

**WE-CARE/FRIENDS OF LIBERIA/HIPPY  
FAMILY LITERACY INITIATIVE (FLI)  
FRIST QUARTER NARRATIVE REPORT  
NOVERMBER 2019 JANUARY 2020**

**Introduction**

Liberia has one of the highest rates of overage children enrolled in its early childhood schools. Most of these over aged children from economically challenged communities, do not start formal school until they have past primary school age. Family Literacy Initiative Program is in its fifth year of existence and, continues to provide an evidence-based program for 187 families, within four disadvantaged communities, with the necessary instructional materials and most interestingly, the skills, tools, confidence the parents need to continue being their children first teacher. Over the years, parents that have participated in the program have acquired the skills and have been able to teach their children and prepare them for school.

Year Five of FLI started at a slow pace due mainly to the delay in formulating and consolidating the program activities for Year Five. Due to this fact, lots of the activities were delayed or were not fully executed during the planned program timeline. Things finally came to a head with the visit of Madam Stephanie Vickers in November, 2019 to Monrovia.

For the first quarter of FLI Year Five: 85 new families were recruited, the recruited children Bracken School Readiness pre-test was administered, home visitor's refresher training was conducted, instructional materials and supplies for families were produced and procured respectively.



## Activities Accomplished in Quarter One

### 1. STEPHANIE VISIT

Mrs. Stephanie Vickers visited Family Literacy Initiative Program in November 2019. During this time, she had a meeting with WE-CARE and FLI coordinators on budgeting and possible ways for FLI to move into year five. Her visit was concluded with a field visit on November 7, 2019 to the Duazon community where she met and interacted with seven of FLI families. She observed parents engaged their children using the skills they had acquired from the program. The parents read, taught and instructed their children using the FLI curriculum and books. They also expressed their thanks to FOL for giving them the opportunity to become their child first teacher and, for the adult literacy classes that are improving their skills to effectively teach their children. The field visit ended with a dinner at Fuzion restaurant, with FLI coordinators, WE-CARE Executive Director and Coordinator. Further discussions were held about implementing the FLI program that included: recruiting news families in each of the existing communities, maintaining the same number of home visitors, contextualizing HIPPI year two curriculum for Liberia and the FLI Coordinators salaries be covered under WE-CARE Nurturing Care Model Project with Open Society Foundations. It was also agreed that Stephanie would send a draft budget for FLI Year Five based on the discussion for WE-CARE input. Mrs. Vickers expressed her gratitude to WE-CARE and the FLI Coordinators for the level of work that has been put into the implementation of FLI program.

### Some Parents of the visit



Parent: Mamie Karmara (Adult Literacy Parent)

Child: Emma Sam- 3 years

“Finally, I can express myself. To tell you how much this program is helping me and my child. I want to say thanks for this program, now I can read and write. You can see I am teaching my child by myself. We talk and do many things together. Especial, I can answer some of her questions”



Parent: Mary Jergbou (Adult Literacy Parent)

Child: Fredrick Jergbou - Graduated

“Although my son has graduated from the program this year, I still teach him because we have built a special bond, talking with him mean a lot. He’s in school now and I have the opportunity to talk with his teacher, my voice has been heard because I can read and write too. thanks, FLI!”



Parent: Pauline Jabbili (Adult Literacy Drop out)

Child: Emmanuel Moore - Graduated

“My son is a 2019 graduate of the FLI program. My greatest reward is to see my son in primary school now, he can read, write and say many things. The most rewarding thing for my family is accepting this program and it had changed our mind toward how we bring our children up”



Parent: Annie Zoryea (Adult Literacy Parent)

Child: Janjay Barwon - Graduated

Home Instructor: Nyedeh Cooper

“I am a parent with two children in the program, it has been an amazing year working with my grandchildren. Someone who could not read or write, I thought I was never going to read or say teach someone, but thanks to FLI especially the Home visitor for their patience in teaching me and my daughter to teach the children. As for me; Nyedah Cooper I am in the 6<sup>th</sup> grade I help teach my little niece, it had help me greatly in my studies at school. Now I can do my work by myself.”

