



Read Liberia Activity

2020-2021 School Calendar Teaching and Learning Materials Distribution Report

Fee-Bearing Deliverable #2



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USAID|Liberia

Read Liberia Activity

2020/2021 School Calendar Teaching and Learning Materials Distribution Report

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List of Acronyms and Abbreviations

CEO	County Education Officer
COVID-19	Coronavirus 2019
C-TIP	Countering Trafficking in Persons
DEO	District Education Officer
DMI	Deputy Minister for Instruction
EGR	Early Grade Reading
EMIS	Education Management Information System
FY	Fiscal Year
G	Grade
GOL	Government of Liberia
GPS	Global Positioning System
KG	Kindergarten
MOE	Ministry of Education
MOL	Ministry of Labor
NRTWG	National Reading Technical Working Group
ORF	Oral Reading Fluency
PTA	Parent-Teacher Association
SAB	Student Activity Book
SBCC	Social and Behavior Change Communication
TIG	Teacher Instructional Guide
TLM	Teaching and Learning Material
TTI	Teacher Training Institute
USAID	United States Agency for International Development

Introduction

The Read Liberia Activity is a five-year (September 2017–September 2022) program funded by the United States Agency for International Development (USAID) and implemented through the Ministry of Education (MOE) by RTI International. Through direct partnership with the Liberian MOE, Read Liberia seeks to improve the early grade reading skills of 172,800 Liberian students in grade 1 and grade 2 (G1 and G2) in 640 primary schools over five years and the emergent literacy skills of 5,400 kindergarten (KG) students in 60 public KG year 2 classes over two years in six targeted counties: Bong, Grand Bassa, Lofa, Nimba, Margibi, and Montserrado. With the support of Read Liberia, it is expected that KG oral vocabulary for emergent literacy will be improved and that primary school students will be reading grade-level text with fluency and comprehension after two years of instruction.

Read Liberia also trains over 1,280 G1 and G2 teachers, 66 KG teachers, 72 County and District Education Officers (DEOs), and 14 MOE master trainers. It employs 88 coaches who provide coaching and mentoring support to teachers in participating schools to build local capacity.

To complement the training of Education Officers, teachers, and school administrators, Read Liberia also develops, prints, and distributes teaching and learning materials (TLMs) to teachers and students. The fiscal year (FY) 2020 distribution of TLMs represents the second wide-scale distribution to Liberian schools. The continuous provision of TLMs is part of the



The Coach Supervisor for Montserrado – Northern wing, Adm Assist. DEO Officer Todee District and Coach [REDACTED] heading to Kpanah Public School with TLM for distribution to the school

overall strategy of Read Liberia to ensure that teachers and students have access to the quality materials needed for a quality reading program.



The USAID Mission Director, Minister of Education, Assist Minister Basic and Secondary Education and Read Liberia COR listening to student reading virtually during TLM Launch event November 24, 2021. Photo credit ATT

The coronavirus 2019 (COVID-19) pandemic impacted the smooth implementation of Read Liberia activities. Even though Read Liberia responded swiftly by evolving its approach to project implementation, the FY2020 TLM distribution could not take place until December 2020. The reason was that schools for G1 and G2 were closed in March 2020 only reopened in December 2020 when FY2020/2021 school calendar year began. In response to the

change in the academic calendar, Read Liberia sought USAID contractual approval and

delayed the start of the TLM distribution, which was planned for September 2020, to December 2020 to coincide with the reopening of schools.

The delay offered a great opportunity for the TLM distribution to start at the beginning of the dry season. That meant that access roads to most of the schools were predominantly passable, averting the routine challenges the distribution team were confronted with when distribution took place in the rainy season. However, the team encountered a new set of challenges. Some schools remained closed due to the COVID-19 pandemic. The fear of political tension during the Senatorial elections added to the list of school closure at most schools did not reopen as planned by the MOE in December 2020.

