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READ LIBERIA ACTIVITY

September 2017 - September 2022 | Implementer: RTI

The Read Liberia Activity provides technical assistance to the Ministry of Education to improve early grade reading skills for 57,600 students in grades 1 and 2 in 640 schools and pilot a model for improving oral vocabulary for 2,700 kindergarten students 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, parent, community, and private sector support.

Current Activities

- Produce actionable, Ministry of Education endorsed plans to support and monitor evidence-based approaches and to implement policies in support of EGR
- Develop, distribute, and use evidence-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

Accomplishments to Date

- Supported 34,344 (17,918M/16,426F) primary and 2,245 (1,183F) 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 1,083 (331F) primary school educators/teachers on implementing evidence-based reading instruction
- Trained 559 (128F/431M) 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 extremely 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 grade reading instruction. For instance, the collaboration contributed to developing the national primary reading benchmarks for grades 1-6 and the teacher 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 (DEMA and GALA) in 96 sample schools in their respective districts, part of the activity sustainability and scale-up plan.