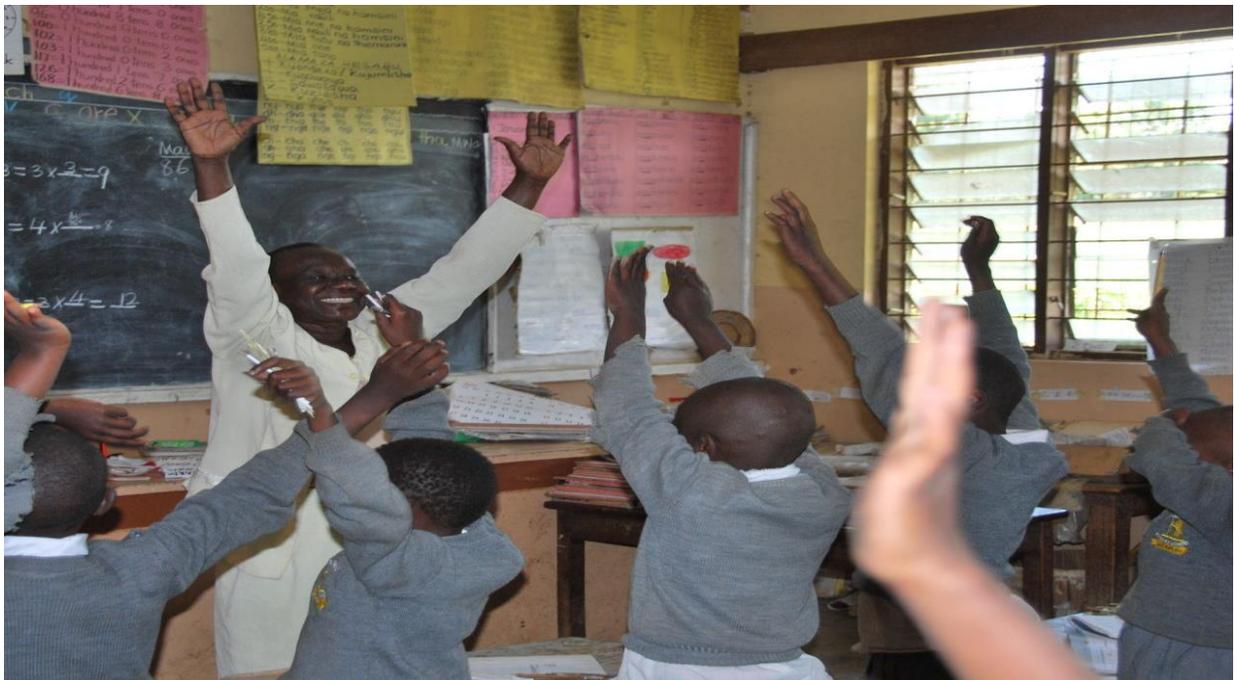




**MINISTRY OF EDUCATION
ELLEN JOHNSON SIRLEAF MINISTERIAL COMPLEX
CONGO TOWN**

NATIONAL TEACHER TRAINING MANAGEMENT POLICY



June, 2022

Republic of Liberia



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Abbreviations & Acronyms

AT	-	Accredited Teacher
BBSE	-	Bureau of Basic and Secondary Education
BFAHRD-		Bureau of Fiscal Affairs and Human Resource Development
BTE	-	Bureau of Teacher Education
CEO	-	County Education Officer
CEAC	-	Center for Educational Accreditation and Certification
CEM	-	Center for Educational Management
CoL	-	Communities of Learning
CPD	-	Continuous professional development
CSA	-	Civil Service Agency
DEO	-	District Education Officer
DCPD	-	Division for Continuous Professional Development
ECE	-	Early Childhood Education
EMIS	-	Education Management Information System
IT	-	Inaugural Teachers
MEAL	-	Monitoring, Evaluating, Accountability and Learning
MoE	-	Ministry of Education
NCHE	-	National Commission on Higher Education
NTAL	-	National Teacher Association of Liberia
NTTMP	-	National Teacher Training Management Policy
PAPD	-	Pro-Poor Agenda for Prosperity and Development
PQTR	-	Pupil-Qualified Teacher Ratio
TTI	-	Teacher Training Institutes
TOT	-	Training of Trainers
TLE	-	Teacher Licensure Exam

Foreword

As the Ministry of Education, in collaboration with its partners, faces the challenges of the Liberia education sector head on, the need to strengthen and sustain the National Teacher Training Management Policy for Liberian teachers and training institutions comes timely.

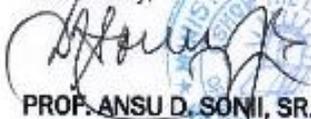
The level and quality of learning are inextricably linked to the knowledge, competence, attitudes, behavior, and values one possess as a teacher or school administrator, who for the most part, is with the students more than anyone else.

As such, these policies should never be left to probability, but should be thoroughly laid out, guided, enforced, monitored, evaluated, and regularly updated to ensure utmost outputs and high levels of teacher professionalism and personal effectiveness on the job.

Hence, the National Teacher Training Management Policy (NTTMP), which is the revised version of the 2021 Management Policy for Liberian Teachers and Teacher Training Institutes, is timely, contextual, meaningful and impactful. These updated policies will help to hold our teachers and training institutions accountable to high professional and behavioral standards for the overall benefit of learners, families, communities and the nation at large towards improved quality of education for all.

Special thanks to the Ministry of Education 2022 facilitation team for the job well done; the United Nations International Children's Emergency Fund (UNICEF), which directly supported this initiative by providing technical assistance. The Ministry also extends gratitude to all other partners in the education sector, with special recognition of the Global Partnership for Education (GPE), for funding the Liberia GPE COVID-19 Education in Emergency Project which provided for the review and validation processes of this policy document.

Yours Truly,


PROF. ANSU D. SONI, SR.
MINISTER



Acknowledgement

Special thanks and appreciation to the more than 1,700 educators, students and community members from both urban and rural areas in Liberia, including local and international experts on standard-setting, who were involved in the development of the 2020 National Teacher Training Management Policy for Liberian Teachers and Teacher Training Institutes as well as those who developed the updated version of this document in 2021 and finally reviewed and validated it in June 2022.

