NEAR EAST UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND

SUPERVISION

The External Agenda and Internal Expectations of USAID Administrative

And Supervisory Role in Liberia Education.

MA THESIS

Gifty Onita Davies

Nicosia

June, 2022

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Nicosia

June, 2022

Approval

We certify that we have read the thesis submitted by Gifty Onita Davies titled **"The External Agenda and Internal Expectations of USAID Administrative and Supervisory Role in Liberia Education"** and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences.

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DECLARATION

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

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ABSTRACT

"The External Agenda and Internal Expectations of USAID Administrative and Supervisory Role in Liberia Education"

Gifty Onita Davies

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June …… 2022………

This thesis looked at The External Agenda and Internal Expectations of USAID Administrative and Supervisory Role in Liberia Educational system. This work examines the impact of USAID role and how it is important on the country's educational system. Together with other donors, USAID/Liberia works with the Ministry of Education (MOE) to improve the Liberian educational system's access, quality, and management. Increasing access to safe learning environments for all learners, including children with disabilities, girls, and those who missed out on school during civil wars, is a primary goal of USAID education projects. Additionally, this work also looked at the new USAID initiative which focuses on empowering Liberia's vast population of young people to play an active role in their country's transition to self-sufficiency.

This study employed a questionnaire and the researcher conducted 20 focus group discussion for data collection of this work. This study is a Quantitative Research Appropriate thematic analysis was used as data analysis tool. After data analysis, it is exploratory described.

Analysis from this research has shown that the respondents were both male and female and were of different age groups. Statistics of the table shows that 15.9% study participants belong to 18-24 years, 39.3% are from 24-29 years, 31.8% are from 34-39 years and remaining 13.1% study participants are from 44-49 years of age. Based on the many questions to the respondents, the research shows how the respondent agreed to the role USAID has played. The stats show that 49.5% study participants are male and remaining 50.5% are female, 39.3% study participants are from 2 4-29 years of age

36.4% study participants are Governmental officials. 36.4% has less than one-year experience

66.4% study participants stated as agree that they feel most of the children received access to proper education after the intervention of USAID in Liberian education 66.4% stated as agree that they feel that there is an improvement of skilled labor in the job market of Liberian with changes implemented by USAID.62.6% stated as agree that there is a proper distribution of education materials and infrastructure for all the government schools with administration of USAID.

69.2% stated as agree that USAID agendas address to the challenges related to access, quality of 72% stated as agree that USAID's education programs are focused on improvement of teaching and learning in Liberian education system. 73.8% study participants stated as agree that USAID's educational programs are focused on equitable access to safe learning opportunities for all (Females, especially needed people, adults and youth who missed their education.

Key Words: education, administrative, usaid, school and accelerated

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LIST OF ABBREVIATIONS

USAID ----- United States Agency for International Development

MOE ------- Ministry of Education

NGO --------Non-Governmental Organizations

AQE -------- Accelerated Quality Education

ALP ----------Accelerated Learning Program

UPE -------- Universal Primary Education

LET---------- Liberia Education Trust

UN ---------- United Nations

NPO --------- Non Profit Organizations

CSO --------- Civil Service Organizations

MDGs ------- Millennium Development Goals

ESD ---------- Education for Sustainable Development

CAR ---------- Conflict Analysis and Resolutions

CVA ---------- Capabilities and vulnerabilities Analysis

TDEP --------- Technology-Driven Education Project

AMEZU ------ African Methodist Episcopal Zion University

CLD ----------- Center for Leadership Development

PSL ------------ Partnership Schools for Liberia

LEAP----------- Liberia Educational Advancement Program

PPPs ----------- Public-Private Partnerships

GPE -----------Global Partnership for Education

GoL -----------Government of Liberia

CHAPTER 1

1.1 Introduction

The United States Agency for International Development (USAID) has been working in Liberia for more than 50 years. In Liberia's growth, the United States has had a significant effect. Liberia's national development strategy is reflected in our development plan for Liberia, as stated in other official documents, such as the Transformation Agenda. It is USAID's mission to help Liberia's people, government, and institutions overcome the structural and institutional difficulties that contributed to the 14-year civil war and chaotic transition (Allemano et Al., 2009).

As part of USAID/efforts Liberia's to improve the country's educational system, the MOE and other donors work together. Students with disabilities, girls, and those who have missed school due to civil violence all have equal access to secure learning environments because to USAID education efforts. An additional new USAID initiative is focused at encouraging Liberia's enormous population of young people to participate actively in the country's drive toward self-sufficiency. Liberia's educational system has taken a long time to recover from the destruction brought on by the lengthy period of civil unrest that the nation experienced (Allemano et Al., 2009). Schools were shuttered in 2015 because of the Ebola virus, and the long-term effects of the war continue to affect the educational system of the nation. In compared to other African countries, the educational system in Liberia is grossly undeveloped. Only 44% of primary-aged children are now enrolled in school, according to a recent study. After 14 years of civil war, Liberia's educational system had to be rebuilt (Gordon, 2013).Other donors, including USAID, work with the Ministry of Education (MOE) to promote educational access, quality of teaching, and governance. All children, especially those who have been left behind by post-war reconstruction and substandard educational systems, will have equal access to high-quality educational opportunities thanks to USAID's educational programs, which are being implemented worldwide. It is USAID's goal to improve education in Liberia through training teachers, providing better instructional materials, and developing better data systems and regulations. NGOs and the Liberian Ministry of Education (MOE) have received assistance from the United States Agency for International Development (USAID) to create more educational choices, initiatives, and leaders, as well as improved living situations for young Liberians who are not in school

(Boayue, 2014). The Ministry of Education and non-governmental groups help young people who have had little or no schooling get the education and training they need to thrive in the workforce (NGOs). The USAID-funded Excellence in Higher Education for Liberian Development project aspires to construct Centers of Excellence for engineering and agricultural programs, both of which are essential to Liberia's long-term success. US Agency for International Development (USAID) has suggested sponsoring and conducting a pilot test of an early grade reading exercise in six Liberian counties. An oral vocabulary lexicon crucial to improving reading skills is built up by students in grades one and two at public primary schools. There are four possible outcomes to this task: An increase in government financing for research-based reading education has enhanced classroom instruction, service delivery systems, and parental, community, and private support for first-grade reading instruction (Gordon, 2013). Over the course of the next five years, this program is estimated to benefit 5,400 kindergarten students in public primary schools. At the moment, it's establishing a baseline. The early grade reading activity will be influenced by the findings of the baseline assessment. The US Agency for International Development's (USAID) Learning Links Project will address the psychological needs of girls while providing them with imaginative, safe, and carefully managed access to education in a way that is compatible with their individual circumstances (USAID, 2002).For the Learning Links Project, the MOE will cooperate with 360 tutor-mentors to give 2,500 pregnant teenage females who have been out of school for three years with an alternative, flexible learning environment. The Liberian Ministry of Education is training more than 360 women to serve as tutor-mentors for the Alternate Basic Education Curriculum. To ease the transition to formal education, the tutor-mentors will help the girls catch up with their classmates in terms of reading and numeracy. Learning Links, a project of the US Agency for International Development, is designed to meet the unique psychological requirements of girls by providing them with imaginative, secure, and carefully managed access to education. For a three-year trial, MOE will use its ABE curriculum, SMS-based evaluations, and micro-incentives to give 2,500 pregnant adolescent females with an alternative, flexible learning environment dubbed Learning Links (USAID, 2022). The ministry of education organized the training of 360 literate and numerate women to act as tutors-mentors for these girls who have dropped out of school. With their reading and numeracy skills improved, the girls

will be better prepared to begin formal schooling. It is their job to assist the females get an education with the support of experienced tutor-mentors Students in Liberia's public primary schools in six selected counties will participate in an early grade reading exercise sponsored by USAID (Stromquist et al., 2013). Also in the works is a pilot program for kindergarten students in public schools. It is hoped that by using this strategy, two-year-olds and pre-primary students would be able to read and understand texts of a grade-level difficulty in English. Over the course of a five-year period, the initiative aims to help 5,400 public school kindergarten students and 172,800 primary school students in the first and second years (USAID, 2022).

1.2 Statement of the Problem:

The Liberian education system is facing severe problems due to civil unrest in the country despite facing other social, political and economic problems. Therefore, this educational challenges can put a significant effect on the Liberian country holistically which needs to be addressed timely to avoid other social issues. The Liberian educational system problems include lack of educational infrastructure, poor training of teachers, high rate of drop out children from schools, out dated curriculum, less number of children admission in school, unskilled teaching and non-teaching staff, poor academic performance and poor learning outcomes. Keeping in view the existing problems of Liberian educational system, the intervention of USAID can play a significant impact to address the challenges and problems of Liberian educational system.

1.3 Purpose of the Study:

The general purpose of the present research study is to highlight the role of USAID in developing the education system in Liberia. Therefore, the present research has following specific research purposes.

- To determine the modifications made to the Liberian educational system as a result of USAID participation.
- To identify whether the USAID works on the challenges faced by the Liberia education system.
- To pinpoint the components of the Liberian educational system that the USAID's involvement had a favorable influence on and those that need additional attention.
- To identify the partnership between the government and USAID related to the Liberian education system.

1.3 Hypothesis

Hypothesis of the present research study is as follows.

H1: Liberian Education system is developing/ improving through the Administrative and Supervisory involvement of USAID

H2: Drop out of school children have gotten access to quality education through the intervention of USAID

1.4 Research Question

Present research study will focus on the following research questions.

What are the changes of the Liberian education system with intervention of USAID?

How does the assistance from USAID affect the Liberian education system?

What areas within the educational system of Liberia have benefited through the intervention of USAID?

What will the government of Liberia benefit after USAID has assisted the educational system?

1.5 Significance of the Research Study

Country like Liberia is facing multiple social, political and economic challenges. However, the educational system of Liberia is also dysfunctional and facing different managerial, curriculum, Infrastructure, financial constraints and teaching techniques problems. In this situation, the USAID can play an effective role to uplift the standards of educational system in Liberian through effective policies by imparting knowledge, curriculum development, management skills and effective teachers training techniques. Implementation of these policies through effective management and leadership skills can address the issues and problems of educational system. Children will get better education that will impact positively on the country politically, socially and economically.

1.6 LIMITATIONS OF THE STUDY

This research experienced some limitations in the preparation of the study. Among them include but not limited to the following: financial constraints to reach respondents, unwillingness of respondents to provide accurate information to the study for validation, fear of the unknown on the parts of some respondents to give realistic data from national statistics regarding support and challenges towards the

education system and monetary constraints to adequately access necessary information systematically.

1.7 DEFINITION OF TERMS

USAID – United States Agency for International Development

Administrative – being in control of a business, institutions or organizations.

Education – is the act of teaching and learning with systematic instruction in a school like environment.

Accelerated – is the act of moving fast or quick beyond expectations.

School – is an environment where people go to acquire formal or informal education.

Organizations – group of people coming together with similar ideas to achieve a particular goal.

Development – the act of upgrading positively from one stage to another.

Programs – related ideas or activities with a purposeful long-term accomplishment.

Policy – principle of action adopted by an organization, institution or individual.

Supervisory – the role of directing and observing an individual or activity.

CHAPTER 2

Literature Review

Theoretical Framework

2.1 Critical Educational Administration Practice Theory

There seems to be a lack of attention devoted to theory by school administrators at first look. There are an ever-increasing number of responsibilities and functions that the school administrator must accomplish, both internally and outside. "Theory" is a kind of "is often associated with academics debating abstract concepts in worthless textbooks that do not help practitioners. When theories are used to try to implement "ivory tower" principles into the daily operations of school leaders, they appear to confound the area of educational administration. Positivism's promise of obtaining generalizable theories that will guide best practices via lists of what to do in various circumstances based on scientific investigation is the source of this supposed dichotomy. However, the promise that positivism made to connect educational theory and practice has not been achieved (Da linage, 1990). Consequently, theory has been seen as impracticable and lacking in relevance to the real world of practitioners. There is theory imbedded in every practice, whether it is recognized or not, since every activity is the result of beliefs that are either conscious or unconscious (Carr & Kemmis, 1986). As a result, the actions of school administrators are shaped by theories, which in turn are shaped by practice. Theories, on the other hand, are more than just opinions based on hunches about what to do. Theories provide school leaders a solid foundation for their actions; without them, their decisions would be perceived as haphazard or based only on their own subjective opinions, if not both " (Maddock, 1990, p. 290).

2.2 Critical School Leadership Theory

The ultimate objective of liberation is the emphasis on vision and ideas rather than the control of things and people. Developing a personal vision and leading others to establish a vision of education that results in action and, eventually, transformation is the goal of school leaders who break free from authoritarian ideology. Education's duty is to "produce effective symbols that convert the present social order into a true democracy," according to Hoy (1994). (p. 186). Self-reflection and self-knowledge are the sources of the school leader's own vision. Reflective practice, according to Osterman (1990), is the deliberate examination of one's own conduct, particularly

one's professional conduct. Though it may seem like idle conjecture about one's own accomplishments and mistakes, this kind of self-reflection is much more than just a desire to learn for the sake of learning. To put it another way, reflective practice is an examination of one's own conduct in order to improve one's workmanship. Thought and action are intrinsically intertwined in the reflective process, which is why it is so important to reflect on one's own actions. Page 134 (Italian) A issue, a mismatch between what happened and what was intended, or a disagreement between the actual and the ideal, triggers the need for self-reflection. As school leaders, it is imperative that they take time to reflect on what they have done and why. With this new understanding, they are able to devise new approaches to their professional development and so take charge of their own destiny (Osterman, 1990). In order to better understand their own professional behaviors, critical school leaders participate in the dialectic process (Cooper & Heck, 1992) via personal journaling or introspection. Criticized school leaders question their own ideas and behaviors because they ".... identify the bias of our own views in order to make them more dubious and open ended...." Giroux (1992, p. 16) says that Self-reflection, on the other hand, aims not only to better comprehend one's own thoughts and behaviors, but also to effect change when it is believed essential. As a result, "leadership tactics and actions are based on reflection paired with personal vision and an internal set of principles" (Sergiovanni, 1992, p. 7). According to Osterman (1990), self-reflection and action are intertwined. Reflective practice is based on the premise that for people to effect change, they must engage in both self-reflection and personal initiative. Reflection helps experts come up with new ways to accomplish things, and these new ideas are put into practice. Whether or not there is a feeling of personal causation that empowers individuals to participate in the process of change and to bring new tactics in the classroom, school, district, or community is a critical component of whether or not change happens. The author writes on page 145) Self-reflection is a vital school leader's means of defining and changing their goals and activities. In order to get a critical understanding of organizations, one must look at them from the viewpoint of a community of individuals working together toward a shared goal. Criticized school leaders who consider schools as learning communities promote and participate in open discourse with their subordinates in order to arrive at the best possible outcome for their students. There must be open, undistorted, and non-coercive communication in which the interests of the many parties are known

and choices are based on all members' interests rather than simply those of administrative decision makers" (Clarke as cited in Deakin, 1985, p. 28).

2.3 Related Literature

After years of political upheaval, which was exacerbated by the Ebola virus epidemic, Liberia is still working to restore its educational system. The outbreak of Ebola virus not even put a destructive impact on the socioeconomic conditions of people but it has also put significant impacts on the educational system of the country as well. Although, the leadership of Liberia with the aid and support provided by the institutions to recover from this deadly disease helped out to provide relief to its citizen through bringing improvement in their life styles. In this whole scenario leadership and institutions has shown their skills and leadership qualities the country issues. Therefore, there have been observed some improvements in the system of country outlook internationally that also includes the education system of the country as well. In practically all education-related data, Liberia lags well behind the majority of other African nations. According to the findings of Boayue (2014), the Percentage of Gross Enrollment Rate for Pre-primary is 40.6% and 44.8% for Primary, while the Net Enrollment Rate is 44 % for Primary. While looking into the Overage enrollment, statistics shows that figures are also high; the majority of Grade 2 learners are aged 10 or older, 40% of children enrolled in primary are 12 or above (Boayue, 2014). Apart from the socioeconomic conditions and education system of Liberia, it is obvious that it is the leading recipient country who is being supported by the USAID in different Development projects. Liberia and USAID are having the long lasting relationship and partnership with each other. The United States Agency for International Development (USAID) has been working in Liberia since its inception in 1961. United States has a significant impact on Liberia's growth being the country's greatest bilateral contributor. However, USAID's influence in Liberia's growth is unavoidable. Our development plan for Liberia is designed to complement and assist Liberia's national development policy, which is outlined in its Agenda for Transformation. Alongside the Liberian government and people, USAID focuses on the underlying structural and institutional issues that led to the country's fourteen-year civil war, as well as the country's current development needs and concerns (Boayue, 2014). In the aftermath of the civil war, Liberia is currently reconstructing its educational system.

Due to a lack of skilled instructors and suitable school facilities and supplies, Liberia's education system has been experiencing serious setbacks. However, Liberia's education system is still in place, despite the country's many issues and concerns. Administration, Curriculum development, lack of training for instructors, outdated teaching techniques and budgetary restrictions are only few of the issues that face educational institutions in this country today. As with many other government departments and organizations, the Ministry of Education (MOE) is plagued by corruption, with payrolls filled with fictitious instructors and administrators. All of the country's educational problems may be traced back to the underperformance of its leaders and administrators, including poorly qualified teachers. USAID has made significant steps to address these difficulties with effective forward plans, but it seems that Liberia's educational system is on the edge of collapse in the country. These challenges are addressed in part by USAID's education programs, which focus on improving the quality of teaching and learning (especially in the early grades) and increasing equitable access to learning opportunities for girls, as well as for Liberian youth who missed out on education during the Liberian Civil War. In this regard, different teaching training program has been initiated so that teachers can get latest teaching techniques to enhance the learning process of students. This initiative has been taken with this objective that student learning can be maximized through their better academic performance.

On the other hand, the curriculum of the country is also not according to the needs of the society. With the technological advancement, the world has witnessed a substantial change in every walk of life. Transition from traditional method toward technology gadgets has made the learning process easier. Therefore, the curriculum of the Liberia education systems needs revision according to the needs of the country so that its future generation can compete globally. In this regard, USAID has taken necessary measures with the help of scholars and educationist to develop a new curriculum while keeping in view the needs of the society and global trends. The role of educational leadership and management also plays a pivotal role to uplift the individual educational institution. Leadership and management of educational institution role is not only to manage the institution but he has to address the challenges and issues of its staff so that their staff can perform efficiently to impart the effective knowledge to its learners. Leadership and management in education system although has a limited resource but it depends upon his managerial skills that

how effectively he manages all problems and challenges. In order to develop better leadership and management skills among the educational institution leaders, USAID is also playing its vital role to train them. As a whole, USAID is assisting and supporting Liberia's educational system to ensure that all Liberians have access to high-quality, free basic education. Students at two of Liberia's top colleges studying engineering and agriculture will benefit from scholarships funded by USAID (Conneh, 2008)."

2.4 Accelerated Learning for Overage & Out-Of-School Children

"The purpose of this program is to bring the out of school children's and overage children in schools so that they can start getting formal education in Liberia. This is a targeted areas program initiative to ensure the formal education for a particular segment of children. Moreover, this program also focuses on the teachers training as well so that they can impart knowledge effectively through effective instructional methods. So that these instructional methods can grab the attention of the students and students take interest in the learning process. Accelerated Quality Education (AQE) program is implementing an Accelerated Learning Program (ALP) for students aged 8-15 to address the problem of over-age, out-of-school children (Schaberg & Williamson, 2008). AQE is a four-year program, which targets 48,000 out of school children and provides access to quality education for them. It is being implemented in 260 identified ALP sites across the six USAID-focused counties (UNESCO, 2009). In addition to providing access, the implementation of this project will lead to an institutionalized ALP regulatory framework that will enable learners to transition to formal school. Approximately 780 teachers will be provided professional development opportunities to improve quality instruction that will lead to the acquisition of equivalent primary school competencies for learners. Regarding the teachers training program of these 780 teachers, USAID's main focus is to introduce interactive teaching methods to the teachers so that teachers can impart knowledge effectively. These methods ensure that teacher's role should be facilitator. Teacher should promote the interactive learning so that learning process can become interesting and students can take part in the classroom activities. These instructional methods encourage that students talking time should be maximum in the classroom and to reduce the talking time of teachers. According to the findings of

Bybee (1990), activity based learning maximize the students learning which result in higher academic performance (Bybee, 1990).

2.5 Early Grade Reading Support

Early Grade Reading is very important for every child to learn knowledge and gain new information. This program will enable the grade one and two students to read the content which will put a significant positive impact to increase the literacy rate of Liberia. In this regard, USAID has taken substantial measures with the vision of read Liberia. Therefore, USAID is currently implementing Read Liberia program in early grade reading activity for grades one and two students, and plans to pilot test emergent literacy skills for students in public kindergarten schools in six targeted counties in Liberia. The goal of this activity is to ensure that that after two years of schooling, grades one and two public primary school students will read and understand grade level text in English and pre-primary students will develop the oral vocabulary lexicon required for emergent literacy skills. Basically, early grading is an assessment of early Grade children about their academics' performance. It's obvious that at early age as such there is no mechanism to assess the success and academic performance of children. Similarly, teachers and parents remain doubt full about their students and children performance. Therefore, there should be a mechanism through which early grade students' academic performance can be assessed. Therefore, it is much needed to set benchmark that at the end of one, two and third grade to assess the reading skills and abilities. Study shows that early grade students should be assess through reading skills in formal education to measure and assess success of the students. Hence, this activity will be beneficial for the early Grade students and especially for those students who are not good at reading. USAID based initiative of early grade reading support is planned twice a year in Liberia to assess the early grade students' academic performance. Methods of assessment among the early grade students reading ability will be based one on one setting. Such practices will overcome the reading issues for early Grade children. Approximately 5,400 public school kindergarten learners will be reached in two years and 172,800 grades one and two public primary school students will benefit from the activity over a five-year period (Schaberg & Williamson, 2008).

2.6 Adolescent Girls Education Program

Through its Learning Links Activity, USAID is addressing girls' diverse psychosocial needs and providing access to education in an innovative, safe, and rigorously monitored learning environment. Over a three-year period, the Learning Links Project will combine a cadre of 360 tutor-mentors, the MOE's ABE curriculum, SMS based evaluations, and micro-incentives to create and provide access to an alternative, flexible learning environment for 2,500 teen girls who have left school due to pregnancy. The Program's activities will train 360 numerate and literate women to serve as tutor-mentors for the Liberian Ministry of Education's Alternative Basic Education Curriculum and connect them to these girls who have dropped out of school. Through these trained tutor-mentors, the girls will develop literacy and numeracy skills at a pace comparable to them in-school peers thereby reducing literacy and numeracy deficiencies and transitioning to formal school."

2.6.1. Higher Education

"The objective of the Sustainable High Impact Infrastructure for Education and Agriculture (SHINE) activity is to increase access to tertiary education and improve the learning environment. Empiric evidence indicates that there is a direct relationship between school infrastructure and educational performance, and that investments in educational infrastructure contribute to improved quality of education (Gbollie and Keamu, 2017). The SHINE activity is co-funded by the USAID offices of Education, Economic Growth and the Democracy and Governance, and managed in close coordination with the respective GOL institutions. SHINE is implementing the following vertical infrastructures: expansion and renovation of the Library, new construction of 5 staff Housing Units (3 each, two bedrooms and 2 each, one bedroom) both at the Cuttington University in Bong County, the expansion/renovation the Engineering Building at the University of Liberia and new construction of Annexes at community colleges in Lofa, Grand Bassa and Nimba Counties are also underway."

