

**WE-CARE/FRIENDS OF LIBERIA/HIPPY
FAMILY LITERACY INITIATIVE (FLI)
FRIST QUARTER NARRATIVE REPORT
OCTOBER 2018 - JANUARY 2019**



WE-CARE/FOL/HIPPY----- FAMILY LITERACY INITIATIVE YEAR ROUR (4)



Introduction

Liberia, with a low literacy rate and a large number of out of school children, is struggling to strengthen its quality of education. Presently, the early childhood education level is the least prioritized, as reflected in the national budgetary allocation and an imposed fee for early childhood education. However, with the evidence that the formative years are the most crucial years of growth and development of a child that is going to assume the leadership of the nation in the future, a concerted effort must be made to educate the Liberian children. FLI intervention is an intergenerational approach to literacy and school readiness. The program provides the necessary instructional materials and most interestingly, the skills and confidence parents need to be their child/children first teacher.

At the end of the pilot years (3 years), the first group of 45 children that participated in the FLI program completed the three- year FLI/HIPPY curriculum. Presently, 39 of these children are in formal schools (community, private and public schools) within their communities and sadly, six of these children are not enrolled in school due to financial constraints of their parents.

FLI, drawing on the experience from the pilot phase, is implementing year Four with interventions in four communities in two counties (Montserrado and Margibi Counties) by providing home instructions to 180 families (Caldwell 47, Duazon 47, WestPoint 46 and Neezoe 40) with out of school children between the ages of 3 – 5.

Recruitment

From the result of the pilot years and other observations, the three partners agreed that the program would remain in the existing communities and work with the same number of families within those communities. The 2019 families' recruitment started October 31, 2018 and ended on 11th November, 2018. During this process, a recruitment form was filled for each family recruited. Data was gathered on parents with out of school children within the program age range that included information about their education, economic status, etc. and their availability to participate in the program. The following new families per community were recruited; Caldwell- 17 new parents; West Point- 13 new families, Duazon-14 new parents and n Neezoe -12 new families, including 10 families from each community to serve as backup families in the event that a participating family drops or leaves the community. A total of 56 participating families plus 40 backup families were recruited for 2019.

Picture of recruitment process....

Duazon, Neezoe, WestPoint Community & Caldwell communities....





Bracken Assessment

After the recruitment process, the team conducted the Bracken school readiness assessment to the newly recruited children before the home visiting started. As usual, the families were surprised that their children needed to take a test and the children did not talk much during the Bracken assessment because, it is a whole new process and strange to them. However, the families were interested and they participated in the entire process. The children's behavior did not come as a surprise because, our experience has shown that the children don't readily accept and speak openly or freely during the pre-assessment and, this will all change for most of them with the Home Visitor's visits and the children begin to feel safe and build their verbal, social and emotional skills with others beside their immediate families. The Bracken assessment was conducted by the FLI coordinators and was supported by the FLI home visitor's supervisors within their communities. The total of 56 children was assessed within the four program communities.

Picture during the bracken assessment.....



Workshop

The Family Literacy Initiative training workshop is an integral part of the program that is intended to provide understanding of the program curriculum, the role plays and practices,

scenarios, and other early childhood education skills needed by home visitors. It's during the workshop that all the home visitors from the four communities interact with one another in group work and role play sessions thus building on each other experiences and capabilities to be an effective home visitor.

The 2019 general workshop brought together: 21 home visitors, 2 coordinators, 2 Bracken School readiness assessors, 3 staff from Big Belly Business, OSIWA, 2 Bureau of Early Childhood staff, Ministry of Education, 2 staff from the FLI Adult literacy component and 2 WE-CARE support staff a four- day training held at the Methodist Compound in Sinkor, 12 Streets, Monrovia, Liberia. A total of 33 persons were in attendance.

The workshop was very engaging with most of the training sessions conducted with group participation and individual and group interaction. For this year, the training focused on: the regular curriculum, role play, professional development, report writing, home visitor supervising process, the scope and sequence of the interventions (year I-III), scenarios and most interestingly- the process of obtaining CDA credential, Early childhood Development community awareness education program ECDAEP, contextualized FLI/HIPPY curriculum, strategy to read aloud using FLI original books and the contextualized Liberian story books to fit the curriculum. During the workshop, the purpose of the program was re-emphasized, and key points highlighted to remind the home visitors and help invited participants learn what the program aims to achieve.

Pictures taken during the training session.....



