

**WE-CARE/FRIENDS OF LIBERIA/HIPPY
FAMILY LITERACY INITIATIVE (FLI)
FRIST & SECOND QUARTER NARRATIVE REPORT
OCTOBER- MARCH 2018**



Introduction

Family Literacy initiative in its third and final year of the pilot years continues to provide for 180 families in four communities the necessary instructional materials and most interestingly, the skills and confidence they need to be their child/children first teacher. Parents have moved from the initial doubt of not being able to teach their child/children to developing the skills and confidence that is needed as they work with their children. On the other hand, their children are gradually transitioning from book knowledge to story sequencing and from scribbling to letter knowledge, sounding letters to spelling of their names, identifying things and happening around them.

The third year of the family Literacy Initiative pilot program started in October, 2017 with the regular process, recruiting home visitors and new families, maintaining old families, production of first six weeks of instructional materials, administrating bracken assessment to newly recruited children, and final selection of home visitors from general training workshop. On January 12, 2018 the third year program started conducting the first set of weekly training of the home visitors in three of the four communities. One of the Communities, West Point weekly training is still being done at the FLI Office. Due to the new schedule of conducting home visitors training in their respective communities and a week allotted for home visitors to work with their practice child, visits to families started on January 22, 2018 and by January 30, 2018 all families in the four communities had received a home visit.

ACTUAL NUMBER OF FAMILIES AND CHILDREN WITHIN THE PROGRAM

| NO. | COMMUNITY | PARENT | MALE | FEMALE | CHILDREN | MALE | FEMALE |
|-----|--------------|------------|-----------|------------|------------|-----------|-----------|
| 1. | Caldwell | 50 | 22 | 28 | 52 | 27 | 25 |
| 2. | Duazon | 50 | 15 | 35 | 51 | 29 | 21 |
| 3. | West Point | 50 | 9 | 41 | 50 | 17 | 33 |
| 4. | Neezoe | 30 | 17 | 13 | 30 | 17 | 13 |
| | Total | 180 | 63 | 117 | 182 | 90 | 92 |

PRESENT NUMBER OF FAMILIES AND CHILDREN

| NO. | COMMUNITY | # OF FAMILIES | DROP FAMILIES | AWAIT FAMILIES | TOTAL # CHILDREN |
|-----|--------------|---------------|---------------|----------------|------------------|
| 1. | Caldwell | 49 | 1 | 0 | 51 |
| 2. | Duazon | 47 | 2 | 1 | 47 |
| 3. | West Point | 50 | 0 | 0 | 50 |
| 4. | Neezoe | 30 | 0 | 0 | 30 |
| | Total | 176 | 3 | 1 | 178 |

COMMUNITIES & EXACT LOCATIONS

Caldwell -Program sites include, Samukai Camp, Kukatornor, Benson Street,
Coffee farm – Lukorkor, Sirleaf Town, and Sasstown Drive.

Duazon - Program sites include-Ma –zee village, Sand Beach, Freeport,
Mackintosh and Rock Crusher

West Point - Program sites include / blocks 402, 404, 405, and 406

Neezoe- Program sites include /block A, B, DA and DB

MEET OUR HOME VISITORS THEIR COMMUNITIES AND NUMBER OF PARENTS WORKING WITH:

CALDWELL

| HOME VISITOR | PARENTS | MALE | FEMALE | CHILDREN | MALE | FEMALE |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Jeff T. Gbaleh * | 12 | 7 | 5 | 14 | 8 | 6 |
| Henrietta Sackie | 9 | 2 | 7 | 9 | 6 | 3 |
| James B. Morris | 10 | 4 | 6 | 10 | 6 | 4 |
| Amina Menepalay | 8 | 2 | 6 | 8 | 3 | 5 |
| Archie Myers | 10 | 6 | 4 | 11 | 4 | 7 |
| Total | 49 | 21 | 28 | 52 | 27 | 25 |

DUAZON

| HOME VISITOR | PARENTS | MALE | FEMALE | CHILDREN | MALE | FEMALE |
|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Louise Zayzay * | 13 | 5 | 8 | 14 | 8 | 6 |
| Florence Mitchell | 5 | 1 | 4 | 5 | 1 | 4 |
| Lovetee During | 9 | 2 | 7 | 9 | 8 | 1 |
| Abednego Boe | 8 | 3 | 5 | 8 | 5 | 3 |
| Elizabeth Daniels | 7 | 2 | 5 | 7 | 3 | 4 |
| Rufus Joe | 5 | 3 | 2 | 5 | 2 | 3 |
| Total | 47 | 16 | 32 | 48 | 27 | 21 |