2.6.2. School for the Blind

"In support of USAID's education development objectives to provide basic education and access to all learners, including those with disabilities; USAID - Education partnered with the Ministry of Education to construct new facilities at the School for the Blind located in Virginia, Montserrado County. The School for the Blind

provides education for students with visual disabilities, offering kindergarten and Grades 1-6. The School is a public residential school, funded by the Government of Liberia. Tuition and boarding are completely free. The construction and design of the girl-friendly dormitory has eased overcrowding in the current dormitory facilities and supports and ensures girls' safety. The new construction includes: a four-bedroom girls' dormitory with new wooden furniture, with bathroom facilities included in the building, two self-contained apartments for female staff who are supervising the girls' dormitory, new Water Sanitation & Hygiene (WASH) systems including rehabilitation of the existing water distribution system to increase quality and quantity of water available to reach the newly constructed buildings and a septic tank (EU, 2014).

2.6.3. The Presidents Young Professional Program USAID

It supports the President's Young Professional Program (PYPP) of Liberia through funds allocated to the Mission from the Global Development Lab for Public - Private Partnerships and the Economic Growth Team. The overall goal of this program is to strengthen the capacity of the Liberian Civil Service. The program currently supports 20 fellows whom have been placed in 11 GOL Ministries and Agencies. The PYPP of Liberia is a two-year fellowship program that recruits and places young University Graduates in Government of Liberia (GOL) ministries. The young professionals receive mentorship and training throughout their fellowship. This activity is managed by the USAID Education Team (USAID, 2022).

2.7 The important of Motivation, Strategies, and Factors Hindering the Liberian Junior and Senior High Schools.

Currently, improvements are being made to Liberia's educational system. Liberia's education system was severely damaged by years of civil war, which resulted in the loss of learning facilities, a dearth of qualified instructors, and a lack of libraries and labs to support teaching and learning. This was only one of a slew of sectors that took a serious hit. It is necessary to increase access, quality, governance, and administration of educational services in order to achieve better educational service delivery and greater learning results for students. Although Liberia's political climate may have made it difficult to focus on education, the Ministry of Education (MoE) has worked tirelessly for more than a decade to meet its educational needs. According to a GPE grant for Liberia in 2010, the government received $40 million

to execute its education sector strategy. The financing provided resources that may be utilized to improve the educational sector's management and accountability capacities. Over one million textbooks and 20,000 teacher's manuals have been sent to 2,489 schools during the Ebola outbreak. An additional one million reading books and teaching materials have been purchased, and school grants have been distributed to 2,579 schools. In June of that year, all of the company's funding was withdrawn. A number of organizations, including USAID, UNICEF, and the Open Society Institute for West Africa (OSIWA), as well as the European Union (EU), Save the Children, and Plan International, have invested millions of dollars and will continue to do so in a variety of programs in this area of development. Teaching and learning materials are given out as well as financial aid is offered in these programs. Annual financial contribution from the Liberian government to the Ministry of Education is part of the government's obligation to educate its citizens. These measures are a part of Liberia's constitutional obligation to maintain the country's social and economic well-being by providing equal access to educational opportunities for all Liberians. Thus, Liberia's basic education law mandates free and compulsory education for all students enrolled in grades 1 through 9. However, the mandate's compulsion component is not being completely implemented owing to a lack of sufficient educational facilities and a number of other obstacles. The Liberian Ministry of Education is working with its partners and relevant stakeholders to align the Sustainable Development Goal 4 (SDG4), which aims to ensure inclusive and equitable quality education and promote lifelong learning for all, with the Ministry's Getting to Best Strategies and Education Sector Plan (ESPP). Ensuring that SDG 4 meets international standards is the purpose of this alignment. Government and other partners' assistance for the industry is thus of even greater importance. The Liberian government and donors have supported the distribution of textbooks, educational materials, and teacher's guides, as well as the construction and renovation of educational facilities and the successful implementation of capacity development programs for school administrators, teachers, and Parent-Teacher Associations [4]. [5] Despite the assistance they've gotten so far, Liberian students' academic results have been disappointing. The number of Liberian ninth- and twelfth-graders who have passed regional tests administered by the West African Examination Council (WAEC) has been steadily decreasing. No one in Division One of the Senior High School Certificate Examinations in May/June 2014 passed, whereas just 13,349 (or 48.26 percent) of

the 27,651 applicants who sat the tests in 2013 did. Nearly half (48.46 percent) of the 46,927 pupils who enrolled for the examinations failed them in 2016 [6]. Only 30.824 of the 49.771 junior high school pupils who took the exams got a passing grade [6]. A broad range of Liberians, including President Ellen Johnson Sirleaf, have expressed concern about the decline in student performance and have advocated for a complete overhaul of education in the country. A lot of heat has been directed towards the educational system as a consequence of this. Education sector stakeholders in Grand Bassa County (one of Liberia's 15 counties) noticed the situation in 2015 and drafted a joint resolution designating Liberia's education system to be a national emergency. This confirms the existing state of affairs. To salvage the company, they realized that harsh measures were required, and they emphasized that collectivism was absolutely vital to restore the industry. In what seems to be a direct reaction, Liberia's Ministry of Education has identified a number of programs targeted in this broad direction. Students who aren't achieving at their full potential is the most important issue that has to be addressed by these measures. No model has been shown or validated to ensure that applying these goals will result in substantial gains in learning outcomes as had been promised. With so much money spent in education in Liberia to this point, many Liberians thought that their children's education would improve significantly. On the other hand, nothing like this has occurred. With an empirical approach, the traditional ways of making interventions might be replaced by evidence-based programming, igniting the sector's long overdue positive transformation. It is thus necessary to take a further step forward utilizing empirical approaches.Research on students' motives and techniques and the elements that impede their learning is crucial since students are at the heart of the learning process. Students have a significant role to play in tailoring their own education and achieving higher grades. Liberian students' learning habits and motivations, as well as the barriers that prevent them from learning, are examined in this study. Therefore, Zimmerman [9] emphasizes the significance for educators to research how children acquire the capacity and desire to govern their own learning. According to Zimmerman, students' learning becomes self-regulatory when they analyze their own responses and ascribe results to the tactics they used, and they show better levels of self-efficacy, enhanced intrinsic drive, and academic success. Students who are motivated to study are more likely to succeed academically than those who aren't, according to Gasco and colleagues [10]. It's

anticipated that students will be able to start, edit, and retain the information they are provided. In addition, the study found that students' goals and approaches had an influence on their success. To engage in self-regulated learning, students, according to Pintrich [12], must keep track of their thoughts, feelings, and actions in order to maintain self-regulation. Academic performance hinges on a student's capacity for self-motivation. Involvement in an activity, profession, or topic, or the pursuit of a personal goal may be attributed to a combination of internal and external influences. How much work individuals put in and how long they are willing to put in are all factors that are influenced by motivation, according to Dornyei [13]. That which paves the way for a journey is what motivates, inspires, and defines where you're headed [14, 317]. To put it another way, your motivation is what steers you in the direction of your desired destination. Because of their adaptable attitudes and actions, Alderman [15] claims that kids with optimum motivation are more likely to succeed than their peers. Examples of these attitudes and activities include maintaining interest, setting objectives, and monitoring oneself. Self-regulation may be hampered by a combination of motivational, cognitive, behavioral, and environmental factors [16]. Because motivating beliefs determine how seriously students take, value, exert effort, and demonstrate interest in the project [17–19], these beliefs are crucial to students' academic progress. As a consequence, the belief systems of pupils that drive them to succeed in school are crucial. It has been shown that students' self-efficacy has an influence on how they see their own potential to succeed, and on their ability to motivate themselves [17]. According to research [20], students' perceptions of their own problem-solving skills are closely linked to their feelings of self-efficacy. Highly successful students were more efficient at rejecting wrong responses, completing a greater number of problems, and rewriting a greater number of previously tough challenges than their less successful peers [22]. Students who believe they are capable of succeeding in school are more likely to succeed if they use effective techniques of learning. Student evaluations of academic efficiency may show disparities in students' learning styles and motivation, according to Zimmerman and Martinez-Pons, who provided this data. The three components of motivation that make up the effective construct of test anxiety [18] are: goal orientation, task value, and self-efficacy and control beliefs. Students use learning strategies to improve their ability to acquire new material. There are a slew of possible variations on these exercises. "Activities and processes oriented at attaining information or skill that

blend learners' notions of agency, purpose, and instrumentality," says Zimmerman. These actions and processes are focused on gaining knowledge or skills.

Students may learn in a variety of ways, including by rehearsing and organizing their thoughts, exercising critical thinking, managing their time and studying environment, and limiting their effort. They can also learn from others and ask for help. Studies have demonstrated that students who apply cognitive techniques like elaboration and organization connect with the topic on a deeper level, increasing their odds of memorizing the knowledge and recalling it in the future. It was shown that four independent traits (intrinsic goal orientation, self-efficacy, test anxiety and metacognitive learning) are important predictors of college students' performance in Al Khatib [11]. The ability to self-regulate was shown to be worse in students who reported greater levels of test anxiety [8]. As a result of this study, we now know how Liberian junior and senior high school students approach studying a variety of courses. Students' motivations and learning techniques may be taught, this acknowledges. Liberian pupils' academic performance was also advised to be improved, as well as identified possible obstacles to their educational progress.

2.8 The role of educational NGOs in the promotion of Universal Primary Education (UPE) to school-aged children

A number of generations' worth of children have gone without an education and are hence illiterate. In fact, according to a survey issued in 2009 by the Liberian Education Trust (LET), "seventy percent of the country's population [was] illiterate" (LET, 2009). Furthermore, school buildings as well as the already scarce educational supplies were destroyed. a scarcity of qualified teachers The civil unrest that afflicted Liberia from 1980 to 2005, particularly the coup d'état and civil wars, had an influence on all areas of the population as well as the country's most basic infrastructure. Liberia was plagued by several social and economic issues. The educational system, in particular, was severely harmed and swiftly deteriorated as a result of the conflict that erupted across the country as a direct result of the majority of professionals and educators striking. Schools were attacked from all sides, and children who should have been in class were instead drafted into the military, where they were drugged and armed before being enlisted as child warriors. As soon as these recruits arrived in Africa, they were formed into armed formations and deployed in one of the deadliest conflicts in the region (Prudhomme, 2010). Since

many parents have left or been murdered in the violence, the number of students enrolling in schools has declined. As a consequence, the number of students attending school has reduced. Most teachers were employed despite their lack of credentials, and they were underpaid and undertrained. School safety and security are top priorities, as are qualified instructors and the elimination of financial obstacles like tuition and supplies. These are just some of the many things Liberia's students need in order to succeed in school. In her 2011 article, "Financing access and participation in elementary education: Is there a 'fast-track' for unstable states?" Victoria Turret addressed this topic. It was determined that the following problems existed: In order to receive funds from the United Nations and other donors, countries must have enough infrastructure, human resources, technical help, a sustainable educational system, and safeguards to guarantee that no damage is done (p. 412). The United Nations (UN) is already executing initiatives in Liberia that satisfy these standards. Non-profit and civil service organizations (CSOs) and NGOs are already working in Liberia to assist rebuild educational infrastructure, educate and retrain educators, and establish and implement sustainable educational systems, to name just a few examples. Liberia's lack of basic infrastructure has made it impossible for aid groups to adequately execute the projects they've created to meet these educational demands in a single generation. It's hard to accomplish all of the Millennium Development Goals (MDGs) within the set timeframes since most initiatives have deadlines. Non-governmental organizations (NGOs) in Liberia encounter a number of challenges and gaps in support when it comes to designing and implementing educational aid programs for children in elementary school. Also, it outlines the best approaches for promoting education for sustainable development, based on the accomplishments of other fragile nations, It may be used in three distinct ways. Liberia's post-conflict period is the major focus of this study, which examines and assesses educational humanitarian assistance activities at the primary school level and provides suggestions on how aid might help expand human capital and the economy. It also outlines frequent issues that non-governmental organizations (NGOs) have while putting educational assistance programs in place and keeping them running smoothly. Final ideas are made on how a nonprofit organization might begin to solve some of these issues and gaps in an effective and efficient way.

ESD is a United Nations programme that promotes an interdisciplinary and comprehensive approach to analyzing Millennium Development Goal (MDG) problems (UNESCO, 2009). Liberia is a fragile state, and a method like this would be more successful in addressing the country's educational requirements because of this. It's widely accepted that "education is a crucial aspect of sustainable economic [growth] and human development," according to conflict analysts (Amelewonou, Brossard, Gacougnolle, & Dakar, 2004, p. 1). This lends credence to the notion that education is a key catalyst for long-term progress. As UNICEF Executive Director Anthony Lake stated in the UNICEF study "A Post-2015 World Fit for Children" (2013), "sustainable development starts and ends with safe, healthy, and educated children" (p. 1). When it comes to Liberia's long-term economic and human development, education is a crucial component. Our research is primarily focused on two areas in order to address these issues. CAR, also known as conflict resolution, and management studies, especially in regard to human resources development and entrepreneurship, are two of these topics. Liberia's educational needs need the formation of a non-profit organization that incorporates ideas, strategies, and models from a variety of academic areas. This would be good for Liberia. Developing a greater understanding of the human capital theory and the manner in which growing human capital may contribute to the long-term health of an economy has been the major focus of each of these disciplines of research. Liberia's post-conflict and post-reconstruction years are dominated by non-governmental groups that assist the educational requirements of Liberian schools. Most ideas concerning the Central African Republic (CAR) blame the country's vulnerability on poverty, displacement, and instability, as well as a lack of education. Consequently, the state is at risk. The United Nations continues to list Liberia as a fragile state. Also, keep in mind that conflict phases recur and that, if no action is done, a previously resolved problem may reappearance. There are several worldwide organizations that function in a similar manner to Mary Anderson's "Do no harm" philosophy. According to Anderson's 1999 study, "Do no harm: How help may promote peace – or war," there is a tendency for aid workers to unintentionally fuel conflict. Aid professionals should keep this in mind while they are helping others (p. 161). In a conflict-affected setting, she says, it's critical to take a variety of issues into account before meddling with cooperative partners. Many other growth and development after conflict thinkers consider Anderson's Capabilities and Vulnerabilities Analysis (CVA)

framework to be the best method for attaining sustainable development via human capital investment. Due to the CVA framework's emphasis on pinpointing each country's positive and negative characteristics (Maresko, 2004, p.101). Investing in human capital may be done in a variety of ways, including formal or informal education, training, and experience in the workplace. Despite this, the majority of the time, CAR responds to conflict situations by focusing on short-term, Band-Aid solutions. Again, there are no long-term solutions that allow for the creation of sustainable human capital. Because it is just a short-term solution to the problem of delivering humanitarian relief to disaster victims, Anderson's "Do No Harm" concept has a blind spot. The first response to a tragedy may be more successful, many people feel, if peace building and sustainability and development were incorporated. This would have a stronger influence, according to these thinking (Unger, 2008, p. 7). An intervention plan for use in a fragile state may be constructed using conflict analysis and resolution (CAR) as a theoretical basis. An understanding of management ideas may help in detecting severe fiscal gaps when distributing assistance to weak governments. In order to meet Liberia's need for management, human resources development, and non-profit entrepreneurial activities, a nonprofit organization might be established that integrates these critical components (NPO). While help programs and statistical data may be evaluated using the tools provided by Business Management courses, the framework for a non-profit organization and its operations can also be established. List of the five most important conflict management concepts is provided by the field. Concepts such as those below may help you plan ahead of time and avoid costly mistakes (Maccoby & Scudder, 2011, p. 50). In addition to the workplace, these ideas may be used in a number of other contexts as well. In addition, the lack of infrastructure in Liberia limits the amount of capital accessible to local companies, as shown by the transaction cost study. It becomes evident that this is another obstacle to providing education for children when one considers the possible costs involved. A "cookie cutter" approach to problem assessment, problem resolution, and problem management has been adopted by most corporations in most cases. In spite of management's efforts to address the issues that have emerged due to the situation, this is what has happened. In order for a state to operate successfully, it must overcome a variety of challenges and barriers. The discipline of management teaches logistics, techniques for monitoring, managing, and executing projects and initiatives, and data collecting and analysis.

No alternative action will be possible because of the restricted resources available in Liberia in this study endeavor. In the context of management, the human capital notion is primarily relevant to workers in the workplace, rather than citizens of countries. CAR and Management are interwoven because the UN program and initiatives study the challenges at hand, come up with possible answers, but have few effective strategies for implementing and managing them. This article will examine Liberia's educational system, the NGOs presently functioning there, and the progress that has been done by looking at Liberia from both an international and a local perspective (where available). With so many people who have been forced to flee their homes and so little infrastructure, Liberia is a vulnerable state. It is difficult to get current statistical data due to these variables, which makes this study difficult. Liberia's ability to collect and monitor data is quite restricted. The great bulk of our reporting is going to be based on data from huge assistance programs, such as those managed by the United Nations and USAID (USAID). In order to achieve MDG2 and UNICEF goals connected to attaining UPE for children in primary school, Liberia will be the project's main emphasis. When it comes to analyzing the relationship between economic growth and sustained long-term development, sociology and economics both use different terms to describe the value of human capital.

2.9 Global Issues in Technology-Driven Education for Illiteracy Eradication

Liberia's death toll during the 14-year civil war, which began in 1989 and ended in 2003, was comparable to one person in every 17 residents. Liberia's infrastructure has been destroyed: 80 percent of schools have been destroyed; the number of primary and secondary school teachers has been reduced to 26,000; 65 percent of those teachers have not completed high school and lack national certification; 59 percent of girls have not completed high school; illiteracy is at 80 percent; unemployment is at 90 percent; Grade 1 students are aged 8-20, compared to the norm of 6-7 years; and, according to some accounts, 90 percent of colts have been killed. The findings of primary research conducted in 2008 in Monrovia, Liberia, among a sample population of female teachers and students to determine their educational levels using standardized testing with the goal of better understanding and addressing the issue of illiteracy in Liberia are summarized in this study. In addition, this research offers a one-year pilot study of a Technology-driven

Education Project (TDEP) aimed at reducing illiteracy in Liberia. The study's objectives would be as follows: 1) Hold instructor training sessions with the title "1) Enroll first-year college students in technology-driven remedial programs; 2) Use data from this one-year pilot study to develop a global paradigm for technology-driven remedial education A well-educated populace is the best approach for a country to ensure the survival of its Constitution, the growth of a civil society, and the promotion of long-term prosperity and peace. 78 Liberia's Poverty Reduction Strategy (PRS) from 2006 states that the country is set for "rapid recovery," according to J.G. Bailey's research from 2008 "with the goal of halving the percentage of illiteracy by the year 2015. 79 The Technology-driven Education Project for Liberia (TDEP) captures the passion behind this vision and presents specific results that would help Liberia achieve its goal of reducing illiteracy and raising educational standards. These results will be examined over the course of a year in a pilot study. Using the data from the one-year project, a methodology for assessing, analyzing, and enacting revolutionary educational reform will be developed. This will be done in order to reduce illiteracy by using technology-driven education. In Liberia, there is a precedent for technology-driven educational programs. In 2006, the author served as project director for a USAID/UNCFSP-funded project at African Methodist Episcopal Zion University (AMEZU) in Monrovia, Liberia, that built the Center for Leadership Development (CLD). The concept used a networked, Internet-connected computer lab to conduct technology-driven teaching. Between 2006 and 2008, 6,000 people used the CLD's computer lab for Math and Management Information Systems classes, as well as research, writing, and teacher training programs. The percentage of females participating in mathematics education was 0% in 2006, when the CLD was created. This is a significant figure. Women accounted about 15% of AMEZU's pupils participating in the digital-based mathematics education program as of 2008. According to the mathematics faculty at AMEZU, the increased number of female students is due to the usage of computer technology, digital calculators, and digital curricula in the classroom. In a 2006 research, the importance of partnerships in successful technology-driven educational projects in Liberia was underlined, as well as the fact that similar projects have significant potential for implementation in other developing countries. "Global Partnerships" is one of the eight Millennium Development Goals, and it was used as a benchmark in a study undertaken by the

United Nations Development Bank (UNDP) in 2004 to assess Liberia's current situation and projected estimates for progress by 2015.

2.10 PUBLIC-PRIVATE PARTNERSHIP IN LIBERIA'S EDUCATION SYSTEM

As of 2019, Liberia is ranked 176th on the Human Development Index (HDI) by the United Nations Development Organization (UNDO), with fewer than half of the population having access to basic education (Klees, 2017). Children in Grade 2 and 3 were unable to read a single word printed in English in 2008, according to data from the Ministry of Education (MoE, 2016). In 2014, the Ministry of Education's 45 correct words per minute threshold for oral reading fluency among Grade 3 students was not met, according to the results of a literacy test. This is a far cry from the bar set by grade 3 kids. Most early childhood educators lack needed qualifications, whereas just 34% of high school and junior high teachers do. (Ministry of Education, 2016). Additionally, Liberia's dropout rate is alarmingly high; just roughly 20 percent of kids who begin school in Grade 1 are projected to finish through Grade 12. (World Bank). Dropout rates rise sharply when students who should not be in school are enrolled. War and relocation have resulted in almost 80 percent of youngsters being too old for their grade. For example, there are more students in grade 2 who are between the ages of 10 and 12 than there should be (MoE, 2016). According to the World Bank, Liberia is contemplating privatizing its primary school system in order to offer "education for young people where they may acquire suitable quality education and training that enhance their capacities for life and employment." There's a connection between this and the previously mentioned problem (MoE, 2016, p.13). G2B-ESP 2017-2021 was first announced by the government in 2016 as a way to build on the achievements of the previous 253 ESPs (MoE, 2016). For the G2B-ESP 2017-2021, a series of strategic, evidence-based, and innovative initiatives to improve the quality and relevance of teaching and learning for all students by June 2021 was the primary aim. The Ministry of Education (MoE, 2016). It's worth noting that PSL, which is now known as the Liberia Educational Advancement Program (LEAP) (MoE, 2016), was one of the first "projects in the G2B-ESP" when it was first introduced as part of the Partnership Schools for Liberia program. Examining the public education intervention in Liberia, we see that it is linked to privatization ideologies. This is done by doing a literature research on privatization, followed by a direct examination of evaluation reports and an analysis of PSL's repercussions.

