



# ADULT LITERACY PROGRAM (ALP) BASELINE EVALUATION REPORT 2025



**WE-CARE FOUNDATION**  
**IN PARTNERSHIP with Friends of  
Liberia and HIPPY International**

**CHARNESIA E. LANGFORD**  
**Independent Consultant**  
**INCLUSIVE HEALTH FOUNDATION**

## Table of Contents

EXECUTIVE SUMMARY.....	2
PROJECT BACKGROUND .....	3
EVALUATION OVERVIEW & METHODS.....	4
SAMPLE DESCRIPTION .....	5
Limitations and Sub-Test Non-Attempts .....	7
SKILL-BASED RESULTS.....	8
FOUNDATIONAL SKILLS: LETTER & REAL LIFE READING .....	8
DECODING AND WORD READING .....	8
CONNECTED TEXT AND COMPREHENSION .....	8
RECOMMENDATIONS.....	10
CONCLUSION .....	11
APPENDIX 1.....	12

## Tables and Figures

TABLE 1: DEMOGRAPHIC DESCRIPTION OF LEARNERS AT BASELINE ACROSS PROGRAM COMMUNITIES 2025-----	6
TABLE 2: DESCRIPTION OF LIMITATION AND SUB-TESTS NON-ATTEMPTS OF LEARNERS AT BASELINE ACROSS PROGRAM COMMUNITIES 2025-----	7
TABLE 3: OLA SUB-TESTS BASELINE RESULTS 2025-----	9
FIGURE 1: OLA SUB-TESTS SKILL SCORES AT BASELINE 2025-----	9

## EXECUTIVE SUMMARY

WE-CARE Foundation has remained at the front line of adult education through its Adult Literacy Program (ALP) established in 2019. Implemented in partnership with HIPPIY International and Friends of Liberia (FOL), the program is designed to equip adult learners with foundational literacy and numeracy skills that are essential for everyday life and personal development.

Delivered through weekly, community-based sessions, the ALP targets two key groups:

1. Parents and caregivers of children enrolled in the Family Literacy Initiative (FLI), and
2. Non-literate adults across underserved communities who have had limited or no access to formal education.

The central theory of the program is rooted in intergenerational learning. By strengthening the literacy skills of parents, especially those involved in the FLI, the program aims to empower them to actively support their children's learning at home. These parents become their children's first teachers, role models, and educational advocates, creating a cascade effect that enhances learning outcomes across households and communities.

This report presents the results of the 2025 Baseline Evaluation of the ALP Level 1 learners, conducted by an independent consultant commissioned by the WE-CARE Foundation. The purpose of the evaluation was to assess the initial literacy levels, learning readiness, and potential barriers faced by adult learners across nine target communities. The findings offer valuable insights into learner demographics, participation trends, performance across key literacy skills, and the contextual factors that may affect program delivery and success.

The evaluation highlights both the promising opportunities and the critical challenges ahead. While learner motivation and first-time participation rates are high, results also indicate significant gaps in phonics, comprehension, and reading fluency. These insights are important in informing the next phase of implementation, curriculum adjustments, and the delivery of targeted support to learners with specific needs.

This baseline will serve as a point of reflection and a foundation for growth, accountability, and measurable impact as the ALP moves forward with implementation.

## PROJECT BACKGROUND

The Adult Literacy Program (ALP) supports the Family Literacy Initiative Program (FLI) and the Nurturing Care Integrated Services Model for Liberia Program (NCISM) FLI component by helping parents, caregivers, and other adults in the community improve their reading, writing, and basic math skills. The program focuses especially on adults who did not have the chance to attend school.

ALP uses a hands-on, practical learning approach designed for adults, making lessons easy to understand and apply in daily life. Classes are held three times a week, each lasting three hours, and runs for eight months, from March to November.

Sessions are held at various school locations in program communities, and led by trained local instructors who receive both initial and ongoing training and support to help them deliver lessons effectively and respond to learners' needs.

