

Liberia Literacy Landscape Paper 2022



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Address

Friends Of Liberia
1050 15th Street, NW
Washington, DC 20005

Tel / Cel

+1 202 546 0139

Website

www.fol.org

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A 2022 STATEMENT ABOUT THE IMPORTANCE OF LITERACY FROM CANADIAN ORGANIZATION FOR DEVELOPMENT THROUGH EDUCATION (CODE)

**"Education is one of the fundamental battles to wage in our society. Its the moral duty to the generations."
*Antonio Guterres, Secretary-General, United Nations***

GLOBAL LITERACY CRISIS

The global literacy crisis is holding up progress in all areas of development, from health and education to gender equality and economic growth. In fact, literacy is essential to success in achieving every one of the 17 Sustainable Goals.

AFRICA

The outstanding goal for Africa is to achieve Goal 10: REDUCED INEQUALITIES which means *inequality within and among countries.*

- Illiteracy rates are staggering in sub-Saharan Africa, alone. 88% of children from ages 6-14---or 202 million---are not meeting the minimum proficiency levels in literacy. (Source. More Than Half Of Children No Learning. UNESCO Institute of Statistics)
- 17 million qualified teachers in sub-Saharan Africa alone, are required to meet the United Nations Sustainable Development Goal. (Source. Fact Sheet UNESCO Institute for Statistics)

WHAT IS LITERACY?

- Literacy is promoting every child's right to read.
- Literacy is about mastering the basics---ABCs, letter sounds, word recognition---but it goes well beyond that. Literacy is also about fluency, comprehension and critical thinking. A child who can read and write is given the chance to become a problem solver, an engaged citizen, a productive worker, and a life-long learner.
- Written words are the gateway to knowledge, empowerment and opportunity: The way to a brighter future.

CODE LITERACY

- Sees literacy as a foundation building block to achieving every child's right to a quality education.
- Believes education must be much more than just going to school. It's about the quality of the experience and the learning that takes place. And there is no better indicator of learning and a quality education than whether a student can read and write.
- Believes that children who can read and write are given a better chance to contribute to the welfare and the health of their families, build civil society and give back to their communities. By learning to read and write, children can succeed not only at school but throughout their lives.

THE BENEFITS OF LITERACY ARE MANY

- A child whose mother can read is **50%** more likely to live past the age of five.
- ***A women who can read is twice as likely to send her children to school.***

THE LEARNING GENERATION

- An estimated **420 million** people would be lifted out of poverty with a secondary education, for which mastering literacy at an **early** age is absolutely key.
- Literacy is the key to unlocking the potential in every child. When you can read and write, you can do anything.

Canadian Organization Through Development in Education (CODE)



ORGANIZATIONS AND NGOS IN LIBERIA 2022

WE-CARE Foundation Adult Literacy Program (ALP)



CANADIAN ORGANIZATION THROUGH DEVELOPMENT IN EDUCATION (CODE) 2022

<http://code.ngo>

"Promoting every child's right to read."

"Children whom societies fail the most are the ones who are most in need of a good education to succeed in life."

INTRODUCTION

CODE works primarily in Sub-Sahara Africa (Sierra Leone, Liberia, Ghana, Ethiopia, Kenya, Tanzania and Mozambique), expanding its programming both regionally and within countries it works.

For the last 61 years, CODE has been working toward their vision of a literate world. The groundwork was laid in 1959 world when a small group of educators, librarians and publishing professionals launched the "Books for the Developing World" overseas, packaging unused books in tea chests for shipping overseas. Since then, CODE has grown into Canada's leading international development agency focused on education and literacy.

Literacy is essential to achieving everyone of the United Nations 17 Sustainable Goals. 17 million qualified teachers are needed in Sub-Saharan Africa alone to meet the UN's Sustainable Development Goal.

CODE'S THEORY OF CHANGE: The greatest change happens when:

- The severe shortage of qualified educators is addressed.
- The empowerment of women and girls is put at the heart of CODE'S approach.
- CODE ensures the availability of high quality locally relevant reading and learning materials.
- CODE drives sustained change through systems-level strengthening.

LIBERIA COUNTY LOCATIONS: Bomi, Grand Bassa, Margibi and Montserrado

COUNTRY PARTNER: WE-CARE Foundation

The WE-CARE Foundation (WCF) is a not-for profit education organization helping to enhance literacy in Liberia since 1994. WCF promotes a culture of reading and love of books, and quality education for all Liberians. CODE has been working with WCF since 2009.

Partnership lies at the heart of CODE's approach to development. This means CODE designs and implements programs in close partnership with local-based civil-society organizations in Africa, which CODE selects on the basis of their expertise, local recognition and credibility, management capacities and their openness to innovation. The depth of knowledge of local issues and long history of accompanying the process of local development and being integrated into the daily life of the communities are essential conditions for the successful implementation of their literacy programs and their sustainability.

LITERACY PROGRAM: *READING LIBERIA (2020-2022)*

This new and innovative two-year program builds on CODE'S considerable efforts in Liberia over the past decade as well as the response to the extended school closures caused by the Covid pandemic.

As a post-conflict country Liberia suffers from widespread poverty and has one of the lowest human development index scores in the world. This is compounded by staggeringly low literacy rates among young people aged 15-24 years old - only 65 % for males and 45% for females can read. This is a significant factor to low educational attainment, high levels of unemployment and lack of sustainable livelihoods.

CANADIAN ORGANIZATION FOR DEVELOPMENT IN EDUCATION

Reading Liberia 2020-2022, implemented in partnership with the WE-CARE Foundation helps 40 poorly resourced schools in three counties, 180 teachers and vice principals, 4,000 students and 375 over-aged girls (11-18 years but who are only in grades 1-2 and are at a high risk of dropping out). Teachers and vice-principals, are participating in extensive training and in-class coaching to gain the skills necessary to create student-centered learning environments in their classrooms.

Over the past two years, 16,000 books developed specifically for the *Reading Liberia* program will be distributed to schools that have almost no books for children to read and enjoy. These books have been written and illustrated by Liberians and published with support from CODE. They take into account the Liberian primary school curriculum and aim to be gender transformative - challenging gender stereotypes and depicting strong, capable girls and women.

While schools are closed due to the Covid pandemic, CODE is distributing learning kits to the over-aged girls at home to keep them engaged in learning. These kits contain reading books, workbooks, masks, pencils, hand sanitizer, and sanitary products.. Once schools reopen, over-aged girls will receive academic support and life skills education from teachers with specialized training. A select group of these girls will have access to mobile learning labs and get to use tablets. CODE will also be commissioning a study to understand the impact of digital technologies on cognitive and non-cognitive learning outcomes for over-aged primary school girls.

FUNDING PARTNERS: ABC 60 Million (Girls), Turing Foundation, and International Book Bank