There are a total of five subheadings in this chapter. The first portion of the essay will focus on privatization and the challenges that arose as a consequence of it, including the Public-Private Partnership model. The setting of Liberia's educational system is examined in the second half of this research. There will be a section on the fundamental privatization ties that support PSL involvement shortly. The state-commissioned assessment and other independent monitoring studies on the issue are analyzed in the fourth part. The chapter ends with a few suggestions and a conclusion. The privatization of education is a trend. It's usual for education to be privatized in a number of ways and in a range of contexts. Neoclassical and neoliberal philosophy is greatly inspired by Duménil and Lévy (2005), according to Duménil and Lévy (2005). In the neoliberal worldview, the state is seen in a critical light. It raises questions about the government's capacity to provide fundamental public services and warns against the perils of government-owned and managed monopolies (Menashy, 2013). Neoliberalism is an ideology that "has been redefining the state from the nation-state to the market-state," according to Saad-Filho and Johnston (2005). Neoliberalism has altered the globe since the early 1970s (Mahmud, 2012). In today's society, everything privatization stands for as a policy instrument has come to dominate: free markets, technologies of choice, and competition to promote quality, efficiency, and accountability. Many policies and aspects have arisen as a consequence of societies' exposure to neoliberal ideology (Menashy, 2013). Private groups and people, according to Verger et al. (2016, page 7) are increasingly and actively participating in a wide variety of educational activities and obligations that have historically been the state's domain. State activity has shifted from one that provides education to one that finances and regulates services provided by a range of private providers, as stated by Ball and Youdell (2007). This is a brand-new way of operating at the state level. There is no transfer of ownership from the public sector to the private sector in education privatization, unlike in the privatization of other sectors. Private schools and non-state entities or individuals are increasingly covering a large portion or all the expenses of education in many countries, a trend that is primarily a service supply or a money supply issue, rather than an education policy one. In the last several decades, both of these ideals have undergone a remarkable shift (Verger et al., 2016). Education privatization, according to Fitz and Beers (2002), is "a process that happens in many ways but comprises the transfer of public money or assets from the public domain to the

private sector in one form or another." Defining this issue is notoriously difficult, and this definition gives a comprehensive overview of the subject. Services once supplied by the public sector are now offered by private corporations, independent company owners, and other organizations. Changes to the way public funds are spent and the control of public resources are inevitable when privatization is implemented (p.139). De-facto privatization of education happens when the private sector takes over responsibility for its delivery without any reform or legal mechanism in place (Tooley and Dixon, 2006). The government's failure to address educational needs owing to underfunding and a lack of transparency and responsiveness may lead to privatization (UNESCO 2018, cited in Dixon 2018 p.199). Education privatization may be aided by government initiatives such as the Alternative Education (AE) program in New Zealand, in which the government contracted with private companies to educate pupils who had become disenchanted with the public school system. There is a Public-Private Partnership in Liberian Education: 255 Various stakeholders, from local interest groups to international organizations and corporate foundations, support the privatization of education as a way to address concerns about quality, expanding choice, enhancing efficiency, or increasing equity in the educational system. (Ball and Youdell, 2007). (Verger et.al, 2016). No matter how it manifests itself in society or by its proponents, privatization is seldom ever referred to as such and is never the topic of public discussion. Regardless matter how it shows itself, privatization is seldom referred to as privatization (Verger et.al, 2016). Examples of Privately Owned Businesses It is possible to see the privatization of public education in two different ways, according to Ball and Youdell (2007). Privatization of public education refers to both of these characteristics. According to this definition, "exogenous privatization" refers to the acquisition of public assets by private corporations. A practice known as "exogenous privatization," or "privatization of public education by non-state actors," entails making public education available to for-profit entities. In this technique, parts of the public education system are developed, managed, and delivered by the private sector. Endogenous privatization in public education, on the other hand, involves bringing private-sector practices, ideas, and systems into the public sector in an effort to make it more like a business. However, Ball and Youdell (2007) feel that the two tendencies of education privatization are inseparable. As previously stated, education privatization is not a single process that can be summarized in broad, quantitative

terms. A wide range of actors, manifestations, and effects are involved, and they may all have an impact on one another. As a consequence, privatization has the ability to alter the structure, access, regulation, delivery, and even the experience of education for students. This is critical, since it shows that privatization might have negative consequences (Languille, 2017). Menashy (2013) is one author who has argued that privatization of public education affects educational features including equity and social justice, as well as the notion of education being a basic human right and serving the public good. [Page needed] (Verger et.al, 2016). Others contend that education will become commoditized, with the emphasis moving away from public discourse and toward the private interests of students and their families as a positional good that will boost individual economics, social, cultural, and political advantages (Levin, 2000). On the other hand, those who favor education privatization maintain that doing so increases educational efficiency by ensuring that all students get enough teaching in both quantity and quality (Aslam et al, 2018). There has been no worldwide validation of these statements by Edwards et al (2017), according to their findings. • Privatization has expanded in recent years to incorporate not just educational institution provision and finance but also policy-making procedures and persuasive notions from nations all over the globe, according to those in charge of privatization (Menashy, 2013). Private education is becoming more complicated and widespread due to a large variety of non-state actors and significant international organizations that have the rhetorical capacity to promote such ideas on a worldwide scale. According to Ball and Youdell's 2007 thesis, policies like these are primarily pushed and propelled in developing nations via financial, advisory, and technical assistance approaches (Languille, 2017). Because these initiatives are often financed by the World Bank or other assistance agencies, they are particularly sensitive to privatization demands. "10 Ten PPPs are becoming more popular across the globe for a multitude of reasons. In Languille (2017), one school of thought views the emergence of public-private partnerships (PPPs) as the second wave of neoliberal merciless privatization. First adopted in the 1990s, these initiatives were designed to rectify the negative effects of structural changes on social services and the market failures of an unrestrained private sector. Even Nevertheless, the fundamental conviction that privatization is good was not compromised. This may be because of the sudden realization that MDG-EFA concentration on extending access to education has resulted in unexpected pressure

and neglect, as per Languille (2017). As a consequence of the EFA's focus on the MDGs, this reality has come to light. Liberia's Education System: Public and Private Sector Collaboration: 257 A strong neoliberal philosophy lies at the heart of the World Bank's global education strategy, according to Klees (2002). Because the World Bank is a monopoly, he contends. Creating public-private partnerships, as Menashy (2013) points out, is one of the most significant approaches these organizations advocate for introducing privatization tendencies in emerging nations (PPPs). PPPs enjoy the support of multilateral donors like the World Bank because they are an efficient and cost-effective means to provide access to high-quality education. With its positive meaning, the word has permitted proponents of privatization ideology "to avoid the general tiredness and mounting antagonism to the privatization aim," As a beautiful way to market its privatization goal, the Bank uses the term "partnership" (Verger et.al, 2016). There are (p. 249) (Verger and Moschetti, 2017). Public and private sector cooperation (PPPs) A growing number of countries throughout the globe are embracing the idea of public-private partnerships (PPPs) in the education sector. There is currently a worldwide phenomenon of education governance that began in the United States and has spread to nations around the globe, notably those with lower and middle-incomes in the African, Asian and Latin American regions (Khamsi and Draxler, 2018). In order to achieve the education for all mandate and address a wide range of educational access and quality challenges, PPPS are being sold as creative policy options that are both effective and flexible (Khamsi and Draxler, 2018; Edwards et. l, 2017). Defining PPPs and its parent concept of privatization is difficult owing to the large range of possible situations and scenarios, as well as the wide range of persons who may be involved. The word public-private partnership (PPP) should be used as a semantic umbrella to describe the dynamic and fluid interaction between the public and private sectors in education, according to the authors Robert et al. (2012). At the moment, there are doubts regarding the quality of the SDGs' solutions. According to neoliberal ideology, quality is defined as the ability to innovate and be efficient in the workplace. It has been argued that the private sector is better equipped to take on governmental bureaucracy and ineptitude because of this. Progress in Science and Education A more or less solid contract between the public and private sectors is required for public-private partnerships (PPPs), according to Verger et al. (2016). An agreed-upon service will be provided by private industry to the public sector for a

specified amount of time, at a certain price and according to the work's results. To ensure the service is provided in an efficient manner, all parties are expected to participate in the risks, expertise, and other resources required. Vouchers and charter schools are two of the most prevalent instances of PPPs in the educational sector (Edwards et al, 2017). Another component is the provision of support services, such as contracting out for infrastructure and school buildings and developing curriculum (Hook, 2017, p.16). How Private-Public Partnerships Affect Educational Outcomes With more alternatives and more competition, public-private partnerships (PPPs) may improve access to and quality of education, according to advocates of public-private partnerships (PPPs). As a result of PPPs, they claim, high-quality education may be delivered at a cheaper cost and that access to education can be expanded swiftly (Patrinos et al, 2009). Those who oppose public-private partnerships argue that they have a negative impact on education, that they contribute to the marginalization of certain groups in society by limiting access to educational opportunities via admissions screening, that they lower educational standards due to a lack of appropriate regulation of private providers, and that they hasten the possibility of privatization. (Ball, 2012; Menachy 2013). In spite of the anti-poverty rhetoric associated with the adoption of PPP principles, the majority of educational programs undertaken under this system are not effective to children in the lowest quintile, according to Languille (2017). There were five degrees of PPP influence on education policy arguments that were evaluated by Verger and Moschetti (2017). They arrived at this conclusion after thoroughly researching the topic around the globe. They include things like diversity and inclusion, the importance of instructors, the quality of student learning, and the ability to innovate while staying within a reasonable budget. They respond to a variety of designs and rationales. PPP implementation and results are context-specific and rely on the non-state players engaged in each partnership. They may take the shape of public education privatization or public education privatization. In Liberia, there are 259 public-private partnerships in the education system (Verger and Moschetti, 2017). PPP frameworks might be difficult to understand since there are so many different models, according to Akyeampong (2009). That generalizing PPP effects is difficult or at the very least wrong, this would indicate. When analyzing or studying the roles of private players in a given PPP activity, one must examine the context, which Menashy (2013) argues comprises a number of factors such as who is involved in a

certain PPP activity as well as its goals and objectives, level, nation, and effect. Thus, the next part presents an overview of Liberia's current status and the PPP policy experiment in public pre-primary and primary education.. Liberia's post-conflict nation-state history and the socioeconomic factors that may have led Liberia's development and implementation of the PPP program will be examined in the parts that follow. This project will be bolstered by Menashy's argument (2013). Setting in a Country Although Liberia has just emerged from a civil war, the nation is still vulnerable and fragile. Nearly 250,000 people died in a bloody 14-year civil war that devastated the country's material well-being and social progress during the country's most recent two decades of decline. These defeats are the consequence of the country's inability to effectively manage its resources throughout the war (World Bank, 2018). The civil war severely damaged or destroyed most of the country's infrastructure, including its educational system. Nearly seventy-percent of all schools in Europe were destroyed during World War II (World Bank, 2018). Another public health crisis, this time caused by the Ebola virus, required schools to be closed for more than seven months from 2013 to 2014. (Klees, 2017). With this epidemic, social and economic progress in Liberia were badly damaged. The country's economy suffered greatly as a result. Because of this, approximately 40% of people had to make do on less than $1.90 each day (MoE, 2016). Liberia's educational system is one of several that is underfunded. the education sector functions in a fragile financial climate where external shocks or crises may swiftly have a detrimental influence on the available resources to education" (2016, page 39). Despite recent advances, Liberia's real government spending in public education remains modest. Between 2012 and 2016, Education and Development 260 reports that this percentage varied about 13.5% of the budget, which is much below than the global partnership for education's guideline of 20%. (GPE). The government spends just 3.83 percent of the country's GDP on education (MoE, 2016). Most of the money, almost $44 million, goes to regular costs like teacher wages. There is relatively little capability in the Ministry of Education for new sector development activities to satisfy the Education Sector Plan's goals (Klees, 2017). International donors provide a large portion of Liberia's education budget because of this, with the World Bank, USAID, the European Union and GPE each contributing more than USD$50 million annually to the country's education fund (MoE, Feb. 2017, p.5). "The large donors have great influence" due to the fact that the amount of official

development aid (ODA) substantially exceeds domestic spending, and almost all ODA is not funneled via the Ministry of the Economy, but is instead directly subsidizing donor interests in the nation" (Hook, 2017, p.13) In the words of Hook (2017: Liberia, according to a declaration from the Ministry of Education, might be classified as the world's least sovereign nation (2017, page 5). When it comes to funding selections for education goals, this limits the Ministry of Education's capacity to make informed choices. It is a "publicly financed, privately supplied PPP" that is providing the PSL/LEAP Intervention. To be clear, PSL stands for "public-private partnership" (MoE, 2017, p.6). It began with 93 public schools, and by the end of the third year, it had expanded to 101 schools. Models like charter schools in the United States or academies in the United Kingdom are similar to this one (Sandefur et al, 2017). Private contractors, comprising three for-profit firms and five non-profit groups, administer each of the eight PSL schools, which remain public schools that don't collect tuition and employ public school teachers; nonetheless (Romero and Sandefur 2019). The Bridge International Academies is one of these subcontractors. Because of concerns raised by the general public and media criticisms, the Ministry of Education has opted to extend the programme to seven other service providers. Program's single service provider, Bridge International Academies (BIA), was initially slated to be a part of the program. In Liberia's educational system, public-private partnerships include 261 (which was given 23 schools in the experiment), Omega Schools (which was given 19 schools), and Rising Academies. Criticism has been leveled towards the commissioning procedure, since the Ministry of Energy admitted that the BIA was commissioned in a unique manner. As two examples of public-private collaborations in Liberia's educational system, there are 261 and Omega Schools (allocated 5 schools). More Than Me, BRAC, Street Child, and Youth Movement for Collective Action round out the list of non-profit service providers. At least 20 schools are under the control of BRAC, which is followed by Street Child (12), More Than Me (six), and Youth Movement for Collective Action (four). It was decided to allocate each student to one of four schools. Preschoolers and primary schoolers are the key demographic for this public-private partnership (PPP) effort, with the overarching objective of significantly raising math and literacy performance in these age groups via the outsourcing of public school administration to non-state actors (MoE, 2016). "selecting, commissioning, and contracting non-state operators to run 94 public primary schools

to improve learning outcomes in literacy and numeracy, building the Ministry of Education's capacity to effectively play the role of commission, regulation, and quality assurance for PSL schools, and conducting a rigorous external evaluation to measure the effectiveness of the PSL model," according to official PSL documentation. Documentation from the PSL (MoE, Feb. 2017, p.8). A clause in the contract they signed with the Liberian government stipulates that they must instruct students on the Liberian national curriculum (GoL). They may, however, tailor it to their own needs in any manner they like. Remedial programs, prioritizing subjects, extending the school day, or participating in other extracurricular activities are just some of the ways they may employ the school's resources. As long as they pay for it, they are free to provide extra resources like more instructors, books, or uniforms (Romero and Sandefur 2019). Therefore, PSL operators may now seek further funding from outside sources (Klees, 2017).

2.11 USAID EDUCATION STRATEGY AND POLICY AND THE ROLE OF ECCN in 2011

Education in crisis and conflict-affected situations, as well as postsecondary and youth employment training are all top priorities for the United States Agency for International Development (USAID) (USAID). The goal of this strategy was for USAID to better define and channel its education funding into these three main areas. Although USAID's work in these areas was not new, the agencies stated and determined focus was, allowing it to begin producing more targeted guidelines, evidence, and support for its personnel and actions in these areas. The newness of USAID's involvement in these regions was in its explicit and unwavering emphasis. Third on the list of USAID's education objectives was "increasing equitable access for 15 million learners in places devastated by disaster and conflict." This goal does not identify a specific educational level or target demographic for education programming, so it may be regarded the broadest of the three. Instead, it focused on a specific context, such as catastrophe and conflict-affected areas. Prior to 2011, USAID disseminated a substantial quantity of guidance with the goal of supporting international development and humanitarian communities in the implementation of high-quality education programming in a range of situations; however, the guidance lacked evidence to back up its claims of effectiveness. Since 2011, USAID has made it a goal to provide more recommendations while also increasing the evidence base for which techniques work. The Agency created the Education in Crisis and Conflict

Network (ECCN) in 2014, which resulted in the formation of a community of practice made up of USAID staff and implementing partners. Research and knowledge sharing in times of crisis and war were aimed at helping to establish more effective educational policies and programs. Beginning with the 2011 Education Strategy and continuing to the present day, this research focuses on four important revisions in USAID advice and ECCN operations for boosting ECCN activities. Some of the goals that these reforms have aimed to achieve are as follows: • Strengthen the evidence that supports the rationale relating activities and outputs to outcomes and explains the need for activity3 • Improve the evidence that justifies the necessity for the activity by strengthening the articulation of TOCs that clarify the logic and assumptions that lead to activity outputs and results. 3 In this part, we'll mention that USAID uses the following definitions in line with ADS 201. A "project" encompasses all activities within a sector or strategic goal, whereas an "activity" is a single specified set of actions carried out by a partner organization. An overall USAID Mission CDCS is referred to as a "program." A single procured set of actions carried out by a partnered business is referred to as an "activity." We shall use these terms throughout the rest of this work; nevertheless, it is crucial to highlight that in development literature and practice, the term "project" is identical to what USAID refers to as a "activity.

CHAPTER 3

3.1 Methodology

This study was designed to determine the "The External Agenda and Internal Expectations of USAID Administrative and Supervisory Role in Liberia Education". We have selected a particular universe for data collection which is particularly educational experts, NGO officials and government officials. Data were collected through unstructured open ended questionnaire. Appropriate thematic analysis was used as data analysis tool. After data analysis, it is exploratory described. Research Methodology is an obligatory part of any research because it clarifies the ways and provides guidance for the researcher to conduct a successful research. Research methodology is choosing the right method to produce favorable outcome. It is a systematic plan for conducting any research. It provides a complete design and structure for research. It explains which research technique is suitable for a specific topic. It is a process used to identify, collect, process and to analyze the data about a topic in a systematic way. This research has been conducted to evaluate " The External Agenda and Internal Expectations of USAID Administrative and Supervisory Role in Liberia Education: "For the sake of this research, researcher used suitable methods and ways to identify the problem and its results (Cozy, 2000, P: 56).

3.2 Research Design

The research design used by the researcher in this study is quantitative research design. It is mainly consisting on numerical data. Data is gathered through close ended questionnaire techniques.

3.3 Research Population

The population of this research is 220 all of whom made up of the workforce of the Ministry of Education in Liberia where the study was conducted. The population of the study include educational experts, NGO officials, government officials and others who are working within the Ministry of Education. These people were selected primarily because they have idea of USAID's administrative and supervisory role plays in Liberia's educational sector.

3.4 Sample Size

The sample size of this study chosen is 140. According to (Krejcie, R. & Morgan, D. 1970), out of the population of 220, 140 sample size is suitable for this study. Notwithstanding, the researcher sent out 140 questionnaires but 108 responded and 32 didn't respond. The 108 respondents constituted 77% out of the sample size of 140. For this study, purposive sampling which is a part of non-probability sampling technique was used in this study to target specific group in a population with knowledgeable of a given study. The research targeted educational experts, government officials, NGO officials and others within the employ of the ministry of education of Liberia. This purposive sampling method can be used on the basis that members conform to certain stipulated criteria. This sampling method is normally deployed if the sampled population is small and when the mean objective is to choose cases that are informative to the research topic selected.

3.5 Data Collection Tools/ Materials

Data collection is the way in which researcher gather information from targeted population in a systematic way which enables one to answer relevant questions and evaluate outcomes. During the course of this study, the researcher used structured questionnaire mostly to gather or collect primary data which was 140. In section one of the questionnaire, the researcher asked two personal questions to gather personal information of the respondents which included the respondents' age and gender. In the next section of the questionnaire, the researcher asked the role of each participants in the educational sector. The role of the respondents in the educational sector was divided into four namely: educational experts, NGO officials, government officials and other teachers and employees under the Ministry of Education of Liberia. In the same section of the questionnaire, the researcher asked for the years of experience of the respondents in Liberia's educational sector. The last section used the Likert scale ranging from 1 – strongly disagree to 5 – strongly agree (1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, 5 – strongly agree).

3.6 Data Collection Procedures

To collect the data, the researcher prepared electronic questionnaires and distributed through WhatsApp, email, and messenger of all the 140 respondents who made up the sample size of the study. The researcher was able to get in contact with respondents who agreed and were willing to participate in this study through the help

of the Ministry of Education in Liberia who fully understood the objectives and significant of this research. Before commencing the study, the researcher applied to the Near East University Ethics Committee and got approval letter before carrying out the study. Each of the participants fully consented without any form of coercion to participate in the study.

3.7 Data Analysis Plan

First, the completed surveys were reviewed, cleaned, changed, and compiled into relevant information for easy understanding. For ease of analysis, the data was first transformed into coded categories. The researchers used IBM, SPSS 22 to create frequency tables and charts for the final results. The researcher ensured that the questionnaire was given to participants who were willing to participate in this study. The questionnaire was numbered according to the total number of participants the study covered. When the questionnaire was returned, every piece of data collected was analyzed and presented in tables and charts and interpreted as well.

3.8 Ethical Considerations

The ethical considerations are a set of guiding principles used by the researcher to complete this study. The researcher didn't coerce any participant who participated in this study. The researcher provided necessary information that participants needed to know about the purpose of the study and seek their voluntary participation and willingness to assist the researcher in the completion of his study. Also, the researcher treated every participant with anonymity who desire that their names be kept confidentially and treated with anonymity. An approval letter to conduct this academic research was received by the researcher from the ethics committee of the Near East University on 18/04/2022, which confirms reliability and viability of tools used to conduct this research. Therefore, any information gather for this study with be kept confidentiality.

CHAPTER 4

4.1 FINDINGS AND DISCUSSION

This chapter's goal is to provide readers with a broad overview of the study population. It seems to supply federal information about the sample before assessing the connection between the independent and dependent variables. There were 107 people that took part in this research.

Table 1. Sex Distribution of Respondents

Sex of respondents

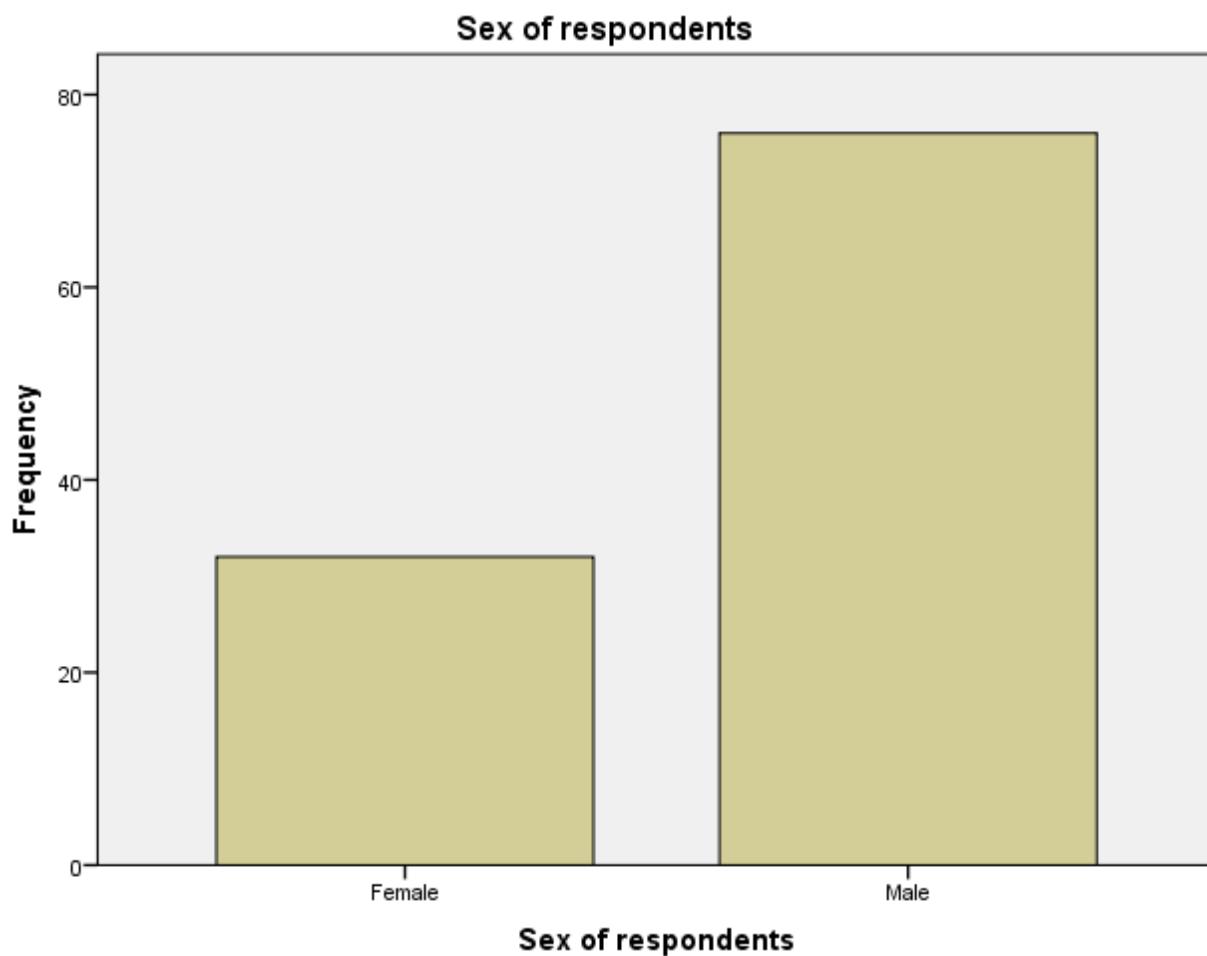|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	32	29.6	29.6	29.6
	Male	76	70.4	70.4	100.0
	Total	**108**	**100.0**	**100.0**	

Figure 4.1

Table 4.1 shows the age distribution of the study respondents. The results from the above table show that the 76 respondents accounting 70.4% were males whilst female respondents were 32 accounting for 29.6 of the sample size of the study.

