EA	PROSPER	Monrovia	0776871553
34	A. Melvin	Dorwison	M	Consultant	PROSPER	Monrovia	0886448081
33	J. Emmanuel	Milton	M	Ass. Director	MoE	Monrovia	0886573114
34	Winifred	Kennedy	F	EOO	NAEAL	Buchanan	0886901925
35	Jacob	Kamara	M	Teacher	LHPS	Buchanan	n/a
36	Eugene	Cole	M	L/EDOA	PROSPER	Monrovia	0777459033

BUCHANAN WORKSHOP (SECOND ROUND FIELD TEST (AUGUST 22-23, 2013))

#	FIRST NAME	LAST NAME	SEX	POSITION	ORGANIZATION	COMMUNITY	CELL NUMBER
1	Amingo	Teah	M	Vice Principal	Tobacconi	Baconie	0886123563
2	Finda	Koromba	F	Teacher	L.H.P.S.S	Buchanan	0886960689
3	Mark	Quitoe	M	Vol. Teacher	Tobacconi	Baconie	n/a
4	Milton	Davis	M	Principal	L.H.P.S.S	Buchanan	0777705184
5	Comfort	Kollie	F	Principal	William V. S. Tubman	Buchanan	0886722197
6	Jacob	Kamara	M	Teacher	LHPS	Buchanan	n/a
7	Targbeh	Solopaw, Jr.	M	Teacher	William V. S. Tubman	Buchanan	0886750447
8	Jerry	Payne	M	Principal	Tobacconi	Baconie	077219482
9	A. Melvin	Dorwison	M	Consultant	PROSPER	Monrovia	0886448081
10	Richard	Nottingham	M	STTA	PROSPER	Monrovia	0776581713

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