



**USAID** | **LIBERIA**  
FROM THE AMERICAN PEOPLE

# EGRA Plus: Liberia

Quarterly Progress Report:  
January–March 2009



**Early Grade Reading Assessment (EGRA) Plus: Liberia**  
**EdData II Task Number 6**  
**Contract Number EHC-E-06-04-00004-00**  
**Strategic Objective 3**  
**April 30, 2009**

This publication was produced for review by the United States Agency for International Development. It was prepared by RTI International and the Liberian Education Trust.

# **EGRA Plus: Liberia**

Quarterly Progress Report

January–March 2009

Contract EHC-E-06-04-00004-00  
April 30, 2009

Prepared for  
USAID/Liberia

Prepared by  
RTI International  
3040 Cornwallis Road  
Post Office Box 12194  
Research Triangle Park, NC 27709-2194

RTI International is a trade name of Research Triangle Institute.

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

## Table of Contents

|  |     |
|--|-----|
| Exhibits .....   | iii |
| Abbreviations .....  | iv  |
| Key Project Participants.....                                      | v   |
| I. Overview of Significant EGRA Plus: Liberia Accomplishments..... | 1   |
| II. EGRA Plus: Liberia—Overview .....                              | 3   |
| III. Implementation of EGRA Plus: Liberia.....                     | 7   |
| III.1. Project management and systems improvement.....             | 7   |
| LET systems improvement .....                                      | 7   |
| Finalization of LET staffing.....                                  | 9   |
| III.2. Data entry, cleaning, and report writing .....              | 10  |
| Data entry and cleaning .....                                      | 10  |
| III.3. Reading intervention: Design and implementation.....        | 12  |
| Full Intervention.....   | 12  |
| Light Intervention (also used in Full Intervention schools).....   | 13  |
| Full Intervention efforts .....                                    | 14  |
| Light Intervention efforts .....                                   | 15  |
| Intervention implementation: Next steps .....                      | 16  |
| III.4. Project management and support .....                        | 17  |
| Challenges.....  | 17  |
| Technical and management visits .....                              | 18  |
| III.5. Performance Monitoring Plan.....                            | 20  |
| IV. Summary Status on Meeting Workplan Targets .....               | 22  |
| V. Progress Toward Project Deliverables – Year 1 .....             | 23  |
| VI. Progress on Project Performance Indicators.....                | 25  |
| VII. Next Quarter Activities.....                                  | 33  |

## Exhibits

|            |   |    |
|------------|---|----|
| Exhibit 1. | The continuous cycle of improving student learning.....     | 3  |
| Exhibit 2. | Targeted districts and schools.....                         | 5  |
| Exhibit 3. | Project positions and reporting lines.....                  | 10 |
| Exhibit 4. | The EGRA Plus: Liberia Results Framework.....               | 21 |
| Exhibit 5. | Summary of status on meeting workplan targets.....          | 22 |
| Exhibit 6. | Progress toward project deliverables – Year 1 .....         | 23 |
| Exhibit 7. | Performance indicators tailored for EGRA Plus: Liberia..... | 25 |
| Exhibit 8. | Planned activities for April–June 2009.....                 | 33 |

## Abbreviations

|       |   |
|-------|---|
| BPA   | Blanket Purchase Agreement                                |
| CDIE  | [USAID] Center for Development Information and Evaluation |
| COTR  | Contracting Officer's Technical Representative            |
| cwpm  | correct words per minute                                  |
| DEO   | District Education Officer                                |
| EGRA  | Early Grade Reading Assessment                            |
| EMIS  | education management information system                   |
| FI    | Full Intervention [schools]                               |
| LET   | Liberian Education Trust                                  |
| LI    | Light Intervention [schools]                              |
| M&E   | monitoring and evaluation                                 |
| MOE   | Ministry of Education                                     |
| n/a   | not applicable  |
| NGO   | nongovernmental organization                              |
| PAS   | [RTI] Project Administration Specialist                   |
| PMP   | Performance Monitoring Plan                               |
| PTA   | parent-teacher association                                |
| PTA   | parent-teacher association                                |
| QPR   | Quarterly Performance Report                              |
| RTI   | Research Triangle Institute                               |
| SoW   | Scope of Work   |
| STTA  | short-term technical assistance                           |
| TBD   | to be determined  |
| USAID | United States Agency for International Development        |
| USG   | U.S. Government   |
| WB    | World Bank  |

## **Key Project Participants**

### **RTI International**

Luis Crouch, Principal Investigator

Medina Korda, Task Coordinator

Marcia Davidson, Reading Expert

Eileen Reynolds, Monitoring and Evaluation Specialist

Cheri Brown-Alexander, Project Administration Specialist

### **Liberian Education Trust**

Evelyn Kandakai, Project Supervisor

Ollie White, Technical Coordinator

Eli Lumei, Assistant to Technical Coordinator

David Walton, Finance Director

Moulton Seward, Office Manager

### **Ministry of Education**

James E. Roberts, Deputy Minister for Policy and Planning

Hester Williams-Catakaw, Deputy Minister for Curriculum and Instruction

Yukhiko Amnon, Pre-Primary Education Department Director

Isaac Fufflay, Reading Expert

Farwenee Dormu, EMIS Administrator

### **USAID and other U.S. Government**

George (“Gib”) Brown, USAID/Liberia Contracts Officer’s Technical Representative

Margaret Sancho-Morris, USAID/Liberia, Education Team Leader



This report summarizes activities under United States Agency for International Development (USAID) Contract Number Contract EHC-E-06-04-00004-00 for the period January–March 2009.

## I. Overview of Significant EGRA Plus: Liberia Accomplishments

The accomplishments summarized here are grouped to facilitate reading and are listed in random order.

- **Project management and systems improvement:** RTI provided support needed by the Liberian Education Trust (LET) to improve its financial management systems and to deepen its skills in monitoring and evaluation, technical aspects of the project, and supervision and management.
- **Baseline Assessment:**
  - **Data entry, cleaning and report writing.** Dr. Luis Crouch, RTI's Vice-President and the project's Principal Investigator, assisted the Ministry of Education's (MOE's) head of education management information systems (EMIS), Mr. Farwenee Dormu, to adjust the EGRA Plus: Liberia data entry application that was developed in June 2008 with support from RTI. Data entry commenced as soon as the first filled-out questionnaires arrived from the field in the middle of December 2008. Data entry was completed on January 19, 2009. RTI determined that the MOE had improved accuracy of data entry by at least 100% since June 2008. It needs to be noted that the project assisted the MOE in developing its first data entry application since the end of the war in Liberia. Data were cleaned and analyzed in late March and April 2009.
- **Full Intervention efforts:**
  - **Monthly support visits to grade 2 and grade 3:** Coaches visited Full Intervention (FI) schools 2–3 times per month, while the visits to Light Intervention (LI) schools were once per month. To ensure consistency of support, visits followed a schedule and scope of work determined by the workplan.
  - **Support to trainers of teachers (Coaches).** The EGRA team visited Coaches two times in the second quarter. The goals of these visits were to provide additional support and training to Coaches, distribute necessary materials and forms, and visit 5–6 treatment schools.
  - **Additional training of grade 2 and grade 3 teachers.** Coaches were tasked with providing additional training to grade 2 and grade 3 teachers in FI schools. There were also a few new teachers who needed to be trained.
  - **Informal and periodic qualitative assessment.** As mentioned above, EGRA Coaches visited their assigned schools 2–3 times per month.

During one of these visits, Coaches conducted informal assessments to determine student progress. The assessments focused on letter knowledge; data were being analyzed as of the end of the reporting period.

- **Light Intervention efforts:** Coaches informed LI schools about low reading-performance levels and trained teachers on how to assess student performance.
- **Project management and support:** As per the workplan, the EGRA team organized two field visits to all 15 target districts in support of Coaches as well as some teachers.
- **Performance Monitoring Plan (PMP):** Following the approval of the PMP in January 2009, the EGRA team reviewed and adjusted all data collection forms. These were printed and distributed to Coaches.

The sections below present additional details.

## II. EGRA Plus: Liberia—Overview

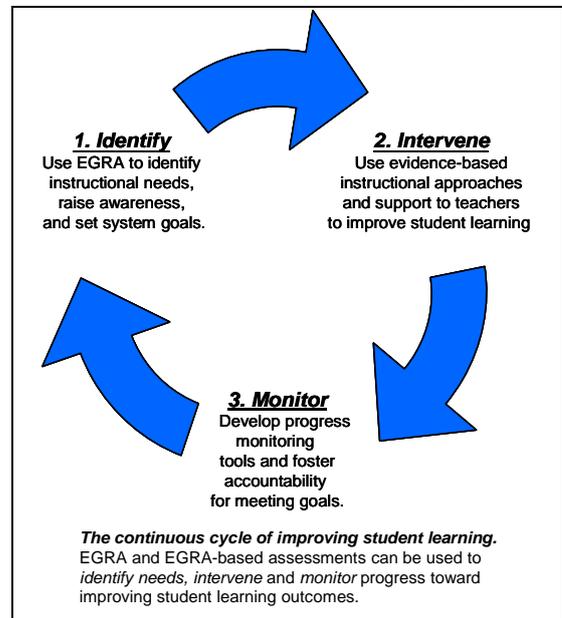
EGRA Plus: Liberia will follow a randomized controlled trial by which the target schools will be classified into control and treatment schools. As depicted in *Exhibit 1*, EGRA Plus: Liberia will fit into a complete cycle of learning support and improvement. It will be used as a comprehensive approach to improving student reading skills, with the first step being an overall system-level diagnosis and identification of areas for improvement. Based on the assessment results, EGRA Plus: Liberia will remediate the identified problems by implementing evidence-based reading instruction.

The implementation of EGRA Liberia commenced in June 2008 with World Bank funding and has continued since October 2008 with funding from USAID. The funding responsibilities between the two donors were agreed upon during RTI's EGRA Expert Panel organized in Washington, DC, in March 2008. The following points were agreed: All activities on or before September 30, 2008, will be funded by the WB; all activities following that date are to be funded by USAID.

