

WE-CARE FOUNDATION

Monrovia, Liberia

ANNUAL REPORT

2024 / 2025

Organization:	WE-CARE FOUNDATION, INC
Location:	16th Street, Sinkor (Landside), Monrovia, Liberia
Target Beneficiaries:	Primary Schools; Teacher Educators; Overage Girls in Primary School; Expecting and Mothers with Their Spouse; Children Age 0–5 Years; Early Childhood Teachers; Pre-Primary School; Preschool Students
Focal Person:	T. Michael Weah, Executive Director – WE-CARE Foundation
Period Covered by the Report:	April 1, 2024 – March 31, 2025

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I. Acronyms and Meaning

<i>Acronym</i>	<i>Meaning</i>
CEO	County Education Officer
DEO	District Education Officer
ECD	Early Childhood Development
ECDSTEP	Early Childhood Skills-based Training Program
ECE	Early Childhood Education
EOs	Education Officers
G2B	Getting to Best
GPE	Global Partnership for Education
KRTTI	Kakata Rural Teaching Training Institute
MOE	Ministry of Education
OSF	Open Society Foundation
OTC	Over the Counter
PDT	Project Development Team
RTTIs	Rural Teaching Training Institutes
TOT	Training of Trainers
WRTTI	Webbo Rural Teaching Training Institute
ZRTTI	Zorzor Rural Teaching Training Institute

II. Executive Summary

Established in 1992 and incorporated in 1994, WE-CARE Foundation is a Liberian nonprofit organization committed to strengthening the national education sector. Over the years, WE-CARE has maintained a professional working relationship with the Ministry of Education (MOE), demonstrated through its consistent performance, sectoral clearance, and formal accreditation.

In fiscal year 2024/2025, WE-CARE enhanced teaching and learning through the development of culturally relevant books, the production of high-quality instructional materials, and the promotion of creative and effective teaching methodologies, in furtherance of its mission. These efforts reached over 2000 students, 332+ teachers, 236 caregivers, 218 families, and 102 communities across Liberia.

The organization maintained its commitment to transparency, accountability, and empowerment despite challenges with funding, staffing, and the abrupt ending of a major project. The organization successfully implemented a range of programs, including:

- Girls Accelerated Learning Initiative Expansion (GALI X)
- Teaching and Learning in Fragile Contexts (TLFC)
- Nurturing Care Integrated Services Model for Liberia
- Family Literacy Initiative (FLI)
- Community-based Early Childhood Education project

These initiatives were made possible through strong partnerships and support from both local and international organizations. In addition, WE-CARE established a dedicated publishing department to lead the development and production of teaching and learning materials, further advancing its commitment to educational excellence.

III. Message from Leadership

Executive Director's Message

Progress is not only measured in numbers, but in lives transformed. In 2024/2025, WE-CARE Foundation deepened its commitment to educational excellence, community empowerment, and systemic transparency. Despite challenges with funding, staffing, and the unexpected closure of a major project, our team remained resilient and focused. We expanded our reach, strengthened partnerships, and laid the groundwork for sustainable impact. We are deeply grateful to our staff, board, donors, and communities for their unwavering support. Together, we are building a future where every child can read, learn, and succeed.

T. Michael Weah

Executive Director

IV. Program Impact

During the 2024/2025 fiscal and academic year, WE-CARE Foundation implemented a range of programs designed to improve literacy, strengthen early childhood education, and support vulnerable learners in fragile contexts. These initiatives reached over **2,000 students, 332+ teachers, 236 caregivers, 218 families, and 102 communities** across Liberia.

2,000+ Students	332+ Teachers	236 Caregivers	218 Families	102 Communities
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V. Key Programs and Achievements

A. Girls Accelerated Learning Initiative Expansion (GALI X)

The Girls Accelerated Learning Initiative (GALI) program has demonstrated strong results over several years and shows excellent potential for measurement. Through our partnership with CODE Canada, we have doubled the number of schools we serve, reaching more overage girls with academic tutoring and life skills support, enabling them to realize their full potential. As part of this expansion, we are piloting an accelerated kindergarten program, increasing the number of schools equipped with Mobile Learning Labs (MLLs), and introducing new life skills lessons and resources on climate change. Over three years (2023 to 2026), the program targets 1,960 overage girls in Grades 1–3 (ages 9–16) and 1,400 overage girls and boys in kindergarten. Improvements in student learning outcomes will be measured using the Early Grade Reading Assessment (EGRA), while accelerated advancement will be tracked through school promotion data.

1. Achievements

We are pleased to report that CODE and WE-CARE are on track with all planned activities. No activities were canceled, and only minor delays occurred due to the use of school campuses as testing centers for the West Africa Secondary School Certificate Exams. All workshops were conducted as scheduled, teachers received regular support from WE-CARE staff, and all program schools received textbooks, posters, guidebooks, and workbooks. Fifteen schools have received MLL equipment and resources, increasing the number of MLL schools from 11 to 15, a development warmly welcomed by the communities. Activities implemented as planned include the following:

a) Stakeholders Meeting

Early in the program, a stakeholders meeting was convened to launch GALI-X. The event drew 47 participants, including high-ranking officials such as the Deputy Minister for Instruction, Assistant Minister for Basic and Secondary Education, Acting Assistant Minister for Early Childhood Education, and the Director for Girls' Education. County and District Education Officers from the four participating counties, along with Head Teachers from project schools, were also in attendance. Support for the program spans all levels of the Ministry of Education, especially with the pilot of accelerated kindergarten helping both boys and girls transition more quickly to Grade 1.

b) Baseline Assessment

The baseline assessment was successfully completed in October 2024 using the Log Alto Measurement and Evaluation (M&E) mobile application. It included a literacy assessment and a life skills survey with a sample of

575 girls from 24 schools. Results showed poor reading fluency and even lower comprehension levels, less than 10% of Grade 3 girls demonstrated reading comprehension. In life skills, only 33% of participants believed men and women are equally capable of performing the same jobs, and 26% could identify Liberia's legal minimum marrying age for girls/women (18).

c) Accelerated Kindergarten

The Accelerated Kindergarten program launched in 35 schools, enrolling 600 students (361 females, 239 males) aged 7 and above. Its goal is to help overage kindergarten students transition more quickly to Grade 1. In September, 35 teachers (34 females, 1 male) participated in a training workshop facilitated by six certified ECE trainers. The training included individual work, role-play, and guided practice, with participants working in pairs or small groups to read, discuss, and micro-teach using the accelerated kindergarten guidebook. Teachers continue to receive regular mentoring and coaching from WE-CARE staff.