## EVALUATION OVERVIEW and METHODS

The baseline evaluation aimed to assess the competency and level of knowledge of learners, as well as the areas of strengthening needed to tailor the program's teaching methods to enhance learners' foundational literacy. The assessment was conducted using the Out-of-School Literacy Assessment (OLA) tool, developed by the Education Development Center (EDC). This tool measures key reading skills and was administered by six trained assessors across the nine communities: Montserrado (Neezoe and Caldwell), Careysburg (Nyemah Town, Marchee Town and Gankalashue), Margibi (Duazon) and Bomi (Saykay Town, Dagweh Town and Gboto Town).

The OLA primarily evaluates adult learners' foundational reading skills: Letter Naming; Functional Reading; Word Recognition and Decoding; Oral Reading and Comprehension; and Advanced Silent Reading and Comprehension. The evaluation involved detailed one-on-one assessments in a private setting, each lasting about 20 minutes. Data analysis focused on individual learner scores, categorized by community and demographics, and adjusted for incomplete tasks by assigning a score of "0" where necessary. Six (6) assessors with experience and familiarity with the OLA Tool were recruited and trained to complete the assessments across the nine (9) program communities. The Evaluation Consultant led a one-day assessor training for field assessors before conducting the baseline assessment. The training focused on reviewing the OLA instrument and tips for administering the OLA and culminated in pre-testing the tool among assessors.

## SAMPLE DESCRIPTION

At baseline, a total of 95 participants were assessed across 9 communities, out of 108 individuals recruited, reflecting an 87.96% participation rate. The assessment showed a clear predominance of female learners (88) at 92.6% over male learners (7) at 7.4% of the 95 gender-identified individuals. The sample population at baseline has a mean age of 33.37 years across all communities spanning a mix of younger and middle-aged adults with a median age of 34.0 years and a range of 14.5 years.

A significant portion of the learners (85 participants) at 89.5% identified as first-time ALP Level-1 learners, and only 42 (44.2%) participants had any prior formal school attendance, underlining the critical need for foundational literacy support. The program recruited 51 parents of FLI-enrolled children accounting for 53.7% of the sample population, indicating strong potential for intergenerational literacy benefits.

Multilingualism was prominent, with 76 participants (83.5%) reporting proficiency in an additional dialect or language, which suggests both opportunities and challenges for instructional delivery. These insights highlight the unique demographic and educational landscape of the target group and provide a strong foundation for measuring the impact of the adult literacy initiative over time.

The table below contains a detailed breakdown of the demographic across all program communities' providing a clear description of learners' composition at baseline.

**Table 1: Demographic Description of Learners at Baseline across Program Communities 2025**

TARGET COMMUNITIES									
	Family Literacy Initiative Program Communities						Nurturing Care Services Model for Liberia Program Communities		
Descriptive Indicators	Duazon (n=14)	Neezoe (n=13)	Caldwell (n=19)	Nyemah Town (n=15)	Marchee Town (n=4)	Gankalashue (n=8)	Saykay Town(n=12)	Gboto Town (n=3)	Dagweh Town (n=7)
<b>Male</b>	0%	15.4%	0%	26.67	0%	12.5%	0%	0%	0%
<b>Female</b>	100%	84.6%	100%	73.3%	100%	87.5%	100%	100%	100%
<b>Mean Age</b>	33.7	37.8	34.6	35.1	36.3	34	28.7	23.3	27.4
<b>Attended Formal School</b>	50%	69.23%	10.53%	46.67%	25%	37.5%	58.3%	33.3%	71.5%
<b>Has a Child in the FLI Program</b>	50%	38.5%	68.4%	26.7%	75%	62.5%	58.3%	66.67%	71.4%
<b>First Time ALP L-1 Learners</b>	92.86%	100%	100%	86.67%	75%	37.5%	100%	100%	85.7%
<b>Speaks another Dialect or Language</b>	85.7%	100%	68.42%	80%	100%	100%	66.67%	33.3%	71.4%

Source: OLA Data, 20225

## Limitations and Sub-Test Non-Attempts

At baseline, physical and sensory limitations were reported by a small number of participants: 5 individuals wore glasses, and 4 reported hearing issues across all program communities. While this represents just over 5% of the cohort, it is likely that undiagnosed or unreported limitations may exist, particularly in communities with limited access to health services. These limitations may affect reading comprehension, oral response clarity, and prolonged test engagement.

