

## **CAPACITY BUILDING & EMPOWERMENT PILOT PROJECT**

### **Electoral district # 3, Gbarpolu County**

#### **OUR GOAL:**

To use our experience and expertise to ensure that young people in Liberia are prepared for the future. We will do this by applying innovative solutions to transform their education system and empower their young people to succeed in the knowledge economy.

#### **OUR IDEA:**

To run an exemplar pilot project which will equip the key stakeholders in Electoral district # 3, Gbarpolu County Educational District with the skills, knowledge and practical support required for transformation. This would in turn enable them to raise the educational attainment of their young people as well as give them the credentials and confidence to transfer the knowledge to other districts in the county.

This wholistic approach has already received a unanimous pledge of active cooperation from all parts of the community: youth, parents, teachers, school management, district education office, and the parliamentary representative, Joseph M. Matthews, Jr. In addition, skills will be transferred, resources produced and local trainers trained, so that in the future, the people would be able to take ownership of their continuous development with minimal intervention.

We expect this project to succeed because the people are ready and willing to be the architects of their own change and Hon. Matthews (MP) has pledged to provide land (and building blocks if required) for the long term sustainability of the project. He is also fully committed to joint oversight, along with the project steering team, to hold local officers accountable, if necessary. As a candidate that was unanimously voted in by his people, the MP enjoys tremendous popularity and is able to inspire the commitment and motivation required from members of the community.

#### **OUR RATIONALE:**

During a visit to this county in April 2018, representatives from Money4Youth and others, held several meetings with Hon. Matthews, the women, youth, educators (the Principal and a Vice Principal from the two high schools) as well as the District Educational Officer (DEO).

During these discussions, they unanimously expressed a request for us to utilise our expertise in working with them to:

- 1. Improve the skills of educators and the standards of teaching**
- 2. Improve safeguarding of the students**
- 3. Improve the livelihood of educators**

These outcomes will be achieved by working with the community to apply our mutually agreed solutions to their main challenges set out on the next page. To help with generating funds to sustain our efforts, the MP has pledged to allocate additional land to the high schools for commercial farming. The DEO has also pledged to promote and support agri-tech enterprise initiatives. These would be encouraged via regular competitions and ideally undertaken as collaborations between Parents, Students and Teachers. Following the meeting, we have also secured a pledge to provide an award to the winner of any such competition, from an individual that is keen to encourage critical thinking, enterprise and innovation in agriculture and technology by young people.

#### **OUR PROPOSED TIMELINE** for implementing this project is as follows:

Months 1 - 4: Project steering team appointed (to include project partners and representatives from the community). Terms of reference, key activities and outcomes agreed. MOUs/Agreements signed. Project delivery individuals and partners identified/agreed and appointed. Programme schedule planned and agreed with all parties. Training tools, resources and workshops developed. Monitoring tools, resources and guidelines developed and embedded in project delivery.

Months 4 - 12: Training and workshops delivered. Equipment and Resources sourced, delivered and installed. Quarterly programme review and mini reports produced.

Months 12 - 15: Mop up, undertake final review and produce report with learnings and highlights.

Months 15 - 18: Final report launched at celebration/awareness raising event and Programme end.

**OUR PLAN:**

Challenges	Proposed Solutions	Resource Implications
School District is very poor, there is an acute shortage of paid teachers in: Biology, Physics, Maths, English and Chemistry. Unpaid (and consequently unmotivated) volunteers are being used.	<ul style="list-style-type: none"> <li>- Subsidise salaries/pay stipend for up to 6 STEM teachers and share common resources and classes for both high schools.</li> <li>- Run adult literacy classes for parents - this will help them to more effectively support school initiatives and their children's learning medium to long term.</li> </ul>	Personnel (Teachers' Salaries) Supplies (Literacy class resources)
Teachers have not had any training or refresher courses since 2014 and thus lack up-to-date skills in lesson planning, classroom methodology, presentation, etc. Enterprise, Information and Computer Technology are not being taught in any form.	Work with DEO's office to: <ul style="list-style-type: none"> <li>- Teach Leadership, Creativity, Enterprise and Financial Literacy to students as part of the curriculum.</li> <li>- Apply Information and Computer Technology to all learning.</li> <li>- Run an agri-tech innovative solution competition.</li> <li>- Provide training for teachers on the core skills that they need to be effective.</li> <li>- Produce training videos and learning resources for teachers and students.</li> <li>- Train trainers and support them to train others.</li> </ul>	Travel (flights, transport and subsistence) Personnel (Trainers' fees) Supplies (Training/ Course materials - development, production and delivery)
DEO's office and Schools are severely under resourced.	<ul style="list-style-type: none"> <li>- Set up a basic science lab, research library and innovation/technology space.</li> <li>- Provide students with access to West African School Certificate (WASC) text books.</li> <li>- Provide basic school furniture, office equipment and training resources such as tables, chairs, computers, printers, Audi-visual equipment, power generator, etc.</li> <li>- Enable effective monitoring of teaching practices and standards by providing DEO with a means of transportation (motor bike).</li> </ul>	Supplies and Equipment (Basic Lab equipment, Computers, accessories, Printers, School furniture, Motor bike, power generator)
Female students have previously been assaulted or exploited by teachers.  Schools lack security so students are vulnerable and able to leave at any time.	<ul style="list-style-type: none"> <li>- Work with the DEO and schools to develop and roll out effective safeguarding policies.</li> <li>- Develop culturally appropriate empowerment and consent training (workshops and resources) for delivery by students to teachers and community.</li> <li>- Wholistic approach: help schools develop effective Parents Teachers Associations that support school initiatives and student learning.</li> </ul>	Personnel (Trainers' fees) Supplies (Training/ Course materials - development, production and delivery)

Following a successful Phase I pilot, we will share the learnings on various online and offline platforms. We will use the proceeds from the agricultural projects to continue to pay the teachers and to support local trainers to **replicate** the model in other school districts.