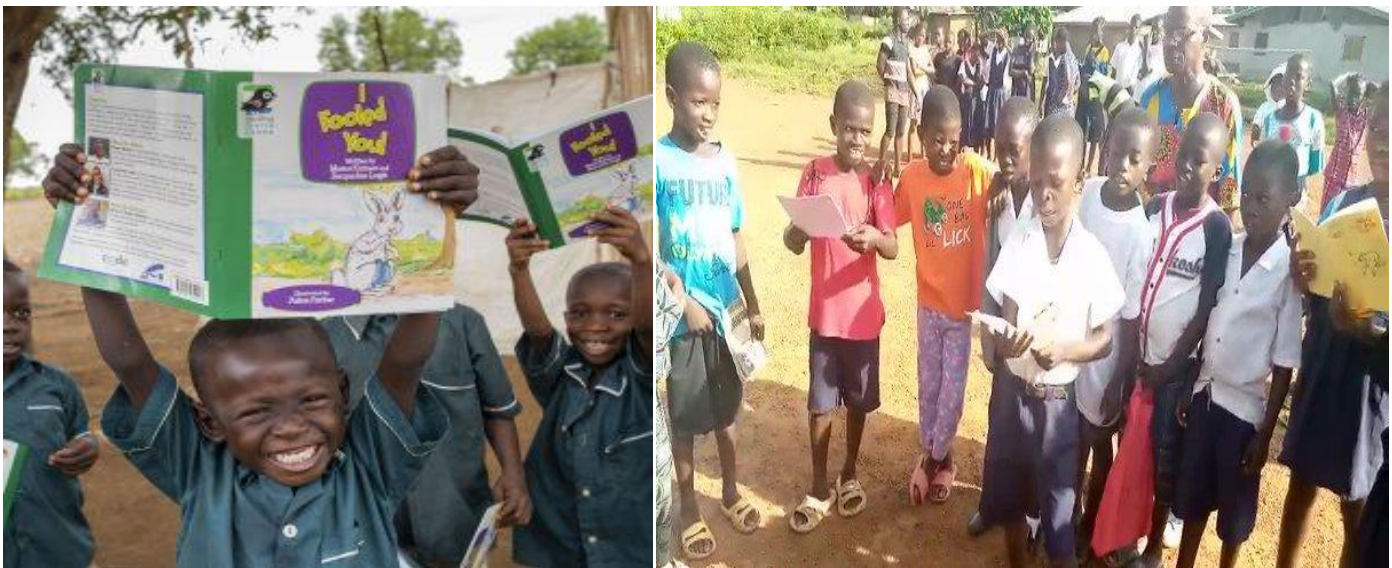
EFFICACY: CODE'S impact in 2019-2020

- Children reached 6,364
- Books distributed 25,158
- Teachers trained 225
- CODE allocates 94% of donations toward our programs to promote children's literacy.

CONTACT:

Email: info@code.ngo

Tele: 613-232-3569



GLOBALGIVING 2022 A Non Profit Organization Worldwide

<https://www.globalgiving.org>

INTRODUCTION

Global Giving based in the United States provides a global crowdfunding platform for grassroots charitable projects. Since 2002 more than 1.1 million donors on Global Giving have donated more than \$530 million to support more than 28,000 projects in 170 countries.

FOUNDERS: Mari Kuraishi and Dennis Whittle

FOUNDED: February 14, 2002

PURPOSE, MISSION AND VISION:

Global Giving is a non profit that supports other **non profits by connecting them to donors and companies:** Since 2002 they have helped community-led organizations from Afghanistan to Zimbabwe (and hundreds of places in between) to access the tools, training and support they need to make "our" world a better place.

Global Giving's **mission** is to transform aid and philanthropy to accelerate community-led change. Its **vision** is the unleashed potential of people to make positive change happen.

HEADQUARTERS: Washington, D.C.

CORPORATE PARTNERSHIPS:

Global Giving helps companies develop powerful corporate social responsibility, grant making, and employee engagement strategies

ASSETS: 5, 513 million USD

PERCENTAGE:

Global Giving's Fee retains a 5 1/2 % support fee plus a 3% third party processing fee on donations. Global Giving works hard to keep costs low; the non profit fee is 5-7% for most donations.

EFFICACY: Global Giving's impact is more than moving money to where it's needed most; it's also about helping non profits access information and ideas that will help them, listen, learn, and grow.

CONTACT:

Call Global Giving at 202-232-5783 (US) or send an email at help@globalgiving.org

A request for Global Giving can be made by going to:

<https://supportglobalgiving.org/hc/en-us/requests/view>

GLOBALGIVING LIBERIA: LITERACY EDUCATION 2022

<https://www.globalgiving.orgsearch/size=25&nextPage=1&sortField=sortorder&selectedLocations=0Oliberi&loadAllResults=true>

Listed below are literacy education only organizations and NGOs for **GlobalGiving** in 2022.

Education for Children/Girls in Teahplay, Nimba County, Liberia \$9,100 raised of \$20,000 goal
by **Reaching Out to Children with Kindness, Inc.,**

Summary

The project will increase reading and English-speaking skills and provide books and critical support services for 250 underserved and at risk children and teenage girls in Teahplay, Liberia, who are affected by poverty and Liberia's civil wars. Strategies including reading and writing circles, vocabulary building, discussion groups to learn how to apply language skills, public speaking skills and vocational training.

RESOURCES: <https://rockreachesout.org>

Family Literacy Initiative (FLI) \$12,294 raised of \$170,000 goal
by **Friends of Liberia**
FLI works in Bomi, Margibi and Montserrado Counties

Summary

FLI is a cooperative effort between FOL, the WE-CARE Foundation, and HIPPIY-International, with the goal of teaching parents of preschool children in underprivileged communities how to engage in nurturing and learning activities that prepare their children for school. The goal is to prepare 3, 4, and 5-year old children for long-term academic success and help parents become more effective at working with their children. WE-CARE Foundation delivers the program in four Liberian communities.

RESOURCES: <https://www.FOL.org>

Fight Illiteracy with Liberian Children's Books \$820 raised of \$10,000 goal
A microproject by **Restore Hope: Kolahun, Lofa County, Liberia**

Summary

This project will provide hundreds of culturally relevant book titles to the newly refurbished community library in Kolahun. Hundreds of Liberian children depend on this library to supply them with resources for learning, however, most of the current books are from the West. The books do not represent stories that are typical of the local Liberian child. As such, this project will fund the purchase of book titles that align with their interests and experiences, motivating them to read.

RESOURCES: <https://www.restorehopeliberia.org>

Reading time in Kolahun, Liberia

ABCs in Kolahun, Liberia

GLOBALGIVING LIBERIA 2022

Provide Textbooks for Children in Liberia
by Vision Awake Africa for Development

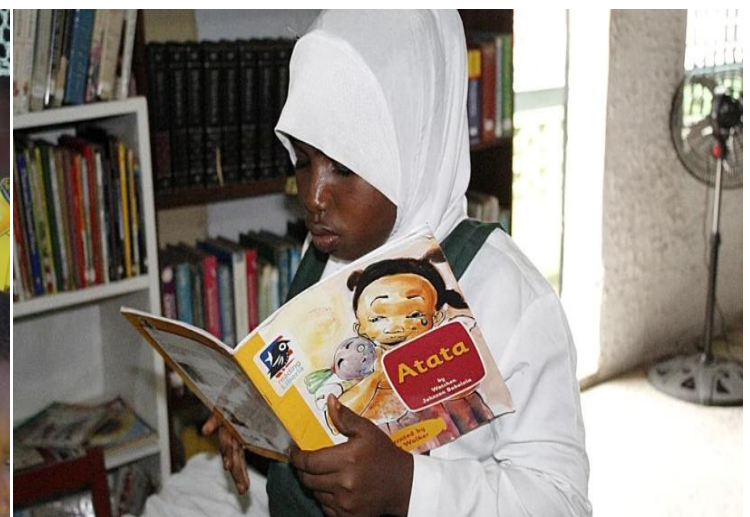
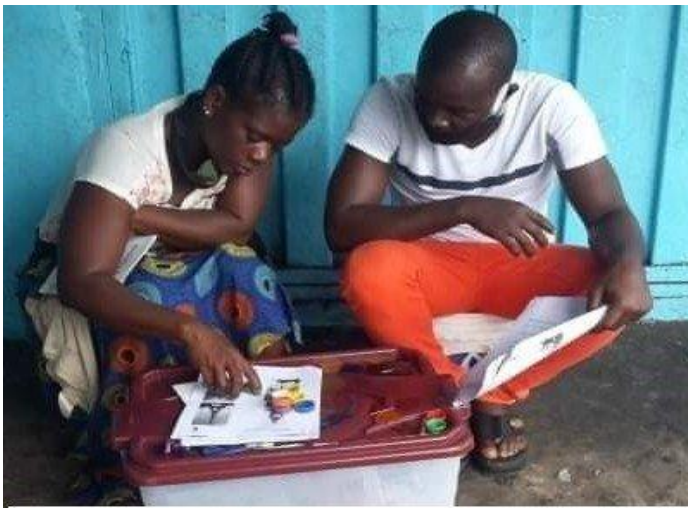
\$645 raised of \$15,870 goal

Summary

This project seeks to provide full sets of curriculum book textbooks for the Carolyn A. Miller School in **Paynesville, Montserrado County, Liberia**. The school is one of only a few non-fee paying schools that provides education from kindergarten to 12th grade, and is currently delivering free education to 500 of Liberia's poorest children who do not have the means to buy their own textbooks. The school is helping to rebuild the damaged education infrastructure that 14 years of civil war has created.