This 2022 version of the National Teacher Training Management Policy was guided by the Ministry of Education (MoE) through the Bureau of Teacher Education and the Center of Excellence for Teacher Education, with inputs from the Bureau of Basic and Secondary Education, the Department of Planning, Center of Excellence for Educational Accreditation and Certification, Technical representatives from the Rural and Private Teacher Institutes, Education Officers, UNICEF and with direct funding support from the Global Partnership for Education under the Liberia GPE COVID-19 Education in Emergency Project with UNICEF serving as a Grant Agent.

2020 Contributing Organizations/ Institutions

- ❖ Rural Teacher Training Institutes (RTTIs)
- ❖ Private Teacher Training Institutes (PTTIs)
- ❖ National Teacher Association of Liberia
- ❖ Open Society Institute
- ❖ United Nations International Children's Emergency Fund (UNICEF)

2022 Contributing Agency

- ❖ Global Partnership for Education (GPE)

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HON. Alton V. Kesselly
DEPUTY MINISTER FOR PLANNING, RESEARCH AND DEVELOPMENT



Mission of Education in Liberia

To provide all Liberians with the opportunity to access and complete affordable education of quality and relevance that meets their needs and those of the nation.

Vision of Education in Liberia

A system of education that is flexible evolves with time and fully meets the needs and aspirations of the people individually and collectively as a nation.

SECTION ONE: INTRODUCTION

1.1 Background

The civil war and the Ebola crisis ended years ago, devastating every sector of Liberia. This sad history of the country is one principal reason for Liberia severe underdevelopment and high illiteracy rate. Despite these challenges, the government is committed to giving its citizens a bright future through the offering of quality education at all levels of education including teachers' education.

The Liberian education system has been in serious crisis for years. In 2013, the 25,000 candidates who sat the University of Liberia entrance exam failed completely (Denver Post, 2013). Additionally, UNICEF 2017 Report, states that less than half of young people between 15-to-24 year old are illiterate and about a third of those starting primary schools are unable to complete high schools. Dr. Saaim W. Naame (2017), former Dean of the Graduate School of Education at the University of Liberia in his writing indicated that "...42% of primary school age children in Liberia were out of school and the [statistic] is even higher for students in the poorest communities. More than half of young adults are illiterate, and over two-thirds of girls do not have basic reading skills" (para. 2). These statistics are alarming as Liberia continues to be consistently behind in educational statistics in Africa and the world.

Evidence has shown that there is a huge disparity in the teacher-pupil ratio in Liberia (EMIS, 2020). There are 6,296 schools (public, private and faith-based) in Liberia with approximately 1,424,827 students and 60,203 teachers across ECE, primary and secondary (EMIS, 2020). Fewer than 50% of these teachers are in public school (EMIS, 2020). This has also culminated to a huge gender inequality in the sector. The EMIS statistics further shows that 20 percent of primary school teachers are female and 11.8 percent of junior and 9.6 percent of senior high school teachers are female (EMIS, 2020).

The Ministry of Education (MoE) of Liberia and partners acknowledged the current status of the education system and are aligning efforts to build and upgrade the education system, so that it will align with the country's Vision 2030 and the Government Pro-Poor Agenda for Prosperity and Development (PAPD). The Liberia's Vision 2030 goal is seeking to achieve inclusive growth and middle-income status for the population of Liberia and to support the Sustainable Development Goal 4: to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' (UNESCO, 2015).

The role of teachers remains paramount in the development of an education system. The quality of training that teachers receive along with systematic support is determinant of their contribution to quality education. After the civil war, MoE and her partners have reformed and restructured the teacher education system in Liberia to ensure quality and relevance, but there are still many challenges. The Pupil-Qualified Teacher Ratio (PQTR) in public primary schools is 59:63 (EMIS, 2020) and nearly half of Liberia's teachers work in rural areas. These teachers face limited access to basic services (safe drinking water, housing, banks, health care etc.) and arduous and expensive travel. In addition, many teachers posted to rural areas are not familiar with local languages, communities and customs (MoE G2B-ESP 2017-2021, 2017). Additionally, there has been

no comprehensive policy that guides the development and management of teachers in a way that commit them and the education establishment to achieve national education goals. Policies on the expectations from institutions which train teachers and those offering a range of continuous professional development (CPD) programs as well as the responsibility of government towards teachers' welfare and working conditions have been inadequate.

The policy is intended to ensure that teachers are adequately prepared to respond to the changing needs of education in Liberia. Also, it is to ensure that there are clear and explicit standards which govern the development and management of teacher education in Liberia.

1.2. Policy Goals

The National Teacher Training Management Policy aims to:

1. Improve the efficiency, effectiveness and satisfaction of the teaching workforce;
2. Improve teacher registration, licensure, performance management and incentives through evidence-based and data-driven systems;
3. Increase the proportion of qualified and trained teachers and cultivate sense of a life-long career for career advancement and promotion;
4. Develop regulatory standards for governance of teachers personal and occupational conditions to attract and retain more teachers in the profession;
5. Provide framework to enhance teachers quality of lesson delivery in early childhood education (ECE) to secondary schools through usage of reflective teaching approaches;
6. Develop regulatory framework to maintain high professional ethical standards in the teaching profession to empower teachers to contribute and improve learning and achievement;
7. Attract and retain more female teachers in the profession to reduce the gender equity gap;
8. Specify principles for teacher management in order to motivate excellence in teacher performance and commitment to lifelong learning;
9. Promote awareness of the importance of teacher welfare and working conditions to raise the value and social status of teachers in Liberia.