Table 2. Age Distribution of Respondents

<div align="center">

Ages of respondents

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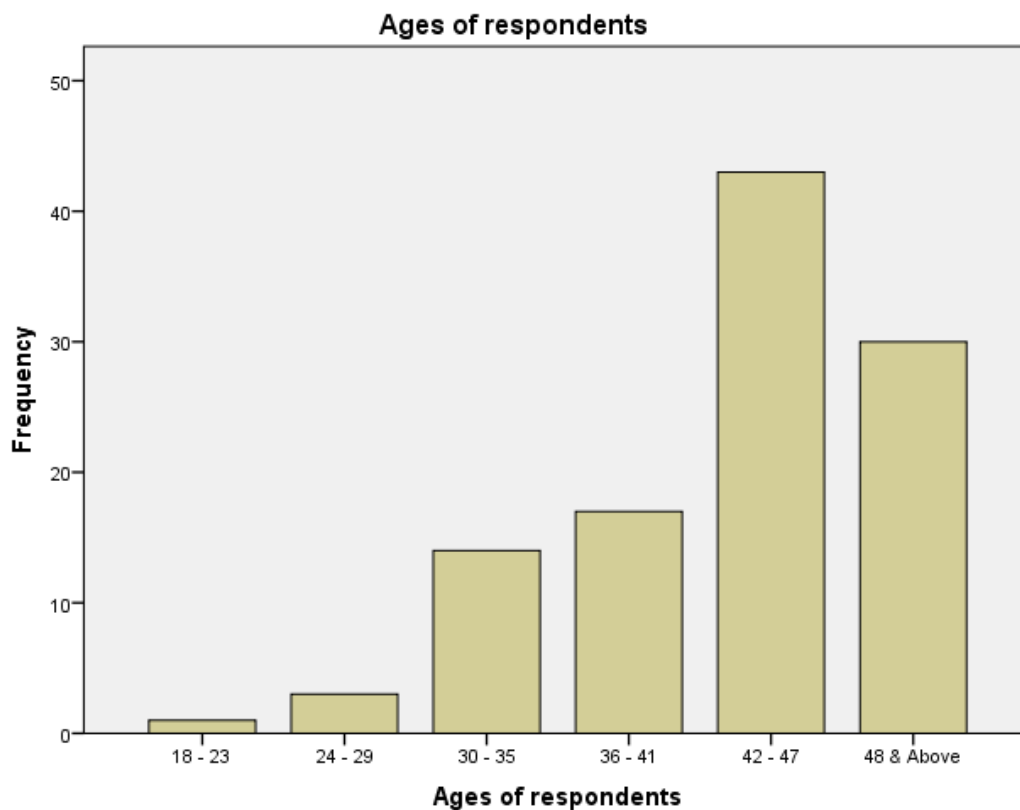|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 23	1	.9	.9	.9
	24 - 29	3	2.8	2.8	3.7
	30 - 35	14	13.0	13.0	16.7
	36 - 41	17	15.7	15.7	32.4
	42 - 47	43	39.8	39.8	72.2
	48 & Above	30	27.8	27.8	100.0
	Total	108	100.0	100.0	

Figure 4.2

Table 4.2 shows the age distribution of the respondents for this study. In the above table, the respondents were divided according to categories namely, 18-23, 24-29, 30-35, 36-41, 42-47 and 48 and above. The results show that 1 respondent accounting for .9% was between the ages of 18-23, 3 respondents constituting 2.8 were between the ages of 24-29, 14 respondents accounting for 13.0 of the sample size were between the ages of 30-35, 17 respondents constituting 15.7 were between the ages of 36-41, 43 respondents accounting for 39.8 of the sample size were between the ages of 42-47 and 30 respondents constituting 27.8% were between the ages of 48 and above.

Table 3. What is your role related to the Liberian education system?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Educational Expert	58	53.7	53.7	53.7
	NGO Official	15	13.9	13.9	67.6
	Government Official	31	28.7	28.7	96.3
	Other	4	3.7	3.7	100.0
	Total	108	100.0	100.0	
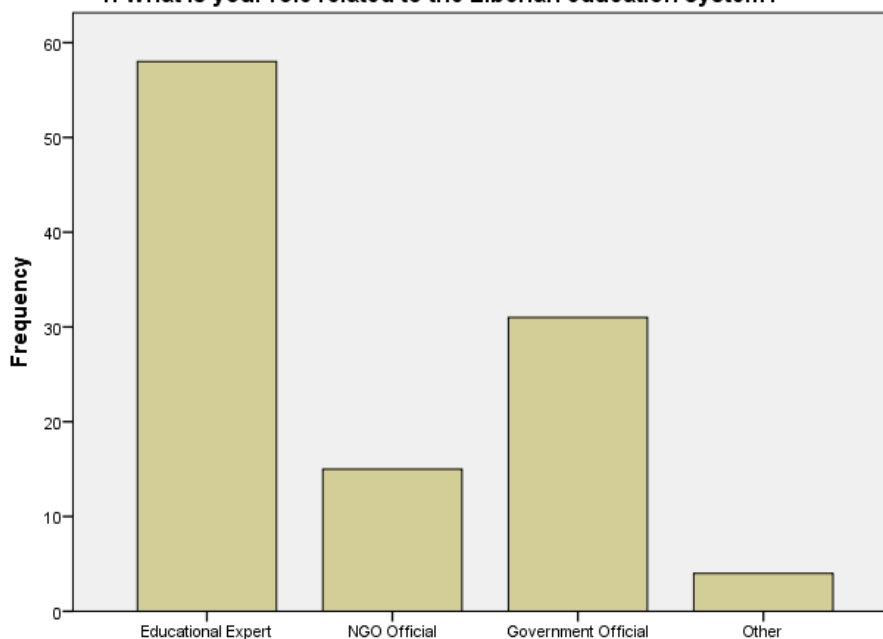
1. What is your role related to the Liberian education system? *

Table 4.3 highlights the role of the respondents related to the Liberian education system. According to the results from the above table, 58 respondents accounting for 53.7% were educational experts, 15 respondents accounting for 13.9% were NGO

officials, 31 respondents constituting 28.7% were government officials and 4 respondents accounting for 3.7% of the sample size were others working with the Ministry of Education of Liberia.

Table 4. How long have you been working on the previously mentioned role?

|	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 1 year	1	.9	.9	.9
1 - 5 years	5	4.6	4.6	5.6
5 - 10 years	21	19.4	19.4	25.0
10 - 15 Years	60	55.6	55.6	80.6
More than 15 Years	21	19.4	19.4	100.0
Total	108	100.0	100.0	
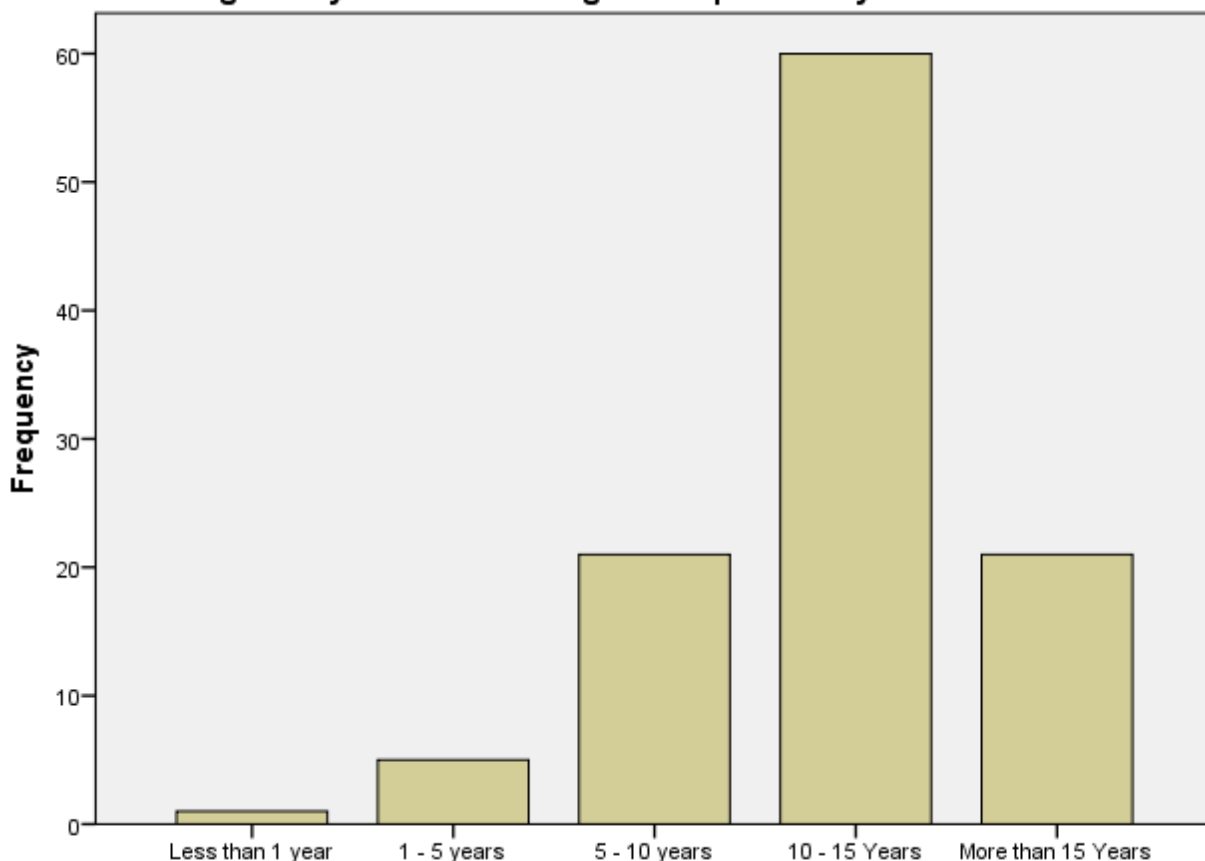
2. How long have you been working on the previously mentioned role? *

Table 4.4 shows the years of working experience of each of the respondents in previously mentioned role. In the above table, 1 respondent accounting for .9% of the sample size has worked for less than 1 year, 5 respondents accounting for 4.6% of the sample size have worked in their positions between 1 to 5 years, 21 respondents accounting for 19.4% stated that they have been working their positions between 5 to 10 years, 60 respondents accounting for 55.6% said they have been working between 10 to 15 years and lastly 21 respondents constituting 19.4% said they have been working for more than 15 years.

Table 5. Most of the children received access to proper education after the intervention of USAID in Liberian Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	73	67.6	67.6	67.6
	Disagree	5	4.6	4.6	72.2
	Neutral	13	12.0	12.0	84.3
	Strongly Agree	12	11.1	11.1	95.4
	strongly Disagree	5	4.6	4.6	100.0
	Total	108	100.0	100.0	
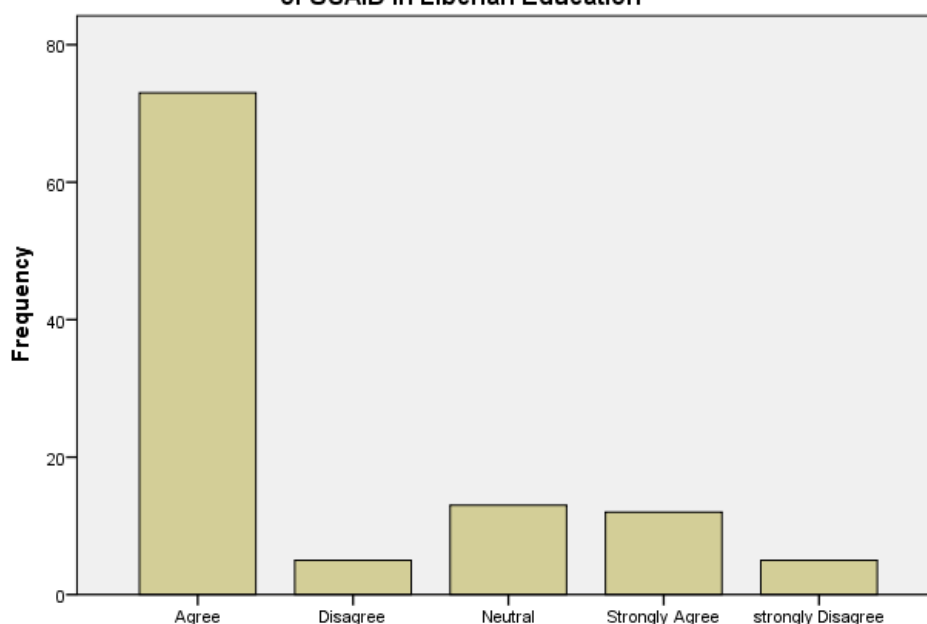
3. Most of the children received access to proper education after the intervention of USAID in Liberian Education *

Table 4.5 highlights the children who have received access to proper education after the intervention of USAID in Liberian educational sector. In this section, the question was asked using the Likert scale which range from agree, disagree, neutral, strongly agree and strongly disagree. In the table listed above, 73 respondents accounting for 67.6% agreed to the statement, 5 respondents accounting for 4.6% of the sample size disagreed, 13 respondents accounting for 12.0% remained neutral, 12

respondents accounting for 11.1% strongly agreed with the above statement and lastly 5 respondents constituting 4.6% of the sample size stated that they strongly disagreed with the above statement.

Table 6. There is an improvement of skilled labor in the job market of Liberia with changes implemented by USAID

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	71	65.7	65.7	65.7
	Disagree	14	13.0	13.0	78.7
	Neutral	11	10.2	10.2	88.9
	Strongly agree	10	9.3	9.3	98.1
	Strongly disagree	2	1.9	1.9	100.0
	Total	108	100.0	100.0	

4. There is an improvement of skilled labor in the job market of Liberia with changes implemented by USAID *
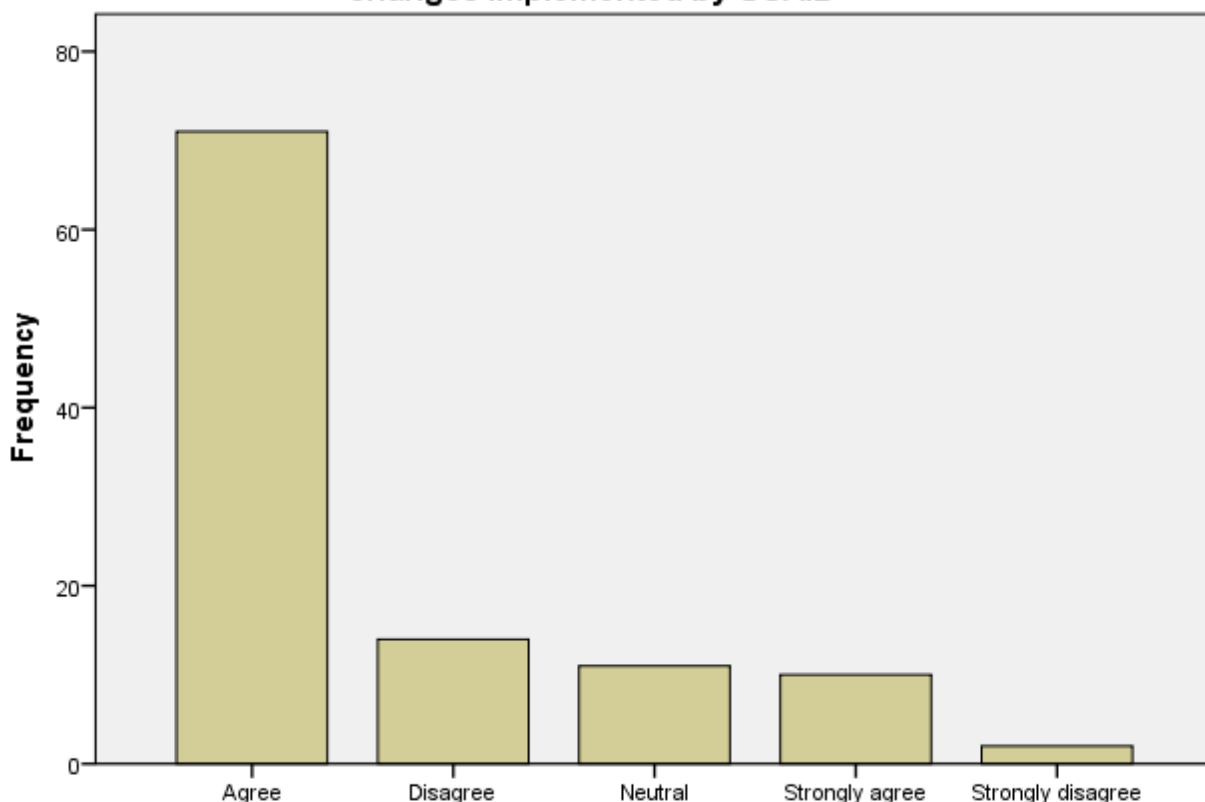
4. There is an improvement of skilled labor in the job market of Liberia with changes implemented by USAID *

Table 4.6 shows the level of improvement of skilled labor in the job market of Liberia with changes implemented by USAID. In the above table, 71 respondents accounting for 65.7% agree with the statement, 14 respondents accounting for 13.0%

of the sample size disagreed with the above statement, 11 respondents accounting for 10.0% of the sample size chose to remain neutral on the above statement. Also, 10 respondents constituting 9.3% said they strongly agreed with the above statement, and lastly, 2 respondents amounting to 1.9% said they strongly disagreed with the statement above.

Table 7. There is a proper distribution of education materials and infrastructure for all the government schools with administration of USAID

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	69	63.9	63.9	63.9
	Disagree	12	11.1	11.1	75.0
	Neutral	12	11.1	11.1	86.1
	Strongly agree	13	12.0	12.0	98.1
	Strongly disagree	2	1.9	1.9	100.0
	Total	108	100.0	100.0	
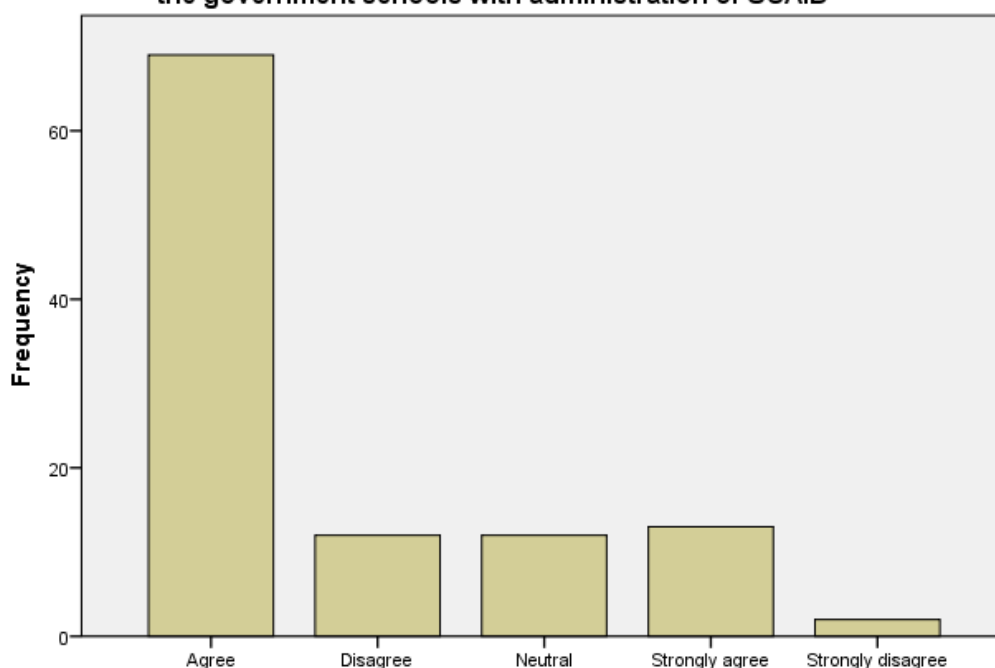
5. There is a proper distribution of education materials and infrastructure for all the government schools with administration of USAID *

Table 4.7 highpoints the distribution of proper education materials and infrastructure for all government schools with administration of USAID. In the above table and chart, the results show that 69 respondents accounting for 63.9% agreed with the above stamen. 12 respondents accounting for 11.1% of the sample size disagreed

with the above statement, 12 respondents amounting to 11.1% chose to remain neutral on the above statement, 13 respondents amounting to 12.0% of the sample size strongly agreed with the statement and lastly, 2 respondents accounting for 1.9% of the sample size strongly disagreed with the above statement.

Table 8. USAID agendas address to the challenges related to access, quality of education and improved the governance of the education system in positive manner.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	76	70.4	70.4	70.4
	Disagree	3	2.8	2.8	73.1
	Neutral	9	8.3	8.3	81.5
	Strongly agree	19	17.6	17.6	99.1
	Strongly disagree	1	.9	.9	100.0
	Total	108	100.0	100.0	

6. USAID agendas address to the challenges related to access , quality of education and improved the governance of the education system in positive manner. *
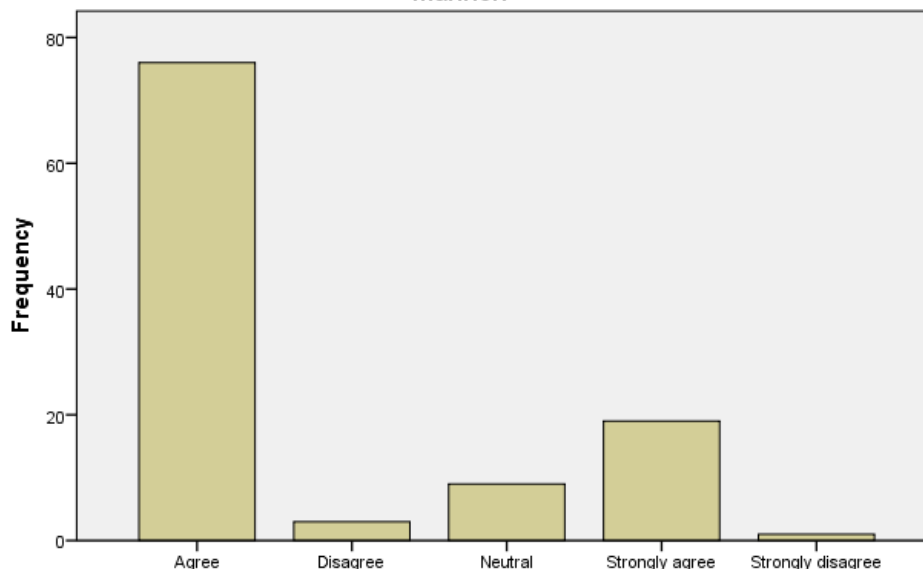
6. USAID agendas address to the challenges related to access , quality of education and improved the governance of the education system in positive manner. *

Table 4.8 reflects USAID's agenda address to the challenges related to access quality education and improved the governance of the education system in positive manner. In the above table, 76 respondents accounting for 70.4% agreed with the statement

above. On the other hand, 3 respondents amounting to 2.8% of the sample size disagreed with the above statement, 9 respondents accounting for 8.3% chose to stay neutral on the above statement, 19 respondents accounting for 17.6% strongly agreed to the statement and 1 respondent accounting for 0.9% strongly disagreed with the above statement.