Apart from these changes, the systems and procedures that had been developed for Read Liberia TLM distributions predominantly remained the same, with a few notable exceptions. Because of slower than expected school reopening, TLM distribution took place over two phases. A major TLM distribution occurred in December 2020, as described in this report. Due to extended re-openings and resulting gradual increase in student enrollment, “mop-up” distribution continued and will be described in a subsequent report. To have a complete understanding of the total number of TLMs distributed, an interested reader should not only read this Major TLM distribution Report but also must endeavor to read the Mop-up Distribution Report when it becomes available. The TLM distribution reports will also be



The Assistant Minister for the Bureau of Basic and Secondary Education assists the Minister of Education to unveil the new TLMs demonstrating their skills in reading virtually during the launch of the TLM distribution.

shared with the MOE for discussion of lessons learned that could guide future distributions and/or inform MOE policy formulation.

This report is organized into the following sections. This Introduction provides a brief overview and the process of social and behavior change. The FY 2020 TLM Distribution section described the shipment and packing systems, the orientation of the distribution and logistics teams, the main distribution activities which includes the launch of the TLMs distribution an event which is simultaneously used for students to demonstrate their reading skills, and approaches taken to demonstrate transparency and to track the distribution. TLM Distribution Challenges and Mitigation section describes how the team responded to challenges faced, and the Lessons Learned section provides some useful experience

that could guide future TLM distribution exercises.

The main narrative report must be read together with the comprehensive information provided in the annexes to fully appreciate the context within which the FY 2020 was conducted and the full details of TLMs distributed to each school.

The Transition in Action with GOL

As part of its sustainability strategy, Read Liberia worked closely with MOE and USAID to develop and review the TLMs before printing. The 2020 TLM revision process started in December 2019 when the project worked collaboratively with the National Reading Technical Working Group (NRTWG) and other key stakeholders, including USAID, to revise the TLMs. The Activity obtained the approval of the MOE through the Office of The Assistant Minister, Bureau of Basic and Secondary Education on April 28, 2020, to print and distribute the revised materials. Additionally, the MOE approved the use of MOE county warehouses for temporary storage from where Read Liberia distributed the TLMs to schools. In addition, some DEOs also used their offices as sub-distribution hubs to reduce travel time from districts to county warehouses.



Grand Bassa County Education Officer [REDACTED] supports TLMs distribution by offloading TLMs from project vehicle; Phot Credit [REDACTED] (the late)

The County Education Officers (CEOs), DEOs, school administrators and staff, principals, vice principals for instruction, warehouse managers, procurement officers, and monitoring and evaluation officers were among the MOE Staff that participated in the FY 2020 TLM distribution, and their labor were paid for by the government of Liberia. These MOE officials played different roles including record keeping, monitoring the TLMs, and issuing TLMs to students. The DEO for Kokoya

District, [REDACTED], for example, visited six schools with the distribution team, giving her the opportunity to monitor the distribution exercise and contribute to resolving any issues that arose. Through the process she experienced what the team goes through to get the TLMs to their intended beneficiaries. Another DEO helped in sorting the TLMs in the field, filling in forms, and sensitizing parents and community members in the importance of reading and the importance of education. He was very instrumental in planning with the team and mapping schools, giving the team the road map indicating the location of all the schools.

The Government of Liberia continued its usual support to the Activity by granting Read Liberia exemptions for clearing the TLM consignment that came through the port without the payment of import and custom duties (taxes). The major consignment delivered to the project via Free Port and the top-up consignment which were delivered by courier via Roberts Field Internal Airport were all cleared from the respective ports of entry without any delay-s courtesy of the exemption granted by Liberia Revenue Authority.

The launch of TLM distribution offered another opportunity for the Government of Liberia (GOL) though the Ministry of Labor (MOL) to engage all stakeholder to continue to support the GOL to improve on the current Countering Trafficking in Persons (C-TIP) status in order not to return to the Tier 2 Watch List. These messages were reechoed by the distribution team during the actual distribution in various locations.