RESOURCES: <https://www.vaafd.org>

The school has a separate GlobalGiving project.



KIDS EDUCATIONAL ENGAGEMENT PROJECT (KEEP) 2022

<https://www.keeplib.org>

Founder's message: <https://keeplib.org/founders-message/>

INTRODUCTION

KEEP is a leading national nonprofit that promotes literacy, equality and economic livelihood across Liberia. It is registered in both Liberia and the USA. EN: 82-126396 and was founded in 2014.

KEEP's *MISSION* is to provide various resources that would facilitate access to primary education by engaging with parents, community leadership, established community structures, and other partners. KEEP seeks to promote social justice and development of youth by strengthening their capacities.

KEEP's *VISION* is the up-liftment of Liberian children through educational empowerment regardless of social and geographic status.

LIBERIA COUNTY LOCATIONS: Our work currently covers 9 counties. **Our goal is to cover the entire country.**

Field Offices: Gbarpolu, Grand Gedeh, Montserrado, and Rivercess

Reading Rooms: Bomi, Bong, Gbarpolu, Grand Bassa, Grand Gedeh, Margibi, Maryland, Montserrado, and Rivercess.

LITERACY PROGRAMS:

Reading **Literacy Promoting a Culture of Reading - Literacy and Numeracy**

This pillar is considered KEEP's flagship pillar as KEEP believes through promoting a culture of reading children are engaged in a safe pastime which constructively engages their minds beyond their daily routines and often limited exposure. As participation in KEEP supported reading programs is approved by parents and guardians, this interaction is also used to encourage increased parent involvement in their children's schoolwork, particularly at the elementary level, ultimately leading to improved learning outcomes.

Under this pillar, KEEP has been establishing safe, conducive, child-friendly "Reading Rooms". These rooms are all across the country and contain a wide variety of children's and pastime reading books as well as school books.

KEEP establishes reading clubs, conducts regular reading sessions, teacher trainings on reading strategies, storytelling and writing.

Computer Literacy Training and December 2021 Graduation

Basic computer training is primarily targeted for reading rooms in rural areas often with limited access to computers, in an effort to offer equal access to learning opportunities and technology.

Through the short-term three-month courses, young people in both rural and urban areas can become competitive beyond their schools, community, or even country.

Over thirty Liberian Children have graduated from a digital literacy training program powered by KEEP. The children were drawn from twenty-one public and private schools, as well as partner institutions of KEEP-Liberia. The children had five months of intensive training in basic computer operations, including Microsoft Word, Excel, and other courses.

Speaking at the closing program, KEEP-Liberia Executive Director Brenda Moore said, " The training program is to ensure that students leave high school with requisite computer knowledge that will make them competitive."

"We have noticed that many of our children are leaving high school without any computer knowledge and being an organization that champions literacy, we decided to implement this program to give children the platform to advance them selves through technology education." The graduation was on December 4, 2021 at the YMCA in Congo Town. Mrs. Moore called on parents to take advantage of the free computer training and enroll their children.

KIDS EDUCATIONAL ENGAGEMENT PROJECT

KEEP-Liberia collaborated with COMAX Technology Academy to provide the digital literacy training for thirty-six children.

Advocacy

KEEP is committed to being a champion and advocate for ensuring safe spaces are available for children to learn, share, and play. Unfortunately, in many instances, schools are in fact places of assault and abuse for children, a situation which the organization's activities works to address. With an advocacy on presenting and reducing cases of school-based violence, KEEP strives to increase awareness and strengthening monitoring and reporting of it.

This includes the establishment of Sexual Gender Based Violence (SGBV) clubs in schools across the country which enables students to become champions and advocates for safe spaces for themselves.

KEEP also champions women and girls' rights and has been a key vocal actor on sexual abuse and violence in Liberia over the years, utilizing tools like movie productions, plays, books, articles and community meetings to place the subject matter at the forefront for discussions on the national agenda

FUNDING AND DONORS:

Acumen, Friends of Liberia, Global Neighborhood Fund, Open Society Initiative of West Africa (OSIWA), Oxfam, Dan McNaughton Foundation

EFFICACY/OUR IMPACT: 2014-2022

In April 2020, the Executive Director of KEEP disclosed that her organization would establish two reading rooms in Nimba County. She revealed that the two reading rooms would be established in Saniquellie City and Leahwahpea Mah. She estimated that the two projects would cost U\$25,00 and that her organization looked to complete the work before the heavy rains, when the roads will become difficult and transportation prices are likely to become higher.

- 27,000 Books donated
- 4,300 Kids read at our facilities
- 177 Girls provided economic skills training
- 155 Teachers trained in reading strategies
- 100 Kids trained in computer literacy
- 70+ Reading sessions
- 65 Television storytelling sessions

The coordinator of the annual Liberia Literacy Landscape Paper who also researches and composes each entry is deaf. I must rely on my hearing aids, always. Therefore I am tremendously pleased to hear about the first Braille library in Liberia. I can only imagine what it means to the visually impaired students.

EFFICACY continued: KEEP DEDICATES ITS FIRST BRAILLE LIBRARY IN 2022

On January 22, KEEP in partnership with the Dan McNaughton Foundation dedicated and officially turned over its first Braille reading room to administration of the School for the Blind in Mango Town, Brewerville, Montserrado County. This project originated during 2021 after the School for the Blind engaged KEEP to consider refurbishing and restocking its existing reading space for its 41 visually impaired students.

KIDS EDUCATIONAL ENGAGEMENT PROJECT

In an overview of the project in partnership with Dan McNaughton Foundation, Brenda Moore, Executive Director of KEEP, said, "KEEP is an organization that champions promoting literacy and we have realized that reading is a problem in our school system because most of the students can't read.

KEEP has established 25 libraries in 9 counties in Liberia. After the School for the Blind engaged KEEP, I wrote to to 10 libraries in the U.S.A. and only two responded. Furthermore, I contacted one of our sponsors, Dan Mc Naughton, to partner with us on this project and he immediately consented."

After the room was dedicated by the executive director of the National Commission on Disabilities, Hon. Daintowon Pay-Bayee stated, "We've been working on other means to educate the visually impaired but to have a library that visually impaired students can use to make research is the first of it's kind in Liberia." She also encouraged the students to not see their disability as inability.

Excitedly receiving the room, the principal of the School for the Blind, Mr. Jackson Suah remarked, "This is the beginning of a partnership that will give students at this school the opportunity to read and the capability to explore the global village." He then thanked KEEP Liberia and promised that the reading room would be used by the students and that the facility will be kept intact.

CONTACTS:

Jallah Mawalo, Compound, Rehab Road Paynesville, Liberia

Email: info@keeplib.org

Address: 4 Carey and Lynch Streets, Suite #2 Monrovia, Liberia

Phone: (231) 777-510-731

KEEP Staff



"How KEEP Liberia is Responding to COVID 19 2022

Having lived through the Ebola outbreak of 2014 and 2015, the KEEP team has of course been concerned with the corona virus pandemic raging across the world.

To date, the COVID 19 has wrecked havoc and has had an impact on all sectors and the education sector has not been spared. Schools across many countries have been closed. KEEP is committed to ensuring the safety of those we work with and serve, particularly the children.

To ensure the safety of our team members and beneficiaries, KEEP has temporarily postponed all its planned field activities and canceled all of its regular reading sessions. We have asked our team to work from home to reduce movement and people on the streets.

While we have canceled our regular reading sessions, we also want the kids to be engaged academically and as such, the reading rooms will remain opened up for 5 hours daily for students to come in only to pick up and drop books and educational packets which will contain work sheets and educational supplies.