As part of the **World Bank's task order**, the pilot assessment was conducted in June 2008 in 46 randomly selected schools at the national level, in order to establish the current levels of student reading performance, but even more importantly to collect empirical evidence that fed into the design of the remedial intervention. The design of EGRA Plus: Liberia classifies schools into three different groups: control schools, Light Intervention schools, and Full Intervention schools. Control schools will serve as a comparison group for measurement of impact—that is, improvements in student reading performance in treatment schools. To elaborate, treatment schools are classified into Light Intervention and Full Intervention schools, as follows:

The Light Intervention will test both the *power* of information and *accountability* when it comes to improving student performance. That is, it will examine the hypothesis of whether, if parents and teachers are informed that their students are not performing at the desired level, they will simply take advantage of the resources available to them in the existing context and take actions to improve teaching. It is also believed that the availability of such information will increase the level of accountability between parents and teachers, parents and students, and teachers and students, resulting in improved teaching and more effort at home in helping students

**Exhibit 1. The continuous cycle of improving student learning**



with their homework. It is to this end that the intervention for Light Intervention schools will simply consist of sharing information with schools and parents on their students' performance.

Students in Light Intervention schools will be assessed three times during the project (November 2008, June 2009, and June 2010), and the findings of the assessment will be provided to students, parents, school administrators, teachers, and community groups in the form of a school report card. The report card will also communicate what it is reasonable to expect, in terms of performance, at each grade level (based on the curriculum and on analysis of data from the June 2008 pilot and further analysis of data from the November 2008 baseline). At that time, schools will be informed that their students will have another opportunity to take the EGRA at the end of the 2008–2009 and 2009–2010 academic years to measure improvement. In a sense, then, Light Intervention schools will measure the power of pure information dissemination to lead to improvements.

Students in Full Intervention schools will take the EGRA and assessment findings will be disseminated to parents, school administrators, and community groups in a school report card, as in the Light Intervention schools. All will be notified that the same students will have another opportunity to take the EGRA again at the end of the 2008–2009 and 2009–2010 academic years to measure improvement. Teachers of grades 2 and 3 in Full Intervention schools will be trained in specific techniques for teaching reading. Teacher training will consist of two week-long, face-to-face capacity-building workshops (provided at the beginning of each academic year—December 2008 and September 2009). Additionally, grade 2 and grade 3 teachers in Full Intervention schools will be given ongoing school-based support and training.

The overall implementation of the EGRA Plus: Liberia project will be **funded by USAID** and by the end of 2010, the project will have accomplished the following:

- Establish and monitor student reading performance by conducting three nationally representative quantitative assessments of early grade reading in a total of 180 schools that will provide empirical data for national education policy, planning, and decision-making.
- Finalize the design of remedial interventions for 120 schools; implementing the interventions will introduce more effective practices for teaching reading.
- Improve student reading performance in grades 2 and 3 over the period of two years, namely: second-grade letter recognition improved and second- and third-grade reading fluency increased due to the newly introduced teaching practices.
- Foster significant interaction with all relevant stakeholders by ensuring that all of the project activities, schedules, and proposed accomplishments are achieved in a collaborative and transparent manner.
- Conduct a series of workshops that will strengthen the capacity of government officials and other stakeholders to design and use EGRA instruments and remedial interventions.

- Implement all of the project’s activities in close collaboration with the Ministry of Education, and thus increase the technical capacity of the education management information system.

EGRA Plus: Liberia districts: As per the commitment to USAID and the MOE, the sampling procedure focused on public schools only. The project selected 60 control schools, 60 Light Intervention schools, and 60 Full Intervention schools. It was agreed previously that in order to make this a proper experiment, allocation of schools into these three groups would be randomized. It also was agreed that to make the schools representative of all of Liberian *children* (because the unit of interest, ultimately, is the child), selection would be random but proportional to school population (enrollment).

In order to make the intervention cost-effective, and to make its implementation reminiscent of what a scaled-up process would look like, the project team proceeded to select groups of schools that were similar in nature to the natural intervention or supervision area of district officers. Thus, schools were selected in clusters. Schools are assisted in clusters of four. It is extremely important to note that this sampling is not for a study, but for an intervention, and the sampling has to respect the nature of such an intervention.

The EGRA Plus: Liberia is targeting the following districts (*Exhibit 2*).

**Exhibit 2. Targeted districts and schools**

| Number | District/County                  | No. of Schools to Choose From, According to EMIS Data |
|--------|----------------------------------|---|
| 1      | Foya/Lofa                        | 51  |
| 2      | Voinjama/Lofa                    | 64  |
| 3      | Kolahun/Lofa                     | 82  |
| 4      | Gbarnga/Bong                     | 27  |
| 5      | Salala/Bong                      | 38  |
| 6      | Greater Monrovia I/Montserrado   | 65  |
| 7      | Greater Monrovia II/Montserrado  | 83  |
| 8      | Saclepea #1/Nimba                | 38  |
| 9      | Sanniquellie/Nimba               | 46  |
| 10     | Zoe-geh/Nimba                    | 55  |
| 11     | Right Bank St. Paul*/Montserrado | 72  |
| 12     | Right Bank St. Paul*/Montserrado | 72  |

| <b>Number</b> | <b>District/County</b> | <b>No. of Schools to Choose From, According to EMIS Data</b> |
|---------------|------------------------|--|
| 13            | Kakata/Margibi         | 69   |
| 14            | Klay/Bomi              | 75   |
| 15            | Kongba/Gbarpolu        | 14   |

\* The reader may note that some districts are included twice (in this case, Right Bank St. Paul). That is as it should be if one is sampling proportional to population. For example, the largest three districts in Liberia (Monrovia I, Monrovia II, and Right Bank St. Paul) have 11% of the (public) student population. Since 11% of 15 is more than 1, it makes sense that one district might appear twice in the average sample.

## III. Implementation of EGRA Plus: Liberia

### III.1. Project management and systems improvement

EGRA Plus: Liberia (October 2008–2010) is jointly implemented by RTI International and the Liberian Education Trust. One of the EGRA Plus: Liberia goals is continuous support to LET. Having rapidly mobilized the project in the first quarter (Oct–Dec 2008), RTI and LET focused on management systems improvement starting in January 2009, as follows: financial management systems, monitoring and evaluation, technical support, human resources management, and supervision and management.

#### *LET systems improvement*

LET–Monrovia was established in Washington, DC, in 2005 to support the restoration of education in Liberia. LET has implemented several activities so far, with the goals of building and renovating a number of schools, training teachers, and disbursing scholarships. These tasks were successfully completed and with support from LET–U.S., LET–Monrovia embarked on an important path of becoming an independent, efficient, and astute organization capable of implementing large and complex projects in Liberia. One such project is EGRA Plus: Liberia, funded by USAID/Liberia.

At the time of the proposal negotiations, RTI and USAID agreed to assist LET with improvements in its systems so that it could implement EGRA Plus: Liberia. Upon contract award in October 2008, the project was rapidly mobilized in order to collect baseline data at the beginning of the academic year and commence the reading interventions as soon as possible. Consequently, RTI delayed the subcontractor system improvements until January 2009. RTI assistance in capacity building focused on three aspects: finance, monitoring and evaluation, and management overall.

Before we turn to discussing each of these aspects in detail in this section, we note the following. The task at hand not only is important for LET, but also represents a step forward in an overall effort put forward by local governments and the international community to revive civil society and the nongovernmental sector in Liberia. Yet the task is very demanding and complex, and calls for higher standards of project management and delivery.

LET was a small nongovernmental organization (NGO) that, due to the EGRA project, grew from two to more than 15 members in a matter of a couple of months. This level of growth is challenging even for bigger and established firms in both the developing and developed world. And in the context of rigorous demands to meet USAID rules and regulations, LET is learning fast. RTI will continue building the capacity of LET for the remainder of the project.

#### *Financial systems improvement*

First, RTI focused on assisting LET in establishing and strengthening financial systems that are necessary for full compliance with USAID regulations. In January 2009, RTI's Project Administration Specialist (PAS) traveled to Liberia to conduct a

financial compliance review and to assist with the recommended changes. The PAS conducted an immediate assessment of the following: organizational management, policies and procedures, organization and staffing, organizational information, travel expenditures, cash receipt process, cash/check disbursement process, fixed asset management, accounts receivable, time reporting and payroll, information and technology security, general controls, accounting systems, internal controls, financial controls, and acquisition and procurement process.

Following this assessment, PAS and LET spent time improving and institutionalizing various systems. This marked the beginning of RTI's support to LET in this realm. At the end of January 2009, USAID/Liberia conducted its own financial review, and the findings of this mission were almost identical to those of RTI.

In February 2009, the project's Task Coordinator spent two weeks in Liberia in support of the project implementation. With respect to the financial systems improvement, in further discussions among RTI, USAID, and LET, it was agreed that support to LET would be carefully planned, indicating clear goals and timelines between March and August 2009. The Task Coordinator dedicated a week to supporting LET in improving its financial and oversight systems.

Finally, the project's Finance Director and Accountant attended a three-day training organized by USAID/Liberia's Office of Financial Management, the Regional Inspector General, and Regional Legal Advisor. The training was held in March 2009 and reviewed the following topics: Requirements for Financial Audits of USAID Programs, U.S. Government Auditing Standards, and Fraud Awareness and the Performance Audit Process.

#### *Monitoring and evaluation (M&E)*

LET's awareness and experience in M&E is not extensive, and one of the largest challenges in this area will be the demands on LET staff's time, due to multiple project activities and taxing schedules. Another challenge will be the project's reliance on the Coaches to provide high-quality data for M&E. They will need the right tools and frequent support to ensure they are reporting consistently and understand the data they are to collect. With support from RTI, LET's capacity will be built to respond to the requirements as the project unfolds.

Following the approval of the PMP in January 2009, the EGRA team reviewed and adjusted all data collection forms. While in Liberia (February 2009), the project's Task Coordinator ensured that LET is fully familiar with the data collection forms. During the second technical and managerial visit to Coaches in March 2009, the EGRA team provided additional training to Coaches and distributed data-collection forms.

Additional capacity building will be needed for some Coaches. For this purpose, RTI developed a reference sheet for each indicator that contains the following: indicator's precise definition, method of calculation for different school types (Full Intervention, Light Intervention, and control schools), data collection method, information analysis and use (including indicator significance and management utility), data quality and interpretation issues, and project targets.

### *Technical support, management, and supervision*

RTI provides continuous support to the EGRA team on any matter related to the project implementation. With respect to technical and intervention related questions, Dr. Marcia Davidson (EGRA specialist) is consulted on a regular basis. For other project management aspects, the EGRA team is supported by the project's Principal Investigator, Task Coordinator, and Project Administration Specialist. The PAS and Task Coordinator visited Liberia in January and February 2009, respectively.