The Involvement of USAID

USAID continued its commitment to ensuring that the Liberian children are provided with the opportunity to learn through partnership with the GOL. In FY 2020, USAID not only funded the procurement of the over 115,000 TLMs, but also the Mission took keen interest in engaging stakeholders including the GOL, parents, teachers, and community leaders, to ensure that children are in school to benefit from the huge investment being made in the country's education system. This was part of the message USAID Mission Director Sarah Walter delivered at the launch of FY 2020 TLM Distribution. The event was organized to



USAID Mission Director Sara Walters delivering her speech at the TLMs launch of the FY 2020 TLM distribution Photo credit: ATT

unveil the new set of TLM the US Government had procured through USAID Read Liberia to be distributed to learners, instructors and schools towards the promotion of improved early grade reading in the country.

In addition to the USAID Mission Director and other members of USAID staff, including Teresiah Wambui Gathenya, the USAID Senior Education Advisor, graced the occasion of the launch of FY 2020 TLM Distribution.

As a standard practice, USAID Team independently conducted the verification of the TLMs to ensure that schools and learners received them. This was part of the process towards the promotion of transparency and accountability in the utilization American tax-payer resources. Thus, USAID is involved in every stage of the development, launching and monitoring of the distribution of TLMs to schools and learners.

The Involvement of Community and Community Leaders

Some community leaders, especially Parent-Teacher Association (PTA) chairpersons and/or members, participated in meetings pending the delivery and storage of the TLMs. On the day of the actual distribution of TLMs, PTA members represented the communities and countersigned TLM distribution waybills. Their involvement in the distribution process was an indication of the interest communities have in the TLMs and their preparedness to safeguard the materials and a sign of their oversight responsibility to ensure that they are used properly. Since some schools were closed during the TLM distribution when the team got to schools, PTA chairs supported Read Liberia by working with school authorities and storing TLMs in the homes until schools reopened, when they could hand them over to schools.

FY 2020 TLM Distribution

Overview

The planning and actual distribution of the TLMs involved USAID, MOE, school authorities, the community, and the Read Liberia team. The distribution of TLMs to schools comprised multiple phases, each of which involved a chain of very important activities. The activity flow at each stage was very important for the successful TLM distribution exercise.

Phase I: The TLM Shipment, Customs Clearing, Inspection, Storage, and Packaging

Preparatory activities for this phase included the timely receipt of the TLM bill of lading, invoice, and packing list. Key among the TLMs that were delivered were Teacher Instructional Guides (TIGs), Student Activity Books (SABs), Let's Read books, supplementary readers, oral reading fluency (ORF) assessment Cards, letter/sound card sets, and alphabet poster sets for KG, G1, and G2 as applicable. The shipment also included assorted social behavior change communication (SBCC) materials for community engagement activities. The logistics team processed and obtained exemption documents to clear TLMs through customs at the port. Another important activity was the procurement and preparation of a Read Liberia pre-distribution central warehouse in which to store the TLMs



Logistic team at work in Read Liberia central warehouse; Photo credit: [REDACTED]

once customs clearing was complete. This was completed one month ahead of the distribution to allow sufficient time to pre-position the TLMs in MOE warehouse in the Read Liberia counties. It is also important to note that the consignments were transported by sea,

thus eliminating cross-country challenges that affected the previous year's TLM distribution, when materials were delayed at the border for several weeks.

The TLM consignment shipment arrived in four 20-footer containers at the port on August 11, 2020, and it was cleared to the Read Liberia warehouse in Monrovia on August 14, 2020. Read Liberia staff inspected the consignment and conducted inventory immediately after it cleared customs to verify the number of pallets shipped. All 42 pallets consigned in four 20-footer containers were accounted for and in good condition. The verification of titles and quantities ordered and the sorting per school commenced in preparation for the repositioning of the TLMs in the MOE warehouses in the other five counties.

Phase 2: Orientation of the Distribution Team and Procurement of Logistics

Read Liberia organized two separate orientations for all project staff involved in the TLM distribution. The first orientation focused on the procedures and guidelines to follow during the actual distribution from county warehouses. The second orientation focused on the use of tablets to collect and upload data into the central monitoring system using the KoBo Toolbox application: a tool developed to record and upload data. As part of orientation, the team field pilot-tested the use of KoBo in the field. Kobo Toolbox applications has been explained in detail under Phase 4, Track and Trace.