Table 9. USAID's education programs are focused on improvement of teaching and learning in Liberian education system

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	77	71.3	71.3	71.3
	Disagree	1	.9	.9	72.2
	Neutral	9	8.3	8.3	80.6
	Strongly agree	20	18.5	18.5	99.1
	Strongly disagree	1	.9	.9	100.0
	Total	108	100.0	100.0	
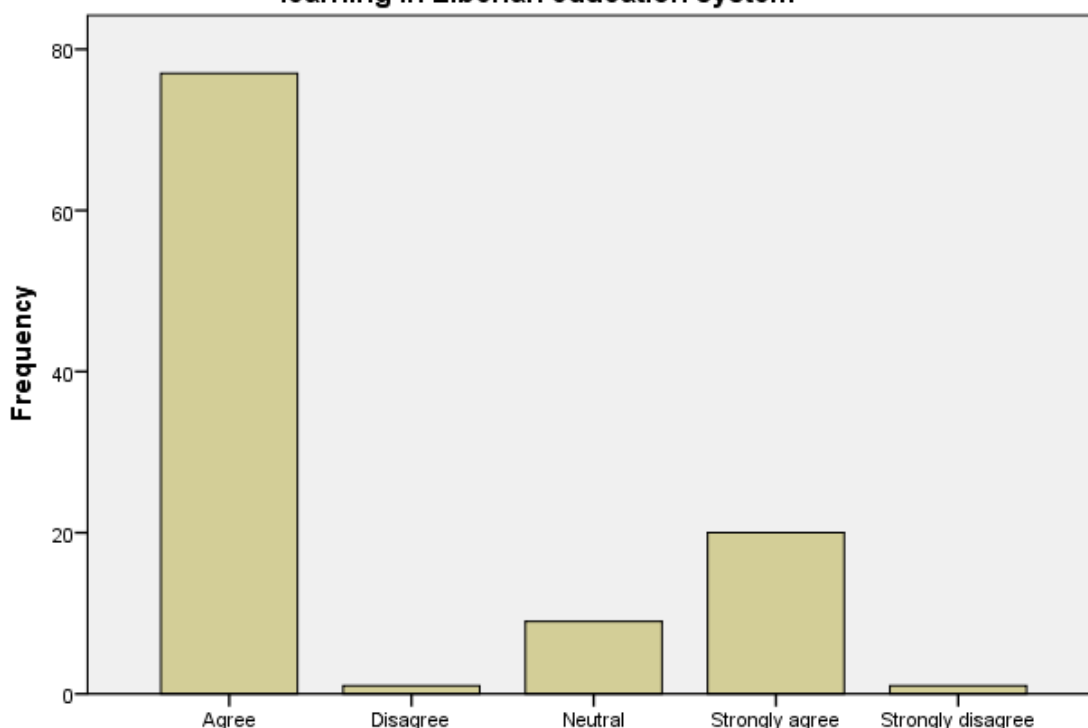
7. USAID's education programs are focused on improvement of teaching and learning in Liberian education system *

Table 4.9 shows the improvement of USAID's educational programs. In the above table, 77 respondents accounting for 71% of the sample size agreed with the above statement on the table, 1 respondent amounting to 0.9% disagreed with the statement,

9 respondents accounting for 8.3% chose to stay neutral on the statement on the table above, 20 respondents amounting to 18.5% strongly agreed with the statement and lastly, 1 respondent constituting 0.9% strongly disagreed with the statement.

Table 10. USAID's Educational programs are focused on equitable access to safe learning opportunities for all (Females, specially needed people, adults and youth who missed their education)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	79	73.1	73.1	73.1
	Disagree	2	1.9	1.9	75.0
	Neutral	11	10.2	10.2	85.2
	Strongly Agree	16	14.8	14.8	100.0
	Total	108	100.0	100.0	

g

8. USAID's Educational programs are focused on equitable access to safe learning opportunities for all (Females, specially needed people, adults and youth who missed their education) *
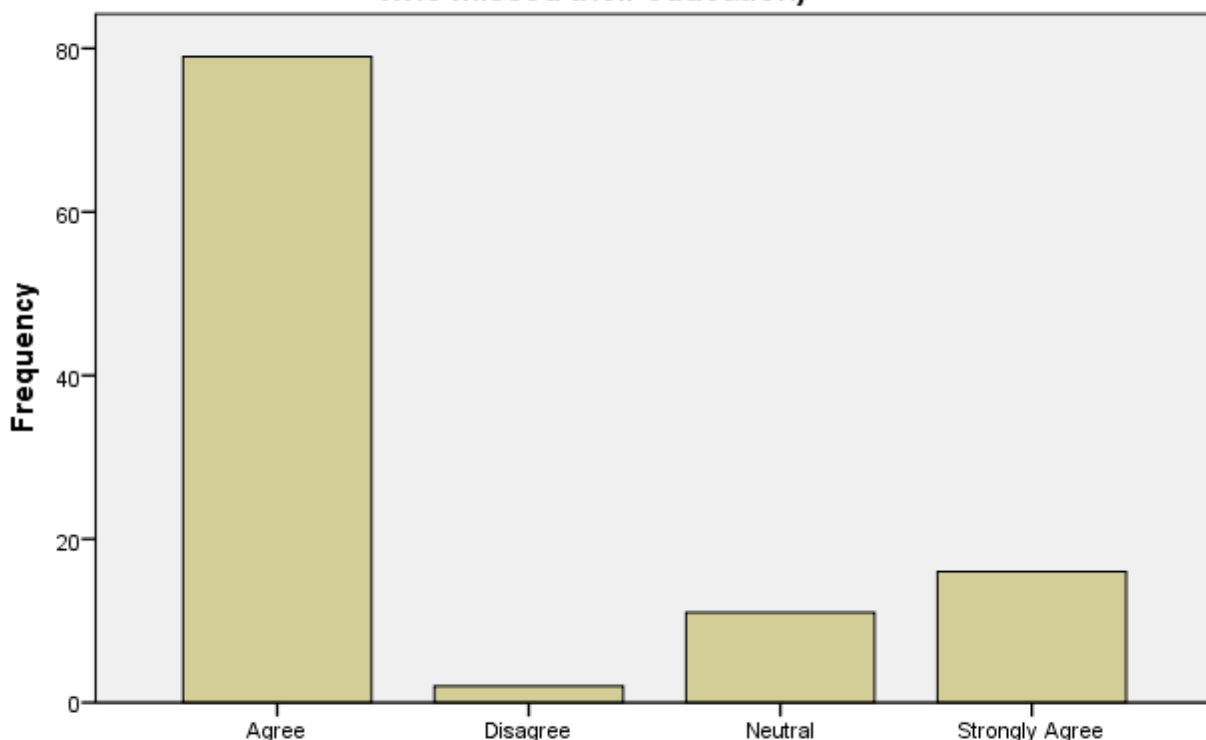
8. USAID's Educational programs are focused on equitable access to safe learning opportunities for all (Females, specially needed people, adults and youth who missed their education) *

Table 4.10 shows the learning opportunities of USAID's educational programs. In the above table, 79 respondents accounting for 7.3.1% of the sample size agreed with the above statement on the frequency table, 2 respondents amounting to 1.9% disagreed with the statement, 11 respondents amounting to 10.2% chose to remain

neutral whilst 16 respondents accounting for 14.8% of the sample size said they strongly agreed with the statement.

Table 11. USAID provides great support for improving curricula

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	75	69.4	69.4	69.4
	Disagree	1	.9	.9	70.4
	Neutral	10	9.3	9.3	79.6
	Strongly Agree	22	20.4	20.4	100.0
	Total	108	100.0	100.0	
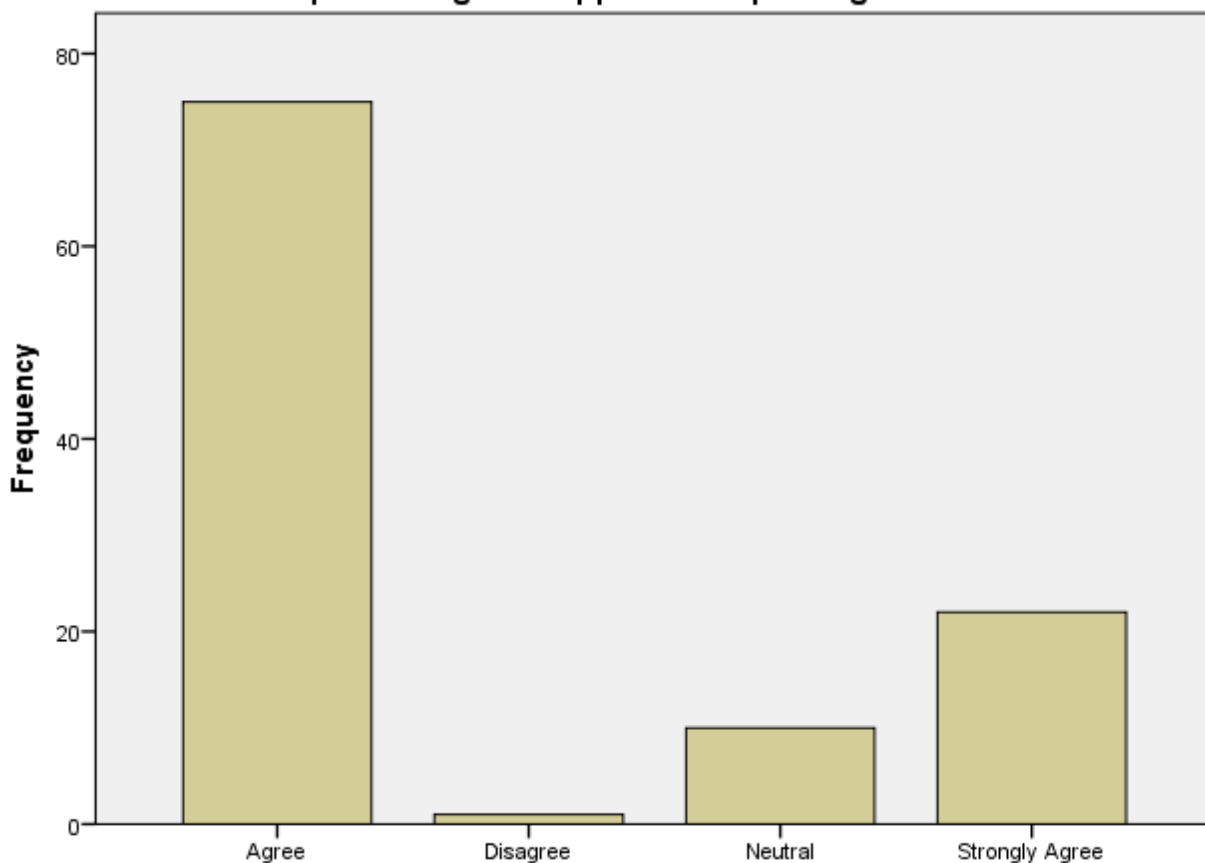
9. USAID provides great support for improving curricula. *

Table 4.11 shows USAID's support to the development of educational curriculum. The above table shows, 75 respondents accounting for 69.4% of the sample size agreed with the above statement, 1 respondent amounting for 0.9% disagreed, 10

respondents amounting for 9.3% chose to stay neutral and 22 respondents amounting for 20.4% strongly agreed with the statement.

Table 12. USAID is helping to improve the policy environment essential to providing basic education services and tertiary access to all Liberians

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	76	70.4	70.4	70.4
	Neutral	10	9.3	9.3	79.6
	Strongly Agree	21	19.4	19.4	99.1
	Strongly Disagree	1	.9	.9	100.0
	Total	108	100.0	100.0	
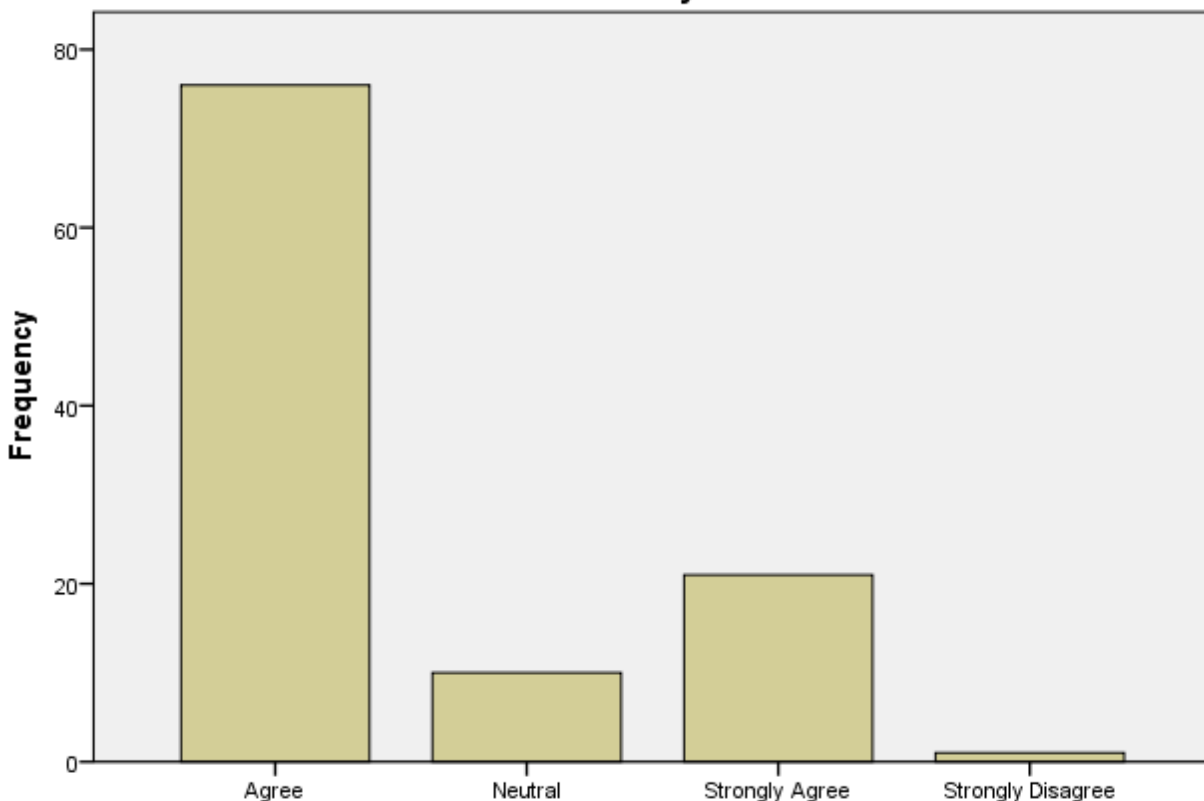
10.USAID is helping to improve the policy environment essential to providing basic education services and tertiary access to all Liberians *

Table 4.12 explains USAID's support to improve policy and basic education services. In the above table, 76 respondents amounting to 70.4% of the entire sample size agreed with the statement, 10 respondents amounting for 9.3% chose to stay neutral, 21 respondents amounting to 19.4% strongly agreed with the statement

whilst 1 respondent amounting to 0.9% strongly disagreed with the statement above on the frequency table.

Table 13. MOE of Liberia and USAID are having proper coordination and understanding.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	65	60.2	60.2	60.2
	Disagree	6	5.6	5.6	65.7
	Neutral	13	12.0	12.0	77.8
	Strongly Agree	24	22.2	22.2	100.0
	Total	108	100.0	100.0	

11. MOE of Liberia and USAID are having proper coordination and understanding. *
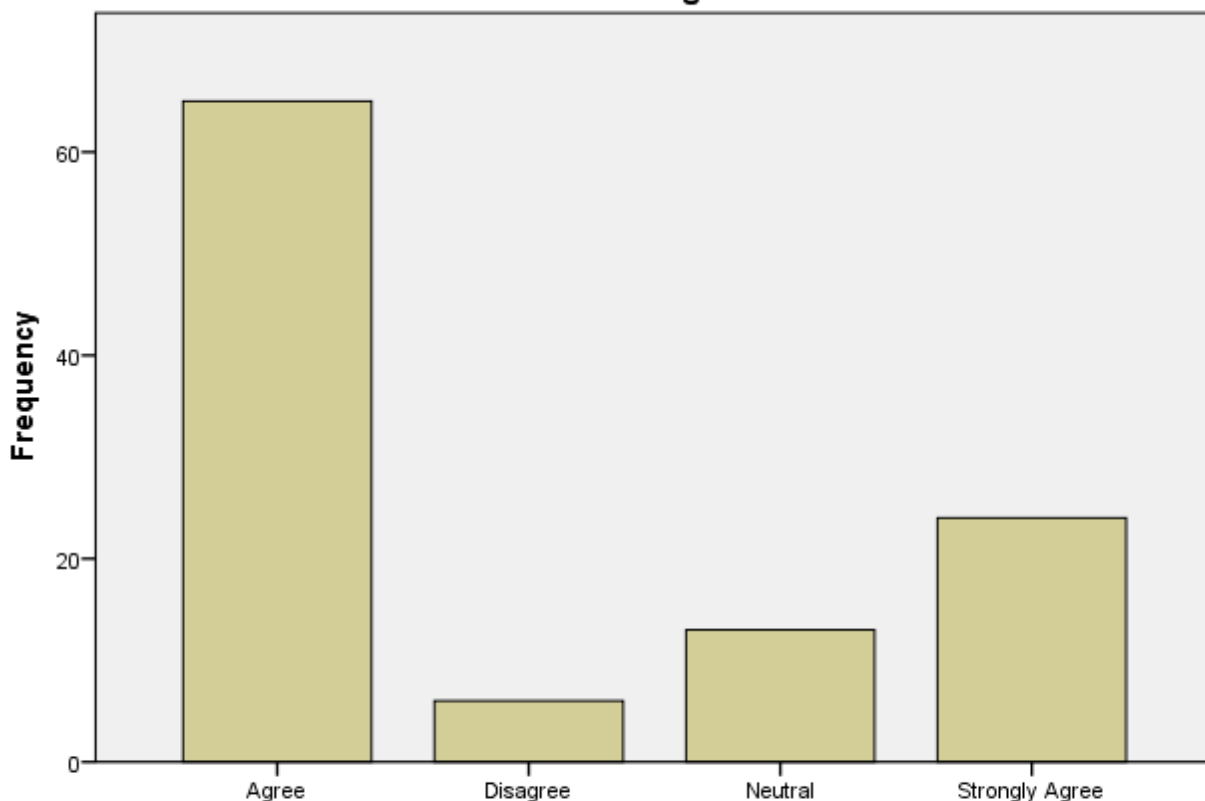
11. MOE of Liberia and USAID are having proper coordination and understanding. *

Table 4.13 shows the coordination and level of understanding between the Ministry of Education of Liberia and USAID. In the above table, 65 respondents amounting to 60.2% of the sample size agreed with the above statement, 6 respondents amounting to 5.6% disagreed, 13 respondents amounting to 12.0% chose to stay neutral and 24 respondents amounting to 22.2% strongly agreed with the above statement.

Table 14. USAID provides the technical assistance to MOE when needed.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	66	61.1	61.1	61.1
Neutral	14	13.0	13.0	74.1
Strongly agree	28	25.9	25.9	100.0
Total	108	100.0	100.0	
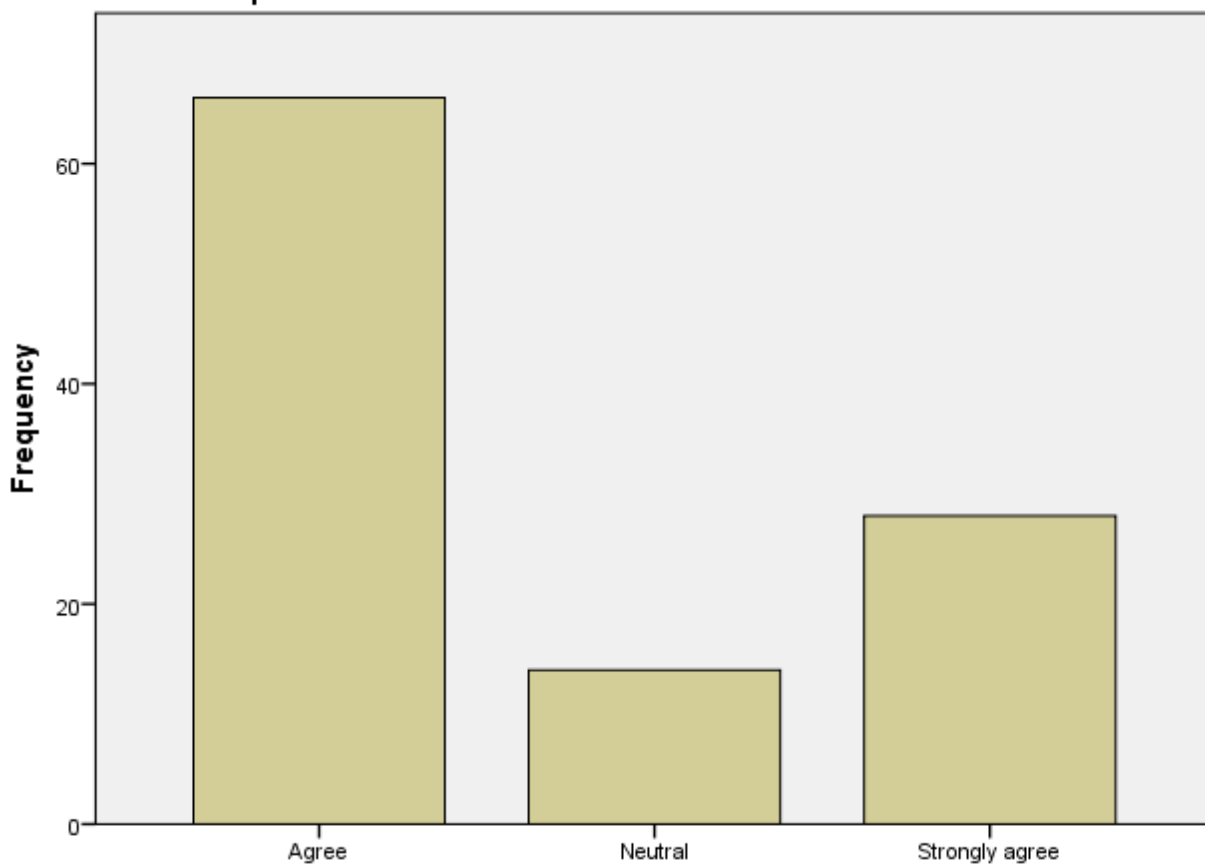
12. USAID provides the technical assistance to MOE when needed. *

Table 4.14 explains USAID's provision of technical assistance to the Ministry of Education of Liberia. In the above table, the results show that 66 respondents amounting to 61.1% of the sample size agreed with the above statement on the frequency table, 14 respondents amounting to 13.0% neutral and 28 respondents amounting for 25.9% strongly agreed.