1.3. International Policies on Teaching

This policy framework meets Liberia's commitment to international policies on teachers and the teaching profession. There are key provisions reflected from the Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4 (UNESCO, 2015) and the (ILO/UNESCO) guiding principles on teachers and teaching (ILO/UNESCO, 1966) in this framework. Aspects which are particularly relevant to Liberia's teacher development and management policy are as follows:

- Policy governing entry into preparation for teaching should rest on the need to provide society with an adequate supply of teachers who possess the necessary

moral, intellectual and physical qualities, and who have the required professional knowledge and skills;

- Completion of an approved course in an appropriate teacher-preparation institution should be required of all persons entering the profession;
- The status of teachers should commensurate with the needs of education as assessed in the light of educational aims and objectives; it should be recognized that the proper status of teachers and due public regard for the profession of teaching are of major importance for the full realization of these aims and objectives;
- Authorities and teachers should recognize the importance of in-service program designed to secure a systematic improvement of the quality and content of education and of teaching techniques;
- Teachers should be provided time necessary for taking part in in-service teacher education programs;
- Authorities, in consultation with teachers' organizations, should promote the establishment of a wide system of in-service teacher education program, available free to all teachers;
- Teachers should be given both opportunities and incentives to participate in courses, and facilities and should take full advantage of trainings;
- Promotion should be based on the objective assessment of teacher qualifications for the new post, by reference to strictly professional criteria laid down in consultations with teachers' organization;
- Working conditions of teachers should be such as will best promote effective learning and enable teachers to concentrate on their professional tasks;
- Education for teaching should normally be full-time; special arrangement may be made for older entrants to the profession and person in other exceptional categories to undertake all or part of their course on a part-time basis, on condition that the content of such courses and the standards of attainment are on the same level as those of the full-time courses;
- The staff of teacher-preparation institutions should be qualified to teach in their own discipline at a level equivalent to that of higher education. The staff teaching pedagogical subjects should have had experience of teaching in schools and wherever possible should have this experience periodically refreshed by secondment to teaching duties in schools; and
- Professional standards relating to teacher performance should be defined and maintained with the participations of the teachers' organization (ILO/UNESCO Recommendation Concerning the Status of Teachers, 1996; pp. 22 - 29)

SECTION TWO: CORE POLICY AREAS

2.1. The Regulatory Framework

The Education Reform Act of 2011 calls for the establishment of the Bureau of Teacher Education (BTE). The mandate and core functions of the Bureau of Teacher Education, which shall be headed by an Assistant Minister appointed by the President of Liberia, with the consent of the Senate, shall include, but not limited to the following:

- Develop, design and execute all policies, guidelines, plans and programs for the pre and in-service training of teachers for all levels of education under the jurisdiction of the Ministry; and submit the names of pre-service teachers for employment with redress.
- Initiate and lead activities required for the effective development and coordination of training education programs;
- Initiate procedures and guidelines for ensuring information monitoring, evaluation, linkages, budget for special programs (i.e. donor funded projects), personnel, and facilities for teacher education programs;
- Recruitment of senior management personnel for government teacher training institutions and validate the senior management personnel and instructional staff hired by private teacher training institutes; ensure that such institutions are operated smoothly and are been fully and properly accredited;
- Ensure the provision of quality education for teachers at teacher training institutions;
- Ensure the timely provision of selected materials to teacher training institutions;
- Design policies for the governance of teacher training institutions, subject to the advice and approval of the Minister through the Deputy Minister for Instructions.

In operationalizing the policy, the BTE shall work with the Centers for Educational Accreditation and Certification and Education Management, Teacher Training Institutions (TTIs), Colleges of Education accredited Universities offering education to implement the teacher professional development aspects spelt out in this policy document.

The professionalization of the teaching service will be guided by information-based and outcomes-driven data. The BTE should be responsible for training and professional staff development (CPD) of teachers. The **Center for Educational Accreditation and Certification (CEAC)** should be responsible for teacher licensing. The **Bureau of Basic and Secondary Education (BBSE)** will be responsible for placements. The **Bureau of Fiscal Affairs and Human Resources Development (BFAHRD)** will be responsible for promotions, retirements, and deaths. The **BBSE** will also deal with issues of the demand for teachers and **BFAHRD** will inform **BTE to supply teachers based on request from BBSE (Education Reform Act, 2011)**.

The BTE should be responsible to keep national database (Teachers' Bank) on all trained teachers to ably respond to the growing needs of teachers in Liberia. The information will be used to efficiently and effectively develop and manage teachers in Liberia.

2.2. Competency-Based Framework

The BTE in consultation with recognized TTIs, Colleges of Education, Teacher Education Universities and other relevant bodies shall be responsible for developing detailed standards and competencies in the following areas:

- Professional attributes and values;
- Planning teaching and learning, and
- Observable classroom skills- classroom teaching and management; assessment of learning, feedback, recording and reporting.

All teacher professional development programs shall adopt a competency-based approach in both programs specification and assessment scheme.

The provision of Pre and In-service Training and short courses for upgrading teachers' qualification shall be guided by the following standards of professional practice:

- **Communication and Interpersonal Skills**-Teachers shall;
 - Demonstrate instructional and social skills that would assist students to constructively interact with their peers;
 - Develop trusting and supportive relationships with students;
 - Demonstrate ability to share students' progress with parents and the school community; and
 - Demonstrate good command in English and relevant Liberian language(s)
- **Critical Thinking and Technical Skills**- Teachers are expected to demonstrate mastery of technology to assess, monitor and evaluate learning for the growth and advancement of the learners. They are expected to demonstrate adequate mastery of their teaching with the ability to select, adapt and/or develop pedagogic materials to meet instructional objectives and student learning needs. They are to actively engage students in learning during class.
- **Problem-solving and Strong Work Ethics** – Teachers are expected to be punctual and maintain professional attitude on and off duty. They are to be willing to engage in multi-tasking. They are to perform beyond expectations and not delay task.
- **Leadership, Teamwork and Management Skills** - Teachers shall develop the ability to select, adapt and/or develop appropriate classroom management skills that do not dehumanize the child and demonstrate willingness and ability to take on school management and leadership responsibilities. In addition, they shall identify their strengths and standards of excellence, improve their weaknesses and be enthusiastic and passionate about teaching and its intricacies.

2.3 Teacher Development Programs and Activities

All teacher development programs and activities shall ensure that they are:

- **Purposive** - programs and activities should equip teachers to meet specific demands of teachers and the management responsibilities that go with these demands; and
- **Nationally Relevant** - programs and activities should be designed to reflect the aims and objectives of ECE to secondary education in Liberia.

2.4. Socio-Economic and Professional Status of Teachers

2.4.1. This policy recognizes that teachers will deliver quality education based on a high standard of working and living conditions. Consequently, welfare condition such as provision of suitable accommodation for teachers, incentives and other inducements especially for those serving in deprived areas, shall receive priority attention at national and decentralized levels of government.