The preparation also included procurement of a combination of vehicles, first to transport the TLMs to the county warehouses, and then to distribute them from the warehouses to schools. The procurement team ensured that the vehicles rental services procured were suited to withstand poor road conditions caused by the heavy rainy season which has just ended. They also confirmed that the vehicle comprehensive insurance was valid and current to guarantee the safety of the materials onboard.

Phase 3: Book Distribution to Schools and to Students

The main TLM distribution was planned for September 2020, and TIGs were distributed to teachers and principals as part of their September 2020 virtual teacher training. Because of COVID-19 school closures, the remainder of the TLM distribution was formally launched by the USAID and the MOE on November 24, 2020 (see Annexes D to H: TLM Distribution Launch Event Memorandum; Talking points from the USAID Mission Director; Talking points from Deputy Minister for Instruction (DMI): Covid-19 Health Protocols for November 24, 2020, TLM Distribution Launch; and the List of Dignitaries and Participants (In-Person and Virtual)).

The launch offered a unique opportunity for senior government officials and the USAID Mission Director, Sara Walter, to encourage teachers to value and use the materials, to create interesting and engaging learning experiences for their students. It also offered a unique opportunity for learners to show their reading abilities to the audience and the public.



Learners from Brigade Preparatory School, Soniwein Community school, Slipway Public School and John F. Barkaly Public School demonstrating their skills in reading virtually during the launch of the TLM distribution. Photos were taken on November 24, 2020, by [REDACTED]

Among the Senior MOE Officials who attended were the Minister of Education, Prof. D. Ansu Sonii, Deputy Minister for Instructions, Alexander N. Duopu, and Assistant Minister for the Bureau of Basic and Secondary Education, Felicia Sackey Doe-Sumah. During the launch, the Minister Prof. D. Ansu Sonii received a symbolic package of TLMs from the USAID Mission Director. The Minister of Education Pro. D. Ansu Sonii, in his remarks at the launch



The Minister of Education, Assistant Minister Basic and Secondary Education, Read Liberia COR, and Chief of Party at TLM Launch event November 24, 2020.

Photo: credit ATT

when accepting the symbolic gesture, thanked the USAID for its continuous support to education in Liberia. He indicated that the Ministry plans to adopt the early grade reading (EGR) model and to scale up the Read Liberia Activity's best practices in schools and teacher training institutes (TTIs) across the country. The Ministry, as a demonstration of GOL commitment support to EGR, approved the National G1–6 Reading Benchmarks. The Ministry was waiting for a meeting scheduled for December 2020 to also approve the National Teacher Professional Performance Standards for Liberia, which was validated by stakeholders on November 17, 2020.

Delivering his speech at the launch, Minister Duopu expressed gratitude to the USAID for effectively supporting early grade reading programs in Liberia. He commended USAID Read



Read Liberia Regional Operations Manager for Inland Region counts TLMs as Gbarnga Resident DEO and School Principal of Dorothy Cooper Public School observe the process

Liberia for its training of teachers, master trainers, school administrators, and supervisors (CEOs and DEOs). He also noted that those training are concrete and deliberate steps to sustain the early grade reading beyond the project. He further highlighted the contribution the MOE has made to strengthening the partnership. He catalogued these as follows: the provision of MOE warehouses in the counties at no cost to the Activity as temporary storage facilities for the TLM distribution activity; making reading a stand-alone subject to be taught at least 5 instructional periods from grades 1- 4; approving the reading benchmarks for grades 1-6; validating the National Teaching Professional Performance Standard for Liberia and working with the NRTWG to develop a national reading strategy, among others. He

also called on traditional authorities, community leaders, school boards, PTAs, and school authorities to work together reduce low students' enrollment in the schools. He commended the engagement of communities and the private sector as ways of sustaining the gains the Activity has made.

This TLM distribution team was made up of all Read Liberia staff. The TLM distribution schedule is explained in **Table 1**. The entire distribution was successful because staff were determined to reach every school, irrespective of challenges, to ensure that every teacher and student have access to high-quality books for instruction and learning.