Table 15. Under USAID there is proper training facility provided
for teachers who are currently working

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Maybe	26	24.1	24.1	24.1
	No	2	1.9	1.9	25.9
	Yes	80	74.1	74.1	100.0
	Total	108	100.0	100.0	
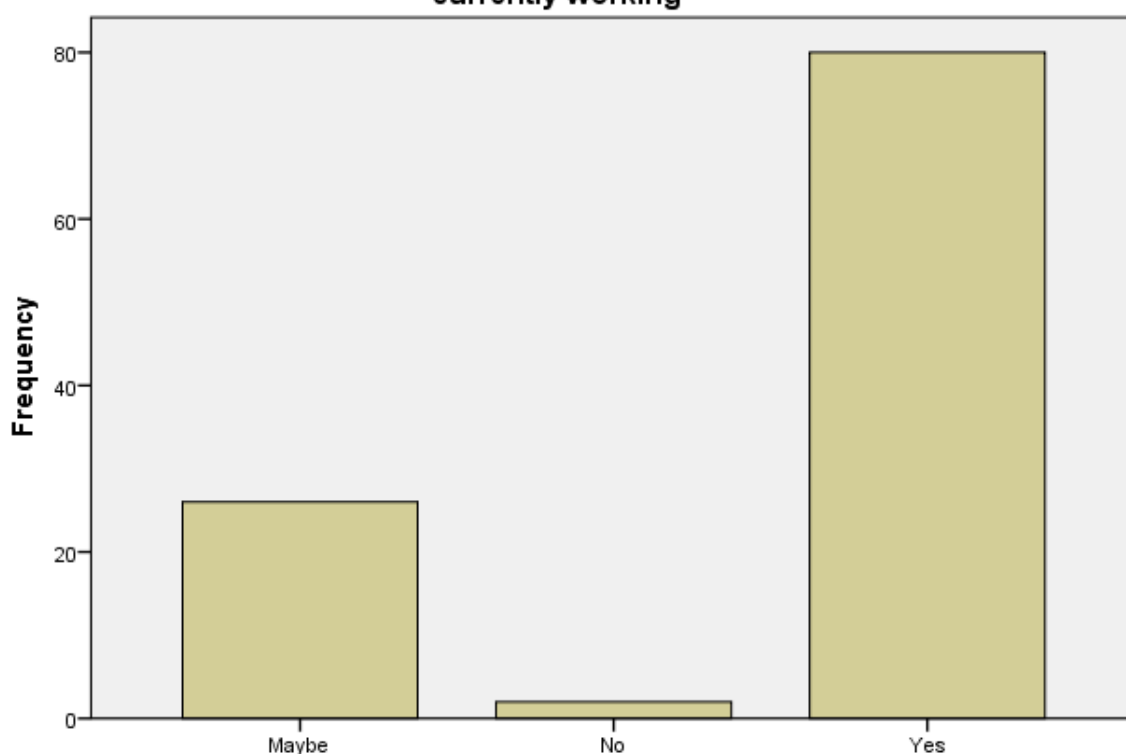
13. Under USAID there is proper training facility provided for teachers who are currently working *

Table 4.15 highlights the training facility USAID provides to teachers. In the above table, the results show that 26 respondents amounting to 24.1% of the sample size chose maybe to the above statement, 2 respondents amounting to 1.9% said no – meaning that there is no proper training facility that has been provided by USAID to teachers who are currently working. 80 respondents amounting to 74.1% of the sample size said yes USAID is providing proper training facility to teachers.

Table 16. USAID has implemented specific education of adult citizens with lower literacy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	81	75.0	75.0	75.0
	Disagree	3	2.8	2.8	77.8
	Neutral	15	13.9	13.9	91.7
	Strongly Agree	8	7.4	7.4	99.1
	Strongly Disagree	1	.9	.9	100.0
	Total	108	100.0	100.0	
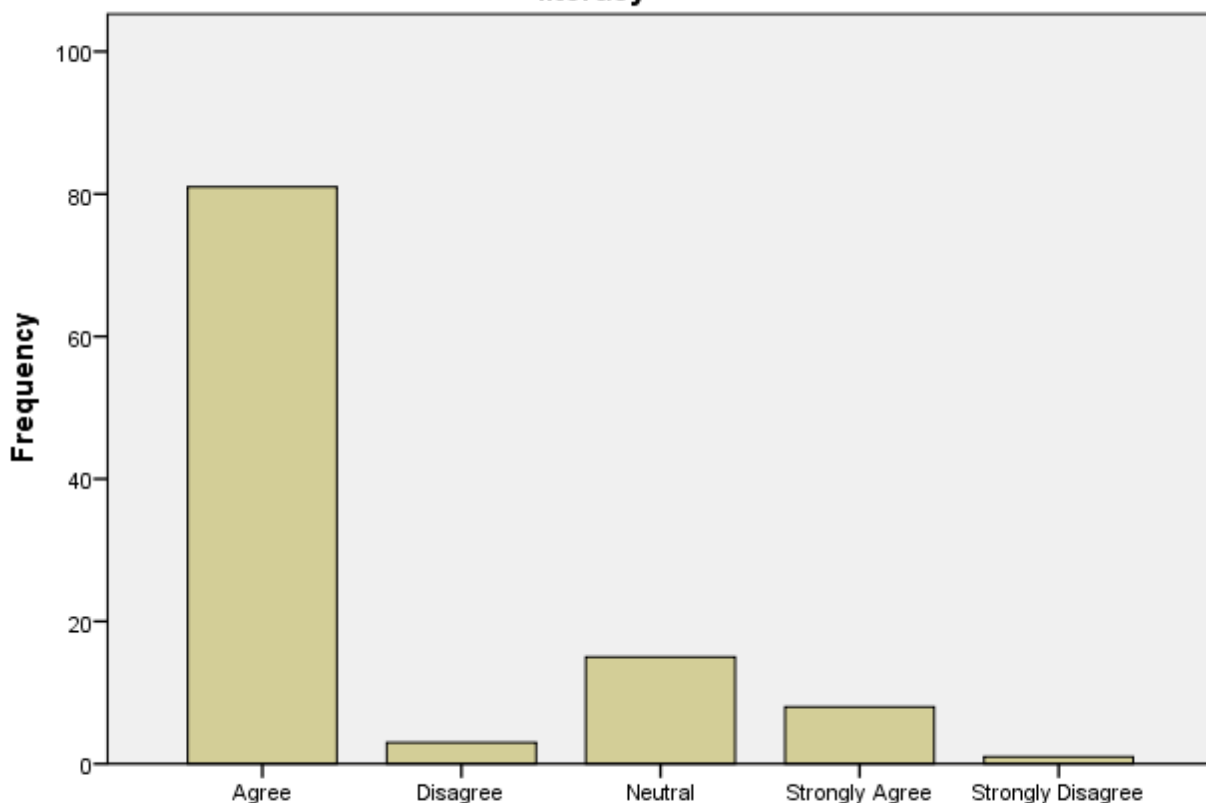
14. USAID has implemented specific education of adult citizens with lower literacy *

Table 4.16 pinpoints USAID's literacy program for adults. From the above table, results show that 81 respondents amounting to 75.0% of the sample size agreed, 3 respondents amounting to 2.8% disagreed with the statement, 15 respondents accounting for 13.9% stayed neutral, whilst 8 respondents accounting for 7.4% strongly agreed and 1 respondent amounting to 0.9% strongly disagreed.

Table 17. USAID vocational training related programs are really useful for improving the skills of people and the economy of Liberia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	81	75.0	75.0	75.0
	Neutral	7	6.5	6.5	81.5
	Strongly Agree	20	18.5	18.5	100.0
	Total	108	100.0	100.0	
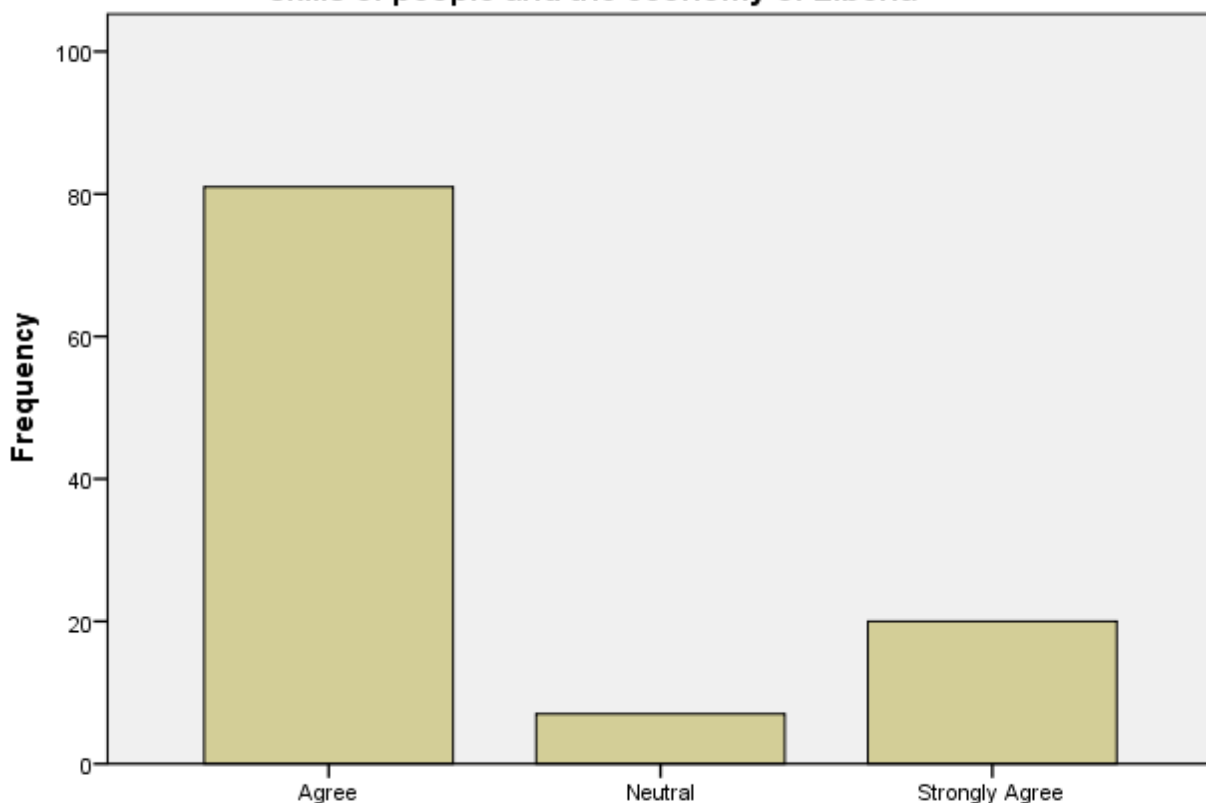
15.USAID vocational training related programs are really useful for improving the skills of people and the economy of Liberia *

Table 4.17 highlights USAID's vocational training program use to improve the skills of people and the Liberia's economy. Results from this table show that 81 respondents amounting to 75.0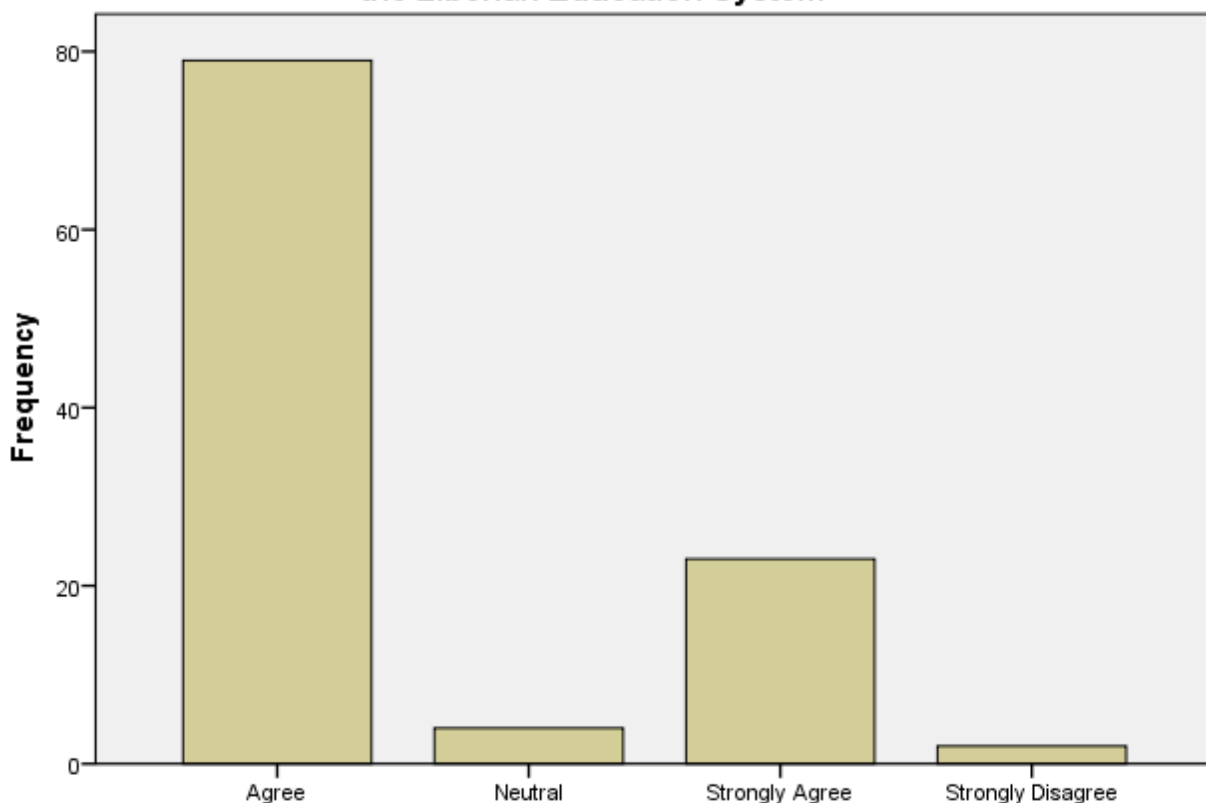% of the sample size agree to the statement on the table, 7 respondents amounting to 6.5% chose to stay neutral and 20 respondents accounting for 18.5% strongly agreed.

Table 18. USAID's assistance and guidance are very important for the
development of the Liberian Education System

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	79	73.1	73.1	73.1
	Neutral	4	3.7	3.7	76.9
	Strongly Agree	23	21.3	21.3	98.1
	Strongly Disagree	2	1.9	1.9	100.0
	Total	108	100.0	100.0	

16. USAID's assistance and guidance are very important for the development of
the Liberian Education System *

16. USAID's assistance and guidance are very important for the development
of the Liberian Education System *

Table 4.17 shows whether or not USAID's assistance and guidance are important for
the development of Liberia's educational system. Results from this table show that
79 respondents amounting to 73.1% of the sample size agreed with the above
statement, 4 respondents amounting to 3.7% chose to stay neutral, 23 respondents
accounting for 21.3% strongly agreed and 2 respondents amounting for 1.9%
strongly disagreed with the statement.

Table 19. Proper primary and secondary education have been implemented through the supervisory role of USAID.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	74	68.5	68.5	68.5
	Disagree	6	5.6	5.6	74.1
	Neutral	11	10.2	10.2	84.3
	Strongly Agree	16	14.8	14.8	99.1
	Strongly Disagree	1	.9	.9	100.0
	Total	108	100.0	100.0	

17. Proper primary and secondary education have been implemented through the supervisory role of USAID. *
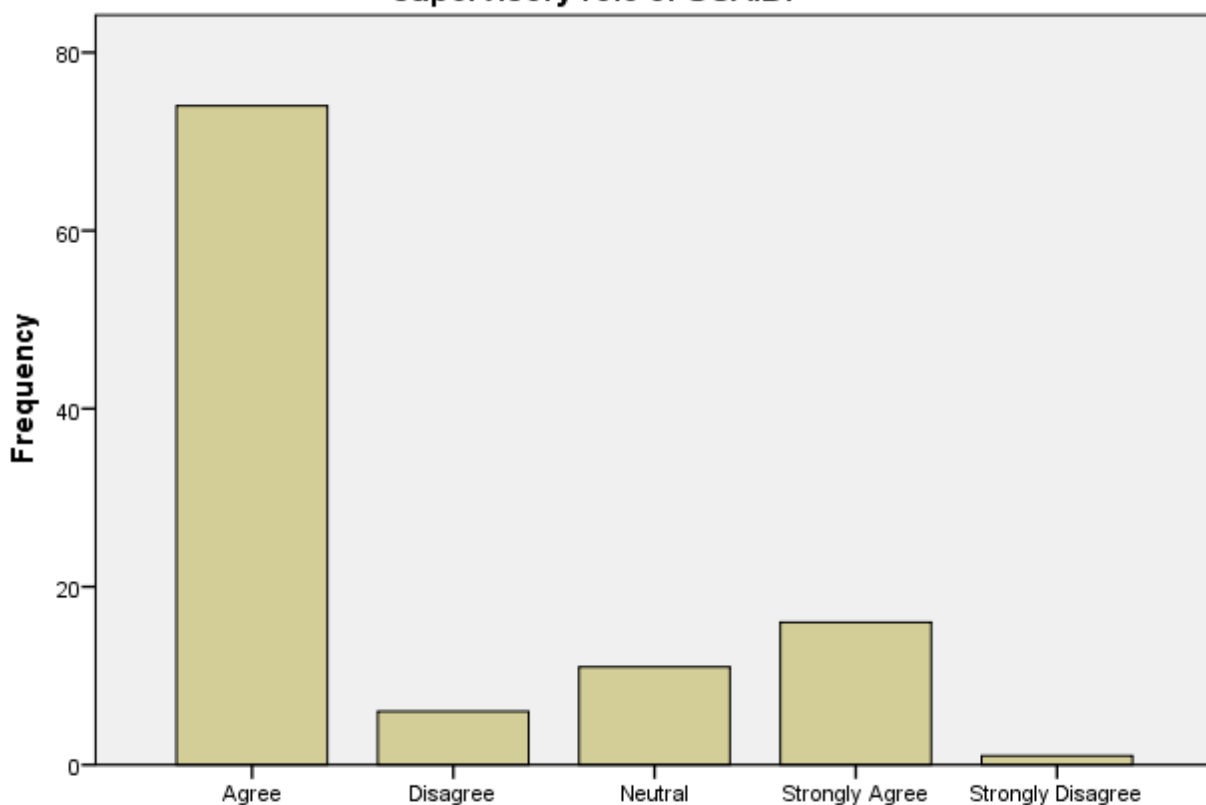
17. Proper primary and secondary education have been implemented through the supervisory role of USAID. *

Table 4.19 highlights proper primary and secondary education USAID has implemented through her supervisory role. The results from this table show that 74 respondents amounting to 68.5% of the sample size agreed to the above statement, 6 respondents amounting to 5.6% of the sample size disagreed, 11 respondents amounting to 10.2% stayed neutral, 16 respondents accounting for 14.8% strongly agreed to the statement and 1 respondent amounting to 0.9% strongly disagreed.

Table 20. USAID works on strengthening the policies, systems, and resources that are available to the MOE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	81	75.0	75.0	75.0
Neutral	10	9.3	9.3	84.3
Strongly Agree	15	13.9	13.9	98.1
Strongly Disagree	2	1.9	1.9	100.0
Total	108	100.0	100.0	
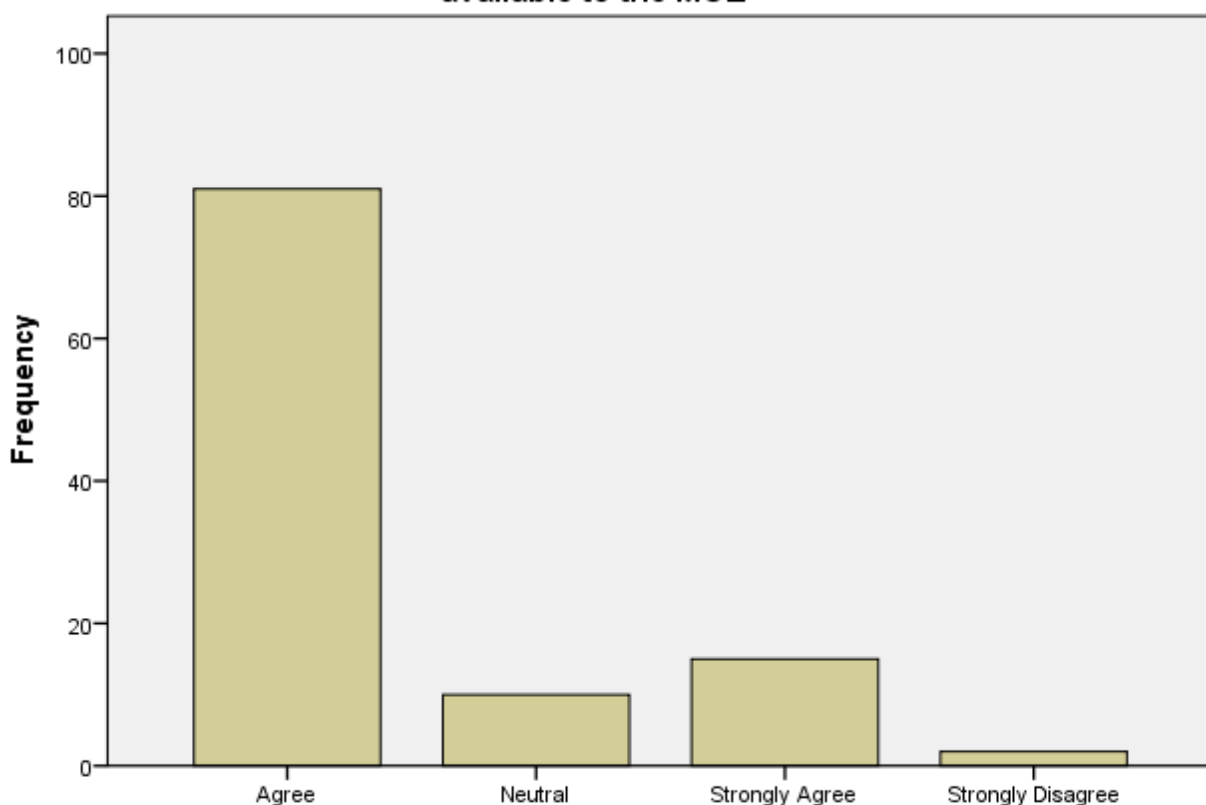
18. USAID works on strengthening the policies, systems, and resources that are available to the MOE *

Table 4.20 explains the role USAID plays in strengthening policies and resources available to the Ministry of Education. Result from this table shows that 81 respondents amounting to 75.0% agreed to the statement, 10 respondents accounting for 9.3% chose to stay neutral, 15 respondents amounting to 13.9% of the sample size strongly agreed with the statement and 2 respondents amounting to 1.9% strongly disagreed with the above statement on the table.