2.4.2. A contract stating teachers' duties and responsibilities shall be introduced to and signed by teachers before beginning their teaching responsibilities. It shall emphasize in particular teachers' commitment to ensure an amiable school environment that respects the rights of children to pursue an education of high quality.

2.4.3. Persons selected for teacher training will be issued with a provisional teacher registration number by the Institute they enroll in which they will maintain throughout their training and eventually become their license number. The purpose of this is to create an early sense of identity with the teaching profession and maintain a database to track and monitor the growth and advancement of teachers in the profession.

2.4.4. All teachers shall be required to exhibit the highest sense of professionalism in their dealings with students, parents or guardians and school community members. In particular, all acts of abuse against children in their care shall be deemed as a serious breach of the professional code of conduct and shall attract the necessary sanctions.

2.4.5 In order to attract and motivate those entering secondary teacher training institutions, financial assistance should be given to trainees who complete and enter the teaching service in any school of assignment by the government. They will be bonded to remain in the teaching service for four years.

2.4.6 Teachers who receive financial assistance from the government shall sign a bond and/or memorandum of understanding designed by the BTE mandating them to fully comply with the teaching service in any school of assignment by the government for four years.

2.4.7 Breach of the bond and/or memorandum of understanding will require the government to apply the necessary sanctions as stipulated in the documents.

2.4.8 Teachers assigned in rural Liberia shall be afforded with agricultural assistance, incentives and/or loans to help augment their salaries.

2.4.9 Benefits, career progression and opportunities of continuing professional development shall be used to enhance the status of teaching as a worthwhile career in society.

2.4.10. Each district headed by the District Education Officer (DEO) shall be supported by the BBSE to identify teacher training gap, draw up its own strategy to attract and retain teachers.

2.4.11. A teacher appraisal scheme shall be introduced by the MOE and National Teacher Association of Liberia (NTAL). Appraisal shall be used to identify areas where a teacher might need support for growth. It shall also be used to recognize and record their teachers' achievements.

2.4.12 Information from teachers' appraisal shall form an important component of assessment for promotion and/or capacity development.

2.4.13. All teachers, irrespective of location, gender, and ethnicity shall be offered opportunities to showcase their professional achievements at school and/or district level. Those judged to have made recognizable impact on student learning and achievement and enhanced the image of the profession shall be recommended for districts and national awards.

2.4.14 Housing, preferably free or at a subsidized rental, should be provided for non-resident teachers and their families in remote and rural areas.

2.4.15. On appointment, deployment or transfer to schools in remote and/or rural areas, teachers should be paid removal and travel expenses for themselves and their families.

2.4.17 Whenever teachers are exposed to life-threatening situations that leads to them being incapacitated, they should be compensated by the payment of special health allowances, which should be included in earnings taken into account for pension purposes.

2.4.18 All teachers should enjoy a right to adequate annual vacation with full pay.

2.4.19 Teachers should be granted study leave on full or partial pay in line with Civil Service Agency (CSA) Standing Order at intervals. The period of study leave should be counted for seniority and pension purposes.

2.4.20. Prior to taking study leave, teachers should sign a bond with the school of service through the Principal, DEO, CEO and be forwarded to the Bureau of Teacher Education and the Human Resource Development Division at the Ministry of Education.

2.4.21. During study leave, teacher should provide proof of study through grade sheets, control sheets and/or certificate, etc.

2.4.22 Teachers in rural and/or remote areas should be given specialized study leave more frequently.

2.4.23 Teachers should be entitled to sick leave with pay upon providing medical report from a recognized and reputable health facility. In determining the period during which full pay shall be payable, account should be taken of cases in which it is necessary for teachers to be isolated from learners for long periods.

2.4.24 Female teachers with children should be encouraged to remain in the service by such measures as enabling them, at their request, to take additional unpaid leave of up to three (3) months after childbirth without loss of employment.

2.4.25 The policy recognizes the Code of Conduct for Teachers and School Administrators in Liberia as a primary document to manage teachers.

2.5 Nonprofessional Teachers (NPT)

The limited capacity of the Liberian education system to provide its citizenry with highly skilled and professional teachers can be seen from the plethora of nonprofessional teachers in schools across the country. With the increase in the number of schools and students population, primarily in the private school systems, it is becoming ever more overwhelming for schools to hire professional teachers. This is compounded by professional teachers exiting the classroom for greener pastures due to several factors which could include poor salary structures, proximity of school, etc. As a result, majority of the teachers in the school systems are nonprofessional.

2.5.1 Definition of NPT

Nonprofessional Teacher is a teacher who lacks the minimum teaching requirement but is placed in the classroom to instruct and deliver lessons. This teacher lacks the capacity to effectively design, implement and evaluate students in pre-primary, primary and secondary schools. Additionally, he/she decides whether to use self-intuition and skills learnt from other professional teacher or not. This teacher could also be one who is gifted as a teacher but fails to develop the gift through pre-service or in-service training. She/he could be a beginning teacher or a teacher with many years of experience in the classroom. A nonprofessional teacher also means one who does not have the minimum requirement to teach at a specific level in the school. For example, a “C” Certificate teacher who should teach at primary level is teaching at junior secondary or senior secondary level. In short, nonprofessional teacher is one who does not have the minimum requirement to teach at a level that he/she is assigned.

Teachers in the following categories shall be considered as non-professional teachers:

- Lack the minimum qualification to teach at the level he/she is assigned
- Does not have a minimum requirement of “C” certificate
- Have not attended a Pre or in-service teacher training program but is an assigned teacher
- Lack basic instructional, evaluation and classroom management skills
- Are at least high school graduate with diploma and WAEC/WASSCE Certificate

2.5.2 Benchmark for Teachers Maintenance and Professional Development

The Center for Educational Accreditation and Certification (CEAC) shall be responsible to initially issue provisional license to non-professional teachers who have spent the minimum of five (5) to ten (10) years in the classroom and have accumulated at least nine (9) credit hours through CPD. BTE shall design special in-service program to upgrade skills of NPT.

Generally, nonprofessional teachers must possess a minimum of High School Diploma, WAEC/WASSCE.

The CEAC shall issue a provisional license (valid for 24 months) to non-professional teachers who have accumulated at least 9 credit hours in-service training.

Additionally, the following are specific benchmarks for nonprofessional teachers' maintenance and professional development.