Material production

The materials for program were selected, reviewed and share with WE-CARE Coordinator for feedback before the production process. The team worked along with the WE-CARE IT

Department on the numbers of copies of the booklets, report sheets, summary sheets, pull out pages, extension lessons (year III) tips and guidance (years I & II) and other office necessities for smooth implementation of the program.

The program runs over three years with the involvement of 180 families and 23 staff including a large variety of curriculum materials: Year 1 (86 Sets of weekly booklets), Year 2 (96 sets) Year 3 (85 sets), totaling copies of 267 booklets and extra pull out pages. Currently, the newly contextualized curriculum and Liberian books are being roll out in the program. Families and children are excited; they are making connects easily to the stories. The team is documenting every aspect of the curriculum process to enable the sharing of successes, challenges and how it can be improved for better continuation. Because of the level of skills, engagement and the relationship that coordinators and home visitors have developed with families over period, a lot of the instructional materials that can be substituted locally are gathered to replace the imported materials. For example: play dough is replaced with gari (a Liberian cassava product) dough which is eatable; coco or coffee is replaced with ashes, tissue is replaced with paper, counting object like pennies (Liberia has no pennies), are replaced with, rock, palm kennel or bottle caps; parachutes are replaced with plastic bags; Popsico stick is replaced with bamboo stick; apple is replaced with any local fruit; egg is replaced with gari; food color is replaced with cool aid, etc.

Purchased Instructional Materials.....



Regular Home visitor training session

The regular home visitor trainings are being rotated within the different communities. The coordinators traveled to each community once a week and conducted the weekly training. The weekly training schedule includes the following: Tuesday –Neezoe, Wednesday- Duazon, Thursday- Caldwell and Friday- WestPoint. The official home visitors training began January 15, 2019, working with 21 home visitors within the four communities. The training enabled the home visitor to prepare for the task of working with the families to prepare the parents to become

their child first teacher. During each week training, the home visitors practice the contents of the week's curriculum that includes different ways of working with the parents, introducing different skills and concepts and activities that focus on the five domains in preparing the family for better literacy knowledge.

Pictures during weekly training session



Home visits and Tracking

Home visitors were introduced to their assigned families (including every member within the home). Family signed the agreement form of acceptance to participate in the program, committing their time, affords, and interest in applying the program agenda. The home visitors and coordinators also follow up on students who completed year three of the program and are in school. Those that are still participating in the program and are in school, were also tracked. The tracking process was a bit strange, difficult and time consuming. The tracking came in two parts: follow up on each school that FLI children are attending and talking with the principal and teachers about the program and finding out the particular class the children were enrolled. There were several responses and views during the process, like (who sent you, where are you guys from, while are you following our student, are you from the Ministry of Education, do you want to report our school, etc.) Parents and community leaders assisted in the process by helping the FLI representative to locate the different schools. Most of the schools that the children are attending are community and private schools because public schools are far from the families homes.

Pictures during Introduction



Adult Literacy Program

The coordinators are following the adult literacy component of the program very closely and are encouraging parents to apply what they have learned in teaching their children. When we visited, we observed that the women in the ALP program have built a team, working together for their literacy success and they are taking responsibility for their learning.

Picture from our visit at the adult literacy program.....



Challenges

These are the major challenges during this quarter under review

- Some parents move out of the community before and after recruitment
- Delay visitation, delay of instructional material (books & role play materials)
- Tracking process (time consuming & additional transportation)
- Some Home visitors & coordinators don't have access to smart phones to captures meaningful pictures on the field.

Recommendation

Strongly recommend the following:

1. That the adult literacy parents meet as a group once a month
2. The tracking process need more people involved for smooth implementation
3. That WE-CARE identifies with schools in the tracking process with instructional materials and training program.
4. Information about FLI be shared with the tracking schools

Below is the tracking listing of FLI graduated children from the three communities.