Table 1. TLM Distribution Schedule

Period	Activity Description	Responsible Parties
November 5, 2020	TLM distribution data collection orientation	DCOP, MEL Manager
November 16 - 27, 2020	Pre-position of TLM in county warehouses	Operation Managers, Logistics Officer and Regional Managers Compliance Specialist; DCOP
November 24, 2020	Launching of the TLM distribution	COP, DCOP, Communication Specialist
December 1-7, 2020	Distribution of TLMs to schools in the Phase I Counties: Montserrado, Margibi, Grand Bassa and Bong Counties	DCOP, Operations Managers/logistics Officer
December 14 19, 2020	Distribution of TLMs to schools in the Phase II Counties: Lofa and Nimba from MOE County warehouses and DEO Offices	DCOP, Operations Managers/logistics Officer
January 4 - 15, 2021	Mop up of TLM distribution to hard-to reach schools in Bong, Lofa and Nimba from MOE warehouses	DCOP, Operations Managers/logistics Officer
January 31, 2021	Reporting compilation	DCOP, Operations Managers, logistics Officer, MEL Manager

As indicated in **Table 2**, all the schools targeted to receive TLMs were served with TLMs except five schools in Nimba. Out of the five schools that were not served, three had been closed; one had been privatized, and the other had been damaged by rainstorms. The change in status of these schools has been reported to MOE, CEO, DEOs, community leaders, and PTAs of affected schools.

Table 2. Summary of Total Schools Served with TLMs by Counties

County	Number of schools Targeted	Number of schools served	Number of schools not Served	Comments
Bong	95	95	0	
Grand Bassa	54	54	0	
Lofa	88	88	0	
Margibi	69	69	0	
Montserrado	136	136	0	
Nimba	192	187	5	Five schools not served are either damaged, closed or privatized
Total Schools	634	629	5	

Tables 3 and 4 summarize all TLMs procured, received, and distributed. **Table 3** summarizes the quantity of TLMs procured and received, and **Tables 4** shows the summary of all TLMs distributed to schools by county, student grade/level, and book title. **Annex A** provides a detailed TLM distribution summary by county. School reports provide county, student grade/level and book title, school name, MOE education management information system (EMIS) number, school district, county, date of waybill, and waybill number. All of these details are important for analysis and timely decision-making.

Table 3. Quantities of TLMs Ordered and Received by Title

2020 -2021 School year TLMs Verification Report from Warehouse on PO # 004-05-20							
No	Description	UOM	Quantity Ordered	Quantity Verified	Variance	Total Received	Comments
1	Grade 1 Teacher's Guide, vol. 1	Copies	1,500	1500	-	1,500	
2	Grade 1 Teacher's Guide, vol. 2	Copies	1,500	1515	15	1,515	A surplus of 15 copies
3	Grade 1 Student Activity Book	Copies	23,400	23400	-	23,400	
4	Grade 2 Teacher 's Guide, vol. 1	Copies	1,500	1515	15	1,515	A surplus of 15 copies
5	Grade 2 Teacher's Guide, vol. 2	Copies	1,500	1500	-	1,500	
6	Grade 2 Student Activity Book	Copies	21,400	21440	40	21,440	A surplus of 40 copies
7	Grade 1 Let's Read	Copies	23,400	23400	-	23,400	
8	Grade 2 Let's Read	Copies	21400	21400	-	21,400	
9	Letter and Syllable Cards	Copies	363	363	-	363	
10	Alphabet Poster	Copies	363	363	-	363	
11	ORF Grade 1 Week 11	Copies	1,875	1875	-	1,875	
12	ORF Grade 1 Week 23	Copies	875	875	-	875	
13	ORF Grade 1 Week 35	Copies	875	875	-	875	
	ORF Grade 1 Total	Copies	3,625	3625	-	3,625	
14	ORF Grade 2 Week 11	Copies	875	875	-	875	
15	ORF Grade 2 Week 23	Copies	875	875	-	875	
16	ORF Grade 2 Week 35	Copies	875	875	-	875	
	ORF Grade 2 Total	Copies	2625	2625	-	2,625	
17	Supplementary readers Grade 1	Set (10 story books)	800	800	-	800	
18	Supplementary readers Grade 2	Set (10 story books)	800	800	-	800	