### ***Finalization of LET staffing***

In addition to the existing staff, LET hired additional staff to help with financial, management, and logistical issues.

#### New staff members are:

- Mr. Adolphus Toe – Accountant. Mr. Toe will assist the Finance Director with day-to-day financial management. He is a trained accountant with strong skills in Excel and in project and financial management overall.
- Mr. Nelson Dennis – Assistant Logistician/Driver. Mr. Dennis will assist with day-to-day logistical needs, transportation arrangements, and other tasks as they arise.
- Mr. Dekonte Kun – Secretary/Typist. Mr. Kun will assist with typing up various documents produced by the core EGRA team and, most importantly, reports coming from the field, such as reports by Coaches, various data collection forms, and other project-related documentation.

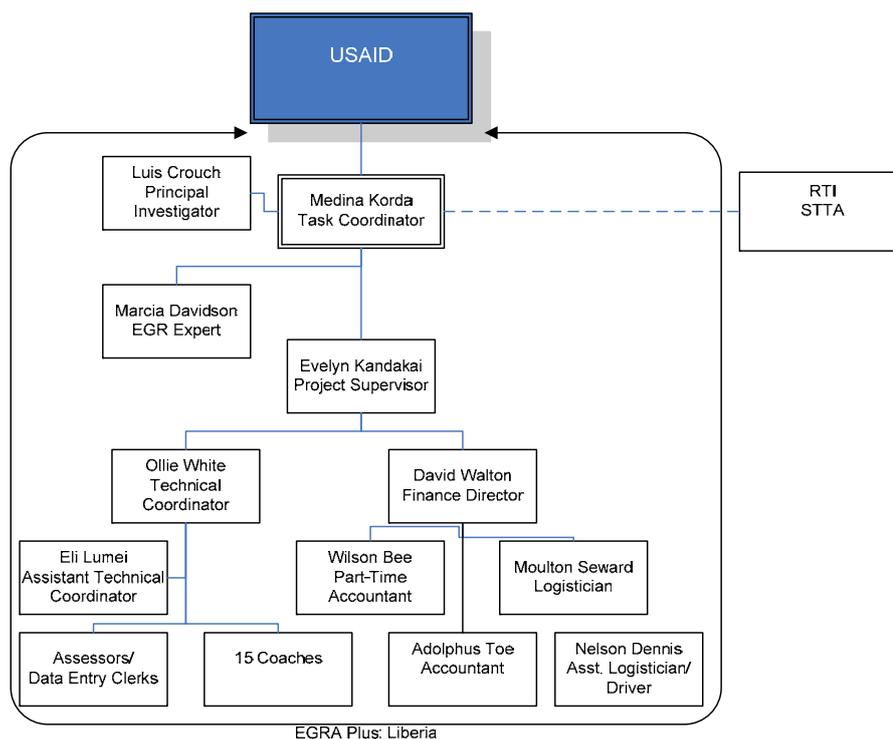
#### Prior staff members remain unchanged:

- Ms. Evelyn Kandakai – EGRA Project Supervisor. Dr. Kandakai will ensure timely and planned implementation of the EGRA project by overseeing the project activities and providing leadership and advice.
- Ms. Ollie White – EGRA Technical Coordinator. Ms. White will be in charge of orchestrating all of the project activities, and most importantly will provide technical expertise in teaching reading. Ms. White is a reading expert and brings to the project precious expertise.
- Mr. Eli Lumei – EGRA Assistant to Technical Coordinator. Mr. Lumei will assist with all of the data-driven project activities. Mr. Lumei holds degrees in statistics and he will coordinate most of the tasks related to data collection and analysis.
- Mr. David Walton – EGRA Finance Director. Mr. Walton will manage the EGRA project finances.
- Mr. Wilson Bee – Assistant Finance Officer (part-time). Mr. Bee will assist Mr. Walton, on a part-time basis, during the busy times in project implementation.
- Mr. Moulton Seward – EGRA Office Manager. Mr. Seward will assist the EGRA team by organizing all of the logistics needed for the project implementation.

- 18 part-time data enumerators contracted for November 2008. Assessors will be hired as needed for the remaining two assessments, in June 2009 and June 2010.
- 15 trainers of teachers (Coaches). Employing a three-stage selection process, LET selected 15 Coaches who will be assisting teachers in 15 districts.

For all of these positions, LET has written Scopes of Work (SoWs) and executed contracts. *Exhibit 3* shows the positions and reporting arrangements.

**Exhibit 3. Project positions and reporting lines**



### III.2. Data entry, cleaning, and report writing

#### *Data entry and cleaning*

An EGRA data entry application was developed in June 2008 by Mr. Dormu of the MOE, with guidance and support from RTI. According to Mr. Dormu, the EGRA database was the first database that the MOE had developed since the end of the conflict in Liberia. Mr. Dormu was grateful to be given an opportunity to engage in such important work and to use it to build the capacity of the EMIS staff. Lessons learned were used to adjust the data entry application in November 2008 and this resulted in a brief manual for data entry. Entry of the baseline EGRA data was completed at the end of January 2009.

As indicated in the first Quarterly Performance Report (QPR; Oct–Dec 2008), the most challenging aspect of data entry was the actual scoring of instruments. The project team freed the enumerators from this task, given that they had a lot of work to do while in the field. But in the end, the scoring had to be done by someone in order for data to be entered. LET worked full-time on scoring the instrument. However, the

task is time-consuming and as such delayed data entry by a week. The EGRA team agreed that the instrument scoring, as a task, will be put back into the scope of work for the assessors for the June 2009 and June 2010 assessments.

RTI provided an overview of missing information to the MOE in early February 2009. Nevertheless, this came at a busy time given that EMIS data clerks were occupied with other work. In the interest of time, RTI cleaned the EGRA data in the last week of March 2009. Both the Principal Investigator and the Task Coordinator determined that when compared to June 2008, great improvements in accuracy of data entry can be noted. For the sake of comparison, at least 3–4 workdays were spent in June 2008 to clean data, while for the November 2008 data, a total of 7.5 hours was spent on cleaning data. This is a great improvement and the MOE needs to be congratulated on this effort. The Task Coordinator kept a log of the most common data entry errors made and these will be shared with the MOE.

### **Report writing**

Although the baseline report will be finalized in early April, here we provide a few preliminary findings. The EGRA team collected a nationally representative, comprehensive baseline early grade reading assessment in grades 2 and 3. A total of 176 schools were assessed, including 60 control, 59 Full Intervention, and 57 Light Intervention schools, for a total of 2,957 students. Students were assessed on a full battery of early grade reading tasks, including letter-naming fluency, phonemic awareness, familiar-word fluency, unfamiliar-word fluency, connected-text oral reading fluency, reading comprehension, and listening comprehension. Note that the EGRA Plus: Liberia assessment tools were based on two foundations: (1) a well-vetted default instrument that has received input from leading international reading experts at various workshops convened by USAID, the World Bank, and RTI; and (2) input from Liberian experts at a workshop carried out in June 2008 (funded by the World Bank).

Descriptive and bivariate analyses of the EGRA reading subtasks show that Liberian children are capable of identifying the names of letters for the most part, with the average grade 2 child identifying 54.9 letters in a minute and the average grade 3 child identifying 66.4 letters. Student achievement on tasks that require phonemic awareness was not as strong, however. Grade 2 students were able to identify 6.1 familiar and 1.6 unfamiliar words, with grade 3 students at 12.7 and 3.0 words, respectively. International benchmarks for grade 2 unfamiliar-word decoding, for what they are worth, require 30 words to be classified as “emerging reader” and 50 to be classified as “established reader”—both far above the Liberian average of 1.6.

Given the importance of oral reading fluency skills in future academic achievement and the ability to move from *learning to read* to *reading to learn*, much of the baseline report will focus on oral reading fluency levels and the impact of various predictor variables on this construct. Grade 2 students read 14.5 words per minute correctly, while grade 3 students read 25.1 words. These averages mask significant variation, since approximately a third of both grade 2 and grade 3 students were unable to read any words correctly at all. Reading comprehension scores, as we would

expect, depend heavily on the ability to accurately read the text the questions are based on. On average, students were able to answer 1.25 of the five reading comprehension questions; and for listening comprehension, 1.68 of the three items.

The large sample size allows more precision in the estimation of differences between grades and gender. In all subtasks, grade 3 students scored statistically significantly higher than grade 2 students, with more than 10 additional words read correctly per minute on the oral reading fluency subtask. Likewise, boys outperformed girls on nearly every subtask, suggesting the need to control for gender in further analyses.<sup>1</sup> Multiple regression analysis suggests that student and school-level predictors were capable of predicting oral reading fluency scores but the few teacher pedagogical variables were unable to do so. In summary, the early grade reading skills of the Liberian children assessed in grades 2 and 3 were relatively low. The research design allows for comparisons between the control and the two different treatment groups, both to estimate the impact of the program and to assess ways to improve the program design at midpoints during program implementation.

Once it is finalized, the EGRA team will share the baseline report with all stakeholders and partners.

### **III.3. Reading intervention: Design and implementation**

As mentioned in Section II, the EGRA intervention design was jointly funded by the World Bank and then finalized with USAID's support. In the summer of 2008, RTI analyzed the revised National Language Arts Curriculum standards (published in June 2008). The main conclusion from this analysis was that many of the learning outcomes that were stated resulted from good instruction, yet improvements in the content and pedagogy of instructions were identified as needed.

Based on this assessment, RTI and local stakeholders determined that the remedial intervention should begin with the creation of an instructional model and key reading sub-skills that need to be taught. A clear model and a scope and sequence of instruction for each of the five key components of reading, and for each grade (2 and 3), was developed. In addition to the mentioned analysis, RTI used the findings of the June 2008 EGRA assessment to inform the finalization of the remedial intervention. In September 2008, RTI worked with local stakeholders during a week-long workshop to begin finalizing the intervention. Finally, RTI, LET, and MOE worked to finalize the Full and Light Interventions.

In the end the following resource materials were developed.

#### ***Full Intervention***

- **Main teacher manual:** The manual consists of the scope and sequence for teaching reading, plus weekly and daily lesson plans.

---

<sup>1</sup> By controlling for gender in further analyses, particularly in multiple regression, statistically we would be able to account for the gender impacts, and the estimates of the other variables of interest could be interpreted without the interference of gender.