Mid-year assessments found that 289 of the 600 students eligible to progress to Grade 1. However, due to overcrowded classrooms, only 68 students were able to transition. To address this, the program introduced Grade 1 lessons and activities into the kindergarten curriculum. These resources are currently in use, and students who achieve an average score of 80% or higher by the end of the year will be promoted to Grade 2.

d) Mobile Learning Labs (MLLs)

Each new MLL school received one Rachel Server, one solar panel and charging station, six tablets, and six headphones. Additionally, 33 headphones, 60 tablets, and one Rachel Server were replaced due to irreparable damage. Currently, 315 students have access to MLLs and digital learning—an MOE priority strongly supported by parents and communities.

At the start of the school year, 45 MLL teachers (three per school) received introductory training. Midway through the semester, they participated in refresher training to address the challenges of device usage. These sessions improved the capacity of approximately 75% of teachers. Monthly mentoring and coaching are provided by the MLL Coordinator, with additional support for teachers facing difficulties.

e) Life Skills and Sexual Health

In October 2024, 114 of 120 GALI teachers participated in a two-day life skills workshop (64% female). The training focused on mentorship, life skills instruction, and effective use of guidebooks and workbooks. Every Friday, GALI girls are grouped by age (not grade) for 90-minute life skills sessions tailored to their developmental stage.

Of the 840 girls in GALI, 685 are menstruating. All participants received training on making and using reusable menstrual products to ensure that no girl is left behind and reduce the number of absences from school.

f) Climate Action Integration and Education Resources

To educate girls on climate change and its mitigation, the program introduced climate action activities. A lesson on garbage disposal and recycling was added to the Life Skills Guidebook. A short video on climate change was included in the MLLs, and each of the 40 GALI schools received 10 copies of the book *Mary Broh's Day*. The book promotes environmental cleanliness and honors Mary Broh, the former Mayor of Monrovia and an environmental champion.

The garbage disposal/recycling lesson was developed by two female Liberian consultants with advanced degrees in education and science. Both have experience in teacher training, lesson planning, SRHR, and have worked with the Ministry of Education.

g) C-Certificate Program

GALI teachers without a “C” Certificate (targeted at 50 out of 120) are participating in professional development for certification. Fifty teachers attended the first of four workshops and receive monthly in-class coaching. As

this is an in-service program conducted during school vacations, it covers two academic years. KPI results will be available in 12–18 months.

h) Engagement Meetings

Family Engagement Meetings

Held twice in all 40 program schools, these meetings foster partnerships between parents, teachers, and administrators, provide updates on program progress, and strengthen collaboration. A total of 1,198 parents attended at least one meeting, 78% of whom were women.

Community Stakeholder Meetings

Held at 12 sites, these meetings raised awareness about timely school enrollment, advocated for out-of-school children, and promoted community ownership of GALI. A total of 225 individuals participated, including DEOs, school administrators, and community leaders. Each community hosted two meetings.

Out of the 840 GALI girls enrolled, 679 were promoted mid-academic year, an 81% promotion rate that exceeds the program's goal of 80%.

B. Teaching and Learning in Fragile Contexts (TLFC)

The TLFC project entered its fourth year of implementation with some delays due to leadership transitions and high turnover among administrators at three Teacher Training Institutions (TTIs)—Margibi University, David A. Straz College/University of Liberia, and Bomi Community College. These changes significantly disrupted project timelines and delayed activity implementation at the affected TTIs. At Margibi University, the situation was particularly acute: the university president changed twice within a short period, and several teacher educators were reassigned to administrative roles without classroom replacements.

1. Achievements

a) Annual Training on Improved Practicums for Teacher Educators

To initiate the integration of school-based research and collaboratively develop a harmonized practicum procedure guide for TTIs, the annual training focused on improved practicum practices. The training was conducted from March 26–28, 2025, across six TTIs, with sessions conducted simultaneously at two institutions per day. TLFC administrative staff and network leaders facilitated the sessions.

Training Objectives:

1. Reflect on and share practicum experiences—highlighting successes, challenges, and areas for improvement
2. Develop a harmonized practicum procedure across TTIs
3. Outline key components of a practicum guide to standardize student teacher experiences
4. Introduce school-based research as a tool for improving teaching and learning
5. Explore research methods, including types of research and data collection techniques
6. Develop preliminary research topics and establish timelines for proposal drafting

Outcomes:

1. Each TTI identified practicum successes, challenges, and mitigation strategies (see appendix for details)
2. A draft outline for a comprehensive practicum guide was developed
3. Participants proposed relevant research topics and committed to drafting proposals with TLFC support

b) Community of Practice (CoP) Sessions on Active Learning and Gender-Responsive Teaching

The CoP model has become a valued source of continuous professional development in practicum schools, thanks to the TLFC project. Peer learning occurred across various levels, with 92 CoP sessions held during the reporting period. A total of 583 participants, including teacher educators, student teachers, and host teachers (147 females, 435 males) engaged in these sessions.

In addition to sharing classroom experiences, CoPs offered short demonstration lessons on content not fully covered in workshops and addressed challenges observed by network leaders and teacher educators during lesson delivery. Teacher educators also conducted monitoring and assessment visits to practicum schools.