## **2. FAMILY LITERACY INITIATIVE RECRUITMENT AND VERIFICATION**

The recruitment for the FLI over the past three years has been within the same communities, thus expanding internally. These processes which are intended to get the needed and targeted families were conducted simultaneously due to time. That is recruitment of new families and the verification of old families for the program Year Five. The total number of 85 children were recruited for the year one level and 35 children as back up. For Level 2 and Level 3, 102 children were verified within the four communities Caldwell, West Point, Neezoe and Duazon.

Based on lesson learned and experience from previous years, the recruitment process was structured differently. First, some adjustments were made in the recruitment fliers and the criteria for recruitment were modified. During the process of recruitment and verification of families, commitments were made by families promising to continue the program up to their child final year. Most of the recruited families were recommended by families already in the program. The verification helped the recruitment team to identify families with issues that needed to be addressed; like (moving out of the community because of job placement, sickness or domestic violence) --the team encouraged and ensure the families of the lasting benefits of teaching their own children at the right age.

Below are the schedule covering the recruitment and verification process and some pictures of the activity.

NO.	COMMUNITY	VERIFICATION	RECRUITMENT	RESPONSIBLE
1.	Duazon	Nov. 19-20, 2019	Dec. 10-11,2019	Coordinators & Home Visitors
2.	Caldwell	Nov. 21-22, 2019	Dec. 13-14, 2019	Coordinators & Home Visitors
3.	WestPoint	Nov. 26-27, 2019	Dec.17-18, 2019	Coordinators & Home Visitors
4.	Neezoe	Nov. 28-29, 2019	Dec. 19-20, 2019	Coordinators & Home Visitors

**PICTURES DURING RECURITMENT**



Recruiting Twenty-Five new parents @ Duazon community for year 5 -2020



Recruiting Twenty -Five new parents @ WestPoint community for year 5-2020



Recruiting Twenty-Five new parents @ Caldwell community year 5-2020



Recruiting Ten new parents @ Neezoe community year 5-2020

## STATISTIC ON FAMILIES

- **FLI GRADUATED CHILDREN 2018/2019**

NO.	COMMUNITY	2018	2019	TOTAL
1.	Duazon	11	17	28
2.	Caldwell	16	19	35
3.	WestPoint	16	23	39
	Total	43	59	102

- **FLI CURRENT FAMILY 2020**

NO.	COMMUNITY	YEAR 1	YEAR 2	YEAR 3	TOTAL
1.	Duazon	25	12	13	50
2.	Caldwell	25	11	9	45
3.	WestPoint	25	13	9	47
4.	Neezoe	10	8	27	45
	Total	<b>85</b>	<b>44</b>	<b>58</b>	<b>187</b>

### 3. Refresher Workshop

A day refresher workshop was conducted for home visitors on Jan 29, 2020 at WE-CARE Foundation, Inc. Head Office on 16<sup>th</sup> Street Sinkor. The workshop was centered around reinforcing the understanding of FLI program goals and how to improve the program deliveries with parents and increase the children learning outcomes. There were many fascinating topics covered during the day, which were divided into blocks. Below are summaries of activities conducted at the workshop.

#### WORKSHOP SESSION

The refresher workshop started with a warm welcome remark and motivational talk by the Executive Director of WE-CRAE Foundation, Mr. T Michael Weah. He clearly articulated the goals and objectives of the FLI program and encouraged the staff to strive for an outcome that will justify FLI work with the disadvantage communities. The participants of the workshop consisted of 21 home visitors from the four participating communities, two of WE-CARE staff, FLI two coordinators and the adult literacy coordinator totaling 26

participants. Two of the 21 home visitors were replaced because they had moved out of the targeted community due to family relocation.