- **Supplementary manuals:** These are phonics, vocabulary, and comprehension manuals. Each manual is linked to the main teacher manual.
- **Decodable books:** Each student in grades 2 and 3 in Full Intervention schools will receive a set of three compilations of decodable books; each compilation has around 20 small (decodable) stories. These books are for students and each book is linked to a specific lesson plan presented in the main manual. These books were downloaded from [www.teachtheworldtoread.com](http://www.teachtheworldtoread.com). Given that some of them had to be edited for grammatical and spelling mistakes, permission for editing was granted by the Teach the World to Read website manager (copy of the letter available upon request). The final set of books was presented to and approved by the MOE.
- **OYSS/Stella Maris books:** The inclusion of OYSS books was suggested by the MOE. Enough OYSS books for grades 2 and 3 were procured and will be used to build small libraries for students in grades 2 and 3. Teachers will be in charge of making sure that these books are safe (not locked) but also checked out by students for reading at home. A reading-at-home tracker was developed as well, thereby introducing three-way accountability among teachers, students, and parents. Students will be required to read at home (either OYSS books or their own personal books) every day for 20 minutes, and at the end of the week all students, teachers, and parents will sign and confirm that students indeed spent that much time reading at home every day.

***Light Intervention (also used in Full Intervention schools)***

- **Student report card manual:** Students' performance on reading will be assessed by teachers three times before this academic year ends. Teachers have been given a manual that contains all of the instructions on how to assess and track student performance. Teachers will assess and report on reading performance at the end of each period.
- **Student report card:** Teachers will fill out the student report card and send it home to parents by way of their children. Given that the student report card will list goals to be achieved by students, a discussion arose around the issue of illiterate parents who may not know what the card says. It is customary in Liberia for students whose performance is below a certain benchmark to have their scores written using red ink. For students whose performance is above a certain benchmark, their performance is written in blue ink. Parents are accustomed to interpreting red as performance under a certain benchmark, and blue as performance above a benchmark. It was agreed that teachers should follow this practice with the EGRA student report card.
- **Parent-teacher association (PTA) report card:** Teachers and principals will fill out a PTA card and discuss it with parents and teachers at the time of the PTA meeting.

The reading intervention materials described above are available upon request. Hard copies of the materials were submitted to USAID in December 2008.

### ***Full Intervention efforts***

The implementation of the reading intervention in 60 FI schools commenced with teacher training in December 2008. At this time, sufficient resources were provided to teachers in hopes that if trained and provided with materials prior to the holidays, teachers would spend time preparing for teaching reading. The school academic year did not resume on January 5, 2009, as per the academic calendar, but rather on January 19, due to a volunteer-teacher strike caused by the MOE's dismissal of all volunteer teachers. This was seen to be unfortunate and having a negative effect on the momentum created in December 2008.

While in some schools, mainly in Monrovia, teachers started teaching on time (January 5), most of the schools did not open their doors to children until late January. Even when classes resumed, teachers focused on wrapping up exams and reports for Period 3, and in reality, the EGRA reading intervention did not start until mid-February 2009. The late start will have some impact on student performance. Other factors that will most likely affect the intervention are insufficient time spent teaching reading, insufficient skills for teaching reading, and lack of general skills such as lesson planning.

There is a need to further elaborate on the amount of time spent on teaching reading. As stated above, the intervention started in mid-February 2009 and teachers taught reading on average 3–4 times a week instead of five times a week. Then, teachers and students were expected to be off during the Easter holidays (April 5–12); during the exams for Periods 4 and 5, little teaching will take place; and the project will need to commence its mid-project assessment starting with May 18, 2009. Thus, at best, reading will be taught during a period of 3 months. When all this is taken into account, it is quite possible that the project will not meet its first-year goals.

The EGRA team continued supporting teachers in their schools as soon as the schools opened in January 2009, but it also supported teachers and Coaches even when schools were closed. The EGRA team traveled to all 15 districts for this purpose, and made sure that the momentum for the project implementation was sustained to the extent possible.

Once the schools opened, the project records indicate that Coaches visited FI schools 2–3 times every month on average. Some Coaches visited some schools more often because they needed more support. The schedule of visits by Coaches is standardized across all 15 districts. For instance, if a scheduled activity is a classroom observation in the second week of April, then all Coaches deploy to their schools at that time. The same approach applies to LI schools.

Overall, Coaches spend most of their time visiting schools, while preparations for these visits are done during non-school-visiting days, in the evenings, and over the weekends. Coaches are experiencing a very steep learning curve, but they also reported that they are grateful for this experience and that they enjoy it very much. The EGRA team carefully selected 15 Coaches through a three-stage selection process between November and December 2008. They are all dedicated and

committed individuals. Some needed more support than others, but they are learning very fast.

In addition to continually improving their skills in supporting teachers, another area in which the capacity of Coaches is being strengthened is data collection for the project monitoring and evaluation needs. Coaches' visits, depending on the schedule, focus on assisting teachers with student assessment, classroom observation and support, school-based training for individual or all teachers in a given school, and informal assessment of student performance. As mentioned above, Coaches are given a clear schedule about when to visit schools and what tasks to perform during each visit.

In summary, the following activities were completed by Coaches in FI schools during this reporting period:

- Training, in form of a workshop, for FI teachers in assessing students' reading performance and preparing student report cards. FI teachers were informed about the low reading performance of students in general. In addition to the training conducted by Coaches, the EGRA team followed up with additional training during the support visits in January and March 2009.
- Additional training for all teachers in FI schools through 2–3 visits per month. Some Coaches visited some schools more often if there was a need.
- Informal assessment of letter knowledge. Due to the late start of the intervention, Coaches conducted an assessment of letter knowledge only. This was a very useful exercise for both teachers and Coaches. Results will be shared in the next report.
- Student assessments by teachers and dissemination of student report cards at the end of Period 4. The project records indicate that slightly more than half of teachers (53%) sent student report cards back to parents; and about the same number of principals (53%) shared PTA report cards with parents.

Finally, the EGRA team supported all 15 Coaches two times during this reporting period.

### ***Light Intervention efforts***

The same factors and assumptions described for FI schools above also apply to LI schools. The original plan was for Coaches to visit the LI schools as soon as schools opened in January 2009 in order to share the EGRA assessment results and provide initial training. This action had to wait until February, which is when the workshop training was conducted in all LI schools.

No major challenges were reported by Coaches with respect to assisting LI schools. The LI schools are visited 1–2 times per month. The visits are scheduled around the end of school Periods, as follows: Coaches (1) would assist LI schools with assessment and preparations of student report cards before the end of a given Period (e.g., Period 4), and then (2) would go back after the period ended to confirm that teachers had indeed sent out the student report cards.

The first report cards were prepared for the end of Period 4 with support from Coaches. The expectation was that the teachers would use the training they received at the beginning of Period 4 in assessments and preparation of student report cards. However, some teachers could not perform this task and additional support had to be given to these teachers. The data collected by Coaches indicate that 35% of teachers in LI schools actually sent the report cards out. While less-than-full participation was expected given that all teachers were new at both assessing student reading performance using stopwatches and then reporting back to parents, this was flagged as an issue, and the EGRA team devised strategies for mitigating this situation (e.g. Coaches would assist teachers with preparing the student report card and then follow up to see if these were actually sent out). Additionally, Coaches will need to work with the PTAs and teachers more closely for the rest of this academic year, but most importantly during Year 2.

As was the case with teachers in FI schools, teachers in LI schools struggled with performing some mathematical functions such as addition, division, and calculating averages. The EGRA team is considering purchasing small solar calculators to be distributed to both FI and LI schools in Year 2 of the project. For the time being, the EGRA team has provided additional stopwatches to all FI and LI teachers, given that most of the teachers did not have watches and schools did not have clocks.

In summary, the following activities were completed by Coaches in LI schools during this reporting period:

- Initial training of teachers and dissemination of EGRA assessment findings in February 2009.
- Follow-up with LI schools to determine the extent to which student report cards were distributed to parents and PTAs. It was found that around 35% of teachers had sent out the student report card, while 40% of principals shared PTA cards with PTA members.

### ***Intervention implementation: Next steps***

The EGRA team concluded, based on their findings during the two conducted field visits (see next section), that there was a need to organize a retreat or refresher workshop for Coaches in April 2009. There are two reasons as to why this was considered important. First, while the majority of Coaches quickly absorbed the reading intervention and their tasks, some of them need more training and support. The EGRA team certainly can provide one-on-one training to these individuals, but having all of them in one room learning together is likely to be more effective in this case. Second, the EGRA team anticipated a need to make adjustments to the reading intervention for Year 2. Lessons learned with respect to the content and implementation needed to be collected.

Given the short timeframe for the intervention implementation (February–May 2009), it was agreed that Coaches would somewhat intensify their support in April and early May. They will visit FI schools two times per month (if possible), while making one visit to LI schools per month.

### III.4. Project management and support

In this section we address the support provided by the EGRA team to Coaches and target schools. In Year 1, the EGRA team scheduled two field visits to support Coaches and teachers.

The section is organized in two parts. First we list some of the challenges that the project is facing, which are caused by variables that are outside of the project's control. However, it is important to share these impressions in order to truly paint the picture of the environment within which the project will unfold over the next two years. More importantly, we hope that some of our experiences and lessons learned will inform future projects and efforts.

#### **Challenges**

- First, the reading program is very specific and organized; it demands good planning skills from teachers and, most importantly, dedication. If followed, this program will lead to significantly improved student performance in reading in less than a year. However, teaching reading, and not language arts, is new to many teachers and they find it challenging. Teachers also struggle with lesson planning and delivery. The idea of working toward clearly specified goals while measuring their progress along the way is also demanding of teachers simply because it requires time, skills, and dedication. Our analysis of the existing curriculum in Liberia (Davidson & Crouch, June 2008)<sup>2</sup> indicated that while curriculum goals are specified, insufficient information is provided as to how to achieve those goals. We also believe that teachers need to be held accountable for delivery and that accountability mechanisms, such as strong and empowered PTAs, need to be supported and strengthened systematically. Through the EGRA Plus: Liberia project, some of this accountability has been put into place. Teachers are continually assessed, they are supported by Coaches, and they know that the project is tracking improvements in progress. This introduces accountability for results, but it also adds factors of anxiety and pressure that may or may not be working in their favor.
- Tied to the above, teachers complain that EGRA work is extra effort imposed in addition to the regular school curriculum. Coaches continually remind teachers that teaching reading *is* a subject that is part of the curriculum. Further actions will be undertaken by Coaches to ensure that teachers understand that the new material is going to assist them. In further discussions with the MOE, we will suggest that teaching reading in all schools in Liberia become a policy. While teaching language arts is very important, teaching children how to read proficiently as early as possible is the most important precondition for the child's further cognitive development. Without reading, children will lag behind and it will become harder and harder for them to catch up as they get older. They will also perform poorly on other subjects given their insufficient reading skills.