2.5.2.1 Generally, nonprofessional teachers must possess a minimum of High School Diploma, WAEC/WASSCE.

2.5.2.1. For teachers in urban areas in the fifteen (15) counties in Liberia, nonprofessional teachers must meet the requirements spelt out in 2.5.2.2. /2.5.2.1.

2.5.2.2. It is required for every nonprofessional teacher to undergo special in-service program approved by BTE either through the Rural Teacher Training Institutes or accredited Teacher Training Institutes.

2.5.2.3. Renewal of initial provisional license for nonprofessional teachers will be subsequently if they meet the requirements set forth by the Center for Educational Accreditation and Certification. A non-professional teacher may be issued a provisional teaching license only upon the completion of a specialized in-service training program as described in section 2.5.2.

2.5.2.4. In order to further help nonprofessional teachers develop into better and highly skilled professional teachers, schools are required to develop learning communities on campuses for these teachers as means for Continuous Professional Development.

2.6. Teachers Professional Development

Teachers Professional Development is paramount to the growth, advancement and improvement of teacher in any society. One primary means through which this is done is through structural in-service CPD trainings. Whether you are an expert teacher or a novice teacher, the process mandates that all teachers shall undergo personal and continuous professional development especially training programs authorized by schools and the ministry. So, it is compulsory that every teacher takes keen advantage to undergo continuous professional development for the growth of oneself and the sector.

2.6.1 In-service professional development

It requires that practicing teachers in the profession are provided with relevant content knowledge and the necessary teaching skills (such as methodologies, assessment and evaluation, classroom leadership and management techniques). This professional development should be thought-provocative, interactive, and insightful processes, with praxis in forms of seminars or workshops that assigned credits to each module or session.

2.6.2 Each session should encourage participant to critically think, share ideas, become problem-solvers, reflect and innovate on topics that will be discussed.

2.6.3 The minimum duration session for any in-service program should be 6 days.

2.7 Continuous Professional Development

(Definition(s) must be provided)

2.7.1 The Division for Continuous Professional Development (DCPD) shall be solely responsible for planning, coordinating and overseeing of Continuous Professional Development (CPD) for teachers in Liberia. However, the DCPD shall work in collaboration with the RTTIs, DTE, CEAC and the county education officers (Eos) during the planning of the CPD.

2.7.2 The Division for Continuous Professional Development shall collaborate with the Center for Educational Accreditation and Certification (CEAC) for CPD of teachers and licensure, promotion and renewal.

2.7.3 All Continuous Professional Development should be intended to award credits to participants depending on the intensity and the duration of the CPD.

2.7.4 All institutions and/ or individual(s) intending to conduct CPD shall follow all procedures, regulations and policy documents developed by BTE-DCPD in the conduct Continuous Professional Development. Failure of CPD providers to adhere to these measures developed by the BTE- DCPD, appropriate administrative actions shall be taken, ranging from the provision of warning letters, to having peaceful conferences unto revocation of permit(s).

2.7.5 Each CPD training program should meet the minimum of three (3) credit hours and last for at least 6 days, and operate for 45 clock hour per session. This means 1 credit hour = 15 clock hours.

Credit per day	Days	Total credits
7.5	6	45

2.7.6 Should the training session's facilitators in 2.7.5 deem it necessary to allocate hours for practicum, this should be done in close collaboration with DCPD. Formal assessment report of the practicum should be submitted to DCPD for subsequent evaluation, approval and recording.

2.7.7 The DCPD/ BTE shall be responsible to maintain a comprehensive database of all teachers who undergo CPD to help the Center for Education Accreditation and Certification or the Center for Educational Management make informed decisions on teacher's licensure, promotion or renewal.

2.7.8 Continuous Professional Development shall require that the teacher is already an active school teacher who is currently in the classroom, and the selection of trainees for CPD must take into consideration only those it is intended for (active teachers).

2.7.9 The core content for sessions shall include components of Foundations of Education, Teaching Content, Pedagogy, Child Development, Effective Entrepreneurial Skills, Digital Skills, and Teaching Practice.

2.7.10 There should be additional courses to enable teachers explore other educational topics that are relevant to the profession. This should be authorized by the DCPD.

2.7.11 Teacher with HSG Diploma who has completed CPD credits that are equivalent to 60 credit hours or “C” Certificate shall be eligible to apply for the Inaugural Teacher’s License at the Center for Educational Accreditation and Certification. They shall **not** be eligible for the award of any certificate by any TTI.

2.7.12. Should the teacher in 2.7.11 becomes interested in pursuing education; said institution shall collaborate with DCPD, CEAC and the BTE to assess said teacher’s credit hours. Said assessment report should be the basis for acceptance and further continuance in the program of choice. However, the original idea of seamless transitioning of credit hours from accredited TTIs and other approved teacher training organizations to universities without entrance exam must be studied and considered.

2.8 Professional Teachers Certification, Licensure, Promotion and Renewal

2.8.1 The administration and management of teachers licensing will be done by the Center for Educational Accreditation and Certification and the Bureau of Teacher Education.

2.8.2 The certification, licensing and promotion of teachers will be data-driven with empirical evidence based on the report from the DCPD. This will be professional accomplishment at two levels: classroom level and school leadership and management level.

2.8.3 Teacher certification, licensure and promotion for teachers in ECE to secondary schools will have several career levels. Promotion at each level will be competence driven.