KEEP has been developing (in partnership with Sunshine Productions) mini awareness videos that target children with simple messages on how to protect themselves, what to avoid, activities to engage in during the school closures, etc. We have produced radio adds (jingles) on COVID19 that are targeted at children. These adds are being played throughout the day on several radio stations.

Still utilizing media, KEEP has partnered with Tamma TV (carried vi a ATCON) to do a one hour KEEP Reading program which will air 3 times a week. The Reading Hour session will cover activities we normally do at the reading sessions and air messages on COVID19 as well as simple arts and crafts activities.

Expanding our book access opportunities, and ensuring kids who do not have access to reading materials outside of reading spaces, KEEP will have available books for lending to interested families, utilizing mail delivery services such as LIB delivery.

With so many children out of school, there has never been a more urgent need to facilitate learning. We are committed to ensuring that this crisis doesn't result in a generation of children who lack reading skills. This pandemic is a sobering reminder that education is critical, and vulnerable communities need support.

For the rooms that will be open during the day for book lending, the following safety measures will be strictly enforced:

- Mandatory hand washing before entering any of the reading facilities

Access to the rooms will be restricted to no more than 5 persons at a time and the appropriate social distancing will be required while in the room and selecting books.

How KEEP Liberia is Responding to COVID 19

- Individuals accessing the rooms to return books will be required to strictly observe the book-returning protocols.
- KEEP also uses this time to emphasize the ongoing National Reading Campaign and encourage parents to encourage their children as well as to actively participate in the Two-Books-A-Week - Reading Challenge. We have enough books. **Let's get reading!**

We also recognize that with thousands of non-essential civil servants and staff across Liberia compelled to stay home, parents are now in an opportune position to encourage and promote a reading culture with their children. **Let's get reading!**

With parents compelled to deal with their kids all day and every day for awhile, KEEP has developed a few suggested ways parents can keep their children engaged during this period:

- Maintain a structure - Children require structure and knowing what comes next in each day. School helps to provide that for them. Now that the schools are closed, don't let your child break the structured behavior of school. If nothing else, **get them reading!**
- Develop a simple plan of activities with your kids to fill in the structured school time beginning with waking up on time as you would on regular school days.
- Use the time for them to review old lessons which you, as a parent, can ask questions about at the end of the day.
- Incorporate reading and storytelling into each structured activity so that the learning experience is fun, relaxing and engaging. It can be simple things like reading bible stories, stories from the Quoran, etc. Whatever you do, keep the children engaged. Every day!

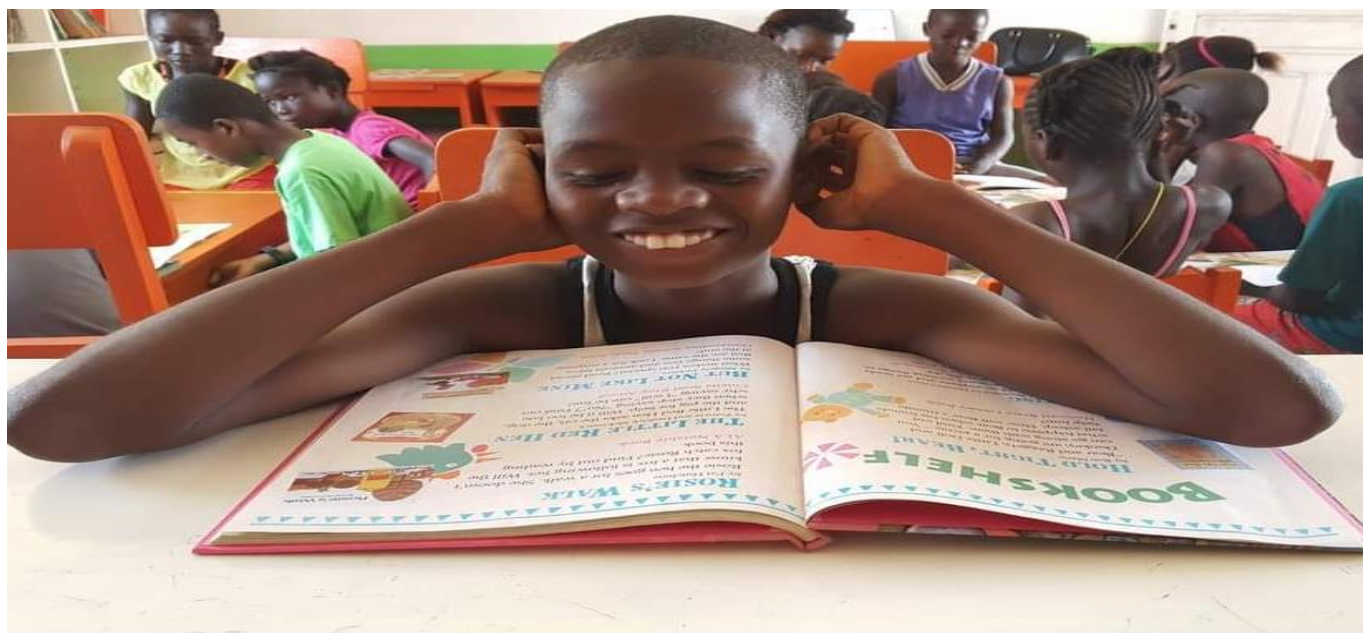
Only through education can people build the skills and resources they need to best respond to crises like the one we're facing now, as a global community.

We will observe the daily updates from the Ministry of Health and the National Public Health Institute of Liberia (NPHIL) and will update our plans and strategies as the situation and gravity evolves.

“Corona is real. Keep your children home and safe.”



Kids Educational Engagement Project (KEEP)



LIBERIA READS! ASSOCIATION OF LITERACY EDUCATORS (ALE) 2022

<https://www.liberia-reads-association-of-literacy-educators.webnode.com/>

Introduction

ALE is an NGO founded in 2011 by educators trained in the Liberia Reads! (LR) curriculum. Its primary objective is to promote literacy through the expansion and practice of LR methodology and policies in Liberians schools. ALE trainers use Liberia Reads! training, curriculum books and materials to provide intensive staff development to teachers of kindergarten-6th grade who teach in resource-poor classrooms, have limited pedagogical knowledge, and low levels of personal literacy. ALE also organizes refresher workshops, inter-school competitions, conferences and International Literacy Day celebrations.

PARTNER: The Children's Reading Center, Inc. (CTC), Palatka, Florida, USA

AFILIATE: International Literacy Association, USA

PROGRAMS: ALE operates 3 literacy programs:

- Liberia Reads! training is for a team of 5 from each school---principal and teachers of K-3. Training is 65 hours in phonemic awareness, phonics, oral language development, fluency, and comprehension. The curriculum includes three blocks: *Working with Words* (phonics and sight word instruction), *Guided Reading* (applying phonic skills to reading real books), and *Self-Selected Reading* (teacher read aloud and independent reading practice). Classroom observations are conducted by the LR country directors and trained coaches. Teachers attend a 20-hour refresher training after their first year.
- Liberia Reads To Learn (LRL) was developed for 4th grade and above by US and Liberian educators. After 2 years of practicing LR schools may send the 4th-6th grade reading teachers for training to receive the LRL kit, a set of 450 multi-leveled, differentiated reading labs in science, social studies, and literature.
- Teaching Early Grade Reading Endorsement (TEGRE) was signed with the Ministry of Education in 2011 to offer in-service training to teachers in LR schools and desiring skills in reading education. Three 4-week modules are taught on Saturdays---Phonological Awareness & Phonics, Fluency & Accuracy, and Comprehension & Vocabulary Development.

FUNDING:

Children's Reading Center, Palatka, Florida, International Literacy Association grants, Private donations and Stella Maris Polytechnic, Monrovia, and in-kind assistance

EFFICACY:

- Independent assessments of Liberia Reads! in 2018-19 using the EGRA assessment instrument found that 71-73% of 3rd grade students met or exceeded USAID's international benchmarks for words read correctly per minute.
- Currently 42 schools are ALE members practicing LR!; ALE has 25 certified LR! trainers (20 for Montserrado, 5 for Bong and Margibi counties), 5 certified LR! coaches, and 6 certified TEGRE trainers.