---

<sup>2</sup> Unpublished manuscript, available from the authors: Luis Crouch, [lcrouch@rti.org](mailto:lcrouch@rti.org); Marcia Davidson, [Marcia.davidson@utah.edu](mailto:Marcia.davidson@utah.edu)

- Coaches also realized that teachers were lacking some basic skills to calculate reading grades. Coaches will provide necessary support for the time being. As noted earlier, the EGRA team is considering providing small solar calculators to both teachers and Coaches.
- There is another very important aspect that may be of interest for further research by donors or the MOE, and that is “time on task.” Some teachers’ attendance is not regular. They come late, or leave early for various reasons such as second employment or going to the market. On most Fridays, there is hardly any academic activity taking place in schools. At best, schools in rural areas are open between 10:00 am and noon. On market days, as a rule, schools are closed as teachers *and* students go to the market. What is interesting is that attendance in public schools is highest during examination or testing periods, or when food is distributed. This was more pronounced in rural than urban areas. Another factor is that students often choose to work for companies in their area rather than go to school. This is also the case with farm families; they keep their children to help on the farm. As a result, teaching reading takes place 3–4 times a week at best, whereas the MOE requested all teachers in the project to teach reading five times a week (every day).

While this situation will most likely have some impact on the project, we suggest that the issue be analyzed carefully through a well-structured quantitative and qualitative survey in order to give the MOE representative data at the national level. The factor that has the greatest positive impact on student performance is “time spent on task.” In other words, the more time students spend learning and being taught, the better their performance.

### ***Technical and management visits***

The crisis caused by the volunteer-teacher strike in early January discouraged both teachers and Coaches to some extent. The EGRA team decided to visit Coaches and some schools, as well as to speak with District Education Officers (DEOs). A technical and management visit by the EGRA team was organized in January 2009. The visit found a lot of disappointment and frustration expressed by volunteer teachers, as well as by regular teachers. With respect to the EGRA project, close to 30% of EGRA-trained teachers are volunteer teachers. This situation presents a huge challenge to the project, for at least two reasons. First, the EGRA team needed to train a few new replacement teachers, and to continue encouraging volunteer teachers to consider the EGRA project as a way to improve their skills. Second, a number of volunteer teachers have left schools, causing a bigger



The EGRA Technical Coordinator during the first field visit

burden on the teachers staying behind, given that now they have to teach more children than before. As a result, there were instances where grades 2 and 3 were combined into one, principals had started to teach, and Coaches were also helping with teaching.

The EGRA team's second field visit was organized for March 1–20, with the aims of providing additional training to Coaches, reviewing the newly adjusted schedule, reviewing data collection forms, and collecting assessment instruments (used during the first informal assessment done by Coaches). Overall, the EGRA team visited all 15 target districts during each field visit. As previously stated, the challenges listed above are mainly outside of the project's reach. However, a few others can be mitigated through the efforts of Coaches and the project team:

- **Teacher training.** There were three instances that required training of new teachers. First, one teacher resigned due to old age and a replacement needed to be trained. Second, there were several situations in which teachers resigned because they did not receive any remuneration, so for this we had to train new teachers and principals to ensure continuity of the project. Third, a few volunteer teachers who were dismissed decided that they would not continue teaching.

In response to the volunteer-teacher crisis, the EGRA team encouraged teachers to focus on their career development. On the advice of the MOE, the project team advised dismissed teachers to reapply for their positions. The EGRA team collected letters of application from grades 2 and 3 volunteer teachers. These applications (total of 47) were submitted to the MOE.

- **Transportation.** In five out of 15 districts, Coaches expressed problems with arranging transportation to schools. They praised the sampling approach and said that some of the schools that are supported by the program had not seen a lot of assistance before this project. However, they said that these schools are hard to reach. The EGRA team assessed the situation, and determined that Coaches will enter into service agreements with motorbike owners. In this way, a Coach can rent a motorbike for a day, which will enable him/her to spend a full day at the school. The EGRA team will continually assess this issue and provide necessary support to Coaches.
- **Low skill levels.** Coaches reported that most of the teachers they are supporting have insufficient skills in teaching reading, planning lessons, and managing their classrooms overall. Despite their hard efforts, almost half of the teachers in Full Intervention schools were behind schedule by at least one or two weeks. This can be attributed in part to the delay in the continuation of the school year, but the low skill levels of some teachers also play a role.
- **Parental support.** Coaches categorized the work of some PTAs as a formality, in that the PTAs are structured but are not functional. The baseline data show that when asked, almost all principals reported that they hold regular PTA meetings. When probed further, they indicated that for the most part, the majority of parents come to the PTA meetings. We suggest that better understanding of issues like this will provide invaluable planning information for the MOE and point to the

ways by which PTA support and influence can be leveraged to the extent possible. Note that in some districts, the PTAs are not functional at all, whereas in others, Coaches have already succeeded in reviving the PTAs. The EGRA team will work with schools and Coaches to organize cluster-level PTA meetings and garner broader support for the EGRA efforts. We hope that this effort will extend to other non-EGRA discussions between schools and PTAs.

### **III.5. Performance Monitoring Plan**

The development of the PMP was led by RTI's Monitoring and Evaluation Expert, Ms. Eileen Reynolds, who spent November 19–26, 2008, in Liberia. Draft documents were discussed with relevant stakeholders and the final version of the PMP was submitted to USAID/Liberia for discussion on December 9, 2008.

On February 4, 2009, USAID approved RTI's PMP. The PMP serves as a guideline to the EGRA Plus: Liberia project team, USAID/Liberia, the Liberian MOE, the World Bank, and other partners and stakeholders for measuring and analyzing project results. The PMP is a requirement of RTI's contract with USAID/Liberia for the EGRA Plus: Liberia project and USAID will use it to conduct yearly performance reviews of the program, which will be led by USAID's COTR. The PMP provides the roadmap for answering the key questions, "How will we know we achieved the desired results?" and "How will project stakeholders define success?" In this way, the PMP will strengthen accountability to project stakeholders.

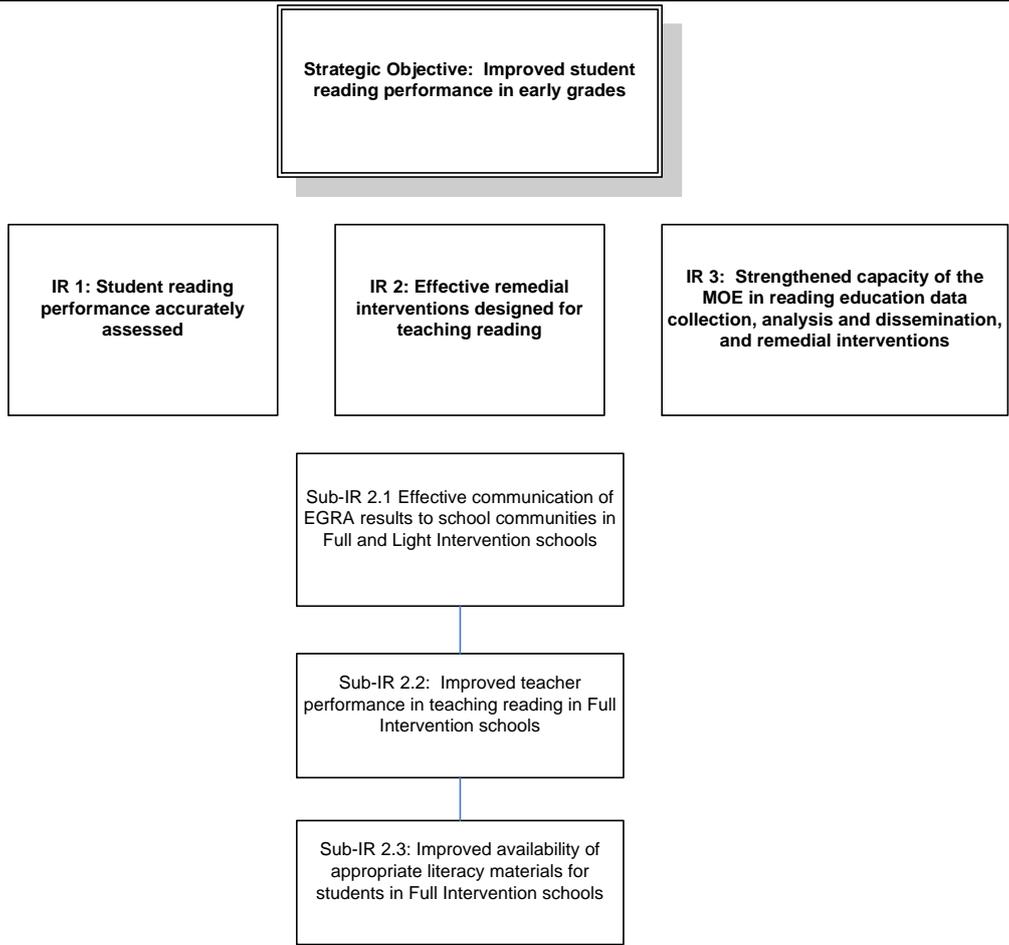
The EGRA Plus: Liberia Results Framework (see *Exhibit 4* below) is a hierarchical arrangement of incremental results—composed of the Strategic Objective (SO), intermediate results (IRs), and sub-intermediate results (sub-IRs)—that the project aims to achieve. The SO represents the highest level of achievement anticipated by the end of the project's life. Below the SO are supporting or intermediate results that represent incremental steps toward achievement of the overall SO. The sub-IRs, or lower-level results, are layered beneath the IR. Each sub-IR under IR 2 constitutes an incremental or component result contributing to or leading toward achievement of IR 2.

Indicators are uniquely identified with a specific result. Each indicator isolates one aspect of the result and is defined to measure a quantifiable factor that directly or indirectly captures an element of project progress. The project team will supplement performance indicator data with qualitative data such as that obtained through Coaches' visits to schools, periodic assessments in a sample of schools, and other sources that provide the context needed to interpret the data.