Table 1: Career Level of ECE to Secondary Teachers

Minimum Years of Service on Rank	Career Level	Competency Description
1	Inaugural Teacher (HSG, ‘C’, ‘B’ ‘A’ Certificates) Inaugural Teacher (Graduate – AA or B.Ed. or its equivalent)	Has acquired basic knowledge and skills in teaching from an accredited training institution and capable of performing basic functions of a classroom teacher under supervision and guidance. Introductory skills with use of technology to improve learning and achievement
3 – 5	Accredited Teacher (AT) (‘C’, ‘B’ ‘A’ Certificates)	Has met requirements for licensing after successfully completing an accredited program of induction and passed the Teacher Licensure Exam (TLE) by the Center for Educational

	Accredited Teacher (AT) (Graduate – AA or B.Ed. or its equivalent)	Accreditation and Certification in collaboration Bureau of Teacher Education. Can perform professional responsibility under supervision Intermediate skills with use of technology to improve learning and achievement
5 – 7	Senior Teacher II (Graduate – AA)	Can perform professional responsibilities without being supervised in classroom and at school Proficient with use of technology to improve learning and achievement
7 and above	Senior Teacher I (Graduate –B.Ed. or its equivalent)	Capable of offering guidance, mentoring and coaching to other teachers at school or district level. Proficient with use of technology to improve learning and achievement
7 and above	Supervising Teacher II (B.Ed. or its equivalent)	Can serve as head of early childhood education (ECE) to junior secondary school and/or resource person, program coordinator, and counselor, coach other teachers at that level and implement strategies leading to improving classroom teaching and learning at School or District level. Exceptional with use of technology to improve learning and achievement
7 and above	Supervising Teacher I (B.Ed. or its equivalent and/or MEd or its equivalent)	Can serve as head of ECE to senior secondary school and/or resource person, program coordinator, counselor, coach other teachers at that level and implement strategies leading to improving classroom teaching and learning at School, District or County level. Developed range of instructional and administrative leadership qualities and capable of formulating comprehensive strategies for implementing change at School or District level. Exceptional with use of technology to improve learning and achievement

2.8.4 All professional teachers shall be issued with a provisional teaching license by the CEAC upon graduating from an accredited teacher training program. Teachers with this license shall teach with it for not more than two (2) years and pass the Teacher Licensure

Exam (TLE) within the two years. Failure to do so will mean denial of a teaching space in the classroom, because such a license will not be elevated, promoted or renewed. Teachers with this license shall be classified as “Inaugural Teacher”. All inaugural teachers shall undergo Induction and attend the Continuous Development Program for the first years of their teaching career and make subsequent report of their progress to the DEO for onward submission to the CEO and BTE.

2.8.5 Upon successfully completing the induction program and passing the TLE, Inaugural Teachers shall be eligible for Accredited Teacher (AT) status by the CEAC upon submission of a certified teaching portfolio which shows evident of achieving standards expected after first two years of teaching as required by the CEAC.

2.8.6 All ATs shall be assigned a Senior Teacher I as mentors. They will be required to have training in mentoring.

2.8.7 A teacher shall be eligible to apply for the position of a principal for a school from Senior Teacher I level. Any teacher appointed to be principal of a school shall receive special training prior to assuming that role. A principal’s appraisal designed by the Bureau of Basic and Secondary Education (BBSE) shall place emphasis on evidence of effectiveness in managing teachers to achieve whole school development.

2.8.8 All Accredited Teachers shall be required to sit the TLE after every 3 – 5 years.

2.8.9 Promotion of professional teacher shall be objective based on interview and portfolio assessment. A teacher shall present to the interview board, after completion of the requisite application forms for promotion in which they shall provide evidence of their professional accomplishments in the classroom and school level and/or their contributions to education in the local community they serve.

2.8.10 A teacher who fails to satisfy conditions for promotion shall be eligible to reapply. Such teachers shall be given opportunities to attend further Continuous Professional Development (CPD) to develop the required competencies.

2.8.11 Promotion for professional teachers will require that they participate periodically in the Continuous Professional Development (CPD) by the BTE and provide proof of their willingness to engage in other forms of Continuous Professional Development as provided and authorized by the DCPD to update their knowledge and skills in the profession. Such participation will earn them the minimum credits authorized by the DCPD which they could use for promotion or further teacher development training.

2.9 Recruitment, Resource Mobilization and Promotion of Professional Female Teachers

2.9.1 The Ministry through the BTE shall provide equal opportunities for females to be recruited and undergo teacher training. This will entail allowing females trainees opportunities to childcare facilities and transport (should the need arises). The Child care facilities should include special dormitory or rooms that have provisions for children to play. Regular monthly stipend and meal should be provided for caretakers. But, recruited caretaker(s) shall be adult(s) and not a grade school- going child and/or children.

2.9.2 Encourage females to become trainers at the RTTIs, private accredited teacher training programs and colleges of education, by this mean, they could benefit from further studies and provide ethical and improved services at these institutes.

2.9.3 The Ministry through the BTE and Bureau of Fiscal Affairs and Human Resources Development shall partner with its supporting institutions to grant female teachers incentives in TTIs, private accredited teacher training program and Colleges of Education.

2.9.4 Female teachers assigned in rural Liberia shall be awarded sponsorship to continue education through specialized programs with Colleges of Education in Liberia to help them take up some responsibilities in their homes.

2.9.5 Female teacher applicants interested in enrolling in the areas of Science and/or Math who maintains a minimum of 2.5 GPA throughout their program shall be given scholarship and semester allowance.

2.9.6 Qualified female Science and/or Math teacher to be assigned or currently teaching in the urban areas shall be awarded remuneration of 10% difference from an assigned teacher's current salary.

2.9.7 Qualified female Science and/or Math teacher to be assigned or currently teaching in rural areas shall be awarded remuneration of 15% difference from an assigned teacher's current salary.

2.9.8 Provide female teachers with more opportunities to apply for principal position and become one. Female teachers and principals shall be active decision makers in their schools, districts and counties.

2.9.9 The Ministry through the BTE and BFAHRD shall work with local women's organizations to motivate and recruit female teachers.

2.9.10 The Ministry through the Division of Communications shall develop creative recruitment campaigns in the local media which specifically target females and promote the active role that females can play in education.

2.9.11 The Ministry shall recruit and hire committed local females in rural areas without the necessary formal qualifications and provide intensive teacher training and specialized supervision and share other incentives to help them support their homes.

2.9.12 The Ministry shall provide rural incentive allowances for female teachers who are willing to accept deployment in rural Liberia. They should coordinate with other government agencies and partners to allow husbands to accept the transfer and encourage communities to organize formal welcoming program for these teachers.

2.9.13 The Ministry shall work with partners to create local networks of female teachers who meet regularly to share experiences and provide support to each other.

2.10 Cost, Financing, Investment and Resource Mobilization for Teachers Professional Development

2.10.1 The key to achieving cost reduction through improved efficiency and reduced wastage makes improved teacher management.

2.10.2 The Education Management Information System (EMIS) shall collaborate with the District Education Offices, County Education Offices, Bureau of Teacher Education and Bureau of Basic and Secondary Education to monitor teacher supply and demand.