WEST POINT

| HOME VISITOR | PARENTS | MALE | FEMALE | CHILDREN | MALE | FEMALE |
|------------------|-----------|----------|-----------|-----------|-----------|-----------|
| Nathaniel Wreh * | 13 | 0 | 13 | 13 | 6 | 7 |
| Mercy Nagbe | 10 | 1 | 9 | 10 | 4 | 6 |
| Tenneh Taweh | 9 | 1 | 8 | 9 | 3 | 6 |
| Genevieve Akoi | 8 | 2 | 6 | 8 | 5 | 3 |
| Thierry White | 5 | 3 | 2 | 5 | 0 | 5 |
| Tito Sambulah | 5 | 2 | 3 | 5 | 0 | 5 |
| Totals | 50 | 9 | 41 | 50 | 17 | 33 |

NEEZOE

| HOME VISITOR | PARENTS | MALE | FEMALE | CHILDREN | MALE | FEMALE |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Rashid Sesay* | 8 | 5 | 3 | 8 | 5 | 3 |
| Mercy Sangah | 7 | 5 | 2 | 7 | 3 | 4 |
| Cynthia Solo | 8 | 6 | 2 | 8 | 6 | 2 |
| Mlawin Nehan | 7 | 1 | 6 | 7 | 3 | 4 |
| Total | 30 | 17 | 13 | 30 | 17 | 13 |

Please note: Names with the asterisk are the home visitor/supervisors in each community

PICTURES OF HOME VISITORS ROLE PLAY ACTIVITIES



**Genevieve role play counting skills with a parent
In West Point community**



**Mercy role play literacy skills with a
parent in Neezoe community**



Home visitor Elizabeth Duazon role plays Language activity with parent Annie.



Home visitor Archie role play literacy skills with a parent in Caldwell



Home Visitor Mlanwin role play literacy activity with a parent in Neezoe comm.



Home visitor Tito role plays science activity with a parent in West Point



Home visitor James role play language activity with parent Cecelia win Caldwell community

WEEKLY TRAINING

The weekly training for home visitors is intended to fully engage the home visitors with the curriculum activities using the role play. It enables the home visitors to familiarize themselves with the booklets, books and specifically the skills and concepts that the parent should be developing in the child through role play activities before taking the materials to the parents. Moreover, the trainings help the home visitor and the coordinators to have an idea of how the children learn by repetition and the use of the five domain areas.

Due to on the increase in home visitors and communities, the weekly trainings for three communities are now being conducted within the communities. The exception is WestPoint home visitors. They come at the office for training. This year the coordinator and assistant coordinator rotate the training of the home visitors in each community. We have successfully completed 10 weeks trainings and have implemented nine weeks with the parents on the field. See below the training schedule:

| COMMUNITY | TRAINING DAY | TIME | Work Done | TRAINING COMPLETED |
|------------|-----------------|------------------|------------------|--------------------|
| West Point | Friday | Morning/ Evening | Trained/ monitor | 10 trainings |
| Neezoe | Tuesday | Morning/ Evening | Trained/ monitor | 10 trainings |
| Duazon | Wednesday | Morning/ Evening | Trained/ monitor | 10 training |
| Caldwell | Thursday | Morning/ Evening | Trained/ monitor | 10 training |
| Office | Monday & Friday | All day | Paper work | |

REGULAR TRAINING SESSION



Training session in Duazon community



Training session in Duazon community



Training session in Neezoe community



Training session in Caldwell community

PICTURE OF PARENTS INTERACTION DURING THE PROGRAM& MATERIAL DISTRIBUTION



Parent Better role play activity with Godgift a year 3 child in Caldwell community



Parent Maron role play motor skills with Tenneh a year 2 child in west point community



Hawa Massaquaoui from Caldwell demonstrate motor skills



Home Visitor Mercy distribute family kits



Home visitor Archie distribute family kits in Caldwell community



Grandmother Esther role play activity with little Patience in West Point community

The strength for the program is in field visits, where home visits are made, monitoring & mentoring of home visitors, parent and children. These visits are conducted on a weekly basis and are continue up to the end of the each cycle of 30-32 weeks. The Home visitors and the coordinators used the time of visits familiarize themselves with parents and build a strong working relationship, teach through role play, the required skills and concepts, and help develop the confidence that the parents need to be their child/children first teacher by taking responsibility of their own learning. The chart below provides the ten weeks of home visits by home visitor per community.