Table 21. USAID easily takes decision regarding to the education system in Liberia according to current laws and regulation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	73	67.6	67.6	67.6
	Disagree	3	2.8	2.8	70.4
	Neutral	18	16.7	16.7	87.0
	Strongly Agree	12	11.1	11.1	98.1
	Strongly Disagree	2	1.9	1.9	100.0
	Total	108	100.0	100.0	
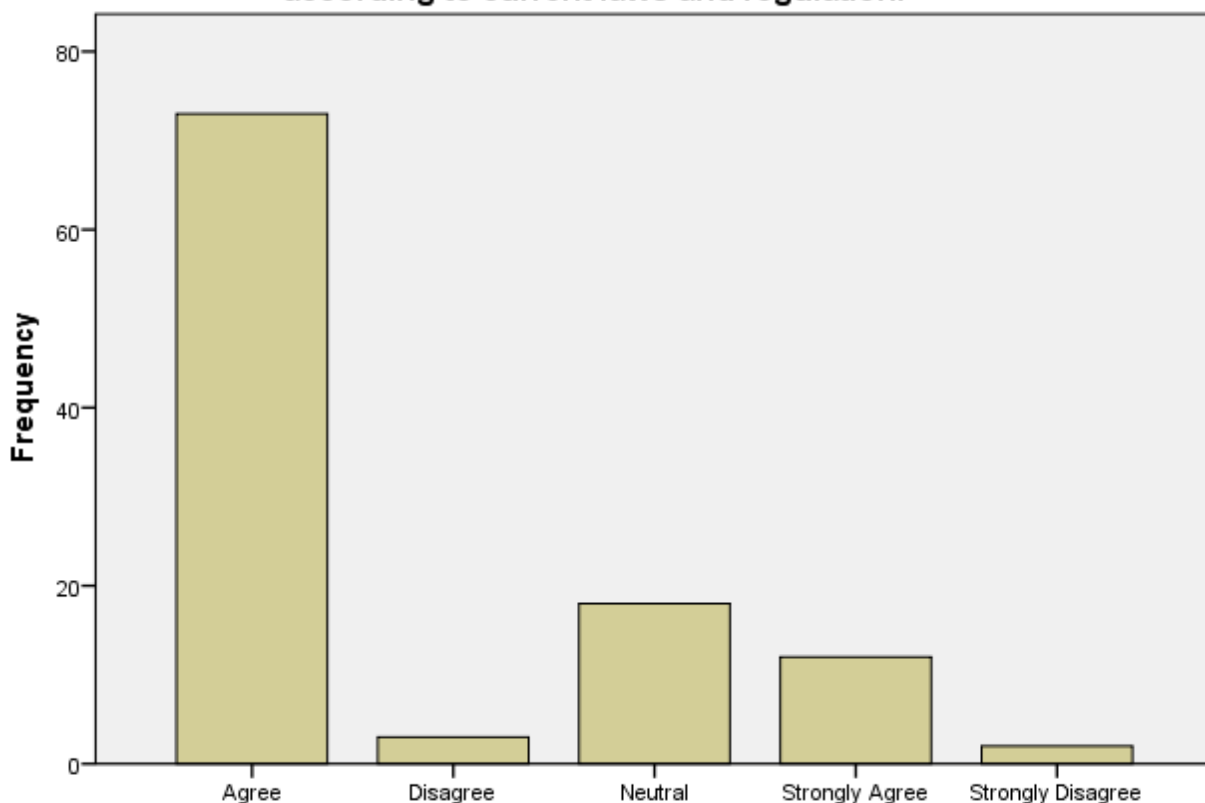
19. USAID easily takes decision regarding to the education system in Liberia according to current laws and regulation. *

Table 4.21 explains USAID's decision regarding the education system in line with current laws and regulation. Results from this table show that 73 respondents accounting for 67.6% of the sample size agreed with the statement, 3 respondent constituting 2.8% disagreed, 18 respondents amounting to 16.7% chose stay neutral,

12 respondents amounting for 11.1% strongly agreed and 2 respondents accounting

for 1.9% strongly disagreed with the statement.

Table 22. Does USAID provides education opportunities for out-of-school children?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Maybe	20	18.5	18.5	18.5
	No	5	4.6	4.6	23.1
	Yes	83	76.9	76.9	100.0
	Total	108	100.0	100.0	

20. Does USAID provides education opportunities for out-of-school children? *
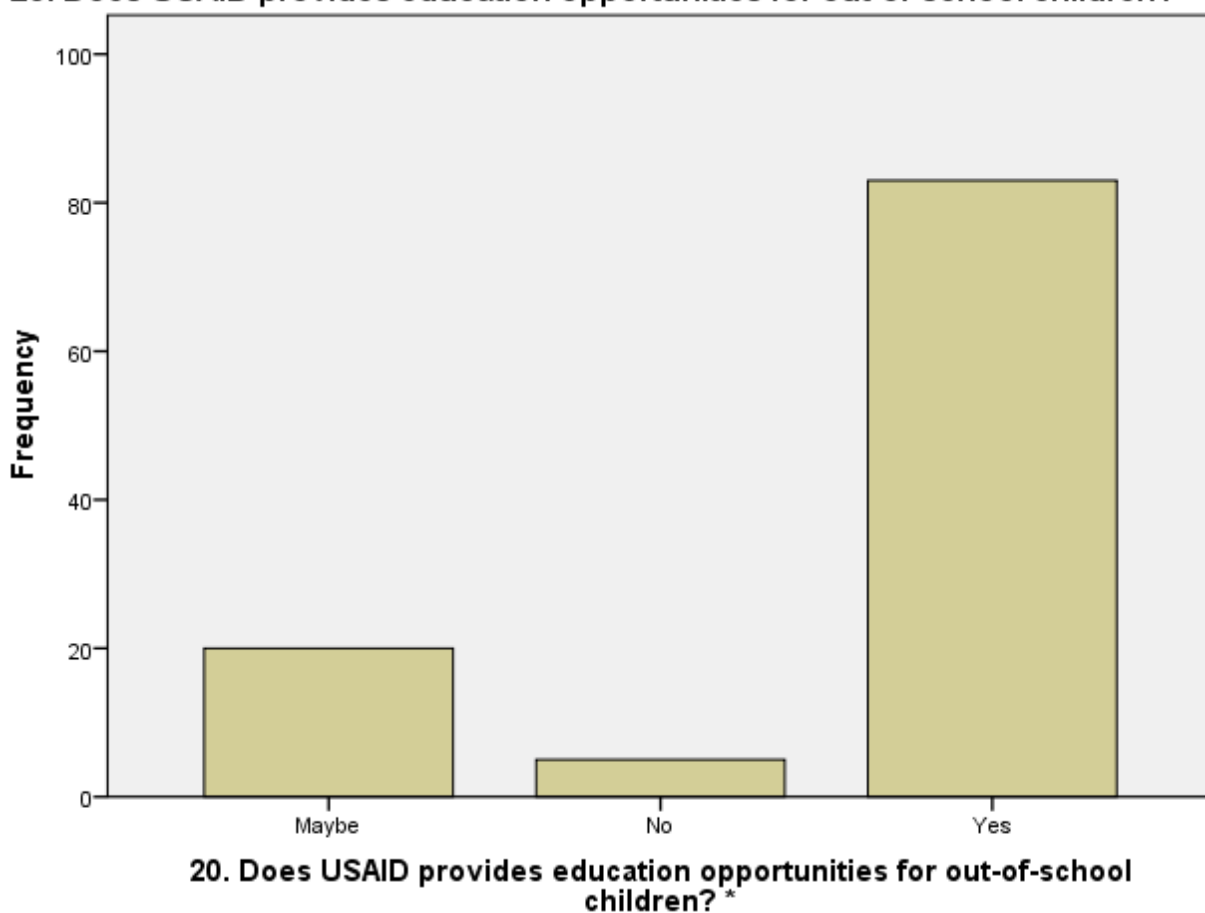
Table 4.22 highlights whether or not USAID provides educational for out-of-school children. Results from the above table show that 20 respondents amounting to 18.5% said maybe, 5 respondents amounting for 4.6% of the sample size said no and 83 respondents amounting for 76.9% answer yes to the question.

Table 23. Liberians who are taught through the current education system receive better employment opportunities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	71	65.7	65.7	65.7
	Disagree	9	8.3	8.3	74.1
	Neutral	11	10.2	10.2	84.3
	Strongly agree	11	10.2	10.2	94.4
	Strongly disagree	6	5.6	5.6	100.0
	Total	108	100.0	100.0	
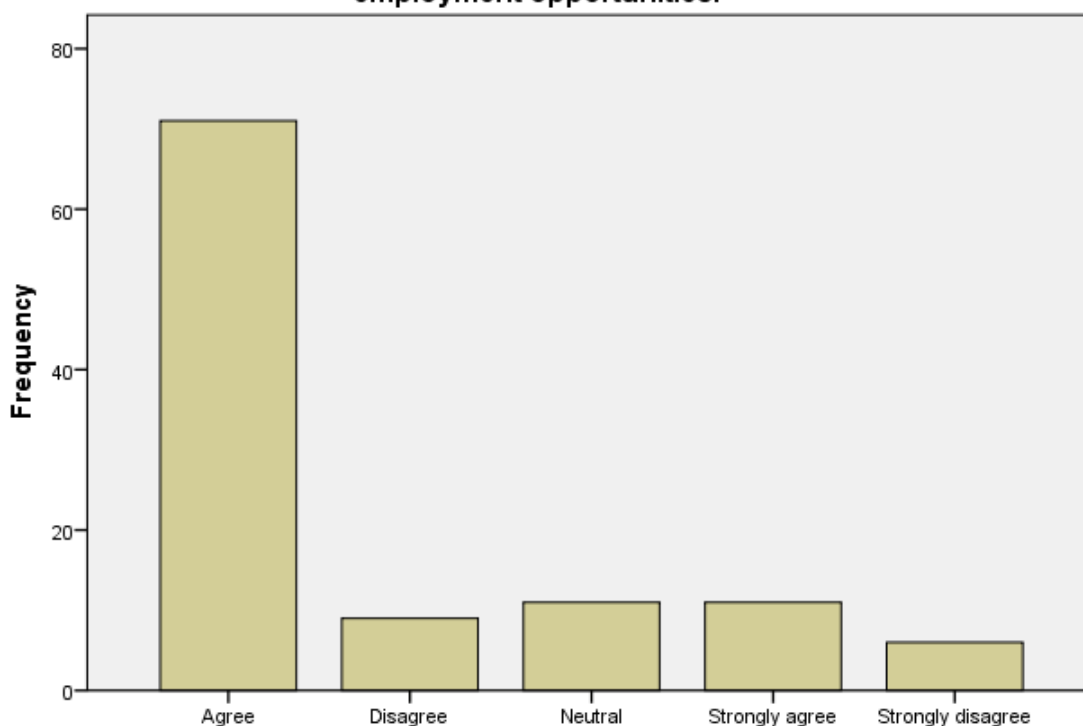
21. Liberians who are taught through the current education system receive better employment opportunities. *

Table 4.23 talks about whether or not Liberians who are taught through the current education system in Liberia receive better employment opportunities. Results from the table show that 71 respondent amounting for 65.7% of the sample size agreed that Liberians taught under the current education system receive better employment opportunities, 9 respondents accounting for 8.3% of the sample size disagreed with the statement, 11 respondents accounting for 10.2% of the sample size chose to

remain neutral, 11 respondents amounting to 10.2% strongly disagreed with the statement and 6 respondents amounting to 5.6% strongly disagreed.

Table 24. How do you feel about the government intervention on the education system in Libera?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Better	31	28.7	28.7	28.7
	Very worse	8	7.4	7.4	36.1
	Worse	69	63.9	63.9	100.0
	Total	108	100.0	100.0	

22. How do you feel about the government intervention on the education system in Libera? *
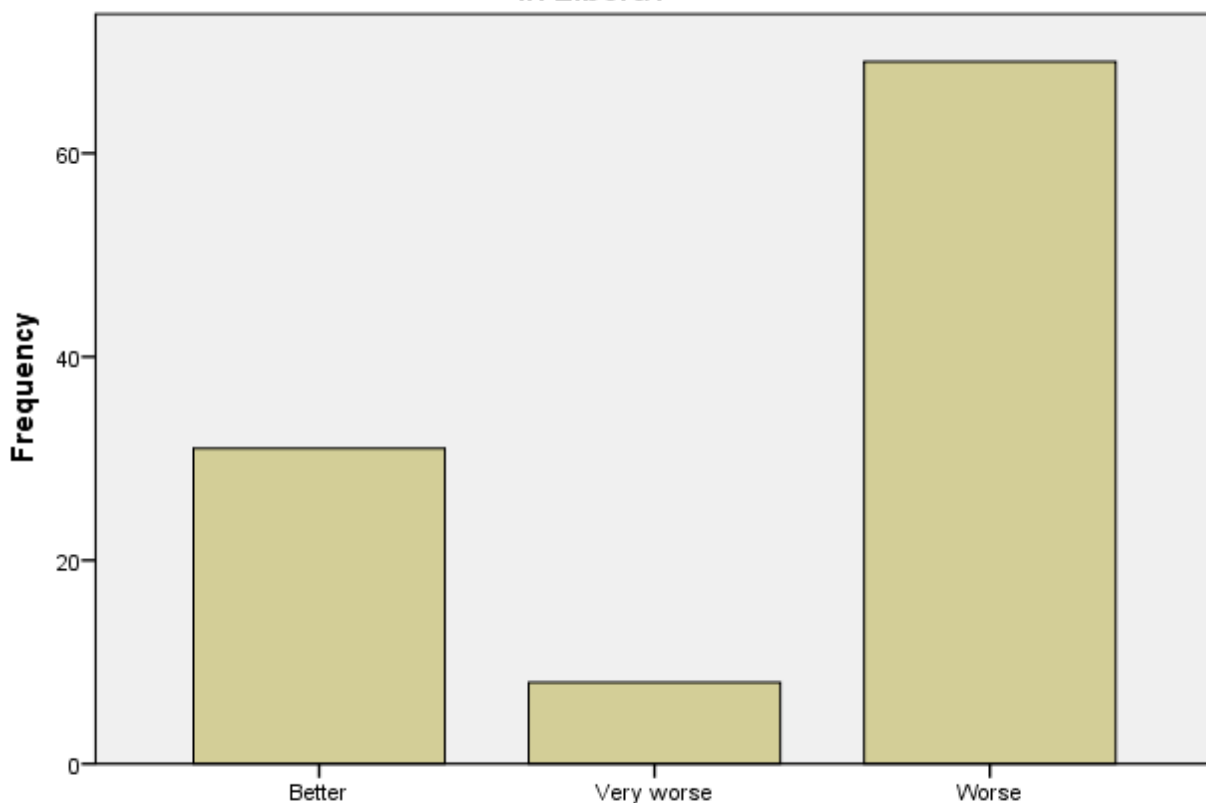
22. How do you feel about the government intervention on the education system in Libera? *

Table 4.24 highlights the government of Liberia's intervention on the education system. The results from this table show that 31 respondents amounting to 28.7% said government's intervention is better, 8 respondents amounting for 7.4% said government's intervention is very worse and 69 respondents accounting for 63.9% said government's intervention on the education system of Liberia is worse.

Table 25. *Do you think USAID should focus on Liberian education system more?*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Maybe	6	5.6	5.6	5.6
	Yes	102	94.4	94.4	100.0
	Total	108	100.0	100.0	

23. Do you think USAID should focus on Liberian education system more? *
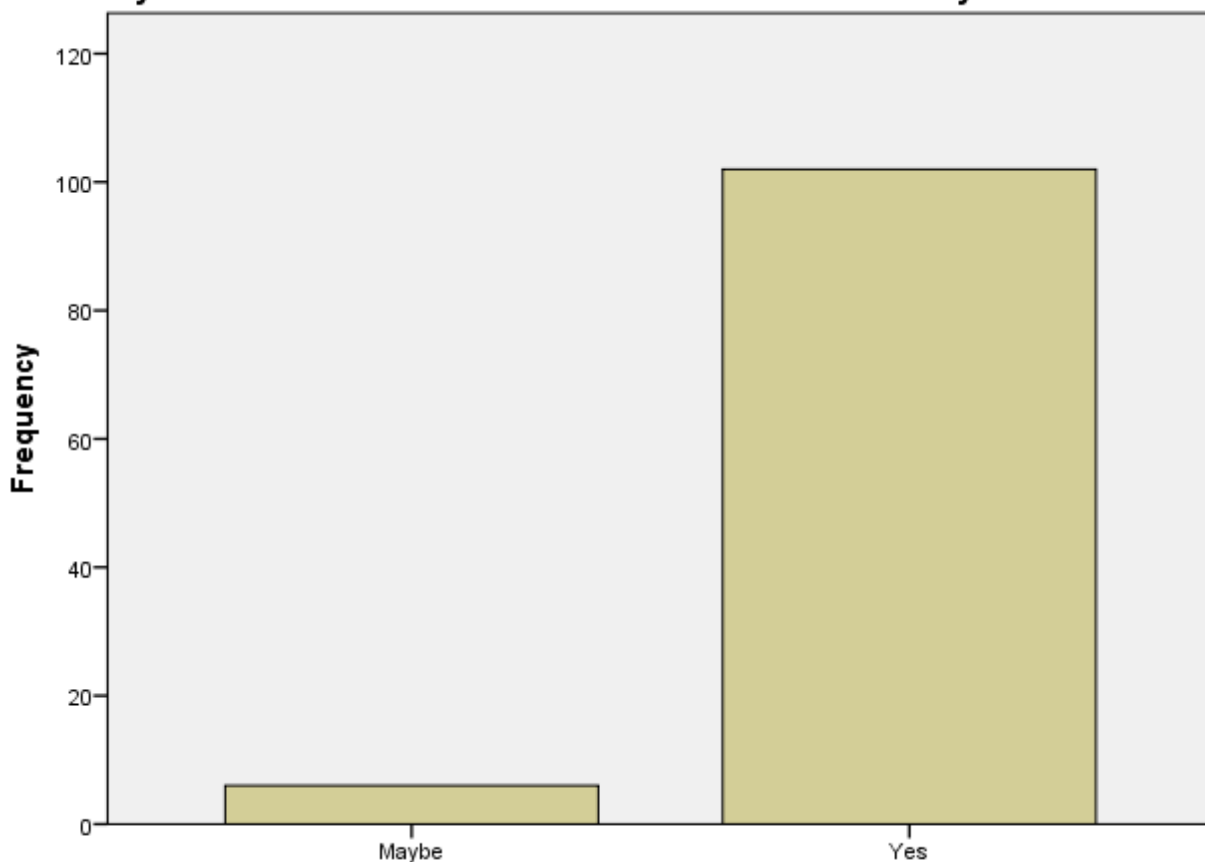
23. Do you think USAID should focus on Liberian education system more? *

Table 4.25 asked whether or not USAID should focus more on the Liberia's educational system. The results show that 6 respondents amounting to 5.6% said maybe and 102 respondents amounting to 94.4% stated yes that USAID should focus more on the Liberian education system.

Table 26. Should USAID develop a long term agenda for Liberian education sectors?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	108	100.0	100.0	100.0

24. Should USAID develop a long term agenda for Liberian education sectors? *
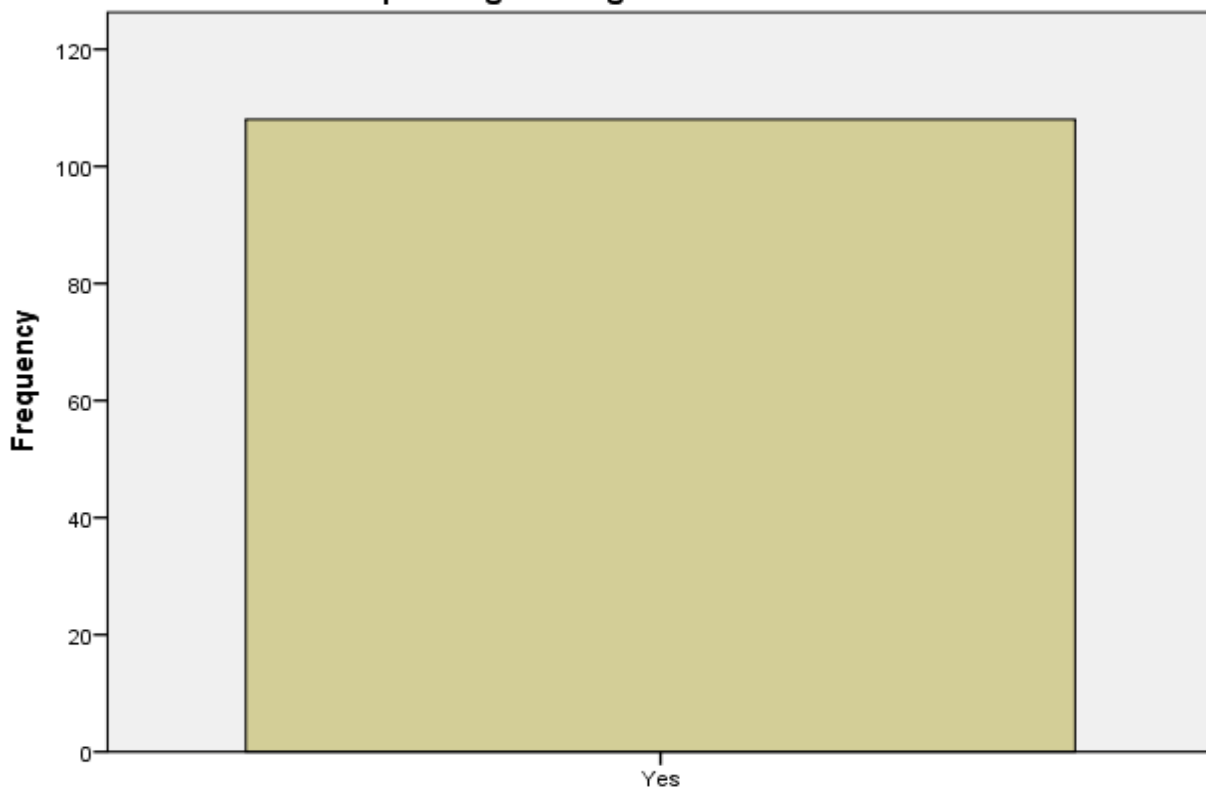
24. Should USAID develop a long term agenda for Liberian education sectors? *

Table 4.26 asked respondents whether or not USAID should develop long term agenda for Liberian education sector. The result shows that all 108 respondents amounting to 100% of the sample size said yes that USAID should develop a long term agenda for Liberia's education sector.