RTI has consulted with the Liberian MOE, the World Bank, LET, and USAID/Liberia to determine the most effective and feasible indicators to measure performance for each result. The EGRA team will collect, analyze, and report performance indicator data to inform USAID/Liberia, the Liberian MOE, the World Bank, and all partners of the project on the progress and results of planned activities. This information will be used by RTI and project stakeholders to inform project implementation.

As we learn lessons from project challenges and successes, we will regularly adjust implementation strategies, understanding of achievable goals, and resource allocations. Indicators may occasionally need to be revised or refined to ensure they are useful in their role as results feedback tools. This PMP will continually support ongoing improvements to project implementation through empirical feedback on results achieved, even as the goals and targets may be modified over the life of the project.

**Exhibit 4. The EGRA Plus: Liberia Results Framework**



## IV. Summary Status on Meeting Workplan Targets

All of the tasks planned for the second quarter were accomplished, including one task from the first quarter. See *Exhibit 5*.

### Exhibit 5. Summary of status on meeting workplan targets

| January–March 2009 Status  |  |  |
|--|--|--|
| Workplan Tasks   | Status   | Notes  |
| Subcontractor capacity strengthened and additional staff hired             | Ongoing.   | RTI provided structured support to LET to improve its financial management systems and to deepen its skills in monitoring and evaluation, technical aspects of the project, and supervision and management.  |
| Baseline assessment – data cleaning and report writing                     | March 31, 2009:<br>(April 15, draft report writing)<br>100% completed. | By December 31, 2008, 75% of data were entered. It was finalized by January 19, 2009. The baseline data were cleaned (intermittently) over two months. (Draft report was written by April 15, 2009.)   |
| First monthly visit to FI schools  | February 30, 2009:<br>100% completed.                                  | Coaches visited all of the FI and LI schools in January and February 2009.   |
| Second monthly visit to FI and LI schools                                  | March 30, 2009:<br>100% completed.                                     | Coaches visited all of the FI and LI schools in March 2009.  |
| First field visit – technical and managerial support                       | January 31, 2009:<br>100% completed.                                   | The EGRA team visited all 15 target districts to support Coaches, teachers, and DEOs.  |
| Second field visit- technical and managerial support + informal assessment | March 31, 2009:<br>100% completed.                                     | The EGRA team visited all 15 target districts to support Coaches with the intervention implementation, but also with the first informal assessment, which focused on assessing letter knowledge.   |
| Finalization, production, and distribution of various materials            | March 31, 2009:<br>100% completed.                                     | A small number of decodable books still had not been published in time for deployment in December 2008. These books were distributed as they were published starting in January. In addition, the EGRA team distributed additional data collection forms, trackers, and materials for Coaches. |
| Second capacity-building workshop  | March 31, 2009:<br>0% completed.                                       | The workshop is postponed until July 2009 due to intense schedules and preparations for various activities in March.   |

## V. Progress Toward Project Deliverables – Year 1

*Exhibit 6* lists all of the deliverables required in the EGRA project award for Year 1.

### Exhibit 6. Progress toward project deliverables – Year 1

| EGRA Plus: Liberia Deliverables for Year 1   | Date Due                           | Status (March 30, 2009)   | Notes  |
|--|------------------------------------|---|--|
| <b>1. Milestone/Annual Workplan</b>  | November 7, 2008                   | Completed   | The annual workplan was submitted to USAID on time. The workplan included a logistics and mobilization plan that was discussed and agreed upon among RTI, USAID, and MOE. A shorter version of the workplan was presented to and discussed with MOE.   |
| <b>2. Memorandum of Understanding between the study implementer and Ministry of Education</b>  | November 14, 2008                  | Completed   | The Memorandum of Understanding between RTI and MOE was signed on November 14, 2008, at the EGRA Plus: Liberia project launch event.   |
| <b>3. a. Approval letter for visiting the selected schools obtained from the Ministry of Education</b>   | November 11, 2008                  | Completed   | The letter of support for the baseline assessment was signed by the Deputy Minister Hester Williams-Catakaw and Assistant Minister Siebu Kerturah. Copies of the letter were given to the assessors as part of their data collection package.  |
| <b>3b. Baseline data – EGRA conducted in target schools</b>  | December 12, 2008                  | Completed   | Out of 180 schools, 176 were assessed. The remaining 4 schools will be assessed in early 2009. We consider this deliverable met since the number of students assessed in 176 schools is sufficient for all of the analysis needed to draw baseline conclusions.  |
| <b>3c. 18 Enumerators trained and deployed</b>   | Nov 16, 2008                       | Completed   | A total of 25 enumerators were trained; 18 were engaged and deployed to the field. The majority of them were the MOE staff.  |
| <b>3.d. Data entry clerks trained</b>  | November 25, 2008                  | Completed   | The MOE EMIS staff members were trained for EGRA data entry.   |
| <b>3.e. Data entry completed</b>   | December 19, 2008                  | Completed   | On December 31, 2008, data entry was 75% complete. The remaining instruments will be entered and cleaned by January 25, 2009. The delay was caused by a need to score instruments, which proved time-consuming for the subcontractor.  |
| <b>3.f. Data analyzed and 2 final assessment reports written (for November 2008 and June 2009 assessments)</b>   | December 31, 2008; August 15, 2009 | 80% completed for the first report; the second (June 2009) report will be written in Aug 2009 | The draft baseline report was being written toward the end of this quarter given that the data entry took longer than planned. This “lesson learned” will be taken into account for future plans with respect to report writing. Midterm assessment report will be written in August 2009.   |
| <b>3.g. Data sets provided to MOE and USAID</b>  | February 28, 2009                  | To be completed   | Data sets will be shared as soon as they are available. RTI needs to review some of the instruments together with the MOE in April or May.   |
| <b>4. Train sufficient teacher trainers to implement Light Intervention and Full Intervention (estimate 16 [sixteen] needed)</b>   | December 5, 2008                   | Completed   | A total of 25 candidates were trained; 15 were hired on a full-time basis to serve schools in 15 chosen districts.   |
| <b>5. Suitable literacy materials identified, MOE and USAID approval obtained, and materials provided in sufficient quantities to supply grade 2 and 3 classrooms in at least the 60 (sixty) Full Intervention schools</b> | November 30, 2008                  | Completed   | Planned materials for teachers and students identified and approved by the MOE and USAID. 60 Full Intervention schools received sufficient quantities of OYSS/Stella Maris books to be used to build small libraries in grades 2 and 3. Decodable student books were also distributed to 44 schools in the farthest counties. Remaining 16 schools (located mostly in and around Monrovia) will receive these books as they become available in January and February 2009. |

| <b>EGRA Plus: Liberia Deliverables for Year 1</b>  | <b>Date Due</b>                        | <b>Status (March 30, 2009)</b>  | <b>Notes</b>   |
|--|--|---|--|
| <b>6. 2 (two) annual policy and capacity-building workshops held with key stakeholders. 1 (one) will focus on capacity building of the MOE's EMIS officers, while the other will focus on capacity building of teacher trainers (estimated 16 of them)</b> | December 5, 2008                       | First capacity-building workshop completed<br><br>Second is planned for July 2009                           | Training of coaches was completed on December 1–5, 2008, and with this we consider this deliverable complete.<br>Additionally, the training for assessors that took place on November 10–13, 2008 was an important capacity-building event for the MOE staff.              |
| <b>Approximately 240 (two hundred forty) teachers trained in Full Treatment schools</b>  | December 24, 2008                      | Completed for Full Intervention schools   | A total of 160 teachers (inclusive of principals) in Full Intervention schools were trained. The target of 240 teachers in Full Intervention schools could not be met due to a lower-than-anticipated number of grade 2 and 3 teachers.                                    |
| <b>Approximately 240 (two hundred forty) teacher resource kits distributed to teachers in Full Intervention schools</b>  | December 31, 2008                      | Completed for all target schools.   | A total of 160 teachers and principals received a package consisting of reading instruction manuals and student report card manuals.   |
| <b>8 (eight) follow-up capacity building workshop training sessions held for teachers in Full Intervention schools</b>   | June 30, 2009                          | 70%   | Note: In consultations with USAID, this number was lowered to 5 monthly visits. However, Coaches have visited FI schools more often than this. Goals for this quarter have been met (70% of cumulative 100%; the remainder of 30% will be conducted in the third quarter). |
| <b>Schools, parents, and students in 60 Light Intervention and 60 Full Intervention schools informed about and understand the implications of their students' reading performance</b>  | End of Period 4 of academic year       | 100% complete for Period 4 (This task will be taking place at the end of each term in Year 1, thus 3 times) | Teachers in Full Intervention schools were informed about low student reading performance (as discovered by the June 2008 assessment). Teachers in Light Intervention schools were informed about the same at the time of their training in early 2009.                    |
| <b>At least one communication tool developed and used to communicate findings of assessments to diverse audiences of education stakeholders in Liberia</b>   | October 2010                           | Concept development stage to commence in the summer of 2009   | It is suggested that MOE, USAID, LET, and RTI agree upon a communication tool in the summer of 2009.   |
| <b>Appreciably higher reading fluency and comprehension rates of students in Full Intervention classrooms</b>  | June 30, 2009                          | Report to be written by August 31, 2009   | Not until the midterm assessment in June 2009 will we know if the intervention led to higher student scores on reading test. It is expected that due to the EGRA intervention, students will be reading at higher levels than at the time of the baseline assessment.      |
| <b>Measurably improved quality of instruction in Treatment 2 classrooms</b>  | June 30, 2009                          | Report to be written by August 31, 2009   | Same as previous.  |
| <b>Copies (hard and electronic) of all development experience documents submitted to Center for Development Information and Evaluation (CDIE) as required under the Blanket Purchase Agreement (BPA)</b>   | Ongoing                                | Completed for QPR1, QPR2  | First quarterly progress report submitted to CDIE, as well as shared with partners and stakeholders.   |
| <b>Annual Workplan for FY 2010</b>   | August 31, 2009                        |   | Annual workplan will be submitted in draft format by August 31, 2009, and finalized by September 30, 2009.   |
| <b>3 quarterly reports</b>   | First and second QPRs – Jan 31, Apr 30 | Completed   | 3 QPRs will be submitted according to fiscal year calendar, with the first-quarter report in FY 2009 including start-up activities in October 2008.  |
| <b>Annual report (end of 4th quarter)</b>  | September 30, 2009                     |   | Annual report will be submitted as planned on September 30, 2009.  |