| NO. | COMMUNITY/ HV –NAME | # OF FAMILY | R-VISIT | C-VISIT | D-F | TOTAL VISIT |
|-----|---------------------|-------------|-------------|-------------|-----------|-------------|
| | CALDWELL | | | | | |
| 1. | Jeff T. Gbaleh | 12 | 120 | 112 | 8 | 120 |
| 2. | Henrietta Sackie | 9 | 90 | 83 | 7 | 90 |
| 3. | James B. Morris | 10 | 100 | 95 | 5 | 100 |
| 4. | Amina Menepalay | 8 | 80 | 74 | 6 | 80 |
| 5. | Archie Myers | 10 | 100 | 94 | 6 | 100 |
| | DUAZON | | | | | |
| 1. | Louis Zayzay | 13 | 130 | 130 | 0 | 130 |
| 2. | Florence Mitchell | 5 | 50 | 50 | 0 | 50 |
| 3. | Lovetee During | 9 | 90 | 82 | 8 | 90 |
| 4. | Abednego Boe | 8 | 80 | 80 | 0 | 80 |
| 5. | Elizabeth Daniels | 7 | 70 | 70 | 0 | 70 |
| 6. | Rufus Joe | 5 | 50 | 50 | 0 | 50 |
| | West Point | | | | | |
| 1. | Nathaniel Wreh | 12 | 120 | 111 | 9 | 120 |
| 2. | Mercy Nagbe | 10 | 100 | 100 | 0 | 100 |
| 3. | Tenneh Taweh | 9 | 90 | 90 | 0 | 90 |
| 4. | Genevieve Akoi | 8 | 80 | 80 | 0 | 80 |
| 5. | Thierry White | 5 | 50 | 50 | 0 | 50 |
| 6. | Tito Sambulah | 5 | 50 | 50 | 0 | 50 |
| | Neezoe | | | | | |
| 1. | Rashid Sesay | 8 | 80 | 80 | 0 | 80 |
| 2. | Mercy Sangah | 7 | 70 | 70 | 0 | 70 |
| 3. | Cynthia Solo | 8 | 80 | 80 | 0 | 80 |
| 4. | Mlawin Nehan | 7 | 70 | 70 | 0 | 70 |
| | | | | | | |
| | Total | 176 | 1760 | 1701 | 59 | 1760 |

Key R-visit –required visit, C-visit – Completed visit, D-F--delayed family

BRACKEN SCHOOL READINESS ASSESSMENT

The regular bracken assessment was conducted for the 60 newly recruited families within the four communities (Neezoe -30 families, Caldwell- 10 families, WestPoint- 10 families, and Duazon -15 families). During the recruitment process for year three, five families from Duazon, year 2 move out of the community, therefore an additional five new families were recruited to balance the actual number of families in Duazon.

SOME PICTURE OF BRACKEN ASSESSMENT IN THE COMMUNITIES



Coordinator Gbima administer Bracken assessment in Caldwell & West Point communities



Assistant coordinator David administer Bracken assessment in Duazon community

GROUP MEETINGS

The program regular group meeting is schedule four times in each community during the thirty weeks period. The first meeting Conducted this year brought together parents, children, home visitors, community dwellers who served as observers, WE- CARE Executive Director & Coordinators (WE-CARE/FLI) in each community. The group meetings are used for but not limited to the following:

- ❖ To enable parents in the program to interaction on a group level;
- ❖ To reinforce the literacy , Math , Science ,Motor and language skills taught;
- ❖ To allow parents share their experiences and learn from each other;
- ❖ To help parents understand the lessons better;
- ❖ To have an understanding of how the parents are working with their children;

| COMMUNITY | MONTH | MALE | FEMALE | TOTAL | COMMENT |
|------------|-----------------|------|--------|-------|---------|
| West Point | March 10,2018 | 2 | 32 | 34 | Regular |
| Neezoe | March, 17, 2018 | 9 | 18 | 27 | Regular |
| Duazon | March, 24, 2018 | 6 | 23 | 29 | Regular |
| Caldwell | March 31, 2018 | 7 | 19 | 26 | Regular |
| Total | | 24 | 92 | 116 | |

PICTURE OF GROUP MEETING



Families in West Point participate during Group meeting



Children from Duazon demonstrate motor skills during group meeting



Lead Home visitor Louise observer while a parent read aloud a book .