CoP Session Format:

1. Student or host teachers presented lessons integrating literacy, gender-responsive pedagogy (GPR), active learning, and differentiated strategies
2. Group discussions covered topics such as teaching strategies, gender inclusion, coaching, literacy across disciplines, and creating print-rich environments.

Each session was led by a convenor; demonstration lessons were delivered by individuals with expertise in the identified challenge area, supported by their CoP group. Network leaders and teacher educators observed and provided feedback.

See index for breakdown of CoP sessions by level and location.

c) In-Service Host Teachers Trained to Support Student Teachers in Gender-Responsive Pedagogy and Active Learning

To strengthen host teachers' capacity to mentor student teachers, literacy and gender-responsive pedagogy workshops were conducted across six TTIs between September and December 2024. These workshops were facilitated by teacher educators from the TTIs.

A total of 224 primary school teachers (74 females, 150 males) from 32 practicum schools in Montserrado, Margibi, Bomi, and Grand Cape Mount Counties participated. The training focused on equipping teachers with the skills to integrate reading, writing, speaking, and listening into all subjects. Reflective coaching and strategies for creating print-rich classroom environments were also covered. Two sessions were dedicated to gender-responsive pedagogy, emphasizing equal participation of boys and girls in classroom activities.

Outcomes of the Literacy Training:

1. Teachers are consistently integrating literacy skills across all subjects.
2. Students are demonstrating improved comprehension, vocabulary, and critical thinking.
3. Lesson plans now embed literacy strategies in math, science, and social studies.
4. Classrooms are increasingly literacy-rich, featuring student work and classroom-created texts.
5. Teachers are better equipped to identify and support diverse literacy needs, including struggling readers.

d) Pre-Service Teachers Trained on Active Learning and Gender-Responsive Teaching Strategies

A one-day, eight-hour training was conducted for student teachers at each TTI before their practicum. Facilitated by teacher educators and supported by network leaders, the training focused on lesson planning using gender-responsive pedagogy, literacy integration, differentiated instruction, and preparing materials for print-rich environments. Guidance was also provided on how to engage effectively with host teachers during the practicum. A total of 306 student teachers (70 females, 236 males) participated.

Ongoing Support:

1. Student teachers, TEs, and network leaders continue to collaborate on lesson plans using the ABC format.
2. Feedback is provided during supervision, resulting in improved confidence and lesson delivery.
3. Student teachers are increasingly receptive to host teacher mentorship, fostering shared learning and collaboration.

e) Refresher Training on RACHEL Plus

Digital learning is a key component of the TLFC project. Following the installation of solar panels, RACHEL Plus servers, and tablets at TTIs, a one-day refresher training was conducted for teacher educators to enhance device usage.

The training emphasized broader access, encouraging faculty and students to log into RACHEL Plus and explore its channels based on their resource needs. At KRTTI, three additional TEs participated. At Margibi University, one TE is effectively using RACHEL Plus in instruction. Practicum schools such as CDB King, HQ Taylor, Samuel D. Hill, and Gohn Public School are also actively using the devices.

Note: Further awareness and training on RACHEL Plus usage is recommended to maximize impact.

f) Joint Monitoring Visits

Joint monitoring visits were conducted at three TTIs from November 26–28, 2024:

1. J.J. Roberts College of Education, United Methodist University (UMU), Monrovia
2. Margibi University, Harbel
3. Bomi Community College (BCC), Tubmanburg

The visits aimed to observe TLFC training implementation, engage institutional leadership, and foster stakeholder ownership at the national level.

Observations & Engagement:

1. The team met with TTI administrators and observed 14 teacher educators (4 females, 10 males) using the project's synchronized classroom observation tool.
2. Stakeholders provided feedback, assessed instructional practices, and discussed project progress and challenges.

Monitoring Team Composition (8 members):

<i>Name</i>	<i>Gender</i>	<i>Institution</i>	<i>Position</i>
Michael Topor, Jr.	M	MoE	Director, Basic Education
Karina Richards	F	MoE	Training Coordinator, Bureau of Teacher Education
Edwina Clark Goffah	F	MoE	Record Clerk, Center of Excellence
Maxwell Yenego	M	FAWE	M&E Officer
Christiana E. Harris	F	NCHE	M&E Officer
Yvonne Capehart Weah	F	WE-CARE/TLFC	Project Manager
M. Woryonwon Roberts	M	WE-CARE/TLFC	Education & Gender Officer
Lydia B. Porkpah	F	WE-CARE/TLFC	M&E Officer

Key Outcome: The joint monitoring visits increased awareness and appreciation of TLFC implementation among education decision-makers.

g) 'C' Certificate Training for Unqualified Host Teachers

From February 10–14, 2025 (during the national academic break), the second round of 'C' Certificate training was conducted for host teachers across six project areas. A total of 86 untrained primary in-service teachers (25 females, 61 males) from 28 practicum schools participated.

Context:

Despite classroom experience, many host teachers lack formal training and the minimum qualification. TLFC is working to strengthen pre-service teacher preparation through improved practicum systems. However, host teachers must also be qualified to ensure effective mentorship and quality education.

Observed Improvements:

1. Enhanced lesson planning
2. Creation of print-rich classrooms
3. Increased teacher confidence during lesson delivery

h) Increasing Female Teachers in the Workforce

We are pleased to report the successful completion of a three-month tutorial program at KRTTI to support female student teachers in passing the institution's basic exams. The program concluded in February 2025.

Results:

1. 30 female student teachers enrolled
2. 28 successfully passed the basic exam and met the required GPA of 2.0 to continue in the teacher training program

C. Nurturing Care Integrated Services Model for Liberia

WE-CARE Foundation, in partnership with OSIWA, has implemented activities under the Nurturing Care Integrated Services Model for Liberia (NCISM) from February 1, 2021 to October 20, 2024, to address maternal and child health challenges. The program aims to reduce Liberia's maternal mortality rate, currently 1,027 deaths per 100,000 births, and the newborn mortality rate of 37 per 1,000 live births, according to USAID (2018).