Table 4. Quantities of TLMs Distributed, by County

County	Teaching and Learning Materials (TLM)										Supplemental Readers		TOTAL
	Grade 1				Grade 2				Display		G 1	G2	
	TIG v1	TIG v2	SAB	Let's Read	TIG v1	TIG v2	SAB	Let's Read	Alphabet Cards	Poster	ALL	ALL	
Montserrado	290	290	4,533	4,533	279	279	4,697	4,697	316	316	155	163	20,548
Grand Bassa	88	88	1,311	1,311	83	83	1,168	1,168	106	106	53	53	5,618
Margibi	126	126	1,509	1,495	126	126	1,422	1,422	138	138	69	69	6,766
Lofa	166	166	2,058	2,058	165	165	1,886	1,886	178	162	89	89	9,068
Bong	184	184	2,744	2,744	173	173	2,630	2,630	195	193	97	97	12,044
Nimba	348	348	5,367	5,367	338	338	4,740	4,740	378	378	185	188	22,715
Total	1,202	1,202	17,522	17,508	1,164	1,164	16,543	16,543	1,311	1,293	648	659	76,759

Phase 4: Track and Trace: Evidence-Based Monitoring and Document Security

Read Liberia continued using a real-time track-and-trace application to monitor TLM distribution and reporting in the six counties, with 100% of all waybills collected and reported electronically. Read Liberia combined KoBo Toolbox and Microsoft Excel software applications to collect, analyze, visualize, and report data, which provided distribution visibility at the school level, accountability among stakeholders (school authorities, PTA and community, and Read Liberia), and an evidence-based system of monitoring and verification (See Annex B Track and Trace Dashboard showing pivotal representation of TLMs distributed by schools, county location, and quantity).

KoBo Toolbox is a free and open-source online data entry tool developed by the Harvard Humanitarian Initiative with support from various organizations such as Brigham and Women's Hospital and USAID.¹ Microsoft Excel is a spreadsheet program which present tables of values arranged in rows and columns that can be manipulated

mathematically using both basic and complex arithmetic operations and functions. It could be manipulated further to produce dashboard that allows access to reports to present the summary of a detailed data. Using these tools, the Read Liberia team created compelling visualizations and reports, which provided deep insights into the TLM distribution process and outcomes. The TLM Distribution Team used KoBo Toolbox to collect the following data.

1. School recipient's photo, identification photo, electronic signature, and phone number
2. PTA/community representative photo, identification photo, electronic signature, and phone number
3. Photos of signed waybills with read-only date and time stamp
4. Global positioning system (GPS) coordinates for storage facilities and school buildings
5. Time of day and duration for school deliveries

The use of KoBo and Microsoft Excel helped increase visibility and real-time monitoring for adaptive management using centralized electronic document storage, security, and



Students/learners displaying learning materials received from Read Liberia during the TLM distribution Photo; Credit: [REDACTED] (the late)

¹ Harvard Humanitarian Initiative. KoBoToolbox: Data Collection Tools for Challenging Environments. KoBo Toolbox. Available at: <http://www.kobotoolbox.org> [Accessed on September 2, 2019.]

accessibility. The combination of these applications formed the track-and-trace system that helped Read Liberia gather timely data on school enrollment and quantities of TLMs distributed. As a result, Read Liberia leadership could identify schools that had low and zero enrolment. While the school census in Y3 revealed low student enrollment, information provided through the TLM distribution provided current information on low students' enrollment in Y4, which further validated low enrollment from Y3. In Q1, TLM distribution data was collected via KoBo and the KoBo data was linked to Excel dashboard that management monitored. This data provided management an insight into the report of closed schools and low students enrolled from October to December 2020. This data was used as a rapid assessment for school enrollment status through January 2021, and it was also combined with classroom observation data for triangulation for schools that were opened after the major distribution activity. Findings from the rapid enrollment study were presented to the MOE SMT and USAID. The findings also resulted in Read Liberia developing increased community engagement efforts with MOE and parents in school communities to have students register for school. Additionally, the enrollment report from the TLM distribution and classroom observation was provided to the NORC team through USAID as they conducted the final evaluation for Read Liberia in Q2.