2.10.3 School principals in public schools shall duly inform the DEO about need and/or surplus of teachers should there be shortage and/or surplus.

2.10.4 The DEO shall send the report from the school principals to the CEO with subsequent information filed to EMIS, BBSE and BTE.

2.10.5 District education offices shall become collaborative organizations for teacher development and management. They shall share responsibility for planning and managing the trainees on school-based training with the TTIs, private accredited training programs, and Colleges of Education.

2.10.6 Teachers who are high school dropout but teaching in the classroom shall be afforded opportunity to complete high school through work scholarship program offered by MoE in the nearest high school. Continuance of their high school education should not deny them opportunity to remain teaching. Instead, they should be afforded accelerated education to help close the gap in the student-teacher ratio. This means, such teachers should be in the accelerated education and undergoing the in-service training to acquire more pedagogical skills for teaching.

2.10.7 In order to enhance the potential for financing the teaching force, the Government shall explore ways in which teachers may be employed through cost sharing and the role of communities, faith-based organizations and others. The Ministry shall find ways to enhance the role and responsibility of parents and communities in the management of schools in line with appropriate quality assurance mechanisms.

2.10.8 Teacher motivation is crucial to effective teaching and will be achieved through the Ministry partnering with financial and non-financial institutions to offer opportunities for teachers to acquire loans with low interest rates for teachers' development to aide their salaries. Particular emphasis will be placed on teachers in rural parts of the country.

2.10.9 All Inaugural Teachers shall receive systematic professional support from their Lead Teachers, principals and/or DEOs. These would be monitored from time to time to ensure that teachers work and live under conditions that allow them to give full attention to their work.

2.10.11 Promotion into higher ranks in the profession will be linked to attractive remuneration and based on data-driven criteria.

2.10.12 Teachers shall be given written communication about retirement one (1) year prior to their retirement.

2.11 Teachers Education Curricula

The Ministry, through the Bureau of Teacher Education and the National Commission on Higher Education will coordinate the development of the curricula for teachers training. There shall be one standardized National Curriculum for all Teacher Training Institutes and Colleges of Education across Liberia.

Important elements of the curricula will be:

- Concentration on basic skills teaching and learning in literacy, numeracy, writing, and problem-solving;
- Concentration on critical thinking and leadership skills; entrepreneurial skills; and agricultural education;
- Curriculum subject knowledge appropriate to the education level –
 - (i) Kindergarten and lower primary which places emphasis on early childhood education;
 - (ii) upper primary which builds and extends the achievements of lower primary;
 - and (iii) lower secondary which consolidates core learning competences at primary level, and develops abstract thinking skills in relation to content relevant to the needs of pupils drawn from wider ranges of ability than in the past;
 - (iv) upper secondary which consolidates competencies acquired from lower secondary,
 - (v) professional and technical education to develop skills in the respective areas.
- Classroom management techniques of teaching and learning;
- Technology and teaching-learning; e-learning;
- Civic education, Rights and Responsibilities of the Child;
- Skills in monitoring, assessing and evaluating learning;
- Child and educational psychology;
- Gender equality and equity issues;
- Practical teaching methodology;
- Inclusive education

2.12 Monitoring, Evaluating, Accountability and Learning (MEAL)

2.12.1 The BTE shall be directly responsible to monitor, assess and evaluate the progress of teaching and learning and achievements at the various TTIs and private accredited teacher training programs at least once a semester.

2.12.2 The DCPD shall monitor the progress of teaching-learning and achievements at every CPD.

2.12.3 The NCHE shall be directly responsible to monitor, assess and evaluate the progress of teaching and learning and achievements at the various Colleges of Education in public and private universities once a semester.

2.12.4 The leadership of the TTIs and private accredited teacher training program is to make report of progress of the program to the BTE once at the end of every semester.

2.12.5 The leadership of the Colleges of Education is to make report of progress of the program to the NCHE at least once at the end of every semester.

2.12.6 The BTE and NCHE reserve the right to visit the TTIs and Colleges of Education at any time during the semester.

2.12.7 The BTE and NCHE shall develop a MEAL tool for the purpose of monitoring, assessing and evaluating for accountability and learning.

2.12.8 Key elements in the MEAL tool shall be derived from the Teacher Education Curricula and the Code of Conduct for Teacher and School Administrators in Liberia.

2.13 Quality Assurance

The Bureau of Teacher Education at the Ministry will adopt the Code of Conduct for Teacher and School Administrators in Liberia and place special emphasis on the following:

- a) Professional Values;
- b) Planning teaching and learning competences;
- c) Teaching and classroom competences;
- d) Monitoring, assessment, recording, reporting and accountability competences;
- e) Practical Teaching Competences;
- f) Observable Classroom Indicators

The profile will be structured according to the characteristics listed within the areas of competence, the criteria to be applied in their assessment, and the means of assessment to be employed.

SECTION THREE: TRAINING STRUCTURE OF TEACHER TRAINING

3.1 The Liberian Education System

Liberian students receive a general 3 years of education at the early childhood education level: 6 years at primary, 3 years at junior secondary and 3 years at senior secondary level. This basic through senior secondary education leads to a Secondary School Diploma and/or WASSCE/WAEC Certificate.

3.2 Teaching Requirements

3.2.1 For anyone wishing to teach in general education at preschool, elementary and secondary levels or in vocational training at the secondary, **teacher training qualification is compulsory.**

3.2.2 For Senior Secondary teachers and administrators, a minimum of a Bachelor's Degree in Education or its equivalent is required;

3.2.3 Upper Basic Education (Junior Secondary) teachers and administrators must possess at least "B" Certificate or an Associate Degree from a recognized teacher training institute.

3.2.4 For Lower Basic school teachers and administrators, at least C-certificate and a high school diploma, WASSCE or WAEC certificate with at least one year of post-secondary teacher training at a recognized teacher training institution for grades (1-6) is required.

3.3 The Liberia Teacher Training Permit

In order to promote standard across teacher training institutions in Liberia, all teacher training institutions must be continual accredited based on satisfactory annual performance, and shall be issued an operational permit for two years during formative stage.