Table 27. Do you think USAID Accelerated Quality Education programs is a success?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Maybe	12	11.1	11.1	11.1
	No	3	2.8	2.8	13.9
	Yes	93	86.1	86.1	100.0
	Total	108	100.0	100.0	

25. Do you think USAID Accelerated Quality Education programs is a success? *
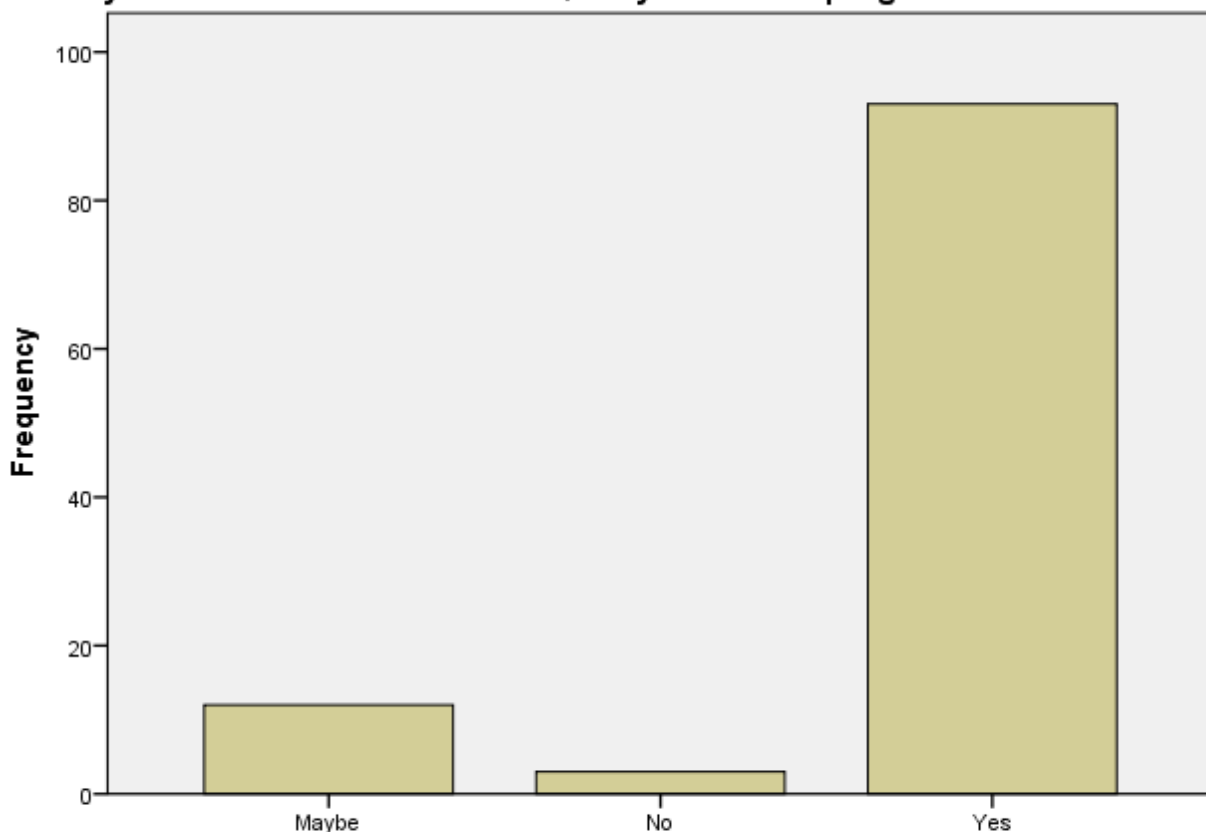
25. Do you think USAID Accelerated Quality Education programs is a success? *

Table 4.27 asked whether or not USAID's accelerated quality education program is a success. The results from the table show that 12 respondents amounting to 11.1% of the sample size said maybe, whilst 3 respondents amounting to 2.8% said no and 93 respondent accounting for 86.1% answered in the affirmative Yes that USAID's accelerated quality education is a success.

Table 28. Do you agree that the adaptation of USAID programs and policies into the Liberian education system is a success?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	86	79.6	79.6	79.6
Disagree	4	3.7	3.7	83.3
Neutral	11	10.2	10.2	93.5
Strongly agree	7	6.5	6.5	100.0
Total	108	100.0	100.0	

26.Do you agree that the adaptation of USAID programs and policies into the Liberian education system is a success?
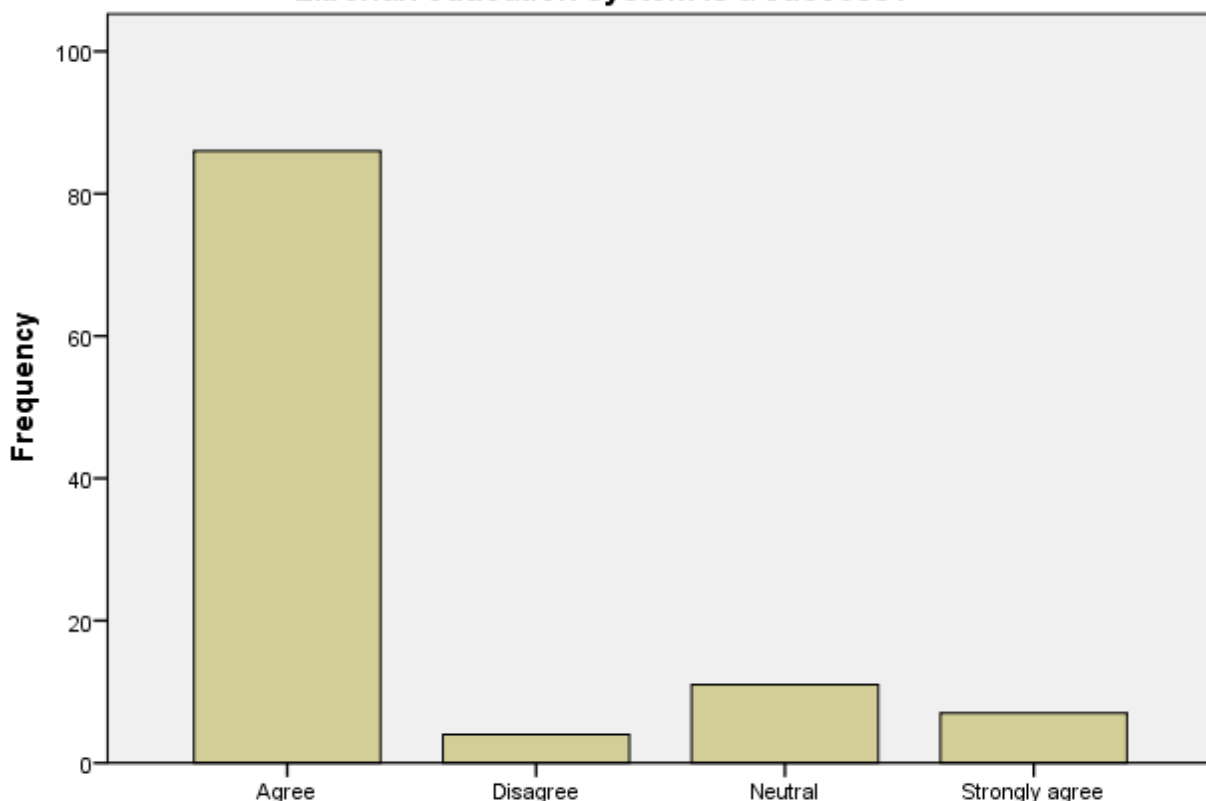
26.Do you agree that the adaptation of USAID programs and policies into the Liberian education system is a success?

Table 4.28 asked respondents whether or not the expectation of USAID's programs and policies into the Liberia's education system is a success. Results from the above table show that 86 respondents amounting to 79.6% of the sample size agreed with the question, 4 respondent accounting for 3.7% disagreed, whilst 11 respondents amounting to 10.2% chose to remain neutral and 7 respondents amounting to 6.5% strongly agreed to the question.

Table 29. Do you agree that USAID supervisory role in the educational sector of Liberia has made a positive impact?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Maybe	8	7.4	7.4	7.4
	No	3	2.8	2.8	10.2
	Yes	97	89.8	89.8	100.0
	Total	108	100.0	100.0	

27. Do you agree that USAID supervisory role in the educational sector of Liberia has made a positive impact?
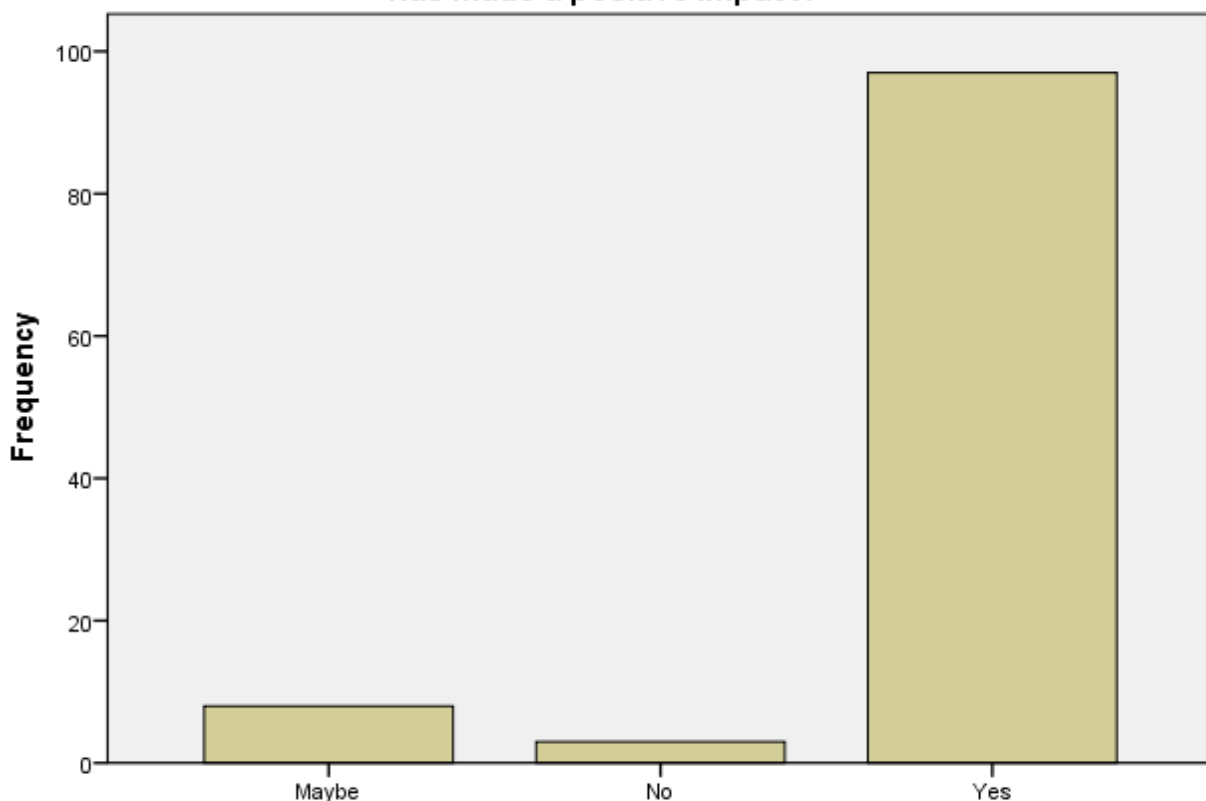
27. Do you agree that USAID supervisory role in the educational sector of Liberia has made a positive impact?

Table 4.29 asked whether or not USAID's supervisory role in the educational sector of Liberia has made a positive impact. Results from the above table show that 8 respondents accounting for 7.4% of the sample size said maybe to the question, 3 respondents amounting to 2.8% said no and 97 respondents amounting to 89.8% said yes USAID supervisory role in Liberia's educational sector has made a positive impact.

Table 30. Reliability statistics

Cronbach's Alpha	N of Items
.637	27

Cronbach Alpha of the present research study is .637 which shows that almost 63% data collection tool is valid and reliable.

4.2 Discussion of Research Findings and implications

Administrative and supervisory role play by educational authorities and organizations in the educational sectors in the world, especially Sub-Saharan Africa, remains critical challenge for the attainment of high quality education. Most countries in Sub-Saharan Africa are lagging behind when it comes to proper administrative and supervision of the education systems by state authorities and other partners working to improve education systems. A study conducted by Konneh and Nyei (2021) found out that most children in Sierra Leone have not received proper education even with the existence of Ministry of Education and other educational partners tasked with the responsibility to administrate and supervise the country's educational system that was decimated as a result of the near 11 years of arm conflict that conscripted kids into child soldiers coupled with the 2014 Ebola outbreak that witnessed learning in the country shut down to contain the spread of the epidemic. Likewise, a research was conducted in Guinea that established that only 35% of children received proper education after the intervention of Guinean educational authorities and international NGOs as compared to Liberia where 67.8% of my study's respondents revealed that children in Liberia have received proper education after the intervention of USAID in Liberia's education system. From my study, it was revealed in the findings that there has been significant improvement of skilled labor in the job market in Liberia with changes implemented by USAID. This result was backed by 65.7% of the study. When compared Liberia to its neighbor, Guinea, a study conducted by the World Bank Group in 2020 shows that, "Education remains disconnected from work, and students are not distributed among academic disciplines according to any economic logic. Technical and vocational training is underdeveloped relative to the needs of industry, namely mining, construction, and agriculture in particular." On whether or not all public schools have been equipped with educational materials and infrastructure to enhance learning, a research conducted by Awilo (2021) found out that 85% of schools in Africa are standing in shortage and supply of educational materials and the proper infrastructures to enhance learning. Notwithstanding this challenges most countries in Sub-Saharan Africa are faced with, Liberia made a considerable improvement through the intervention of USAID that has distributed proper education materials and infrastructure for all government's schools in Liberia. The study's findings show that 63.9% of participants of the study agreed that all government's schools have received

education materials through USAID's administration. Bowman (2020) conducted a study in three countries in West Africa, namely Guinea, Sierra Leone and Nigeria which findings uncovered that equitable access to safe learning opportunities are lacking for students, especially female students, adults who dropped out of school and youth. A study carried out by Babatunde (2021) established that USAID is working with several country governments in Africa to include Benin, Ethiopia, Ghana, Guinea, Liberia, Malawi, Mali, South Sudan, and Uganda to improve curricula for schools. Babatunde study corroborates with my research findings that found out that USAID is providing great support for improving curriculum of the Liberia's educational sector. Mason (2020) conducted a study in Equatorial Guinea and his research findings revealed that there is a lack of coordination between the Ministry of Education and international NGOs working in the educational sector. However, my research findings show that there is a proper coordination and understanding between the Ministry of Education of Liberia and USAID. According the research findings, it shows that USAID has implemented specific education programs for adults with lower literacy. A previous study conducted by Miller (2019) show that USAID is providing education for out-of-school children in Ghana. This study by Miller is in line with my research which shows that USAID provides education for out-of-school children On whether or not Liberians who are taught through the current education system in Liberia receive better employment opportunities, the results show by 71 respondents amounting for 65.7% prove that Liberians taught under the current education system receive better employment opportunities. This research when compared to study conducted by Kargbo (2021) found out that in Sierra Leone, 85% of students who are educated under the current education system of Sierra Leone are not afforded better employment opportunities as compared with its counterpart Liberia. Lastly, a study carried out by Asamoah (2022) in Ghana education system established that the government of Ghana intervention in its education system is better constratingly to my research findings which show that the government of Liberia's intervention on the education system is worse.

CHAPTER 5

5.1 CONCLUSION

Present research concludes that the out of school children's and overage children in schools so that they can start getting formal education in Liberia. This is a targeted areas program initiative to ensure the formal education for a particular segment of children. Moreover, this program also focuses on the teachers training as well so that they can impart knowledge effectively through effective instructional methods. So that these instructional methods can grab the attention of the students and students take interest in the learning process. It's obvious that at early age as such there is no mechanism to assess the success and academic performance of children. Similarly, teachers and parents remain doubt full about their students and children performance. Therefore, there should be a mechanism through which early grade students' academic performance can be assessed. Therefore, it is much needed to set benchmark that at the end of one, two and third grade to assess the reading skills and abilities. Study shows that early grade students should be assess through reading skills in formal education to measure and assess success of the students. Hence, this activity will be beneficial for the early Grade students and especially for those students who are not good at reading. Apart from the socioeconomic conditions and education system of Liberia, it is obvious that it is the leading recipient country that is being supported by the USAID in different Development projects. Liberia and USAID are having the long lasting relationship and partnership with each other.

In this regard, different teaching training program has been initiated so that teachers can get latest teaching techniques to enhance the learning process of students. This initiative has been taken with this objective that student learning can be maximized through their better academic performance.

On the other hand, the curriculum of the country is also not according to the needs of the society. With the technological advancement, the world has witnessed a substantial change in every walk of life. Transition from traditional method toward technology gadgets has made the learning process easier. Therefore, the curriculum of the Liberia education systems needs revision according to the needs of the country so that its future generation can compete globally.

5.2 RECOMMENDATIONS

The researcher strongly recommends the following:

1. The government of Liberia needs to establish more robust private partnerships with other institutions to provide more quality education programs for Liberians.

2. The government of Liberia through the ministry of education with USAID to train every public school management stuff, teacher and work to develop schools curricula and policies to provide quality basic education for all Liberians.

3. That USAID should invest in informal education more especially for those dropped out of school kids or older kids who have never been to school before. Informal education prepares students to become their own bosses, in this way they won't have to wait to be employed by government or other entities.

4. That the ministry of education should make sure that every school conducts training for teachers and administrators more often. This will help increase the numbers of qualified teachers.

5.3 RECOMMENDATION ACCORDING TO FINDINGS:

Major findings of the present research study are as follows.

Based upon the findings of this research study, the researcher deemed it prudent that all the issues put forth can be thoroughly study, analyze and put into implementation and should be strongly considered. The researcher recommends:

- Liberia should continue the partnership with USAID and other private entities in order to have quality education, trained teachers, effective administrators and comfortable learning environments in the urban and rural settings of the republic of Liberia.

5.4 RECOMMENDATIONS for FUTURE RESEARCH

The researcher recommends that future research on USAID's intervention on Liberia's education system should focus more on the intervention of USAID and other educational NGOs in the rural communities and towns that are struggling with trained teachers, facilities and lack of access to public high schools.

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Appendix A
Survey Questions

The External agendas and Internal Expectations of USAID Administrative and Supervisory role in Liberia Education.

Sex of respondents

Male
Female

Ages of respondents

18- 23
24- 29
34- 39
44- 49+

1. What is your role related to the Liberian education system? *

Education Expert
NGO Official
Government official
Others

2. How long have you been working on the previously mentioned role? *

less than 1 year
1- 5
5- 10
10- 15
more than 15 years

3. Most of the children received access to proper education after the intervention of USAID in Liberian Education *

strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

4. There is an improvement of skilled labor in the job market of Liberia with changes implemented by USAID *

Strongly disagree
Disagree
Neutral
Agree

Strongly agree

5. There is a proper distribution of education materials and infrastructure for all the government schools with administration of USAID *

Strongly disagree
Disagree
Neutral
Agree
Strongly agree

6. USAID agendas address to the challenges related to access , quality of education and improved the governance of the education system in positive manner. *

Strongly disagree
Disagree
Neutral
Agree
Strongly agree

7. USAID's education programs are focused on improvement of teaching and learning in Liberian education system *

Strongly disagree
Disagree
Neutral
Agree
Strongly agree

8. USAID's Educational programs are focused on equitable access to safe learning opportunities for all (Females, especially needed people, adults and youth who missed their education) *

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

9. USAID provides great support for improving curricula. *

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

10.USAID is helping to improve the policy environment essential to providing basic education services and tertiary access to all Liberians *

Strongly Disagree
Disagree

Neutral
Agree
Strongly Agree

11. MOE of Liberia and USAID are having proper coordination and understanding.
*

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

12. USAID provides the technical assistance to MOE when needed. *

Strongly disagree
Disagree
Neutral
Agree
Strongly agree

13. Under USAID there is proper training facility provided for teachers who are
currently working *

Yes
No
Maybe
Other:

14. USAID has implemented specific education of adult citizens with lower literacy
*

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

15.USAID vocational training related programs are really useful for improving the
skills of people and the economy of Liberia *

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

16. USAID's assistance and guidance are very important for the development of the
Liberian Education System *

Strongly Disagree

Disagree
Neutral
Agree
Strongly Agree

17. Proper primary and secondary education have been implemented through the supervisory role of USAID. *

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

18. USAID works on strengthening the policies, systems, and resources that are available to the MOE *

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

19. USAID easily takes decision regarding to the education system in Liberia according to current laws and regulation. *

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

20. Does USAID provides education opportunities for out-of-school children? *

Yes
No
Maybe
Other:
[   ]

21. Liberians who are taught through the current education system receive better employment opportunities. *

Strongly disagree
Disagree
Neutral
Agree
Strongly agree

22. How do you feel about the government intervention on the education system in Libera? *

Extremely Better
Better
Worse
Very worse

23. Do you think USAID should focus on Liberian education system more? *

Yes
No
Maybe
Other:

24. Should USAID develop a long term agenda for Liberian education sectors? *

Yes
No
Maybe

25. Do you think USAID Accelerated Quality Education programs is a success? *

Yes
No
Maybe

26.Do you agree that the adaptation of USAID programs and policies into the

Liberian education system is a success? *

Strongly disagree
Disagree
Neutral
Agree
Strongly agree

27. Do you agree that USAID supervisory role in the educational sector of Liberia

has made a positive impact?*

Yes
No
Maybe

Appendix B

Participant's Letter of Consent

The External agendas and Internal Expectations of USAID Administrative and Supervisory role in Liberia Education

Dear Respondent,

The purpose of this survey is to get the opinions regarding your experience with USAID and Education system in Liberia. This information is used only for our survey purpose and your privacy is safe with us. Your kind response is highly appreciated

Thank you

Appendix C

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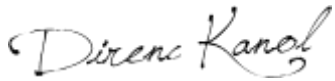
Ethical Committee Approval Letter

Dear Gifty Onita Davies

Your application titled "**USAID Role in Liberia Education: External Agenda and Internal Expectations: Liberia Case Study**" with the application number NEU/ES/2022/829 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

Gifty's Final Report

ORIGINALITY REPORT

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SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1 opportunityforallliberia.com
Internet Source

2 www.usaid.gov
Internet Source

3 Submitted to University of Sussex
Student Paper

4 Submitted to Yakın Doğu Üniversitesi
Student Paper

5 www.hindawi.com
Internet Source

6 docs.neu.edu.tr
Internet Source

7 association-gms.org
Internet Source

8 Submitted to Asia Pacific University College ofTechnology and Innovation (UCTI)
Student Paper

9 Submitted to American University of the Middl

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Student Paper

10

Submitted to October University for ModernSciences and Arts (MSA)
Student Paper

11

Submitted to Aston University
Student Paper

12

Submitted to University of Malaya
Student Paper

13

neu.edu.tr
Internet Source

14

thimun.org
Internet Source

15

Submitted to University of Greenwich
Student Paper

16

www.scribd.com
Internet Source

17

www.suaire.sua.ac.tz
Internet Source

18

Submitted to Higher Education CommissionPakistan
Student Paper

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Submitted to Far Eastern University

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32 Submitted to Griffin High School
Student Paper

www.slide share.net
Internet Source

33 Submitted to Pacific University
Student Paper

34 ijals.science-line.com
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35

Submitted to Mancosa
Student Paper

36

www.studymode.com
Internet Source

37

Submitted to Xianjiatong-Liverpool University
Student Paper

38

digitalcommons.auctr.edu
Internet Source

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northwestvictimservices.org
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      Internet Source

47
      prepwellness.org
      Internet Source

48
      stars.library.ucf.edu
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49
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50
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      Internet Source

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52
      Submitted to University of Wolverhampton
      Student Paper

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      dl.icdst.org
      Internet Source

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64   performance, 2015
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65   acikbilim.yok.gov.tr
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creativecommons.org
Internet Source

66 etheses.dur.ac.uk
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67 micropoll.questionpro.com
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71 www.fas.harvard.edu
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Student Paper

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"Handbook of Lifelong Learning for Sustainable Development", Springer

Scienceand Business Media LLC, 2018
Publication

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Developing Successful Leadership, 2010.
Publication

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