## VI. Progress on Project Performance Indicators

### Exhibit 7. Performance indicators tailored for EGRA Plus: Liberia

| Strategic Objective: Improved Student Reading Performance in Early Grades   |  |  |  |
|---|--|--|--|
|   | Year 1 (Oct 7, 2008–Sept 30, 2009)   |  | Year 2 (Oct 1, 2009–Oct 10, 2010)  |
|   | Baseline (2008)  | Midterm (2009)   | Final (2010)   |
| <p>SO A. Average correct words read per minute (cwpm) in connected text.<sup>3</sup></p> <p>(Disaggregated by Light Intervention, Full Intervention, control, grade 2, 3; male/female; urban/rural).<sup>4</sup></p> <p>[Annual]</p>              | <p>Grade 2: FI: 12.966 (M: 15.326; F: 10.688); LI: 16.034 (M: 17.572; F: 14.080), C: 14.446 (M: 16.407; F: 11.785)</p> <p>Grade 3: FI: 26.001 (M: 27.659; F: 26.001); LI: 26.699 (M: 28.525; F: 24.101), C: 22.335 (M: 24.811; 19.165)</p> | <p>TBD</p> <p>[Targets for Year 1: 20% increase over baseline (Full Intervention); 5% increase over baseline (Light Intervention)<sup>5</sup>]</p> | <p>TBD</p> <p>[Targets for Year 2: 35% increase over baseline (Full Intervention); 10% increase over baseline (Light Intervention)]</p>  |
| <p>SO B. Average score of participating students on comprehension (story understanding) exercise.</p> <p>(Disaggregated by Light Intervention, Full Intervention, control, grade 2, 3; male/female; urban/rural).<sup>6</sup></p> <p>[Annual]</p> | <p>Grade 2: FI: 0.840 (M: 0.915; F: 0.766); LI: 1.024 (M: 1.706; 0.952), C: 1.071 (M: 1.151; F: 0.962)</p> <p>Grade 3: FI: 1.548 (M: 1.638; F: 1.419); LI: 1.592 (M: 1.637; 1.527), C: 1.494 (M: 1.645; 1.301)</p>                         | <p>TBD</p> <p>[Targets for Year 1: 20% increase over baseline (Full Intervention); 5% increase over baseline (Light Intervention)<sup>7</sup>]</p> | <p>TBD</p> <p>[Targets for Year 2: 35% increase over baseline (Full Intervention); (10% increase over baseline (Light Intervention)]</p> |

<sup>3</sup> This is one of the proposed replacement indicators for “Percent of learners that demonstrate increased reading fluency (disaggregated by sex, grade, and urban/rural)” (listed in the RTI contract). Because the project is not tracking individual learners, it will be not be possible to report on the progress of individual students over time (comparing baseline to Year 1 to Year 2 results for any given student). The measurement of “reading fluency” includes both cwpm and comprehension, which although measured in the same section of the EGRA, have different discreet scores. For this reason (because there is no combined “score” for cwpm and comprehension, we divide the measure of oral reading fluency into two indicators: cwpm (indicator SO.A. and comprehension indicator SO.B).

<sup>4</sup> Data could not be disaggregated by urban/rural type, this classification has been requested from the MOE and as soon as available, the report will be updated.

<sup>5</sup> The targets are the same for grades 2 and 3 for this indicator.

<sup>6</sup> Data could not be disaggregated by urban/rural type. This classification has been requested from the MOE and as soon as available, the report will be updated.

<sup>7</sup> The targets are the same for grades 2 and 3 for this indicator.

| <b>Strategic Objective: Improved Student Reading Performance in Early Grades</b>  |   |   |   |   |  |    |    |   |
|---|---|---|---|---|--|----|----|---|
|   | <b>Year 1 (Oct 7, 2008–Sept 30, 2009)</b>   |   |   |   | <b>Year 2 (Oct 1, 2009–Oct 10, 2010)</b>                                   |    |    |   |
|   | Baseline (2008)   |   | Midterm (2009)  |   | Final (2010)   |    |    |   |
| <b>Intermediate Result 1: Student reading performance accurately assessed</b>   |   |   |   |   |  |    |    |   |
|   | Year 1  |   |   |   | Year 2   |    |    |   |
|   | Baseline (2008)   |   | Midterm (2009)  |   | Final (2010)   |    |    |   |
| 1.A % of unusable instruments following data collection<br>[Biannual (per assessment)]  | 1.22% (36 out of 2,957 observations were excluded)<br>[Target for baseline: less than 5% of unusable instruments] |   | TBD<br>[Target for midterm: less than 5% of unusable instruments] |   | TBD<br>[Target for final assessment: less than 5% of unusable instruments] |    |    |   |
| <b>Intermediate Result 2: Effective remedial interventions designed for teaching reading</b>  |   |   |   |   |  |    |    |   |
| <i>Sub-Intermediate Result 2.1: Effective communication of EGRA results to school communities in Light and Full Intervention schools</i>                    |   |   |   |   |  |    |    |   |
|   | Year 1  |   |   |   | Year 2   |    |    |   |
|   | Q1  | Q2  | Q3  | Q4  | Q1   | Q2 | Q3 | Q4  |
| 2.1.A % of teachers who disseminated student report card to parents after last term (disaggregated by Light Intervention, Full Intervention)<br>[Quarterly] | n/a (not applicable)  | FI schools: 53.3% <sup>8</sup><br>LI schools: 35.6% |   | TBD<br><br>[Year 1 target for FI: 80%]<br><br>[Year 1 target for LI: 30%] |  |    |    | TBD<br><br>[Year 1 target for FI: 80%]<br><br>[Year 1 target for LI: 60%] |
| <i>Sub-Intermediate Result 2.2: Improved teacher performance in teaching reading</i>  |   |   |   |   |  |    |    |   |
|   | Year 1 (Oct 7, 2008–Sept 30, 2009)  |   |   |   | Year 2 (Oct 1, 2009–Oct 10, 2010)  |    |    |   |
|   | Q1  | Q2  | Q3  | Q4  | Q1   | Q2 | Q3 | Q4  |
| 2.2.A % of teachers in Full Intervention schools observed using the reading kit materials provided by project during last observation. [Quarterly]          | n/a (not applicable)  | 54.3% <sup>9</sup>                                  |   | TBD<br><br>[Year 1 target: 80%]   |  |    |    | TBD<br><br>[Year 1 target: 85%]   |

<sup>8</sup> The percentage is most likely higher than reported given that data from one district, for both FI and LI, were not collected in time for this report.

<sup>9</sup> The percentage is most likely higher than reported given that data from one district, for both FI and LI, were not collected in time for this report.

| Strategic Objective: Improved Student Reading Performance in Early Grades   |  |   |                |   |              |  |   |
|---|--|---|----------------|---|--------------|--|---|
|   | Year 1 (Oct 7, 2008–Sept 30, 2009)   |   |                | Year 2 (Oct 1, 2009–Oct 10, 2010)                           |              |  |   |
|   | Baseline (2008)  |   | Midterm (2009) |   | Final (2010) |  |   |
| 2.2.B % of Full Intervention teachers following the schedule of intervention. [Quarterly]   | n/a (not applicable)   | 57.1 % <sup>10</sup>  |                | TBD<br>[Year 1 target: 80%]                                 |              |  | TBD<br>[Year 1 target: 85%]                                 |
| 2.2.C Number of teachers/educators trained with U.S. Government (USG) support in past reporting period (disaggregated by male/female, Full and Light Intervention schools). [Quarterly] | <b>FI schools: teachers/principals</b><br>Teacher Female: 19<br>Teacher Male: 91<br>Principal Female: 3<br>Principal Male: 54<br>Total teachers: 110<br>Total principals: 57<br>TOTAL teachers/principals: 167<br><br><b>Coaches: 15</b><br>Males: 9<br>Females: 6 | <b>FI schools: teachers/principals</b><br>7 male new teachers (110 teachers: refreshers through monthly visits by Coaches)<br><br><b>LI schools: teachers/principals</b><br>(face-to face training)<br>Teacher female: 26<br>Teacher male: 82<br>Principal female: 7<br>Principal male: 45<br>Total teachers: 108<br>Total principals: 52<br>TOTAL teachers/principals: 160 |                | TBD<br><br>[Year 1 target: 360 teachers total + 15 Coaches] |              |  | TBD<br><br>[Year 2 target: 360 teachers total + 15 Coaches] |

<sup>10</sup> The percentage is most likely higher than reported given that data from one district, for both FI and LI, were not collected in time for this report.

| Strategic Objective: Improved Student Reading Performance in Early Grades  |  |   |                |  |                                   |    |    |  |
|--|--|---|----------------|--|-----------------------------------|----|----|--|
|  | Year 1 (Oct 7, 2008–Sept 30, 2009)   |   |                |  | Year 2 (Oct 1, 2009–Oct 10, 2010) |    |    |  |
|  | Baseline (2008)  |   | Midterm (2009) |  | Final (2010)                      |    |    |  |
| 2.2.D Number of hours of reading instruction training provided by Coaches to teachers in the past reporting period (Full Intervention schools) [Quarterly]       | <b>Face-to-face training:</b><br>6400 hours  | <b>Monthly visits:</b><br>FI: 2,970 hours<br>LI: 1,184 hours<br><br>(Cumulative progress for this reporting period: 10,554) |                | TBD<br><br>[Year 1 target: 11,200]   |                                   |    |    | TBD<br><br>[Year 2 target: 14,080]   |
| 2.2.E Number of teacher resource kits distributed to teachers (disaggregated by Full and Light Intervention schools)   | <b>FI schools:</b><br>160 teacher kits (inclusive of student report card)              | <b>LI schools:</b><br>240 teacher kits (student report card) <sup>11</sup>  |                | TBD<br><br>[Year 1 target: 360]  |                                   |    |    | TBD<br><br>[Year 2 target: 360]  |
| <i>Sub-Intermediate Result 2.3: Improved availability of appropriate literacy materials for students</i>   |  |   |                |  |                                   |    |    |  |
|  | Year 1 (Oct 7, 2008–Sept 30, 2009)   |   |                |  | Year 2 (Oct 1, 2009–Oct 10, 2010) |    |    |  |
|  | Q1   | Q2  | Q3             | Q4   | Q1                                | Q2 | Q3 | Q4   |
| 2.3.A Number of textbooks and other teaching and learning materials provided with USG assistance (disaggregated by Full and Light Intervention schools) [Annual] | <b>FI schools</b><br>Textbooks: 26,250<br>Teacher kits: 169 (target textbooks: 26,760) | <b>LI schools</b><br>Teacher kits: 240 <sup>12</sup>  |                | [Year 1 target: 26,760 (18,000 compilations + 8,400 OYSS books (1,200 * an average of 7) + 360 teacher |                                   |    |    | [Year 2 target: 26,760 (18,000 compilations + 8,400 OYSS books (1,200 * an average |

<sup>11</sup> Coaches are in the process of returning the unused manuals given that the number of teachers/principals in LI schools was lower than originally anticipated. For the time being, we leave the number as is: 240 teacher kits.