The NCISM integrates three existing initiatives into a holistic maternal and early childhood development framework:

- Big Belly Business (maternal health)
- Family Literacy Initiative & Adult Literacy Program
- Reach Up (early learning and stimulation)

The program focuses on nurturing the whole child from conception through the first 1,000 days of life, emphasizing the parent-child relationship. It recognizes that for a child to reach their full potential and become a productive citizen, they must develop cognitively, socially, emotionally, morally, and physically.

WE-CARE Foundation and its implementation partner, Public Health Initiative, are jointly delivering the program in both rural and urban communities across Lower Margibi, Rivercess, Bomi, and Montserrado Counties. The Government of Liberia, through the Ministries of Health, Education, and Gender, is closely involved to ensure smooth implementation.

1. Achievements

Year four began with a one-day stakeholder meeting held on April 16, 2024, at Pipeline Academy School in Neezoe Community. The meeting aimed to share program achievements and outline the next phase. The program manual, developed in year two, was revisited to guide the rollout of year four activities. Stakeholders from Montserrado and Bomi Counties, including district education officers, school administrators, community elders, chiefs, health centers, and clinics, were invited to strengthen collaboration and referral systems. To ensure the success of the program these activities were implemented:

a) Family Club Meetings: A Cornerstone of the NCISM Framework

Family Club meetings are a cornerstone activity that connects and reinforces the entire NCISM framework, playing a critical role in the program's overall success. Each implementation phase begins with these meetings, which are designed to support the holistic development of the child, from conception through birth and the first 1,000 days of life.

This unique activity integrates key components of nurturing care, including:

1. Health
2. Responsive caregiving
3. Safety and protection
4. Nutrition
5. Early learning



Family Club meetings are held six times per month across two communities, on the 1st, 2nd, and 3rd Mondays and Thursdays, at Pipeline Academy Public School in Neezoe Community and the ECE Center in Baloma Town.

Meetings run for two hours and fifteen minutes. Each session follows a structured routine guided by the NCISM framework, ensuring consistency and alignment with the program's goals.



Impact:

- Mothers are practicing positive discipline and caring for their families in more informed ways
- Improved understanding of nutrition
- Significant reduction in maternal and newborn mortality

b) Weekly Home Visitor Training & Adult Literacy Classes

The weekly training for home visitors under the NCISM focuses on two core pillars of the framework: responsive care and early learning. Coordinators and supervisors deliver structured sessions based on the scope and sequence of two curricula HIPPY and Reach Up for home visitors in Neezoe and Baloma Town.

During each training, contextualized materials are developed and immediately used for home visits.

1. HIPPY Curriculum: Each home visitor conducts a 90-minute weekly session with a parent, covering six developmental domains: Literacy, Math, Science, Motor Skills, Language, and Music.
2. Reach Up Curriculum: Home visitors engage in 20-minute role-play sessions with mothers and their children to model responsive interactions.

Following the home visits, parents are encouraged to teach their children for 15–20 minutes daily, six days a week.

Result: Between April 26 and October 20, 2024, the program successfully completed 50 home visitations across Neezoe and Baloma Town.

Adult Literacy Classes

The adult literacy component targets parents who are illiterate, semi-literate, or have low literacy skills. Its goal is to empower parents to read, write, and develop foundational skills that enable them to support their children's learning at home.



In Baloma Town, 30 mothers were recruited as Family Club participants, of whom 23 were identified as having low literacy skills. Adult learners represent approximately 95% of participants in Baloma.

- **Classes began:** May 2024
- **Pre-assessment:** OLA administered to 23 learners
- **Sessions held:** 40 classes
- **Active learners:** 19 participants regularly attend twice-weekly sessions

c) Early Childhood Education (ECE) Training & Community Engagement

The program has partnered with Pipeline Academy Public School in Neezoe and the ECE Center in Baloma Town. It works with low-cost primary schools in target communities to support the smooth transition of three-year-old children into formal schooling through ECD teacher training.

ECE Teacher Training Workshops

Under the Nurturing Care intervention, two five-day workshops were conducted for early childhood educators:

1. First Workshop: March 1–5, 2024

Participants: 13 total (11 females, 2 males)

7 ECE teachers; 5 Nurturing Care staff; 1 support staff





Focus: Building teacher capacity through play-based activities that promote cooperative learning, equity, emotional growth, positive social relationships, self-confidence, and respect for others.

1. Second Workshop: September 12–16, 2024

Participants: 14 total

Location: Pipeline Academy School, Neezoe

Training Format:

1. Sessions ran daily from 9:00 AM to 5:00 PM
2. Four training blocks per day
3. Pre- and post-assessments conducted

Topics covered:

1. Introduction to Childhood Development Policy and key stakeholders
2. Six domains of early childhood development
3. Approaches and activity centers from the Early Childhood Curriculum
4. Lesson planning skills and concepts
5. Daily schedules, routines, and morning meetings
6. Use of teacher planners and integrated lesson design
7. Setting up and designing learning centers
8. Demonstration lessons using the teacher planner
9. ECD report card processes

Program staff conduct weekly monitoring visits to observe classroom implementation and support teachers.

Community Engagement

Community engagement has had a transformative impact in both urban and rural program areas. Approximately **95% of participating families** have taken greater control of their health by:

- Seeking early medical attention when ill
- Attending regular antenatal visits during pregnancy
- Delivering at clinics and health centers

d) Monitoring Visits

The program's coordinator and supervisor conduct weekly visits to Nurturing Care communities to monitor home visitors and parent interactions, and to identify challenges not captured in reports.

- **Coordinator Visits to Baloma:** Four visits (April, June, August, October)
- **Supervisor Visits to Baloma:** 35 visits over 24 weeks (twice weekly)



Baloma participants require more support due to lower literacy levels compared to Neezoe.