Family Literacy Initiative (14) Graduated Children (Duazon Community)

No.	Child name	Age	Sex	School	Class	Principal Name
1.	Blessing Peter		F	H&P firm foundation	3 rd grade	Mr. Holmes
2.	Celita Nyemah		F	H&P firm foundation	4 th grade	Mr. Holmes
3.	Miatta Weedor	6	F	Mount Zion	Kindergarten II	Mr. Gargar
4.	Rufus Zoryea	7	M	Joterma Learning Center	Kindergarten II	Mrs. Loretta Sesay
5.	Emmanuel Moore	7	M	Joterma Learning center	Kindergarten II	Mrs. Loretta Sesay
6.	Mulbah Kamara	7	M	Joterma Learning Center	Kindergarten II	Mrs. Loretta Sesay
7.	Marjay Zeah	6	F	Destiny Kids	Kindergarten II	Sis Victoria Kpeyou
8.	Maima Gaye	6	F	Supper Kids	Kindergarten II	Sis. Victoria Kpeyou
9.	Chris Kwenah	6	M	Destiny Kids	Kindergarten II	Sis. Victoria Kpeyou
10.	Favor M. Lewis	6	F	Mot. Catherine K. Brown	Kindergarten II	Bro. Anthony Baygoa
11.	Victor Jlah	6	M	Destiny kids	Kindergarten II	Sis. Victoria Kpeyou
12.	Giftee Kpadeh	6	F	Shello	Nursery	Bro. Abraham Tamba
13.	Albert Clinton	7	M	Not in school	-----	-----
14.	Courage Joe	7	M	Not in school	-----	-----

Family Literacy Initiative (15) Graduated Children (WestPoint)

NO.	Child Name	Age	Sex	School	Class	Principal Name
1.	Francisca Brown	7	F	More than Me	1 st grade	Mrs. Audry Reeves
2.	Joyce Doe	6	F	More than Me	Kindergarten I	Mrs. Audry Reeves
3.	Christian Inchee	7	F	More Than Me	1 st grade	Mrs. Audry Reeves
4.	Menever Rogger	7	F	Kingdom life	1 st grade	Mr. Charles Smith
5.	Martina Joe	7	F	Star of the Sea	Kindergarten II	Mr. Augustine Jappa
6.	Grace Taweh	6	F	Kingdom Life	Kindergarten II	Mr. Charles Smith
7.	Grace Sulu	6	F	House of Faith	Kindergarten II	Mr. Sackor
8.	Blomo Weah	6	M	Damion Life	Kindergarten II	Pst. William Mublah
9.	Prosper Weah	7	M	Linda Glover	Kindergarten I	Mr. Ebenezer B. kofa
10.	Alice Johnson	6	F	I belong to Jesus	Nursery	Pst. Frank Friday
11.	Ernest Zياما	6	M	Damion Life	Nursery	Pst. William Mublah
12.	Francis Doe	6	M	I belong to Jesus	Nursery	Pst. Frank Friday
13.	Stontee Doe (<i>move out</i>)	7	F	-----	1 st grade	-----
14.	Stanley Wilson	7	M	Not in school	-----	-----
15.	Vincentline Weah	6	F	Not In school	-----	-----

Family Literacy Initiative (16) Graduated Children (Caldwell)

NO.	Child Name	Age	Sex	School	Class	Principle Name
1.	Marcus Brown	7	M	Ronsab child care	K-II	Mot. Thelma Nyamquoi
2.	Nowai Bono	7	F	Ronsab child care	K-I	Mot. Thelma Nyamquoi

3.	Maima Kamara	6	F	Bright Foundation	K-I	Mr. Barbana Johnson
4.	Candy Solo	6	F	Bright Foundation	Nursery	Mr. Barbana Johnson
5.	Hans D. Massaquoi	7	M	Upper Caldwell Public school	1 st grade	Mr. Kollie W. Jallah
6.	Osuma Roggers	6	M	Upper Caldwell Public school	K-II	Mr. Kollie W. Jallah
7.	Courage Dahn	7	M	St. Matthew Methodist	K-II	Mr. Ezekiel H. Howard
8.	Johnson Gaye	7	M	St James School	Nursery	Mr. Irena Fahnbullah
9.	Mayah Danukas	7	M	Freeman Academy	Nursery	Mrs. Sharon Sayde
10.	Elisah Clarke	7	M	Revival Hut Academy	K-I	Mrs. Beatrice Devine
11.	Roland Nyahglay	7	M	Regger Thomas Acaademy	K-II	Mr. Bedell F. Enoch
12.	Prince Zayzay	7	M	St. Matthew Methodist	k-II	M.E.H Howard
13.	Prince Zabay	7	M	Varamah Academy	k-II	Mr. Franklin W. Nimene
14.	Godgift Gaye	7	M	Not in school	-----	-----
15.	Nancy Kamara	7	F	Move out of the community	1 st grade	-----
16.	Miracle Roberts	7	M	Not in school	-----	-----