LIBERIA READS! ASSOCIATION OF LITERACY EDUCATORS (ALE)

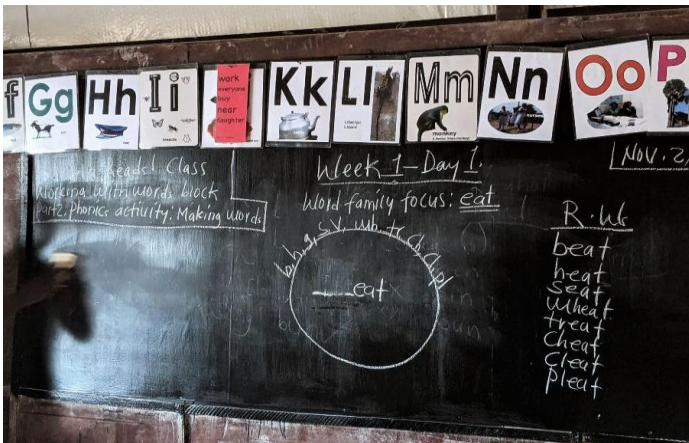
- LR!'s guided readers and teacher read aloud books for K-3 reflect the country's rich culture; maintain an international, evidenced-based curricular scope and sequence; are available in Liberia at low cost.
- Peace Corps Liberia distributes LRL kits to every Volunteer, and the USAID Liberia Teacher training Program (LTTP) introduced it into 100 schools.
- The Ministry of Education has approved the new TEGRE curriculum and issues a MOE endorsement in Teaching Early Grade Reading to teachers successfully completing the course.

CONTACTS:

LIBERIA: Siaffa Korkoyah ALE President Email: siaffaprestonkorkoyah@gmail.com

Lyn Gray, ALE Treasurer and LR! Country Director Email: lynhowellgray@gmail.com

USA: Geri Melosh, Children's Reading Center/Liberia Reads! Executive Director
Email: gerimelosh@gmail.com



7. Liberia Reads! Schools: 2022

Greater Monrovia Area

1. Action Faith Academy, Duport Road, Paynesville
2. CW Duncan United Methodist School, Clara Town, Monrovia
3. Faith International Academy, Somalia Drive, Rehab Community, Monrovia
4. Foundation in Christ Academy, Duport Road Community, Paynesville
5. Fountain of Life Academy, Lower Johnsonville, Montserrado County
6. Great King Academy, Lower Johnsonville, Montserrado County
7. HEPHZ Foundation, 72nd / Pipeline, Monrovia
8. Hilltop Academy, Ashmun Street, Monrovia
9. Hope Academy, Congotown/ELWA Junction, Monrovia
10. EJ Hunter Memorial Academy, Lakpahzee, Monrovia
11. Joy Academy, Baptist Seminary Community, Paynesville
12. Liberty Academy, Somalia Drive, Monrovia
13. MAGIF Community School, Rehab Community, Paynesville
14. New Hope Academy, Caldwell, Montserrado County
15. Obama International Foundation School, Duport Road Community, Paynesville
16. Restoration Kids Christian Academy, Peace Island, Monrovia
17. Spiritan Academy Demonstration School, Stella Maris Polytechnic, Monrovia
18. Tomorrow's People, Soul Clinic, Paynesville
19. Torch Academy, Monrovia
20. Vision Trust 1, ELWA Community, Monrovia
21. Vision Trust Omega, Omega Community, Paynesville
22. VOC Christ Academy, Lakpahzee, Monrovia

Margibi County

23. Concrete Foundation School, Cotton Tree, Margibi County
24. Hilda Knight-Cooper School, Konola, Margibi County
25. Hope Christian School, Weala, Margibi County
26. Kingdom Care Academy, Duazon, Lower Margibi County
27. Liberia Renaissance Education Complex, Duazon, Lower Margibi County,
ES Mulbah Institute, Duazon, Lower Margibi County

Bong County

28. Cuttington University Campus School, Suakoko, Bong County
29. Gbarnga Lutheran Training Center, Gbarnga, Bong County
30. Gbenwein Mission School, Korkoyah, Bong County
- Hidden Eye College, Bellemu, Bong County
31. Keenan Institute, Goll Farm, Bong County
32. Liberty Baptist Christian School, Gbarnga, Bong County
33. Safe Home Christian School, Flehla, Bong County
34. Smart Kids Academy, Suakoko, Bong County
- Tal Roberts Memorial Academy, Bong County

Nimba County

1. Ganta United Methodist School, Ganta, Nimba County

New Additions in Montserrado County: 2022

2. Capacity Development Initiatives Academy, Mt. Barclay, Montserrado County
3. Damiefa School, Gardnersville, Montserrado County
4. New Hope Academy, Mt. Barclay, Montserrado County
5. Kingdom Care School, Duazon, Margibi County

LUMINOS FUND 2022
<https://luminosfund.org>

INTRODUCTION: LIBERIA

Barriers to Learning: Child Labor (Being forced to work/Working), Orphanhood (Losing your parents), Gender (Being a girl), Language (Speaking a different language), Learning Environment (Struggling to learn), Poverty (Being poor)

Benefits of Education: Each additional year of schooling Increases Income, Boosts Economic Growth, Reduces Fertility, Saves Children's Lives

Mothers Who Complete Primary School: Reduces Fertility and Combats HIV & AIDS

Investing \$1 in an additional year of schooling yields a \$5 return on earning benefits and \$10 on earning and health benefits in low-income countries **(The Learning Generation)**

"Our vision is a world where no child is ever denied the chance to learn."

Since 2016, the Luminos Fund has worked in Liberia to scale up **Second Chance**, an accelerated learning program that supports children to become literate and numerate in 10 months. Many students in the Liberia program are first-generation readers and have been out of school, so the opportunity to learn to read is especially meaningful for their families and themselves.

In Second Chance, Luminos applies the best global knowledge regarding what's most effective for first-generation readers and reimagines it for the Liberian context. Through a phonics-centered curriculum, classes capped at 30 students, 8-hour school days, and locally developed reading materials, Luminos enables children to become independent readers. In a Second Chance school day, on average, five hours are spent on literacy. Children see themselves in the texts and reading is presented as an integral part of the world around them.

Luminos uses a structural approach to phonics to ensure students build the requisite skills to read by the end of the program. It tries to strike a balance between direct instruction, which is essential to teach the technical aspects of reading, and activity-based learning, which is at the core of Luminos's pedagogy. Students practice using **Elkonin Sound Boxes and Blending Ladders**: Elkonin boxes build phonological awareness skills by segmenting words into individual sounds, or phonemes. To use Elkonin boxes, a child listens to a word and moves a token into a box for each sound or phoneme. In some cases different colored tokens may be used for consonants and vowels or just for each phoneme in the word. Blending ladders are Flashcards used to teach children to sound out a consonant with a short vowel. Children 'climb' the ladders, saying the letter blends, as well as finger tapping as a multi-sensory way to learn spelling and syllables. Luminos is streamlining the process wherein teachers give students weekly timed reading assignments and remedial support is provided to the bottom performers. **Luminos's goal is not to leave any child behind as a reader.**

Additionally, Luminos provides coaching and supervision in the classroom, conducts regular teacher training workshops, and is proud to partner with the Liberian Ministry of Education (MoE). For example, the MoE provisions some classroom space to Luminos and Luminos trains MoE officials on our Second Chance pedagogy.

LIBERIA COUNTY LOCATIONS : Bomi and Montserrado

IMPLEMENTING PARTNERS: Liberia Institute for the Promotion of Academic Excellence, (LIPACE), Restoring Our Children's Hope ROCH), and Youth Movement for Collective Action (UMOVE)

LITERACY PROGRAM: Second Chance model program in Liberia. (The Second Chance program is also used in Ethiopia. The **Refugee** program is used in Lebanon.)