<sup>12</sup> Coaches are in the process of returning the unused manuals given that the number of teachers/principals in LI schools was lower than originally anticipated. For the time being, we will leave the number as is: 240 teacher kits.

| Strategic Objective: Improved Student Reading Performance in Early Grades  |                                    |    |                |                          |                                   |    |    |  |
|--|------------------------------------|----|----------------|--------------------------|-----------------------------------|----|----|--|
|  | Year 1 (Oct 7, 2008–Sept 30, 2009) |    |                |                          | Year 2 (Oct 1, 2009–Oct 10, 2010) |    |    |  |
|  | Baseline (2008)                    |    | Midterm (2009) |                          | Final (2010)                      |    |    |  |
|  |                                    |    |                | resource kits + manuals] |                                   |    |    | of 7) + 360 teacher resource kits + manuals] |
| <b>Intermediate Result 3: Strengthened in country capacity for data collection, analysis and dissemination</b> <sup>13</sup> |                                    |    |                |                          |                                   |    |    |  |
|  | Year 1 (Oct 7, 2008–Sept 30, 2009) |    |                |                          | Year 2 (Oct 1, 2009–Oct 10, 2010) |    |    |  |
|  | Q1                                 | Q2 | Q3             | Q4                       | Q1                                | Q2 | Q3 | Q4   |
| 3.A Number of MOE staff that participated in enumerator training [Annual]  | 15<br>(Total 25 trained)           |    |                | [Year 1 target: 30]      |                                   |    |    | [Year 2 target: 10]                          |
| 3.B Number of MOE staff that were deployed for EGRA data collection [Annual]   | 10                                 |    |                | [Year 1 target: 15]      |                                   |    |    | [Year 2 target: 2]                           |
| 3.C Number of MOE staff that participated in EGRA data entry application development [Annual]                                | 1 + 6 data entry clerks            |    |                | [Year 1 target: 7]       |                                   |    |    | [Year 2 target: 1]                           |
| 3.D Number of MOE staff that participated in data entry training [Annual]  | 7                                  |    |                | [Year 1 target: 7]       |                                   |    |    | [Year 2 target: 1]                           |
| 3. E Number of MOE staff that performed EGRA data entry [Annual]   | 7                                  |    |                | [Year 1 target: 7]       |                                   |    |    | [Year 2 target: 1]                           |
| 3. F Number of MOE staff that participated in training on EGRA data analysis and dissemination [Annual]                      | n/a (not applicable)               |    |                | [Year 1 target: 20]      |                                   |    |    | [Year 2 target: 20]                          |

<sup>13</sup> For indicators 3.A through 3.F, estimates are provided for both baseline and midterm assessments taking place in Year 1 of the project.

| Strategic Objective: Improved Student Reading Performance in Early Grades   |  |  |                |  |                                   |    |    |  |
|---|--|--|----------------|--|-----------------------------------|----|----|--|
|   | Year 1 (Oct 7, 2008–Sept 30, 2009)   |  |                |  | Year 2 (Oct 1, 2009–Oct 10, 2010) |    |    |  |
|   | Baseline (2008)  |  | Midterm (2009) |  | Final (2010)                      |    |    |  |
| U.S. Government Foreign Assistance Framework Indicators for EGRA Plus   |  |  |                |  |                                   |    |    |  |
|   | Year 1 (Oct 7, 2008–Sept 30, 2009)   |  |                |  | Year 2 (Oct 1, 2009–Oct 10, 2010) |    |    |  |
|   | Q1   | Q2   | Q3             | Q4   | Q1                                | Q2 | Q3 | Q4   |
| Number of learners enrolled in USG-supported primary schools or equivalent nonschool settings (disaggregated by male/female) [Annual] | 10,719 <sup>14</sup>   |  |                | TBD<br>[Year 1 target: actual]             |                                   |    |    | TBD<br>[Year 2 target: actual]             |
| Number of teachers/educators trained with USG support (disaggregated by male/female), (same as Indicator 2.2.C above) [Annual]        | <b>FI schools:</b><br>Teacher female: 19<br>Teacher male: 91<br>Principal female: 3<br>Principal male: 54<br>Total teachers: 110<br>Total principals: 57<br>TOTAL: 167<br><br>Total principals: 52<br>TOTAL: 160 | <b>FI schools:</b><br>7 male new teachers<br>110 teachers:<br>refreshers through<br>monthly visits by<br>Coaches<br><br><b>LI schools:</b><br>(face-to face<br>training)<br>Teacher female: 26<br>Teacher male: 82<br>Principal female: 7<br>Principal male: 45<br>Total teachers: 108 |                | [Year 1 target: 360 teachers + 15 Coaches] |                                   |    |    | [Year 2 target: 360 teachers + 15 Coaches] |
| Number of textbooks and other teaching and learning materials provided with USG assistance (same as Indicator 2.3.A above) [Annual]   | <b>FI schools:</b><br>Textbooks: 26,250<br>Teacher kits: 169<br>(target textbooks: 26,760)   | <b>LI schools:</b><br>Teacher kits: 240 <sup>15</sup>  |                | TBD<br>[Year 1 target: 26,760 (18,000)]    |                                   |    |    | TBD<br>[Year 2 target: 26,760 (18,000)]    |

<sup>14</sup> Data used to indicate the total number of learners enrolled in USG-supported primary schools is based on the official EMIS data. EGRA baseline data are still being cleaned and enrollment data collected (as well as missing data). These will be verified in June 2009 at the time of the midterm assessment.

<sup>15</sup> Coaches are in the process of returning the unused manuals given that the number of teachers/principals in LI schools was lower than originally anticipated. For the time being, we will leave the number as is: 240 teacher kits.

| Strategic Objective: Improved Student Reading Performance in Early Grades  |                                    |  |                |   |                                   |  |  |   |
|--|------------------------------------|--|----------------|---|-----------------------------------|--|--|---|
|  | Year 1 (Oct 7, 2008–Sept 30, 2009) |  |                |   | Year 2 (Oct 1, 2009–Oct 10, 2010) |  |  |   |
|  | Baseline (2008)                    |  | Midterm (2009) |   | Final (2010)                      |  |  |   |
|  |                                    |  |                | compila-<br>tions +<br>8,400 OYSS<br>books<br>(1,200 * an<br>average of<br>7) + 360<br>teacher<br>resource kits<br>+ manuals] |                                   |  |  | compila-<br>tions +<br>8,400<br>OYSS<br>books<br>(1,200 *<br>an<br>average<br>of 7) +<br>360<br>teacher<br>resource<br>kits +<br>manuals] |
| Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services. [Annual] |                                    |  |                |   |                                   |  |  | TBD <sup>16</sup><br><br>[Year 2 target: 1 reading policy]  |
| Number of host country institutions with improved management information systems as a result of USG assistance. [Annual]                                 |                                    |  |                | TBD<br><br>[Year 1 target = 2: LET + MOE]   |                                   |  |  | TBD<br>[Year 2 target = 2: LET + MOE]   |
| Number of host country institutions that have used USG-assisted EMIS information to inform administrative/management decisions. [Annual]                 |                                    |  |                | TBD<br><br>[Year 1 target = 1: MOE]   |                                   |  |  | TBD<br>[Year 2 target = 1: MOE]   |

<sup>16</sup> While EGRA Plus does not have a direct policy component, we hope our interventions will help lead the Ministry of Education to develop a policy or guidelines on reading instruction.

| Strategic Objective: Improved Student Reading Performance in Early Grades                  |                                    |  |                |                            |                                   |  |  |                            |
|--|------------------------------------|--|----------------|----------------------------|-----------------------------------|--|--|----------------------------|
|  | Year 1 (Oct 7, 2008–Sept 30, 2009) |  |                |                            | Year 2 (Oct 1, 2009–Oct 10, 2010) |  |  |                            |
|  | Baseline (2008)                    |  | Midterm (2009) |                            | Final (2010)                      |  |  |                            |
| Number of people trained in monitoring and evaluation with USG assistance. [Annual]        |                                    | 25 enumerators<br>25 Coaches<br>3 LET staff<br>Total: 53 |                | 53<br>[Year 1 target: 46]  |                                   |  |  | TBD<br>[Year 2 target: 46] |
| Number of people trained in research with USG assistance. [Annual]                         |                                    |  |                | TBD<br>[Year 1 target: 20] |                                   |  |  | TBD<br>[Year 2 target: 20] |
| Number of people trained in strategic information management with USG assistance. [Annual] | 7                                  |  |                | [Year 1 target: 7]         |                                   |  |  | TBD<br>[Year 2 target: 7]  |

## VII. Next Quarter Activities

Ms. Korda will spend five weeks in Liberia, May 3–June 5, 2009, in order to assist with the midterm EGRA assessment, monitoring and evaluation, and project implementation overall (*Exhibit 8*).

**Exhibit 8. Planned activities for April–June 2009**

| Major Workplan Activities                                     | Dates          | Location                                  |
|---|----------------|---|
| Finalization of baseline report                               | April 30       | U.S., Liberia                             |
| Identification and hiring of assessors for midterm assessment | April 20–May 5 | Monrovia, Liberia                         |
| Training workshop for EGRA assessors                          | May 11–15      | Monrovia, Liberia                         |
| Field deployment (data collection)                            | May 18–June 19 | 15 target districts                       |
| Data entry application adjustments                            | May 25–May 30  | Monrovia, Liberia                         |
| Third follow-up visit to FI and LI schools                    | April 20–May 4 | 15 target districts, 60 FI and LI schools |
| Fourth follow-up visit to FI schools                          | May 11–15      | 15 target districts, 60 FI                |
| Fifth follow-up visit FI and LI schools                       | June 8–19      | 15 target districts, 60 FI and LI schools |
| Second capacity-building workshop                             | July 20–25     | Monrovia; organized for the MOE staff     |