Monitoring Activities Include:

1. Administering the Pre-Bracken School Readiness Assessment
2. Encouraging parents to teach children regularly
3. Conducting home visits and role-play activities
4. Supporting home visitors and parents in creating local instructional toys
5. Distributing learning packages
6. Engaging with families facing challenges (e.g., dropout, childbirth, illness, neglect)

e) School Readiness

Ensuring children enter school at the appropriate age is a key priority of the program. Success in school depends not only on age but also on the availability and suitability of learning materials that match children's developmental stages. Children learn best through play and exploration, which helps develop fine motor skills, gross motor coordination, grip strength, and cognitive abilities.

The program has partnered with two schools, Pipeline Academy in Neezoe and the ECE Center in Baloma Town, to support the transition of children from home-based learning to formal schooling at age three. This includes training ECD teachers and caregivers to facilitate smooth integration. In the first year, only five children were enrolled in formal school. By the end of the second year, 13 children representing 68.4% of the total were enrolled in formal school.

f) Anecdotal Story

Parent: Rachel Varney

Child: Richman Gobah

Rachel's Story

"I am Rachel Varney, a mother of five living in Baloma Town. I was recruited as a Nurturing Care parent along with my child. Initially, I misunderstood the program—I thought I would receive cash or food benefits. But I was wrong. Through the adult literacy program, I've improved my reading and writing skills. I was selected to be trained as a home visitor and now attend refresher trainings, teacher workshops, and weekly sessions. Today, I serve as a volunteer ECD caregiver at our town's center. The program has given me the skills and confidence to teach my child and become a better mother and person."

g) Program Results

1. Recruited 78 families: 33 women, 19 children in Baloma; 45 women, 23 children in Neezoe:

- Pregnant Women: 9
- Mothers with 3-Year-Olds: 19
- Mothers with Children Aged 4–24 Months: 46
- Mothers without Babies: 4

1. Conducted Bracken School Readiness Assessments for 19 three-year-olds

2. Held stakeholders' meeting in the target community

3. Trained 14 ECD teachers across two communities

4. Facilitated 36 Family Club meetings and 48 weekly staff trainings

5. Engaged with 78 families through direct support

6. Children and parents gained literacy skills through weekly home visitor engagements

7. One parent in Baloma Town transitioned into a home visitor role

D. Family Literacy Initiative (FLI)

The Family Literacy Initiative (FLI), is a home-based early childhood education program that empowers parents to serve as their children's first teachers. Now in its ninth year, FLI continues to show strong results in improving children's school readiness.

We are pleased to report that Year 9 concluded with 223 families and 224 children (120 boys and 104 girls) participating across five low-income communities:

- Caldwell (49 children)
- West Point (47 children)
- Duazon (44 children)
- Nyemah Town (43 children)
- Neezoe (41 children)

Fourteen families dropped out from the original 237. A total of 90 children completed the full three-year curriculum and graduated from the program. Through ongoing implementation, 174 children (74 boys and 100 girls) are now enrolled in formal schools with improved literacy skills.

This progress would not have been possible without the Comic Relief grant and continued support from Friends of Liberia (FoL) and HIPPPY. The program is giving families living in extreme poverty the opportunity to transform their children's futures. The need for continued support cannot be overstated.

1. Achievements

Due to a budget adjustment in the Comic Relief grant—splitting one year's funding across two years—FLI operated with reduced resources in Year 9. Despite this, we successfully retained:

- **24 trained Home Visitors** (13 males, 11 females)
- **6 ALP teachers** (3 males, 3 females) from the communities

The Home Visitors delivered 32 weeks of instruction and role-play activities to 223 families across four urban and one rural community. Activities successfully Implementation includes:

a) Assessment & Learning Materials

To measure school readiness and literacy gains, the following assessments were administered:

- Bracken School Readiness Assessment (BSRA) – pre and post
- Ten weekly curriculum assessments for all 224 children
- Out-of-school literacy assessments for adult learners

Teaching and learning materials aligned with curriculum content were distributed weekly to all participating families.

Curriculum Assessment



FLI uses milestone assessments at Weeks 10, 20, and 30 to evaluate children's skill acquisition. In Year 5, writing was added to address gaps in children's ability to write letters, numbers, and three-letter words, skills expected of first graders in Liberia. This addition has significantly strengthened writing outcomes.



Children were assessed directly from the curriculum and through supplemental writing activities. These assessments help identify learning gaps and guide re-teaching strategies. Week 30 results showed encouraging performance across the cohort.

Bracken School Readiness Assessment (BSRA)

BSRA is the primary standardized tool used by FLI. It includes five subtests that assess school readiness in:

- Colors
- Letters
- Numbers
- Comparisons
- Shapes

The BSRA is administered twice: once before the child begins the program and again after completing the 30-week curriculum. It provides individualized insights into each child's preparedness for school based on age and developmental benchmarks.





Photos of BSRA Assessment being administered

b) Increase in Age-Appropriate Enrollment

FLI saw a significant rise in formal school enrollment:

- **2023/2024 Academic Year:** 60%
- **2024/2025 Academic Year:** 78%
- **Increase in age-appropriate grade placement:** 40.8%

This improvement is partly attributed to the integration of writing activities into the curriculum, which better prepares children for promotion to Grade 1.

Parents report that FLI is helping them take a more active role in their children's education. They are now engaging with teachers and schools to monitor learning outcomes, an encouraging shift in parental involvement, which is uncommon for most parents in Liberia. We hope to see even greater engagement in the coming program year.