LUMINOS FUND

The **Second Chance** program employs an intensive, child-centered approach to reach the most marginalized populations, children denied an education due to poverty, conflict or discrimination.

1. Accelerated Learning Curriculum

- Second Chance covers the first three years of schooling in just 10 months and prepares students to succeed in their local schools.
- Children learn to read, write, and do math through a variety of games and activities that place the child at the center of teaching and learning.
- Normally class sizes are capped at 30. As a precaution against Covid-19, class sizes are currently capped at 25 students) which helps the teacher provide individual attention to each child and pace the learning accordingly.
- A 7-8 hour-long school day allows each concept to be presented through a variety of pupil-led activities.
- Continuous assessments with routine feedback and remediation ensure all children grasp the minimum learning competencies.

2. Community Mobilization

Second Chance is driven by the community. Parents and local leaders help us identify the most marginalized out-of-school children and find a place to house Second Chance classes. Luminos hires and trains local young adults from the community to teach in their classrooms. Most importantly, Second Chance works intensively with the mothers of their students to help them build a community of solidarity around keeping their children in school.

3. Capacity Building

Luminos trains local government school teachers in the Second Chance activity-based pedagogy both to support its students once they have transitioned and to improve the quality of instruction in government schools for all children. As the Luminos program track record grows, it increasingly works with regional and national (Liberian and Ethiopian) governments to build their capacity to implement Second Chance schools themselves.

FUNDING PARTNERS:

Bill and Melinda Gates Foundation, Cartier Philanthropy, Christie's, David Weekly Family Foundation, Douglas B. Marshall, Jr. Family Foundation, Dubai Cares, Hirschmann Stiftung, Legatum, Mulago Foundation, Robert Bosch Stiftung, Supercell, and UBS Optimus Foundation

EFFICACY: Cumulative Program Results in Liberia

- 9,500 Children given a Second Chance education
- 351 Second Chance classrooms
- 89% Transition to mainstream school
- 379 Second Chance facilitators and partners trained

Gbovadeh Gbiliala, Former head of the Delivery Unit at Liberia's Ministry of Education and Vice-Chair of UNESCO's Commission: *"Programs like Second Chance give student an 'a-ha' moment: the light bulb goes on. Coming out of a crisis like COVID or Ebola, there's a high risk that many children won't return to school. Second Chance plays a role engaging communities and helping children catch up on learning gaps."*

CONTACT:

Email: info@luminosfund.org

Luminos Fund 17 Commercial Street #232 Boston, MA 02109 Phone: +1-781-333-8317

Luminos Fund



RESTORE HOPE: LIBERIA * EDUCATION * HEALTH OPPORTUNITY 2022

<http://www.restorehopeliberia.org>

<https://www.youtube.com/watch?v=WTJtR-dcRoM>

We welcome allies and partners---in large and small ways. As the children of Restore Hope: Liberia say, "When we are together we are one".

INTRODUCTION

Restore Hope: Liberia is a nonprofit humanitarian organization that was founded in 2017 to improve the health and well being of vulnerable and disadvantaged communities in post-emergency settings by providing basic health, education, and income generating activities to alleviate extreme poverty and empower communities to become their own agents of change.

In early 2015 with input from Kolahun officials, 75 especially vulnerable children aged 2-18 were identified. For these children, RHL put in place a structure of support for education - one of the critical foundations needed to stop the cycle of war, disease, and poverty.

LIBERIA COUNTY LOCATION: Kolahun District, Lofa County

PARTNERS and SUPPORTERS, as listed:

Anything Is Everything, Elmo Foundation, Friends of Liberia, German Embassy in Liberia - People of the Federal Republic of Germany, Margaret Gieraths - Nimene Foundation, The Lyme School, Together Women Rise (collective action for global gender equality)

EDUCATION PROGRAM:

With their 2020-2023 strategic plan guiding them, RHL embarked on a plan to increase educational opportunities. It seeks to expand access and enhance the quality of education for children in Kolahun. This effort includes supporting local schools, training teachers, early childhood education, and a focus on literacy skills and STEM education (*STEM education is the intentional integration of science, technology, engineering, and mathematics, and their associated practices to create a student-centered learning environment in which students investigate and engineer solutions to problem, and construct evidence-based explanations of real-world phenomena with a focus on a student's social, emotional, physical and academic needs through shared contributions of schools, families and community partners.... Florida Department of Education*). RHL programs will evolve to reflect the advancement of their disciplines, appeal to and prepare the leaders of tomorrow, and expand to neighboring communities.

- Change "educational tutoring, as needed to "After school tutoring with a focus on literacy"
- Provision of school uniforms and supplies
- Established community library
- Provide phonics training to tutors
- Provide college scholarships, based on need and potential

RHL's Education Program enrolls children in school paying their school fees, and providing uniforms and supplies. RHL's staff follows their academic and behavioral progress through regular meetings with school administrators, teachers and parents/caregivers. Children supported by RHL attend schools throughout the District, and RHL works closely with the District Education Officer. RHL provides after-school tutoring four days per week. Six RHL tutors have been trained in phonics, and structure the lessons to focus on reading skills. Students graduating from high school can apply for scholarships to attend the local community college or vocational school. For every year a student receives an RHL scholarship, he or she commits to returning to Kolahun to work in his or her field of study.

RESTORE HOPE: LIBERIA EDUCATION

FUNDING:

Charitable Allies, Inc. (Indiana, USA), The Rob and Liz Rufsvold Memorial Scholarship Fund, Total In-Kind Contributions and 62 private donors. See also, as listed on Page 1, **SUPPORTERS.**

EFFICACY:

TUTORING

Throughout the pandemic, RHL tutors have gone out into the communities to safe home visitations to ensure beneficiaries are reading regularly and working on their literacy skills. Liberia Reads!, with which RHL partnered for literacy training and provided reading materials on COVID-19 for the program's use.

PRIMARY EDUCATION

Thanks to donors, RHL paid 96 students to enter school and provided their uniforms and school supplies for a successful return after the disruption due to COVID.

LIBRARY

Over the years, RHL has been given numerous books for children to encourage reading and increase their skills. *Brenna Blazis, a former Peace Corps Volunteer*, returned to Liberia in June and volunteered numerous hours to RHL while setting up a beautiful, functional library for the children in Kolahun.

SCHOLARSHIP FUND

The Rob and Liz Rufsvold Memorial Scholarship Fund has supported four Kolahun students at Lofa County Community College and a computer vocational school in the area. This year the Scholarship Committee, based in the Kolahun area and inclusive of community leaders, selected 18 students to be awarded scholarships to Lofa Community College and Presbyterian College in Lofa County.

CONTACT:

UNITED STATES

Saundra Williams

Email: Saundra@restorehopeliberia.org

169 CR 24

E. Chathan, NY 12060 USA

LIBERIA

Dr. David Okiror

Email: okirordavid@gmail.com

Pago Island, Oldest Congo Town

Monrovia, Liberia

Facebook: www.facebook.com/restorehopeliberia/

Restore Hope: Liberia



UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID) *READ LIBERIA* 2022

<https://www.edu-links.org/sites/default/files/media/file/Language%20of%20Instruction%20Country%20Profiles%20%E2%80%93%20Liberia.pdf>

INTRODUCTION

9. USAID READING PROGRAM APPROACH

In alignment with the U.S. Government Strategy on International Basic Education, USAID's programming in Liberia aims to support the needs and priorities of the partner country to ensure that gains from programming are sustained.