### **CONTENT**

The content of the refresher workshop focused on the following topics, with details demonstration and application for program outcome:

Overview of FLI, Goals & Objectives, Impact of the program, Report writing, How to Retained Families, FLI Curriculum Concepts, Scope & sequence (yrs. 1, 2 & 3), Focus group discussion, 12 keys areas to successful role play and demonstration on home visit & role play.

These topics were facilitated by FLI coordinators, using active and cooperative learning methods, that enable the home visitors to role play and demonstrate understanding of the concepts from different perspectives. The workshop was engaging and all participants fully participated.

### **CROSS SESSION PICTURE OF ACTIVITIES DURING THE WORKSHOP**



#### **4. The Bracken School Readiness Assessment:**

The Bracken School Readiness Assessment {BSRA} as one of the Family Literacy Initiative (FLI) standard Assessments, is intended to evaluate the child skills prior to entering the FLI program; this is unique to children entering the FLI for the first time or the first level. Secondly, it also evaluates the development or improve skills of the children since their entry in the program, which counts for both the second year and third year FLI children assessment. Lastly, it evaluates the level of Preparedness for the FLI children graduating from the program or those that complete the required 90 weeks. Besides, it informs the program of children that are delayed and or are advanced for the appropriate levels. It is for these reasons that FLI conducts the Bracken on a Pre and Post basis for each child at each level.

Due to the findings from the FLI evaluation report, it was recommended that the Bracken Assessment be administered no more than a week before home visits start. This will ensure that the child age at intervention is in line with the time the Bracken was administered. This would give an accurate picture of the age, duration of intervention and learning outcomes achieved.

The categories for the 2019/2020 Bracken:

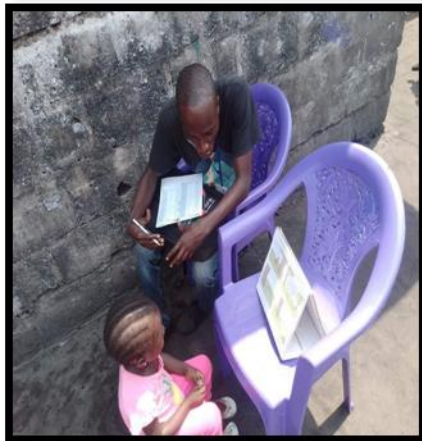
- Year 1 ---- 3 years old ---- 85 children
- Year 2 ---- 4 years old ---- 42 Children
- Year 3 ---- 5 years old ---- 60 Children

A total number of 187 children were expected to do the assessment, however, the assessment was administered to only 162 children in all categories. Twenty-five children from the four communities could not do the test due to the delay in administrating the Bracken on time, absent of families when assessment was being conducted and relocation of families from community. Twenty -five children were also assessed as back-up families in order to replace families who moved after the recruitment process.

Below is the bracken schedule & FLI Package Production

<b>NO.</b>	<b>COMMUNITY</b>	<b>BRACKEN</b>	<b>PRODUCTION</b>	<b>RESPONSIBLE</b>
1.	Duazon	January 7-9, 2020	December & January	HV supervisor & Coordinators
2.	Caldwell	January 10-14, 2020	December & January	HV supervisor & Coordinators
3.	WestPoint	January 15-17, 2020	December & January	HV supervisor & Coordinators
4.	Neezoe	January 21-23, 2020	December & January	HV supervisor & Coordinators

## PICTURES DURING BRACKEN ASSESSMENT



Coordinators & Home Visitor supervisors conducted the Pre- Bracken Assessment in the four communities utilizing the suggestions from the previous bracken results. The team conducted the assessment with full instructions.

## Recommendation:

- That the Bracken be conducted two weeks after the recruitment and a week before implementations.
- At least three to four days be used to conduct the Bracken per community.
- Increase logistic during recruitment and Pre-Bracken Assessment in order to meet up with the task on time and to cover every person involved.
- For the tracking processes is to be implemented according to the project, the team will recommend home visitors roles and responsibility be increased as well as the income with a focus person.