TLM Distribution Challenges and Mitigation

In general, the FY 2020 TLM distribution was very successful and built on the lessons learned in 2018 and 2019 TLM distributions. However, there were some notable new and weather-related challenges. These have been catalogued in **Table 4**, with corresponding measures proposed to mitigate future occurrence.

There were some challenges as six (6) schools were not served by the teams. Three of the schools are officially closed by MOE at district level and Read Liberia was authorized not to serve those schools. These were Bahn Community, Gblah Community and Teah-Bee Public Schools. The remaining three schools were not served for different reasons (**Table 5**).

Table 5. Challenges and Mitigation Measures Recorded During FY 2020 TLM Distribution

Challenge	Mitigation Measures
Duzerbulah Public school was not served initially due to river flooding preventing staff from crossing to supply the school with TLMs	Read Liberia monitored the flooding situation and supplied the school with TLMs when the flooding subsided in January 2021.
Domah-Pa public school was not served by the team due to damage of the school structure by a windstorm as observed by the team when they reached the school with TLMs. The school was assessed to remain closed and may not be functional this academic year (see photos below).	Read Liberia has reported the situation to MOE pending action. Read Liberia has also started working with the community to identify an alternative structure that could serve the purpose. When that is finalized, Read Liberia will supply the TLMs to the school.
Gilipa Elementary was not served because the school has been taken over by Methodist (Privatized).	MEL must verify and management must decide the next steps.
Three schools had been officially closed by MOE. These were Bahn Community, Gblah Community and Teah-Bee Public Schools.	Read Liberia will contact MOE for official communication for the records.

Lessons Learned

The entire TLM distribution process provided some useful lessons. All of them have been properly documented and noted to guide the planning and distribution of subsequent rounds of TLM distribution. Three major lessons are highlighted below.

Table 6. Storage Provided by Stakeholders

Storage Type	# of schools	% Storage Type
Community Leader's Home	7	2.1%
No Storage	1	0.3%
On Campus	234	70.7%
Other Storage	12	3.6%
Principal's Home	55	16.6%
PTA Home	13	3.9%
Staff Home	9	2.7%
Total	331	100.0%

Working together and collaboratively with stakeholders was very helpful during the FY 2020 TLM distribution. Stakeholders provided space as temporary storage for schools that did not have storage facilities (Table 6). Community leaders, PTA members, principals, teachers, school staff, and others contributed immensely to providing storage facilities for the TLMs. This is commendable and it is very good lesson that will be reviewed and strengthened to partner with MOE in subsequent TLM distributions.

Having the TLM distribution on the first day of reopening of school after schools had been closed due to COVID-19 was challenging, as some schools remained closed. However, it also gave the team the opportunity to sensitize the MOE to appeal to parents to send their children back to school.

Read Liberia took advantage of the distribution exercise to gather information on school enrolment. Low school enrolment data provided evidence to management to conduct a rapid assessment on school enrolment.

Annex A: Detailed TLM Distribution by Counties and Schools Report

[REDACTED]

Annex B: Track and Trace Dashboard Showing Pivotal Representation of TLMs Distributed by Schools, County Location, and Quantity

[REDACTED]

Annex C: Pictorial Presentation of Challenges Faced

[REDACTED]

Annex D: TLM Distribution Launch Event Memorandum

[REDACTED]

Annex E: Talking Points from the USAID Mission Director

[REDACTED]

Annex F: Talking Points for Deputy Minister for Instruction (DMI), Ministry of Education

[REDACTED]

Annex G: Covid-19 Health Protocols for November 24, 2020 TLM Distribution Launch

[REDACTED]

Annex H: List of Dignitaries and Participants (In-Person and Virtual)

[REDACTED]

Annex I: Read Liberia Letter to Request the Use MOE Warehouses I 7-6 (002)

[REDACTED]

Annex J: TLM Transmittal Letters

[REDACTED]

Annex K: Copy of Waybill for TLM Distribution

[REDACTED]