LIBERIA COUNTY LOCATIONS: Bong, Grand Bassa, Lofa, Margibi, Montserrado, and Nimba

LITERACY PROGRAM: *READ LIBERIA* ACTIVITY (September 2017- September 2022)

- The *Read Liberia* provides technical assistance to the Ministry of Education to improve early grade reading skills for 56,700 students in grades 1 and 2 in 640 schools and pilot a model for improving oral vocabulary for 2,700 kindergarten students in 60 out of the 640 schools. The activity aims to increase the Liberian Government's commitment to improve evidence-based reading instruction, provide teaching and learning materials, and improve early grade reading (EGR) classroom instruction, service delivery, and private sector support.
- Implemented by **RTI International (RTI: Response to Intervention)** is a multi-tiered approach to help struggling learners. Students progress is closely monitored at each stage of intervention to determine the need for further researched-based instruction and/or intervention in general education in Pre-Kindergarten) which aims to improve EGR instruction in Liberia as well as support the development of new EGR (Early Grade Reading Assessment) policies.
- In particular, *Read Liberia* is working to improve the early grade reading skills of these students in the six targeted counties listed above.

CURRENT ACTIVITIES:

- Produce actionable, MOE endorsed plans to support and monitor evidence-based approaches and to implement policies in support of EGR.
- Develop, distribute and use-evidenced-based reading books and instructional materials that the Ministry must validate.
- Improve in-service training in EGR instructional and formative assessment in-service training and teacher coaching and supervision and develop and implement performance standards for teachers and students.
- Provide non-monetary incentives for teachers implementing evidence-based reading programming.
- Improve data collection, analysis, and reporting systems and research factors related to EGR.
- Improve parents, community-based organization's ability to support and monitor EGR and establish Public-Private Partnerships to support EGR.

FUNDING:

USAID, Ministry of Education (MOE) and Local Businesses: The program in Kakata was supported by the RAMI & Rocky Business Center, Musa Dolo Provision Shop, United Commodities Inc., Lofa Mineral Water Company, Uncle J. Business Center, Sapoe Entertainment Center, Mamadu B. Diallo Business Center, New Creation Business Center, and Aqua Trust Mineral Water Company

USAID READ LIBERIA

EFFICACY:

- Supported 34,344 primary and 2,245 pre-primary/kindergarten learners toward development of improved EGR skills.
- Distributed 15,395 textbooks and other teaching and learning materials to teachers and students.
- Trained 559 education administrators and officials on EGR implementation.
- Engaged 635 parent-teacher associations and continued to reach out to the private sector to support reading. As a result, many rural and urban parents have created reading spaces for their children, which proved very useful during the lockdown.
- Approximately 90 percent of learners of primary grade targeted for assistance had the appropriate inclusively representative variety of decodable, leveled and supplementary readers.

PLANNED OUTCOMES:

- The Activity's adoption of technology-based solutions in the previous year proved useful during COVID-19 school closure. The MOE's Education in Emergency (EiE) committee adopted the *Read Liberia* EGR model for broadcasting nationally to Grade 1 and 2 students through the teaching by radio (TBR) program, using its instruction approach, materials, lesson plans, and technical expertise. The virtual teacher support and monitoring models and the digital data platforms also informed the MOE's EiE virtual management and monitoring plans. This was made possible by the real time track and trace system using a combination of open source KoBo Toolbox programs and Microsoft's Power BI application.
- Provided technical support to the MOE leading to increased Government commitment to evidence-based early reading instruction. For instance, the collaboration contributed to developing the national primary reading benchmarks for graded 1-6 and the teacher's professional performance standards, to be used by the MOE for national assessments and teaching staff development.
- The trained County and District Education Officers and principals conducted their first decentralized education management, and group administered learning assessments in 96 sample schools in their respective districts, part of the activity sustainability and scale-up plan.

CONTACT:

LIBERIA

Jim Wright, Mission Director
 502 Benson Street
 Monrovia, Liberian
 Phone: + 231 77 6777000
 Fax: + 231 776777370

USAID READ LIBERIA



WE-CARE FOUNDATION

<https://www.we-carefoundation.org>

WE-CARE Library is celebrating February 2022 Black History Month with book displays, documentaries and lectures.

INTRODUCTION

WE-CARE is a non-profit organization, established in 1992 as a result of the Liberian 15 years civil war which led to massive destruction of the country including the education sector. We-CARE started in the heat of the war as a book chain delivering free books to the people as they were on lock down in their homes as the result of the dusk-to-dawn curfew.

WE-CARE's mission is to help strengthen the education sector of Liberia for quality learning through the development of books, procurement of education materials, and the provision of creative teacher training and teaching skills.

WE-CARE aims to foster a love of books and reading based on the truism that reading children become reading adults, and reading adults become informed citizens that can make sound decisions that affect their social and economic development.

The WE-CARE's general library located in central Monrovia is one of the only libraries free to the public and serves as a library for the people including 7 high schools and 3 universities.

WE-CARE currently has nine programs, all of which will be described below. It's most recent project, is the Nurturing Care Integrated Services Model for Liberia begun in 2019.

LIBERIA COUNTY LOCATIONS: Bomi, Grand Bassa, Cape Mount, Grand Gedeh, Maryland, Montserrado, Nimba, River Gee, and Sinoe (12 of 15 counties)

PARTNERSHIPS: Book Aid International, Canadian Organization for Development Through Education (CODE), Friends of Liberia (FOL), HIPPY International, and a grant from Open Society Foundations

PROGRAMS, WHEN INITIATED and FUNDING

- **READING LIBERIA** (Began in 2008) is a comprehensive literacy program that includes teachers, writers, illustrators, book designers' training, book production, and the establishment of school libraries. It also has an overage girls' acceleration component that provides after-school tutoring for girls in grades 1-3.
GOAL: To improve teacher performance in the classroom and increase student reading, writing, and problem-solving skills.
- **BOOK PRODUCTION (2009):** Writers, illustrators, and designers are trained to write, illustrate and design children's books.
GOAL: To support reading and increase access to quality and culturally relevant reading materials.
 Partners: CODE, Friends of Liberia, HIPPY International and grant from Open Society Foundations (OSFs)
- **CRITICAL THINKING LIBERIA(2009):** Writers, illustrators, and designers are trained to write, illustrate and design children's books.
GOAL: To support reading and increase access to quality and culturally relevant reading materials.
 Critical Thinking Liberia is implemented with grants from OSFs and private contracts.
- **STORY HOUR FOR KIDS (2001):** Story Hour For Kids is a vacation reading program held on Saturdays in economically challenged communities with a high population of out-of-school children. Activities are conducted by high school girls from the communities that serve as role models for girls coming into the program.
GOAL: To create a love for books and reading. Funding for this program comes from individual donations.

WE-CARE FOUNDATION

- LIBRARY (2000): **GOAL: To create easy access to books and relevant teaching materials and cultivate reading for pleasure to foster a reading hobby.** Partners: WE-CARE partners with Book Aid International and CODE.

WE-CARE Early Childhood Continuum of Programs

- TEACHING TRAINING (2013): We-Care provides ECE training for teacher educators and teachers through an in-service teacher training program.

GOAL: To continue to support quality Early Childhood Education (ECE) programs by increasing the number of qualified early childhood teacher educators and ECE teachers and caregivers.

Funding: A grant from Open Society Foundations (OSF) and the service provider for MoE, with funding from the Global Partnership for Education (GPE) and private institutions.

- COMMUNITY-BASED EARLY CHILDHOOD EDUCATION Duration: 2years (April 2020 to March 2022)
This program provides 60 care givers with the skills to establish and operate 20 Community-based Early Childhood Centers in hard to reach regions in 6 counties: River Gee, Maryland, Grand Kru, Sinoe, River Cess, and Bomi. **GOAL: To increase the number of qualified caregivers in 6 counties.** Partners: WE-CARE is the service provider for the Ministry of Education (MoE) with funding from the Global Partnership for Education (GPE).

- FAMILY LITERACY INITIATIVE or FLI (2016)

The Family Literacy Initiative is a home-based and highly effective multi-generational early childhood literacy program. The program has a HIPPI home visitor component as well as one for adult literacy.

GOAL: 1) To help preschool children prepare for success in school and in life, and 2) to empower their parents with the tools, skills and confidence the need to successfully work with their child's learning at home.

