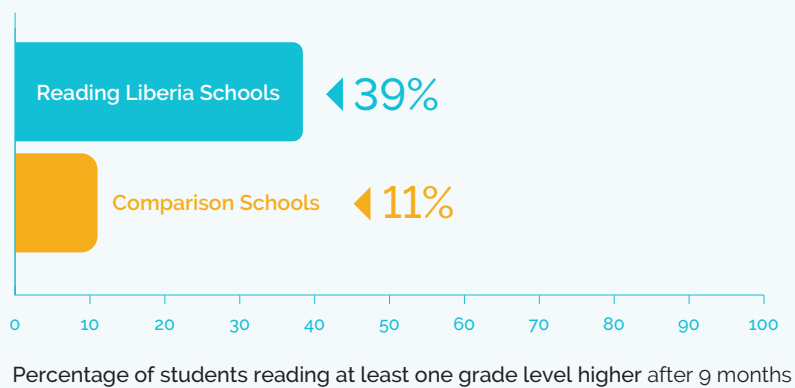# LIBERIA LITERACY PROGRAMS

ENCOURAGING RESULTS AMONGST EARLY-GRADE PRIMARY SCHOOL STUDENTS

READING LIBERIA PROGRAM
READING COMPREHENSION

Reading Liberia Schools ◀ 39%

Comparison Schools ◀ 11%

0 10 20 30 40 50 60 70 80 90 100

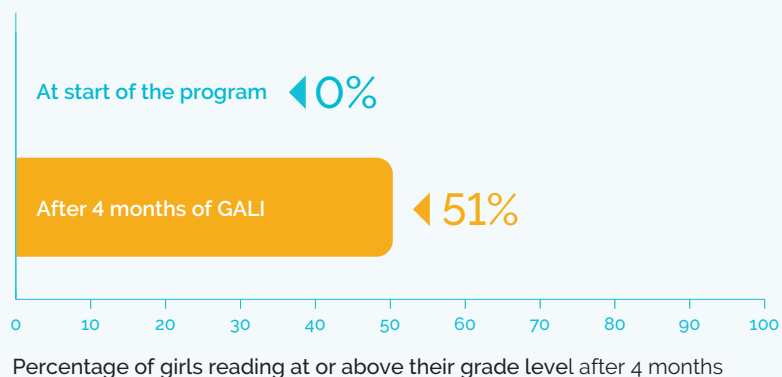Percentage of students reading at least one grade level higher after 9 months

In 2020, CODE aggregated the results of reading skills assessments conducted with *Reading Liberia* program participants between 2016 and 2019.

Primary school students in the program (P1-P4) performed substantially better than students in comparison schools on the key measure of literacy used in this assessment: reading comprehension. After 9 months, 39% of students in *Reading Liberia* schools improved at least one grade-level, while only 11% in comparison schools did.

This demonstrates both the generally poor quality of reading instruction in schools, and that while it's not a panacea, cost-effective interventions like *Reading Liberia* teacher training and book distribution can have a marked impact on increasing the number of children advancing their reading skills.

GIRLS ACCELERATED LEARNING INITIATIVE (GALI)
READING GRADE LEVEL

At start of the program ◀ 0%

After 4 months of GALI ◀ 51%

0 10 20 30 40 50 60 70 80 90 100

Percentage of girls reading at or above their grade level after 4 months

CODE's *Girls Accelerated Learning Initiative* (GALI) in Liberia provides an intensive after-school program for over-aged girls to improve their literacy and life skills.

Reading assessments were conducted with 340 girls in the most recent cohort 4 months after they started the program. Participants made substantial gains in their reading skills during this time with 51% reading at or above their grade-level after 4 months. None were reading at their grade-level at the outset of the program.

These gains provide evidence that an intensive program such as GALI can bring positive improvements in girls' reading skills in a relatively short period of time. This is critical in supporting the retention and academic advancement of girl students.

Reading skills assessment data was collected from a total of 17 Reading Liberia primary schools and 6 comparison schools in the same region, as well as 25 GALI schools. Data collection, quality control and analysis was overseen by CODE's program managers, expert volunteers, and monitoring and evaluation specialists.