Some activities captured during implementations





A photo from the children section during group meeting



c) Adapted HIPPY Curriculum

The Year 1, 2, and 3 HIPPY curricula, contextualized for Liberia, were used for home instruction alongside locally developed Liberian books. It was observed that parents and children engaged in more verbal discussions and interactions when using the Liberian books. Approximately 94.5% of parents reported that the content was easy to follow and sparked meaningful conversations with their children, as the books reflected familiar elements from their environment. There is a clear need to include more Liberian books in the program to strengthen local relevance.

d) Evidence of Program Success

The Family Literacy Initiative (FLI) has tracked four cohorts of graduates now enrolled in formal school. The first cohort, which graduated in 2018, is currently in grades ranging from 4th to 9th. Data collection for the 2022 graduates, along with a comparison group of non-FLI children, has been completed. The Evaluation Technical Working Group will analyze this data to assess learning outcomes and social-emotional development among FLI graduates versus non-participants. This study will provide valuable insight into the impact of FLI in preparing children for school with their parents as their first teachers.

e) Adult Literacy

In 2024, the FLI program did not conduct major recruitment for new Year 1 families. Instead, 32 adult learners were recruited to replace those who completed Level 2 in 2023, joining 79 learners who advanced to Level 2, bringing the total to 105 adult learners. Of these, 28 dropped out, and 77 completed the year (72 females, 5 males), resulting in a 74% completion rate and a 26% dropout rate. The primary reasons for dropout were long distances to learning centers and poor living conditions.

Approximately 70% of learners are now sending and receiving text messages with ALP teachers and are reading at third- and fourth-grade levels. The remaining 30% are reading between kindergarten and first-grade levels. ALP Level 3 was introduced in Nyemah Town for Level 2 graduates. With solar lighting provided by Friends of Liberia (FoL), evening classes were held in Marchee Town, allowing learners to attend after returning from their farms, significantly improving retention. This model could be replicated in other towns.

Evidence of Outcomes:

1. Five ALP learners enrolled in regular afternoon and night schools in Duazon and Neezoe
2. The Town Chief of Gankalashue (Nyemah Town) now reads at a third-grade level
3. A parent in Duazon began teaching her second-grade son at home
4. A formerly illiterate parent from Nyemah Town (enrolled in 2021) now writes well, reads at nearly a second-grade level, participates in her child's school activities, and teaches using FLI home visit lessons

We are proud to report that parents who previously could not read to their children are now doing so using FLI materials and are actively involved in their children's education—fulfilling the core objective of the ALP component.

f) Early Childhood Development (ECD) Centers

Two ECD centers were constructed through community self-help efforts in towns without schools within a 45-minute walking distance. These centers opened for the 2024/2025 academic year and currently serve 115 children from nursery to kindergarten in Marchee Town and Gankalashue Town, a subset of Nyemah Town. FLI Home Visitors are serving as ECD teachers. With support from WE-CARE, two Home Visitors, one from Marchee Town and one from Gankalashue, completed biometric registration to be placed on the government payroll, ensuring sustainability of the ECD centers after FLI exits.

Access to primary education remains a challenge in these towns. Discussions are ongoing with the Ministry of Education to assign a Grade 1 teacher to Marchee Town for the 2024/2025 school year. In Liberia, trained teachers earn between US\$100 and US\$150 per month.

This year, the community taskforce provided exceptional support, motivating families, participating in program activities, and raising awareness through town hall meetings. Their contributions are deeply appreciated.

g) Challenges

Key challenges during this year's implementation included:

- Retention and regular attendance, as families struggled to leave farms or businesses for classes
- Poor road conditions during the rainy season, especially in swampy rural areas like Gankalashue

To mitigate these issues, the management team:

1. Regularly called and texted learners on class days
 2. Conducted visits and role-play sessions at farms and business locations
 3. Provided emotional support and encouragement to families facing hardship
- Enrollment due to financial constraints

Recruitment assessments revealed that over 75% of beneficiaries are single parents relying on small businesses or farming. Without improvements in their living conditions, these challenges will persist.

Additionally, tracking data from the past three years shows that approximately 20% of FLI graduates did not enroll in school due to financial constraints. To address this, we recommend:

1. Integrating Village Savings and Loan (VSL) schemes into Year 10 rollout
 2. Adapting VSL models to build financial capacity among parents
 3. Equipping adult literacy classes with financial literacy and soft skills training
- **Book Access**

Attempts to purchase HIPPY books from the designated publisher were unsuccessful, as HIPPY International is no longer working with them. Instead, Liberian books developed by WE-CARE, aligned with HIPPY concepts,

were used with the contextualized curriculum. A parent survey revealed that over 94% found the books easy to follow and relevant to their environment. There is a strong need to expand the use of Liberian books to reduce dependency on imported materials.

h) Professional Development

FLI program activities were implemented by 36 trained staff that include 3 coordinators, 5 supervisors, 21 home visitors, 6 adult literacy teachers and a material production person.

For a better educated workforce, six Home Visitors and two ALP teachers are enrolled in college studying for bachelor's degree in early childhood and primary education.

i) HIPPY Conference

In October 2024, WE-CARE Foundation's Program Manager, Yvonne Capehart Weah, attended the HIPPY Directors' Conference in Vancouver, Canada. She presented on FLI/HIPPY activities and outcomes. Directors from seven countries shared their program adaptations and results. A key takeaway was the strong evidence of HIPPY's global impact. However, it was noted that, except for Chile, all programs receive government funding, while Liberia's program remains within the Ministry of Education's Section Plan without direct funding.

WE-CARE Foundation, Friends of Liberia, HIPPY International, and all participating families extend heartfelt thanks to our contributors—especially Comic Relief US, Global Giving, the Evaluation Technical Working Group, and the FoL Education Committee. Your donations and technical support are transforming lives by helping parents and children become literate and school-ready. You are giving families a brighter future.

E. Community-Based Early Childhood Education Projects

To enhance the quality of education in Liberia, the Government of Liberia, through the Ministry of Education, contracted WE-CARE Foundation to implement a two-year community-based initiative focused on expanding access to Early Childhood Education (ECE) in six disadvantaged counties. The project ran from April 2020 to March 2022, with a two years extension for monitoring and supervision.

The project aimed to increase the number of certified ECE caregivers by providing targeted training and startup support, enabling them to establish and operate community-based ECE centers. This approach not only advanced the institutionalization of community-led ECE but also promoted local entrepreneurship, empowering caregivers to become education service providers within their own communities.