FLI CHILDREN AND INSTRUCTION TIME

- Out-of-school children who are 3 to 5 years old are taught by their parents or caregivers at least 15 minutes every day.
- Home visitors, the teachers of parents, go to the homes and teach the parent for one hour, once a week using role-play and guided instructions in five domains: language, science, math, literacy, and motto.
- To maintain the quality and standards of the program, annual refresher training is conducted for the Home Visitors.

FLI ADULT LITERACY PROGRAM or ALP (2019): An adult literacy component was added to FLI in 2019 for adults in the program to give the parents the skills to help their children effectively. The ALP portion is unique to such a program as this. Thirty plus parents from two of the 4 communities listed below could not read and write and have improved reading and writing skills as shown by the OLA test results. (OLA is an online computer test. *OLA* is a strong measure of early reading skills for older population and it offers valuable feedback.)

- Neezoe and Caldwell (one site, two ALP class locations) in Montserrado County
- Duazon and Peter Town, (Peter Town is WE-CARE's first up country site) in Margibi County

■ NURTURING CARE INTEGRATED SERVICES FOR LIBERIA (2019)

WE-CARE's most recent program is the Nurturing Care Integrated Model for Liberia. This program is a pilot and has been implemented in only one economically challenged community. It integrates three stand-alone programs into one: Big Belly Business (maternal health), Reach Up (from the country of Jamaica) and early stimulation and education for infants and toddlers), and the Family Literacy Initiative (parents and their children ages 3-5 school readiness. Along with these combined programs are the components on mental health that has to do with maternal depression and the school-based ECE programs that train teachers and establish a quality learning environment that children of members of the Family Club in which they can be enrolled. The approach to implementation is through this "Family Club" that meets 3 times a month for 2 hours and 30 minutes engaging the parents with activities centered on conception and ends after preprimary school. The program and facilitation manual have been developed as the pilot proceeded.

GOALS: 1) To optimize and institutionalize a nurturing framework in order to increase the opportunity for children to succeed in life.

2) To improve the maternal and neonatal care through integrated services that will ensure the general well being of the child.

3) To provide basic literacy skills for parents and caregivers to access information on child health and safety and for vital services.

Partners: WE-CARE partners with Public Health Initiative Liberia with a grant from OSIWA (Open Society Initiative of West Africa) to implement the Nurturing Care Model for Liberia.

RESPONSE FROM WE-CARE ABOUT THEIR PROGRAMS:

WE-CARE is able to implement these programs with its team of twenty-five qualified and dedicated staff through strong partnerships with both local and international programs and the Liberian Ministry of Education. The most significant thing needed for this program continuum to last is strong advocacy for ECE to be part of the national focus and to increase the role and buy-in of local organizations like WE-CARE through strong partnerships with local and international organizations. The Ministry of Education needs to invest in early childhood programs using local expertise for their implementation. WE-CARE, along with other local NGOs, have the capacity and know-how but need financial support.

FUNDING: Additional funding comes from COMIC Relief, USA "Red Nose Day" for the Family Literacy Initiative Year Seven Implementation.

EFFICACY: Provided are the **Beneficiaries** of all literacy programs from childhood to adulthood by the specific program.

READING LIBERIA

- 149 primary schools
- 1,612 primary teachers trained
- 44,890 primary students reached (21,547 females and 23,323 males)
- 27 school libraries established
- 22 primary storybooks produced
- 700 overage girls

RESULTS: Students' annual reading scores increased by 30% as shown by the annual Reading Inventory Assessment administered to students at the end of the year.

STORY HOUR FOR KIDS

- 7 Communities: Soul Clinic, West Point, Clara Town, New Kru Town, Slipway, Chamber, and Bassa Town communities
- 1,750 children reached (females 875 and males 875)
- 70 high school girls

RESULTS: More than 80% of out-of-school children that attend the vacation program are enrolled in formal school by their parents at the beginning of the next school year as shown by our house survey at the end of each program cycle.

COMMUNITY-BASED EARLY CHILDHOOD EDUCATION

Key components and outputs of the program

- Community input - 20 sites were provided by the communities for the construction of ECE Centers.
- Caregivers - 60 caregivers (36 females and 24 males) have completed the first phase of the ECDSTEP Training.
- Furnishing and supplies - 20 ECE Centers have been supplied furniture including administrative and instructional materials.
- Operation - 18 ECD Centers have started operating (January 4, 2021)
- Enrollment - Total student enrollment: 877 (425 females or 48% and 452 males 52%)
- Stipend - 54 caregivers (34 females and 20 males) from 18 centers are receiving a monthly stipend pf US\$70.00 each

FAMILY LITERACY INITIATIVE

- 4 economically challenged communities (Caldwell, West Point, Duazon, and Neezoe)
- 496 families
- 500 children experienced 21 Home Visitors
- 21 Home Visitors practice children

Community Engagement

- Community leaders
- Parent Teacher Associations
- Civil Society
- Creation of jobs

RESULTS:

- 153 children have graduated successfully from the three-year curriculum, and 125 children representing 82% of the graduates are enrolled in formal school at the kindergarten and primary levels

Long-term outcomes:

- Increased odds of graduating from high school
- Increased chances of breaking out of the poverty-crime-drugs cycle
- Increased opportunities for education and employment
- Better educated workforce
- Higher productivity
- Reduced crime
- Lower costs for healthcare, welfare, justice system ,etc.
- Great social equality

WE-CARE FOUNDATION

NURTURING CARE INTEGRATED MODEL FOR LIBERIA: LITERACY: 35 families

- 25 mothers with children of ages 6 months to three years
- 2 fathers are in the pilot
- 1 public school (at low cost) has trained 5 ECE teachers and a learning center set up to provide a quality ECE program for the transition of children participating in the model pilot.

Note: Pre-assessment of the 8 age three children showed they are very delayed according to the Bracken School Readiness Assessment.

CONTACTS:

T. Michael Weah, Executive Director
Phone: #231777024251

Yvonne Capehart Weah, Coordinator
Phone: # 231777511175

Email: wcarelib@we-carefoundation.org,
wcarelib@yahoo.com

Website: www.we-carefoundation.org

Facebook: WE-CARE FOUNDATION

Twitter: WE-CARE FOUNDATION

WE-CARE Staff



WE-CARE Foundation



ABOUT US

The Liberia Literacy Landscape Paper and its companion piece, The Liberia Mapping Project, is the result of research by Friends of Liberia Education Committee members, Virginia (Jinny) Hesel, Coordinator, Mary Gemignani, Mapping Project, and Dave Eller, Technology Consultant in order to document preschool to adult literacy literacy organizations and NGOS with accompanying photographs.

Jinny and Mary are Returned Peace Corps Volunteers who served in in Liberia in the late 1960s. Jinny lived on Bushrod Island and taught fourth and fifth grades at Jamaica Road and King Boatswain Government Schools. Mary and her husband John lived in Klay/Siatown. Mary taught first and fourth grades at the local school.

Mary was the director of a private preschool, public school teacher, special educator and assistant principal. She is currently an adjunct professor at Northern Vermont University. In addition to supervising student teachers and teaching an occasional course, she works directly with children with learning challenges and consults with parents, teachers, and other professionals.

Jinny worked in the field of public elementary education and independent middle school education as a history teacher and middle school principal in coed and single sex boys and girls' schools in Brooklyn and Manhattan, NY and in Cambridge and Boston, MA. Before and after her retirement, she evaluated schools internationally for the New England Schools and Colleges NEASC accreditation process. Jinny became a certified Rutgers University Environmental Steward after course work and a required community project: A scientific symposium for Cape May County, New Jersey residents "A Scientific Approach to Global Warming and Climate Change" held on November 6, 2021.

Dave Eller has been in the IT industry since 1983 as a programmer with IBM (Atlanta, GA) and freelance and self-employed freelance computer tech. His skills include software development and engineering for Windows, Unix and Linux, hardware repair and custom built systems, and networking setups (residential and commercial). Recently, as of 2020, his main focus has been on residential repairs, custom builds, network setups and consultations.