Asst. Coordinator David Lead a session

during group meeting in Neezoe comm.

Coordinators Visit

The program coordinators visits to the communities have increased due to the fact that home visitors from three communities are no longer coming at the office for the regular training. The coordinators rotate to conduct the regular training for the home visitors within their respective communities, thus increasing the field visit for the coordinators. The coordinators field visit is intended to provide support, mentorship and to monitor the home visitors. It is to also address issues with challenging parents and conduct assessment.

DR. SARAH MORRISON VISIT TO FLI/LIBERIA

The President of Friends of Liberia (FOL), Dr. Sarah C. Morrison visited the Family Literacy program for the first time in Liberia. During her visit, she met with the WE-CARE and FLI team. Dr. Morrison was given a tour of the entire program, which included: from filing of activities sheets to report viewing, home visitors' regular training session, group meeting, families visit, and observing role play activity taking place with parents and children. The visit was climax with WE-CARE and FLI executives meeting with her at her guest house to discuss issues relating to the development and success of the program.

THERE ARE SOME PICTURE DURING HER VISIT



Dr. Morrison interacts with parent Annie of west point community, discussing success & challenges of the program.



Little Grace Taweh demonstrates visual discriminatory skills with the alphabet chart, as Dr. Morrison observed.



**Little Grace of west point, year 3
child picture read to Dr. Morrison**



**Home visitor Tito role play motor skills with a
parent in west point as Dr. Morrison observed**



**Dr. Morrison visit west point community, and
interact with a grandmother on some happenings
of the program.**



**Dr. Morrison observe home visitor
regular training session in Caldwell
community**

Accomplishment

- Recruitment & bracken assessment completed
- Regular training session within the community is ongoing as scheduled
- Conduct the first group meetings in the four communities
- Replacement of families that dropped from year 2 at the beginning of the program, those families was added to year 1
- Conducted the HIPPY package week 10 assessment with year 1 & developed same for 2 & 3 families
- Carrying on the implementation of year 1,2 & 3 curriculums through field visits by home visitors and coordinators
- Completed twelve curriculum weekly training for home visitors and eleven weeks of home visits (January- March)
- Upload activities pictures on social media
- Identify with the bereaved families & parents who give birth

CHALLENGES

There have been series of challenges throughout the program, but not limited to the following that is listed below:

- Few parents from year 2 & 3 have move out of the community, for some reasons: misunderstanding between mother and father, child illness, moving to a new home etc.
- Based on the new arrangement of training, coordinators don't have the maximum time to observe home visitors & parents like before.
- Coordinators spend limit time in the office most of their time is spend out in the field
- Most parent are not literate
- Some parents are not developing some skills of the children
- Parents jump over lesson while they are teaching their child
- Because of the very low literacy issues, year 2 & 3 activities are difficult for parents to implement properly.
- Can't replace family that drop from year 2 & 3 in the program
- Parents raising much concern about the adult literacy program

SUCSESSES

Throughout the years of the program there have been many successes and outcomes. Here are some immediate outcomes during this quarter.

- Giving parent the confident, skills and tools to become their child first teacher
- Parents and child building personal relationship
- Three old children predicting from a cover of a book
- Some children who couldn't speak, are speaking because of the different skills develop
- Parents spelling their names and the names of the children
- Parents reading FLI story books by themselves
- Parents seeing the need to sent their children to school, and ask questions about what is happening at the school, relating to the child learning progress.
- Parents are getting involved in making sound decision for the children growth and development process.
- Parents are interacting in-depth with coordinators and home visitors on the changing of the child/ren progress and development status.
- Parents are using local instructional material to implement the activity
- The entire family involvement in the program

WAY FORWARD

The teams have work for two years plus on this program, and have come to realize that the following below but not limited to, are way forward for FLI program in Liberia.

- Family should have ownership of the program, been a part of some decision that affect them.
- That the adult literacy component should be one of FLI branch
- Make visits to the parents during the break to keep them engaged, before the starting of each New Year
- Work on community buy-in
- Organization & employee capacity building
- The FLI team working on the CDA certification

RECOMMENDATIONS

Strongly recommend the following:

- Home visitor should be trained in Early Childhood Development Community Education Awareness Program (ECDCEAP)
- Extension of the program