By the end of the project period, the initiative had laid a strong foundation for scalable and sustainable ECE delivery, anchored in community ownership, gender-responsive pedagogy, and inclusive development.

Notwithstanding, WE-CARE conducted site visits to the 20 Early Childhood Education (ECE) centers in February 2025 to verify if the centers are actually operating as reported through mobile communication, and to mentor caregivers of the centers.

During the visit the following was observed:

- Only 12 or 60% of the 20 centers are operating, though many face infrastructure, staffing, and fee collection challenges.
- 4 or 20% of the centers are partially inactive, mainly due to caregiver illness, but are preparing to open for academic 2025/2026.
- 3 or 15% of the centers are closed, because all of the trained caregivers have left the areas, or structural damage.
- We were unable to reach one of the centers in Bomi due to bad road conditions and lack of mobile communication in the area.
- Enrollment varies widely, from 22 to 122 students, with higher numbers in centers near public schools or with strong community support.

Instructional supplies were distributed to nearly all centers, with larger centers receiving multiple sets.

1. Strengths

Community Ownership & Initiative

- Jaytoken (River Gee): residents donated cement and transitioned to dirt bricks for construction.
- Polymashu & Farmerville (Sinoe): parents and men of the town contribute farm produce or labor to support caregivers.
- Sand Beach (Rivercess): strong fee payment culture and excitement among caregivers and students.

Enrollment Growth

- Fish Town (Maryland): 122 students enrolled, supported by two sets of instructional supplies.
- Big Suehn (Grand Kru): 94 students enrolled despite infrastructure challenges.

Instructional Supplies

- Nearly all centers received supplies, with larger centers receiving multiple sets.

2. Challenges

Infrastructure Deficiencies

- Severe damage from storms and termites (e.g., Mahnken, Polymashu, Farmerville, Big Suehn).
- Unfinished classrooms lacking plaster, doors, or windows (Kay Town, Zoewolor, Sangbaniken).
- Empty or abandoned centers due to mismanagement (Sartiken, Glofaken).

Caregiver Issues

- Illness or medical treatment (Gbogor, Kay Town, Johnny Town).
- Caregiver departure or mismanagement of funds (Sangbaniken, Sartiken).
- Age restrictions preventing payroll inclusion (Baloma Town).

Fee Collection and Sustainability

- Parents reluctant or unable to pay fees (Zoewolor, Kay Town, Johnny Town).
- Alternative payment methods (farm produce, labor) emerging but inconsistent.

Governance and Accountability

- Mismanagement of resources (Sartiken – building used for charcoal storage; Sangbaniken – caregiver left with funds).
- Caregivers transferring materials to other schools (Glofaken).

3. Recommendations

- Prioritize repairs in damaged centers and deliver stored materials.
- Provide medical and financial support for caregivers and address payroll gaps.
- Expand alternative fee models and formalize PTA involvement.
- Strengthen supervision and accountability to prevent resource diversion.
- Scale successful models from thriving centers to struggling ones.

4. Conclusion

The onsite visit revealed that some centers are thriving due to strong community engagement, while others require urgent intervention. Sustained investment in infrastructure, caregiver welfare, and transparent governance are essential to ensure equitable access to early childhood education across Liberia.

F. Library

The WE-CARE Library is the flagship program of the WE-CARE Foundation. It oversees the operation of libraries, distribution of books, training of librarians, the establishment of public and school libraries, and the implementation of reading programs. The program supports the Foundation's vision of building a society of readers and writers and promoting quality education for all.

In 2024/2025, the library achieved significant results. It served 2,259 users, distributed 13,782 books, conducted three librarian training sessions, and refurbished ten school libraries.

- **Achievements**

G. Publishing Department

WE-CARE established a Publishing Department tasked with developing and producing culturally relevant teaching and learning materials to institutionalize quality and sustainability. This strategic move positions the organization as a national leader in educational content creation.

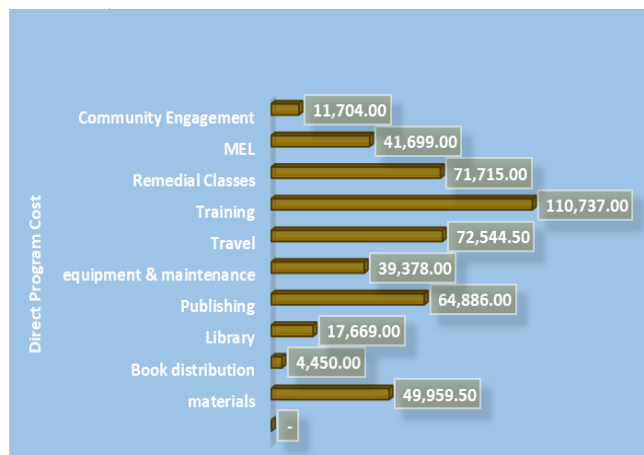
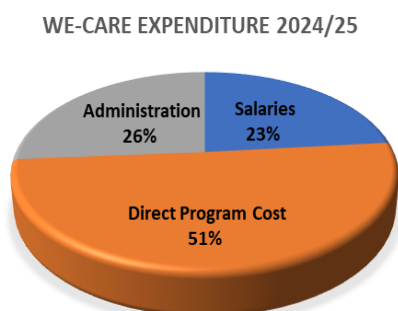
The abrupt closure of the Liberia Foundational Skills Activities (LFSA) Liberia project in January 2025 gave rise to the formal establishment of a WE-CARE Publishing Department, accomplishing a strategic benchmark of the WE-CARE 5-Year Strategic Plan. Staff recruited for the foundational skills project transitioned into the publishing department.

WE-CARE Foundation has over 15 years' experience in producing and publishing culturally relevant and inclusive texts. The organization has produced over 40 titles, covering early childhood, primary and secondary level books, and 50 ECE eBooks containing regular, sign language, and audio books.