3.3.1 Conditions for obtaining Teacher Training Permit

3.3.1 Criteria and procedures for obtaining teacher training permits in Liberia

In order to receive accreditation to provide teacher training in Liberia, the following conditions must be met:

In order to receive accreditation to provide teacher training services in Liberia, the following criteria and procedures must be met:

- Write a letter of intent directly to the Ministry of Education, Bureau of Teacher Education (through the office of the Director of Teacher Education) or if in the lead ward counties through the County Education Officer;
- Pay a non-refundable application fee of **500.00USD** or its equivalent in Liberian Dollars in the Government of Liberia Account through the Revenue Office and attached copy of the flag receipt.
- Present a list of trainers along with their respective minimum qualification of Bachelor's degree in Education with at least two(2) years of teaching experience;
- Undergo three (3) cycles of one (1) week each of Training of Trainers (TOT) to be conducted by the Ministry of Education through the Bureau of Teacher Education; the institution whose teachers/administrators to be trained will underwrite the cost of the training;

- Be registered with the Government of Liberia as a viable institution and attach the flag receipt to the application document.
- Have a training center and office space with proof- a lease agreement if building is not owned by the institution, etc.;
- Have a bank account and submit a current bank statement with a minimum balance of Two thousand Five Hundred United States Dollars (\$2,500.00US) or its equivalent in Liberian Dollars;
- The National Training Curriculum is a compulsory document for instruction; however, the use of relevant supplementary materials to enrich instruction is encouraged but must be approved by the Ministry of Education through the Bureau of Teacher Education;
- Must pay **2,000.00USD** or its equivalent in Liberian Dollars as permit fees valid for 2 academic years in the Government of Liberia Account through the Revenue Office and obtain a flag receipt. For institution with more than one training branches, each branch will be required to get a separate permit in line with fees mentioned therein,
- Must submit report for every graduation event to the Bureau of Teacher Education for recording: said report should include list of graduates, contacts, & county of origin.
- Have operative Information Communication Technology pedagogy facilities and program.

3.3.2 Inspection

As part of the accreditation process, a delegation from the Ministry of Education shall inspect the facility of the proposed institution. The inspection shall cover physical, instructional and safety environments of the institution. The institution will be responsible for the full costs of the inspection.

3.3.3 Decision

When the Bureau of Teacher Education is satisfied that the requirements are met, an accreditation certificate will be given to the institution for a span of two (2) years on probation basis, and must be in good standing with MOE in order for permit to be renewed afterward. Any institution intending to open additional branch (es) should obtain permission from the Bureau of Teacher Education and the proposed site(s) should meet the minimum requirements set forth by the Bureau of Teacher Education as mentioned herein.

3.3.4 Monitoring

The Ministry of Education will conduct a regularly announced and unannounced monitoring of institutions to ensure (compliance) that the agreed standards relating to the approved accreditation are being maintained and that any previous recommendation(s) have been addressed. The monitoring and evaluation reports will be a valuable indicator of instruction quality and tool for accreditation renewal.

The monitors will be persons from the Bureau of Teacher Education. S/he will be personnel whose qualifications, experiences and professional judgment are accepted by the Bureau.

3.3.5 Basic Entry Requirements for Trainees

Pre-service Candidate must:

- Have High School Diploma
- Have a WASSCE/WAEC Certificate (passed at least 5 subjects including Mathematics and English)
- Have two recent pass-port size photos
- Passed institution's entrance exam
- Submit two letters of recommendation:
 - 1 from community chairperson and
 - 1 from school graduated
- Be 40 years or below
- Submit a cover letter explaining: "Why you want to be a teacher."
- Fill out an application form

In-service Candidate must:

- Have High School Diploma
- Have WASSCE/WAEC Certificate (passed at least 5 subjects including Mathematics and English)
- Have two recent pass-port size photos
- Passed pre-test
- Have employment letter
- Have a recommendation letter signed by either the DEO or CEO

3.3.6 Teacher Certificates

A teaching certificate is a policy document designed and issued by accredited institutions to teachers or Teacher Aspirants who have fulfilled all standards and requirements set forth by the Ministry of Education. The certified teacher (s) can teach at a specific level based on certificate obtained from an accredited institution(s).

There levels are:

- ECE/ECD- "C-Certificate" in Early Childhood Education (ECE)
- Primary (1-6)- "C-Certificate" in Primary Education (PE)
- Lower Basic (7-9) "B-Certificate"
- Upper Basic (10-12)- BA/BSc. (from an Educational College at an Accredited Universities)

Frequency:

'B' Certificate- 60-65 Credit hours in all four core areas (Mathematics, Natural Science, Language Arts and Social Science)

BSc/BA Degree (Education) Accredited Universities and Colleges of Education

3.3.6.1 Description

- Different teaching certificates are required for a teacher in different level of the education system as stated above in section **1b**. The Ministry of Education has the minimum number of credits that a person must acquire in the teacher training programs. Please get a copy of the Ministry of Education C and B-Certificate Curricula from the Bureau of Teacher Education for reference.

3.3.6.2 Certification of Students

At the Completion of every training program, the Ministry of Education through the Bureau of Teacher Education will give an exit examination to all trainees to verify instruction and **only** successful candidates will be awarded certificates.

3.3.7 Penalties for Violators

Institution (s) failure to comply with the regulations, requirements mentioned in this document, will be given two successive written warnings; thereafter, a fine of **500LRD** will be imposed for each day of operation without proper permission. Accreditation Certificate shall also be revoked until the institution concerned fully complied.

1st Offense – Warning letter

2nd Offense- Warning letter with cc copies

3rd Offense- Fine (10.00usd or its equivalent in LRD daily till payment into Government revenue)

Repeated Action- Revocation of license

4.0 Code of Conduct for Teacher and School Administrators in Liberia

Kindly reference the **Code of Conduct for Teachers and School Administrators in Liberia** published by the **Ministry of Education, Republic of Liberia, 2014**

The code of conduct is a policy document that outlines the principles and standards of institutions (i.e. what is expected of a teacher and school administrator in the discharge of their professional responsibilities) in Liberia.

4.1 Penalties for violators

Given the gravity of the act committed, the Code of Conduct (COC) for teachers and school administrators in Liberia should be referenced. (6.4, 6.4.1, and 6.4.2 pages 33-35)

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