A major concern revealed in the assessment was the progressive increase in sub-test non-attempts. Only 9.5% did not attempt the first sub-test, but this number rose sharply to 92.6% by the sixth sub-test. This trend suggests a range of barriers, including mental fatigue, low confidence, task complexity, and test length. In particular, communities like Caldwell, Duazon, and Nyemah Town showed consistently high numbers of skipped items in later sub-tests.

**Table 2: Description of Limitation and Sub-Tests Non-Attempts of Learners at Baseline across Program Communities 2025**

Limitation Type	Total Across all Communities	% of Total (95)
Wears Glasses	5	5.26%
Hearing Issues	4	4.21%
Sub-Tests		
Sub-Test 1	9	9.5%
Sub-Test 2	14	14.7%
Sub-Test 3	37	38.9%
Sub-Test 4	62	65.3%
Sub-Test 5	74	77.9%
Sub-Test 6	88	92.6%

## SKILL-BASED RESULTS

The results of the six sub-tests reveal that while foundational literacy skills such as letter recognition and real-life reading show emerging capacity, learners face severe challenges with word recognition, oral reading fluency and comprehension skills, both oral and written.

### FOUNDATIONAL SKILLS: LETTER & REAL LIFE READING

Letter Recognition (54%) has a moderately strong starting point; most learners can identify about half of the alphabet. Real Life Reading (46%), such as signs or labels, shows learners have some familiarity with words in their environment. These skills provide a solid foundation for instruction, though reinforcement is needed.

### DECODING AND WORD READING

Word reading yielded a particularly low average score of 6.1 out of 45, indicating limited decoding ability. This shows learners are not able to recognize words beyond the basic level or are not yet able to decode or recognize most words, which greatly affects fluency and comprehension in later tasks. This affected performance in oral reading (mean: 9.26/33) and drastically lowered comprehension abilities.

### CONNECTED TEXT AND COMPREHENSION

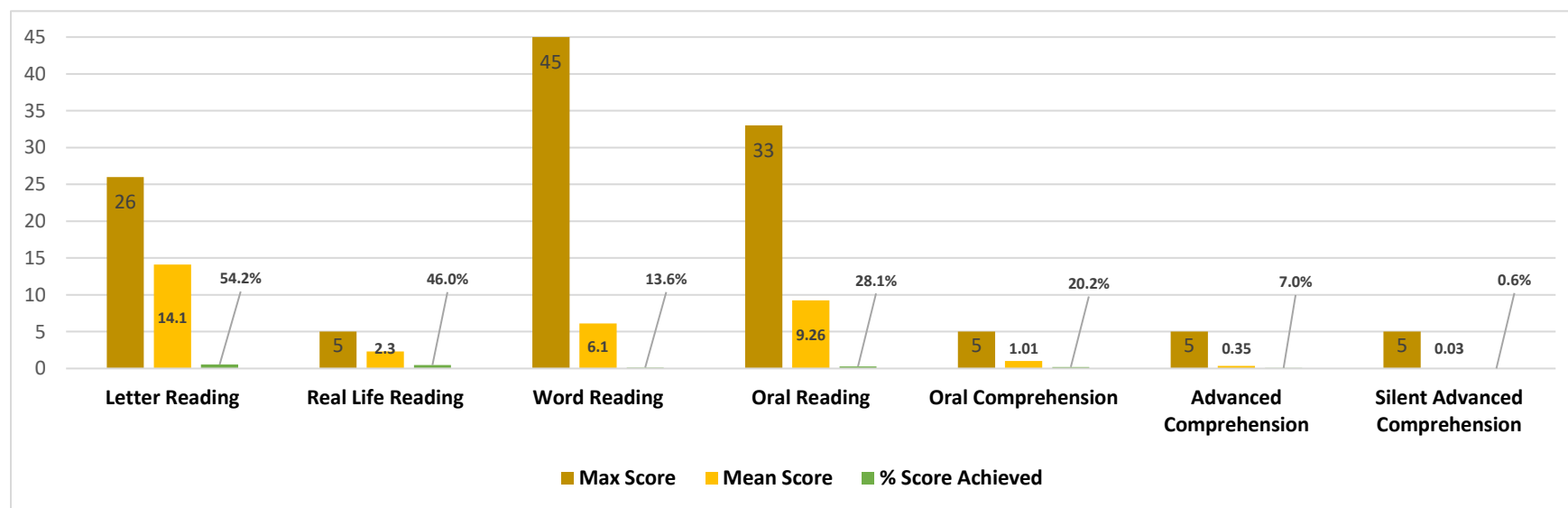
Oral Reading (28%) shows learners can read some text aloud but struggle with fluency and decoding, likely sounding out words slowly. Oral Comprehension (20%) and Advanced Comprehension (7%) reveal poor understanding of spoken and written messages due to vocabulary gaps and poor fluency. Silent Advanced Comprehension (0.6%) shows near-zero ability to think critically about or interpret reading material. These skills are not yet developed.