WE-CARE's publishing department will be responsible for content development, design and production, marketing and distribution, and revenue generation. The department intends to work with Liberian authors, illustrators, editors, and proofreaders to produce clear, consistent, and high-quality educational content. External consultation and assistance will be solicited when needed. Presently, the department is working on the production of 7 English Language Arts textbooks ranging from kindergarten 2 to grade 6.

Financial Overview

1. Income: \$1,234,232.00
2. Expenditure: \$961,292.00
3. Pie chart showing distribution of Direct Program Expense



Governance & Capacity Building

1. Strengthened board engagement through quarterly evaluations
2. Conducted monthly staff trainings on the effective use of MS Office applications (Word, Excel, Access and PowerPoint) to build staff capacity in report writing to ensure quality, and maintain a standard reporting approach across departments. This has enabled the organization to use various program reports to improve other programs and engage stakeholders meaningfully.
3. Upgraded libraries to support flagship literacy program in Maryland and Bong counties.

Challenges & Lessons Learned

- **Challenge:** Obtaining funding is challenging.
- **Lesson:** Leveraging partnerships can offset resource gaps.
- **Challenge:** Roads leading to rural communities are deplorable; sometimes, there is no access during the rainy season.
- **Lesson:** Using alternative methods such as mobile communication and arranged meeting areas supports continued implementation.
- Extreme poverty causes parents from sending their children to school, even after completing early childhood development programs.
- **Lesson:** providing skills training and access to loans enables parents to generate income, making their children's education a priority.
- **Challenge:** Impromptu extracurricular activities at schools disrupt regular attendance.
- **Lesson:** When properly arranged, other students can continue attending school during these activities eg. West Africa Senior Secondary Certificate Examination (WASSCE).

Looking Ahead

In 2025/2026, WE-CARE Foundation will:

- Scale literacy programs to 200 communities
- We are looking forward to institutionalizing participatory evaluation across all programs. This approach will ensure consistency and quality, and maintain standard data collection across departments. It will also enable the organization to collect reliable and comparable data for programs improvement and engagements.
- Strengthen visibility of flagship initiatives through modern communication tools
- Continue building transparent systems that empower staff and communities

Acknowledgments

We extend heartfelt gratitude to:

- Staff and volunteers for their dedication
- Board members for their guidance
- Donors and partners for their trust and support
- Communities for embracing literacy and empowerment

L. Appendices

- Detailed program data tables

Community of Practice Sessions

Columns: TTIs | Teacher Educators (# of CoP, M, F, Total) | Student Teachers (# of CoP, M, F, Total) | Host Teachers (# of CoP, M, F, Total) | # of Combined CoP | # of Cluster CoP | # of TES' Assessment Visit

TTIs	CoP	M	F	Tot	CoP	M	F	Tot	CoP	M	F	Tot	Comb.	Clus.	Visit
Straz-Sinje	2	10	1	11	7	19	2	21	8	31	4	35	6	2	8
BCC	2	9	2	11	3	10	2	12	4	26	9	35	2	0	8
UMU	1	6	4	10	5	4	1	5	5	11	17	28	3	2	7
MU	1	7	1	8	3	10	2	12	7	23	12	35	1	3	3
CCU	1	5	0	5	0	12	4	16	5	12	9	21	1	0	3
KRTTI	1	6	2	8	0	74	19	93	5	46	24	70	0	3	10
TOTAL	8	43	10	53	18	129	30	159	34	149	75	224	13	10	39

NCISM Enrollment Data over 2 Years

Year 1 – Children Enrolled in School

No.	Name	Age	Project Institution	Other Institution
1.	Joe Tar	3 yrs	Pipeline Academy	
2.	Mariah Seneh	3 yrs	Pipeline Academy	
3.	Abraham Kollie	4 yrs		Shinna Daycare
4.	Victoria Diakpin	3 yrs	Pipeline Academy	
5.	Joel Sackie	3 yrs		Christ in Me

Year 2 – Children Enrolled in School

No.	Name	Age	Project Institution	Other Institution
1.	Joe Tarr	4 yrs	Pipeline Academy	
2.	Mariah Seneh	4 yrs	Pipeline Academy	
3.	Abraham Kollie	4 yrs		Shinna Daycare
4.	Victoria Diakpin	4 yrs	Pipeline Academy	
5.	Joel Sackie	4 yrs		Christ in Me
6.	George Duo	3 yrs	Pipeline Academy	

No.	Name	Age	Project Institution	Other Institution
7.	Rejoice Youku	3 yrs		Vintage Point
8.	Richman Gobah	3 yrs	Community-based ECE Center	
9.	George Zwannah	4 yrs	-	
10.	Folley Brown	4 yrs	-	
11.	Laminu Framah	4 yrs	-	
12.	Konah Arman	3 yrs	-	
13.	Massa Kamara	4 yrs	-	

Community-Based ECE Center Status

County	Operational Centers	Closed/Inactive Centers	Key Notes
Bomi	1 operational (Baloma Town), 1 inaccessible (Gongweh)	1 closed (Gbogor)	Caregiver illness and poor road access are major barriers.
Rivercess	3 operational (Sand Beach, Zoewolor, Gblorseo)	1 closed (Kay Town)	Strong ownership at Sand Beach; fee challenges elsewhere.
River Gee	3 operational (Jaytoken, Mahnken, Jarpoville)	0 closed	Community support strong; storm damage affects Mahnken.
Maryland	1 operational (Fish Town)	2 inactive/shifted (Glofaken, Rock Town)	Glofaken empty due to caregiver transfer; Fish Town thriving.
Grand Kru	2 operational (Big Suehn, Barforwien)	2 closed (Sartiken, Sangbaniken)	Governance issues and caregiver departure critical.
Sinoe	2 operational (Polymashu, Farmerville)	1 closed (Johnny Town)	Community compensation models promising; caregiver illness persists.