**Table 3: OLA Sub-Tests Baseline Results 2025**

Sub-Tests 1-6							
FOUNDATIONAL SKILLS		DECODING AND WORD READING		READING FLUENCY	CONNECTED TEXT AND COMPREHENSION		
Score	Letter Reading	Real Life Reading	Word Reading	Oral Reading	Oral Comprehension	Advanced Comprehension	Silent Advanced Comprehension
<b>Max Score</b>	26	5	45	33	5	5	5
<b>Mean Score</b>	14.1	2.3	6.1	9.26	1.01	0.35	0.03
<b>% Score Achieved</b>	54.2%	46.0%	13.6%	28.1%	20.2%	7.0%	0.6%

Source: OLA Data, 2025

**Figure 1: OLA Sub-Tests Skill Scores at Baseline 2025**



## RECOMMENDATIONS

1. Strengthen Foundational Literacy Skills. Prioritize phonics, letter recognition, and word decoding in the initial phases of the program, as these are the weakest areas across most communities (Word Reading mean score: 6.1/45).
2. Strengthen Reading fluency (mean score: 9.26/33), Oral comprehension (mean score: 1.01/5) through regular storytelling/sample texts and discussion followed by visual aids and question prompts before moving on to Advanced comprehension, both oral (mean score 0.35/5) and silent (mean score: 0.03/5), as these are the highest non-tests attempts across all communities.
3. Provide individualized support for older learners or those with vision/hearing limitations.
4. Monitor progress with simple tools. Use easy-to-administer monthly learning checks or self-assessments to track progress in: letter identification, reading familiar words and responding to oral questions.

## CONCLUSION

The baseline findings of the Adult Literacy Program (ALP) reflect both the urgent need and great potential for adult literacy interventions across the target communities. Despite varied literacy backgrounds, a majority of learners are first-time participants, highly motivated, and eager to acquire functional literacy skills that can improve their daily lives.

Results from the assessment demonstrate clear gaps in foundational literacy, particularly in phonics, word recognition, and comprehension while also highlighting learner limitations such as poor eyesight and hearing in a few communities. Community engagement levels vary, but patterns show that with the right outreach, even low-turnout areas can be reactivated.

To address these needs effectively, a learner-centered, inclusive, and contextually relevant approach is essential. Tailored instruction, ongoing facilitator support, and the integration of practical literacy applications will ensure the ALP delivers meaningful outcomes. With consistent monitoring and adaptive programming, the ALP is well-positioned to empower adults with the reading and comprehension skills they need to participate more fully in their families, communities, and society at large.

## APPENDIX 1

### OUT OF SCHOOL LEARNING ASSESSMENT TOOL (OLA)

<b>Foundational Skills</b>	Letter Reading	Alphabet Knowledge: Learners read letters and accurately speak their corresponding name in 60 seconds.
	Real-Life Reading	Learners read short sentences on items and answer questions.
<b>Decoding and Word Reading</b>	Word Reading	Word Recognition: Learners read frequent grade level appropriate words in one minute.
<b>Reading Fluency</b>	Oral Reading	Learners read a short, written passage on a topic that is familiar to them in one minute.
<b>Connected Text and Comprehension</b>	Oral Comprehension	Learners are asked to answer up to five questions relating to the text they read aloud for the oral reading fluency subtask.
	Oral Reading and Advanced Comprehension	Learners are asked to answer up to five questions relating to a difficult passage they read out loud for the advanced subtask.
	Silent Reading and Advanced Comprehension	Learners are asked to answer up to five questions relating to a much-more difficult passage they read to themselves for the advanced subtask.